QUALITY OF PRE-PRIMARY SCHOOL EDUCATION: A COMPARATIVE STUDY OF PRIVATE AND PUBLIC PRE-PRIMARY SCHOOL CENTRES IN NAIROBI CITY COUNTY, KENYA

BY

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NOVEMBER, 2016
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for certification. This project has been complemented by referenced works duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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I dedicate this project research to my loving children Ben, Jimmy and Eddy, my beloved parents Simeon Ratemo and Dorcas Ingasiani and to my entire family for their support.
ACKNOWLEDGEMENT

My deep appreciation goes to God for giving me good health during the time of research. I thank my family for giving me the opportunity to gain access to higher education and for their full financial support during my study.

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## ABBREVIATIONS AND ACRONYMS

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<th>Acronym</th>
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>GPS</td>
<td>Global Positioning System</td>
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<tr>
<td>I.T</td>
<td>Information Technology</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<td>NACECE</td>
<td>National Centre for Early Childhood Education</td>
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<tr>
<td>NACOSTI</td>
<td>National Commission of Science, Technology and Innovation</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
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<td>TSC</td>
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ABSTRACT

Quality education is paramount for the realization of holistic development of learners. Parents invest a lot in their children’s education which calls for the provision of quality education. Both public and private sector have to ensure that quality education is provided. The purpose of this study was to compare the quality of pre-primary school education offered by public and private pre-primary schools in Nairobi City County, Kenya. The target population was all public and private pre-primary schools in Nairobi City County. A sample size of 28 out of 280 pre-primary school teachers and head teachers were selected randomly. The transformational theory by Freire and Mezirow was used in the study. It is concerned with transformation of learners who are believed to be empty when they come to first contact with school practices. Descriptive research design was used. Questionnaire for the pre-primary teachers and interview schedules for head teachers were used as the research instruments for data collection. The study involved both qualitative and quantitative approaches respectively. Data analysis was done through descriptive statistics to obtain the quantitative data. To pre-test reliability a pilot study was conducted. This was achieved through the aid of SPSS version 20.0. Data presentation was done majorly through tabulation and a bar graph both in frequencies and percentage units. The respondents were selected through stratified random sampling and simple random sampling techniques to come up with a rich data that was inferred to all the private and public pre-primary schools in Nairobi City County, Kenya. Among the findings of the study were that staffing affects quality of education. Schools that were poorly staffed recorded poor performance compared to the well-staffed pre-schools. Secondly, teachers who were well motivated performed their duties with minimal supervision, thirdly parental participation affected learning. Learners whose parents got involved in their education had good transition rate. Finally the head teachers had a role to play in ensuring that the educational goals are achieved through proper curriculum implementation and school management. The study recommendations included: there should be a need for the policy makers who are majorly the government officials to increase educational funding to pre-primary schools to improve on quality of education; head teachers should try as much as possible to recruit qualified staff for effective curriculum implementation and encourage the stakeholders to motivate the ECDE teachers to increase their efficiency; Parents need to increase their support to schools in procurement and purchase of school facilities (desk, classrooms, land), purchase of instructional materials (books, pens, charts) and hiring of new teachers to improve on quality and finally further research should be conducted on interaction between teachers and pre-primary pupils in the pre-primary schools.
CHAPTER ONE:

INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.1 Introduction

This chapter presents the background to the study, statement of the problem, the purpose of the study, research objectives and research questions. It also presents the significance of the study, limitation and delimitation of the study, assumptions of the study, theoretical and conceptual framework, and operational definition of key terms.

1.2 Background to the Study

A major indicator of out of school population children is the world-wide effort that has been initiated in an attempt to provide education for all children. According to the Universal Declaration of Human Rights 1948, article 26, for instance, everyone has the right to education, at least in the elementary and fundamental stages and this shall be compulsory. Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) of 1976 recognizes the right of everyone to education and with the aim of achieving the full realization of the children’s right; the nations party to the agreement recognize that primary education shall be compulsory, available and free for all and of quality. This study tries to evaluate the quality of pre-schools after the provision of free primary education in Kenya.

According to Wana (2010) a good number of teachers views the early childhood education to be of great significance in relation to children’ mental and educational
advancement and wellbeing of children in terms of personal needs and traits. This was an idea extracted from that of Page (1954) who viewed that during normal pre-school period, the child passes a distinct stage which can also be viewed as a gradual change. According to him the child is developing towards suitable lines, manages as a natural, admirable child whom it is a real joy to meet. This aspect is achieved through the quality of pre-primary education given at the early stage of learning by parents. In this study, quality education begins from better teaching and learning materials, qualified teaching staff, teaching motivation and effectiveness of curriculum implementation.

Anderson and Shane (2002) recommended that quality of play materials provided by parents also contributes to essentiality of children learning about the global, people and objects. Children learn many essential facts about the world through play. Play might be seen in this way as one of the wonders of children by way of which children find things crucial to their prosperity and completely appreciate the procedure of revelation. Play furnishes youngsters with an assortment of fundamental encounters: tactile, exploratory, enthusiastic, and social encounters as well as encounters of dominance or accomplishment. With reference to the present study better learning materials and the knowhow of the pre-school teacher in utilization of these resources is essential to quality pre-school education.

The African Charter on the Rights and Welfare of the Child (1999), article 11 states that every child shall have the right to education and the States that are signatory to the
charter shall take all appropriate measures with the view to achieving the full realization of this right through the provision of free and compulsory basic education. Article 28 of the Basic Education Act of Kenya, mandates the Cabinet Secretary to implement the right of every child to free and compulsory basic education.

The Education Sector Policy perceives pre-school as the main level of instruction in Uganda under four projects; day care units, home situated units, community units and nursery schools. The Education Act (2008) however proclaims the administration of pre-primary schools is under the management of the private sector which limits access. More than 80% of the people can't manage the cost of the expenses charged for pre-primary institutions (Ministry of Education Science, Technology & Sport, 2015).

Education in Kenya has undergone a number of changes with the stakeholders determined to support its development. Government documents policies such as National Development Plan, Sessional papers and vision 2030 have shown support in developing Kenyan education systems especially the ECDE. The two educational documents outlines the qualities of ECDE teacher, the quality of learning materials and the class size required for quality education to be realized. If quality education is provided to our children then vision 2030 will be achieved. These two documents emphasize quality yet affordable education through various means of which has not been realized in Kenya.

Makau (1987) noted that after independence in 1963, Kenya advocated and carried out an expansion in education at all levels following the Ominde report also called the “Kenya Education Commission 1964”. This expansion was needed in order to produce
enough manpower for national development. It resulted in increase of enrollment in primary and secondary schools with consequent expansion of the existing schools.

Currently the policy guidelines for the education sector are found in Sessional paper no. 1, on Education Research and Training (MOEST, 2005). The implementation framework of this paper is the Kenya Education Sector Support Programme (KESSP) which has put a lot of emphasis on the development and promotion of education. It also recognizes the provision of education and training for all Kenyans as fundamental to the success of the government’s overall development strategy. Members of public and government expect high quality returns from education in form of the output of the education system. The onset of free primary education posed the challenge of infrastructural expansion, teacher-pupil ratio and thus reducing the quality of education. The main aim of this study was to find out what influences the provision of quality education in both public and private pre-primary schools.

The development of education has faced deferent trends which are managerial in nature especially on management of funds and has consequently had an impact on the national development. These changes and review in education depict policy changes that affect quality of education provided in schools. The top administrators of both government and privately owned Pre-primary schools are the headteachers who may at times face certain challenges. Some of these challenges include management of funds, human resource management, motivation, staffing, decision making and performance management among others (UWEZO, 2014). Teachers and head teachers deal with the planning, directing,
controlling, executing and evaluating schools educational processes. It is the work of the private proprietors of private Pre-primary schools and the government for the public Pre-primary schools to provide the best programme of instruction for the children in their schools so that they can obtain an all-round education. This study focused on what influences the education quality offered in both private and public pre-primary schools.

As business persons and entrepreneurs, the private proprietors have understood the constantly changing values and objectives of the school and the society to the extent of taking advantage of them and creating a competitive edge over their public counterparts. This has brought about quality differences in public and private Pre-primary schools. Mwika (2010) adds to this arguing that the head-teacher is appointed to a school with teachers and learners together with some of the necessary material in order to achieve educational objectives that they have been entrusted to achieve. This entails co-operation from all the stakeholders which is sometimes quite difficult to achieve due to the various challenges encountered during the administration process.

The head teachers in private and public Pre-primary schools face several challenges such as provision of learning materials, ensuring that teachers perform their tasks as well as promoting a good learner-teacher relationship that can foster growth and improved performance. This atmosphere is required as the foundation for solving some of the challenges related to the pupils, teachers, curriculum and even the community. The improvement or retardation of school development is highly dependent on school management. The social influence may entice or compel the public Pre-primary schools
to be influenced by the private pre-primary schools in one way or the other. The failure of the public schools to offer high quality education that is integral was the genesis of proliferation of private proprietors into the education sector as a way of filling the existing gap. The high quality management and high performance of private schools has led to higher demand for their services leaving only the poor majority taking their children to the public Pre-primary schools. This is basically why this study intended to compare the quality of education between private and public pre-primary schools in Nairobi City County, Kenya.

1.3 Statement of the Problem

Many governments have given Early Childhood Education a firsthand recognition as a starting point for implementing the goals of education including Education for All and Universal Basic Education (Education Act 2009). The demand for education has grown rapidly that almost no government can adequately provide adequate education facilities without the participation of private sector (UWEZO, 2014). As a result of this, there has been an increase of establishment of many pre-primary schools in various regions with each one of them facing its own challenges. With the emerging challenges one wonders whether the quality of education offered is geared towards holistic development of learners or the private proprietors’ aim is to do business.

According to Quiggin (1999) quality of education can be measured by school characteristics such as pupil-teacher ratio, class size, professional qualification, and learners’ retention in school, transition rate to primary, staffing and remuneration of
teachers among others. Both private pre-primary schools and public pre-primary schools have various challenges emanating from their locations and varied environmental differences. Various researchers have tried to establish the effects of differences in performance of the private pre-school and public pre-primary schools. However such a research has not been carried out in Nairobi City County, Kenya and this hence called for a comparison of the quality of education offered by both public and private pre-primary school centres in Nairobi City County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to compare the quality of education offered by public and private pre-primary schools, Nairobi City County, Kenya, with a view to proposing strategies that can be used to improve quality of education in Pre-primary schools.

1.5 Objectives of the Study

The following were the objectives of the study:

i. To find out the extent at which teacher staffing affects the quality of education in private and public Pre-primary schools in Nairobi City County, Kenya.

ii. To explore the effect of teacher motivation on the quality of education in private and public Pre-primary schools in Nairobi City County, Kenya.

iii. To assess the level of parents’ participation in education and the quality of education in private and public Pre-primary schools in Nairobi City County, Kenya.
iv. To establish the level of curriculum implementation and quality of education in private and public Pre-primary schools in Nairobi City County, Kenya.

1.6 Research questions

The study sought to answer the following research questions;

i. To what extent does staffing of teachers affect the quality of education in private and public Pre-primary schools in Nairobi City County, Kenya?

ii. What is the effect of motivation of teachers on the quality of education in private and public Pre-primary schools in Nairobi City County, Kenya?

iii. How does parental participation affect the quality of education in private and public Pre-primary schools in Nairobi City County, Kenya?

iv. In what ways does curriculum implementation influence the quality of education in private and public Pre-primary schools in Nairobi City County, Kenya?

1.7 Significance of the Study

This study has found out that the type of education offered in the Pre-primary schools has a significant effect on the lifelong learning of learners or future learning of pre-school pupils. This calls for attention to all stakeholders of education to advance quality of teaching and learning in the school centres. The following group of individuals is specifically beneficiaries of this study.

Parents/guardians will be able to make wise decisions on choices of best schools for their children. For parents and the public the findings may give them awareness on the areas of focus in quality improvement of Pre-primary schools.
The Quality Assurance and Standards Officers (QASO’s) will also benefit by getting information on the areas to lay emphasis on during field supervision.

Policy makers in the Ministry of Education will be able to make amendments where necessary and also plan for the improvement of education in both public pre-primary schools and private pre-primary schools and offer insights on issues concerning provision of quality education.

1.8 Limitation and Delimitation of the Study

In this sub-section the limitations and delimitations of the study have been described.

1.8.1 Limitation of the study

Accessibility of all the pre-primary schools involved costs in terms of time and financial resources to travel to all the private and public pre-primary schools in Nairobi City County, Kenya. This limitation was controlled by having a small sample of 10%. There was also failure of some respondents to cooperate because of their busy schedules and heavy workload. This was controlled by allowing them to decide on their own convenient time including weekends and being interviewed on phone. This was to ensure that those targeted were given equal chance to give their opinion and to avoid loss of the research instruments.

Data collection process required a lot of labour and time and consequently compelled the researcher to spend more time and resources in conducting the research. The researcher prevented these limitations by prior planning and allocation of some extra time, obtaining
written permissions from various educational administrators and school heads sampled for the study on time.

1.8.2 Delimitation of the study

Private and public pre-primary school centres in Nairobi City County, Kenya was the area of the study. It involved head teachers and pre-primary school teachers of public and private pre-primary schools only. It included their understanding of quality of education in pre-primary schools.

1.9 Assumptions of the Study

This study assumed that some public and private pre-primary schools in Nairobi City County, Kenya had quality-related challenges and were willing to take advantage of the strategies used by other pre-primary schools to enhance quality and apply them in their respective schools.

It assumed that environment and location of schools tend to contribute to quality related challenges. This study also assumed that all pre-primary schools had enough teachers to deliver quality instruction.

It assumed that private pre-schools have put in place strategies to enhance quality education as compared to public Pre-schools. It was also assumed that both Pre-primary schools were willing to work on their strengths and weaknesses to provide quality education in their various pre-primary schools.
1.10 Theoretical and Conceptual Framework

This section discusses transformational theory that guided the study and also presents the conceptual framework for the study.

1.10.1 Theoretical Framework (Transformational Theory)

This study was guided by Freire(1974) and Mezirow’s Transformational Theory (Mezirow, 2000). Freire’s concern was about the large number of illiteracy in Brazil which he considered to be the cause of underdevelopment. (Freire, 1974). He therefore tried to provide these illiterate people with an education which would take place outside a traditional school. Freire’s theory of transformation has greatly influenced the development of a critical perspective in adult education which has also influenced early childhood development in Brazil. For this theory, education fosters critical thinking in individuals and groups during the process of teaching and learning. Educative process is never neutral; it can either be an instrument of domination or liberation.

The theory assumed that through discussion, asking, answering and participation in group work learners develop awareness of structures within their cultural set-up and consequently transform their lives as individuals and the society as a whole (Dirkx, 1998). Knowledge is acquired by an individual in relation with others. For both learners, the key elements of learning process are reflection and dialogue as they participate in group activities. Teachers and parents ought to initiate this dialogue awareness on useful structures to help improve quality and equity needs of different learners’ individual and group work.
Transformation theory possesses many advantages. According to Taylor (2008), this theory sees learning as a process of individual awareness, a continuous journey where one is chanced to understand oneself through self-reflection. Individuation here means discovery of fresh talents, a sense of empowerment and confidence, having a higher understanding of one’s inside self, and a greater sense of self-assurance. That is to say that transformational leadership and learning will enable both managers, facilitators to identify learners’ talents and the necessary support needed for the development is made available to the individual. Secondly one of the main issues of this type of learning in the phases of psycho-development is epistemological change. That is change on how one makes meaning and not just change in behavior or quality of knowledge. More so, it brings about understanding for the importance of relations, individual development, and holistic methods of understanding what has been overlooked may times (Kegan, 1994 as cited in Taylor, 2008). This theory therefore enables the policy makers to understand the requirements of learners at different levels of education beginning from the early stages of learning to higher stages. It also gives the management basis to provide for both facilitators and learners the required materials and methodologies to improve learning.

Fourthly, transformational theory encourages cross-cultural relationships along with developing spiritual awareness. Learners come from different cultural and religious backgrounds; education should be aimed at creating awareness of this to the learner at an early stage. This is where the headteachers and teachers create an atmosphere of mutual understanding and collaborating with a relational emphasis on group questioning and
storytelling as they assists learners in sharing stories of their day to day experiences (Freire, 1974).

Finally, the key emphasis is that learning takes place through exchanging of ideas between the teachers and the learners in their various groups; learners are encouraged to participate actively; what they are taught is related to the interest and reality of the learners; topic/s to be discussed is initiated by the learners and have a connection to their daily experiences (Freire, 1974). Although transformative learning theory undermines the cultural role in transformation, it has many benefits and thus deemed appropriate theory for this study.

1.10.2 Conceptual Framework

The study consisted of the independent variables that are applied by the private and public pre-primary school to enhance quality education. This is related to the dependent variable Quality Education in Pre-primary schools through benchmarking by which the private Pre-primary schools set a socially accepted standard of education that makes the society prefer taking their children to private pre-primary schools and not public pre-primary schools leaving these schools to those who have limited resources.

This poses a challenge to some public pre-primary schools which are consequently transformed through the transformation theory by borrowing a few skills from the private Pre-primary schools to improve their quality in the long run as shown in the below figure.
The independent variables such as staffing, motivation, parents’ participation and curriculum implementation are determinants of quality education in pre-primary schools but they are differently applied in private and public Pre-primary schools leading to the difference in the quality of education with private Pre-primary schools setting the benchmark. This benchmark can be utilized in some private and public Pre-primary schools to improve the quality of education.
1.11 Operational Definition of Terms

Alternative education- Current education in private pre-primary schools which is flexible and tailored to meet children’s integral growth needs.

Benchmarking- It is a measurement of quality of organization policies, products, programs and strategies among others and their comparison with the standard measurement or similar measurements with its peers.

Parent- Anybody who takes the responsibility of giving birth to a child and raising it up.

Pre-primary schools- These are learning institutions that offer baby class, pre-unit and nursery classes to children.

Private Pre-primary schools- Privately owned learning institutions that offer baby Class, pre-unit and nursery classes to children.

Public Pre-primary schools- Refers to government-owned learning institutions that offer baby class, pre-unit and nursery classes to children.

Quality Education- Education that provides everybody with capabilities to become productive economically, acquire sustainable livelihoods, advocate for peaceful and democratic societies and enhance individual development.

Traditional Education- Refers to old style non-flexible education in the public Pre-primary schools.

Transformation- It is a radical shift of thinking, perception and behavior. The ability of teachers and parents to understand the importance of quality education in pre-schools and its effects of their learners' future learning.
CHAPTER TWO:

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter gives review of literature related to the quality of education in public and private Pre-primary schools in Nairobi City County, Kenya. The study objectives guide the literature review whereby gaps are identified and suggestions to fill the gaps are given by this study.

2.2 Staffing in Pre-primary School Centers

This refers to the number of employees within the pre-primary schools especially with regard to the teachers. It highly determines the teacher-pupil ratio which is perceived as lower in the private than the public Pre-primary schools thereby reducing the level of attention given to the pupils and consequently their performance. According to Okumbe (1999), staffing is the process of bringing in and training the staff and maintaining proper work. Different ranges and levels of qualification and training of staff in education influences quality of education. Shau and Alfred (2002) defines staffing as a way of discovering the potentialities of people who can help in imparting knowledge or skills and attitudes that will enable an institution to carry out responsibilities necessary for the achievement of aims and objectives. The role of the teacher according to the transformational theory is to create an environment whereby trust and care of the learners
is enhanced and to facilitate sensitive relationship among other members of the institution. According to Freire (1974) this leads to quality education.

The teacher on the other hand is viewed as a custodian of knowledge. Learners copy what the teacher does. The teacher therefore should be ready to demonstrate his own will to learning and changing, Cranton (1994). He needs to help the learners to question their own ways that would promote change of the learner’s worldview. This is the reason why the study aimed at determining the influence of staffing on the quality of education in pre-school centres and its influence on pre-school pupils.

Countries like United States of America, United Kingdom among others, pre-school children are taught by teachers with masters who are highly paid unlike in Kenya. The level of training of a teacher determines the quality of performance in a teachers work. Children handled by well trained teachers, a healthy and clean environment are usually highly motivated and achieve higher grades of education (MOEST 2006). It is therefore the role of the government to employ teachers who are well qualified to provide the required skills and knowledge to the learners.

Teachers with a high level of understanding and knowledge of child development have the capability of using their skills to guide learners and model high quality learning standards with young children taking in account their stages of development. Schools need adequate staff in number and in qualification so as to enable it achieve its objectives. Research has proven that quality pre-school education is partly characterized by the teacher’s implementation of the curriculum (UWEZO, 2014). In this study,
teachers play a role in supplying a quality education to especially pre-primary school age children.

One problem facing pre-primary schools in Kenya is lack of enough teachers because the government does not recruit pre-primary school teachers throughout the country citing lack of funds and hence avoiding employment of Early Childhood Development teachers. The giving of the board of governors the mandate to recruit teachers depending on the available vacancies as advertised by the Teachers’ Service Commission has not benefited pre-primary schools. This has made it difficult for even some schools to get teachers even when there is shortage resulting to overloading of teachers with work hence compromising their performance and consequently, standards of education (Heward, 2006).

Staffing of teachers is un-balanced because most teachers prefer to teach in schools that are in towns and along the road. This has led to the schools in remote areas lacking teachers (MOEST, 2002). Teacher balancing exercise has been going on by the TSC to move teachers from overstaffed areas but this exercise faces resistance because difficult and remote areas still continue to suffer teacher shortages.

In as much as staffing of teachers affects quality of education, one is left to wonder whether the few that are employed are well paid, able to access promotion, are retained in a school for a longer period. On the other hand the Prof. Douglas Odhiambo task force that recommended that ECD colleges should recruit teachers who have passed secondary education should be implemented. The task force also recommended that there should be
a similar training curriculum for pre-primary teachers to enable the monitoring of national standards and quality by the Education Standards and Quality Assurance Commission (ESQAC). It also recommended that ECD colleges and TTCs should not be places of training people who failed in their secondary school exams because it negatively affects standards and quality of teachers trained to handle the learners. Training teachers who passed with high grades in secondary school will ensure that the quality of teachers trained is of high standards. This hence creates the gap of knowledge which calls for need of a research on the type of education offered to the pre-school learners in both public pre-primary schools and private pre-primary schools in Nairobi City County, Kenya.

2.3 Teacher-Motivation in Pre-primary Schools

Teacher motivation involves the teachers desire to participate in the education process. A motivated teacher is one who is happy, satisfied, dedicated and committed in such a way that he/she brings out his/her best in his/her place of work so that learners, parents and the society greatly benefit from his/her services. Such teachers require minimal supervision because they enjoy doing their work. It is a vital factor for classroom effectiveness and school improvement. The teacher ensures that the philosophy of education, objectives, skills and knowledge are achieved by transferring them to the learners both out and in the classroom. The climate in the classroom is important in teacher motivation. This is why this study sought to establish the level of motivation of teachers and its impact on classroom delivery.
There are two main types of motivation; that is intrinsic and extrinsic motivation. Intrinsic motivation is internal from the teachers and non-teaching staff, while government or private proprietors are the source of external motivation such as good salaries, working environment, employee development, rewards and many others. Kalai (1998) noted that motivation to a greater extent define the favorable working environment for the achievement of school goals and objectives. Teachers may have both intrinsic and extrinsic needs. Teachers who are intrinsically motivated may be observed to work for their own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand an extrinsically motivated teacher may perform the duty in order to obtain some reward such as salary. Extrinsic motivation influences a person’s behavior to work harder in performing a given task. Benabou and Tirole (2003) assert that extrinsic incentives are only weak reinforcers of motivation in the short run and negative reinforcers in the long run. Therefore the aim of an institution should be to put more emphasis on intrinsic motivation so that teachers may teach effectively and at the same time supply some extrinsic motivation along the way for school improvement (O’neil, 1995).

Armstrong (2008) argues that motivation puts human resources into action by building willingness in employees to work; improves level of efficiency of employees that increases in productivity, reducing cost of operations, and improving overall efficiency; leads to achievement of organizational goals, builds friendly relationships through monetary and non-monetary incentives, promotion opportunities for employees, disincentives for inefficient employees; and reduced employee turnover, hence stability.
Basic utilities such as water and electricity are also important for the teacher to be satisfied. Sanitary facilities are also important for motivating teachers to work at a given school. (Ramachandran & Pal, 2005). However, according to the teachers, pay, learning materials and facilities area minimal necessity but insufficient factor in teacher motivation. Once these needs are met then intrinsic factors such as recognition, career development and a right to be heard gets a deeper impact on teacher motivation.

Teachers need support that encourages internal motivation such as achievement, recognition and career development. The relationship between the relative effectiveness of extrinsic motivation in opposition to extrinsic incentives is an important issue for teacher motivation in the developing world, where material resources to motivate teachers through extrinsic means are often very scarce to begin with.

Bandura (1966) states that self-efficacy is the product of four components: Physiological and emotional well-being, verbal encouragement from others, learning from one’s own experiences and learning from others experiences. The four components of self-efficacy are strongly related to Maslow’s hierarchy of needs and interplay between extrinsic against intrinsic sources of motivation. Basic needs must be met before teachers can be motivated to fulfill their higher-order needs of self-actualization and professional goal attainment (Maslow’s Hierarchy of Needs 1943). Once the extrinsic basic needs and environment factors are adequately met, more intrinsic factors more powerfully motivate teacher effort, performance and professional conduct in the long run.
A study in Nigeria established that current level in pre-primary school teacher motivation is low and recommended ways of improvement. Teachers in Nigeria have been alleged to be resigning from government schools to work in private schools. Like Kenya private schools are quite diverse ranging from those at the top market serving higher income groups to those that cater for low income groups which charge lower fees.

Other factors which may account for higher level of satisfaction among teachers in private pre-primary schools include more conducive teaching and learning environment such as smaller class size, close supervision by management and proprietors and to some extent the availability of resources which reduces work-related stress arising from conditions of the work environment. In as much as teachers in private schools seem to have higher morale than teachers in public schools they are more insecure about their positions. Their mercy is always in the hands of their employers who are the proprietors of their schools, they lack job security.

Head teachers who are the managers of schools can play an important role of serving as examples and leaders (Javaid, 2009) even though majority lack the necessary training and experience. In Kenya the head teachers of the primary schools manage the pre-primary schools and yet they are not trained in early childhood practices. Other conditions that limit effectiveness of head teachers to improve teacher motivation include weak management systems, overly tight fiscal management policies and constrained powers vis-a-vis teachers (Mpokosa and Ndaruhutse, 2008). Responsibility that is too harsh or not rewarded with support can just as reduces teacher motivation. Many inspections to
schools at a time and a large number of parents failure to recognize the teachers effort decreases teacher job satisfaction although it increases learner achievement and decreases teacher absenteeism. (Michaelowa 2002, Finnigan and Gross 2007) warn against de-motivating consequences of continually sanctioning of poorly performing teachers or schools to improve on their performance.

Durham (1992) notes that large numbers of teachers are not able to gain job promotion. This in itself has led to a certain discontentment among staffs which eventually affects their relations with the authority. A research in Ghana by Akyeampong (2007) indicates that private school teachers are more motivated than their counterparts in the government sector. Teachers who are well motivated feel responsible and committed to their professional commitment which in turn improves learning outcomes and hence quality of education.

Bernell and Akyeapong (2007) found that low motivation results in absenteeism, under-utilization of class time, professional misconduct, reliance on traditional teaching practices, poor preparation and engaging in secondary income generating activities that distract teachers from their duties. All these lead to learners not acquiring skills and knowledge as required hence poor quality of education. Research also indicates that higher teacher motivation is significantly linked to improved learner learning outcomes. A study conducted by Desimone et al. (2004) found out that teachers who are well motivated always show better performance in classroom implementation. Intrinsic factors such as knowledge of professional area, interest in teaching and motivation are
significant features in the delivery of program and can also be impediments for proper curriculum implementation if there is inadequacy in any of them (Lewthwaite, 2006).

Frase (1992) also states that lack of teacher motivation makes many good teachers leave the profession for better motivating jobs. Teacher motivation can be measured in terms of proper remuneration, teacher retention, teacher promotion level and career ladder improvement. A teacher who stagnates at one level for a long period will always feel demotivated to work. In as much as many research concerning motivation of employees in many fields of job markets have been conducted, such a research has not been carried out in Nairobi City County and more so targeting motivation of teachers in both public and private pre-primary schools hence creating the knowledge gap.

2.4 Parents’ Participation in Pre-Primary School Education

The role of parents cannot be taken for granted as they are the ones who send their children to school, pay their school fees, and facilitate their learning at home alongside provision of basic needs such as proper food, shelter, clothing, proper health and security. A parent is the first and most important teacher to a child because they provide early learning experiences that promote life skills, abilities and attitudes that form a foundation of their future success in school (Pelletter & Brent, 2002). The part played by parents play a critical point in creating a conducive learning environment for the children and highly contributes towards the quality of education and consequently, performance. Parental participation is an important element of high quality early care and education.
Research shows that families are critical to children’s future success. Lack of parents’ cooperation in their children’s learning is eventually a recipe for failure.

Studies have established that parental involvement in children education from early age has a significant effect on the child’s educational achievement and continues to do so into adolescents and adulthood. A parent who takes a lot of interest in a child’s education develops confidence which hence increases their levels of involvements in their children’s education and eventually leads to children’s achievement in school. Parents who act as role models to their children will always instill positive learning attitude which will make their children successful. That is, parental involvement can ensure more effective and positive results for their children transition process. Lack of parental participation and involvement may be detrimental to the achievement of successful transition outcomes of the learners (Johnson and Rusch, 1993, p.6).

Parental participation can also be viewed in terms of their attendance to parents meeting and their positive participation, provision of materials needed by the learner to support learning, support to their children in case they are called upon to do so and provision of basic needs. Studies already carried out have found out a number of factors associated with parental participation of which many would be associated with what the learners do at school. Some of the factors may be; a child’s age, family structure, parental education and socio-economic status of the family. At the same time some studies have also found out that parental involvement in schools tend to reduce as children move from lower to
middle and to high school. (Epstein 1990). This may be due to some parents belief that the children are now old enough and hence independent.

A study carried out in Oxford University discovered that learners whose parents participated in their early childhood education progressed significantly in their learning compared to children whose parents did not participate actively (Evangelou and Sylva, 2003). Such a child will always strive to do the best because the parent will always show concern on such a child’s performance. Obeidat and Al-Hassan (2009) found out that learners with involved parents are more likely to earn higher grades, pass their class and be promoted to the next class. They are also likely to attend school regularly and transition to the next classes irrespective of their socio-economic status. They further maintained that not only do children with involved parents gain academically but they also show improved behavior and have better social skills which enables them to interact freely with their peers.

The main educators in children’s life are teachers and parents. A research by DCSF (2007) asserts that the first educators are parents until the child attends school and they remain a major influence in the child’s learning both in school and after school. Teachers therefore need to build a strong trusting relationship with parents. Parents will only become actively involved in their learners education if the school cultivates a rich and inviting atmosphere at school. School policies and teacher practices that are friendly also have a strong influence on the parental involvement level in learners’ education (Ndani 2008; Eccles & Harold, 1996, Epstein, 1990). Parental involvement also varies by other
characteristics of the school environment. (Ndani et al 2008) contends that parental involvement is greater in small as opposed to in larger schools and in private as opposed to government owned schools. Schools should therefore create a good relationship between them and homes where parents feel welcome and valued and trusted by teachers. Research has shown that this kind of partnership between the parents and teachers produce successful students who achieve academically in the long run.

2.5 Curriculum Implementation and Quality of Education

Campbell (1997) defines curriculum as those activities in which school workers sometimes assisted by lay citizens engage to plan, implement and evaluate institutional programme. It is the curriculum that forms the basis for supervision and enables head teachers to identify specific curriculum needs and prepare a supervisory plan that would promote teacher/learner achievement. Ministry Of Education Science and Technology (MOEST, 2000) contends that the head-teacher is responsible for ensuring syllabus coverage, that teaching is appropriate for the need of pupils, identifying curriculum needs and establishing and maintaining the quality of teaching in schools. In this study head teachers are taken as the curriculum supervisors who ensure that the teachers implement the quality education effectively.

Curriculum implementation refers to how the planned or officially designed course of study is translated by the teacher into syllabuses, schemes of work and lessons to be delivered to learners. Some of the key indicators of a successful educational programme implementation include completion levels, school drop-out and survival levels, transition
levels, and absenteeism and repetition levels. (Republic of Kenya, 2005) Policy on Framework on Education, Training and Research supports the effort that is made to improve the quality of school factors influencing implementation of ECDE curriculum. Personal and environmental factors affect curriculum implementation which in turn affects quality of education aimed to be given through curriculum. A study conducted by Inal, Kandir and Ozbey (2009) found out that problems of pre-primary school teachers were caused by both external and internal factors. Problems related to parents attitude towards early childhood education can be viewed as environmental factors.

Mezirow (2000) identifies several ways to stimulate transformational learning. These include role play, group work, and storytelling to stimulate critical consciousness. Learning experiences could also be activities in transformational learning experiences such as drawing, prayer, dance and movement, physical education among others. The Kenyan public pre-primary schools use the NACECE curriculum model (Republic of Kenya, 2005). Parents pay teachers’ salaries through the head teacher who is the financial advisor in the pre-school centres. Failure to pay teachers means that the head teacher would not have motivated pre-school teachers to help them implement the curriculum. On the other hand private pre-primary schools use curriculum of their own choice. The major aim of ECDE is that learners are able to complete the ECD Education cycle which will enable them to further pursue the Primary School Education (GOK, 2012).

Olembo (1992) states that to influence teaching in a school, a head-teacher should become a leader of the teaching staff in curriculum completion. The head-teacher may
need to work very closely with the teachers on individual basis since some of them may have unique instructional problems requiring the assistance of the head teacher. Human beings are the single most important resource any institution can have and as such must be protected, motivated, encouraged, supported, appreciated and prudently utilized to achieve the desired school objectives of doing well in national examinations.

Proper school management leads to higher pupil and teacher attendance, well motivated teachers, better management of resources and good school climate which hence results to better perform by the learners. According to Ministry of Education Science, Technology & Sport (2015) in Uganda private schools are well managed compared to public schools hence offering quality education compared to that of public schools. Good school management is therefore not only critical to schools outcome but also as a cost effective strategy for reducing teacher absenteeism. Support from head teachers are the key factors to successful curriculum implementation. (Finn, Henrich, Payne & Stevenson, 2004).

Olembo (1992) contends that attempts on the part of the head teacher to motivate, stimulate and influence teachers or his most significant supervisory functions as well as supervision of the work done by the teachers and involvement in assisting teachers to evaluate their teaching performance may improve quality of education. The head teachers’ role in any school is to provide and ensure that the curriculum is effectively carried out using all the resources, financial, human and materials which are readily available both in the school and in the environment.
Many researchers have come up with studies on curriculum implementation in secondary schools but no such study has been conducted in pre-primary schools and more so Nairobi City County, Kenya. This hence creates the knowledge gap.

2.6 Summary of Reviewed Literature

The literature reviewed in this study together with the transformational theory has elements of staffing, teacher motivation, parental participation and curriculum development. Staffing is bringing in and training the staff and maintaining a favorable condition of work and a good remuneration which leads to retention of staff in a particular station for a longer period. One problem facing Pre-primary school centres in Kenya is lack of enough teachers because the government does not recruit pre-school teachers throughout the country citing lack of funds. According to Okumbe (1998) issues on motivation are also existent, the most important motivation being internal from the teachers and non-teaching staff. The government or private proprietors are the source of external motivation such as good salaries, conducive working environment, teacher development, rewards and many others. Curriculum implementation is another issue of great concern since most private pre-primary schools may be using curriculum of their own choice. The role of parents cannot be underestimated as they are the ones who send their children to school, pay their fees, and provide their basic needs such as food, shelter, clothing, medication and security. Also proper implementation of curriculum ensures that the learners acquire the necessary skills and knowledge for better transition to primary school.
CHAPTER THREE:

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter outlines the methods that were employed to achieve the objectives of the study and thereby answering the problem outlined in chapter one. This chapter, therefore, discusses the research design consisting of variables, location of the study, target population, sampling techniques and sample size, research instruments, piloting study, data collection techniques, data analysis method, and logistical and ethical considerations.

3.1 Research Design

A research design is a procedure used by the researcher to select a sample, administer the instrument and analyze the data (Ogula, 2005). The research design that was employed in this study was the descriptive research design. Creswell (1994) contends that the purpose of a descriptive study is normally to collect information about the present existing conditions without making amends to the actual observation. This study, therefore aimed at collecting information from the sampled Pre-primary schools in Nairobi city county, Kenya. Descriptive survey design, according to Best and Kahn (1998) has the ability to produce statistical information about aspects of education that interest policy-makers and researchers. Orodho (2003) has clarified that descriptive survey research designs are used in preliminary and exploratory studies to enable researchers gather information, summarize, and interpret the data.
3.1.1 Location of the Study

The study was conducted in Embakasi Sub-county, Nairobi City County, Kenya. It is located east of the central business district. As a residential estate it houses mostly lower middle income citizens. Jomo Kenyatta International Airport, the main airport of Nairobi is located in Embakasi. It was originally known as Embakasi Airport when it was opened in 1958. Embakasi is considered part of Nairobi’s Eastland’s area, lying to the south-east of Nairobi County. It contains the suburbs of South B and South C as well as Nairobi’s Industrial Area and Export Processing Zones. Embakasi is divided into the following zones: Dandora, Kariobangi South, Kayole, Njiru, Ruai, and Umoja (Republic of Kenya, 2007). The choice of the location was purposively done because the quality of education offered here is low because of the increasing number of private pre-schools due to business reasons with little attention to the required educational standards of pre-primary schools by the Kenyan law (MOEST, 2003).

3.2 Target Population

The researcher conducted the study using a target population of all pre-primary school teachers and the head teachers of the pre-primary schools in Nairobi City County. The population of interest to the researcher was 210 pre-school teachers of which 150 were from private pre-primary and 60 from public pre-primary schools and 70 head teachers of which 50 from private pre-primary and 20 from public pre-primary school. The target population should have some observable traits to which the researcher aims at when generalizing the result of the study as noted by Mugenda and Mugenda (2003).
3.3 Sampling Techniques and Sample Size Determination

The quality of a research is influenced by the methodology, instrumentation and suitability of the sampling strategy that has been used (Cooper and Schindler, 2003). Researchers such as Mugenda and Mugenda (2003) and Kothari (2009), state that sample size for descriptive studies should be between 10-20% of the target population. The sample size used in this study was 10% of the population. Using stratified random sampling the pre-primary schools were grouped into public and private pre-primary schools. To get the three (3) teachers from each school to give a total of 21 pre-school teachers and 7 pre-school head teachers simple random sampling was used. This study used a sample of 10% of the target population of teachers and head teachers. Kothari (2004) recommends that a 10% sample is representative enough for a descriptive study. This was done through stratified and simple random sampling. A sample size of 28 respondents that comprised of teachers and head teachers of public and private pre-primary schools from the target population was drawn as tabulated in table 3.1 below.
Table 3.1: Sampling Frame

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Type of school</th>
<th>Target population</th>
<th>Sample size (10%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary School teachers</td>
<td>Public</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>Head teachers</td>
<td>Public</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Pre-primary School teachers</td>
<td>Private</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>Head teachers</td>
<td>Private</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>280</td>
<td>28</td>
</tr>
</tbody>
</table>

3.4 Research Instruments

This study had two research instruments: questionnaire for both public and private Pre-primary teachers and interview schedule for both public and private head Teachers. The instruments are discussed below.

3.4.1 Questionnaire for Pre-primary Teachers

This is a group of printed questions which was deliberately designed and structured to gather predominantly quantitative information from respondents. The questionnaires required the teachers to tick their best options. They were given to pre-primary school
teachers of the sampled Pre-primary schools. Questionnaires also reflect the qualitative aspect of the research. This method is preferred because it is faster and easy to administer thus making it possible to reach many people. The questionnaire for pre-primary school teachers were divided into two sections containing four parts.

Section A of this questionnaire needed the demographic information of the respondents. Section B Item 1 dealt with the extent at which staffing affects the quality of education in private and public Pre-primary schools in Nairobi City County, Kenya.

Section B Item 2 dealt with the effects of motivation on the quality of education in private and public Pre-primary schools in Nairobi City County, Kenya.

Section B Item 3 dealt with the role of parents’ participation on the quality of education in Pre-primary schools in Nairobi City County, Kenya.

3.4.2 Interview Schedule for Head teachers

Interviews were conducted with head teachers of private and public pre-primary schools because they are directly involved in the highest management activities of the Pre-primary schools hence to obtain information directly from them. Interviews are a qualitative tool which allows the researcher and participant some freedom to negotiate their own meaning and also allows a researcher to explore in-depth issues through conversation (Cohen, Manion & Morrison 2007). The headteachers responded to predetermined set of questions from the researcher interview. The interview guide questions were developed systematically and pre-tested on a small number of people during pilot study so that any ambiguities or biases in the way questions could be identified and
corrected in advance. This method ensured accurate and reliable information since it is believed that the interviewees were willing to respond and have first-hand knowledge of the Pre-primary schools.

The interview guide was divided into two sections. Section A was concerned with demographic information of the respondents, while section B contained one part dealing with the objective on curriculum implementation in Pre-primary school centres.

3.4.3 Piloting Study

The instruments were pretested in three Pre-primary schools which were drawn from the population of the study but were not included in the actual study sample. The piloting study was to test for the appropriateness of the items that were to be subjected to the study and enhance validity and reliability of the instruments to be used.

3.4.4 Validity

This study measured construct and content validity. Construct validity measured the degree to which data obtained from the instrument meaningfully and accurately reflects the theoretical concept. While content validity ensured that the items in the instrument were related to the study and covered all important areas and objectives of the study. Content validity was determined by seeking guidance from a research expert who assisted by ascertaining the clarity of spellings and ambiguity of the research instrument. Validity was also achieved by ensuring that the items covered all the variables and objectives of the study.
3.4.5 Reliability

To ensure reliability the researcher ensured the questionnaires were well organized to cater for professional ethics and given to the desired respondents. To ensure truthfulness and honesty in answering the questions, the researcher endeavored to establish rapport, create an atmosphere of trust and show sincerely to the study participants. Reliability in research is influenced by random error. As random error increases reliability decreases.

To test for internal consistency of reliability of the instruments in this study, the Cronbach’s alpha was used in which a score of 0.7 and above was considered satisfactory. The researcher also gave the questionnaires to a few subjects identical to the ones sampled for the study through test retest method during piloting stage.

3.5 Data Collection

After the pilot study, the researcher administered the instrument in stages as follows:

Stage One: Administration of the questionnaires.

The questionnaires were distributed to the sampled pre-primary school teachers of the sampled pre-primary schools. The teachers were given two weeks by the researcher to respond to the questions. The researcher then went and collected the completed questionnaires personally to ensure that the teachers responded individually to the questions with no reference to any source.
Stage Two: Conducting the Interview.

The head teachers of the Pre-primary schools were interviewed face to face. Those head teachers who could not be reached due to their busy schedule were interviewed on phone.

3.6 Data Analysis

Data collected from questionnaires and interview schedule were organized into themes to reveal the essence of data (Patton, 1990). Analysis of data in this study was descriptive. Nachmias (2004) states that descriptive statistics enables the researcher to summarize and organize data in an effective and meaningful way. SPSS was used to aid the processing of raw data to workable data presented in graphs and tables showing frequencies and percentages. More to the data analysis, the study used both qualitative and quantitative methods for the research data for in-depth clarity. In terms of qualitative data, the responses were analyzed using thematic approach, whereby each objective under study was described in relation to the categories of responses given by the respondents thereafter inferences and comparisons were made to existing and past information. The researcher also applied personal judgment in the analysis where deemed very necessary. Evaluation, assessment and comparison of the collected data was made so as to select the most accurate and quality information from the feedback that was given from the questionnaires. Inferences, conclusions and recommendations were made in relation to the research questions and objectives.
3.7 Logistical and Ethical Considerations

The Graduate School of Kenyatta University provided the researcher with an introductory letter which enabled the researcher to obtain a research permit from the National Commission of Science, Technology and Innovation (NACOSTI). The permit was used to visit the relevant administrative and education officers in charge of Nairobi City County, Kenya. Research ethics on human subjects was enhanced as a way of protecting their rights through ensuring confidentiality and seeking their informed consent to participate in the study. The researcher sought informed consent by telling the respondents the truth and facts about the research in order to make an informed decision about participating or not participating in the study.

The researcher took the work through a turn-tin process at the library to check for any plagiarism. The researcher explained the aim of the research to the respondents. No respondent was forced to participate in the study or to answer any question. The study used codes and pseudo-names for confidentiality and anonymity of the respondents.
4.0 Introduction

This chapter presents the findings, interpretations and discussion according to the objectives and the research questions. It outlines a detailed explanation of the processes, techniques and procedures applied to analyze and present data acquired through the use of the questionnaires and interview schedules. Data collected was both qualitative and quantitative. Descriptive statistics was used to analyze the data which produced percentages and frequencies. Data was also presented using tables, figures and bar graphs. This study was to compare the quality of pre-primary school education in Nairobi City County. The demographic information of the respondents, results and discussions are presented according to the objectives of the study.

4.1 General and Demographic Information

The study was aimed at comparing the quality of pre-primary school education in private and public pre-primary schools and the response was presented using tables and figures preceded by explanations and relevant evidence from previous studies related to the study. The researcher first determined the respondent rate as per items presented for data collection and the percentage rate was achieved. The first section was based on the respondents’ bio data information which includes: gender, school type, academic level and the level of professional training and how they influence the quality of pre-school education in their respective schools.
4.1.1 General Information

This section gives the overall participation of respondents which includes the frequency and the percentage. This is represented in table 4.1 below.

**Table 4.1 Return rate of data instruments**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>24</td>
<td>86%</td>
</tr>
<tr>
<td>Non response</td>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.1 indicates the total number of research instruments distributed to respondents who were 28. Only 4 respondents did not return the research items. This implies that 24 research items were well filled ready for analysis making a total percentage 24 (86%) response against 4 (14%) who did not respond. This implies that the response was credible. A 50% response rate is adequate according to Mugenda and Mugenda (2003), 60% good and 70% is rated very good. 86% response rate in this case was excellent.
4.1.2 Gender of respondents

Table 4.2 below shows the gender of the respondents who gave their contribution to the study during field study. 24 (100%) respondents participated in the study, among them the majority of the ECDE teachers where female who had a frequency of 20 against 4 male as is presented and analyzed in the figure below.

Table 4.2 Gender Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Public school</th>
<th>Private school</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>12</td>
<td>20</td>
<td>83</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>14</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 clearly shows that the most of the respondents who participated in the study were female, who had a frequency of 20 (83%) compared to 4 (17%) for male as observed and presented in the table above. This gives an implication that the ECDE teaching is associated with female since female are mostly the caregivers of young children. The pre-school unit involves a lot on care giving rather than training which may be difficult for men to handle. The women take pre-school children as their own children since they understand all the stages of development of young children rather than men who rely mainly on theoretical teaching. Githinji (2008) found out that 88% of pre-school teachers were female while only 12% were males. This shows that there is a gender imbalance in ECDE teachers and this may be attributed to the negative attitude men have
towards the profession. However it has not been established whether gender affects the quality of pre-primary school education.

Table 4.3 Academic Level of ECDE Teachers

<table>
<thead>
<tr>
<th>ECDE level of Training</th>
<th>Public school</th>
<th>Private school</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPE/CPE</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>KCSE/KCE</td>
<td>5</td>
<td>7</td>
<td>12</td>
<td>53</td>
</tr>
<tr>
<td>DEGREE</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>TOTAL</td>
<td><strong>10</strong></td>
<td><strong>14</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows the education level of the respondents who participated in the study. Those with KCSE/KCE qualification where the majority with 12(53%), followed by those with KCPE/CPE with8(33%) while those with university education were only 4(14%). This implies that ECDE education is mostly handled by ECDE teachers who are literate although the majority of them are not qualified professionally since more than half of the respondents had KCSE education. The quality of education was observed to be higher where the teachers had university education and diploma although in few schools as reported in the sum percentage of 47% of respondents. This implies that the education provided to young children in this area was not credible since it is mostly handled by non-professionals with only KCSE education. Unlike Kenya, developed countries such as USA, UK among others, pre-school children are handled by teachers who attained bachelor’s degree and master’s degrees and are also highly paid. Ng’asike (2004) found
out that majority of pre-school teachers in Kenya had low academic qualification and this was affecting quality of teaching of ECDE teachers. The level of training of a teacher determines the quality of performance in a teachers work.

**Figure 4.1 Professional Level of Training of ECDE Teachers**

Figure 4.1 shows the level of professional training among ECDE teachers teaching pre-primary school children in Nairobi City County. According to the resulted presented in figure 4.1 it is indicated that those teachers with ECDE certificate where the majority with a percentage of 8(34%)while those with degree were the least with only 4(14%).ECDE diploma where second 7(33%) followed by those with P1 and diploma 5(19%). This implies that those ECDE teachers handling most pre-school children in
Nairobi County have least professional training hence affecting the quality of ECDE education negatively. Revelation by a task force showed that only 44% of pre-primary school teachers are trained-majority of who have been tutored privately or through government holiday teaching programmes. Sometimes the holiday vacation is too short to enable coverage of the syllabus. This eventually leads to training of teachers who are not well qualified to handle the young children in pre-primary schools. The young children should be handled by experts with high professional experience for the improvement of the quality of education of pre-schools in Kenya at large.

**Table 4.4 Class Roll Bracket**

<table>
<thead>
<tr>
<th>Enrolment Bracket</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-20</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>21-30</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>31-40</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>41-50</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>51-60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>60+</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.4 indicates the number of pupils per class. The greatest number of pupils was 9 (38%) while the lowest number was none between 51-60 learners. This shows that most of the pre-primary school classes were not overcrowded. The teachers were able to handle the learners comfortably. Pupil-teacher ratio is generally regarded as measure of
school quality. The pupil-teacher ratio is an indicator for planning and a low pupil-teacher ratio may give a better chance of contact with the teacher hence better (quality) teaching or learning process.

4.2 Effect of Staffing on Quality of Education in Pre-primary centres.

Determination of the effect of staffing on the quality of education in public and private Pre-primary schools in Nairobi City County was the first objective. The respondents were required to state the extent to which staffing influences the quality of education in public and private pre-primary schools. Information from the respondents was subjected to descriptive statistical analysis and the results are given in table 4.7.

Table 4.5 Effects of Staffing

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects of Staffing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td></td>
<td>Freq.</td>
</tr>
<tr>
<td>i. Staffing in my school is good</td>
<td>6</td>
</tr>
<tr>
<td>ii. Staffing in my school is poor</td>
<td>14</td>
</tr>
<tr>
<td>iii. Staffing in my school is very good</td>
<td>7</td>
</tr>
<tr>
<td>iv. Staffing in my school has no effect on the quality of learning</td>
<td>18</td>
</tr>
</tbody>
</table>
### Table 4.5

| v. Staffing in our school is just like in other types of schools. | 16 | 67% | 5 | 21% | 3 | 13% | 24 |
| vi. Staffing in my school influences teaching/learning outcomes negatively | 15 | 63% | 5 | 21% | 4 | 17% | 24 |

As indicated in table 4.5 analysis was given in terms of frequencies and percentages. From the result, in most school staffing was good with a percentage of 2(42%) as reported by majority of ECDE teachers. 6(25%) strongly disagreed that staffing in their school was good. It was followed by those who agreed that staffing was very good with a percentage of 9(38%), staffing in my school influences teaching/learning outcomes negatively was ranked the third with 15(63%) strongly disagreeing. 18 (75%) strongly disagree that staffing has an effect on the quality of learning while 2(8%) strongly agree that staffing has no effect on quality of learning. This implies that good staffing (fewer children per ECDE teacher) are associated with high quality education provided to preschoolers; conversely, understaffing is associated with low quality education (many children per ECDE teacher).

Studies have revealed that understaffing is one of the major reasons for poor quality and low efficiency which characterize pre-primary school education in Africa. Policy oriented interventions and research studies consider a 40:1 (reasonable staffing) to be reasonable in countries that are developing. Primary and Pre-primary education projects that are funded by World Bank are usually intended with an average pupil –teacher ratio of
According to UNESCO (2005), the recommended TPR should be 40:1 for effective learning to take place. According to Wayne & Young (2003), most developing nations, the TPR makes teaching in Public primary and pre-primary schools difficult compared to their counterparts in private primary and pre-primary schools who handle a smaller number of pupils. Musembi (2010) contends that staffing levels are very important in ensuring performance in pre-primary schools. Without enough teachers it becomes difficult to implement the curriculum.

This study found out that the greatest factor affecting quality appears to be ECDE teachers’ education, qualifications, and training which are aspects of structural quality as well as the aspect of caregivers’ non-authoritarian beliefs on child rearing. Stability of care, in the sense of low levels of staff turnover, is also associated with encouraging child outcomes.

4.3 Relationship between ECDE Teacher’s Motivation and Quality of ECDE Learning in Pre-primary Schools.

Determination of the relationship between teachers’ motivation and quality of ECDE learning in pre-primary schools was the second objective. The information from the respondents is presented respectively in table 4.6 and table 4.7.
Table 4.6 Teacher-Motivation (Public)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher- Motivation (Public)</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>i. In our school there is no motivation for the teachers at all.</td>
<td>3</td>
<td>30%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>ii. Only a few teachers are motivated.</td>
<td>2</td>
<td>20%</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>iii. I strongly need better motivation</td>
<td>1</td>
<td>10%</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>iv. Motivation does not affect teaching.</td>
<td>5</td>
<td>50%</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>v. Lack of motivation negatively affects the quality of teaching/learning.</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>30%</td>
</tr>
</tbody>
</table>

From table 4.6 only a few teachers are motivated with 5(50%) while the least ranked item is, in our school there is no motivation for teachers at all with none strongly agreeing with the question. Motivation does not affect teaching had 3(30%) of teachers strongly disagreeing and that of lack of motivation negatively affect quality of teaching/ learning had 7(70%) strongly agreeing whereby school type was the same. This implies that the quality of education is significantly affected by ECDE teachers’ motivation although a good number of respondents 3(30%) did not see any effect of teacher motivation on the quality of education offered in public pre-schools. This study is in line with that
conducted by Kamau (2013) who found out that 68% against 32% of his respondent agreed that teacher’s motivation affect the quality of teaching and learning provided in public primary schools.

**Table 4.7 Teacher Motivation (Private)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Teacher- Motivation (Private)</th>
<th>Strongly disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>i. In our school there is no motivation for the teachers at all.</td>
<td>10</td>
<td>71%</td>
<td>3</td>
<td>21%</td>
<td>1</td>
</tr>
<tr>
<td>ii. Only a few teachers are motivated.</td>
<td>8</td>
<td>57%</td>
<td>4</td>
<td>29%</td>
<td>2</td>
</tr>
<tr>
<td>iii. I strongly need better motivation</td>
<td>6</td>
<td>42%</td>
<td>4</td>
<td>29%</td>
<td>4</td>
</tr>
<tr>
<td>iv. Motivation does not affect teaching.</td>
<td>9</td>
<td>64%</td>
<td>3</td>
<td>21%</td>
<td>2</td>
</tr>
<tr>
<td>v. Lack of motivation negatively affects the quality of teaching/learning.</td>
<td>10</td>
<td>71%</td>
<td>3</td>
<td>21%</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.7 shows the responses given by various respondents. 10(71%) of the respondents strongly disagree that there is no motivation for all the teachers while 1(7%) strongly agree that there is no motivation for the teachers at all. Only a few teachers are motivated 8(57%) in private preschool but comparatively teachers in private preschools are highly
motivated compared to public schools. The least ranked item is, in our school there is no motivation for teachers at all with none strongly agreeing with the question. Motivation does not affect teaching had 9(64%) of teachers strongly disagreeing and that of lack of motivation negatively affect quality of teaching/ learning had 10(71%) strongly agreeing whereby school type was the same.

This implies that in most schools in this area, teachers’ motivation is low in terms of salaries and achievement rewards and promotions. Things that de-motivate teachers according to Ndani (2004) findings were low earnings, poor physical working environments, heavy workload, poor or inexistent terms of service and reduced interpersonal relationships. Makoti (2005) on the other hand found good state of affairs and terms of service of (private) pre-school to be a good source of motivation. While Waithaka (2003) also found out that teachers were de-motivated at all levels of school system through low payments. ECDE section in Kenya is underdeveloped due to poor pay for ECDE teachers despite of their professional qualification hence this affects the professional performance and result to low quality of education in pre-primary schools.

This study shows a relation to that conducted by Akyeampong (2007) who indicated that private school teachers are more motivated compared to those in private since his study found that type of school and motivation had a significance influence on teachers’ performance. He concluded that public school do not adequately motivate ECDE teacher effectively hence their performance is low as far as teaching is concerned. A study by Boiyo(2010) in Trans Nzoia on motivation found out that incentives for ECD teachers in
Kenya to do well are often weak due to ineffective policy on incentives and sanctions. Very low pay forces teachers to earn secondary income from private tutoring and other activities besides teaching. This makes the learners not to acquire knowledge and skills that they require thus interfering with performance hence low quality of education.

Makoti (2005) points out that good performance is influenced by well paid teachers. ECD teachers in America are highly paid compared to secondary and primary teachers. This enables pupils to record high performance compared to Kenya where teachers are lowly paid. ECD teachers in Kenya are lowly paid and rarely enjoy same work environment as other professions. The poor motivation of ECD teachers has led to low performance of the teachers in class. If teachers are well motivated they feel responsible and committed to their professional commitment in turn could improve learning outcomes and hence quality of education.

4.4 Effect of Parental Participation on Quality of Education in Pre-primary Schools

Determination of parental participation on quality of education in pre-primary school was the third objective. The questionnaire required respondents to state their views on how parental participation affects the quality of education in ECDE programs. The information was presented in table 4.8
Table 4.8 Parental Participation

<table>
<thead>
<tr>
<th>Item:</th>
<th>Strongly disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>i. Parents with children in the school are very co-operative with school activities.</td>
<td>10</td>
<td>42</td>
<td>8</td>
<td>33.33</td>
</tr>
<tr>
<td>ii. Parents provide the necessary teaching/learning resources.</td>
<td>6</td>
<td>25</td>
<td>10</td>
<td>41.67</td>
</tr>
<tr>
<td>iii. Parents never support any activities in the school.</td>
<td>20</td>
<td>83</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>iv. Parents support teachers on the discipline of their children.</td>
<td>5</td>
<td>21</td>
<td>11</td>
<td>45.83</td>
</tr>
<tr>
<td>v. Parental participation negatively affects the quality of teaching and learning in our school</td>
<td>14</td>
<td>58</td>
<td>6</td>
<td>25</td>
</tr>
</tbody>
</table>

From the result in table 4.8, 10(42%) of the respondents strongly disagree that parents are very cooperative in school activities while 6(25%) strongly agree that parents are very cooperative in school activities.10 (41%) agree that parents provide necessary teaching and learning resources while 6(25%) strongly disagree that parents provide necessary teaching/learning resources. Majority of the respondents 20(83%) disagree that parents
never support in any activities in the school while only 4(17%) strongly agree that parents never support any activities in the school. 11(46%) agree that parents give support to their children while 5(21%) strongly disagree that parents support teachers to discipline their children. Finally 14(58%) strongly disagree that parental participation affects quality of teaching while 4(17%) strongly agree that parental participation negatively affects the quality of teaching and learning in pre-primary schools.

This implies that parental involvement on pre-primary pupils’ academic achievement was higher in terms of provision of basic needs like learning materials which supplements to the school resource hence improving the quality of learning in pre-primary schools in Nairobi County. The findings of this study agree with Evangelou & Sylva (2003) who found out that learners whose parents are concerned with their learning work hard and show good performance; such children are able to transition easily to the next grade.

Parents play importance role in children school readiness since they provide good nutrition, clothing and school materials and fees as the basic requirement for learning to take place. These roles play a critical point in creating a conducive learning environment for the children and highly contribute towards the quality of education and consequently, performance. Lack of parents’ cooperation in learning is a recipe for failure.

According to Pelletter & Brent (2002) parental participation can be viewed in terms of their attendance to parents meeting and their positive participation, provision of materials needed by the learner to enhance learning, support to their children in case they are called upon to do so. This study found out that 75% of children education is influenced by
parental participation in their children education hence affects the quality of education in pre-primary schools.

4.5 The level of Curriculum Implementation and Quality of Education in Pre-Schools

The fourth objective was to assess the level of curriculum implementation and quality of education in pre-primary schools. The respondents who were the headteachers were asked to give their opinion on the quality of education in pre-primary school in terms of staffing, teachers’ motivation ECDE curriculum and parent’s participation in ECDE program. The response was subjected to descriptive analysis and the results are presented respectively in table 4.9 and 4.10.
Table 4.9 Private School Head Teacher Responses

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Head teachers’ responses (Private)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disagree</td>
<td>Un-decided</td>
</tr>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>i. Our school has no problem with staffing</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>ii. Staffing does not affect learning negatively</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>iii. ECDE teachers are well motivated</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>iv. ECDE curriculum is effectively implemented in our school</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>v. Parents are very cooperative in school activities</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>vi. ECDE parents’ participation is very good</td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 4.9 shows that most of the head teachers in private pre-schools 4(80%) mentioned that pre-school teachers are well motivates against 1(20%) who strongly disagreed with the fact that teachers motivated was credible. Most of the head teachers 60% of the private pre-school agreed to the fact that staffing doe not negatively affect learning. A good number of the respondent indicated that ECDE parents’ participation is very good 3(60%) against 2(40%) who did not agree. Despite the low percentage of on the fact that pre-school parents are cooperative in school activities 2(40%) against 3(60%) agreed. This implies that in private pre-school curriculum is effectively implemented as shown by the findings of this research.
This study is similar to that conducted by Mezirow (2000) who proposed that head teacher should provide learning materials such as quality play materials, encourage group work and storytelling teaching method among ECDE teachers that will stimulate critical consciousness among pre-school children. Parents pay teachers’ salaries through the head teacher who is the financial advisor in the pre-school. Failure to pay teachers means that the head teacher would not have motivated pre-school teachers to help them implement the curriculum. On the other hand private Pre-primary schools use curriculum of their own choice.

**Table 4.10 Public School Head Teacher Responses**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Disagree</th>
<th>Un-decided</th>
<th>Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Our school has no problem with staffing</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>ii. Staffing does not affect learning negatively</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>iii. ECDE teachers are well motivated</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>iv. ECDE curriculum is effectively implemented in our school</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
v. Parents are very cooperative in school activities

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0%</td>
</tr>
</tbody>
</table>

vi. ECDE parents’ participation is very good

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 4.10 above shows that most of the head teachers in public pre-primary schools agreed that curriculum is effectively implemented with (2)100% while those who viewed that parents are very cooperative in school activities was the least with (1)50%. Staffing has no problem in their respective schools and staffing does not affect learning had a strong disagreement of (2)100% and (2)50% respectively. This implies that even though there is credible curriculum implementation, still the quality of education is low due to understaffing, teachers’ motivation and parents’ participation which are the most significant factors in relation to quality education in ECDE program.

Onyango (2001) found out that the headteachers major role in any school is to provide and ensure that the curriculum is effectively carried out using all the available resources, financial human and material which readily available both in the school and in the environment. Findings by Njeru (2003) in Embu stated that lack of head teachers motivation and overburdening head teachers with administrative responsibilities inadequate facilities, understaffing of teachers and non-teaching staff, inadequate teaching and learning materials affected management of pre-primary schools in Kenya.
According a report by the Ministry of Education, a big percentage of pre-primary teacher training curriculum are yet to be synchronized; for instance, there is the Kenya Institute of curriculum development (KICD), Montessori curricula, headmistress curricula among others. Many early childhood training colleges are private and lack necessary skills (MOEST, 2006).
CHAPTER FIVE:
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter outlines the summary of the findings, conclusion and recommendations of the study. Each research objective extensively summarized separately hence showing how it interferes with the variables of the study.

5.1 Summary

This study clearly found out that in most pre-primary schools female teachers were the majority with 83% against 17% male teachers. This implied that care giving is majorly associated with female since they best understand the needs of children at this young age compared to male teachers.

In relation to ECDE teachers academic level, the study found that it significantly affect the quality of education in pre-primary education since majority of teacher had KCSE certificate (53%) while those with university education (14%). Those ECDE teachers with degree or master’s degree are the most qualified to provide quality education but their number was low for the school surveyed. The most important factor affecting quality education appear to be caregiver education, qualifications, and training which are aspects of structural quality as well as the process aspect of caregiver non-authoritarian beliefs on child upbringing (ACECQA, 2009). Considering the professional training among ECDE teachers the study found out that those with ECDE certificate and diploma
were many with 34% and 33% respectively while degree holders were the least with 14%. This implies that those handling most pre-school children in Nairobi County have least professional training hence affecting the quality of ECDE education negatively. The young children should be handled by experts with high professional experience to improve the quality of education of preschools in Kenya at large. Professional learning opportunities are being rolled out by training institutions and other providers to support educators to upgrade their qualifications, and/or aggravate thoughtful thinking about their current skills, practices and knowledge (DEEWR, 2011). Several previous research reviews address the relationship of teacher background and quality (Barnett, 2003a; Bowman, Donovan & Burns, 2001; Howes & Brown, 2000), and have all come to the conclusion that the presence of BA-level teachers with specialized training in early childhood education leads to better outcomes for young children.

The study also found out that staffing has a great influence on the quality of education in pre-primary schools although in most schools it was good with 71% while the least item had 28.6% who felt that staffing had no effect on the quality of education. This study found out further that understaffing leads to low quality education due to high number of pre-primary pupils to the low number of ECDE teacher. The most important factor affecting quality appears to be ECDE teacher’s education, qualifications, and training which are aspects of structural quality as well as the process aspect of caregiver non-authoritarian beliefs on child rearing. According to Australian National quality standards (2011) the key changes on quality education among pre-primary schools includes improved child to teacher ratios to ensure each child receives more individual care and
attention. New teacher qualification requirements to ensure they have the required skills to help children learn and develop.

On teacher motivation the study found out that most ECDE teachers are rarely motivated. Both private and public school indicated that both teachers were rarely motivated with 25% strongly agreeing, where other schools lacked motivation at all indicating that inadequate staff motivation leads to poor quality of education in any educational institution. ECDE section in Kenya is underdeveloped due to poor pay for ECDE teachers despite of their professional qualification hence this affects the professional performance and result to low quality of education in pre-primary schools. According to Frase (1992) lack of teacher motivation makes many good teachers leave the profession for better motivating jobs.

Parental participation on pre-primary school pupils academic achievement was found to be higher in terms of provision of basic needs. A child whose basic needs are not catered for may not exhibit the required characteristics which will help in acquiring education to enable transition to higher levels of learning. Parents also assist in the provision of learning materials which supplement the school resources hence improving the quality of learning in pre-primary schools in Nairobi City County. Learners’ education is influenced greatly by parental participation in their education. Evaluation of parents’ satisfaction with the quality of education provided to their children has been found to be an essential component of educational quality improvement. Salisbury, Branson, Altreche, Frunk, & Broetzmann (1997) argued that evaluation of parental satisfaction with schools is a
fundamental element in the improvement of the overall quality of education as satisfied parents actively involve themselves in school activities. However, despite increased support for evaluation of education quality from parents’ satisfaction point of view, conceptualization and measurement of parents’ satisfaction still remains varied.

Finally curriculum implementation was found to be generally progressive to the required standard since most head teachers were setting up strategies to cater for the challenges affecting quality of pre-schools they head. The head teachers are managers of both public and private pre-schools regardless of the challenges that are always inevitable in any society.

5.2 Conclusions

This study came up with four main conclusions as follows. Firstly, from the findings that staffing was not good in public pre-primary schools compared to private pre-primary schools, it is logical to conclude that or for each learner to be attended to effectively the teacher –learner ratio should be at least 1:25 as recommended by the Ministry of Education (MOEST, 2003).

Secondly teacher motivation in public pre-schools was found to be very low compared to private per-schools. For quality education to be realized teachers should be well motivated. According to Frase (1992) lack of teacher motivation makes many good teachers leave the profession for better motivating jobs. This affects the quality of education in the school they leave.
Thirdly, parental participation was found to be high in private schools compared to public pre-schools. For a learner to perform well in the early stages and beyond, the parents have to take a dynamic responsibility in their education. UWEZO (2014) contends that parental involvement in their children education is essential to their children academic achievement. Finally the head teacher should ensure that the curriculum is well implemented in order to realize the goals and objectives of education. According to Olembo (1992) a head teacher should become a leader of the teaching staff in curriculum completion. The head teacher should work very close with classroom teachers to identify any teacher with unique instructional problem requiring assistance from the head teacher. This aspect leads to effective curriculum implementation of high quality.

5.3 Recommendations

From the study, several recommendations to various stakeholders are listed below:

5.3.1 Recommendations for Policy Makers

The following are the recommendations from the study;

The government needs to increase educational funding to pre-primary schools to improve on quality and retention. Quality improvement must attend to capacities of learners, supportiveness of learning environment, effectiveness of learning processes, appropriateness of content and achievement of outcomes. Many problems that children face both at home and school can be solved or ameliorated with awareness from the teacher and action focused curriculum, parental involvement and support from the community.
5.3.2 Recommendations for Head teachers

School head teachers should try as much as possible to recruit qualified staff for effective curriculum implementation. This implies that ECDE teacher should provide original certificates from recognized institutions and must have trained as an ECDE teacher. Head teachers should motivate the teachers for quality education to be realized in public and private institutions the head. They should make sure they get necessary promotions and appreciate them when their learners achieve credible results. Organize with the stakeholders of the pre-schools to pay ECDE teachers good salary and on time to increase their performance as the staff is concern.

5.3.3 Recommendations for Parents

Parents need to increase their support to schools in procurement and purchase of school facilities (desk, classrooms, land), purchase of instructional materials (books, pens, charts) and hiring of new teachers to improve on quality.

Parents also should get involved in their children school activities and making sure that their children receive quality education they deserve. This will ensure effective implementation of the curriculum in pre-primary schools.

5.3.4 Recommendations for Further Research

A study should be undertaken on interaction between teachers and pre-primary pupils in the study schools. The major purpose of this study would be to elicit more reliable clues
about communication behavior of teachers and pupils during the teaching/learning process.

Similar studies should also be conducted in other counties to create awareness on the standards needed to prepare children adequately for their future learning in primary level and beyond.
REFERENCES


Bennell, Paul and Kwame Akyeampong (2007). Teacher Motivation in Sub-Saharan Africa and South Asia. Researching the issues 71, Department of International Development; Education Papers.


Obeit, O.M and Al-Hassan, S.M (2009). School-Parent-Community Partnerships: The experience of teachers who received the queen Rania award for excellence in


International Covenant on Economic, Social and Cultural Rights (ICESCR) 1976 Article 13

APPENDICES

Appendix I: Questionnaire for pre-primary school teachers

You are kindly asked to answer the questions in this questionnaire to the best of your knowledge by ticking on the choices provided or filling in the answers in the blank spaces provided.

Section A: Demographic Information

1. Type of school

<table>
<thead>
<tr>
<th>Type of School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public ECDE Centre</td>
<td></td>
</tr>
<tr>
<td>Private ECDE Centre</td>
<td></td>
</tr>
</tbody>
</table>

2. Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
</tbody>
</table>

3. Select your highest level of academic qualification

<table>
<thead>
<tr>
<th>Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPE/CPE</td>
<td></td>
</tr>
<tr>
<td>KCSE/KCE</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

Others: _________________________________
4. **What is the level of your Professional training?**

   i. ECDE Proficiency
   
   ii. ECDE Certificate
   
   iii. ECDE Diploma
   
   iv. P1 & ECDE Diploma
   
   v. P1 and ECED Degree
   
   vi. Degree in ECDE
   
   vii. **Others** __________________________

5. **Please tick appropriately your class roll bracket**

   10- 20
   
   21-30
   
   31-40
   
   41-50
   
   51-60
   
   61+
**Section B:**

**Part 1: Effects of Staffing**

<table>
<thead>
<tr>
<th>I.</th>
<th>Item: Effects of Staffing</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>i.</td>
<td>Staffing in my school is good</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Staffing in my school is poor</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Staffing in my school is very good</td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>Staffing in my school has no effect on the quality of learning</td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>Staffing in our school is just like in other types of schools.</td>
<td></td>
</tr>
<tr>
<td>vi.</td>
<td>Staffing in my school influences teaching/learning outcomes negatively</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II.</th>
<th>Item: Teacher- Motivation</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>Agree</td>
</tr>
<tr>
<td>i.</td>
<td>In our school there is no motivation for the teachers at all.</td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Only a few teachers are motivated.</td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>I strongly need better motivation</td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>Motivation does not affect teaching.</td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>Lack of motivation negatively affects the quality of teaching/learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III</th>
<th>Item: Parental participation</th>
<th>Strongly disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>---</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Parents with children in the school are very co-operative with school activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii.</td>
<td>Parents provide the necessary teaching/learning resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii.</td>
<td>Parents never support any activities in the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv.</td>
<td>Parents support teachers on the discipline of their children.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v.</td>
<td>Parental participation negatively affects the quality of teaching and learning in our school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix II: Head teachers’ interview schedule

Section A: Demographic information

1. Type of school: ________________________________________________
   Public { }
   Private { }

2. Gender: ______________________________________________________
   Male { }
   Female { }

3. ECDE Training
   Trained { }
   Untrained { }

Section B: curriculum implementation

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>Head teachers’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Our school has no problem with staffing</td>
<td>Disagree Un-decided Agree</td>
</tr>
<tr>
<td>ii. Staffing does not affect learning negatively</td>
<td></td>
</tr>
<tr>
<td>iii. ECDE teachers are well motivated</td>
<td></td>
</tr>
<tr>
<td>iv. ECDE curriculum is effectively implemented in our school</td>
<td></td>
</tr>
<tr>
<td>v. Parents are very cooperative in school activities</td>
<td></td>
</tr>
<tr>
<td>vi. ECDE parents’ participation is very good</td>
<td></td>
</tr>
</tbody>
</table>
Appendix III: Letter of consent

Kenyatta University

P.O Box 43844-00100

NAIROBI, KENYA

Dear Respondent,

RE: DATA COLLECTION FOR ACADEMIC RESEARCH

I am a postgraduate student at the Kenyatta University, Main campus pursuing Master of Education degree in Early Childhood Education. In partial fulfillment of the requirements of the degree, am required to submit a project. I am therefore conducting research on “Quality of pre-primary school Education: A comparative study of private and public pre-primary school centres in Nairobi City County, Kenya.” with a view to establishing the correlation of the private and public proprietors and quality of pre-primary education.

It is in this light that I hereby request you to assist me by filling the attached questionnaire with the most appropriate responses for all the questions and cooperating in the interviews to the best of your knowledge. The information you provide will be used for purely academic purpose and treated confidentially and thus will not be disclosed without prior permission from you.

Thank you in advance and I am looking forward to your cooperation and assistance.

Yours faithfully,

Christine Vihenda Ratemo

Reg.No. E55/CE/24036/2012
Appendix IV: Research authorization letter

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

Ref. No. NACOSTI/P/16/91020/11623

Date: 28th June, 2016

Christine Vihenda Ratemo
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Quality of pre primary school education a comparative study of private and public pre primary schools in Nairobi City County Kenya.” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 27th June, 2017.

You are advised to report the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

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

[Signature]
BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
Appendix V: Research Permit

THIS IS TO CERTIFY THAT,

MS. CHRISTINE VIHENDA RATEMO
of KENYATTA UNIVERSITY, 0-521
NAIROBI, has been permitted to conduct
research in Nairobi County
on the topic: QUALITY OF PRE PRIMARY
SCHOOL EDUCATION A COMPARATIVE
STUDY OF PRIVATE AND PUBLIC PRE
PRIMARY SCHOOLS IN NAIROBI CITY
COUNTY KENYA

for the period ending:
27th June, 2017

Permit No.: NACOSTI/P/16/91020/11623
Date Of Issue: 28th June, 2016
Fee Receipted: Ksh 1000

Signature

Director General
National Commission for Science,
Technology & Innovation

[Signature]

[Signature]