

Influence of Learning Facilities on Provision of Quality Education in Early Childhood Development Centres in Kenya

By

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Abstract

The purpose of this paper is to investigate the influence of learning facilities on provision of quality education in public early childhood development education. Without learning facilities in school, learning cannot take place. Learning facilities include classrooms, desks, tables, toilets, kitchen, library, playing field among others. The study was conducted in public ECDE centres in West Pokot County which is located in the North rift region of Kenya bordering Uganda to the West. The study used mixed method research methodology to collect qualitative and quantitative data. The respondents for the research consisted of ECDE officers, head teachers and teachers. The research instruments used were questionnaire, checklists and interview guide. Data collected was analysed using descriptive and inferential statistics. The research found out that there was significant relationship ($p < 0.01$) between learning facilities and provision of quality ECDE in West Pokot County. Majority of public ECDE centres in West Pokot County were found not to have enough classes, desks, water, kitchen stores among others. The lack of adequate learning facilities influenced negatively provision of quality education. The study recommends that there is need for county government of West Pokot to speed up the process of constructing more facilities to ensure that quality education is provided in public pre-school centres.

Key words: Learning facilities, quality, ECDE and construction

Introduction

Early Childhood Development Education (ECDE) is a foundation on which Education For All (EFA) and especially basic education should be founded (Nyamwange, 2012). ECDE is the education given to younger children before the age of entering primary education (6 years) (Obiweluzor, 2015). Early childhood education can promote positive developmental experiences and independence while also optimizing learning and development. The objective of early childhood education is to provide developmental support and care for children in their formative years so that they can acquire the skills necessary for future learning and academic performance in school (Agbenyega & Klibthong, 2015). The improvement in academic performance is preceded through ensuring that learner get the best education as per the national goals of education. The important of Early Childhood Development Education is not just in setting the foundations for cognitive, social, emotional, physical, and language development of children. It is often essential in terms of the detection of impediments to quality learning in public schools which if not addressed could affect country's national goals of education, bill of rights, education for all objectives and vision 2030 social pillar goal. Provision of quality education is one of the goals identified in the new United Nations Sustainable Development Goals (SDGs) (UN, 2015). To achieve quality education, learning environment is an important variable. Quality environment is defined by

availability of facilities, infrastructure and resources. Therefore, quality education remains a key factor towards learners' acquisition of competencies relating to reading, writing and even speaking. Okebukola (2005) defines quality as fitness of purpose. Sattar (2013) viewed quality as appropriateness of resources available to education. It was also known that quality was the baseline standard in education that can be measured on a scale of reference. On his part, Odhiambo (2008) opined that quality education is determined by the inputs such as curriculum content, instructional materials and equipment, school culture, teacher pupil ratio, costs and guiding policies, quality assurance, learning duration and above all the quality of the teachers and management functions. From Odhiambo observation, for quality education to be achieved, instructional materials and equipments have to be provided. This papers looks at the influence of learning facilities on provision of quality education in public pre-schools centres in Kenya.

Since independence, the Government of Kenya has made efforts to ensure provision of quality education to children from lower to upper levels of education. This was because; education was seen as the primary means of economic and social mobility, national cohesion and economic development (RoK, 2012). However, research studies conducted by various scholars have shown significant challenges influencing the development of ECDE in Kenya. Mabatuk (2016) report from Tiaty Sub County, Baringo County Kenya found out one primary school children were learning outside in the open due to lack of adequate classrooms. Pre-school facilities are mostly semi-permanent, local or church halls or any other building that the local communities accept as suitable (Jepleting, 2013). However, few premises have been inspected and the consensus view is that many pre-primary premises fail to meet minimum education standards (Mabatuk, 2016). The quality of school facilities seems to have an indirect effect on learning. It is in line with this that this matter and factors concerning provision of quality education in the country that the researcher sought to determine whether learning facilities influenced provision of quality education in public ECDE centres in West Pokot County.

Purpose of the Research

The purpose of this paper is to investigate the degree to which availability and adequacy of learning facilities in public ECDE centres influence provision of quality education to learners in West Pokot County, Kenya.

Research Hypothesis

The study tested the following research hypothesis;

H₀₁ There is no significant relationship between learning facilities and provision of quality education in public ECDE centres

Review of Empirical Literature

For ECDE schools to achieve quality education, availability of quality educational facilities and good infrastructure is necessary. These quality facilities have been found to be a major determinant of the school learning environments (Boakye-Boaten, 2015). They have also been found to be positively related to good academic achievement by learners (Wangari, 2003). Physical facilities, teaching and learning resources are basic to the process of implementation of a new ECDE curriculum (Stevenson, 2007). The success or failure of the implementation of a programme may well depend on the availability or non availability of instructional materials and facilities (Higgins et al, 2005). Standa (1980) cited in Chepkorir *et al.*, (2014) put it in a seminar paper that more attention is required to the provision of adequate facilities and resources and opportunities for

teachers to share ideas on the use of available, accessible and appropriate resources in the solution of educational problems.

Pupils whose formal learning is taking place under trees cannot be expected to do well as their counterparts studying under modern and well-equipped classrooms (Daws, 2005). School facilities consists of all types of buildings that are used for academic and non-academic purpose, equipment, classroom facilities, furniture, toilet, ICT, library and laboratory materials and others play a pivotal role to smoothly run teaching and learning process (Hailu & Biyabeyen, 2014). Buckley, Schneider and Shang (2004) cited by Hailu and Biyabeyen said that school facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively. Additionally, they emphasized that the availability and proper use of school facilities can affect the interest of the teacher to teach effectively in turn that positively affects student's academic achievement. Therefore, the school facilities in the school needs a proper attention as they have a great value in the support of teachers and students morale, motivation and plays a significant role in improving the quality of education.

Khan and Iqbal (2012) observed that school physical facilities and infrastructures resources are provided to facilitate teaching learning process in ECDE. Physical learning environments range from relatively modern and well equipped classrooms to open-air gathering places (under tree or in the open) due to nature of ECDEs as some are owned and managed by; community, government, private or even religious body. Researchers have argued that the quality of school physical facilities and infrastructures have an indirect effect on quality of learning in ECDEs. Furniture and equipment should be appropriate for the size and age of the children. According to NACECE (2000), the type of furniture provided in a pre-school has a great influence on the physical development of children. It can affect their posture and the extent of fatigue they are exposed to. The furniture can also influence how they play and learn. According to Mugweni, Mufanechiya and Dhlomo (2011), all the ECD teachers noted that children were exposed to soil related infections because of the unavailability of adequate and age appropriate furniture and proper resting space in Zimbabwe. Dilapidated physical facilities at the training institutions, inadequate ICT infrastructure, equipment and materials to incorporate ICT programme in the training of teachers have also contributed to the stagnation of enhancement of education (Chepkwesis, 2015). Teacher training colleges suffer from inadequate, old and poorly maintained transport facilities which affect teaching practice and by extension, the pre-service teacher training curriculum is yet to adopt modern trends in education for instance, ICT and other emerging and contemporary issues.

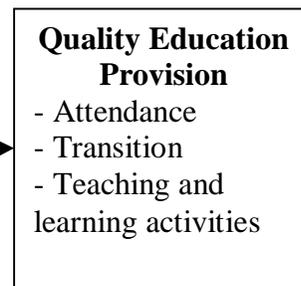
Sanitary and hand-washing facilities are very important for the hygiene and health of the child as good hand-washing reduces transmission of diseases and infections. The RoK (2006) recommends that apart from a ratio 1:25 of toilets to pupils, every ECE centre should have at least one toilet for every 12 teachers. These facilities are very important without which the school cannot operate effectively. Majority of the public schools do not have separate sanitary facilities for the ECE children, posing a health hazard to the young children (Sitati et al, 2016). Several empirical studies have been conducted to check on the relationship between learning facilities and provision of quality education. A study conducted by Willms (2000) cited in Redan, Marlina and Betaubun (2014) in South American (Latin America) found out that unavailability of adequate school physical facilities and infrastructures directly influenced teaching learning process either in the classrooms and, in turn, affect the learners academic achievement in schools. Willms (2000) observed that learners whose schools lacked adequate classroom materials together with inadequate library were

more likely to show lower test scores and higher grade repetition than schools which had adequate learning infrastructural resources (Khan & Iqbal, 2012). The study investigated how availability and adequacy of school facilities influence provision of quality education in ECDE centres in West Pokot County. In Ethiopia, Hailu and Biyabeyen (2014) conducted research on availability of school facilities and their impacts on quality of education. The research was carried out in 24 primary schools in Eastern Hararge zone and 12 primary schools in Harari regional state, Ethiopia. Research result showed that the availability of school facilities and instructional materials were unavailable, less in quantity and quality that created a great challenge on teaching and learning activities that in turn had a negative impact on the improvement of the quality of education. In Nigeria, Olaleye evaluated the status of learning environment in Osun State public primary schools. The target population consisted of all the teachers in the public primary schools in the state. The study utilised a descriptive research design. The study found out that those schools had no infrastructural resources like; toilet (latrines, ablution facilities), chairs, desks and tables.

In Kenya, Nyamwange (2012) investigated how home background influenced academic performance of children in ECDEs in Embakasi Nairobi Kenya. The respondents of the study were twenty ECDE children, two ECDE teachers, one head teacher and twenty parents of the ECDE children who were also respondents. Many ECDE children were found to be lacking essential facilities such as textbooks, playground at homes that made learning difficult and more abstract. Chepkwesi (2015) study was to establish factors influencing pre-school teachers' classroom performance in Kwanza Sub County, Trans-Nzoia County. The study adopted a survey design. The target population consisted of all the seventy (70) ECD centres in Kwanza Sub County with 140 Early Childhood and Development (ECD) teachers, 70 managers of ECD centres and four DICECE officers thus a target population of two hundred and fourteen (214). The researcher established that The ECD enrolment, the physical conditions of classrooms and school, supply of teaching/ learning materials, the number of children and hours worked as well as the parents expectation, type of school, size of class handled, examination stress and library resources influenced performance in class. Mwende (2014) investigated the school-based factors influencing the quality of education in public secondary schools in Kitui County. The study was guided by human capital theory developed by Schultz in 1960. The study employed descriptive survey design. The study findings indicated that physical facilities affect the quality of education. It was clear that majority of the headteachers (76.5%) said that their libraries were inadequate, 70.6% of the schools shared facilities. Not all the schools complied with fire and safety requirements on the toilets and classrooms, while the administration block was rated highly on compliance with the fire and safety requirements in majority of the schools followed by the laboratories, kitchen, and library.

Conceptual Framework

The conceptual framework for this research reflects the relationship between learning facilities and provision of quality education in ECDE.

Independent variables**Dependent variable****Figure 2.1 Conceptual framework**

The conceptual shows that for quality education to be provided, learning facilities need to be available, adequate and also appropriate to be used for pre-school learners. Since ECDE it is the foundation stage of learning, provision of quality facilities is necessary.

Materials and Methods

The study was a mixed method research. Mixed method research permits the use of quantitative and qualitative methods of data collection. The data collection for this study necessitated the use of this methodology. The respondents for this study consisted of 37 head teachers, 205 teachers and 4 education officers. The head teachers and teachers were selected through stratified random sampling technique from the target population while ECDE officers from four sub counties in West Pokot were selected through purposive sampling method. The researcher collected data through primary and secondary sources with primary source of data forming the key one. The instruments were tested for validity and reliability prior to be administered in the field. Data analysis involved coding, entry and analysis using descriptive and inferential statistics. Descriptive statistics used for quantitative data involved frequencies, percentages, means and standard deviation while inferential statistics used was Karl Pearson correlation coefficient. Qualitative data obtained from interview is presented thematically under the research themes and sub-themes.

Results and Discussions**1. Demographic Data of Respondents**

A 100% response rate was achieved for teachers and sub county ECDE officers. However, out of 37 head teachers targeted for interviewed, only 25 accepted to participate in the interview. Demographic result on teachers showed that 134 (65.4%) of ECDE teachers were female and 71 (34.6%) were male. This showed that teaching profession in ECDE is female dominated. On the professional qualification front, 70 (34.1%) of ECDE teachers had diploma level of education followed by 69 (33.7%) who had certificate level of education, 40 (19.5%) had degree level of education and only 26 (12.7%) indicated that they had form four level of education. this shows that more than 87.3% of teachers had attained minimum requirements to be classified as ECDE teachers (certificate level in ECDE).

2. Influence of Learning Facilities on Provision of Quality Education in ECDE Centres

The purpose of the study was to investigate the influence of learning facilities in ECDE schools on provision of quality education. The research sought respondents' opinions on the availability and adequacy of learning facilities in public ECDE centres in West Pokot County. Therefore the

teachers were asked to indicate the extent to which lists of learning facilities were available in their schools to support the learning process. The results of analysis are presented in Table 1.

Table 1 Teachers Response on Availability of Learning Facilities

Facility	Adequate		Inadequate		Not available	
	f	%	f	%	f	%
Classroom	75	36.6	117	57.1	13	6.3
Kitchen	32	15.6	61	29.8	112	54.6
Latrine	45	22.0	144	70.2	16	7.8
Playing field	57	27.8	77	37.6	71	34.6
Tables	39	19.0	132	64.4	34	16.6
Desks	57	27.8	120	58.5	28	13.7
Chalkboards	134	65.4	50	24.4	21	10.2
Store	22	10.7	58	28.3	125	61.0
Offices	33	16.1	84	41.0	88	42.9
Average scores	55	26.8	94	45.7	56	27.5

On the availability of classroom, majority 117 (57.1%) indicated that they were inadequate. The results coincide with researcher observation that showed that some schools located in the remote and interior parts of the county had no classrooms and learners were studying under shafts while others were under trees. Observation by researcher showed that some public ECDE centres in the study area lack adequate classroom and this could inhibit achievement of quality education. Similar to observation responses, Mutuma (2015) found out that one classroom is one-half of a timber building with corrugated iron roof and no ceiling. Similarly, Mwamba (2013) established that more than 73.3% of classrooms were inadequate hence affecting the provision of quality education. However some head teachers interviewed through question No. 3 indicated that there has been significant progress in improving school classroom as noted by one head teacher (HT3):

“There are several progresses in the school through construction of ECDE classrooms.”

One education officer from Sigor Sub County had this to say:

“Majority of ECDE classrooms are old and dilapidated. The floors are dusty (not cemented) which make children to contract common cold frequently.”

The finding shows that the available classrooms are in sorry state as some of them are not cemented requiring water to be poured daily to control disease and dust. This finding is supported by Abiero (2013) who established that classrooms in Bondo had not been improved. They were semi-permanent with protruding iron sheets, nails and timber. The study findings are contrary to universal principles of pre-school education which suggests that pre-schools should be accessible by having adequate building and facilities (Bernard Van Lee Foundation, 2009). However, Sitati et al, (2016) showed that public ECE centres manifested compliance on standard size classroom (2.36), well-ventilated classrooms (2.02) and availability and adequacy of classrooms (1.89). Non-compliance was indicated on classrooms having proper roofing, windows, doors and floors (2.60) and classrooms being accessible for use by children with special needs (3.41). This shows that some significant steps have been undertaken to improve the status of classrooms in other parts of the country but different from West Pokot. On the availability of kitchen, most 112 (54.6%) said that they did not have kitchen to offer feeding programme to their children. The result shows that majority of ECDE centres in West Pokot County did not have kitchen and those that seemed to have were just the traditional ones. This made it difficult for the ECDE institutions to start feeding

programmes and considering that majority of children come from poor backgrounds, their nutrition status was not good. However, an observation made by the researcher showed some ECDE had made Mabati Kitchens as given in Plate 2 (Appendix VII). The study coincides with a study done in Nairobi by Kombo and Gogo (2012) that showed that 30 schools out of 31 had no canteen where the pupils could buy snacks or resources for learning. On the availability of enough latrines to be used by learners, most 144 (70.2%) indicated that they had latrines but were inadequate. Researcher own observation showed that majority of public ECDE centres do not have adequate latrines and this is a risk to contamination and diseases spread.

An observation by the researcher showed that pupils in the higher classes in the primary schools were sharing the same toilets with the ECDE pupils creating incidences of contracting diseases and ailments associated with poor sanitation and unhygienic conditions in public ECDE centres. The findings corresponds to Olaleye (2009) study in Nigeria that showed that infrastructural facilities such as toilet facility and library were not adequately provided. The lack of sanitary facilities influences provision of quality education in ECDE centres. Similarly, Osho *et al.*, (2014) found out that some very necessary facilities for the convenience of the children like toilets, bathrooms, beds/beddings, clean and safe water were not available. It is known fact that children of ages 0 to 5 years have little or no control over their need for using the toilet. In Kenya, Mwamba (2013) data showed that students were not satisfied with the toilets in their schools. This therefore suggests that the toilets were not adequate hence affecting quality education. However a research by Sitati *et al.*, (2016) found out that compliance by the private ECE centres on teachers having separate toilets, children's toilets being age-appropriate, the centre providing safe and clean water for use and the ECE centre having hand-washing facilities. This shows that inadequacy of toilets and latrine facilities greatly affect provision of quality ECDE education.

The result also showed that 77 (37.6%) of teachers said their playing field was not adequate. Lack of adequate playing field for pupils in public ECDE centres denied them a chance of participating in extra-curricular activities which is a key requirement for their social and cognitive growth. Those who had field, they were not levelled meaning that children are at risk of getting injury while playing as shown in Plate 4 (Appendix VII). The result also showed that only 39 (19.0%) of teachers admitted that they had adequate tables for use in classrooms with majority 132 (64.4%) indicated that they had inadequate tables for use. The inadequacy of tables and desks for use by teachers and learners in pre-school centres affected curriculum implementation and evaluation since there was no place the teacher was able to put instructional resources or direct learners in practical situations that required mounting of objects. The result coincides with Mutuma (2015) who found out that there were small tables that the teachers uses for their cane and books. There were no shelves or flat working surfaces. There was one round table and un-matching small chairs crowded around it.

With regard to desks, most 120 (58.5%) of teachers indicated that they were inadequate while 28 (13.7%) said that their schools did not have chairs or desks to be used by learners. For schools that did not have desks and chairs, pupils learned on the ground, others sat on logs while others used stones to sit while in class. This created an un-conducive environment for learning affecting provision of quality education for ECDE learners. The study is different from what Mwamba (2013) established that furniture was not an issue in the schools hence could not affect quality education. The students were asked to indicate their levels of satisfaction with toilets in the schools and most reported in Mwamba study that they were not hygienic. This shows that majority of public ECDE in

Kenya (including West Pokot) have unhygienic toilets and latrines. The head teachers also had their own opinion on the adequacy of desks and chairs on Interview Question No. 3. For instance, one head teacher (HT17) remarked that:

“The school has improved the learning facilities like chairs and desks.”

The unavailability of chairs and desk was found by Osho *et al.*, (2014) who found out that only 30% of the schools had furniture suitable for ECE, and in these schools the classes were overpopulated. Similarly, Cherotich (2012) found out that some ECD centres lack desks or good sitting spaces. Some children are compelled to sit on stones or remain standing during lessons. This leads to demotivation among children with some opting to eventually drop out of school. Jepleting (2013) also found out that children shared seats due to high enrolment in Uasin Gishu County pre-schools and this limited their movement in participation in academic activities in schools thereby affecting provision of quality education. Research result on chalkboards reveal that majority 134 (65.4%) of teachers indicated that the facilities were adequate (mounted and movable) and 21 (10.2%) said that the facilities were not there in their schools. The result suggests that ECDE have made significant efforts to avail chalkboards to be used during instruction. However, an observation by the researcher showed that the status of chalkboards in some public ECDE centres were not in good condition as some of them were worn out and pupils at a far could not be able to read or differentiate letters or numbers during classroom time (Researchers own observation). With regard to availability of stores, only 22 (10.7%) had adequate store for storing school items, 58 (28.35) had inadequate stores while majority 125 (61.0%) of ECDE centres were found not to have stores. The result implies that majority of public ECDE centres in West Pokot County did not have stores for storing school items and this risked them to theft.

On the availability of offices, 88 (42.95) of teachers reported that they did not have offices, 84 (41.0%) said that their offices were not enough while 33 (16.1%) of teachers are the ones who admitted that they had enough offices. Lack of offices to be used by ECDE teachers affected their lesson preparation roles as some of them relied on their classrooms as offices. This in one way or another that affected provision of quality education. The result coincides with Kombo and Gogo (2012) who showed that most ECDE centres in Nairobi Province, Kenya lacked basic learning facilities like offices, pitches, toilets and classrooms. Computed average scores on learning facilities in public ECDE centres in West Pokot County shows that only 55 (26.8%) of them had enough learning facilities, 94 (45.7%) had inadequate facilities for learning and 56 (27.5%) did not have learning facilities to ensure the provision of quality education to pre-school pupils. As it is known, learning facilities have to be availed to ensure that the goals of ECDE curriculum are realised. However, their inadequacy and unavailability cast doubt of achieving national goals of education relating to early childhood in West Pokot County. The findings are in agreement with Abiero (2013) who found out that most parents who were dissatisfied were more concerned with the inadequacy of the learning facilities, small compounds and poor safety and security measures in the school. It also means that if parents were to transfer their children to other pre-primary schools, they would do so due to poor physical infrastructure (school buildings and security measures).

The result coincides with Assefa (2014) study in Ethiopia that showed that availability of sufficient separate restroom, toilets with water, different children's book, first aid materials, classroom space per child in the sampled kindergartens and organization of activity centers/corners were claimed to be inadequate in Ethiopia. In addition, Duruji *et al.* (2014) established that effects of deteriorating condition and poor maintenance of school infrastructure are threats to the school and students'

academic performance. The above findings confirm that inadequate and dilapidated school infrastructure results to poor provision of quality education in ECDE centres. The study went further to cross-tabulate the result on teachers' perception on the availability of school facilities and provision of quality education in ECDE centres in West Pokot County. The results are presented in Table 2.

Table 2 Learning Facilities Availability and Quality Education Crosstabulation

			Quality Education			Total
			Low	Moderate	High	
Learning Facilities Availability	Adequate	Count	2	17	0	19
		% within facilities availability	10.5%	89.5%	.0%	100.0%
	Inadequate	Count	23	136	19	178
		% within facilities availability	12.9%	76.4%	10.7%	100.0%
	Not Available	Count	1	6	1	8
		% within facilities availability	12.5%	75.0%	12.5%	100.0%
Total	Count	26	159	20	205	
	% within facilities availability	12.7%	77.6%	9.8%	100.0%	

The results shows that for those teachers who indicated that learning facilities in their schools were available, 2 (10.5%) of them reported low provision of quality education and 17 (89.5%) indicated that provision of quality education was on average. On teachers who indicated that they had inadequate facilities, 23 (12.9%) reported low provision of quality education, 136 (76.4%) reported moderate provision of quality education and 19 (10.7%) their schools provide high quality ECDE education. For schools that did not have facilities, 1 (12.5%) reported low provision of quality education, 6 (75.0%) had moderate provision of quality education and only 1 (12.5%) indicated to have high provision of quality education. The results therefore shows that for quality education to be provided in public ECDE centres learning facilities are critical although the situation of these facilities is bad. The study coincides with Abagi (2009) who found out that most ECDE centres in Bondo district suffered from poor physical facilities, inadequate teaching-learning materials, and poor health, nutrition and safety provisions. In addition, Kombo and Gogo (2012) established that Very few schools (5 out of 31) had very adequate and adequate items required for learning. This shows that inadequacy of instructional learning resources affect provision of quality education.

The first null hypothesis stated that:

H_{01} There is no significant relationship between learning facilities and provision of quality education in public ECDE centres

A chi square analysis was computed at 0.01 significance level to test the hypothesis by checking the combined statistics of adequacy and availability of learning facilities against provision of quality education as given in table 2. Table 3 shows the chi square statistics test for hypothesis.

Table 3 Learning Facilities and Quality Education Provision Chi square

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.532 ^a	4	.639
Likelihood Ratio	4.364	4	.359
Linear-by-Linear Association	.475	1	.491
N of Valid Cases	205		

The computed value is $\chi^2=2.532$, $df=4$ and $p=0.687$ and the critical (table) value is greater than $\chi^2=13.277$, $df=4$ and $p=0.01$ which leads to acceptance of null hypothesis that stated that there is no significant relationship between learning facilities and provision of quality education in public ECDE centres in West Pokot county. The results means that learning facilities available in West Pokot County public ECDE centres does not result to improvement in quality education. This could be due to geographical nature of the sub counties under study where two of them (West Pokot and Pokot South Sub Counties) are endowed with facilities more than the other two sub counties (North Pokot and Central Pokot Sub Counties). The result coincides with Sattar (2013) who found out that infrastructure and services were insignificant in affecting the quality of education. The results suggest that for quality education to be provided to pre-school children, learning facilities (infrastructure) need to be availed in public ECDE centres in West Pokot County. Hailu and Biyabeyen (2014) established that school facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively. They emphasized that the availability and proper use of school facilities can affect the interest of the teacher to teach effectively in turn that positively affects learners' academic achievement. Moreover, Boke (2014) and Ngode (2014) also established that inadequate physical facilities hindered effective curriculum implementation. The inadequacy of teaching and learning facilities is due to poor supervision and inspection by quality assurance and standard officers. Also, Duruji et al, (2014) study revealed combined influence of deteriorating conditions of building, pressures on teaching facilities and learning environment deficiencies impair on the quality of teaching and learning and also create health and safety problems for staff and students as well as the overall performance of pupils in general. In addition, Sitati et al (2016) established that a number of pre-schools do not have permanent building. Teaching and learning are held outdoors under trees or stones. The inadequacies of these physical facilities hampered the normal learning/teaching process. From the findings and studies, school facilities in the ECDE centres in West Pokot County are not adequate to ensure effective provision of quality education.

Conclusion and Recommendations

The research established that learning facilities were critical to provision of quality education in ECDE centres in West Pokot County. However, research results showed that majority of public ECDE centres in the county did not have adequate facilities to support provision of quality education. Lack of adequate classrooms, desks, chairs and tables affected pupils learning as overcrowding affected learners acquisition of competency skills required at ECDE level and this resulted to acceptance of the first null hypothesis ($p>0.01$). It was revealed that inadequate learning facilities hinder the achievement of quality education in West Pokot County public ECDE centres. Based on these findings, there is need for county government of West Pokot to speed up the process of constructing more ECDE classrooms to ensure learners admitted learn in a spacious classroom. ECDE administration (head teachers and parents association (PA) need to engage other stakeholders (parents) to mobilise resources for construction of more classroom facilities that will ensure more

learners are admitted and retained in their institutions. In addition, approval should be given to ECDE school building plans before they constructed in order to monitor the standard of facilities.

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