

## **Prospects And Challenges Facing The Devolved System Of Government In The Provision Of Early Childhood Education In Bomet Central Sub-County – Kenya.**

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**ABSTRACT:** The 2010 constitution of Kenya emphasizes on delegation of duties from national level of government to county level government. The fourth Schedule of this constitution places pre-primary education and childcare facilities under the county government. The purpose of this study was to determine the prospects and challenges facing the devolved system of government and the provision of ECDE taking a survey in Bomet Central sub-County in Kenya. The study was guided by the following objectives: to examine the role of county government in training of ECD teachers in Bomet county; to determine the extent of county government participation in recruitment and supervision of ECD teachers in Bomet county; to investigate the level of remuneration by county government in Bomet County and to establish the status of physical facilities in ECD centers in Bomet county. The study utilized descriptive survey design. The study population comprised 143 head teachers and 183 ECD teachers from all the pre-schools in Bomet Central. Out of these a sample of 52 head teachers and 68 ECD teachers was used in data collection. The researcher used purposive and simple random sampling in the selection of population. The primary data was collected using questionnaires, and Observation Checklist. The researcher piloted the instruments among 10 head teachers and 10 ECDE teachers who were not included in the actual sample. Data was coded and analyzed both qualitatively and quantitatively. Qualitatively descriptive statistics were used and quantitatively, analysis of variance (ANOVA). The study established that the county government did not actively engage in the training of ECD teachers though they actively participated in employment of these teachers. It further established that the county government officials were not adequately equipped to handle inspection and assessment of ECDE services. It was established in the study that teachers in the county government were not paid adequate salaries. This led to high levels of demotivation and turnover of teachers. The study also established that the status of physical facilities in ECD centers in the county were not enough for all the children enrolled and were in a dilapidated state due to the fact that the county government was not involved in repairs and maintenance. Based on these findings the study recommends that county government need to partner with other players in the provision of financial support that will facilitate construction of permanent classes, provision of teaching and learning materials and other physical facilities that are required at the ECDE centers. It is the recommendation of the study that the county government should provide adequate and regular salaries for ECDE teachers. Adequate salary for the teachers will ease teachers' financial constraints and will improve work conditions at the ECDE centers for proper implementation of ECDE programme.

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### **I. INTRODUCTION**

Early Child Development (ECD) remains one of the most powerful level for accelerating Education for All (EFA) and the International Development Goals on poverty reduction. Children who are well nurtured during their first years of life tend to do better in school and stand a better chance of developing the skills required to contribute productively to social and economic growth. Thus investing in young children is a stepping stone in a nation's process of human and economic development that has a considerable multiplier effect for society. The World Conference on Education for All (EFA) that took place in Jomtien Thailand in March 1990 articulated the significance of early years as the foundation for the life of an individual. The belief that early learning begets later learning and success just like early failure breeds later failure has been validated in both economic and educational research (Heckman, 1999). Accordingly, children may be viewed as growing plants that need nurturance, miniature adults, natural and national resources that need to be nurtured as future investments to the sustenance of a society and its ability to compete in the technological age (Essa, 1999).

Early Childhood Education as an organized affair is barely two hundred years old and began in Alsace in the East of France (Deasy, 1978). From France it spread to England and then to other parts of the world. Early Childhood Development Education (ECDE) globally has been recognized as a child's holistic and integrated

education that meets the cognitive, socio moral, spiritual, emotional, physical and developmental needs. The United Nations convention on the right of the child (UNCRC, 1989), African charter on the right of the child and welfare of the child (Republic of Kenya, 1998) recognizes the right of every child to physical mental, spiritual, moral and socio development. The Universal declaration of human rights adopted in 1948 also declared that everyone has right to education.

The Government of the Republic of Kenya recognizes the importance of Early Childhood Development, as one of the most important levers for accelerating the attainment of Education For All (EFA) and the Millennium Development Goals (MDGs. In this respect, the Kenya Education Sector Support Programme (KESSEP) is the largest investment programme ever undertaken by the Government in the Education sector. It reflects Governments commitment to the attainment of EFA and MDG (Millennium Development Goals. The Ministry of Education has placed ECDE as one of the 23 investment programmes. ECDE programme is implemented through partnerships between communities, parents, civil society, private sector and the government. In this collaboration, parents, local communities, local government, faith-based organizations and individuals manage the public ECDE centres while the Government provides some grants especially in the poor districts to enable the centers develop the necessary facilities.

The Constitution of Kenya (2010) establishes government at two levels, National and County governments. Article 6(1) divides the territory of Kenya into 47 counties. Therefore, Kenya is transiting from a centralized government to devolved system of government. The Constitution establishes a devolved system of governance in accordance with the objects and Principles of devolution as articulated by Articles 174 and 175.

The National government is charged with Education policy, standards, curricula, examinations and the granting of university charters, Universities, tertiary education institutions and other institutions of research and higher learning, primary schools, special education, secondary schools, special education institutions and also promotion of sports and sports education. On the other hand, the county government is charged with pre-primary education, village polytechnics, home craft centres and childcare facilities. Currently, the education sector is also governed by the Basic Education Act, 2013 and the Sessional Paper No.14 of 2012 on Reforming Education and Training Sectors in Kenya.

With devolution in place, the education sector has had to be realigned to the Constitution and this meant repealing of the old education laws. The passage of the Basic Education Act, 2013 has introduced new structures. These includes: National Education Board, the Education Standards & Quality Assurance Commission and the County Education Board. However, despite the government involvement, the provision of Early Childhood Education has been left in the hands of the community groups, municipal councils and private sectors. This lack of full Government involvement in the provision of ECE has also hindered effective implementation of its responsibilities in Early Childhood Education, consequently affecting participation, quality and equity.

### **Statement of the problem and purpose of the study**

The fourth schedule of the 2010 Kenyan constitution places pre-primary education and childcare facilities under the county government. Section 26 of the Basic Education Act (2012) states that the roles of county government will include the provision of funds required for the development of the necessary infrastructure for institutions of basic education and training. The National Government develops and improves services in education system with exemption of ECDE which have been devolved to the county government. Whereas Early Childhood Education is fundamental in the development of children wellbeing, the Council of Governors Report (2014) pointed out that there is lack of early childhood development and Education programs in the public school systems in the counties in Kenya. The challenge facing the move to devolve ECDE to counties is the apparent lack of support structures both at county and national level financial, physical or human. This has resulted in discrete provision of ECDE services in the devolved units. The purpose of this research therefore is to examine the prospects and challenges facing devolved system of government in the provision of ECDE.

This study was based on the following objectives;

- i. To examine the role of county government in the training of ECD teachers in Bomet County.
- ii. To determine the extent of county government participation in recruitment and supervision of ECD teachers in Bomet County.
- iii. To investigate the level of remuneration of ECD teachers by the county government of Bomet.
- iv. To establish the status of physical facilities in ECDE centers in Bomet County

## **II. RESEARCH DESIGN AND METHODOLOGY**

Research design is a plan or a framework for guiding a study. The design connects the questions or objectives of the study to the data gathered. The study adopted descriptive survey design. Borg and Gall (1989) states that descriptive survey research is intended to produce statistical information about the education that

interest policy makers and educators. According to Orodho, (2004) descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This design was considered ideal, since the study involved collecting data in order to answer questions about the study. Chandran (2004), notes that descriptive study describes the existing conditions and attitudes through observation and interpretation techniques.

### **Study population and Sampling Techniques.**

According to Orodho and Kombo (2002), a sample is the process of selecting a number of individuals or objects from a population of study. The selected group contains elements which represent characteristics possessed by the entire group. In social science research, 30% of the population constitutes an adequate sample size (Gay, 2002). On this strength the researcher used over 30% of the population to get a sample size of 120 respondents. Simple random sampling was used to select the ECDE centres (sample frame) for this study. This was aimed at increasing the response rate. Purposive sampling was used to select head teachers and teachers in the ECD centers to take part in the study. Accordingly, 68 teachers and 52 head teachers representing over 30% of the population were selected as respondents to the instruments of the study to give a sample matrix of 120 respondents. Sample size is shown in table 1

**Table 1: Sample Size**

<b>Respondents</b>	<b>ECD Population(N)</b>	<b>Sample size</b>
Head Teachers	143	52
Teachers	183	68
<b>Total</b>	<b>326</b>	<b>120</b>

From the 120 questionnaire distributed to the respondents, only 98 were fit for analysis representing 81.66% response rate.

### **Research Instruments**

Research instruments are the tools used for collecting data. In this study, data was collected by use of questionnaires and an observation checklist. Two sets of questionnaires were used in this study; one for the ECD teachers and the other for the head teachers of the sampled ECD centers.

### **Questionnaires**

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information (Kerlinger, 1986). The questionnaire was the main tool for collecting data in this study. Questions were prepared by the researcher based on research problem under investigation guided by the study's objectives. The two sets of Questionnaires consisted of two sections; section A which comprised structured questions concerned with the ECD teachers and Head teachers demographic variables namely gender, age, educational qualification and experience. Section B sought information related to the specific objectives of the study.

Questionnaires with both closed ended items were used because they were easy to administer and were economical in the use of time and money. They were also easier to analyze and interpret. Likert Scale was used because they were easy to complete and were unlikely to put off respondents. They also consumed less space and allowed easy comparison of responses given to different items.

### **Observation Checklist**

A checklist is a list of items to be noted. The checklist in this study comprised of a list of physical facilities available in the ECDE centers. Observation involved checking the available teaching and learning resources and ticking against what was seen. Through observation, the researcher counter checked information acquired through the questionnaires.

### **Validity and Reliability of Instruments**

#### **Validity**

Validity is the accuracy, meaningfulness and the degree to which results obtained from the data analysis actually represent the phenomenon under study (Mugenda and Mugenda, 2003). It is the ability of an instrument to measure what it purports to measure. Content and face validity were established in this study. Content validity refers to how adequate the items selected for inclusion in the questionnaire adequately represent the universe of items in the area of study while face validity deals with the reflection of the content being measured (Oso and Onen, 2009). To improve face validity of the instruments, a pilot study conducted among selected respondents comprising of 10 head teacher and 10 ECDE teachers in public ECDE centers in Bomet

East Sub County. The choice of Bomet East Sub-County was based on the fact that it had similar characteristics with the area of study. Piloting ensured that research instruments were clearly stated and that they had some meaning to the respondents. The piloted questionnaire was scrutinized to identify items that seemed unclear or ambiguous to the respondents. Such items were reviewed and reworded, thereby improving the face validity of the instrument.

To verify the validity of the instrument used in the study, the opinion of experts was sought. The instruments were presented to two experts in the school of education (supervisors) who are doyens in this area of study.

**Reliability**

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To establish reliability of the instruments a pilot study was conducted in a population similar to the sampled population but which were not used in the final study. The clarity of the questionnaire items was assessed and those items found to be inadequate or vague or ambiguous were modified to improve the quality of the research instruments thus increasing its reliability. The Cronbach alpha method was used to determine the reliability coefficients of the data collection tools. This method is appropriate in situations where a tool will be administered once (Kothari, 2004). The research instrument would be accepted if it yields reliability coefficients of 0.7 or above. Accordingly a reliability coefficient which was above .70 was produced when the instruments were run as shown in table 2 On the basis of the yielded reliability coefficient, the instrument was deemed reliable.

**Table 2: Reliability Coefficient**

Reliability Statistics		
Instruments	Cronbach's Alpha	N of Items
Head Teachers' Questionnaire	.709	38
Teachers' Questionnaire	.719	37

**Data Analysis**

Data analysis refers to examining what has been collected in a survey and making deductions and inferences (Kothari, 2004). After all the data is collected, cross-checking of all instruments was done to determine inaccurate, incomplete or unreasonable data and then improve the quality through correction of detected errors and omissions. Data coding was done as per objectives of the study and then entered in a computer for analysis.

Data analysis procedure involved both quantitative and qualitative analysis. According to Gay (2002), descriptive survey is commonly represented by use of frequency tables, graphs, pie-charts means, calculation of percentages and tabulating them appropriately. Quantitative data was analyzed using ANOVA and qualitative data was analyzed using Descriptive statistics .Data was presented using frequency tables, means and percentages.

**III. FINDINGS ,CONCLUSION AND RECOMMENDATIONS**

**Role of County Government in the Training of ECD Teachers in Bomet County**

The first objective of the study sought to establish the role of the county government in the training of ECD teachers in Bomet County. Responses were sought from both the head teachers and teachers of the sampled schools. The likert scale was used as follows :SA=5,A=4,U=3,D=2,SD=1 The results are presented in table 3.

**Table 1: Views on Role of County Government in Training of ECD Teachers**

Views on the Role of County Government in Training ECD Teachers	Head teachers		Teachers	
	N	Mean Std. Deviation	N	Mean Std. Deviation
The county government has a training needs assessment policy for ECDE teachers	43	4.21 .675	55	4.09 0.928
The county government takes part in the training of ECDE teachers	43	3.21 1.489	55	4.36 0.95

The county government provides Sponsorship and grants of ECD personnel for further training	43 1.77	.812	55 1.65	0.726
The county government organizes seminars in ECD innovations in the county	43 2.28	1.333	55 2.64	0.778
The county government organizes in-service training for ECDE teachers in the county	43 2.86	1.441	55 3.89	1.012
The county government organizes workshops to be able to supervise and advice on ECDE issues in the county	43 3.49	1.183	55 2.93	1.069
The county government has a policy guidelines on capacity building of ECDE personnel	43 3.07	1.486	55 3.96	0.693
Valid N (listwise)	43		55	

Training is acknowledged as important, preparing teachers for their work since it equips them with the necessary knowledge, skills and attitudes to enable them perform their duties competently (MoEST, 2003). In Kenya, the MOE, through its agents, has also established various mechanisms through which the provision teachers' needs can be achieved. The MOE has for some time mounted an extensive INSET (In-service Training) programmes for teachers. The study findings presented in table 3 revealed that the county government undertook training needs assessment in ECDE centres as shown by the high means and low standard deviation (M= 4.21, SD= .675) for the head teachers and (M= 4.09, SD= 0.928) for the teachers respectively. However, it does not provide sponsorship and grants to interested teachers as reflected by the low mean and standard deviation (M=1.77, SD= 1.489).

This implies that teachers' professional needs were not adequately addressed by the county government. These findings are in agreement with those of Sitati and Bota (2014) whose study established that that despite a majority of ECDE teachers undertaking their training in government institutions, the government played a minimum role in subsidizing their training costs. This implies that the county government is not keen on funding professional development of teachers and that individual teachers funded their own professional development. The findings also echoes that of MoEST (2003) report which found out that seminars, workshops and in-service courses were not organized at any given time. The findings also led support to a study by Kivuva (1997), on professional quality of teachers in ECDE portrayed variations in the teacher training in the training models (DICECE, Montessori and Kindergarten Headmistress's Association (KHA). Such a critical observation calls for a harmonization of the ECDE teacher training programmes. To determine whether the background variables (gender, age and teaching experience) had a significant effect training needs of teachers, Analysis of Variance (ANOVA) test was computed at 0.05 level of significance. The ANOVA test results are shown in Table 4.

**Table 4: Analysis of Variance (ANOVA) Results**

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	.289	3	.096	3.001	.039
	Within Groups	1.638	51	.032		
	<b>Total</b>	<b>1.927</b>	<b>54</b>			
Age Bracket	Between Groups	2.719	3	.906	1.821	.155
	Within Groups	25.390	51	.498		
	<b>Total</b>	<b>28.109</b>	<b>54</b>			
Teaching Experience	Between Groups	1.946	3	.649	1.249	.302
	Within Groups	26.490	51	.519		
	<b>Total</b>	<b>28.436</b>	<b>54</b>			

It was hypothesized that there was no statistically significant effect between gender, age and teaching experience and training needs of teachers. Table 4 shows that the mean squares for gender, age bracket and teaching experience were 1.927, 28.109 and 28.436 respectively. The F value was at 3.001 for gender, 1.821 for age bracket and 1.249 for teaching experience respectively. The results also give the p-values at 0.039 for gender, 0.155 for age bracket and 0.302 for teaching experience respectively. The p-values in gender was less than 0.05 level of significance thus the null hypothesis was rejected and it was therefore concluded that there was a statistically significant difference in gender and training needs of teachers. The p-values in age and teaching experience was more than 0.05 level of significance thus the null hypothesis was accepted and it was therefore concluded that there was no statistically significant differences between age and teaching experience on the training needs of teachers in the county.

**Extent of County Government participation in Recruitment and Supervision of Teachers in Bomet County**

The second objective of the study sought to examine the role of county government in supervision and recruitment of teachers in Bomet County. From the sampled schools, responses from both head teachers and teachers of ECD were sought, analyzed and presented in table 4.5. The Likert scale was used as follows: SA=5,A=4,U=3,D=2,SD=1

**Table 2: Views on extent of County Government participation in Recruitment and Supervision of ECDE of Teachers**

Descriptive Statistics	Head Teachers			Teachers		
	N	M	S. D	N	M	S.D
<b>Views on extent of County Government in Recruitment and Supervision of Teachers</b>						
The county government is involved in the supervision teaching and learning of ECDE through the QASO	43	3.51	1.609	55	4.09	.928
The county government has implemented ECDE teacher recruitment policy	43	4.58	.499	55	4.36	.950
ECDE teacher recruitment at the County Government is done fairly	43	3.23	1.571	55	1.65	.726
The CG has adequate funds for employing ECDE teachers	43	2.58	1.332	55	2.64	.778
There is a clear scheme of service by the county government for ECDE teachers	43	2.47	1.564	55	3.89	1.012
The county government is frequently involved in general routine inspection of ECDE centers	43	3.23	1.586	55	2.93	1.069
The county government has developed guidelines on teacher recruitment and staffing	43	2.51	1.653	55	3.96	.693
Valid N (listwise)	43			55		

Table 5 reveals that with regards to the county government’s involvement in supervision and teaching and learning of ECDE, respondents were not sure as to the role played by the county government (M= 3.51, SD= 1.609). This is in line with the findings of Githinji and Kanga (2011) who note that quality Assurance Standard Officers (QUASO) are not adequately equipped to handle inspection and assessment of ECDE services. Awino (2014) notes that there was inefficient and inadequate supervision of ECDE curriculum implementation, which had engraved the education in the public pre-schools.

Respondents were asked to indicate as to whether the county government is frequently involved in general routine inspection of ECDE centers. From the low means and standard deviations (M= 3.23, SD= 1.586) for Head teachers, the findings therefore implies that there was a shortcoming in the area of supervision which could hinder effective implementation of the programme. The findings are similar to those of Muthaa (2015) whose study established that the government involvement in the in the effective implementation of the ECDE programmes was inadequate as it was not involved in the employment of teachers.

Respondents were asked to indicate whether County government has implemented ECDE teacher recruitment policy and teacher employment. The high mean and low standard deviation (M=4.58, SD=.499) for head teachers and (M= 4.36 SD=.950) respectively show that county government have participated in employment of ECDE teachers.

To determine whether there was a statistically significant difference between the county government’s involvement in supervision of teaching and learning of ECDE centers through its quality assurance and standards officers and implementation of teacher recruitment policy, the following hypothesis was formulated and tested.

*Ho<sub>2</sub>: There is no statistically significant relationship between the county’s government involvement in supervision of teaching and learning of ECDE centers through its quality assurance and standards officers and implementation of teacher recruitment policy*

**Table 3: One-Way Analysis of Variance (ANOVA) Results**  
**ANOVA**

The county government is involved in the supervision teaching and learning of ECDE through the QASO and implementation of teacher recruitment policy

Sum of Squares	df	Mean Square	F	Sig.
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Between Groups	11.126	1	11.126	4.673	.037
Within Groups	97.618	41	2.381		
Total	108.744	42			

Given that the P value is (p=0.37) is less than 0.05, the hypothesis which stated that there is no statistically significant relationship between the county government involvement in supervision of teaching and learning of ECDE centers through its quality assurance and standards officers and implementation of teacher recruitment policy is therefore rejected. Thus it is concluded that there is statistically significant difference between supervision and implementation of recruitment policy.

**Investigate level of remuneration of ECDE teachers by the County Government in Bomet County**

The third objective sought to establish whether ECDE teachers were well remunerated by the County Government. Responses from both head teachers and teachers of ECD were sought, analyzed and presented in table 7. The Likert scale was used as follows: SA=5, A=4, U=3, D=2, SD=1

**Table 4: Views on level of ECD Teachers Remuneration by the County Government**

Views on level of ECD Teachers Remuneration by the County Government	Head Teachers			Teachers		
	N	M	S. D	N	M	S. D
The county government are prompt in the payment of ECDE teachers' salaries	43	3.60	1.003	55	4.40	.807
ECDE teachers are rewarded based on performance by the county government	43	1.63	.787	55	1.53	.790
The county government pays ECDE teachers adequate salaries	43	1.86	1.187	55	1.78	1.117
Remuneration offered by the county government is better than those of the teachers in private sector with similar qualifications in the county	43	3.77	1.360	55	4.22	.629
Salaries of ECDE teachers are harmonized across the county	43	4.12	.931	55	4.29	.685
Valid N (listwise)	43			55		

The study sought head teachers and teachers' views on the level of ECD teachers' remuneration by the county government. The study findings revealed that teachers in the county government were not paid adequate salaries as indicated by the low means and standard deviations (M= 1.86, SD= 1.187) by head teachers and (M=1.78, SD=1.117) by teachers. The findings are similar to those of Abagi (2008) whose finding states that teachers' remuneration is poor for the majority of teachers. The salary ranges from Ksh500 to 18,000 per month based on urban-rural divide and also who pay the salaries. The private owners of ECDE centers in major town like Mombasa, Nairobi, Kisumu and Nakuru pay trained teachers with a Certificate or Diploma an average of Ksh 10,000 per month. The municipal council's teachers' salaries range from Ksh13, 000 to 18,000 per month. The teachers who teach in rural and slum-based public and community/religious ECDE Centers get salaries that range from Ksh500 to 3,500 per month. In many rural ECDE centers, teachers are very de-motivated because of low and irregular payment. In some cases, teachers go for three to four months without being paid because parents are not paying ECDE fees.

This remuneration cannot be considered low but abuse. Majority of the ECD teachers alluded to the researcher that they were teaching because it was their passion and that they were really volunteering since no payment was made sometimes.

**The Status of Physical Facilities in ECDE Centers in Bomet County**

The fourth objective sought to establish the status of physical facilities in ECDE centers in Bomet County. Views of both head teachers and teachers of ECDE were sought analyzed and presented in table 8. The likert scale was used: SA=5, A=4, U=3, D=2, SD=1

**Table 5: Views on the status of Physical Facilities in ECDE centers**

Views on the status of physical facilities in ECDE centers in Bomet County	Head Teachers			Teachers		
	N	M	S.D	N	M	S.D
The county government is involved in the development of physical facilities and teaching/learning resources at ECDE centers	43	3.09	1.130	55	1.53	1.052
The county government is involved in the repairs and maintenance of the physical facilities in ECD centers	43	2.02	1.205	55	1.85	.848
The classrooms are not enough for all the children in the school	43	1.93	1.334	55	2.18	1.321
Classrooms are of standard sizes according to the MOE guidelines	43	2.40	1.514	55	1.62	.933
The roofs are well designed to prevent leakages	43	2.40	1.514	55	1.93	1.215
The floors are well designed and cemented for easy mobility of pupils.	43	2.09	1.360	55	2.04	1.305
The classroom doors and windows are adequate according to the recommended sizes	43	2.56	1.485	55	1.82	1.038
The desks and chairs are enough for all the pupils	43	3.12	1.451	55	1.93	1.230
The size of chairs and desks are of recommended sizes	43	3.81	1.500	55	2.15	1.283
Teacher's chair, table and cupboard are available in the ECD classroom.	43	2.77	1.493	55	2.93	1.120
Pre-school have toilets/latrines for boys, girls and teachers,	43	3.09	1.509	55	3.65	1.075
The toilet is specially designed for young children.	43	2.35	1.446	55	2.85	1.367
The play equipment are appropriate for all children in the pre-school	43	1.88	1.051	55	1.80	.524
The play equipment are safe and securely fixed to protect children from injury	43	1.81	1.200	55	1.73	.870
Valid N (listwise)	43			55		

The status of physical facilities in ECD centres in the county as revealed by the study findings were not enough for all the children enrolled (HT-M= 1.93, SD= 1.334; Trs- M= 2.18; SD= 1.321) and were in dilapidated state due to the fact that the county government were not involved in repairs and maintenance of the facilities (HT-M= 2.02, SD=1.205; Trs- M= 1.18 SD= .848) for head teachers and teachers respectively. Further, the study reveals that classrooms sizes were not in line with the ministry's guidelines. These findings were supported by the observation done by the researcher that established existence of inadequate physical facilities such as toilets, classrooms, desk and chairs, play equipment e.t.c. The observation made also found poor state of repairs and maintenance of these facilities.

These findings are supported by the findings of Abagi (2008) whose study contends that ECDE classrooms and physical environment in general are in a very poor condition across the districts and not suitable for the young children' learning and safety. Most of the ECDE centers, public and community ones in particular, do not meet the national Early Childhood Development Service Standard and Guidelines. Most of the centers are squeezed (less than 8 x 6 metres) and are dilapidated. The toilet facilities were not specifically designed for young children and were in poor state. Abagi (2008) also contends that sanitary facilities for ECDE children are general in poor state. He further notes that such facilities are not suitable for 3-5 year old children and worse still for children with special needs.

The findings mirror that of (Erden, 2010) whose study established that problems related physical facilities were preventing teacher from effective curriculum implementation. While small classroom environment negatively affects the types of activities (more teacher directed and on-table activities compared to free play activities) carried out in classroom, having a high child ratio even worsen the situation as the preschool teachers do not have a chance to deal with each child in their classrooms.

Teachers were required to fill a table containing a list of the facilities which were available, adequate, inadequate, complete, incomplete or lacking. For lack and inadequate facilities, they were required to give alternatives that they used to cater for learning. The challenge on physical facilities was responded to as follows: All respondents agreed that they share the facilities with the immediate primary school. From the observation schedule, it can be observed that most of pre- schools lacked very basic facilities like toilets and playgrounds as they are shared with the parent primary schools.

#### IV. CONCLUSIONS

From the study findings, it is apparent that the county government does participate in the training of ECD teachers at the in-service level but not the pre- service. Devolution has therefore compelled the devolved units to invest in ECD teacher training.

It is also concluded that the county government is actively involved in the recruitment and supervision of ECD teachers and also has fully implemented ECD teacher recruitment policy. This has therefore enabled the devolved units to check on the quality of teaching and learning at the ECDE level.

The county government inadequately remunerates ECD teachers. This may eventually compromise on the quality of service offered at this level. More over the status of physical facilities in the devolved units is wanting and quite inadequate. This is attributable to the fact that the county government was not involved in repairs and maintenance of these facilities. Further, the study concludes that classrooms sizes were not in line with the ministry's guidelines.

#### V. RECOMMENDATIONS

In view of the findings of the study and conclusion reached, the following recommendations are made:

- i. The county government should allocate adequate resources for training at both inservice and in-service ECD teachers, quality assurance officers and all other players that are directly involved in the ECD training
- ii. The county government should ensure that the facilities available at the ECD centers are adequate to meet the growing demand for this level of education.
- iii. The county government should harmonize ECD teacher salaries consistent to their equivalence in the national government and be reflective of the market trends.
- iv. Government should focus on the quality of education at this level by investing more on supervision.

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