DETERMINANTS OF PARENTS’ SATISFACTION WITH QUALITY OF SERVICES OFFERED IN PRE-PRIMARY SCHOOLS IN MAKADARA SUB-COUNTY, KENYA

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A PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR AWARD OF THE DEGREE OF MASTER OF EDUCATION (EARLY CHILDHOOD EDUCATION) IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

MARCH, 2017
DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration. This research project has been complemented by referenced sources 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 in accordance in line with anti-plagiarism regulations.

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DEDICATION

This project is dedicated to my parents Mr. and Mrs. Julius Kaminju Gachui and my sister Susan Kaminju for their prayers, support and inspiration throughout my study up to completion of this project. Special dedication also goes to my mentors Mr. & Mrs. Uimbia for their continued support and guidance during my project.
ACKNOWLEDGMENT

My profound gratitude goes to my Almighty God for providing me with knowledge, wisdom, and strength of completing this project successfully. My thanks go to my supervisor Dr. Nyakwara Begi for his constructive criticism, guidance, and patience throughout all the stages of writing this project. My family, relatives and friends deserves many thanks for supporting me and giving me the inspiration throughout my study. Special thanks also go to my mentor Mr. & Mrs. Uimbia for their continued support and guidance during my project and any other persons who assisted me in this study and have not been mentioned above.

May God bless you abundantly.
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ACRONYMS & ABBREVIATIONS

<table>
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<tr>
<th>ACRONYM</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>CTR:</td>
<td>Child-Teacher Ratio</td>
</tr>
<tr>
<td>DICECE:</td>
<td>District Centre for Early Childhood Education</td>
</tr>
<tr>
<td>DQAS:</td>
<td>Directorate of Quality Assurance and Standards</td>
</tr>
<tr>
<td>ECDE:</td>
<td>Early Childhood Development and Education</td>
</tr>
<tr>
<td>EFA:</td>
<td>Education for All</td>
</tr>
<tr>
<td>HPO:</td>
<td>Harris Poll Organization</td>
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<tr>
<td>MDG’s:</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MoE:</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NACOSTI:</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>SPSS:</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UNESCO:</td>
<td>United Nations, Educational, Scientific and Cultural Organization</td>
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<tr>
<td>UNICEF:</td>
<td>United Nations Children Fund</td>
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<td>USA:</td>
<td>United States of America</td>
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ABSTRACT

Since parents create an ongoing demand for preprimary education, how they perceive the quality of service offered in pre-primary schools is imperative. This study sought to investigate the determinants of parents’ satisfaction with quality of services offered in preprimary schools in Makadara sub-County, Kenya. The study was guided by; the Expectancy- Disconfirmation Theory of Customer Satisfaction and the Interactive School Polls’ Conceptual Model of Parents’ School Satisfaction. The correlation research design was used in this study. The target population of the study were parents with children aged 3 to 6 years enrolled in licensed pre-primary schools in Makadara Sub-County. The Ministry of Education Science and Technology indicated that there were a total of 94 licensed pre-primary schools with 60 of them public and 34 private; with 500 and 675 children respectively. The study made use of multi-stage sampling techniques to come up with a sample. In total, the sample size was 118 parents, which is 10% of the entire population; 50 in public and 68 in private pre-primary schools. The instrument used in this study was a questionnaire for parents. A pilot study was carried out in two pre-primary schools. Content validity of the instrument was achieved by ensuring the items covered all variables and objectives of the study. The reliability of the instrument was determined by using test re-test method. The same parents were given the same questionnaire within a two weeks’ interval. The coding, entering and analysis of the quantitative data was done using the Statistical Package for Social Sciences (SPSS) version 22. Descriptive statistics (frequencies, percentages, means and standard deviations) were computed to determine parent’s satisfaction with quality of services offered in pre-primary schools. The Chi-square test was used to examine whether there were any significant relationships in parent’s satisfaction with quality of pre-primary education in relation to type of school, parents gender, parents income and education level. The study found out that the availability and adequacy of learning materials in the pre-school influenced parental satisfaction with the quality of education. The study therefore recommended that management of private and public pre-schools should seek to improve on their infrastructure, encourage teachers to attend classes and to have enough textbooks for the kids. This would improve both public and private pre-schools as the gap between them would be minimalized. Ministry of Education science and technology should review or develop new policy that strongly supports parent-teacher relationships to ensure quality pre-primary education.
CHAPTER ONE

INTRODUCTION AND CONTEXT OF THE STUDY

1.0 Introduction

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

1.1 Background of the Study

Access to quality pre-primary education is essential for the well-being and health of children development. World Bank (2006) reported that children who had access to quality pre-primary education were likely to perform better in later schooling as compared to children who had access to poor quality pre-primary education. According to Hassan (2011) Mishra (2009) and Wawire (2006), a quality pre-primary education refers to features of a pre-primary school environment and children’s experiences in this environment, which are of great benefit for their growth, development and welfare. These features include provision of developmentally appropriate teaching-learning materials, qualified and committed staff, appropriate physical facilities, safe and secure environment, good health, and nutritional services, which result to effective child development outcomes. Globally, provision of quality of pre-primary education remains poor especially in low-income countries.
Globally research has shown that there is an increase in the demand of pre-primary education. By 2009, 157 million children were enrolled in pre-primary education programmes, this was an increase of 40% since 1999 (UNESCO, 2012). In Europe the percentage has risen from 85.6% in 2000 to 92.5% in 2009 (Mejer, Turchetti & Eric, 2011). Sub-Saharan Africa has also registered gains, with enrolment increasing from 18.4% in 2002 to 28.2% in 2010 (UNESCO, 2012). For instance, in Kenya the enrollment has increased by 11.8% from 1.7 million in 2008 to 1.9 million in 2009 (Government of Kenya, 2008). In Tanzania the enrolment rate has risen by 66.8% from 554,835 in the year 2004 to 925,465 in year 2010 (Ministry of Education and Vocational Training [MoEVT], 2010a). That increase in the enrollment indicates an increase in demand for pre-primary education. Among reasons contributing to the growth demand for pre-primary education is increasing rate of women participating in labour force (Omar, Nazri, Abu, & Omar, 2009). Women are moving away from traditional works and entering different forms of labour force like commercial activities and paid employment.

Another reason for growing demand is the recognition of the importance of early childhood education. Since the demand of pre-primary education is increasing there is need to focus on the quality of education and services provided to these children. Several studies reveal that high quality early education has long lasting benefits for children such as stronger literacy, language and math skills, better attitudes towards school, better relationships with classmates, and later academic success (Barnett, 2004; 2008; Gormley, Gayer, Phillips & Dawson, 2005).
In an effort to achieve the 1990 World Declaration on the Survival, Protection and Development of Children, the Kenyan Government signed the following global policy frameworks: the 1990 African Charter on the Rights and Welfare of the Child; the 1990 Jomtiem World Conference; 2000 Millennium Development Goals (MDG’s) and also enacted the Children’s Act of 2001 which today is a legal document which protects and advocates for the children rights as noted in the Kenyan Early Childhood Development Service Standard Guidelines (2006). Each of the above framework look at how important Early Childhood Education (ECE) is. Additionally, education is an important concern as it equips the children with socialization and organization skills, which are important in life. Thus, it is of paramount importance that every child gain access to education, which is inclusive of Early Childhood Education.

According to Katz (1994), preprimary quality evaluation should be comprehensive such that it includes the children parent’s experiences in regard to the quality of childcare services given to these children. Omar (2009) in his study concurs that the involvement of parents in the quality evaluation of ECD services is important since the parents are the ones who choose the type of daycare they wish to enroll their children into and they are the ones who pay for the services provided. Despite the fact that there is overwhelming support for evaluating parent’s satisfaction with the services provided by daycare centers, there has been varied support for parents’ support conceptualization. However, many of the studies (Britner & Phillips, 1995; Griffith, 2010; Hoon, 1994; Omar, 2009; Silva, 2006) are in agreement that the evaluation of the parents satisfaction in regard to
the services provided by the ECD centers should be done by requesting the parents to rate the schools on different quality aspects of education which include; the achievements of the learners, availability and appropriateness of learning materials and physical facilities, security and safety, availability of nutritious food, opportunities for parents involvement, the responsiveness of the caregivers, transport availability, among others.

The UNECSO EFA Global Monitoring Report (2012), notes that the demand for educational services offered by pre-primary centers have continued to rise with more than 163 million children being able to access ECD education worldwide— which is a 46% increment in access since 1999. According to the report, the increase was mainly noted in Sub-Saharan Africa and South West Asian countries. In the former region, the report showed that more than 11 million children were enrolled in ECD centers, which represented a 199% increment in enrollments rates since 1999. Mbise, (2008) study on mapping early childhood education service delivery, reported that ECD services were characterized by lack of good facilities, poor supply of materials, poor funding and poor environments. This study did not however look at parents’ satisfaction with the quality of services in pre-primary schools, which was investigated, in the current study.

Abagi (2009) did a study in Kenya, which indicated that in 181 ECD centers located in 18 of the country’s districts had very poor quality of education and care in these centers with children in the day care centers learning while sitting on stones and under the trees.
The Ministry of Education Report (2011) concurred with this observation further indicating that the quality of care and services provided by most centers across the country was poor with most of them having a shortage of trained teachers, lack or little physical facilities, provision of poor nutrition and health services, high teachers turnover rates and little or no teaching and learning materials Ayodo (2009), further observed that most of the parents in Nairobi the capital of Kenya preferred hiring house helps due to the fact that most of the services offered at the daycare centers were of low quality. However the question at hand is what exactly determines parents’ satisfaction with quality of services offered in preprimary school in Makadara sub-County, Kenya and was the focal point of the investigation in this study.

1.2 Statement of the Problem

In recent years, the demand for pre-primary education has increased. Parents are taking their young children to pre-primary schools with a range of quality of services provided in these schools. High quality pre-primary education has been linked to various benefits such as language, literacy, and mathematics skills development; better attitudes towards school and better relationships with peers. In cognizance of the increasing demand and importance of quality pre-primary education, researchers and professionals provided a definition and developed quality standards for preprimary education. However, the voices of parents who are key stakeholders in pre-primary education were often unheard in these
deliberations and processes. This raises the question on how parents perceive the quality of preprimary education and whether they were satisfied with its quality. According to Katz (1994) and Ceglowski (2012), parents, teachers, children and professionals must work together in evaluating the quality of pre-primary education. However, studies done in Kenya have mainly focused on researchers and professional’s perspectives. Hence, little is known about parents’ perspectives.

According to emerging literature, the satisfaction of parents in regard to services offered in preprimary schools should be measured by considering parents’ views regarding how the preprimary schools perform in various quality features. Some of the features that need to be considered include; the physical facilities provided by the school, children achievements, safety, nutritional services, security provided, responsiveness of the caregivers and the availability of daycare-learning materials (Silva, 2006). There are however minimal studies done in Kenya which have looked into the satisfaction levels of parents in regard to the quality of services that are offered in preprimary schools for their children. This study sought to address this gap.

1.3 Purpose of the Study

This study sought to establish the determinants of parents’ satisfaction with preprimary school services provided in Makadara sub-County, Kenya. The study also sought to explore how factors such as parental income, type of school,
parental education level, and parents gender influences parents’ satisfaction with the quality of pre-primary education provided.

1.4 Objectives of the Study

i. To establish the relationship between parents’ income and their satisfaction with quality of services offered in pre-primary schools.

ii. To find out the relationship between the type of school and parents’ satisfaction with quality of services offered in pre-primary schools.

iii. To determine the relationship between parents’ education and their satisfaction with quality of services offered in pre-primary schools.

iv. To find out the relationship between parents’ gender and their satisfaction with quality of services offered in pre-primary schools.

1.5 Research Hypotheses

Ha1: There is no relationship between parents’ income and their satisfaction with quality of services offered in pre-primary schools.

Ha2: There is no relationship in type of school and parents satisfaction with quality of services offered in pre-primary schools.

Ha3: There is no relationship between parents’ education and their satisfaction with quality of services offered in pre-primary schools.

Ha4: There is no relationship between parents’ gender and their satisfaction with quality of services offered in pre-primary schools.
1.6 Significance of the Study

This study sought to look into the determinants of parents’ satisfaction with quality of services offered in pre-primary schools in Makadara Sub County, Kenya. The findings of the study may be of great benefit to different stakeholders who are concerned with the happenings of the pre-primary education sector.

Director for Quality Assurance and Standards and the policy makers in the Ministry of Education may use the study’s findings to harmonize the standard guidelines guiding ECD education by including parents’ views regarding the quality of standards that should be improved and others maintained in pre-primary education sector. The District Quality and Assurance Officers may use the study findings to include ECD centers as part of their quality assurance supervision programs in terms of investigating the satisfaction levels of parents in regard to the quality of services offered in pre-primary schools.

Educational managers based in schools and at the county levels may also make use of the findings to come up with programs that can address the pre-primary parents’ needs. Managers of schools may further use the findings to strengthen their pre-primary school features that parents’ might feel more satisfied with and also improve on the features that parent might feel are not satisfying enough. The county level devolved government managers may make use of these findings when coming up with preprimary school’s structures as a response to the parents’ concerns on their expectations regarding the quality of services offered in pre-primary schools to their children.
Parents may also use the study findings to demand for better services in pre-primary schools. The findings can further challenge parents to be more actively involved in the activities of their children in pre-primary schools by demanding for quality services offered by the center. The findings may further be a wakeup call to parents to organize associations and lobby groups to seek an audience for their concerns on the quality of services offered in preprimary schools to be heard and incorporated in the enforcement and development of service standard guidelines and education policies in the pre-primary school sector.

1.7 Assumptions of the Study

The study assumed that factors such as the achievements of the learner, availability of physical facilities, parental involvement and the training of the caregivers do influence the views of the parents in regard to the quality of services offered by the pre-primary centers. It was also assumed that the respondents were honest in the responses they gave.

1.8 Delimitation of the Study

The study was delimited to pre-primary education centers in Makadara Sub-County Nairobi County. Secondly, there are other several factors that might be considered in this study which influence parents’ satisfaction with the services offered at pre-primary centers. However, the study focused on; parents’ income, gender, education level and the school type. These four factors have been
empirically confirmed as important factors affecting the attachment that parents’
have to specific care qualities in pre-primary schools.

1.9 Limitation of the study
The study limitation was the inability of the study to include more pre-primary
centers. Thus, the generalization of findings to other counties would have to be
applied with caution.

There was unwillingness of some respondents to disclose information seen as
confidential, to minimize the possibility of this occurring, the researcher talked to
the respondents and convinced them that any information they gave would be
treated with utmost confidentiality.

Some of the parents failed to submit the questionnaires on time due to their work
schedules. The researcher had to visit some schools quite often to collect data.
This affected the duration for data collection in relation to the researcher work
plan.

1.10 Theoretical Framework
The study was guided by two theories; The Expectancy- Disconfirmation Theory
of Customer Satisfaction by Richard Oliver (1977) and the Interactive School
Polls’ Conceptual Model of Parents’ School Satisfaction by HPO (2004) which
are further explained in the subsections below.

The study was guided by the two theories as they both support and enhance the
measurement of parents’ satisfaction with the quality of services offered in pre-
primary schools with regard to parents’ income level, type of school, education level and parents’ gender.

1.10.1 Expectancy-Disconfirmation Theory of Customer Satisfaction (1977)

The Expectancy-Disconfirmation Theory was the primary theory of the study. According to the theory, customer satisfaction can be said to be the contentment that customers feel when they compare their preliminary expectations with actual quality of the service given. In this theory, the customer (parent) satisfaction is the independent variable of the study since the parents are the major customers of the services offered by pre-primary centers in terms of paying for the services and choosing the pre-school that their children attend.

The theory stipulates that the expectations of the customer together with their perception on how the service offered performs makes the post purchase satisfaction of the customer which can be viewed as positive or negative disconfirmation. Meaning that incase the service provided meets or over-performs on the expectation of the customer, then customer satisfaction is achieved. However, if the service given falls short of the expectations of the customer, the customer will most likely be dissatisfied.

Basing this on the present study, the satisfaction of the parents in regard to the quality of services offered in pre-primary centers can be evaluated by finding out the experiences that the parents have had with different aspects of services offered by pre-primary centers that are accessed by their children. These experiences can be scored in three indices including: positive experience; negative experience; an
experience that lies between positive and negative. This means that incase a parent has a positive experience with the quality of services provided by the pre-primary center, then such a parent is satisfied. However, in case the parent has a negative experience with regard to the quality of services offered in pre-primary schools, such a parent will end up being dissatisfied.


This model is important for the study as it supports and enhances the Expectancy-Disconfirmation Theory aspects. In addition, the model will be used for the direct measurement of the parents’ satisfaction regarding the quality of services offered in pre-primary centers.

The model shows that the satisfaction of parents in regard to the care given to their children in pre-primary centers depends on their different experiences with different quality indicators of education. These include the effectiveness of teachers, availability of school bus, available equipment and facilities, computer technology, involvement of parents, communication of the school to the parents, teacher communication, school budget, school curriculum, the principal, effectiveness of teacher and the communication of the education Board and central office.
The model was preferred for this study as it delineates some of the indicators of the pre-primary services, which the parents use to make judgment on the education quality provided for their children. In addition, the model does state that there are other factors such as the parent’s education, gender, ethnicity, school choice, age and income that affect the importance that the parents attach to different indicators of the quality of services offered at pre-primary schools.
1.11 Conceptual Framework

Conceptual framework showing determinants of parents’ satisfaction with quality of services offered in pre-primary schools as shown in figure 1.1

![Conceptual Framework Diagram]

**Independent Variables**
- Parents’ Income
- Type of School
  - Public
  - Private
- Parents’ Educational Level
- Parents’ Gender
  - Male
  - Female

**Dependent Variable**
- Parental satisfaction with quality of pre-primary services
  - Physical Facilities
  - Learning Materials
  - Teacher-Child ratio
  - Teachers’ Quality
  - Feeding Program
  - Children Safety

**Outcomes**
- Increased enrolment
- Improved retention
- Improved learning

**Key**
- Study variables
- Non study variable

Figure 1.1: Factors influencing parental satisfaction with quality of services offered in pre-primary schools
Figure 1.1 shows the relationship between variables where parents’ satisfaction with quality of services offered in pre-primary schools was influenced by parents’ demographic characteristics. These included income level of parents’, parents’ gender, education level of parents’ and the type of school the child attend Public or Private pre-primary schools. Satisfaction of parents’ with quality of services provided in pre-primary schools leads to outcomes such as increased enrolment, improved retention and improved learning.
1.12 Operational Definition of Terms

Gender: Male or female parents. In this study gender was measured by finding out how many parents are male or female.

Parents’ Income Level: The average wage or salary earned by a family monthly. This will include the amount earned by the parents

Parents’ Level of Education: The highest educational certificate that a pre-primary school parent possess. This was measured by determining parent’s highest academic level.

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

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

Public Pre-Primary School: A government supported pre-primary schools.

Quality Education: Education with essential indicators such as developmentally appropriate physical
facilities, adequate teaching-learning materials, low teacher-child ratio, qualified teachers, teaching learning in class, feeding program, safe and secure environment and learning outcome.

**Satisfaction:**

The degree of contentment that parents have towards quality of pre-primary education based on their perception of the performance of respective schools in essential pre-primary education quality indicators.

**Type of School:**

The school sponsorship which is either private or public pre-primary school. This was measured by indicating the category of school the children are attending that is public or private pre-primary schools.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter provides the reviewed literature regarding parental satisfaction with quality of services offered in the pre-primary education. The chapter covers three key areas namely: The quality of pre-primary education, parents’ satisfaction with the quality of pre-primary education and determinants of parental satisfaction with the pre-primary education and finally the chapter summary.

2.2 Parents’ Satisfaction with Quality of Services Provided in Pre-Primary Schools
The provision of quality education in pre-primary schools is important in the realization of holistic development of children. National Association for the Education of Young Children (2008) posited that access to quality pre-primary education by young children has a profound and long lasting effect on child development and later achievement in life. This notion was confirmed by World Bank (2006) which reported that children who accessed high quality pre-primary education were more articulate at age 10, were highly self-esteemed, performed better in primary and secondary education, completed high school and grew into productive members of society as compared to children who accessed poor quality preprimary education.

First, the availability and appropriateness of physical facilities in a school influences parental satisfaction. A study done by Oketch, (2008) on the school
mobility in the slums of Nairobi indicated that 55.56% of the parents who had transferred their children to private from public schools were often influenced by the presence of the high quality of the school buildings among other available physical facilities. Despite the fact, the above study findings showed how parents were satisfied with the quality of school buildings; the study was done among primary schools in Nairobi. Additionally, the study looked into other factors that affected the choices of parents’ satisfaction with the quality of education provided to their children.

Secondly, adequacy and the availability of developmentally appropriate teaching-learning materials in a school has been found to influence parental satisfaction with the quality of education (Barrow & Leu, 2006) Silva (2006) conducted a study to evaluate the perspectives of parents in regard to childcare quality among Australian parents who were from different cultures. The study showed that 90.9% of the parents who were studied indicated that a very important component of a quality child education environment is the availability of learning materials. However, the above study was done in Australia and thus findings could not be generalized to pre-primary school parents in Kenya.

Thirdly, the Child Teacher Ratio (CTR) in a school influences parents’ perception about the education quality in their children schools. According to (Silva 2006) study on perspectives of parents’ on childcare quality in Australia, 79.4% parents rated small CTR as an essential quality component in regard to the educational environment. Despite the fact that the above study showing the importance of
CTR in influencing parental perception on the quality of preprimary education provide to their children, it was done among parents in Australia therefore may not be generalized with parents in Kenya.

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

Fourthly, quality of teachers largely impact on the parents views in terms of the education quality provided to their children. For instance Silva’s (2006) study on the perspective of parents in regard to the childcare quality in Australian schools showed that on average, 92.4% of the parents rated the children teachers’ quality as a very important factor to the children learning. However, despite the fact that there has been a lot of emphasis on the pre-primary teachers’ quality, the district of Bond is one of the districts with high levels of untrained teachers (Bondo DICECE, 2011). The above findings were confirmed by Abagi (2009) which
showed that most pre-primary schools suffered from trained teachers’ shortages. In spite of the above assertion on the status of trained pre-primary school teachers in the district, information on whether parents are satisfied with the caliber of their children’s teachers in terms of commitment and responsiveness still lack hence the need for the present study.

The fifth point was the safety and security and how it influence parents’ perception of the quality of education offered to their children. For example, in the study done by Silva (2006) revealed that 88.2% of Australian parents rated safety of the children as a very important pre-primary education quality indicator only second to nurturance which scored 89.5%. However, this study was done in Australia therefore may not be generalized with pre-primary school parents in Kenya. In Kenya, Kombo and Gogo (2012) study in Nairobi province showed that most pre-primary schools lacked safety requirements. While Abagi (2009) indicated that, some pre-primary schools, which were visited in 18 districts had footpaths crossing the school compound compromising the safety of children in the schools.

The sixth point is that, the quality of school feeding program provided in a school influences parents’ satisfaction with their quality of education given to children. For example, the study by Silva (2006) on perspectives of parents’ quality of childcare services in Australia showed that most parents rated the provision of quality nutrition to children as an important childcare quality dimension with 71.8% of the parents being very satisfied with the quality of nutrition in their
children schools respectively. However, the limitation of the above findings is that the studies were done with parents in Australia hence may not be generalized to pre-primary school parents in Kenya.

2.3 Parental Income Level and Parents’ Satisfaction with Quality of Services Provided in Pre-Primary Schools

Parental satisfaction with the education provided to their children has been shown to vary with parents’ income level. The Lucile Packard Foundation (2007) study done in Bay Area, USA indicated that high income earning parents were more satisfied with the quality of education provided to their children schools compared to parents who earned a low income. A study conducted by Falbo (2003) however found that low income parents in Texas USA were greatly satisfied with the quality of education in their children schools (M=7.63) compared to higher income parents (M=7.05). The main question of concern for the present study is whether the parent’s satisfaction levels differ at a significant level across the different income levels of parents in Makadara Sub-County.

The question that needed to be answered is whether the parents who continued to enroll their children in these pre-primary schools were satisfied with pre-primary education quality. Sub-Saharan Africa has been shown to be one of the regions that lag behind in the provision of quality education. According to Mishra (2009) while the CTR (Child Teachers Ratio) was very low in most developed countries, it was as high as 35:1 in 40% of the Sub Saharan African countries. After Kenya gained self-rule in 1963, there was massive establishment of pre-primary
education centres characterized by increased enrolment in the pre-primary schools. A study done by Kenya Institute of Education (2002) to assess the situation of pre-primary education in Kenya found out that the quality of pre-primary education was poor in most of the schools with some children learning under trees without proper furniture. The Ministry of Education Brief (2008) also indicated that most early childhood Development (ECD) centres in the country operated with inadequate physical facilities, learning materials, poor health and nutrition services, higher CTR and high turnover rates for teachers, which stood at 40%.

Abagi (2009) study considered the provision of technical support for the development of an implementation strategy of operationalizing ECD policy and showed that the quality of services offered in pre-primary education was pathetic in most of the centres visited. The study which was done in 181 pre-primary schools in 18 district across the country showed that the classrooms and physical environment in general were in very poor conditions across the districts and not suitable for young children’s learning and safety. He added that apart from the poor classroom environment, most centres that were visited had no adequate and appropriate fencing with footpaths passing through the compound. He also observed that lack of sanitary facilities (toilets and water) was a major health hazard in majority of the centres. He concluded that 80% of the school compound and physical environments did not look good and attractive for children in these centres.
In Kenya, family income continues to affect the provision of quality and relevant pre-primary education. Wawire (2006) showed that parents’ income was one of the factors that affected access to relevant and quality early childhood education in Machakos and Nairobi District. However, the study did not address the difference in parents’ satisfaction with the quality of pre-primary education across various income levels. In addition, the study was done in Machakos and Nairobi districts and therefore can only be generalized to parents from districts with similar characteristics. Bondo DICECE Report (2011) showed that many parents are opting to take their children to private preprimary schools that they consider appropriate due to the quality of services offered. This increased rate of demand of private pre-primary school has seen increased establishment of more private schools (MOE, 2007). Does it mean that parents with low income continue to confine their children to low cost preprimary schools, which provide low quality services while their colleagues from high-income bracket take their children to private schools, which are seen to offer quality services? Is there a significant difference in parents’ satisfaction with the quality of pre-primary education across various income levels? These questions formed a critical foundation of the present study.

2.4 Type of School and Parents Satisfaction with Quality of Services Provided in Pre-Primary Schools

Parents’ satisfaction in regard to quality education provided by schools has been observed to vary with the school type. For instance, a study done by Adebayo
(2009) indicated that many parents in Nigeria took their children to private rather than public schools since these school quality of education was far more superior. Similar findings were reported by Logan, Fujiwara & Parish (2006) which showed that 40%, 37%, 33% and 42% of Malawian parents respectively were dissatisfied with the teaching, availability of textbooks, absent teachers and overcrowding classrooms in public schools. However, despite the fact that these studies addressed the issue of parents’ preference for private to public schools, they did focus on primary and secondary school parents in Nigeria and Malawi respectively hence their findings cannot be generalized to pre-primary school parents in Kenya.

In Kenya, a number of research findings (Oketch, 2008; Tooley & Dixon, 2005) show that most of the parents have been transferring their children to private from public schools due to their perception that the education in public schools was of low quality. Tooley & Dixon (2005) showed that after the introduction of the free primary education, most parents in Nairobi Slums transferred their children to public schools. The study also showed that many parents kept their children in private schools as they perceived such schools performance to be far much better compared to public schools. This was confirmed by Kathure and Juma (2007) study in Kakamega and Nairobi slums, which showed that most parents with children in private schools were more satisfied with the quality of education compared to parents of children in public schools.
However, while the above study findings are important in understanding perception of parents on the quality of education provided in private and public schools, it focused more on parents with children in primary and secondary school hence the findings cannot be generalized to pre-primary school parents. In the pre-primary education sector, most of the studies that have tended to focus on how parents’ involvements in pre-primary school activities differ between public and private preschools. Koech's (2010) study on the Factors Influencing Parent-Preschool Partnership in Uasin-Gishu District, Kenya states that there was no significant difference in parents’ involvement in pre-school activities based on the type of schools.

Despite Griffith (2010) assertions that there is a significant relationship between parents’ satisfaction with the quality of pre-primary education and their involvement in pre-primary school activities, limited studies have been done in Kenya to find out how parents’ satisfaction with the quality of pre-primary education differ between public and private pre-primary school parents. Makadara Sub-County has had an increase in demand for private pre-primary education offered in the recent past. The Ministry of Education Report (2011) showed that between 2004 and 2007, while private schools expanded by 54, the public preprimary schools increased by only 17. Additionally, Nairobi County DICECE report (2012), indicated that there was a total of over 9,000 pre-primary school children in Nairobi Estate. However, in spite of the fact that many parents are taking their children to pre-primary schools that are private based, the difference in the satisfaction levels of quality pre-primary education of parents with children
in private schools and that of parents with children in public schools is unknown in the Sub-County, hence the need for the present study to be done in Makadara Sub-County.

2.5 Parents’ Gender and Parents Satisfaction with Quality of Services Provided in Pre-Primary Schools

Gender differences have been shown to affect people’s perception on various educational issues. King and Bond (2001) study in Queensland, Australia indicated that female parents and students had a higher level of satisfaction with technology used in the public schools compared to the male students and parents. The study further noted that ECE quality and relevance was also affected by lack or inadequate equipment, supervision, learning materials, lack of motivation for the preprimary school teachers, poor terms of service and minimal coordination between ECE provision partners. Despite the fact that the study showing parents’ expectation as one of the factors affecting relevance of preprimary in Kenya, the study did not find out the satisfaction levels in regard to the quality and relevance of pre-primary education services provided to their children. Additionally, the study was done in 26 ECE centres in Machakos; hence, its findings can only be generalized with parents in areas with similar characteristics.

Cluster (2004) study which formed the basis of implementation of pre-primary education infrastructure improvement project showed that most pre-primary schools in the district operated without minimum quality standards characterized by dilapidated infrastructure, poor hygiene facilities, low teacher motivation and
inadequate parents’ involvement in preprimary schools. Despite the implementation of the above project over the last decade, limited studies have been done to evaluate the impact of the project in terms of parents’ satisfaction levels with the quality of pre-primary education offered to their children. The question that remains unanswered is whether parents with children in these pre-primary schools are satisfied or dissatisfied with the pre-primary education in Makadara Sub County, hence the need for the present study.

Wang & Yang (2010) study sought to find out how small educational institutes customer outcomes could be improved by use of how customer relations is managed. The study indicated that fathers were more satisfied with their children’s schools compared to mothers. However, despite the fact that the above study findings suggested some difference in parents’ satisfaction with the quality of pre-primary education between male and female parents, they were done in western countries, hence their findings may not be generalized to pre-primary school parents in Kenya.

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

2.6 Education Level and Parents Satisfaction with Quality of Services Provided in Pre-Primary Schools

Parents’ level of education has been shown to affect their satisfaction with the quality of education provided to their children. Dasqupta (2009) did a study measuring the quality of healthcare services and education in Indonesia. In the study, perception data was used showing that parents with higher education levels were less likely to be satisfied compared to parents who had a lower level of education. However, even though the above study findings may suggest how parents’ satisfaction with the pre-primary education may vary with their educational levels, the studies were done in Asia with different parents’ characteristics hence may not be generalized to parents in Kenya.

Similarly, Kombo and Gogo (2012) study on the role of the church in providing for early childhood education in Nairobi Province showed that the main challenge in the provision of quality early childhood education was inadequate finance resulting to poor quality in the pre-primary schools manifested in low payment for teachers, lack of adequate text-books, permanent classrooms, transport, recreational facilities and clean sanitation. The study also showed that 26 out of 31 pre-primary schools, 13 had no classrooms and chairs, 18 had no text books,
15 had no toilets and 16 had no pitches, balls and sport facilities. Despite this sorry state, the above studies observed that parents continued to enroll their children in these schools.

Ngome’s (2002) study on quality of training and attrition of teachers in early childhood education in Kenya indicated that one of the leading causes of high attrition rate of the preprimary teachers was the poor working environment. He further noted that most of the pre-primary schools did not have the necessary facilities, materials and equipment’s which would act as a motivation to teachers and the holistic development of the children. He further noted that many of the public preprimary schools had working conditions and environments that were not friendly for the teachers. They were characterized by classrooms that were mud walled, windowless with inadequate or no ventilation. In addition to the above findings, he found out that unmanageable pupil enrollment contributed to over 54% rate of attrition among preschool teachers.

In spite of the fact that teacher stability manifested by attrition rate being one of the factors affecting parents satisfaction with pre-primary education provided to their children (Silva, 2006), the above study only focused on how working environment influences preprimary school teachers’ attrition rate, hence the need for a study to find out how different teacher qualities affected the satisfaction of parents in regards to quality of services offered in preprimary education centers. Lastly, Wawire’s (2006) study on the factors that affect the quality and relevance of education in early childhood in Machakos Districts showed that quality and
relevance of ECE was majorly influenced by the expectations of parents regarding pre-schools, the competitive examination oriented examination system and formal test based primary standard one admission practices.

In Kenya, Koech (2010) did a study in Uasin Gishu district and observed that parents with no educational qualifications and those with college diplomas had a significance difference in their involvement in the activities of their children’s pre-primary schools. The study showed that parents low education levels felt their contribution was inept in parent-school partnerships compared to parents who had higher education levels. Despite the fact that parents’ satisfaction with and involvement in pre-primary education are related construct (Griffith, 2010), the findings may only be generalized to pre-primary school parents in other regions with the same characteristics, hence the need for present study to be done with pre-primary school parents in Makadara Sub-County.

2.7 Summary of Literature Reviewed

Access to pre-primary education has been growing globally; the pre-primary education quality is still poor especially in low income developing countries (UNESCO, 2012). The satisfaction of parents with the preprimary education quality was thus the main fundamental concern of this study as it affects the participation of parents in the activities of pre-primary schools and thus could lead to an improvement in the preprimary children achievement, participation and retention in these schools (Omar, 2009; Salisbury, 2007 & Silva, 2006). The reviewed literature further indicated that though conceptualization of parents’
satisfaction with the pre-primary education has been varied, there is an agreement that parents’ satisfaction can be seen as the satisfaction of a customer. It can be measured by evaluating the parents’ satisfaction levels with the quality of the offered services in the preprimary schools.

Additionally, most of these studies on school choice were done with parents with children in primary and secondary schools (Oketch, 2008; Kathure & Juma, 2007; Tooley & Dixon, 2005). Lastly, literature showed that factors such as parents’ gender, education, income and type of school influence the importance parents attach to various education quality indicators. These factors were demonstrated to affect the overall level of parents’ satisfaction with pre-primary education. The research therefore sought to fill this research gap by investigating the determinants of parental satisfaction with quality of services offered in preprimary schools in Makadara sub-County, Kenya.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design, variables of the study, location of study, target population, the sampling techniques, and sample size. It also describes the data collection instruments, data gathering procedures and methods of data analysis.

3.2 Research Design

The correlation research design was used for this study. It involves the use of statistical tests to describe and measure the association between two or more variables. The researcher deemed the Correlation research design appropriate for the study because it made it possible to determine if there was a relationship between the study variables and whether one variable can predict another (Ketner, Smith & Parnell as cited in Creswell, 2012). Therefore, the study employed correlation research design in order to get a clear picture of parents’ satisfaction with the quality of services offered in pre-primary education.

3.2.1 Variables of the Study

The dependent and independent variables were as follows:

(i) Dependent variable:

These were parents’ satisfaction with quality of services provided in pre-primary schools. The dependent variables were measured in two categories of quality,
namely structural indicators classroom and learning space, sanitary facilities, learning desks chairs and tables, teaching learning materials and play materials and process indicators safety, regular teaching of children, commitment to work, interest in children needs, quality of meals and quantity of meals.

(ii) Independent variables:

These were factors influencing parent’s satisfaction with quality of education provided to children in pre-primary schools. These factors included parent’s income, parent’s gender, parent’s education levels, and type of school.

a) Parents’ income: This included the amount of money earned by the parents per month: Less than 5,000; 5001-10,000; 10,001-15,000; 15,001-20,000 and 20,001 and above.

b) Parents’ Gender: These were measured by finding out the gender of parents male or female.

c) Parents’ level of Education: These were measured by determining parent’s academic level: Secondary, Primary, and Diploma, Bachelor’s Degree, Masters and PhD certificates.

d) Type of school: These were measured by indicating the category of school the children are attending i.e. public or private pre-primary schools.
3.3 Location of the Study

This study was carried out in Makadara Sub County, Nairobi County. The region had four administrative locations which were Maringo Hamza, Viwandani, Makongeni and Harambee. The decision to undertake the study in this Sub County was influenced by the region being one of the most populated among the Sub counties of Nairobi County Kenya. The general state of the region has attracted a large percentage of people with different socio-economic and cultural backgrounds. It has also attracted a variety of pre-primary schools as compared to other regions in Nairobi County. Makadara Sub County was also purposively selected for the study as it is referred to as the heart of the region (Kamau, 2013).

3.4 Target Population

The target populations of the study were parents with children aged 3 to 6 years who had enrolled their children in licensed pre-primary schools in Makadara Sub County. The Ministry of Education (2015) indicates that there are a total of 94 licensed pre-primary schools. Out of these schools, 60 were public with 500 children while 34 were private with 675 children respectively (County Education Office, 2015).

3.5 Sampling Techniques and Sample Size

The sampling techniques and sample size as explained as follows:

3.5.1 Sampling Techniques

Multi-stage sampling techniques were used to come up with a sample.
Stage One: Selection of the sub county, Purposive-sampling method was used to select Makadara Sub-County. It was purposively selected due to its strategic location. Besides, parents from other regions who were working within the Central Business district preferred to register their children near their work places.

Stage Two: Selection of the Pre-primary Schools, Stratified random sampling method was used to select pre-primary schools. This is a combination of stratified sampling, random sampling, and quota sampling technique (Leedy & Ormrod, 2001). An advantage of stratified random sampling method is that it increases the likelihood of representativeness of the sample, and it further ensures that the major populations of individuals are included (Fraenkel & Wallen, 2009). The strata were based on the type of school that is public and private pre-primary schools.

Stage Three: Selection of parents stratified random sampling method was used to select parents. From each pre-primary school, children were randomly sampled from the list provided by teachers. Then, parents of sampled children were selected to participate in this study. Stratified random sampling was used because this technique increases the likelihood of all parents in the sampled schools being involved in the study. Moreover, through stratified random sampling method parents of different demographic characteristics had equal chances of being involved in the study.
3.5.2 Sample Size

The study population was grouped in two strata based on the type of school that is public and private pre-primary school.

Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Target</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>500</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Private</td>
<td>675</td>
<td>68</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1175</strong></td>
<td><strong>118</strong></td>
<td><strong>10%</strong></td>
</tr>
</tbody>
</table>

In each stratum, 10% of target population was selected. According to Babbie (2005), a sample of 10% to 20% of the population is recommended for descriptive studies. Therefore, the sample size in total was 118 parents; 50 in public and 68 in private pre-primary schools.

3.6 Research Instrument

The instrument used in this study was questionnaire. A questionnaire was deemed as the most appropriate as it could collect large amounts of information from people in a short time period (Orodho, 2009). The questionnaire was based on the study objectives of the researcher.

The questionnaire had four parts, (a) parents background information (b) parents perceptions of pre-primary school education (c) parents satisfaction with pre-primary school education (d) opinions and suggestions for improvement. The first part of the questionnaire was used to gather the respondents’ demographic information. This included gender, age, level of education and type of school
(public or private). The second part of the questionnaire included items with structural and process quality aspects. A 4 point Likert-type response scale ranging from 4 strongly agree to 1 strongly disagree were used to determine parents satisfaction. The questionnaire also had the open-ended question that collected information on opinions and suggestions for improvement.

3.7 Pilot Study

The researcher conducted a pilot study in pre-primary schools one public and one private in Makadara Sub County. These schools were excluded in the actual study to avoid interference with the findings. The purpose of the pilot study was to enhance the reliability and validity of the instruments. After pilot study, minor corrections were made. It was also necessary to carry out the pilot study to ensure that the items in the questionnaire were clear and well understood by the parents.

3.7.1 Validity

Establishment of content validity of the instrument was done by making sure that the items covered all variables and objectives of the study. The researcher analyzed the items one at time against the objectives. The researcher with the assistance of her supervisor reviewed the instruments to ascertain their appropriateness and relevance. This was based on the fact pointed by Best and Kahn (2006) which indicated that critical judgment of expert in the field of inquiry is helpful in examining content validity.
3.7.2 Reliability

The instrument reliability was determined by the use of test re-test method. The means same questionnaire was given to the same group of parents within a two weeks interval. Calculation of the cronbach’s Alpha coefficient provided the consistency of the items in the questionnaire in providing similar responses. Cronbach alpha ranges between 0-1. 0-0.6 scores show low reliability for the instrument while scores between 0.7 and above shows that the reliability and consistency levels of the instrument used are high. The alpha for the instrument was 0.81 therefore considered reliable for data collection in the study.

3.8 Data Collection Techniques

3.8.1 Administration of the Questionnaire to Parents

After obtaining the research permit, the researcher contacted the various school management heads to seek for permission to collect data. The preprimary school teachers were then asked to distribute the survey envelopes to parents of the sampled children. The envelop included (a) consent form informing participants of their rights and privacy (b) cover letter stating purpose of the study (c) a copy of the questionnaire; and (d) a return envelope. Participants were requested to fill in the questionnaire and return them in a sealed envelope to the class teacher. The researcher went to collect the returned questionnaires after seven days. The researcher kept communicating with the class teachers to find out whether there were any additional questionnaires returned by the respondents. Generally, the process for data collection took about five weeks from start until the end.
3.9 Data Analysis

Descriptive statistics (frequencies, percentage, means and standard deviations) were computed to determine parents’ satisfaction level with quality of services offered in pre-primary schools. Inferential statistics were used to test hypotheses to determine the relationship between parents’ income, type of school, level of education and parents ‘gender and their satisfaction with the quality of services offered in pre-primary and Chi-square test was used. Quantitative data was coded, entered, and analyzed using the Statistical Package for Social Sciences (SPSS) version 22.

3.10 Logistical and Ethical Considerations

This section explains the logical and ethical consideration that the researcher undertook before going to the field to collect data.

3.10.1 Logistical Consideration

The researcher sought authorization to collect data from the dean Graduate School, Kenyatta University. A research permit was further sought from the National Commission for Science, Technology, and Innovation NACOSTI. The researcher further obtained permission to collect data from the Nairobi County Director of Education Office.

3.10.2 Ethical Consideration

The respondents were requested for their consent to take part in the study. Respondents were guaranteed that the information they gave is for research
purpose and the information would be kept confidential. The researcher was objective during the interview; data analysis, and data interpretation to avoid or minimize bias or self-deception. Respect for intellectual property was guaranteed by giving proper acknowledgement or credit for all contributions to this study and did not engage in plagiarism.
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings and discussions in relation to the objectives of the study. The study sought to investigate the determinants of parents’ satisfaction with quality of services offered in preprimary school in Makadara sub-County, Kenya. The study findings were presented according to the research objectives as stated below.

i. To establish the relationship between parents’ income and their satisfaction with quality of services offered in pre-primary schools.

ii. To find out the relationship between type of school and parents’ satisfaction with quality of services offered in pre-primary schools.

iii. To determine the relationship between parents’ education and their satisfaction with quality of services offered in pre-primary schools.

iv. To find out the relationship between parents’ gender and their satisfaction with quality of services offered in pre-primary schools.

The demographic results are presented first, and then followed by descriptive and inferential results based on the objectives of the study.
4.2 Demographic Information of Respondents

This section presents the general information and demographic characteristics of respondents as follows. The study addressed four demographic characteristics in this section and these included education level of parents’, income level of parents’, parents’ gender and type of school.

4.2.1 Respondents and Return Rates of Instruments

This section shows the respondents return rates of the questionnaire used to collect data.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Response rate</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires returned</td>
<td>113</td>
<td>95.8</td>
</tr>
<tr>
<td>Questionnaires not Returned</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.1 shows that out of the 118 parents involved in the study, 113 completed and returned the questionnaires. Five questionnaires were discarded because they were not returned to the researcher leading to a sample of 113, yielding a 95.8% return rate. Mugenda (2003) states that a response rate of 50% is adequate, 60% is good and above 70% is rated very well. The response was therefore rated very well. The commendable response rate was achievable after the researcher administered the questionnaires personally and made personal visits and phone calls to remind the respondents to fill-in and return the questionnaires. In the descriptive statistics, relative frequencies and percentage were used in some
questions and others were analyzed with the help of Likert scale ratings in the analysis using mean scores.

Table 4.2: Demographic Information of Respondents

<table>
<thead>
<tr>
<th>Demographic Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>48</td>
<td>42.5%</td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>57.5%</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>100%</td>
</tr>
<tr>
<td>Parents Education Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>8</td>
<td>7.1%</td>
</tr>
<tr>
<td>Secondary</td>
<td>16</td>
<td>14.2%</td>
</tr>
<tr>
<td>Diploma</td>
<td>26</td>
<td>23.0%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>30</td>
<td>26.5%</td>
</tr>
<tr>
<td>Masters</td>
<td>23</td>
<td>20.4%</td>
</tr>
<tr>
<td>PhD</td>
<td>10</td>
<td>8.8%</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>100%</td>
</tr>
<tr>
<td>Parents Income</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 5000</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>5001-10,000</td>
<td>12</td>
<td>10.6%</td>
</tr>
<tr>
<td>10,001-15,000</td>
<td>14</td>
<td>12.4%</td>
</tr>
<tr>
<td>15,001-20,000</td>
<td>20</td>
<td>17.7%</td>
</tr>
<tr>
<td>20,001 and above</td>
<td>65</td>
<td>57.5%</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>100%</td>
</tr>
<tr>
<td>Type of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public pre-primary school</td>
<td>47</td>
<td>41.6%</td>
</tr>
<tr>
<td>Private pre-primary school</td>
<td>66</td>
<td>58.4%</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.2 shows out of the 113 respondents involved in the study, 65 (57.5%) were females and 48 (42.5%) were males. The low number of male parents is an indication that mothers (female) were more actively involved in their children’s education as compared to the fathers (males). This also indicates that both genders
were represented in the study with the female being the majority thus the study was not gender biased.

As shown in Table 4.2 30, (26.5%) of parents were bachelor’s degree holders followed by 26, (23.0%) who were having diploma education, (23, 20.4%) had master’s degree, while 16, (14.2%) of the respondents were having secondary certificates, 10, (8.8%) had a master’s degree and 8, (7.1%) had primary schools certificate. This gives an indication that parents of different levels of education have children in pre-primary schools in Makadara Sub-County.

From table 4.2 65, (57.5%) of the respondents were earning an income of 20,001 and above 20, (17.7%) of the parents were receiving 15,001-20,000. Also 14, (12.4%) of the respondents were earning 10,001-15,000 whereas 12, (10.6%) of the respondents were earning 5001-10,000 shillings and 2, (1.8%) of respondents were earning less than 5,000. This indicates that the study involved respondents from different economic backgrounds.

As shown in table 4.2 66, (58.4%) of the respondents had taken their children to the private preprimary school whereas 47, (41.6%) of the respondents had taken their children to the public pre-primary school. This is an indication that majority of the respondents had taken their children in private preprimary schools.
4.3 Parents’ Satisfaction with the Quality of Services Offered in Pre-primary Schools

This section presents and discusses parents’ level of satisfaction with quality of services provided at the pre-primary schools. The study investigated the determinants of parents’ satisfaction with quality of services offered in preprimary schools in Makadara sub-County, Kenya.

To achieve this, a questionnaire with items based on structural and process categories of quality was employed. A 4-point likert scale ranging from “1: not satisfied” to “2: somewhat satisfied” and 3- satisfied and 4- very satisfied was used. For data analysis, means and standard deviations were used to summarize parent’s satisfaction levels with the quality of services provided at their preprimary schools. The greater the mean score, the higher the satisfaction level of quality item. The results have been presented in Table 4.3
Table 4.3: Level of Satisfaction with Quality of Services Provided at Preprimary Schools

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Not Satisfied</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom and learning space</td>
<td>10</td>
<td>89</td>
<td>13</td>
<td>1</td>
<td>2.95</td>
<td>.488</td>
</tr>
<tr>
<td>Regular teaching of children</td>
<td>16</td>
<td>75</td>
<td>18</td>
<td>4</td>
<td>2.91</td>
<td>.622</td>
</tr>
<tr>
<td>Learning desks, chairs and tables</td>
<td>9</td>
<td>77</td>
<td>25</td>
<td>2</td>
<td>2.82</td>
<td>.586</td>
</tr>
<tr>
<td>Safety of your child in school</td>
<td>8</td>
<td>76</td>
<td>27</td>
<td>2</td>
<td>2.79</td>
<td>.584</td>
</tr>
<tr>
<td>Teaching-learning materials</td>
<td>18</td>
<td>56</td>
<td>36</td>
<td>3</td>
<td>2.78</td>
<td>.737</td>
</tr>
<tr>
<td>Children play materials</td>
<td>8</td>
<td>75</td>
<td>25</td>
<td>5</td>
<td>2.76</td>
<td>.644</td>
</tr>
<tr>
<td>Relationship with children</td>
<td>7</td>
<td>72</td>
<td>32</td>
<td>2</td>
<td>2.74</td>
<td>.594</td>
</tr>
<tr>
<td>Commitment to work</td>
<td>9</td>
<td>72</td>
<td>26</td>
<td>6</td>
<td>2.74</td>
<td>.678</td>
</tr>
<tr>
<td>Sanitary facilities</td>
<td>4</td>
<td>76</td>
<td>28</td>
<td>5</td>
<td>2.69</td>
<td>.610</td>
</tr>
<tr>
<td>Quality of meals</td>
<td>3</td>
<td>75</td>
<td>33</td>
<td>2</td>
<td>2.69</td>
<td>.549</td>
</tr>
<tr>
<td>Quantity of meals</td>
<td>11</td>
<td>62</td>
<td>32</td>
<td>8</td>
<td>2.67</td>
<td>.749</td>
</tr>
<tr>
<td>Interest in children needs</td>
<td>7</td>
<td>65</td>
<td>34</td>
<td>7</td>
<td>2.63</td>
<td>.695</td>
</tr>
<tr>
<td>Overall</td>
<td><strong>9.2</strong></td>
<td><strong>73</strong></td>
<td><strong>27</strong></td>
<td><strong>4</strong></td>
<td><strong>2.8</strong></td>
<td><strong>0.62</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows the means and standard deviations for the listed items ranging from 2.63 (SD 0.695) to 2.95 (SD=0.488). Overall mean for parents satisfaction with the quality of services offered in pre-primary school was 2.8 (SD=0.62). This indicates that parents were somewhat satisfied with the quality of services offered in pre-primary schools where their children were placed. Table 4.3 indicates parents’ satisfaction level with the various quality indicators of services offered in pre-primary schools varied across the different aspects of quality education. The
highest quality indicators for services offered in pre-primary schools were classroom and learning space (M=2.95, SD=.48) regular teaching of children (M=2.91, SD=.62) and learning desks chairs and tables (M=2.82, SD=.58). The lowest quality indicators for services offered in pre-primary schools were interest in children needs (M=2.63, SD=.69); quality of meals (M=2.67, SD=.74) and quantity of meals M=2.69, SD=.54).

Parents indicated that they were highly satisfied with classroom and learning space in the pre-primary schools (M=2.9, SD=.488) and the regular teaching of children in pre-primary schools (M=2.91, SD=.622). Parents also indicated low satisfaction level with the pre-primary schools interest in children needs (M=2.63, SD=.69) and the quality of meals provided to children in the pre-primary schools (M=2.62, SD=.74). This indicates that parents were somewhat satisfied with the quality of services offered in pre-primary schools.

In the structural and process quality indicators of services provided in pre-primary schools, parents indicated a high mean score in classroom and learning space (M=2.95) and a low mean score in sanitary facilities (M=2.69) which was a structural indicator of quality of service and a high mean score in regular teaching of children (M=2.91) and low mean score in quality of meals (M=2.63) which was a process indicator of quality of services.

The findings concur with the results of a study done by Silverstein (2011) in KS Maui campus in Honolulu, USA which reported high parental satisfaction with educational technology, integration of Hawaiian cultural values, homework,
school curriculum, home school connections and instruction. The study findings also concur with the results of a study conducted by Ofsted Inspectors (2012) which indicated that most parents were generally satisfied with the quality of education provided to their children. The findings are however inconsistent with those of Abagi (2009) who showed that most pre-primary schools in Kenya suffered from poor physical facilities, inadequate teaching-learning materials, and poor health, nutrition and safety provisions. On the areas that preprimary should give address to provide quality education to the young children. The study found out that respondents indicated that the quality and quantity of meals in a school and teachers showing interest in children needs could influence parental satisfaction with the quality of education. Respondents also indicated that the Child Teacher Ratio (CTR) in a school influences parents’ perception about the education quality in their children schools and thus the ratio should be kept at a reasonable level for the benefit of the child. In addition, the respondents indicated that school’s quality of teachers should be kept at a reasonable level so as to deliver quality education to the children. Further the respondents indicated that the teachers’ commitment to work should be checked upon for quality education.

4.4 Parental Income and Satisfaction with the Quality of Services Offered in Preprimary Schools

This section presents and discusses how parents’ income determines their level of satisfaction with the quality of services provided in pre-primary schools. The objective to be achieved was; to establish the relationship between parents’ income and their satisfaction with quality of services offered in pre-primary
schools. To attain this objective parents’ were asked to indicate their level of income. Parents’ income levels were presented in the table 4.4 below.

**Table 4.4: Parents Income**

<table>
<thead>
<tr>
<th>Parents Income</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5000</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>5001-10,000</td>
<td>12</td>
<td>10.6%</td>
</tr>
<tr>
<td>10,001-15,000</td>
<td>14</td>
<td>12.4%</td>
</tr>
<tr>
<td>15,001-20,000</td>
<td>20</td>
<td>17.7%</td>
</tr>
<tr>
<td>20,001 and above</td>
<td>65</td>
<td>57.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>113</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.4 indicates 65, (57.5%) of the respondents were earning an income of 20,001 and above 20, (17.7%) of the parents were receiving 15,001-20,000. Also 14, (12.4%) of the respondents were earning 10,001-15,000 whereas 12, (10.6%) of the respondents were earning 5001-10,000 shillings and 2, (1.8%) of respondents were earning less than 5,000. This indicates that the study involved respondents from different economic backgrounds.

To establish the relationship between parents’ income and their satisfaction with quality of services provided in pre-primary schools the following hypotheses was tested:

**Ha1:** There is no significant relationship between parents’ income and their satisfaction with quality of services offered in pre-primary schools.
Table 4.5: Relationship between Parents’ Income and their Satisfaction with the Quality of Services Provided in Pre-Primary Schools

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>9.750a</td>
<td>9</td>
<td>0.001</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>12.504</td>
<td>9</td>
<td>0.012</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5 shows that the chi-square value for parents’ income and their satisfaction with quality of services offered in pre-primary schools was 9.750 at 9 degree level of freedom and with 0.001 p-value. The result shows that the relationship between parents’ income and their satisfaction with the quality of services offered in pre-primary schools was significant. Thus, the hypothesis which stated there is no significant relationship between parents’ income and their satisfaction with quality of services provided in pre-primary schools was rejected. This therefore indicates there is a statistically significant relationship between parents’ income and their satisfaction with quality of services provided in pre-primary schools. Parents’ who earned high income were more satisfied with quality of services provided as they were able to enroll their children in pre-primary schools they viewed provided high quality services to their children whereas parents who earned low income enrolled their children to pre-primary schools that they could afford with their meager earning despite these primary schools provided low quality services to their children.
The above findings concur with those of Danner (2012) who revealed that high quality of education have been associated with high income. As a result, parents with university degree have the ability to enroll their children in schools they perceive as providing high quality experiences. Mwoma (2009) further affirmed these assertions by stating that there is an association between high parental income and parents’ active involvement in their children’s education, which determines parents’ satisfaction. Whereby, less educated and poor parents may feel less able to be actively involved in their children’s school. The findings are however inconsistent with Al Jabery, et al. (2014), whose study in Jordan established no significant differences in parent’s satisfaction and income level with education services provided across the various levels of education.

With regard on how the respondent’s monthly income influence their level of satisfaction with quality of services provided in pre-primary schools, the study showed that majority of the respondents responded that parents’ income is one of the factors that affected access to relevant and quality education and that regarding ones income parents preferred to take their children to private preprimary schools that they consider appropriate due to the quality of services offered. Respondents also indicated that parents with low income continue to confine their children to low cost preprimary schools which are considered to be providing low quality services while their colleagues from high income bracket take their children to private schools which are perceived to offer quality education as compared to the public preprimary.
4.5 Type of School and Parents Satisfaction with the Quality of Services Offered in Pre-Primary Schools

This section presents and discusses type of school and parents’ satisfaction with the quality of services provided in pre-primary schools. The objective to be achieved was; To find out if there is a relationship between type of school and parents’ satisfaction with quality of services offered in pre-primary schools. To attain this objective parents’ were asked to indicate the type of school their children attend. According to the respondents the type of school their children attend were represented in Table 4.6 below.

**Table 4.6: Type of School the Child Attended**

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public pre-primary school</td>
<td>47</td>
<td>41.6%</td>
</tr>
<tr>
<td>Private pre-primary school</td>
<td>66</td>
<td>58.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>113</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.6 shows 66, (58.4%) of the respondents had their children in private preprimary school whereas 47, (41.6%) of the respondents had their children in public pre-primary schools. This is an indication that majority of the parents had taken their children to private preprimary schools.

To find out the relationship between type of school and parents satisfaction with the quality of services provided in pre-primary schools the following hypotheses was tested.
Ha2: There is no significant relationship between type of school and parents’ satisfaction with quality of services offered in pre-primary schools.

Table 4.7: Relationship between Type of School and Parents’ Satisfaction with the Quality of Services Provided in Pre-Primary Schools

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>10.000</td>
<td>9</td>
<td>0.002</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>13.863</td>
<td>9</td>
<td>0.001</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.7 shows that the chi-square value for type of school and parents satisfaction with the quality of services offered in pre-primary schools was 10.000 at 9 degree level of freedom and with 0.002 p-values. The results show that the relationship between type of school and parents satisfaction with the quality of services offered in pre-primary schools was significant. Thus the hypothesis which states there is no significant relationship between type of school and parents’ satisfaction with quality of services provided in pre-primary schools was rejected. This therefore indicates that there was a statistically significant relationship between type of school and parents satisfaction with quality of services provided in pre-primary schools. The researcher therefore concluded that parents with children in private pre-primary schools were more satisfied with quality of services offered in pre-primary schools than parents who took their children to public pre-primary schools. The difference in level of satisfaction with quality of services between public and private pre-primary schools could have
been parents who had children in private schools viewed private schools provided value for their money in terms of services offered to their children.

The above findings are consistent with the findings of a study done by Khan, Rehman, Tariq & Tasleem (2010) that find out the determinants of parents’ choice in selection of private schools for their children in the district of Peshawar in Pakistan. The results showed that most parents were dissatisfied with the schools in the public sector as compared to private schools. The study also showed that parents’ dissatisfaction with schools in public sector was as a significant factor of school choice with dissatisfaction from public sector school being positively associated with parents’ decision for opting private school at 0.05 significant levels. It is also consistent with the findings of a study done by Alubisia (2005) to review the experiences, challenges and lessons learned from implementation of Universal Education in East Africa. The study showed that most parents in Uganda who had the ability to pay for their child education preferred private schools due to smaller class sizes, greater emphasis on active learning and participatory approaches to teaching while children of parents without financial ability were constrained to ill-equipped schools.

The above findings are inconsistent with the results of a study done by Koech (2010) who reported that parents with children in pre-primary schools in Uasin Gishu District in Kenya were not significantly different in their involvement in preschool activities based on the type of schools. This finding however concur with those of Charles (2011) who stated that parents with students in private
schools perceived school quality higher than parents with students in public schools.

Regarding how the type of school influence parents’ level of satisfaction with quality of services provided in pre-primary schools. The study indicated that majority of the respondents indicated that satisfaction in regard to quality education provided by schools has been observed to vary with the school type. Respondents also indicated that private schools offer quality as compared to the public schools thus more superior than the public schools. Respondents indicated that they were dissatisfied with the quality of meals provided to children and interest in children needs which is not always the case with the pre-primary private schools.

4.6 Level of Education and Parents Satisfaction with the Quality of Services Offered in Preprimary Schools

This section presents and discusses parents’ level of education and their satisfaction with the quality of services provided in pre-primary schools. The objective to be achieved was; To determine the relationship between parents’ education level and their satisfaction with quality of services offered in pre-primary schools. To attain this objective parents’ were asked to indicate their level of education. The respondents’ education level was presented in Table 4.8 below.
Table 4. 8: Parents Level of Education

<table>
<thead>
<tr>
<th>Parents Education Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>8</td>
<td>7.1%</td>
</tr>
<tr>
<td>Secondary</td>
<td>16</td>
<td>14.2%</td>
</tr>
<tr>
<td>Diploma</td>
<td>26</td>
<td>23%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>30</td>
<td>26.5%</td>
</tr>
<tr>
<td>Masters</td>
<td>23</td>
<td>20.4%</td>
</tr>
<tr>
<td>PhD</td>
<td>10</td>
<td>8.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>113</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.8 shows that 30, (26.5%) of parents were bachelor’s degree holders. This were followed by 26, (23.0%) who were having diploma education, 23, (20.4%) had master’s degree, 16, (14.2%) of the respondents were having secondary certificates, 10, (8.8%) had a master’s degree and 8, (7.1%) had primary schools certificate. This gives an indication that parents of different levels of education have children in pre-primary schools. Parents with bachelors’ degree reported high level of satisfaction with quality of services provided in pre-primary schools 30, (26.5%). The researcher noted that parents with high level of education enrolled their children in private pre-primary schools. This could be due to the fact that parents’ associated private schools with high quality education and better opportunities for their children.

To find out the relationship between parents level of education and their satisfaction with quality of services provided in pre-primary schools the following hypotheses was tested.
Ha3: There is no significant relationship between parents’ education and their satisfaction with quality of services offered in pre-primary schools.

Table 4.9: Relationship between Parents’ Level of Education and their Satisfaction with Quality of Services Provided in Pre-Primary Schools

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>26.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>23.227</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.9 shows that the chi-square value for the education level of parents’ and their satisfaction with the quality of services offered in pre-primary schools was 26.000 at 27 degree level of freedom and with 0.024 p-value. The result shows the relationship between the level of education of parents and their satisfaction with the quality of services offered in pre-primary schools was statistically significant. Thus, the hypothesis there is no significant relationship between parents’ education level and their satisfaction with quality of services provided in pre-primary schools was rejected. This therefore indicated there was a statistically significant relationship between parents’ level of education and their satisfaction with quality of services provided in pre-primary schools. It was concluded that parents who had education levels, which were high, were more likely to be satisfied with quality of services provided in pre-primary schools than parents who had low level of education. This could be as a result that parents with higher
education levels opt to enroll their children to private pre-primary schools, which they viewed as providing quality education.

The above study findings confirmed the results of other studies that show that parents with low education tend to highly rate the quality of education offered in pre-primary schools as compared to those with higher education. For example, the findings of a study conducted by Koech (2010) in Uasin Gishu district found out that parents who had no education and parents with college diploma significantly differed in their involvement in pre-primary school activities. Dasqupta, Narayan & Skoufias (2009) also reported that most Indonesian parents with high education levels had lower chances of being satisfied with the quality of education and health services compared to those with low academic levels. Similar findings were reported by a study by Badri, Mason and Mourad (2011) in Abu Dhabi, which showed that parents’ education, was a significant determinant of parents’ satisfaction with subject taught with respect to Arabic reading and English grammar.

Parents who had high education levels were usually associated with active involvement in children education which influence satisfaction thus parents with university degree have the ability to enroll children in schools they perceive as providing quality education (Kohl, Lengua, McMahon, 2000; Mwoma, 2009).

Parents’ response on how their education levels influence their level of satisfaction with quality of services provided in pre-primary schools. The respondents indicated that their expectations regarding pre-schools competitive
examination, oriented examination system and formal test based primary standard one admission practices differ according to their levels of education. This indicates that parents with higher education levels were less likely to be satisfied compared to parents who had a lower level of education.

4.7 Parents’ Gender and their Satisfaction with Quality of Services Offered in Preprimary Schools

This section presents and discusses parents’ gender and their satisfaction with the quality of services provided in pre-primary schools. The objective to be achieved was; To find out the relationship between parents’ gender and their satisfaction with quality of services offered in pre-primary schools. To attain this objective parents’ were asked to indicate their gender. Parents’ gender was presented in table 4.10 below.

Table 4.10: Parents Gender

<table>
<thead>
<tr>
<th>Parents Gender</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>48</td>
<td>42.5%</td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>57.5%</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.10 indicates 65 (57.5%) were females and 48 (42.5%) were males. This showed that both genders were represented in the study with the female being the majority thus the study was not gender biased.
To find out the relationship between parents’ gender and their satisfaction with quality of services provided in pre-primary schools the following hypotheses was tested.

_Ha4:_ There is no significant relationship between parents’ gender and their satisfaction with the quality of services offered in pre-primary schools.

**Table 4.11: Relationship between Parents’ Gender and their Satisfaction with Quality of Services Provided in Pre-Primary Schools**

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>Df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>9.750a</td>
<td>9</td>
<td>0.371</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>12.504</td>
<td>9</td>
<td>0.186</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.11 shows that the chi-square value for parents’ gender and their satisfaction with the services offered in pre-primary schools was 9.750 at 9 degree level of freedom and with 0.371 p-value. The results indicate that the relationship between parents’ gender and their satisfaction with the quality of services provided in pre-primary schools was not significant. Thus the hypothesis, there is no significant relationship between parents’ gender and their satisfaction with quality of services provided in pre-primary schools was accepted. This therefore indicated there was no statistical significant relationship between parents’ gender and their satisfaction with quality of services provided in pre-primary schools.
This means that both male and female parents were satisfied with quality of services provided in pre-primary schools despite female parents being majority of the respondents who participated in the study.

The study findings agree with those of Badri et.al (2010) which stated there is no significant difference between parents’ gender and their satisfaction with the subjects taught in school. The study findings are inconsistent with those carried out by Wang & Yang (2011) which showed that parent gender had different influences on their satisfaction and loyalty with their children’s schools with mothers being more satisfied with their children’s schools than fathers. The study findings are also inconsistent with the results of King and Bond (2001) study in Queensland, Australia which showed that both female parents and students had higher levels of satisfaction with the use of technology in public schools than male parents and students. The findings are also inconsistent with those of Menon (2013) which showed that female parents had a higher level of satisfaction compared to male parents. Also studies done by (Koech 2010 and Ndani 2007) reported that most males had low participation levels in their children education as compared to the females.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the findings and conclusions drawn from the study were presented. The chapter also presents recommendations for various stakeholders and for further research.

5.2 Summary of the findings

This section discusses the summary of findings of the study

5.2.1 Parental Satisfaction with Quality of Services Offered in Pre-primary Schools

Majority of the respondents revealed that they were satisfied with the quality of services provided in pre-primary schools (M=2.8, SD=0.62). Parents’ were more satisfied with the classroom and learning space, regular teaching of children and learning resources. In addition, parents’ were less satisfied with interests in children needs, quality and quantity of meals. In the structural and process indicators of quality of services provided in pre-primary schools, parents were more satisfied with classroom and learning space and less satisfied with sanitary facilities which were structural indicators of quality of service and more satisfied with regular teaching of children and less satisfied with quality of meals which were process indicators of quality of services.
With regard to the relationship between parents’ income level and their satisfaction with services provided in pre-primary schools, parents who earned a high income were more satisfied with quality of services provided in preprimary schools. The relationship between parents’ income and their satisfaction with services provided in preprimary schools was statistically significant with 0.001 p-value.

In regard to the relationship between type of school and parents satisfaction with quality of services provided in pre-primary schools the results revealed most parents opted to take their children to private pre-primary schools as they were viewed to provide quality education. The relationship between type of school and parents satisfaction with quality of services provided in pre-primary schools was statistically significant at 0.002 p-value.

To determine the relationship between parents’ level of education and their satisfaction with quality of services provided in pre-primary schools the study found parents with high level of education were more satisfied with quality of services provided in their children pre-schools. The relationship between parents’ level of education and their satisfaction with quality of services provided in pre-primary schools was statistically significant at 0.024 p-value.

Concerning the relationship between parents’ gender and their satisfaction with quality of services provided in pre-primary schools the study reported there is no significant relationship between parents’ gender and their satisfaction with quality of services provided in pre-primary schools at 0.371 p-value.
5.3 Conclusions
Based on the findings of the study, the following conclusions were generated:

The study found out that the overall mean for parents satisfaction with the quality of services offered in pre-primary school was \( M=2.8, \ SD=0.62 \). This indicated that parents were somewhat satisfied with the quality of services offered in pre-primary schools. Parents’ satisfaction with quality of services was high in classroom learning space and regular teaching of children and low in interest in children needs and quality and quantity of meals.

Regarding parents’ income level, the study revealed there was a significant relationship between parents’ income and their satisfaction with quality of services provided in pre-primary schools. Parents’ who earned high income were more satisfied with quality of services as they were able to enroll their children in pre-primary schools which were of high quality whereas parents who earned low income enrolled their children in pre-primary schools that they could afford with their meager earning despite these primary schools provided low quality services to their children.

Regarding the type of school, the study revealed there was a statistically significant relationship between type of school and parents satisfaction with quality of services provided in pre-primary schools. These implies that parents’ with children in private pre-primary schools were more satisfied with quality of services offered in pre-primary schools than parents who took their children to public pre-primary schools. Parents who earned high income were more satisfied
with the quality of services as they were able to take their children to high quality schools while parents who earned low income continue to confine their children to low cost preprimary schools, which are considered to be providing low quality of services.

With regards to the parents’ level of education, the study revealed that there was a significant relationship between parents’ level of education and their satisfaction with quality of services provided in pre-primary schools. Parents who had a high level of education were more likely to be satisfied with quality of services provided in pre-primary schools than parents who had low level of education. This could be because parents with high education levels tend to enroll their children to private pre-primary schools, which they viewed as providing quality education.

Lastly, with regard to parents’ gender, the study revealed that there was no significant relationship between parents’ gender and their satisfaction with quality of services provided in pre-primary schools. This means that gender did not influence parents’ satisfaction with quality of services provided in pre-primary schools.

5.4 Recommendations

The following recommendations were made for different key stakeholders based on the findings of the study
5.4.1 School Management

The study recommends that the school management should consider motivating and supporting teachers to show more interest in children needs by improving their salaries and sponsoring them to attend workshops and seminars to exchange ideas with their colleagues. They should ensure that they provide quality meals to children. This is because parents revealed that they were less satisfied with the quality and quantity of meals provided to children. Parents’ views should be sought on quality of meals served to their children.

School management to embark on allocating limited resources appropriately to ensure both structural and process indicators of quality of services are utilized effectively. They should ensure sanitary facilities for children are adequate and of good quality hygiene.

They should ensure children receive individualized attention to be able to cater for their needs more effectively. This is because the study revealed that parents were less satisfied with pre-primary schools interest in children’s needs. This can be done by improving the teacher-child ratio and recruiting more staff members to cater for children needs.

School management to ensure they involve parents in their children activities by encouraging them to attend school functions, volunteer in school activities like sports, communicate with them regularly and incorporate them into the learning process.
5.4.2 Parents

Regarding the parents’ gender the study revealed that female parents were more involved actively in their children’s pre-primary school activities as compared to the male parents. To ensure their children are getting quality education the study recommends that both parents should be actively involved in their children’s learning.

Parents should also ensure they pay regular visits to their children schools and attend school meetings in order to be able to view the quality of services being provided to their children. These will enable them to assess and express their satisfaction or dissatisfaction with the quality of services provided at schools at the appropriate time.

5.4.3 Ministry of Education, Science and Technology

The study suggests that the Ministry of Education, Science and Technology should effectively enforce the implementation of the minimum standards and operational guidelines for ECD in order to promote the quality pre-primary schools. The implementation of the minimum standards for ECD may improve the quality of pre-primary education and create satisfaction to parents on dimensions which they are not satisfied with like sanitary facilities, quality of meals and parents involvement.

Recommendations were also made to the Ministry of Education, Science and Technology where they should review and develop policies which strongly support relationships between parents and teachers to enhance quality pre-primary
education. This can be achieved by formulating policy statements that clearly outlines roles to be played by both parents and teachers in children education.

It is recommended that the government through Ministry of Education Science and Technology should allocate more financial resources to ensure that structural and process features of quality of services are improved.

Regarding the parental income level, the study recommends that the ministry of education should regulate the private school fee payment to standardize the cost. This will create a level ground for the parents to enroll their children in their school of choice. It will also enable the government aid towards the lagging behind preprimary schools.

5.4.4 County Government

The county government should allocate adequate funds to pre-primary schools to improve on the structural and process quality indicators of services provided in schools. This will enhance the smooth running of programs in schools and build the capacity of pre-primary schools to provide quality services to children.

County government should also ensure they closely monitor pre-school centers to ensure they are running under the required minimum service standard guidelines. This will help in providing quality services and advice school managers on areas that need improvement.
5.4.5 Recommendations for Further Research

The study was conducted in one Sub County (Makadara sub-county) and thus recommended that a similar study covering a large part of another County in Kenya could be conducted so as to provide a broader picture on parents’ satisfaction with quality of services provided in preprimary schools to children. This may help parents who are key stakeholders in their children education to be able to determine the quality indicators of services provided in their children schools and whether they are satisfied with them.
**REFERENCE**


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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO RESPONDENTS

Kenyatta University

Po Box 43844

Nairobi

Dear Respondent,

RE: COLLECTION OF SURVEY DATA

I am a masters’ program student at Kenyatta University

In order to fulfill the master’s program requirements, I am undertaking a research project on “determinants of parents’ satisfaction with quality of services offered in pre-primary schools in Makadara sub-County, Nairobi County Kenya.”

You have been selected to form part of this study. Therefore, I kindly request you to assist me to collect data by filling out the accompanying questionnaire.

The information provided will be used exclusively for academic purposes and will be held in strict confidence. Thank you.

Yours faithfully,

KAMINJU EDDAH WAMAITHA
APPENDIX II: PARENTS QUESTIONNAIRES

This questionnaire consists of five parts; kindly answer all the questions by ticking in the appropriate box or filling in the spaces provided.

Section A Background Information

1. Gender    Male [ ]    Female [ ]

2. What is your education level? (Tick as applicable)
   Primary [ ]    Secondary [ ]
   Diploma [ ]    Bachelors’ degree [ ]
   Masters [ ]
   Others-specify………………………………………………………….

3. What category of school does your child attend?
   Public pre-primary school [ ]    Private preprimary school [ ]

4. Kindly indicate your income level
   Less than 5,000 [ ]
   5001-10,000 [ ]
   10,001-15,000 [ ]
   15,001-20,000 [ ]
   20,001-and above [ ]
5. In the table below kindly indicate your level of satisfaction on the services provided at your preprimary.

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Not Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom and learning space</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitary Facilities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Learning desks, chairs and tables</td>
<td></td>
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<td></td>
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<tr>
<td>Teaching-learning Materials</td>
<td></td>
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<tr>
<td>Children Play Materials</td>
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<tr>
<td>Safety of your child in school</td>
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<tr>
<td>Regular teaching of children</td>
<td></td>
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<tr>
<td>Relationship with children</td>
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<tr>
<td>Commitment to work</td>
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<tr>
<td>Interest in children needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of meals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity of meals</td>
<td></td>
<td></td>
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</tbody>
</table>
APPENDIX III: MAP FOR MAKADARA SUB-COUNTY
APPENDIX IV: LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

FROM: Dean, Graduate School
TO: Kamunj Eddah Wamathia
C/o Early Childhood Studies Dept.
Kenyatta University

DATE: 3rd June, 2016
REF: E55/25367/2014

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 25th May, 2016 approved your Research Project Proposal for the M.Ed Degree Entitled, “Determinants of Parents' Satisfaction with Quality of Services Offered in Pre-Primary Schools in Makadara Sub-County, Kenya ”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

ANN NGURU
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Early Childhood Studies Department.

Supervisors:

1. Dr. Nyakwere Begi
   Department of Early Childhood Studies
   Kenyatta University

MN/wm
APPENDIX V: RESEARCH AUTHORIZATION NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2214390, 2210971, 2219400
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

Ref. No.

NACOSTI/P/16/16915/12180

5th July, 2016

Eddah Wamaitha Kaminju
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Determinants of parents satisfaction with quality of services offered in pre-primary schools in Makadara Sub-County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 4th July, 2017.

You are advised to report to 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.

Boniface Wanyama
For: Director-General/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.
APPENDIX VI: RESEARCH CLEARANCE PERMIT NACOSTI