

Instructional Learning Resources and Provision of Quality Education in public ECDE Centres in West Pokot County

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Abstract

Teaching and learning materials are crucial to any successful teaching and learning process worldwide. This paper looks at how learning resources availability influence quality education provision in public pre-school centres. The paper was guided by constructivism theory which proposes that for quality learning to be achieved, the learning environment in classroom should be conducive for pupils hence provision of adequate instructional resources. The methodology for this study involved use of qualitative and quantitative approaches. The target population involved 365 head teachers, 682 teachers and 4 curriculum support officers. A sample of 37 head teachers, 205 pre-school teachers and 4 sub county programme officers for ECDE. The instruments used to collect data consisted of questionnaire, interview guide and observation checklist. Analysis of data collected was done through descriptive and inferential statistics for quantitative data while thematic content analysis was used to analyse qualitative data. The study found out that quality instructional materials in public ECDE centres in the study area were found to be inadequate. This made it impossible to use by all learners in classroom teaching. Teaching aids, teacher guides and manuals, newspaper cuttings and pictures were found to be rarely used in ECDE centres by teachers. Textbooks, musical instruments and story books were found to be sometimes used in provision of quality education in public ECDE centres in West Pokot County. Lack of adequate and modern instructional learning resources was found to be a significant impediment to provision of quality education in public ECDE centres. The research recommended that county government needs to increase supply of instructional resources in public pre-school centres to ensure provision of quality education.

Key Words: Pre-schools, Quality, Instructional, Resources

Introduction

In Kenya pre-primary centres are the recipient of the innocent innate children as they transit from home to school (Were, 2014). As they move to school, they need to adapt to the new environment which they must meet a conducive atmosphere right from home to school. Among the fears which tend to enhance children to like schooling are teaching and learning materials where children learn new experiences from (Rolleston, 2009). Equipments and materials make the bones of pre-school education program. Instructional materials, teaching resources, learning aids and audio visual aids are aids that teachers use to assist learning and increase interest of learners in the learning process (Jepleting, 2013). Learning resources gives children first-hand experience. Hence, to promote children's social, emotional, intellectual, and physical development, it is necessary to provide appropriate equipments and materials for variety of activities (Assefa, 2014). Research shows that having an appropriate level of basic school resources can greatly improve student achievement (Hanushek, 1995 in Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007). Teaching and learning aids enhance retention which makes learning more permanent (Chepkwesis, 2015). When ECDE children manipulate the instructional materials they remember thus leading to concept and skill acquisition. According to Mbiti

(1974), teaching/learning aids provide first-hand experience with reality of teaching physical and social environment. Instructional resources help to overcome the limitation of the classroom and make-out what is accessible in class available. For example the use of films, slides, videos and photographs. Teaching/learning aids make it easier for the teacher to explain the concept which might be difficult to him/her. This saves time as explanations are brief and precise.

Resources discourage rote learning and make abstract ideas more concrete. It makes learners to develop the powers of imagination, observation, reasoning and creativity. Teachers can acquire teaching/learning aids through improvisation by use of locally available materials, organizing for material development day where parents are invited to show their expertise, through buying; the government through community support grants (CSG) availed funds for purchase of materials and construction of functional classrooms for pre-school children (Mutahi, 2007). Ackerman and Barnett (2009) argued that in Colorado, the quality of ECD programmes for children of poor backgrounds was defined in terms of standards and adequacy of material resources to encourage cognitive and language development. Another resource needed to ensure provision of quality education is human resource. According to Chepkorir, Tonui, Chepsiror and Too (2014), teachers are important resources in the teaching and learning activity and need to be considered along other instructional resource materials. Teachers are the best recourses to be built into a particular teaching strategy designed to achieve a specific learning practice for instance thematic approach, without which can be administrative problem to head-teachers. The implementation of ECDE curriculum may be affected by the inadequacy of teachers in schools as they are key facilitators or implementers. Studies conducted in Kenya have shown that most centers lacked the necessary facilities, equipment and materials that would promote teacher motivation and holistic development of children. According to Ngome (2002), most public centers supported unfriendly work conditions characterized by windowless, rough mud walled and floored classrooms, and others that were iron-sheet walled and roofed. In such classrooms, temperatures went very high or very low, ventilation was inadequate, dust was a problem and children were easily distracted. Most of these classrooms were also congested (Gakii, 2003; Ng'asike, 2004). Ciumwari (2010) noted that teaching materials in ECD centres were not always available and thus learning was done rather by saying than by doing. The study further revealed that the schools did not have the capacity to furnish the ECD classrooms with age-appropriate and adequate material resources. The ECD teachers in the study, however, argued that the school heads were not forthcoming in purchasing age-appropriate and adequate play equipment for ECD children. This study sought to establish the views of respondents with regard to provision and utilisation of instructional resources like those for sports in provision of quality education in West Pokot County and make comparisons with findings made by Ciumari (2010).

Statement of the Problem

Statistics from West Pokot County show that learners' level of literacy and numeracy skills among ECDE children is low. Uwezo Kenya (2012) report noted that 41.31% of pupils in class three were able to read Hadithi (story) while more than half 68.69% were not able to read and write. It was also established that 15.04% of children aged 3-5 years were out of school. this means that there exist a challenge in provision of quality education since pupils competency in literacy and numeracy skills is low. Therefore, the researcher sought to determine whether instructional learning resources influenced provision of quality education in public ECDE centres in West Pokot County.

Justification of the Study

Instructional learning resources have been found to be a major determinant of the school learning environments. They have also been found to be positively related to good academic achievement by learners. Pupils whose formal learning is taking place under trees may not be expected to do well as their counterparts studying under modern and well-equipped classrooms according to past studies. Therefore, conducting a research on the influence of instructional learning resources on provision of quality education is important.

Literature Review

The central role of teaching materials is to support teaching by making ideas and concepts clear and making learning interesting and vivid. Teaching/ materials can be invaluable in promoting motivation and retention (Chepsiror, 2012). Bishop (1995) indicates that for effective and quality teaching and learning, there must be adequate resources. Basic to the success of any attempt at curriculum implementation and improvement is the preparation of suitable textbooks, teachers' guides and other teaching and learning materials. These teaching/learning materials support the teacher in delivering his information. When the teacher has to hand tools for the job, his confidence, his effectiveness, his productivity will increase significantly. With adequate and standardised resources, teachers' professional competencies are more fully utilised and he accomplishes larger and better results. This research determined whether the availability of enough teachers affected provision of quality education in public ECDE centres in West Pokot County. The ECD teachers' ability to implement program, innovations is a function of the availability of tools for the job such as textbooks, dictionaries, chalkboards, workbooks and posters in the teaching. Teachers need suitable resources and facilities for them to effectively teach (Cherotich, 2012).

Teachers use resources to enhance learners' participation in class for effective learning (Jepleting, 2013). Textbooks deliver the curriculum and are the single most important instructional material that enhances learning. When textbooks are provided in class, the lesson time is not wasted while teachers and learners copy text on and off the blackboard (Lockheed *et al.*, 1991 in Jepleting, 2013). Availability of textbooks is critical to learning since there is a positive correlation between pupil's performance and availability of textbooks. According to KIE (2008), these are several varieties of teaching learning resources that can be used like audiovisual aids (television, videos) audio aids such as radio, visual aids such as, flash cards, tactile aids like dolls and toys. All these dusters of teaching learning resources can assist the child to learn and acquire new knowledge. Aids such as charts, pictures can enable a child to learn and remember concepts learnt (RoK, 2008).

In Kenya, Government policy on pupil-textbook ratio stipulates that lower primary (grades 1-4) should have a ratio of at most 3:1 while upper primary should have a ratio of at most 2:1 in all main subjects. The pupil-textbook ratios in Science, Mathematics and English in both lower and upper primary grades were examined in all schools. Results showed that most government, private religious and private NGO owned schools had almost attained required (minimum standards) of pupil textbook ratio in lower and upper primary school while other schools had relatively higher pupil-textbook ratios. For example, in the three subjects, the private individual owned schools had a mean ratio of 2:5 and 7:6 in lower and upper primary, respectively, while

the community owned schools had mean ratios of 5:4 and 2:3 at the same levels (Ngware, Oketch & Ezech, 2011).

Michaelowa (2001) found that the availability of books appears to be the most important factor in high-achieving, student learning. Additionally, she found out that having books available in students' homes can improve achievement scores by 2-3% and that having appropriate classroom equipment such as benches, blackboard, chalk, teacher's desk and chair can improve scores by two percent. One of the biggest problems faced by large classrooms, in developing countries is the quality and quantity of learning resources available to each student, such as desks, textbooks, and other teaching and learning supplies (Hanushek, 1995 in Benbow, Mizrachi, Pliver & Said-Moshiro, 2007). A study done by Ackerman and Barnett (2009), of head start programmes in Colorado, on the impact of ECD programmes whose quality was defined in terms of standards of material resources offered to those from poor backgrounds, concluded that children who had good material resources gained in cognitive and language development. Osho, Aliyu, Okolie and Onifade (2014) assessed the level of implementation of ECE in Chanchaga local government area, a local government in one of the north-central states in Nigeria. The sample size for the research comprised of 32 teachers, selected from 10 schools (out of 31 in the local government area). They found out that while the enrolment level was high and appreciably. There were teachers who specialized in ECDE, basic teaching and learning and other basic resources were found to be sparsely available and most of the ECDE centers were overpopulated. The study verified whether the situation observed by Osho et al (2014) was similar to public ECDE centres in West Pokot County.

Research done by Mwonga and Wanyama (2012) revealed that teaching and learning materials not only enhances a Child's acquisition of music and movement skills but also ensures that the transition from pre primary to primary school is smooth. This therefore means that all the education stakeholders should ensure that the teaching and learning materials are available in pre-primary centres. According to ECDE policy framework (2006), it is noted that these should be improved efficiency in resource allocation to enhance quality education provided to young children. To achieve this, efforts should be placed to enrich ECDE centres as they are the focal point where this should start. This will depend on how much the teachers are involved in using the resources which enhances quality education required by the government. A teacher with the above vision at heart can readily use all the available resources at their disposal to improve the quality of education in ECDE centres. The plan outlines the need for ECDE centres as an area where basic knowledge is obtained by the young children. A research conducted by UBS Optimum foundation (2013) found out that there was no shortage of very basic learning materials with an average of 100 exercise books per class (generally blank notebooks). However, materials with additional content such as text books, storybooks, activity books, art materials or toys were generally limited or absent. Mwamba (2013) investigated the role of school-based factors on quality of education in public secondary schools in Nyamira North District, Kenya. Four research questions were formulated to guide the study. Descriptive survey research design was adopted in this study. The sample for the study was 38 principals, 234 teachers, 357 form three and four students. Data were collected by use of questionnaires and was analysed by use of qualitative and quantitative techniques. Findings revealed that learning environment influenced quality of education. Findings also revealed that instructional resources and physical facilities affected quality education. Research result showed that secondary schools did not have the

required instructional resource which affected quality education provision. Moreover, physical facilities influenced quality education. Assessment materials influence quality education. Based on the findings, the study concluded that learning environment influenced quality education. It was found out that secondary schools did not have adequate number of trained teachers. The classrooms were overcrowded which made it difficult for the available teachers to handle. The research by Mwamba was in secondary schools while this research focused on public ECDE centres in West Pokot County, Kenya.

Regarding the classroom environment and provision of learning materials, Jepleting (2013) investigated the effect of classroom environment on academic performance in mathematics of ECDE children in pioneer zone, Uasin Gishu County, Kenya. In carrying out her study, the researcher used the survey design method to gather data required to perform the research project. The research findings established that pupil's textbook ratio and the classroom size were the major contributors to poor performance in mathematics within pioneer zone. This study was conducted in Uasin Gishu that has different geographical features and developmental index as opposed to West Pokot County. Chepsiror (2012) investigated if Teachers Advisory Centres (TACs) in Wareng District, Kenya were equipped with learning materials useful for ECDE. Chepsiror work was based on Chris Argyris' intervention theory. A total of 40 headteachers, 111 ECDE teachers and 125 lower primary school teachers were the respondents in the research. Descriptive survey research design was adapted for the study. It was found out that although the provision of learning instructional materials was key to the mission of the TACs, the officers were found to be equipped with very few materials which were neither well organized nor sufficient to be borrowed by teachers. The study by Chepsiror focused on TAC tutors while this research involved head teachers and ECDE teachers.

Bosibori, Ngao, Rop and Wesonga (2015) study aimed at finding out whether availability of teaching and learning resources influenced implementation of inclusive education in pre-school Centers in Nyamira North sub-county. The study employed descriptive survey research design. The target population was 134 head teachers in 134 pre-school centers, 402 pre-school teachers, 12 Education officers and 938 pre-school parents in Nyamira North Sub-county. Findings revealed that there were inadequate teaching and learning resources at pre-school centers in Nyamira North sub-county. 78 percent of the respondents revealed that inadequate resources affected the implementation of inclusive education. Chepkorir, Tonui, Chepsiror and Too (2014) study sought to investigate resource capacities of ECDE centers in supporting thematic approach in teaching in early childhood development centers in Eldoret Municipality. The research was steered by Lewin Three Stages of Change Model. A descriptive survey research design was used. The target population consisted of 164 ECDE teachers, 82 head teachers and 20 Education Officers. It was found out that majority of the ECDEs had inadequate resources and capacities (physical and human) needed to support the implementation of thematic approach in teaching ECD children in Eldoret. It was also found out that head teachers who were internal curriculum supervisors in their schools were not ECDE compliant and were therefore not in a position to advice the teachers concerning the approach appropriately. Chepkorir et al (2015) study focused on provision of resources for thematic teaching in ECDE while the current study focused on determining how provision of resources (instructional) influence provision of quality education in public ECDE centres in West Pokot County.

Boke (2014) study sought to establish the level of implementation of Early Childhood Development service standards in educational institutions as outlined by the government of Kenya Sessional paper No. 1 of 2005 on a policy framework on Education, Training and Research in Ntitaru Division of Kuria East district, Migori County. The sample comprised of 20 Head teachers, 40 ECD teachers, 40 parents and 60 pupils in the sampled schools. The research main instruments of data collection were questionnaire and oral interviews tagged on the established services to these institution. The level of implementation of quality service standards in ECD institution affect the performance at ECD levels where monitoring and evaluation of quality service is done, the performance is high compared to where there is no clear policy on supervision of ECD curriculum at Ntitaru division. Murage and Serem (2013) assessed the impacts of the two government kitties on public Early Childhood Development and Education centers in Kenya. The study was carried out in Nyahururu District in 2010. The study revealed that while the kitties led to rising enrolment in primary, secondary school and private Early Childhood Development and Education centers, enrolment declined in public centers. The two have lowered the quality of education in public Early Childhood Development and Education centers since parents were unwilling to raise finances enough to employ and motivate teachers, buy teaching/learning resources, school facilities and school feeding program. High enrolment after Free Primary Education also took up classrooms meant for Early Childhood Development and Education in public centers.

Ngode (2014) assessed the impact of supervision on the implementation of early childhood education curriculum in selected public ECDEs in Lang'ata District, Nairobi County, Kenya. The study targeted 8 public ECDE the sample comprised of 4 divisions in the district, 4 divisional QASOs, 3 DICECE officers, all primary head teachers and ECDE teachers in the sampled schools. The research was done because there was inefficient and inadequate supervision of ECDE curriculum implementation, which had engraved the education in the public ECDEs. The study established that actual supervisory activities carries out by QASOs have greater impacts on curriculum implementation. For instance, it helps identify under staffed ECDEs and therefore triggers recruitment and staffing of the schools. Further, it initiate in-service and development programmes for the teachers and schools, and also teachers are guided and advised on curriculum implementation so that they do not deviate, in the course of their instruction. Kombo and Gogo (2012) sought to establish the role of Christian churches in the provision of early childhood education in Nairobi Province, that is, as an alternative source to supplement the efforts of parents and local communities. The main challenge in the provision of early childhood education was inadequate finance. This has resulted in lack of provisions in the schools which was manifested in low payment for teachers, lack of adequate textbooks, permanent classrooms, transport, recreational facilities, clean sanitation and sports activities.

Ngigi, Wakahiu and Karanja (2015) assessed of the Early Childhood Development Policy Implementation in Kenya, Case Study of Ruiru District. A mixed method approach is applied to study the implementation. Data were collected through interviews, questionnaires and observations at ECD centers. They found out that some curriculum materials including: some but few, children's books and writing materials for children. There were teachers' books available, but these were very few, and belonged to the teacher. Were (2014) explored the relationship between teaching and learning resources on preschool learners in transition to class in Rachuonyo South Sub County using case study research design. The study was anchored on the

Pieget’s theory of cognitive development that appreciates the critical role played by education resource provisions in the development of a Child’s schemas. The research found out that teaching and learning materials when appropriately acquired, used and stored increases the transition rate of the preschool learners. The research by Were was on transition while this study looked at quality education provision in ECDE.

Materials and Methods

The study was conducted in West Pokot County, Kenya. The researcher chose the study area to investigate the effect of learning environment on learning process due to report by Uwezo Kenya (2012) that showed that more than 68.9% of learners joining class four were not able to read and write in West Pokot County. The research adopted a descriptive survey research design which embraces qualitative and quantitative research paradigms. The target population included all public primary head teachers (365), ECDE teachers (682) of all public pre-primary schools and Sub County Early Childhood Education Development officers (4) in West Pokot County, Kenya. In selecting the sample, 30.0% of the teachers were selected as the sample representing 205 while 10% of head teachers representing 37 were selected. However, all four sub county ECDE programme officers were selected purposively for the study. The head teachers and teachers were selected through stratified random sampling method. Data collection was done using a questionnaire, interview and observation checklist. Questionnaires were for teachers, interview sessions were for ECDE programme officers while observation checklist was used to check the availability of several instructional materials in pre-schools. Quantitative data collected was coded, entered and analyzed through use of statistical package for social sciences (SPSS) computer software program (Version 22.0). Quantitative data results from closed ended questions were analysed by use of means; frequencies, percentages, means and standard deviation. Data was presented using tables. Karl Pearson Product Moment correlation coefficient was used to test the relationship between classroom environment and provision of quality ECDE education in public ECDE centre sat 0.01 significance level (99%). The qualitative data from the interview guide was transcribed first, coded using numerals. Themes were merged with quantitative data in chapter four as various sub-themes.

Results

Influence of Instructional Learning Resources on Provision of Quality Education in Public ECDE Centres

The objective of the research was to determine how instructional learning resources utilisation influenced provision of quality education in public ECDE centres in West Pokot County. Therefore, the teachers were asked to state the frequency to which they utilised various instructional learning resources (always (5), often (4), Sometimes (3), rare (2) – never (1) to ensure provision of quality education. The results are presented in Table 1.

Table 1: Influence of Instructional Resources on Provision of Quality Education

Variable		A	O	S	R	N	Mean	SD
Textbooks	f	24	26	8	70	45	n=205 2.5805	1.28323
	%	11.7	12.7	3.9	34.1	22.0		
Storybooks	f	23	60	71	41	10	3.2195	1.04582
	%	11.2	29.3	34.6	20.0	4.9		
Charts pictures	f	29	57	38	64	17	3.0829	1.21991
	%	14.1	27.8	18.5	31.2	8.3		

Chalks	f	140	22	22	9	12	4.3122	1.18408
	%	68.3	10.7	10.7	4.4	5.9		
Plasticine	f	25	23	35	83	39	2.5707	1.26069
	%	12.2	11.2	17.1	40.5	19.0		
Sports equipment	f	32	37	32	23	81	2.5902	1.53006
	%	15.6	18.0	15.6	11.2	39.5		
Newspaper cuttings	f	23	25	20	46	91	2.2341	1.41206
	%	11.2	12.2	9.8	22.4	44.4		
Teacher guides and manuals	f	128	34	31	8	4	4.3366	.99945
	%	62.4	16.6	15.1	3.9	2.0		
Music instruments	f	45	47	60	29	24	3.2927	1.28039
	%	22.0	22.9	29.3	14.1	11.7		
Teaching aids	f	33	46	38	54	34	2.9512	1.34221
	%	16.1	22.4	18.5	26.3	16.6		

Key: A-Always, O-Often, S-Sometimes, R-Rarely and N-Never.

Findings from Table 1 shows that with regard to textbook usage, 70 (34.1%) of teachers said that they rarely used textbooks in their classrooms. The findings confirm that majority of teachers (M=2.58 and SD=1.28) sometimes used textbooks for instruction in public ECDE centres in the study area. The finding is similar to a research conducted by Chepsiror (2012) in Wareng Sub County TAC offices that showed the state of the few text books and visual aids was pathetic; they were old, dirty and torn and were haphazardly stacked against each other. There was total disarray on arrangement and order of the materials. Similarly, Jepleting (2013) also found out that more than 4 children shared a mathematics text book. In addition, Mwamba (2013) revealed that majority of the schools did not have adequate text books or the ones available were in poor state. Inadequate or unusable text books may affect teaching/learning and hence contributing to poor quality education. In addition, Abiero (2013) study in Bondo found out that most parents who were dissatisfied with the quality of pre-primary education in Bondo district cited inadequacy of textbooks. The research finding in this study confirms that textbooks were sometimes utilised in provision of quality education in public ECDE centres in West Pokot County. Kombo and Gogo (2012) found out that pupil / textbook ratios ranged from 1:1 to 1:50; the latter was an extreme case in a slum school. An ideal ratio of pupil/textbook should be one book per child per subject which achieved in only seven schools (22.58%). Lack of textbooks greatly affects quality of education.

The utilisation rate of storybooks was that 71 (34.6%) of teachers said that they sometimes used storybooks in classroom teaching and learning process. The result confirms that storybooks were not regularly used (M=3.21 and SD=1.04) by teachers in teaching language skills to pupils in the study area. This could be due to their unavailability or inadequacy to be used by all learners. The study coincide with a paper conducted by UBS Optimum foundation (2013) in Nairobi pre-schools that showed that storybooks, activity books, art materials and toys were limited or absent. The above result confirms that public ECDE centres in Kenya face shortage of storybooks for promoting quality education. On charts and pictures, 64 (31.2%) of teachers indicated that they rarely used charts and pictures in their classroom teaching and learning. The finding implies that charts and pictures were sometimes (M=3.08 and SD=1.21) used by teachers for instruction in ECDE classrooms. This finding concurs with Chepkorir *et al.*, (2014) who

found out pictures and charts were occasionally used in pre-schools. Chepsiror advocated for quality education provision, the learning environment has to be prepared through provision of a range of physical instructional resources that are organized and made available for free, independent use, to stimulate the children's instinct in ECDE classrooms. Research findings further showed that in some schools, there was shortage of charts and pictures as one head teacher (HT3) pointed during interview on Question No. 5 indicated that:

“There is a shortage of instructional materials like charts, pictures and other materials that require financial implication.”

This implies that most of the public ECDE centres in West Pokot County do not have adequate teaching aids such as pictures and charts and this could affect learner acquisition of critical skills. On the utilisation of chalks, 140 (68.3%) indicated that they always used chalks when writing on blackboard. Descriptive statistics result confirms that most ($M=4.31$ and $SD=1.18$) teachers often used chalks in teaching ECDE classrooms on regular basis in the study area. This is different from what Mwamba's (2013) established that only 16.7% of schools had adequate stationeries in their schools. The result implies that West Pokot County has made significant progress towards ensuring adequate supply of chalks to teachers. This suggests that adequate provision of this resource will improve teaching and learning process in classroom.

On the use of plasticine, 83 (40.5%) of teachers indicated that they rarely used plasticine during creative and other arts-based activities in their school. The provision of plasticine which is a brand of modelling clay to small children is essential during modelling classes. However, findings show that teachers sometimes ($M=2.57$ and $SD=1.26$) used plasticine during modelling activities and this could be due to the fact that they are not affordable by many learners or ECDE centres since they have to be purchased. To mitigate the unavailability of this modelling resource, some teachers mentioned that they considered using clay or anthill soil during modelling activities instead of plasticine which performs similar roles. The results on the frequency of sports equipment utilisation revealed that 81 (39.5%) of teachers said that they never used sports equipment during co-curricular activities in their centres. This suggests that majority of public ECDE centres in West Pokot county do not have sports equipments resources ($M=2.59$ and $SD=1.53$) to facilitate learner participation in extra-curricular activities. The unavailability of sports equipments in ECDE centres limit time dedicated for co-curricular activities for learners which is important for their physical, mental and social growth.

Through observation, the researcher observed that learners made their own balls (through use of plastic bags) rather than rubber (leather) balls. The non-regular and unavailability of sports kits to ECDE learners deprived them or decreased their social interaction abilities and cognitive development. The head teachers also indicated that the sports equipments were inadequate (Interview Question No. 5) in their schools as remarked by one head teacher (HT10) who said that:

“The facilities for outdoor are inadequate due to large numbers of pupils coming in every day.”

The above response confirms that sports instructional resources are inadequate in most public ECDE centres in West Pokot County and this may affect provision of quality education. the findings coincide with a comparative research done by Ngigi et al, (2015) in Nairobi that showed

that public ECDE centres did not have adequate play materials for indoor play. On the newspaper cuttings, 91 (44.4%) of teachers indicated that they had never used newspaper cuttings during teaching and learning process in classroom. The newspapers contain stories, pictures and activities for learners to learn, practice and achieve competency skills in reading, writing and even creativity. From the result, it is evident that teachers rarely ($M=2.23$ and $SD=1.41$) used newspapers cuttings during ECDE learning instruction in West Pokot County. It is seen that most of teachers did not use newspaper cuttings during instruction.

With regard to frequency of teacher guides and manuals, 128 (62.4%) said that they always used teacher guides and manuals during classroom instruction. These resources are aimed at providing teachers with procedures on syllabus coverage, how to prepare and update their schemes of work, lesson plans and prepare lesson notes. Their regular utilisation is critical to effective lesson planning and implementation. From the result, it can be concluded that majority of teachers' often utilised teaching guides and manuals ($M=4.33$ and $SD=0.99$) thereby affecting provision of quality education in classrooms. The results is different from what Mwamba's (2013) who established that 43.6% of teachers were dissatisfied with the availability of teacher preparation notebooks, 37.3% of teachers were extremely dissatisfied with textbooks while 40.4% of teachers were satisfied with the writing materials in their school. This shows that disparity exists in the utilisation of teaching guides and manuals across schools in Kenya. The result confirms that the problem of teachers having inadequate teaching guide did not influencing provision of quality education to ECDE pupils in West Pokot County. Results also showed that 60 (29.3%) of teachers admitted that they sometimes used musical instruments in their teaching. The results are showing that musical instruments were sometimes ($M=3.29$ and $SD=1.28$) used by teachers in pre-school centres in the study area to teach various activities. This could be due to the fact that majority of pre-school centres are equipped with such resources which are critical during learning of cultural and language activities in ECDE classrooms.

Observation by researcher showed that the teachers relied on traditional / cultural musical instruments as opposed to modern ones. When asked to indicate the frequency to which they were using teaching aids, 54 (71.2%) said they rarely used during teaching in public ECDE in West Pokot County. From the result, it is clear that teachers sometimes used ($M=2.95$ and $SD=1.34$) teaching aids for instruction in their schools and this is one important resource for ensuring provision of quality education which happens to be provided often in public ECDE centres in West Pokot County. These materials tend to assist children to open up in many areas which lead to holistic learning. He noted that when children are exposed to various teaching and learning resources, they tend to be active and involved in the learning process (Were, 2014). Average statistics shows that majority 157 (76.6%) of teachers sometimes used learning resources, 44 (21.5%) often used and 4 (2.0%) rarely used learning resources in public ECDE centres in West Pokot County, Kenya. This shows that the learning resources not adequate in ECDE centres as they are used sometimes ($M=3.11$ and $SD=1.25$). The result coincides with Mwamba (2013) who found out that teaching / learning aids were inadequate in the schools as indicated by majority 18 (60.0%) of the principals. Murundu, Indoshi and Okwara (2010) results also showed that most ECDE centres in Emuhaya District had inadequate teaching-learning resources, poor diet and inappropriate medium of instruction. The above findings indicate that schools did not have the required instructional resources for teaching and learning although they were found to have made significant efforts to ensure that their teachers at least had some

resources like; textbooks, teaching aids, teaching guides and manuals, music instruments and chalks. More advanced resources like story books, sports equipments, newspaper cuttings and plasticine were not adequately provided to majority of public ECDE centres in West Pokot County which affected quality education.

On their part, the head teachers also voiced their concerns on the adequacy of instructional resources to improve quality education delivery in schools. On interview question No. 5, one head teacher (HT7) mentioned that:

The materials are not adequate because of the large numbers of pupils in our ECDE.”

From these, it can be deduced that overcrowded ECDE classrooms inhibits adequate provision of instructional resources to pre-school children in West Pokot County. This ultimately affected provision of quality education. The result on the inadequacy of instructional learning resources was also established in Nigeria by Osho *et al.*, (2014) who found out that resources including television/computer systems, nature table/corners, toys and models, charts and well drawings and even playing equipments like see-saw, merry-go-round, slides among others were almost completely not available in any of the schools. Similarly in Kenya, Bosibori *et al.*, (2015) revealed that teaching and learning resources were inadequate in all the ECDE centers. This negatively affects the implementation of inclusive education in Nyamira North Sub County. Teaching and learning materials are important for enrolment and maintenance of learners with special needs in pre-school centers. Even in Uasin Gishu, Chepkorir *et al.*, (2014) established that majority 41(68.3%) of respondents reported that they did not have adequate teaching and learning materials while 19(31.7%) did agree that they had adequate materials. In addition, Mwamba (2013) established that a significant number of learners were not satisfied with the status of teaching learning resources in their school which affected quality education. In addition, Were (2014) established that resources aid the teacher to effectively transfer the content to the preschool learner (Were, 2014). The above findings confirm that majority of ECDE centres face the challenge of adequate instructional resources for learning.

To test the relationship between learning resource provision and quality education, a Karl Pearson Correlation was computed. The results of the analysis are presented in Table 2.

Table 2 Learning Resources and Provision of Quality Education

		Learning Resources	Quality Education
Learning Resources	Pearson Correlation	1	.492**
	Sig. (2-tailed)		.000
	N	205	199
Quality Education	Pearson Correlation	.492**	1
	Sig. (2-tailed)	.000	
	N	199	199

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

Correlation shows (Table 2) shows that there exist positive correlation ($r=0.492$) between utilisation of learning resources and provision of quality education in public ECDE centres in West Pokot County which is significant ($p>0.01$) for two tailed test. This leads to conclusion concluding that there is significant relationship between learning resources and provision of quality education in public ECDE centres in West Pokot County. This because instructional learning resources were found to be moderately used in majority of public ECDE centres in West

Pokot County. The findings are to Were (2014) who found out that effective use of teaching and learning resources promoted preschool learners transition to class one as this accounts for 83% of the respondents. The right condition necessary for optimal development and learning need to be secured within children microsystems among which are ECD centres. However, the result suggests that if learning resources are provided and utilised by teachers, quality education will be provided to ECDE learners in the study area. Boke (2014) also found out that curriculum implementation was poor due to poor teacher qualification and performance, low teacher students ratio, unavailability of physical facilities, inadequate teaching and learning resources and poor supervision of the implementation process. This shows that necessary instructional resources have to be provided for effective provision of quality education in ECDE centres. Chepkwesis et al, (2015) also found out that supply of teaching/ learning materials affect the teachers' class room performance. Chepkorir et al, (2014) also found out that environments with adequate and varied teaching and learning materials enhanced children's understanding of new concepts. It can be deduced that for quality education to be achieved in ECDE, learning resources have to be provided. When these resources are provided, teachers will utilise them to pass knowledge to learners. Moreover, learning resources in centres use during teaching attract more ECDE children to enrol in schools because children enjoy playing with the materials provided (Were, 2014).

Conclusions and Recommendations

Learning instructional resources are critical to effective implementation of ECDE curriculum. The resources are human and material. Information from head teachers showed that majority of ECDE centres were understaffed while the ones available were not adequately remunerated. Majority of teachers complained that there were no adequate instructional resources to aid them in teaching and learning. In comparison to the desired resources, it was found out that less than 25.0% of schools in the whole West Pokot County had availed them. It was established that teachers sometimes used the following resources for instructions; textbooks, teaching aids, chalks and teacher guides and manuals. Despite their usage, the resources were inadequate in schools and this was found to be a challenge towards provision of quality education. The inadequacy of appropriate learning resources in public ECDE centres was found to negatively affect provision of quality education. Resources such as music instruments (29.3%), sports equipments (39.5%), plasticine (40.3) and story books (34.6%) were found to be rarely used in classrooms. The research results showed that provision of adequate and current teaching and learning resources was a challenge to majority of public ECDE centres in West Pokot County. Most respondents said that parents were unable to pay their children school fees since they considered ECDE education as free. This notion made majority of parents not to pay fees for their children. Some head teachers also noted that despite county government commitment to improve the status of early childhood education, there were delays in delivery of support to schools. This has created a challenge to school head who took some resources on credit from suppliers. The research result revealed that without adequate instructional resources, quality ECDE curriculum cannot be provided to pupils. The inadequacy of instructional learning resources was found to be a hindrance towards provision of quality education to ECDE pupils in West Pokot County. The third null hypothesis for the study was rejected ($p < 0.01$) leading to the conclusion that there existed significant relationship between learning resources and provision of quality education in ECDE centres. However, the relationship appeared to be moderate suggesting that majority of schools did not have adequate resources for classroom instruction in

ECDE. There is need for teachers to improvise locally available materials to ensure that learners appreciate and are stimulated to learn. The ECDE centres management need also to sponsor teachers for further training to improve their knowledge and skills on how to operate modern learning resources. In addition, ECDE centres management need to consider inviting concerned stakeholders (NGOs, former pupils, early childhood education officers) to come and assist in making instructional learning materials that can be used in ECDE centres.

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