

Mainstreaming Instructional Materials for Early Childhood Education and its Influence on Children's Participation Rates in Public Primary Schools in Embu County, Kenya

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Abstract

Mainstreaming instructional materials in Early Childhood Education (ECE) is of paramount importance in the teaching and learning process. The purpose of this research was aimed at discovering how availability of instructional materials influences participation rates, an aspect of internal efficiency. The study was guided by correlation design and adopted stratified and simple random sampling techniques. A total of 39 public primary schools were sampled; in addition to 39 and 156 primary school headteachers and teachers respectively and 39 ECE teachers. Data for the study was collected through the use of questionnaires and documentary analysis guide. SPSS and Pearson correlation was used to analyse data and results were presented in percentages, frequencies, means, and standard deviations. Data analysed revealed that there was a positive correlation between ECE instructional materials and internal efficiency in public primary schools ($r = .703, n = 37, p < .01$). The study concluded that there is a positive correlation between ECE instructional materials and children's participation rates. Therefore, there is need for headteachers in collaboration with the county government and parents to avail adequate instructional materials to enhance children's participation rates.

Keywords: Instructional materials, mainstreaming, Participation rates, Early Childhood Education

1. Introduction

According to Lockheed and Hanushek (1994), internal efficiency concerns comparison of learning to the costs of education inputs and is analyzed by use of cost-effectiveness. Hence, internal efficiency addresses the question of how funds within the education sector are allocated and with obtaining the greatest educational outputs for any given level of spending. Internal efficiency is significant in basic education since it is about input output ratio in a given structure of education. As far as schooling at this stage is concerned, the internal efficiency emphasizes more on measurable term such as the capacity of acquired knowledge and skills of teachers to teach the learners and convert them into graduates. This makes internal efficiency realized particularly when there is ultimate admission in a cohort at the end of the stipulated instruction cycle (Ngari, 2020). This maintains the internal efficiency due to considerable participation rates in pupils. The researcher focused on internal efficiency in public primary schools of Embu County particularly the aspect of participation rates of ECE children. In order to safeguard the internal efficiency in schools, participation rates have to be favorable. Hence, with proper participation rates, completion rates of children are assured in schools. According to Tamara (2021) 42 million kids in basic education are never enrolled in basic institutions of learning which indicate low participation rates particularly in primary schools. The researcher found that participation rates of children in Embu County primary schools are low due to low level of provision of instructional materials. This means that a lot of dissemination of instructional materials in both ECE and primary schools is required to enhance participation rates.

Participation rates are percentages of kids in specified age range who take part in one or more education programme which include early childhood education (WHO, 2022). When children fail to take part in learning in a given year, then it implies that participation rates in particular year are low (UNICEF, 2021). The present study used participation rates particularly in ECE since it is the aspect of internal efficiency that is very much impacted on when instructional materials are not incorporated in both ECE and primary schools in Embu County. This was found true by Rinske and Rita (2010) who established that participation rates are low in mainstreamed institutions. These include Early Childhood Education (ECE) which is part and parcel of public primary schools. Mainstreaming as used in the present study implies that a child from a separate institution such as ECE class visits the regular classroom for academic subjects. In addition, the researcher used mainstreaming to imply incorporation of instructional materials in public primary schools and pre-primary institutions. The current research study therefore used mainstreaming instructional materials since when instructional materials are shared between ECE and primary schools; there is increased involvement and interaction between teachers and children which enhances learning. The obsession and collaboration further enhances improvement of instructional materials particularly through improvisation. This was found relevant by Okongo, Ngao, Rop & Nyongesa, 2015 who found that common instructional materials increase sharing among the children.

Instructional materials are all the apparatuses which are required by the educator to afford assistance and reassurance to learners' educational experiences. The instructional materials

range from homemade strategies to refined machineries supported by persons who help teachers in propagating learning and realities to assist children study eloquently. The instructional materials are got from several sources which consist of assorted pieces from the surrounding, unplanned materials by educators and learners, supply of materials by nations and non-governmental organizations, aids from numerous organizations and construction of resource centres (Chukwu, Eze & Aganda, 2016); Okongo et al, 2015). Therefore, instructional materials make learning and teaching stimulating and impressive leading to improved educational efficiency among learners (Tety, 2016). In addition, instructional materials bring life to learning because they stimulate children to learn. Further, instructional materials when used in class have potential to help the teacher explain new concepts clearly which make children to have better understanding of the concept being taught. Therefore, good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives which increases participation rates an aspect of internal efficiency (Tuimur & Chemwei, 2015). In the present study instructional materials were found to increase participation rates in children particularly when they are shared between ECE and primary schools early grades. Okongo et al (2015) found that mainstreaming instructional materials is cost effective input which enhance children's participation rates. On the other hand lack of mainstreaming instructional materials affects or limits educational system from answering more fully unique demands. Therefore, in order to enhance participation rates in children mainstreaming instructional materials which are of high value adequately facilitate learning in children. This is noted by Esongo (2017) who found that mainstreaming high quality instructional materials draw great participation rates in children. Hence, mainstreaming instructional resources which are available is considered essential for policy operation. This is in view to enhance great participation rates in children in public primary schools. The present study found mainstreaming of instructional materials essential in enhancing participation rates in children. This is due to the fact that low participation rates are experienced when instructional materials are not mainstreamed in primary schools particularly in the public ones.

2. Literature Review on Instructional Material for Early Childhood Education and participation rates in schools

Zwane and Malale (2018) did a qualitative interpretive case study on investigating barriers teachers face in implementing inclusive education in high schools in Gege branch in Swaziland majorly focusing on the instructional materials. The study used purposive sampling to pick 7 teachers at school A and 7 teachers at school B in 2 primary schools in Gege branch of 3 schools and got information on the study from them via semi-structured interview schedules for the teachers with less than one-year teaching experience as well as those with a minimum of 5 years teaching experience and via document analysis. Data obtained was analyzed through data coding, uniting, categorizing, and the emergence of themes. The study revealed that some high schools did not have instructional resources such as braille equipment, and teachers had no reading and writing braille competencies and were not sign language literate. The reviewed study adopted qualitative interpretive case study

design with semi-structured interviews and documentary analysis guide to get data for 7 teachers in school A and 7 teachers in school B who were purposively selected and analyzed data through data coding, uniting, categorizing and emergence of themes. However, the current study adopted correlation research design. The present study used questionnaires to get data from 39 ECE teachers, 39 primary headteachers and 156 teachers selected purposively from 39 ECE schools which were stratified randomly selected. Additionally, document analysis and observation schedule provided additional data to enable triangulation. The current study analyzed qualitative data thematically and quantitative data was analyzed using descriptive and inferential statistics thereby adding literature to the existing body of knowledge. The reviewed study informs the current study on importance of using questionnaires in getting data from the respondents. Additionally, this study informs the researcher on importance of using purposive sampling techniques in selecting the respondents.

The authors' study focused on braille equipment, and teachers had no reading and writing braille competencies while current study focused on availability of text books for P. E, English, Kiswahili, Mathematics, Science, Social Studies, Creative Arts, Music and Home Science. However, the reviewed study was carried out in high schools in Gege branch, Swaziland and therefore could not be generalized to present study which was done in ECE schools in Embu County, Kenya. The reviewed study was not related to provision of instructional materials in ECE and how they influence internal efficiency which the researcher focused on to fill knowledge gap. This study informs the researcher on importance of using teachers in getting information for the study. Additionally, the present study informs the present study on importance of using documentary analysis guide in getting data for the study.

Improvised instructional materials have effect on academic achievement of SS1 chemistry students. Nja (2019) did a study on the effect of improvised instructional materials on academic achievement of SS1 chemistry students in Cross River State Nigeria. The author's study used experimental research design and used Chemistry Achievement Test (CAT) to get data from a sample of 100 SS1 chemistry students. Data analysis was done by use of descriptive statistics and analysis of covariance (ANCOVA) at an alpha level 0.05 was used in testing the hypotheses that guided the study. The researcher focused on how ECE instructional materials influenced participation rates in children.

The result of the study indicated that those students taught Acids and Bases using improvised materials performed better than those taught without them. Gender effect when students were taught using recommended that Teachers should be trained on how to improvise alternatives to real objects to enhance teaching and learning. The reviewed study adopted experimental research design with Chemistry Achievement Test (CAT) to get data from 100 SS1 students. Additionally, the obtained data was analyzed using descriptive statistics and Analysis of Variance (ANCOVA). The current study adopted correlation research design with questionnaires to get data from 39 ECE teachers, 39 primary headteachers and 156 primary teachers who were purposively sampled. The researcher also used document analysis guide

and observation schedule for more information to enable triangulation of data. The current study analyzed qualitative data thematically while quantitative data was analyzed using descriptive and inferential statistics thereby adding literature to the existing body of knowledge. However, the reviewed study could not be generalized to Kenya since it was carried out among Nigerian Secondary school students and on only one subject namely chemistry; therefore, the present study was conducted among public primary headteachers and teachers, and ECE teachers and concentrated on instructional materials such as text books for P.E, English, Kiswahili, Mathematics, Science, Social Studies, Creative Arts, Music and Home Science to fill knowledge gap. The reviewed study informed the researcher on the importance of training teachers on improvisation of instructional materials for a particular subject. However, improvised instructional materials on academic achievement of SS1 chemistry students was only covered in the study leaving out the provision of ECE instructional materials and its influence on internal efficiency which the present study focused on to fill literature gap.

Oluseyi (2017) did a study on the instructional materials and effectiveness of business studies teachers in secondary schools in Nigeria with an aim to investigate the relationship between instructional materials and effectiveness of Business Studies teachers in secondary schools in Osun State. The writer used descriptive research design of the survey type and used a self-constructed instrument tagged “Instructional Materials and Effectiveness of Business Studies Teachers Questionnaire (IMEBSTQ)” to collect data from 200 business studies teachers who were randomly sampled. Data collected were analyzed using Pearson’s Product Moment Correlation and z-test. Findings of the study showed that there was a positive relationship between the availability as well as utilization of instructional materials and effectiveness of Business Studies teachers. It was recommended, among others, that government should strive to make all necessary instructional materials available in all secondary schools for pedagogical purpose. Business Studies teachers should also be encouraged to make effective use of instructional materials to enhance their teaching at all times. The study only looked into the instructional materials and effectiveness of business studies teachers in secondary schools leaving out the provision of ECE instructional materials and its influence on internal efficiency in public primary schools which the researcher did to fill knowledge gap.

The writer’s study used descriptive survey design and concentrated on business studies instructional materials; however, the researcher focused on provision of instructional materials for teaching subjects such as P.E, English, Kiswahili, Mathematics, Science, Social Studies, Creative Arts, Music and Home Science to fill the literature gap. The reviewed study was conducted among secondary school business studies teachers and used descriptive survey design and analyzed data using Pearson Product Moment Correlation and Z-test. Therefore, the current study was conducted in ECE schools attached to public primary schools and used questionnaires, document analysis guide and observation schedule to get information from primary headteachers, primary teachers and ECE teachers who were sampled purposively thereby adding literature to the existing body of knowledge. In

addition, the researcher analyzed quantitative data using inferential and descriptive statistics and the qualitative data was analyzed thematically to fill the literature gap. This study informs the researcher on importance of using questionnaire in getting information from the respondents.

Availability of resources correlates with efficiency of the school system. Esongo (2017) conducted a study to find out extent to which the availability of resources relates to the efficiency of the school system within the framework of the implementation of competency based teaching approaches in Cameroon. The author used descriptive survey design with questionnaire and interview schedules administered to 26 principals who were purposively selected, 375 teachers who were proportionately sampled were drawn from 13 public and 13 private secondary schools. Collected data was analyzed by use of SPSS version 20 to compute means and standard deviations. The study revealed that there was a significant relationship between the availability of resources and efficiency of the school system. The writer recommended that legislation that institutes an education tax on all workers of the formal sector be enacted to take care of the inadequate resources. While the above study basically adopted descriptive survey design, there were no quantitative aspects regarding significant relationship between availability of resources and efficiency of the school system. Furthermore, it was done in secondary schools in Cameroon and could not be generalized to Embu County, Kenya where study focused on ECE schools attached to public primary schools. The reviewed study used descriptive survey design and got data via questionnaires and interviews from purposively and proportionately sampled principals and teachers respectively in private and public secondary schools. Therefore, the researcher used correlation study and used questionnaires, document analysis guide and observation schedule to get data from primary headteachers and teachers, and ECE teachers who were purposively selected to fill knowledge gap. This study informs the current study on the importance of using questionnaires in getting information from the respondents. Additionally, the reviewed study informs the current study on importance of using headteachers and teachers as respondents. Further, the present study informs the present study on importance of using public institutions in carrying out the study. Use of means and standard deviation in data analysis informed the current study.

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Were (2014) conducted a study to explore the relationship between teaching and learning resources on preschool learners in the transition to class one in Rachuonyo South sub-county, Homa Bay County, Kenya. The study used a case study design and administered questionnaires to a sample of 259 teachers drawn from 590 teachers of 590 ECE schools. This study does not show the sampling techniques used in selecting respondents. However, the present study used purposive sampling to select public primary headteachers and teachers, and ECE teachers for the study.

Study findings showed that nature provided the main source of teaching and learning instructional materials. It was also noted that the instructional materials available in ECE schools were mostly indoor play materials. The study also revealed that teaching and learning instructional materials aided much in promoting ECE children to class one. The reviewed study was conducted in preschools and adopted Case study design with questionnaires to get data from 239 teachers. However, the present study was conducted in ECE schools attached to public primary schools and adopted correlation research design with questionnaires to get data from 39 ECE teachers, 39 primary school headteachers and 156 primary teachers. Additionally, observation schedule and document analysis guide was utilized for more data. The researcher analyzed quantitative data using descriptive and inferential statistics and qualitative data analyzed thematically thereby filling the literature gap. The reviewed study informed the researcher on the importance of improvisation of instructional materials to enhance participation and transition to class one. Additionally, this study informed the present study on importance of using questionnaires in getting data from the respondents. Further, the reviewed study informed the current study on importance of using teachers in getting information for the study.

Teachers get challenges on acquisition and use of visual teaching-learning materials. Mariga (2017) aimed to investigate the teacher challenges on acquisition and use of visual teaching-learning materials in public pre-primary schools in Kasarani Division, Nairobi

County. Mariga used descriptive survey research and got data from randomly sampled 15 teachers in 18 pre-primary schools by use of questionnaires. Data collected was descriptively analyzed whereby means and percentages were presented in table form. The reviewed study was done in Kasarani division which is more of a town setup and therefore could not be generalized in Embu County which is more of a rural setup.

The journalist study findings revealed that teachers are overwhelmed in improvising the materials. Additionally, the study schools have no action plan for acquisition and use of teaching and learning materials. Further, this study revealed challenged of high cost, lack of storage space, low knowledge and experience among teachers. The study concluded that teachers face both manipulative challenges that limit their ability to acquire and use visual teaching and learning materials. The study recommends for capacity building in schools to improve the acquisition and use of visual teaching-learning materials. The reviewed study used descriptive survey design and got data from 15 teachers via questionnaires. Therefore, the researcher used correlation design and got data from primary teachers, primary headteachers and preprimary teachers by use of questionnaires, document analysis and observation schedule to fill the literature gap. In addition the reviewed study analyzed data by use of descriptive statistics. However, the current study used content analysis to analyze qualitative data and quantitative data was analyzed using inferential and descriptive statistics. The reviewed study informs the present study on the importance of using questionnaires in getting data. Additionally, this study informs the current study on importance of using teachers as respondents for the study. Additionally the reviewed study informs the current study on importance of improvisation of instructional materials in enhancing participation rates in children. Analyzing data descriptively informed the current study.

Children are faced with challenges and gaps as they transit from early childhood development to Grade one. A study done by Chikwiri and Musiyiwa (2017) in districts of Goromonzi and Marondera sought to analyze the challenges and gaps faced by children when they transit from early childhood development to Grade one in primary schools in Goromonzi and Marondera districts in Zimbabwe. Chikwiri and Musiyiwa adopted qualitative and quantitative approaches solicited information via focus group discussion and document analysis to a sample of 8 counselors, 10 education officials, 10 child care workers, 2 chiefs, 20 ECD teachers and 10 school development committee members who were purposively sampled. Data analysis was done according to emerging themes and descriptive statistics. The reviewed study is not related to teacher qualification and internal efficiency which the current study focused on.

The authors' study findings revealed that participants were aware of the policy on transition and as such are likely not to follow what the policy advocates when teaching children. In addition, the study found that participants were aware of the importance of the transitioning period to the child. Further, the study revealed that lack of qualified teachers and expertise were cited as a challenge by participants and finally, the study showed that lack of resources (materials) is as another challenge which affects successful transition. The writers recommended that a range of material resources and space (infrastructure) be added in order

to make it easy to operate the programme effectively. Additionally, recruitment of qualified ECD teachers and capacity building for qualified teachers who are already in practice to be effected. The reviewed study adopted both qualitative and quantitative approaches and was done in Zimbabwean primary schools and used counselors, education officials, child care workers, chiefs, ECD teachers and school management committee who were purposively sampled. However, the present study used correlational research design and researcher got data via document analysis guide and observation schedule. Additionally, the researcher used questionnaires to get information from primary headteachers and teachers, and ECE teachers who were purposively sampled to fill the literature gap. The reviewed study informs the present study on the importance of collecting data using documentary analysis guide. Additionally, the reviewed study informs the researcher on the importance of analyzing data using themes for qualitative data and descriptive for quantitative data. The reviewed study was carried out in Zimbabwe; therefore, the present study was done in pre-primary schools in Kenya to fill the literature gap. This study informs the current study on importance of using ECD teachers as respondents for the study. Additionally, the reviewed study informs the current study on importance of using purposive sampling technique in selecting respondents for the study. Further, this study informs the present study on importance of analyzing data using emerging themes and descriptive statistics.

3. Methodology of the Study

The research used correlational design to explore how mainstreaming of instructional materials influence children's participation rates in public primary schools. The study target population was 381 and 3951 public primary headteachers and teachers, and 483 ECE teachers in 381 public primary schools in Embu County, Kenya. The researcher adopted purposive sampling method to select 39, 156 and 39 primary headteachers and teachers and ECE teachers respectively from 39 public primary schools stratified sampled. Questionnaires were used to collect data from headteachers, primary and ECE teachers on how mainstreaming instructional materials in ECE influence children's participation rates. Document analysis guide was used to check adequacy and inadequacy of instructional materials. Questionnaires and documentary analysis guide enhanced triangulation of data. Data was analyzed by recognizing key themes and sub-themes logically. SPSS and Pearson correlation was used to analyze data and results were presented in percentages, frequencies, means, and standard deviations.

4. Presentation and Discussion of Research Findings on mainstreaming of Instructional Materials to ECE and its influence on children's Participation Rates in Public Primary Schools.

In this section data from primary headteachers and teachers, and pre-primary teachers on mainstreaming of instructional materials in ECE influence on children's participation rates in public primary.

The researcher sought to find out the types of instructional materials available in pre-primary schools to establish whether there were participation rates in children as shown in Table 1. .

Table 1. Types of instructional materials available in pre-primary schools

	Frequency	Percentage
Print materials	11	29.73
Textbooks	7	18.92
Reference books	19	51.35

Table 1, showed that majority 19(51.35%) of teachers indicated that reference books were available in the research pre-primary schools. This implies that teachers were using them in preparation for teaching in pre-primary schools to enhance participation rates in children. This concurs with findings of a study by Oluseyi (2017) who reported that reference books were accessible in pre-primary schools which improved children's participation rates. . Correspondingly, results of a research piloted in Zimbabwe by Mupa and Isaac (2018) revealed that instructional materials in schools were inadequate and only reference textbooks and syllabuses were available in schools.

Further the researcher sought to find out the extent to which lack of sufficient instructional materials keep children away from active participation during teaching and learning process with an aim of establishing the level of children's participation rates. The findings are shown in able 2.

Table 2. Lack of sufficient instructional materials and children's active participation in class activities

	Frequency	Percentage
Yes	31	83.8
No	5	13.5
Total	37	100

According to table 2, majority 31(83.8%) of primary teachers showed that children frequently have low participation in class activities due to lack of adequate instructional materials. The implication here is that when children miss adequate instructional materials in class, their level of participation is affected. This finding concurs with the results of a study conducted in Zimbabwe by Mupa and Isaac (2015) who established that instructional materials in pre-primary schools were restricted to textbooks and syllabuses which mired participation rates in children.

The researcher sought to find out whether Grade 1 classes had textbooks which aimed to establish whether they were conducive for teaching and learning to attract and promote retention of children of pre-primary children during transition. The study results were presented in Table 3

Table 3. Whether grade 1 classes had textbooks for teaching to enhance participation rates in pre-primary children during transition

	Frequency	Percentage
Yes	98	67.6
No	47	32.4
Total	145	100

Agreeing to table 3, majority 98(67.6%) of the primary teachers showed that Grade 1 classes had textbooks which gave conducive teaching and learning environment to which could attract and enhance retention of pre-primary kids in transition. The research outcome is in discrepancy with a research conducted in Zimbabwe by Mupa and Isaac (2015) who established that low provision of instructional materials led to kids having low participation rates. Likewise, study done in Zimbabwe by Chikwiri and Musiyiwa (2017) revealed that shortage of textbooks in curricula was enormous challenge to transiting kids which resulted to low participation rates.

The research also pursued to define the level of provision of textbooks in pre-primary classes which aimed to establish whether they contributed to participation rates in pre-primary schools' children. Table 4 presents the study results.

Table 4. Level of provision of instructional materials to enhance participation rates in pre-primary children

	Frequency	Percentages
Very high	3	8.3
High	4	11.1
Low	23	63.8
Very low	6	16.7
Total	36	100

The results in Table 4 showed that majority 23(63.8%) of pre-primary teachers designated that provision of textbooks in pre-primary classes was rare. This implies that some concepts during teaching and learning could not completely be clarified since availing textbooks was rare in pre-primary schools. It also implies that since availing textbooks was rare, participation rates in kids were also low. This is in agreement with Mariga (2017) who found out that primary schools in Kenya were overwhelmed by improvisation of teaching and learning materials which lowered participation of children during learning in classes.

The researcher sought to define whether class one teachers share textbooks with pre-primary

teachers for teaching to supplement the few textbooks they have to enhance teaching and learning for greater participation rates. Table 5 presents the study results.

Table 5. Sharing textbooks with pre-primary teachers to enhance children's participation rates

	Frequency	Percentage
Yes	20	55.6
No	16	44.4
Total	36	100

Results from table 5, shows that majority of headteachers 20(55.6%) of pre-primary teachers owed that class one teachers do share textbooks for teaching with pre-primary teachers. This implies that some textbooks used by teachers in class one comprises related concepts with that of pre-primary schools and further implies that textbooks could be shared among the two classes to improve participation rates in kids. This study finding concurs with Were (2014) findings which revealed that teaching and learning materials when suitably attained can increase participation rates in pre-primary schools. Furthermore, a research study conducted in Kenya by Mariga (2017) found that preschools have no action plan for procurement of instructional materials to boost teaching and learning which has effect on internal efficiency.

The investigator lastly sought to define whether instructional materials (textbooks) in class one is adequate with the aim to establish whether participation rates are ensured even after transition from pre-primary classes. Table 6 presents the study results.

Table 6. Adequacy of instructional materials (textbooks) in class one is adequate to ensure participation rates in children after transition

	Frequency	Percentage
Yes	81	55.6
No	64	44.4
Total	145	100

The results in table 6 shows that majority 81(55.6%) of primary teachers showed that instructional materials (textbooks) in class one are insufficient which repressed participation rates in children. This implies that shortage of instructional materials in class one could hinder favorable participation rates in class one kids. Document analysis s, exhibited that majority 16(44.4%) of inventory records showed that instructional materials (textbooks) were scarce. This finding concurs with a study conducted in primary schools in Kenya by Zwane and Malale (2018) which showed that instructional materials were insufficient in primary schools.

The researcher sought to define the relationship between instructional materials and participation rates using Pearson product-moment correlation. The results are as presented in Table 7

Table 7. Pearson product-moment correlation results for instructional materials and participation rates

		Participation rates	ECE instructional materials
Participation rates	Pearson Correlation	1	.703**
	Sig. (2-tailed)		.000
	N	37	37
ECE instructional materials	Pearson Correlation	.703**	1
	Sig. (2-tailed)	.000	
	N	37	37

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

According to table 7, results showed that there is a positive correlation between pre-primary instructional materials and internal efficiency in public primary schools ($r = .703$, $n = 37$, $p < .01$). This gave an implication that pre-primary instructional materials correlate with internal efficiency in public primary schools in terms of participation rates. The accessibility of instructional materials positively influences participation rates. This can be accredited to the ease in doing classwork with help of learning materials while in class hence quality education which accordingly results to high participation rates in pre-primary schools.

5. Conclusion

The mainstreaming of instructional materials to ECE and how this influences participation rates in public primary schools. Additionally, findings revealed that class one teachers and pre-primary teachers share textbooks to make up for the few they had so as to give rise in participation rates of kids during teaching and learning. This implies that availing more reference and textbooks would augment participation rates in ECE schools which are mainstreamed in primary schools. The findings of quantitative results of documentary analysis guide showed that instructional materials (textbooks) were insufficient. These were validated by the quantitative findings from headteachers, primary teachers and pre-primary teachers who showed that instructional materials were insufficient in their learning institutions which compromised teaching and learning.

The inferential statistical results (Pearson Product-Moment Correlation) also revealed that availing ECE instructional materials and participation rates in public primary schools have a strong positive correlation which meant that accessibility of instructional materials improved participation rates and as provision of instructional materials decreased, participation rates lessened in public primary schools. Generally, these findings concur with the literature in this study that certainly, lack of availing instructional materials constrains participation rates in public primary schools. Hence, lack of availing adequate instructional materials in public primary schools eventually lowers internal efficiency in public primary schools in Embu

County, Kenya.

6. Recommendation

As per the provision of textbooks for class one, the respondents revealed that it was low. The study recommends the headteachers in cooperation with parents and the county government to provide more textbooks for pre-primary schools. Class one teachers do share textbooks for teaching with pre-primary teachers. This enhances participation rates an aspect of internal efficiency in children. The study recommends headteachers in collaboration with the ECE and primary teachers to enhance sharing of instructional materials so as to reduce low participation rates an aspect of internal efficiency in children in public primary schools.

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