INVESTIGATION OF QUALITY OF EARLY CHILDHOOD TEACHER EDUCATION PROGRAMMES IN THIKA SUB-COUNTY, KIAMBU COUNTY, KENYA

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DECEMBER 2015
DECLARATION

This research project is my original work and has not been presented in any other university.

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My children Beatrice and Sylvia for the support they gave me. I also dedicate this work to my friends Jane and Rose whom we struggled together and to all my lecturers who taught me and natured me.
ACKNOWLEDGEMENT

I would first like to acknowledge my supervisors Prof. John Aluko Orodho and Dr. Itolondo of the Department of Educational Management, Policy and Curriculum Studies, School of Education, Kenyatta University for their continued support and comments in the entire process.

Secondly I pass my sincere gratitude to all my lecturers who have taken me through the entire course. More thanks go to Kenyatta University management for giving me the opportunity to pursue this course.

I also appreciate my friends Jane and Rose whom we struggled together. My family, especially Beatrice and Silvia who have been a source of encouragement and support all through. My colleague Mr. Huron Karunditu who has been very understanding and supportive at the work place. My friend Wangui for assisting in typing of the document.

I also wholeheartedly appreciate all the other authors who have been resourceful to me as I researched for my project not forgetting all the other people who have supported me in one way or the other. May God bless them all.

Lastly but not least, in humility, I am grateful to Almighty God for seeing me this far with my project.
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# ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>DICESE</td>
<td>District Centre for Early Childhood Education</td>
</tr>
<tr>
<td>DQAS</td>
<td>Directorate of Quality Assurance and Standards</td>
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<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>GER</td>
<td>Gross Enrolment Ratio</td>
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<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>MUCECE</td>
<td>Municipal Centre for Early Childhood Education</td>
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<td>NACECE</td>
<td>National Centre for Early Childhood Education</td>
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<td>NER</td>
<td>Net Enrolment Ratio</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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ABSTRACT

The study investigated the quality of teacher education programmes for pre-primary school teachers in Thika Sub-county (formally Thika municipality). The objectives of the study were to: find out how often the early childhood training colleges are inspected for quality and certified; find out the level of availability and professional qualification of tutors; find out the perceptions of early childhood education managers on the quality of pre-primary teachers graduating from the early childhood education teacher training colleges; and to establish the policy measures needed to improve quality of teacher education programmes for Early childhood school teachers measured against the established curriculum and mode of training for ECD teachers. The study applied the descriptive survey research design to find out the quality of teacher education programmes for pre-primary school teachers. The target population was all the college managers, tutors, and trainees attending the pre-school teacher training colleges in Thika Municipality. Simple random sampling was used to select 3 pre-primary teacher training colleges out of 7 pre-primary colleges. The study sample was comprised of 3 college managers, 21 college tutors, 70 trainees and 3 Ministry representatives (from NACECE, DICECE, and DQASO), giving a total sample size of 101 respondents. The Statistical Package for Social Sciences (SPSS) was used to aid analysis of quantitative data. Qualitative data was analyzed using content analysis based on the study objectives. The study found out that the Ministry of Education did not inspect ECE colleges regularly and there was no mechanism for trainees to give feedback on their programmes. The study further found out that the colleges did not have adequate teaching and learning resources. The study also found out that the colleges did not have adequate number of tutors who were qualified. The study concludes that there was more to be done to improve the quality of teaching and learning in ECE colleges. The study recommends that the government should offer learning facilities to the institutions to provide equality in all the institution. The study also recommends that the students be provided with a variety of digital materials related to their areas of study within the school.
CHAPTER ONE
INTRODUCTION

1.1 Introduction
The chapter starts by giving background information on early childhood education. It further outlines the statement of the problem, purpose of the study, objectives of the study, research questions, significance limitations and assumptions of the study. It concludes by detailing a theoretical and a conceptual framework.

1.2 Background to the Study
Importance of education in national as well as personal development cannot be disputed in any country and a highly educated human resource contributes most to national development in various spheres. An educated human resource ensures economic stability in that polices that contribute positively to the economy are understood and implemented (UNESCO, 2005), schools shape social life and one's self-concepts. The socialization process that goes on in schools shapes people’s life. It is not uncommon to hear of a person being referred to as a product of a certain school. Therefore, nations around the world have given prominence to provision of education to its citizen. In Kenya today failing to enroll your child to school to acquire basic education is a big crime.

Early childhood education (ECE) is a fundamental right to every child and an indispensable element for learning at the subsequent levels as the child goes through the education system. Based on this understanding, early childhood education deserves priority just like the higher tiers of the education system. According to Lee and Hayden (2009), there has been an intense discussion over the last several
decades concerning when the schooling of little children ought to start, with a lot of researchers maintaining that growth and development begins at birth or even during the prenatal phase. In spite of the initial preliminary point, scientists who carry out brain development investigations have at least harmonized with one principle finding: learning during early years is vital (Gallagher, Clifford & Maxwell. 2004).

The agreement appears to be that early experience to leaning experiences in a motivating atmosphere will guide children to perform better in primary schools. With time, these persons develop into more industrious, healthier people in a democratic society. Researchers have determined that the long-standing consequence of early learning and schooling can be observed in all children with varying capabilities, together with those with or at threat of developmental impediment (Barnett, 2005).

This finding in education has been almost worldwide. Lee and Hayden (2009) observe that numerous industrial nations have started to turn their concentration to “very early” learning of kids from delivery to pre-primary phases. From a variety of financial support resources, hard work has been paying attention on establishing and designing different early childhood schooling courses. The beginning of worldwide early childhood educational courses in North American and West European countries is one case in point. Additionally, further early childhood experts have incorporated families and communities in order to advance on valuable concern and development of little children principally from birth through age three. Due to the explosion of several of such programs, it has turned out to be significant to ascertain program excellence and supervision. Greater focus is being given to teacher preparation (Lee & Hayden 2009).
In response to the increasing advocacy being given to early childhood education, the growth of early childhood education institutions is spreading to developing countries including the east African countries as well, for example Ghana and Tanzania. According to United Nations Educational, Scientific and Cultural Organization (UNESCO 2008), the global pre-primary gross enrolment ration grew from 33% to 40% between 1999 and 2005. The data confirms that more countries advocate the compulsory early childhood education programs for kids exclusively previous to their access into primary schooling. Additionally, these developing nations in Africa have additionally extended their civic baby care. These programmes aim at lower-income individuals and employed parents, as well as private early childhood programs in urban cities for higher income families.

In sub-Saharan Africa, UNESCO (2007) notes that one of the main constraints facing early childhood education emanates from the low preparation and experience of teaching personnel. Majority of early childhood instructors are hired on contract terms, are paid a little wage and have inadequate specialized skills. Their official entrance requirements are usually very low. Teaching staff at this stage acquire little training far less than their primary level teachers. Statistics from the Global Monitoring Report on Education for All (UNESCO, 2006) show that fewer than one-quarter of the staff are trained in Cape Verde, Ghana and the United Republic of Tanzania. In contrast, the proportion of trained teachers in early childhood education is about 90% or above in Benin. Cote d’Ivoire, Mauritius, the Niger and Senegal, indicating efforts towards achieving quality care, health, education and development of young children. In addition, some countries including Lesotho and Uganda have recently developed training courses for pre-primary teachers (UNESCO, 2006).
As a result of the above observations, it is evident that, early childhood education teachers need to be trained using a well thought out and agreed curriculum in order to do their work in a professional way. The training should also attract better pay for the teachers which would be a motivation for them to do a better and a thorough job. The graduates from the early childhood education institutions should display a degree of advancement in learning capabilities. They should also portray basic understanding of the learning process once enrolled in the primary schools.

The quality of the early childhood education teachers can be affected by the professionalism of the trainers and the facilities available for training. Certain pupils in public primary schools cannot read coherently or write properly as shown through recent research work carried out by Info Track Group. This reflects the nature of preparation done in early childhood education.

In Kenya, the Ministry of Education (MOE) is the chief division accountable for the nation’s Education programmes and also incorporates other ministries (such as the Ministries of Health, Home Affairs, Gender Sports Culture and Social Services, and Local Government) for designing and execution. The MoE has three sections at the national level: (1) the ECD Unit of the Directorate of Basic Education in the MoE Headquarters, liable for the formulation of policy plans, registration of pre-schools, synchronization of information gathering, financial support, donors and other partners, and provision of trainers; (2) the ECD Unit of the Division of the Directorate of Quality Assurance and Standards, liable for the inspection of pre-schools and training institutions, administration of early childhood teacher trainee examinations and certification of the teachers and (3) the National centre for Early childhood education (NACECE), housed at the Kenya institute of curriculum
development (KICD), in charge for pre-school curriculum and material development, training of and professional support to sub-county and county centre’s for Early Childhood Education. It is also in charge of coordination of research, monitoring and evaluation.

In 1985, the DICECE, the district branches of NACECE, were established with the goal of decentralizing the management and administration of ECD programmes at the district level. The DICECEs are in charge for the provision and supervision of early childhood teacher training, inspection of pre-schools, discharge of parental and societal awareness and mobilization programmes, research and coordination with other associates at the district level. For quality education of the early childhood teachers to be attained, the various arms of NACECE have to be fully supported with curriculum materials and personnel.

Early childhood Education programmes were taken up by the government in the year 2008, spearheaded by the minister for education then, the late professor George Saitoti (TQET, 2008). Training facilities for early childhood education would take care of five developmental domains, that is; the physical and psychomotor domain, social, emotional, language, and the cognitive skills. Upon this background, the study aimed at determining the quality of early childhood teacher education programmes for early childhood school teachers in Kenya, with specific focus on Thika Sub-County.

1.3 Statement of the Problem

In the Kenyan education sector, the government has taken up the early childhood education programmes at the policy level. However, there are many gaps realized at
the implementation stage. The policy direction by the Kenya Education Sector Support Program (KESSP) that the Ministry of Education integrates the four to five year old children into primary education (Ministry of Education, 2006). This leaves a gap as there are no particular designed machineries for directing Early Childhood programmes for kids below three years of age. This has led to commercialization of early childcare and education, in the so called day care centres. In some of the centres, untrained personnel take care of the children and attempt to educate them.

To facilitate the nation to offer to all children with the essential prerequisites for formal education, one area that will need attention from this study is quality of teacher education courses for early childhood providers and trainers. Perraton (2000) states that, good schooling requires qualified and experienced teachers, as they are the ones responsible for educating the young ones, besides molding character and instilling the necessary discipline for lifelong learning. There is no clear policy framework to guide the preparation, recruitment and terms of reference for early childhood teachers. This shows that there exists a problem related to quality of early childhood teacher education programmes. The study will therefore determine the quality of teacher education programmes for early childhood school teachers in Thika Sub-County.

1.4 Purpose of the Study

The purpose of the study was to assess the quality of early childhood teacher education programmes in Thika Sub-County with a view to improving it through recommendations to the government on the findings.
1.5 Objectives of the Study

The study was guided by the following objectives:

(i) To find out how often the early childhood training colleges in Thika Sub-County, Kenya are inspected and certified.

(ii) To find out adequacy of teaching and learning resources at early childhood training colleges in Thika Sub-County, Kenya

(iii) To find out the availability and professional qualification of tutors in early childhood training colleges in Thika Sub-County, Kenya

(iv) To establish the policy measures needed to improve quality of teacher education programmes for early childhood Education teachers.

1.6 Research Questions

The study explored for answers to the following research questions:

(i) How often are the early childhood training colleges in Thika Sub-County, Kenya inspected and certified?

(ii) What is the level of adequacy of teaching and learning resources at early childhood training colleges in Thika Sub-County, Kenya?

(iii) What is the level of availability and professional qualification of early childhood training colleges in Thika Sub-County, Kenya?

(iv) What policy measures are required to improve on the quality of teacher education programmes for early childhood school teachers?

1.7 Significance of the Study

The study point to policy makers the major determinants of quality of early childhood teacher education programmes and suggest measures for improving the quality of education offered in those colleges. This way, policy makers and planners
may improve on policy framework on early childhood education for the country. The study findings are of importance to early childhood education managers, who need well trained teachers to offer quality education to children in their institutions. By suggesting ways of improving ECE teacher training, quality of education at this level would improve.

Early childhood education teacher trainers also benefited from the study in that, the findings brought out the factors that affect quality of their programmes and make relevant recommendations which, if implemented would lead to improved training services. The study established the nature of the curriculum offered and determine whether it’s relevance to the vision of early childhood education. Suggestions were made to early childhood education teachers in a bid to ensure that child-friendly curricula and child-centered curriculum delivery approaches are implemented.

The overall benefit of the study findings is tie community members who need to see the quality of education being offered in our schools improved. There is increasing research evidence pointing to the benefits of early childhood education particularly in terms of performance in subsequent levels of schooling. Improving the quality of teacher education programmes for early childhood education teachers is needed to tap fully the benefits of this level of education.

The managers of early childhood education training institutions may benefit from the study since solutions to the constraints faced in ensuring quality programmes are in effect in their institution will be suggested to them. The study is also be of significance to the trainees who look forward to attaining quality education and better grades in their respective subjects.
The study may form a basis upon which other researchers could develop more studies related to early childhood education and pre-primary teacher training. This is so because it adds to the existing body of knowledge on early childhood education and teacher training.

1.8 Delimitations of the Study

According to Orodho (2009) delimitations of the study is the boundary limitations. Since the study was only conducted in Thika Sub-County, the study findings were generalized to other parts of the country with caution. The study determined the quality of teacher education programmes for pre-primary school teachers. The study covered the early childhood education teacher training institutions in Thika Sub-County, whereby the teacher trainers and trainees were the main study respondents. The study also involved a sample of ECE teachers teaching in Thika Sub-County, and the managers of the institutions.

1.9 Limitations of the Study

The study had the following limitations:

In data collection, the study relied on questionnaires, which included self-assessment measures of quality of teaching and learning in early childhood education teacher training institutions. The respondents may not have given genuine information for fear of victimization. T As pointed out by Webster, Iannucci and Romney (2002), studies have identified that persons are likely to overestimate themselves on pleasant qualities and underestimate themselves on unwanted qualities. The implication of this is that some trainers might end up over estimating the quality of their training approaches and pedagogies.
1.10 Basic Assumptions of the Study

The study assumed the following:

All the respondents gave truthful information regarding the quality of early childhood education teacher preparation programmes.

The study further assumed that the quality of early childhood education in Thika Sub County could be replicated to all other childhood education centres within the country.

1.11 Theoretical Framework

The study will be based on Dixon’s (1991) Systems Theory. This theory was developed in 1950s and 1960s. The theory endeavors to elucidate and envisage behavior of the entire organization: its people, structure, environment and technology. Schemerhorn (1993), postulates that’s a system is a compilation of interconnected elements that work jointly to accomplish a certain specific purpose. Owens (1981) observes any academic organization as an open classification that gets inputs (supplies) from the surroundings and converts them into outputs (final products). As an open arrangement, the academic organization obtains inputs from its surroundings in form of workers, money and raw materials, which it employs in order to manufacture outputs (students), which are then absorbed, back into the big community. The products or outputs are in this case the recipients of education and training from the educational institutions and the qualities they have gained whereas the environment is the bigger external world outside the institution.

Contributions from the public are changed through the learning procedure to products in form of knowledgeable students who ought to be engaged in the labour
A system is comprised of sub-systems or sub-units that operate harmoniously in division of activities so that the entire institute can attain its objectives. The eventual object is for all sub-systems to execute in ways that make possible for achievement of elevated output for the complete union. Systems theory asserts that, if one sub-system fails, the whole system is put in hazard. In this study, the researcher will find out how pre-primary teacher training colleges, as systems, operate to determine the quality of their education programmes.

Figure 1.1: Dixon's (1991) Input - process - output system
1.12 Conceptual Framework

A conceptual framework is a research device anticipated to help a researcher to widen responsiveness and be perceptive of the circumstances under enquiry and to communicate it. A dependent variable is what is measured in the experimentation and what is affected during the experiment. The dependent variable responds to the independent variable (Everitt, 2002). The purpose of the study is to establish the worth of teacher education programmes for early childhood school teachers in Thika Sub-County. Figure 1.2 shows the conceptual framework of the study.

**Figure 1.2: Quality of Early Childhood Teacher Education Programmes**

*Source: Author, 2015*
The dependent variable of the study is quality of teacher education programmes for pre-primary school teachers. This is expected to be affected by the independent variables of the study, which include adequacy of teaching and learning resources in the colleges, availability of trained and qualified college tutors, quality assurance mechanisms employed in the colleges, and the government policy on early childhood education.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter presents a review of literature related to the study. The chapter covers literature on global trends in early childhood education, early childhood education in Kenya, determinants of the quality of ECE in Kenya, and challenges related to preparedness of ECE teachers. Thereafter a summary of the literature review is given.

2.2 Global Trends in Early Childhood Education
There has been a strong consideration in the precedent several decades on when education of young children ought to start, amid numerous academics alleging that growth and development begins at delivery or during the prenatal phase. In spite of the initial preliminary point, researchers who conduct out brain development investigations have come to an accord with one prime discovery which is ‘learning during the early years in life of children is very vital”. The agreement appears to be that early introduction to educational practices in an inspiring atmosphere will direct kids to achieve good in primary level of education. With time these persons turn out to be additionally industrious, with good health citizens in independent civilization. Educationists have discovered that the enduring outcomes of early learning and schooling can be experienced in all kids with various capabilities, as well as persons with or at risk of developmental impediment (Lee & Hayden, 2009).

This school of thought in education has been almost worldwide. Scores of industrial countries have started to turn their concentration to very early education of kids
starting from birth to pre-primary ages. By drawing on an array of financial support resources, hard work has paid attention on creating and maneuvering a variety of early childhood learning programs. The beginning of universal preschool programs in North American and West European countries is one practical model (Lee & Hayden, 2009). Additionally early childhood experts have caught up with families and communities in order to progress quality care and development of young children particularly from birth throughout age three. Owing to the explosion of the multiplicity of such programs it has turned out to be vital to make certain programmes valuable and manageable.

In harmony with the current adjustments in the environment of early childhood schooling, this tendency seems to be dispersing to developing nations as well. UNESCO reveals that the universal pre-primary gross enrollment ratio rose from 33% to 40% between 1999 and 2005 (UNESCO, 2008). The information authenticates that additional nations are supporting the obligatory pre-primary schooling programmes of 5-year-old kids, particularly ahead of their entry into official primary level schooling. Additionally, these developing nations have additionally extended their civic childcare, family, and social and welfare activities. These services are geared towards lower-income families and employed parents, as well as private early childhood programs in urban cities for individuals who are high income earners (Lee & Hayden, 2009).

Planned expansion of early childhood schooling programmes has increased its demand. The common nature is that the age-requirements of early childhood schooling should be expanded from kindergarten and pre-primary ages to all children from birth (Gallagher, Clifford, & Maxwell, 2004). As a result of the
extensive gap amid these little children's growth and development, a range of childcare and instructive models have been projected in all nations. Having in mind the significance of family participation in this age group, there exists a continuing modification of programmes that are family-based, community-based, or parenting schooling programs against traditional center-based care, these emerging countries' programmes usually regard the individual families' customs and conditions. For instance, it is recognized that families in many Middle Eastern and Asian countries predominantly prefer home-based childcare activities than center-based services until kids are offered with obligatory primary level schooling (UNESCO, 2008). Consequently, the immense demand of early childhood care and schooling programmes ought to not outshine the technique used. Definite execution ought to be cautiously designed based upon each nation’s customs, slightly than counting on the idea and belief predicted by industrialized nations’ investigations.

Even though a lot of exploration has been completed, apprehensions and matters in early childhood schooling stay alive all through the globe. Lee and Harden (2009), assert that most outstandingly, the superiority of these early childhood schooling programmes require to be scrutinized and inspected. Even though the expansion and extension of early childhood programmes has to a great extent improved (Barnett, 2005), there has been only a inadequate quantity of instruments to examine their execution and assess their general excellence (NICHD) Early Child Care Research Network, 2000). It remains indefinite how these early childhood programmes are managed and if they are truthfully offering learning practices and atmospheres for little children's growth and development. Enhanced and methodical program assessments and supervisions are needed.
Lee & Hayden (2009) have projected that specialized instructor preparation and progress programmes ought to be targeted for examination. Secondly, added assistance and promotion in the field of early childhood schooling and development is desired in current political atmosphere. In order to encourage early childhood programmes and their eminence, it is essential to make available a strategic outline of values and standards that provide as the groundwork of those programmes. Based on this structure, then, amplified nation’s financial plans or other substitute monetary incomes may in due course become accessible. Finally, within the intercontinental framework of early childhood schooling, superior awareness to varied, specific populations ought to be given. These groupings comprise native populations, poor families, rural families, HIV/AIDS victims, and groups from non-mainstreamed cultures, among others (Lee & Hayden. 2009).

2.3 Early Childhood Education in Kenya

Official education in Kenya comprises of eight years of primary schooling, four years of secondary schooling and four years of university education, referred to as the 8-4-4 system of education. Fundamental schooling is defined as 12 years of primary and secondary schooling. As indicated in the draft Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research (Republic of Kenya, 2005), the nation is in the process of including ECE for ages 4 and 5 as part of basic schooling. Since 2003, primary schooling has been without tuition charges but not compulsory. Children are anticipated to start official schooling at the age of 6 years.

The gross enrolment ratio (GER) in pre-primary education in Kenya was about 40% in 2001 (Republic of Kenya. 2004). Bigger than the median of developing (35%) and sub-Saharan African (5.8%) countries, Kenya's Net Enrolment Ratio (NER) in primary
schooling stood at 70% in 2001, lower than the weighted average of 83% for emerging nations. Its NER in secondary schooling was 24% in 2001, which was lower the weighted average of 48.5% for emerging nations. Internal efficiency in secondary schooling is not a main difficulty, but enrolment is.

Kenya has a comparatively small proportion of private enrolment in pre-primary, primary and secondary schooling. Particularly, private enrolment in pre-primary education, at 10.4%, is extremely poorer to the world median (40.1%) and that of emerging nations (55.5%). Early childhood schooling in Kenya involves the entire progress of children between 1+ and 5+ years old. The age group for early childhood schooling is defined as 0+ to 5+ years in official papers such as the Education Sector Strategic Plan and National Action Plan on Education for All (MOEST, 2003). Nevertheless, the nation initiated a large 7-year ECE scheme with the World Bank in 1997 for children of 0+ to 8 years of age, which had a variety of components including enhancement of shift from pre-primary to primary school. Ever since, it started referring to ECE as care and education programmes catering for kids from birth to 8 years old.

2.4 Quality of ECE in Kenya

As per Kenya's Education for All Assessment Report (EFA - Kenya Report, 2000), even though the nation intended to raise the General enrolment Ratio in early childhood education from 35 percent of three-to-five-year-olds in 1990 to 50 percent by 2000, the GER has remained at an average of 34 percent. Children under three are not enclosed by early childhood education plan, whether home-based or centre-based. In spite of a need to develop early childhood education programmes as well as to institute appropriate actions for these age groups, the nation’s key object is
to reinforce childcare in the family. Sufficient groundwork of pre-primary teachers is imperative if the nation will realize the objective of strengthening childcare.

Even though 80 percent of early childhood learning centres are public, they are subsidized and administered by local parents and local communities, and the majority of the teaching staff are hired by the parents who ultimately reward them with low and irregular wages. Professionalization necessitates that a sensible and usual wage be awarded for teachers, particularly subsequent to them having been trained, skilled and certified (Haddad, 2002). Moreover, momentous gaps still exist amid the pre-school and primary levels, leading to the change from one school to another hard. A number of dimensions like the curriculum, teacher mind-sets and behaviours and the intensity of procedures are involved. The most important features of the pre-schools are free movement, a friendly teacher attitude and a positive approach, as well as suppleness in the subjects and lower teacher-student ratios. On the other hand primary school teachers are more autocratic; they usually follow a subject-oriented instruction method, with a set, prescribed curriculum that is orientated towards examinations. Exhaustive, mindful hard works are desirable at both echelons to help link these gaps.

Furthermore, small government financial support of ECE programmes; different ECE curricula presented by other stakeholders such as Montessori and Madrassa; and insufficient preparation and direction of other groups of caregivers, particularly parents and field officers, are also obstructions to extra progress stated by the delegate. Lastly, underprivileged kids such as the handicapped, street children, those from slums, nomadic children, refugees and those of displaced families do not have their needs analyzed. Nonetheless, Haddad (2002) postulates that intensifying
entrance, predominantly for kids from underprivileged homes and marginalized communities, is an different method to early childhood schooling being tested by the Ministry of Education. Science and Technology (MoEST) and the Ministry of Health focusing on community schooling.

2.5 Challenges Related to Preparedness of Early Childhood Education Teachers

High-quality pre-school schooling generates significant long-standing instructive, societal and monetary profits. But study results imply that huge paybacks can only be apprehended when teachers are proficiently equipped and sufficiently remunerated (Barnett, 2005). Regrettably, our pre-school programmes are not obligatory to employ teachers who have attained even the most essential specialized requirements, nor could they afford to without augmented financial support.

Many research findings have established that the schooling levels of preschool teachers and focused instruction in early childhood schooling forecast instruction eminence and children's learning and development (Whilebook, 2003). Nonetheless, even in developed countries like the United States of America, less than half of all early education tutors have attained a four year degree, and majority have no college education (Saluja, Early & Clifford, 2002). In most states of America, Edwards (2002) states that a high school diploma is all an individual requires to tutor in an accredited child care center.

The situation is even more worrying in emerging countries, and particularly in sub-Saharan Africa. In the case of Zambia, for instance, Thomas and Thomas (2009) have demonstrated that early childhood education faces serious shortcomings related to
inadequacy of qualified teachers and poor regulation that allows private-owned ECD centres to employ unqualified persons to work with children. Thomas & Thomas (2009) conclude that in Zambia, the present learning situation appears to designate that the conception and continuous expansion of early childhood education programs may be untimely and probably detrimental to an already questionable schooling structure.

It therefore appears that numerous kindergarten teachers are inadequately equipped to be academically effectual. Barnett (2005) wonders: if a college grade is thought to be indispensable for instructing 5-year-olds in kindergarten. It appears that, scores of people are uninformed of the substantiation, and there is unwillingness to observe pre-school teachers as specialized and compensate them consequently. Hitherto, examination of what is anticipated of pre-school teachers and their real performance recommend that the least prerequisites for a pre-school instructor ought to be a four-year course with specific preparation for teaching young kids (Whitebook, 2003).

Educators with this type of schooling are likely to work with their pupils in developmentally suitable methods that assist kids to construct on their up-and-coming perceptions and talents (Kontos & Wilcox-Hertzog, 1997). Additionally, competent educators offer guidance that pursue on from what kids are already occupied with or initiates uncomplicated kids to innovative actions, with the intention that kids spend a smaller amount of time in rhythmic or low-level behavior s (de Kruif & Ridley, 2000). As a result, kids who are cultured by competent educators have been seen to be extra companionable, display a added urbanized use of verbal communication, and execute at a superior echelon on cognitive duties (Bowman, Donovan & Burns, 2001; Dwyer, Chait, & McKee, 2000).
As overtly subsidized pre-school programmes get bigger globally with the anticipation that they will progress children's educational accomplishments, the demand for competent pre-school instructors is escalating. Meeting this requirement is confronted specified that there is no approved upon baseline of education for pre-school educators, for instance in the United States. Ackerman (2004) reveals that while kindergarten educators are anticipated to have at least a BA and a teaching certification, only 18 states necessitate that educators in private early childhood settings undertake any pre-service education.

One outcome of these different rules is that countrywide delegate investigations of the labor force approximate that only 50% of the approximately 284,277 pre-school educators have a Bachelor's degree of some type (Saluja, Early & Clifford, 2002). As a consequence, the instructive backdrops of educators presently in the labor force range starting with individuals with a high school diploma to those with a Bachelor's degree or advanced levels. Likewise, even those instructors who have a Bachelor's degree do not inevitably have the dedicated preparation that the studies base argues is vital to being a well-informed expert (Saluja, Early & Clifford, 2002). Consequently to meet the requirement for competent pre-school educators, it would appear reasonable to spotlight not only on the staffing and training of pre-service teachers, but also to augment the qualifications and awareness of those already in the field working.

Developing a competent and well-informed labor force is no simple task (Lobman, Ryan, McLaughlin & Ackerman, 2005). The preparation of early childhood educators is the effort of numerous agencies and institutions that include universities, community colleges, resource and referral agencies, and professional organizations that offer conferences, and individual consultants, and all tending to work autonomously of one
another. An investigation by Early & Winton (2001) designates that the present scheme of early childhood teacher training is badly under-equipped, and is short of the essential infrastructure to educate the huge numbers of educators, majority of whom are non-traditional students, to meet modern requirements. At the same time information on eminence instruction, in general, advocates powerfully that instruction record is one step in becoming a suitable and a highly skilled teacher and enhanced training is also reliant on teachers in receipt of constant specialized continuous training (Lobman et al., 2005). For that reason if competent pre-school teaching personnel are to be developed, it is obligatory that the possessions presently situated in separate agencies and institutions come jointly in some kind of synchronized scheme that can sustain knowledgeable educators with minimum schooling to promote their qualifications while concurrently constructing on the proficiency of those already licensed (Lobman, et al., 2005).

2.6 Literature from Local Authors

A few studies have been conducted locally on early childhood education in Kenya. For instance, Riechi, Mbiti, and Kisilu (2006) looked at strategy gaps and probable policies of promoting entrance to early childhood learning in Kenya. The study found out that despite the existing government efforts, ECE has not been given adequate awareness at the plan stage to facilitate it offer all kids with the essential willingness for official schooling. Additionally to generating a set-up mechanism, the study recommended that policy implementation should be research based so as to tackle admission, value, and fairness matters, further the study recommended that consciousness ought to be strengthened on the significance of early intervention, and that adequate resources are allocated to prop up communal as well as private enterprises.
In another study, Wambua (2010) investigated the challenges faced in the provision of quality early childhood education in Kitui District, Kenya. The study established that provision of quality early childhood education is faced with a number of challenges, key among them being lack of adequately trained teachers. Other challenges included lack of adequate teaching and learning resources in the centres, failure to follow a uniform and well-designed early childhood education curriculum, shortage of funds due to poverty, negative attitude of the community towards early childhood education, and long distances from home to early childhood education centres. Wambua (2010) recommended that the government should ensure that all ECE centres have trained personnel, noting that this would ensure that the personnel working with children are skilled to offer quality education and development services.

UNESCO (2006) conducted a study on the impact of free primary education on early childhood development in Kenya. Among the findings of this study were that free primary education has had negative impact on early childhood education teachers, whereby cases of increased job insecurity and early childhood education centre closures are on the rise particularly in poor communities. Such findings show that there is lack of total commitment by stakeholders to promote early childhood education.

2.7 Summary

This chapter has covered literature related to the study in line with the following: global trends in early childhood education, early childhood education in Kenya, determinants of the quality of ECE in Kenya, and challenges related to preparedness of ECE teachers. One thing that emerges from the study is that there is a growing global emphasis on improvement of early childhood education and development. It also emerges from the review that effective pre-school teacher preparation
programmes are necessary to achieve quality early childhood education. It emerges from the review that in African counties, the present scheme of early childhood teacher training is poorly equipped, and is deficient of the necessary facilities to educate the huge numbers of educators, majority who are non-traditional students, to meet existing requirements. In the course of literature review, the researcher did not come across Kenyan studies on teacher preparation effectiveness. The study will therefore assess the quality of early childhood teacher education programmes for pre-primary school teachers in Thika Sub-County.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains details on the research design, target population, the sampling procedures and sample size, research instruments and their validity and reliability. The chapter also includes the methods which will be utilized in collecting data and the methods for data analysis.

3.2 Research Design

The study applied the descriptive survey research design to find out the quality of teacher education programmes for pre-primary school teachers. The study used a descriptive design because it enabled the researcher to collect in-depth information about the population being studied. The design was also able to accommodate large sample size and it was good in generalization of the results. It was also easy to administer and record answers in this design. Descriptive survey is a technique of gathering information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It can be used when gathering information about people’s feelings, opinions, habits or any of the assortment of education or social issues (Orodho and Kombo, 2002). Descriptive survey research design is suitable for this study since interviews and questionnaires will be used to collect information.

3.3 Locale of the Study

The study was carried out in Thika Sub-county in Kiambu County. It involved seven early childhood education colleges within the sub county.
3.4 Target Population

For the purpose of this study, the target population was all the college managers, tutors, and trainees attending the seven (7) pre-school teacher training colleges in Thika Sub-county. The study also involved representatives the arms of the Ministry of Education responsible for early childhood education (ECE), notably the ECE Unit of the Division of the Directorate of Quality Assurance and Standards, National Centre for Early Childhood Education (NACECE), as well as the Municipal Centre for Early Childhood Education (MUCECE). The national representative officials gave the researcher guidelines on the policy framework from the national office regarding early childhood education. The total target population was therefore about 800.

3.5 Sampling Procedure and Samples

A sample is any group from which information is obtained or part of a section of population (Orodho, 2003). Due to the small number of colleges in Thika West Sub-county, seven colleges out of nine were included. Simple random sampling procedure was used to select the colleges. All the managers from the seven colleges were automatically included in the study. The researcher then selected three tutors from each college making a total of 21. Three tutors from each college were selected using simple random sampling technique. The names of all the tutors in a college were written down on pieces of paper. Ten (10) trainees from each of the seven colleges were randomly selected to give a total of seventy (70) trainees for the study.

In addition to the respondents from the colleges, the researcher purposively selected three (3) representatives from the arms of the Ministry of Education responsible for
early childhood education (ECE). These included one representative from the ECE Unit of the Division of the Directorate of Quality Assurance and Standards, one representative from NACECE, and one representative from MUCECE. The overall study sample was therefore comprised of seven college managers, twenty one college tutors, 70 trainees, and three Ministry representatives, giving a total of one hundred and one (101) respondents.

Table 3.1: Sampling Procedure and Samples

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Sample Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers</td>
<td>7</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>Tutors</td>
<td>35</td>
<td>21</td>
<td>60%</td>
</tr>
<tr>
<td>Trainees</td>
<td>700</td>
<td>70</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>742</td>
<td>98</td>
<td></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The study employed questionnaires and interview schedules as the research instruments for collecting the required data. Questionnaires offer substantial rewards in the administration: it offers an even motivation potentially to huge numbers of individuals at the same time and presents the inquiry with a simple buildup of facts (Mugenda & Mugenda, 2008). Alternatively, interview guides are thought suitable if the sample size is small to permit interviews within the stipulated research timeframe. Interviews offer researchers room to probe respondents further, thereby obtaining more in-depth information than would be possible using questionnaires. The questionnaires used will be both open ended and closed type questionnaires.
3.6.1 Research Questionnaires

Questionnaires were used to collect data from trainers and trainees. Questionnaires are cheap and easy to administer to respondents who are scattered all over a large area, can collect data from a large population within a short span of time, can be addressed at respondent’s convenient time, can be addressed in absence in the researcher and can be used in any of the research designs. Items in the questionnaire were both open and closed ended. Whereas the open ended type of questions give informants freedom of response, the close ended type facilitates consistency of certain type of data across informants (Bryman, 2006).

The questionnaire contained four sections. Section one contained items to collect personal and contextual data of trainers and trainees including gender, age, academic qualifications, and teaching experience. The second section comprised of items to find out the quality assurance mechanisms employed to assess whether effective implementation and administration was carried out for teacher education programmes for pre-primary school teachers, section three looked at the factors influencing quality of teacher education programmes for pre-primary school teachers, while section four looked at the perceptions of early childhood education centres managers on the quality of pre-school teachers graduating from the teacher training colleges. Likert scale is an interval scale that specifically uses five anchors of strongly disagrees, disagree, neutral, agree and strongly agree. The likert scale has scales that assist in converting the qualitative responses into quantitative values (Mugenda & Mugenda, 2003; Upagade & Shende, 2012).
3.6.2 Interview Schedule

Interview schedules were used to gather data from the college managers and the Ministry of Education representatives. The interview schedules contained items probing the respondents on the quality assurance mechanisms employed to assess the quality of teacher education programmes for pre-primary school teachers, the factors influencing quality of teacher education programmes for pre-primary school teachers, the perceptions of the respondents on the quality of pre-school teachers graduating from the teacher training colleges, and policy recommendations to improve pre-primary school teacher education programmes. Interview schedule is important as it helps get more insight through interventions. Feelings and attitudes of the respondents are observed and considered through interviews (Upagade & Shende, 2012).

3.7 Piloting

Prior to data collection, pilot study was conducted in one pre-school teacher training college in Thika West Sub-County in Mount Kenya ECD unit, which did not participate in the actual study. The pilot study helped to determine reliability and validity of the instruments. The comments from the five respondents chosen were reviewed and incorporated to enhance the validity of the questionnaire.

3.7.1 Reliability

Reliability is a gauge of the level to which a research instrument yields steady results or data after frequent trials (Mugenda & Mugenda, 2003). The test-retest technique of measuring reliability was used. This involved administering the questionnaires to the pilot sample twice and then calculating the correlation coefficient (r) for the two tests.
Test-retest method of reliability testing was used, which involved the following steps:

a) The developed questionnaire was administered to the pilot schools
b) The answered questions were scored manually
c) After two weeks the same questionnaires were administered to the same schools
d) The questionnaires responses were scored manually
e) A comparison between the scores in (b) and (d) was made.

The Spearman rank order correlation was employed to compute the correlation coefficient in order to estimate the extent to which the questionnaires were consistent. The main objective of the coefficient of correlation was to determine the extent to which the two sets of ranking are similar or dissimilar. The coefficient was determined using the Spearman's rank order coefficient formula given below:

\[ r = 1 - \frac{6 \sum (d)^2}{N(N - 1)} \]

Where

- \( r \) = Spearman's, rho coefficient
- \( d \) = The difference between ranks of pairs of the two variables
- \( N \) = Number of pairs of observations

A correlation coefficient of 0.7 or higher will be accepted for the two tests.

### 3.7.2 Validity

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. All assessments of validity are subjective opinions based on the judgment of the researcher. The piloted questionnaires were assessed for clarity and those items found to be inadequate or vague will be modified to improve the quality of the research instrument thus
increasing its face validity. Content validity of an instrument is improved through expert judgment. As such, the researcher sought assistance from her supervisor, in order to help improve content validity of the instrument (Kothari, 2004).

3.8 Data Collection Procedure

The researcher got an introduction letter from Kenyatta University and a research permit from the NACOSTI. After this, the researcher visited the respondents in each of the colleges identified and sought permission from the administrators to interact with the institutions members. These are the college tutors and the trainees. The two groups were addressed separately. The respondents were given instructions and assured of confidentiality. The researcher administered the questionnaires herself, after which the respondents were given enough time to fill in the questionnaires. The researcher then collected the filled-in questionnaires. Face-to-face interviews were conducted by the researcher with the college managers and the Ministry of Education representatives.

3.9 Data Analysis Plan

The dependent variable of the study is quality of teacher education programmes for pre-primary school teachers. The independent variables of the study include adequacy of teaching and learning resources in the colleges, availability of trained and qualified college tutors, quality assurance mechanisms employed in the colleges, and the government policy on early childhood education. Data on these variables were quantitative and qualitative. Therefore, data analysis procedure to be employed was involving qualitative statistics procedures.
The Statistical Package for Social Sciences (SPSS) was used to aid analysis of quantitative data. Qualitative data was analyzed using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on training programmes for pre-school teachers. The qualitative data was presented thematically in line with the objectives of the study. The results of data analysis were presented using frequency distribution tables, bar graphs and pie charts. The details about how data was analyzed for each research question are presented below.

(i) How often are the early childhood training colleges in Thika Sub-County, Kenya inspected and certified?

The variable in this question is inspection and certification of the quality of teacher education programmes. Data for this variable was collected using a Likert scale and open ended questions. Data on this variable was analyzed using the mean and percentages.

(ii) What is the level of adequacy of teaching and learning resources at early childhood training colleges in Thika Sub-County, Kenya?

Here the variables are the various factors influencing quality of teacher education programmes. Respondents were asked to rate the adequacy or inadequacy of various resources in their colleges. Data was analyzed using frequency counts and percentages.

(iii) What is the level of availability and professional qualification of early childhood training colleges in Thika Sub-County, Kenya?

The main variable for this question is perception, the tutors and college managers were asked to rate their perception of students graduating from their colleges and the data analyzed using qualitative analysis.
(iv) Which policy measures are needed to improve quality of teacher education programmes for pre-primary school teachers?

Here the respondents were asked to propose policy measures to improve quality of teacher education programmes. Data for this variable was collected using a Likert scale and open ended questions. The responses were analyzed using quantitative and qualitative analysis. Quantitative data was analyzed using the mean and percentages while qualitative analysis was analyzed using content analysis.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The analysis is done as per the objectives which includes: to find out how often the early childhood training colleges are inspected and certified; to find out the adequacy of teaching and learning resources at early childhood training colleges; find out the availability and professional qualification of tutors; to establish the policy measures needed to improve quality of teacher education programmes for early childhood education teachers and to establish the policy measures needed to improve quality of teacher education programmes for Early childhood school teachers.

4.2 Response Rate

The purpose of presenting this table was to help in getting the correct number of the questionnaires that were returned out of the questionnaires sent out and again to check whether the number was adequate for data processes to continue (Borg & Gall, 2008). The study targeted 91 respondents amongst college tutors and trainees who filled-in the questionnaires.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Frequency</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual respondents Non response</td>
<td>73</td>
<td>80.22</td>
</tr>
<tr>
<td>Non response</td>
<td>18</td>
<td>19.78</td>
</tr>
<tr>
<td>Targeted respondents</td>
<td>91</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data
The purpose of presenting this table was to help in getting the correct number of the questionnaires that were returned out of the questionnaires sent out and again to check whether the number was adequate for data processes to continue (Borg & Gall, 2008). The study targeted 91 respondents amongst college tutors and trainees who filled-in the questionnaires. Out of the 91 questionnaires sent, only 73 questionnaires were sent back fully completed making a response rate of more than two thirds.

Table 4.2: Actual Respondents

<table>
<thead>
<tr>
<th>Type of respondents</th>
<th>Actual respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College tutors</td>
<td>17</td>
<td>23.3</td>
</tr>
<tr>
<td>Trainees</td>
<td>56</td>
<td>76.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>73</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Research Data

Different respondent had different response rate as shown in the table 2 above. Trainees had the highest response rate of approximately three quarters while the college tutors had a response rate of a quarter. This shows that majority of the respondents were the trainees and therefore the study highly depended on their responses.

4.3 Background Information

4.3.1 Gender of the Respondents

The study sought to find out the gender of respondents that is both the tutors and trainees. The response is as shown in figure 4.1.
The study found out that two thirds of the tutors were female while a third of the tutors were male. Further the study found out that four fifths of the trainees were female while fifth were male. This shows that the ECD colleges are mainly dominated by female both tutors and trainees.

The age of tutors ranged from 34 to 54 years while the age variation for trainees was between 23 to 36 years. This implies therefore that both the tutors and trainees were mature people and could therefore be able to identify the determinants of quality ECD programmes.

4.3.2 Course Pursued By Student

The study sought to establish the type of course pursued by trainees in the ECD colleges in Thika Sub County. The result is as shown in figure 4.2.
From the finding in figure 4.2, majority about three quarter were taking diploma in EOF while a quarter was taking certificate in ECE.

### 4.3.3 Reasons for Enrolling for ECE Teacher Training Course

The study sought to determine the reason why the trainees did the course they were pursuing in their respective colleges. The summary of the findings is as shown in figure 4.3.
From the findings about a half of trainees respondents indicated that they joined the colleges because they have a passion to teach young children, 19% attributed their joining to advise from family and friends, 17% said they had been teaching in preschool and needed qualifications, 11% said they did not qualify to pursue the career they wanted and therefore joined the ECE college while the remaining 9% cited other reasons. Among the other reasons cited were sponsorships from churches, community and donors. Student enrollment through family, passion and previous experience in teaching a preschool centre means that they have confident with their respective institutions and therefore the quality of education is up to the standard.

4.4 Inspection and Certification

4.4.1 Inspection and Certification of ECD Colleges

The respondents were to indicate their level of agreement regarding the inspection and certification of their respective education institutions and in particular the ECE colleges. They were to indicate on a scale of 1-4 with 1=strongly agree, 2=agree, 3=disagree and 4=strongly disagree. The response is as indicated in table 4.3.
### Table 4.3: Inspection and Certification of ECD Colleges

<table>
<thead>
<tr>
<th>Inspection and Certification of ECD Colleges</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a mechanism for trainees to give feedback on our programmes</td>
<td>3.276</td>
<td>0.066</td>
</tr>
<tr>
<td>The Ministry of Education inspect our college regularly</td>
<td>3.064</td>
<td>0.643</td>
</tr>
<tr>
<td>The Ministry of Education monitor and advice our college on academic performance</td>
<td>3.043</td>
<td>0.763</td>
</tr>
<tr>
<td>The management has a quality assurance mechanism</td>
<td>3.035</td>
<td>0.533</td>
</tr>
<tr>
<td>The management constantly identifies educational needs for improvement</td>
<td>2.504</td>
<td>0.716</td>
</tr>
<tr>
<td>The management ensures there are adequate teaching and learning facilities</td>
<td>2.438</td>
<td>0.058</td>
</tr>
<tr>
<td>The management ensures that teaching and learning facilities are relevant to the ECE courses</td>
<td>2.361</td>
<td>0.056</td>
</tr>
<tr>
<td>The management ensures the course outlines are adequately covered</td>
<td>2.067</td>
<td>0.965</td>
</tr>
<tr>
<td>The Ministry officials advice tutors on curriculum delivery &amp; assessment</td>
<td>2.061</td>
<td>0.643</td>
</tr>
</tbody>
</table>

**Source: Research Data**

From the findings analyzed in table 4.3, the respondents agreed that the management ensured the course outlines were adequately covered, the Ministry officials advised tutors on curriculum delivery & assessment, the management ensured that teaching and learning facilities were relevant to the ECE courses. They further agreed that the management ensured there were adequate teaching and learning facilities and that the management constantly identified educational needs for improvement. The respondents however disagreed that the management had a quality assurance mechanism. They further disagreed that the Ministry of Education monitored and advised their college on academic performance. They also disagreed that the
Ministry of Education inspected their college regularly and that there was a mechanism for trainees to give feedback on their programmes. The findings concur with Lobman, et al (2005) who suggested that creating a qualified and knowledgeable workforce is no easy task. The finding however differ with the study by Saluja, Early & Clifford, (2002) who found out that even those teachers who have a Bachelor's degree do not necessarily have the specialized training that the research base argues is critical to being a knowledgeable professional.

4.4.2 Rate of Inspection and Certification in College

The study further required the respondents to rate the inspection and certification carried out in the college. They were to indicate the effectiveness of inspection and certification where Very Effective = more than 3 times per year, Effective = 2-3 times per year, Ineffective = 1 time per year and Very Ineffective = less than once per year. The response is summarized in table 4.4

<table>
<thead>
<tr>
<th>Rate of Inspection and Certification in College</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>6</td>
<td>8.3</td>
</tr>
<tr>
<td>Effective</td>
<td>12</td>
<td>16.5</td>
</tr>
<tr>
<td>Ineffective</td>
<td>53</td>
<td>72.6</td>
</tr>
<tr>
<td>Very Ineffective</td>
<td>2</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>73</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data

From the findings, three quarter of the respondents indicated that the inspection and certification carried out in the college was ineffective, 16.5% said they were effective, 8.3% said they were very effective while the remaining 2.7% said they
were very ineffective. This shows that the inspection and certification carried out in ECE colleges is not effective. The respondents indicated that the management should try and expand the learning to give chance to more trainees. This study concludes therefore that the quality of early childhood in teacher education centres is not up to standard. The findings correspond with a study by Riechi, Mbiti, and Kisilu (2006) who found out that despite the existing government efforts, ECE have not been given adequate consideration at the plan stage to facilitate it offer all kids with the essential eagerness for official schooling.

The respondents recommended that there should be monitoring and self-evaluating the ECE colleges, reviewing and approving course assessment, conducting seminars and workshops. Activities such as monitoring, self-evaluation and planning for improvement in the colleges put in place. There should also be thorough course support procedure to maintain educational level and general education objectives. The examination panel should be put in place so as to evaluate and endorse course evaluation to guarantee that students are comparatively rated according to the college course evaluation procedures.

They further suggested that there should be student course and instruction assessment at the end of each course offering to collect feedbacks. Further, habitual internal course evaluation to scrutinize executing quality of the approved courses and comprehensive programme review by the college with inputs from outside expert should be conducted. Involvement of teachers in developing their assessment approaches through participation in moderation activities and communication among students, teachers and administrators through various channels, including surveys, focus groups, seminars, workshops and informal meetings were also suggested.
4.5 Adequacy of Teaching and Learning Resources

4.5.1 Adequacy of Teaching and Learning Resources

The study required the respondents to rate the adequacy of the given teaching and resources in the college. They were to rate on a scale of 1-5 with 1=Very adequate, 2=Adequate, 3=Inadequate, 4=Very inadequate and 5=Not available. The findings are indicated in table 4.5

<table>
<thead>
<tr>
<th>Learning Resources</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio materials</td>
<td>3.088</td>
<td>0.588</td>
</tr>
<tr>
<td>Audiovisual</td>
<td>3.104</td>
<td>0.720</td>
</tr>
<tr>
<td>Boarding facilities</td>
<td>4.609</td>
<td>0.885</td>
</tr>
<tr>
<td>Charts</td>
<td>1.309</td>
<td>0.805</td>
</tr>
<tr>
<td>Digital library materials</td>
<td>4.303</td>
<td>0.856</td>
</tr>
<tr>
<td>Handouts/Write ups</td>
<td>3.461</td>
<td>0.504</td>
</tr>
<tr>
<td>Models</td>
<td>3.241</td>
<td>0.358</td>
</tr>
<tr>
<td>Reference Books</td>
<td>2.138</td>
<td>0.518</td>
</tr>
<tr>
<td>Subject Dictionaries</td>
<td>3.144</td>
<td>0.972</td>
</tr>
<tr>
<td>Support staff</td>
<td>3.171</td>
<td>0.254</td>
</tr>
<tr>
<td>Textbooks</td>
<td>2.335</td>
<td>1.078</td>
</tr>
<tr>
<td>Training Manuals</td>
<td>2.456</td>
<td>0.915</td>
</tr>
<tr>
<td>Tutors/lecturers</td>
<td>3.456</td>
<td>0.985</td>
</tr>
</tbody>
</table>

**Source: Research Data**

From the findings shown in table 4.5, the very adequate materials were charts. Adequate resources in the ECE colleges according to the respondents were reference books, textbooks and training manuals. The inadequate learning resources in the colleges were) audio materials, audiovisual, subject dictionaries, support staff, models, tutors/lectures and handouts/write ups. The very inadequate learning
resources in the ECE colleges were mentioned to be digital library materials and boarding facilities.

The findings correspond with a study by Winton (2001) who indicated that the current system of early childhood teacher preparation is woefully under-resourced, and lacks the necessary infrastructure to train the large numbers of teachers, many of whom are non-traditional students, to meet current demand. Fewer teaching and learning resources is used by the study to mean that the quality of early childhood education programmes in Thika Sub County is inadequate. The teaching and learning resources that they had difficulty acquiring were digital equipments such as laptops, computers, photocopy machines and printer.

The respondents suggested that other teaching and learning resources that the college should avail were more computers, digitized libraries and a strong sever to give more learning through the internet. The respondents also suggested that trainees be advised to do more research in their subject areas so as to facilitate class work. To deal with these problems the colleges were working hand in hand with the government. They were hopeful since the government was on its final stages of introducing free laptops to class one pupil and therefore the ECE trainees needed to be well acquitted with computer basics so as to lay a good foundation of the children.

4.6 Professional Qualification of Tutors

4.6.1 Professional Qualification

The study required the respondents to indicate their professional qualification. The response is indicated in figure 4.4.
The study established that over half of the respondents had a Bachelors degree. This was followed by 35% of the respondents who had a master of education. Another 8% of the respondents had attained a diploma while no one (0%) had a certificate. This indicates that majority of ECE college tutors have a Bachelors degree. This is to show that most college tutors are well qualified and are capable of producing quality early childhood education. This study however disagrees with a study by Saluja Early & Clifford (2002) who found out that fewer than half of all early education teachers hold a four year degree, and many have no college education.

4.6.2 Subject Areas
The study further needed the respondents to indicate the particular subjects which they taught at their respective colleges. The subject areas that were mentioned by the respondents included philosophy, sociology, languages, psychology, religion, linguistics, history and childhood studies.
4.6.3 Working Experience

The study further required the respondents to indicate their working experience at the ECE colleges in Thika East Sub County. Higher working experience would be interpreted to mean that the respondents are familiar with the determinants of quality education of the early childhood education programmes. The response is summarized in figure 4.5

![Figure 4.5: Working Experience](image)

**Source:** Research Data

It was established that majority of the respondents 45.7% had served at their current institution for a period of between 6 to 10 years while 34.3% had served for over 10 years. The remaining 20% of indicated that they had served at their current institution for a period of between 1-5 years. This shows that majority of the respondents had served in their current institution for a period of between 6 to 10 years. Higher duration of tutors in certain institution is used by the study to imply that the quality of early childhood teacher education programmes is effective.
4.6.4 Availability and Professional Qualification of Tutors

According to Wambua (2010) for a trainer to be qualified to teach in an early childhood centre they must possess a minimum of diploma in their respective fields. The respondents were to indicate their level of agreement on the availability and professional qualification of tutors. They were to show on a level of 1-4 with 1=strongly agree, 2=agree, 3=disagree, 4=strongly disagree. The response is recorded in table 4.6 below.

Table 4.6: The Availability and Professional Qualification of Tutors

<table>
<thead>
<tr>
<th>Availability and Professional Qualification of Tutors</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our college has adequate number of tutors/trainers</td>
<td>3.116</td>
<td>0.784</td>
</tr>
<tr>
<td>Our college has qualified tutors/trainers</td>
<td>2.254</td>
<td>0.873</td>
</tr>
<tr>
<td>The student teachers ratio is adequate</td>
<td>4.009</td>
<td>0.675</td>
</tr>
<tr>
<td>The tutors/trainers regularly get in service training</td>
<td>3.345</td>
<td>0.928</td>
</tr>
<tr>
<td>The tutors/trainers understand their subjects well (pedagogy)</td>
<td>2.416</td>
<td>0.518</td>
</tr>
</tbody>
</table>

Source: Research Data

From the findings it can be seen that the respondents agreed that their college had qualified tutors/trainers and that the tutors/trainers understood their subjects well (pedagogy). They however disagreed that their college had adequate number of tutors/trainers and that the tutors/trainers regularly got in service training. They also strongly disagreed that the student teachers ratio was adequate. Availability of qualified tutors and those that understand their subjects means that the quality of early childhood education programmes is effective while inadequacy in student teacher ratio implies that the quality is inadequate. One of the challenges was related to pay as most tutors complained of poor pay. Most managers perceived the quality
of pre-school teachers to be average. The study differs with the study by Wambua (2010), who established that provision of quality early childhood education is faced with a number of challenges, key among them being lack of adequately trained teachers.

The respondents suggested that there should be; educational values to be attained by the graduates on programme conclusion if possible based on outside references/benchmarks and teaching learning strategy (TLS) including methods used in delivering the course; a programme organization, content, least period required for conclusion following the faculty by-laws, ILOs to be covered, TLS adopted etc; involvement of teachers and other staff as appropriate in school related activities and a minimum of a diploma in early childhood education for college tutors in ECE colleges.

### 4.7 Measures to Improve Quality of ECE teacher Training Programmes

The study required the respondents to indicate the extent to which they agreed or disagreed with the statements given. They were to indicate on a scale of 1-4 with 1=strongly agree, 2=agree, 3=disagree, 4=strongly disagree. The response is summarized in table 4.7.
Table 4.7: Measures to Improve Quality of ECE teacher Training Programmes

<table>
<thead>
<tr>
<th>Measures to Improve Quality of ECE teacher Training Programmes</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is more the college can do to improve the quality of teaching and learning</td>
<td>1.481</td>
<td>0.954</td>
</tr>
<tr>
<td>I fear some of the graduates from our college cannot handle children with special needs</td>
<td>2.426</td>
<td>0.655</td>
</tr>
<tr>
<td>Certificates and diplomas from the college are highly valued by stakeholders in early childhood education</td>
<td>2.476</td>
<td>0.745</td>
</tr>
<tr>
<td>Our assessment programmes ensure that only the best trainees can graduate from our college</td>
<td>2.623</td>
<td>0.611</td>
</tr>
<tr>
<td>Our graduates have the relevant skills to teach children from diverse backgrounds</td>
<td>2.679</td>
<td>0.339</td>
</tr>
<tr>
<td>We receive verbal praise from pre-school managers for our good job in preparing pre-school teachers</td>
<td>3.271</td>
<td>0.798</td>
</tr>
<tr>
<td>The trainees graduating from our college have all relevant skills to offer quality ECE training</td>
<td>3.334</td>
<td>0.977</td>
</tr>
<tr>
<td>We have never had complains about the job performance of our graduates</td>
<td>3.375</td>
<td>0.417</td>
</tr>
<tr>
<td>I would personally recommend a friend or relative to attend this college if interested in becoming an ECE teacher</td>
<td>3.423</td>
<td>0.774</td>
</tr>
</tbody>
</table>

Source: Research Data

From the findings summarized in table 4.7 respondents strongly agreed that there is more the college can do to improve the quality of teaching and learning. The respondents further agreed that they fear some of the graduates from their college cannot handle children with special needs, that certificates and diplomas from the college are highly valued by stakeholders in early childhood education, that their assessment programmes ensure that only the best trainees could graduate from their college, and that their graduates have the relevant skills to teach children from diverse backgrounds. The respondents however disagreed that they received verbal praise from pre-school managers for their good job in preparing pre-school teachers; the trainees graduating from their college had all relevant skills to offer quality ECE training.
They also disagreed that they have never had complains about the job performance of our graduates and that they would personally recommend a friend or relative to attend their college if interested in becoming an ECE teacher. The findings corresponds to a study by Early & Winton (2001) who indicated that the present scheme of early childhood teacher training is badly under-equipped, and lacks the essential materials to educate the huge numbers of instructors, numerous whom are non-traditional students, to meet current requirements.

The respondents further indicated that trainees expressed appreciation for and a belief in the benefits of the accreditation process. Those who had gone through accreditation reported benefits of the process, such as a clearer sense of the program’s missions, strengths, and needs, and better assessments of students’ competencies. The respondents suggested that trainees and tutors share many priorities, activities, and issues and maintained a good teacher student relationship. Further the opportunities to communicate, to learn from each other, to share resources, and to plan together in the colleges was taken into consideration.

The respondents suggested that ECE colleges were a plausible basis of direction on approximately all aspects of early childhood schooling and educator training—encompassing aspects that are not essentially within its range. They indicated that maintaining good character amongst early childhood teacher trainers allowed the ECE colleges to be a reliable foundation of knowledge and materials, encompassing its associations to other specialized groups, researchers, and associates that will additionally help programmes in their quality-improvement actions and thus intensifying these associations may proliferate ECE prospective influence on teacher education. The respondents suggested that the government should offer learning
facilities to the institutions to provide equality in all the institution. The Ministry of education also need to “decentralize” their decision-making powers concerning administration of ECE colleges. By decentralizing institutional decision-making to the county government, institutions can become more responsive to the changing needs of economies.

The respondents suggested that the college should provide students with a variety of digital materials related to their areas of study within the school. Also a well-planned, collaborative research agenda should be put in place so as to build on and extend the emerging education. The respondents further suggested that: there should be an effective governance and administration and competent staff; there should be a mechanism for designing, developing and monitoring effective programmes and for maintaining and improving academic standards; adequate learning opportunities, well defined policies for promoting research and involvement in community services among the teaching staff should be provided.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents summary of the findings as presented in chapter four. The main objective of the study was to establish the determinants of the quality of teacher education programmes for early childhood school teachers in Thika Sub-County. This chapter is structured as summary, conclusion, recommendations and research for further study.

5.2 Summary
The study found out that the ECE colleges are mainly dominated by female both tutors and trainees. The age of tutors ranged from 34 to 54 years while the age variation for trainees was between 23 to 36 years. Further it was found out that majority of students were taking diploma in EOF.

Inspection and Certification of ECE Colleges
The study further found out that management ensured the course outlines were adequately covered. The Ministry officials advised tutors on curriculum delivery & assessment. The management ensured that teaching and learning facilities were relevant to the ECE courses. They further agreed that the management ensured there were adequate teaching and learning facilities and that the management constantly identified educational needs for improvement. The study also found out that the management did not have a quality early childhood programmes. The Ministry of Education did not monitor or advice their college on academic performance. The Ministry of Education did not inspect their college regularly and also there was no mechanism for trainees to give feedback on their programmes.
Teaching and Learning Resources

The study found out that the resources found in the learning resources found in colleges were reference books, textbooks, training manuals, charts and models. Unavailable learning resources in the ECE colleges were subject dictionaries, handouts/write ups, models, audio materials, audiovisual, digital library materials, tutors/lecturers, support staff, boarding facilities.

Availability and Professional Qualification of Tutors

The study found out the majority of ECE college tutors had a Bachelors degree. Majority of the college tutors had served in their current institution for a period of between 6 to 10 years. The subject areas taught included philosophy, sociology, languages, psychology, religion, linguistics, history and childhood studies. The study also found out that many trainees joined the ECE colleges because they had a passion to teach young children. Further the study found out that the colleges had qualified tutors/trainers and that the tutors/trainers understood their subjects well (pedagogy).

The college did not have adequate number of tutors/trainers and that the tutors/trainers did not regularly get in service training. The student teachers ratio was not adequate. The study found out that that there was more the college could do to improve the quality of teaching and learning. Some of the graduates from their college cannot handle children with special needs. The certificates and diplomas from the college were highly valued by stakeholders in early childhood education. They were no verbal praise from pre-school managers for good job in preparing pre-school teachers. The trainees graduating from the college did not have all relevant skills to offer quality ECE training. There were complains about the job performance of graduates.
Measures to Improve Quality of Teacher Education

The study also found out that the inspection and certification mechanisms employed to assess the quality of teacher education programmes were: putting in place activities such as monitoring, self-evaluation and planning for improvement in the colleges; rigorous course approval process to upkeep academic standard and general education objectives; having examination panel in place so as to appraise and endorse course evaluation to make certain that students are reasonably rated according to the institution course measurement guiding principles; student course and education assessment at the end of every course offering to gather feedbacks; usual inside course analysis to scrutinize accomplishment excellence of the permitted courses; all-inclusive programme assessment by the college with contributions from outside experts; involving teachers in developing their assessment approaches through participation in moderation activities; seeking to make possible trade of ideas and communiqué between learners, instructors and managers through a variety of channels, that include surveys, focus groups, tutorials, workshops and unofficial gatherings.

The study found out that ECE colleges were a credible source of guidance on almost every facet of early childhood education and teacher preparation—including facets that are not actually within its scope. Maintaining good reputation among early childhood teacher educators allowed the ECE colleges to be a trusted source of information and resources, including its links to other professional organizations, researchers, and partners that will further assist programs in their quality-improvement activities and thus strengthening these links may multiply ECE potential impact on teacher education.
The study finally found out that the college involved teachers in developing their assessment approaches through participation in moderation activities. It sought to make possible trade of ideas and communiqué among students, educators and managers through various channels, including surveys, focus groups, seminars, workshops and unofficial assemblies. The officials from the ministry of education visited the college every year. The teaching and learning resources that had difficulty acquiring by colleges were digital equipments such as laptops, computers, photocopy machines and printer.

5.3 Conclusion

i. The study concludes that management ensures the course outlines are adequately covered. The Ministry officials advise tutors on curriculum delivery & assessment. The management ensures that teaching and learning facilities were relevant to the ECE courses. The management ensures there are adequate teaching and learning facilities and that the management constantly identified educational needs for improvement.

ii. The study also concludes that that the management does not have a quality inspection and certification measures. The Ministry of Education does not monitor or advice their college on academic performance. The Ministry of Education does not inspect their college regularly and also there is no mechanism for trainees to give feedback on their programmes. The ECE colleges do not have effective quality assurance mechanisms. This implies therefore that the quality of early childhood training colleges in Thika Sub County was not up to the standard.

iii. The study further concludes that the resources found in the learning resources
found in colleges are reference books, textbooks, training manuals, charts and models. Unavailable learning resources in the ECE colleges are subject dictionaries, handouts/write ups, models, audio materials, audiovisual, digital library materials, tutors/lecturers, support staff, boarding facilities. This implies therefore with the inadequate of teaching and learning resource, the quality of early childhood training colleges in Thika Sub County was not up to the standard.

iv. The study also concludes that the colleges have qualified tutors/trainers and that the tutors/trainers understand their subjects well (pedagogy). The college does not have adequate number of tutors/trainers and that the tutors/trainers did not regularly get in service training. The student teachers ratio was not adequate.

v. The study finally concludes that there is more the college could do to improve the quality of teaching and learning. Some of the graduates from their college cannot handle children with special needs. The certificates and diplomas from the college are highly valued by stakeholders in early childhood education. There is no verbal praise from pre-school managers for their good job in preparing pre-school teachers. The trainees graduating from their college did not have all relevant skills to offer quality ECE training. The colleges have had complains about the job performance of our graduates and that they would personally not recommend a friend or relative to attend their college if interested in becoming an ECE teacher.
5.4 Recommendations

5.4.1 Policy

i. The ministry of education should accredit the ECE colleges that are in the process of discharging educational programmes in early childhood or present new institutes certified by the pertinent powers offering instructive programmes for a certain specific phase in the past.

ii. It should also provide an effective governance and administration and competent staff.

iii. The ECE colleges should avail a variety of digital materials to the students related to their areas of study within the school.

iv. Teaching and learning resources such as more computers, digitized libraries and strong sever to give more learning through network or the internet should be put in place.

v. The government should offer learning facilities to the institutions to provide equality in all the institution.

5.4.2 Further Study

i. The study recommends further study on advantages (for early childhood teacher trainees and, ultimately, for the kids they teach).

ii. Further study pertaining use of endorsement as a quality-improvement action; creating a field wide consensus about what a high-quality early childhood teacher education program should be done.

iii. The sample size of the study should be increased in order to realize the most important determinants at more generalized level.

iv. Study should also be carried out in other counties so as to compare the various determinants of the quality of early childhood teacher education programmes.
REFERENCES


Upagade, V. & Shende, A. (2012). Research Methodology. S.Chand& Company Ltd. New Delhi, India


APPENDICES

Appendix A: Questionnaire for ECE College Tutors

Introduction
This research is meant for academic purpose. It will try to establish the quality of teacher education programmes for pre-primary school teachers in Thika Municipality. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Do not write your name anywhere on this questionnaire. Please tick [V] where appropriate or fill in the required information on the spaces provided.

Section A: Background Information
1. Your gender
   Male [ ]
   Female [ ]

2. Highest professional qualification
   Certificate [ ]
   Diploma [ ]
   Bachelor's Degree [ ]
   Master of Education [ ]
   Other Specify

3. Working experience in the early childhood education College
   1-5 year [ ]
   6-10 years [ ]
   Over 10 years [ ]

4. Which subject areas do you teach in the college?

........................................................................................................
........................................................................................................
........................................................................................................
Section B: Inspection and Certification of ECD Colleges

5. The following statements on inspection and certification measures employed in education institutions. State to which extent the roles are carried out in your college using a 4-point scale provided:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ministry of Education inspect our college regularly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They monitor and advice our college on academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The management has a quality assurance mechanism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a mechanism for trainees to give feedback on our programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The management ensures the course outlines are adequately covered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Ministry officials advice tutors on curriculum delivery &amp; assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The management constantly identifies educational needs for improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The management ensures there are adequate teaching and learning facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The management ensures that teaching and learning facilities are relevant to the ECE courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. How do you rate the inspection and certification carried out in the college?

   Very Effective (more than 3 times per year) [ ]
   Effective (2-3 times per year) [ ]
   Ineffective (1 time per year) [ ]
   Very Ineffective (less than once per year) [ ]
7. What other comments would you like to make regarding quality assurance in the college?

8. Rate the adequacy of the following teaching and learning resources in the college.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Very inadequate</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject Dictionaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Manuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handouts/Write ups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Models</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio materials</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Audiovisual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital library materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutors/lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boarding facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What other teaching and learning resources do you lack in the college?

10. In cases where you face inadequacy or lack of [caching/learning resources, what strategies do you employ to deal with this? 

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Section D: The Availability and Professional Qualification of Tutors

11. The following statements the availability and professional qualification of tutors.

State to which extents you agree with various statements in reference to your college using a 4-point scale provided:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our college has qualified tutors/trainers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tutors/trainers regularly get in service training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tutors/trainers understand their subjects well (Pedagogy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our college has adequate number of tutors/trainers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student teachers ratio is adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E: Measures to Improve Quality of ECE teacher Training Programmes

12. In the table below, indicate the extent to which you agree or disagree with each statement provided concerning the quality of ECE teacher training in your institution, using following 4-point scale.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The trainees graduating from our college have all relevant skills to offer quality ECE training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have never had complains about the job performance of our graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I fear some of the graduates from our college cannot handle children with special needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is more the college can do to improve the quality of teaching and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our graduates have the relevant skills to teach children from diverse backgrounds</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>We receive verbal praise from pre-school managers for our good job in preparing pre-school teachers</td>
<td></td>
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</tr>
<tr>
<td>Our assessment programmes ensure that only the best trainees can graduate from our college</td>
<td></td>
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<tr>
<td>Certificates and diplomas from the college are highly valued by stakeholders in early childhood education</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I would personally recommend a friend or relative to attend this college if interested in becoming an ECE teacher</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

13. What measures should be taken by the Ministry of Education and the college management in order to improve the quality of training offered for pre-school teachers?  

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..............................................................................................................................................
Appendix B: Questionnaire for ECE College trainees

Introduction
This research is meant for academic purpose. It will establish the quality of teacher education programmes for pre-primary school teachers in Thika West Sub-County. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Do not write your name anywhere on this questionnaire. Please tick [3] where appropriate or fill in the required information on the spaces provided.

A. Background Information

1. Your gender
   Male [ ]
   Female [ ]

2. What course are you pursuing in the college?
   Certificate in ECE [ ]
   Diploma in EOF [ ]

3. What made you decide to enroll for the ECE teacher training course?
   Advice from family/friends [ ]
   I have a passion to teach young children [ ]
   I have been teaching in pre-school and needed qualifications [ ]
   I did not qualify to pursue the career I wanted and joined this instead [ ]
   Other reasons (specify) ..............................................................
   ..........................................................................................
   ..........................................................................................

66
Section B: Inspection and Certification of ECD Colleges

4. The following statements are among the quality assurance strategies employed in education institutions. State to which extents at which the roles are carried out in your college using a 4-point scale provided:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ministry of Education inspects the college regularly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutors monitor and advise us on academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The management has a quality assurance mechanism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a mechanism for us to give feedback on teaching effectiveness</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The management ensures the course outlines are adequately covered</td>
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</tr>
<tr>
<td>I find the tutors to be fully competent in teaching the ECE course</td>
<td></td>
<td></td>
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<tr>
<td>The management constantly identifies educational needs for improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The management ensures there are adequate teaching and learning facilities</td>
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<tr>
<td>The management ensures that teaching and learning facilities are relevant to the ECE courses</td>
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</tbody>
</table>

5. How do you rate the quality assurance mechanisms in the college?

Very Effective [ ] Effective [ ]

Ineffective [ ] Very Ineffective [ ]

6. What other comments would you like to make regarding quality assurance in the college?

..............................................................................................................................................................
..............................................................................................................................................................

67
### Section C: Adequacy of Teaching and Learning Resources

7. Rate the adequacy of the following resources in the college.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Very inadequate</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject Dictionaries</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Textbooks</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Training Manuals</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Handouts/Write ups</td>
<td></td>
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<tr>
<td>Charts</td>
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<td></td>
</tr>
<tr>
<td>Models</td>
<td></td>
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<tr>
<td>Audio materials</td>
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<tr>
<td>Audiovisuals</td>
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<tr>
<td>Digital library materials</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tutors/lecturers</td>
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<td></td>
<td></td>
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<tr>
<td>Support staff</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Boarding facilities</td>
<td></td>
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</tbody>
</table>

8. What other teaching and learning resources do you lack in the college?  

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............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
Section D: The Availability and Professional Qualification of Tutors

9. The following statements the availability and professional qualification of tutors. State to which extents you agree with various statements in reference to your college using a 4-point scale provided:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our college has qualified tutors/trainers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tutors/trainers regularly get in service training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tutors/trainers understand their subjects well (Pedagogy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>our college has adequate number of tutors/trainers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student teachers ratio is adequate</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

10. How do you rate the competence of tutors in the college in offering ECE training?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very Competent</th>
<th>Competent</th>
<th>Incompetent</th>
<th>Very Incompetent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

E: Measures to Improve Quality of ECE teacher Training Programmes

11. What measures should the Ministry of Education and the college management take in order to improve the quality of training offered for pre-school teachers?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
Appendix C: Interview Schedule for College Managers

1. For how long has the college been in operation?
2. Which programmes do you have in the college?
3. On average, how many ECE teachers graduate from the college annually?
4. What quality assurance mechanisms does your college employ to assess the quality of teacher education programmes?
5. How often do officials from Ministry of Education visit the college for supervision?
6. What steps do you follow to ensure that tutors are meeting the training objectives of the college?
7. Which teaching and learning resources do you have problems procuring, and how do you deal with lack of these resources?
8. What are the qualifications of the tutors in the college?
9. What challenges do you face in relation to adequacy of qualified tutors?
10. What is your perception on the quality of pre-school teachers graduating from the college?
11. Which policy measures are needed to improve quality of teacher education programmes for pre-primary school teachers?
Appendix D: Interview Schedule For Education Officials

(Representatives from NACECE, MUCECE and DQASO)

1. What quality assurance mechanisms does your department employ to assess the quality of teacher education programmes in ECE teacher training colleges in Thika Municipality?

2. How often do officials from your department visit the ECE colleges for supervision?

3. What steps do you follow to ensure that the ECE colleges are offering quality teacher education?

4. Which teaching and learning resources are the ECE colleges expected to have?

5. What problems do you observe in the ECU colleges that could compromise the quality of the Teacher education programmes offered?

6. What is your perception on the quality of pre-school teachers graduating from the ECE colleges?

7. Which policy measures are needed to improve quality of teacher education programmes for pre-primary school teachers?
Appendix E: The Study’s Timeline

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Proposal writing</td>
<td>May 2014</td>
</tr>
<tr>
<td>2. Submission to the supervisor</td>
<td>August 2014</td>
</tr>
<tr>
<td>3. Correction on the proposal</td>
<td>September 2014</td>
</tr>
<tr>
<td>4. Data collection and analysis</td>
<td>October 2014</td>
</tr>
<tr>
<td>6. Submission of report to the supervisor</td>
<td>November 2015</td>
</tr>
</tbody>
</table>
Appendix F: The Budget for the Study

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COST (KSHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport and Logistics</td>
<td>6,000</td>
</tr>
<tr>
<td>Research books</td>
<td>8,000</td>
</tr>
<tr>
<td>Printing and photocopy</td>
<td>8,000</td>
</tr>
<tr>
<td>Online Research</td>
<td>15,000</td>
</tr>
<tr>
<td>Data collection</td>
<td>15,000</td>
</tr>
<tr>
<td>Data analysis</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72,000</strong></td>
</tr>
</tbody>
</table>
Appendix G: Map of Thika Municipality
Appendix H: Research permit

CONDITIONS:

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of botanical specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

THIS IS TO CERTIFY THAT:  
MS. CHEGE TABITHA WANJIRU
of KENYATTA UNIVERSITY, 0-1002
Madaraka/Thika, has been permitted to conduct research in Kiambu County
for the period ending:
30th April, 2015

Signature

National Commission for Science, Technology & Innovation

Permit No: NACOSTI/P/14/0536/4491
Date Of Issue: 19th January, 2015
Fee Received: KSh 1,000

Serial No. A 4019

CONDITIONS: see back page