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The Enrolment Trends of Teacher Trainees in ECDE Colleges in Keiyo North and South Sub-Counties.

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ABSTRACT There is a continuous documented trend of low enrolments of teacher trainees in the Early Childhood Education Colleges in Kenya and these low enrolments continue to increase with the years. The purpose of the study was to investigate the enrolment trends of teacher trainees in ECDE colleges in Keiyo North and South Sub-Counties. Though the Government through the Ministry of Education has invested immensely in the schools' infrastructure, a huge gap hinders access, transition and gender parity. Looking on the situation on the ground, the number of female teachers in ECDE compared to male counterparts justifies the undertaking of this study. Hence, the study assessed the gender imbalances on enrolment of teacher trainees in ECDE colleges in Keiyo North and South Sub-Counties, Kenya. The study theory was top-down and bottom-up. The study employed the descriptive survey research design and targeted the nine ECDE Teachers' colleges in the Sub-Counties with 513 trainees and 9 Principals of the respective colleges. All the trainees and principals purposively selected to form the sample. The researcher utilized a questionnaire for the trainees to obtain primary data. Document analysis guide for the principals used to obtain secondary data on enrolment. Frequency tables, percentages, graphs and charts were the data analysis tools used. The study findings reveal that, out of the eight colleges, five colleges exhibited an upward trend while only three colleges exhibited a downward trend in general students' enrolment across the study period. Most colleges registered the highest enrolments in the year 2018 and lowest in the year 2008. Male trainees in ECDE constitute the lowest number of teachers in teacher training colleges in Kenya. Low proportion of male youth educators in ECDE is due to; social convictions and biases; low status and low pay occupation. In conclusion, virtual learning in colleges in Keiyo North and South sub-counties improved student enrollment in 37.5% of the colleges as it catered for working students. Gender disparity issues addressed through training opportunities and timely awareness on the importance of ECDE

course. The community viewed ECDE training as career for women, the Keiyo culture views man as a person to provide guidance to grown up teenagers and not small kids. The enabling condition useful in influencing gender balance in teacher enrollment and training in ECDE were: formulation and implementation of relevant policies; creation of an incentive such as fee waivers; guaranteed job opportunities after completion of college studies; provision of free housing to the trainees and good remuneration. The study recommends that colleges in Keiyo North and South sub counties should adopt the use of Information Communication Technology and Virtual Learning in order to improve enrollment trends in ECDE colleges.

Key Words: Enrolment Trends, Teacher Trainees, ECDE Colleges& Keiyo North and South Sub-Counties.

1: INTRODUCTION

Attainment of gender equity and equality in education is a core development issue and a goal in its own right. Towards the accomplishment of this goal, in 2007 the Ministry of Education together with Development Partners particularly USAID, Girl Child Network, Forum for African Women Educationalists (FAWE-K) and others developed the Gender Policy in Education, which gives a far reaching structure of the standards and systems to be sought after so as to accomplish sex value and fairness. It additionally recognizes continuous activities in connecting the sex holes in the arrangement of training, and distinguishes extraordinary estimates that the Government and other instruction partners should take to review the distinguished sex disparities and disparities as per Gender uneven characters in Education which gives a far reaching structure of the standards and systems to be sought after so as to accomplish sex value and fairness. It additionally recognizes continuous activities in connecting the sex holes in the arrangement of training, and distinguishes extraordinary estimates that the Government and other instruction partners should take to review the distinguished sex disparities and disparities as per Gender uneven characters in Education (ROK, 2007).

The responsibility of the Government of Kenya to achieve sex balance as underlined in different national and worldwide legitimate and awkward nature records. Both the Constitution of Kenya and the Sessional Paper on African Socialism and its Application to Planning in Kenya (1965) ban segregation based on sex and stress social equity and equivalent open doors as to training. The Children's Act (2011) unequivocally stipulates each kid's privilege to instruction, in this way guaranteeing full incorporation of young women in fundamental training. Different uneven characters reports try to standard sexual orientation in all parts, promise to implement lopsided characteristics of equivalent chances, lay accentuation on the training of young women, and stipulate measures for mainstreaming sex in the instruction division.

The consideration of men in youth programs has collected significant consideration throughout the years. This intrigue is because of three related patterns; the absence of men, generally fathers in the lives of numerous little youngsters, the shortage of men in the youth field and an expanded enthusiasm for father association in youth programs.

While nearly everybody concurs with the need to get men engaged with the lives of little youngsters, answers for this difficulty are rare. According to the National Association for the Education of Young Children (NAEYC) 97% of teachers in Pre-K programs are women. The National Education Association for Elementary Teachers (NEAET), showed that 13% of essential instructors are men, and they for the most part train in grades 5 and 6 (Cunningham and Dorsey, 2004). Youth Education remains presumably the most sex turned everything concerned. In trying to handle this issue, there is no experimental proof that one relies upon. This situation brings up various issues, for example, Are we giving positive good examples to young ladies and young men, reacting to worries of fathers and moms in families we serve and comprehensive and differing as it ought to be?

Right now, related issues that influence this issue will be talked about in the accompanying settings; the female culture and women's activist legislative issues of the youth field, what men, the two educators and fathers, truly need, and the discussion with respect to whether men are fit to be acceptable instructors of babies and little youngsters. These incorporates explicit recommendations for consolidating men and fathers into youth projects. Youth projects and schools, serve youngsters and individuals from an assortment of racial, ethnic, and sex foundations. As Sanders (2014) so precisely brings up, "They (men) enter a zone of distinction when they take youth classes and when they are enlisted to work with little youngsters". This social clash can bring about men encountering a feeling of distinction and disconnection every day. The field of youth is an overwhelmingly female one (Sanders, 2014). How does this make a female culture, past the self-evident? A few signs are; numerous individuals all through the youth field profoundly accept that ladies are normally inclined to thinking about little youngsters, and men are not (Cunningham & Dorsey, 2014; Neugebauer, 2018; Sanders, 2014).

This conviction is on the ground that in many societies, including Kenya, women accused of the obligation of bringing up kids, both in the home and in aggregate methodologies (Wardle, 2004). People bring more play, dynamic development, amusement, and crude play to the manner in which they connect with their own youngsters and the

manner in which they communicate with kids in a programme (Fagan, 2006; Parker, 2006; Lamb, 2000). While some female instructors are additionally exceptionally dynamic and physical, many are not (Fagan, 2006). Male methodology challenges the manner in which numerous youth programs work tranquil and inactive exercises that make at least wreckage (Wardle, 2004).

Youth programs are accustomed to working with moms and not fathers (Mukuna, 2008). What adds to this the truth is that there are unquestionably more single-female headed family units than male-set out families toward an assortment of lawful and social reasons. Further, as of now recommended, the noteworthy male in the youngster's life may not be the natural dad. These components make it a lot simpler for program staff to work intimately with the youngster's mom and disregard the dad or other noteworthy men in the kid's life. Ladies are progressively open to working with women. A few signs that there is a sure degree of pressure among people exists in youth programs due somewhat to the quantity of single parents in our field who dislike the absence of help from their own kids' dads (Mukuna, 2008). Sanders (2014) propose that all male youth instructors need to shield their decision of a calling to family, companions and female educators in their own calling. Unmistakably, a few women educators experience more difficulty identifying with fathers than to moms and to male partners as opposed to female associates (Neugebaurer, 2018; Mukuna, 2018).

Because of the need to accomplish social ability, a school needs to give an environment to comprehensive advancement of the kid. The pre-teachers keep giving warmth, delicate contacts, train kids and symbolize authority, quality and security. Anyway because of feminization of the pre-school calling, there is an extraordinary sex divergence prompting concerns and calls for male interest. Feminization of the instructors' workforce in ECDE has been one of the most significant changes since women have been eager to work for less compensation than men have since they have less livelihoods openings. Ladies earn respect to sustain than men and seen as generally reasonable for fundamental training. Ladies are accommodating, loyal and faithful specialists of male ruled regulatory positions (Johnson, 2018). Bradley, Jeong & Cho (2015) views educating of youngsters as a characteristic piece of parenthood. Numerous teachers just as the open offer these convictions. It is in this manner dreaded in Kenya that young men are probably going to do not have the experience of men who are mindful and sustaining and will learn right off the bat in life that youngster thinking about men.

The Ministry of Education provisions on child's right are access, value and quality, and gender in education is in this way a noteworthy advancement as it gives the structure to the arranging and programming of sexual orientation responsive instruction at all levels through the gender awkward nature in Education as referred to in (Wango, Musomi & Akinyi, 2012).

Kenya has gained momentous ground towards the acknowledgment of the EFA objectives. For instance, more ECDE educators preparations has taken place than was the situation before the dispatch of the Kenya Education Sector Support Program (KESSP) in 2005; additional young women and young men are currently in school and the sexual orientation gap has been limited.

The quantity of prepared ECDE educators has likewise kept on expanding. The quantity of prepared pre-teachers expanded from 71,500 of every 2009, to 83,900 out of 2013 with a normal sexual orientation difference of 15% male and 85% female. This expansion is due to the extension of instructor preparing establishments in the nation. The quantity of undeveloped educators as well, shows a decrease from 21,903 out of 2009 to 17,200 of every 2013 (GOK Economic Survey, 2014).

However, the education sector still faces a number of challenges as we adopt the Constitution and work towards the realization of EFA and MDG goals. Though the Government through the Ministry of Education has invested immensely in the schools' infrastructure, a huge gap hinders access, transition and gender parity. A research on the assessment of gender imbalances in education on enrolment of early childhood development and education students and empirical findings were the main objective of the present study.

II: LITERATURE LEVIEW

2.1 Gender imbalances in Education in Kenya

Kenya focus is on sexual orientation balance in all circles of advancement and in measures to address expanding imbalances. Among the Education for All (EFA) objectives and focuses, as explained at the Jomtien Conference and reaffirmed at the World Education Forum in Dakar, was to discard sexual direction contrasts, and annual sex balance in preparing, with a fixation to ensuring youngsters 'full and identical access to, and achievement of essential guidance of good quality. Kenya is a signatory to noteworthy widespread shows and concessions to human rights and sexual direction balance. In 2007, the sexual orientation unbalanced qualities in training formally propelled and scattered to the executing elements. Sexual orientation irregularity worked out with different partners in training including development accomplices. The Imbalances perceives sex balance as integral to the accomplishment of EFA and proposes various procedures to address sexual orientation worries in instruction (Wango et al., 2012).

The gender uneven characters in education tends to sexual orientation worries in instruction in particular: Gender equality based enlistment and arrangement in the dynamic positions, adjusting sex during admission of educator learners and in sending of instructors in schools and Teacher Training Colleges (TTCs) among different concerns. In any case, there has been checked advancement towards accomplishment of general essential training in the nation, acknowledgment of the MDGs and EFA keep on encountering various difficulties, for example, insufficient in-adjusting of instructors, financial and territorial variations that sway adversely on get to, maintenance, investment and quality as per (Wango et al., 2012).

In an undertaking to improve get to, quality, value, maintenance and importance in the arrangement of training, the Government expects to utilize best practices. A portion of the intercession systems incorporate angles that influence either sex to be explicitly and all things considered tended to, preparing of training administrators and other faculty associated with instruction at all levels, consideration of young men and young ladies, females and guys in sex exercises so sexual orientation mainstreaming to at last accomplish more. Furthermore, Gender support and sharpening to guarantee point-by-point and upgraded comprehension of sexual orientation issues and concerns particularly in instruction and adjustments of best practices as establishments/associations gain from one another and improve results (Wango et al., 2012).

In an examination done in the USA to look at the effect of an intercession program focused at educators and intended to empower and encourage father/male inclusion in state-supported prekindergarten programs, they see the male instructors in the ECE as fathers and coaches to the small kids (Rane, 2001). Male educators in the establishment stage observed as satisfying the jobs of the missing dads in youngsters' live (Mukuna & Mutsoso, 2011). This means the people can be good examples to the youngsters they instruct, as they educate, kids act, they become genuine model and they can likewise carry accomplishment to small kids. The sexual orientation awkwardness of instructors in the establishment stage is not just for South Africa training. As indicated by Mukuna & Mutsoso (2011) in Kenya and (Janairo, Hom, Jordan & Wright, 2010) verify that there are sex educator awkward natures in the youth training. Male instructors appear to be not many in the youth training. Male ECE educators were seen by the ECE calling is ruled by old female instructors who are seen as the main individuals who can sustain, guide and coach little youngsters in the ECE (Chabaya, Rembe & Wadesango, 2009; Mukuna & Mutsoso, 2011).

As per Mukuna & Mutsoso (2011), considers demonstrate that moms incline toward their kids instructed by females who will 'mother 'them. They dread male educators would need tolerance and be excessively cruel as taskmasters, and however, they perceived the significance of a male good example, this was insufficient to defeat uneasiness with the possibility of male preschool instructor accompanying their little youngsters to washroom or confiding in them to be with their young girls (Mukuna & Mutsoso, 2011).

The low proportion of male youth educators is not attributable to a solitary reason (Jones, 2009) the different reasons incorporate social convictions and biases, a low status/low pay occupation: and that male instructs are potential sexual exploiters/gay or inept (Benard, Kaufman, Jaser, Vaughman, Reynolds, Di Donato & Hernandez-Brereton, 2010). Occupation fulfillment of male youth educators as far as wages is lower since they consider their wages low, this may result from the customary perspective on male as essential providers, prompting desires that they will acquire more than females do (Cooney & Bitner, 2001)

Past investigations have uncovered that guys stay away from professions as youth educators because of low wages (Benard et al., 2010), Historically youth training has been worried about the thinking about and sustaining of small kids and therefore, keeps on being generally viewed as ladies' work or employment (Mukuna & Mutsoso, 2011; Wiest, 2004; Sumsion, 2010).

The feminization of training power at establishment stage level supported by the possibility that instructing in the establishment stage compared to childcare (Peterson & Wiens-Tuers, 2014). By having progressively male educators in youth, it can help disassemble the domineering power that limit word related decisions for women and men in the public (Mukuna & Mutsoso, 2011) and it can fundamentally affect society's view of sex explicit occupations.

When a kid is three years, he/she can distinguish which toy customarily connect with every sexual orientation, for example, trucks for young men and dolls for young women. He knows which exercises most connects with every sexual orientation and may imagine play with offspring of a similar sex at these exercises; young men may play with vehicles and weapons, while young women play family unit exercises.

During the evaluation school years, youths will all in all play and team up with posterity of their own sex and may convey extreme aversion or upset with the opposite sex (www.healthchildren.org).

Undeniably over the Organization for Economic Co-activity and Development (OECD), the empowering calling to a great extent controlled by ladies. The bit of female teachers has been growing over the earlier decade showing up at 68% in 2014 for all the degrees of preparing solidified. The sex uniqueness decrease dynamically with the level of preparing from 97% of ladies in pre-fundamental guidance to 43% in tertiary preparing. Some place in the scope of 2005 and 2014, the sexual direction opening extended at the basic and helper level anyway lessened at the tertiary level.

Male teachers win 71% of the wages of other tertiary-showed workers in fundamental preparing and this number additions to 81% in upper discretionary preparing then again, female instructor get in any occasion 90% of the wages of other tertiary encouraged female pros at all guidance levels. This sharp differentiation in relative wages may add to making demonstrating logically speaking to women.

The greatest bit of women is found among the new time of teachers (underneath the age of 30) raising stresses over the reinforcing of sexual direction unpredictable qualities after some time. In particular, at lower guidance levels where women make up the amazing a lot of educators via preparing pointers in focus February 2017.

Across created nations, men cooperation as professions and educators in youth training and care (ECEC) administrations seen in general as exceptionally alluring. Nonetheless, the extent of men has not yet ascended to a level that successfully challenge the close to nonattendance of sexual orientation decent variety in the segment. As to in, the ECEC workforce the extent of male laborers in Australia is 2% (Schauer, 2017).

In the United States, men speak to generally 2% of all instructors in preschool and kindergarten study halls authority of work measurements, 2007. The demise of male instructors has likewise been a common issue in early essential evaluations (1) (2) (3) in the United States (Cooney & Bittner, 2001; Sergeant & Homonides, 2004). Studies additionally demonstrates that the quantity of men working in ECED has kept on declining over the previous decade (Farquhar, Zabik, Buckigham, Butler & Ballantyne, 2006).

Male instructors frequently see differential principles being touch when contrasted with their female associates (Sergeant, 2004) in any event, when men comprehend the job of suitable touch, they dread that others (guardians, partners and so forth.) may end their activities and stress that they will be seen as pedophiles (Cooney & Bittner, 2001).

III: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This is the arrangement for doing the exploration study. Kombo and Tromp (2011) saw that an exploration configuration is the 'stick' that holds all the components in the examination structure as the plan, out-line or plan that

is utilized to produce answers to the examination issues. It is an essential plan of conditions for assortment and investigation of information in a way that intends to join pertinence to the examination reason.This study employed the descriptive survey research design. A survey will be a deliberate attempt by the researcher to collect data from members of population in order to determine the status of that population with respect to one or more variables (Mugenda & Mugenda, 2009). Information concerning assessment of gender imbalances in education on enrolment of students in Early Childhood Development and Education Colleges sought. The design chosen provided a means through which information about people's attitudes and opinions on the subject collected.

3.2 Study Area

The examination territory was Keiyo North and South Sub-Counties of Elgeyo Marakwet County, which is one of Kenya's 47 areas. Sub-partitioned into four in particular Marakwet East, Marakwet West and Keiyo North and South. It is situated in the previous Rift Valley Province. Its capital and biggest town is Iten. It outskirts the regions of West Pokot toward the north, Baringo County toward the east, southeast and south, Uasin Gishu toward the southwest and west, and Trans Nzoia toward the northwest. Keiyo North and South Sub-Counties consists of nine ECD Training Colleges. All the colleges offer ECDE Teacher training courses on school based programs. The total student enrolment in these colleges is 513 of which 63 are male while 450 are female. The sub-Counties have a high number of ECDE Colleges compared to Marakwet East/West Sub-Counties. Keiyo North and South Sub-Counties are also within the Centre of the entire county with its administrative headquarters located in Iten town in the county.

3.3 Target Population

A population refers to an entire group of individuals, events or objects having a common observable characteristic (Mugenda &Mugenda, 2009). Similarly, Zikmund, Babin, Carr & Griffin (2010) define population as any assortment of explicit gatherings of person or of non-human substances, for example, objects, instructive organizations, time units, geological region, costs of wheat or pay rates drawn by people, a rundown of components from which an example might be drawn.This study targeted the nine training colleges in the two Sub-Counties of Keiyo North and South sub-counties, 513 trainees and 9 Principals of the respective colleges. All the trainees and principals purposively selected to form the sample. The total population taken as the sample.

3.4 Sampling Design and Sample Size

Kombo & Tromp (2011) notes that sample is a definite part of statistical population studied to gain information about the properties of the whole population. Kombo & Tromp (2011) further explain that 'sampling design' refers to that part of research plan that indicates how the researcher selected cases for observation. The study adopted a stratified and purposive sampling. The trainees stratified according to the certificate course taken (i.e. Certificate and Diploma)

Table 3.1: Number of Trainees by category in Keiyo North and South Sub-Counties

Category	Male	Female	Total
Diploma	45	279	324
Certificate	18	171	189
Total	**63**	**450**	**513**

(Source: Researcher, 2019)

3.6 Data Collection Instruments

The researcher utilized two instruments to obtain data from the respondents. A questionnaire was prepared for the trainees to obtain primary data while a document analysis guide prepared for the principals to obtain secondary data on enrolment.

3.6.1 Questionnaire for Trainees

This was the main instrument for data collection. In designing the questionnaire, a closed and open-ended format used. Mugenda & Mugenda (2009) asserts that questionnaire is easy to administer as each item follow alternative answers. The questionnaires provided information on the background of the respondent, opinions on Gender imbalances, importance of choosing a career in ECDE, male teachers' beliefs and perception and parents' perception on male teachers as caregivers in Keiyo Sub-County. The questionnaire items rated on a likert scale, primary data for trainees obtained by the use of questionnaire as it was able to reach many respondents and capture adequate details related to the current study.

3.6.2 Document Analysis Guide

The researcher used document analysis as a source of secondary data in the study. The guide captured the yearly enrolment of teacher trainees according to the level of certification (Certificate or Diploma) by gender. The source documents included admission and class registers obtained from the college registry. This technique was useful in obtaining information on gender enrolment and course level taken on admission.

3.7 Validity and Reliability of Research Instruments

According to Kumar, Muniandy & Yahaya (2011), one of the zones of contrast among quantitative and subjective examination is in the utilization of and significance given to the ideas of validity and reliability.

3.7.1 Validity of Research Instruments

According to Kerlinger & Lee (2000), validity refers to the extent to which the instrument is good for measuring what is design and intends to measure. Content legitimacy is the degree to which an estimating instrument gives sufficient inclusion of the theme under examination. To accomplish this type of legitimacy, this examination, guaranteed that the instrument contained a delegate test of the universe. Content legitimacy additionally achieved by counseling experienced analysts in the School of Education, University of Eldoret on whether the estimating instrument fulfills the guidelines. Rule related legitimacy identifies with the analysts capacity to anticipate some result or gauge the presence of some current condition. This type of legitimacy mirrors the accomplishment of measures utilized for some exact evaluating reason. The concerned standard must have the accompanying characteristics: opportunity from predisposition, unwavering quality and accessibility. Opportunity from inclination accomplished by utilizing probabilistic testing technique that gave every component known to man an equivalent chance of choice. Unwavering quality accomplished by guaranteeing that the basis was steady or reproducible. The directors guided and prompted the scientist in like manner in improving the exploration instruments before initiating on information assortment.

3.7.2 Reliability of Research Instruments

Cronbach (1951) characterizes unwavering quality as the consistency of a lot of estimation. Unwavering quality is the consistency of estimation, or how much an instrument quantifies a similar way each time utilized under a similar condition with similar subjects. A measure is dependable if an individual's score on a similar test given twice is comparable. Remember that unwavering quality isn't estimated it is evaluated. Dependability doesn't mean legitimacy in light of the fact that while a scale might be estimating something reliably, it may not really be what it should quantify. The scientist utilized the most widely recognized interior consistency measure known as Cronbach's alpha (α). It demonstrates the degree to which a lot of test things quantifies a solitary inactive variable. The suggested estimation of 0.7 utilized as a cut-off of reliabilities. Cronbach's alpha is a general type of the Kunder-Richardson (K-R) 20 equations used to get to inward consistency of an instrument dependent on split-half reliabilities of information from every single imaginable portion of the instrument. The investigation along these lines executed split-half

procedure to gather information for pilot study that deliberate the inner consistency of the poll. The pilot test done in Marakwet West with the subjects from the objective populace recreates the strategies and conventions assigned for information assortment (Blumberg, Donald and Schindler 2011).The completed questionnaires were collected and analyzed. After two weeks, the researcher presented the questionnaires for a second time. The researcher then analyzed and correlated the results. The researcher found out a consistent value of 0.7, which was the reliability index

3.8 Data Collection Procedures

Data collection done after clearance from the School of Education, University of Eldoret. Then obtain a research permit from the National commission for Science and Technology and innovation and thereafter sought for permission from the Sub-County Director of Education in Keiyo Sub-County before visiting all colleges to request permission to conduct research. The dates that were convenient were set in liaison with the college administrators. The researcher also informed the respondents about the purpose of the study through the college administration. The researcher included a disclaimer on the assurance of confidentiality to the respondents.

3.9 Data Analysis Procedures

Data analysis consisted of examining categorizing, tabulating or otherwise recombining the evidence to address the initial proposition for the study (Yin, 2009).This involved ordering, structuring and giving meaning to the mass of data collected (Mugenda & Mugenda, 2009). Data from the two instruments were handled separately, the first step were to analyze and group according to its' relevance to the objectives of the study. It involved a process of data editing, coding, classification, tabulation and using percentages in order to identify key themes and sub-themes.

The study collected quantitative data. The frequencies, tables, figures and percentages used in interpreting the respondents' perception on issues raised in the questionnaire to answer the research questions. SPSS version 25 used to analyze the data while the inferential statistics used to test if there was a significant difference in assessment of gender imbalances in education in the enrolment of teacher trainees before and after gender imbalance policy in education implementation.

3.10 Ethical Considerations

Moral contemplations involve the analyst guaranteeing moral checks. These included explicit techniques to protect the respondents. The scientist gave the subjects data on the reason, significance and handiness of the investigation, any advantages of the examination to the respondents (Sarantakos, 2013) and the significance of subject collaboration, the degree of protection and classification, obviously determined in the introductory letters for the polls. The major moral issue in this investigation was security and privacy of respondents and locales for research accordingly: the personalities of respondents were however much as could reasonably be expected kept classified; they reserved a privilege to stay unknown and their individual characters were a striking element in the examination. The scientist accomplished this by utilizing numbers relegated to each poll instead of utilizing their names. The scientist likewise looked for educated assent from each respondent utilized in the examination and guaranteed they take an interest willfully (Best and Kahn, 2006). To limit the interruption on the progression of exercises in the schools, the specialist gave polls during off-class meetings and after classes (Creswell, 2014).

IV: RESULTS

4.1 Enrolment trend of teacher trainees in ECDE colleges

The first objective of the study sought to find out the enrolment trend of teacher trainees in ECDE colleges.

4.1.1 College 01

Table 4.1 Enrolment trend of teacher trainees in College 01

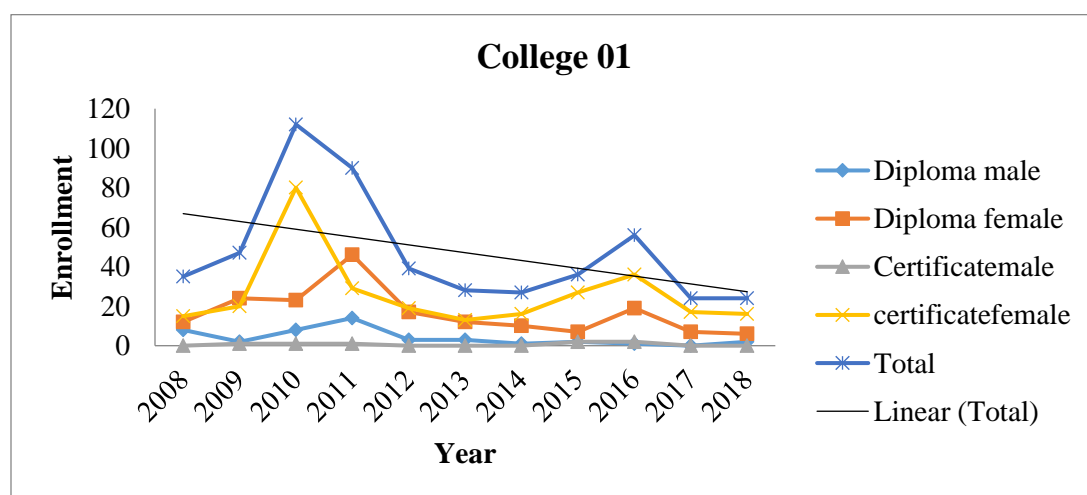| YEAR	DIPLOMA			CERTIFICATE			
	MALE	FEMALE	SUB-TOTAL	MALE	FEMALE	SUB TOTAL	GRAND TOTAL
2008	8	12	20	0	15	15	35
2009	2	24	26	1	20	21	47
2010	8	23	31	1	80	81	112
2011	14	46	60	1	29	30	90
2012	3	17	20	0	19	19	39
2013	3	12	15	0	13	13	28
2014	1	10	11	0	16	16	27
2015	2	7	9	2	27	27	36
2016	1	19	20	2	36	36	56
2017	0	7	7	0	17	17	24
2018	2	6	8	0	16	16	24

Source: Field Data (2019)

Figure 4.1: College 01

The figure 4.1 above indicate that in 2010 there was an upsurge in the total number of enrollment from 47 in 2009 to 112 in the year 2010, this represents 38% increase in the total number of enrollment. The increase is attributable to the college culture that include high academic standards and formal and informal communication related to college

choice and transition. Another reason that attributable to this increase is the adoption of technology in the marketing of courses offered in the college through the social media and the print media as pointed out by (Wikstrom & Ellonen, 2012).

There was a steady decline from 112 in the year 2010 to 27 in the year 2014 in the total number of enrollment, this represents 75% decline in the total number of enrollment. This is attributable to the fact that the college revised their entry grades. In the year 2017 to 2018 the enrollment remained constant at 24 for the two years, this is attributable to the college not admitting more students or the students did not seek admission in the college. According to Noor (2012), the quantity of female alumni at the undergrad level is high in the field of humanities, business, instruction and the executives contrasted with the quantity of male alumni in the field of designing, engineering, property the board, town and provincial arranging.

4.2 College 02

Table 4.4 Enrolment trend of teacher trainees in College 02

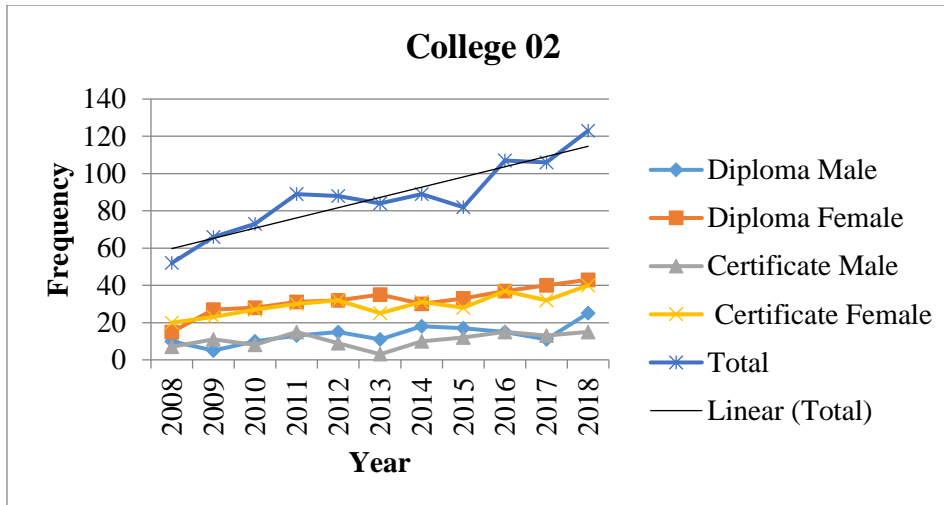| YEAR	DIPLOMA				CERTIFICATE		
	MALE	FEMALE	SUB-TOTAL	MALE	FEMALE	SUB TOTAL	GRAND TOTAL
2008	10	15	25	7	20	27	52
2009	5	27	32	11	23	34	66
2010	10	28	38	8	27	35	73
2011	13	31	44	15	30	45	89
2012	15	32	47	9	32	41	88
2013	11	35	46	3	25	38	84
2014	18	30	48	10	31	41	89
2015	17	33	50	12	28	32	82
2016	15	37	52	15	37	55	107
2017	11	40	61	13	32	45	106
2018	25	43	68	15	40	55	123

Source: Field Data (2019)

Figure 4.2: College 02

As presented in figure 4.2 above the total number of enrollment has been steadily rising from the year 2008 to 2018, the overall increase in enrolment is due to subsidy of school fee by the college management, thus attracting more diploma and certificate students over the years. The study findings also revealed that the enrolment has increased in the teachers' colleges as a result of the increase in the number of form four leavers who do not secure vacancies in other tertiary institutions especially those who fail to score C+ and above for University placement by KUCCPS.

College 01 enrolment has been unsteady since 2008 to 2018 while college 02 has experience a steady rise in the enrollment from 2008 to 2018. This attributable to the quality of education in terms of teaching and learning materials in college 02, which are adequate to meet the need of the learners. College 02 is establish in terms of infrastructure as compared to college 01. College 01 had an increase of 33% in the total enrollment from the year 2014 to 2015 while college 02 had a decline of 8% in the total enrollment. The increase in college 01 enrollment is attributable to the college mainstreaming its activities by adoption of technology in marketing of its courses unlike the case in college 02.

V: SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Enrolment trend of teacher trainees in ECDE colleges

The study sought to discover the enrolment trend of teacher trainees in ECDE colleges in Keiyo North and Keiyo South sub counties.

In terms of the total enrollment from the year 2008 to 2018, college 08 had the highest number of students 1104 enrolled over the 10 years while college 05 had the lowest number of students 467 enrolled over the 10 years. Out of the eight colleges, five colleges exhibited an upward trend while only three colleges exhibited a downward trend. Most colleges registered the highest enrolments in the year 2018 and lowest in the year 2008. The highest enrolment was attributed to the following three (3) main factors; adoption of ICT, introduction of virtual learning and aggressive marketing of the programmes offered. The study established that low enrolment across the study period in the colleges was because of high tuition fee.

5.2 Conclusion of the study

Based on the study findings, the study made conclusion based on research question.

Research question one*: What is the enrolment trend of teacher trainees in ECDE colleges in Keiyo North and South sub- counties?*

The colleges in Keiyo North and South Sub counties improved student enrolment across study period through adoption of technology in marketing of its courses to access of financial support from the county and national government for construction of more infrastructures to support the growing number of students admitted into the college. Virtual learning colleges in Keiyo North and South sub-counties improved student enrollment in 37.5% of the colleges as it catered for working students.

5.3 Recommendation

From the findings of this study, the researcher makes recommendations as follows;

1) The colleges in Keiyo North and South sub counties should adopt the use of Information Communication Technology and Virtual Learning in order to improve enrollment trends in ECDE colleges.
2) Engage communities and stakeholders in advocacy fora in order to raise levels of awareness, understanding and acceptance of gender in education amongst policy makers, providers and the public.

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