



Influence and Challenges of Teaching and Learning Resources on Children Creative Development Facing ECDE Programs in Nakuru East, Nakuru County, Kenya

Peter Mbugua¹, Edward K. Tanui², Stella C. Kirui^{3*} and Ann Maina²

¹Department of Curriculum Instruction and Education Management, Maasai Mara University, P. O. Box 861-20500, Narok, Kenya.

²Department of Education Foundation and Psychology, P. O. Box 861-20500, Maasai Mara University, Narok, Kenya.

³Department of Biological Sciences, P. O. Box 861-20500, Maasai Mara University, Narok, Kenya.

Authors' contributions

This work was carried out in collaboration among all authors. Author PM participated in data collection and wrote the first draft of the manuscript, Authors PM and EKT participated in study design and data interpretation. Author EKT participated in data interpretation and wrote the protocol, while Author SCK performed statistical analysis. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJESS/2021/v15i330380

Editor(s):

(1) Dr. M. Camino Escolar-Llamazares, University of Burgos, Spain.

Reviewers:

(1) Wellington Nunes, Universidade Federal do Paraná (UFPR), Brazil.

(2) Ana Claudia Tenor, Brazil.

Complete Peer review History: <http://www.sdiarticle4.com/review-history/65736>

Original Research Article

Received 14 December 2020

Accepted 17 February 2021

Published 05 March 2021

ABSTRACT

Early Childhood Development Education (ECDE) which is the education for young children up to age of eight requires the effort of all stakeholders to provide kids from childhood through primary school age with embedded growth. This study thus, aimed at identifying how learners' creativity is hindered by the availability of learning resources and the challenges facing the ECDE programs towards creativity development in children in Nakuru East Sub-County, Kenya. The study employed descriptive research survey design. The population of the study consisted of teachers of public ECDE centers in Nakuru East Sub-County. Data was analyzed for descriptive statistics and cross tabulation of data. The results were then presented in the form of tables. Majority of the respondents indicated that they lacked musical instruments (92.2 percent), display charts

*Corresponding author: Email: kirui.stella@mmarau.ac.ke, kirui.stella@gmail.com;

(74.4percent), play materials (79.5 percent), while 69.2 percent accepted that they had drawing materials, and also 74.4 percent had reading materials. It was also clear that, creative learners were too fast for the other normal learners which posed a challenge to the teachers on which speed to use in their teaching. These findings implied that most schools (over 75 percent) in the East Sub-County lacked musical instruments, displayed charts, reading materials and play materials which were key teaching resources which would enable the teachers enhance creativity in their learners.

Keywords: Education; childhood; resources; creativity.

1. INTRODUCTION

Africa as a continent faces many challenges, from conflicts, disease, famine, political turmoil, robbery and bribery [1]. Through these horrific events, the African child has a negative perception of the world. Conversely, Africa is considered to be a unique gem in aesthetics characterized by; folklores, architecture, games, storytelling, a heritage reflecting its needs, feelings and style that sooth the horrified minds of children and nurtures their imagination [2,3]. Particularly in Kenya, a study was conducted by Ng'asike [4] on African early childhood development curriculum and pedagogy for Turkana nomadic pastoralist communities of Kenya. He established that there is a unique African pedagogy that entails the passing of knowledge to the children indirectly by creative communication tools that are cultural for instance, myths, proverbs and stories. There still exists a challenge in harmonizing this legacy with formal procedures, which can increase the ability to instill the desire to investigate and to innovate by the kid through the discovery of nature and man-made surroundings, toys and dance. Unfortunately, Masago and Kweingoti [5] claims that African literacy average is 58 % as compared to 98.6 % in the developed nations. According to Garcia, Pence & Evans, [1], Black et al, [6] the creative programs are considered to have long-term benefits for early childhood development (ECD) on potential teaching, achievement, and productivity.

Children are extremely appreciated by the community in the traditional Kenyan culture. In the Kenyan perspective, it was the elderly-males and females who retained elevated cultural respect and were acknowledged as reservoirs of wealthy oral tradition and fantastic folklore-who had the duty for fostering childhood artistic learning [4]. The parents brought joy of artistic speech and imaginative thoughts to the children with the help of music and spellbinding tales, wisely riddles and proverbial rhymes.

Early Childhood Development Education (ECDE) which is the education for young children up to age of eight requires the effort of all stakeholders to provide kids from childhood through primary school age with embedded growth [7]. Margolin [8] noted that an ECDE teacher plays a significant role in a child's development in education. The input of the teacher in the learning system is critical as the teaching techniques compliments the teaching tools as stressed by Brown et al [9]. The teacher choice and coaching are a significant tool for enhancing efficiency and teaching.

Kenya acknowledges that ECDE is the main force to speed up the achievement of education for all (EFA) and the Millennium Development Goals (MGDS) [10]. The ECD teacher is very important in designing and applying artistic growth equipment. The government of Kenya is therefore, intensifying the training of ECDE teachers in conjunction with the Ministry of Education (MOE) in the Kenya Institute of Education (KIE) [7]. RoK [7] reported that more than half of ECDE educators in Kenya were untrained.

As one way of enhancing performance of education in post-independence Kenya, Kenya Education Commission report recommends in-service education for teaching techniques and psychology [10]. The Kamunge Commission [7] posits that most Kenyan teachers enroll in ECDE just because they have no choice on employment. The Mobile Art school of Kenya (MASK) is a charity founded by Alla Tkachuk, in Laikipia in 2003 [11]. Through art work, MASK inspires children's creativity and imagination. Currently MASK works with twenty schools and has established a significant relationship between children in Nakuru, Narok, Laikipia, Samburu, Pokot, and Baringo counties, transforming local arts and motivate children to build their own self-confidence. Most District Centre for Early Childhood Education, DICECE programs are only focusing on academics at

the expense of originalities and imagination. DICECE programs need to prepare children during the early years so that they emerge fluent, flexible, imaginative and original in their way of doing things, [12]. Such approach will enhance learning by making it interesting to young children to give them room for innovation as well as creative thinking. This may boost Kenya's vision of being industrialized by 2030 and more jobs creation in the future [10].

At independence in 1963 Kenya's economic growth rate was at the same level with most of the East Asian states. Today countries like Korea are in the status of super power. Their education system gives the teachers room to embrace creative thinking as well as promoting the same to their students [13]. With vision 2030 where Kenya aims at being industrialized and creation of employment to the ever-rising population, ECDE programs need to participate in influencing creativity in their learning centers for the dream to be achieved. In Nakuru East Sub-County, the pressure is put upon children who are subjected to interviews that test numeracy and literacy at the expense of learners' own discovery. The study thus aimed at asserting how learners' creativity development is influenced by the teaching and learning resources and to identify challenges facing ECDE programs towards creativity development in children in Nakuru county, Kenya, as a tool for future productivity.

2. RESEARCH METHODOLOGY

2.1 Research Design

A descriptive survey research design was adopted for this study. A survey design is an effort to gather information from people so as to assess their present position in one or more factors [14]. The design gives room for establishing relationships between variables in order to carry out an in-depth analysis in order to determine how ECDE programs affect the creative development of learners.

2.2 Location of the Study

The study focused on the public primary schools in Nakuru East Sub-County, Kenya, located at the Mid-Rift valley region and is neighbored by eight other counties namely; Kericho, Bomet, Baringo, Laikipia, Nyandarua, Narok, Kajiado and Kiambu. Nakuru Town was the provincial

headquarter for the former Rift Valley Province which was Kenya's largest province. Owing to its higher number of primary schools (a total of 57 public primary schools), the area was selected to be suitable for the study.

2.3 The Target Population

The target population of this study consisted of teachers of the 57 public primary schools that host ECDE centers in Nakuru East Sub-County. The County Education Office (CEO) statistics indicated that each school had hired two teachers and this explained why the research study targeted 114 class teachers in both PP1 and PP2 and 3420 ECDE learners were of focus to the research study. Teachers were included as respondents since they mostly interact with children and therefore, they are in a position to give correct feedback concerning children in ECD program. The learners were also included since they are the primary beneficiaries of creativity.

2.4 Sample Size and Sampling Procedures

2.4.1 Sampling procedures

Sampling entails choosing a proportion of people or items for a research in such a way that the individuals or items reflect the larger group or the community from which they are chosen [14]. It gives an efficient system of capturing in a small group the variations or heterogeneity that exist in a target population. The schools were selected using Simple Random Sample so as to give every school with ECD programme an equal opportunity of being selected into the sample.

2.4.2 Sample size determination

Fishers et al formula as described by Mugenda and Mugenda [14], is expressed in equation 1.

$$n = \frac{N}{1+Ne^2} \quad (1)$$

Where n is the sample size, N the targeted population and e the desired level of precision or confidence level.

For the 114 ECDE teachers, the sample was calculated as expressed in equation 2.

$$n = \frac{114}{1+114(0.05)^2} = 85.71 \approx 86 \quad \text{ECD Teachers} \quad (2)$$

For the 3420 ECDE learners, the sample was calculated as indicated in equation 3.

$$n = \frac{3420}{1+3.42(0.05)^2} = 358.12 \approx 358 \text{ ECDE Learners} \quad (3)$$

2.5 Research Instruments

A collection of questionnaires and observation checklist were used for the primary data collection.

2.5.1 Questionnaires

This was used to gather the response from the ECDE teachers. The study preferred questionnaire due to its simplicity in administration, filling of items and analysis [14]. Primary data was obtained using questionnaires distributed by the researcher. The questionnaires were categorized into parts and built on the basis of the research objectives in order to capture the important information. The questionnaires were used to get teachers' personal information, as well as identification and characteristics of creative children from respondents. This also gathered information on learning resources, teachers' opinions on creative learners and challenges they face while teaching creative learners. The data gathered was qualitative (opinions, insights and personal responses) as opposed to quantitative (uniform facts). The Questionnaire contained both open-ended and close-ended questions to give participants room for more insight of the research problem and also facilitate consistency of responses among the respondents.

2.5.2 Observation checklist

Observation checklists were also used where the researcher observed the natural surroundings and scrutinized real life situations closely so as to acquire useful information especially on the aspect of availability and the condition of the materials needed for the development of creativity in ECDE centers. A set of questions were used to evaluate on how the classroom setting and the behaviors of students influenced the learner's creativity. This also, helped to gather information on the challenges the teachers encountered in developing and enhancing creativity among learners. These include; noting disruptive behaviour of the learner's, the effects of continuous exam exposure to the learner's, the ability of the learners to get bored and their interests towards creative development, the availability of teaching

materials, impacts of tasks given to the learner's, behavioural change and their character in new environment and people they interact with.

2.6 Piloting of Instrument

In this study a piloting was conducted in three public primary schools in Nakuru West Sub-County which is outside the study area. Piloting helped to improve on the questionnaires in order to enhance the validity and reliability.

2.6.1 Validity of research instruments

Validity is the ability of data collection instrument or tool to gather information that is accurate, relevant and appropriate with regards to the study variable. The construct and content validity of the questionnaire was assessed by the assistance of experts (such as the study supervisor). This was intended to provide instructions to guarantee that the tool was designed in a way that would enable the researcher gather the intended information.

2.6.2 Reliability of research instruments

Mugenda and Mugenda, [14] describe the reliability of the instrument as the degree of consistency with which the parameter is evaluated. This involves measurements of the degree to which the study instrument delivers reliable results or data after repeated studies. The questionnaire included both open-ended and closed-ended questions to be addressed to the respondents. This allowed the respondents to have the opportunity to give more information into the research problem and to promote the consistency of the responses among the respondents. The findings of the pre-test data obtained in selected schools helped to restructure the questionnaires by paraphrasing questions that seemed vague to the respondents. Cross-checking of the research instruments was also carried out under the supervision of the study supervisor. This aimed at improving the quality of the research instruments.

2.7 Data Analysis

The data collected were coded with regard to the response categories for every variable. Data was analyzed and interpreted qualitatively and quantitatively in the context of the study objectives. Data analysis was carried out with the help of Windows Version 20 of the Statistical

Package for Social Sciences (SPSS) and Microsoft Excel 2010 computer software. Data was analyzed by generating descriptive statistics (frequencies and percentages) and cross tabulation of data. The results were then presented in the form of tables for easy interpretation.

3. RESULTS AND DISCUSSION

3.1 Relationship between Teaching Resources and Learners' Creativity

The research aimed to evaluate the relationship between available teaching resources and their contribution towards learners' creativity

3.1.1 Availability of teaching resources and learners' creativity

The findings on availability of teaching resources which could enhance creativity among learners were as shown in Table 1.

The findings on availability of teaching resources were as follows: on existence musical instruments in the schools (72) 92.3 percent of the teachers indicated that they did not have them in school while only (6) 7.7 percent indicated that they had musical instruments that helped enhance creativity. This finding is in line with Jeon et al., [15] who stated that these Education services tend to help children open up in a number of ways which contribute to holistic education. Therefore, when children are exposed to a range of teaching and learning opportunities, they continue to be active and involved in the learning process. It is therefore worth noting that

pre-school teachers could attest that such resources make teaching easier.

On existence of displayed charts (58) 74.4 percent of the teachers said that they did not have them while (20) 25.6 percent said that they had them displayed in their classrooms.

On being asked whether they had drawing materials such as crayons, paint and plain papers (54) 69.2 percent said that they had them and used them to enhance creativity among their pupils while (24) 30.8 percent said that they did not have them. Kim [16] coincides with the findings by stating that in the lack of these educational resources in any set-up of the hope of achieving the 2030 vision and the enforcement of the UN Convention on the Rights of the Child is unclear.

On reading materials such as story books and picture books the findings revealed that (58) 74.4% of the teachers had this in their schools and used them to enhance learner's creativity while (20) 25.6 percent said that they did not have them in their schools and classes. Kim [16] in relation to the finding noted the teaching and learning resources not only improve the child's development of music and movement skills, but also ensure that the transition from pre-primary to primary school is smooth. It suggests, therefore, that all education stakeholders must ensure that teaching and learning resources are accessible in pre-school centers.

Upon being asked whether they had Moulding materials such as plasticine (42) 53.8 percent of the teachers said that they had them in their schools and used them with the learners to bring out creativity while (36) 46.2 percent said that

Table 1. Availability of teaching resources and learners' creativity

Teaching materials		Frequency	Percent
Musical instruments	Yes	6	7.7
	No	72	92.3
Displayed Chart	Yes	20	25.6
	No	58	74.4
Drawing materials like crayons, plain papers and paint	Yes	54	69.2
	No	24	30.8
Reading materials such as story books and picture books	Yes	20	25.6
	No	58	74.4
Moulding materials such as plasticine	Yes	36	46.2
	No	42	53.8
Play materials	Yes	16	20.5
	No	62	79.5

**Availability of teaching materials*

they did not have them. Mahindu [17] noted the teachers should use a range of learning resources that can be easily identified within the locality. It is the duty of the stakeholders to ensure that the resources needed to improve children's education in ECDE centers are received. He further states that the teacher is the main source of teaching materials in that he/she initiates their provision in centers such as the child's participation.

The findings also revealed that (62) 79.5 percent of the teachers did not have play materials to enhance creativity in learners while (16) 20.5 percent said that they had them and used these facilities to enable pupils be creative. This is in accordance with Mahindu [17] who affirms that materials can be made available by parents and the community as a whole for the ECDE centers within the locality. This can be successfully done by organizing for material making day in school. The community members and parents can collect and others can donate to the school. These findings implied that most schools (over 75 percent) in the East Sub-County lacked musical instruments, displayed charts, reading materials and play materials which were key teaching resources which would enable the teachers enhance creativity in their learners.

3.1.2 Contribution of teaching resources on learners' creativity

The response on teaching resources contributed in creativity development among learners was as shown in Table 2.

The findings (Table 2) revealed that (15) 38.5 percent of the teachers indicated that environmental activities contributed a lot towards creativity development among young learners, (10) 25.6 percent indicated that music and creative arts did contribute most, (8) 20.5 percent indicated that molding and drawing enhanced creativity development, (5) 12.8 percent indicated that general knowledge contributed most while only (1) 2.6 percent indicated that writing skills contributed a lot in development of creativity. These findings implied that environmental and music activities imparted most on creativity development among young learners in the East Sub-County. These findings are in line with Gallagher [18] who developed that children learn to collaborate through early education which they obtain from child care centers and enable them to acquire the necessary skills in their lives. Such skills help them to abide by the rules and remain safe in society.

3.2 Challenges Affecting Development of Creativity

The study also sought to determine the challenges that affected development of creativity among their learners.

3.2.1 Challenges encountered in developing and enhancing creativity among learners

The response on challenges faced by both creative learners and teachers in developing creativity were displayed in Table 3.

Table 2. Contribution of teaching resources on learners' creativity

Response	Frequency	Percent
General Knowledge	5	12.8
Moulding and Drawing	8	20.5
Music and creative arts	10	25.6
Environmental activities	15	38.5
Writing skills	1	2.6
Total	39	100.0

**Creativity based on teaching resources*

Table 3. Challenges encountered in developing learner's creativity

Response	Frequency	Percent	Cumulative Percent
Disruptive	14	17.9	17.9
Get easily bored and lose interest fast	8	10.3	28.2
Too fast for the others	24	30.8	59.0
Lack of enough teaching and learning materials	32	41.0	100.0
Total	78	100.0	

**Challenges in attaining learner's creativity*

The findings (Table 3), revealed that (41%) 32 teachers indicated that they lacked enough teaching and learning materials which would be useful in enhancing creativity, (30.8%) 24 teachers said that the creative learners were too fast for the other normal learners which posed a challenge to the teachers on which speed to use in their teaching, 14 respondents indicated that the creative learners were disruptive in class while only (10.3%) 8 teachers said that creative learners got easily bored and lost interest faster when doing chores in class which posed a challenge. The findings agree with Runco, Millar, Acar and Cramond [19] who mention that the Challenges can be reduced by using best practices that include, but are not limited to, school management encouraging parents to visit schools before enrollment, providing opportunities for parents of other children to meet and connect, promoting early enrolment and running a support group for parents. Given the availability of best practice, it is important to point out that teaching and learning services play a key role in the transition process.

3.2.2 Other challenges that imparted on learners' creativity

On the level of agreement on challenges faced by both learners and teachers on creativity development the findings were as shown in Table 4.

The findings revealed that on learner's creative development being hindered by continuous exposure to tests and Examinations, 30 teachers disagreed to this statement, 19 of the respondents were neutral to this, 12 teachers each both strongly disagreed and agreed to this while only 5 teachers strongly agreed that continuous exposure to tests and exams hindered creativity development. The results are in line with Kombo and Khalayi [20] who noted one of the main reasons parents send their children to early childhood education centers is for them to be socialized, to be involved and to learn certain practical skills in life.

The findings revealed that majority of the teachers (20) agreed that creative children have the ability to think in diverse ways which teachers often consider as challenging their authority, disrespectful and disruptive. On the other hand, 18 of the teachers disagreed to this, 14 teachers each were neutral and strongly disagreed to this

while 12 teachers strongly agreed that creative children have the ability to think in diverse ways, teachers often see them as challenging their authority, disrespectful and disruptive. Kombo and Khalayi [20] Campbell et al., [21] argued that adults who had received early childhood education are psychologically and socially competent compared to those who have not received early education, and that children who receive early education are less likely to be involved in crime and are more likely to complete high school education and to pursue college education.

On being asked whether tasks that are too easy or boring frustrate a creative child, 30 respondents strongly agreed to this statement, 24 agreed to this, 16 teachers were neutral while 4 both disagreed similar to 4 who strongly disagreed. In relation to the study, Hunter et al [22] noted that teachers who are classified as inspired, conscientious and coordinated and open to new learning opportunities have been shown to be high-level curricula managers compared to teachers identified as unmotivated, not open to change.

The findings on whether if not challenged creative children can waste their ability and underutilize their potential were as follows, 32 teachers strongly agreed to this statement, 14 teachers each agreed and strongly disagreed to this statement, 12 disagreed to this while only 6 teachers were neutral to this statement. The findings concur with Githuthwa, [23] and Kekesi et al., [24] who noted that Techniques methods used by both teachers and students in teaching and learning are essential to the development of self-mastery of skills and concepts, particularly at this tender age. Cramond et al., [25] hinted out that the Challenges can be reduced by using best practices like promoting early enrolment and running a support group for parents. Pavlic et al., [26] also addressed education reforms in empowering woman as a way of improving learners' creative development since most ECDE teachers are female. Education experts stressed the importance of play for psychosocial relaxation and the active mental development of children. These findings implied that most teachers agreed that creativity was an important factor in the learners' life which needed to be tapped and developed at all costs albeit the many challenges that are associated with its development in schools.

Table 4. Other challenges that imparted on learners' creativity

Statement	Percent (n=78)				
	SA	A	N	D	SD
Learners creative development is hindered by continuous exposure to tests and Examinations	5	12	19	30	12
Because creative children have the ability to think in diverse ways, teachers often see them as challenging their authority, disrespectful and disruptive	12	20	14	18	14
Tasks that are too easy or boring frustrate a creative child	30	24	16	4	4
If not challenged creative children can waste their ability and underutilize their potential	32	14	6	12	14

**Other factors influencing learner's creativity*

4. CONCLUSIONS

The study concluded that most schools (over 75 percent) in the East Sub-County lacked musical instruments, displayed charts, reading materials and play materials which were key teaching resources which would enable the teachers enhance creativity in their learners. On challenges that affected development of creativity among their learners the study concluded that lack of enough teaching and learning materials which would be useful in enhancing creativity was the main challenge among Nakuru East Sub-County teachers. The study lastly concluded that most teachers agreed that creativity was an important factor to the learners' life which needed to be tapped and developed at all costs albeit the many challenges that are associated with its development in schools.

CONSENT AND ETHICAL APPROVAL

The researcher sought relevant authorization before the commencement of the study. Ethical approval has been collected and preserved by the authors & Informed consent was established by the researcher engaging the respondents in a conversation explaining to them what the study was about as well as giving them room for voluntary participation. Respect and confidentiality of the respondents was very well preserved as the information gathered was for academic purposes. The results were made available at Maasai Mara University and the National Council of Science and Technology Libraries, where they were made available to all. Findings may also be distributed in academic workshops and conferences as well as publication in academic research journals so as to disseminate the findings.

ACKNOWLEDGEMENTS

I would like to acknowledge Maasai Mara University and Ministry of Education science and technology, Kenya, for their support in ensuring I obtain my research permit. Not to forget County Education Officer Nakuru County for granting me the permission to carry out research in the selected area of study. And all teachers who participated in filling the questionnaires.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Garcia MH, Pence A, Evans J. (Eds.). Africa's future, Africa's challenge: early childhood care and development in Sub-Saharan Africa. The World Bank; 2008.
2. Azi JI. Appraising the Role of Affirmation (African-Animation) in Promoting Africa's Rich Cultural Heritage in a Digital Age. *International Journal of Computer Graphics & Animation (IJCGA)*. 2012;2(2/3).
3. Blackwell CK, Lauricella AR, Wartella E, Robb M, Schomburg R. Adoption and use of technology in early education: The interplay of extrinsic barriers and teacher attitudes. *Computers & Education*. 2013;69:310-319.
4. Ng'asike JT. African early childhood development curriculum and pedagogy for Turkana nomadic pastoralist communities of Kenya. *New directions for child and adolescent development*. 2014(146):43-60.
5. Masago JMO, Kweingoti RG. Education as a goldmine in Africa: A case study of Eastern Africa; 2018.
6. Black MM, Walker SP, Fernald LC, Andersen CT, DiGirolamo AM, Lu C, Lancet Early childhood development series steering committee. Early childhood development coming of age: science through the life course. *The Lancet*. 2017;389(10064):77-90.
7. RoK. Special audit report of the controller and auditor-general on financing, procurement and implementation of security related projects. Nairobi: government printer; 2006b.
8. Margolin V, Margolin S. A "social model" of design: Issues of practice and research. *Design Issues*. 2002;18(4):24-30).
9. Brown JD, L' Engle KL, Pardun CJ, Guo G, Kenneavy K, Jackson C. Sexy media matter: Exposure to sexual content in music, movies, television, and magazines predicts back and white adolescents' sexual behavior. *Pediatrics*. 2006;117(4):1018-1027. [PubMed: 16585295].
10. RoK. Kenya national assembly, ninth parliament - fifth session. Public accounts committee, report on special audit on procurement of passport issuing equipment by the department of immigration, office of the vice-president

- and ministry of home affairs. Nairobi: government printer; 2006a.
11. Glenn B. The impact of arts education in the developing world: A case study of an NGO in Kenya (Doctoral dissertation, Institute of Education University of London); 2011.
 12. Ganira KL. Influence of social studies curriculum in enhancing values education among pre-school learners in Nairobi City County, Kenya (Doctoral dissertation, University of Nairobi); 2019.
 13. Krechetnikov KG, Pestereva NM. A comparative analysis of the education systems in Korea and Japan from the perspective of internationalization. *European Journal of Contemporary Education*. 2017;6(1):77-88.
 14. Mugenda OM, Mugenda AG. *Research Methods in Education*; 2003.
 15. Jeon HJ, Langill CC, Peterson CA, Luze GJ, Carta JJ, Atwater JB. Children's individual experiences in early care and education: Relations with overall classroom quality and children's school readiness. *Early Education and Development*. 2010;21(6):912-939.
 16. Kim KH. Measurements, causes, and effects of creativity. *Psychology of Aesthetics, Creativity, and the Arts*. 2010;4(3):131.
 17. Mahindu JW. Influence of play on the development of preschool children's social skills in Kabete Zone, Kenya (Doctoral dissertation, University of Nairobi, Kenya); 2011.
 18. Gallagher JJ. Political issues in gifted education. *Journal for the Education of the Gifted*. 2015;38(1):77-89.
 19. Runco MA, Millar G, Acar S, Cramond B. Torrance tests of creative thinking as predictors of personal and public achievement: A fifty-year follow-up. *Creativity Research Journal*. 2010;22(4):361-368.
 20. Kombo K, Khalayi W. Factors that influence the quality and relevance of ECE in Kenya Unpublished MED(Doctoral dissertation, Thesis University of Nairobi, Kenya); 2011.
 21. Campbell FA, Ramey CT, Pungello E, Sparling J, Miller-Johnson S. Early childhood education: Young adult outcomes from the abecedarian project. *Applied Developmental Science*. 2002;6(1):42-57.
 22. Hunter JA, Abraham EH, Hunter AG, Goldberg LC, Eastwood JD. (). Personality and boredom proneness in the prediction of creativity and curiosity. *Thinking Skills and Creativity*. 2016;22: 48-57.
 23. Githuthwa HW, NO R. An investigation into the problems faced in the development of early childhood education in Kenya: A case of Lari, Kiambu County. Unpublished master of education thesis, Kenyatta University; 2011.
 24. Kekesi DK, Donkor SK, Aburampah W, Torkonyo M. Early childhood education teachers' perceptions on the use of play as a teaching technique in Afadjato South District of the Volta Region, Ghana. *Education Quarterly Reviews*. 2019;2(3).
 25. Cramond B, Matthews-Morgan J, Bandalos D, Zuo L. A report on the 40-year follow-up of the Torrance tests of creative thinking: A live and well in the new millennium. *Gifted Child Quarterly*. 2005;49(4):283-291.
 26. Pavlic B, Lydia R, Sam-Vargas S. Gender equality and equity: a summary review of unesco's accomplishments since the fourth world conference on women (Beijing 1995); 2000.

© 2021 Mbugua et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

*The peer review history for this paper can be accessed here:
<http://www.sdiarticle4.com/review-history/65736>*