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Research Paper

Implementation of Early Childhood Development Policy: Implication of Received Funds on Physical Facilities in Siaya County, Kenya

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ABSTRACT
Purpose: *The purpose of this study was to determine implication of received funds on physical facilities as a means of implementation of ECD policy in Siaya County, Kenya.*
Objectives: *Specific objectives were to: - find out amount of funds from varied sources that reached the ECD Centres and to establish effect of received funds on the availability of physical facilities in the years 2013 to 2015.*
Hypothesis: HO_1: *Received revenue have no significant effect on the available physical facilities in the ECD Centers in the years 2013 to 2015 in Siaya County.*
Methods: *The preferred research design was descriptive survey. The location of the study was Siaya County.The study population was 679 ECD Centres and respondents were Heads of the ECD Centres. Other key informants were drawn from County Director of Education and office of County Chief Officer for Education Department. Yamane T. (1967) formula of $n = N/1+N(e)^2$ was used to arrive at a sample of 252 Head Teachers of ECD Centres. Stratified technique was then applied to proportionately select the sample based on the population distribution in the six sub-counties. Purposive sampling was used to pick one office of the County Director of Education and office of the County Chief Officer for Education Department. Data was collected from head teachers ECD Centres using questionnaires and from County Director and Chief Officer of Education using interview schedules. A Pilot study was carried out to ensure reliability of the two data collection instruments through test-retest process. The average reliability Cronbach's alpha was 0.750 for Head teachers' questionnaire which was acceptable. Data from the instruments were analysed using both qualitative andquantitative techniques. Quantitative analysis was by the help of SPSS edition 25. Correlation statistics was used in determining relationships between variables. The data was also presented in tables, pie charts and histograms.*
Results: *for the first objective; the study found that parents consistently funded ECD centres at amount less than ksh 200,000 per year while National Government funded a few selected centres (36.7 percent) only in 2013 and 2014 at amount less than ksh. 100,000. County Government funds of ksh. 300,000 were received by only 10 percent of the centres in 2015. Generally, ECD Centres received insufficient funds per year in 2013, 2014 and 2015. Under the second objective; some funds were spent on classrooms, kitchen and latrines, while no fund was spent on administration block, fence,fire extinguishers and lockable gate.* ***Unique Contribution to Theory, Practice and Policy:****the county government should adopt capitation model for free primary education in order to disburse funds to all ECD Centres indiscriminately. Managers of ECD should mobilize funds from partners and well-wishers in order to provide adequate classrooms, kitchen, latrines, lockable gates and fire extinguishers for improved quality services offered in ECD Centres. The underlying philosophy for this study was the higher the investment in education, the better chances of realizing maximum benefits of that education.*
Key words: *received funds, sources of funds, learning resources, early childhood education policy*

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I. BACKGROUND TO THE STUDY

In effort to ensure that children globally grow and develop effectively, there have been conventions, movements and treaties obligating various Nations to offer quality childcare and education to conventional standards the world over. Among these conventions include; Geneva Declaration of the Rights of the Child adopted by the League of Nations in 1924 that stated that; the child must be given the means requisite for its normal development, both materially and spiritually, the child that is hungry must be fed, the child that is sick must be nursed, the child that is backward must be helped, the delinquent child must be reclaimed, and the orphan and waif must be sheltered and succored. Geneva declaration seems to had identified gaps that existed in childcare and development and hence devised a way in which to bridge the gaps. But ninety-six years later seemingly, the gaps which Geneva declaration intended to address had not been fully realized.

Further to Geneva Declaration of 1924, there was a Universal Declaration of Human rights of 1948 in Article 26 that provided that everyone has a right to education. That education shall be free at least in the basic stages and that basic education shall be compulsory. That parent is given priority to choose the kind of education to be given to their children. In 1959 there was a Declaration of the Rights of the Child proclaimed by General Assembly Resolution of November 1959 under principle number seven that declared that the child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. That best interest of the child shall be the guiding principle of those responsible for his or her education and guidance. That the child shall have full opportunity to play and for recreation, which should be directed to the same purposes as education and that society and the public authorities shall endeavor to promote the enjoyment of these Rights by footing the cost of such education. Pronouncement without financial commitment would not achieve the desired goals. Stakeholders were therefore required to plan and appropriate funds that would go into implementing the declarations.

Building on the previous global commitments as outlined above, there was Education for All (EFA)-goal number 1 (United Nations, 2011a); which is a global commitment to provide quality basic education for all children and was first launched in Jomtien Thailand in 1990. It targeted to expand and improve comprehensive early childhood care and education especially for most disadvantaged children. To renew this commitment, Millennium Development Goals (MDGs) – goal number 2 (United Nations, 2011b), and New Partnership for Africa's Development (NEPAD) (2001) targeted to ensure that all children of school age are in primary schools by 2015.

In light of these conventions and movements, some countries put strategies in place in order to achieve the targets. According to UNESCO (2013), progress on Early Childhood development and Education (ECDE) has been too slow. It indicates that even in countries with high ECDE coverage, children in low economic index areas are more likely to lack access to preschools, or they have access to preschools that are under-resourced and of unreliable quality. It continues to find that most countries with low pre-primary enrolment, provision is through private preschools that are expensive and unreachable for those who need them most and that little attention has been paid to childcare and development before primary schooling. Various governments strive to provide early childhood education albeit with varying degree of investments.

In Kenya, Provision of ECDE took a new dimension in the year 2006 when for the first time the Ministry of Education developed a policy that was ECDE-specific. (Republic of Kenya, 2006b) enlisted many benefits of ECDE to an individual and the society as a whole:early identification of special need character hence intervention, enhanced enrolment in primary schools on equal grounds, increase productivity, and cost savings for both the families and the nation. reduction of poverty, reduction of social inequalities, improved chances for the girl child, improved moral values in the community, improved family welfare, increased opportunities for parental and communityempowerment.

The ECD policy frame work addressed itself to challenges of financial management, the policy framework stated that the Government of Kenya (GOK) shall increase its financial allocation to support program for young children and families to ensure quality, access and equitable distribution of services to all young children, especially the vulnerable and marginalized, including children with special needs. It is one thing to enact a policy with appropriate statements but totally a different thing to ensure implementation of the policy as envisaged. Funds is an enabler and its availability goes a long way in ensuring that policy statements are realized.

On challenges affecting provision of equipment, other materials, physical facilities and transportation**,** the policy frame work stated that**t**he Government, in collaboration with its partners, shalldevelop mechanisms, including service standard guidelines andprocedures, to enhance the timely and equitable sourcing,supply, distribution and maintenance of equipment, othermaterials, physical facilities and transportation required for thedelivery of quality services for all children, particularly in healthand education and especially for the

marginalized andvulnerable and for children with disabilities and those requiringspecial needs education. Adequacy and appropriateness of the learning resources in the early learning institution is important. The fact that most ECD Centers are domiciled in existing primary schools may expose the ECD children to use of inappropriate learning resources especially when they have to use facilities meant for older children in primary school level.

The developer of the ECD policy framework (the ministry of education) did not commit itself to fully provide financial support as intervening measure but rather continually referred to contribution of other partners unlike in the developed countries where public authorities took greater burden to fund Early Childhood Education.

In order to realize the policy commitments in the ECD policy frame work of 2006, the Ministry of Education formulated Early Childhood Development Service Standard Guidelines for Kenya 2006 which set standards in the provision of ECD services.

On construction of ECD Classroom, the guideline provided that ECD classroom shall be 8 x 6 meters toaccommodate a maximum of 25 children. It shall be well ventilated andwell lit. It should have proper roofing, windows, doors and flooring(provision of mats where necessary) to protect children from harshweather.

On toilets, the standard guideline stated that pit latrines shall not be less than 6 meters or 20 feet deep and shall be 15 meters (50 feet) away from borehole. Toilet –child ratio shall be 1:25 specially designed for children and one toilet shall be provided for 12 teachers.

On play and learning equipment, the standard guideline indicated that play and learning equipment shall be age and developmentally appropriate (child size, brightly colored), adequate, safe and securely fixed to protect children from injury. The compound shall be fenced off and have lockable gate for the security of the children. Security and safety of children while at the center is very important.

On Safety and protection of ECD children; Every ECD Centre shall have fire-fighting equipment readily available e.g. fire extinguishers, buckets full of sand, blankets or water. There are centers where children are fed in school. In such Centers, there is a kitchen from where food is prepared. Where children are not given food at the Center, children either carry packed food or they go back home to eat during meal time.

The standard guidelines spelt out standards expected in various areas in the implementation of ECD policy without clearly giving guidance as to source of funding; funds without which the standards cannot be realized. However, it must be appreciated that the standards guideline pointed out spending areas that included but not limited to provision of physical facilities like classrooms, toilets, kitchen, fire extinguisher, fence and lockable gate.

Management of ECD took different turn with the promulgation of Kenya's constitution in 2010. The said constitution created devolved governance system which involves one National government and forty-seven county governments as listed in the first schedule (Republic of Kenya, 2010). The constitution spells out the purpose of devolution as that which is meant to promote social and economic development by improving delivery of proximate services.

Part 2, section 9 of the fourth schedule of Kenya's constitution 2010 accords the county governments the responsibility to provide pre-primary education and childcare services. Pre-primary education and child care commonly referred to here as Early Childhood Development (ECD) recognizes holistic development of a child's social, emotional, cognitive, linguistic and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing (UNESCO, 2010, Odundo, 2018).

According to the Ministry of Devolution (2013), the population of children less than 5 years was estimated at 149,566 children who needed to be provided with Early Childhood and Development Education in Siaya County. Currently the space available for them in the 1015 (696 publics and 319 private) ECDE centers in the county is 137,025 in both public and private ECDE centers. According to the Report on the Status of Basic Education in Siaya County for the Year 2013/2014 (CEB –Siaya, 2014), the County Government of Siaya invested in construction of new centers as well as improving infrastructure of the existing one with an aim of improving access and quality of care given to the children.

None Governmental Organizations (NGOs) have also provided varied support. The report cites challenges that include: habitability of some ECD centers, deployment of unqualified personnel to take care of the children and lack of health and nutritional programs in most centers in the county.

It is clear that despite various interventions by different organizations and governments both globally and locally, the challenge of financing early childhood education is still persistent. Inadequate funds appropriated for ECD adversely affect the quality of services offered in the ECD centers in the long run. Quality services in ECD are dependent on availability of learning resources that include qualified teachers, learning Aids, physical facilities, secure learning environment and play implements. Financiers of ECD aim to acquire and also improve the learning resources.

II. STUDY THEORY

The study was hinged on Human capital theory. Human capital theorists, Psacharopoulos & Woodhall (1985), argues that identification and measurement of the cost and benefits of education are the corner-stone for the development of educational policies in which the finance of education is the most important. They hold that public and private rates of return to investment in education have been used by individuals, governments, and national and international organizations as main indicators to the process of allocating financial resources to education. We cannot talk about cost of education without mentioning the requisite benefits of that education.

Al-hajri (2002) expands the human capitalist argument by recognizing non-pecuniary benefits of education. He posits that Education in general is regarded as an investment from an economic point of view. He continues to clarify that individuals, and governments, on behalf of societies, allocate resources in return for immediate and long-term pecuniary and non-pecuniary benefits. He agrees with Psacharopoulos (1994) and Williams & Gordon (1981) that Economists have compared investment in education with that of physical projects and, therefore, has used similar methods and tools to identify and measure the return to this investment.

Psacharopoulos (1994) continues to argue that in this investment process, direct and indirect expenses are sacrificed by individual students and governments. Direct expenses are the sum of expenditures allocated to education, whereas indirect costs are the production foregone during years of education. However, there are many non-pecuniary or intangible private and public benefits that are difficult to identify and measure and which might constitute a large portion of educational benefits. The most popular examples of these benefits are the consumption values of education and the externality and spillover benefits that accrue to individuals and societies in the short and long-terms (Carnoy & Marenbach, 1975, Williams & Gordon, 1981). It is worth noting that benefits of pre-primary education are also realized in the long run and no necessarily immediate.

With regard to the human capital theory, this study was interested in the funds that are received by the ECD Centers and its impact on provision of physical facilities and its influence on education outcome at the ECD level. The variables tested therefore were; received funds at the ECD centers, physical facilities at the ECD centers that included; classrooms, administration block, toilets, kitchen, dining hall, fence, lockable gate and fire-extinguisher.

III. RESEARCH METHODOLOGY

Area of the study: The study was carried out in Siaya County which is one of the six counties in the former Nyanza region. The surface area of Siaya County is 2,530 km^2. It is bordered by Busia County to the North, Vihiga and Kakamega Counties to the North East, Kisumu County to the South East and Homa Bay County across the Winam Gulf to the South. It lies between latitude 0^o 26' South to 0^o 18'North and longitude 33^o 58' and 34^o 33' East (Ministry of Devolution and Planning, 2013).

Research Design: This study adopted a descriptive research design as it allows researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2009). Burns (2000) argues that descriptive research design allows the researcher to make comprehensive interference about the investigated variables. Kothari (2004) holds that descriptive research design was adopted because through it, the researcher assessed the situation within the study area at the time.

Target Population: The target population of this study were head teachers of 679 ECD Centers, the office of the County Director of Education office for National Government and the office of County Chief Officer in charge of Education for County Government.

Head teachers of ECD centers were important for this study because they are the custodians of the financial records on appropriation, financial management and audit reports in their respective ECD Centers.

The office of Education for the county government was important because it is the custodian of information about amount of funds appropriated and expensed by the County Government for ECD, adequacy or otherwise of the available funds, provision of facilities for ECD and accountability mechanisms for funds disbursed for use in provision of ECD.

The County Director of Education (CDE) office was also an important target for this study because it is believed that the CDE office kept information about the funding strategy by the National Government, available data on enrolment of pupils in ECDE, resources in the centers and the status of provision of ECDE services as at the time devolution took effect.

Sampling techniques and Sample size

Yamane T. (1967) formula of $n = N/1+N(e)^2$ was used to arrive at a sample of 252 Head Teachers of ECD Centers. Stratified technique was then applied to proportionately select the sample based on the population distribution in the six sub-counties. Purposive sampling was used to pick an officer in the office of County Director of Education and another one in the office of County Chief Officer for Education Department.

Instrumentation

The researcher developed a questionnaire to collect data from head teachers of ECD Centers. Questionnaires were used because all the respondents were literate and could respond to the questions at their convenience within the time frame of the research, Orodho (2008).

Interview schedule was used to collect data from education officers in the County Director of education office and office of department of education in county government. The advantage of the interview schedule is that all the questions are answered, and in case of any difficulty it allows for interactive sessions where probing is done for the important reason of seeking clarification and qualifying the responses given by the subject (Orodho, 2009).

Reliability of the Research Instruments

The Cronbach's alpha for study variables measured as follows: Sources of funds = 0.603, Funds for physical facilities = 0.869 Number of teachers = 0.853, Teaching and learning materials = 0.736 which were used to test the reliability of the instruments. The average reliability Cronbach's alpha was 0.750 which is acceptable

Data Collection Procedures

The researcher got a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher also attained letters of authority to carry out research in ECD centers in Siaya County from the County Commissioner and County Director of Education. Another document was a letter of introduction from Pwani University. Copies of these documents were attached to the questionnaire to enhance confidence of the respondent in participating in providing required information. The researcher kept the respondents company as they filled in the questionnaire and provided clarification in cases where respondents wanted guidance on clear understanding of some items in the questionnaire.

The researcher had in-depth interview with officersin the office of the county director of education and chief officer of education's office. At the start of the interview the officers were separately provided with interview guidelines which enabled the understanding of the nature and the purpose of the interview. The interview guideline enabled the officers to look for some data from the files and records in their respective offices beforehand in order to provide accurate information to the researcher. The researcher recorded responses on his field notebook for reference and in some instances took photos of information presented from the office files.

The researcher assured the respondents on his commitment to ethical norms and the keeping of confidentiality, privacy, anonymity, mutual respect, trust, fairness and accountability.

Data Analysis Methods

Data from the three instruments were analysed using both quantitative and qualitative techniques. quantitative analysis was effected by the help of SPSS edition 25. Correlation and regression statistics were used in determining relationships between variables and also predicting influencers of the dependent variable. The data was also presented in tables, pie charts and histograms.

IV. PRESENTATION OF FINDINGS UNDER OBJECTIVES

Objective 1: Amount of Funds Received from Various Sources to the ECD Centers

The study aimed at finding out the amount of funds received by the ECD Centers from various sources in the years 2013, 2014 and 2015. The respondents were presented with four options concerning the amount of funds; [ksh. < 100,000]; [ksh. 100,001 – 200,000]; [ksh. 200,001 -300,000] and [ksh.> 300,000]. They were required to show the amount of funds received from each of the following sources in respective years; National Government, County Government, Parents, Faith based Organizations, Non-governmental Organizations, Constituency Development Fund, Individual Well-Wishers and Fund Raising.

The results in table 4.1 below show that majority of ECD Centers equivalent to 62.1% and 62.5% did not receive funds from National government in the year 2013 and 2014 respectively. ECD Centers that received less that Ksh. 100,000 was represented by 36.7% and 37.5% of ECD Centers in years 2013 and 2014 respectively. In the year 2015, none of the ECD centers received funds from the National Government.

Table 4.1:Funds Received by ECD Centers from the National Government

Year		2013			2014			2015		
		F	P	C P	F	P	C P	F	P	C P
Valid	Ksh <100,000	88	36.7	36.7	90	37.5	37.5			
	Ksh 100,001-200,000	3	1.3	37.9						

	None	149	62.1	100.0	150	62.5	100.0	240	100.0	100.0
	Total	**240**	**100.0**		**240**	**100.0**		**240**	**100.0**	**100.0**
	Mean	**3.5**			**3.5**			**5**		
	S D	**1.932**			**1.941**			**00**		

KEY: F = Frequency; P = Percent; C P = Cumulative Percent; M = Mean; S D = Standard Deviation

The study reveal that only a selected number of ECD Centers received funds from the National Government leaving majority centers to look elsewhere for funding. In the year 2015, none of the centers received any funding from the National Government. Key informants explained to the researcher that the Ministry of Education had disbursed funds to a selected ECD Centers on a pilot study. The ECD Centers that benefitted were just a sample that was used by the Ministry of Education. The disbursed funds were meant to pay teachers a stipend and also were to be used to purchase teaching and learning materials. This finding supports Odundo (2018) that found that ECD Centers received funds from National government that was used to compensate teachers and also acquire resource materials to enhance learning.

Table 4.2 shows that no ECD Center received any fund from the County government in the years 2013 and 2014. It was only in 2015 that an insignificant number 4.2%(10) of ECD Centers received more than ksh. 300,000 from the County Government.

***Table 4.2*: Funds Received by ECD Centers from County Government**

		2013			**2014**			**2015**		
		F	**P**	**C P**	**F**	**P**	**C P**	**F**	**P**	**C P**
Valid	>300,000							10	4.2	4.2
	None	240	100.0	100.0	240	240	100.0	230	95.8	100.0
	Total	240	100.0	100.0	240	240	100.0	240	100.0	
	M	5			5			4.96		
	S D	00			00			.2		

KEY: F = Frequency; P = Percent; C P = Cumulative Percent; M = Mean; S D = Standard Deviation

Lack of funding of ECD Centers by the County Government could be attributed to the transition period when the National Government was handing over management and administration of Early Childhood Development Education to the county government as per the Constitution of Kenya 2010. This act of inconsistent funding and coupled with insufficient funds to ECD Centers hampered provision of learning resources hence negatively affecting the quality of education and services offered in the ECD Centers.

Table 4.3 showed that 40% (96), 43.3%(104) and 41.3%(99) of the ECD Centers received less than ksh. 100,000 from parents in the years 2013, 2014 and 2015 in that order. Majority of the Centers represented by 43.8%(105), 43.3% (104) and 44.6% (107) of ECD Centers received between ksh. 100,001 – 200,000 in years 2013, 2014 and 2015 in that order. In the years 2013, 2014 and 2015, a small number indicated by 10.8% (26), 9.2% (22) and 9.2% (22) received between ksh. 200,001 - 300,000. A paltry 2.9% (7) received over ksh. 300,000 in 2013, 4.2% (10) in 2014 and 5.0 % (12) received similar amount in 2014 and 2015 respectively.

***Table 4.3:* Funds Received by ECD Centers from Parents**

		2013			**2014**			**2015**		
		F	P	C P	F	P	C P	F	P	C P
Valid	Ksh <100,000	96	40.0	40.0	104	43.3	43.3	99	41.3	41.3
	Ksh 100,001-200,000	105	43.8	83.8	104	43.3	86.7	107	44.6	85.8
	Ksh 200,001-300,000	26	10.8	94.6	22	9.2	95.8	22	9.2	95.0
	>300,000	7	2.9	97.5	10	4.2	100.0	12	5.0	100.0
	None	6	2.5	100.0				240	100.0	
	Total	240	100.0		240	100.0				
	M	1.84			1.74			1.78		
	S D	.910			.792			.811		

KEY: F = Frequency; P = Percent; C P = Cumulative Percent; M = Mean; S D = Standard Deviation

This study reveals that parents were the main funders of ECD centers in the three years under study. The amount of funds received from parents was still low and insufficient to take care of all the learning resources including provision of teaching and learning materials, physical facilities and employment of qualified teachers. Low funding from parents could be attributed to low economic income considering that the bulk of these Centers are found in rural areas where parents hardly have stable inflow of money.

Discussions with key informants revealed that about 60 ECD Centers received amount of Ksh. 30,396,648 in the financial year 2013/2014 from the National Government. There was no direct disbursed fund released to the ECD Centers from the National Government in the financial year 2014/2015. He explained that out of the ksh. 30,396,648: ksh. 21,756,648 were released to the centre at ksh 478 per child for a total of 45,516 pupils. Additionally, ksh. 8,640,000 were paid to 60 teachers whose schools also benefitted from the grant mentioned above.

From these findings, the ECD centers entirely relied on parents for funding their programs after the National Government had stopped to remit grants in the financial year 2014/2015 and the County Government was also delaying in funding the centers.

Interview with key informants observed that even though the County Government was expected to fund most programs in ECD Centers, it was yet to do much due to limitation of financial resources. He presented the amounts of money which were estimates for education department in two financial years. Whereas ksh. 134,573,073 was the estimate for the year 2013/2014, ksh. 250,120,000 were estimates for financial year 2014/2015. These money was mainly used in construction of 64 classrooms spread across the county in FY 2013/2014. Expenditure in FY 2014/2015 was mainly on furniture for pupils and office, and also for teacher recruitment. The key informant stated that the county government had a design for a multipurpose building that would accommodate three classrooms built to Ministry of Education standards, an office space and a store for teaching and learning materials. The informant indicated that limitation of funds had affected service delivery in most ECD Centers.

These findings clearly showed that funds from County Government were meant to improve infrastructure and employ teachers. The funds were channeled to selected number of ECD Centers which meant that the unselected ones had to rely on little funds they received from parents.

Key informants revealed that most ECD Centers asked for ksh 500 per child per month which translated to ksh 6,000 per year.

Most ECD Centers inherited physical facilities like classrooms from the primary schools that hosted them. In some cases, the ECD Centers were given abandoned structures removed from the current tuition block. This implied that the received funds were used in maintenance of the dilapidated infrastructure other than construction of new classrooms.

Table 4.4 presents funds received from NGOs which was negligible across the three years. Contribution from NGOs benefitted only 8 percent of all the ECD Centers in the County.

Table 4.4: **Funds Received from Non-Governmental Organizations**

		2013			**2014**			**2015**		
		F	P	C P	F	P	C P	F	P	C P
Valid	<100,000	2	.8	.8	2	.8	.8	2	.8	.8
	None	238	99.2	100.0	238	99.2	100.0	238	99.2	100.0
	Total	240	100.0		240	100.0		240	100.0	
	M	4.97			4.97			4.97		
	S D	.364			.364			.364		

KEY: F = Frequency; P = Percent; C P = Cumulative Percent; M = Mean; S D = Standard Deviation

Source: Field Survey, May – July, 2017

The study shows that there were only four sources of funds for ECD Centers; these were *National Government, County Government, Non-Governmental Organizations* and *Parents.* Other tested variables including *National Government Constituency Development Funds, Faith Based Organizations, Individual Well-wishers,* and *fund raising* had a nil return. It showed that they were not funders of ECD Centers in Siaya County. However, ECD Centers that received funds from None-Governmental Organizations was negligible as was represented by paltry 4.9 percent across the years under study; 2013, 2014 and 2015. The key informants explained that very few NGOs were involved in ECD activities in the County. The NGOs had concentrated most of their activities in two sub-counties that is in Rarieda and Bondo. The informant said that the NGOs preferred undertaking projects which directly impacted on education of the learners in the few selected ECD Centers. Some of the projects undertaken included; construction of latrines, distribution of water tanks for rain catchment, establishing income generating projects, capacity building of stakeholders on ECD management and T/L material development.

Table 4.5 shows that ECD Centers that received less than ksh. 100,000 were slightly more than half 51.7% of all the ECD Centers. ECD Centers that received between 100,001 – 200,000 were represented by 35.8% and Centers that received between ksh. 200,001 – 300,000 were indicated by 7.9%. Very few Centers received above ksh. 300,000.

Table 4.5: Total Money Received by ECD Centers in the three years 2013,2014 & 2015

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ksh. <100,000	124	51.7	51.7	51.7
	ksh. 100,001 - 200,000	86	35.8	35.8	87.5
	ksh. 200,001 - 300,000	19	7.9	7.9	95.4
	ksh. >300,000	11	4.6	4.6	100.0
	Total	**240**	**100.0**	**100.0**	

This revelation where most centers received very low funding would imply that the received funds would have little effect on availability of physical facilities (classrooms, administration block, kitchen, latrines, fence, lockable gate and fire-extinguishers. The finding in this study that there was low revenue in ECD Centers was similar to the finding by Adeyemi (2011) that observed that in general, countries accord Early Child Development and Education (ECDE) relatively low priority in their public and private spending.

Objective 2: Effect of the Received Revenue in the ECD Centers on Availability of Physical Facilities

The study aimed to find out the availability or otherwise of some of the essential physical facilities expected in an ECD Centre as guided by the quality and Standards guideline of 2006. The physical facilities tested in this section included; ECD classrooms, administration block, kitchen, latrines designed for use by ECD Children, fencing, lockable gate and fire extinguishers. The respondents were asked to indicate YES if the above listed physical facilities were available in their ECD Centre or NO if the facilities were not available. The responses given by respondents are presented in figures below. Figure 4.1 presents availability of classrooms, figure 4.2 availability of administration block, Figure 4.3 availability of kitchen, figure 4.4 availability of latrines designed for ECD children, figure 4.5 availability of a fence, figure 4.6 availability of a lockable gate and figure 4.7 availability of fire extinguishers. In order to establish relationship between the total money received by ECD Centers and physical facilities, correlation coefficient was run using SPSS.

From the findings on figure 4.1, it emerged that majority of the ECDE centers had inadequate classrooms as shown by 65.8%(158) of ECD Centers in 2013 and 57.5%(138) in 2014. The situation had improved in 2015 and the number of ECD Centers without classrooms was the same as the number that had classrooms. The findings reveal that more Centers continued to gain classrooms with passage of time. Most ECD Centers were extension of the host primary school and they shared many facilities including classrooms, staffroom and latrines.

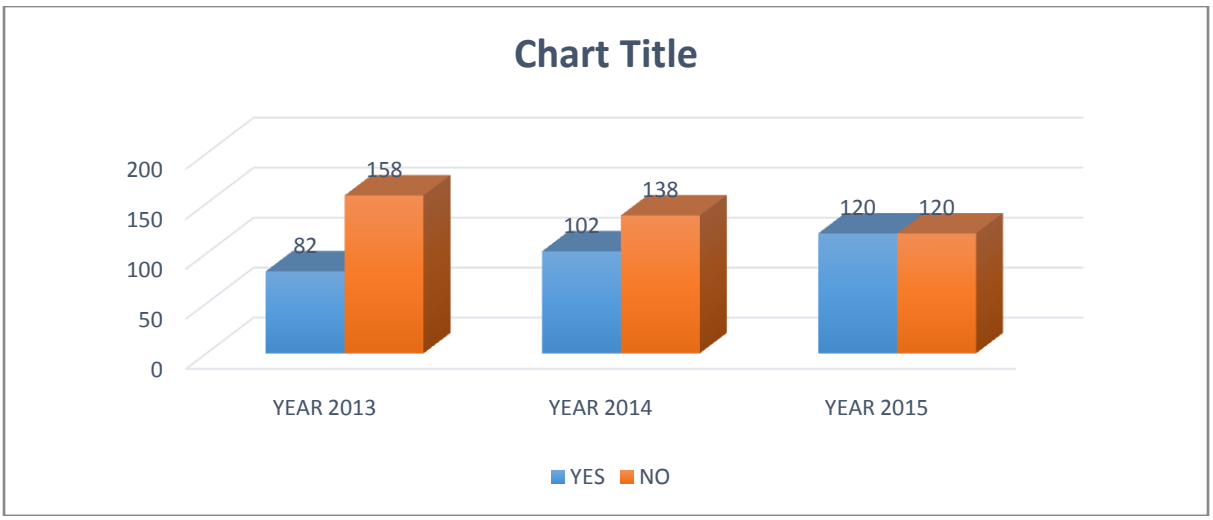

***Figure 4.1:* Availability of ECD Classrooms**

Most learning activities take place inside a classroom and therefore, quality learning would be realized with availability of a classroom that meets the standards as set in the guideline. A classroom should accommodate at most 25 learners in ECD. It must be well ventilated and properly lit (Republic of Kenya, 2006b).

A correlation analysis was run (see Table 4.6) to predict the relationship between *Total Funds Received* (R_1) and *Availability of Classrooms* (X_1) in Siaya County, Kenya. The analysis reveal that there is a significant and positive correlation between *Total Funds Received* (R_1) and *Availability of Classrooms* (X_1) in the year 2013 ($r=0.342$, $p= 0.000$, $\alpha = 0.01$ $p<0.01$); in 2014 ($r=0.423$, $p= 0.000$, $\alpha = 0.01$ $p<0.01$) and in 2015 ($r=0.303$, $p= 0.000$, $\alpha = 0.01$ $p<0.01$).

The study therefore showed that there was proportionate relationship between the received funds and the classrooms done in the centers. There would be construction of more classrooms with additional funds.
Ho1:Received revenue have no significant effect on the available physical facilities in the ECD Centers in the years 2013 to 2015 in Siaya County is therefore rejected.

Table 4.6: **Correlation of Total Funds Received by the ECD Centers (R_1)in 2013 & 2014 and Availability of Classrooms (X_1)**

Correlations

		R_1	X_1 in 2013	X_1 in 2014	X_1 in 2015
TFR_{R1}	Pearson Correlation	1	.342**	.423**	.303**
	Sig. (2-tailed)		.000	.000	.000
	N	240	240	240	240

**. Correlation is significant at the 0.01 level (2-tailed).

From the results it can be inferred that *Total Funds Received by the ECD Centers* (R_1), was significant and positively correlated to *Classrooms* (X_1) in all the three years 2013, 2014 and 2015. The finding supposes that the funds received in the ECD centers in Siaya in 2013, 2014, 2015 was partly used to improve classrooms. Odundo (2018) raised similar concern where his study showed that even though one-half of the respondents affirmed that the status of ECD classrooms had improved over the preceding three years of devolution, a significant proportion 43.4% indicated lack of improvement.

Findings in Figure 4.2, revealed that majority of ECD centers in the year 2014 and 2015 had administration block. This was pointed out by 54.58%(131) and 64.58%(155) in 2014 and 2015 respectively. It was only in 2013 that majority of respondents had indicated lack of administration block.

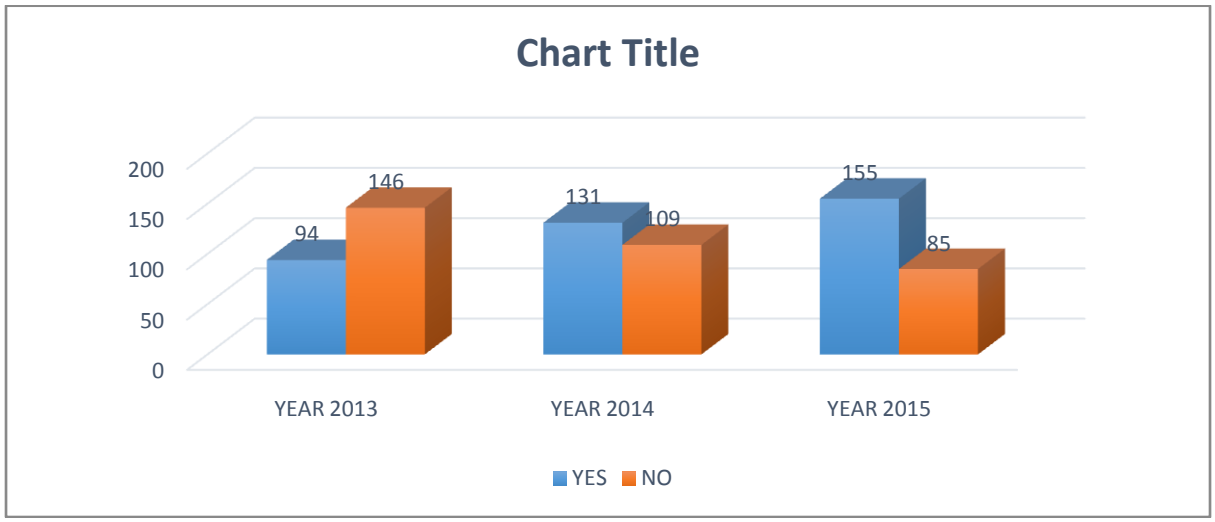

***Figure 4.2*: Availability of Administration Block in the ECD Centers**

This finding was disputed by key informants who held that the administration blocks did not belong to the ECD Centers but to the host primary schools. The informants said that head teachers of primary school doubled as a head teacher of ECD Center hence they had to show that they had offices.

In most ECD Centers teachers operated from their respective classrooms and hence do not need offices as a matter of priority. Funds received by the ECD were not used to put up an administration block especially for Centers that already assented to have had offices. The money may be used on repair and maintenance of the offices. Key informants also indicated that the County Government had put in progress a strategy that would ensure that all ECD Centers had requisite physical facilities with time. The informant informed the researcher that a building plan had been developed by the County Government specifying the building design which accommodates three classrooms, office space, and a store all inclusive.

Table 4.7 presents a correlation analysis that was run to predict the relationship between *Total Funds Received* (R_1) and *Administration Block* (X_5) in Siaya County, Kenya. The analysis revealed that there is a significant negative correlation between *Total Funds Received* (R_1) and *Availability of Administration Block* (X_2) in the year 2013 ($r= -0.258$, $p= 0.000$, $\alpha = 0.01$ $p<0.01$); in 2014 ($r= -0.240$, $p= 0.000$, $\alpha = 0.01$ $p<0.01$) and in 2015 ($r= -0.210$, $p= 0.001$, $\alpha = 0.01$ $p<0.01$).

Ho:Received revenue have no significant effect on the available physical facilities in the ECD Centers in the years 2013 to 2015 in Siaya County is therefore rejected.

Table 4.7: Correlation of Total Funds Received by the ECD Centers (TFR_{R1}) in 2013 & 2014 and Availability of Administration Block (ADM X_2)

Correlations

		(R_1)	(X_2) in 2013	(X_2) in 2014	(X_2)in 2015
(TFR_{R1})	Pearson Correlation	1	-.258**	-.240**	-.210**
	Sig. (2-tailed)		.000	.000	.001
	N	240	240	240	240

**. Correlation is significant at the 0.01 level (2-tailed).

From the results it can be inferred that *Total Funds Received*(X_1), was significant and negatively correlated to *Administration Block* (X_5) in all the three years 2013, 2014 and 2015.The funds received was inversely proportional to the provision of Administration Block. The more the funds received by the center the less the Administration blocks provided. Therefore, the findings suggest that funds received by the ECD centers were not channeled towards construction or maintenance of *Administration Block*. Received funds may have been used to acquire other learning resources in the ECD centers. Chepkonga (2017) similarly on the availability of offices in ECD centers in West Pokot, found that 42.95%(88) of teachers reported that they did not have offices, 41.0% (84) said that their offices were not enough while 16.1%(33) of teachers are the ones who admitted that they had enough offices.

In figure 4.3, It emerged that there was lack of kitchen in most ECD Centers shown by 67.9%(163) in 2013, 74.6% (179) in 2014 and 70.8%(170) in 2015. Only a few Centers had shown availability of kitchen; 32.08%(77) in 2013 and 25.4% (61) in 2014 and 29.2%(70).

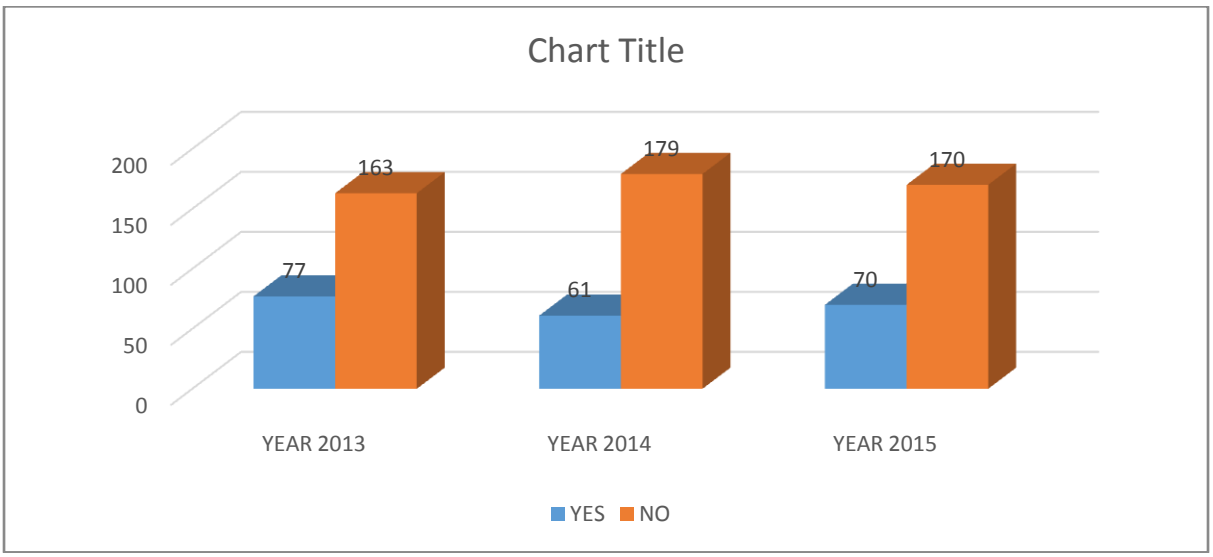

***Figure 4.3:* Availability of Kitchen for ECD**

Availability of a kitchen at the Center denotes presence of a feeding program where food was prepared from the Center and served to the children. In cases where food was not prepared in the Center, children were subjected to other options of getting food at meal time. Such options included carrying packed lunch to school, getting home for lunch at meal time and receiving food from home during meal time. Discussion with key informants revealed that some ECD Centers were located in the village and during some seasons of drought or famine, children went to the Centre and stay there till evening without meals. In some ECD Centers, food was prepared from the kitchen of a host primary school hence the ECD section opted not to have one of their own. He further indicated that the available kitchen facilities in some ECD Center were temporary and in poor state. They were constructed using cheap materials that were readily available around the Center. Lack of kitchen was also observed in West Pokot County (Chepkonga, 2017).

Table 4.8: Correlation of Total Funds Received by the ECD Centers ($_{x1}$) in 2013 & 2014 and Availability of Kitchen (X_3)

Correlations

		R_1	X_3 in 2013	X_3 in 2014	X_3 in 2015
TFR_{R1}	Pearson Correlation	1	.155	.258**	.124
	Sig. (2-tailed)		.092	.000	.055
	N	240	240	240	240

**. Correlation is significant at the 0.01 level (2-tailed).

The significant positive correlation between *Total Funds Received by the ECD Centers* (**R_1**)and *Availability of Kitchen* (X_3)suggest that funds were used proportionately to provide kitchen. The more the funds the higher the number of kitchen provided

Majority of respondents from ECD Centers (see figure 4.4) reported that they lacked latrines designed for ECD children for instance 55%(132) in 2013; 53.75% (129) in 2014, and 48.75% (117) in 2015. However, a significant number of respondents indicated that latrines were available in the centers; 45%(108) in 2013, 46.25% (111) in 2014 and 51.25% (123) in 2015. The findings revealed that there was a gradual increase of ECD Centers with latrines with the passing of the years. Notably, majority of the Centers had latrines in 2015 than was the case in 2013 and 2014.

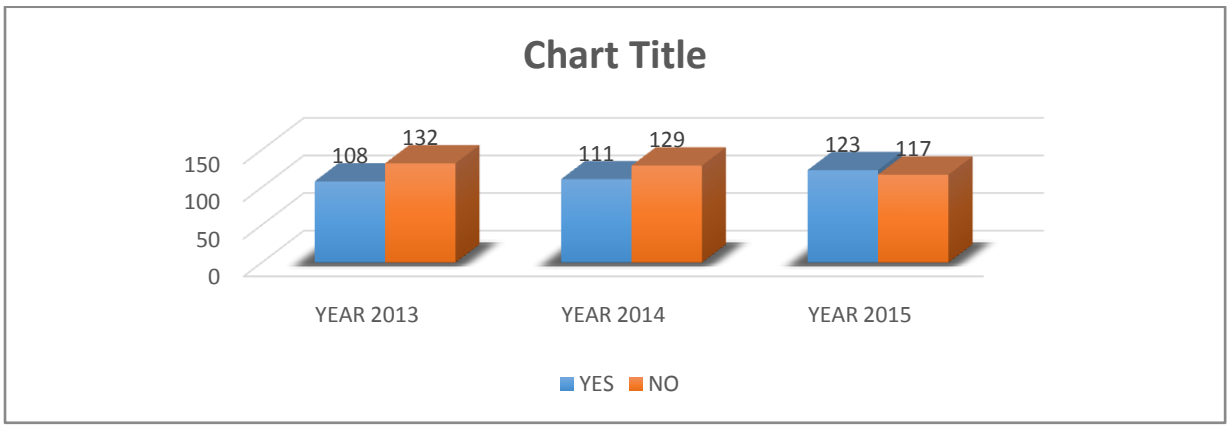

***Figure 4.4*: Availability of Latrines Designed for ECD Children**

Lack of latrines in some public centers was attributed to the availability of other latrines used by older pupils. ECD children could also share with their counter parts in primary schools as most of them shared many other facilities. Lack of latrines for ECD children would imply that they had to make do with latrines meant for bigger children which was a security risk as well as a health hazard to them. They could easily contact diseases. Children actually needed friendly sanitation facilities because they had not yet acquired toiletry skills properly. Implementation of the ECD Policy guideline was hampered due to probably the little amount of funds received by the ECD Centers in a year.

Presented on table 4.9is a correlation analysis that was run to predict the relationship between *Total Funds Received* (R_1) and *Availability of Latrines* (X_4)in Siaya County, Kenya.The correlation between *Total Funds Received by the ECD Centers*(R_1)and*Availability of Latrines* (X_4)($r = 0.430$, $p= 0.043$, $\alpha = 0.01$ $p < 0.01$) in 2013,($r = 0.478$, $p= 0.078$, $\alpha = 0.01$ $p < 0.01$) in 2014 and ($r = 0.548$, $p= 0.021$, $\alpha = 0.01$ $p < 0.01$) in 2015 showed a significant positive correlation in the three years.

Ho1:Received revenue have no significant effect on the available physical facilities in the ECD Centers in the years 2013 to 2015 in Siaya County is therefore rejected.

Table 4.9: Correlation of Total Funds Received by the ECD Centers (R_1) and Availability of Latrines (X_4)

Correlations

		R_1	X_4 in 2013	X_4 in 2014	X_4 in 2015
TFR_{R1}	Pearson Correlation	1	.430*	.478	.548*
	Sig. (2-tailed)		.043	. 078	.021
	N	240	240	240	240

*. Correlation is significant at the 0.05 level (2-tailed).

The significant positive correlation between *Total Funds Received by the ECD Centers*(R_1)and*Availability of Latrines* (X_4) means that funds received proportionately related to availability of latrines. Provision of more funds would mean additional latrines availed in the ECD Centers. Funds used on latrines in the year 2015 was more than funds used in the other years 2013 and 2014. Jasper et al. (2012) noted that inadequate access to appropriate sanitation facilities in ECD centers heightened the risk of adverse health outcomes among children, including infections, gastrointestinal, neuro-cognitive and psychological illness. Poor sanitation conditions affected children's health status which in turn reduced educational outcome by impairing cognitive abilities (Alexander et al., 2013).

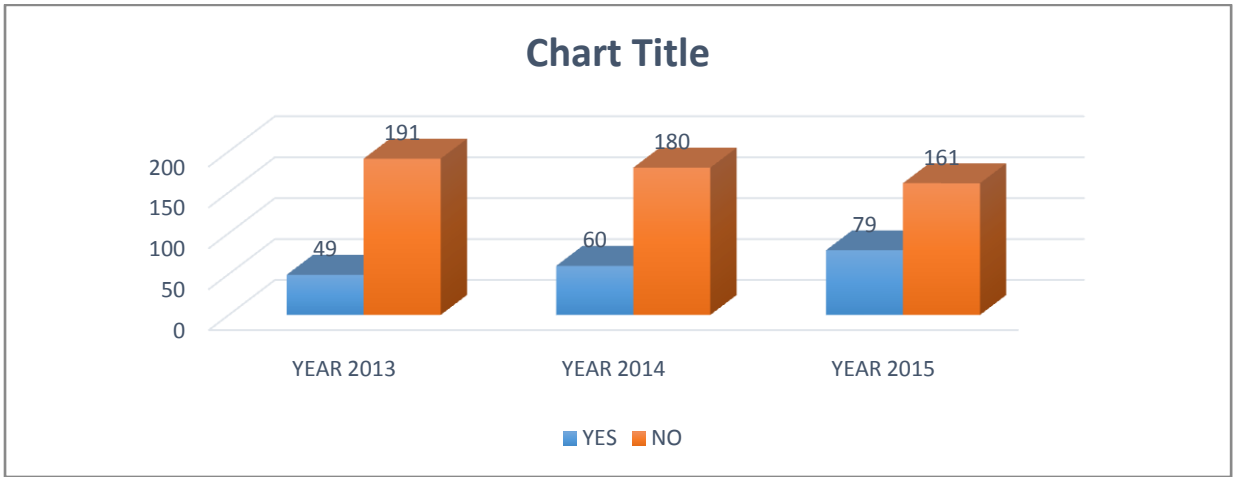

Figure 4.5: **Availability of Fence Around the ECD Center Compound**

Findings revealed that majority of ECD centers were not adequately fenced as shown by 79.58% in 2013, 75% in 2014 and 67.1% in 2015 of respondents from public ECD Centers and 83.6% in 2013, 71.6% in 2014 and 61.2% from private centers. However, there was slight improvement on the number of fenced ECD Centers with progress of time.

Lack of fencing implied that children were not well protected while in school and their movements from within and out of the center was not restricted. An ECD Centre without a fence exposed the children to external attacks. The children could easily get out of the compound effectively exposing him to risks. The ECD Policy had envisaged a Center that was secure for the learners which this study finds to be on the contrary. The funds received by the ECD Centers were too little to be invested in meaningful fencing of the ECD Center. Key informant informed the researcher that most ECD Centers were found within the compound of the host primary school. This therefore implies that even the primary school compounds had not been secured.

A correlation analysis was run to predict the relationship between *Total Funds Received* (R_1) and *Availability of Fence* (X_5)in Siaya County, Kenya as presented on table 4.10. The analysis reveal that there is a weak negative correlation between *Total Funds Received* (R_1) and *Availability of Fence* (X_5)in the year 2013 (r= -0.203, p= 0.002, $\alpha = 0.01$ $p<0.01$); in 2014 (r= -0.127, p= 0.049, $\alpha = 0.05$ $p<0.05$) and in 2015 (r= -0.113, p= 0.081, $\alpha = 0.01$ $p<0.01$).

Ho1: Received revenue have no significant effect on the available physical facilities in the ECD Centers in the years 2013 to 2015 in Siaya County is therefore accepted.

Table 4.10: Correlation of Total Funds Received by the ECD Centers (R_1) and Availability of Fence (X_5) in 2013, 2014 & 2015

Correlations

		R_1	X_5 in 2013	X_5 in 2014	X_5 in 2015
TFR_{R1}	Pearson Correlation	1	-.203**	-.127*	-.113
	Sig. (2-tailed)		.002	.049	.081
	N	240	240	240	240

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The significant negative correlation between *Total Funds Received*(R_1) and *Availability of Fence* (X_5)presuppose that the more the funds received the less the fencing done. Thus, ECD Centers did not

prioritize fencing hence did not consider spending money on it. It could also imply that funds were spent on other learning resources other than the fence.

It emerged from the findings (see figure 4.6) that most of the ECD Centers had no lockable gates as was shown by 75.9% in 2013, 67.5% of the respondents in 2014 and 63.8% of respondents in 2015.

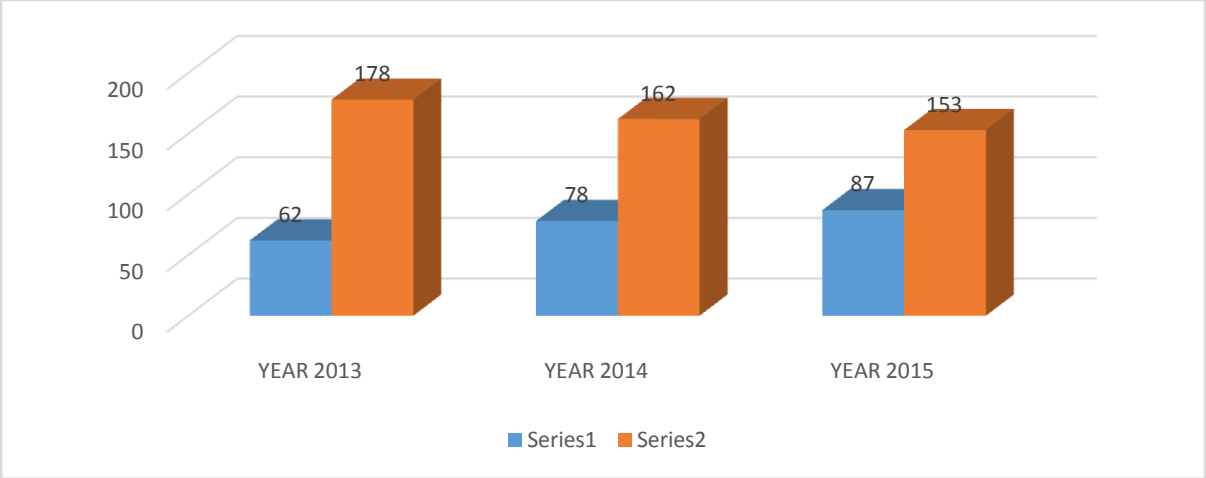

Figure 4.6: **Availability of Lockable Gate at the ECD Centers**

Lack of lockable gate implied that the center was not secure enough to protect the children from external aggression.

Table 4.11 presents a correlation analysis that was run to predict the relationship between *Total Funds Received* (R_1) and *Availability of Lockable Gate* (X_6)in Siaya County, Kenya. The outcome was (r = -0.017, p= 0.795, $\alpha = 0.01$ $p < 0.01$) in 2013,(r = 0.033, p= 0.609, $\alpha = 0.01$ $p < 0.01$) in 2014 and (r = 0.074, p= 0.255, $\alpha = 0.01$ $p < 0.01$) in 2015 showed a significant weak positive correlation in the 2014 and 2015 but a significant negative correlation in 2013. This implied that funds received in 2014 and 2015 were proportionally used to provide lockable gets unlike in 2013 when the received funds were inversely used on provision of the lockable gate.

Ho1:Received revenue have no significant effect on the available physical facilities in the ECD Centers in the years 2013 to 2015 in Siaya County is therefore rejected.

Table 4.11: Correlation of Total Funds Received by the ECD Centers (R_1) and Availability of Lockable Gate (X_6) in 2013, 2014 & 2015

Correlations

		R_1	X_6 in 2013	X_6 in 2014	X_6 2015
TFR_{R1}	Pearson Correlation	1	-.017	.033	.074
	Sig. (2-tailed)		.795	.609	.255
	N	240	240	240	240

**. Correlation is significant at the 0.01 level (2-tailed).

The impression created by the correlation between *Total Funds Received by the ECD Centers* (R_1) and *Availability of Lockable Gate* (X_6) was that in the year 2013, ECDE Centers did not consider spending any funds on the lockable gate unlike in 2014 and 2015 where very little funds were spent on the lockable gate. The lockable gate was given very little attention in funding.

Figure 4.7 shows that there was no *fire extinguisher* in all ECD Centers across the three years of 2013-2015.

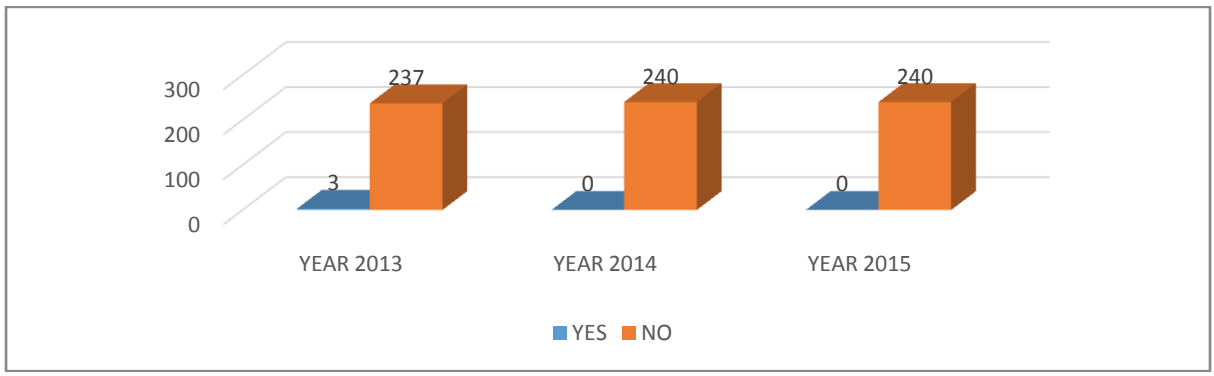

Figure 4.7: **Availability of Fire Extinguishers at ECD Center**

Lack of firefighting equipment implied that ECD centers were ill prepared to protect the children from risks related to fire outbreak. Lack of firefighting equipment in ECD Centers means that the standards set as a result of the ECD Policy framework has not been realized (Republic of Kenya, 2006a: Republic of Kenya, 2006b).

A small number of respondents indicated that ECD centers invested between ksh. 50,001 – 100,000 to improve physical facilities as was shown by 5.42% (13), 17.5% (42) and 13.3% (32) in the years 2013, 2014 and 2015 respectively.

ECD centers which invested less than ksh. 10,000 was considerably low; this was confirmed by 36.25% (87), 12.5% (30) and 10.83% (26) in the years 2013, 2014 and 2015 respectively.

ECD centers that indicated investment above ksh. 100,000 in physical facilities were the lowest; this was indicated by 2.9 % (7), 2.5% (6) and 11.7% (28) in the years 2013, 2014 and 2015 respectively.

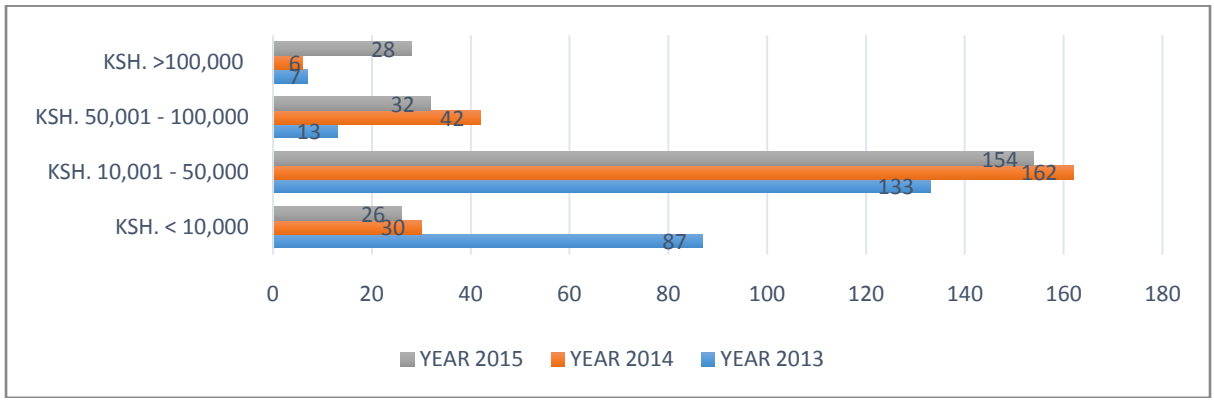

Figure 4.8: **Funds ECD Centers Invest in Physical Facilities per Year**

The low investment in physical facilities could be attributed to the limited revenue that reach the ECD centers each year. Management of the centers can only invest as much as they receive on physical facilities. When interviewed, key informant reported that investment in construction of new classrooms, latrines, offices, fencing and gates is capital intensive and require huge investment that the little money received from parents cannot do. Improved learning environment requires a sustainable plan from the stakeholders that will ensure that funds are effectively mobilized or appropriated for better learning environment. The standards set for physical facilities like classrooms, toilets, kitchen, fencing and secure gate is far from being realized if funds continue to be insufficient as this study has revealed. The success or failure of the implementation of a program may well depend on the availability or non-availability of instructional materials and facilities (Higgins et al, 2005).

V. CONCLUSION

Implementation of ECD policy on provision of physical facilities was hampered by insufficient funds received by ECD Centers from the National Government, County Government and parents. In the years 2013 and 2014 less than ksh 100,000 was received by 36.7% and 37.5% of ECD Centers in years 2013 and 2014 respectively. This implied that 62.1% and 62.5% of the ECD centers were left out in the two years under review. In the year 2015 while no ECD Center received any funds from National Government, only 4.2%of the Centers received funds of more than ksh. 300,000 from the County Government. In that year (2015) 95.8% of the Centers did not receive any funds from any of the two levels of Government. This study did not establish the selection criteria used to support some ECD Center and deny support to the others. The study established that

parents are basically the main source of funds for ECD Centers. Funds from parents to the ECD Centers ranged between ksh. 100,000 and ksh. 200,000 in the three years under the study.

A little more funds received were channeled towards provision of *classrooms* and *latrines* than amount spent on other physical facilities like *kitchen*. The ECD centers did not spend money on the *administration block, fence, fire extinguishers*and *lockable gate*. Stakeholders in ECD which included the National Government, the County Government, and the parents had not done much to invest in providing administrative offices, fencing and safe environment for quality service delivery for the ECD children of Siaya County. This was because majority of ECD centers set aside between Ksh. 10,001 and 50,000 for improvement of physical facilities.

From these allocations, it is clear that the amount invested on physical facilities in ECD centers was not sufficient to put up new physical facilities and adequately improve the existing facilities.

VI. RECOMMENDATIONS

Based on the findings, the study makes the following recommendation:

- The study exposed the disparity in disbursement of funds from the National Government and the county Government to the ECD Centers. The Government should therefore, develop a strategy that ensures that funds are disbursed to all ECD Centers in the county without discrimination. The County Government can borrow the capitation model for Free Primary Education (FPE) used by the National Government through Ministry of Education. This will ensure that the quality of ECD is assured and high standards maintained for all pre-primary children in Siaya.
- The study revealed that though availability of classrooms, kitchen, latrines, lockable gates and fire extinguishers significantly influenced quality education at the ECD centers, little investment had been put towards acquiring them. ECD Centre managers should therefore mobilize for financial resources to ensure that there were adequate physical facilities; safety and security measures are put in place like fencing the Centre using appropriate materials, erecting a lockable gate and having basic firefighting equipment. The management should exploit more than one source of funding. It could approach other bodies like NGOs, philanthropists, cooperate organizations and large scale private enterprises for financial aid and support.

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