

**FACTORS INFLUENCING CHILDREN'S ACCESS TO EARLY  
CHILDHOOD DEVELOPMENT EDUCATION CENTRES IN  
NYANDARUA SOUTH DISTRICT, KENYA.**

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**A Research Project Submitted in Partial Fulfillment for the Requirement for  
the Award of the Degree of Master of Education in Economics of Education**

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## **DECLARATION**

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

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## **DEDICATION**

I dedicate this work to my wife Elizabeth and sons Morris, Peter, Vincent and Ernest, for their prayers and encouragement.

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## **LIST OF ABBREVIATIONS & ACRONYMS**

CRC-convection on rights of children

DICECE- District centres for early child hood

ECDE- Early child hood development education

EFA- Education for All

GER-Gross Enrolment Rate

Moest- Ministry of Education

NACECE- National Centres for Early Childhood Education

NGO- Non Governmental Organization

PISA- Programme for Internal Student Assessment

TIQET- Totally Integrated Quality Education and training

## ABSTRACT

This section presents the key and important issues of this study. The issues captured includes purpose of the study and its objectives, significance of the study, the major issues captured in literature review including theoretical framework. It also gives an overview of the methodology, the main findings of the study and its major recommendations. The purpose of this study was to examine factors influencing childrens' access to ECDE center in Nyandarua South District. The objectives of the study were; to analyze the trends of enrolment of children at the ECDE centers in Nyandarua south district, examine how the amount of fees charged at ECDE centers affect access to the centers, Analyze how head teachers and ECDE teachers level of qualification and training in education affect childrens' access to ECDE centers in Nyandarua, South district Kenya, to establish the extent to which teachers' level of remuneration affects childrens' access to ECDE centers in Nyandarua south district Kenya and determine how parental income levels affects childrens' access to the centers. This study is of significance to various stakeholders and organizations in the education sector. The ECDE centers faced with challenges that may have led to low access such as financial problems may be cited easily for financial assistance. The stakeholders in the ECDE sector including the government will be informed of the factors that hinder access to ECDE provision and therefore will be able to readdress the issues in concern. The department of economics of education is be made aware of the main issues affecting ECDE in Nyandarua South District hence may encourage for more research on these factors in other parts of the country. The literature revealed looks at related literature in relation to childrens' access to ECDE centers. It highlights important points in relation to definition and importance of ECDE, the global situation of ECDE provision, current states of resource allocation to ECDE in Kenya, legislations and policies guiding provision of ECDE, development o ECDE in Kenya, dropout and wastage, government efforts towards improvements of education as a mandate of the ministry of education and the factors affecting learners enrollment to ECDE. The study was based on educational production function theory as advocated by Coleman (1996) and Psacharapolous and Wood (1985) which states that inputs are expensed in given proportions to produce good results. . The study adopted a description survey design to establish factors affecting childrens' access to ECDE centres in Nyandarua south District. The study targed a population of 48 headteachers and 98 ECDE centre teachers in the District out of which a sample of 14 headteachers and 30 ECDE Teacher was selected for study. Data was collected using questioners, coded and classified into major themes from which a summary report was made. Quantitative data was analyzed using descriptive statistics supported by fables, graphs and percentages. Data analyzed formed the basis of research findings conclusions and recommendations for further study.

The results obtained from the headteachers and ECDE teachers shows that – children’s access to ECDE in Nyandarua south is below 100% .This is brought by a number of factors some of which were the subject of this study while others were not researched on. In view of these findings the research recommends that inorder to achieve vision 2030 and education for all:The government should provide free ECDE programmes to promote children’s access to the programmes .

- i. The ECDE teachers should be well remunerated as per their qualifications and experience in order to motivate them.
- ii. Parents should be sensitized on the importance and benefits of ECDE.
- iii. The researcher also suggests for more research on other factors that affect children’s access to ECDE in the district and on the same factors in other districts, counties or the whole country.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education plays a vital role in promotion of development at both the micro and macro level. Education equips the human capital with the skills attitudes and competences required in promoting self and national development. What happens during the early stages of life of an individual has a significant influence in his entire life. The level of education of a house hold, its poverty level, and income level determines its demand for more education especially for its siblings. Families with low educated parents, low standards of living lack financial support for their children and consequently such children may not at all enroll in the learning programmes or may drop out of the systems.

According to UNESCO (2001) African countries face many challenges in terms of improving basic education ECDE included. According to Passtalozi and Reusseau parents should contribute their efforts to their children's pre-school education to enable them grow holistically and form a firm foundation for their later schooling to higher levels.

According to UNESCO education for all global monitoring report on EFA goal No. 1 (2012) on expanding early childhood education care and education it is stated that "Early childhood is critical period in which to lay foundation for

success in education and beyond; so early childhood care and education should be at the centre of EFA and broader development Agendas". It cites hunger, poor health and malnutrition as some factors which hinder children's cognitive development and capacity to learn.

The report also notes that evidence based on a 2009 survey in a programmes for internal student assessment (PISA) show that a 15 years old student who attended at least an year of pre-primary school outperformed students who had no access to this vital education in most parts of the world. Quality pre-school program are important in preparing young children for primary school education .Evidence from places as diverse as Australia, India, Turkey and Uruguay demonstrate the short and long term benefits of pre-school education .These range from a head start in literacy and numeracy skills to improved attention, effort and initiative – all of which lead to better education and employment out comes. (EFA global monitoring report 2012)

The EFA Global Monitoring Report (2012) also states that since 1999 the number of children enrolled in pre-primary in the world has risen by at least a half .However this still leaves more than one in two children not attending rising to five out of six in the poorest developing countries. The group that would benefit the most from pre-school is missing out of the most. In Nigeria it states that a about two out three children from the richest 20% of household attend pre-school, compared with less than one in ten from the poorest 20% house hold`.



The overwhelming evidence about the importance of ECDE has made many people and governments world-wide to be aware of the need to have quality programmes for young children (Moncrieff; 1993) India for instance has community based ECDE programmes that provide comprehensive and relatively cheap and integrated programmes. The programmes are virtually in all Indian states and offer supplementary nutrition for children up to six years and expectant and nursing mothers.

In Colombia, the government partly finances cost of ECDE. Colombian parents pay half of the care givers salary and security while the government finances a loan scheme to help mother run the nurseries. In Mauritius mothers of 20-45 years are usually trained to take care of young children in their homes. MOEST (1998) Report indicates that Thailand has worked out a funding scheme to support ECDE programmes in the community on continuing bases.

Republic of Kenya (1999) indicates that ECDE involves house holds and community efforts in providing integrated development for children from the time they are born to the age of entry to primary school. Republic of Kenya (1999) noted that in some parts of the country children are admitted to primary school without having gone through ECDE centres.

In Kenya the ECDE enrolment grew from 483148 children in 1982 to 894295 children in 2003. This enrollment however declined from 35.4 percent in 1990 to 33.4 percent in 1999 (seasonal paper number 1, 2005). Considering the

importance of ECDE, this GER is low as there are many 4-5 year old children who are still out of school. Statistics from 1999 population census indicates that a total of 574249 children were not enrolled in pre-primary school and that a large proportion of children entering school do not pass through pre-primary (Sessional paper no. 1, 2005)

In Jan 2003 the government of Kenya introduced free primary education (FPE) to provide opportunities to all Kenyan children of age 6 years to primary education system. This greatly affected the enrolment in ECDE centres. The reason for this was that parents were made to pay some fees at the ECDE centres and meet other educational costs.

Since 2003 to date children access to ECDE has been low. School attendances by children 5 years of age is not only seen as a normal pattern of social behavior but also as a Kenyan necessity. According to Pestalozzi, Martin Cotienues and Rousseau, parents should contribute their efforts to children's presence in pre-schools to enable them to grow holistically and form a firm foundation of their later schooling to higher levels. According to UN declaration on the rights of the child (1988), every child has the right to education. This means that every child must be taken to school otherwise legal action should be taken against the person who denies a child access to this education.

Kenya being a signatory to the convention came up with the Sessional paper No1 of 2005 in which the government commits itself to ensure attainment of EFA by

2015. This is also in line with government commitment to international declaration, protocols and conventions as resolved in the world conferences on EFA in Jomteim, Thailand (1990) and Dakar Senegal (2000) that introduced free primary education (FPE) in 2003 to provide opportunities to all Kenyan children aged 6 years and above to access education. This led to high enrollment rate in the primary school sector.

However the government did little to address the issue of access to ECDE despite the fact that it is one of the areas of focus addressed in the millennium development goals (MDGs). The introduction of free primary education led to overcrowded classes in standard one with so many children joining it without having gone through the ECDE. To a great extent some children were withdrawn from ECDE centres to wait for the right age to join standard one.

To date many children do not access ECDE in Kenya but instead wait to join standard one once they reach the age of 6 years. There are many factors that have contributed to this low children's access to ECDE. Lack of economic ability among communities is cited as a major contributor to low children's access to ECDE (UNESCO 2012). The report also outlines underinvestment as a key reason for low coverage of pre-schooling in most developing countries.

Kioko (2011) cited poor nutrition as a factor hindering access to ECDE in Kalawa zone in Makueni district. Kagwima (2001) in her research cited parental sickness as another hindrance to access of ECDE while Kipchumba outlined non-

availability of physical facilities involvement is yet another factor hindering access to ECDE.

Statistics from DEO’S office Nyandarua South district show that there is always a higher number of learners who enroll in standard one than those who were in pre-schools in the previous years.

**Table: 1.1 Children’s Enrolment in ECDE Centres and class one in Nyandarua south district (2010-2013)**

Year	2010	2011	2012	2013
Pre-school enrolment	3520	3957	3706	4711
Class 1 enrolment		3849	4325	4006

This is an indication that there are learners who enrolled in class one but never went through pre-school or dropped out before joining class one. This study intended to investigate the factors that may hinder or promote access to ECDE in both private and public ECDE centres in Nyandarua south District, Kenya. The factors to be analysed were total cost of ECDE, teachers’ level of remuneration, teachers’ qualifications and parental standards of living.

### **1.2 Statement of the Problem**

ECDE is important in preparing children in physical mental and social development. This prepares them to enter into the main education streams which

in turn prepares them to become self reliant and people who can contribute to national development by equipping them with the skills attitudes and competences needed. It is on this ground that the Kenya government is concerned with attainment of EFA by 2015, and is therefore putting efforts to address the issues related to access to education, ECDE included.

As noted from the table 1.1 showing the enrolment of ECDE and class one in Nyandarua south District there are many children in the district who do not get access to ECDE. This is a problem that may drag the district behind in terms of achieving EFA by 2015 and the Kenya Vision 2030 as well as the MDGs .As noted by various scholars lower access to ECDE is contributed by various factors. These factors are likely to have contributed to the low access to ECDE in the District.

It was therefore the researcher's intention to investigate whether some factors may have contributed to this low access to what extent. The factors to be investigated included the amount of fees charged at the ECDE centres, teachers' level of training and qualifications, teachers level of remuneration and the parental level of incoming

### **1.3 Purpose of the Study**

This study investigated the factors influencing children's access to ECDE in Nyandarua S. District, Kenya.

#### **1.4 Objective of the Study**

The study intended to achieve the following objectives.

- i. Analyze the trends of enrollment of children at the ECDE centres in Nyandarua south district.
- ii. Examine how the amount of fees charged at the centres affect access to ECDE. Centres.
- iii. Assess how headteachers and ECDE teacher's level of qualification and training in education affect children's access to ECDE in, Nyandarua south district, Kenya
- iv. Establish the extent to which teachers' remuneration level affects children's access to ECDE in, Nyandarua south district, Kenya.
- v. Determine how parental income level affect access to ECDE in Nyandarua south district, Kenya

#### **1.5 Research Questions**

- i. What are the trends of enrollment of children at the ECDE centres in Nyandarua south District.
- ii. How does the amount of fees charged affect children's access in various ECDE centres?
- iii. To what extent does the teachers' qualifications and training affect children's access to ECDE in Nyandarua South District, Kenya?

- iv. How do the level of ECDE teachers remuneration affect children access to ECDE in Nyandarua South District, Kenya?
- v. How do the parental level of income affect children's access to ECDE in Nyandarua South District?

### **1.6 Significance of the Study**

The study may benefit the EDCE centres which may have low enrolment to be cited by the financial supporters and hence get financial assistance to improve children's access to ECDE. The findings of this study may benefit educational stakeholders i.e. the government through the ministry of education by citing to them some factors that may have hindered access to ECDE. The government may therefore be able to re-address the issue of adequate financing of ECDE education. The religious organizations may benefit by being made aware of the areas where access of ECDE is lower due to various problems and thus may be able to direct more of their assistance to such areas.

The government may realize the need to employ and pay ECDE teachers as per their qualification so as to promote their motivation. This study may help the government through the ministry of education by informing them on their need to ensure that parents realize ECDE as a basic children's right and hence enroll them to ECDE centers. Specialist in economics of education are informed of some factors that have affected ECDE provision in Nyandarua District either positively or negatively.

They therefore may come in to advise the stakeholders on how to make use of available resources to promote access in Nyandarua South District and other parts of the country.

### **1.7 Limitations of the Study**

The researcher expected to face the following limitations: conclusions drawn would not be exact as they would be based on samples but not on the whole population. Some respondents would not tell the truth as to why the children may not be in school or may have dropped out of school. They would give fake reasons, some may feel that the information required from them is confidential and hence cheat or refuse to answer the questions asked.

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

The study covered both private and public ECDE centres in Nyandarua South District only. The study focused only on a limited number of factors which includes amount of fees charged at the ECDE centres, teachers qualifications, teachers remuneration and parental living students.



## **1.9 Assumptions of the study**

The study was carried out on light of the following assumptions:-

- i. The rate of enrollment is not affected by other factors than the four listed ones.
- ii. All respondents would co-operate and answer the questions asked.
- iii. The statistics available in the DEOs office was a true reflection of what is in the field.

## **1.10 Definitions of significant terms**

**Access** -Number of school-age going children who are in school

**Early Childhood Development Education** -Refers to education offered to children between the ages of 0-6 years.

**Gross Enrolment Rate** - Total number of children who are enrolled in school Regardless of their age.

**Pre-school** -This is the early schooling where children are socialized and Oriented to schooling.

**Pre-scholar**- Children who are aged 2-6 years

**Total cost of education**- refers to all expenses incurred by a parent in relation to a child's Early Childhood Development and Education

### **1.11 Organization of the study**

The study was organized in five chapters. Chapter one consists of background of study, Statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two comprises of literature review which is discussed under the following topics:-Definition and important of early childhood education, Factors affecting enrolment in ECDE, Global situation of access to ECDE, summary of literature review, Theoretical frame work and Conceptual framework. Chapter three covers the research methodology that was used to undertake this study. This include research design, target population ,sample and sampling procedures, research instruments, Instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four consists of data findings , conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter highlights information about early childhood development from various sources. The research views some information related to definition and importance of Early childhood education, current status of resource allocation to ECDE, legislation and policies guiding provision of ECDE, Development of ECDE in Kenya, factors affecting access to ECDE, the government initiatives in enhancing access to ECDE, theoretical and conceptual framework.

#### **2.2 Definition and importance of early childhood Develop education**

Early childhood Development Education refers to the education catering for children aged 3-6yrs. Early childhood is a critical period in which to lay the foundation for success in education and beyond, so early childhood care and education should be at the center of EFA and broader development goals (EFA Global monitoring report; 2012). The experiences during this period are known to enhance or inhibit realization of one's potentials in life. (Mutinda 2010). This is also the fastest period of growth and development in all aspects of a human being. Parents, other caretakers and teachers need to make use of this period in order to maximize children holistic development and therefore their full potentials in life.

A child development and experiences during the infant age and pre-school lay critical foundation for later growth and subsequent development. The way a child is nurtured socially, emotionally, intellectually and physically creates a long life learning process UNESCO(2004). Therefore children who are nurtured well can live and create better societies for all. Gwachi (2009) noted that investment in ECDE acts as a foundation for creating more educated people at higher levels of education. UNESCO (2006) notes that investment in ECDE leads to both private and social benefits such as better health conditions, higher incomes and enhanced social interactions. Gwachi (2009) further notes that ECDE tends to give children a better start of life.

Children who participates in ECDE programmes are likely to start primary education and perform better in schools and are less likely to drop out of school or repeat grades. As noted earlier a report by UNESCO based on a 2009 survey in a Programme for Internal Student Assessment (PISA) showed that a 15 years old student who attended at least a year of pre-school outperformed students who had no access to this vital education. It is therefore clear that ECDE is of great importance and should be made accessible to all children.

### **2.3 The Global Situation access to Pre-School Education**

Many factors influence the quality of pre-school globally this factors mostly figures children's access to the ECDE. The factors range from economic, socio-

cultural to health and nutrition factors. Ogetta (2010) noted that according to a study conducted in USA 20% of ECDE- age going children do not have access to this education. In Philippeans only 38% of children aged 3-7 years are enrolled in pre-schools. This low access to ECDE is associated to lack of facilities, high cost of education and poor linkage between pre- primary and primary schools.( EFA Global Monitoring report 2012). In Jamaica on the other hand 90% of children in this age get access to ECDE. This high access is associated to the high investment made by the Jamaica government which gives equal importance to all aspect of early childhood development. However it can be noted that still at least 10% do not get access to the ECDE, and therefore efforts should be made to achieve 100% access.

A study conducted in Cameroon showed that the number of children who enroll in ECDE has dropped drastically from approximately 93771 in 1990 to 91708 in 1998 this drop is viewed to have been caused by poor economic performance of the country between this years as the government resulted to reduced allocation of funds to the sector(EFA Global Monitoring Report 2012). Tanzania lacks enough qualified personnel to handle ECDE . There is also poor infrastructure in terms of ,buildings where to offer this education. This has thus led to poor children's access to ECDE in this state.

## 2.4 Current status of resource allocation to ECDE in Kenya

The government allocation to ECDE is very low in Kenya. Statistics indicate that only 0.2% of the government budget for recurrent expenditures goes to ECDE programme compared to 61% for primary education. This is shown by table 1.2 from Kenya Bureau of Statics on Ministry of education expenditure.

**Table 2.1 Recurrent expenditure by the Ministry of education 2002/03 – 2006/07 Kshs millions**

	2002/03	2004/05	2004/05	2005/06*	2006/07*
General	49,051.57	55,776.74	59,140.80	64,139.32	72,946.86
Administration and planning	5.22	5.51	25.66	57	50
Pre-primary education	3,321.88	9,966.52	6,583.42	7,148.58	7,746.53
Primary education	667.88	945.42	938.79	2,893.70	1,018.98
Secondary education	889.94	1,171.40	1,546.55	1,291.09	2,819.00
Technical education	144.29	192.83	210.41	177.72	144.87
Teacher Education	121.39	175.13	209.77	193.14	353.12
Teacher Education	342.73	466.01	1538.2	571.72	567.99
Special education	6,795.74	7,470.08	9,735.25	11,885.24	14,158.61
Polytechnic education	217.4	240.9	311.06		
Higher education					
Miscellaneous					
<b>TOTALS</b>	<b>61,557.81</b>	<b>72,410.54</b>	<b>80,239.91</b>	<b>88,357.51</b>	<b>99,806.41</b>

Parents and local communities finances upto 70% of the requirement while other sponsors, local authorities and religious organizations meet the rest of the cost.

According to UNESCO (1979) the responsibility of ensuring children's education lies with the state. However in many developing countries, Kenya included poor financial assistance is given to ECDE). This has led to poor remuneration of teachers, poor infrastructures and inadequate teaching and learning materials in ECDE centres. This poor allocation of finances to ECDEs not only affect the quality of education provided but also access to ECDE. Kivuva (1996) noted that teachers competency were not only affected by the terms and conditions of service but also availability of teaching and learning materials. He also noted that some pre-school teachers were dissatisfied with their work because they are not regularly paid or are underpaid. Such stressed teachers are likely to be harsh to the learners making them drop out of the ECDES. Wawire (2006) on her study noted that lack of teachers are reasons for poor access and poor quality services in the subsector.

## **2.5 Legislation and policies guiding provision of ECDE**

Provision of ECDE lacks clear policy guidelines and has been left to parents, religious organizations NGOs, other sponsors and the private sector. As a result ECDE centers have adopted their own curriculum which are different from one another.

This have created a mis-match in children's entry behavior to class one. Due to lack of this clear policy guidelines on provision of ECDE, it has also attracted a lot of untrained teachers who start it as a form of investment. The teaching in such centres is done in low quality classrooms with overcrowded learners who lack the right learning materials.

However, according to session a paper No 1 (2005) since independence the government recognized education as a basic human right. Since then, policy documents have outlined the importance of education in eliminating poverty, disease and ignorance. Through the Sessional paper the governance commits itself to recommendations made by delegates attending the national conference on education and training between 27<sup>th</sup> and 29<sup>th</sup> November 2004, to develop policies and implement strategies that will ensure the provision of relevant and quality education and training to all Kenyans.

It is therefore hoped that improvement in early childhood care and education will be enhanced as it is one of the millennium development goals to which the government has committed itself. It is noted in the EFA global monitoring report (2012) that it will ensure that all children reap the benefits of pre-school. To achieve this, reforms are needed, including expanding facilities and making sure that they are affordable. There also should be appropriate ways to link pre-school with primary schools and co-ordinating pre-school activities with the wider early



childhood interventions. All these can only be achieved if the government comes up with clear policy guidelines governing the ECDE.

## **2.6 Development of ECDE in Kenya**

Early childhood education in Kenya started as early as 1963 when Kenya attained her independence. It has been a government policy that local communities should be allowed to provide this vital education to their young ones.

The report of national committee on educational objectives and educational policies (Gachathi report 1976) led to the establishment of national centers for early childhood Education (NACECE) at the Kenya institute of education. (Sessional paper No. 1, 2005). This was aimed to ensure the expansion and development of ECDE. Later in 1985 a network of district centres for early childhood education were established to ensure provision of early childhood education.

Later in 1990 the ministry of Education assumed the responsibility of coordinating, registration, supervision, training, curriculum development and guidelines formulation for ECDE. In 2006 a national early childhood development policy framework document was established to encompass sector policies for ECDE (Republic of Kenya 2006) still the government committed

itself to implementing measures that seek to improve the performance of ECDE sector some of which have been achieved.

Some of this measures includes:- Establishing guidelines and standards for the management, supervision and curriculum development for ECDE, Establishing of NACECE and district centres for early childhood education (DICECE) for purposes of in servicing teachers and training trainers, the government committed itself to develop and implement modalities to mainstream ECDE as part of basic education and therefore integrate 4-5 yr old children into the primary cycle. Another policy to which the government committed itself is to intensify capacity building and resource mobilization with a view to empowering stakeholders to manage their ECDE facilities efficiently and also to develop and implement an overall ECDE policy inco-oporating legal framework.

This is a clear indication that ECDE have had a positive development trend though at a low pace. It's hoped that since ECDE has already been mainstreamed as part of the primary school, its funding will be raised in order to improve access.

## **2.7 Drop out and wastage in ECDE in Kenya**

Wastage in Education consists of dropouts and repeaters leading to low enrollment and Access to Education.

Repetition in grades and school dropouts result from both family and students characteristic that affect demand for Education (Gwachi 2009) for example if parents do not support academic learning at home, their children will perform poorly at school and eventually drop out. Such parents are also likely to fail to enroll their children to learning programmes at all.

Poor health and nutrition among poor communities tick toll to school attendance and performance Lockheed et al,(1999) lock head et al (1991) further urged that the goal of primary education system is to produce gradates who have acquired the skill prescribed by the curriculum. Students who dropout of schools or fail to join the school programmes do not acquire these skills.

A logistic and integrated ECDE Programme should be able to meet children's cognitive emotional and physical needs (ROK, 2007). Graduates from this sub sector should cover what their curriculum pertains and if they drop out because of poverty or any other reason then the required skills are not acquired.

High cost of Education and poverty among parents explains why Kenya in general has low participation rate(ROK 2005). Poverty makes parents to contribute poorly in Educational development in the country. They pay for their children's Education poorly hampering learning in schools which is a clear constraint of access in the education system.

According to NKINYUNGI (2006) universal primary education in majority of African countries are characterized by extremely low coverage of pre- primary level curriculum. She pointed out that pre-primary gross enrollment rate as below 6% in more than half of sub-Saharan African countries disadvantaging children from poor backgrounds. She further indicated that funding ECDE programme is very low leading to many ECDE centers closures particularly among poor communities.

Seetharam (1995) urged that low access, drop outs and repetition in grades raise the cost of producing a graduate in the education system. The cost of education has three components i.e. direct cost to the society for school and the cost to parents for items such as transportation and school supplies, second is the opportunity cost, which is the cost of school student time which is the value of the labour force foregone when a student attend school instead of holding outside job or working at home. Thirdly the future cost to drop outs and their parents in the labour market.

Failure to complete or access a cycle of education translates into lower rate of return for each year of scholarly missed.

Preliminary findings in Indonesia show that the economic returns to elementary education is reduced to 34 and 54 units per student when both repetition and drop out rates are taken into account in calculating social rate of return ( Behrman and Deolalinker1988)

They further argue that even grade repetition does not decrease the number of graduates only, but delays the completion and the education cycle and raises the cost associated with producing a graduate.

Educational measures should be adopted to improve school effectiveness which would in turn improve the access of learners to ECDE centers, reduce drop outs and therefore increase the number of graduates at all levels of Education, and hence improve the internal efficiency in the sub sector.

Distance covered by children to ECDE centres also affects the access. Some children cannot cover these long distances and therefore their parents opt to keep them at home only to join the primary school later at class one. Ndaraga (2010) cites lack of clear policy guidelines governing ECDE as one of the main factors contributing for poor access. Many financial factors also affect children's access to ECDE among them amount of fees demanded, the hidden costs, opportunity cost and teachers level of qualification and remuneration which are the subject of this research project.

## **2.8 The Government Effort Towards Improvement Of Education as a Mandated of the Ministry of Education**

Since independence the government of Kenya has taken major steps aimed at improving the level of children's access and efficiency in education. To achieve

this various commissions and task forces to have been appointed to study existing education systems and give recommendations for improvement.

In 1964 Ominde commission studied the colonial education system and recommended a system that would bring about national unity and enhance human capital development. The Ndegwa commission of 1970 recommended a system that would promote culture and heritage while the Gachathi report of 1976 led to government support for harambee schools . this was the first commission to address the issue of ECDE and led to the establishment of a National Centre For Early Childhood Education (NACECE) .

The Mackey report of 1981 led to establishment of 8-4-4 system of education and Commission for Higher Education (CHE). The Kamunge report of 1998 established the policy of cost sharing a between the government, parents and communities. The Koech report of 2000 noted that ECDE was important in improving quality of education.

Recent initiatives taken by the government towards improving education includes;- the sessional paper No. 1 of 2005, the Darkar Senegal resolution of 24th April 2000 and the Kenya Education Support Programme. (KESSP) 2005-2010 and the task force on re-alignment of the education sector to the constitution of Kenya 2010. All this recent initiatives have factored the issue of ECDE in their recommendations .

## **2.9 Factors affecting learners' enrollment in ECDE**

Low enrolment in ECDE is brought about by dropouts and failure by pre-scholars to enroll in ECDE centres at all. This is brought by a number of factors some of which are home based while others are school based.

According to Kioko (2001) The level of parent's education determines how much they value education. Parents of low academic achievements do not value education much and so are unlikely to encourage their children to remain in school, unlike parents of high academic achievement who take education as an investment and thus do all they can to retain their children in school.

Kagwine (2010), notes that poor health and nutrition in poor communities lead to how access to ECDE. Poverty among parents and the society in general affects the rate of access to ECDE. Poor parents cannot afford to pay for their children's fees and other hidden cost of education. Gwachi (2009) notes that majority of African countries are characterized by extreme low coverage of pre-primary education. Poor funding of ECDE programmes also leads to their closure particularly in poor communities leading to low access.

Distance covered by children to ECDE centres also affects the access. Some children cannot cover these long distances and therefore their parents opt to keep them at home only to join the primary school later at class one. Ndaraga (2010) cites lack of clear policy guidelines governing ECDE as one of the main factors

contributing for poor access. Many factors also affect children's access to ECDE among them amount of fees demanded, teachers qualification s teachers level of remuneration and parental living standards remuneration which are the subject of this research project.

The human capital development is one of the most important aspects of any programme. In NACECE, DICECE, private organization and some universities training of pre-school teachers, trainers and field, officers is being carried out. Short courses and are refresher courses are also organized for the teachers (republic of Kenya,2006).Training of early childhood education teachers equips them with the relevant knowledge , skills and attributes which help them to implement early childhood education curriculum.

A climate characterized by qualified, trained and prepared implementers has great direct influence on quality implementation of curriculum. This motivates the learners and their parents hence improving access to ECDE centres.

Mutinda (2010) argues that an untrained teacher will tend to escape from children's problems instead of dealing with them. He cannot deal with different groups as he does not know how to handle different groups. He, therefore, turns harsh to the group. He therefore turns harsh to the children scaring them away from school thus lowering access to ECDE. Mutinda (2010) argues that a trained teacher is more important in enhancing access to ECDE as he has the skills of handling and ensuring that the young children remain in school. This study



intended to examine the extents to which teachers qualification influences access to ECDE in Nyandarua South District Kenya.

Financial resources are very important for any innovation to succeed and for educational objectives and aims to be met. The local Authorities have been in the past a major financial source to ECDE programmes. Some of their assistance have been directed towards salaries for ECDE teachers, supervisors, training and maintenance of their institutions.

According to UNESCO (1979) the responsibility of promoting children's education lies with the state. social organizations such as charitable, religious and other non- governmental organizations, play important role in financing ECE (Myers; 1995). With adequate finance, access to ECDE is made possible as school facilities and necessary materials are made available for learning. However the current situation has left the role of most of financing ECDE in the hands of parents most of whom are poor and thus find the programme too costly. They thus keep their children at home waiting to join class one once they are of 6 year age lowering access to ECDE. This study intended to establish whether the cost of ECDE programmes influences its access in Nyandarua south district, Kenya

Unlike primary education, preschool services are fees paying. This puts a particular burden on poor parents, who are expected to contribute to building or facilities, Payment of teachers salaries and management of pre-schools. Little or no financial support comes from other sources for instance from the government

and religious organization. Poor children have no choice but to attend overcrowded pre-schools services or stay at home if ECDE is not affordable in their vicinity. In some cases, hunger prevents children from attending pre schools even when their fees have been paid. Usually it is parents with low educational levels and those living below the poverty line who do not enroll their children in preschools. A combination of ignorance and poverty prevents children from partaking the rich experiences offered by pre-schools, which provides a head start and solid foundation for the development of life-long learning. These children stand to benefit most from the pre-school experiences, without which they risk remaining disadvantaged and caught up in a lifelong cycle of poverty. Therefore it is observable that the parental economic status dictates whether such parents are able to take their children for ECDE services. This study intended to analyze whether the parental economic status influences their children's access to ECDE centres in Nyandarua South District Kenya

## **2.10 Summary of Literature Review**

The literature focuses on the importance of ECDE in Kenya and other parts of the world highlights some aspects related to provision of ECDE in Kenya. It also lay emphasis on factors that hinder access to ECDE in Kenya among them cost of ECDE programmes, level of teachers qualification, level of teachers

remunerations and parental economic standards. It therefore emphasizes on how these factors influence access to ECDE in Nyandarua south District, Kenya.

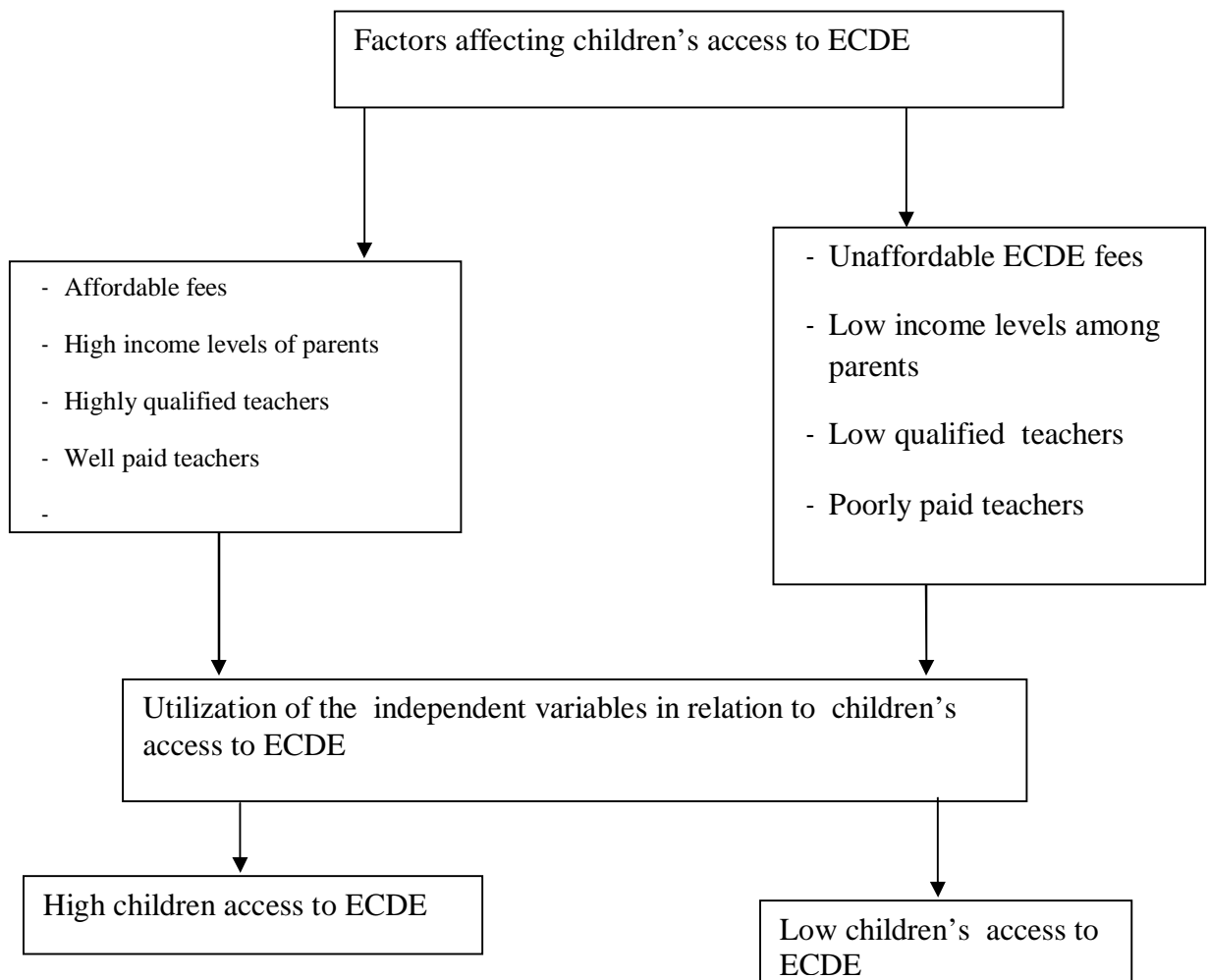
### **2.11 Theoretical framework**

The study was based on educational production function as advocated by Coleman (1996) and Psacharapoulos and Wood (1985). According to this theory education inputs are expensed in given proportions to produce good results. It is therefore clear that the output will be determined by the level of inputs provided how well they are combined for maximum output provided and how well they are combined for maximum output. The inputs in education process range from teaching learning resources, teachers, finances and learners. Internal efficiency is largely considered in terms of examinations scores, retention, competition rate, enrollment and participation. The theory enables a close examination at the cost effectiveness of education. A lot of resources need to be channeled to education process in terms of expenditure on teachers' salaries, teaching facilities and physical facilities. The resources therefore need to be efficiently utilized for maximum output. This theory is therefore efficient to assess on influence of economic factors on children's access to ECDE in Nyandarua South District, Kenya.

## 2.12 Conceptual Framework

A conceptual framework showing linkage between independent variable and the dependent variable that influence children's access to ECDE.

**Figure 2.1 Conceptual framework**



When the amount of fees charged is affordable many parents are able to take their children to ECDE centres thus improving their access. On the other hand if

the fees charged is too high more parents retains their children at home. Teachers with higher qualifications are well placed to handle and motivate young children to enroll and remain within the ECDE course. Well paid teachers are motivated in their work and does it effectively. This increases children's access to ECDE centres. Parents of high living standards are able to meet their children's school expenses and thus retain them in ECDE centres. This improves the children's access to ECDE.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Research methodology outlines the methods applied in carrying out the research study. It will be divided into the following, research design, target population, sample size and sampling procedures, research instruments validity and reliability of instruments data collection procedures and data analysis techniques.

#### **3.2 Research design**

This is the scheme used to generate answer to research problems. The study will use descriptive survey design because it is descriptive in nature Mugenda and Mugenda (2003). The design enables the researcher to collect detailed information as respondent notes answers without limitations by the researcher. The design also allowed researcher to seek responses from a large number of respondents (Best & Kahn, 2006). The survey design also enabled he researcher to collect information concerning current status of the ECDE centres in Nyandura south district inorder to gather facts on financial factors affecting children's access to ECDE.

### **3.3 Target population**

A population is group of individuals or objects or item from which samples are taken for measurement (Kombo and Tromp, 2006) The study was conducted both public and private ECDE centers in Nyandarua south District. The study therefore targeted 56 public ECDE teachers 42 private ECDE teachers and 48 Headteachers.Both private and public ECDEcentres were targeted as children from Nyandarua south District attend both types.

The district was under study because it has been noted that many children in the district do not access ECDE. According to the information from the DEO's office the district had a total of 56 public ECDE centres 42 private ECDE Cetres teachers and 48 headteacher.

### **3.4 Sample size and sampling procedures**

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

Simple random sampling was used to select head teachers for study. Stratified random sampling was used to select ECDE centres and teachers for study. The population was divided into smaller homogenous groups to get more accurate representation (Best & Kahn 2006). The ECDE centers were classified into 3

zones Engineer, Murungaru and Ndunyu Njeru. The teachers were also classified into three zones; Engineer Murungaru and Ndunyu Njeru. Simple random sampling was used to select respondents and ECDE centres from each zone. Numbers were assigned to each ECDE centre teacher and put in a container. A number was picked at random with replacement till a sample size was obtained appropriately.

According to Mugenda and Mugenda (1999) descriptive research requires at least 10% of the accessible population. The researcher used 30% in order to get a more accurate representation of the population characteristics. Therefore, the sample size comprised of 17 public ECDE teachers 13 private ECDE teachers and 14 head teachers.

### **3.5 Research instruments**

A questionnaire comprises of a series of questions, questions and other prompts for the purpose of gathering information from respondents. The study will use 2 questionnaires, one for the headteachers and the other for ECDE teachers. It will also use data to be obtained from the DEO's office or ECDE centres. According to Mugenda and Mugenda (1999) descriptive research requires 10% of the accessible population. There the sample size will comprise of 6 public ECDE teachers 4 private ECDE teachers and 5 head teachers.



A questionnaire is a cheap way of gathering information which requires little effort from respondents as it has standardized answers and hence it's also easy to compile data. It is a cheap way of gathering data from a potentially large number of respondents. This makes it the best way to reach a larger number of respondents who are enough to allow analyzes of the results statistically. When well used a questionnaire is able to gather information on the overall performance of the population well as of the sample taken.

The questionnaires used was administered to both the head teachers and pre-school teachers. It contained items that were meant to elicit information on the factors affecting children's access to ECDE in Nyandarua South District, Kenya.

A questionnaire is preferred as it has the advantage of enabling the respondent to have more confidence in his responses as he is treated privately and gives no personal identification details. It is also a time saving instrument (Wiersma; 1985)

### **3.6 Validity of the research instruments**

Validity refers to the degree to which results obtained from the analysis of the data actually represents the phenomena under study (Mugenda and Mugenda 1999). The validity of the instruments was determined by supervisors who are specialist in the economics of education. A pilot study was also be conducted in 2 ECDE centres to determine the validity of the instrument. This was followed by

modification or dropping of the items which were found appropriate for measuring variables in order to improve the quality of the research instruments hence validity.

### 3.7 Reliability of the Research Instruments

Reliability is the measure of the degree to which research instruments gives consistent results in repeated trials. ( Orodho; 2009). The instrument reliability was established by carrying out test- re-test method which is administering the same instrument twice to the same group of subjects. The relevant instruments to be analyzed for this purpose was administered to respondents selected from 2 ECDE centres which would not participate in the study. Data collected in the pilot study was analyzed using spearman’s rank order correlation coefficient using the formula

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

Where

r- is the degree of reliability

x- is the score obtained during the first test.

y-is the score obtained during the second test

$\Sigma$ - means summation

N is the number of scores within each distribution

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

**Table 3.1 Scores obtained from the pilot project**

	x	Y	x <sup>2</sup>	y <sup>2</sup>	xy
Test 1	98	94	9604	8836	9212
Test 2	96	93	9216	8649	8928
Total	194	187	18820	17485	18140

$$R = \frac{2(18140) - (194)(187)}{\sqrt{2(18820) - (194)^2 * 2(17485) - (187)^2}}$$

= 0.8 hence considered reliable

### **3.8. Data collection procedure**

The researcher sought permission to conduct the researcher from the DC and DEO, Nyandarua south District. The researcher then visited the selected ECDE centres for the purpose of introducing himself to the head teachers and pre-school teachers. He also sought permission from the ECDE management to carry out his study in the individual pre-school. He then made appointments when he would administer the questionnaire to both the headteachers and pre-school teachers.

### **3.9. Data Analysis Techniques**

According to Mugenda and Mugenda (2003) data editing classification and tabulation are the processes of bringing out order, structure and meaning of mass information collected. Data collected was coded and entered in the computer for analysis using statistical package for social sciences software. Descriptive statistics which entails use of mean, frequencies and variance was used in accordance with the four steps proposed by miles and Huberman (1994) which includes cleaning data, condensing data, interpreting data, making sense of data and presenting it in narrative and interpretive forms. The findings were presented using tables, charts and graphs with explanations.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 . Introduction**

This chapter represents presentation, analysis and interpretations of data collection from the study. The chapter starts with the presentation and analysis of questionnaire return rate and then presents the analysis of demographic information of the respondents including the headteachers and ECDE centres teachers, on their gender, age highest academic and professional qualifications and their experience.

The objectives of the study were analysed using the research questions which were based on the level of enrolment at the ECDE centers, amount of fees charged at the E.C.D.E centres, teachers professional and academic qualifications, E.C.D.E teacher's remuneration level, parental standards of living and the teachers experience. The topics are analyzed and discussed. Frequent tables, percentages, pie charts and bar graphs have been used to present the findings of the study. The chapter ends with a summary of the findings.

#### **4.2. Questionnaire return rate**

A sample of 14 headteachers and 30 ECDE teachers was selected from a population of 48 headteachers and 98 ECDE Teachers which represented 30% of the population for the study. The respondents were given each a questionnaire

which they filled and then collected by the researcher. The questionnaire return rate is represented in table 4.1.

**Table 4.1 Questionnaire Return Rate**

Category of respondents	Sample size	Questionnaire returned	Percentage of return rate
Head teachers	14	12	85.7%
ECDE Teachers	30	29	96.7%
Total	44	41	93.2

According to table 4.1, out of a sample of 14 headteachers 12 of them returned dully filled questionnaires making a 85.7% return rate and out of 30 ECDE teachers 29 of them returned the dully filled questioners, making a questionnaire return rate of 96.7 percent. The average rate is calculated as 93.2 percent which is found to be an acceptable representation of the population (Mugenda and Mugenda 1999).

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

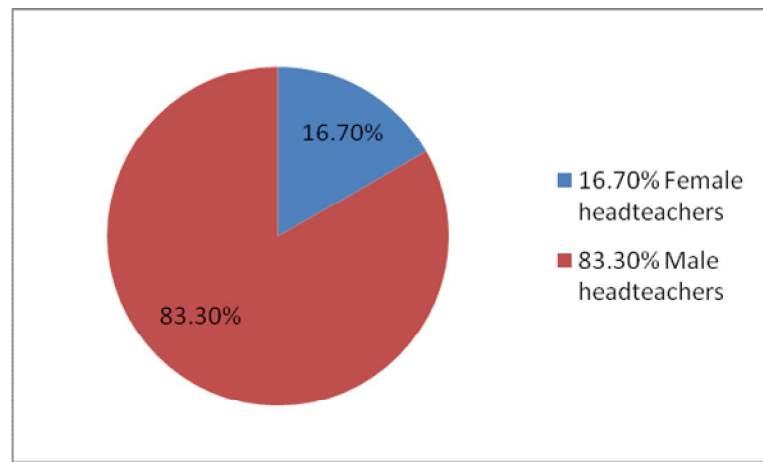
This section represents the analysis of demographic information on the respondents. The section includes the respondents gender, age brackets, academic and professional qualifications and their experience in teaching.

### 4.3.1 Gender of Headteachers

The researcher sought from Headteachers of Nyandarua south district on their gender.

The findings are presented as in figure 4.1.

**Figure . 4.1 Gender of Headteachers in Nyandarua south district.**



The findings indicate that the majority of headteachers (83.3%) are males.

Out of the 12 Headteachers only 2 were women and the rest 10 were men.

The study further indicated that only 3 out of 29 (10%) of E C D E teachers are males and rest (90%) are females in the district.

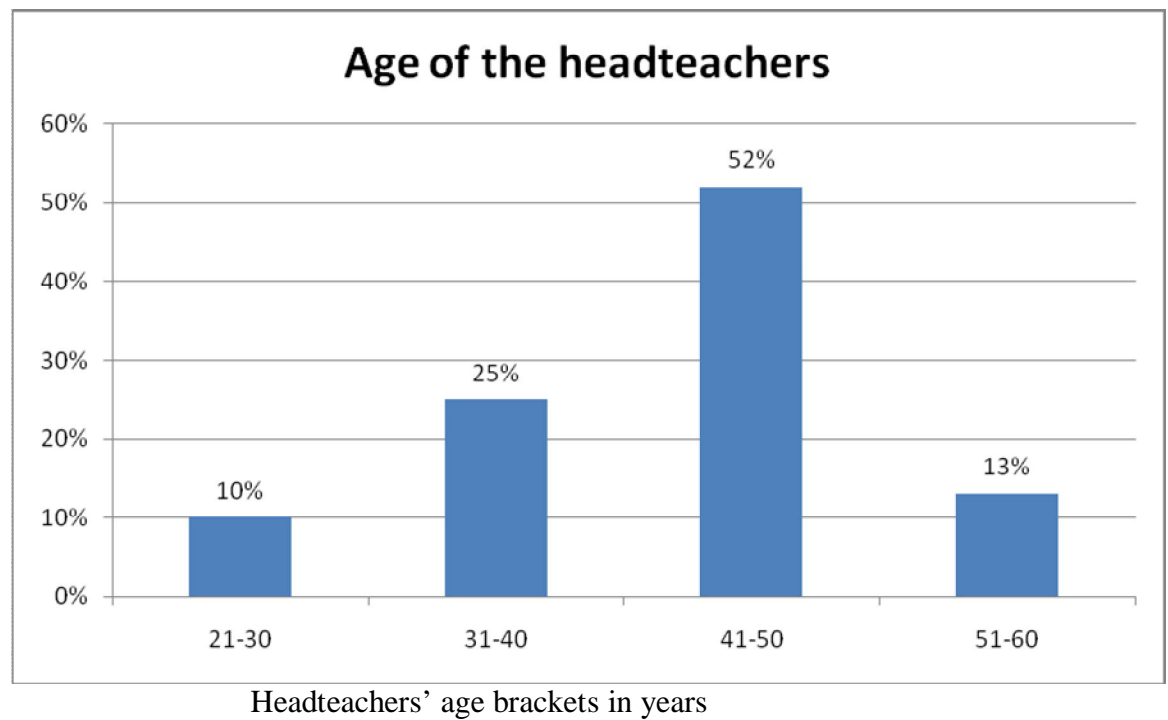
This finding shows a great gender disparity among headteachers and ECDE teachers. This gender disparity may affect both boys and girls access to ECDE because of lack of persons emulate as role models. It is clear that boys tends to emulate men in behavior and career choice while girls tend to emulate women

who are close to them. In this case headship is mostly taken as a mans' responsibility and therefore girls may not aspire the headship positions.

#### 4.4 Age of headteacher and ECDE teacher

The researcher requested both the headteachers and ECDE teachers to indicate their age brackets. The findings are presented in figure 4.3.

**Figure 4.2. Age of headteachers**

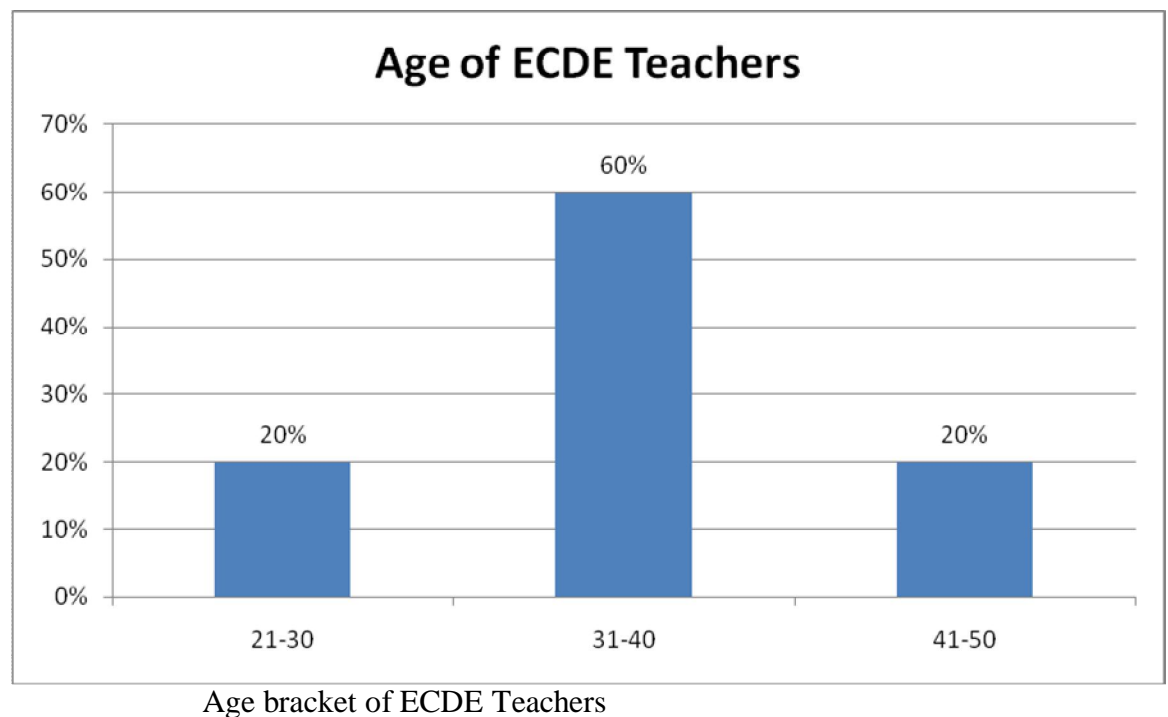


The findings show that the majority of headteachers were 41 years and above (65%). This shows that highly experienced teachers hold most leadership positions determines. Most headteachers were found to be advanced in age hence



people who were able to administer the ECDE centres effectively and promote high access of young children to early childhood, as they have long experience in how to effectively manage the human physical and well as the financial resources to bring about increased access to the ECDE.

**Figure 4.3 Age of ECDE teachers**



The majority of ECDE teachers were found to be in the age bracket of 31-40yrs. Their age is therefore instrumental to ECDE programmes and are able to work long with learners for long time and motivate them. They are able to advocate for children access to ECDE centres among parents as they are mature people who

have advanced communication skills and the right language for convincing parents to take their children to ECDE centres

#### 4.5 Enrollment

To analyse the trend of enrolment in the ECDE centers the researcher first sought to know the trend of ECDE and class one enrolment in Nyandarua south district for a period of five years starting 2009.

The responses are tabulated as per the figure 4.2.

**Table 4.2 Enrolment of ECDE Centers and class one**

YEAR	2009	2010	2011	2012	2013
ECDE	3478	3526	3963	3706	4736
ENROLMENT					
CLASS ONE	3527	3920	3892	4403	4186

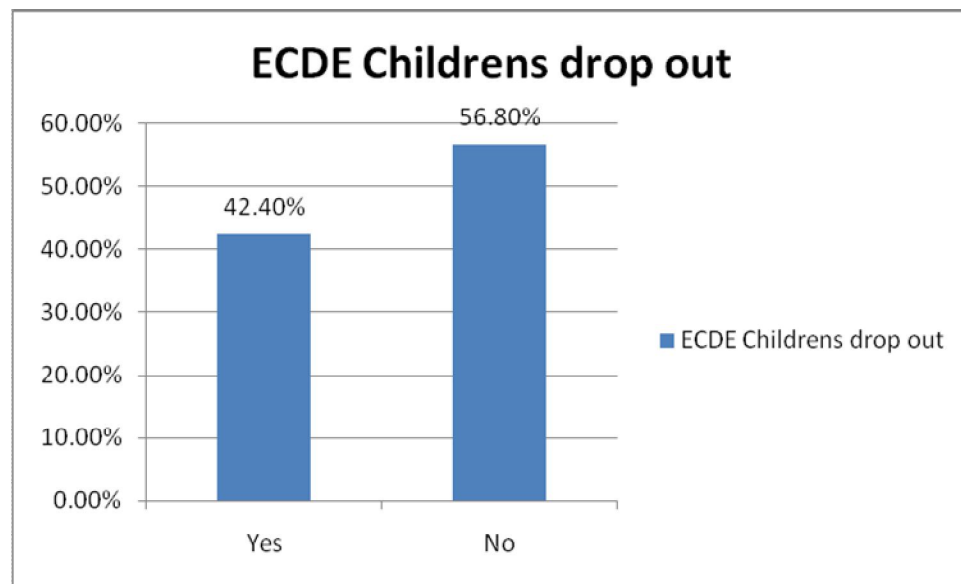
From the findings there was a clear indication that there were more children enrolling in class one than those who were in the ECDE centres in the previous years for example 3920 children joined class one in the year 2010 while there were only 3478 children in the ECDE centers in the year 2009. It is therefore clear that there are some learners who joined class one in 2010 who had no access to ECDE centres.

Therefore it is definite that access rate in to ECDE centres in Nyandurua south district is less than 100%.

#### 4.6 Drop out

The researcher asked the headteachers to indicate whether they experienced dropouts in their ECDE centers. The responses are presented in figure 4.4.

**Figure 4.4. Drop out of ECDE Childrens?.**



Headteachers responses

From the responses got from headteachers 7 out of 12 said that they experienced in their centres. The majority of the headteachers (56.8%) indicated that drop-outs existed in their centres. The findings show that despite emphasis on the

importance of ECDE in the district, some pupils did not gain the benefits associated with programmes.

#### **4.6.1 Reason for drop out**

The study further requested the head teachers to give the reasons for drop outs in their centres. The findings are shown in table 4.3

Table 4.3 Reasons for ECDE drop outs

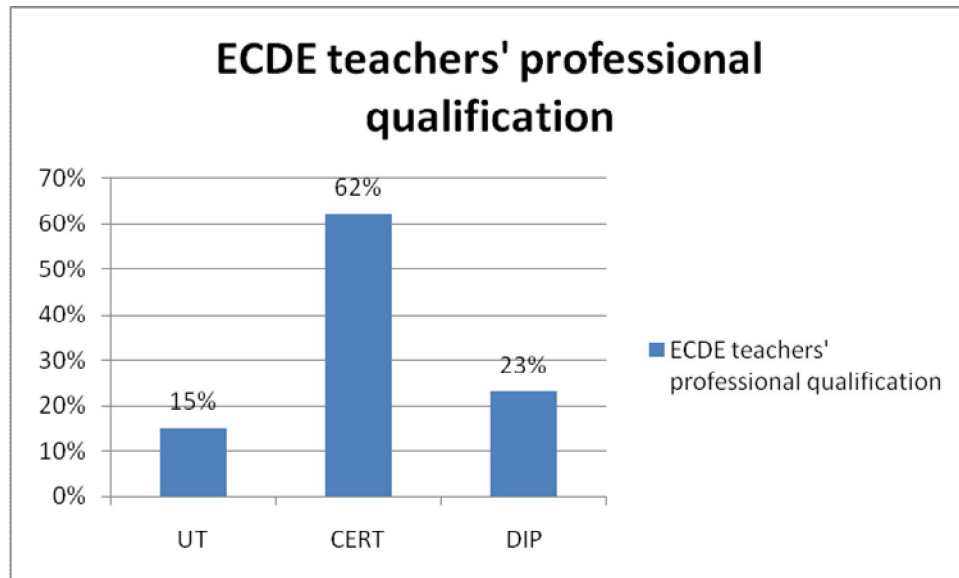
Reasons for drop out	No of learners	Percentage
Parents ignorance	5	43.2
Lack of funds	3	24.6
Lack of motivation	2	22.7
Lack of facilities	1	9.5

The researcher was informed by the headteachers that ignorance of parents on the importance of ECDE ( 43.2%)

#### **4.7 ECDE Teachers professional qualifications**

The ECDE teachers were asked to indicate their professional qualifications. Their responses are indicated in figure 4.5

**Figure 4.5 ECDE Teachers professional qualifications.**



ECDE Teachers qualifications.

The majority of the ECDE centres teachers (62%) were found to have certificate qualifications. This shows that the majority have minimum academic and professional qualifications needed in handling of ECDE children. Therefore it is clear that ECDE centres in Nyandarua south district are handled by people with the required knowledge and skills which are instrumental in the management and teaching of the centres.

It is therefore assumed that proper implementation of the ECDE curriculum is carried out. This indicates that children's access to the ECDE centres is not affected by the teachers qualifications. ECDE teachers who have the right qualification are well trained to address the psychological and emotional needs of their learners. This may include such needs as love and affectionate which will

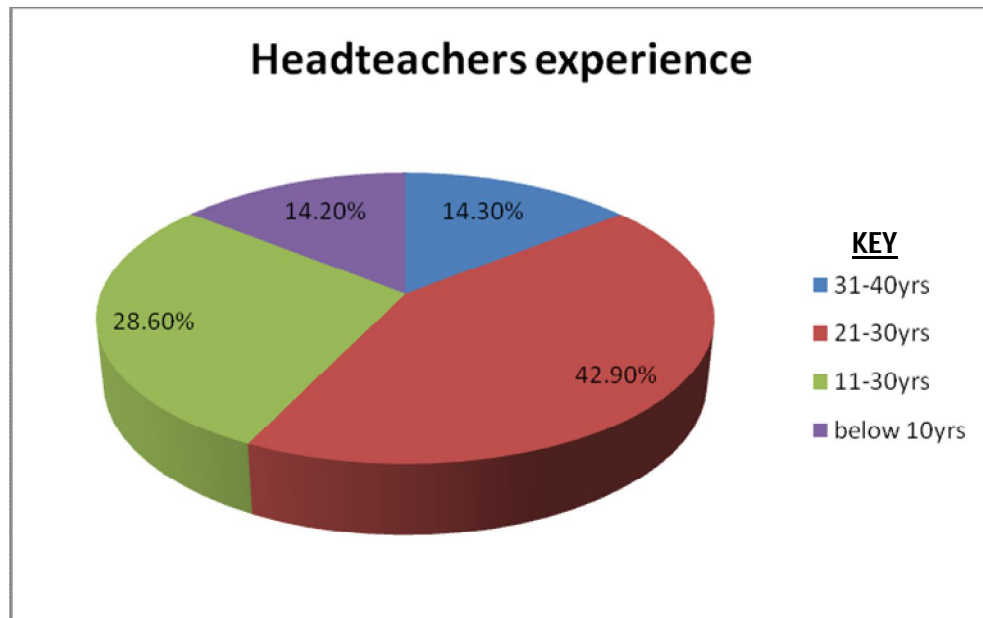
motivate them, such children feels loved and will attracted to the ECDEcentres, they take the ECDEteachers as their parents. The well trained ECDEteachers are able to promote socialization among their learners by involving them in collaborative activities such as games, songs and group works.

#### 4.8 Head teachers experience

The researcher sought to establish from the headteachers their teaching experience.

The findings are represented in the pie chart in figure 4.6

**Figure 4.6. Headteachers experience**



Majority of the headteachers were found to have a long experience in teaching and administration. They therefore have sufficient experience to positively contribute to high children's access to their ECDE centres as they are aware of factors that may lower access and how to overcome such problems in the best way. Through experience the headteachers have become aware of the various social, political and economic aspects that can hinder access to ECDE. They are therefore also to adjust the ECDE teachers on low to meet the social, psychological and imotional needs of their learners.

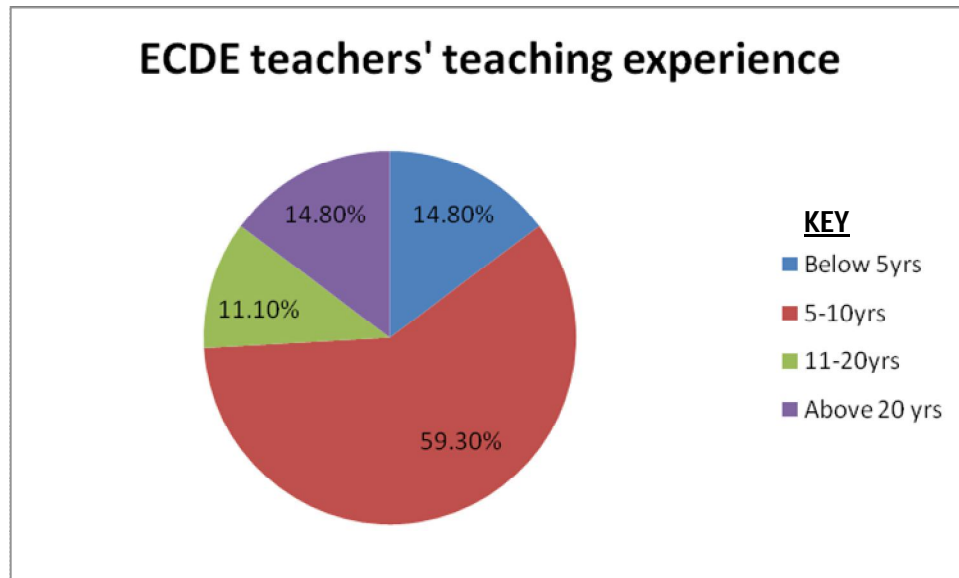
Through experience and interactions with various stakeholders, the headteachers are able to work and advise on possible sources of finances for school fees for ECDE children to the poor parents. This ensures increased access to ECDE centers by the children.

#### **4.9 ECDE teachers teaching experience.**

The study sought to establish from the ECDE teachers their experience as ECDE teachers.

The findings are illustrated in the pie chart in figure 4.7

**Figure 4.7. ECDE teachers' teaching experience**



The findings reveal that the majority of ECDE teachers have an experience bracket of 5-10 years (59.3%). This shows that the most ECDE teachers do not have long experience in handling the centers. Those with long experience are outnumbered by fresh teachers who have the necessary skills to promote access to ECDE centres in Nyandarua South District. The young teachers are flexible and are able to meet the children's physical needs for instance in play which is important in physical development as well as social development. Young teachers are able to interact well with children as they can take part in the play well. The play attracts more children to the centers and this improves access and retention of children to the ECDE centers.

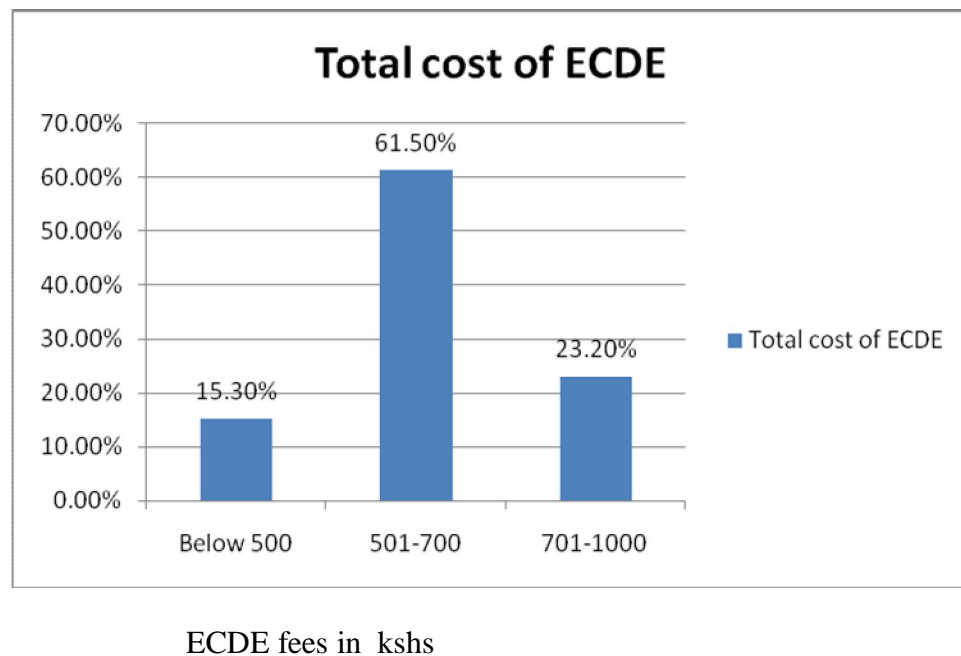


#### 4.10 Total cost of ECDE

This study sought the opinion of the headteachers on whether the total cost charged at their centres affected children's enrollment to the centres. They were required to reveal how much these they charge their ECDE learners per term, and specify other costs incurred by parents in relation to their children's ECDE.

The bar graph in Figure 4.8 show how much the ECDE centres charge their learners per term.

**Figure 4.8. Total cost of ECDE**



The findings indicates that the majority (61.5%) of the ECDE centres charged affordable fees (501-700kshs). No ECDE Centre charged more than Kshs 1000 per term for fees. as indicated in the data collected.

This is an indication that fees charged at the ECDE centres could lead to high enrollment in the ECDE centers. Parents are able to provide finances which is one of the necessary inputs required to promote high enrollment and retention of children in the ECDE centres.

#### **4.11 Other costs related to ECDE**

All the headteachers during the interview said that parents incur other costs in relation to their ECDE children education. They noted that parents incurred cost in buying school uniform, buying of school learning materials and in some cases in the infrastructure development like construction of classrooms to the learners.

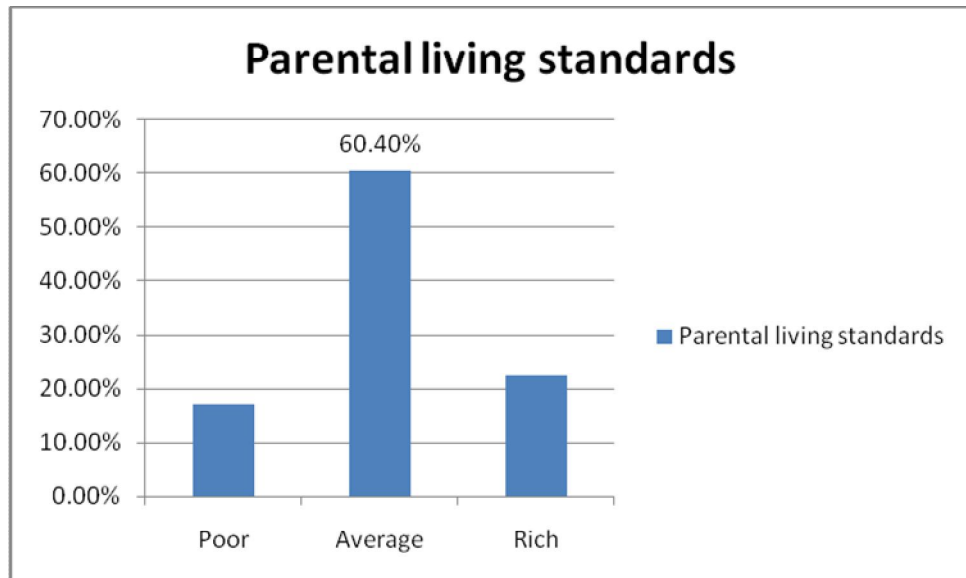
This was found by the researcher to raise the total cost of ECDE education and thus making it difficult for some parents to afford. This may have lead to low access to ECDE education by young children in Nyandarua south district.

#### **4.12 Parental living standards**

The researcher also sought to know the economic status of the parents of the ECDE learners.

The responses from the headteachers were analyzed as per figure 4.9

**Figure 4.9. Parental living standards**



Economics status of the parents

From the findings the researcher noted that most of the parents in the district have middle level income which means they afford to pay for their children fees hence promoting their access to the ECDE centres. Parents of average economic ability mostly have average education backgrounds they understand the economic value to their children and have high demand for it they also afford to pay for it and hence increase access to ECDE.

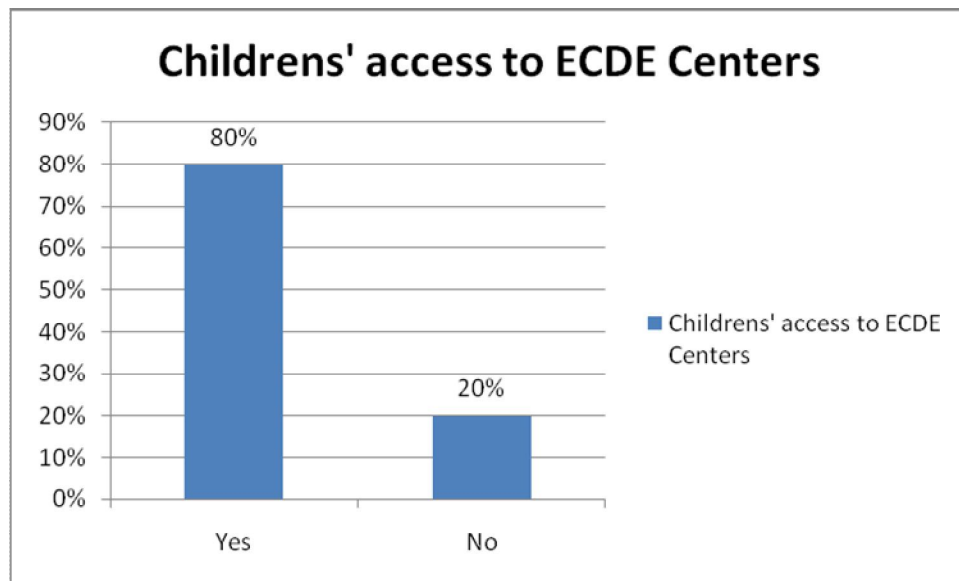
#### **4.13 Childrens' access to ECDE centers**

The researcher sought to know from the headteachers whether there were children of ECDE going age who had no access to the ECDE centres. He further sought to be informed by the headteachers the reason as to why such children may have not enrolled into the ECDE centers.

The responses given by the headteachers were analyzed in figure 4.10

Responses as to whether there are ECDE going age children who have no access to the centres in the neighborhoods.

**Figure 4.10. Childrens' access to ECDE Centers**

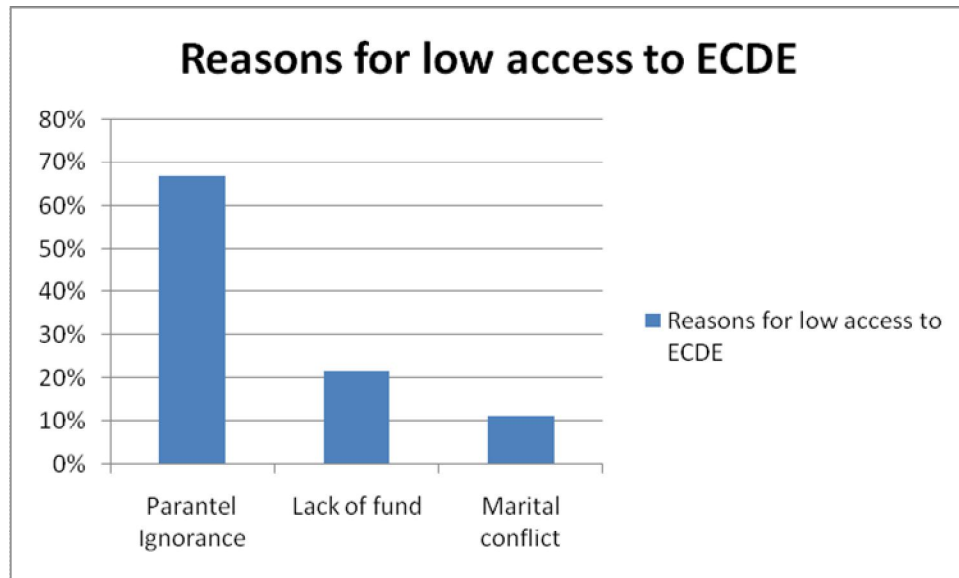


Head teachers responses

The researchers noted that there were a number of children who do not get access to ECDE as 80% of the head teachers bore witness to this scenario. Although the number was found to be low, it is important for all stakeholders to join hands in ensuring that these children also get access to ECDE.

As to the reason why the children may be out of the ECDE centres the responses were analyzed as in figure 4.11

**Figure 4.11. Reasons for low access to ECDE**



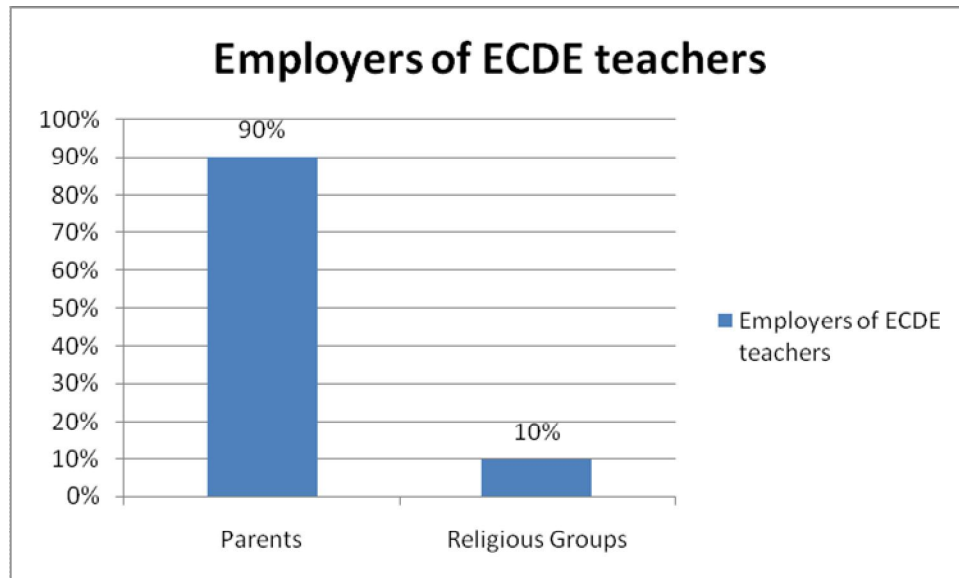
The findings in figure 4.11 indicate that the main reason for failure of children to access ECDE centres is parents ignorance as to the importance of early childhood education (67%). It is therefore right to make an observation that poverty and parental living standard affect children access to ECDE centers parental ignorance as to the important of ECDE and marital conflict among parent also lower children access to ECDE centres.

#### **4.14 ECDE Teachers remuneration**

The study sought to know from the head teachers who pays their ECDE teachers, how much they pay their ECDE teachers, how regularly they make the payments and whether the pay pack was sufficient for the teachers.

The findings were analyzed as per figure 4.12

**Figure 4.12. Employers of ECDE teachers**



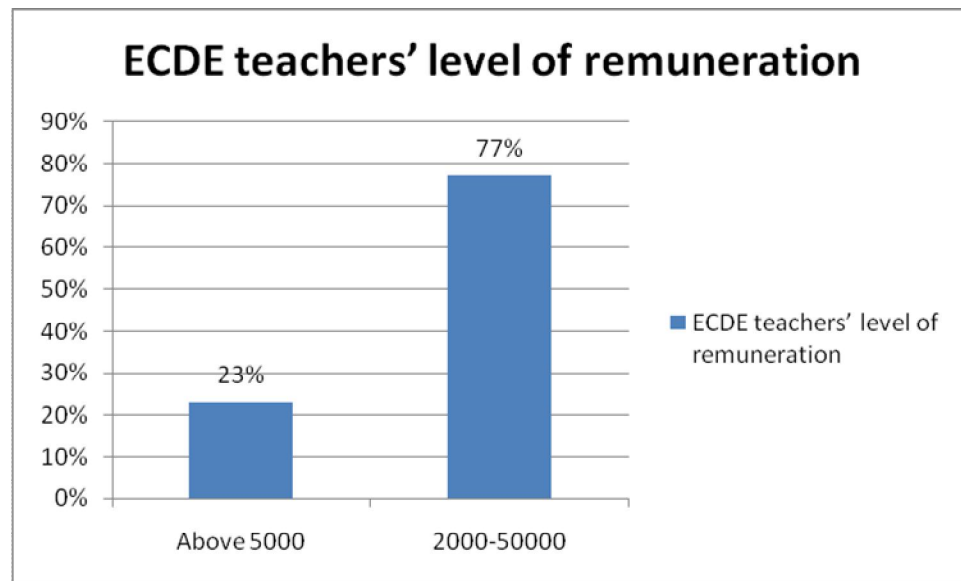
Parties responsible for paying ECDE teachers

The findings in figure 4.12 indicate that the most ECDE teachers (90%) are paid by parents and only 10% are paid by religious organizations.

The findings indicates that teachers employers have contributed to some learners failure to attend ECDE. This is because parents are likely to delay the payment of school fees leading to delayed teachers pay. Parents are also not in a position to pay parents are also not in position to pay high salaries to the ECDE teachers and this have contributed teachers to employment of untrained teachers to teach in ECDE as the parents can afford to pay the highly trained teachers who need high pay.

The findings on how much the ECDE teachers are paid are illustrated in figure 4.13.

**Figure 4.13. ECDE teachers' level of remuneration**



Salary brackets

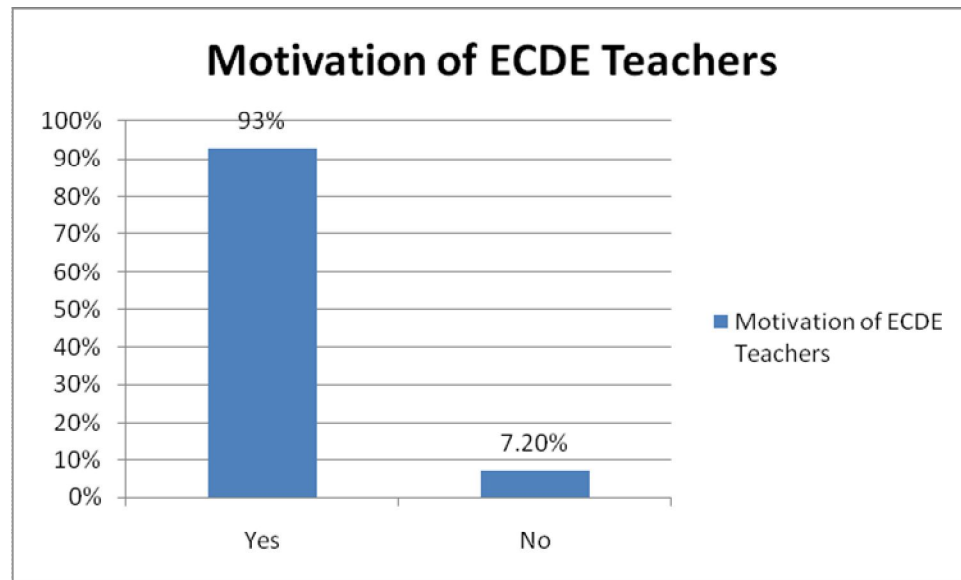
The findings in figure 4.13 indicate that the most of the ECDE teachers receive a pay between Ksh 2000 and Kshs 5000 (77%).

This shows that most of the ECDE teachers have low salary based on the current standards of living. The teachers also indicated that the salary was not sufficient to meet their needs and they subsidized it by farming. Therefore it can be concluded that most ECDE teachers are not motivated by their salary package and direct some of their efforts towards other sources of income. This has led to a negative effect on children's access to the ECDE centres due to poor motivation by teachers and lack of information about the importance which would have been provided by the teachers.

The researcher asked the headteachers to indicate whether the pay pack of ECDE teachers affected their motivation and hence childrens' access to ECDE centers.

The head teachers responses were as per the figure below.

**Figure 4.14. Headteachers responses on whether the size of pay pack affects ECDE teachers motivation**



Headteachers responses

From the findings it is clear that low paid teachers have low motivation and can't attract many children to their ECDE Centers. This must be the case in Nyandarua south district where some children do not access ECDE.

#### 4.15 Feeding programmes

The researcher requested the ECDE teachers to indicate if their ECDE centres had feeding programmes. They were also required to indicate the sources of finances for such programmes. Feeding programmes are assential in that young children



need food for their physical growth. Feeding programmes also ensure that the children can learn well as they are not hungry.

The finding from the teachers responses indicated that feeding programmes were only available in private ECDE centers. The programmes were financed by parents through the school fees paid to the centres.

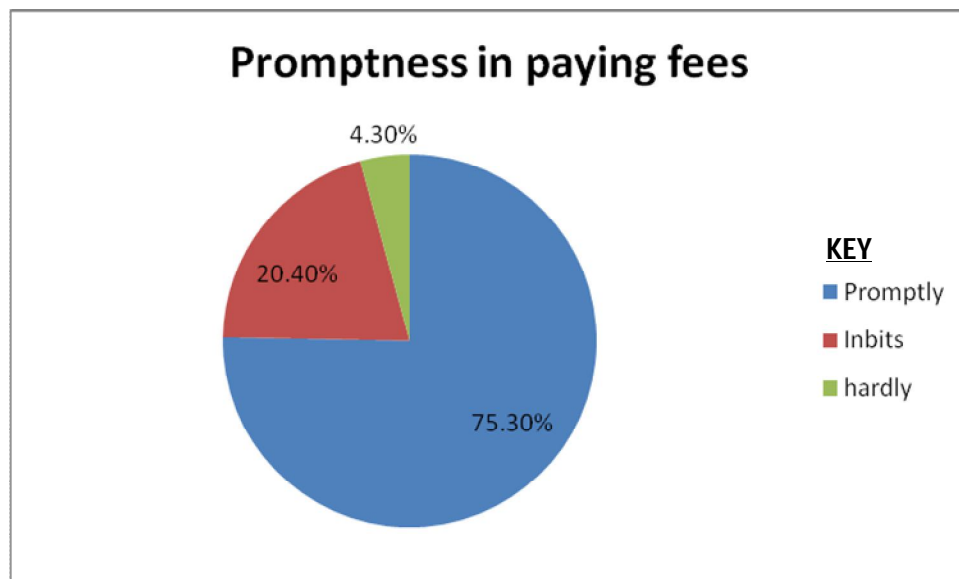
This had enhanced children retention in the private ECDE as the enrollment in such centres were either consistent on increasing.

#### 4.16 Promptness in paying fees

The researcher also requested the headteachers to indicate how promptly their ECDE parents were in paying the school fees for their children.

The outcome of the findings were illustrated as per the pie chart below.

**Figure 4.15. Promptness in paying fees**



The findings in figure 4.15 indicate that the most ECDE parents in Nyandarua south district have the ability to pay for their children school fees in time. 6 out of 29 parents (20.4%) and one could not pay for his children's fees.

This shows that poverty does not affect children's access to ECDE centres much. It further indicates that most parents are willing to pay for their children fees in time and this promotes their access to the centres, as finances are instrumental to promoting day to day running of the centres. Availability of finances ensures proper and timing allocation of the resources needed in the learning process.

#### **4.17 Conclusion of the study**

The community in Nyandarua south District has become aware of the programme and increased their enrollment in the centres.

However this noble idea has been overshadowed by a number of challenges facing the children's access to the ECDE centres. Some of these factors as addressed in this study included low payment of ECDE teachers, cost of ECD programme, teachers qualifications and parental living standards. However some of the factors were found to have affected the access positively which included parental living standards and level of teachers qualifications. The level of teacher's remuneration was found to be a major hindrance contributors increased to children access to ECDE in the district.

It was noted that other factors which were not under study which include parental ignorance and separation of parents also affected the access negatively in the district.

**CHAPTER FIVE**  
**SUMMARY OF THE STUDY FINDINGS, CONCLUSIONS AND**  
**RECOMMENDATIONS.**

**5.1 Introduction**

This chapter looks at the summary of the findings as obtained from respondents who included Head teachers and ECDE teachers in Nyandarua south District. It also contains conclusions and recommendations for further research.

**5.2 Summary of the study**

The purpose of the study was to examine factors influencing children's access to Early childhood and Education centres in Nyandarua south District Kenya .To achieve this research questions of the study based on the amount of fees charged at the ECDE centres, headteachers and ECDE teachers academic and professional qualifications, ECDE teachers remuneration level , ECDE parental standard of living and the teachers experiences were formulated.

The study adopted descriptive survey design. The study targeted a population of 48 headteachers and 98 ECDE teachers out of which 14 Headteachers and 30 ECDE teachers was selected for study. Data was collected using questionnaires. The data from the field is coded and classified into major themes from which a summary report has been made. Quantitative data was analyzed using descriptive

statistics supported by tables, graphs and percentages. Data analyzed formed the basis for the research findings and recommendations for further study.

### **5.3 Summary of the study findings**

The result obtained from the Headteacher's and ECDE teacher demographic information revealed that majority of them are males outlaying females. Most ECDE teachers were found to be females.

The findings on age bracket of both the Headteachers and ECDE centres teachers revealed that most young teachers are disadvantaged in promotion as seen by the large number of headteachers at the age of over 41 years. The study also indicated that young ECDE teachers were the more in the centres in Nyandarua south District than their old counter parts.

The findings on the highest academic and professional Qualifications of the both the headteachers and ECDE teachers revealed that most Headteachers and ECDE teachers had the minimum professional qualifications to head and teach in the centres and therefore poor access to the programme could not be very much attributed to their professional qualifications.

The findings on the administrative and teaching experience revealed that headteachers had enough experience to manage the ECDE centres and this could positively affect children access to these centres. The findings on ECDE teachers experience in teaching revealed that teachers had sufficient experience that could

lead to their ability to promote children access to the centres. However it was noted with serious concern that most ECDE teachers also leave the teaching profession as soon as they have an experience of slightly over 10 years.

The findings on children failure to attend ECDE centres showed that there were children who never had access to ECDE centres at all for various reasons such as lack of funds, parental ignorance and separation of parents.

The findings also revealed that some learners also drop out of the ECDE for the same reasons as parental ignorance, fees and family breakages.

The finding on ECDE teachers salaries showed that ECDE teachers were paid lowly affecting their motivation and performance in the ECDE programme. The study further revealed that the size of ECDE teachers pay pack increases their motivation level and thus are able to attract more children to their ECDE centres, and may be devote more time to the children.

The findings obtained from Headteachers on the amount of fees charged revealed that the ECDE in Nyandarua south District reasonable fees which could be afforded by most parents as the findings noted that most of the parents could pay for the children fees promptly.

Although it was noted from the findings that parents incur other costs in relation to their ECDE children's education it did not seem to be a great hindrance to

children access to the centres as most parents were found pay for their children fees in time and in whole amount.

The findings on the parental living standards revealed that most parents had average economic ability and had no difficulty in paying their children ECDE fees.

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

In views of the findings discussed this study makes the following recommendations.

1. The county governments should provide free ECDE programme to ensure that those who miss the ECDE access due to financial problems do get the access.
2. ECDE teachers should be well remunerated as per their professional qualifications and experience to motivate them. The county governments should ensure that there are improved terms and conditions of employment for ECDE teachers as this has become a devolved function to be carried out by the county governments.
3. The county government should also ensure that ECDE teachers are professionally trained to get the minimum qualification needed in provisions of ECDE.
4. Parents should be sensitized on the importance of ECDE so as to ensure that their children get access to it.

5. The government should ensure that the children's act is not violated and all children should not miss access to ECDE due to their parents' marital differences.

### **5.5 Suggestion for further research**

In view of the delimitation of the study the research suggests that:

1. The study did not evaluate some factors that affect children's access to ECDE centres in Nyandarua south District such as parental ignorance, marital separation and distance to ECDE centres and therefore further research should be carried on these factors.
2. Since the study targeted Nyandarua south District leaving other districts, similar studies should be carried out in other districts, counties or the whole country.



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## APPENDIX I

### Questionnaire for pre-school teachers

Kindly answer the following questions as honestly and precisely as possible.

Responses to these questions will be treated with all confidentiality.

Tick (✓) where appropriate or fill in the required information on the spaces provided. Name of your ECDE centre.....

1. Your gender

Male ( )

Female ( )

2. Age

Below 20 yrs ( )

21-30 yrs ( )

31-40 yrs ( )

40-50 yrs ( )

Above 50 yrs ( )

3. For how long have you been a practicing teacher?

Less than 5 yrs ( ) 5- 10 yrs ( )

11- 20 yrs ( ) Above 20 yrs ( )

4. What is the current enrolment in your school?

Boys  Girls  Total

5. Is the enrolment level in your consistent?

Yes  No

6. Give the major reason as to why you think the enrolment behaves this way

-----  
-----

7. What measures do you think could be taken to increase this Enrolment?

-----  
-----  
-----

8. Are there children of ECDE school age who do not go to school in your neighborhood?

Yes  No

9. How much fees do you charge your learners per term ?

Belo 50 ( ) 500- 700 ( )

700-1000 ( ) Above 1000 ( )

10. On average, how do you rate the parents in your pre-school?

Very poor  Poor  Rich  Very Rich

11. Do you have a feeding programme?

Yes ( ) No ( )

If yes who finances the programme.

.....  
.....

12. Do parents of your ECDE have difficulties in paying fees?

Yes( ) No( )

13. How do most learners in your ECDE commute to school?

On foot  in public means  in their parents cars

14. Are there learners who may have dropped out of your ECDE?

Yes  No

15. Do the children who do not go to school have any interest for Education?

Yes  No

16. What is your professional qualifications

Not trained ( )

Certificate ( )

Diploma ( )

Degree ( )

17. How much is your monthly salary ?

Below 2000

200-5000

Above 5000

18. How regularly are you paid?

- Promptly

- In bits

In arrears

19. Is your salary sufficient to meet your daily needs?

Yes ( ) No ( )

if no how do you subsidize your salary?

.....

## APPENDIX II

### Questionnaire for Head teachers

Please respond to each question by ticking (√) the appropriate response or by giving a brief explanation. Your responses will be treated with the highest confidentiality and will only be used by the researcher for his study.

1. Name of your ECDE centre-----  
-----

2. Your gender: Male  Female

3. Age: 20-30 yrs

31-40 yrs

41-50 yrs

51-60 yrs

4. Teaching experience

Below 10yrs

11- 20 yrs

21- 30 yrs

31-40 yrs

5. For how many years have been in your present stations?

Below 5yrs

5-15yrs

16-25yrs



above 25yrs

6. Do your school have an ECDE section?

Yes  No

7. If yes (6) what is the enrolment of learners

Boys  Girls  Total

8. Are there children of ECDE age who do not go to school in your neighborhood?

Yes  No

9. If yes what reason make them remain at home? -----

-----

10. How much do you charge ECDE learner per term.?

Below 500  500-700  701- 1000  Above 1000

11. Do you think the parents incurs other cost apart from the fees charged in relation to their ECDE children education?

If yes specify other cost incurred by the parents -----

-----

-----

12. Do you have children who may have enrolled in your ECDE and then dropped out?

Yes  No

13. If yes what made such children drop out of school?

Lack of fess

Lack of facilities

Lack of motivation from teachers

Parent's negligence

14. What do children of ECDE age who do not go to school do at home?

Baby sitter

Grazing

No work

15. What is the current enrolment in your ECDE class?-----

-----  
-----

16. Please give the following enrolment in your class one and ECDE for the years asked.

Year	2009	2010	2011	2012	2013
ECDE enrolment					
Class one enrolment					

17. Who pays your ECDE teacher?

Parents

Government

Religious Organization

18. How much is your ECDE teacher's salary?

Below 2000

2000-5000

Above 5000/=

19. How regularly is the ECDE teacher paid?

Promptly

Salary delayed

In arrears

In bits

20. Do you hold meetings to discuss salary issues with your ECDE teacher?

Yes  No

21. How promptly do parents in your ECDE pay their children's fees?

Promptly

In bits

Hardly

22. Generally how do you rate the parents of your ECDE?

Very poor

Poor

Average

Rich

23. Does the amount of salary pack of your ECDE teacher affects their motivation in teaching?

Yes  No

24. Does the teacher's motivation level affects his/her performance and thus access of ECDE enrolment in your school?

Yes  No

### **APPENDIX III**

#### **Letter of Introduction**

**Kariuki W. Mbugua**

**P.O.Box,33**

**North Kinangop**

**The Headteacher**

**ECDE Teachers.**

**REF: REQUEST FOR ASSISTANCE IN FILLING RESEARCH QUESTIONNAIRES.**

I am a student at Nairobi University doing a Masters Degree in Educational Planning and Administration. I am carrying out an academic research on factors influencing children access to ECDE centers in Nyandarua south District. You have been chosen because you are better placed to advice on the factors. All the information offered to me will be treated with the necessary confidentiality. The identity of respondents will not be unduly disclosed. Your assistance and cooperation will be greatly appreciated.

Thank you in advance for your assistance.


Yours faithfully,

**Kariuki W. Mbugua**

## APPENDIX IV

### RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



**NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/694** Date: **16<sup>th</sup> May, 2013**


William Kariuki Mbugua  
University of Nairobi  
P.O Box 30197-00100  
Nairobi

**RE: RESEARCH AUTHORIZATION**

Following your application dated **2<sup>nd</sup> May, 2013** for authority to carry out research on *“Factors influencing children’s access to early childhood development education centres in Nyandarua South District, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Nyandarua South** for a period ending **30<sup>th</sup> June, 2013**.


You are advised to report to **the District Commissioner and District Education Officer, Nyandarua South District** before embarking on the research project.

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

  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**

Copy to:

The District Commissioner  
The District Education Officer  
Nyandarua South District




*“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.*

## APPENDIX V

### RESEARCH AUTHORIZATION FROM D.E.O

**MINISTRY OF EDUCATION**

  
REPUBLIC OF KENYA

Telegram:  
Telephone: 05050234  
FAX: 05050234  
E - Mail: [nyasoueduc@gmail.com](mailto:nyasoueduc@gmail.com)

District Education Office  
Nyandarua South  
P.O. BOX 18  
**North Kinangop**

When replying please quote;

---

**NYA/S/ED/GEN/64/24** Date: 16<sup>th</sup> May 2013

ALL HEADTEACHERS  
PUBLIC PRIMARY SCHOOLS  
**NYANDARUA SOUTH DISTRICT**


**RE: AUTHORITY TO CONDUCT RESEARCH**

The bearer of this note **Kariuki William Mbugua (E55/ 62888/2011) TSC No.384883** is a Masters of Education student at the University of Nairobi. He has the authority to conduct research in our public primary schools during the month of May/ June.

Topic: Factors influencing children's access to Early Childhood Development and Education in Nyandarua South District, Kenya.

Kindly accord him any necessary support that will enable him to go through this undertaking successfully.

Thank you.

  
**Ngonjo J.G**  
District Education Officer  
**Nyandarua South.**

**DISTRICT EDUCATION OFFICER  
NYANDARUA SOUTH  
P O. Box 18, N. KINANGOP**

CC.

**CHAIRMAN – MASTERS IN EDUCATION, ADMINISTRATION AND PLANNING  
UNIVERSITY OF NAIROBI**

APPENDIX VI

RESEARCH PERMIT

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

PAGE 2 PAGE 3

Research Permit No: **NCST/RCD/14/013/694**

Date of issue **16<sup>th</sup> May, 2013**

Fee received **KSH. 1,000**

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution**

**William Kariuki Mbugua**

**of (Address) University of Nairobi**

**P.O Box 30197-00100, Nairobi**

**has been permitted to conduct research in**


**Location**

**Nyandarua South District**

**Central Province**

**on the topic: Factors influencing children's access to early childhood development education centres in Nyandarua South District, Kenya.**

**for a period ending: 30<sup>th</sup> June, 2013.**



**Applicant's Signature**

**For: Secretary National Council for Science & Technology**

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

**CONDITIONS**

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



**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**

**GPK6055(3mt10/2011) (CONDITIONS—see back page)**