DETERMINANTS OF TRAINEES SATISFACTION WITH THE QUALITY OF EDUCATION IN PRE-PRIMARY SCHOOL TEACHER TRAINING COLLEGES IN KIAMBU COUNTY, KENYA

NJIRU JOY IGOKI
E55/OL/26395/2011

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION (EARLY CHILDHOOD EDUCATION) OF KENYATTA UNIVERSITY

MAY, 2018
DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university. The thesis has been completed by referenced works duly acknowledged. Where text, data or tables have been borrowed from other works including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature: ………………………… Date: ………………………………………

Njiru Joy Igoki
E55/OL/26395/2011

We confirm that this thesis has been submitted for examination with our approval as University Supervisors

Signature: ………………………… Date: ………………………………………

Dr. Nyakwara Begi
Department of Early Childhood Studies
Kenyatta University.

Signature: ………………………… Date: ………………………………………

Dr. Teresa Mwoma
Department of Early Childhood Studies
Kenyatta University.
DEDICATION

I dedicate this work to the Almighty God for His guidance and provision of good health throughout this study. Special dedication to my loving mum and dad for their perseverance, patience and understanding for the time I was undertaking the study.
ACKNOWLEDGEMENT

I am grateful to my two supervisors Dr. Nyakwara Begi and Dr. Teresa Mwoma for taking me through the research process, right from the proposal presentation and defense, analysis of the data, up to the end of this research thesis. Their constructive criticism throughout the rigorous analysis stage made this work to be what it is.

Among the many people who assisted me typeset and print this work, I recognize Eunice Achero, for her determination and punctuality in her computer expertise, which saw this thesis completed in good time. In addition, I recognize the hardworking Jeff Kanyumba for effortlessly editing and proofreading the work.

My sincere appreciation goes to my mother and father for their moral and financial support and my friends who in one way or another gave me a hand during the study. I also recognize Kenyatta University for offering me this chance to pursue a Master of Education in Early childhood Education. Finally, I feel much indebted to the many experts in the special education field whose works are referred to in this thesis. God bless them all.
ABBREVIATIONS AND ACRONYMS

ACF : Administration for Children and Families

CCDF : Child Care and Development Fund

DHHS : Department of Health and Human Services

DICECE : District Center for Early Childhood Education

DQAF : Data Quality Assessment Framework

ECDE : Early Childhood Development and Education

ECEC : Early Childhood Education Care

EPPE : Effective Preschool and Primary Education

EPPSE : Effective Preschool, Primary and Secondary Education

KHA : Kindergarten Headmistress Association

MWAS : Ministry for Women and Social Action

NACECE : National Center for Early Childhood Education

STR : Student Teacher Ratio
TABLE OF CONTENTS

DECLARATION...................................................................................................................... ii
DEDICATION........................................................................................................................ iii
ACKNOWLEDGEMENT......................................................................................................... iv
ABBREVIATIONS AND ACRONYMS.................................................................................. v
TABLE OF CONTENTS ........................................................................................................ vi
LIST OF TABLES .................................................................................................................. ix
LIST OF FIGURES ............................................................................................................... x
ABSTRACT .......................................................................................................................... xi

CHAPTER ONE: INTRODUCTION AND CONTEXT OF THE STUDY .................. 1
1.1 Introduction .................................................................................................................... 1
1.2 Background of the Study ............................................................................................... 1
1.3 Statement of the Problem .............................................................................................. 5
1.4 Purpose of the Study ..................................................................................................... 6
1.5 Objectives of the Study ................................................................................................ 6
1.5.1 General Objective ..................................................................................................... 6
1.5.2 Specific Objectives .................................................................................................... 6
1.6 Research Hypothesis .................................................................................................... 7
1.7 Significance of the Study .............................................................................................. 7
1.8 Limitation and Delimitation of the Study .................................................................... 8
1.8.1 Limitation of the Study ............................................................................................ 8
1.8.2 Delimitations of the Study ....................................................................................... 9
1.9 Assumptions of the Study ............................................................................................ 9
1.10 Theoretical and Conceptual Framework ................................................................... 9
1.10.1 Expectancy-Disconfirmation Theory of Customer Satisfaction ......................... 10
1.10.2 Conceptual Framework ......................................................................................... 12
1.11 Operational Definition of Terms ............................................................................... 9

CHAPTER TWO: REVIEW OF RELATED LITERATURE ......................... 14
2.1 Introduction ................................................................................................................... 15
2.2 Trainees Satisfaction with Quality of Training in ECDE Colleges ....................... 15
2.3 Physical Facilities and Trainees’ Satisfaction with Quality of Training in ECDE Colleges .......................................................... 18
2.4 ICT Use in Instruction and Trainee’ Satisfaction with Quality of Education in ECDE Colleges ........................................................................................................ 20
2.5 Availability of Instructional Materials and Trainees Satisfaction with the Quality of Training in ECDE Colleges .......................................................... 23
2.6 Methods of Instruction and Trainees’ Satisfaction with the Quality of Training in ECDE Colleges ....................................................................................... 25
2.7 Summary of the Literature Reviewed .......................................................................................................................... 27

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY ........28

3.1 Introduction ........................................................................................................................... 28
3.2 Research Design .................................................................................................................. 28
3.3 Study Variables ................................................................................................................... 29
  3.3.1 Independent Variables ..................................................................................................... 29
  3.3.2 Dependent variable ........................................................................................................ 30
3.4 Study Locale ........................................................................................................................ 30
3.5 Target Population ................................................................................................................. 31
3.6 Sampling Techniques and Sample Size .......................................................................... 31
  3.6.1 Sampling Techniques ..................................................................................................... 31
  3.6.2 Sample Size .................................................................................................................. 31
3.7 Research Instruments ......................................................................................................... 33
  3.7.1 Questionnaire for Teacher Trainees ............................................................................. 34
  3.7.2 Interview Guide for Trainers .......................................................................................... 34
  3.7.3 Observation Schedule ................................................................................................... 35
3.8 Piloting .................................................................................................................................. 35
  3.8.1 Validity of the Study ..................................................................................................... 36
  3.8.2 Reliability of the Study ................................................................................................. 36
3.9 Data Collection Techniques ............................................................................................... 37
3.10 Data Analysis .................................................................................................................... 38
3.11 Logistical Considerations and Ethical Considerations .................................................... 39
CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS ................................................................. 41

4.1 Introduction .................................................................................................................................................. 41

4.2 General and Demographic Information of the Respondents ............................................................... 42

4.3 Teacher Trainees’ Satisfaction with Quality of Education in Colleges Offering ECE Courses .................................................................................................................................................. 45

4.4 Physical Facilities and Trainees Satisfaction with Quality of Education .......................................... 49

4.5 ICT Use in Teaching and Trainees Satisfaction with Quality of Education in ECDE colleges .................................................................................................................................................. 55

4.6 Instructional Materials and Trainees’ Satisfaction with Quality of Education .................................... 60

4.7 Methods of Instruction and Trainees Satisfaction with Quality of Education .................................... 65

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ................................................................................. 70

5.1 Introduction .................................................................................................................................................. 70

5.2 Summary of the Study Findings ............................................................................................................... 70

5.3 Conclusion .................................................................................................................................................. 72

5.4 Recommendations ................................................................................................................................... 73

5.4.1 Policy Recommendations to the Government of Kenya .............................................................................. 73

5.4.2 Policy Recommendations to Key Stakeholders .............................................................................................. 74

5.4.3 Recommendations for Further Research ..................................................................................................... 74

REFERENCES ...................................................................................................................................................... 76

APPENDICES .......................................................................................................................................................... 89

APPENDIX I: INFORMED CONSENT .................................................................................................................. 89

APPENDIX II: QUESTIONNAIRE FOR TRAINEES ................................................................................................. 91

APPENDIX III: INTERVIEW SCHEDULE FOR TRAINERS ......................................................................................... 94

APPENDIX IV: OBSERVATION SCHEDULE ........................................................................................................... 95

APPENDIX V: LIST OF COLLEGES IN THIKA WEST ............................................................................................ 97

APPENDIX VI: RESEARCH AUTHORIZATION (NACOSTI) ...................................................................................... 98

APPENDIX VII: RESEARCH AUTHORIZATION (KENYATTA UNIVERSITY) .............................................................. 99

APPENDIX VIII: RESEARCH PERMIT (NACOSTI) ................................................................................................. 100

APPENDIX IX: LOCATION OF THIKA WEST SUB-COUNTY .................................................................................. 101
LIST OF TABLES

Table 3.1 Sampling Frame ........................................................................................................... 32
Table 3.2 Distribution of Respondents by Class Size ................................................................. 33
Table 4.1 Distribution of Respondents by Class Size ................................................................. 42
Table 4.2 Trainees Demographic Characteristics ........................................................................ 43
Table 4.3 Trainers Demographic Characteristics .......................................................................... 44
Table 4.4 Trainee Satisfaction with Quality of Training in ECDE Colleges ............................... 46
Table 4.5 Adequacy of Infrastructure and Physical Facilities ..................................................... 49
Table 4.6 Physical Facilities and Trainee’s Satisfaction with Quality of Training ............... 52
Table 4.7 Relationship between Availability of Physical Facilities and Trainee’s Satisfactions ................................................................................................................................. 53
Table 4.8 Availability of ICT Facilities .......................................................................................... 56
Table 4.9 ICT Facilities and Trainee’s Satisfaction with Quality of Training .............................. 57
Table 4.10 Relationship between the use of ICT and Trainees’ Satisfaction with Quality of Education .......................................................................................................................... 58
Table 4.11 Availability of Instructional Materials .......................................................................... 61
Table 4.12 Availability of Physical Facilities and Trainee’s Satisfaction with Quality of Training ........................................................................................................................................ 62
Table 4.13 Relationship between Availability of physical and trainee’s satisfactions with Quality of Training ....................................................................................................................................... 63
Table 4.14 Instructional Methods and Frequency of use as reported by Trainers .................... 65
Table 4.15 Use of Instructional Methods and Trainees’ Satisfaction with Quality of Training ......................................................................................................................................... 67
Table 4.16 Relationship between Instructional Method and Trainees’ Satisfaction with quality of education ................................................................................................................................. 68
Figure 1.1 Factors Influencing Quality of Training in ECDE Colleges.......................... 12
ABSTRACT

Globally, provision of quality early childhood education training remains elusive especially in most developing countries. There are various challenges facing implementation of Early Childhood Education despite its growth. This is with regards to training and trainees’ welfare and their satisfaction. The purpose of this study was to assess the trainees’ satisfaction with the quality of training in Colleges offering early childhood development and education programmes in Thika West Sub County, Nairobi County. The study was guided by the following objectives: to establish the level of teacher trainees’ satisfaction with quality of education in colleges offering ECE courses; to determine the relationship between availability of physical facilities and teacher trainees’ satisfaction with quality of education in ECDE colleges; to find out the relationship between use of ICT in instruction and teacher trainees satisfaction with quality of education in ECDE colleges; to determine the relationship between availability of instructional materials and teacher trainees satisfaction with the quality of education in ECDE colleges; and to establish the relationship between methods of instruction and teacher trainees satisfaction with the quality of education in ECDE colleges. The study was premised on Expectancy-Disconfirmation Theory of Customer Satisfaction as the theoretical underpinning of the study. Descriptive survey design was employed for the study. The study targeted 424 trainees and 40 trainers from 6 ECDE Colleges from Thika West Sub-County. Simple random sampling technique was used to select 4 ECDE colleges from a total of 6 ECDE colleges. Twenty five trainees and 5 instructors from each of the 4 sampled ECDE colleges were selected using random sampling technique translating to a sample size of 120 respondents (212 trainees and 20 instructors).Questionnaires, interview guides and observation checklists were used to collect the required data. Questionnaire and the interview schedule were piloted in two ECDE colleges in Thika West Sub-County to enhance validity and reliability of the instruments. Data collected was edited, coded, and classified on the basis of similarity and analyzed descriptively using Statistical Package for Social Sciences (SPSS) version 21. Tables were used to present the data. The findings showed that majority of trainees in the ECDE colleges were not satisfied with the quality of education due to inadequate classrooms and teaching-learning materials. Such facilities as water and toilets were not sufficient hence exposing trainees to poor hygiene and sanitation. The study concludes that availability of instructional materials, availability of physical facilities, ICT use in teaching and learning and methods of instruction were statistically significant, hence all the hypotheses were accepted. The study recommended that the management of the colleges should equip them with the essential physical facilities in order to enhance the quality of training and education. The findings of the study may be useful to the key stakeholders in establishing approaches towards improving the wellbeing of the trainees in ECDE colleges.
CHAPTER ONE
INTRODUCTION AND CONTEXT OF THE STUDY

1.1 Introduction
This chapter presents background of the study, statement of the problem, purpose of the study, objectives, research questions, and significance of the study, delimitations and limitations, assumptions of the study, conceptual framework, theoretical framework and operational definition of terms.

1.2 Background of the Study
Globally, provision of quality early childhood education training remains elusive especially in low income countries where in some countries there is the government support while in others, there is little or no support from the government. High quality training provides a core component of national investment to secure the wellbeing and education of children and secure positive future for them and for the country (Beck-Chisholm, 2005).

Currently every institution for teacher training ECDEs attempts to attract vast students by formulating unique vision and missions aiming at improving the quality of education (Tam, 2001 as cited in Alireza, 2011). Studies in Europe show that school practice for teacher-trainees in Early Childhood Education has prioritized the interrelationship between the trainers and trainees and self-development in order to establish high quality of education in the ECDE colleges (Farge, Virieux & Doury, 2000).

A report by the National Education Policy (1998-2010) advocates that quality of education in ECDE colleges in Pakistan has been adversely affected by such factors as inadequate
furniture, learning materials, reference books and materials, physical facilities and finance which are necessary for effective teaching/learning process. In some European countries, the ECDE sector is fully supported by the state. The United Kingdom spends considerable amount of money towards young children and ECDE sector. The level of public expenditure for the implementation of ECDE programs is higher (Ermisch, 2008). This is geared to improving the quality of education in ECDE training colleges and hence to the future of young school-going children. As well as it enhances their social development and the overall social cohesion by mitigating the undesirable effects of family upbringings (Harris & Goodall, 2006).

In the UK, training of ECDE teachers today has been dominated by a project which has conjoined programs for trainees both in primary and secondary education. This is dictated by the proper training of the care givers, provision of the facilities that enhance training, use of communication technology and the learning materials and methods for the ECDE Colleges (Sylva, Melhuish, Sammons, Siraj-Blatchford & Taggart, 2010). However, the studies were done in England with different socio-cultural and economic conditions.

In Africa, the aggregate provision of a quality education for all is the’ main governments strategies for reduction of poverty and development in most countries. In South Africa, Du Plessis and Conley (2007) note that ECDE colleges are facing various challenges ranging from financial management, administration, selection and staff recruitment which are determinants of trainees’ satisfaction with quality of education.
Quality training is any program geared to teach an individual how to have an inquisitive, curious and critical mind that familiarize them with means of detecting, preventing and eliminating, mediocrity and non-quality. This allows the person to be equipped with the right skills and expertise to impart knowledge and educate young children (Australian National Training Authority, 2001). Hassan (2007) posits that quality training in ECDE requires well trained, qualified and committed staff. However, this is only established in trainees if they are satisfied with quality of training (Mishra, 2009). This study therefore strived to establish the satisfaction of the teacher trainees with quality of training they receive in early childhood colleges with regards to provision of teaching materials, safe environment, physical facilities and good health.

In Kenya, studies have indicated that education system is permeated with reforms and innovations introduced by the government in 2003 to revamp the education sector. According to Wawire (2006) healthy growth and development among children is determined by education and hence effective training at ECDE colleges should be a priority. Therefore trainees are considered significant in successful implementation of programmes at the ECDE training centres by equipping trainees with valid knowledge and skills (Shiundu & Omulando, 2002). Hence, teachers must be provided with a welcoming environment and their wellbeing must be given first priority especially during the training stage in order for them to be eligible to impart knowledge to young ones in future (Scardamalia & Bereiter, 2003). The focus of this study was to assess the quality of training provided to teacher trainees in ECDE colleges.

Today, education is managed based on the County government following devolution. However, ECDE training has not changed its system and operation as previously advocated
in the Basic Education Act, 2013 and the Sessional paper No. 14 of 2012 with respect to management of institutions offering training, coordinated assessment, examination and certification to assure standards, quality and relevance (Ministry of Education, 2012). Githuthwa (2011) investigated the problems faced in the development of early childhood education in Kiambu County and found that there was a problem of lack of adequate physical facilities and instructional materials, lack of standardized teaching methods, insufficient funds, inadequate skilled personnel, parents’ negligence and nutrition and health at the ECDE training colleges. Despite the availability and presence of a substantially body of research showing the link between good quality ECDE and positive child outcomes, the situation on the ground shows that a lot more could be done to improve quality. Studies and reports of quality reveals that ECDE colleges can do better and this cuts across both developed and developing nations.

Quality is clearly an ongoing challenge in the provision of quality training in ECDE colleges. In spite of these recognized and documented benefits accruing from good quality ECDE, indications are that many children are receiving early education in settings that are of low or questionable quality. Early childhood Development Centres of low or poor quality has been documented by various studies such as Mwaura (2009), Kangara (2010), Wambua (2010), Ndani (2008), Makatiani (2008), Koech (2006), Muthoni (2006) and Aila (2000). Some of the challenges facing early childhood education were found to be early dropout, low academic achievement and juvenile delinquency. Studies have also been conducted in other teacher training institutions (Begi; 2007; Mwololo, 2009). However, these studies only focused on the use of instructional media. They did not shed light of the satisfaction of teacher trainees with the quality of education in colleges offering ECE
courses. It against this background that this study sought to assess teacher trainees’ satisfaction with the quality of training in Colleges offering early childhood development and education programmes in Thika West Sub County.

1.3 Statement of the Problem

There are various challenges facing implementation of Early Childhood Education despite its growth. This is with regards to training and trainees’ welfare and their satisfaction. Environment in ECDE training centres is greatly responsible for determining the welfare of trainees and educational outcome. Following the high demand, many early childhood education centres and colleges have mushroomed to meliorate the shortage of ECDE practitioners by offering training courses that seek to equip men and women with the skills and knowledge to impart and nurture young children. There was need to ascertain whether provision of such facilities as ICT, instructional materials and instructional methods influence trainees’ satisfaction with the quality of education in ECDE colleges.

Further, the studies conducted in Kenya related to the quality of training in ECDE training institutions majorly dealt on trainee’s experiences (Ndani, 2008; Wambua, 20100). Other studies linked between quality training and positive child outcomes but did not focus on association between trainee’s satisfaction and quality of training (Githuthwa, 2011; Begi, 2007). From these studies, it is clear that no study focused on pre-primary school teacher training colleges and the level of satisfaction of teacher trainees. It was against this that the current study sought to investigate the trainees’ satisfaction with quality of training in colleges offering ECE courses in Thika West Sub-County.
1.4 Purpose of the Study

The purpose of this study was to assess teacher trainees’ satisfaction with the quality of training in Colleges offering early childhood development and education programmes in Thika West Sub County. The study was also to determine the factors influencing the trainees’ level of satisfaction.

1.5 Objectives of the Study

1.5.1 General Objective

The general objective was to investigate the trainees’ satisfaction with quality of training in colleges offering ECE courses in Thika West Sub-County.

1.5.2 Specific Objectives

The study was guided by the following objectives:

i. To establish the level of teacher trainees satisfaction with quality of education in colleges offering ECE courses.

ii. To determine the relationship between availability of physical facilities and teacher trainees satisfaction with quality of education in ECDE colleges.

iii. To find out the relationship between use of ICT in instruction and teacher trainees satisfaction with quality of education in ECDE colleges.

iv. To determine the relationship between availability of instructional materials and teacher trainees satisfaction with the quality of education in ECDE colleges.

v. To establish the relationship between methods of instruction and teacher trainees satisfaction with the quality of education in ECDE colleges.
1.6 Research Hypothesis

H<sub>a1</sub>: There is a relationship between availability of physical facilities and trainee’s satisfaction with quality of education in ECDE Colleges.

H<sub>a2</sub>: There is a relationship between use of ICT in teaching and trainee’s satisfaction with quality of education in ECDE Colleges.

H<sub>a3</sub>: There is a relationship between availability of instructional materials and trainee’s satisfaction with quality of education in ECDE Colleges.

H<sub>a4</sub>: There is a relationship between methods of instruction and trainee’s satisfaction with quality of education in ECDE Colleges.

1.7 Significance of the Study

The findings of the study may be useful to the key stakeholders in establishing approaches towards improving the wellbeing of the trainees in ECDE colleges. This would help to enhance the satisfaction level of the trainees. The key stakeholders in the education sector would therefore have a clear understanding of the factors that really motivate and satisfy teacher trainees if quality of education is to be improved in the ECDE colleges. The findings of the study may also be useful in strengthening aspects of ECDE training programs and adjust to them in an attempt of enhancing trainees’ satisfaction.

Through the study, it behooves the Sub-County Quality and Assurance Officers to apply the findings of the study to develop their quality assurance supervision plans in ECDE colleges to include assessing the level of trainees’ satisfaction with the quality of training
provided to them and therefore improve the quality of education in the ECDE colleges and other centres for pre-school learners.

Policy architects and Directorate of Quality Assurance and Standards (DQAS) in the Ministry of Education might find the findings of the study necessary to harmonize pre-primary education service standard guidelines to integrate trainees’ persuasions on quality training standards that should be maintained and improved in ECDE colleges. The findings may also benefit the academicians as reference and a basis for further studies in Early Childhood Development and Education.

1.8 Limitation and Delimitation of the Study

This sub-section sought to highlight the limitations and delimitations of this study with regard to trainees’ satisfaction with quality of education in ECDE colleges.

1.8.1 Limitation of the Study

In carrying out the study, the researcher anticipated a number of limitations. First, Thika West sub-county is a vast area consisting of ECDE colleges which are miles apart. The distances, accessibility and other logistics constrained the study. However, this challenge was addressed by making use of motorbike as a mean of transport in order to access all the sampled ECDE colleges on time. Some College managers were not easy to find and DICECE program officers were very busy due to tight schedule with several delegated duties and responsibilities. To address these challenges, the researcher booked appointment at the convenient dates with college managers and program officers.
1.8.2 Delimitations of the Study

The study was conducted in Thika West Sub County. It involved teacher trainers, trainees, college directors and managers as well as DICECE program officers. The focus was on trainees’ satisfaction because they formed the core of enhancing early childhood development and education thus, setting a strong foundation for holistic growth and development of pre-primary school learners in the country. Owing to high competition in the education sector and the emerging trends in the ECDE, proper training for those involved in the day-to-day nurturing of young children is significant. Additionally, several studies regarding ECDE and related topics have exhaustively been conducted in several aspects but they have not touched on satisfaction of ECDE teacher trainees, thus they are necessary for this study. Lastly, due to the selection of one Sub-County for purposes of the study, the study findings will not be generalized to the entire Kenyan population.

1.9 Assumptions of the Study

The following were the assumptions of the study:

All ECDE teacher trainees, trainers, college administrators as well as program officers were honest with their responses during the study. Sampled ECDE colleges had different learning environment that determined trainees’ satisfaction.

1.10 Theoretical and Conceptual Framework

This study was guided by one theory: The Expectancy-Disconfirmation Theory of Customer Satisfaction by Richard Oliver (1977) as described in the following sub-section.
1.10.1 Expectancy-Disconfirmation Theory of Customer Satisfaction

This study was anchored on the Expectancy-Disconfirmation Theory developed in 1977 by Richard Oliver. The theory states that a client’s satisfaction in inclusively comprehended by intercalating the preliminary expectations and the actual quality of the acquired service to form the client’s current feeling. The theory argues that satisfaction is related to the size and direction of the disconfirmation experience that occurs as a result of comparing service performance against expectation (Anderson, 1973).

Mattila and O’Neill (2003) argue that satisfaction is related to the size and direction of the disconfirmation experience that occurs as a result of comparing service performance against expectations. Basically, satisfaction is the result of direct experiences with products or services, and it occurs by comparing perceptions against expectations. Satisfaction is described as a judgment that a product or service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfilment, including levels of under or over fulfilment.

Based on the context of the study, the teacher trainees’ expectation is intercalated with perceived services provided to them in the colleges leading to personally feeling which can be connected to enrolment rate, retention or satisfaction. In another perspective, if the services provided in colleges fall short of what trainees previously expected, which can also be known as negative disconfirmation, the teacher trainees are likely be dissatisfied with the quality of education.

In relation to the present study, trainees’ satisfaction with the quality of training in colleges offering early childhood development and education programmes was assessed based on
experiences in colleges. For instance, when trainees had negative experiences with the college training, then the trainees did not derive satisfaction (negative disconfirmation). Lastly, when their experiences lied between positive and negative, then they were regarded as somewhat satisfied.

The Expectancy-Disconfirmation Theory of Customer Satisfaction was applicable to the current study since it lays a foundation on trainees’ satisfaction by integrating availability of physical facilities, use of ICT, adequacy of teaching/learning materials, utilization of instructional methods to meet the trainees’ expectation based on what conform to the quality of training. The conceptual framework captures the variables of the study including the independent-availability of physical facilities, use of ICT, and availability of teaching/learning materials and appropriate methods of teaching and learning, which influence the dependent variable trainees’ satisfaction with quality of early childhood education.
1.10.2 Conceptual Framework

**Independent Variables**

- **Availability of physical facilities**
  - Accommodation facilities/ hostels
    - Classrooms
    - Kitchen
    - Sanitation/toilets
    - Water source
    - Office

- **Use of ICT in instruction**
  - Computers
  - Digital camera
  - Radios

- **Availability of teaching-learning materials**
  - Textbooks
  - Charts
  - Pictures
  - Chalks
  - Exercise books
  - Drawing items

- **Use of appropriate methods of teaching and learning**
  - Story telling
  - Group work
  - Question and answer
  - Trainer-centred

**Dependent variable**

- Trainee satisfaction with quality of education

**Intervening Variables**

- Professional qualifications of instructors
- Accessibility to ICT facilities

---

Figure 1.1 Factors Influencing Quality of Training in ECDE Colleges

Source: Researcher (2015)
The conceptual framework illustrates the interrelationship between variables of the study and how quality of training in early childhood education provided in a college influences trainees’ perception about the ECDE Colleges. The independent variables- availability of physical facilities, use of ICT, availability of teaching-learning materials and use of appropriate methods for teaching and learning influence trainees’ satisfaction with quality of education.

When trainees are satisfied with the quality of early childhood education training provided to them, they tend to involve themselves in school activities leading to improved quality education. Trainees attach great prominence to particular quality training indicators such as availability of physical facilities, teaching-learning materials, and the use of ICT, teacher quality, methods of teaching and learning in class, and the level of trainee of satisfaction.
1.11 Operational Definition of Terms

ICT facilities- Refers to materials such as computers, printers, photocopiers among other materials which help to boost learning in ECDE colleges through information and communication technology.

Instructional materials- Refers to teaching resources such as books, chalks textbooks, charts, pictures, chalks, exercise books and drawing items that help in effecting the quality education to the teacher trainees in ECDE colleges.

Methods of instruction - precise designs and of passing information and teaching used by the trainers in ECDE colleges.

Physical facility – refers to amenities in school which assist to facilitate in maintain the retention of trainees in colleges which include; buildings, hostels, classrooms, laboratories, dormitories and toilets.

Satisfaction with quality of education - The degree of gratification that trainees feel about the quality of early childhood education
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the reviewed literature concerning trainees’ satisfaction with the quality of early childhood development and education. The chapter is organized into five thematic areas that include; the level of trainee satisfaction, availability of physical facilities, use of ICT, availability of teaching and learning materials and appropriate methods of teaching and learning on trainee satisfaction with quality of education in ECDE colleges.

2.2 Trainees Satisfaction with Quality of Training in ECDE Colleges

Evaluation of trainees’ satisfaction with the quality of education provided to them in the ECDE training centres is an essential component of educational quality improvement. Miller and Silvernail (2004) noted that it was important to evaluate trainee satisfaction in order to provide valid data on solution towards adjusting the challenges related to satisfaction with quality of training. Nevertheless, conceptualization and measurements still vary in the process. Various scholars have presumed that equating customers’ satisfaction with trainees’ satisfaction in an institution set up gives the same product (Omar, Nazri, Ab & Omar, 2009; Flanagan, 2008).

Various factors influence the affinity to carry out studies on satisfaction. In Bologna, a study by AUA (2005) investigated the relationship between satisfaction and various services provided to students ranging from physical, proficiency of teaching and support
staff, quality of support materials and psychological support. It was found that these services provided the sense of perceiving the satisfaction level as a sign of success of trainers in both Universities and Colleges (Gougless et al., 2006). However, the situation in pre-primary teacher training colleges is not clear since it was not focused.

Silva (2006) revealed in his study that most ECDE training centres evaluated the level of satisfaction among trainees by requesting them to rate the performance of their respective colleges based on experience, qualification, commitment of trainees, effective and adequacy of physical facilities and learning materials. This is the angle that the present study adopted to explore the level of trainees’ satisfaction with the quality of training they get from the ECDE colleges in Thika West Sub-County with the indicators being based on were physical facilities, teaching-learning materials, trainer-trainee ratio, trainer quality and learning outcome.

Availabilty of teaching/learning materials was found to influence the selection of ECDE colleges among teacher-trainees in Kenya (Oketch, Ngware, Mutisya, Kassahun, Abuya, & Musyoka, 2012). Similarly, other studies conducted in Bondo Sub-County, revealed that most pre-primary schools lacked appropriate teaching-learning materials for curriculum delivery. This is premised on limited studies that have been done in the district to analyze the level of satisfaction (Abagi, 2009). Such study findings may be used to rally their support in supporting their ECDE colleges and schools to acquire adequate and appropriate teaching-learning materials for effective learning to be realized. This was the focus of the current study as it sought to fill the void by looking at the impact of training on trainees’ satisfaction with education in ECDE colleges.
Regarding enrollment, the Ministry of Education (2007) study reports that the student teacher ratio was as high as 31:1 in most early childhood development and education schools across the country. The quality of trainers present has a lot of impact on trainees’ views about the quality of education offered to them. Despite the above emphasis placed on the quality of pre-primary school teachers, Thika West Sub County has been one of the regions in Kenya with low trained teacher levels (Thika West DICECE, 2011). These facts were in concomitant with the study by Abagi (2009) which indicated that most ECDE schools suffered from shortage of trained teachers. Therefore, there was need to conduct this study to uncover the reasons for the shortage of trained ECDE teachers yet there were colleges strewn all over.

In Kenya, a study done by Oketch et al. (2012) to explore pupils’ school mobility in Urban Kenya showed that availability of teaching-learning materials in schools influenced the decisions of most parents to transfer their children from public to private primary schools. Ngure (2014) also conducted a study on utilization of instructional media for quality training in pre-school teacher training Colleges in Nairobi County. The findings showed that variety of instructional media were available and used in teaching by the college tutor and that private college tutors utilized instructional media more than public college tutors. However, little is known on whether the same resources are available in ECDE training colleges in Kiambu County. This study therefore sought to investigate the trainees’ satisfaction with quality of training in colleges offering ECE courses in Thika West Sub-County basing on four dimensions; availability of physical facilities, use of ICT in instruction, availability of instructional materials and methods of instruction.
The situation of early childhood education in Kenya showed the expectation bestowed on ECDE schools to introduce children to basic numeracy and literacy skills (Republic of Kenya, 2008). This therefore means that the ECDE trainees must be equipped with the right skills and knowledge to make sure that children benefit from. Lastly, an individual’s learning outcome greatly influence their views on education quality as they are more predisposed to be in schools with high average test scores. It was thus, imperative to conduct this study to assess the overall level of trainee satisfaction in ECDE colleges.

2.3 Physical Facilities and Trainees’ Satisfaction with Quality of Training in ECDE Colleges

First and foremost, the availability of physical facilities in a learning institution influences trainees’ satisfaction. In terms of education, it has been noted that significant investment in ECDE results into greater social cohesion, better academic performance of students, and increased capacity of children to adopt new technologies (Jaramillo & Mingat, 2006). Failure by any nation to invest in ECDE leads to continued human wastage in the form of failed development, grade repetition and stunted growth of children (Ng’asike, 2012).

A study in Pakistan by Arbab and Arbab (2013) on the teacher’s perception on training revealed that more than 50% of trainees were satisfied with the teaching activities as organized by trainers. However, a significant proportion of 40% of the trainees perceived the quality of education was low since most colleges did not have enough furniture, reading materials and spacious classrooms.
In Kenya, although the government is involved in provision of ECDE, the establishment of ECDE colleges is mostly left to the communities. Communities establish and provide physical facilities such as land, building materials and equipment and manage the ECD center. They also provide furniture and labor. The type and adequacy of the physical facilities therefore largely depend on the economic ability of the community. The facilities range from permanent classrooms in private kindergartens in urban areas to wattle and mud classrooms or even ‘under tree’ arrangement in some rural areas (Republic of Kenya, 2006).

A study done by Oketch et al (2012) established how learners derived satisfaction from the quality of school buildings. It was found that availability of quality school buildings and physical facilities greatly influenced the movement of learners from public to private institutions. However, the study solely focused on primary schools in Nairobi other than ECDE colleges and centres. In addition, the study was fixated on the issue of factors influencing learners’ choice other than the satisfaction level on services provided in those training centres.

In the same breadth, a study conducted by Plan International (2004) in Bondo District, indicated that the physical facilities in most early childhood development and education centers were in dire conditions and decrepit with most children learning under trees and sitting on stones. Abagi (2009) corroborated these revelations through the study he conducted which disclosed that most pre-primary schools in operated without necessary physical facilities like classrooms, water sources, playground and toilets. However, apart from the two studies, limited studies have been done to find out the level of trainees’
satisfaction with availability and appropriateness of physical facilities in their pre-primary schools and colleges. It is against this backdrop that the present study determined the influence of physical facilities on trainees’ satisfaction with the quality of training in ECDE colleges.

2.4 ICT Use in Instruction and Trainee’ Satisfaction with Quality of Education in ECDE Colleges

Today most countries in the world have totally incorporated the use of Information and Communication Technology (ICT) in all training programmes (Siraj-Blatchford & Siraj-Blatchford, 2005). According to Campbell and Scotellaro (2009) education and training has taken a new direction which basically improves the quality of education following the rapid development of technology all over the world. This new form attempts to transform the educational process and role of the instructor who is now opted to instill new skills and ability with regards to temporary issues rather than traditional ways. This is what the current study sought to achieve by establishing the influence of ICT use on training in ECDE colleges in Thika West Sub County.

The importance of application of ICT to support the training of early childhood development and education in ECDE Colleges and colleges cannot be gainsaid. Proponents of ICT application in ECDE Colleges, such as Hatzigianni and Margetts (2012); Bolstad (2004) highlight the positive effects of ICT in early childhood development that entail offering challenging activities that responds to the trainees curiosity and development of mind that is able to measure up to the demands of imparting knowledge to young children. ICT has already impacted on the people and the settings that skirt young children’s learning
which is opted to stimulate cognitive development, creativity and social interactions among trainees (Teuwens, 2011). The study however, mainly focuses on trainees grip with the use of ICT in the day to day learning in colleges.

There is a shared acknowledgement that specific subjects such as communication and language, as well as knowledge and comprehending the world can be beneficiaries of instructional and scholastic application of ICT. Begi (2014) posits that ICT not only plays an essential role in affective, personal, social, and aesthetic development of the trainee but also the child’s physical and motor development that exposes a more dynamic, integrated and multidimensional vision of the academic implications of the use of ICT related resources in an early childhood development and education milieu in a given country. Nevertheless, this has to be done in ECDE colleges in Kenya to help realize the Vision 2030 pillar of education for all. As such, this study endeavored to unearth the influence of ICT use in training teacher trainees in ECDE colleges in Thika West Sub County.

Since ICT integration in early childhood education is a slow and complex process that is influenced by many issues (Inan & Lowther 2010), it is useful to explore which elements are important in understanding ICT use in pre-schools. Universal experience has revealed that teachers play a key role in utilizing the educational potential of ICT. Studies have established that many educational reform initiatives have failed precisely because they did not influence the beliefs or the practices of the teachers (Kalas, 2010). This study therefore, sought to establish trainees’ views with regard to ICT use in colleges as part of the reform initiatives.
According to Begi (2014) the success of computer use in the classroom hinges on the teachers’ attitudes to embrace and uptake of the computer. The ICT system in another way has modified the attitude of most instructors in training institutions (Wood, Specht, Willoughby & Mueller, 2008; Inan & Lowther, 2010). According to Teuwens (2011) the grade in which a teacher teaches is possibly an important factor in explaining ICT use in early childhood education. As such, experiences with technology should be challenging, but also attainable for most children of a certain age. Teachers are responsible for examining which forms of use are appropriate for a certain age and a certain child (Bolstad, 2004).

Sang, Valcke, van-Braak and Tondeur (2010) point out that the capability of integrating ICT in training in ECDE colleges tend to improve quality with respect to validity and pace. Vanderlinde and van Braak (2010) term ICT professional development as an important strategy that fosters ICT integration. However, this is majorly based on selection and availability of training which can foster positive attitudes among teachers towards ICT (Begi, 2014).

In Kenya the use of ICT in early childhood education is lacking as there are no infrastructural development to support the introduction and subsequent integration of ICT in schools. Most schools including early childhood education centers lack the capacity to install computer-based laboratories to facilitate the application of ICT in teaching (Ng’asike, 2012). The government initiative to ensure every household has electricity under the auspices of rural electrification programme of 2003, did not achieve much as very few schools were able to meet the required cost to install electricity and this hampered
the process of laying proper foundations for the uptake and integration of ICT in teaching and learning curriculum (Government of Kenya, 2003). Based on the fact that there is not much research available regarding ICT use in training of practitioners in the particular context of early childhood education, this study sought to examine the influence of ICT in teaching and learning of trainees in colleges offering early childhood development and education programmes.

2.5 Availability of Instructional Materials and Trainees Satisfaction with the Quality of Training in ECDE Colleges

The availability and adequacy of appropriate teaching-learning materials in a school influences trainees’ satisfaction with the quality of education they get (Barrow & Leu, 2006). A study conducted by Silva (2006) to find out the peoples’ perspectives on the quality of child care among culturally diverse group of parents in Australia disclosed that over 90% rated the availability of materials as a very significant component of a quality education environment. Nevertheless, the specific study was conducted in Australia that is uniquely different from the challenges encountered by the early childhood development and education trainees in Kenya.

Government involvement in the training of ECDE teachers started in 1985 when the Ministry of Education started a two-year in-service programme for untrained pre-primary teachers (RoK, 2006). At the time, the majority of the teacher trainees were primary school leavers. Currently, ECDE teachers are trained at certificate and diploma levels through in-service programmes offered in Sub-County Centres for Early Childhood Education also known as (DICECE) and in privately owned institutions. However, dire situations coupled with poor funding for most ECDE Colleges in most counties, the ECDE sub-sector has
very little to show for instructional materials as most ECDE Colleges make to do with improvised materials (MoE, 2009).

National Center for Early Childhood (NACECE) which holds the responsibility of curriculum development has given guidelines for ECDE containing sufficient information for the precise pedagogy such as child centered interaction and emphasis on holistic development which should be used in the country (UNESCO, 2005). In the same breadth, NACECE undertakes the training of trainers who in turn train the ECDE teachers at the DICECE colleges across the country. Other training programmes are managed by different organizations like Kindergarten Headmistress Association (KHA) and the Child Developer among others (Aduda, 2005).

The problem crops in the implementation of the guidelines since the ECDE teachers have to provide for the materials required where in some instances; teachers are compelled to use standard one textbook. Only in some private ECDE Colleges are materials availed (MoE, 2008). Teachers have also diverted their focus and revert to teaching the alphabet and numbers due to pressure from the parents (Githuthwa, 2011; Ng’asike, 2012).

A World Bank project (1996/97-2001/02) used a regular two year course and a new five week short course in providing in-service training programme (UNESCO, 2005). During the duration of this project the ratio of trained teacher to pupil improved from 89:1 to 41:1 (UNESCO, 2005). However this project lasted for only five years. With increasing numbers of children enrolling in ECD centers and the low pay for ECD teachers leading to high turnover for teachers, the ratio of trained teacher to pupil may have changed. As well,
the nature of training within the colleges seems to fall behind the required standards of equipping the teachers with the requisite skills and learning materials to transmit knowledge to the young children in ECDE Colleges. As such, this study attempted to evaluate the influence of teaching and learning materials on the trainees’ satisfaction with quality of education in ECDE colleges in Thika West Sub-County.

2.6 Methods of Instruction and Trainees’ Satisfaction with the Quality of Training in ECDE Colleges

Early childhood teacher candidates need to know how to have the right teaching methods and techniques to know the laws relating to the rights of children, and to know how to meet the instructional needs of a diverse population of children (Morgan, 2010). Obidike (2012) stated that early childhood regular education teachers are the core of successful growth because they are the parents’ and children's first school experiences and set the foundation for later school success. Therefore, comments indicating the early childhood teacher lack of knowledge about the right methods, and a conflict between recited and actual beliefs of the teacher towards dispensing with their duties are a point to ponder and research (Piaget, 2001).

Teacher-trainee satisfaction in studies about the universities is often described as the fulfillment of students’ expectations with the various implementations and products served to them by the universities or colleges (Le & Agnev, 2007). The research by Dougless, Dougless & Barnes (2006, cited in Alireza, 2011) shows that there is a direct/positive and good level of correlation between independent variables such as trainee satisfaction and the quality of classroom teaching; the interaction of instructors with students inside and
outside of the classroom; the presence of non-teaching activities for students and the opportunity to attend these. Some of the satisfaction research with teacher trainees at college was done in order to determine prospective students’ choice of university/faculty (evaluate administrative policies for keeping the students in the institution (Le & Agney, 2007) and determine ranking among institutions (LoBasso, 2005). Part of this research was also done in order to evaluate the quality of service offered at universities (Moro-Egido & Panadés, 2008).

Teacher candidates need to feel comfortable and able to exhibit the techniques acquired in training to impact on all children who are part of their class. One teacher’s proficiency listed by the Texas Education Agency (1994) was equity in excellence for all learners. If teachers are to be successful in helping all children reach their individual full potential, they need to take the first step in acceptance by examining their beliefs, knowledge, and the methods they use in class.

The teacher trainee or candidate should therefore stand for nothing but the best during their time in ECDE colleges and centres and must demand equal treatment from the trainers who prepare them for the tough job ahead. Unfortunately, in Kenya, not much is worth writing home about because the trainees are not given the right tools and methods to enable offer services that are beyond reproach in their endeavors to develop the young children (Ng’asike, 2012). It is therefore against this backdrop that this present study examined the methods of teaching and learning in ECDE colleges to establish whether they influence trainees’ satisfaction with quality education provided in colleges.
2.7 Summary of the Literature Reviewed

Studies reviewed have shown that access to early childhood education is on the upward trajectory globally, as the quality of training in education remains poor in most of the ECDE colleges and schools with low income and developing countries affected the most. The level of trainees’ satisfaction with the quality of training education therefore remained the fundamental concern to the study as it was revealed to be subjective and contextual from place to place and has a bearing on their effective’ involvement in early childhood school activities as improving children’s retention, participation and achievement in school.

The literary sources reviewed further revealed that although conceptualization of trainees’ satisfaction with the quality of early childhood education is diverse, empirical proof established contested results which vary from setting to setting and the perceptions of the players involved. The study sought to fill this gap by conducting a local study in a developing country, particularly in Thika Sub-County West, Kenya.

In Kenya, the studies conducted on the general satisfaction of teacher trainees were based in primary teacher training colleges but not in pre-primary school teacher colleges. The mandate of this study was to fill this gap by focusing on pre-primary school teacher colleges setting. In addition, agreement has emerged that since trainees’ satisfaction is equated to customer satisfaction, it should be measured by assessing the level of their contentment with the quality of education services offered in their respective ECDE colleges based on quality indicators such as physical facilities, teaching-learning materials, teacher-student ratio, trainer quality, safety and security in colleges, as well as ICT application in learning.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

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

3.2 Research Design

For the purpose of this study, descriptive survey design was used. This design was used because it enabled the researcher to describe the situation as it was in the natural setting. This research design also portrayed the characteristics of a population fully and attempted to describe behaviours and characteristics of the trainees with respect to their level of satisfaction with the quality of training in the colleges. According to Orodho (2009) descriptive survey designs assist in collecting, summarizing and interpreting it for clarification. Descriptive survey design was more efficient and economical method of gathering data since it has the potential to provide a lot of information obtained from a large sample of individual groups.
3.3 Study Variables

The variables for the study included both the independent and the dependent variables. The variables were in regard to trainees’ satisfaction with quality of education in ECDE colleges.

3.3.1 Independent Variables

The independent variables of this study were factors influencing trainees’ satisfaction with the quality of early childhood development and education provided by the colleges. The factors assessed include: Availability of physical facilities; use of ICT in instruction; availability of instructional materials; and methods of instruction.

a) **Availability of physical facilities:** It was determined by the availability of structural indicators such as classrooms, kitchen, toilets, water sources, stores, offices, accommodation facilities, resource centres and playgrounds.

b) **Use of ICT in instruction:** It was determined by assessing the frequency at which the teacher trainers used ICT during teaching process. The ICT components were computers, cameras and radios.

c) **Availability of instructional materials:** It was measured by indicating the available instructional materials like textbooks, pictures, and charts and their frequency of use

d) **Methods of instruction:** It was measured by evaluating the frequency at which such instructional methods such as storytelling, group work, question and answer, and learner-centred were used by the trainees.
3.3.2 Dependent variable

The dependent variable was trainees’ satisfaction with the quality of training in early childhood development and education. Using 20 items as satisfaction indicators, a Likert scale was designed showing the level of satisfaction; 4 points were awarded to very satisfied, 3 points to satisfied, 2 points to unsatisfied and 1 point to very unsatisfied.

3.4 Study Locale

The study was carried out in Thika West Sub County, Kenya. The Sub County is situated in Kiambu County and borders Nairobi County to the North-East, Muranga County to the North, Machakos County to the East, Nakuru County to the West and Nyandarua County towards northwestern direction (See map in Appendix IX). The main economic activities in the Sub County are small scale fishing, farming and Food processing, manufacturing, mining, textile, motor vehicle assembly, wholesale and retail traders (Southern Africa Regional Poverty Network, 2010).

There has been a lamentation that enrolment and completion trend has not been consistent among teachers enrolling in ECDE Colleges training in Thika West Sub-County hence the appropriateness of the location for the study (Kiambu County Data Facts, 2017). Thika West Sub-County was chosen among the thirteen Sub-Counties due to the fact that it lies within a congested area with polluting industries despite the existence of ECDE colleges established in closed environment. Its proximity to urban centres provides a fodder for many mushrooming private colleges within residential areas without due consideration to many aspects of education standards thereby compromising the quality of training. In addition, Kiambu County is the home to a highly heterogeneous population with huge
disparities in the social and economic profiles. The varied economic profile determined availability of physical facilities, teaching materials and instructional media. This dynamic enabled collection of adequate qualitative and quantitative data in Thika West in particular as representative of the study population to help achieve acceptable generalization.

3.5 Target Population

The study targeted a total of 424 trainees and 40 instructors from 6 colleges in Thika West Sub-County. Instructors involved tutors who taught both diploma and certificate classes in these colleges. These tutors were selected because the researcher sought to find out the instructional methods often used during training. Trainees were selected because it was important to directly obtain data pertaining satisfaction from trainees themselves.

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

Only private ECDE colleges formed the strata of the study since public ECDE colleges were not established in Thika West Sub-County (See Appendix V showing the list of Colleges). Simple random sampling was used to select 4 ECDE colleges representing 66.7% of the total ECDE colleges. Selecting 4 ECDE colleges was ideal for the study because it was in accordance with Sandelowski (1995) that at least 50% sample is ideal for a study in which the size of the study strata is small. Simple random sampling technique was also used to select 53 trainees from each of the sampled ECDE colleges leading to a total of 212 trainees which represents 50% of the targeted trainees. Similarly, simple random sampling technique was used to select 5 instructors from each of the 4 sampled ECDE colleges leading to a total of 20 instructors which represents 50% of the targeted
instructors. The use of simple random method was appropriate because it gives each subject equal opportunity to participate in the study and thus minimizes bias (Kombo, 2006).

3.6.2 Sample Size

The sample size for the study was 120 respondents (100 trainees and 20 instructors) from 4 ECDE sampled colleges. The sampling frame is presented in Table 3.1.

Table 3.1 Sampling Frame

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population (N)</th>
<th>Sample size (n)</th>
<th>Percentage of the Target (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainees</td>
<td>424</td>
<td>212</td>
<td>50.0</td>
</tr>
<tr>
<td>Trainers</td>
<td>40</td>
<td>20</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>464</strong></td>
<td><strong>232</strong></td>
<td><strong>50.0</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2015)

3.6.3 Distribution of Respondents by Class Size

The infrastructure in terms of facilities such as classrooms determines the number of students per classroom. The study therefore sought to establish the class size in the centres under study. The responses on this question are presented in Table 3.2.
Table 3.2 Distribution of Respondents by Class Size

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;50</td>
<td>18</td>
<td>11.25</td>
</tr>
<tr>
<td>51&lt;100</td>
<td>27</td>
<td>16.9</td>
</tr>
<tr>
<td>101&lt;150</td>
<td>31</td>
<td>19.4</td>
</tr>
<tr>
<td>151&lt;200</td>
<td>36</td>
<td>22.5</td>
</tr>
<tr>
<td>Over 200</td>
<td>48</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>160</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Findings in Table 3.2 show that 48(30%) of the respondents reported that a class was made up of over 200 students. However, only 18(11.25%) reported that one class was made of a maximum of 50 students. This implies that the ratio of trainees to trainers was high and thus learning tasks was difficult. This concept coincides with the findings of Silver (2006) who noted that adequate qualified teachers and adequate physical facilities like classrooms were the major indicators of ECDE College’s performance. The facilities are useful in evaluating the level of trainee’s satisfaction with the quality of early childhood education training.

### 3.7 Research Instruments

The research instruments applied for the study included questionnaires, interview schedule and observation schedules. The use of three different types of research instruments helped in verification of results from each category. According to Mugenda and Mugenda (2009), the use of interviews amid the questionnaires assist in verification of data. Also, carrying out an observation before interviews give the research useful insight on information that she intended to enquire from the trainers during interview schedule.
3.7.1 Questionnaire for Teacher Trainees

A questionnaire was used to collect data on the level of trainees’ satisfaction with the quality of training in early childhood education colleges provided to them. This was based on the Likert-scale questions among others. It was the most ideal since the researcher could collect all the completed responses within a short time by administering the questionnaires to a bigger number of respondents. The questionnaire was divided into sub-sections. The first section collected data related to background information of the respondents. The second section gathered information related to availability of such physical facilities as classrooms, kitchen, toilets, water sources, stores, offices, accommodation facilities, resource centres and playgrounds. Section C dealt with the frequency on the use of ICT in instruction. Section D collected data related to availability of instructional materials such as textbooks, pictures, and charts and their frequency of use. Finally, section E collected information related to methods of instruction and the frequency at which such instructional methods were used by the trainees (See Appendix II). The questionnaire was used because they were easier to administer and economical in terms of time and money (Cohen, Manion & Morrison, 2000).

3.7.2 Interview Guide for Trainers

An interview guide was designed for trainers which consisted of open-ended items which sought to answer questions related to trainees’ levels of satisfaction, instructional materials available in the institution, frequency in use of ICT facilities in teaching and learning, instructional methods used during training and opinion based on measures of enhancing quality of training in the ECDE colleges (See Appendix III). The use of interview guides assisted the researcher to obtain more information in greater depth, personal information
as well as supplementary information about the respondents’ personal characteristics and environment which was of great value in interpreting results. The use of interview schedule was an oral administration of pre-coded questions that involved a face-to-face interaction to provide a quick, cheap and easy qualitative data (Kodhari, 2008).

3.7.3 Observation Schedule

This form of data collection instrument was used to collect data from In-service ECDE colleges on; instructional methods in the classrooms, status of training premises, instructional curriculum and resources used (See Appendix IV). It was suitable for the study because it allowed for the collection of data from the primary source without any influence and tampering of the information. According to Kothari (2004), when accurately conducted, observations enable the researcher to collect information without complications of the past behavior, future intentions or attitudes.

3.8 Piloting

Before the actual study, the questionnaire and the interview schedule were piloted in two ECDE colleges (both private) in Thika West Sub-County which were not included in the final study. Random sampling was used to select a total of 4 trainers and 6 trainees from the two colleges. The purpose of piloting was to discover any weaknesses in the instruments, like unclear questions cited by the respondents which were corrected by deleting or adding items prior to the main study to maintain clarity of the items and elicit comments from respondents during the actual study. Piloting also ensured the clarity and suitability of the language used in the research instruments.
3.8.1 Validity of the Study

Content validity was verified to determine the extent to which questionnaire and interview schedules really measured the objectives of this study. Expert-judgement technique was used to check the content validity of the research tools. Both questionnaire and interview schedules were given two experts in the area under study and each item was examined in terms of its relevance to the variables and the objectives of the study. The feedback was used to make necessary adjustments to the items to ensure they solicited the required information.

3.8.2 Reliability of the Study

Test-retest method was used to measure the internal consistency of both questionnaire and interview schedule. Test-retest reliability was appropriate because it indicates the repeatability of test scores with the passage of time. This estimate also reflects the stability of the characteristic measured by the test (Hunter & Brewer, 2003). Questionnaires were administered twice to the sampled trainees within a period gap of two weeks. Simultaneously, interview schedules were administered twice to the sampled trainers within the same period. The scores were recorded for each instrument and the paired rankings were then computed using the Spearman rank order correlation coefficient. The use of Spearman's correlation was used because it determines the strength and direction of the monotonic relationship between two variables rather than the strength and direction of the linear relationship between your two variables (Davood & Mohsen, 2001). Correlation coefficients of 0.78 and 0.76 for questionnaire and interview schedule respectively were obtained which were enough to conclude that the instruments for this research were reliable.
as Orodho (2003) recommends that a correlation coefficient of 0.75 or more is required for an instrument to be reliable.

3.9 Data Collection Techniques

The researcher visited the sampled colleges and sought the authority to conduct research from the college administrators on a later date. Data was collected in the following three stages. The data was collected through both open and closed ended questionnaire, interview and verbally this was to get first-hand information.

Administration of Questionnaires to Trainees

Upon seeking permission from the relevant authorities, the researcher administered the questionnaires to the teacher trainees through a drop-and-pick-later technique. Completed questionnaires were collected on the same day.

Administration of Observation Guides

Information to confirm availability of physical facilities, teaching/learning materials and ICT facilities was gathered through observation schedules. The researcher scheduled another day for carrying out trainees observations. With the assistance of one instructor, training pedagogies, instructional curriculum and status of training premises were observed. This exercise took approximately 30 minutes. Data from observation were used to verify the truth of statements made by trainees in questionnaires. The information also alerted the researcher based on the status of training premises before the interview was conducted on the trainers.
**Administration of Interview Guides**

Interviews were conducted on the instructors which involved probing the interviewees by asking open questions to obtain in-depth information. The exercise took approximately 25 minutes. The interviews provided additional information cutting across the different objectives of the present study. The data was recorded through note taking as the instructors explained their experiences with training in colleges.

**3.10 Data Analysis**

Both qualitative and quantitative methods were used to analyze the data. Quantitative data were generated from the Likert scale. Labels were assigned to physical facilities, frequency of use of ICT facilities and instructional methods used. The data were then entered into a computer the scores were analyzed using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS version 21). The data was presented in tables and graphs. The Descriptive statistics which included frequencies, percentages and mean were used to present the results. The use of descriptive statistics was helpful in enabling the researcher present the data the way they were in a more understanding manner (Creswell, 2003). The Qualitative data from the interview schedules were analyzed by identifying the common themes and categories between them. Pearson correlation test was used to establish the relationship between variables at a Confidential Interval (CI) of 95%. It was important to use Pearson correlation test because it showed both the strength and direction of two variables (Davood & Mohsen, 2001). The hypotheses of the study were:
H₀₁: There is no significant relationship between availability of physical facilities and 
trainee’s satisfaction with quality of education in ECDE Colleges.

H₀₂: There is no significant relationship between the use of ICT in teaching and trainee’s 
satisfaction with quality of education in ECDE Colleges.

H₀₃: There is no significant relationship between availability of instructional 
materials and trainee’s satisfaction with quality of education in ECDE Colleges.

H₀₄: There is no significant relationship between methods of instruction and 
trainee’s satisfaction with quality of education in ECDE Colleges.

3.11 Logistical Considerations and Ethical Considerations

3.11.1 Logistical Considerations

The researcher sought clearance from Kenyatta University Graduate School (See Appendix 
VII). Permission from the National Commission for Science Technology and Innovation 
(NACOSTI) was sought before collecting data (See Appendix VIII). The researcher went 
through the Sub-County Director of Education Thika West sub-county, administrators of 
colleges sampled before interacting with the trainers and trainee. Consultations were made 
with the trainers regarding what lessons the researcher observed.

3.11.2 Ethical Considerations

Before any data could be gathered, the participants were made aware that their responses 
were confidential and that the information was purely for academic purpose. The researcher
sought consent from all the respondents (See Appendix I). In conducting the observations and interviews, high levels of honesty was exercised. Additionally, the interviews were conducted in a private place with only the trainer and the researcher. This ensured some privacy and confidentiality during data collection. In the analysis and dissemination of the results, names of ECDE colleges and the names of the participants were not used to ensure anonymity of participants.
CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This study aimed at assessing the trainees’ satisfaction with quality of training in colleges offering Early Childhood Development and Education in Thika West Sub-County. The study also determined the factors influencing trainees’ level of satisfaction. This chapter presents the data analysis and discussion of the study findings. The data was presented in the form of frequencies and percentages using pie-chart, graphs and frequency tables. The data presented covers response rates for the questionnaires, interview guides and observation checklist. Results on demographic characteristics of these respondents were presented in the first section of the chapter. Section two of the chapter presents the findings based on the following objectives:

i. To establish the level of teacher trainees’ satisfaction with quality of education in colleges offering ECE courses.

ii. To determine the influence of availability of physical facilities on teacher trainees satisfaction with quality of education in ECDE colleges.

iii. To find out the influence of ICT use in instruction on teacher trainees satisfaction with quality of education in ECDE colleges.

iv. To determine the influence of availability of instructional materials on teacher trainees satisfaction with the quality of education in ECDE colleges.

v. To establish the influence of methods of instruction on teacher trainees satisfaction with the quality of education in ECDE colleges.
4.2 General and Demographic Information of the Respondents

This section presents the general information in terms of distribution of respondents by size of class. Demographic information of trainees and trainers are also presented based on age, gender, educational level and teaching experience.

4.2.1 Response Rate

Response rate was important in determining the ideal number of participants against the previously sampled. These results are summarized in Table 4.1.

Table 4.1 Distribution of Respondents by Class Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Final sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainees</td>
<td>212</td>
<td>75.5%</td>
</tr>
<tr>
<td>Trainers</td>
<td>20</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The study administered a total number of 212 questionnaires and 160 filled questionnaires were returned which represents a response rate of 75.5%. Interview was also conducted to all 20 sampled trainers giving a response rate of 100%. These return rates were excellent. According to Mugenda and Mugenda (1999) a response rate of 70% is excellent.

4.2.2 Demographic Information

To obtain the demographic characteristics, trainees were asked to indicate their gender and age. Their responses are as presented in Table 4.2.
Table 4.2 Trainees Demographic Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>35</td>
<td>21.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>125</td>
<td>78.1</td>
<td>100</td>
</tr>
<tr>
<td>Age</td>
<td>21-25</td>
<td>91</td>
<td>56.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26-30</td>
<td>59</td>
<td>36.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31-35</td>
<td>9</td>
<td>5.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>36-40</td>
<td>1</td>
<td>0.62</td>
<td></td>
</tr>
</tbody>
</table>

N=160

Findings in Table 4.2 show that majority 125 (78.1%) of trainees undertaking training in ECDE colleges in Thika West Sub-County constituted females, while the proportion of males was 35 (21.9%). This implies that gender was not equally distributed within the ECDE colleges under study. Data on the age of the respondents revealed that trainee’s age spread across all the age brackets presented, but majority 91 (56.9%) were between 21 and 25 years of age implying that the ECDE colleges were dominated by very youthful trainees.

4.3.2.2 Trainers Demographic Characteristic

To obtain the demographic characteristics, trainers were asked to indicate their gender, educational qualification and teaching experience. Their responses are as presented in Table 4.3.
Table 4.3 Trainers Demographic Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>9</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>11</td>
<td>55</td>
<td>100</td>
</tr>
<tr>
<td>Educational qualification</td>
<td>P1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>12</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>4</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>1-5 years</td>
<td>14</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-10 years</td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11-15 years</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16-20 years</td>
<td>1</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

N=20

Results in Table 4.3 indicate that 11 (55%) of trainers in ECDE colleges were females while 9 (45%) were males implying that trainers were equally distributed in terms of gender. On qualification, findings show that majority 12 (60%) of the teachers had diploma, 3 (15%) were graduates while 4 (20%) were post graduates. This implies a good number of trainers were qualified to train in ECDE colleges. Professional competence often transforms into high quality of training with prospect that this will improve the quality of education.

Based on teaching experience, majority 14 (70%) of trainers had between one to five years of experience. This implied that the trainers had enough exposure and work experience and therefore would train and deliver the content well. The findings further showed that 3 (15%) had between 6-10 years, 2 (10%) had between 11-15 years and 1 (5%) had between 16-20 years.
4.3 Teacher Trainees’ Satisfaction with Quality of Education in Colleges Offering ECE Courses

The first objective sought to establish the level of teacher trainees’ satisfaction with quality of education in early childhood and education colleges in Thika West Sub-County. Evaluating the satisfaction of trainees based on the quality of education offered in ECDE colleges is a significant element of enhancing quality of education as a whole. To achieve the objective, the respondents were asked to rate indicators related to satisfaction level using 4-item Likert scale ranging from very satisfied, satisfied, unsatisfied and 1 point to unsatisfied. The results have been presented in Table 4.4.
<table>
<thead>
<tr>
<th>Items measuring satisfaction indicators</th>
<th>VS</th>
<th>S</th>
<th>U</th>
<th>VU</th>
<th>Mean</th>
<th>Std dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adequacy of indoor space and outdoor space</td>
<td>F</td>
<td>45</td>
<td>23</td>
<td>55</td>
<td>37</td>
<td>1.82</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>28.12</td>
<td>14.38</td>
<td>34.38</td>
<td>23.13</td>
<td></td>
</tr>
<tr>
<td>2. Availability of classrooms and teaching-learning materials</td>
<td>F</td>
<td>12</td>
<td>20</td>
<td>80</td>
<td>48</td>
<td>1.94</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>7.5</td>
<td>12.5</td>
<td>50</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>3. Sufficiency of outdoor play equipment</td>
<td>F</td>
<td>15</td>
<td>35</td>
<td>45</td>
<td>75</td>
<td>1.97</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>9.38</td>
<td>21.88</td>
<td>28.13</td>
<td>46.88</td>
<td></td>
</tr>
<tr>
<td>4. Available of toilets, hygiene and water</td>
<td>F</td>
<td>75</td>
<td>15</td>
<td>50</td>
<td>20</td>
<td>2.28</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>46.88</td>
<td>9.38</td>
<td>31.25</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>5. Trainer-trainee ratio and number of teachers trainee in class</td>
<td>F</td>
<td>36</td>
<td>55</td>
<td>44</td>
<td>25</td>
<td>2.27</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>22.5</td>
<td>34.37</td>
<td>27.5</td>
<td>15.63</td>
<td></td>
</tr>
<tr>
<td>6. Trainers’ working experience with teacher trainees</td>
<td>F</td>
<td>40</td>
<td>45</td>
<td>34</td>
<td>41</td>
<td>2.68</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>25</td>
<td>28.12</td>
<td>21.25</td>
<td>25.63</td>
<td></td>
</tr>
<tr>
<td>7. Trainer’s behaviors in helping trainee to solve problems</td>
<td>F</td>
<td>39</td>
<td>24</td>
<td>45</td>
<td>52</td>
<td>2.67</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>24.38</td>
<td>15</td>
<td>28.13</td>
<td>32.5</td>
<td></td>
</tr>
<tr>
<td>8. Stimulating and developmental appropriate activities</td>
<td>F</td>
<td>46</td>
<td>34</td>
<td>55</td>
<td>25</td>
<td>2.71</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>28.75</td>
<td>21.25</td>
<td>34.38</td>
<td>15.63</td>
<td></td>
</tr>
<tr>
<td>9. Involvement of trainees in decision making to improve colleges and regular training of teachers trainee progress</td>
<td>F</td>
<td>44</td>
<td>54</td>
<td>40</td>
<td>22</td>
<td>2.70</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>27.5</td>
<td>33.75</td>
<td>25</td>
<td>13.75</td>
<td></td>
</tr>
<tr>
<td>10. Involvement of trainees in academic activities as field trips</td>
<td>F</td>
<td>35</td>
<td>33</td>
<td>30</td>
<td>62</td>
<td>2.70</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>21.88</td>
<td>20.6</td>
<td>18.75</td>
<td>38.75</td>
<td></td>
</tr>
<tr>
<td>11. Provision of Quality of meals Safety in college</td>
<td>F</td>
<td>40</td>
<td>57</td>
<td>46</td>
<td>17</td>
<td>2.87</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>25</td>
<td>35.63</td>
<td>28.75</td>
<td>10.63</td>
<td></td>
</tr>
<tr>
<td>12. Good Relationship of trainers with trainees in work commitment in moral and spiritual values</td>
<td>F</td>
<td>77</td>
<td>34</td>
<td>20</td>
<td>29</td>
<td>2.68</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>48.13</td>
<td>21.15</td>
<td>12.5</td>
<td>18.13</td>
<td></td>
</tr>
<tr>
<td>13. Perfectly Syllabus coverage</td>
<td>F</td>
<td>37</td>
<td>45</td>
<td>23</td>
<td>55</td>
<td>2.17</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>22.75</td>
<td>28.13</td>
<td>14.38</td>
<td>34.75</td>
<td></td>
</tr>
<tr>
<td>14. Use of ICT components like computers in training and learning</td>
<td>F</td>
<td>34</td>
<td>45</td>
<td>54</td>
<td>27</td>
<td>1.97</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>21.15</td>
<td>28.15</td>
<td>33.75</td>
<td>16.95</td>
<td></td>
</tr>
</tbody>
</table>

**Average Score**

|                      | 1.97 | 1.42 |

**Key**

VS- Very Satisfied  
S- Satisfied  
U- Unsatisfied  
VU- Very Unsatisfied.
Evaluating teachers’ satisfaction is a significant matter as far as quality of education is concerned in ECDE colleges. According to Miller and Silvernail (2004), evaluation of trainee satisfaction with schools is a fundamental element in the improvement of the overall quality of education as satisfied trainees actively involve themselves in school activities. When responding to how satisfied trainee teachers were with Quality of Training in Early Childhood Education Colleges, majority 80 (50%) of the participants had reported that they were unsatisfied with the item, ‘Availability of classrooms and teaching-learning materials’. The average mean score was computed as 1.97 which implies that majority of the trainees were dissatisfied with quality of training in the ECDE colleges under study. The findings also indicated that the majority of participants indicated low satisfaction with Quality of Training in Early Childhood Education Colleges (Overall mean Mean=1.97 and standard deviation=1.42).

The findings further revealed that outdoor play equipment, field trips and syllabus coverage were insufficient in most ECDE colleges. Moreover, 55(34.38%) were unsatisfied with the indicator-items, ‘stimulating and developmental appropriate activities’ and ‘adequacy of indoor space and outdoor space’. Finally, despite the current implementation of ICT in training in most institutions in Kenya, 54 (33.75%) of the trainees were unsatisfied with the adequacy of indoor space and outdoor space. This was confirmed by one of the respondents who complained that:

“*We, as trainees, have difficult time for learning because classrooms are not enough to accommodate the big number of enrolled students*.”
These findings were therefore in line with Mironi (2014) who found that, with regard to how satisfied teachers felt with the physical facilities in school, majority of teachers were very dissatisfied with the physical facilities in training Colleges for teachers. Dougless et al (2006) revealed that satisfaction level of trainees in ECDE colleges is facilitated if services related to wellbeing of the trainees are provided with the institution based on physical services, teaching staff and psychological support. In contrast to this finding, Mosomi (2008) found that respondents were satisfied with six out of the twenty study variables of job satisfaction. He revealed that pre-school teachers in Kisii County were not satisfied with environmental (extrinsic of hygiene) variables in the study including institutional policy.

Contrary to the findings of the current study Arbab and Arbab (2013) who revealed that merit during admission was used to indicate the quality of education expected. According to Arbab and Arbab (2013), most teacher trainees were satisfied with the reasonable admission criteria. Studies in Kenya also show that availability of facilities is a significant factor to the trainees’ choice of colleges (Abagi, 2009; Oketch et al., 2012). Trainees expect to learn certain concepts and skills the kind of teaching and learning that takes place in a school influences their satisfaction with the quality of education provided by their trainers. An individual’s learning outcome greatly influence their views about the quality of education provided in a school as they are more predisposed to be in schools with high average test scores.
4.4 Physical Facilities and Trainees Satisfaction with Quality of Education

The second objective of the study sought to determine the influence of availability of physical facilities on trainees’ satisfaction with quality of education in ECDE colleges in Thika West Sub-County. Respondents were asked to indicate the adequacy of Infrastructure and Physical with regard to classrooms, kitchen, toilets, water source, store, office, accommodation amenities, resource centre and playground. Data was collected from 20 trainers from the sampled centres. Observation of physical facilities was also managed and compiled through checklist and physical observation of these facilities. The findings from the observation were summarized in Table 4.5.

<table>
<thead>
<tr>
<th>Physical facilities in ECDE Colleges</th>
<th>ECDE Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have standards facilities</td>
</tr>
<tr>
<td></td>
<td>Freq</td>
</tr>
<tr>
<td>Classrooms</td>
<td>1</td>
</tr>
<tr>
<td>Kitchen</td>
<td>1</td>
</tr>
<tr>
<td>Sanitation/toilets</td>
<td>-</td>
</tr>
<tr>
<td>Water source</td>
<td>1</td>
</tr>
<tr>
<td>Store</td>
<td>-</td>
</tr>
<tr>
<td>Office</td>
<td>4</td>
</tr>
<tr>
<td>Accommodation facilities/ hostels</td>
<td>3</td>
</tr>
<tr>
<td>Resource centre</td>
<td>2</td>
</tr>
<tr>
<td>Play ground</td>
<td>-</td>
</tr>
</tbody>
</table>
The findings in Table 4.3 reveal that all 4(100%) of the ECDE Colleges had no playground at all. The findings further showed that 3(75%) of the ECDE colleges had classrooms but did not meet the required standards. Three (75%) out of the sampled ECDE colleges had no kitchen. Even though all the ECDE Colleges had toilets, they were not sufficient for the big population and did not meet the required standards. In Kenya the Ministry of Education (MOEST, 1999) recommends that toilets should be adequate and in good sanitary conditions in any training institution.

These finding are in line with the trainees’ responses presented in Table 4.4 where 75 (46.88%) of the respondents reported that they were very unsatisfied with sufficiency of outdoor play equipment even though physical education is one of the most significant programme in training institutions. However, the findings show that stores were adequate within the training centres even though it did not offer an immediate satisfaction with quality training to the trainees. It can be deemed that infrastructure and physical facilities in the colleges were no adequate.

Findings from interviews with trainers indicated that that learning environment was not friendly. This was confirmed by one of the trainers who reported:

“...most of the institutions are located next to littered backstreets, overcrowded market centres and dilapidated buildings. Our institution is also lying on a less than half an acre piece of land leaving no room for playgrounds.”

It was further revealed that majority of the colleges lacked adequate finances to improve the facilities and the available facilities were still overstretched. During the interview, the second respondent reported:
“Some students are forced to seek alternative accommodation outside the institution and that pose them to insecurity risks.”

To establish whether there was a relationship between available physical facilities and trainee’s satisfaction with quality of education in ECDE Colleges, mean scores of trainees’ satisfaction level were calculated and presented alongside the availability of physical facilities. Table 4.6 summarizes the findings.
The result from Table 4.6 shows that ECDE colleges that had classrooms, kitchen, water sources, accommodation facilities and resource centres which meet the required standards had a high mean score compared to those which did not meet standards or were not
available. The more the availability of physical facilities the higher the trainees’ satisfaction with quality of education in ECDE colleges. There was a slight difference in trainees’ satisfaction with quality of education between ECDE colleges that had resources centres with required standards and those that did not meet the required standards.

Further analysis was done to determine whether there was a relationship between availability of physical facilities and trainees’ satisfaction with quality of education.

To test the result, the following hypothesis was formulated.

**Ha1: There is a relationship between availability of physical facilities and trainee’s satisfaction with quality of education in ECDE Colleges was accepted.**

Pearson Correlation test was used to find out whether the relationship between availability of physical facilities and trainees’ satisfaction with quality of education was significant. The results are presented in Table 4.7.

**Table 4.7 Relationship between Availability of Physical Facilities and Trainee’s Satisfactions**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>Significance (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of physical</td>
<td>0.118</td>
<td>0.15</td>
<td>.001</td>
</tr>
<tr>
<td>facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( R^2 ) = .689</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted ( R^2 ) = .686</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The results presented in Table 4.7 show that availability of physical facilities positively correlate with trainee’s satisfaction. Physical facilities were clearly significant and associated with trainee’s satisfaction with quality of education. A coefficient of 0.118 means that a unit increase in physical facilities in the colleges enhances the trainee’s satisfaction with quality of education at a significance of $p=0.001$ ($p<0.05$). The results show that the relationship between physical facilities and trainee’s satisfaction with quality of training was significant. The alternative hypothesis was accepted. This implies that physical facilities influence trainee’s satisfaction with trainee’s satisfaction with quality of education. Thus, the more the availability of physical facilities with the required standards the higher the trainee’s satisfaction with quality of education in ECDE colleges.

The findings agree with those of Ng’asike (2012) who indicated that inadequate facilities could have harmful effect on the quality of education. He added that failure by any nation to invest in ECDE would lead to continued human wastage in the form of failed development, grade repetition and stunted growth of children. In addition, Jaramillo and Mingat (2006) noted that quality of education results when there is adequate physical facilities and resources, friendly learning environment, safe playground and attractive school buildings. This was also in line with the views of Oketch et al. (2012) who observed that availability of classrooms, laboratories and libraries were symbols of high education quality. Abagi (2009) agreed with the above studies good performance depends on adequacy of facilities in the institution hence a quality standard which is a determinant of trainees’ satisfaction with quality of training offered in the centres.
A study conducted by Plan International (2004) in Bondo District, indicated that the physical facilities in most early childhood development and education centers were in dire conditions and decrepit with most children learning under trees and sitting on stones. Abagi (2009) corroborated these revelations through the study he conducted which disclosed that most pre-primary schools in operated without necessary physical facilities like classrooms, water sources, playground and toilets. Price, Matzdorf, Smith, and Agahi (2003) also found that availability of computers, quality of library facilities, good teaching reputation, availability of “quiet” areas, availability of areas self-study, quality of public transport in the town/city and a friendly attitude towards students influenced facilities on the teacher trainee choice of Colleges and Universities.

4.5 ICT Use in Teaching and Trainees Satisfaction with Quality of Education in ECDE colleges

The third objective sought to find out the influence of ICT use in teaching and learning on trainees satisfaction with quality of education in ECDE colleges in Thika West Sub-County. An observation, through checklist, was conducted on the availability and the use of ICT facilities that determined the quality of education training. Interviews were also carried out with 20 trainers on views relating to availability and use of ICT components during teaching and learning.
Table 4.8 Availability of ICT Facilities

<table>
<thead>
<tr>
<th>Physical facilities in ECDE Colleges</th>
<th>ECDE Colleges</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have standards facilities</td>
<td>Have sub-standards facilities</td>
</tr>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Computers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Printers</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Photocopiers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Digital camera</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Radios</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Scanners</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The above findings in Table 4.8 reveal that out of the all ECDE Colleges, 1 had no computer. However, the 3 ECDE colleges which had computers did not rely on them since the computers were malfunctioned. It was further observed that only 1(25%) ECDE centre had an operating printer but could not serve to produce all the required documents in the whole centre.

In an interview with trainers, respondents were asked to give frequency at which they used ICT facilities in teaching and learning. Majority of the trainers reported:

“Even though computers are available, they are rarely utilized for teaching and learning because of inadequate skills in Computer”.

Another trainer said that;

“We have already procured a printer, three computers, and a photocopier but still need to be installed in our office”.

These findings imply that the use of ICT is determined by the trainers’ attitudes to the new technologies and previous acquired skills.
To establish whether there was a relationship between available ICT facilities and trainee’s satisfaction with quality of education in ECDE Colleges, mean scores of trainees’ satisfaction level were calculated and presented alongside the availability of ICT facilities. The findings are presented in Table 4.9.

Table 4.9 ICT Facilities and Trainee’s Satisfaction with Quality of Training

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Available and standards</th>
<th>Freq</th>
<th>%</th>
<th>Mean score of trainee’s satisfaction with quality of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>Available and meets the required standards</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Available and does not meet the required</td>
<td>3</td>
<td>75</td>
<td>1.71</td>
</tr>
<tr>
<td></td>
<td>standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>1</td>
<td>25</td>
<td>0.26</td>
</tr>
<tr>
<td>Printers</td>
<td>Available and meets the required standards</td>
<td>1</td>
<td>25</td>
<td>1.54</td>
</tr>
<tr>
<td></td>
<td>Available and does not meet the required</td>
<td>1</td>
<td>25</td>
<td>1.24</td>
</tr>
<tr>
<td></td>
<td>standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>2</td>
<td>50</td>
<td>1.89</td>
</tr>
<tr>
<td>Photocopiers</td>
<td>Available and meets the required standards</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Available and does not meet the required</td>
<td>1</td>
<td>25</td>
<td>1.89</td>
</tr>
<tr>
<td></td>
<td>standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>3</td>
<td>75</td>
<td>0.19</td>
</tr>
</tbody>
</table>

Findings in Table 4.9 indicates that ECDE colleges that had computer and photocopiers which had the required standards had high mean compared to those which did not meet the required standards or were not available. On availability of printers, two (50%) ECDE colleges did not have printers but the trainees’ satisfaction with quality of education was high compared to those that had. These results imply that availability of ICT that met the required standards influenced trainees’ satisfaction with quality of education.
After the above analysis, the researcher wanted to find out whether relationship between the use of ICT facilities and trainees’ satisfaction with quality of education was significant. The following alternative hypotheses was generated and tested.

Ha: There is a relationship between the use of ICT in teaching and learning and trainee’s satisfaction with quality of education in ECDE Colleges

Pearson Correlation test was used to find out whether the relationship between the use of ICT facilities and trainees’ satisfaction with quality of education was significant and the results are presented in Table 4.10.

**Table 4.10 Relationship between the use of ICT and Trainees’ Satisfaction with Quality of Education**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>Significance (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of ICT in teaching</td>
<td>0.431</td>
<td>0.04</td>
<td>.001</td>
</tr>
</tbody>
</table>

R\(^2\)=.623

Adjusted R\(^2\)=.624

**Source:** Researcher’s computation, 2017

The finding in Table 4.10 shows relationship between trainees’ satisfaction with quality of education and use of ICT in teaching and learning. A correlation coefficient of 0.431 was established between use of ICT in teaching and learning and trainees’ satisfaction with quality of education depicting a high and significant positive relationship (p<0.05) between
the two at a Confidential Interval of 95%. The correlation was significant and therefore, the second hypothesis of the study was accepted.

Campell and Scotellato (2009) noted that teachers’ attitude to new technologies and their commitment in exploiting the opportunities is an issue of critical importance. Further observation also revealed that few computers in place were not in good working condition.

Interviews with trainers showed that ICT, as an instructional method, was not fully implemented in most training centres due to financial constraints. This was ascertained when one of the officers reported:

“We have not utilized ICT despite its significance because of its high cost of maintenance and lack of skills among the trainers.”

This implies that the situation with no ICT facilities of the training centres could not allow full utilization of ICT facilities by both trainers and trainers based on access and equity perspective. Obviously, trainees were not satisfied with the benefits of what the ICT implementation would bring upon the quality of training they underwent.

These findings are supported by the findings of Wood et al. (2008) who found that a positive attitude on the part of the teacher is widely recognized as a requisite condition of the effective use of information technology in the classroom. Based on trainees’ user-ability and trainers’ skills on ICT, Begi (2014) notes that self-perceived ICT competences reflect an individual’s beliefs about his or her capabilities to use ICT. Sang et al. (2010) added that the degree to which teachers find themselves competent in integrating ICT in their class during training is an important factor related to the use of ICT in early childhood development and education. Therefore, for trainees to establish satisfaction with quality of
education in ECED training centres, teachers must play a key role in utilizing the educational potential of ICT. Given that teachers act as a change agent for technology in education, it is essential that in-service and pre-service teachers have basic ICT skills and competencies. In recognition of ICT importance in teaching and learning, teachers must be given training that enables them to integrate ICTs into their teaching programs.

Hatzigianni and Margetts (2012); Bolstad (2004), as ICT application proponents in ECDE Colleges, recognize the positive effects of ICT in teacher training that entail offering challenging activities that respond to the trainees’ curiosity and development of mind that is able to measure up to the demands of imparting knowledge to the trainees. Begi (2014) posits that ICT plays an essential role in affective, personal, social, and aesthetic development of the trainee. The teacher’s familiarity with the computer includes teachers’ perceptions of the impact of technology on classroom instruction and learning activities (Inan & Lowther, 2010).

4.6 Instructional Materials and Trainees’ Satisfaction with Quality of Education

The fourth objective sought to determine the influence of availability of instructional materials on trainees’ satisfaction with quality of education in ECDE colleges in Thika West Sub-County. An observation was conducted to determine the availability and use of ICT facilities. During the study, learning materials such as textbooks, charts, pictures, chalks, blackboards, exercise books, and drawing items were observed. The number of learning materials were observed, recorded in a script and compared with the number of trainees occupying the class. Such remarks as ‘have adequate materials, ‘have instructional materials but not adequate, and not available’ were personally made by the research based
the ratio of materials to the number of trainees after conducting interviews with 20 trainers on views relating to availability of instructional materials. Table 4.11 gives a presentation of findings obtained from the observation schedule.

Table 4.11 Availability of Instructional Materials

<table>
<thead>
<tr>
<th>Instructional Materials</th>
<th>ECDE Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have adequate materials</td>
</tr>
<tr>
<td></td>
<td>Freq</td>
</tr>
<tr>
<td>Textbooks</td>
<td>0</td>
</tr>
<tr>
<td>Charts</td>
<td>1</td>
</tr>
<tr>
<td>Pictures</td>
<td>0</td>
</tr>
<tr>
<td>Chalks</td>
<td>1</td>
</tr>
<tr>
<td>Blackboard</td>
<td>0</td>
</tr>
<tr>
<td>Exercise books</td>
<td>0</td>
</tr>
<tr>
<td>Drawing items</td>
<td>0</td>
</tr>
</tbody>
</table>

As it can be seen in Table 4.11 teaching and learning materials were not sufficient in most ECDE colleges. Interviews with the trainers revealed that all 100(100%) agreed that teaching aids were inadequate.

To find out if there was a relationship between availability of instructional materials and trainee’s satisfaction with quality of education in ECDE Colleges, mean scores of trainees’ satisfaction level were calculated and presented alongside the availability of teaching/learning materials. Table 4.12 summarizes the findings.
Table 4.12 Availability of Physical Facilities and Trainee’s Satisfaction with Quality of Training

<table>
<thead>
<tr>
<th>Teaching/Learning materials</th>
<th>Available and standards</th>
<th>Freq</th>
<th>%</th>
<th>Mean score of trainee’s satisfaction with quality of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>Available and adequate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Available but not sufficient</td>
<td>4</td>
<td>0</td>
<td>1.59</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Charts</td>
<td>Available and adequate</td>
<td>1</td>
<td>25</td>
<td>1.78</td>
</tr>
<tr>
<td></td>
<td>Available but not sufficient</td>
<td>2</td>
<td>50</td>
<td>1.24</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>1</td>
<td>25</td>
<td>1.09</td>
</tr>
<tr>
<td>Pictures</td>
<td>Available and adequate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Available but not sufficient</td>
<td>4</td>
<td>100</td>
<td>1.34</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chalk</td>
<td>Available and adequate</td>
<td>1</td>
<td>25</td>
<td>1.74</td>
</tr>
<tr>
<td></td>
<td>Available but not sufficient</td>
<td>3</td>
<td>75</td>
<td>1.61</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Blackboard</td>
<td>Available and adequate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Available but not sufficient</td>
<td>4</td>
<td>0</td>
<td>1.05</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exercise books</td>
<td>Available and adequate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Available but not sufficient</td>
<td>4</td>
<td>0</td>
<td>1.37</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drawing items</td>
<td>Available and adequate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Available but not sufficient</td>
<td>4</td>
<td>0</td>
<td>1.34</td>
</tr>
<tr>
<td></td>
<td>Not available</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 4.12 shows that trainees’ satisfaction was high (mean=1.780 in ECDE colleges that had adequate charts compared to those which had but not adequate and those which did not have at all. The findings further showed that trainees’ satisfaction was high in colleges with adequate chalk as compared to those which had but not sufficient.

To test whether relationship between availability of teaching/learning materials and trainees’ satisfaction with quality of education was significant, the following hypothesis was stated and tested:

$H_{a3}$: There is a relationship between availability of instructional materials and trainee’s satisfaction with quality of education in ECDE Colleges.

A correlation test was done to test the relationship between Availability of instructional materials and trainee’s satisfaction with quality of education Pearson Correlation test and the results are presented in Table 4.13.

Table 4.13 Relationship between Availability of physical and trainee’s satisfactions with Quality of Training

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>Significance (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of instructional materials</td>
<td>0.532</td>
<td>0.33</td>
<td>.000</td>
</tr>
</tbody>
</table>

$R^2 = .456$

Adjusted $R^2 = .423$
The results presented in Table 4.13 show that availability of instructional materials positively affects trainee’s satisfaction with education. Based on this finding, it can be concluded that physical facilities significantly determines trainee’s satisfaction with quality of training in ECDE Colleges. This implies that trainees are satisfied with quality of education in colleges which have enough instructional materials. This correlation was significant at p<0.05 and therefore the third hypothesis was accepted. The results imply that teaching/learning resources influence trainees’ satisfaction with quality of education. This can be attributed to the fact that most ECDE colleges had inadequate teaching and learning materials.

These findings are consistent with those of Barrow and Leu (2006) who similarly revealed that availability and adequacy is a variable to trainee’s satisfaction with quality of education obtained. The findings were similar to those of Githuthwa (2011) who asserted that learning is strengthened when there are enough reference materials such as textbooks, stationary and teaching aids. Thus shortage of textbooks and materials had harmful effect on satisfactory teaching. According to Ng’asike (2012) a strong positive significant relationship between instructional resources and academic performance and effective teaching cannot take place within the classroom if basic instructional resources are not adequate.

From observation, it was noted that boarding facilities especially beds were not enough in some colleges hence warranting students to share the available bedding. The findings were in line with Ministry of Education (2009) which also made a similar observation that lack of adequate learning facilities discourages learners. Githuthwa (2001) further argues that
insufficient resources hinder effective implementation of quality education policy. The implication of this result is that provision of adequate teaching/learning resources can positively change teachers’ attitude to the teaching making teaching and learning interesting not only meaningful but also exciting to the students and hence realization of quality education in ECDE colleges.

4.7 Methods of Instruction and Trainees Satisfaction with Quality of Education

The fifth objective sought to establish the influence of methods of instruction on trainees’ satisfaction with quality of education in ECDE colleges in Thika West Sub-County. Trainees were asked to indicate the methods their trainers used during training sessions. Interviews were also carried out with 30 trainers on views relating to instructional methods. An observation, through checklist, was conducted on the teaching method that determined the quality of education training. Table 4.14 gives a presentation of findings obtained from the trainers.

Table 4.14 Instructional Methods and Frequency of use as reported by Trainers

<table>
<thead>
<tr>
<th>Instructional methods</th>
<th>Frequently used</th>
<th>Rarely used</th>
<th>Not used at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story telling</td>
<td>F 16</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>% 80%</td>
<td>5%</td>
<td>15%</td>
</tr>
<tr>
<td>Group work</td>
<td>F 7</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>% 35%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Question and answer</td>
<td>F 17</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>% 75%</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>Teacher-centred</td>
<td>F 8</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>% 40%</td>
<td>35%</td>
<td>15%</td>
</tr>
</tbody>
</table>

N=20
The results in Table 4.14 show that most of the trainees had reported that they were instructed through the use of question and answer methods. However, significant methods such as group discussions were not made use of. The findings further indicate that working in groups, as a teaching method, was not frequently used. Other methods like storytelling and peer tutoring were not used.

Findings from the interviews with trainers indicated that the most used method was teacher-centred method. Trainers claimed that the method was appropriate for them since it saves time towards managing the big number of trainees. It was further observed that teachers physically took very little time with trainees hence physical consultations were minimal. This implies that trainees were not adequately provided with the essential skills and knowledge, both practical and theories for their future preparation.

To establish the relationship between methods of instruction and trainee’s satisfaction with quality of education in ECDE Colleges, mean scores of trainees’ satisfaction level were calculated and presented alongside the frequency on the use of instructional methods. Trainers were asked to indicate the frequency at which they used various instructional methods (story-telling, group work, question and answer method, and teacher-centred). Table 4.15 summarizes the findings.
Table 4.15 Use of Instructional Methods and Trainees’ Satisfaction with Quality of Training

<table>
<thead>
<tr>
<th>Instructional method</th>
<th>Frequency of use</th>
<th>Freq</th>
<th>%</th>
<th>Mean score of trainee’s satisfaction with quality of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story telling</td>
<td>Frequently used</td>
<td>16</td>
<td>80</td>
<td>1.54</td>
</tr>
<tr>
<td></td>
<td>Rarely used</td>
<td>1</td>
<td>5</td>
<td>1.55</td>
</tr>
<tr>
<td></td>
<td>Not used at all</td>
<td>3</td>
<td>15</td>
<td>1.43</td>
</tr>
<tr>
<td>Group work</td>
<td>Frequently used</td>
<td>7</td>
<td>35</td>
<td>1.86</td>
</tr>
<tr>
<td></td>
<td>Rarely used</td>
<td>12</td>
<td>60</td>
<td>1.76</td>
</tr>
<tr>
<td></td>
<td>Not used at all</td>
<td>1</td>
<td>5</td>
<td>1.09</td>
</tr>
<tr>
<td>Question and answer</td>
<td>Frequently used</td>
<td>17</td>
<td>75</td>
<td>0.07</td>
</tr>
<tr>
<td></td>
<td>Rarely used</td>
<td>1</td>
<td>5</td>
<td>0.89</td>
</tr>
<tr>
<td></td>
<td>Not used at all</td>
<td>4</td>
<td>20</td>
<td>1.27</td>
</tr>
<tr>
<td>Teacher-centred</td>
<td>Frequently used</td>
<td>8</td>
<td>40</td>
<td>1.16</td>
</tr>
<tr>
<td></td>
<td>Rarely used</td>
<td>7</td>
<td>35</td>
<td>0.89</td>
</tr>
<tr>
<td></td>
<td>Not used at all</td>
<td>5</td>
<td>15</td>
<td>1.56</td>
</tr>
</tbody>
</table>

N=20

Findings in Table 4.15 indicates that there was high trainees’ satisfaction with quality of education if group work method was frequently used as compared to when it was rarely used or not used at all. There was a slight difference in mean scores when story telling method was used frequently and rarely. Conversely, results further revealed that trainees’ satisfaction was low when question and answer method was frequently used as compared to when the method was rarely used or not used at all. These findings imply that trainees’ satisfaction with quality of education was influenced by methods used by their trainers.

In order to determine the significance of the relationship between method of instruction and trainee’s satisfaction, the following hypothesis was generated and tested:

Hₐ₄: There is a relationship between methods of instruction and trainee’s satisfaction with quality of education in ECDE Colleges.
Pearson correlation test was done between the two related variables and means of the two variables were computed methods of instruction and trainee’s satisfaction with quality of education. The results have been presented in Table 4.16.

**Table 4.16 Relationship between Instructional Method and Trainees’ Satisfaction with quality of education**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>T-test</th>
<th>Significance (p value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of instruction</td>
<td>0.216</td>
<td>0.04</td>
<td>13.754</td>
<td>.001</td>
</tr>
</tbody>
</table>

R²=.567

Adjusted R²=.562

The findings in Table 4.16 show the relationship between methods of instruction and trainees’ satisfaction with quality of education. A correlation coefficient of 0.216 was established depicting a low but significant positive relationship (p<0.05) at a Confidential Interval of 95% and hence the fourth hypothesis was accepted. Based on the outcome therefore, it can be deemed that there is a significant relationship between instructional method and trainees’ satisfaction with quality of education in ICDE colleges.

These findings coincide with the Nga’sike’s (2012) notion which anticipated that perhaps trainees in Kenya are not given the right tools and methods to enable offer services that are beyond reproach in their endeavors to develop the young children. Despite the fact that appropriate instructional method is a core variable to quality of education, the findings in this study indicated that majority of trainers in ECDE Colleges did not implement all the strategies in order to achieve the educational objectives and goals. Hence, early childhood
teacher candidates need to know how to have the right teaching methods and techniques to know the laws relating to the rights of children, and to know how to meet the instructional needs of a diverse population of children (Morgan, 2010).

A study by Dougless, Dougless and Barnes (2006, cited in Alireza, 2011) revealed that there is a direct/positive and good level of correlation between independent variables such as trainee satisfaction and the quality of classroom teaching; the interaction of instructors with students inside and outside of the classroom; the presence of non-teaching activities for students and the opportunity to attend these. The teacher trainee or candidate should therefore stand for nothing but the best during their time in ECDE colleges and centres and must demand equal treatment from the trainers who prepare them for the tough job ahead.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This study aimed at assessing the trainees’ satisfaction with quality of training in Colleges offering early childhood development and education programmes in Thika West Sub-County. This chapter provides the summary of the findings, conclusions and recommendations based on the objectives of the study. The chapter finally presents the suggestions for further studies. The study involved 20 trainers and 160 trainees of ECDE Colleges from the 4 sampled ECDE Colleges.

5.2 Summary of the Study Findings
The study established that majority of the trainees were not satisfied with adequacy of the classrooms and teaching-learning materials. Such facilities as water, accommodation facilities and water sources were not sufficient. Most trainees also complained of shortage of qualified teachers which lowered their satisfaction level. Even though all the ECDE Colleges had toilets, their conditions were not fit for human health exposing trainees to poor hygiene and sanitation.

The second objective sought to determine the influence of availability of physical facilities on trainees’ satisfaction with quality of education. Physical facilities including playgrounds, classrooms, kitchens, water sources, offices and stores were significant determinants of trainees’ satisfaction with quality of education in ECDE Colleges. The findings had revealed a significant relationship between trainees’ satisfaction with quality of education and availability of physical facilities at a Confidential Interval of 95%. 
The third objective of the study sought to find out the influence of ICT use in instruction on teacher trainees’ satisfaction with quality of education in ECDE colleges. Out of all the sampled ECDE colleges 1 had no computer and only 1(25%) ECDE centre had an operating printer but could not serve to produce all the required documents in the whole centre. The 3 ECDE colleges which had computers did not rely on them since the computers were malfunctioned. This implied that even though the use of ICT positively affects the quality of training, it was not fully implemented in ECDE colleges due to lack of facilities. A correlation coefficient of 0.431 was established between use of ICT in teaching and learning and trainees’ satisfaction with quality of education depicting a high and significant positive relationship (p< 0.05) between the two at a Confidential Interval of 95%. Also, the correlation analysis depicts that the use of ICT in teaching and learning in colleges positively changes the perception of trainees based on the quality of education provided.

The fourth objective sought to determine the influence of availability of instructional materials on trainees’ satisfaction with quality of education in ECDE colleges in Thika West Sub-County. The findings revealed that instructional materials were inadequate in most ECDE colleges. A correlation coefficient of 0.532 was established between availability of instructional materials depicting and trainees’ satisfaction with quality of education depicting a high and significant positive relationship (p< 0.05) between the two at a Confidential Interval of 95%.

The fifth objective sought to establish the influence of methods of instruction on teacher trainees’ satisfaction with the quality of education in ECDE colleges. Question and answer
method, and teacher-centred methods were the most commonly used method in training. Other methods like storytelling and peer tutoring were not used. There was high trainees’ satisfaction with quality of education if group work method was frequently used as compared to when it was rarely used or not used at all. There was a slight difference in mean scores when story telling method was used frequently and rarely. Trainees’ satisfaction was low when question and answer method was frequently used as compared to when the method was rarely used or not used at all. A correlation coefficient of 0.216 was established depicting a low but significant positive relationship (p<0.05) at a Confidential Interval of 95%.

5.3 Conclusion

The following conclusions were made based on the findings of the study.

i)  The study established that majority of the trainees were not satisfied with various physical facilities including adequacy of classrooms and teaching-learning materials, water and accommodation facilities.

ii) There was a high and significant positive relationship between availability of instructional materials and trainees’ satisfaction with quality education (p<0.05) at a level of confidential level of 95%.

iii) Despite the importance of ICT in training, it was not fully implemented in most training centres due to high cost of maintenance and lack of skills among the trainers. There was a high and significant positive relationship (p<0.05) between use of ICT in
teaching and learning and trainees’ satisfaction with quality of education at a Confidential Interval of 95% and hence the alternative hypothesis was accepted.

iv) Physical facilities significantly determines trainee’s satisfaction with quality of training in ECDE Colleges. This correlation was significant at p<0.05 and therefore the third alternative hypothesis was accepted.

v) Appropriate instructional method is a core variable to quality of education even though majority of trainers in ECDE Colleges did not implement all the strategies in order to achieve the educational objectives and goal. A correlation coefficient of 0.216 was established depicting a low but significant positive relationship (p<0.05) at a Confidential Interval of 95% and hence the fourth hypothesis was accepted.

5.4 Recommendations
The study makes the following recommendations based on the research findings.

5.4.1 Policy Recommendations to the Government of Kenya
i. It is evident that majority of trainees are dissatisfied with the quality of training they attain in ECDE Colleges. Thus, the government, through the Ministry of Education need to equip all ECDE colleges with all the essential physical facilities in order to enhance equal education opportunities for trainees and facilitate their full integration into the community.

ii. The Ministry of Education should introduce Distance Learning which involves ICT in order to counter and take care of the high enrollment rate.
iii. More so the Ministry of Education should enhance and enforce regular inspection of private ECED training colleges to ensure conformity to standard guidelines. This would assist to enhance the methodologies used in training.

5.4.2 Policy Recommendations to Key Stakeholders

i. The key stakeholders including the directors and the administrators should collaborate with the community to establish a friendly environment for trainees. This would involve collecting more funds to improve and maintain the infrastructure which support healthy learning in the ECDE colleges.

ii. The key stakeholders need to integrate pre-ICT training programmes in the colleges to assist teachers who do not have pre-acquired knowledge in ICT to strengthen their skills. This would henceforth encourage the use of ICT in training among trainers.

5.4.3 Recommendations for Further Research

i. Environment has been found a significant variable to job satisfaction in this study. A study is recommended to evaluate the impact of environment and satisfaction among pre-school in the whole Kiambu County.

ii. This study used a descriptive design to assess the trainees’ satisfaction with quality of training in Colleges offering early childhood development and education programmes. There is need for a correlation analysis to directly measure the relationship among such variables as availability of physical facilities, ICT use and availability of instructional materials and trainees’ satisfaction with quality of education in ECDE colleges.
iii. A study is recommended to be carried out to measure the influence of teacher trainee motivation and satisfaction in the current area of study. This is anticipated to give interesting results.
REFERENCES


APPENDICES

APPENDIX I: INFORMED CONSENT

My name is Joy Igoki Njiru. I am a Master student from Kenyatta University. I am conducting a study on “Determinants of Trainees Satisfaction with the Quality of Education in Pre-Primary School Teacher Training Colleges in Kiambu County, Kenya”. The information will be used for academic purpose.

Procedures to be followed
Participation in this study will require that I interview trainers and DICECE officers learners based on trainees’ satisfaction with quality of education offered in the colleges. I will purposively select the trainees, trainers and DICECE officers to participate in this study.

Discomfort and risk
The answering of the questionnaires and interview schedules may be embarrassing or make you uncomfortable. If this happens, you may only choose what to answer. You may also speak out on how you feel about the interviews and questionnaires.

Benefits
If you participate in this study you will help us to gather information that will be used to develop quality assurance supervision plans in ECDE colleges.

It will also help schools, parents and teachers to understand preventive strategies that can be used to enhance quality education in ECDE Colleges.

Confidentiality
The identification will be conducted in a private setting within the school. Your name will not be recorded on the questionnaires or interview schedules. The gathered information will be kept locked for safe keeping. Everything will be kept private.
Participant’s statement
I declare that the above information is clear to me. My participation in this study depends on my choice. I am allowed to ask any questions regarding to my participation and to the study. I understand that any records will be kept confidential.

Name of participant ……………………………

________________________________________  ________________

Signature or thumbprint  Date

Investigator’s statement
I, the undersigned, have explained to the trainers and trainees in a language they understand, the procedures to be followed in the study and the risks and benefits involved.

Name of the Researcher ………………………………………………………

________________________________________  ________________

Researcher’s signature  Date
APPENDIX II: QUESTIONNAIRE FOR TRAINEES

INTRODUCTION

I am Njiru Joy Igoki, a student at Kenyatta University pursuing Master degree in Early Childhood Development & Education. I am conducting research on Trainees’ Satisfaction with the Quality of Education training in Early Childhood Development & Education colleges in Thika West Sub-County, in Kiambu County, Kenya. It is my humble request that you complete this questionnaire to the best of your ability. The information that you provide will only be used for academic purposes and kept confidential. Your Kind cooperation in responding to the questions asked will be appreciated. Please go through the questionnaire and give your answers in the spaces provided.

Section A: Demographic Information
1. Gender
   Male [ ]  Female [ ]
2. Age
   21-25 [ ]  26-30 [ ]  31-35 [ ]  36-40 [ ]
3. Indicate the size of your class (tick appropriately)

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-50</td>
<td>18</td>
</tr>
<tr>
<td>51-100</td>
<td>27</td>
</tr>
<tr>
<td>101-150</td>
<td>31</td>
</tr>
<tr>
<td>151-200</td>
<td>36</td>
</tr>
<tr>
<td>Over 200</td>
<td>48</td>
</tr>
</tbody>
</table>

Section B: Trainee satisfaction with quality of training in early childhood education colleges

Instruction:
Considering the experience that you have had with your early childhood education training, please indicate with a tick how satisfied you are with the following quality features in your ECDE colleges. Using the likert scale where 4 = Very satisfied (VS), 3 = Satisfied (S), 2 = Unsatisfied (U) and 1 = Very Unsatisfied (VU), tick where appropriate.
### S/N | Items measuring satisfaction indicators | VS | S | U | VU
--- | --- | --- | --- | --- | ---
1 | Adequacy of indoor space | 4 | 3 | 2 | 1
2 | Availability of teaching-learning materials like textbooks | 4 | 3 | 2 | 1
3 | Availability of classroom materials like tables, desks, chairs | 4 | 3 | 2 | 1
4 | Adequacy of outdoor space | 4 | 3 | 2 | 1
5 | Sufficiency of outdoor play equipment | 4 | 3 | 2 | 1
6 | Available toilets | 4 | 3 | 2 | 1
7 | Toilets hygiene | 4 | 3 | 2 | 1
8 | Availability of water | 4 | 3 | 2 | 1
9 | Trainer-trainee ratio | 4 | 3 | 2 | 1
10 | Number of teacher trainee in class | 4 | 3 | 2 | 1
11 | Trainers’ working experience with teacher trainees | 4 | 3 | 2 | 1
12 | Trainer’s behavior (warm and patient) | 4 | 3 | 2 | 1
13 | Trainers helping trainees solve their problems | 4 | 3 | 2 | 1
14 | Stimulating and developmental appropriate activities | 4 | 3 | 2 | 1
15 | Holding regular meetings to discuss trainees progress | 4 | 3 | 2 | 1
16 | Involvement of trainees in decision making to improve colleges | 4 | 3 | 2 | 1
17 | Involvement of trainees in academic activities as field trips | 4 | 3 | 2 | 1
18 | Quality of meals | 4 | 3 | 2 | 1
19 | Progress of trainees in moral and spiritual values | 4 | 3 | 2 | 1
20 | Regular training of teacher trainees | 4 | 3 | 2 | 1
21 | Relationship of trainers with trainees | 4 | 3 | 2 | 1
22 | Commitment of trainers to work | 4 | 3 | 2 | 1
23 | Safety in college | 4 | 3 | 2 | 1
24 | Instructional materials | 4 | 3 | 2 | 1
25 | Use of ICT components like computers in training and learning | 4 | 3 | 2 | 1
26 | Syllabus coverage | 4 | 3 | 2 | 1

### Section C: Quality Determinants of the Early Childhood Education training

The following sets of questions determine your views of the quality of ECDE training that you as a trainee receive in college. Kindly rate the quality of education training by ticking where necessary.
Section D: Methods of Instruction

Indicate the frequency of use of the following instruction methods in your training:

<table>
<thead>
<tr>
<th>Instructional methods</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>story tell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions and answer methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-centred</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What would you suggest to be addressed to make the quality of training in the ECDE colleges better?

i. ........................................................................................................
........................................................................................................
........................................................................................................

ii. ........................................................................................................
........................................................................................................
........................................................................................................

iii. ........................................................................................................
........................................................................................................
........................................................................................................

Thank you for your time and cooperation.
APPENDIX III: INTERVIEW SCHEDULE FOR TRAINERS

1. Gender
   Male [ ]  Female [ ]

2. Level of Education

3. Teaching experience (Years)

4. Do you think trainees are satisfied with the quality of education in early childhood and education?
   ……………………………………………………………………………………………
   If no, what is the reason?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

5. Which instructional materials are available in your institution?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

6. How often do you use ICT facilities in teaching and learning?
   ……………………………………………………………………………………………

7. What instructional methods do you frequently use during training?
   ……………………………………………………………………………………………

8. What teaching material do you use in training?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

9. Why do you prefer the above mentioned strategy (Q5)
   ……………………………………………………………………………………………

10. What would you suggest to be addressed to make the quality of training in the ECDE colleges better?
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
APPENDIX IV: OBSERVATION SCHEDULE
Observation schedule for teacher trainees’ level of satisfaction with quality of education in ECDE colleges.

Section A: Background Information
Type of the college: Private [ ] Public [ ]

Section B: Which of the following instructional methods does trainer use in instructing trainees?
FU=Frequently Used (3-4 times a week)
NFU=Not Frequently Used (less than 3 times a week)
NU=Not Used at all

<table>
<thead>
<tr>
<th>Instructional methods</th>
<th>FU</th>
<th>NFU</th>
<th>NU</th>
<th>Total Tallies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainees allowed to story tell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainees allowed to work in groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainees ask questions and get answers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainees supported by trainers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section C: Availability of teaching/learning materials

<table>
<thead>
<tr>
<th>Teaching/learning materials</th>
<th>Status</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blackboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing items</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section D: Availability of Physical Facilities

<table>
<thead>
<tr>
<th>Teaching/learning materials</th>
<th>Status</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitation/toilets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Store</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accommodation facilities/hostels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play ground</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section E: Availability of ICT facilities

<table>
<thead>
<tr>
<th>ICT Components</th>
<th>Status</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopiers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital camera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radios</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scanners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX V: LIST OF COLLEGES IN THIKA WEST

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telephone (067) 31398 / 31272 (D.L)
OFFICE
FAX: (067) 31272
When Replying please quote

SUB COUNTY EDUCATION

THIKA WEST.
P.O. BOX 262,
THIKA

7TH APRIL, 2017

TO WHOM IT MAY CONCERN

RE: LIST OF ECDE COLLEGES IN THIKA WEST.

Below are the names of Ministry of Education registered colleges in Thika West Sub-County.

<table>
<thead>
<tr>
<th>S/NO</th>
<th>NAME</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ST LUZ</td>
<td>PRIVATE</td>
</tr>
<tr>
<td>2</td>
<td>GRAPE ECDE CENTRE</td>
<td>PRIVATE</td>
</tr>
<tr>
<td>3</td>
<td>HAVARD INSTITUTE</td>
<td>PRIVATE</td>
</tr>
<tr>
<td>4</td>
<td>THIKA INSTITUTE OF ECDE</td>
<td>PRIVATE</td>
</tr>
<tr>
<td>5</td>
<td>GRASTEN ECDE</td>
<td>PRIVATE</td>
</tr>
<tr>
<td>6</td>
<td>THIKA INSTITUTE OF BUSINESS STUDIES</td>
<td>PRIVATE</td>
</tr>
</tbody>
</table>

GRACE NJOROGE

FOR: SUB-COUNTY DIRECTOR OF EDUCATION

THIKA WEST
APPENDIX VI: RESEARCH AUTHORIZATION (NACOSTI)

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2212471, 2214349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dp@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

Ref. No. NACOSTI/P/17/65342/15284

Date: 9th February, 2017

Joy Igoki Njiru
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Determinants of trainees satisfaction with the quality of education in early childhood development and education colleges in Thika Sub-County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in KIAMBU COUNTY for the period ending 9th February, 2018.

You are advised to report to the County Commissioner and the County Director of Education, KIAMBU 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
Kiambu County.

The County Director of Education
Kiambu County.
APPENDIX VII: RESEARCH AUTHORIZATION (KENYATTA UNIVERSITY)

KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57330

OUR REF: E55/OL/26395/11

Date: 15th March, 2016

The Director General,
National Commission for Science, Technology & Innovation,
P.O. Box 30623-00100,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. NJIRU J. IGOKI REG. NO. E55/OL/26395/11

I write to introduce Ms. Igoki who is a Postgraduate Student of this University. She is registered for M.Ed. Degree programme in the Department of Early Childhood Studies in the School of Education.

Ms. Igoki intends to conduct research for M.Ed. Thesis entitled, “Determinants of Trainees Satisfaction with the Quality of Education in Early Childhood Development and Education Colleges in Thika Sub-County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR DEAN, GRADUATE SCHOOL

RM/cao

Committed to Creativity, Excellence & Self-Reliance

99
APPENDIX VIII: RESEARCH PERMIT (NACOSTI)

THIS IS TO CERTIFY THAT:

MISS. JOY IGOKI NJIRU
of KENYATTA UNIVERSITY, 0-6000104
Pmberee, has been permitted to conduct
research in Kiambo, County

on the topic: DETERMINANTS OF
TRAINEE SATISFACTION WITH THE
QUALITY OF EDUCATION IN EARLY
CHILDHOOD DEVELOPMENT AND
EDUCATION COLLEGES IN THIKA
SUB-COUNTY, KENYA

for the period ending:
9th February, 2018

Applicant’s
Signature

National Commission for Science,
Technology & Innovation

CONDITIONS
1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do so
may lead to the cancellation of your permit.
2. Government Officer will not be interviewed
without prior appointment.
3. No questionnaires will be used unless it has been
approved.
4. Excavation, filming and collection of biological
samples are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two (2) hard
copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

Republic of Kenya
NACOSTI
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 12677

CONDITIONS: see back page