PARENTS' SATISFACTION WITH QUALITY OF SERVICES OFFERED IN EARLY CHILDHOOD DEVELOPMENT PROGRAMMES IN MANG’U DIVISION, KIAMBU COUNTY, KENYA

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AUGUST, 2014
DECLARATION

This project report is my original work and has not been presented for a degree in any other university.

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DEDICATION

I dedicate this project report to my husband John Kamau, Gitonga’s family and children Patrick, Charles, Stephen and Henry for their tolerance, patience and inspiration throughout my study period.
ACKNOWLEDGEMENT

While it is appreciated that the journey of a thousand mile begins with a single step, I am distinctly grateful to the Almighty God who gave me the intellect, strength, and courage to make the single step and has guided me through to a logical conclusion.

I am exceedingly indebted to all my lecturers Department of Early Childhood Studies, Kenyatta University and precisely my supervisors Dr. Nyakwara Begi and Dr. John Ngasike for their support and guidance throughout the research project. Without their valued input, guidance and encouragement, I would have not come this far.

I am also extremely grateful to the parents of the Early Childhood Development (ECD) centers sampled for supporting me fully and providing honest responses to the questionnaire as required. I extend my gratitude to the managers, head teachers, and teachers of all the ECD centers that supported me to conclusion of this study.
ABSTRACT

Early childhood education plays a vital role in forming the foundation for a child’s future. Studies done in Kenya show that most early childhood development programs in Kenya suffer from poor quality services. However many parents continue to enroll their children in these centers. Globally, policies have ensured that children access quality services in Early Childhood Development (ECD) programs. However, drawbacks have been realized in the conceptualization of what constitute quality of services offered in ECD programs (centers). Several studies have been done to evaluate the quality of services provided to children as effective learning and catering for the well being of the child. The issue of parents’ satisfaction with the quality of services provided to their children therefore is of great concern. The purpose of this study was to establish the level of parents’ satisfaction with the quality of services offered in Early Childhood Development programs. The study also investigated how the type of program, location of programs, parents’ income and parents’ education level influence parents’ satisfaction with the quality of services offered in Early Childhood development programs provided to their children. The study was guided by the Zone of Tolerance Theory by Zeithaml, Berry and Parasuraman (1993). The study adopted a survey research design. The population of the study was all the parents with children in ECD programs in Mang’u Division. The sample size was parents in 14 ECD centers in the Division. Data was collected using questionnaires. Data was analyzed per question using descriptive statistics including frequencies, percentages and means. The results from data analysis revealed that, the type of ECD program and location of ECD programs influenced parents’ satisfaction with the quality of services in ECD centers. It was recommended that early childhood stakeholders should ensure both private and public ECD programs are adequately financed, ensure adequate physical facilities and remunerate caregivers appropriately. In addition parents should be involved in the education of their children in ECD centres. County governments should monitor the quality services to ensure that the centres provide quality care and education.
### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>DQAS</td>
<td>Directorate of Quality Assurance and Standards</td>
</tr>
<tr>
<td>ECCDE</td>
<td>Early Childhood Care, Development, and Education</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>ECDE</td>
<td>Early Childhood Development and Education</td>
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<td>ECEC</td>
<td>Early Childhood Education and Care</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>GER</td>
<td>Gross Enrolment Rate</td>
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<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>MoEST</td>
<td>Ministry of Education, Science, and Technology</td>
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<td>NACECE</td>
<td>National Centre for Early Childhood Education</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>PPE</td>
<td>Pre-Primary Education</td>
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<tr>
<td>SEP</td>
<td>School Enrollment Programme</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education Social and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations International Children’s Education Funds</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Children care and education is accepted globally as an effective strategy for reducing poverty and social inequalities, as it addresses the causes at the crucial formative stage of development. Consistently, United Nations convention on the Rights of the Child (UNCRC, 1989), African Charter on Rights and Welfare of the child (OAU 1990) and the Government of Kenya (Republic of Kenya, 1998) recognize the right of every child to a standard of living adequate for its physical, mental, spiritual, moral and social development.

This implies that care givers such as the teachers and parents should provide adequate and appropriate care to children, since developmental deficiencies that occur during this stage are difficult to reverse (Pipes and Trams, 1993). Parents’ have the responsibility of choosing an ECD service that facilitates holistic development of a child. The issue however, was how parents’ determined the level of their satisfaction with quality of services offered in ECD programs. The study therefore investigated the parent’s level of satisfaction with quality of services offered in ECD programs.

Over the years, Kenya has experienced rapid demand for Early Childhood Education characterized by increased enrolment from 177,033 children in 1968 to 2,247,071 children in 2009 (Ministry of Education Report, 2011). Despite the rapid expansion of sub-sector in Kenya, studies showed that the quality of services provided in most of these Early Childhood Education Centers remained poor across the country. This was
characterized by shortage of trained teachers, high turnover rate of teachers, poor physical facilities and inadequate teaching-learning materials as well as poor health and nutrition services (Ministry of Education, 2011).

Recently there have been a growing number of educational studies on parents’ satisfaction with the quality of education provided to their children. Studies regarding parents’ satisfaction and school age children asserted that this satisfaction was based on many experiences that parents’ have with various ECD centers. For instance, a study done by Salisbury, Branson, Albrecht, Funk & Boretzmann (1997) found that parents’ satisfaction with quality of education provided to their children was influenced by their involvement in school activities, teachers’ attitude, transportation services and food.

Despite the fact that the above studies signified an important perspective in the evaluation of early childhood education quality from parents’ satisfaction point of view, few studies of such nature have been done in Kenya. Those done in Kenya to evaluate parents’ perception on the quality-of services provided to their children tended to focus on primary and secondary schools. For instance a study done by Tooley and Dixon (2005) on parents’ views on the quality of education in private schools serving the poor in low income countries showed that many parents’ with children in primary schools in Nairobi and Kakamega slums had higher satisfaction with quality of service provided in those schools than in public schools. Similar situations in Mang’u showed that parents preferred private to public centres due to public demand for care and education of private schools. According to Ministry of Education Report (2007), while private ECD centres increased by 34, public ECD centres increased by only 17, between the years 2003 and
2007. The study therefore investigated whether parents’ in Mang’u division are satisfied with the type of ECD programs, either private or public.

Additional studies done in Uasin Gishu County in Kenya by (Lacari 2005; Mclean 1992 & Rice 1995), noted that apart from opinion on other matters, service quality evaluations was also influenced by socio-demographic factors such as income, race, education and gender. This was confirmed by a study done in Texas by Falbo et al (2003) which showed that parents’ income influence their satisfaction with the quality of education provided to their children. While, a study done in Indonesia by Dasqupta, Narayan & Skoufias (2009) reported that parents with higher education experienced less satisfaction with their children’s education compared to parents with low education. In the United Kingdom, a study by Karak (2008) showed that female and male parents differed on their perception of their children’s educational indicators of social responsibility and emotional appeals. Finally, Adebayo (2009) showed that most parents in Nigeria were satisfied with the quality of education in private schools than public schools.

In Kenya, a study by Koech (2010) on factors influencing ECD parents’ partnership in Uasin Gishu showed that parents in private ECD centres were actively involved in school activities than those in public ECD centres. Koech further showed that pre-school parents with high Education were more involved in the ECD centre activities than parents with low education. Similarly, a study by Wawire (2006) showed that parents’ income levels affected the provision of quality and relevance of early childhood education in Machakos and Nairobi districts.
The above studies suggested some differences in parents’ perception on the quality of services provided in Early Childhood Development Programmes regarding their educational and income level. This study investigated whether parents in Mang’u division were satisfied with quality of services offered in ECD programs and the factors that determine the parents’ satisfaction with the quality of services offered in the programmes resulting to the need for the study.

1.2 Statement of the Problem

Conceptually early childhood education considers parental involvement and decision-making as key determinants of the quality of early childhood care and education offered to young children. Although parental participation in early childhood vary according to the context of the ECD center, it was clear that parents were aware of what counts as quality of an ECD program. Consequently parents work differently to determine their levels of satisfaction with quality of an ECD center, for example they prefer where they are involved in the activities of the centres. They are keen to get the best early childhood development program they considered to offer holistic development for their children. Studies on how parents made decision on their levels of involvement and how they determined the level of satisfaction of an ECD center were inadequate in Kenya.

Kenya, with time has experienced rapid demand for Early Childhood Education over the years (Ministry of education report, 2011). However despite the rapid expansion of the sub-sector in Kenya, studies done showed that the quality of services provided in most of the Early Childhood Education centers remained poor across the country. There was therefore need to investigate the level of parents’ satisfaction with the quality of services
offered to their children in ECD programs and the factors that influenced the level of satisfaction. This study focused on Mang’u division and explored the effect of the factors on parents’ satisfaction with quality of services provided to their children.

1.3 Purpose of the Study

The purpose of the study was to establish the level of parents’ satisfaction with the quality of services offered to their children in Early Childhood Development programs. The study also investigated how the type of programs, parents’ income, parents’ educational level and location of the program influenced parents’ satisfaction with the quality of services offered in Early Childhood Development Programs provided to their children.

1.4 Research Objectives

The objectives of the study were:

i) To establish the level of parents’ satisfaction with the quality of services offered to their children in Early Childhood Development Programs in Mang’u Division of Kiambu County.

ii) To explore the factors, for example the type of ECD programmes and parent’s level of education, that influence parents’ satisfaction with quality of services offered to their children in the ECD Programs.
1.5 Research questions

The study was guided by the following research questions:

i. What are the levels of parents’ satisfaction with the quality of services offered in Early Childhood Development programs in Mangu Division of Kiambu County?

ii. Does the type of ECD programs influence parents’ satisfaction with the quality of services offered in Early Childhood Development programs?

iii. Does parents’ level of education influence parents’ satisfaction with the quality of services offered in Early Childhood Development programs?

iv. Does income influence parents’ satisfaction with the quality of services offered to their children in Early Childhood Development programs?

v. Does location of the ECD centre influence parents’ level of satisfaction with the quality of services offered to early childhood development programmes?

1.6 Significance of the Study

The outcome of the study might contribute significantly to the theory and practice of ECD programs management in Kenya by improving the quality of services offered in the programs. The Ministry of Education might use the study findings to formulate and plan for ECD policies that would regulate and improve the sub-sector. The study findings might greatly contribute towards the already existing knowledge on the stakeholders’ satisfaction with ECD and therefore might be useful reference material to various people and groups involved in the provision of ECD education such as teachers, managers,
educational officials, NGOs and parents among others. It might serve as a call to all ECD stakeholders for provision of conducive school environment for the pre-school children.

1.7 Delimitation and Limitations of the Study

These were described under the following sub-sections:

1.7.1 Delimitations of the Study

The study was delimited to only one division out of three divisions in Gatundu North district. Due to the qualitative nature of the study, it focused on only one division. Only parents with children in ECD centre’s in Mang’u division, who had children in these centres for more than eight months, were included in the study. This was to validate their experience in these centres. Only adult primary care givers were allowed to participate as parents in the study. Although there were many factors that influenced the quality of services in ECD programs, the study confined itself to parents’ level of satisfaction and the factors which included type of the program, parents’ income, educational levels and location of the program.

1.7.2 Limitations of the Study

Due to the qualitative nature of the study, it focused to only one division. The limitation of the study to a single division reduced the aspect of generalization of the study findings to other divisions and districts in Kenya. The study was also limited to the one division due to lack of adequate funds by the researcher. The results were influenced by the co-operation of parents who provided honest opinions that were realized after assuring the respondents that information provided would be confidential and only be used for the study purpose.
1.8 Assumptions of the Study

The researcher assumed that the parents had sufficient understanding of the ECD programs and strived to ensure that their children got what they perceived as the best ECD programs. Secondly, the researcher assumed that the quality of services offered in ECD programs was either high or low and finally that the respondents would provide honest and true information.

1.9 Theoretical and Conceptual Framework

The study was formulated on the theory of zone of tolerance put forward by Zeithaml, Berry and Parasuraman in 1993. The theory argues that for customers to be satisfied with a service there are two levels of expectation that must be met. The desired service level which represented the ideal service delivery situation that was what the customers believe ‘could be’ or ‘should be’ provided, and the ‘adequate service level’ which was the minimum level of service customers would perceive as acceptable.

According to Zeithaml et al (1993) the zone of tolerance is the range of levels of service expectations lying between the desired service level and the adequate service level and this was what a customer would consider satisfactory. Zeithaml et al (1993) observed that the ‘zone of tolerance’ could be measured using the ‘expectation perception gap’. Though individuals differed with ‘zone of tolerance’ (expectation of satisfactory service) within the ‘expectation perception gap’ where customer’s service expectation ranged between the desired service level and the adequate service level that was not confined to a single point.
Consistently, early childhood care and education was a service whose consumers (in these case parents) attached certain expectations in service delivery and implied that it had 'zone of tolerance'. Currently, in Kenya there are Early Childhood Care and Education programmes in both private (profit making) and public centres (non-profit making organization). Despite all the above, parents’ expected the ECD centers to provide quality education and care within expected limits or zone of tolerance. Zeithaml et al (1993), defined service quality using five dimensions which were tangibles, reliability, responsiveness, assurance and empathy. Early childhood development programs are expected to use the zone of tolerance concept to plan service improvements based on the five dimensions. The tangible dimensions of quality services in ECD centre included; type of program, location of the programs, parents’ income and educational level.

Managers in the Early Childhood development centers need to identify the link between customers’ (Parents) satisfaction with the quality of services offered in early childhood education and care programs. For example, the managers in the ECD centers should assure parents’ satisfaction with their reliability and responsiveness as they attempt to provide quality ECD services.
1.9.2 Conceptual Framework

Parents' satisfaction with the quality of services offered in ECD programs was influenced by several factors like type of program and parents' level of education as shown in figure 1.1 below.

**Independent variables**
- Type of programs
- Parent's level of education
- Parent's income
- Location of the program

**Dependent variables**
- Parents' satisfaction with the quality of services offered in ECD programs

**Outcome**
- Strong parent-teacher partnership
- Parents will retain their children in the programs.

Key

- Non study variable
- Study variables

**Figure 1.1 Conceptual Framework Diagram**

Figure 1.1 Shows parents' satisfaction with the quality of services offered in ECD programs is influenced by several factors like type of program, parents' income, parents' level of education and location of the program. Satisfied parents are expected to retain their children in those centres and be more involved in school activities.
1.10. Operational Definition of Terms

Demographic Factors: These include parent’s level of education and level of income.

Parent’s Income: Refer to the parent’s family income per month. For example, below 10,000 and 10,000 or more.

Parent’s Education Level: This means highest educational certificate that an ECD parent possess, for example certificate or diploma.

Parent’s Satisfaction: Positive parental perception about the quality of services offered to their children, for example very satisfied or satisfied.

Private School: These are early childhood development centers managed by an individual or organization for profit.

Public Schools: Community or government supported early childhood education centres.

Type of Program: This is school sponsorship which is either private or public.

Physical Facilities: These are materials/ tangible resources such as classrooms meant to provide a conducive environment for teaching/learning activities which take place in schools.

ECD Program: Institutions for children aged 3-6 years. It is an institution where children are prepared to enter a social and educational based environment.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presents related literature concerning parents’ satisfaction with quality of services offered in Early Childhood Development Programs provided to their children. It also presents the factors that influence parents’ satisfaction with quality of services offered in ECD centres.

2.1. Parental Satisfaction with the Quality of Services Offered in ECDE Programs

Parents’ satisfaction with the quality of services provided to their children has been found to be an essential component of educational quality evaluation. Salisbury, Branson, Altreche, Frunk, & Broetzmann (1997) argued that evaluation of parental satisfaction with the quality of services in schools is a fundamental element in the improvement of the overall quality of education since satisfied parents actively involve themselves in school activities hence improved achievement of children. On the other hand, Fornell (2007) argued that parents are the main caregivers for children therefore their views regarding the child’s challenges and progress are important. Parent’s satisfaction or dissatisfaction data can be used to improve quality services offered by E.C.D programs as well as prevent the elimination of the programs, (Juck, 1995).

However, despite the increased body of research on evaluation of the quality education programs from parent’s satisfaction point of view, the term “satisfaction” is a construct that has been very hard to describe and measure directly (Dasqupta, Nayayan, Skoufias,
Parents’ satisfaction with quality of services offered in ECD programs is based on experiences that the parents have with their children’s school. Most of the studies (Salisbury, Branson, Altreche, Frunk & Broetzmann, 1997; American Association of school Administrators, 1992; Crawford-Mason, 1992 & Denning, 1982) have tried to link parent’s satisfaction with the quality of education to customers’ satisfaction with the quality of services.

Salisbury, Branson, Altreche, Frunk, & Broetzmann (1997) asserted that parents’ satisfaction with the quality of service provided to their children is similar to consumer satisfaction in that it affects their loyalty and commitment to the E.C.D centres that their children attend. Similar argument were advanced by Omar, Nazi, Ab & Omar (2009) who put forward that most of the studies on parents’ satisfaction with the quality of childcare and education services take parents as customers of early childhood development services.

Currently parents make decisions about the type of ECD program that their children should attend, as well as paying for the services. This is the approach that the recent study took as it is based on Zone of tolerance theory of service delivery by Zeithaml et al (1993), a theory used in customers’ satisfaction studies.

Most studies (Griffith, 2010; Silva, 2006) show that parents hold some views about the features of quality services of early childhood education programs 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 development of cognitive, physical, social, self
control, self discipline, and self care skills. The question is whether Parents in Mang'u division realizes the importance of the above views. This study intends to offer provision of parents’ opportunity to determine their level of satisfaction with quality of Early Childhood Development services.

As illustrated above, determination of parents’ satisfaction with the quality of services provided to their children has recently been supported by The Harries Interactive School Pool Survey (Harris Poll Organization, 2004). The survey indicates that parents’ satisfaction with the quality of services can be measured by asking them to rate how their ECD centers perform in the provision of service quality indicators. These quality indicators include: Facilities and equipment, parental involvement, teacher effectiveness, teacher communication, training and school budget.

This study will therefore attempt to explore parent’s satisfaction with the quality of service offered in ECD programs based on level of their satisfaction with indicators which are location of the programme, type of the programme as well as demographic factors such as parents income and education levels. These factors have been shown to be adequate in the conceptualization of Early Childhood Education quality based on research and practice (Mishra, 2009; Wawire, 2007; Hassan, 2007; UNESCO, 2005; & Katz, 1993).

The type of ECD centers influences parental satisfaction. For example, a study done by Oketch, Mutisya, Ngware, Ezrah & Epai (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 in private schools as compared to public schools. Similarly, a study done Tooley & Dixon, (2005), on private schools serving poor parents were satisfied with school buildings.

Despite the fact that the findings from above studies provided insight on how availability of physical facilities in the centre influenced parent’s level of satisfaction with the type of program to enroll their children in, they were limited to secondary and primary schools in Nairobi slums. The study findings could therefore not be generalized on ECD centres’ parents in other districts such as Mang’u in Gatundu North District with no widespread slums, hence the need for this study. Furthermore, a comparative study done by Barrow and Leu (2006) to examine cross-national synthesis of service quality in Namibia, India and Nigeria asserted that many parents’ perceived availability and use of adequate teaching-learning materials as being the base of quality service. Though the above study explains the perception of parents on availability and use of materials it was done in other countries and therefore the findings cannot be generalized with quality services offered in early childhood development in Kenya.

The quality of teachers present in a school has been shown to influence parents’ satisfaction with the quality of services offered to their children. For example, a study conducted by Our Kids Data (2007) to find out parents’ perception on their child’s education in Bay Area reported that 91% of parents who participated in the survey reported the teachers’ qualification as the reason for choosing private schools.

Similarly 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 qualified trained teachers as
very important to their children’s learning. However, despite the fact that these study findings present important information on parents’ perception about the quality of teachers in their schools, they were done in Western countries therefore the findings may not be generalized on parents with children in ECD centres in Kenya.

A study done by Tooley & Dixon (2005) on the views of parents on private schools serving the poor in Nairobi and Kakamega slums in Kenya reported that most parents in private schools were satisfied with the quality of teachers as compared to those in public schools. The study further showed that most parents with children in public schools were dissatisfied with teacher’s ability to teach, school attendance, punctuality and respect for children as compared to parents with children in private schools. Though the above study provides some insight of parents’ level of satisfaction with teacher quality in Kenya, the study was done among primary school parents in slum areas. Its findings therefore may not be generalized on parents of Early Childhood Development centres in rural districts.

The quality of teaching-and learning taking place in a school has a lot of bearing on the quality of services provided to the children hence influencing parents’ views on the kind of education that their children access Silva (2006), Hoon (1994) and Adebayo (2009) did a study to find out the factors influencing parents’ preference for private secondary schools in Nigeria. It showed that 58.6%, 69.3%, 52% and 60% of the parents preferred private schools to public schools because they offered a more diversified and flexible curriculum, provided effective curriculum implementation, had learner-centered curriculum, and provided better extra-curriculum opportunities respectively.
A similar study by Hoon (1994) to find out the views and expectation of parents on quality of kindergarten in Singapore reported that majority of parents expected ECD programs to teach children simple science, social environment, reading, writing, counting, take care of self and do more for themselves. However, these study findings were done in foreign countries of Nigeria and Singapore respectively hence the need for similar studies in Kenya. In Kenya, a study done by the KIE (1992) to find out the situation of early childhood development centres in Kenya showed that most parents took their children to those centres to introduce children to basic writing, mathematics, reading, art and singing activities.

Similarly, a study done by Wawire (2006) to find out the factors affecting the quality and relevance of ECD program in Nairobi and Machakos District showed that 57% of parents reported that provision of good learning standards in terms of imparting numerically and literacy skills constituted quality and relevant services. However, the study done by Wawire (2006) was focused in Nairobi and Machakos districts therefore its findings can only be generalized in districts with similar characteristics. However, these studies did not address the issues of whether parents were satisfied or dissatisfied with the quality of teaching taking place in their ECD centers, hence the need for this study.

In Gatundu North district, the quality of Early Childhood Education was affected by factors such as lack of teaching-learning materials, poor physical facilities, shortage of trained teachers and high teacher-child ratios (Ministry of Education, 2007). However, it remains elusive whether parents in Early Childhood Development centres in the district were satisfied or dissatisfied with the quality of teaching-learning that took place in their respective centres despite reports indicating that the quality of teaching-learning was
compromised in most ECD centres in the district. The study addressed the concern by assessing parents’ satisfaction with the quality of services provided in a school. Consequently, 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 centres with high average test scores which included parental involvement in those Early Childhood Development centres. In Kenya, a study done in 2009 by researchers from Oxford University, Kigotho (2010) showed that enrolment in private centres tripled between 2003 and 2009 because most parents transferred their children from public to private centres due to poor performance in public centres.

Though the above study showed the levels of emphasis that parents attached to their children learning outcome, it focused more on how parents’ choice of schools was influenced by their children’s academic performance. Additionally, the study looked at parents’ perception about their school based on only one learning outcome variable: academic performance. There was need for a study that made significant effort to look at the quality of ECD services in all areas of development currently.

2.2. The Quality of Services in ECD Programs

Globally, policies have ensured that children access quality ECD education. However, drawbacks have been realized in the conceptualization of what constitute quality of services offered in ECD centres (Mishra, 2009). Most studies that have been done to evaluate the quality of services provided to children agree for an Early Childhood
Development Program to be described as quality services which is beneficial to child development, effective learning and well being (Hassan, 2009; UNESCO, 2008; NAEYC, 2008; Kappan & Katz, 1994).

These features of quality services include well trained and committed staff, adequate and appropriate physical facilities, supervision of ECD programs that maintain quality standards, proper grouping of children and active parental involvement (National Association for the Education of Young Children, 2008; Clifford & Gallagher, 2001). UNESCO (2005) added that the nature of learning outcomes should also be incorporated in the definition of a quality ECD services. These are the quality of services that the present study will be based on.

Although most researchers have recently agreed on the essential indicators of quality of services of Early Childhood Education as described above, several studies (Hassan, 2009; UNESCO, 2008 & World Bank, 2006) continue to show that provision of quality ECD services that meets the stated standards remain elusive in most regions in the world. For example, a study done by UNESCO (2008) to monitor the realizations of EFA goals reported that among the 69 countries that provided data, only 20% reported that all pre-primary teachers had received training, while another 20% reported that fewer than half of the teachers were trained (Mishra, 2009). Additionally, the study showed that the trained teachers made up less than one quarter of the teaching staff in Trinidad, Tobago, Cape Verde and Ghana. This may also be a challenge in the provision of quality services in ECD centers in Mang’u division, hence the need for the study.
A study done by UNESCO (2006) showed that the quality of services offered in ECD programs in East African countries for example Kenya were characterized by low teacher motivation, trained teacher shortages, inadequate teaching and learning facilities, poor physical facilities and incapacity of relevant government departments to co-ordinate and enforce quality standards.

Similar findings were realized by a study done by UCRNN (2007) to assess the state of Nursery Education in Uganda. The study found out that the quality of care and education in most preschools in the country was pathetic manifested in poor learning environment, poor hygiene, health and nutrition services, and shortage of trained teachers, lack of trained teachers, lack of appropriate instructional materials and weak coordination of supervision services.

Moreover, The Ministry of Education Brief (2008) on the status of pre-primary education in the country also indicated that the general condition of services in most ECD centres was poor. This is due to manifestation of inappropriate learning environment for children, inadequate provision of physical infrastructure and learning materials, poor health and nutrition services, high untrained (56) and a high turnover rates for Early Childhood Education school teacher (40%). This may also be a challenge in Mang’u division which may need to be addressed.

The above findings were confirmed recently by the Ministry of Education Task Force Report (2011) on aligning the education sector with the New Constitution. The report indicated that though there had been notable and significant quantitative growth and expansion of pre-primary education sector in the country since independence, most
children do not access quality early childhood education as most early childhood development centres did not meet the ECD necessary service quality standards. It also showed that some ECD centres do not implement the required ECDE curriculum and teach primary education content to young children. The task force recommended the need to harmonize the curriculum used in ECDE centres and efforts made to ensure that quality standards are maintained in these centres. Despite the evidence about the state of the quality of services in ECD programs in the world especially in the Sub-Saharan Africa region, reports indicate that parents still enroll their children in these schools.

UNESCO EFA Monitoring Report (2007) asserted that over 124 million children were accessing various forms of Early Childhood Development centres around the world by 2004 with Sub-Saharan Africa region registering an enrolment rate of approximately 43.5%. This is pathetic since the same Sub-Saharan Africa whose quality of ECD education is described as low leads other regions in enrolment rate. The issue is whether these parents who continue to enroll their children in these schools were satisfied with the quality services provided to them or whether they were dissatisfied but lacked alternatives. This will be the issue of concern to the present study.

According to Ayodo (2009) there were reports of parents booking places for their unborn children in their preferred Early Childhood Development Centres which were perceived to offer quality services in early childhood education programs. Parents in Nairobi requested five times their capacity and had to put other requests on pending list. Others booked places for their unborn in preferred private pre-schools (Ayodo, 2009). The reason why parents continue to enroll their children in these ECD centres while reports indicate that the quality services provided to their children is generally poor need to be
addressed. This study therefore intended to address the issue of parents’ satisfaction with the quality of services offered in Early Childhood Development programs and whether this satisfaction was influenced by type of program, location of the program, demographic factors such as family income levels and education background. The study focused to Mang’u division.

2.3 Factors Influencing Parents’ Satisfaction with the Quality of Services

Factors such as parents’ age, gender, ethnicity, income levels, educational background and type of school have been shown to influence the level of overall parents’ satisfaction with quality of Early Childhood Development services provided to their children (Harris Interactive School Poll Organization, 2001 & Baker, 1994). The present study looked at how parental satisfaction is influenced by type of program, parents’ income, parents’ level of education and location of the program.

2.3.1 Type of Programs

A study done by Adebayo (2009) showed that most Nigerian parents preferred private to public school due the superior quality of services provided in private schools. Findings by Logan, Fujiwara & Parish (2006) 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. Additionally, a study by Alubusia (2005) reviewed the experiences, challenges and lessons learned from implementation of Universal Education in Uganda and showed that most parents preferred private schools to public schools due to smaller class sizes, greater emphasis on active learning and participatory approaches. Despite the fact that these studies addressed the issue of parents
preference for private to public schools they did not focus on parents of ECD children. Moreover, they were done in other countries hence the need for similar studies in Kenya.

In Kenya, a study done by Tooley & Dixon (2005) to find out parent’s views on private schools serving the poor in Kakamega and Nairobi slums showed that most parents with children in public primary schools were dissatisfied with the quality of services in these schools compared to private schools. In Kenya most parents’ take their children to public ECD centres due to availability and affordability of parents income. This may lead to big class sizes which may lead to inactive learning and participatory approaches. Despite, the study done in Kenya, it focused on parents of primary school children, hence the need for similar study to be done in ECD centers.

Another study done in Kenya by Oketch, Mutisya, Ngware, Ezrah & Epari (2008) on pupil school mobility in Nairobi showed that when all sites were combined, many parents transferred their children from public to private school due to better students discipline, good school performance, good school building and facilities, school availability and proximity as well as availability of children grade level. However, while the above study findings are important in understanding perception of parents on the quality of services provided in private and public schools, it focused more on the factors influencing parents’ choice of private or public secondary schools hence the need for a study to find out the difference in parents’ satisfaction with the quality of early childhood education between public and public schools.

In early childhood education, a study done by Koech (2010) to find out factors influencing parent- preschool partnership in Uasin Gichu District, Kenya showed that
there was no difference in parents’ involvement in pre-school activities based on the type of programs. However, a study by Ndani (2008) found out the level of parents’ participation in pre-school activities in Thika District showed that there was a significant difference in the level of parental participation in pre-school activities between parents with children in public and private pre-schools than public schools. However, despite the fact that parents’ satisfaction with and involvement in early childhood education are related concepts (Griffith, 2010), the findings may only be generalized to parents with children in E.C.D centres in districts with similar characteristics.

Gatundu district has experienced increased demand for private early childhood development in the recent years (Ministry of Education, 2007). The report indicated that between 2004-2007, while private schools expanded by 34 the public pre-primary schools increased by only 14. However, despite this continued trend of more parents enrolling their children in private Early Childhood Development centres, the difference in parental satisfaction with the quality of Early Childhood development programs between parents with children in public and those with children in private schools remain unknown in the district hence the need for this study.

2.3.2 Parental Income level

Parents’ satisfaction with the quality of service provided to their children, vary with parents’ income. A study done by Lucile Packard Foundation for Children Health (2007) on parents’ perception of their children’s education in Bay County in Florida showed parents with high income were more satisfied with their children’s education as compared to parents with low income. The study showed that 56.4% and 28.8% of parents earning
less than $100k and more than $50k respectively were satisfied with the quality service of their children’s school. Contrary, a study done by Falbo, et al (2003) to find out parents’ satisfaction with school quality in one Texas district in United States indicated that while parental satisfaction with the education of their children was significantly associated with parents’ income status low income parent indicated greater satisfaction with their children’s education (M=7.63) than higher income parents (M=7.05).

Moreover, a study by Wawire (2006) showed that parents’ income levels affected the quality and relevance of early childhood education in Machakos and Nairobi districts with parents with high and middle income areas expected their schools to provide high quality services compared to parents from low income areas. Unfortunately, the study did not look at how parents’ income influences their satisfaction with the quality of services provided to their children. Additionally, the study was done in some districts and therefore can only be generalized on parents from districts of same characteristics. Mang’u division has been comprised of both low and average income parents. This therefore means that most parents cannot afford the cost of Early Childhood Education in private centres. However, Gatundu DICECE report (2011) showed that many parents are opting for private ECD centres.

This confirms the findings by Ministry of Education (2007) which showed that private ECD programs were growing at a higher rate than public pre-primary education. The report indicated that while private pre-primary schools increased by 34 centres, public ECD centres increased by insignificantly 14 centres between 2003 and 2007. However, despite this observation, no known study has been done in the district to examine the
difference in parents’ satisfaction with the quality of services across various parents’ income levels.

2.2.3. Parents’ Level of Education

Parent’s education has been shown to affect their expectations and satisfaction with the quality services offered to their children. A study by Dasqupta, Narayan & E. Skoufias, Washington DC (2009) to measure the quality of education and health services using perception data in Indonesia showed that most parents with higher education levels had lower chances of satisfaction compared to those with low academic levels. Even though the above study findings provide important information on how parents’ satisfaction with the ECD centres may vary with their educational levels, it was done in Asian countries. Additionally, the study did not focus on parents of Early Childhood Development Centers hence the need to address satisfaction with quality services in ECD centers. This may therefore not be generalized on parents in Kenya.

Interestingly, Hoon (1994) on his study to find out the views and expectation of parents on quality of Kindergarten in Singapore revealed that 40.2% and 30.8 % of parents with higher education and low education respectively expected their children to complete secondary level of education. However, the study did not show how parents’ satisfaction varied with their education. Additionally, the study was done in Singapore, one of the fastest developing countries in Asia; therefore the findings may not be generalized on parents in Kenya.
In Kenya a study by Koech (2010) on parents of ECD centres’ partnership in Uasin Gishu district showed that parents with no education and those with college diploma differed significantly in their level of involvement in ECD centres’ activities. The study showed that parents with low level of education felt deprived in their contribution to parents’ ECD partnership more than parents with higher education. The above study findings may suggest some differences expected in parents’ satisfaction with the quality of services across various parents’ educational levels as parents’ satisfaction and involvement in early childhood education centres are related constructs (Griffith, 2010). However, the findings may only be generalized on ECDE parents in other regions with the same characteristics. The current study focuses on parents in Mang’u division.

2.3.4 Location of the ECD Program

Location is a very vital factor considered by parents when choosing an early childhood education centre. Consistently, the 2006 conference of the Association for the Development of Education in Africa (ADEA) in Gabon (ADEA 2007, online) identified children are not ready for school including long journey to school, large class sizes, rote based teaching, shortage of materials and unqualified teachers. Parents will be satisfied when they take their children to ECD centres where they will not be tired as they access it.

On the other hand, parents most of whom are always in a hurry to go to work will prefer an ECDE centres which are close to their homes or workplace. In line with this, Dahari, Malaysia (2011), on his study on factors influencing parents choice of pre-schools, showed that parents preferred taking their children to the nearest Early Childhood
Development Centre which is close to their homes and workplace. The study found out that most parents (53.7%) send their children to pre-schools close to their homes while others send them to those Early Childhood Development Centres which are close to their workplace (36.4%). This makes them to choose either urban or rural ECD centers. This study was done in other regions outside Africa and hence there is need to address it in Kenya.

Similarly, in Kenya, distance to school is a hindrance to school enrolment to both children and parents. UNICEF (1990) in the study conducted in northern Tanzania and pastoralist region of Kenya on correlation between distance to school and girls participation found out that distance is a forbidable barrier to enrollment in ECD centres.

UNESCO (2004), explains that those children denied access to ECD services are those who are from disadvantaged communities such as semi-arid and arid areas as well as urban slums for example, in North Eastern province, the GER was 11.2 percent for boys and 8.2 percent for girls whereas Nairobi had 105.7 percent of GER for boys and 107 percent for girls in 2002. However, even within Nairobi those children are mainly from middle and upper class families who benefit from Early Childhood Development experiences. The challenge is whether parents of Mang’u division perceive distance as satisfactory as well as whether it affects their choice to take their children to either urban or rural centers.

Consistently, several studies which have been done to evaluate parents’ satisfaction with the quality of services provided to their children have recommended that this satisfaction should be based on parents’ involvement within their child’s E.C.D teachers, attitude of
parents, transportation services, knowledge about their child’s ECD experiences, success and safety (Olson, 1999; Carnevale & Desrochers, 1999; Falbo, 2003). This means that location of the program is important for any success and safety of a child. The challenge is whether parents in Mangu Division take their children to ECD centres which are close to their work place or homes and whether they prefer to take their children to ECD centres which have transportation services.

2.4 Summary of Literature Review

This chapter reviews relevant literature related to parents’ satisfaction with the quality of Early Childhood Development services that their children access. First, the reviewed literature shows that the quality of Early Childhood Development centres in the Sub-Saharan Africa region remains poor even though there is a quantitative increase in the number of these centres and enrollment in these schools therefore putting forward the question of whether parents are satisfied with the quality of E.C.D services contrary to objective evaluation studies. Also the study seeks to establish parents’ satisfaction with the quality of services Early Childhood Development programs provided to their children; as an important construct of a quality management system in these centres.

Furthermore, despite a vast literature in customer satisfaction in regards to education services, little research has been on the satisfaction of Early Childhood Development institutions’ customers; the parents, who are among the key stakeholders in the provision of education for their children whose inputs, can only be ignored with dire consequences. Most studies on the parents’ satisfaction with the quality of Early Childhood Development provided to their children have not been explored in Gatundu North
District, Mang’u division. To this end, this study sought to provide an insight in the parents’ level of satisfaction with quality services offered in ECD programs of pre-school education in Mang’u Division, Kiambu County, Kenya.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter described the design and methodology of the study. It described the research design, research variables, target population, sampling technique and sample size. Research instruments, pilot study, validity and reliability of the study research instruments, methods of data analysis and logistical and ethical considerations that were described.

3.1 Research Design

The study used a descriptive survey design. This involved collection of massive information from a large group of parents by use of questionnaires to find out the level of parent’s satisfaction with the quality of services offered in ECD programs and determine the role influenced by factors such as type of the programs, location of the program, parents’ income and parents level of education.

Parents’ satisfaction with quality of ECD programs in the study area was used without manipulating the independent variables. The design was appropriate because it offered the researcher appropriate techniques and procedures for systematic data collection to obtain thorough information on the phenomenon when respondents were issued with questionnaires (Orodho, 2009).

3.1.1 Variables of Study

The variables of the study consisted of dependent and independent variables as shown below:
a) **Dependent Variable**

The dependent variable was the level of parents' satisfaction with quality of services offered in early childhood development programs. Ten dimensions were measured that included satisfaction with the availability and appropriateness of physical facilities, children safety and security, availability of adequate teaching/learning materials, provision of comfortable chairs and tables, qualified and committed teachers, teacher-learner ration, teaching-learning methods in class, playground, provision of play opportunities in the centre and acquisition of essential knowledge, skills, values and attitudes.

b) **Independent Variables**

The independent variables were the factors that influenced parents' levels of satisfaction with quality of services offered in ECD programs. The factors investigated included type of the programs, location of the programs, parents' income and educational level.

(i) **Level of Education**

Level of education was measured by determining the parents' highest academic level. The categories were; no primary certificate, primary education certificate, secondary education certificate, Diploma and degree.

(ii) **Income**

Parents' income was measured by determining total monthly income in the parents' household. This was grouped as below; less 10,000; ksh, 10,001-20,000; 20001-30,000 and 30,001 and above.
(iii) **Type of program**

Two groups of parents were studied namely:-parent with children in private and public ECD centers.

**3.2 Location of the Study**

The research was conducted in Mang’u Division, Gatundu North District of Kiambu County. The district is close to Nairobi, the capital city of the country and therefore this attracted a large number of critics to education. The region borders Gatundu South district. Mang’u division is divided into three administrative locations which include; Mang’u, Chania and Githobokoni. It borders Gatanga division to the north, Thika west to the east, Lari division and Gatundu division to the south. Mang’u is in Gatundu North constituency.

The division has a large population engaged in small scale farming of coffee, tea and pineapples. They also engage in the growth of subsistence crops such as beans, maize, vegetables, tuber crops like arrowroots, sweet potatoes among others. Thika- Naivasha highway networks the area from Thika to the Rift Valley. Mang’u division has people who engage in different economic activities that include; businessmen, those employed by the government and the private sectors, prominent farmers while others are casual labourers.

Mang’u division was identified for the study because the area was compounded by a diversity of ownership of the Early Childhood Development centers in the area. Moreover, a similar study has not been undertaken there. According to Gatundu North statistics there are 143 ECD centres 61 are private and 82 are public.
3.3 Target Population

The target population consisted of parents from Mang’u division in Gatundu North District of Kiambu County as shown below.

Table 3.1 Number of Parents

<table>
<thead>
<tr>
<th>Zones</th>
<th>ECD centers</th>
<th>Parents (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Githobokoni</td>
<td>48</td>
<td>1000</td>
</tr>
<tr>
<td>Chania</td>
<td>45</td>
<td>800</td>
</tr>
<tr>
<td>Mang’u</td>
<td>50</td>
<td>1000</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>2800</td>
</tr>
</tbody>
</table>

3.4 Sampling Techniques and Sample Size

They were described under the following sub-sections:

3.4.1 Sampling Techniques

Stratified random sampling was used to select parents from each of the 14 selected ECD centres. The sample consisted of a list of all parents who appeared in the school register. This ensured presentation of all desired categories of strata; income level high or low and type of program (Private and Public). According to Sdorow (1994), random sampling is the selection of a sample from a population so that each member of the population has equal chances of being selected for the study.

3.4.2 Sample Size

The sample size of ECD centres involved in the study is shown in the sampling frame in Table 3.2 below. The population sampled consisted of 280 parents selected from 14 ECD
centres. Stratified random sampling was used to select 10% of the parents from each of the selected ECD centres as shown in Table 3.2.

Table 3.2 Sample size

<table>
<thead>
<tr>
<th>Zone</th>
<th>No. of parents</th>
<th>Githobokoni</th>
<th>Chania</th>
<th>Mang’u</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>1000</td>
<td>800</td>
<td>1000</td>
<td>2800</td>
<td></td>
</tr>
<tr>
<td>Sample size for survey</td>
<td>100</td>
<td>80</td>
<td>100</td>
<td>280</td>
<td></td>
</tr>
</tbody>
</table>

3.4.2.1 Division/education zone

The division was sub-divided into three zones as shown in table 3.3 below:

Table 3.3 Division/education zone

<table>
<thead>
<tr>
<th>Zone</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Githobokoni</td>
<td>121</td>
<td>43.2</td>
</tr>
<tr>
<td>Mang’u</td>
<td>82</td>
<td>29.3</td>
</tr>
<tr>
<td>Chania</td>
<td>77</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3.3 shows that majority of the respondents who were interviewed were from Githobokoni Zone (43.2%) followed by 29.3% from Mang’u Zone and 27.5% from Chania Zone.

3.4.2.2 Gender of Parents

The distribution of the parents by gender is shown in Table 3.4 below
Table 3.4 Gender of Parents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>136</td>
<td>48.62</td>
</tr>
<tr>
<td>Female</td>
<td>144</td>
<td>51.4</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3.4 shows that the questionnaire was administered to 280 sampled parents. Slightly more than half of the respondents (51.4%) were female compared to 48.6% of their male counterparts. This indicates that females were slightly more than males.

3.5 Research Instruments

The research instrument included the following:

3.5.1 Parents' Questionnaire

The parents' questionnaire required parents to give their personal details and perception on their satisfaction with quality of services offered to the ECD children (based on a three point likert scale rating and open ended questions). The instruments were in two parts A and B. The first part Section A sought to provide the information on the characteristics of the respondents such as name of ECD Centre, type of program, parents’ level of education and parents’ income.

The second part (section B) aimed at determining the levels of parents’ satisfaction with the quality of services offered to their children. The factors of parents’ satisfaction considered in the questionnaire included ten indicators of ECD education quality namely safety and security of the child, physical facilities, comfortable chairs and tables, teaching-learning materials, qualified and committed teachers, involvement of parents in
ECD Centre’s activities, teacher/learner ratio, teaching/learning methods, play opportunities and acquisition of knowledge, skills, values and attitudes.

3.6 Pilot Study

The main aim of piloting was to refine the research instruments. This helped to identify misunderstandings, strength, and inadequate items in the instrument. Pre-testing was carried out by use of parents in two ECD centres that were excluded from the actual study. This helped to ascertain that items in the instruments were stated clearly and had same meaning to all respondents (Orodho, 2004).

3.6.1 Validity of the Research Instruments

Content validity was used to determine the validity of the instruments. This subjectively agreed with the professionals that a scale logically appeared to reflect accurately what it purported to measure as well as a researcher’s interpretation of what the instrument measures (Kothari, 2004; Spector, 1997). Content validity checked whether the instruments covered the purpose it intended to cover. It was achieved by ensuring that the items covered all variables and objectives of the study.

3.6.2 Reliability of Instruments

A test-retest technique and internal consistency of items was used to test reliability of the instrument. This was done by administering the instruments twice to the same parents within a period of two weeks. The response of the parents on the items was then compared to determine if the two scores correlated. The correlation coefficient was 0.7 calculated using Cronbach’s Alpha.
3.7 Data Collection Procedure

The school heads and teachers of the sampled schools were informed one week before the actual dates. Data collection was done on the spot after administration of the instruments to the respondents by doing the following: The researcher administered the instruments with the help of a prior trained assistance on data collection to ensure that the sampled parents responded to the questions correctly.

3.8 Data Analysis

Data collected was analyzed and discussed qualitatively. The researcher examined them through a series of operations. The refined data was analyzed per question using descriptive statistics that included frequency, percentages and standard deviations. Descriptive statistics proved to be a valuable tool for the data analysis as it portrayed the typical respondent and revealed the general pattern of response that established factors contributing to parents' satisfaction with quality of services offered in ECD programs. Results were presented per objective using tables and graphs.

3.9 Logistical and Ethical Considerations

The researcher obtained a letter from the Dean of Graduate School KU and research permit from the Ministry of Education Science and Technology. Gatundu District Commissioner and District Education Officer were informed of the research. The head teachers of ECD programs or Centres were sensitized on the research as well as requesting them to arrange for parents' meetings on specified dates.
This ensured proper organization and co-ordination of the data collection exercise. All the participating schools and parents were informed of the study participation requirements and their consent sought. The respondents were assured that the data supplied was for the educational study purpose only and assured of confidentiality.
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSIONS

4.0 Introduction
This chapter presents results from data analysis and discussions. The demographic results are presented first and then followed by description results which have been presented according to the objectives of the study.

4.1 Demographic Data of the Respondents
The demographic characteristics of the respondents were determined and the results are presented in Table 4.1 and 4.2 below;

4.1.1 Academic Level of parents
The parent level of education is shown in Table 4.1 below;

Table 4.1: Academic Level of parents

<table>
<thead>
<tr>
<th>Academic level</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No primary education certificate</td>
<td>11</td>
<td>3.9</td>
</tr>
<tr>
<td>Primary education certificate</td>
<td>60</td>
<td>21.4</td>
</tr>
<tr>
<td>Secondary Education certificate</td>
<td>123</td>
<td>43.9</td>
</tr>
<tr>
<td>Diploma</td>
<td>46</td>
<td>16.4</td>
</tr>
<tr>
<td>Degree</td>
<td>40</td>
<td>14.4</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 shows that the majority of the respondents who were interviewed (43.9%) had secondary education as their highest academic level, 21.4% had primary education
certificate and 16.4% were diploma holders while 14.3% were university graduates. It was worth noting that 3.9% of them had no primary education certificate. A study done by Koech (2010) in Uasin Gichu district showed that parents with no education certificate and those with college diploma differed in their level of significance with ECD centres’ activities. Specifically, the study showed that parents with low levels of education felt inept in their contribution to parents’ school partnerships modes than parents with higher education.

4.1.2 Household Income per Month

Table 4.2 below shows the average household income of parents per month.

Table 4.2 Average household income per month

<table>
<thead>
<tr>
<th>Income Level (kshs)</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5000</td>
<td>31</td>
<td>11.1</td>
</tr>
<tr>
<td>5000-10000</td>
<td>103</td>
<td>37.1</td>
</tr>
<tr>
<td>10000-20000</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>20000-30000</td>
<td>34</td>
<td>12.1</td>
</tr>
<tr>
<td>30000 and above</td>
<td>41</td>
<td>14.6</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
<td>100</td>
</tr>
</tbody>
</table>

The study revealed that majority of the respondents earns a monthly income of Kenya shillings 5000 to 10000, 25.0% between Kenya shillings 10001 to 20000, 14.6% said that their household income is more than Kenya shillings 30000 while 12.1% earns a household income of Kenya shillings 20001 to 30000. It was noted that 11.1% of the respondents said that their household income was below Kenya shillings 5000.
4.1.3 Category of ECD centre

The types of ECD centers are presented in table 4.3 below:

**Table 4.3 Category of ECD centre**

<table>
<thead>
<tr>
<th>Type of ECD centre</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>160</td>
<td>57.1</td>
</tr>
<tr>
<td>Private</td>
<td>120</td>
<td>42.9</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.3 shows that slightly more than half of the respondents (57.1%) were from public ECD centre while the rest (42.9%) were from private ECD centre.

4.2 Parents' Satisfaction with the Quality of Services

The study sought to establish the level of parents' satisfaction with quality of services offered in Early Childhood Development Programs. The questions were: Does the type of ECD programs influence parents' satisfaction with the quality of services offered in Early Childhood Development programs? Do parents' level of education influence parents' satisfaction with the quality of services offered in Early Childhood Development programs? Does income influence parents' satisfaction with the quality of services offered to their children in Early Childhood Development programs? Does location of the ECD centre influence parents' level of satisfaction with the quality of services offered to Early Childhood Development programmes? The Table 4.4 below presents quality service indicators.
<table>
<thead>
<tr>
<th>Statements</th>
<th>N</th>
<th>Mean</th>
<th>V.S (%)</th>
<th>S (%)</th>
<th>N.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ECD centre has put up measures to ensure safety and security of my child such as fencing and cleanliness</td>
<td>280</td>
<td>2.46</td>
<td>5.0</td>
<td>44.3</td>
<td>50.7</td>
</tr>
<tr>
<td>The centre where I take my child has enough adequate physical facilities e.g. classrooms, toilets and playground</td>
<td>280</td>
<td>2.16</td>
<td>12.5</td>
<td>58.6</td>
<td>28.9</td>
</tr>
<tr>
<td>There are enough chairs and tables to ensure comfortable and proper learning of my child</td>
<td>280</td>
<td>2.01</td>
<td>30.0</td>
<td>38.9</td>
<td>31.1</td>
</tr>
<tr>
<td>There are enough learning-teaching materials in the centre e.g. pictures and flash cards</td>
<td>280</td>
<td>2.11</td>
<td>23.6</td>
<td>41.8</td>
<td>34.6</td>
</tr>
<tr>
<td>I know that the centre has qualified and committed teachers</td>
<td>280</td>
<td>2.26</td>
<td>16.4</td>
<td>40.7</td>
<td>42.9</td>
</tr>
<tr>
<td>The parents are involved in all the centre's activities</td>
<td>280</td>
<td>2.16</td>
<td>18.9</td>
<td>45.7</td>
<td>35.4</td>
</tr>
<tr>
<td>I am satisfied by the number of pupils handled by one teacher</td>
<td>280</td>
<td>2.05</td>
<td>23.2</td>
<td>48.6</td>
<td>28.2</td>
</tr>
<tr>
<td>I am satisfied by the teaching-learning methods adopted by the centre</td>
<td>280</td>
<td>2.08</td>
<td>22.1</td>
<td>47.5</td>
<td>30.4</td>
</tr>
<tr>
<td>There is provision of play opportunities in the centre</td>
<td>280</td>
<td>2.26</td>
<td>17.5</td>
<td>38.9</td>
<td>43.6</td>
</tr>
<tr>
<td>The school has assisted my child to acquire essential knowledge, skills, values and attitudes</td>
<td>280</td>
<td>2.04</td>
<td>20.4</td>
<td>55.4</td>
<td>24.3</td>
</tr>
</tbody>
</table>
A mean of less than 2 indicates that parents had a negative perception towards that statement; mean of 2 indicates that they had neutral perception while a mean of more than 2.5 indicates that parents had a positive perception towards the statement.

When asked whether they were satisfied with the fact that ECD centre has put up measures to ensure safety and security of their children such as fencing and cleanliness, (mean=2.5) shows that majority of the parents (50.7%) were unsatisfied while 44.3% of them were just satisfied with the measures taken by ECD centre in regard to security and safety of their children. In all the other statements mentioned above, the mean was around 2 which indicate that parents were just satisfied or unsatisfied with the quality of services in the ECD programs. Only a very small proportion of parents reported that they were very satisfied with the quality of services in the ECD programs.

The above study findings showed that most primary school parents in Mang’u division were not satisfied with child teacher ratio, physical facilities, teaching learning methods as well as acquisition of knowledge skills and attitudes. This is consistent with findings of a study conducted by Murundu, Indoshi and Okwara (2010) in Emulaya district, Kenya which showed that most ECD centres in the district has inadequate teaching learning, materials, poor diet and inappropriate medium of instruction. The study by Gogo and Kombo (2012) also showed that most ECD centres in Nairobi province, Kenya lacked basic teaching learning, materials showing that out of 31 pre primary schools which were observed 13 had no classroom and chairs, 18 had inadequate text books 16 had no offices, pitches and balls.
However, the study above is inconsistent with the results of a study conducted by Rivas and Sibrino (2001) in Spain which showed that most ECD parents were very satisfied with the quality of service offered to their children. The results of the parents interviewed showed that all the parents who were interviewed noted that their children were provided with great health safety and career service in a warm and appropriate environment. The findings further contradicts the results of a study done by Silver Stein (2005) in Kansas Maui campus in Honolulu American Society of Anesthesiologists, which came up with high parental satisfaction with school curriculum, instruction, educational technology and integration of Hawaiian cultural values, home work and home school connection.

This study focused on Mang’u division and intended to explore factors related to parent’s satisfaction with quality of services Offered in ECD program. This study therefore concluded that parent’s satisfaction with quality of services offered in ECD programs is paramount to the holistic development of their children.

4.3 Type of ECD Programs

The study intended to establish whether type of ECD programs influenced parents’ level of satisfaction with the quality of services offered to their children. The question to be answered was: Does the type of ECD programs influence parents’ satisfaction with the quality of services offered in Early Childhood Development programs?

To examine the level of parents’ satisfaction with the quality of pre-primary education by school type overall, mean score for parents’ satisfaction in public and private ECD centres were calculated and results are presented in Table 4.5 and Table 4.6
### Table 4.5: Influence of Type of ECD Programs

<table>
<thead>
<tr>
<th></th>
<th>Safety and Security</th>
<th>Adequate Physical Facilities</th>
<th>Comfortable Chairs and Tables</th>
<th>Teaching Learning Materials</th>
<th>Qualified and Committed Teachers</th>
<th>Parental Involvement</th>
<th>Child Teacher Ratio</th>
<th>Teaching Learning Methods</th>
<th>Play Opportunities</th>
<th>Acquisitions of Knowledge, Skills, Values and Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2.24</td>
<td>2.01</td>
<td>1.83</td>
<td>1.85</td>
<td>2.11</td>
<td>2.11</td>
<td>1.87</td>
<td>1.86</td>
<td>2.21</td>
<td>1.87</td>
</tr>
<tr>
<td>N</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td><strong>Private</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2.75</td>
<td>2.38</td>
<td>2.26</td>
<td>2.46</td>
<td>2.48</td>
<td>2.24</td>
<td>2.29</td>
<td>2.38</td>
<td>2.33</td>
<td>2.27</td>
</tr>
<tr>
<td>N</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>2.46</td>
<td>2.16</td>
<td>2.01</td>
<td>2.11</td>
<td>2.26</td>
<td>2.16</td>
<td>2.05</td>
<td>2.08</td>
<td>2.26</td>
<td>2.04</td>
</tr>
<tr>
<td>N</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
</tr>
</tbody>
</table>

Table 4.5 shows that with most mean on parent satisfaction with the quality of services offered in early childhood development programs being 2 or less than 2 for the parents whose children go to public ECD centres while that of those who are in private ECD centres being slightly higher than this. This study therefore concludes that parents whose children go to private ECD centres were more satisfied while for those who attend public ECD centres were unsatisfied.
Table 4.6 Parental Satisfaction with ECD Program

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ECD centre has put up measures to ensure safety and security of my child such as fencing and cleanliness child</td>
<td>18.011</td>
<td>1</td>
<td>18.011</td>
<td>63.001</td>
<td>.000</td>
</tr>
<tr>
<td>The centre where I take my child has enough adequate physical facilities e.g. classrooms, toilets and playground</td>
<td>9.324</td>
<td>1</td>
<td>9.324</td>
<td>26.151</td>
<td>.000</td>
</tr>
<tr>
<td>There are enough chairs and tables to ensure comfortable and proper learning of my child</td>
<td>12.876</td>
<td>1</td>
<td>12.876</td>
<td>22.642</td>
<td>.000</td>
</tr>
<tr>
<td>There are enough learning-teaching materials in the centre e.g. pictures and flash cards</td>
<td>25.376</td>
<td>1</td>
<td>25.376</td>
<td>52.571</td>
<td>.000</td>
</tr>
<tr>
<td>I know that the centre has qualified and committed teachers</td>
<td>9.324</td>
<td>1</td>
<td>9.324</td>
<td>18.904</td>
<td>.000</td>
</tr>
<tr>
<td>The parents are involved in all the centre’s activities</td>
<td>1.257</td>
<td>1</td>
<td>1.257</td>
<td>2.441</td>
<td>.119</td>
</tr>
<tr>
<td>I am satisfied by the number of pupils handled by one teacher</td>
<td>12.265</td>
<td>1</td>
<td>12.265</td>
<td>26.020</td>
<td>.000</td>
</tr>
<tr>
<td>I am satisfied by the teaching-learning methods adopted by the centre</td>
<td>19.050</td>
<td>1</td>
<td>19.050</td>
<td>42.011</td>
<td>.000</td>
</tr>
<tr>
<td>There is provision of play opportunities in the centre</td>
<td>1.107</td>
<td>1</td>
<td>1.107</td>
<td>2.041</td>
<td>.154</td>
</tr>
</tbody>
</table>
Table 4.6 shows that ANOVA results were highly significant for all other indicators apart from parents’ satisfaction with involvement of parents in centers’ activities with p-value=0.119>0.05 and provision of play opportunities in the centre P-value=0.154>0.05 which imply that the type of ECD programs influence parents’ satisfaction with the quality of services offered in Early Childhood Development programs with parents whose children go to private ECD centres being a little bit more satisfied compared to those whose children go to public ECD centres.

The findings of this study is consistent with results of a study done by Rehman Khan, Tariq and Tasleem (2010) to find out the determinants of parents’ choice in selection of private school for their children in the district of Peshawar in Pakistan. The results showed that a great majority of parents seemed dissatisfied with the public sectors school as compared to private schools.

4.4 Parents’ level of education

The study aimed to find out if there was a significant difference in parents’ level of satisfaction with quality of services offered in ECD programs across various parents’ level of education. The question to be answered was: Does parents’ level of education influence parents’ satisfaction with the quality of services offered in Early Childhood Development programs? Table 4.7 below present the results.
Table 4.7: Shows the individual mean scores of parents’ satisfaction with the quality of services offered in ECD programmes by parents’ level of education. The individual mean scores shows that they were above average.
Table 4.8 Influence on Parental Level of Education

<table>
<thead>
<tr>
<th>Statement</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ECD centre has put up measures to ensure safety and security of my child such as fencing and cleanliness</td>
<td>.346</td>
<td>4</td>
<td>.086</td>
<td>.245</td>
<td>.913</td>
</tr>
<tr>
<td>The centre where I take my child has enough adequate physical facilities e.g. classrooms, toilets and playground</td>
<td>2.627</td>
<td>4</td>
<td>.657</td>
<td>1.706</td>
<td>.149</td>
</tr>
<tr>
<td>There enough chairs and tables to ensure comfortable and proper learning of my child</td>
<td>1.365</td>
<td>4</td>
<td>.341</td>
<td>.553</td>
<td>.697</td>
</tr>
<tr>
<td>There are enough learning-teaching materials in the centre e.g. pictures and flash cards</td>
<td>3.829</td>
<td>4</td>
<td>.957</td>
<td>1.690</td>
<td>.152</td>
</tr>
<tr>
<td>I know that the centre has qualified and committed teachers Highest Academic level</td>
<td>.887</td>
<td>4</td>
<td>.222</td>
<td>.419</td>
<td>.795</td>
</tr>
<tr>
<td>The parents are involved in all the centre’s activities</td>
<td>4.747</td>
<td>4</td>
<td>1.187</td>
<td>2.336</td>
<td>.056</td>
</tr>
<tr>
<td>I am satisfied by the number of pupils handled by one teacher</td>
<td>3.722</td>
<td>4</td>
<td>.931</td>
<td>1.833</td>
<td>.123</td>
</tr>
<tr>
<td>I am satisfied by the teaching-learning methods adopted by the centre</td>
<td>6.090</td>
<td>4</td>
<td>1.523</td>
<td>3.012</td>
<td>.019</td>
</tr>
<tr>
<td>There is provision of play opportunities in the centre</td>
<td>4.282</td>
<td>4</td>
<td>1.070</td>
<td>1.993</td>
<td>.096</td>
</tr>
<tr>
<td>The school has assisted my child to acquire essential knowledge, skills, values and attitudes</td>
<td>3.251</td>
<td>4</td>
<td>.813</td>
<td>1.843</td>
<td>.121</td>
</tr>
</tbody>
</table>

Table 4.8 was used to test whether parents’ level of education influenced their level of satisfaction with quality of services offered in Early Childhood Development programs.
The Analysis of Variance was used to calculate average scores which were all greater than the level of significance and thus it was clear that parents' level of education does not influence their level of satisfaction on the quality of services offered in Early Childhood Development programs in Mang’u division of Kiambu county.

In contrast, a study by Dasqupta, Narayan and Skoufias (2009) to measure the quality of education and health services using perception data in Indonesia showed that most parents with higher education levels had lower chances of satisfaction compared to those with low academic levels. A study by Koech (2010) in Kenya on parents of ECD centres’ partnership in Uasin Gishu district showed that parents with no education and those with college diploma differed significantly in their level of involvement in ECD centres’ activities.

4.5 Location of the ECD Centre

The study intended to find out parents’ level of satisfaction with quality of services provided to their children by locality. Therefore the following question was formulated and tested: Does locations of the ECD centre influence parents’ level of satisfaction with the quality of services offered to early childhood development programs? The overall mean score of parents’ satisfaction with the quality of services were calculated and Table 4.9 presents the results.
Table 4.9: Influence of Parents Satisfaction by location

<table>
<thead>
<tr>
<th></th>
<th>Safety and Security</th>
<th>Adequate physical facilities</th>
<th>Comfortable chairs and table</th>
<th>Teaching learning materials</th>
<th>Qualified and committed teachers</th>
<th>Parental involvement</th>
<th>Child teacher ratio</th>
<th>Teaching learning methods</th>
<th>Play opportunities</th>
<th>Acquisitions of knowledge, skills,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chania</td>
<td>Mean</td>
<td>2.48</td>
<td>2.27</td>
<td>1.85</td>
<td>2.04</td>
<td>2.27</td>
<td>2.11</td>
<td>2.01</td>
<td>2.2</td>
<td>2.46</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>81</td>
<td>81</td>
<td>81</td>
<td>81</td>
<td>81</td>
<td>81</td>
<td>81</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>Githobokoni</td>
<td>Mean</td>
<td>2.38</td>
<td>2.14</td>
<td>2.33</td>
<td>1.71</td>
<td>2.24</td>
<td>2.67</td>
<td>2.1</td>
<td>1.9</td>
<td>2.19</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Mang’u</td>
<td>Mean</td>
<td>2.46</td>
<td>2.12</td>
<td>2.04</td>
<td>2.19</td>
<td>2.26</td>
<td>2.13</td>
<td>2.06</td>
<td>2.05</td>
<td>2.18</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>178</td>
<td>178</td>
<td>178</td>
<td>178</td>
<td>178</td>
<td>178</td>
<td>178</td>
<td>178</td>
<td>178</td>
</tr>
<tr>
<td>Total</td>
<td>Mean</td>
<td>2.46</td>
<td>2.16</td>
<td>2.01</td>
<td>2.11</td>
<td>2.26</td>
<td>2.16</td>
<td>2.05</td>
<td>2.08</td>
<td>2.26</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
</tr>
</tbody>
</table>

Table 4.9: Shows the individual mean scores of parents satisfaction with the quality of services offered in ECD programs by the location and was all above average.
### Table 4.10 Parental Satisfaction with ECDE Programs by Location

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ECD centre has put up measures to ensure safety and security of my child such as fencing and cleanliness</td>
<td>.171</td>
<td>2</td>
<td>.085</td>
<td>.243</td>
<td>.785</td>
</tr>
<tr>
<td>The centre where I take my child has enough adequate physical facilities e.g. classrooms, toilets and playground</td>
<td>1.324</td>
<td>2</td>
<td>.662</td>
<td>1.712</td>
<td>.182</td>
</tr>
<tr>
<td>There enough chairs and tables to ensure comfortable and proper learning of my child</td>
<td>4.439</td>
<td>2</td>
<td>2.219</td>
<td>3.691</td>
<td>.026</td>
</tr>
<tr>
<td>There are enough learning-teaching materials in the centre e.g. pictures and flash cards</td>
<td>4.888</td>
<td>2</td>
<td>2.444</td>
<td>4.376</td>
<td>.013</td>
</tr>
<tr>
<td>I know that the centre has qualified and committed teachers</td>
<td>.019</td>
<td>2</td>
<td>.009</td>
<td>.018</td>
<td>.982</td>
</tr>
<tr>
<td>The parents are involved in all the centre's activities</td>
<td>5.748</td>
<td>2</td>
<td>2.874</td>
<td>5.740</td>
<td>.004</td>
</tr>
<tr>
<td>I am satisfied by the number of pupils handled by one teacher</td>
<td>.183</td>
<td>2</td>
<td>.091</td>
<td>.177</td>
<td>.838</td>
</tr>
<tr>
<td>I am satisfied by the teaching-learning methods adopted by the centre</td>
<td>1.917</td>
<td>2</td>
<td>.958</td>
<td>1.854</td>
<td>.159</td>
</tr>
<tr>
<td>There is provision of play opportunities in the centre</td>
<td>4.384</td>
<td>2</td>
<td>2.192</td>
<td>4.114</td>
<td>.017</td>
</tr>
<tr>
<td>The school has assisted my child to acquire essential knowledge, skills, values and attitudes</td>
<td>1.416</td>
<td>2</td>
<td>.708</td>
<td>1.592</td>
<td>.205</td>
</tr>
</tbody>
</table>

Table 4.10 shows that the p-values for parents' satisfaction and location were (0.785, 0.182, 0.982, 0.838, 0.159 and 0.205) for statements 1, 2, 5, 7, 8, 10 which were greater than the level of significant (0.05) indicating that there was no significance influence of location of ECD centre on parents' satisfaction on the following statements: The ECD centre has put up measures to ensure safety and security of my child such as fencing and
cleanliness. The centre where I take my child has enough adequate physical facilities e.g. classrooms, toilets and playground know that the centre has qualified and committed teachers am satisfied by the number of pupils handled by one teacher. I am satisfied by the teaching-learning methods adopted by the centre. The school has assisted my child to acquire essential knowledge, skills, values and attitudes.

This means that location of ECD centers did not affect parents' level of satisfaction towards the above statements in relation to quality of services offered in ECD programs. However, it was clear that parents from different location had varying level of satisfaction on the following statements used to measure the quality of ECD programs:
- There are enough chairs and tables to ensure comfortable and proper learning of my child.
- There are enough learning-teaching materials in the centre e.g. pictures and flash cards.
- The parents are involved in all the centre's activities and there is provision of play opportunities in the centre.

The p-values (0.026, 0.013, 0.004 and 0.017) were less than the level of significance, 0.05. Thus it is clear that the location of ECD centres influenced parents' level of satisfaction with statement. This indicates that some locations were more favorable than others.

In line with this, Dahari (2011), on his study on factors influencing parents choice of preschools, showed that parents preferred taking their children to the nearest early childhood development centre which is close to their homes and workplace. In collaboration, UNICEF (1990) in the study conducted in northern Tanzania and pastoralist region of
Kenya on correlation between distance to school and girls participation found out that distance is a formidable barrier to enrollment in ECD centres.

**4.6 Parents’ Income**

The study objective intended to find out if income influenced parents’ satisfaction with the quality of services offered in ECD programs. The question to be answered was: Does income influence parents’ satisfaction with the quality of services offered to their children in Early Childhood Development programs?

Table 4.11 shows means on parents’ level of satisfaction on quality of services offered in Early Childhood Development programs classified by their total household income per month.
Table 4.11 Influence on Parental Income Level

<table>
<thead>
<tr>
<th>Income</th>
<th>Safety and Security</th>
<th>Adequate Physical facilities</th>
<th>Comfortable chairs and tables</th>
<th>Teaching learning materials</th>
<th>Qualified and committed teachers</th>
<th>Parental involvement</th>
<th>Child teacher ratio</th>
<th>Teaching learning methods</th>
<th>Play opportunities</th>
<th>Acquisitions of knowledge, skills, values and attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Kshs 5000 Mean</td>
<td>2.48</td>
<td>2.06</td>
<td>2.19</td>
<td>2.19</td>
<td>2.26</td>
<td>2.23</td>
<td>2.13</td>
<td>2.1</td>
<td>2.16</td>
<td>1.94</td>
</tr>
<tr>
<td>N</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>Kshs 5000-10000 Mean</td>
<td>2.51</td>
<td>2.2</td>
<td>2.01</td>
<td>2.23</td>
<td>2.35</td>
<td>2.09</td>
<td>2.14</td>
<td>2.05</td>
<td>2.17</td>
<td>2.08</td>
</tr>
<tr>
<td>N</td>
<td>104</td>
<td>104</td>
<td>104</td>
<td>104</td>
<td>104</td>
<td>104</td>
<td>104</td>
<td>104</td>
<td>104</td>
<td>104</td>
</tr>
<tr>
<td>Kshs 10001-20000 Mean</td>
<td>2.4</td>
<td>2.14</td>
<td>1.89</td>
<td>1.91</td>
<td>2.19</td>
<td>2.2</td>
<td>1.91</td>
<td>2.07</td>
<td>2.4</td>
<td>2.01</td>
</tr>
<tr>
<td>N</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Kshs 20001-30000 Mean</td>
<td>2.35</td>
<td>2.09</td>
<td>2.12</td>
<td>1.82</td>
<td>2.15</td>
<td>2.32</td>
<td>1.85</td>
<td>1.94</td>
<td>2.41</td>
<td>1.91</td>
</tr>
<tr>
<td>N</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>More than Kshs 30000 Mean</td>
<td>2.49</td>
<td>2.24</td>
<td>2</td>
<td>2.32</td>
<td>2.29</td>
<td>2.12</td>
<td>2.15</td>
<td>2.29</td>
<td>2.2</td>
<td>2.17</td>
</tr>
<tr>
<td>N</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>Mean</td>
<td>2.46</td>
<td>2.16</td>
<td>2.01</td>
<td>2.11</td>
<td>2.26</td>
<td>2.16</td>
<td>2.05</td>
<td>2.08</td>
<td>2.26</td>
</tr>
<tr>
<td>N</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
</tr>
</tbody>
</table>

Table 4.11 shows the individual mean scores of parents’ satisfaction with the quality of services offered in ECD programs by parents’ level of income. The results imply all the means were above average.
<table>
<thead>
<tr>
<th>Description</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ECD centre has put up measures to ensure safety and security of my child such as fencing and cleanliness</td>
<td>.945</td>
<td>4</td>
<td>.236</td>
<td>.673</td>
<td>.611</td>
</tr>
<tr>
<td>The centre where I take my child has enough adequate physical facilities e.g. classrooms, toilets and playground</td>
<td>.945</td>
<td>4</td>
<td>.236</td>
<td>.604</td>
<td>.660</td>
</tr>
<tr>
<td>There enough chairs and tables to ensure comfortable and proper learning of my child</td>
<td>2.524</td>
<td>4</td>
<td>.631</td>
<td>1.030</td>
<td>.392</td>
</tr>
<tr>
<td>There are enough learning-teaching materials in the centre e.g. pictures and flash cards</td>
<td>8.963</td>
<td>4</td>
<td>2.241</td>
<td>4.091</td>
<td>.003</td>
</tr>
<tr>
<td>I know that the centre has qualified and committed teachers</td>
<td>1.631</td>
<td>4</td>
<td>.408</td>
<td>.774</td>
<td>.543</td>
</tr>
<tr>
<td>The parents are involved in all the centre's activities</td>
<td>1.771</td>
<td>4</td>
<td>.443</td>
<td>.853</td>
<td>.493</td>
</tr>
<tr>
<td>I am satisfied by the number of pupils handled by one teacher</td>
<td>4.107</td>
<td>4</td>
<td>1.027</td>
<td>2.029</td>
<td>.091</td>
</tr>
<tr>
<td>I am satisfied by the teaching-learning methods adopted by the centre</td>
<td>2.628</td>
<td>4</td>
<td>.657</td>
<td>1.268</td>
<td>.283</td>
</tr>
<tr>
<td>There is provision of play opportunities in the centre</td>
<td>3.415</td>
<td>4</td>
<td>.854</td>
<td>1.581</td>
<td>.180</td>
</tr>
<tr>
<td>The school has assisted my child to acquire essential knowledge, skills, values and attitudes</td>
<td>1.786</td>
<td>4</td>
<td>.447</td>
<td>1.000</td>
<td>.408</td>
</tr>
</tbody>
</table>
To test whether parents' level of income influenced their level of satisfaction with the quality of services offered in ECD programs an analysis of variance test was carried out as shown in Table 4.12 that gave p-values which was greater than the level of significance in all the statements except on teaching-learning materials indicating that the level of household income did not influence parents satisfaction with the quality of services offered in Early Childhood Development programs.

In contrast, study findings by Falbo, Gloover, Stokes, Holcombe, Lee, Inchauste, Provost & Schexnayder (2003) on a study to find out parents’ satisfaction with school quality in one Texas district in United States, indicated that while parental satisfaction with the ECD services of their children was significantly associated with parents’ income status low income parent indicated greater satisfaction with their children’s education (M=7.63) than higher income parents (M=7.05). Moreover a study done by Lucile Packard Foundation for Children Health (2007) on parents’ perception of their children’s education in Bay Area showed parents with high income were more satisfied with their children’s education as compared to parents with low income.
CHAPTER FIVE
FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the study findings, conclusion and recommendations drawn from the findings in connection with parental satisfaction with quality of services offered in ECD programs in Mang’u Division. It also presents suggestions for further studies.

5.1 Summary of the Research Findings

The purpose of the study was to investigate the parents’ level of satisfaction with quality of services offered in ECD programs in Mang’u division of Gatundu North district of Kiambu County. The study used descriptive survey design. The target population comprised of approximately 2800 parents of 143 ECD centres in the research area but in the categories of both private and public. In every sampled ECD centre there were 20 parent respondents totaling to 280 of the sample. The division was divided into three zones namely Githobokoni, Chania and Mang’u.

The study established that majority of the learners in ECD centres were adequately taken care of in terms of safety and security of the child (M=2.46). This showed that parents highly valued the above indicator and therefore were very satisfied with measures taken to ensure security of their children. While the safety and security of the children was determined by measures undertaken by the ECD centers, parents also consider the distance from their work place to the ECD center when determining their children’s security. To affirm this, majority of the parents said they preferred sending their children
to ECD centers within reach of their elder siblings. This thus prompted the satisfaction of parents of both public and private centers to the security and safety of their children.

Most ECD parents valued the quality and commitment of teachers (m=2.26) as well as play opportunities in the centers (2.26). Those who gave reasons said that they have some confidence on the teachers of their children, that is, could be because teachers understood the learners’ needs and approach used in the relation to the welfare of the child leading to holistic development. Parents from both public and private ECD centres were also satisfied with play opportunities. This could be due to seminars which are regularly held by the DICECE officers in the area.

However, most ECD parents in Mang’u are not satisfied with the parental involvement with activities in the ECD centres (2.16) adequacy of physical facilities (m 2.16) child teacher ratio (2.05) and enough comfortable chairs and tables(2.01). There was a significant difference in parental satisfaction with the quality of ECD services between public and private ECD centres. This means that the type of ECD centres has a significant influence on parents’ satisfaction with quality of services offered in the ECD program.

The findings showed that private ECD parents were more satisfied with the centres than those of public.

There was no significant difference in the parents’ satisfaction with the quality of services across parental education level. The analysis of variance was carried out and gave p-values that were greater than level of significance (p=0.05). This may suggest that parents have started understanding what counts to be quality services to their ECD
children. This may be through the effort made by the DICECE officers who keep on holding seminars with ECD teachers, head teachers and parents themselves.

There was also no significant difference with the quality of services offered in ECD programs across various parents’ income. To test whether parental income influences their satisfaction an analysis of variance test was carried out which gave p-values that were greater than the level of significance in all statements. This shows parents regardless of income understand the importance of quality ECD services.

On location of ECD programs the analysis of variance results showed that there was a mixed response. Those who were satisfied and who had more than the level of significant (0.05) were more than those who were not satisfied. However we can say that parents, especially on adequacy of materials, in some occasions were not favorable but may be they had no choice due to the distance to those ECD centres.

5.2 Conclusion

As noted in the research findings, there are no significant differences between parents in private ECD centres and those in the public owned in terms of satisfaction on the quality of services. Likewise there were no major differences between the level of parental education as well as their income level in the two categories of ECD centres. There was a slight difference in parents’ satisfaction with public ECD centres as compared to their counterparts in the private centres. In contrast more parents in private ECD centres were very satisfied with nearly all indicators of quality of services than those in the public centres. It was notable that despite the poor remuneration of some of the teachers in either
category, parents were satisfied with the quality of services and teaching they provided to their children.

When compared according to their education it was also noted that parents' level of education had no influence on their level of satisfaction with the quality of services. As discussed earlier, this may be attributed to the fact that parents' have started understanding the importance of quality services in ECD programs regardless of their educational level.

5.3 Recommendations

The following are the recommendations for different stakeholders:

i) The Directorate of Quality Assurance and Standards (DQAS)

The DQAS should ensure that quality services provided in the ECD centres meet the set ECD service standard guidelines. They should also organize workshops at local levels to create awareness on ECD policy framework and service standard guidelines in collaboration with the bodies like NGO’s, CBS’s and other private organizations.

ii) ECDE Centers Management

ECDE centers management should create awareness to parents to help them play their role in ensuring safety and security of children in and outside the centres. This can be done by putting measures such as having first aid materials, basic fire fighting equipment and picking children which should be done by familiar people. The managers should organize meetings where teachers will share experiences and recommend the best way to improve the quality of care and education for children.
iii) Parental Involvement in ECD Centres’ Activities

Parents should be more involved in the education of their children. This should be enhanced to ascertain that their children access quality care and education services. Parents should be encouraged to attend PTA meetings regularly to assess their children’s progress in the centres as well as participating in provision of teaching learning-process.

iv) County Governments

The County Government should Monitor the quality of services offered in the county and ensure that the centres provide the quality services as set in the ECDE service standard guidelines. County Government should also allocate more funds for ECD programs in the county for improving physical infrastructure in ECD centres and recruitment of teachers.

5.4 Suggestions for Further Research

A thorough study should be undertaken to establish whether parental satisfaction or dissatisfaction of quality services is a result of quality of the services or more ignorance. Also further research should be carried out to reveal if the quality of services is measured by the amount charged in the ECD program.

Many other factors could be influencing parents satisfaction with ECD programs. Studies should be done to find out how parents related factors influence the implementation of Early Childhood Development and Education curriculum. However, to identify the frequency of respondents who are not satisfied with the quality of services available in the ECD centres, further study should be done to check causes and actual reasons for various indicators.
The current study was done in Mang’u Division in Kiambu County; other studies could be conducted in other counties with a wider sample to establish factors influencing parent satisfaction with quality services offered to their children.
REFERENCES


Hoffert, S.L, Shauman KA, Henke RR, West J. Characteristics of Children’s Early Care and Education Programs: Data from the 1995 National Household Education Survey.


Olson, L. (1999). “*ETS Analysis Tracks Parent Dissatisfaction*”. Education Week, XIX (9), October 27.


World Bank (2005). Cambodia Public Expenditure Tracking Survey (PETS) in Primary Education.


71
I am a postgraduate student in the Department of Early Childhood Education of Kenyatta University currently undertaking research.

You have been identified as one of the respondents and therefore requested to provide the information. The information gathered will be treated with a lot of confidentiality and for research purpose only. Please, therefore respond to the questions by following the instructions given.

SECTION A: Background Information

1. Name of the ECD centre .................................................................
2. Name of the division where the ECD centre is located ......................
3. Gender; Male ( ) Female ( )
4. Highest Academic level;
   No Primary Education certificate ( ) Primary Education certificate ( ) Secondary Education certificate ( ) Diploma ( ) Degree ( )
5. Your approximate total household income per month;
   Below Ksh.5, 000 ( ) Kshs 5,000 - 10,000 ( ) Ksh.10, 000 - 20,000 ( ) Ksh.20, 000 - 30,000 ( ) Ksh.30, 000 & Above ( )
6. Category of your child’s ECD centre; Public ( ) Private ( )
### Section B: Parents’ Satisfaction with Quality of services in ECD programs

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Not satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ECDE centre has put up measures to ensure safety and security of my child such as 1. Fencing 2. Cleanliness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The centre where I take my child has enough and adequate physical facilities e.g. classrooms, toilets and playground.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are enough chairs and tables to ensure comfortable and proper learning of my child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are enough teaching-learning materials in the centre e.g. pictures, and flash cards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know that the centre has qualified and committed teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The parents are involved in all the centre’s activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m satisfied by the number of pupils handled by one teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m satisfied by the teaching learning methods adopted by the centre.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is provision of play opportunities in the centre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has assisted my child to acquire essential knowledge, skills, values and attitudes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear respondent,

I am a postgraduate student in the Department of early Childhood Education of Kenyatta University currently undertaking research on the topic: *Parents satisfaction with quality of services offered in early childhood education programs in Mang’u division Kiambu County, Kenya.*

You have been identified as one of the respondents and therefore requested to provide the information needed for this study. The information gathered will be treated with a lot of confidentiality and for the purpose of this research only. Please respond to the questions by following the instructions given.

Your assistance will be highly appreciated.

Thank you for your co-operation.

Yours faithfully,

Hannah W. Kamau
Research Student