

Examine the effect of administrative and learning environment on provision of Early Childhood Education in Narok North

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ABSTRACT

There are real concerns raised by stakeholders regarding the quality of Education in Early Childhood development and Education centers in Kenya. Factors affecting the provision of Early Childhood Education in the Early Childhood Development centers in the Narok county, central division are yet to be established. This trend has fueled a strong public outcry and hence a steady stream of research findings to assists in establishing and documenting the factors affecting the provision of Early Childhood Education in the county. The study reviewed Literature from across the world so as to understand the context, continuities and challenges affecting provision of Early Childhood Education. This study also provided a critical examination of the issues and controversies surrounding Early Childhood Education and practices. The purpose of the study was examining the effect of administrative and learning environment factors on the provision of Early Childhood Education in Narok North. The study adopted the descriptive survey design in order to establish the views and perception of the respondents concerning the study problem. The target population was 267 Early Childhood Development teachers, managers and quality assurance officers in central division of Narok North Sub County, in Narok County, Kenya. The study used a census as the population was manageable and data was collected using questionnaires for the teachers, managers and the Quality assurance and standards officer. A pilot study was conducted and validity and reliability of the instruments established. The reliability coefficient of the instruments was above 0.762 hence accepted as appropriate. Both descriptive and inferential statistics were computed by the help of the Statistical Package for Social Sciences. It was established that provision of Early Childhood Education in central division of Narok North Sub County is affected by various administrative and learning environment factors; the study concluded that to improve performance of ECDE there is need to have the community reconsider most of the social- cultural factors that are a major challenge to education. ECDE centers should be well staffed with qualifies teachers; a program should be designed to build capacities for the development and equipment of ECE centers and funds to be provided for ECDE inspectors to enhance the management of the centers. The study suggested that a similar study should be conducted in the entire county to focus on the implementation of Early Childhood Education curriculum and the leaner's environment in order to establish how they need to be made effective for the Early Childhood Education centers in Narok.

Key words: administrative, learning environment, provision of Early Childhood Education

Background of the study

The demand for Early Childhood development services in Kenya has resulted in the establishment of a large network of child development centers, both in the urban and in rural areas. About 19,000 centers covering approximately 1 million children (mostly in the three to six years age group) have been set up (UNICEF, 2002). There are various partners in support of the ECD education in Kenya. These partners include Government, the community, the teachers and the management. The community is the most important partner in the development of the centers, taking responsibility for the provision of physical facilities, payment of salaries, organization of feeding programs, and provision of learning and play materials. Some communities receive financial and supervisory support from non- governmental organizations and the Local Government to facilitate the development of these centers (Essa, 1999).

Swiniarski, et al (1999) defined Early Childhood Education as the Education children obtain during early stages of their childhood. The more industrialized nations consider Early Childhood to be the period between age 1 to age 8 (Wortham, 2000), while developing nations focus on birth through age 6 (Eville-Lo & Mbugua, 2001). The increased interest in Early Childhood Education around the world reflects respective nations' and/or societies' particular philosophical beliefs about children UNICEF, (2002). Accordingly, children may be viewed as, growing plants that need nurturance, miniature adults, natural and national resources that need to be nurtured, and/or as future investments critical to the sustenance of a society and its ability to compete in the technological age(Essa, 1999).

According to Driscoll & Nagel, (2002), Early Childhood care and education (ECCE) has experienced tremendous growth at all levels. Recent years have seen a global endeavor to prioritize Early Childhood Education and Care as a foundation for later learning and development, as evidenced by the Global Guidelines for Early Childhood Education and Care in the 21st Century. The association for Childhood Education International/World Organization for Early Childhood, (1999) argued that the efforts in developing and supporting ECE are a response to a variety of complex social issues and economic trends. These forces, which are referred to here as 'complex family stressors' include, but are not limited to, social changes due to industrialization, the increased number of women with young children entering the labor force, families with two working parents, a rise in the number of single parents, and the demise of traditional systems of child care and extended family support systems (Driscoll & Nagel, 2002).

Early Education is important for all children, and it is offered at a reasonable cost. Early Childhood Education (ECE) refers to the education that children obtain during early stages of their childhood. According to Heckman (2000), Early Childhood is a crucial time period for the holistic development of both mental and physical functions of children. This development, including the emergence of the abilities and skills in areas such as language, motor skills, psychosocial, cognitive and learning, is now known to be greatly influenced by exogenous factors, including the nature of the educational environment to which the child is exposed during the early stages of life (Bowman, et al, 2001). In the 1970s the Government of Kenya stepped in to provide training support and supervision for the centers. In 1984 the National Center for Early Childhood Education (NACECE) was established at the Kenya Institute of Education. NACECE is responsible for the training of trainers, curriculum development, research, and coordination. County Centers (DICECE) are responsible for training teachers at the county level, inspection, community mobilization, and the evaluation of local programs (Gargiulo, & Sluder, 1996).Sparling, et al (2007) noted that early gains in school readiness due to Early Childhood Education have been shown to have enormous positive economic and social impacts, lasting well into adulthood.

Heckman (2000) argues that the important lesson to take away from successful Early Childhood interventions is that social skills and motivation are a young child's most life-altered attributes, even more so than IQ. Further, social skills and motivation have large impacts on school performance. In his view, a student with strong social skills and motivation tends to acquire a higher level of education. Then, with all three attributes (social skills, motivation and education), the individual becomes highly valuable at the work place. According to Jaycox, (1992), Education and Economic Development are positively correlated, making education intrinsic to development. Gonzalez-Mena. (2000) noted that the long-term benefits for children's cognitive and social development have inspired increased interest in Early Childhood Education and Care. This interest continues to be championed by UNICEF's health and nutrition programs.

Based on a comparative study results by UNICEF, (2002), the situations of children in various countries such as Ethiopia, Namibia, and Bangladesh among others, with similar level of economic development were compared and

Kenya was seen to have made considerable achievements in ECE provision. As highlighted earlier, the country's Gross Enrolment Rate in pre-primary education marked a remarkable 40% in 2001, which was higher than the median of sub-Saharan African (5.8%) and developing (35%) countries. Kenya is now adopting an expanded vision of ECE Policy, which concerns a holistic development of the cognitive, social, emotional and physical aspects of young children from birth. An important concern of the present review is putting forward recommendations which will help the county's achievements.

It is in this perspective that the following have been chosen 'critical' for the Government to address: the vision of ECE, declining participation rates of children, growing inequity, quality of teaching, curriculum and teaching resources.

Heckman (2000) concludes by saying that, learning is a dynamic process and is most effective when it begins at a young age and continues through to adulthood. Postponing investment in children education till they become adults, or till they reach school age, a time when it may be too late to intervene is not an appropriate move. It is important to tackle the challenges arising from the provision of ECE as early as possible in order to lay an appropriate foundation for the children. The aim of this study was to examine the factors affecting the provision of Early Childhood Education in Narok North County, central division. The study agrees with Hackman's argument that children should start their education at an early stage but this is not possible in our current study area because of various factors that are shown in this study that may affect provision of Early Childhood Education. This study provides an overview of ECE and assessed the factors that may hinder its development in Narok North county central division, Specific emphasis was placed on the historical development of ECE, the administrative organization, the collaboration among various agencies in Kenya, ECE curriculum, and teachers' professional training.

Statement of the problem

In Kenya, the importance of ECE has not caught the full attention of the educators and the society at large (UNICEF, 2002). This lack of awareness and the uncertainty of parents on the influence of ECE, on children's readiness for school, lead many parents to place ECE far from the top of the Education priority list. Although the government plays a role in training ECE teachers, it does not provide employment opportunities for them making most of them to join the private sector where they are not well paid. The purpose of this study was to identify various factors affecting the provision of ECE in Narok North County, central division. The intent was to gather information that would highlight various challenges facing the provision of ECE and provide direction in planning for professional development opportunities. Despite some significant gains in ECE enrolment and community initiative, in Narok North county, Central division there is a wide variation in the type and quality of services provided by the ECE centers (DEO's office Narok county 2012). This study therefore sought to establish how to overcome the various factors affecting the provision of the ECE programs in Narok North County, Central division. There is therefore need for research to provide information to assist in effective running of the ECE programs in the county. The research findings would assist the policy makers in making decisions on how best to run the ECE centers and programs. This study therefore sought to identify the school administrative and learning environment factors affecting the provision of ECE in Narok North county, central division.

Purpose of the study

The purpose of this study was to examine the affecting the provision of Early Childhood Education in Narok North County, Central division.

Objectives of the study

To determine whether school administrative and learning environment affect provision of Early Childhood Education in Narok North County, Central division.

Research questions

To what extent do the administrative and learning environment factors affect the provision of Early Childhood Education in Narok North County, central division?

Significance of the study

The findings of this study therefore would be significant in various ways: First on the theoretical value, they would provide greater insight to the providers of ECE programs on curriculum implementation. Second on the practical value, the findings would serve as reference points for teachers of ECE in Narok North, Central division. This would lead to improvement performance in the ECE centers in the country. Besides, the findings would enlighten all the providers in the Early Childhood Development in the county. Third the findings of Early childhood Education would help the Ministry of Education with regard to salient training needs for teachers that need to be addressed. Lastly, the research findings would also benefit the quality assurance and standard officers (QASO'S), the County Education Officers (DEO's). The findings would be very useful in improving the overall performance of all Early Childhood centers in Kenya.

Literature review

Historical development of Early Childhood Education (ECE)

Bowman, et al (2001) noted that, Early Childhood is defined as the period from birth to 8 years old. This represents a time of remarkable brain development and its lays foundation for subsequent learning by the child. Gormley, Gayer and Dawson (2004) in another study noted that there is need for child care facilities for the growing numbers of working mothers and stresses the value of preschool for all children. The main requirements for these centers were that the programs should be voluntary free or with fees similar to those in primary school, cover the full work day, and provide better trained teachers. This study focused on the fact that ECE is required to ensure care of the children in the absence of their working mothers. The underlying need for starting the ECE is not primarily for Education purpose but for assisting the women who were joining the working force to care for their young ones.

According to Heckman and Masterov (2004) the main challenge in attempting to paint a picture of global development in Early Childhood Education programs is the inadequacy of national data. Reviewing the histories of ECE development in several countries such as America and the Uk, it is noted that kindergartens and nurseries through which Early Childhood Education was offered were first established in the 19th century. Subsequent development was slow, with some expansion occurring during World war 11 (UNESCO, 2002). UNESCO, report (1961), observed that, compulsory primary school should be the first educational priority for children in developing countries. Nonetheless, given the rising numbers of mothers working outside the home Childhood programs are also focusing on children who are neglected, abused and reared with inadequate parenting. UNESCO, report (1961), further noted that certain initiatives appeared to have been successful at across border countries in Africa where ideas have been borrowed and learned from each others experiences. The programs were expensive to establish and operate. There was a shortage of qualified teachers in all countries; the status of pre-primary school teachers was low. In almost half the counties, the salaries for preschool teachers are lower than those of primary school teachers. There is very little research on pre-primary school and on their impact on children and child development. On the basis of these factors this study sought to examine the factors affecting provision of Early Childhood Education in central division of Narok North county.

Early Childhood Education in Kenya

Kenya gained its independence from British colonial rule in 1963. Nearly half of Kenya's population of 30 million is below the age of 15 World Fact Book (2001). The infant mortality rate was 67.99 per 1,000 live births, while the life expectancy was 46.5 years for men and 48.4 per years for women World Almanac (2002). Both English and Kiswahili are used to provide instructions from preschools to Universities. Mwiria (1990) noted that Kenya is among African nations with an established Early Childhood Education program, and the initiative has had a significant impact on its citizens. Kenyans perceive education as a key to success in life, facilitating social mobility and personal development. A number of theoretical perspectives focus on education's pivotal role in human growth and development Mbugua-Murithi, (1997). The modernization theorists contend that education transforms individual values, beliefs, and behaviors which lead to development Benavot, (1992). As a result, Kenya has seen a clamoring for and expansion of education at all levels Mutero (2001), including nursery schools, child care centers, kindergartens and preschools.

The first recorded school for young children in Kenya was founded at coastal town of Rabai in 1886 by the Church Missionary Societies Bogonko (1992); Eshiwani (1989). The first early care centers can be traced to the

1940s, when British colonists established centers to serve both European and Asian children. During the same period, the colonial government established Early Childhood care centers for Kenyan children living on the tea, coffee, and sugar plantations. These centers were set up in response to Mau Mau uprisings and struggles for independence Kanogo, (1988). The centers were non academic child care, a situation that persisted until the early 1970s (Kabiru, Njenga, & Swadener, 2003). Kenya's system of Early Childhood Care and education reflects a separate and stratified society, with Europeans receiving educational resources superior to those received by people from Asian, Arab cultures and natives of African. The colonial government argued that the different races needed the kind of education that was deemed 'appropriate' for their respective positions in colonial life Kiluva- Ndunda & Mumbua, (2001). According to Rodney (1998), this colonial schooling approach was akin to education for underdevelopment. This is important to the study as it shades light on how the settlers provided education including ECE.

Components of Good Early Childhood Education

Bowman, et al (2001), observed that, while parental and family care is an important component of ECE development. The study was primarily concerned with the educational component since it forms the basis of policy formulation and plays the most proactive role in ensuring that the ECE programs are run effectively. Gormley and Phillips (2003) on the other hand noted that, a good quality ECE program should be a multi-dimensional educational program with a focus on the holistic development of children in the early stages of their childhood development. This study agreed with these findings and sought to assess whether the challenges of ECDE in Narok county, central division could be explained by these findings. Schweinhart (2007) observed that a good ECE program should have the following characteristics; it should be built around a good learning environment with an effective, well-thought out curriculum, should begin at an appropriate starting age, should be provided in a physical space that is safe and one that has certain specialized facilities, should be given by professional care givers, attentive to the individualized needs and progress of the child, and, if possible should include the involvement of parents. Schweinhart, further noted that, while no single curriculum or pedagogical approach can be identified as best, children who attend well-planned, high-quality ECE programs in which the curriculum aims are specified and integrated across domains tend to learn more and are better prepared to master the complex demands of formal schooling

According to Harris (1999), the establishment of a task force of educators, parents and community members is formed after identifying best practices in Early Childhood Education. This group can help provide input on decisions regarding the details of curriculum, assessment, staff selection, school climate environment and parent's involvement. Community collaboration is essential in setting goals and providing focus for an Early Childhood program. This study notes that task forces to look at provision of ECE need to be formed.

Reynolds (2003) noted that when a community plans a new Early Childhood program or seeks to improve its current program, a series of issues are raised such as the teaching in the Early Childhood program, the classroom appearance, best way of grouping the children and the role of parents. Teachers form an important component of an Early Childhood Education program. Early Childhood teachers need adequate time to focus on and interact personally with children and their families. If teachers are unable to spend time interacting with individual children, the children may not benefit from the teachers expertise. The teacher child ratio and group size is important in manning the Early Childhood programs. Appropriate teachers child ratio encourages the bonding of children and teachers Harris (1999). Appropriate staffing patterns may vary according to the age of the children, the type of activity, and the inclusion of children with special needs.

Conceptual Framework

This study conceptualized the factors affecting the provision of ECE by considering the factors Schools administrative and learning environment factors as the independent variable. The dependent variable of the study was the provision of ECE. The relationship between the dependent and independent variables is shown in figure 2.1.

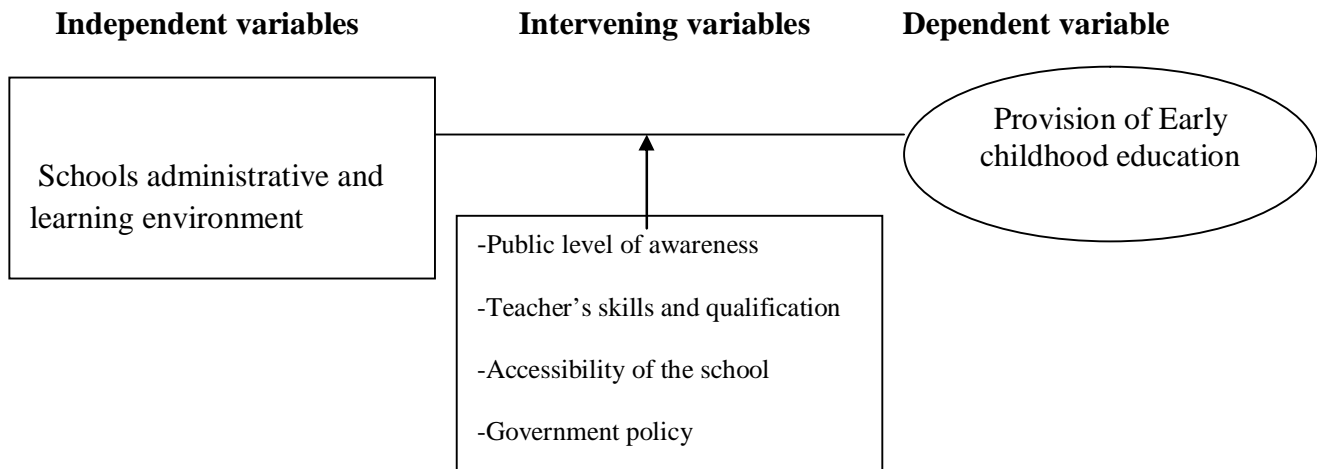


Figure 2.1 Conceptualization of factors affecting the provision of ECE

One priority task of a conceptual framework is to make clear the link between the dependent variable and the independent taking into consideration the intervening variables. Although ECE has gained prominence with policy makers, there are areas that have not been effectively addressed creating confusion not only in communication but also in policy implementation (UNIEF, 2002). ECE has been conceptualized in various ways by different studies conducted before. This study assessed ECE programs' by considering the factors hindering the effective provision of the Early Childhood Education in central division of Narok North County. The factors hindering the provision of ECE programs: level of funding for the programs', the effectiveness of the curriculum and the effectiveness of policy on ECE programs. The dependent variables were the provision of ECE in the division. The study recognized that, there were other factors that affected the provision of ECE programs when the independent variables were effectively achieved. In this study the social economic factors, teacher's skills and school environment were considered as intervening variables.

From the diagram it is shown that socio- economic factors would have a direct impact on the provision of ECE. However there are other factors that could still affect provision of ECD such as the awareness of the ECD programs among the public or the teacher's qualification and the accessibility of the schools. School learning and administrative factors have a direct effect on the provision of ECE in the division but this could also be influenced by accessibility of the centers.

Research design

The study used the descriptive survey design to evaluate the factors that could affect the provision of Early Childhood Education in central division of Narok county. According to Kothari, (2004) this design is suitable since data is to be obtained from a sample selected from the population. The major purpose of descriptive research is to describe the state of affairs as it existed and the researcher reports the findings. The design assisted in gathering data, measuring, classifying, analyzing, comparing and interpreting of data in order to describe the existing situation and make conclusions that would lead to appropriate recommendation that was needed to answer research questions developed from the objectives of this study. The design is appropriate in collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003).

Target/ accessible population

The target population of this study was 175 pre school teachers, 88 ECE managers and the four quality assurance officers in the central division of Narok North sub county. This constituted a total of 267. The total number of ECE children aged between the ages of 3 years 7 years in the division was 3525, according to the county education statistics (2011) (see table 3.2).

Table 3.2 Distribution of ECD children in central division of Narok North county

S.No	Zone	No. of schools	Number of ECD children			Number of teachers	Number of managers	DQASO	Total
			Boys	Girls	Total				
1	Ole Sankale	20	517	489	1006	45	20	1	65
2	Mashariani	27	659	626	1285	65	27	1	92
3	Nkobon	16	274	287	561	20	16	1	36
4	Olchoro	25	353	320	673	45	25	1	70
	Total	88	1830	1722	3525	175	88	4	267

Source: DEO office Narok North County 2011

Sample size and sampling procedure

The entire population of 267 respondents was used for the study. The study used a census survey to collect data from the teachers, managers, and the county quality assurance officers. A census survey is a type of survey involving the process of collecting information about each member of a given population. This study adopted the census survey because the number of ECD centers (88) was manageable and could not be hindered by time and finances. Census was also adopted for this study because the procedure is free of sampling errors and gives accurate results.

Data collection instruments and procedure

The study used a questionnaire to collect the data. The questionnaire was designed to capture the four objectives that included, demographic characteristics, awareness of Early Childhood development programs in the county, teacher attitude toward ECE, the factors and experiences concerning the age, gender, marital status, educational level, and length of service. A questionnaire is the most appropriate as the respondents fill them at their convenience, answer the item in any order or even took more than one sitting to complete it (Meredith, 1996). The questionnaire was self administered where the researcher personally took them to the centers and distributed among the teachers and collected back the filled questionnaires after one week.

Piloting of the surveys instrument

The study used 10% of each category (the pre school teachers (17), the managers (9) and the county quality assurance officer (1) in the entire population (table 3.1) for piloting. These respondents were sampled using the simple random sampling method. This agrees with Mugenda and Mugenda (1999) pilot sample of 1% to 10% of the sample size. The researcher carried out a pilot study to test the instrument at Mau division, which is a neighbouring division to central division. The reason as to why the researcher selected Mau was because all the centers in central division were used in the study. The pilot study was used to determine whether the research instruments design and methodology were relevant.

Reliability and validity of research instruments

Reliability of the instrument was determined using a test-retest method. This was where the researcher administered the test questionnaire to the respondents twice and the alpha reliability coefficient was to be determined. The two tests were administered at an interval of one week in order to save on time. This was done so as to find out whether the terms and statements used to develop the questionnaire were resonating with teachers. The researcher verified their content for accuracy, consistency, and ensured that ambiguous information was removed while deficiencies and weaknesses were noted and corrected in the final instrument. The reliability coefficient reflected the extent to which items measured the same characteristics if used with a different sample. In order to establish the

reliability coefficient Cronchbach's Coefficient alpha was computed on SPSS using the variance of the total test scores and the variance of the individual item scores. The alpha reliability coefficient was worked out using SPSS and a value of 0.762 which was accepted, meaning that the questionnaire was reliable and generated the required data for the study. According to Kathuri & Pals, (1993) any reliability values above 0.7 are acceptable for any social research meaning that the questionnaire was reliable and was considered to generate the required data for the study. After construction of the questionnaire the supervisors from the School of Education were consulted to establish whether the instruments could provide the required data for the study. The instrument was found to be valid as the all the questions were accepted by the supervisors as being well structured.

3.9 Data analysis

Data was coded, entered and analyzed using descriptive statistics (mean, frequencies and percentages.). Descriptive statistics was used to interpret the demographic characteristics of the preschool teachers, the managers and the QASO officers. SPSS was used to determine the frequencies, the percentages and the means. For this study the factors were considered to have a significant effect on the provision of ECE if the value of probability was less than 0.05. The first section of the questionnaire was analyzed using descriptive statistics of frequency and percentages in order to establish the level of response from the respondents. The other section of the questionnaire covered the objectives of the study and it was analyzed by using descriptive and inferential statistics. Such as percentages, frequencies and factor analysis to establish the relationship between the various items of the study.

Findings

A total of 267 questionnaires were delivered personally to various ECD centers where they were administered to the distributed to the teachers and the managers. A total of 250 questionnaires were collected back and considered for the analysis of the data. This represented a 90 % response rate. The data was analyzed using statistical software; statistical package for social sciences (SPSS-v16).The Pearson Correlation analysis was done to examine whether there was any relationship between the demographic responses and the corresponding responses to the factors affecting provision of ECD in Narok central division. The other important factor that the study sought to establish is effect on the provision of ECE was administration system in the school. Administration is likely to have an effect on the effectiveness in the provision of ECE services. This study used various statements to evaluate the effect that administration of the ECE centers in the division had on the provision of the ECE programmes in the central division of Narok County. Table 4.2 presents the results.

Table 4.2: Effect of administration on the effectiveness of ECE provision

statement	Disagree	Not sure	Agree
Lack of support system for students identified at risk, and particularly from the social –economic aspects	17(6.8%)	17(6.8%)	216(86.4%)
Efficient system not in place at primary school level to cater for smooth transition from pre-school to primary school, this lead to drop outs at a tender age.	21(8.4%)	12(4.8%)	217(86.8%)
Absence of school policy on teaching of reading placement of ECE teachers	46(18.4%)	46(18.4%)	158(63.2%)
Lack of integration between the community and the schools management which affects the level of understanding between the two groups	13(14.0%)	35(14.0%)	180(72.0%)

Lack of community support for the ECE teachers kills the moral of the teachers and this affects their performance	18(7.2%)	17(6.8%)	215(86%)
Teacher's relationship with school management affects the provision of ECE.	16(6.4%)	16(6.4%)	218(87.2%)
The salaries and wages paid to teachers affect their ability to ensure effective provision of ECE	10(7.6%)	15(6.0%)	225(90.0%)
There is no appropriate assessment of the teaching and learning by the administrators	73(29.2%)	27(10.8%)	150(60.0%)

From the results presented in table 4.2 it is clear that majority of the respondents 225(90.0%) indicated that the salaries and wages paid to teachers affect their ability to ensure effective provision of ECE, this was followed by 218(87.2%) who said the teacher's relationship with school management affects the provision of ECE, while 217(86.8%) said that there is no efficient system at primary school level to cater for smooth transition from pre-school to primary school, this lead to drop outs at a tender age. 216(86.1%) indicated that Lack of support system for students identified at risk, and particularly from the social –economic aspects. Other factors that had response of more than 100(50%) were; Lack of integration between the community and the schools management which affects the level of understanding between the two groups 180(72.0%), absence of school policy on teaching of reading placement of ECE teachers 158(63.2%) and in appropriate assessment of the teaching and learning by the administrators 150(60.0%). This clearly indicates that the needs and desires of the teachers, remuneration and appropriate relationship with schools administration plays a key role in determining the effectiveness of the provision of ECE services in the Narok county Central Division. In order to improve the provision of ECE programmes in the division and hence the entire county it is important to ensure that proper administration is in place at all the ECDE centers. The study also sought to establish the effect of the learning environment on the provision of Early Childhood Education. The study wanted to establish whether the learning environment also contributed to the provision of ECE Education. The results are presented in table 4.2.

Table 4.4: Learning environment and the provision of ECE

statement	Disagree	Not sure	Agree
There is poor infrastructure (especially in infant classes)which are not conducive to active learning	5(2%)	10(4%)	235(94%)
Inappropriate furniture to cater for developmental needs of the children	14(5.6%)	12(4.8%)	224(89.6%)
Lack of opportunities for constructive learning within the setting.	62(32%)	25(10%)	163(65.2%)
Large student-teacher ratio creates a climate not conducive to positive socio-interactive between child-child/teacher/child.	16(6.4%)	19(7.6%)	215(86%)
Lack of appropriate play ground and facilities in the schools	57(22.8%)	23(9.2%)	170(68%)
Schools have Outdated facilities that are required to support the provision of ECE	16(6.4%)	26(10.4%)	174(69.6%)
Lack of interactive resources to facilitate constructivist approach to learning	10(4.0%)	84(33.6%)	156(62.4%)
Lack of necessary support services (guidance and counselors) facilitators to cater for individual needs of children at risk.	24(16.8%)	20(8%)	206(82.4%)
The learning centers are not accessible	85(34%)	26(10.4%)	139(55.6%)
Physical conditions of the classrooms affect the provision of ECE programs in the division.	20(8%)	39(15.6%)	191(76.4%)

It is noted from the above results that the majority of the respondents 235(94%) indicated that there is poor infrastructure (especially in infant classes) which are not conducive to active learning. This was followed by inappropriate furniture to cater for the development needs of the children with a response rate of 224(89.6%) , the large students – teacher ratio creates a climate not conducive to positive social interaction between the children and the teachers hence this affects the effectiveness in the provision of the ECE services in the school , Large student-teacher ratio creates a climate not conducive to positive socio-interactive between child-child/teacher/child 215(86%), lack of necessary support services and facilitators to cater for individual needs of children at risk with a response rate of 206(82.4%) and Physical conditions of the classrooms affect the provision of ECE programs in the county which accounted for 191(76.4%). The other statements also had a significant response of above 100 (50%). This indicates that learning environment contributes a large percentage to the effectiveness in the provision of ECE in the centers in Narok County.

Correlation analysis

The study further sought to establish the way the factors correlated with each other. A correlation analysis was therefore determined and the results were presented in table 4.9.

Table 4.9: Correlation analysis

		Implementation of ECDE
Administrative factors (adms)	Pearson Correlation	.480**
	Sig. (2-tailed)	.000
	N	57

The results show either a positive correlation between the various independent variables that is Administrative and learning environment factors, and the provision of ECE programmes with $R= 0.480$ and p - value of 0.000 indicating very significant relationship. This indicates that administrative factors have a very significant effect on the implementation of the ECDE programmes in the centers.

Conclusions of the study

This study has highlighted various pertinent issues specifically in relation to the provision of ECE in Narok district central division. The study was conducted in a nomadic setting and so its findings shall provide new knowledge to the existing knowledge on the provision of ECE programmes. The division is challenged by the implementation of the curriculum and this is attributed to the poor learning environment and the low quality of teachers in the ECE centers in the district. The study therefore concluded that for there to be effectiveness in the provision of ECE programmes in the division there is need for the parents to be sensitized about the importance of ECE, the curriculum to be implemented effectively and the teachers have to be trained to offer quality services.

Recommendations

Based on the above conclusions, the study recommends that:

- (i) A program should be designed to build community capacities for the development and equipment of ECE centers in partnership with the government and other stakeholders. This will ensure that ECDE centers have adequate facilities and other learning resources.
- (ii) Teachers should be encouraged to form a variety of appropriate learning groups in ECDE centers basing on the nature of children in terms of age and individual learning differences of children.
- (iii) ECDE centers should be well staffed so as to maintain an appropriate teacher: child ratio.
- (iv) ECDE teachers should be sensitized to value mother tongue as the only right medium of instruction to be used in ECDE centers found in rural areas.

(v) ECDE teachers should be sensitized on the importance of having and following the recommended daily schedule strictly in the ECE center. This will assist to ensure that the curriculum is appropriately implemented

Areas for further studies

- a) The study recommends that a similar study should be conducted in the entire country to cover all the counties since they are mandated to run the public ECD centres.
- b) A comparative study between the private and the public ECD providers should be conducted in order to understand the specific factors affecting the provision of ECE in the centres.
- c) A study should also be conducted focusing on the contents of ECE curriculum in order to establish whether it needs review.
- d) There is also need to examine the learners' environment in order to establish whether they are appropriate to support the ECE learners.

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