PARENTAL SATISFACTION WITH THE QUALITY OF PRE-PRIMARY EDUCATION IN BONDO DISTRICT, SIAYA COUNTY, KENYA

BY

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NOVEMBER, 2013
DECLARATION
This thesis is my original work and has not been presented for a degree in any other University or any other award.

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This thesis is dedicated to my wife Tabbie A. Omondi and son Eddrian J. Omondi for the inspiration you gave to me during this project. I pray that God be with us to experience the life ahead together.
ACKNOWLEDGEMENT

First, I wish to thank all the children, parents, teachers, head teachers, and other public officials who willingly participated and supported this research project. I sincerely thank my supervisors: Dr. Nyakwara Begi and Dr. Esther Waithaka for the advice, guidance and constant support you provided to me during the research process. Let me also acknowledge the contribution of the staff and students of the Department of Early Childhood Studies, Kenyatta University who supported me in this journey of learning. Special thanks also go to my colleagues at the National Youth Service, ChildFund Kenya and APHIA PLUS Nairobi-Coast Team for your immense contribution towards the completion of this thesis. Thirdly, my sincere gratitude goes to my family members and friends who were a source of inspiration when the going seemed difficult. Lastly, I am extremely grateful to the Almighty God for giving me the strength and hope to carry out this project to its logical conclusion.
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ABBREVIATIONS AND ACRONYMS

AKF : Aga Khan Foundation
CTR : Child-Teacher Ratio
DICECE : District Centre for Early Childhood Education.
DQAS : Directorate of Quality Assurance and Standards
ECD : Early Childhood Development
ECDE : Early childhood Development and Education
ECE : Early Childhood Education
EFA : Education for All
FPE : Free Primary Education
GER : Gross Enrolment Rate
GOK : Government of Kenya
HPO : Harris Poll Organization
KNBS : Kenya National Bureau of Statistics
MDGs : Millennium Development Goals
MoE : Ministry of Education
NACECE : National Centre for Early Childhood Education
TSC : Teachers’ Service Commission
UNESCO : United Nations, Educational, Scientific and Cultural Organization
UNICEF : United Nations Children’s Fund
USA : United States of America
USD : United States Dollar
ABSTRACT

Studies done in Kenya show that most pre-primary education programs suffer from poor quality services. However, many parents continue to enroll their children in these schools and it is not clear whether they are satisfied with the quality of services provided. The purpose of the present study was to establish the overall parents’ satisfaction with the quality of pre-primary education provided to their children in Bondo district, Kenya. The study also explored how parents’ satisfaction with the quality of pre-primary education related to type of school, parents’ education, income and gender. Expectancy-Disconfirmation Theory of Customer Satisfaction was used as the basic theory of the study. It was supported by the Harris School Poll’s Conceptual Model of Parents’ Satisfaction. The population for this study comprised of all parents with children in 206 pre-primary schools in Bondo District, Kenya. The study employed a descriptive survey design. The dependent variable was parents’ satisfaction with the quality of pre-primary education. While the independent variables were type of school, parents’ gender, income and educational levels. Stratified random sampling technique was used to select the sample. Questionnaires and interview methods were used to collect the required data. The t-test for independent samples was used to test Ho1 and Ho2, while one way ANOVA was used to test Ho3 and Ho4. Data were analyzed by use of Statistical Package for Social Sciences (SPSS). The results showed that most parents were somewhat satisfied with the quality of pre-primary education. A t-test of independent samples found no significant difference in parents’ satisfaction with the quality of pre-primary education by school type and parents’ gender. One way Analysis of Variance found a significant difference in parents’ satisfaction with the quality of pre-primary education by various levels of parents’ education and income. The study recommended that the government and other stakeholders should find alternative ways of addressing the issue of poor quality of education in pre-primary schools. Specific policy issues that were recommended include strengthening of Community Support Grants, establishment of charter pre-primary schools and implementation of voucher schemes. Further research was recommended in the area of factors influencing parents’ choice of pre-primary schools.
CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter introduces the study. It presents the background to the study, statement of the problem, purpose of the study, objectives of the study, objectives of the study, research hypotheses, significance of the study, delimitations and limitations, assumptions, theoretical and conceptual framework and definition of operational terms.

1.2 Background to the Study

Access to quality pre-primary education is an essential ingredient to healthy child growth and development. World Bank (2006) showed that children who access quality pre-primary education are likely to perform better in later schooling compared to those who access poor quality pre-primary education. According to Wawire (2006), Hassan (2007) and Mishra (2009) a quality pre-primary education refers to features of a pre-primary school environment and children’s experiences in this environment which are beneficial to their growth, development and welfare. These features include provision of appropriate physical facilities, teaching-learning materials, qualified and committed staff, safe and secure environment, good health and nutritional services and effective child development outcomes.

Globally, provision of quality of pre-primary education remains elusive especially in low income countries. According to UNESCO (2012) and Mishra (2009), the quality of pre-primary education in Sub-Saharan African countries was inadequate characterized by shortage of trained teachers, poor physical infrastructure, disjointed coordination of services and low participation rates.
Similarly, the East African region has not fared any better in the provision of quality pre-primary education. UNESCO (2006) study in Burundi, Kenya, Ethiopia, Eritrea, Uganda, Rwanda and Tanzania showed that most pre-primary school children in these countries learn in deplorable conditions characterized by low teacher motivation, trained teacher shortages, inadequate teaching and learning materials and poor physical facilities.

In Kenya, a study conducted by Abagi (2009) in 181 ECD centres in 18 Districts in the country showed that the quality of care and education in most of these pre-primary schools was very poor with some children learning under trees and sitting on stones. This was confirmed by MoE Report (2011) which showed that quality of services provided in most of pre-primary schools was poor across the country characterized by shortage of trained teachers, high teacher turnover rate, poor physical facilities, inadequate teaching-learning materials and poor health and nutrition services.

Despite the poor quality of services provided in these pre-primary schools, parents continue to enroll their children in the pre-primary schools. According to the UNECSEO EFA Global Monitoring Report (2012), demand for pre-primary education continues to grow around the world with over 163 million children accessing ECD services globally (46% increment since 1999). The report indicated that tremendous increase was realized in South West Asian and Sub-Saharan African countries. In Sub-Saharan region, the report indicated that over 11 million children were enrolled in ECD centres (119% increment since 1999). In Kenya, enrollment in pre-primary education sub-sector has been growing every day. The MoE (2012) showed that between 1968 to 2010, enrolment in pre-primary schools increased from 177,033 to over 2 million pre-primary school children.
With the continued expansion of pre-primary education due to increased demand, the issue of parents’ satisfaction with the quality of services offered to their children in these pre-primary schools becomes a critical issue as it has a bearing on parents continued involvement in school activities (Griffith, 2010; Silva, 2006; Salisbury, Branson, Altreche, Frunk and Broetzmann, 1997 and Britner and Phillips, 1995). Katz (1993) argued that evaluating the quality of ECD services should be comprehensive enough to include assessment of parents’ experiences with the quality of services provided their children. Additionally studies by Omar, Nazri, Ab & Omar, 2009 and Silva, 2006; Katz, 2006) contended that involving parents in ECD service quality evaluation is critical as parents make choices about the type of school to enroll their children by paying for the services provided.

In spite of continued support for evaluation of parents’ satisfaction with the quality of pre-primary education, conceptualization of parents’ satisfaction has been varied. However, most studies (Griffith, 2010; Omar et al, 2009; Silva, 2006; Britner and Phillips, 1995 and Hoon, 1994) agree that measurement of parents’ satisfaction with the quality of ECD services should be undertaken by asking parents to rate their schools on various education quality aspects such as teacher responsiveness, appropriateness of physical facilities and learning materials, transport services, nutrition, parents’ involvement, food, safety and security, learners’ achievement among others. The present study therefore defined parents’ satisfaction with the quality of pre-primary education as the level of parents’ contentment with the quality of pre-primary education provided to their children based on their experiences with above features of pre-primary education quality.

In Kenya, attempts have been made to include parents in the evaluation of the quality of education provided to their children. A study done by Tooley and
Dixon (2005) showed that although introduction of free primary education affected enrollment in private schools in slums, a good number of parents remained with private schools serving the poor due to their good performance compared to public schools. Similarly, a study conducted by Kathure and Juma (2007) to explore the existence of private schools serving low income earners in Kakamega and Nairobi showed that parents in private school were more satisfied with the quality of education provided to their children as compared to their counterparts in public schools. Additionally, a study by Oketch, Mutisya, Ngware, Ezeh and Epari (2008) to find out pupil mobility in schools showed that most parents in Nairobi slums transferred their children from public to private schools due to perceived poor quality of education in public schools.

Although the above study findings showed some trend in parents’ satisfaction with the quality of education between private and public school parents, they were more focused on the factors influencing parents’ choice of schools. Additionally, the studies were carried out among parents with children in primary and secondary schools in Nairobi and Kakamega Districts therefore their results may only be generalized with parents in districts and schools of similar characteristics.

In pre-primary education sub-sector, reviewed literature indicated that more and more parents continue to enroll their children in private pre-primary schools since they are perceived to offer quality services compared to public pre-primary schools. According to Ayodo (2009), a good number of parents in Nairobi Schools were transferring their children from public to private pre-primary schools due to perceived low quality of services offered in public schools. He reported that a good number of parents booking place unborn children in these highly regarded schools were increasing with some schools receiving applications five times their capacity. Despite the fact that the information above pin-pointed some trends of parents’ preference of private pre-primary schools to public pre-
primary schools, the report focused in Nairobi and therefore may not be true in other regions such as Bondo, hence the need for the present study.

Bondo District is one of the areas in the country that continue to witness tremendous expansion of pre-primary education. Currently, there are over 9,000 children served in 206 registered pre-primary schools (Bondo District Centre for Early Childhood Education, 2012). On average, each pre-primary school in the District serves over 43 children in the district. Despite this rapid growth of enrolment in these pre-primary school, studies (Bondo District Centre for Early Childhood Education Report, 2012; Abagi, 2009; MoE, 2007 & Plan International, 2004) done in the district indicated that the general quality of pre-primary education was very poor manifested in high teacher-child ratio, shortage of trained teachers, dilapidated physical infrastructure and low parents’ involvement in pre-school activities. The question that remains unanswered is whether pre-primary school parents in Bondo District were satisfied with the quality of pre-primary education provided to their children. This concern constituted the fundamental thesis of the present study.

Parents’ satisfaction with the quality of education has been shown to vary with factors such as parent’s gender, educational, income and type of school. Falbo, Glover, Stoves, Holcombe, Lee, Inchauste, Provost & Schexnayder (2003) study in Texas, USA showed that low income parents were more satisfied with school quality than high income parents. Dasqupta, Narayan and Skoufias (2009) study in Indonesia reported that parents with higher education experienced less satisfaction with their children’s education compared to low education parents. Rehman, Khan, Tariq & Tasleem (2010) study in Pashawar, India showed that parents’ level of satisfaction with schools was a significant factor of school choice. Lastly, King and Bond (2001) study in Queensland, Australia showed that
both female parents and students generally had higher levels of satisfaction with use of technology in public schools than male parents and students.

Though the above studies are important in providing information about how parents’ satisfaction with quality of education provided to their children relates to factors such as parents’ gender, level of education, income and type of school, they were done in western and Asian countries therefore their findings cannot be generalized on pre-primary school parents in Kenya. In Kenya, Koech (2010) study in Uasin Gishu District showed that there were some difference in parents’ involvement in pre-school activities with type of school and parents’ level of education. Similarly, Ndani (2007) study in Thika District showed that there was some difference in parents’ participation with parents’ gender. Though these studies may suggest some trend on how parents’ satisfaction with the quality of pre-primary education provided to their children as parents’ involvement and satisfaction have been reported to be related constructs (Griffith, 2010), they were done in Uasin Gishu and Thika districts. Their findings may therefore be generalized on pre-primary parents in districts with similar demographic characteristics.

In Bondo District, there has been tremendous increase in the number of private pre-primary schools as compared to public pre-primary schools. MoE Report (2007) indicated that between 2004-2007, while private pre-primary schools increased by 54 schools, public pre-primary schools increased by 17 schools. Despite the fact that data on the difference in parents’ satisfaction between private and public pre-primary school parents may attempt to explain this tremendous increase in private as compared to public schools, limited studies of such nature have been done in the District. Additionally, the role of other factors such as parents’ gender, level of education and income on the level of parents’ satisfaction with the quality of pre-primary education may not also be known. The
absence of such information may inhabit development and implementation of ECDE policies that address the needs of different categories of parents in the district hence the need for the present study.

1.3 Statement of the Problem

Kenya has experienced rapid expansion of pre-primary education over the years as witnessed by increased enrollment from 177,000 to over 2.2 million children between 1968 to 2009 (MoE, 2011). Despite this tremendous increase in access rate in the sub-sector, provision of quality pre-primary education remains a challenge across the country (MoE, 2012 and Abagi, 2009).

Due to the continued demand for pre-primary education among parents against deteriorating quality of pre-primary education across the country, the present study attempted to find out the level of parents’ satisfaction with the quality of pre-primary education provided to their children as it has a bearing on improvement on access, retention and participation of children in pre-primary education as satisfied parents tend to be involved actively in school activities (Omar, 2009 and Salisbury et. al, 1997)

Emerging literature on parents’ satisfaction with the quality of pre-primary education show that measurement of parents’ satisfaction should be done by assessing parents’ views on the performance of their pre-primary schools in a number of education quality features. These features include provision of physical facilities, teaching-learning materials, responsiveness of teachers, safety and security, nutritional services and children’s achievement (Silva, 2006; Britner & Phillips, 1995 & Hoon, 1994). However, minimal studies have been done in Kenya to explore the level of parents’ satisfaction with the quality of pre-primary education provided to their children.
Bondo district is one of the areas in Kenya that continue to record high enrollment rate in the pre-primary education sub-sector (MoE, 2007; Bondo DICECE, 2012). However, the quality of pre-primary education remains poor across the district (Abagi, 2009). The issue of parents’ satisfaction with the quality of pre-primary education provided to their children in Bondo District was therefore of interest to the present study. Similarly, reports indicate that more parents continue to enroll their children in private pre-primary schools compared to public pre-primary schools (MoE, 2007). Despite this trend, limited studies have been done in the District to find out how type of school relates with parents’ satisfaction with the quality of pre-primary education.

Apart from type of school, Silva (2006) and Hoon (2006) argued that apart from type of school, parents’ satisfaction with quality of pre-primary education is affected by other factors such as parents’ gender, income and educational levels. However, limited studies have been done in Bondo District to document how parents’ satisfaction with their pre-primary schools relates with these factors. This study therefore sought to focus on Bondo and investigate the level of parents’ satisfaction with the quality of pre-primary education. It also intended to explore how various factors influence parents’ satisfaction with the quality of pre-primary education provided to their children.

1.4 Purpose of the Study

The purpose of this study was to establish the level of parents’ satisfaction with the quality of pre-primary education provided to their children. The study also explored how factors such as type of school, parents’ gender, and income and education levels were related to parents’ satisfaction with the quality of pre-primary education provided to their children.
1.5 Objectives of the Study

The objectives of the study were:

a) To establish the level of parents’ satisfaction with the quality of pre-primary education.

b) To establish if there is a significant difference in parents’ level of satisfaction with the quality of pre-primary education between parents with children in public and those with children in private pre-primary schools.

c) To establish if there is a significant difference in parents’ level of satisfaction with the quality of pre-primary education between male and female parents.

d) To establish if there is a significant difference in parents’ level of satisfaction with the quality of pre-primary education across levels of parents’ education.

e) To establish if there is a significant the difference in parents’ level of satisfaction with the quality of pre-primary education across parents’ income levels.
1.6 Research Hypotheses

*H1:* There is a significant difference in parents’ level of satisfaction with the quality of pre-primary education between public and private pre-school parents.

*H2:* There is a significant difference in parents’ level of satisfaction with the quality of pre-primary education between male and female parents.

*H3:* There is a significant difference in parents’ level of satisfaction with the quality of pre-primary education across various levels of parental education.

*H4:* There is a significant difference in parents’ satisfaction with the quality of pre-primary education across various parents’ income levels.

1.7 Significance of the Study

This study was designed to determine the level of parents’ satisfaction with the quality of pre-primary education. The study generated information on how factors such as parents’ gender, income levels, educational level and type of school influences parents’ satisfaction with the quality of pre-primary education. The study findings will therefore be of benefit to various stakeholders in the pre-primary education sub-sector.

Policy makers and DQAS in the Ministry of Education may use the findings of the study to harmonize pre-primary education service standard guidelines to incorporate parents’ views on quality standards that should be maintained and improved in pre-primary schools. The District Quality and Assurance Officers may use the findings of the study to expand their quality assurance supervision
programs in pre-primary schools to include assessing the level of parents’ satisfaction with the quality of education provided to their children.

The District Centre for Early Childhood Education (DICECE) officers may utilize the findings of the study in the development and implementation of parents’ mobilization and education programs so that parents may be informed of the pre-primary education quality indicators they should demand from pre-primary school managers and teachers. This may help in mediating the conflicts that is usually experienced between parents and teachers where parents expect teachers to teach even concepts beyond the pre-primary education syllabus.

Educational managers at the county government and school level may use the findings of the study to initiate programs aimed at addressing the needs of parents. The school managers may use the findings of the study to strengthen features of their pre-primary education programs that parents are satisfied with and improve the features that parents are not satisfied with. The devolved government managers at the county levels may use the findings of the study when putting in place pre-primary education structures to respond to the parents’ expectation on the quality of pre-primary education that their children should attend.

Lastly, the Parents may use the findings of the study to demand quality pre-primary education from schools. The study findings may challenge parents to always involve themselves in the pre-primary school activities to ensure that their children access quality pre-primary education. The findings of the study may also be a wakeup call for parents to form and join parents’ lobby groups and associations so that their views about quality pre-primary education may be heard and incorporated in the development and enforcement of pre-primary education policy and service standard guidelines.
1.8 Assumptions of the Study

It was also assumed that the parents had enough experience with their pre-primary schools to form an opinion of whether they are satisfied, somewhat satisfied or dissatisfied with the quality pre-primary education in these schools. Secondly, it was assumed that factors such as parents’ income, education, gender and type of school had a bearing on parents’ views on the quality of pre-primary education provided to their children hence had some relationship with the level of parents’ satisfaction with the quality of pre-primary education.

1.9 Limitations of the Study

Time was a significant limitation for this study. The researcher expected to collect data within one month (28th August, 2012 to 30th September, 2012). However, due to teachers strike that extended up to 24th September, 2012, the researcher had problems accessing some public pre-primary schools as the centres were closed due to fear of attack from striking teachers.

1.10 Delimitation of the Study

This study was delimited to public and private pre-primary schools in Bondo district. Secondly, there are several factors which influence parents’ satisfaction with the quality of pre-primary education such as parents’ income, gender, occupation, type of school, grade level of the child and educational background have been found to influence parents’ satisfaction with the quality of pre-primary education. However, this study focused on four factors namely parents’ gender, income, education and type of school. The four have been confirmed through research and practice to have a major effect on the importance parents attach specific education quality indicators hence influence their overall satisfaction with
the quality of pre-primary education (Omar et. al, 2009; Silva, 2006; Britner and Phillips, 1995 and Hoon, 1994).

1.11 Theoretical Framework

This study was guided by one theory and a model; The Expectancy-Disconfirmation Theory of Customer Satisfaction by Richard Oliver (1977) and the Interactive School Polls’ Conceptual Model of Parents’ School Satisfaction by HPO (2004) described in the following sub-sections.

1.11.1 Expectancy-Disconfirmation Theory of Customer Satisfaction (1977)

The Expectancy-Disconfirmation Theory was used as the primary theory of this study. The theory was developed in 1977 by Richard Oliver. The theory posits that customer satisfaction is generally understood as a sense of satisfaction that a consumer feels when comparing his or preliminary expectations with the actual quality of the acquired service. The theory is based on the construct of customer satisfaction which was the independent variable of this study as parents are considered as the central customers of pre-primary education since they pay for the services apart from choosing the type of preschools that their children should attend.

The theory holds the view that a customer’s expectations, coupled with his or her perceived performance of the service provided, lead to post-purchase customer satisfaction which is mediated through positive or negative disconfirmation. This means that if a service provided equals or outperforms customer’s expectations (positive disconfirmation) customer satisfaction is realized. On the other hand, when the service provided falls short of customer expectations (negative disconfirmation), the customer is likely to be dissatisfied.
In the context of the present study, parents’ satisfaction with the quality of pre-primary education was determined by assessing parents’ experiences with various aspects of the quality of pre-primary education that their children access. The experiences of parents were scored in three indices namely: three (3) showing positive experience, one (1) showing negative experience; and two (2) showing an experience that lies between positive and negative. This means that when the parents had positive experiences with the quality of pre-primary education provided to their children, then they were satisfied (positive disconfirmation). On the other hand, when they had negative experiences with the schools, then the parents were not satisfied (negative disconfirmation). Lastly, when their experiences lay between positive and negative, then they were somewhat satisfied.

**1.11.2 Interactive School Polls’ Conceptual Model of Parents’ School Satisfaction (2004)**

The Interactive School Polls’ Conceptual Model of Parents’ School Satisfaction was used in this study to support and enhance the aspects of Expectancy-Disconfirmation Theory. Additionally, the model was applied directly to the measurement of parents’ satisfaction with the quality of pre-primary education provided to their children.

The model indicates that parents’ satisfaction with the quality of education provided to their children is depended on their experiences with specific education quality indicators such as facilities and equipment, computer technology, school bus, school communication, parental involvement, teacher effectiveness, teacher communication, Board of Education, superintendent and central office, principal, curriculum, training and school budget. Although, the
above education quality indicators are important in evaluating parents’ satisfaction with school quality, the study used only eight indicators (physical facilities, teaching-learning materials, CTR, safety and security, teacher quality, feeding program teaching-learning process and learning outcome. According to Young Cost, Quality and Outcome Study Team (1999), the above indicators are very essential in determining the quality of ECD services offered to children and their families.

The model added that education quality indicators directly influence parents’ satisfaction with the education provided to their children, parents satisfaction is mediated by other factors such as parents’ ethnicity, age, gender, level of education, family income levels and school choice. The model argued that these factors may interact with parents’ perception hence affecting the overall parental satisfaction with the quality of education provided to their children. The present study focused on how factors such as parents’ gender, educational level, income and type of school relate with parents' satisfaction with the quality of pre-primary education provided to their children as they form the core parents’ demographic variables that influence importance that parents attach to various child care and education quality variables, hence affect the overall parents’ satisfaction with the quality of pre-primary education provided to their children (Omar et. al, 2009; Silva, 2006; Britner and Phillips, 1995 and Hoon, 1994).

The model was chosen for the study because it delineated specific education quality indicators that parents use to judge the quality of education provided to their children. These education quality indicators formed the bulk of pre-primary education quality indicators that were used to examine the level of parents’ satisfaction with the overall quality of pre-primary education provided to their children. Additionally, the model categorically stated that other factors such as parents’ ethnicity, age, gender, education, and income and school choice may
affect the relative importance that parents attach to various education quality indicators in the schools hence affecting their overall satisfaction with the quality of education provided to their children. These factors formed the independent variables of the present study.

1.12 Conceptual Framework

First, the quality of pre-primary education provided in a school influences parents' perception about the school. When parents are satisfied with the quality of pre-primary education provided to their children, they tend to involve themselves in school activities hence improved children’s enrolment, retention, participation and achievement rates. However, when they are dissatisfied with the quality of services offered in these pre-primary schools, they become discontented hence may look for alternative schools leading to reduced children’s enrolment, retention and participation rates.

Secondly, parents attach great importance to particular pre-primary education quality indicators such as provision of physical facilities, teaching-learning materials, teacher-child ratio, teacher quality, teaching and learning in class, feeding programs, children’s safety and learning outcome. When a pre-primary school performs well in the provision of these indicators, the parents tend to be satisfied. On the other hand, when a school performs poorly on these indicators, parents tend to be dissatisfied. However, when the school performs averagely on the provision of the quality indicators, parents tend to be somewhat dissatisfied.

Additionally, parents’ satisfaction with the quality of pre-primary education may differ depending on a number of demographic factors such as parents’ gender, education, income and type of school that their children attend. These factors tend
to interact with parents’ perception on the important of specific quality variables hence affecting their overall level of satisfaction with the quality of pre-primary education provided to their children.

Ultimately, parents’ satisfaction with the quality of pre-primary education improves school-parent partnerships which have a bearing in improved enrollment, retention, teaching-learning, participation and children’s achievement in the pre-primary school as indicated in figure 1.1
Figure 1.1: Conceptual Framework of Parental Satisfaction with the Quality of Pre-Primary Education

- **EDUCATIONAL OUTCOME**
  - Improved Enrolment
  - Improved Retention
  - Improved Teaching-Learning
  - Improved children’s achievement.

- **ENHANCED PARENT-PRE-SCHOOL PARTNERSHIP**

- **PARENTS’ SATISFACTION WITH THE QUALITY OF PRE-PRIMARY EDUCATION**

- **PRE-PRIMARY EDUCATION QUALITY INDICATORS**
  - Physical Facilities
  - Teaching-Learning Materials
  - Teacher-Child ratio
  - Teachers’ Quality
  - Teaching and Learning Process
  - Feeding Program
  - Children’s Safety
  - Learning Outcome

- **KEY**
  - Study Variables
  - Non Study Variables

- **TYPE OF SCHOOL**
- **PARENTS’ GENDER**
- **PARENTS’ EDUCATION**
- **PARENTS’ INCOME**
Figure 1.1 shows that parents’ satisfaction with the quality of pre-primary education leads to improved parent-pre-primary school partnership hence enhanced teaching-learning and children’s achievement in school. The figure also shows that overall parental satisfaction with the quality of pre-primary education varies with factors such as type of school, parents’ gender, educational and income levels.

1.14 Operational Definition of Terms

Parents’ Gender : Male or female parents.

Parents’ Income Level : The average wage or salary earned by a family monthly.

Parents’ Level of Education : The highest educational certificate that a pre-primary school parent possess.

Pre-Primary Education : Education provided to children aged 3-6 years.

Pre-Primary II class : The pre-primary education class of children aged 5 years.

Private Pre-Primary School : The pre-primary school managed by an organization or individual for profit.

Public Pre-Primary School : The community or government supported pre-primary schools.
Satisfaction: The degree of contentment that parents feel about the quality of pre-primary education based on their perception of the performance of respective schools in essential pre-primary education quality indicators.

Type of School: The school sponsorship which is either private or public pre-primary school

Quality Education: The pre-primary education with essential indicators such as appropriate physical facilities, adequate teaching-learning resources, low teacher-child ratio, qualified teachers, teaching-learning in class, feeding program, safe and secure environment and learning outcome.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the reviewed literature concerning parental satisfaction with the quality of pre-primary education. The chapter is organized into three thematic areas namely: The quality of pre-primary education, parents’ satisfaction with the quality of pre-primary education and factors influencing parental satisfaction with the quality of primary education.

2.2 The Quality of Pre-Primary Education

Provision of quality pre-primary education is essential in the realization of holistic development of children. National Association for the Education of Young Children (2008) posited that access to quality pre-primary education by young children has a profound and long lasting effect on child development and later achievement in life. This notion was confirmed by World Bank (2006) which reported that children who accessed high quality pre-primary education were more articulate at age 10, were highly self esteemed, performed better in primary and secondary education, completed high school and grew into productive members of society as compared to children who accessed poor quality pre-primary education. Despite the fact that there have been global agreement on the need to enhance access to quality pre-primary education, the conceptualization of a quality pre-primary education has been difficult as its outcome is hard to measure within a very short duration of time (Mishra, 2009).
Most studies (Hassan, 2009; UNESCO, 2008; NAEYC, 2008, Wawire, 2006; Katz, 1999) done to evaluate the quality of pre-primary education contend that a quality pre-primary education program should have conducive environment that provides appropriate experiences to children aimed at enhancing their learning and wellbeing. These features include: well trained and committed staff, adequate and appropriate physical facilities, appropriate CTR, good nutritional and health services, safe and secure setting, active parental involvement, proper grouping of children and positive learning outcomes.

Globally, access to quality pre-primary education remains elusive across the globe. For example, a study done by UNESCO (2008) to monitor the realization of EFA goals reported that the provision of quality pre-primary education remain poor across the world manifested in and adequate physical infrastructure, low trained teacher levels, inadequate funding. Mishra (2009) reported that among 69 countries whose data was available, only 20% reported that all pre-primary teachers had received training. Despite this low quality of pre-primary education services, reports indicate that the demand for pre-primary education continue to grow around the world with over 163 million children enrolled in pre-primary schools around the world by 2010 (UNESCO, 2012). The question that needed to be answered is whether the parents who continued to enroll their children in these pre-primary schools were satisfied with the quality of pre-primary education.

Sub-Saharan Africa has been shown to be one of the regions that lag behind in the provision of quality education. According to Mishra (2009) while the CTR was very low in most developed countries, it was as high as 35:1 in 40% of the Sub-Saharan African countries. This was confirmed by a study conducted by UNESCO (2012) which showed that even though the region registered one of the highest enrolment rates between 1999 and 2010, it performed dismally in respect to participation of children as indicated by low GER in table 2.1.
Table 2.1: Global Enrolment and GER in Different Regions (1999-2010)

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Enrolment</th>
<th>GER 1999</th>
<th>GER 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td>163525</td>
<td>32</td>
<td>48</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>11887</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Arab States</td>
<td>3904</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Central Asia</td>
<td>1591</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>East Asia and the Pacific</td>
<td>44502</td>
<td>39</td>
<td>57</td>
</tr>
<tr>
<td>South and West Asia</td>
<td>48144</td>
<td>21</td>
<td>48</td>
</tr>
<tr>
<td>Latin American and the Caribbean</td>
<td>20541</td>
<td>54</td>
<td>70</td>
</tr>
<tr>
<td>North America and Western Europe</td>
<td>22050</td>
<td>76</td>
<td>85</td>
</tr>
<tr>
<td>Central and Eastern Europe</td>
<td>10906</td>
<td>51</td>
<td>69</td>
</tr>
</tbody>
</table>


Table 2.1 shows that although Sub-Saharan Africa region registered a high enrolment in pre-primary education between 1999 and 2010 (119%), it lags behind in the GER which is the measure of participation rate of children in pre-primary education (10-17%). With this low GER registered in Sub-Saharan African region as compared to others, the issue of parents’ satisfaction with the quality of pre-primary education becomes an issue as it has a bearing on improvement of the quality of pre-primary education. Salisbury, Branson, Altreche, Frunk and Broetzmann, (1997) argued that parents who are satisfied with the quality of education provided to their children tend to involve themselves in school activities hence enhanced child participation and achievement.
In Kenya, formal pre-primary education was first established in Kenya in the 1940s to cater for the needs European children. However, between 1952 and 1957, more pre-primary schools centres were started in rural areas to cater for the needs of children whose parents were involved in forced labour away from home (GOK/MoE, 2005). After Kenya gained self rule in 1963, there was massive establishment of pre-primary education centres characterized by increased enrolment in the pre-primary schools as shown in table 2.2.

**Table 2.2: Enrolment in Pre-Primary Education in Kenya (1968-2009)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrolment (000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968</td>
<td>177</td>
</tr>
<tr>
<td>1990</td>
<td>800</td>
</tr>
<tr>
<td>2003</td>
<td>1,600</td>
</tr>
<tr>
<td>2004</td>
<td>1,620</td>
</tr>
<tr>
<td>2005</td>
<td>1,640</td>
</tr>
<tr>
<td>2006</td>
<td>1,670</td>
</tr>
<tr>
<td>2007</td>
<td>1,690</td>
</tr>
<tr>
<td>2008</td>
<td>1,700</td>
</tr>
<tr>
<td>2010</td>
<td>2,190</td>
</tr>
</tbody>
</table>

*(Source: KNBS, 2009 and MoE, 2011)*

Table 2.2 shows that enrolment in pre-primary schools has been growing over the years from 177,000 in 1968 to approximately 2.2 million in 2010. The table also shows that between 2003 and 2009, growth in enrolment has been steady with over 100,000 pre-primary new children enrolled in the centres than previous years.
Although the above increase points to improved access to pre-primary education in the country, the quality of services provided to children in these schools have remained poor over the years. A study done by Kenya Institute of Education (1992) to assess the situation of pre-primary education in Kenya showed that the quality of pre-primary education was pathetic in most of the schools visited with some children learning under trees without proper furniture. The Ministry of Education Brief (2008) also indicated that most early childhood Development (ECD) centres in the country operated with inadequate physical facilities, learning materials, poor health and nutrition services, higher CTR and high turnover rates for teachers which stood at 40%.

Abagi (2009) study to provide technical support for the development of an implementation strategy of operationalizing ECD policy showed that the quality of pre-primary education was pathetic in most of the centres visited. The study which was done in 181 pre-primary schools in 18 district across the country showed that the classrooms and physical environment in general were in a very poor conditions across the districts and not suitable for young children’s learning and safety. He added that apart from the poor classroom environment, most centres that were visited had no adequate and appropriate fencing with footpaths passing through the compound. He also observed that lack of sanitary facilities (toilet and water) was a major health hazard in majority of the centres. He concluded that 80% of the school compound and physical environments did not look good and attractive for children in these centres.

Similarly, Kombo and Gogo (2012) study on the role of the church in the provision of early childhood education in Nairobi Province showed that the main challenge in the provision of quality early childhood education was inadequate finance resulting to poor quality in the pre-primary schools manifested in low payment for teachers, lack of adequate text-books, permanent classrooms, transport, recreational facilities and clean sanitation. The study also showed that
out of 31 pre-primary schools 13 had no classrooms and chairs, 18 had no text books, 15 had no toilets and 16 had no pitches, balls and sport facilities.

Despite this sorry state, the above studies observed that parents continued to enroll their children in these schools. Was it because of their ignorance of the quality of services that their children receive? If not what is the level of their satisfaction with the quality of pre-primary education that their children receive? Limited studies have been done in Kenya to document the level of parents’ satisfaction with the quality of pre-primary education provided to their children, hence the need for the present study.

Ngome (2002) study on the quality of training and attrition of early childhood teachers in Kenya showed that the poor working environment in most of the pre-primary schools was one of the leading causes of high attrition rate among pre-primary school teachers. He argued that most pre-primary schools lacked the necessary facilities, equipment and materials that would promote teacher motivation and holistic development of children. He observed that most pre-primary schools especially, public ones supported unfriendly working conditions for teachers characteristics by windowless, mud walled and floored classrooms with inadequate ventilation. In addition to the above findings, he found out that unmanageable pupil enrollment contributed to over 54% rate of attrition among preschool teachers. In spite of the fact that teacher stability manifested by attrition rate being one of the factors affecting parents satisfaction with pre-primary education provided to their children (Silva, 2006 and Hoon, 1994), the above study only focused on how working environment influences pre-primary school teachers’ attrition rate, hence the need for a study to find out how different teacher qualities influence parents’ satisfaction with the quality of pre-primary education.
Lastly, Wawire (2006) study on the factors that affect the quality and relevance of early childhood education in Nairobi and Machakos Districts showed that quality and relevance of ECE was mainly affected by parent expectations of pre-schools, the competitive examination oriented examination system and formal test based primary standard one admission practices. The study further observed that the quality and relevance of ECE was further affected by inadequate state of state of equipment, learning materials and supervision, poor terms and conditions of service and motivation of pre-school teachers and lack of co-ordination and linkage between ECE provision partners. Despite the fact that the study showing parents’ expectation as one of the factors affecting quality and relevance of ECE in Kenya, the study did not find out the level of parents satisfaction with the quality and relevance of pre-primary education services provided to their children. Additionally, the study was done in 26 ECE centres in Machakos and Nairobi Districts, hence its findings can only be generalized with parents in areas with similar characteristics.

Bondo is one of the districts in Kenya with poor access to quality pre-primary education. Plan International Bondo Cluster (2004) study which formed the basis of implementation of pre-primary education infrastructure improvement project showed that most pre-primary schools in the district operated without minimum quality standards characterized by dilapidated infrastructure, poor hygiene facilities, low teacher motivation and inadequate parents’ involvement in pre-primary schools. Despite the implementation of the above project over the last decade, limited studies have been done to evaluate the impact of the project in terms of the level of parents’ satisfaction with the quality of pre-primary education offered to their children.
Similarly, Abagi (2009) study which was done in 181 pre-primary schools in 18 districts in Kenya singled out Bondo Districts as one of the areas with poor quality of pre-primary education. The study showed that over 35% of pre-primary schools in the district had dilapidated classroom environment (small, dusty, bad floor and poor ventilation). The study also revealed that most of these centres lacked essential hygiene conditions, teaching-learning materials, play ground and adequate teachers. Despite the poor quality of pre-primary education in most pre-primary schools in the district, reports indicate that there has been an increased demand for pre-primary school services among parents in the district. Bondo DICECE report (2012) indicated that there were approximately 9,000 children enrolled in 206 pre-primary schools. The question that remained unanswered is whether parents with children in these pre-primary schools were satisfied or dissatisfied with the quality of pre-primary education in Bondo district, hence the need for the present study.

2.3 Parents’ Satisfaction with the Quality of Pre-Primary Education

Evaluation of parents’ satisfaction with the quality of education provided to their children has been found to be an essential component of educational quality improvement. Salisbury, Branson, Altreche, Frunk, & Broetzmann (1997) argued that evaluation of parental satisfaction with schools is a fundamental element in the improvement of the overall quality of education as satisfied parents actively involve themselves in school activities. However, despite increased support for evaluation of education quality from parents’ satisfaction point of view, conceptualization and measurement of parents’ satisfaction still remains varied. Many studies (Dasqupta, Narayan & Skoufias, 2009; Omar, Nazri, Ab & Omar, 2009; Salisbury, Branson, Altreche, Frank & Broetzmann, 1997) tend to equate the concept of parents’ satisfaction with customer satisfaction as parents constitute the main customers of pre-primary education services through making
choices about and pays for the type of pre-primary school that their children accesses.

The above approach evaluates the level of parents’ satisfaction with the quality of pre-primary education by asking them to rate the performance of their respective schools on key indicators of such as active parental involvement; qualified, experienced and committed teachers; adequate nutrition and health services; appropriate and adequate physical facilities and learning materials; safe and secure environment for children; and holistic development of children (Silva, 2006; Katz, 1993; Britner & Phillips, 1995 & Hoon, 1994). This was the perspective that the present study adopted to explore the level of parents’ satisfaction with the quality of education provided to their children Bondo District. The indicators which parents’ satisfaction was based on were physical facilities, teaching-learning materials, teacher-child ratio, teacher quality, child safety and security in school, parent’s involvement in school activities, and quality of feeding program, teaching-learning and learning outcome.

First, the availability and appropriateness of physical facilities in a school influences parental satisfaction. A study done by Oketch, Mutisya, Ngware, Ezrah & Epari (2008) on school mobility in Nairobi slums showed that 55.56% of the parents who transferred their children from public to private schools were influenced by the availability of quality school buildings and other physical facilities. Despite the fact the above study findings showed how parents were satisfied with the quality of school buildings, the study was done among primary schools in Nairobi. Additionally, the study focused on the issue of factors influencing parental choice than their satisfaction with the quality of education provided to their children.
In Bondo District, a study conducted by Plan International (2004) showed that the physical facilities in most pre-primary schools were dilapidated with some children learning under trees and sitting on stones. This was confirmed by a study conducted by Abagi (2009) which showed that most pre-primary schools in Bondo district operated without necessary physical facilities like classrooms, water sources, play ground and toilets. However, limited studies have been done in the district to find out the level of parents’ satisfaction with availability and appropriateness of physical facilities in their pre-primary schools.

Secondly, the availability and adequacy of appropriate teaching-learning materials in a school has been found to influence parental satisfaction with the quality of education (Barrow and Leu, 2006). Silva (2006) conducted a study to find out the parents’ perspectives on the quality of child care among culturally diverse group of parents in Australia. The study showed that 90.9% of the parents who were studied rated the availability of materials as a very important component of a quality child education environment. However, the above study was done in Australia and therefore the findings could not be generalized to pre-primary school parents in Kenya.

In Kenya, a study done by Oketch, Mutisya, Ngware, Ezrah & Epari (2008) to explore pupils’ school mobility in Urban Kenya showed that availability of teaching-learning materials in schools influenced the decisions of most parents to transfer their children from public to private primary schools. However, this study was limited to the factors affecting parents’ choice of primary schools in Nairobi slum areas. Similarly, Abagi (2009) showed that most pre-primary schools in the district lacked appropriate teaching-learning materials for curriculum delivery in Bondo district. However, limited studies have been done in the district to analyze the level of parents’ satisfaction with availability and appropriateness of teaching-learning materials in their pre-primary schools. Such study findings may be used
to rally their support in supporting their pre-primary schools to acquire adequate and appropriate teaching-learning materials for effective learning to be realized.

Thirdly, the Child Teacher Ratio (CTR) in a school influences parents’ perception about the quality of education provided to their children. Silva (2006) study on parents’ perspectives on the quality of child care in Australia showed that on average 79.4% parents rated small CTR as a very important component of a quality education environment. Despite the fact that the above study showing the importance of CTR in influencing parental perception on the quality of pre-primary education provide to their children, it was done among parents in Australia therefore may not be generalized with parents in Kenya.

In Kenya, while Ministry of Education (2007) study reporting that the CTR was as high as 31:1 in most pre-primary schools across the country, Ngome (2002) study showed that unmanageable increase in enrolment in preschools was one of the major causes of high teacher attrition rate. However, these studies did not delve into how parents’ perceive the CTR in their children’s pre-primary school. Similarly, in Bondo District, reports by Abagi (2009) and Bondo DICECE (2010) showed that the CTR in most pre-primary schools was as high as 40:1. However, the reports did show whether parents’ were satisfied with CTR in their respective pre-primary schools. Without parents’ opinions on the issue, it could be difficult to suggest the best CTR policy to be implemented as parents are key stakeholders in the education of their children.

Fourthly, the quality of teachers present has a lot of impact on parents’ views about the quality of education offered to their children. For example, a study done by Silva (2006) on parents perspective on the quality of child care in Australia reported that on average 92.4% of parents rated the quality of their children’s teachers as very important to learning. Despite the above emphasis placed on the
quality of pre-primary school teachers, Bondo District has been one of the regions in Kenya with low trained teacher levels (Bondo DICECE, 2011). The above findings were confirmed by Abagi (2009) which showed that most pre-primary schools suffered from shortage of trained teachers. In spite of the above assertion on the status of trained pre-primary school teachers in the district, information on whether parents are satisfied with the caliber of their children’ teachers in terms of commitment and responsiveness still lack hence the need for the present study.

The fifth point is that the safety and security influence parents’ perception of the quality of education provided to their children. For example, a study by Silva (2006) revealed that 88.2% of Australian parents rated safety of the children as a very important pre-primary education quality indicator only second to nurturance which scored 89.5%. However, this study was done in Australia therefore may not be generalized with pre-primary school parents in Kenya.

In Kenya, Kombo and Gogo (2012) study in Nairobi province showed that most pre-primary schools lacked safety requirements. While Abagi (2009) indicated that some pre-primary schools which were visited in 18 districts had footpaths crossing the school compound compromising the safety of children in the schools. Despite the above findings showing that safety and security of children was a concern in the pre-primary schools, they did not report the views of parents on specific safety and security issues that affect their children in school.

In Bondo District, a study done by Plan International Report (2004) showed that most pre-primary schools in the district were not safe and secure for young children. However, reports (Ministry of Education, 2007; Bondo DICECE, 2010) indicate that many parents still enroll their children in these schools. The question that remained unaddressed is whether these parents are satisfied or dissatisfied
with the safety of their children in their pre-primary, hence the need for the present study.

The sixth point is that, the quality of school feeding program provided in a school influences parents’ satisfaction with their quality of education given to children. For example, a study by Silva (2006) on perspectives of parents on the quality of child care in Australia showed that most parents rated the provision of quality nutrition to children as an important childcare quality dimension with 71.8% of the parents being very satisfied with the quality of nutrition in their schools respectively. However, the limitation of the above findings is that the studies were done with parents in Australia hence may not be generalized to pre-primary school parents in Kenya. In Kenya, Bondo district has benefited from the government and donor supported school feeding programme. However, there have been widespread but silent protests of lack of transparency in its administration among parents. Despite this widespread claim, no study has been done to document the level of parents’ satisfaction with the quality of school feeding programs and address the complaints raised by the parents hence the need for the present study.

The next point is that, parents expect their children to learn certain concepts and skills the kind of teaching and learning that takes place in a school influences their satisfaction with the quality of education provided to their children. KIE (1992) study to find out the situation of pre-primary education in Kenya showed that most parents expected pre-primary schools to introduce children to basic numeracy and literacy skills. Despite the above study findings pin-pointing parents’ expectations especially on the skills they would like the pre-primary education to impart to children, it remains to be ascertained whether these pre-primary school parents are satisfied or dissatisfied with how their children are taught in their respective schools, hence the need of the present study.
Lastly, children’s learning outcome greatly influence parents’ views about the quality of education provided in a school. For example, a study done by Gibbons & Silva (2008) on School quality, child wellbeing and parents’ satisfaction showed that parents’ satisfaction with the quality of their children’s education was more pronounced in schools with high average test scores. In Kenya, a study done by Wawire (2006) revealed that pre-primary school parents in Nairobi and Machakos districts expected their children to acquire and develop skills in reading, writing and arithmetic, morality and religious values. However, the above studies did not establish the level of parents’ satisfaction with various aspects of their children’s achievement. Similarly, the study was done among pre-primary school parents in Machakos and Nairobi district therefore its findings could not be generalized to parents in other district such as Bondo hence the need for the present study.

### 2.4 Factors Influencing Parents’ Satisfaction with the Quality of Pre-Primary Education

Factors such as parents’ age, gender, ethnicity, income levels, educational background and type of school have been shown to influence the overall level of parents’ satisfaction with the quality of pre-primary education provided to their children (HPO, 2004 and Baker, 1994). The present study looked at the influence of parents’ income, level of education, gender and school type on their satisfaction with the quality of pre-primary education in Bondo district.

#### 2.4.1 Parental Income Level and Parents’ Satisfaction with Pre-primary Education Quality

Parental satisfaction with the quality of education provided to their children has been shown to vary with parents’ income level. Lucile Packard Foundation (2007)
study in Bay Area, USA showed parents with high income being more satisfied with the quality of education provided to children than low income parents. However, a study done by Falbo et al. (2003) to find out parents’ satisfaction with school quality in Texas, USA indicated that low income parents had greater satisfaction with their children’s education (M=7.63) than higher income parents (M=7.05). The question that the present study was concerned with was whether parents’ satisfactions with the quality of education differ significantly across various parents’ income levels in Bondo district.

In Kenya, family income continues to affect the provision of quality and relevant pre-primary education. Wawire (2006) showed that parents’ income was one of the factors that affected access to quality and relevance of early childhood education in Machakos and Nairobi District. However, the study did not address the difference in parents’ satisfaction with the quality of pre-primary education across various income levels. In addition, the study was done in Machakos and Nairobi districts and therefore can only be generalized to parents from districts with similar characteristics.

Bondo district has been one of the poorest regions in Kenya with high poverty index. This means that most parents in the district lived below the poverty line and therefore could not afford high cost of pre-primary education in the schools which are perceived to offer quality education. However, Bondo DICECE Report (2011) showed that many parents are opting to take their children to private pre-primary schools that they consider appropriate due to the quality of services offered. This increased rate of demand of private pre-primary school has seen increased establishment of more private schools (MOE, 2007). Does it mean that parents with low income continue to confine their children to low cost pre-primary schools which provide low quality services while their colleagues from high income bracket take their children to private schools which are perceived to
offer quality? Is there a significant difference in parents’ satisfaction with the quality of pre-primary education across various income levels? These questions form a critical foundation of the present study.

2.4.2 Type of School and Parents’ Satisfaction with Pre-Primary Education Quality

Parents’ satisfaction with the quality of education has been shown to vary with the type of school. For example, a study done by Adebayo (2009) showed that most Nigerian parents preferred private to public school due to the superior quality of education. Similar findings were reported by Logan, Fujiwara & Parish (2006) which showed that 40%, 37%, 33% and 42% of Malawian parents were dissatisfied with text books, teaching, absent teachers and overcrowding classrooms in public schools respectively. However, despite the fact that these studies addressed the issue of parents’ preference for private to public schools, they did focus on primary and secondary school parents in Nigeria and Malawi respectively hence their findings could not be generalized to pre-primary school parents in Kenya.

In Kenya, a number of research findings (Oketch et. al. 2008; Tooley & Dixon, 2005) indicate that many parents are transferring their children from public to private schools due to perceived low quality of education in public schools. Tooley & Dixon (2005) showed that after the introduction of free primary education, most parents in Nairobi Slums transferred their children to public schools. The study also showed that a good number of parents stayed with private schools as they considered their performance to be better than public schools. This was confirmed by Kathure and Juma (2007) study in Kakamega and Nairobi slums which showed that most parents with children in private schools were more satisfied with the quality of education compared to parents of children in public
school. However, while the above study findings are important in understanding perception of parents on the quality of education provided in private and public schools, it focused more on parents with children in primary and secondary school hence the findings cannot be generalized to pre-primary school parents.

In the pre-primary education sector, most of the studies that have tended to focus on how parents’ involvement in pre-primary school activities differs between public and private preschools. Koech (2010) study on the factors influencing parent-preschool partnership in Uasin Gishu District, Kenya that there was no significant difference in parents’ involvement in pre-school activities based on the type of schools. Despite Griffith (2010) assertions that there is a significant relationship between parents’ satisfaction with the quality of pre-primary education and their involvement in pre-primary school activities, limited studies have been done in Kenya to find out how parents’ satisfaction with the quality of pre-primary education differ between public and private pre-primary school parents.

Bondo district has experienced increased demand for private pre-primary education in the recent years. The Ministry of Education Report (2007) indicated that between 2004-2007, while private schools expanded by 54, the public pre-primary schools increased by only 17. Additionally, Bondo DICECE report (2012), there was a total of over 9,000 pre-primary school children in Bondo district. However, despite the continued trend of more parents enrolling their children in private pre-primary schools, the difference in parents’ satisfaction with the quality of pre-primary education between parents with children in public and those with children in private pre-primary schools remains unknown in the district, hence the need for the present study to be done in Bondo district.
2.4.3 Education Level and Parents’ Satisfaction with Pre-Primary Education Quality

Parents’ level of education has been shown to affect their satisfaction with the quality of education provided to their children. A study by Dasqupta et.al (2009) to measure the quality of education and health services using perception data in Indonesia showed that most parents with higher educational levels had lower chances of satisfaction compared to those with low academic levels. However, even though the above study findings may suggest how parents’ satisfaction with the pre-primary education may vary with their educational levels, the studies were done in Asian country with different parents’ characteristics hence may not be generalized to parents in Kenya.

In Kenya, a study done by Koech (2010) in Uasin Gishu district showed that parents with no education certificate and those with college diploma differed significantly in their level of involvement in pre-primary school activities. Specifically, the study showed that parents with low level of education felt inept in their contribution to parent-school partnership modes than parents with higher educations. Despite the fact that parents’ satisfaction with and involvement in pre-primary education are related construct (Griffith, 2010), the findings may only be generalized to pre-primary school parents in other regions with the same characteristics, hence the need for present study to be done with pre-primary school parents in Bondo District.

2.4.4 Parents’ Gender Parents’ Satisfaction with Pre-Primary Education Quality

Gender differences have been shown to affect people’s perception on various educational issues. King and Bond (2001) study in Queensland, Australia showed
that both female parents and students generally had higher levels of satisfaction with use of technology in public schools than for male parents and students. Wang & Yang (2010) to find out how customer relations management create better customer outcomes for small educational institutions showed that fathers were more satisfied with their children’s schools compared to mothers. However, despite the fact that the above study findings suggested some difference in parents’ satisfaction with the quality of pre-primary education between male and female parents, they were done in western countries, hence their findings may not be generalized to pre-primary school parents in Kenya.

In Kenya, most of the studies that have been done to find out the level of parents’ involvement in pre-primary school activities show that there are some significant differences between male and female male parents in their participation in pre-primary school activities. For example, a study done by Ndani (2007) in Thika District showed that showed that more female than male parents were involved actively in their children’s pre-primary school activities. However, despite the fact that the above study findings may provide some insight on how gender differences may affect parents’ satisfaction with the quality of pre-primary education, they were done in Thika District hence her findings may only be generalized on other districts with similar characteristics, hence the need for similar studies in other regions in Kenya such as Bondo district.

2.5 Summary and Gap Identification

Studies reviewed have shown that while access to pre-primary education has been growing globally, the quality of pre-primary education remains poor in most of the pre-primary schools with low income and developing countries affected the most (UNESCO.2012). The issue of parents’ satisfaction with the quality of pre-primary education therefore remained the fundamental concern to the study as it
has a bearing on effective parents’ involvement in pre-primary school activities hence improved children’s retention, participation and achievement in school (Omar et al, 2009; Salisbury et. al, 2007 and Silva, 2006).

The reviewed literature further revealed that though conceptualization of parents’ satisfaction with the quality of pre-primary education has been varied, consensus has emerged that since parents’ satisfaction is equated to customer satisfaction, it should be measured by assessing the level of parents’ contentment with the quality of services offered in their respective pre-primary schools. This satisfaction was revealed to be based on their views on the performance of their pre-primary schools in a number of pre-primary education quality indicators such as physical facilities, teaching-learning materials, teacher-child ratio, teacher quality, child safety and security in school, parent’s involvement in school activities, and quality of feeding program, teaching-learning and learning achievement (Silva, 2006; Britner and Phillips, 1995; Hoon, 1994; Katz, 1993)

The reviewed literature also showed that even though several studies have been done to measure parents’ satisfaction with the quality pre-primary education, most of these studies were done in Western and Asian countries with a few studies done in Kenya focusing on the factors influencing school choice. Additionally, most of these studies on school choice were done with parents with children in primary and secondary schools (Oketch et. al, 2008; Kathure and Juma, 2007 and Tooley and Dixon, 2005). Lastly literature showed that factors such as parents’ gender, education, income and type of school influence the importance parents attach to various education quality indicators (HPO, 2004). These factors were demonstrated to affect the overall level of parents’ satisfaction with the quality of pre-primary education. The research methods used in this study to answer research questions and control variance are presented in the next chapter.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was employed in this study. The key aspects that are addressed in this chapter include research design and locale, research variables, target population, sampling technique and sample size. The chapter also focuses on the instruments used for data collection, pilot study, validity and reliability of the research instruments. The methods of data analysis, logistical and ethical considerations are also described in this chapter.

3.2 Research Design

The study employed a descriptive survey research design to investigate the level of parents’ satisfaction with the quality of pre-primary education. The study made use of this design to collect information from a large group of pre-primary school parents in Bondo District. The design was also used to explore how parents’ satisfaction with the quality of pre-primary education differs with parents’ gender, education, income and school type. The rationale for choosing this design was based on its ability to provide the researcher with appropriate techniques for systematic collection of extensive data from a large group of respondents through interviews and administration of questionnaires (Orodho, 2009).
3.2.1 Research Variables

i) Independent Variables

The independent variables of this study were factors influencing parents’ satisfaction with the quality of pre-primary education provided to their children. The factors that were investigated included parents’ level of education, income, gender and type of school.

a) Level of education: Parents’ level of education was measured by determining the parent’s highest academic level. The categories were: Parents with no education certificate, primary education certificate, secondary education certificate, college education (diploma or certificate) and university degree.

b) Income: Parents’ income was measured by determining the total monthly income in the parents’ households. The Parents’ income categories were: Below Ksh. 10,000, Ksh 10,001-20,000, Ksh20,001-30,000, and 30,000 and above.

c) Type of school: Two groups of parents were studied namely: Parents with children in public pre-primary schools and those with children in private pre-primary schools.

d) Gender: Two groups of parents were studied namely: Female parents and male parents.
ii) Dependent Variables

The dependent variable was the level of parents’ satisfaction with the quality of pre-primary education. It was examined in eight dimensions namely: Parents’ satisfaction with the availability, adequacy and appropriateness of physical facilities; the number of teachers to children in the pre-primary school and the availability and adequacy of teaching-learning materials. Other parents’ satisfaction dimensions that were considered include teachers’ qualification, commitment to work and interest in children; the children’s safety and security; the quantity and quality of meals provided to their children. Lastly, parents’ satisfaction with teaching-learning process and children’s achievement in school were investigated.

3.3 Location of the Study

The study was carried out in Bondo District, Kenya. The District is situated in Siaya County and boarders Siaya District to the North, Rarieda District to the South East, Busia District to the West and Lake Victoria towards southwestern direction. The district is divided into three administrative divisions of Maranda, Nyang’oma and Usigu. The total population is approximately 157,522 persons (KBS Census Report, 2009). The main economic activities in the district are fishing, small scale farming and animal husbandry (Southern Africa Regional Poverty Network, 2010).

The main reason for choosing Bondo District was because of the fact that it has been implementing Community Support Grant Programme since 2008. The programme was introduced by the Ministry of Education under the KESSP to improve access to quality pre-primary education. Evaluation of parents’ satisfaction with the quality of pre-primary education was therefore necessary in
informing authorities whether the policy initiative had effect on the perception of parents on the quality of services provided to children in the pre-primary schools. Furthermore, the area has been reported to experience significant growth of private pre-primary schools as compared to public pre-primary schools (MoE, 2007), yet limited studies have been done in the area to determine the difference in parents’ satisfaction with the quality of pre-primary education provided to their children. The Map of Bondo District showing the location and distribution of selected pre-primary schools is provided in the appendix III.

3.4 Population

The population for this study comprised of parents of pre-primary school children in Maranda Division, Nyang’oma Division and Usigu Division of Bondo District, Siaya County. Table 3.1 shows the distribution of pre-primary schools in the three divisions.

Table 3.1: Distribution of Pre-Primary Schools per School Type and Division in Bondo District

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Pre-Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public Schools</td>
</tr>
<tr>
<td>Maranda</td>
<td>55</td>
</tr>
<tr>
<td>Nyang’oma</td>
<td>51</td>
</tr>
<tr>
<td>Usigu</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>149</td>
</tr>
</tbody>
</table>

*Source: Bondo DICECE, 2012.*

Table 3.1 shows that there were a total of 206 pre-primary schools in Bondo District (149 public and 57 private). The table also shows that Maranda division
had the largest number of pre-primary schools, followed by Nyang’oma division. Usigu division had the least number of pre-primary schools.

3.5 Sampling Technique and Sample Size

Multi-stage sampling techniques were employed to select the sample. This sampling technique was appropriate as it was difficult to select parents directly for the study without going through pre-primary schools.

Stage One: Selection of the Divisions

Purpose sampling was used to select all the three divisions for the study as each division presented a unique set-up which was of interest to the study. Maranda Division had the largest concentration urban population. While Nyang’oma Division presented a rural set. Lastly, Usigu Division had a large fraction of its population relying on fishing as major economic activities.

Stage Two: Selection of Pre-Primary Schools

Stratified random sampling was used to select 10 pre-primary schools in Maranda, 10 pre-primary schools in Nyang’oma and 10 pre-primary schools Usigu. To get more accurate representation, the researcher first compiled a list of public and private pre-primary schools in the District from the Bondo DICECE offices. The initials of the names of the schools were then entered into a computer to generate five public and five private pre-primary schools from each division for the study. This sampling method was used because the study was interested in finding out the difference in parents’ satisfaction with the quality of pre-primary education between the two strata of pre-primary school parents (public and private). Table
3.2 shows the number of pre-primary schools (public and private) selected per division.

Table 3.2: Number of Pre-Primary Schools Selected per Division

<table>
<thead>
<tr>
<th>Division</th>
<th>Total No. of Public Schools</th>
<th>Sampled Public Schools</th>
<th>Total No. of Private Schools</th>
<th>Sampled Private Schools</th>
<th>Total No. of Schools Sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maranda</td>
<td>55</td>
<td>05</td>
<td>25</td>
<td>05</td>
<td>10</td>
</tr>
<tr>
<td>Usigu</td>
<td>51</td>
<td>05</td>
<td>19</td>
<td>05</td>
<td>10</td>
</tr>
<tr>
<td>Nyang’oma</td>
<td>43</td>
<td>05</td>
<td>13</td>
<td>05</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>149</strong></td>
<td><strong>15</strong></td>
<td><strong>57</strong></td>
<td><strong>15</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>


Table 3.2 shows that a total of 30 pre-primary schools were sampled for the study (15 public and 15 private pre-primary schools). This represented approximately 15% of 206 pre-primary schools in the District. The 30 selected pre-primary schools formed the basis of sampling parents who were studied.

**Stage Three: Selection of Parents for the Survey**

Stratified random sampling was used to select parents of different gender, educational level and income. The 1,434 parents appearing in the registers in the 30 selected pre-primary schools were divided into 4 major strata based on type of school, parents’ gender, level of education and income. Random sampling was used to select 600 parents for the study (20 parents from each of the selected 30 public pre-primary schools). This translated to approximately 42% of the total number of parents appearing in the school registers. Tables 3.3a and 3.3b show the proportion of parents who were sampled for the study based on type of school, parents’ gender, educational and income level.
Table 3.3a: Number of Parents Sampled Type of School per Division

<table>
<thead>
<tr>
<th>Division/No. of Parents</th>
<th>Maranda Division</th>
<th>Nyang’oma Division</th>
<th>Usigu Division</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public Schools</td>
<td>Private Schools</td>
<td>Public Schools</td>
<td>Private Schools</td>
</tr>
<tr>
<td>Pre-primary Schools</td>
<td>55</td>
<td>25</td>
<td>51</td>
<td>19</td>
</tr>
<tr>
<td>Schools Sampled</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Parents in the Registers</td>
<td>340</td>
<td>219</td>
<td>278</td>
<td>175</td>
</tr>
<tr>
<td>Male Parents Sampled</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Female Parents Sampled</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Sample Size for Survey</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

(Source: Bondo DICECE, 2012.)

Table 3.3a shows that each of the three divisions in the District produced 200 parents (50 female parents from 5 public schools, 50 female parents from 5 private school, 50 male parents from 5 public school and 50 male parents from 5 private schools).
Table 3.3b: Proportion of Parents Sampled for the Study based on Gender, Education and Income.

<table>
<thead>
<tr>
<th>Gender of Parent</th>
<th>Level of Education (Major Strata)</th>
<th>Level of Income (Sub-Strata)</th>
<th>No. of Parents in the Registers</th>
<th>No. of Parents Sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>High level of Education (Secondary Education and above)</td>
<td>High Income (Ksh. 20,000 and above)</td>
<td>72</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low income (Below Ksh. 10,000)</td>
<td>294</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Low level of education (Below Secondary Education)</td>
<td>High Income (Ksh. 20,000 and above)</td>
<td>05</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low income (Below Ksh. 10,000)</td>
<td>346</td>
<td>145</td>
</tr>
<tr>
<td><strong>Sub-Total for Males</strong></td>
<td></td>
<td></td>
<td><strong>717</strong></td>
<td><strong>300</strong></td>
</tr>
<tr>
<td>Females</td>
<td>High Level of Education (Secondary Education and above)</td>
<td>High Income (Ksh. 20,000 and above)</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low income (Below Ksh. 10,000)</td>
<td>304</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>Low level of education (Below Secondary Education)</td>
<td>High Income (Ksh. 20,000 and above)</td>
<td>17</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low income (Below Ksh. 10,000)</td>
<td>336</td>
<td>141</td>
</tr>
<tr>
<td><strong>Sub-Total for Females</strong></td>
<td></td>
<td></td>
<td><strong>717</strong></td>
<td><strong>300</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
<td><strong>1434</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Table 3.3b shows that based on the proportion of different categories of parents in the population, majority were from the low education and income bracket (145 females and 141 males). The table also shows that 55 of the sampled parents (25 females and 30 males) fell in the higher educational and income bracket.
Stage Four: Selection of parents for Interviews

Purposive sampling was used to select 60 parents who participated in face to face interviews. Purposive sampling was used since the researcher need a parent who was educated and experience enough to critically examine and provide a detailed insight of the quality of pre-primary education provided to the children in the school. Out of the 20 parents who participated in the survey in each pre-primary school, two parents (male and female) with higher levels of education were selected for interview as indicated in table 3.4.

<table>
<thead>
<tr>
<th>Division/No. of Parents</th>
<th>Maranda Division</th>
<th>Nyang’oma Division</th>
<th>Usigu Division</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public schools</td>
<td>Private Schools</td>
<td>Public Schools</td>
<td>Private Schools</td>
<td></td>
</tr>
<tr>
<td>Schools in the District</td>
<td>55</td>
<td>25</td>
<td>51</td>
<td>19</td>
</tr>
<tr>
<td>Schools Sampled for the Study</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>Parents interviewed per school</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>Total No. of Parents Interviewed</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

(Source: Bondo DICECE, 2012)

Table 3.4 shows that 60 parents were selected interviews (2 parents from each of the 30 participating pre-preprimary schools). This represented 10% of the parents who participated in the survey.
3.6 Research Instruments

3.6.1 Questionnaires

A questionnaire was used to collect data on the level of parents’ satisfaction with the quality of pre-primary education provided to their children. The instrument consisted of two parts. Section “A” of the instrument sorted the background information of the respondents such as location of the school, school type, and parents’ level of education, parents’ gender and household income. Section “B” measured the level of parents’ satisfaction with the quality of pre-primary education provided to their children. Eight indicators of pre-primary education quality were used to determine the level of parents’ satisfaction. They included physical facilities, teaching-learning materials, teacher-child ratio, teacher quality, safety of children, the quality of teaching and learning in class, school feeding program, and learning outcome.

3.6.1.1 Scoring of the Questionnaire

Parents’ responses to the items of the questionnaire were graded on a three point Likert scale of 1-3. The items were quantified as follows: The value of one (1) corresponded to “dissatisfied”, the value of two (2) corresponded to “somewhat satisfied”, and lastly, the value of three (3) corresponded to “satisfied”. There were a total of 27 items each worth 3 points therefore to calculate the means, scores for each item were added and then divided by the number of respondents. Overall mean was calculated by adding the means for all the items and then dividing by the number of items.
3.6.2 Interview Schedules

The interview schedules were used to get more information on parents’ reasons for satisfaction or dissatisfaction with the quality of pre-primary education accessed by their children. The Interview schedule consisted of sections “A” and “B”. Section “A” collected background information while section “B” consisted of eight questions that explored the reasons advanced by parents for their satisfaction and dissatisfaction with the quality of pre-primary education.

3.6.2.1 Scoring of the Interview Schedule

The parents were presented with two set of questions. The first set of closed questions required one to agree or disagree with various statements addressing specific aspects of pre-primary education provided to their children. Agreement with the statement was scored as satisfaction while disagreement was scored as dissatisfaction. Parents’ agreements or disagreements were followed by open ended questions that required parents to give reasons for their satisfaction or dissatisfaction. Reasons for parents’ satisfaction or dissatisfaction with various aspects of the quality of pre-primary were categorized then frequency scores used to determine the reasons that were frequently advanced by the parents.

3.7 Pilot Study

Pilot study was carried out among parents with children in two pre-primary schools in Maranda division. Random sampling was used to select one public and one private pre-primary school for piloting. The instruments were then pretested pre-tested with four parents from the selected pre-primary schools. The pre-primary schools involved in the pilot study were not included in the sample of the study.
The main purpose of piloting was to test the appropriateness of the instruments that were used to conduct the study and enhance their reliability and validity. It was also necessary to carry out the pilot study to ensure that the items in the instruments were clear enough to enable the parents to complete them accurately.

3.7.1 Validity

Content validity was used to test the validity of the instruments. Kothari (2004) argued that content validity refers to the subjective agreement among professionals that a scale logically appears to reflect accurately what it purports to measure. Before designing the instruments, the researcher reviewed relevant literature to get the theoretical basis of the concepts under study. Secondly, the instruments were presented to four educational experts from Kenyatta University. The discussions held with these experts, ensured that the instruments meaningfully and accurately measured parental satisfaction with the quality of pre-primary education provided to their children.

3.7.2 Reliability

The reliability of the instrument was tested during the piloting stage. First, to ensure that the instruments used to measure parents’ level of satisfaction with the quality of pre-primary education were reliable, a test-retest and internal consistency methods were used. The instruments were administered twice to the same group of pre-primary school parents within time lapse of two weeks (28th August, 2012-14th September, 2012).
The responses of parents on the items were then compared to determine if the two tests scores were correlated. Cronbach’s Alpha Coefficients was computed from the data collected during the pilot study of the two administrations of the instruments. The results are shown in table 3.4.

Table 3.5: Reliability Test Results

<table>
<thead>
<tr>
<th>Item</th>
<th>Cronbach’s Alpha Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Items</td>
</tr>
<tr>
<td>All Items</td>
<td>27</td>
</tr>
<tr>
<td>1. Physical Facilities</td>
<td>5</td>
</tr>
<tr>
<td>2. Teaching-Leaning Materials</td>
<td>2</td>
</tr>
<tr>
<td>3. Safety and Security</td>
<td>2</td>
</tr>
<tr>
<td>4. Teacher-Child Ratio</td>
<td>4</td>
</tr>
<tr>
<td>5. Teacher Quality</td>
<td>2</td>
</tr>
<tr>
<td>6. School Feeding Programme</td>
<td>2</td>
</tr>
<tr>
<td>7. Teaching-Learning Process</td>
<td>5</td>
</tr>
<tr>
<td>8. Learning Outcome</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3.4 shows that the alpha coefficients of the items were 86-96% reliable and the coefficients of the first administration and the second administration were highly correlated. This showed that the instrument was highly reliable as a coefficient of above 0.70 is accepted (Cronbach, 1951).
3.8 Data Collection

3.8.1 Administration of Research Instruments

a) Administration of the Questionnaire to Parents

The names of the parents who participated in the study were got from the schools’ records. The parents who were selected were informed in advance about the impending study and requested to come to the schools in particular days. The questionnaires were administered to pre-primary school parents personally by the researcher as some of the parents could not read and write. The parents were requested to respond to the questions to the best of their knowledge. Parents who were not able to understand English were mapped out and guided by translating the questionnaire items in the language that they understood best.

b) Conducting Face to Face Interviews with Parents

Form the group of parents who were given questionnaires, the researcher randomly selected a male and a female parent for face to face interview. The Face to face interviews were conducted with the parents to explore their reasons for satisfaction or dissatisfaction with specific indicators of quality pre-primary education provided to their children.

3.8.2 Logistical and Ethical Considerations

In this study, the researcher obtained a letter from the Dean of Graduate School, Kenyatta University allowing the researcher to carry out the study. A research permit was then obtained from the Ministry of Higher Education, Science and Technology. Bondo District Commissioner and Bondo District Education Officer
were informed about the impending research. The head teachers of selected public and private schools were also informed about the research and requested to arrange for parents’ meeting on specific dates. These were done to ensure proper organization and co-ordination of data collection.

To ensure informed consent, all participating parents were informed about intention of the study and their co-operation sought. Secondly, privacy and confidentiality was maintained by using codes to hide the identity of the participating schools and parents. The participants were also assured that the data obtained were only used for the purpose of the study and kept confidential. The researcher also ensured that data collection was carried out professionally to reduce chances of suspicion. This was intended to improve confidence among the school authorities and parents.

3.9 Data Analysis

Data was edited, coded and entered into the computer and SPSS version 15.0 computer software was utilized to prepare data for analysis.

3.9.1 Quantitative Data Analysis

Data was analyzed quantitatively using both descriptive and inferential statistics. The descriptive statistics calculated were: Frequencies, mean, standard deviation and percentages. The descriptive statistical techniques were to analyze and summarize data before making inferences. On the other hand, inferential statistics were used to test null hypotheses. The inferential statistics calculated were; t-test of independence samples and One-way Analysis of Variance (ANOVA).
Simple mean and t-test of independence samples were computed to test whether there was a significance difference in parents’ level of satisfaction with quality of pre-primary education in relation to parents’ gender and type of school. One-way Analysis of Variance (ANOVA) was computed to test whether there was a significance difference in parents’ level of satisfaction with quality of pre-primary education in relation to various categories of parents’ educational and income levels. The following null hypotheses were tested:

**Ho1:** There is no significant difference in parents’ level of satisfaction with the quality of pre-primary education between public and private pre-primary school parents. T-test for independent samples was used to test the hypothesis at 0.05 significance level.

**Ho2:** There is no significant difference in parents’ level of satisfaction with the quality of pre-primary education between male and female parents. T-test for independent samples was used to test the hypothesis at 0.05 significance level.

**Ho3:** There is no significant difference in parents’ level of satisfaction with the quality of pre-primary education across various levels of parental education. One-way ANOVA was used to test the hypothesis at 0.05 significance level.

**Ho4:** There is no significant difference in parents’ satisfaction with the quality of pre-primary education across various parents’ income levels. One-way ANOVA was used to test the hypothesis at 0.05 significance level.
3.9.2 Qualitative Data Analysis

Qualitative data from interviews with parents were checked for normality and processed manually in a computer. The data were categorized and classified for convenience of analysis. The data were then examined to generate a description of the program presented in tables, narratives and excerpts.
CHAPTER FOUR

FINDINGS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

In the present chapter, results from data analysis and discussions of the results are presented. The demographic characteristics of the respondents are first presented followed by descriptive and inferential results organized according to the objectives of the study and hypotheses.

4.2 Demographic Information

In the first part of the questionnaire, parents were asked to provide information on the following aspects: Parents’ gender, type of school which their children attend, their education and income levels. The results are presented in table 4.1.
Table 4.1: Demographic Information of Parents

<table>
<thead>
<tr>
<th>Demographic Category</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents’ Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>300</td>
<td>50.00%</td>
</tr>
<tr>
<td>Females</td>
<td>300</td>
<td>50.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>600</td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Type of Pre-Primary School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>300</td>
<td>50.00%</td>
</tr>
<tr>
<td>Public</td>
<td>300</td>
<td>50.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>600</td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Parents’ Educational Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Primary Education Certificate</td>
<td>57</td>
<td>9.5%</td>
</tr>
<tr>
<td>Primary Education Certificate</td>
<td>238</td>
<td>39.67%</td>
</tr>
<tr>
<td>Secondary Education Certificate</td>
<td>126</td>
<td>21.00%</td>
</tr>
<tr>
<td>College Education Certificate</td>
<td>165</td>
<td>27.5%</td>
</tr>
<tr>
<td>University Education Certificate</td>
<td>14</td>
<td>2.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>600</td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Parents’ Income Levels</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ksh. Below 10,000</td>
<td>302</td>
<td>50.33%</td>
</tr>
<tr>
<td>Ksh. 10,001-20,000</td>
<td>234</td>
<td>39%</td>
</tr>
<tr>
<td>Ksh. 20,001-30,000</td>
<td>40</td>
<td>6.67%</td>
</tr>
<tr>
<td>Ksh. 30,001 and above</td>
<td>24</td>
<td>04%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>600</td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

Table 4.1 shows that out of the 600 parents who participated in the study, 300 were females, 300 were males, 300 had children in private pre-primary schools and 300 had children in public pre-primary schools.
On parents’ level of education, the table shows that the distribution of parents varied across educational levels with dominant group being parents with primary education certificate (39.67%) while parents with University degree constituted the smallest group (2.33%). The table also shows that parents with Monthly Income (MI) of Ksh. below 10,000 (50.33%) formed the largest group of pre-primary school parents in Bondo district while only 4% of the parents in the district had an average MI of Ksh. 30,000 and above.

4.3 Parents’ Satisfaction with the Quality of Pre-Primary Education

The study investigated the level of parents’ satisfaction with the quality of pre-primary education provided to their children based on eight indicators of education quality. To establish the level of parents’ satisfaction, satisfaction mean scores were calculated. Table 4.2 shows the overall reported level of parents’ satisfaction in the eight aspects of pre-primary education quality.

| Table 4.2: Level of Parents’ satisfaction with the Quality of Pre-Primary Education |
|---------------------------------|------|------|------|------|
| S/N | Pre-Primary Education Quality Indicators | Min | Max | Mean | Std. Deviation |
| 1   | Physical Facilities                   | 1   | 3   | 1.80 | 0.44 |
| 2   | Teaching-Learning and Play Material   | 1   | 3   | 1.54 | 0.16 |
| 3   | Safety and Security                  | 1   | 3   | 1.32 | 0.04 |
| 4   | Teacher-Child Ratio                  | 1   | 3   | 2.19 | 0.17 |
| 5   | Teacher Quality                      | 1   | 3   | 2.43 | 0.06 |
| 6   | School Feeding Programme             | 1   | 3   | 1.48 | 0.27 |
| 7   | Teaching-Learning Process            | 1   | 3   | 2.15 | 0.18 |
| 8   | Learning Outcome                     | 1   | 3   | 1.98 | 0.45 |
|     | **MEAN**                             | **1** | **3** | **1.86** | **0.38** |
Table 4.2 shows that the level of parents’ satisfaction with the quality of pre-primary education in Bondo District was low (M=1.86, SD=0.38). This implies that majority of pre-primary school parents in Bondo district were somewhat satisfied with the quality of pre-primary education provided to their children. The table also shows that parents’ satisfaction varied across various aspects of pre-primary education quality with the highest rating given to the quality of teachers (M=2.43, SD=0.06) followed by teacher-child ratio (M=2.19, SD=0.17) and teaching-learning process (M=2.15, SD=0.18). While the lowest rating was given to the safety and security of children pre-primary schools (M=1.32, SD=0.04), followed by school feeding program (M=1.48, SD=0.27) and availability of teaching-learning materials (M=1.54, SD=0.16).

The researcher wanted to find out the possible reasons advanced by the parents for their satisfaction or dissatisfaction with the quality of pre-primary education provided to their children. Interviews were conducted with 60 parents drawn from the 600 parents who took part in the survey. First, parents were asked to state whether they agreed or disagreed that their pre-primary school provided quality education in relation to physical facilities, teaching-learning and play materials, safety and security of the children, CTR, feeding programme, teaching-learning process and learning outcome. The results are shown in the table 4.3.
Table 4.3: Interview results of Parents’ Satisfaction with the Quality of Pre-Primary Education

<table>
<thead>
<tr>
<th>S/N</th>
<th>Aspects of Pre-Primary Education Quality</th>
<th>Agreed</th>
<th>Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>There are adequate and appropriate physical facilities</td>
<td>24</td>
<td>0.14</td>
</tr>
<tr>
<td>2</td>
<td>There are adequate and appropriate teaching learning and play materials</td>
<td>20</td>
<td>0.29</td>
</tr>
<tr>
<td>3</td>
<td>The Safety and Security of Children is ensured</td>
<td>18</td>
<td>0.36</td>
</tr>
<tr>
<td>4</td>
<td>The No. of children to No. of Teachers is appropriate</td>
<td>29</td>
<td>0.05</td>
</tr>
<tr>
<td>5</td>
<td>There are qualified, responsible and committed teachers.</td>
<td>38</td>
<td>0.36</td>
</tr>
<tr>
<td>6</td>
<td>The children are provided with food of the right quality and quantity.</td>
<td>16</td>
<td>0.43</td>
</tr>
<tr>
<td>7</td>
<td>The children are taught well in school</td>
<td>37</td>
<td>0.32</td>
</tr>
<tr>
<td>8</td>
<td>Children have acquired relevant skills, values and attitudes.</td>
<td>42</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>28</td>
<td>0.31</td>
</tr>
</tbody>
</table>

Table 4.3 shows that majority of that parents disagreed that their pre-primary schools performed well on a number of quality aspects such as physical facilities (36), availability and appropriateness of teaching-learning materials (40), and provision of adequate food of the right quality (44). However, the table showed that a majority of these parents agreed that their pre-primary schools had qualified, committed and responsible teachers (38), their children are taught well in the schools (37:23) and acquisition of relevant skills, values and attitudes (42: 18).
The results above supports the findings of the survey which showed that even though parents were somewhat satisfied with the overall quality of pre-primary education provided to their children in the Bondo District, level of satisfaction differed across various aspects of pre-primary education with many parents being dissatisfied with the availability and appropriateness of physical infrastructure but satisfied with the quality of their teachers (commitment and responsiveness), the way children are taught in the schools and children achievement. This means that though physical facilities may be an important ingredient in the provision of quality pre-primary education, parents in Bondo District still rates their schools favorably on core elements such as teacher quality and learning. This may explain the reason why many parents continuing to enroll their children in these schools despite the research indicating that the quality of pre-primary education in the District remaining deplorable.

The study further sought to explore the views held by parents about possible reasons for their satisfaction or dissatisfaction with the quality of pre-primary education provided in the pre-primary schools. The results indicated that majority of parents who agreed that their pre-primary schools had the necessary ingredients of quality service aspects mentioned the quality of the teachers, teaching and learning process and children achievement as shown in the table 4.4
Table 4.4: Reasons Advanced by Satisfied Parents

N=60

<table>
<thead>
<tr>
<th>S/N</th>
<th>Reason for Satisfaction</th>
<th>N</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Availability of qualified teachers</td>
<td>32</td>
<td>0.07</td>
</tr>
<tr>
<td>2</td>
<td>The teachers are committed to their work</td>
<td>31</td>
<td>0.03</td>
</tr>
<tr>
<td>3</td>
<td>Teachers regularly teach children</td>
<td>38</td>
<td>0.27</td>
</tr>
<tr>
<td>4</td>
<td>Teachers are interested in children’s needs</td>
<td>26</td>
<td>0.14</td>
</tr>
<tr>
<td>5</td>
<td>Children are given homework regularly</td>
<td>32</td>
<td>0.07</td>
</tr>
<tr>
<td>6</td>
<td>Children are given adequate time to play</td>
<td>29</td>
<td>0.03</td>
</tr>
<tr>
<td>7</td>
<td>Children are taught well how to sing and recite poems</td>
<td>29</td>
<td>0.03</td>
</tr>
<tr>
<td>8</td>
<td>Children are taught well how to write</td>
<td>31</td>
<td>0.03</td>
</tr>
<tr>
<td>9</td>
<td>Children are taught well how to read</td>
<td>33</td>
<td>0.10</td>
</tr>
<tr>
<td>10</td>
<td>Children are taught well how to do simple arithmetic</td>
<td>23</td>
<td>0.23</td>
</tr>
<tr>
<td>11</td>
<td>Children know how to read</td>
<td>33</td>
<td>0.10</td>
</tr>
<tr>
<td>12</td>
<td>Children can interact well with others</td>
<td>23</td>
<td>0.23</td>
</tr>
<tr>
<td></td>
<td><strong>MEAN</strong></td>
<td><strong>30</strong></td>
<td><strong>0.11</strong></td>
</tr>
</tbody>
</table>

Table 4.4 shows that most parents who were satisfied with the quality of pre-primary education provided to their children cited regular teaching of children (38), teaching how to read (33) and acquisition of reading skills (33) as the major reasons for their satisfaction. The table also shows that solving of mathematics (23) and ability of the child to interact well with others (23) as the least reasons for their satisfaction. This means that though parents in Bondo District had confidence with the quality of their teachers, how children are taught and achievement; they were happier with the achievement of their children in reading than achievement in arithmetic and social skills as shown in the following excerpts taken from the interviews conducted with parents:
“The teachers in my child’s school have attended the courses in ECDE. There is one teacher with Diploma in ECDE. The teachers come to school early enough and regularly give my child homework. The teachers in this school also are ready to assist my child in case she has a problem. Sometimes when the child is sick, the teacher takes the child to the health centre and informs me.” (Parent from a private school in Bondo Division)

“I am happy with my teacher because he takes good care of my child. I did not know that men can be good nursery teachers. This teacher comes to school in time and ensures that he marks children’s homework. My child knows how to read and write now. However, I will be happy if he is given a lot of practice in arithmetic. He seems to confuse numbers” (Parent from a public pre-primary school in Nyang’oma Division)

“One thing that I am sure of is that my teacher is good, gentle and understanding. Sometimes we do not pay fees in time but she does not chase children away like others. Even if you pay half of the monthly fees, she listens. She is very friendly to the children and sometimes runs with them in the field. He has taught my child how to read and write well and I am considering bringing my class three child to this school next year” (Parent from private pre-primary school in Usigu Division)

With regard to the reasons given by parents who were dissatisfied with the quality of pre-primary education, the findings showed that most of them cited the deplorable conditions of physical facilities and inadequate teaching-learning materials as reasons for their dissatisfaction with the school as indicated in table 4.5.
Table 4.5: Reasons Advanced by Dissatisfied Parents

<table>
<thead>
<tr>
<th>S/N</th>
<th>Reason for Dissatisfaction</th>
<th>N</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inadequate classrooms</td>
<td>16</td>
<td>0.19</td>
</tr>
<tr>
<td>2</td>
<td>Overcrowded classrooms</td>
<td>13</td>
<td>0.34</td>
</tr>
<tr>
<td>3</td>
<td>Small school compound</td>
<td>20</td>
<td>0.02</td>
</tr>
<tr>
<td>4</td>
<td>Inadequate furniture</td>
<td>21</td>
<td>0.07</td>
</tr>
<tr>
<td>5</td>
<td>Dusty classroom floors</td>
<td>18</td>
<td>0.08</td>
</tr>
<tr>
<td>6</td>
<td>Lack of school fence and gate</td>
<td>28</td>
<td>0.42</td>
</tr>
<tr>
<td>7</td>
<td>Old and unsafe school buildings</td>
<td>15</td>
<td>0.24</td>
</tr>
<tr>
<td>8</td>
<td>Inadequate text books</td>
<td>28</td>
<td>0.42</td>
</tr>
<tr>
<td>9</td>
<td>Inadequate provision of real materials</td>
<td>18</td>
<td>0.08</td>
</tr>
<tr>
<td></td>
<td><strong>MEAN</strong></td>
<td><strong>19.67</strong></td>
<td><strong>0.21</strong></td>
</tr>
</tbody>
</table>

Table 4.5 shows that most parents who were dissatisfied with the quality of pre-primary education in Bondo district cited inadequacy of textbooks (28), lack of school fence and gate (28), inadequate furniture (21) and small school compound (20) as major reasons for their dissatisfaction. The table also shows that inadequate and overcrowded classrooms were the least cited reasons for parents’ dissatisfaction. This implies that most parents who were dissatisfied were more concerned with the inadequacy of the teaching-learning materials, small compounds and poor safety and security measures in the school. It also means that if parents were to transfer their children to other pre-primary schools, they would do so due to poor physical infrastructure (school buildings and security measures) in the pre-primary schools and shown in the following excerpts taken from interviews conducted with parents:
“I am not satisfied with the safety and security of my child in this school since the watchman is not there during the day. Also there was a time when the toilets were just about to collapse with children and sometimes strangers enter the school and threaten children with pangas” (A parent from a public pre-primary school in Maranda Division).

“The teaching in this nursery school is good. However the classrooms are old and dilapidated. The floor is dusty which make children to contract common cold frequently. The parents should come together to make the floor using cow dung as we wait for the government to assist us with good classrooms” (A parent from a public school in Nyang’oma Division).

“Although we pay a lot of money to the school. The classrooms have not been improved. They are semi-permanent with protruding iron sheets, nails and timber. If it were not the good teaching that is going on in the nursery school, I would have transferred this child to the nearby government school. I dislike the overcrowding in the government school because of free primary education. Children are many and therefore they do not get good education therefore my child will stay here before he moves to boarding school when he is of age.” (A parent from a private school in Usigu Division).

From the findings shown, it can be noted that overall, pre-primary school parents in Bondo district were somewhat satisfied with the quality of pre-primary education provided to their children. These findings are consistent with the findings of a study conducted by Tuck (1995) in Washington D.C to obtain an index of satisfaction of parents with the public schools which showed that overall; parents were moderately satisfied with the quality of education in the local schools. The parents gave the quality of education in their school an overall rating of 3.82 on a 5-point scale.
The above study findings also showed that most of the parents gave the highest rating to the quality of their pre-primary school teachers (M=2.43 on a 3-point Likert scale). When they were asked during interviews whether their children were taught by qualified, responsive and committed teachers, 63.33% of the pre-primary school parents agreed while 37.67% disagreed. This result is consistent with the finding of a study conducted by Tuck (1995) which showed that on a scale of 1-5, parents gave the second highest rating (M=3.87) to the quality of teachers in the school. The study further showed that the parents were most satisfied with the level of commitment shown by the teachers (M=4.02) and teachers’ knowledge (M=3.97). Similar findings were also realized by a study carried out in Wisconsin, USA by Adams, Bierbrauer, Edie, Fisher, Riley, Roach, Robinson, Sweet & Vinijtrongjit, (2006) which showed that 71% of kindergarten parents were satisfied with their teachers compared to other variables such as school readiness (63%), logistics (22%), and parents’ involvement (12%).

Additionally, the above study findings showed that most pre-primary school parents in Bondo district were not satisfied with the safety and security of children (M=1.32), school feeding program (M=1.47), and the availability of appropriate teaching-learning materials in the pre-primary schools (M=1.55). This is consistent with the findings of a study conducted by Murundu, Indoshi and Okwara (2010) in Emuhaya district, Kenya which showed that most ECDE centres in the district had inadequate teaching-learning resources, poor diet and inappropriate medium of instruction. A study by Gogo and Kombo (2012) also showed that most ECDE centres in Nairobi Province, Kenya lacked basic teaching-learning materials. The study showed that out of 31 pre-primary schools which were observed, 13 had no classrooms and chairs, 18 had inadequate text books, 16 had no offices, pitches, balls for games and sports; and 15 had no toilets. Lastly, it is consistent with the results of the study by Abagi (2009) which
showed that most pre-primary schools in Bondo district suffered from poor physical facilities, inadequate teaching-learning materials, and poor health, nutrition and safety provisions.

The above study findings are however inconsistent with the results of a study conducted by Rivas & Sobrino (2001) in Spain which showed most ECE parents were very satisfied with the quality of services provided to their children. The results of parental interviews showed that all the 11 parents who were interviewed noted that their children were provided with excellent health, safety and care services in a warm and appropriate environment. The findings also contradicts the results of a study done by Silverstein (2005) in KS Maui campus in Honolulu, USA which reported high parental satisfaction with school curriculum, instruction, educational technology, integration of Hawaiian cultural values, homework, and home–school connections. Lastly, the study findings contradict the results of a study conducted by Ofsted Inspectors (2006) which showed that most parents were satisfied with the general quality of education provided to their children.

4.4 Parents’ Satisfaction with the Quality of Pre-Primary Education by School Type

To understand the level of parents’ satisfaction with the quality of pre-primary education by school type, the overall mean scores for parents’ satisfaction in public and private pre-primary schools was calculated and the results are presented in table 4.6.
Table 4.6: Overall Means of Parents’ Satisfaction with the Quality of Pre-Primary Education by School Type

<table>
<thead>
<tr>
<th>School Type</th>
<th>No. of Parents</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Pre-Primary School</td>
<td>300</td>
<td>1</td>
<td>3</td>
<td>1.65</td>
<td>0.50</td>
</tr>
<tr>
<td>Private Pre-Primary School</td>
<td>300</td>
<td>1</td>
<td>3</td>
<td>2.04</td>
<td>0.48</td>
</tr>
</tbody>
</table>

Table 4.6 shows that the overall mean score of parents’ satisfaction with the quality of pre-primary education in public pre-primary school was 1.65, while that of parents in private pre-primary school was 2.04. From the analysis, it can be concluded that private pre-primary school parents rated the quality of pre-primary education in their school higher compared to public pre-primary school parents. However, the difference was minimal as both were somewhat satisfied with the quality of pre-primary education in their schools.

The information on parents’ satisfaction with the quality of pre-primary education by school type was further analyzed by calculating the individual means for each pre-primary education quality variable. This was done to shed more light on how parents’ satisfaction with the quality of pre-primary education differed between public and private pre-primary school parents. The results are presented in table 4.7.
Table 4.7: Mean Scores of Parents’ Satisfaction with the Quality of Pre-Primary Education by Pre-Primary Education Quality Variable and School Type

<table>
<thead>
<tr>
<th>S/N</th>
<th>Pre-Primary Education Quality Variable</th>
<th>Parents in Public Pre-Primary School</th>
<th>Parents in Private Pre-Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>Physical Facilities</td>
<td>300</td>
<td>1.48</td>
</tr>
<tr>
<td>2</td>
<td>Teaching-learning materials</td>
<td>300</td>
<td>1.43</td>
</tr>
<tr>
<td>3</td>
<td>Safety and security</td>
<td>300</td>
<td>1.21</td>
</tr>
<tr>
<td>4</td>
<td>Teacher Quality</td>
<td>300</td>
<td>2.14</td>
</tr>
<tr>
<td>5</td>
<td>Teacher-Child Ratio</td>
<td>300</td>
<td>1.77</td>
</tr>
<tr>
<td>6</td>
<td>School Feeding Programme</td>
<td>300</td>
<td>1.33</td>
</tr>
<tr>
<td>7</td>
<td>Teaching-learning Process</td>
<td>300</td>
<td>1.90</td>
</tr>
<tr>
<td>8</td>
<td>Learning Outcome</td>
<td>300</td>
<td>1.96</td>
</tr>
</tbody>
</table>

Table 4.7 shows that the highest mean score for public and private pre-primary school parents’ satisfaction with the quality of pre-primary education was in teacher quality. The result also showed that when the two groups of parents were compared, most private pre-primary schools were satisfied with the quality of teachers (M=2.72), while public pre-primary school parents were somewhat satisfied with the quality of their teachers (M=2.14). A closer examination of the scores also reveal that the lowest score given by public pre-primary school parents was in school feeding programme (M=1.33), while the lowest score given by private pre-primary school parents was in the safety and security (1.43) of children in their pre-primary schools.
From the above analysis, it can be concluded that most pre-primary school parents in both public and private pre-primary schools in Bondo district had a lot of confidence with the quality of pre-primary school teachers than any other pre-primary education quality variable. It can also be concluded that while private pre-primary school parents were more concerned with security and safety of their children in school, their counterparts in public pre-primary school were more concerned with the type of meals provided to their children in school.

The study intended to establish whether there was a statistically significant difference in parents’ level of satisfaction with the quality of pre-primary education between public and private pre-primary school parents. The following hypothesis was formulated and tested:

\[ H_0: \text{There is no significant difference in parents’ level of satisfaction with the quality of pre-primary education between public and private pre-primary school parents.} \]

The researcher used t-test for independent samples to find out whether the difference in parents’ level of satisfaction with the quality of pre-primary education between public and private pre-primary school parents was significant. The results are shown in table 4.8.
Table 4.8: Independent Samples T-Test for Equality of Means

<table>
<thead>
<tr>
<th>Parents’ Satisfaction with the Quality of Pre-Primary Education</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td></td>
<td>-1.957</td>
</tr>
</tbody>
</table>

*Significance at p<0.05

Table 4.8 shows that the difference between the mean scores for public pre-primary parents’ satisfaction with the quality of pre-primary education and private pre-primary parents’ satisfaction with the quality of pre-primary education was 3.90 with 0.071 level of significance (2-tailed). The results indicate that overall there was no significant difference in parents’ level of satisfaction with the quality of pre-primary education between public and private pre-primary school parents at 0.05 significant level (t=-1.957, p = 0.071). The null hypothesis was therefore accepted.

The same level of satisfaction with the quality of pre-primary education between public and private pre-primary school parents could be because of several reasons: First, Bondo district is one of the districts in Kenya with high rate of poverty levels. This means that whereas private pre-primary schools continue to grow quantitatively, they have the same challenges of poor physical infrastructure as public pre-primary schools. This is to say that there are other factors rather than the quality of pre-primary education that influence parents’ choice of the type of pre-primary school to enroll their children rather than the quality of services provided.
Secondly, the phenomenon of massive growth of private pre-primary schools in the district has been witnessed only in the recent years, this implies that though private pre-primary school may be attracting more parents, they are not yet fully developed in terms of provision of quality pre-primary education compared to public pre-primary schools.

The above findings are consistent with the results of a study done by Koech (2010) reported that parents with children in pre-primary schools in Uasin Gishu District in Kenya were not significantly different in their involvement in pre-school activities based on the type of schools. However, it is inconsistent with the findings of a study done by Rehman, Khan, Tariq & Tasleem (2010) find out the determinants of parents’ choice in selection of private schools for their children in the district of Peshawar. The results showed that a great majority of parents seemed dissatisfied with the public sector schools as compared to private schools. The study also showed that parents’ dissatisfaction with public sector schools emerged as a significant factor of school choice with dissatisfaction from public sector school being positively associated with the decision of choosing private school at 0.05 significant levels.

It is also consistent with the findings of a study done by Alubisia (2005) to review the experiences, challenges and lessons learned from implementation of Universal Education in East Africa. The study showed that most parents in Uganda who had the ability to pay for their child education preferred private schools due to smaller class sizes, greater emphasis on active learning and participatory approaches to teaching while children of parents without financial ability were constrained to ill equipped schools.
4.5 Parents’ Satisfaction with the Quality of Pre-Primary Education by Gender

The study also intended to find out if there was a significant difference in parents’ level of satisfaction with the quality of pre-primary education between male and female parents. The overall mean scores for parents’ satisfaction with the quality of pre-primary education between male and female parents was calculated and the results are presented in table 4.9.

**Table 4.9: Overall Means of Parents’ Satisfaction with the Quality of Pre-Primary Education by Gender**

<table>
<thead>
<tr>
<th>Parents’ Gender</th>
<th>No. of Parents</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Parents</td>
<td>300</td>
<td>1</td>
<td>3</td>
<td>1.77</td>
<td>0.44</td>
</tr>
<tr>
<td>Female Parents</td>
<td>300</td>
<td>1</td>
<td>3</td>
<td>1.84</td>
<td>0.37</td>
</tr>
</tbody>
</table>

Table 4.9 above shows that though the overall mean score of satisfaction with the quality of pre-primary school was higher for female parents than that of male parents, it is clear that there is no much difference in parents’ satisfaction with the quality of pre-primary education between male and female primary school parents as both groups were somewhat satisfied with the quality of pre-primary education provided to their children.

The information on parents’ satisfaction with the quality of pre-primary education by parents’ gender was further analyzed by calculating the individual means for each pre-primary education quality variable to shed more light on how parents’ satisfaction with the quality of pre-primary education differed between male and female pre-primary school parents. This is presented in table 4.10.
Table 4.10: Parents’ Satisfaction with the Quality of Pre-Primary Education by Pre-Primary Education Quality Variable and Parents’ Gender

<table>
<thead>
<tr>
<th>Pre-Primary Education Quality Variable</th>
<th>Reports by Male Parents</th>
<th>Reports by Female Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Mean</td>
</tr>
<tr>
<td>1. Physical facilities</td>
<td>300</td>
<td>1.58</td>
</tr>
<tr>
<td>2. Teaching-learning materials</td>
<td>300</td>
<td>1.51</td>
</tr>
<tr>
<td>3. Safety and security</td>
<td>300</td>
<td>1.28</td>
</tr>
<tr>
<td>4. Teaching quality</td>
<td>300</td>
<td>2.51</td>
</tr>
<tr>
<td>5. Teacher-Child Ratio</td>
<td>300</td>
<td>2.17</td>
</tr>
<tr>
<td>6. School feeding program</td>
<td>300</td>
<td>1.60</td>
</tr>
<tr>
<td>7. Teaching-learning process</td>
<td>300</td>
<td>1.20</td>
</tr>
<tr>
<td>8. Learning outcome</td>
<td>300</td>
<td>2.30</td>
</tr>
</tbody>
</table>

Table 4.10 shows that the highest mean score for male and female pre-primary school parents’ satisfaction with the quality of pre-primary education was in teacher quality. However, when the two groups of parents were compared, the results showed that whereas male pre-primary school parents were satisfied with the quality of teachers (M=2.51), female pre-primary school parents were somewhat satisfied with the quality of their teachers (M=2.35). A closer examination of the scores also revealed that the lowest score given by male pre-primary school parents was in the area of teaching-learning process (M=1.20) followed closely by safety and security (M=1.28).
The results showed that the lowest score given by female pre-primary school parents was in the safety and security of children (1.36) and school feeding program (M=1.45) in their pre-primary schools.

From the analysis above, it can be concluded that both male and female pre-primary school parents had a lot of confidence with the quality of pre-primary school teachers than any pre-primary education quality variable. It can also be shown that most male pre-primary school parents were worried with the way teaching-learning was being carried out in the pre-primary schools followed by children’s safety and security, while most female parents were worried more with the safety and security of children followed by school feeding program. The study sought to determine whether there was a statistically significant difference in satisfaction with the quality of pre-primary education by gender. Hence the hypothesis below was formulated and tested:

\[ Ho_2: \text{There is no significant difference in parents' level of satisfaction with the quality of pre-primary education between male and female parents.} \]

Male and female parents were clustered to find out if there was a gender difference in the level of parents’ satisfaction with the quality of pre-primary education provided to their children. An independent sample t-test was run to establish the level of significance for this hypothesis. The results of t-test are shown in table 4.11.
Table 4.11: Independent Samples T-Test for Equality of Means by Parents’ Gender

<table>
<thead>
<tr>
<th>Parents’ Satisfaction with the Quality of Pre-Primary Education</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t</td>
</tr>
<tr>
<td></td>
<td>-300</td>
</tr>
</tbody>
</table>

*Significance at p<0.05

The results displayed in table 4.11 indicate that the mean difference between the male and female pre-primary parents’ satisfaction with the quality of pre-primary education was -.032 with .766 level of significance (2-tailed). The results indicate that there was no significant difference in parents’ level of satisfaction with the quality of pre-primary education between male and female pre-primary school parents at .05 significant level thus the null hypothesis was accepted. This implies that pre-primary school parents had the same level of satisfaction with the quality of pre-primary education regardless of their gender.

Karak (2008) after examining the gender difference in external customers’ impression regarding corporate reputation in educational organizations found out that female customers were more satisfied than male customers with services in social responsibility and emotional. The study also showed that males were more satisfied than females in the element of school management. The above trend was also established in the present study though not significant. The present study showed that while male pre-primary school parents were more concerned with the way teaching-learning was being carried out in their pre-primary schools followed by children’s safety and security, female parents were more concerned with safety and security of children followed by school feeding program.
The study findings are inconsistent with the results of King and Bond (2001) study in Queensland, Australia showed that both female parents and students generally had higher levels of satisfaction with use of technology in public schools than male parents and students. These study findings are also inconsistent with the findings of studies conducted by Wang & Yang (2010) which showed that parent gender had different influences on their satisfaction and loyalty with their children’s schools with fathers being more satisfied with their children’s schools than mothers.

4.6 Parents’ Satisfaction with the Quality of Pre-Primary Education by Educational Level

The study intended to find out if there was a significant difference in parents’ level of satisfaction with the quality of pre-primary education across various parental educational levels. The overall mean scores for parents’ satisfaction with the quality of pre-primary education by educational level are presented in table 4.12.
Table 4.12: Overall Levels of Parents’ Satisfaction with the Quality Of Pre-Primary Education by Education Level

<table>
<thead>
<tr>
<th>Parents’ Level of Education</th>
<th>No. of Parents</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Primary Education Certificate</td>
<td>57</td>
<td>1</td>
<td>3</td>
<td>2.00</td>
<td>0.18</td>
</tr>
<tr>
<td>Primary Education Certificate</td>
<td>238</td>
<td>1</td>
<td>3</td>
<td>1.86</td>
<td>0.41</td>
</tr>
<tr>
<td>Secondary Education Certificate</td>
<td>126</td>
<td>1</td>
<td>3</td>
<td>1.96</td>
<td>0.44</td>
</tr>
<tr>
<td>College Education Certificate</td>
<td>165</td>
<td>1</td>
<td>3</td>
<td>1.78</td>
<td>0.54</td>
</tr>
<tr>
<td>University Degree</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>1.68</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Table 4.12 shows that the overall mean score of parents’ satisfaction with the quality of pre-primary education varied with the level of parents’ education. The findings showed that overall mean score for parents with no education certificate was higher (M=2.0) compared to the mean scores for other group of parents. The results also show that the mean score for parents with University degree was the lowest (M=1.68) compared to the mean scores for other group of parents with lower education.

From the analysis above, it can be concluded that the probability of parents with no primary education certificate being satisfied with the quality of pre-primary education is higher compared to the probability of a parent with University degree being satisfied. This means that the higher the education certificate that a parent possesses, the lower his chances of being satisfied with the quality of pre-primary education.
Based on the study objectives, the study intended to establish whether there was a statistically significant difference in parents’ level of satisfaction with the quality of pre-primary education across various parental educational levels. The following hypothesis was formulated and tested:

**Ho3:** There is no significant difference in parents’ level of satisfaction with the quality of pre-primary education across various levels of parental education.

One way Analysis of Variance (ANOVA) was used to find out whether the difference in parents’ level of satisfaction with the quality of pre-primary education across various levels of parental education was significant. Table 4.13 shows the ANOVA results.

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Between Groups</strong></td>
<td>2.01</td>
<td>4</td>
<td>.504</td>
<td>3.38</td>
<td>.011</td>
</tr>
<tr>
<td><strong>Within Groups</strong></td>
<td>20.28</td>
<td>136</td>
<td>.149</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22.29</td>
<td>140</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.13 shows that the one way Analysis of Variance test yielded the sum of square between the group of 2.01 with 4 degrees of freedom, with a mean square of .504 and F value of 3.38 significant at the (0.011) level. This implies that the difference in parents’ satisfaction with the quality of pre-primary education across various parents’ educational levels was significant at 0.05 level of significance thus the null hypothesis was rejected.
To establish which parents’ level of education was significantly different with each other, Post-hoc tests using Tukey’s HSD (Honestly Significance Difference) was conducted. The results indicated that parents who had University degree differed significantly with parents of without primary education certificate Education (p=.029, p<.05), and those with secondary education certificate (p=.028, p<.05). This implies that pre-primary school parents with University degree had a lower chance of being satisfied with the quality of pre-primary education provided to their children compared to pre-primary parents with no primary education certificate and those with secondary education certificate.

The above study findings confirmed the results of other studies that show that parents with low education tend to rate the quality of education provided to their children highly compared to those with higher education. For example, the findings of a study conducted by Koech (2010) in Uasin Gishu district which showed that parents with no education and those with college diploma differed significantly in their level of involvement in pre-primary school activities. Dasqupta, Narayan & Skoufias (2009) also showed that most Indonesian parents with higher educational levels had lower chances of satisfaction with the quality of education and health services compared to those with low academic levels. Similar findings were reported by a study by Badri, Mason and Mourad (2010) in Abu Dhabi which showed that parents’ education was a significant determinant of parent’s satisfaction with subject taught with respect to Arabic reading and English grammar.

The findings are also consistent with the results of a study by Rehman, Khan, Tariq & Tasleem (2010) also showed that Secondary School Certificate had no positive impact on Peshawar parents’ choice of school while Master of Art level of Education showed a significant positive relationship with the school choice.
The study concluded that highly educated parents strongly prefer private sector to educate their offspring. Lastly, the findings are consistent with the results of a study conducted by Nketiah-Amponsah (2009) which showed that mothers’ education was a significant determinant of their satisfaction with health care in Ghana. The study showed that while 35.6% of the mothers with no education were satisfied with the health services provided to their children, only 16.3% of the mothers with secondary school and above were satisfied with the health services.

4.7 Parents’ Satisfaction with the Quality of Pre-Primary Education by Income Level

The study also intended to find out if there was a significant difference in parents’ satisfaction with the quality of pre-primary education across various parental income levels. The overall mean scores for parents’ satisfaction with the quality of pre-primary education by income level are presented in table 4.14.

<table>
<thead>
<tr>
<th>Parents’ Income (Ksh)</th>
<th>No.</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 10,000</td>
<td>302</td>
<td>1</td>
<td>3</td>
<td>1.77</td>
<td>0.40</td>
</tr>
<tr>
<td>10,001-20,000</td>
<td>234</td>
<td>1</td>
<td>3</td>
<td>1.82</td>
<td>0.43</td>
</tr>
<tr>
<td>20,001-30,000</td>
<td>40</td>
<td>1</td>
<td>3</td>
<td>2.06</td>
<td>0.38</td>
</tr>
<tr>
<td>Above 30,000</td>
<td>24</td>
<td>1</td>
<td>3</td>
<td>2.18</td>
<td>0.28</td>
</tr>
</tbody>
</table>

Table 4.14 shows that the overall mean score of parents’ satisfaction with the quality of pre-primary education varied with the level of parents’ income.
The findings showed that parents with high income (Above Ksh. 30,000) rated the quality of pre-primary education more highly (M=2.18) as compared to parents with low income.

From the analysis, it can be concluded that high income provides parents with the wherewithal to enroll their children in the pre-primary school of their choice that is believed to provide quality service hence most of them tend to be satisfied with the quality of pre-primary education. On the other hand, parents who have low income may be forced to stick to the pre-primary schools that they can afford with their meager income even if they are not satisfied with the quality of services provided.

To establish whether there was a statistically significant difference in parents’ level of satisfaction with the quality of pre-primary education across various parental income levels, the following hypothesis was formulated and tested:

*Ho4: There is no significant difference in parents’ level of satisfaction with the quality of pre-primary education across various levels of parents’ income.*

One way Analysis of Variance (ANOVA) was used to find out whether the difference in parents’ level of satisfaction with the quality of pre-primary education across various levels of parental income was significant. Table 4.15 shows the ANOVA results.
Table 4.15: ANOVA Results of Parents’ Satisfaction with the Quality of Pre-Primary Education by Level of Income

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Squares</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1.04</td>
<td>3</td>
<td>.346</td>
<td>3.48</td>
<td>.027</td>
</tr>
<tr>
<td>Within Groups</td>
<td>3.08</td>
<td>31</td>
<td>.099</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4.12</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.15 shows that ANOVA results yielded the sum of square between the groups of 1.04 with 3 degrees of freedom, with a mean square of .346 and F value of 3.48 significant at the (0.027) level. This implies that the difference in parents’ satisfaction with the quality of pre-primary education was significant at 0.05 level of significance thus the null hypothesis was rejected.

To establish which parents’ income levels were significantly different with each other, Post-hoc tests using Tukey’s HSD (Honestly Significance Difference) was conducted. The results revealed that parents earning less than Ksh. 10,000 per month differed significantly from parents who earn more than Ksh. 30,000 (p=.043, p<0.05). This implies that the probability of parents earning more than Ksh. 30,000 per month being more satisfied with the quality of pre-primary education was higher compared to the probability of parents earning less than Ksh. 10,000 being satisfied.

The above study findings show that parents’ income level is a significant determinant of the level of parents’ satisfaction with the quality of pre-primary education provided to their children. This was confirmed by a study conducted by
The study findings are consistent with the results of Lucile Packard Foundation for Children’s Health (2010) study in California which showed that parents with high income were satisfied with the quality of their child care. It is also consistent with the results of Rehman, Khan, Tariq & Tasleem (2010) study in Pashawar which showed that income was a determinant of parents’ choice of schools with high income having a positive and significant effect on parents’ school choice compared low income. The findings are also consistent with the results of a study conducted a longitudinal Study conducted by Bailey, Scarborough & Hebbeler (2003) which showed that ethnic minorities and lower-income families tended to have lower satisfaction with the quality of their services, as well as the quality of their interactions with professionals. Lastly, the findings are consistent with a study done by Badri, Mason & Maurad (2010) which showed that parents’ income was a significant determinant of their satisfaction with subject taught in Abu Dhabi schools.

However, the study findings are inconsistent with the findings of a study done by Falbo, Glover, Stokes, Holcombe, Lee, Inchauste, Provost, and Schexnayder (2003) which indicated that while parental satisfaction with the education of their children was significantly associated with parents’ income status F (1, 1121, p<.0001) the weighted means showed that low income parents indicated greater satisfaction with their children’s education (M=7.63) than higher income parents (M=7.05). A study conducted by Wright (2009) also showed that parents from lower income levels had higher scores on their belief in involvement than parents from higher income levels.

Lastly, the findings of the study is inconsistent with the results of a study by Summers, Hoffman, Marquis, Turnbull & Poston (2005) in the United States of America which showed that although there were no main effects for annual income level on the relationship between parents’ satisfaction regarding
partnership and child’s age, the pattern of interaction was such that respondents with lower (< USD26,000) or higher (> USD55,000) incomes expressed lower satisfaction with increasing age, whereas middle-income respondents were least satisfied if their children with disabilities were between ages three and five.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the findings, conclusions drawn from the study and recommendations made for possible application are presented. The chapter also ends with suggestions on areas for further research.

5.2 Summary

The results of the study showed that:

Most parents were somewhat satisfied with the quality of pre-primary education. The results showed that on a three point Likert scale, the overall parents’ satisfaction mean score was 1.86. This means that most pre-primary school parents in Bondo district do not have a lot of confidence on the quality of pre-primary education provided to their children.

Most pre-primary school parents valued the quality of teachers teaching their children than any other aspects of pre-primary education quality (M=2.43). The above finding was affirmed through interviews which showed that most parents from both public and private pre-primary schools described their children’s teachers as committed, concerned with children’s needs, involve parents on issues concerning their children in school and at home. This implies that though parents may be apprehensive about the overall quality of pre-primary education offered to their children, they have some confidence on the teachers of their children.
Most pre-primary school parents in Bondo district are not satisfied with the safety, security and school feeding programs in their pre-primary school. The results showed that on a three point Likert scale, parents gave the lowest rating to safety and security of children in the school (M=1.32) followed by school feeding programme (M=1.49). This means that though parents continue to take their children to pre-primary schools in the district, they are not satisfied with the safety, security and nutrition. The interview results showed that most parents were not satisfied with security and safety areas like crossing the roads, status of school buildings, and provision of clean water, inappropriate school fences and access of school by strangers.

Pre-primary school parents in Bondo district do not have a lot of problems with the CTR and how the children are taught. The results showed that parents rated the CTR and teaching-learning process in their pre-primary schools well. The CTR and teaching-learning process received the second and third highest rating respectively after teacher quality. Interviews conducted with parents showed that though parents complained about the class sizes, they were happy that the teachers in the class are competent enough to handle the big number. On the area of how children are taught most parents were happy that the schools focused on essential areas like reading and writing. However, they were concerned with the way basic mathematics was being taught.

Parents were not satisfied with the availability and appropriateness of teaching-learning materials and physical facilities in their pre-primary schools. The results showed that on a three point Likert scale, availability of adequate and appropriate teaching-learning materials and physical facilities received mean scores of 1.55 and 1.80 respectively. The interviews conducted with parents showed that most of them complained of the dilapidated classrooms, inadequate teaching-learning
materials, inadequate and inappropriate furniture and inadequate toilets for children.

Despite most parents having problems with quality of school infrastructure, they had some confidence on the effect of pre-primary education experiences on their children’s development and achievement. On a three point Likert scale, learning outcome received a mean score of 1.98, the fourth highest rating after quality of teachers, CTR and teaching-learning process. When interviews were conducted with parents, most parents affirmed that their children have acquired essential skills such as reading, writing, basic arithmetic, social interaction, communication and self care.

There was no significant difference in parents’ satisfaction with the quality of pre-primary education between public and private schools and between male and female parents. This means that the type of school and the gender of parents do not have a significant influence on parents’ satisfaction with the quality of pre-primary education provided to their children.

There was a significant difference in parents’ satisfaction with the quality of pre-primary education across educational levels. The findings showed that most parents who possessed no primary education certificate were more satisfied compared to parents who possessed University degree. This may suggest that parents with high education are critical and more discerning on the quality of education provided to their children and set high standards of education which may not be realized by many schools.

There was a significant difference in parents’ satisfaction with the quality of pre-primary education across various parents’ income. The study showed that parents earning a monthly income of Ksh. 30,000 and above were more satisfied than
those earning a monthly income of Ksh. 10,000 and below. This may suggest that those parents with high income choose pre-primary schools with education quality standards that meet their expectation, hence are likely to rate the quality of pre-primary education provided to their children favorably.

5.3 Conclusions

Results from this study have shown that parents were somewhat satisfied with the quality of pre-primary education provided to their children in Bondo district with an overall mean score of 1.86 on a 3-point Likert scale. On each education quality variable, the results showed that the parents were not satisfied with the safety and security of children, feeding programme, teaching-learning materials and physical facilities; while, they were satisfied with the quality of teachers. The difference in parents’ satisfaction with the quality of pre-primary education between those with children in public pre-primary schools and those having children in private schools and parents gender was not significant. However, the study found out that there was a significant difference in parents’ satisfaction with the quality of pre-primary education across various parents’ educational and income levels.

5.4 Recommendations of the Study

5.4.1 Policy Recommendations

Parents’ satisfaction with the quality of pre-primary education provided to their children constitutes a very critical element of Quality Management System in ECD programmes. This can only be achieved if all stakeholders in the ECD fraternity are mobilized and supported to enhance the quality of pre-primary education that children access. The policy makers at the Ministry of Education, DQAS at the Ministry of Education, DICECE officers, Devolved Government
Managers, school managers, and parents take up their responsibilities in ensuring that children access quality pre-primary education that meet the expectations of their families. Some of the recommendations for the various stakeholders are outlined in the subsequent sections.

a) **Recommendation to Policy Makers at the Ministry of Education**

- Develop strong policy statements backed by financial commitment to ensure that the infrastructural conditions in the pre-primary schools are improved. In the year 2006, the government initiated a bold policy of Community Support Grant to a number of public ECDE centres attached to primary schools in the District. This policy improved a lot in the centres where it was implemented. But more need to be done by borrowing best practices from other countries like Australia where the programme has been a success. The strategy on pre-primary education financing should target all ECDE centres attached to primary schools, cover feeder schools and private ECDE. This policy strategy will enhance the provision of quality pre-primary education in these centres.

- Consider development and implementation of a voucher system where parents of ECDE children are given vouchers and purchase the services from centres of their choice that have been evaluated and credited. Best practices concerning this policy can be borrowed from Asia countries especially Taiwan and a number of States in the United states where charter schools are well operated such as District of Colombia.
b) Recommendation to DQAS

- Continuously assess the quality of care and education provided in all pre-primary schools. This can be done by developing and implementing an assessment and accreditation mechanism to ensure that the accredited pre-primary education centres meet the minimum quality standards. This mechanism should not target closure of centres that seem not to follow the guidelines but sensitize them on what is required. The DQAS should encourage its devolved system in the District to conduct regular assessment activities in these schools.

- Organize seminars and workshops at the local level to create awareness on the ECD policy framework and service standard guidelines. This can be done through collaboration with other bodies such as publishing houses, NGOs, CBOs, FBOs and other private organizations operating foundations such as Safaricom, Kenya Commercial Bank, Equity Bank, Kenya Airways among others. Indeed some publishing houses have taken the initiatives to offer educational forums to ECDE teachers and managers on provision of quality services to children. The DQAS should support such initiatives by reducing the red tapes involved and partially meeting the financial and logistical costs of such forums.

- Develop comprehensive instruments to capture the feeling of various stakeholders on the quality of pre-primary education provided to their children. An example can be borrowed from an instrument “The Clients Satisfaction Inventory” developed and tested in 2000 by McMurtry and Hudson. This will help the District Quality Assurance and Standard Officers to provide compressive advice to the schools on the areas that they need to improve and strengthen. This approach has been widely used
by the Departments of Education in a number of United States of America such as Washington D.C and Wisconsin.

c) **Recommendation to Pre-Primary School Managers**

- The managers should create awareness to parents that they should play their role in ensuring safety and security of children in and outside the school. This can be done by reminding parents to ensure that their children are taken to school and picked from school by familiar people to the school. The school management should ensure that safety and security measures are put in place like fencing of school compound using safe and appropriate materials, having basic fire fighting and first aid materials and equipment, clearing the compound of long grass regularly, ensuring that children are picked by familiar people, ensuring that visitors coming to school are well screened and their details captured among others.

- The study showed that most pre-primary school parents in Bondo district have confidence on the quality of teachers. This is an observation that school managers should not take lightly as the quality of education and care provided to children depend to a large extent on the teachers’ qualification, experience, determination, commitment and interest in children and their families. For parents to continue to have faith in these teachers, these teachers need to be motivated by giving them a reasonable salary in addition to supporting them to pursue further education. The teachers need to be kept abreast with the new changes and practices taking place in the area of early childhood education. The managers need to sponsor and encourage the teachers to attend teacher orientation seminars and workshops organized in the local districts and beyond. The managers should also come up with a club where teachers meet to share their
experiences and recommend the best ways to improve the quality of care and education to children and their families.

- Managers should continuously monitor and evaluate the quality of pre-primary education services they offer. The managers can design tools to measure parents satisfaction with the services offered to them and their children. This will enable the school management to identify areas of strengths and weaknesses. It will also connect with the parents who are their core customers to get their feelings. This is also a very critical school-parent partnership strategy.

- The school managers should also feel free to approach the local QAS officers and ask the officers to consider assessing the quality of services they offer. The role of other accreditation bodies should also not be ignored as other organizations are implementing Quality management Systems in form of ISO Certification. The managers of pre-primary schools should not be left out.

d) Recommendations to Parents

- Parents should be involved actively in the pre-primary school activities by visiting their children regularly to ascertain that their children access quality care and education services. The parents should attend PTA meetings regularly to assess the progress the school. They should accompany children in field excursions and participate in provision of teaching-learning process.

- The parents should join Parents’ Associations and other lobby groups to enhance their stake in the provision of quality pre-primary education. The
lobby group will work with relevant authorities to ensure that parents’ voices on the type of services they expect from the pre-primary schools are heard and taken into considerations. However, parents should trend with caution by not putting unnecessary pressure on teachers for tangible results such as reading, writing and arithmetic at the expense of holistic development of children.

e) Recommendations to DICECE officers

- Strengthen In-Service Training programs for pre-primary school teachers and managers to keep them abreast with the dynamics of school curriculum and modern strategies of ensuring that families are provided with quality services that meet their expectations.

- Develop and implement comprehensive capacity building and sensitization programs for communities. They should target the parents of young children and sensitize them on what they should expect from pre-primary schools and ensure that they are involved in all activities of the school.

f) Recommendation to County Governments

- Continuously monitor the quality of pre-primary education provided in the county and ensure that the centres meet the minimal quality service standards. The monitoring process should cover even areas of citizen’s satisfaction with the quality of Child Care and Education services offered. The information from satisfaction surveys should be used to plan and implement programs aimed at maintaining provision of quality services and advice school managers appropriately.
• Allocate more funds for pre-primary education programs in the county. The funds should be directed at improving the physical infrastructure in the ECDE centres and enhance the capacity of parents, teachers, school managers and supervisors to develop and implement School Quality Management systems.

5.4.2 Recommendation for further Research

The study was conducted only in Bondo District. It is necessary for a national survey should be done to find out the level of parent’s satisfaction with the quality of pre-primary education in Kenya. This will provide information to augment the already established data base on the status of access to quality ECDE education in Kenya derived from the views of experts. Further research is needed to find out factors that influence parents’ choice of pre-primary school in Kenya.
REFERENCES


King, J & Bond T. (2002). *Parents’ and Students’ Satisfaction with the Use of Information Technology in Government Schools in Queensland, Australia.* Queensland: James Cook University.


Southern Africa Regional Poverty Network (2010). *Background on Bondo District, Kenya- population and economy.*


APPENDICES

APPENDIX I: QUESTIONNAIRE FOR PARENTS

INTRODUCTION

I am Moses Omondi Abiero, a student at Kenyatta University pursuing Master degree in Early Childhood Education. My research title is: “Parental Satisfaction with the Quality of Pre-Primary Education in Bondo District, Kenya.” I believe that you have been interested with the quality of pre-primary education provided to your child. I would like to understand your satisfaction with the quality of pre-primary education your child accesses. It is my humble request that you complete this questionnaire to the best of your ability. The information that you provide will only be used for this study and kept confidential. Your Kind cooperation in responding to the questions asked will be appreciated. Please go through the questionnaire and give your answers in the spaces provided. (USE A TICK WHERE NECESSARY)

SECTION A: BACKGROUND INFORMATION

1. Name of the division where the school is located……………………………..

2. What is your gender?

   Male ( )   Female ( )

3. What is the category of your child’s pre-primary school?

   Public ( )   Private ( )
4. What is your highest Academic level?

   No Primary Education Certificate (  ) Primary Education Certificate (  )
   Secondary Education Certificate (  ) College Education Certificate (  )
   University Degree (  )

5. What is your approximate total household income per month?
   Below Ksh. 10,000 (  ) Ksh. 10,000 - 20,000 (  )
   Ksh. 20,000 - 30,000 (  ) Ksh. 30,000 & above (  )

SECTION B: PARENTAL SATISFACTION WITH PRE-PRIMARY SCHOOL QUALITY

**Instruction**: Considering the experience that you have had with your child’s pre-primary education, please indicate with a tick how satisfied you are with the following pre-primary education quality features in your child’s pre-primary school.

6. Indicate how satisfied you are with the availability and adequacy of the following physical facilities in your child’s pre-primary school

   a) Classrooms :
      Satisfied (  )    Somewhat Satisfied (  )    Not Satisfied (  )

   b) Toilets :
      Satisfied (  )    Somewhat Satisfied (  )    Not Satisfied (  )

   c) Water Supply :
      Satisfied (  )    Somewhat Satisfied (  )    Not Satisfied (  )

   d) Chairs :
      Satisfied (  )    Somewhat Satisfied (  )    Not Satisfied (  )

   e) Tables :
      Satisfied (  )    Somewhat Satisfied (  )    Not Satisfied (  )
7. Indicate how satisfied you are with the availability and adequacy of the teaching-learning and play materials in your child’s pre-primary school
   a) Teaching-learning Materials:
      Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )
   b) Play materials:
      Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

8. a) Indicate how satisfied you are with the safety of your child in the school.
      Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )
   b) Indicate how satisfied you are with the security of your child in the school.
      Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

9. Indicate how satisfied you are with the following characteristics of teachers in your school
   a) Regular teaching of children:
      Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )
   b) Relationship with children:
      Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )
   c) Commitment to work:
      Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )
   d) Interest in children needs:
      Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

10. Indicate how satisfied you are with the following:
   a) The number of children in the class (class size)
      Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )
   b) The number of teachers to the number of children in your child’s class.
      Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )
11. Indicate how satisfied you are with the quality and quantity of meals in your child’s pre-primary school.

a) Quality of meals:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

b) Quantity of meals:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

12. Indicate how satisfied you are with the following teaching and learning processes in your child’s pre-primary school.

a) Involvement of children in class activities:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

b) Involvement of children in play activities:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

c) Teaching of children how to read
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

d) Teaching of children how to write:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

e) Teaching of children mathematics:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )
13. Indicate how satisfied you are with:

a) Progress of your child in Reading:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

b) Progress of your child in Writing:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

c) Progress of your child in mathematics:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

d) Progress of your child in taking care of self:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

e) Progress of your child in the development of moral and spiritual values:
   Satisfied ( ) Somewhat Satisfied ( ) Not Satisfied ( )

THANK YOU
APPENDIX II: INTERVIEW SCHEDULE FOR PARENTS

Introduction

Thank you for honoring my invitation for this interview. I would like to interview you to find out your views about the quality of pre-primary education provided to your child. Kindly provide your honest opinions on all the questions I will present to you. All information you provide will be used only for the intended purpose and will be held in confidence.

SECTION A: BACKGROUND INFORMATION

1. What is the division where the school is located

2. Parents’ gender

3. What is the category of your child’s pre-primary school?

4. What is your highest Academic level?

5. What is your approximate total household income per month?

SECTION B: PARENTS VIEWS ON THE QUALITY OF PRE-PRIMARY EDUCATION AND REASONS FOR SATISFACTION/DISSATISFACTION

6. Considering the experience that you have had with the pre-primary education provided to your child in this school, do you think your school has enough and appropriate physical facilities? (probe parents’ views on the size of land where school is established, classrooms, staff toilets, children toilets, play ground, play equipment, chairs and tables, water source, children chairs and tables)
Give reasons for your answer above

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7. Considering the experience that you have had with the pre-primary education provided to your child in this school, do you think your school has enough quality teaching learning materials? (Probe parents’ views on teaching learning materials such as manipulative materials, real materials, activity books, flash cards, picture book etc)

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Give reasons for your answer above

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8. Considering the experience that you have had with the pre-primary education provided to your child in this school, do you think your school has put in place enough measures to ensure the safety and security of your child (Probe parents’ views on security and safety measures such as fencing, cleanliness of the environment, location of compost pit, handling of strangers)


Give reasons for your answer above


9. Considering the experience that you have had with the pre-primary education provided to your child in this school, do you think your school has qualified and committed of teachers? (Probe parents’ views on teachers’ qualification, responsiveness to child’s needs and interest, responsiveness to parents’ needs and interest and commitment to duty)


Give reasons for your answer above
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10. Considering the experience that you have had with the pre-primary education provided to your child in this school, do you think that your school has got enough teachers to handle the number children? (Probe parents’ views on the number of teachers to the number of children in their pre-primary schools)
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Give reasons for your answer above.
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11. Considering the experience that you have had with the pre-primary education provided to your child in this school, do you think your school provides a quality feeding programme?

(Probe parents’ views on the quality and quantity of mid-morning breakfast and lunch provided to your child in the school)

Give reasons for your answer above

12. Considering the experience that you have had with the pre-primary education provided to your child in this school, do you think your child is taught well in the pre-primary school?

(Probe parents’ views on teaching-learning methods, language of instruction used, teaching of academic activities, methods of assessment, teacher-child interaction and provision of play opportunities)

Give reasons for your answer above
13. Considering the experience that you have had with the pre-primary education provided to your child in this school, do you think the school has assisted your child to acquire essential knowledge, skills, values and attitudes so far? (Probe parents’ views on the child’s academic progress, development of creativity, social skills, moral values, spiritual values, self care skills, self control skills and independence).

b) Give reasons for your reasons for your answer above.

THANK YOU
APPENDIX III: DISTRIBUTION OF STUDY POPULATION IN BONDO DISTRICT

KEY:

- ++++ → Bondo District Boundary
- ______ → Divisional Boundaries
- OOOO → Distribution of Pre-Primary Schools Visited During the Study
KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Internal Memo

FROM: Dean, Graduate School
TO: Mr. Abiero Moses Omondi
     C/o Early Childhood Studies Department


REF: E55/10291/08

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting of 9th July 2012 approved your M.Ed Thesis Research Proposal entitled, “Parental Satisfaction with the Quality of Pre-Primary Education in Bondo District, Kenya.”

You may now proceed with your Data Collection.

Thank you.

JOSEPHINE K. NJAGI
FOR: DEAN, GRADUATE SCHOOL

cc. Chairman, Early Childhood Studies Dept.

Supervisors:
1. Dr. Nyakwara Begi
   C/o Early Childhood Studies Dept. - KU

2. Dr. Peter K. Koech
   C/o Early Childhood Studies Dept. - KU

JKN/fwk
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Parental satisfaction with the quality of pre-primary education in Bondo District, Kenya," I am pleased to inform you that you have been authorized to undertake research in Bondo District for a period ending 30th September, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Bondo District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSE.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Bondo District.
Moses Omondi Abiero  
Kenyatta University  
P.O.Box 43844-00100  
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Parental satisfaction with the quality of pre-primary education in Bondo District, Kenya," I am pleased to inform you that you have been authorized to undertake research in Bondo District for a period ending 31st December, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Bondo District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.  
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner  
The District Education Officer  
Bondo District.
THIS IS TO CERTIFY THAT

Research Permit No. NCST/RC/14/012/1170

Date of issue: 26th August, 2012

Fee received: KSh. 1,000

Moses Oniondi Abiero
P.O.Box 43844-00100, Nairobi

has been permitted to conduct research in

Location: Bondo
District: Nyanza
Province:

on the topic: Parental satisfaction with the quality of pre-primary education in Bondo District, Kenya.

for a period ending: 30th September, 2012.

Applicant's Signature:

Secretary:

National Council for Science and Technology

(Handwritten Signature)