

Determinants Influencing Provision of Financial Resources for Infrastructure in Early Years Education in Nyeri County, Kenya

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Abstract: The Constitution of Kenya (2010) mandates the county governments to deliver quality pre-primary education through enhancing its management, infrastructure, human and financial resources. However, concerns abound on whether there is effective provision of financial resources to support early years education in Kenya and especially in Nyeri County. This study sought to assess the determinants influencing provision of financial resources for infrastructure in pre-primary education in Nyeri County in Kenya. The study was guided by the mixed methods research design. The target population for the study was 400 head teachers and 800 teachers in pre-primary schools in Nyeri county. Using the Borg and Gall formula of 10-30% criteria of selection of a sample, the lower limit was used which yielded a sample of 40 head teachers and 80 teachers. Data was collected using questionnaires from both the head teachers and pre-primary education teachers. The Cronbach's alpha was computed to ascertain for the reliability of instruments which yielded a coefficient correlation of 0.0818 which was higher than the 0.7 threshold of acceptance recommended by Kerlinger⁶. Data was analyzed using the descriptive and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) version 26.0. The findings of the study revealed that provision of financial resources greatly impacted on the quality of early years education offered in pre-schools in Nyeri county. From the findings of the study, it was recommended that there was need for mainstreaming the early years education in the Free Primary Education to benefit in the funding. The county government should increase budgetary allocation, establish clear financing frameworks, enhance resource mobilization strategies to source funds from other stakeholders.

Keywords: Early years education, Financial resources, infrastructure, pre-primary education.

1. Introduction

Pre-primary education offers a vital foundation for children's growth and development as well as early learning and should be considered as an indispensable component of an entire education system. This level of education has been recognized as one of the most powerful pathways for accelerating Education for All (EFA) and poverty reduction. Children who are well nurtured during their early years of life tend to do better in school and stand a better chance of developing the competences required to contribute productively to social and economic growth (Otieno, Kisimbii&Fatma, 2018). The world conference on Education for All (EFA) that took place in Jomtien, Thailand in March 1990 articulated the significance of the early years as the foundation for the life of an individual (UNESCO, 2015). There is hence a critical need to conduct a study to assess the determinants influencing provision of financial resources required for infrastructure in early years education in Nyeri County, Kenya.

Financial resources are key in providing quality infrastructure which establishes a robust atmosphere for a learner's overall progress in life. Despite all the evidence pointing to the importance of investing in the early

years of a child, pre-primary education is deeply underfunded relative to other education levels in the world particularly in low and middle-income countries by both government and international donors. According to UNICEF (2019), domestic financing of education increased between 2007 and 2017 but remains insufficient for the pre-primary education sector in most countries. Over the past decade, the share of the education budget devoted to pre-primary education has slightly increased in high, middle and low-income countries, leading to rapid growth in the gross enrolment ratio but investment remains far below the levels that are needed. Substantial investment in pre-primary education programs and infrastructure are necessary to promote access to quality programs. Financial resources are required to recruit and retain staff and provide a supportive learning environment for the young children. Public funds, private funds, public-private partnerships and international agencies are channels through which pre-primary education can be funded.

Although there is evidence that the early years of the life of a child present a time of great opportunity thus must be a priority area for funding and that failure to invest is costly and difficult to compensate for later in life, progress towards the achievement of early childhood education in Africa has been too slow (Sholidah, 2019). The sector has remained fragmented and insufficiently resourced. This is closely linked to poor environmental learning conditions, low family income and other socio-economic deprivations

Early years education programme has faced a myriad of challenges since independence escalated from lack and inadequate funding by both the public and private sectors. The Free Primary Education (FPE) declared by the Kenya government in 2003 negatively impacted on early years education. Many children enrolled in primary schools without necessarily attending pre-primary education because poor parents felt a relief of the burden of paying school fees in this level of education (Karanja&Githinji, 2011). The government funding for early childhood education was minimal, therefore forcing the other stakeholders particularly the community to shoulder the burden of financing the program.

In 2007, Kenya implemented pre-primary education infrastructure projects program through Community Support Grants (CSG) which was an initiative by the Ministry of Education to financially support public pre-schools in the disadvantaged, marginalized and vulnerable communities to improve and sustain access and quality of education for children aged four to five years (Ministry of Education, 2007). Pre-schools considered for the grant were required to utilize it for construction of infrastructure or provision of instructional materials. However, the CSG benefited only a small percentage of public pre-primary centres attached to public primary schools. Most public pre-primary school infrastructure were in deplorable state since the colonial error. Some schools had neither classrooms nor furniture for young children, therefore most of them sat on dusty floors and classes were held outside in the open due to lack of classroom structures. Despite the government implementing the CSG, a great proportion of financial support came either from the community in form of harambee, or from parents as school fees although most of them could not afford (Kharemwa,2017). Other stakeholders included Non-Governmental Organizations (NGOs) such as Faith Based Organizations (FBOs), bilateral and multilateral partners including UNICEF, the Aga Khan Foundation, Benard Van Leer Foundation, World Bank and UNESCO (World Bank, 2017). However, the community remained as the major source of financing early childhood education in terms of physical facilities like land, buildings and free labor.

The Constitution of Kenya (2010) and Part 2(9) of the Fourth Schedule confers to the county governments the responsibility to provide pre-primary education services. This resonates with Section 26(1) of the Basic Education Act No. 14 of 2013 which further denotes that county governments are responsible for funding the development of required infrastructure for institutions providing pre-primary education services (Republic of Kenya, 2010, Shinali&Kamau, 2016). However, most county governments have not fully achieved the implementation of quality education in the pre-primary education due to insufficient funding. Despite development of laws and policies to guide its implementation, investments on infrastructure development in the subsector have remained far below the expected level. As a result, most of the institutions have inadequate and inappropriate infrastructure, understaffing, and lack appropriate instructional materials.

Kiilu (2018) examined the role of the county government in implementing pre-primary education in Machakos County particularly financial and infrastructure facilities provision. The study established that the condition of infrastructure which included classrooms, water facility, out-door play equipment, kitchen, sanitary facility and furniture was poor. The findings revealed that classrooms were not consistently maintained due insufficient and lack of finances. It was further found that majority of the public pre-primary education centres lacked classrooms which resulted to sharing with the primary school section. Observation carried out on feeder pre-schools revealed that majority were using church halls as classrooms which restricted the children while using them. The study findings also indicated that purchase for play items was not considered a priority for allocation of funds. Pre-primary education managers admitted that play equipment was an important facility for young children but priority on fund allocation was directed to other facilities like instructional materials and furniture though they were also inadequate.

Kang'ethe, Wakahu and Karanja (2015) in their study on assessment of the Early Childhood Development Policy Implementation in Embu County observed that many public pre-primary education institutions lacked appropriate and adequate physical facilities for implementation of quality education. The study revealed that children in pre-primary education used desks and chairs designed for bigger children in the primary section. There was also inadequacy and unavailable land for expansion especially for pre-schools located in urban areas. Most institutions were characterized by lack of water, dilapidated buildings with leaking roofs requiring repair. Teaching and learning resources were either inadequate or completely lacking in most of the learning institutions. Pre-primary education learners were sharing toilets with the primary section which were located far from the children's classrooms and were inadequate. The study further revealed that budgetary allocation for pre-schools were insufficient compared to the level of needs. When the county governments assumed the constitutional responsibility of providing for pre-primary education, focus was on addressing the cited challenges to enhance access (Shinali & Kamau, 2016) where they have targeted on maintenance and development of infrastructural facilities, provision of instructional materials and qualified human resource among others. There has been some noted improvement particularly on infrastructure. However, more resources toward this sector is still required.

Many studies carried out by researchers in their areas faced the same challenges. Wangila (2017), states that financial support is central for any program to succeed but has been one of the major challenges of implementation of majority of pre-primary education programmes. Vargas-Baron (2013) echoed this. Leslie, (2014), mentioned financial resources as one of the hindrances towards pre-primary education stagnation. According to his article on Early Childhood for All, the care and education for young children will continue to fall to the bottom of the priority list until there is a shift to the public about the economics of raising the next generation.

Availability of infrastructure and other resources is an important variable in achieving quality education. According to Kotze (2015), pre-primary education requires adequate financial, human and infrastructural provisions which improve health, academic achievements and inequalities. To improve learning and provide efficient service delivery in this level of education, more budgetary allocation is required.

In Nyeri County, generally the existing infrastructure in most pre-primary education centres raise concern. Progress in terms of infrastructural provision in relation to enrolment is minimal. The burden for providing quality education has for a long time been left with the parents who are struggling to make ends meet. However, with devolution, much has been achieved in expanding pre-primary education programs and projects across the thirty wards in the county. According to the Nyeri County Integrated Development Programme (CIDP) 2018-2022, more pre-school classrooms are expected to be constructed or renovated to replace those which are extremely dilapidated though records from the department of education indicate the rate of provision is far below the required number. According to the records, toilet blocks have also been erected in some centres which did not have but still more are needed. Junior tables and chairs have been issued but the target has not been achieved considering the level of need. Instructional materials are issued on termly basis although they are

inadequate. Further, the county government recruited eight hundred pre-primary education teachers on permanent and pensionable terms to teach in public pre-schools but their remuneration is wanting compared to other staff. Subsequently, enrolment of young children in this level of education continues to increase since the interception of devolution but the number of teachers has not been increased for the last five years.

The pre-primary education segment continues to experience challenges related to poor and inadequate infrastructure. Although pre-primary education aims at creating a nurturing environment for the young children who have started schooling, the infrastructure provision is either, inadequate, inappropriate or unavailable particularly in public institutions or those sponsored by the community to serve as feeder centres. Barriers to learning including learners with special needs have not been effectively addressed. There is need to adequately fund pre-primary education to broaden the scope of infrastructural facilities for building a strong foundation for long life educational attainment and socio-economic development for the young learners. It is in the light of these concerns that this study sought to assess the influence of financial resources on provision of infrastructure in pre-primary education in Nyeri County, Kenya.

2. Methodology

The study was guided by the following one objective;

- i. To assess the determinants influencing provision of financial resources for infrastructure in early years education in Nyeri County in Kenya.

The study used mixed methods design. The 40 head teachers and 80 pre-primary education teachers were randomly selected from public schools in Nyeri County to participate in the study. Data was collected by use of validated questionnaires for head teachers and pre-primary teachers. The questionnaires were used to collect data pertaining to the respondents' views on the influence of financial resources on provision of infrastructure in pre-primary education.

Before data collection, permission to visit the sampled schools and access information was sought from the relevant authorities. Thereafter head teachers from the sampled schools were contacted to plan for data collection. Questionnaires were then distributed to the head teachers in the sampled schools and collected later. During the whole period of the study, the researcher adhered to the ethical considerations. The researcher ensured information obtained from the respondents remained confidential and was only used for the study. Respondents remained anonymous and were not coerced to participate in the study. Their dignity, privacy and interest were respected and protected. Honesty, confidentiality and integrity were highly maintained throughout the study.

3. Theoretical framework

The study was guided by the Ecological Systems Theory developed by Bronfenbrenner and reformulated to Bio-ecological Systems Theory by Rosa and Tudge (2016). The theory explains how inherent qualities of a child and his environment interact to influence his growth and development. It stresses the importance of providing a proper environment to a child to support his optimal growth and development.

Bronfenbrenner defined different environmental aspects or levels called ecological systems that influence a child's development namely; microsystem, mesosystem, exosystem and macrosystem (Bronfenbrenner & Pamela, 2006). The first two levels explain how a child's growth and development is influenced by the environment he interacts with. The last two levels include other people, places and things that the child may not interact with often but which has a great influence over his growth and development.

The microsystem is the smallest, most immediate environment a child lives in and interacts with. As such, it comprises of the daily home, school or daycare centre or the peer group. How these groups or environments interact with the child influences his growth. Similarly, how the child reacts to people and the environments in

his microsystem will influence his connections with his immediate environment. The more encouraging and nurturing these relationships and places are, the better the child's growth (Kail&Cavanaugh, 2010). Effective early years' education involves provision of appropriate infrastructure particularly in learning institutions where a child spends most of his time.

Bronfenbrenner's second level is called mesosystem which encompasses the interaction of different linkages between home and school or between classmates and family members, thus processes occurring between two or more settings involving the developing child. If the child's settings at home and school are of acceptable standards, his overall growth and development are guaranteed. In contrast, if the child's home and school setting differ, it gives conflicting platforms which may hinder his growth and development (Kail& Cavanaugh, 2010). Proper infrastructure both at home and school are therefore essential for a child's optimal growth and development.

Ecosystem is the third level which consists of linkages and processes that occur between two or more settings such as the child's school, family social networks and the community services. These institutions are structured and evolve around the child's life at the local level. Their settings will influence, delimit or determine how a child develops

Macrosystem is the wider social-cultural level which may include the economy, cultural values and beliefs, lifestyles, political systems and laws which the child interact with indirectly. This level has a significant impact on a child's development depending on the input directed towards its development. By studying the different systems that simultaneously influence a child's growth and development, this theory demonstrates the need for provision of appropriate infrastructure in pre-primary education centres which create an enabling environment for fostering a child's growth and development.

4. Empirical literature review

After Kenya gained independence, government involvement in pre-primary education started in 1963. In 1964, the first president of the republic of Kenya the late president Jomo Kenyatta adopted the harambee philosophy which means 'pulling together' to mobilize Kenyans to pull resources, capital and manpower together to achieve community development. Through harambee, communities raised funds to purchase land and other materials to build pre-schools (Githinji&Karanja, 2009). As the number of pre-schools continued to expand, the community would identify educated members to be teachers. Although some of the initial pre-school programs were maintained within a regular school building, there were others that were placed in individual homes, makeshift sheds and church buildings or even outdoor under trees. Parents and community members were encouraged and empowered to increase their participation beyond provision of physical facilities but also contribute in the feeding program.

With the adoption of devolution in 2013, through the Constitution of Kenya 2010, some powers and resources were devolved to the counties. The county government was given the mandate to manage pre-primary education and childcare facilities (Republic of Kenya, 2010). Generally, the existing infrastructure in most public pre-schools is inadequate and inappropriate and it is expected that the county governments will progressively improve them while at the same time ensure the required instructional resources are availed for implementation of quality pre-primary education. This will ensure that all children in Kenya will develop and realize their full potential.

4.1. Provision of Infrastructure in Education Institutions

Effective provision of infrastructure in schools concerns the success of both the infrastructure management process and the infrastructure provision itself. Davies (2012) distinguishes between infrastructure management success (usually measured against time, cost and quality) and infrastructure success (measured against the

objectives of the infrastructure). He further distinguishes success criteria as the measures against which success or failure of an infrastructure is measured while success factors are the inputs that lead either directly or indirectly to the success of the infrastructure provision.

Okeno (2011) defined infrastructure success as results better than expected or normally observed regarding cost, schedule, quality, safety and participant satisfaction. His study pioneered an investigation on the factors which were most influential in successfully completing provision of infrastructure leading to students' achievements. Provision of appropriate infrastructure in schools facilitates student learning outcome. Their availability, adequacy and relevance influence high productivity and efficiency (Ryan, 2013). In Africa, the challenge of timely infrastructure delivery can take multiple dimensions depending on the environment. The major delay occurs during infrastructure implementation phase. Hence factors such as monthly payment difficulties, poor contractor management, material procurement, poor technical performances and escalation of material prices contribute to delay in infrastructure implementation and therefore completion in most developing countries resulting to inadequacy.

Successful provision of appropriate infrastructure enhances more children enrolling in such schools which offer child friendly environments (UNICEF, 2019). According to the manual on child friendly schools, schooling is an experience among most children worldwide and the most common means by which societies prepare the young for the future. However, to most children and especially in the developing nations, schooling is not always a positive experience. To some, school experience means shivering in the cold, unsafe buildings with sweltering heat, airless classrooms and poor ventilation (World Bank, 2017). Schooling may also mean being taught in unfinished classrooms with poor furniture, insufficient lightening, inadequate and poorly maintained facilities such as toilets and other sanitation facilities (Rukwaro, 2015). The effects can be devastating especially when the learners involved are children in their early years. Mulwa (2013) observes that the most critical period of human development is in the first eight years of life. A child friendly school environment for pre-school learners means safe water, basic sanitation, safe and well-equipped play spaces, building structures that protect children from adverse weather and other hazards that thwart learning as well as qualified staff. When pre-primary education learners are denied availability, adequate and suitable infrastructure, effective learning cannot be achieved.

To develop and sustain high quality early childhood care and education, building of school infrastructure warrants renewed attention. The rising number of mothers with young children and the dissemination of scientific discoveries regarding brain development of infants and young children are also factors that propel provision of appropriate infrastructure to learners in pre- primary education. In addition, recognition of the potential economic benefits of high-quality pre-primary education should be a major factor influencing expansion of state-funded preschool infrastructure provision (Dudek, 2000). The issue of quality should increasingly be critical. A great deal of evidence indicates that only those programs that meet high standards produce significant and lasting benefits to the children they serve (Gracia, Hechman, Leaf & Prados 2008). Without proper infrastructure, it is not possible to deliver an education that guarantees maximum benefits to the children at the tender age.

A school which provides adequate resources to children is likely to record high academic gains in performance (Mweru, 2013). This further may assist children to develop their full potential regarding the ability to learn and play in a child friendly school environment. However, the global researchers did focus on provision of adequate resources without a provision on how to use them. This may compromise the support donors provide to the schools in terms of resources.

Schilling & Tomal (2013) noted that fourth and fifth grade children improved their grade-score from 47% to 66% after the teachers invested in provision of quality instructional services and resources during lesson delivery. In this situation, teacher professional development and increased access to competitive packages is a

benchmark to increase pupils' output. Moreover, a study of the UK schools found out that majority of schools stand a chance to perform better because teachers have positive attitudes on the available resources and make use of them during teaching and learning (Chiu & Khoo, 2005). As much as teacher training is required in professional instruction using modern resources, adequate resources should be availed in schools for teachers to use.

A study carried out in South Africa (Baloyi & Makhubele, 2018) established that infrastructure provision in pre-primary schools is a problem and is always framed as the biggest challenge to early childhood education provision in the country. Most early childhood education facilities function without basic infrastructure which include; running water, access to electricity or suitable sanitation. Lack of infrastructural resources was identified as the main stumbling block towards implementation of proper and quality early childhood education services and sustainability of good quality programs. Most of the facilities are unregistered since they don't meet the infrastructure requirements necessary for registration (Department of Basic Education & UNICEF, Atmore, 2012, 2015). Lack of funding is another factor that affects the delivery of pre-primary education services. According to Mbarathi, Mthembu & Diga (2016) funds for pre-primary education services in under-resourced setting are inadequate or lack government support which makes it difficult to provide quality services to the children. As a result, most of them operate under informal settings.

In Kenya, policies on supply of physical and financial resources are limited to primary and secondary schools (Atieno, 2019). Ng'asike (2014) also asserts the importance of play in promoting children's education, growth and development. In such situations, as much as play materials assist children to learn, it is equally important to put in place strong management systems which will provide opportunity of effective provision and utilization of similar resources.

Kenya struggles to improve an underfunded school system with education reforms that promise changes in overall structure and curriculum design. Another challenge for the schools is that they receive funds at unpredictable times and in a "trickle down approach" that is often insufficient. According to Plan International (2013), delays in disbursing funds to support early childhood education have frustrated many teachers and put pressure on parents' financial burdens. Many head teachers of pre-primary, primary and secondary schools have complained that there are delays in disbursing the funds that each public school should receive. Suppliers are not being paid for their services promptly. Some schools need to be closed indefinitely since they cannot sustain their expenditures.

Ocholla (2009) argues that the value for money in construction and maintenance of initiated early childhood development programmes allow a greater emphasis to be put on how infrastructure supports other educational inputs, how buildings are used and maintained, where resources are targeted and what benefit can be incorporated into the construction process. According to UNICEF's guidelines, issues on cost and benefits of infrastructure require to be addressed when considering value for money. Therefore, the guidelines should target investments where the need is greatest, coordinate programs with other educational interventions, put schools and communities at the centre of the process while using modest design standards that provide safe, attractive, durable and flexible learning environments, allow access for all and ensure that there is a balance between new construction, renovation and maintenance. Implementing body should use procurement approaches that are simple, transparent and lower costs, focusing on the quality of construction, emphasize on the provision of water, sanitation and hygiene promotion. They should also increase the efficiency of building use, and providing predictable, long-term financial support, capacity building, monitoring and evaluation as well as child-friendly learning environment with attention to the needs of the girl child.

The United Nations Educational Scientific and Cultural Organization (UNESCO), made a declaration on Education for All (EFA) by 2015. Pre-primary education is the first formal agent of socialization. Kibera and Kamotte (2013), call the attention of all stakeholders to critically address the challenges related to

issues of access, equity, quality and relevance of pre-school programs. However, the private sector seems to have monopolized most of the pre-primary education compared to the government. Thus, the public education sector opportunities for pre-schools are lacking, yet available data shows that in primary schools, public education caters for well over 90% of Kenya's school going age.

4.2 Financial Resources and Provision of Infrastructure

While focusing on the role of infrastructure and maintenance of pre-primary education infrastructure, Khan and Iqbal (2012) denotes that the value for money in construction and maintenance allow a greater emphasis to be put on how infrastructure supports other educational inputs, how buildings are used and maintained where resources are targeted and value addition incorporated into the construction process, Issues to be addressed when considering value for money include: prioritizing investments while considering cost-effectiveness; involvement of stakeholders; use of modest design standards which provide safe, attractive, durable and flexible learning environments and allowing access for all; use of simple procurement approaches; accountability and transparency; focusing on the quality of construction; emphasizing on water provision, promotion of hygiene and sanitation standards; increasing the efficiency of use of building, provision of practicable long term financial support and creating of a child-friendly enabling environment. This guarantees a rich environment that spearheads every learner's physical, emotional and psychological growth since all their needs are adhered to.

Macharia (2016) conducted a study on the factors influencing the implementation of infrastructure projects in public secondary schools in Nyeri County. The study targeted the principals, BOM and PTA chairpersons and the Sub-county Education Officer. The results of this study indicated that allocation and disbursement of government funding, availability of donor funding, approval of PTA development project funds and availability of funding by alumni associations influenced the implementation of infrastructure projects to a large extent. The researcher established that Community Development Fund (CDF) from the national government and county government funding were not only inadequate but erratic. There were delays in releasing the funds by CDF and erratic funding from the county government.

Kharemwa (2017) carried out a study whose primary objective was to examine the influence of infrastructure development on the growth of Early Childhood Development Education centres in Bondo, Kenya. The results of the study indicated that financial allocations positively influence infrastructural development when funds are effectively managed. The study further found out that unabated trend of misappropriation of funds meant for construction of pre-primary education infrastructure have rendered several structures incomplete. The study also established that allocation of funds for infrastructure provision was inadequate resulting to most of the physical infrastructure looking dilapidated while expansion was very minimal. According to the findings, school physical infrastructure funding has been a challenging undertaking especially due to scarcity of resources and capacity constraints. The study further indicated that financial allocations meant for infrastructure development should be channeled through the Ministry of Education and not through the county government to avoid bureaucratic processes which breed corruption and delay in disbursing the funds.

Kiilu (2018) examined the role of the county government in implementing pre-primary education in Machakos County particularly financial and infrastructure facilities provision. The study established that the condition of infrastructure which included classrooms, water facility, out-door play equipment, kitchen, sanitary facilities and furniture was poor. The findings revealed that classrooms were not consistently maintained due insufficient and lack of finances. It was further found that majority of the public pre-primary education centres lacked classrooms which resulted to sharing with the primary school section. Observation carried out on feeder pre-schools revealed that majority were using church halls as classrooms which restricted the children while carrying out activities during the teaching learning process. The study findings also indicated that purchase for play items was not considered a priority during allocation of funds. Pre-primary education managers admitted

that play equipment was an important facility for young children but priority on fund allocation was directed to other facilities like instructional materials and furniture though they were also inadequate.

Hailu (2014) postulated that infrastructure require vast initial capital outlay and are usually developed to be operated over a relatively long duration. A study on provision of infrastructure in Nigeria (Njideka, Esi&Oganda, 2015) revealed that inadequate budgets for provision of infrastructure played a significant part in delayed completion of the aforesaid infrastructure as well as dilapidation of the existing structures. Funding is also required for upgrading and maintaining existing infrastructure to keep pace with the modern educational trends. The scholars inferred that the Nigerian provision of infrastructure industry was negatively affected by funding problems leading to delayed infrastructure completion.

Kang'ethe, Wakahiu andKaranja (2015) in their study on assessment of the Early Childhood Development Policy Implementation in Embu observed that many public pre-primary education institutions lacked appropriate and adequate physical facilities for implementation of quality education. The study revealed that children in pre-primary education used desks and chairs designed for bigger children in the primary section. There was also inadequacy and unavailable land for expansion especially for pre-schools located in urban areas. Most institutions were characterized by lack of water, dilapidated buildings with leaking roofs requiring repair. Teaching and learning resources were either inadequate or completely lacking in most of the learning institutions. Pre-primary education learners were sharing toilets with the primary section which were located far from the children's classrooms and they were not enough. The study further revealed that budgetary allocation for pre-schools were insufficient compared to the level of needs.

Many studies carried out by researchers in their areas of study faced the same challenges. Wangila (2017), states that financial support is central for any program to succeed but has been one of the major challenges of implementation of majority of pre-primary education programmes. Vargas-Baron (2013) echoed this. Leslie (2014), mentions financial resources as one of the hindrances to pre-primary education leading to its stagnation. According to the researcher's article on Early Childhood for All, the care and education for young children will continue to fall to the bottom of the priority list until there is a shift to the public about the economics of raising the next generation. According to the Social Journal Policy of New Zealand, (2015 issue 32), funding is a very big obstacle to public learning institutions. Otienoand Colclough (2014), affirm the same. On the other hand, Kariuki (2014), relates failure of effective pre-primary education implementation in Kenya with lack of adequate financial support by the government.

5. Findings and Discussions

The purpose of this study was to assess the determinants influencing provision of finances for infrastructure early years education in Nyeri County in Kenya. There were items in the head teachers and pre-primary education teachers' questionnaires that was used to collect data pertaining to the respondents' demographic information and views on influence of financial resources on provision of infrastructure in pre-primary education.

5.1 Demographic Information

The demographic data collected from the respondents was related to their gender, educational level and professional qualifications. Analysis shows that majority of the respondents were female teachers who accounted for 73% while male teachers accounted for 27%. This shows that there were more female teachers than male teachers in the sample study. The results may be explained that most of the pre-schools teachers are female.

Analysis indicated that most of the respondents had a diploma certificate (47%) as the highest level of education with 35% of the respondents having attained a certificate qualification respectively. It was further noted that

14% and 4% had degrees and master qualifications respectively. This study revealed that the sampled respondents were professionally qualified to manage and teach in pre-primary education level. Therefore, any information given by these teachers regarding influence of financial resources on provision of infrastructure in pre-primary education could be relied on because these were qualified practitioners in those institutions.

Analysis showed that most of the respondents (54.9%) had professional experience of more than 15 years. This implies that most of the respondents who participated in this study had in-depth information on the influence of financial resources on provision of infrastructure in pre-primary education. Therefore, their experience contributed to the reliability of the study results.

5.2 Financial Resources and Provision of Infrastructure in Pre-primary Education

The objective of this study sought to assess the influence of financial resources on provision of infrastructure in pre-primary education in Nyeri County, Kenya. Data was collected from head teachers and pre-primary teachers in public schools. They were asked to respond to several statements regarding influence of financial resources on provision of infrastructure. The respondents were asked to respond to a statement which indicated that pre-primary schools receive capitation grants from county government for infrastructure provision. Analysis of the responses to this statement showed 54.4% of the respondents disagreed with this statement while 42.6% agreed with 3% who were not sure. Further, the respondents were asked to respond to a statement that pre-schooling was affected by delay in release of funds from the county government. Analysis of the responses showed that majority (68.3%) agreed, with 21.8% who disagreed and 9.9% not sure while in most cases, funds were inadequate as indicated by 87.9% of the respondents who agreed. The teachers were asked to respond to the statement that schools experience irregular disbursement of funds in tandem with school term needs. Analysis of the responses showed that majority, 79% agreed to the statement with the respondents further reporting that financial administration lacked efficient audit systems to ensure prudent utilization of finances allocated to the schools. Analysis of the responses indicated that 66% agreed while 21% were not sure and 13% disagreed. The results of the study indicated that the process of funding suffered ineffective monitoring and evaluation on how funds were utilized. Analysis showed that 57.6% of the responses agreed to this statement with 19.2% not sure and 23.2% who disagreed. The researcher further sought to establish the teachers' responses on the statement that schools experienced inability to access available financial resources for infrastructure provision. Analysis showed that 61% of the responses agreed to this statement with 20% not sure and 19% disagreed. However, teachers' low capacity in financial management negatively affected effectiveness of utilization of funds with analysis showing that 56% of the responses agreed, 29% disagreed and 15% were not sure. From the analysis, financial resources affected the provision of infrastructure for pre-primary education as implied by an average of 60.7% who agreed, 9.8% disagreed and 13.1% were not sure.

The findings of this study are in consistence with the findings done by Macharia (2016) which indicated that availability of funding influence the implementation of school infrastructure projects to a large extent in public schools. Mbaya&Masinde (2014) emphasized the role played by financial resources in promoting provision of infrastructure in learning institutions. The findings of this study further agree with the views held by Ireri (2018) who indicated that infrastructural resources available in most public pre-primary schools are inadequate due to limitation of financial resources.

From the responses and findings from various studies undertaken in relation to financing of infrastructure in early years education, it is evident that the budgetary allocations were insufficient compared to the level of needs. Although devolution has made some remarkable inputs toward infrastructure provision, there is need to streamline budgetary allocation for pre-primary schools to avoid compromising the quality of education offered at this level.

6. Conclusion

This study concluded that pre-primary schooling was not adequately funded for provision of infrastructure. This is because most schools did not receive capitation grants for infrastructure provision from the county government at the time of this study despite being one of its functions. In most cases, there was delay in release of funds which were inadequate for effective learning and irregular in tandem with school term needs. The study noted further that schools lacked capacity to access available financial resources for infrastructural development as political considerations influenced funds disbursement in schools. It was further noted that teachers' low capacity in financial management negatively affected utilization of infrastructural funds. The conclusions show the need for county government to increase budgetary allocation for infrastructural provision for pre-primary education and strengthen policy guidelines directed towards utilization of finances allocated to pre-schools. However, the study concluded that financial resources influenced provision of infrastructure in pre-primary education.

7. Recommendations

In view of the findings of this study, the following recommendations were made.

- Early years education should be mainstreamed in the Free Primary Education policy to ensure that the sector benefits from government funding for provision of adequate infrastructure, instructional materials and human resource.
- The county governments should increase budgetary allocation for pre-primary education and establish clear financing frameworks focusing on prompt disbursement of funds and effective implementation.
- The county government should enhance on resource mobilization strategies for sourcing finances from other stakeholders.

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