

**FACTORS AFFECTING THE PROVISION OF EARLY CHILDHOOD EDUCATION
IN NAROK NORTH DISTRICT: A CASE OF CENTRAL DIVISION.**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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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 district, central division are yet to be established. This trend has fueled a strong public outcry and hence a steady stream of research findings to assist in establishing and documenting the factors affecting the provision of Early Childhood Education in the district. 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 to examine the various factors affecting the provision of Early Childhood Education in Narok North District central division. The objectives of the study were; to determine the socio-economic factors affecting provision of Early Childhood Education in Central division of Narok North district, find out the school environment and administrative factors affecting the efficient implementation of the Early Childhood Education programs in the division, assess the effectiveness of the curriculum of the Early Childhood Education program in the district, assess the effectiveness of policy framework for the preschools in the district. The study adopted the descriptive survey design in order to establish the views and perception of the respondents concerning the study problem. The study targeted a population of 267 Early Childhood Development teachers, managers and quality assurance officers in central division of Narok North district, 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 0.7. Both descriptive and inferential statistics were computed by the help of the Statistical Package for Social Sciences .Factor analysis was used to rank the factors under study in the order of their importance. It was established that provision of Early Childhood Education in central division of Narok district is affected by the curriculum of Early Childhood Education, social- economic factor, teacher's quality and the learner's environment. The study has generated new knowledge in the area of Early Childhood Education as it was based in the nomadic setting and it recommends that Early Childhood Education centers in Narok District have to ensure that the teachers are properly trained through refresher courses to be able to handle the curriculum issues and ensure there is appropriate delivery of the programmes at the centers. The study recommends that; ECDE centers should be well staffed with qualified 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 district to focus on the implementation of Early Childhood Education curriculum and the learner's environment in order to establish how they need to be made effective for the Early Childhood Education centers in Narok District, central division.