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**INFLUENCE OF STAKEHOLDERS' SUPPORT ON PROVISION OF
EARLY CHILDHOOD EDUCATION PROGRAMMES IN KENYA:
A CASE OF KAKAMEGA COUNTY.**

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Doctor of Philosophy in Education Management and Policy Studies of Masinde
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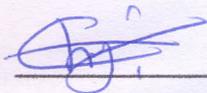
June, 2015

DECLARATION

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This thesis is my original work and has not been presented for a degree or any other award in this or any other University or any other award.

Signed



Date

5/6/2015

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ABSTRACT

The early years of a child's life are a time when it acquires concepts, skills and attitudes that lay the foundation for lifelong learning. Children's success in life begins in the early years of childhood. Investment in Early Childhood Education (ECE) has a direct and positive impact on primary school enrolment, retention and completion. This sector of education does not receive direct government financial support as other sectors of education and therefore relies on a number of stakeholders for financial, human, physical and teaching/learning resources. The purpose of this study was to investigate the influence of stakeholders support on the effective provision of ECE in Kenya. The study adopted a descriptive survey design to investigate this in Kakamega County, Kenya. Purposive sampling was used to select 3 sub-counties with both the rural and urban settings in the County which was approximately 30 % of the population. Three sub-counties with this dichotomy were Kakamega Central, Mumias and Likuyani. Proportionate stratified random sampling was used to select the participating ECE. Thirty percent (30 %) of the public and private ECEs were sampled. This resulted into 62 public and 122 private ECEs participating in the study. Head teachers from each ECE participated in the study making a total of 62 and 122 head teachers from private and public ECE respectively. One teacher from the sampled ECE participated in the study. The DEOs and DICECE Officers of the selected sub-counties were selected purposively to participate in the study. The sample frame consisted of 184 head teachers, 184 teachers, 3 DEOs and 3 DICECE officers. Structured questionnaires were used to collect data from the ECE head teachers and teachers, interview schedules from the DEOs and DICECE officers and observation schedules used to collect data on availability of teaching learning resources and physical facilities in the ECE centres. The instruments were validated through expert judgement and pilot-testing. Reliability for the questionnaires was estimated using Cronbach's coefficient Alpha which was 0.75 and deemed adequate for the study. Collected data was edited, organised in line with research questions, coded and analysed using Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statistics were used to analyse data. Findings were presented in frequency tables, charts and graphs. The findings of the study revealed that parents gave the highest financial support to the ECE centres which was mainly used to fund recurrent expenditure. Majority of the centres charged low fees which was inadequate to sustain the ECE programmes. The teachers funded their own professional development with little help from the national government. The results further revealed that funds provided by the parents were used to pay teachers' salaries and buy instructional materials. However, there existed disparities in adherence to the service standard guideline in provision of physical facilities by stakeholders in favour of the private ECE centres. The study findings are likely to be useful to the government and other stakeholders to improve services in ECE sector. The study recommends that the government should streamline ECE within the policy of free primary education, the ministry of education infrastructure fund should be extended to ECE centres and ECE teachers should be employed by the government.