PROBLEMS IN THE MANAGEMENT OF COMMUNITY BASED EARLY CHILDHOOD PROGRAMMES IN CENTRAL DIVISION, MACHAKOS DISTRICT – KENYA.

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DECLARATION

This research project is my original work and has not been presented for a Degree in any other University.

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The research project has been submitted for examination with my approval as University supervisor.

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DEDICATION

To my beloved parents, sisters and brothers for their inspiration during the entire period of the course. To my two little sons, Ian and Keith for accepting and coping with a student mother. Thank you and may God bless.

I wish to acknowledge all the lecturers who took me through the course, especially my special thanks go to my supervisor, Dr. O.A. Ong'ang'a and my assistant, Ms. J. M. Maleki for their guidance that enabled me to carry out and organize the work.

My gratitude goes to my friend, Elisha Rover whom I spent almost all my time with and encouraged me a lot in my work. Thank you Fina. Mbabazi of Makerere, M.S. Ude for the literature you gave me and to KIU staff for their assistance in the works.

Thanks to all preschool headteachers and teachers for their warm welcome and cooperation in their schools, and without whose responses this study would not have been possible.

I wish to thank Mr. A. Ong'ang'a for successfully editing my work and giving me invaluable advice in the difficult task of the final typing of this project.

Lastly, I thank God for giving me the energy to complete my college studies.
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Lastly, I thank God so much for giving the energy to complete my course successfully.
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<tr>
<td>BE.D</td>
<td>Bachelor of Education</td>
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<td>DICECE</td>
<td>District Center for Early Childhood Education</td>
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<td>DPO</td>
<td>District Programme Officer</td>
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<td>ECE</td>
<td>Early Childhood education</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<td>KIE</td>
<td>Kenya Institute of Education</td>
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<td>MoEST</td>
<td>Ministry of Education, Science and Technology.</td>
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<td>NACECE</td>
<td>National center for Early Childhood Education</td>
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<td>NDP</td>
<td>National Development Plan</td>
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<tr>
<td>NGO</td>
<td>Non - Governmental Organization</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<td>USA</td>
<td>United States of America</td>
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<tr>
<td>TAC</td>
<td>Teacher Advisory Centre</td>
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<td>ZIS</td>
<td>Zonal Inspector of Schools</td>
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ABSTRACT

The main purpose of this study was to investigate the problems in the management of community based ECD centres in central division of Machakos District. The study targeted 13 pre-school institutions in the Central Division of Machakos District and 795 children. The sample also comprised 13 headteachers, 13 teachers and 1 District Programme Officer (DPO) in charge of DICECE. The pre-schools, DPO, the headteachers and teachers were purposively sampled while the pupils were randomly sampled.

The tools developed for the study included questionnaires for the headteachers and teachers, an interview schedule for the DPO and an observation schedule. The latter instruments supplemented the data from questionnaires because sometime questionnaires tend to limit more information.

The collected data was coded and analyzed qualitatively and quantitatively. The results were presented in tables of frequency distribution and percentages.

Data analysis reveals that, the government has not recognized ECE as expected. It allocates meager funds towards the development of this sector. The management burden of pre-schools is left to parents who have faced problems of finance, human resources, material resources and physical facilities.

The study recommends that the government should be more committed to supporting ECE by increasing government financial support; extension of ECE teachers’ training
programmes and employment of teachers and support staff. The government and other education stakeholders should encourage more research into strategies, which can be implemented towards enhancing sound ECE development in Kenya.

INTRODUCTION

Background to the Study

Children and young children, are central to their development and future success. Good health and proper nutrition are important factors for a strong and healthy adult mentally, physically, and socially. Historically, various psychologists like Rousseau, Froebel, and others have highlighted the importance of primary school. 33% of high school aged children are enrolled in primary school. School education helps bridge the gap between societal benefits and the school experience. The earlier a child education programme was, the better for the child and society.

The increase was associated with urbanization where in big cities children had less space for playing. In the past, space for playing by children was almost non-existent. It is even more important to get a garden in the city where children could go and play. That is the trend of urbanization.

Gagnon (1980) observes that a number of African countries built day care centers where women took turns in looking after the children. This is a clear indication that the society is involved both in the care of the child and in providing activities that give the child several opportunities for growth and

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education and care of young children is crucial to their development. It ensures that the child grows up into a strong and healthy adult mentally, physically, emotionally and intellectually. Various psychologists like Rousseau Froebel assert that when a child starts the first year of primary school, 33% of his/her scholastic attainment profile is already decided.

Pre-school education also helps bridge the gap between informal home life and formal school life. The earliest child education programme was the Froebel’s Kindergarten Movement.

This Concept was associated with urbanization where in big cities like Rome, Paris and London. Space for playing by children was almost non-existent. It was therefore important to get a garden in the city where children could go and play so that they could grow.

Otaala (1980), observes that a number of African countries built day-care centres and women took turns in looking after the children. This is a clear indication that women are involved both in the care of the child and in providing activities that give the child a good
emotional, social, and educational background. The rapid growth of ECE in Kenya was triggered by the changes of the traditional ways of life and practices.

Socialization of children in the traditional Kenyan society was done in the family where parents particularly the mother took care of the child’s needs. Other family members also helped in the process of socialization. Children were taught things like languages, good manners and respect of elders as well as obedience. The child usually learnt through imitation of grownups. Later interaction with peer group helped the child to understand and work together with his/her age mates.

All this has changed especially now that women are involved in the economic activities with many mothers today with children under 6 years working for pay outside the home. There is also a decline of the availability of many of the traditional baby-sitters consequently pressing the centres to care for the young ones of working class mothers.

The first pre-schools were established in urban areas of Kenya by the colonial Government to cater for European and Asian families. The first African pre-schools started in 1940s in urban areas in African locations in the coffee and sugar plantations. These pre-schools catered for under fives.

In rural areas, the first pre-schools emerged during the Mau Mau struggle for independence in 1952-1957. The centres were started by the colonial government to
provide custodial care and security for the children while their parents were engaged in forced labor away from home. In most villages, Catholic priests and nuns provided milk, medicine, checkups, and treatment for the children through these centers. Hence the centers became important for ensuring improved health and nutritional services to many children.

After independence in 1963, Kenya witnessed a massive expansion of pre-school education programs. By 1972 there were 8,000 pre-schools with an enrollment of about 300,000 children aged below 6 years. The majority of these centers were established and managed by the communities through harambee effort.

This growth continued to expand and statistics for pre-school education in 1985 indicated a total of 582,503 were enrolled in 11,780 pre-schools countrywide. In 1991, there were 908,966 children enrolled in 17,650 centers. This was almost a double increase in enrollment.

The MoEST conducted a 10-year pre-school education project (PEP) from 1972 – 1982, jointly funded by the ministry and Bernard Van Leer Foundation. The main goal of PEP was to improve the quality of ECD Services through developing curriculum and training programmes.

As a result of PEP’s achievement the GoK transferred the responsibility for ECD from the ministry of culture and social services to MoEST through the presidential circular.
Number one of 1980. As a result of this circular MoEST created an ECD section at the headquarters headed by a deputy director of education to deal with registration, supervision and inspection of ECD centres, curriculum issues and training of ECD personnel at various levels.

In 1984, MoEST established the NACECE at the KIE. NACECE deals with professional matters including development of training programmes for early childhood education personnel, curriculum development, research and evaluation and providing advisory services to pre-school sponsors. It receives financial support from the Bernard Van Leer foundation. NACECE operates through a network of sub-centres called DICECE, which were set up in 1985. By 1990, there were 28 DICECES countrywide.

Management of Early childhood Education in Kenya

Early childhood education is considered an important sector of the Kenyan education system especially in laying of the foundation for the child’s socialization and life long education. It is intended that pre-schools will achieve the following objectives:-

- Provide an informal education geared towards developing the child’s mental capabilities and his physical growth.
- Make it possible for the child to build good habits for effective living as an individual and a member of a group.
- Enable the child to appreciate his cultural background and customs.
- Foster the spiritual and moral growth of the child.
• Develop the child's imagination, self-reliance and thinking skills.

Schools vary as to the type of programmes, age and number of children served and length of programme. They bear various names but their ultimate purpose is the same. They all care and provide education for young children less than 6 years of age.

In rural settings, nursery schools refer to programmes for children less than 6 years, while in urban centres the term would mean programmes for children below 4 years. The main variable that determines its use is the age. Education emphasis varies according to the professional, preparation & experience of the teacher. They are to supplement rather than substitute for home care and training. They are also known as day nurseries and play groups.

Kindergarten generally refers to school for 5 year old children. Sessions are about 5 hours for 4-5 days a week. The age of entry depends on entry into standard one. Day care centres offer education programmes for children who are under three years of age. There are also crèche institutions, which mainly provide care to young children aged between 6 months and 3 years while mothers are away or at work.

The term pre-primary school is used to refer to institutions offering education to children aged 3-6 years old in readiness for primary education. Pre-school units are classes, which provide education and care to children aged between 5 and 6 years. They are normally
attached to a primary school where children gain direct entry to standard one. Such children are expected to have attained nursery school education previously. Pre-school is the most conventional term, which refers to programmes of young children of 0-6 years. The term is often interchanged with pre-primary school. The last type of institution is the Montessori schools. This is where teachers use and adopt the methods of Maria Montessori who was one of the early childhood educators.

Pre-school education in Kenya has continued to be provided on a partnership basis. These include local communities, non-governmental organizations, religious organizations, welfare organizations, individuals, corporators, and national and external agencies. Over 70% of pre-schools in Kenya were started and are being managed by local communities. The communities are responsible for the provision and maintenance of physical facilities including provision of land, putting up of buildings, providing furniture, employment and upkeep of teachers, management of the schools and sponsorship of teachers for training.

The day-to-day management of the community-sponsored pre-schools is carried out by committees appointed from among the parents and leaders. There are recent efforts to attach these pre-schools to nearby primary schools so that the primary school headteachers can be responsible for the over-all administration and management of the feeder pre-schools.
Non-governmental organizations have supplemented parents' efforts in management of pre-schools by employing teachers and providing feeding programmes and physical facilities. These include Religious Organizations, which have established pre-school in the church, temple and mosque compounds.

Welfare organizations such as rotary and lions, child welfare society of Kenya and women groups have promoted pre-schools education in Kenya. In other areas especially urban areas majority of pre-schools are built by individuals who normally run and maintain them through the fees they collect from the children. The schools are also called private pre-schools.

Corporations such as the railways, posts and telecommunications, national youth service and other big industries are also partners in pre-school education. National agencies such as Catholic Relief services, National School Feeding Programmes, ASAL Programme and the Christian Children’s Fund (CCF) have been much involved in pre-school education. The main external agencies which support pre-school education programmes in Kenya include UNICEF, Aga Khan and Bernard Van Leer foundation. They do this through training programmes, curriculum development and community awareness programmes.

The ministries of Education, Health and Local Government do participate in pre-school education. The Ministry of Education is mainly involved in:

- Training of pre-school personnel
• Development of curriculum
• Inspection and supervision of pre-schools
• Short course,
• Awareness programmes
• Employment of DICECE and NACECE staff
• Provision of policy guidelines

The Ministry of Local Government through county councils, city council, municipal
councils and town and urban councils;
• Employs nursery school teachers and supervisors.
• Pays their salaries
• Sponsors them to various courses for pre-school education.
• Sometimes provide school feeding programmes for nursery schools.

The Ministry of Health is always approached to provide professional and technical know-
how to the trainees, teachers, children and parents on matters related to:
• Immunization programmes
• Medication
• Population growth control
• First aid
• Nutritional status of children
Management of Early Childhood Education in Machakos District

Machakos DICECE was incepted in 1986 as a fully – fledged DICECE. Its offices and training base was at Machakos School for physically challenged. From 1989 the centre moved its operations to various institutions until 1999 when it went back to the original venue. Machakos DICECE has had a cordial working relationship with CCF, Mwana Mwende project, Maka children’s fund, various religious organizations and communities.

The main functions of the centre are:

1. Training of ECD teachers for the 2-year in-servicing course.
2. Mobilizing the communities on matters related to ECD.
3. Providing advisory services to the ECD stakeholders.
4. Assessing teachers under going in-service training

The impact of this decentralization is an increase in enrolment. According to year 2002 statistics, there were 4,0321 children in 1170 pre- primary schools, the teaching staff was 1622. However, there are still many challenges facing the ECD programmes in the district.

Pre-school education is very crucial to the individual child and the nation at large.
There is need to provide for this education in a way that will result to quality individual and a healthy nation. It is thus the researcher saw it necessary to undertake the study to seek what problems are actually on the ground as far as ECD programmes are concerned. This is very important since a well designed ECD programme help children take their first step in the journey of life through the school system with pleasure and prepare them adequately for challenges in life.

1.2 Statement of the Problem

Pre-school education caters for children between 3-6 years. It is at this age that the child’s foundation is laid for future development. Hence pre-school aim at providing an environment that builds good health, develops habits of cleanliness, help in unfolding intellectual and mental prowess, develop social maturity in terms of behavior in the child. Studies show that children who have had pre-education are better than those who have not. Despite this fact the targeted child participation is still very low. Indeed, statistics indicate that only about 35% of children get quality early childhood care and development. Proper education programmes calls for identification, organization and management of resources, personnel and curriculum to provide for holistic development of the child. Majority of the education centres have been set up by local communities on harambee basis. The government of Kenya is supposed to co-ordinate the ECE programmes including training of teachers developing curriculum and supervision. Unfortunately, it allocates only 0.1% of the education budget to early childhood schooling. Much of this however is spent on salaries and mobility for technical officials.
at ministerial and district levels. Over the years the Government of Kenya has neglected the management of pre-schools and left it to the local communities who are faced with many management problems. If this situation goes on unchecked, the future of ECD programmes will be threatened. Children will thus lack an important foundation for future educational development.

In view of the fact that communities spend a lot of money to build pre-schools and given that the child population is rising rapidly, there is need for investigations of management problems in community based pre-schools with a view of suggesting possible solutions.

1.3 Purpose of the Study

The purpose of this study was to investigate and identity problems in the management of community based ECD centres in Central Division of Machakos district.

1.4 Objectives of the Study

The study was guided by the following objectives.

1. To look into management of pre-school education in Machakos District in terms of policy, finance, physical and material resources.
2. To determine the problems faced in the management of pre-school education in Machakos District.
3. To suggest possible solutions and ways in minimizing the problems.
1.5 Research Questions

As a way of addressing the above-mentioned objectives, the study was guided by the following questions.

(i) Who is mainly involved in the management of pre-school education in terms of policy, finances, physical and material resources?

(ii) What are parents attitude towards pre-school education?

(iii) What are the main problems faced by communities in the management of ECE?

(iv) Are there solutions to the problems faced in management of ECE?

1.6 Significance of the Study.

The findings of the proposed study had both theoretical and practical implications for the future of management of ECE in the country.

Theoretically, the study was expected to contribute to the advancement of knowledge about management of community based ECD centres in Kenya.

Practically the study was important to the following:

(a) MoEST

The ministry can be more involved in ECE in terms of finance, training of teachers and proper inspection of the ECD centres.

(b) KIE

As curriculum developers the KIE can use the findings to evaluate some discrepancies inherent in the present ECE curriculum with a view of improving it.
Findings and results of the study will help strengthen and harmonize the relationship between pre-school centres and parents. This is important because teachers and parents share the responsibility of bringing up the child. The parents do so at home and the teachers do so at school.

(d) Machakos DICECE

Findings of the study could be used by DICECE officers to improve on the co-ordination and management of ECD programmes in Machakos District.

(e) Pre-School Managers

Findings of the study could be useful by the pre-school managers as it may help them solve some of the problems they face as they carry out their duties.

(f) Base for further research

It was hoped that the findings of this study would stimulate future researchers to undertake further investigation of pre-school education in Kenya. This area needs thorough research, as this will add to the existing knowledge aimed at improving the quality of education in Kenya.

1.7 Assumption of the Study

In the proposed study the following assumptions were made:

1. All pre-schools are familiar with and use KIE/NACECE developed guidelines.
2. The interments that will be used are valid and reliable.
3. That all respondents are literate and will co-operate and give honest and factual information.

1.8 Limitations of the Study

The study limited itself to only one division in the district. It also considered only the community based ECD centres. For more conclusive results the whole district and all differently sponsored centres should have been studied. However this was not possible due to the following constraints.

(a) The researcher had very limited time to finish all the work, hence only one division was sampled.

(b) The researcher had limited funds to carry out a large-scale study. The investigator was on a self-sponsored programme, which was very expensive hence very little funds for the research.

(c) Some respondents were not willing to give information because of being suspicious of the researcher.
1.9 Conceptual Framework

Conceptual framework showing key components of effective management in ECD programmes.

**Figure 1.**

- **Pre School Climate**
  - Enough physical facilities
  - Adequate material
  - Relevant curriculum

- **Supporting Inputs**
  - Government and other stakeholders support
  - Adequate material support in terms of:
    - Physical
    - Financial
    - Material
    - Curriculum

- **Effective Management of ECD programmes.**
  - Effective Leadership
  - Government Support
  - Community Support
  - Teaching/learning processes
    - High learning time
    - Variety of teaching strategies
    - Frequent supervision of ECE Centres

- **Outcome of pupil.**
  - Achievement in:
    - Social skills
    - Psychomotor skills
    - Affective skills
  - Ready for primary level
Conceptual Framework

The above conceptual frame work clearly shows the factors that determine effective management of early childhood development programmes.

These factors are inclusive of;

- Pre school environment
- Supporting inputs
- Teaching/learning process
- Outcome of the pupils

The pre-school climate should be conducive for learning in terms of physical facilities like, classrooms, playfields, enough and clean toilets. All these facilities should be safe for the children to use. Material resources like the teachers’ guides, exercise books, teaching materials, playing materials like swings, balls and slides should also be enough. The pre-schools should have a relevant curriculum for implementation.

The government could support ECE by allocating enough funds for this sector. It can also employ the teachers and workers. A uniform curriculum for pre-schools should be formulated through the KIE. Other support bodies like NGO’s communities and Churches can come in and provide support in terms of either physical, material or financial to enhance the pre school environment. Through effective leadership, the pre-schools will be properly managed. The managers will ensure effective teaching /effective learning process and the end results will be learners who are all round and ready for the next level of education.
1.10 Definitions of Central Terms

Early Childhood Development: Refers to programme catering for children from 0-6 years, training of ECD personnel, parental and community awareness and mobilization.

Child: A young person from birth to the age of full physical development. That is from 0-6 years of age.

Pre-schools: All institutions offering educational experiences to children before joining primary schools, include nursery, Kindergarten, Day care centres, pre-primary.

Community-based ECD centre/ Pre-schools sponsored and managed by parents.

Public Pre-school:

Management: Process through which resources, personnel and curriculum are managed for achieving educational goals.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher was able to review what other people had said about the problem under study. It required the researcher to go out and review books in the library, journals, project work and seminar papers. By reviewing how others had done the study, the researcher built on how to approach the problems.

2.2 History of Early Childhood Education

So many things seem to have started with the Greeks. No less a person than Plato considered that children should be removed from their homes at an early age and be looked after by people especially trained in the care and education of young children.

Historical perspective and current ECE programmes in Kenya draw a lot from the USA and Europe. Being a British colony it inherited much of its educational system from the British.

In the U.S.A, ECE can be traced from the works of the French philosopher Rousseau. Rousseau (1772 -1778) in his book *Emile* indicated that childhood was very important period in the growth and development of the individual. Rousseau (1950; 14)

... Childhood is a time when the child, like a bud, is growing and unfolding. The care and nurture given to the child during this period is of the greatest importance.
This argument was well received by the USA society. Rousseau suggested that the child should be educated through his own exploration of the environment. His thesis was that better education could be obtained through physical activities and perception of nature.

Rousseau's work was followed by that of Pestalozzi (1746 – 1827). He advanced the theory of developing natural instincts of the child without any restriction. He said that strict discipline should be given in love and kindness. According to him education should be based on a child's direct experience with objectives and places. The home and school should be merged in early education of the child.

Herbert (1776 – 1841) taught that the child should make contact with what is already known. He/she should be motivated so that he/she is interested in what he/she is learning. Froebel (1782 – 1852), stressed that individuality can only be developed through free flow of energy in play. For him, play was a vehicle for a child's development. He advanced Rousseau's philosophy which argued that the more the child carries out exercises, the better his mind becomes. His curriculum stressed initiative, excursions, cooperation, and task-oriented programme without books. This was the origin of Kindergarten or garden where children grew and developed through play.

Montessori (1890 – 1952) advanced Froebel’s theory further, and proposed an atmosphere of freedom for growth of the child. She argued that the child should be left to play with what he wants and be left to rest when they feel like.
Dewey (1859 – 1952) believed in child-centered education. He believed that the child should be left alone to learn from his environment. Learning should be democratic and the child must have his freedom. From this, it is evident that there was a shift of responsibility for childcare from the communities to the welfare agencies for the proper up bring in health and educational aspects. All the ECD proposals and theories attempted to cater for the health and intellectual development of the child.

2.3 Early Childhood Education in Kenya – Development

In Kenya Early Childhood Education was introduced in 1940’s and the first recorded preschool started in 1942. It was recorded in the urban centres and mainly confined to children from the “upper” class. These expanded to the urban areas in late 50s and early 60s. This was the colonial era and the colonialists were not interested in equipping the African with a cadmic education. Sifuna (1980; 9) asserts

... Provide Africans with an industrial kind of education first as a way of inculcating habits of hard work among them and secondly, they were seen as specially suited to an industrial curriculum due to their inferior position in the society.....

After independence, parents and other institutions including government have recognized the value and need for pre-primary programmes. Communities, churches, the government, NGOs like the Bernard Van Leer foundation, the World Bank have contributed both financially and legislatively to facilitate operation of ECE. Equipment buildings, conferences, seminars and work ship have also been facilitated. Despite all these efforts, problems still persist in provision of ECE. Despite major efforts and huge
investments the gap between education needs and resources available to meet them continue to widen.

2.4 Development of the Cognitive, Affective and Psychomotor domains.

In pre-primary education the above three domains of the child are developed. The cognitive domain is concerned with the intellectual ability and development of the child. The pre-school should be a preparation background for the child’s mental development. Today academic work is emphasized right from nursery school.

The affective domain is developed through socialization. Otaota B (1981) argues that the period of most rapid growth in physical and mental development is during the first five years of life. He further asserts that if children are exposed to sound and intellectual interaction with other children and adults during this period their capacity to develop socially, mentally and emotionally is enhanced.

The ECE also promotes psychomotor development in children. It helps in the development of manipulative skills of the environment.

The child at 2-5 years needs help to acquire social values, attitudes and norms. A child’s socialization starts at home between his family members and this should extend to the nursery school where he meets different people, adult, peers and for the first time is introduced to formal duties. This idea is summarized by the KIE report (1979) that preschools cannot afford to ignore the affective goals for it is within the realm of these goals
that the roots and foundations of such aspects as creating in children a sense of national unity, national identity, cultural values and cultural heritages are founded. This argument articulates the objectives of pre-primary education as outlined in the sessional paper no 6 of 1988. These are, that pre-primary education should enable the child to:

(1) Develop physical skills, a wide vocabulary to classify languages and learn.

(2) Develop the concept of numbers.

(3) Be aware of temporal and special relationships

(4) Be able to solve simple problems.

(5) Acquire a general range of knowledge about physical, biological and social world around them.

(6) Express ideas in words, in pictures and through a variety of other matters.

(7) Develop an appreciation of other people’s needs and views.

Thus nursery school and the kind of education they should offer is very important. Ironically, there has not been a nationally accepted or recognized curriculum to enhance these values in nursery schools.

2.5 Early Childhood Education Teacher

The Early Childhood Education teacher, according to Rousseau, must be especially educated for handling young children. He/she must be humane, love childhood, and look with friendly eyes on its games and its pleasure. Rousseau further asserts that the teacher should be well conversant with different areas.
According to NACECE manual (2000) the teacher takes the place of the mother by giving the children, love, attention, assistance, guidance and comfort. Thus it is important for the teacher to understand his/her role well to adequately meet the needs of the children entrusted to her. Among others these roles are:

- Constantly assessing children’s progress and keeping their parents informed.
- Developing adequate and relevant materials from the local environment to be used during teaching and learning process.
- Identifying children with special needs and involving parents on solving such cases.
- Inspecting children regularly and identifying those with health and care needs and involving parents by asking them to attend to those needs.
- Organizing recreational activities for children.

In order to perform the above roles adequately, the pre-school teacher must be well trained. She/he must be trained in planning, organization and management, child development, pre school curriculum, health and nutrition and community work. This calls for a good educational background and up dating oneself on current trends and practices in pre-school education.

Past students on ECD centres indicate that many are manned by people who are not professionally qualified and who in their formal education performed poorly. Most are
primary or form four level graduates. They therefore lack both the professional training and academic backing necessary to handle children at a tender age. Though this has improved, it is only slightly because pre-school teachers are now recruited from those with secondary level education with a mean grade of D+. The training takes various lengths of time and dimensions. For instance the in-service consist of 6 residential session and 5 field experience sessions. Each residential session lasts 3 weeks during school holiday or April, August and December. They are trained to use the guidelines for ECD in Kenya (2000)

Though the government has tried to recognize and encourage pre-school education it has lacked a national guidance. It was not until 1968 that the government got more involved when at a seminar at KIE, the pre-school was put under the ministry of cooperative and social services. Today, through the ministry of education the DICECE continued with the training of the teachers more vigorously. Despite these efforts there are many pertinent problems in the training of the teachers.

2.6 Early Childhood Curriculum

Curriculum can be defined as a set of socially valued knowledge, skills and attitudes made available to the students through a variety of arrangements during the time they are in school.

From Rousseau to the present day, the emphasis on ECE has been non-academic and non-teaching. Rousseau called for “negative education” in which he proposed doing
nothing from birth to the age of 12 year. He only called for an opportunity for developing a strong and healthy person”. He stressed the point that the child should be allowed to “ripen”

The main argument advanced here is that ECE curriculum should be based on:

- The child’s environment and the child’s nature should be known.
- Freedom to move around and do what interests the child, with guidance.
- Learning should be through physical activities and perception of nature.
- The ECE should give the child opportunity to develop naturally.

According to the Standard Newspaper of January 20th 2005 page 14 column 3, an ideal early childhood and care development curriculum must have at its core the health and nutrition needs, material for early stimulation, preventive health and immunization for children.

Further in developing the pre-school curriculum the fact that children need experiences to their maturity and to the conditions in their environment should be a guiding factor.

Thus in theory most pre-school offer a curriculum composed of:

1. Play and physical development
2. Creative arts activities.
3. Languages skills
4. Pre-science activities and environment activities
5. Pre-reading activities
6. Health education activities
7. Social and emotional development activities
8. Numerical and non-numerical mathematical concepts

It can be seen this kind of curriculum takes into account the bloom’s taxonomy of education activities as well as the general national pre-school education objectives. But though many teachers are trained, the question is “do they achieve all or most of these objectives”?

2.7. Administration and Management of Pre-schools

Parents and local communities provide the greatest support to ECD services. In fact over 70% of the pre-school institutions in the country were started and are being managed by local communities.

The Education Act of 1968 did not extend the responsibility of the ministry of education to the pre-primary level.

Krystall (1976; 3) asserts,

Pre-primary education is being carried on without nationally standardized and nationality enforceable requirements for registration, management, teacher qualifications and condition of equipment.

This stand also applies much as far as curriculum is concerned. Gakuru (1976) asserts that the emergency of pre-school may be seen to a large extend as a response by parents, committees, the government, to the higher demand for education. This highlights the importance of pre-school education. This is also emphasized by an article in the standard
(Sept 1976), which stated that nursery school education is the foundation for the development of the person, the community and the nation. That it is through education that the child would become a better leader of tomorrow.

If one goes by the statement then the economist view emphasized by human capital theory where education is seen to relate to production and earning will reinforce the view of education by parents as an investment and springboard to good jobs and salaries.

The basic administrative duties in any nursery school operation include setting policy, planning the programmes, managing finances, handling information, mobilizing resources, supervision, recruiting, training staff, promoting, and parent involvement, handling community relations and evaluating the programme on a regular basis.

2.8 Parents Involvement in Management of ECE Centres.

The parents who are served by a pre-school should be involved in the development of education of their children and the school generally.

Donald (1974: 63) asserts

Parent are and will remain the principal influence on the development of their children. A development programme which ignores this fact is, in effect, forcing the child either to develop in two different ways at once or to reject a part of this experience.
In essence, this means that quality pre-school is concerned with the holistic development of the child and with being of maximal use to the child’s parents as a supplement to their own parenting.

In many areas especially in the rural parent involvement in the administration of pre-school activities has been very crucial for the continuity of the institution. This is because they are the main sponsors of pre schools. It does not come as a surprise when parents are directly involved in the selection of nursery school teachers. Donald (1974; 65) supports this when he says:

Many parents-perhaps most, regardless of economic status or cultural background can assume an active role in their children’s formal education... it may come as a surprise that they can take a constructive part in making decisions about staff competence, curriculum and conduct of the programme.

In management and location of nursery schools, parents play a vital role. In putting up a nursery school they have to check on the most desirable location for a neighborhood facility. They should be guided by things like the number of children to be served, geographical locations, needs of the area and problems of the area.

Among other roles expected of parents are the following:-

- Payment of school fees
- Payment of salaries for teachers and support staff.
- Provision of feeding programmes and participation in its preparation.
- Participation in preparation of teaching/learning materials.
- Involvement in children visits to places of interest.
- Ensuring better health and nutrition of their children.
- Participation in the development of localized curriculum.

2.9 The School Committee

A school committee consists of members elected by parents and is charged with the responsibility of running the school. Every pre-school, public or private should have a management committee.

A pre-school which is attached to primary school should be served by the same primary school committee. This will enhance smooth running of the two institutions since the parents of the children are in most cases from the same community. In such a case it is recommended that the pre-school should have a representative on the existing primary school committee to be in-charge of the interests of the pre-school.

Essentially a pre-school committee should be composed of 13 members: 8 elected members 2 of whom should be chairman and treasurer, 2 from the sponsor, 3 from the DEB. The headteacher will be the secretary of the committee. The local councilor and assistant chief are the ex-officio members.

The main role of the committee is to plan and implement programmes on behalf of the parents.

Other important functions include:
• Organizing and collecting funds from well wishers.

• Providing of physical facilities such as classrooms, toilets and furniture.

• Organizing reading programmes.

• Collecting funds e.g. fees

• Employing and paying teachers and support staff.

• Transacting any other business as empowered by the parents.

These committees are faced with very many problems in carrying out their specified duties. It is thus the researcher got interested in unearthing these problems hence suggest possible solutions.

2.10 The Pre-school Community

A community can be defined as a group of people living together in a particular area. They share common facilities, resources, services and interests. They comprise adults, youth and children.

The community will assist in the development of a pre-school by providing labour, materials and funds. It can also offer voluntary cultural services such as story-telling, poems, songs to pre-school children. The pre-school should motivate and help people improve their welfare through collective participation in pre-school activities and other programmes.
Teachers and parents should be encouraged to organize tours and visits to areas of interest especially within their locality to enrich children's experiences. Parents should also be encouraged to visit their own schools in order to monitor the progress of their children and find out the problems affecting them.

In order to familiarize themselves with children's background, teachers should visit their homes. This will give the parents and teachers a chance to discuss how best to improve children's growth and development. The question is "how often does this happen in reality?" The pre-school teacher and parents need to have a positive relationship for them to be able to work together. It is thus the researcher's interest was drawn to this area to study the community and pre-school relationship hence unearths problems involved.

2.11 Conclusion

Since independence there has been rapid population growth. This has resulted to abnormal growth of education at all levels of development. In ECE there were about 1 million children enrolled in various pre-schools by 1992. The importance of ECE has gained tremendous importance in the educational system. This calls for proper management of the centres in order to deliver quality and relevant education.

The expansion has also led to many problems in the management of these centres. No study known to the researcher has been carried out to establish the problems in management of community - based ECE centres hence the need to fill this gap.
CHAPTER THREE

RESEARCH METHODOLOGY.

3.1 Introduction.

In this chapter are discussed the procedures and strategies which were followed in conducting the study.

3.2 Design of the Study

The researcher adopted an exploratory approach using a descriptive survey design to investigate the challenges in management of ECD programmes in Central division of Machakos District. The researcher preferred this design due to its advantages. For instance, it guides one into understanding issues and how they are inter-related. It is easier and more practical to use and it also enable the researcher to use both secondary and primary data.

3.3 Locale of the Study

The location of the study was Machakos District. The District is in Eastern province. It extends some 275 km from Northwest to southeast. It borders Kajiado district to the west, Taita-Taveta District to the south -east Kitui district to the east, Embu to the north -east, Murang’a to the north and Kiambu District and Nairobi province to the north –west. The
district's total area is approximately 14,250 sq. km tapering from 125 km wide in the north to less than 20 km in the south.

According to the 1999 population census it had a population of 906, 644.

Education wise the district has 3 tertiary institutions. There are 3 special schools and 20 small units with a total enrolment of 1937 and 232 teachers.

The district has a total of 199 secondary schools with a total enrolment of 36,582 manned by 2375 teachers. The primary schools total 795 with an enrolment of 286,148 and a teaching force of 7,215 teachers. Machakos District has a total of 1,277 pre-schools with an enrolment of 52,491 children manned by 1,479 teachers. The district is a giant in terms of the number of institutions and enrolment. Due to this fact coupled with the vastness of the district the researcher concentrated on central division of the district.

3.4 Target Population

Machakos District had a total of 1,277 pre-schools in the various categories shown.

Table 3.1 Total Pre-Schools in Machakos District

<table>
<thead>
<tr>
<th>Type of pre-school</th>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-based</td>
<td>952</td>
</tr>
<tr>
<td>Church-sponsored</td>
<td>104</td>
</tr>
<tr>
<td>Local authority</td>
<td>05</td>
</tr>
<tr>
<td>Private</td>
<td>216</td>
</tr>
</tbody>
</table>
Table 3.2: Pre-Schools in Central Division

<table>
<thead>
<tr>
<th>Type of pre-school</th>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public or community based</td>
<td>131</td>
</tr>
<tr>
<td>Church sponsored</td>
<td>25</td>
</tr>
<tr>
<td>Private</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
</tr>
</tbody>
</table>

The study was confined to community-based (public) pre-school in central division of Machakos district. There are 131 public pre-schools, 3180 teachers and 5750 children enrolled in nursery schools.

3.5 Sample Selection

Gay (1992) says that a researcher selects a sample due to various limitations that will not allow researching the whole population for the purpose of the study. The researcher used 10% of the target population as the sample size. Hence 13 out of a total of 131 pre-schools were sampled, 13 pre-school teachers, a total of 13 head-teachers were also sampled and the DICECE officer in-charge of central division.

3.6 Research Instruments

The researcher will use three main instruments for data collection. These include the following:

- Pre-school management questionnaires
- Pre-school management interview schedules
Pre-school management observation guideline schedules

Pre-school Management Questionnaire

The researcher had two types of questionnaires

- Headteachers Questionnaires on management of ECD centre.
- ECD teachers' questionnaire on management of pre-primary programmes.

The questionnaire was used because of the advantages it holds

It is relatively low in cost, more frank answers maybe solicited, there is no interview bias, and the respondent will answer at his/her own time. It also covers a large number of issues and can deal with a large number of respondents. Above all, the questionnaire is anonymous.

Pre-school management Interview schedules

This was titled DICECE Programme officer interview schedule on management of ECD programmes.

This is a data collection method that has been described as "a conversation with a purpose" because of its potential for un-predetermined response categories. The method also allowed the researcher to clarify questions and issues that seem enmeshed in ambiguity. It also provided room for probing thus suppressing the number of "don't know" and "no"

Pre-school Management Observation Guideline Schedule.

This was used to observe children in the sampled centres. Each pre-school was visited once and observation centred on the following areas:
- Physical facilities
- Learning facilities
- Health facilities
- Feeding practices

This was necessary for the researcher since it provided clarity especially in areas, which may not be exhausted by the questionnaires or interview schedule.

3.7 Piloting of the Instruments

The researcher pre-tested all instruments in 3 sample pre-schools that were not used in the actual study. The schools were selected using simple random technique. The pre-testing determined the validity and reliability of the instruments.

3.8 Data Collection Procedures

The instruments for data collection included questionnaires prepared for the headteachers and teachers for the pre-schools selected for the study, while semi-structured interview schedule was developed for the DICECE programmes officer. Observations guideline schedule were used at the visiting.

The researcher personally distributed the questionnaires to the, headteachers and teachers sampled on an appointed date. Before its administration, the researcher clearly explained the purpose of the study. The researcher also assured the respondents of confidentiality.
This set of respondents was assumed to be all literate and able to interpret the questionnaire correctly.

The researcher then left the questionnaire with them and gave them three days to respond after which she personally collected back the filled questionnaires. The data collected were coded and analyzed using descriptive statistics. The researcher personally conducted the interview schedule with the DICECE programmes officer on arrangement at a convenient date and time.

3.9 Data Analysis Procedures

According to Gay (1976), the most commonly used method of reporting descriptive; survey research is by developing frequency distribution, calculating percentages and tabulating them appropriately. Since the study was based on the descriptive survey design, qualitative data were systematically extracted from the research instruments and interpreted into tables of frequency distributions and percentages.
4.1 INTRODUCTION

As stated in chapter 1, the purpose of this study was to investigate and identify problems and possible solutions in the management of public ECD centres in Central Division of Machakos. The research was guided by the following questions:

1. Who is mainly involved in the management of pre-school education in terms of policy, human resource, and finances, physical and material resources?
2. What are parents’ attitudes towards pre-school education?
3. What are the main problems faced by communities in the management of ECE?
4. Are there solutions to the problems faced in the management of ECE?

In the study, 13 out of 131 pre-schools were used as sample population and two types of questionnaires were administered. Questionnaire A was administered to headteachers while questionnaire B went to the pre-school teachers. All headteachers’ questionnaires were returned. Out of 13 questionnaires for teachers 12 were returned. An interview schedule was conducted with the DPO and observation schedules were carried out in 6 pre-schools.

As a way of addressing the above mentioned questions the findings were based on the following themes.
4.2 Management of Pre-Schools

The researcher looked at management problems of pre-schools in terms of human resources, financial and material resources to support the curriculum, and physical resources. The following were the findings:

**Sponsorship of the Pre-Schools**

It was found out that out of the 13 pre-schools, 9 (69.3%) were sponsored by the community. The remaining 4 (30.7%) were church sponsored. All the community-sponsored pre-schools were attached to a primary school. This was further confirmed by the DPO during the interview schedule. The researcher found that out of the 4 church sponsored pre-schools, two were affiliated to the Catholic Church and the other two to the A.I.C. church. This is no wonder since the church has been very much involved in education from the colonial days up to the present.

**Human Resource Management**

Pre-schools need human resources to run efficiently.

These include, the headteachers, teachers, non-teaching staff and the pupils. The researcher looked at the headteachers' age, academic and professional qualification. The
enrolment and general welfare of the pupils was investigated. The following were the findings.

Table 4.1 Genders of Headteachers and Teachers

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Headteacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>61.5</td>
</tr>
</tbody>
</table>

The data above indicate that 5 headteachers were female while 8 were male. This implies that a majority, 61.5% of the administrative positions are held by the males. On the other hand, the researcher found that 100% of pre-school teachers are females. According to Rousseau (1980), the ECE teacher must be humane, love children and look with friendly eyes on its games and pleasure. It is thus no wonder that females are the main pre-school teachers. They are kind, cheerful and basically know how to handle children as opposed to men. They are as well seen as nurses to the young children who need a lot of care.

Age of Respondents

The study showed that only 2(15.3%) were aged 25-30 years. Another 2(15.3%) were aged between 36 and 40 years. Out of the 13 headteachers sampled, 3(23.1%) were aged 41-44 years and 6(46.3%) were over 45 years of age.

The data collected indicated that out of 12 teachers, 5(41.7%) were aged 25-29 years and only 2(16.6%) were 30-34 years. A greater percentage of 41.7%(5) were over 35 years.
old. This therefore showed that the pre-school managers on the ground were reasonably mature adults.

**Academic And Professional Qualification of Pre-School Teachers**

Data collected by the researcher clearly indicated that all 13(100%) headteachers had gone up to secondary school while 11 teachers had also secondary school academic qualification. This was 91.7%. Only 1(8.3%) teacher had gone up to primary level. This means majority of the pre-school teachers are properly schooled.

**Table 4.2 Professional Qualifications of Headteachers and Pre School Teachers**

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Headteachers</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>P₁</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td>S₁</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>K.I.S.E</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>DICECE Certificate</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

The data given on the above table show that 6(46.2%) and 2(16.7%) headteachers and teachers respectively had a P₁ certificate. Further, 3(23.1%) headteachers had S₁ and 1(7.7%) had a KISE certificate. Another 3(23.1%) had a DICECE certificate.
Only 1(8.3%) teacher had a diploma in early childhood education. The other 9(75%) had a DICECE certificate or were still undergoing DICECE training. These findings showed that the pre-schools teachers were trained to handle small children.

Experience of Teachers

It is very important that pre-school teachers have a wide experience in handling children in their tender age. This way, they will be able to handle all types of children. The researcher sort to find the experience of both the headteachers and teacher and found out the following as shown on table 4.3

Table 4.3 Experience of Headteachers and Teachers

<table>
<thead>
<tr>
<th>Experience</th>
<th>Headteachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>1 7.7</td>
<td>0 0</td>
</tr>
<tr>
<td>2 years</td>
<td>1 7.7</td>
<td>1 8.3</td>
</tr>
<tr>
<td>3 years</td>
<td>1 7.7</td>
<td>0 0</td>
</tr>
<tr>
<td>4 years</td>
<td>5 38.5</td>
<td>3 25</td>
</tr>
<tr>
<td>Over 5</td>
<td>4 30</td>
<td>8 66.7</td>
</tr>
</tbody>
</table>

Further, the study showed that 9(69.2%) teachers were qualified; only 4(30.80%) were not qualified as pre school teachers.
This means, the qualification of teachers is still wanting as data collected showed 30.8% of poor qualification. According to literature review in chapter two, past studies on ECD centres had indicated that many, are manned by people who are not professionally qualified and who in their formal education performed poorly. The study showed that this was still evident though little by little the teachers were getting training. They therefore, lack enough of both the professionals training and academic backing necessary to handle children at a tender age.

**Adequacy of Pre-school Teachers:**

According to the findings 9(69.2%) headteachers indicated that staffing was adequate. The remaining 4(30.8%) indicated that pre-schools were inadequately staffed. This means the ratio of pupil: teacher was very high hence concentration of teacher on a pupil was poor. From the data on the table 4.3 (23.1%) headteachers had an experience of between 1-3 years. Out of 13, 5(38.5%) had 4 years and 4(30%) over 5 years in headship. Only 1(83%) teacher had 2 years teaching experience and three (25%) 4 years. The majority 8(66.7%) had over 5 years as teachers in pre-school. It can then be correctly said that the headteachers and teachers are experienced in teaching the young ones.

**Poor Training and Payment of Pre-School Teachers**

Data from the field showed that attendance of workshops, seminars or in service training was poor. This was a whole 53.8%. Without continued training and in-service for preschool teachers, they will lack the capacity to act as psychological counselors where children need help or even identify children with problems.
On salaries 5(38.5%) indicated poor and 8(61.5%) very poor. This was clear indication that pre-school teachers are paid poorly. This is a direct demotivation for the teachers. The researcher found that the teachers were paid by parents through school fees payment. As shown through the study, fees are low hence teacher’s salaries are also low.

It was also found that parents delayed in paying fees with some not paying at all. The teachers thus got delayed salaries and even got less or missed out some months. The researcher found a greater percentage did not employ workers. The main reason was the parents could not carry the burden of paying workers due to poverty.

**Non-Teaching Staff at ECE Centres**

The ECE management questionnaire for headteachers revealed that there were only 4(30.6%) non-teaching staff in the schools sampled. These were found in schools with feeding programmes and they cooked food for the pupils and were paid by the parents.

**Pupil’s Welfare Management**

The questionnaires administered revealed that there were 216(47.1%) boys and 243(52.9%) girls in the 13 pre-schools sampled. This is only natural because they say that "girls are more than boys." The teacher’s questionnaires showed that 8 schools out 12(61.5%) served their pupils with food in school. The remaining 5(38.5%) did not serve food to pupils.

The schools providing food served pupils with maize and beans ("Githeri"). Porridge was served at 10a.m in 1(7.7%) school only. From the observation schedule, the researcher found that most of the pupils were looking healthy and happy, but some of them were
The children from all the 13 pre-schools studied walked to and from school. This was normal as most of the children were from the neighborhood, and anyway, none of the schools had an organized means of transport for the pupils. The researcher found the following problems as far as pupil's welfare is concerned:

**School Feeding Programmes**

Some pre-schools (16.7%) did not have a school-feeding programme. The children carried food from home. This was a big problem especially that some did not have food to carry. Those that carried used Kasuku plastic tins and by lunch hour the food was cold. It is not healthy to eat cold food.

- Data collected showed that 33.3% school feeding programmes fed pupils with maize and beans ("Githeri"). This food is unsuitable for pre school pupils for they are too young to chew hard maize to their full. The food was not enough.
- There was a problem of enough water and firewood to cook the food.
- The cook was poorly paid due to lack of adequate funds.

**Transport Problems**

It was found that all the 13 schools did not have a school vehicle. The pupils walked to and from school. This was a problem because some pupils arrived in school late and tired. They could not concentrate on all the activities and all this delayed coverage of the syllabus.

**Health Facilities Problems**

The researcher found that all the pre-schools (100%) did not provide health facilities to the pupils. In fact during the observation schedule it was found that none even had a "first aid kit". This is no wonder especially because none of the teachers had gone...
through first aid training. This means that the health development of pupils was not
catered for in school.

Financial Resource Management

The study clearly showed that the parents were the main source of finance for the pre-
schools. This was further confirmed by the DPO in-charge of Machakos DICECE during
the interview schedule. Parents financed pre-schools through fee payment. All the pre-
schools had a school management committee, which managed the finances. This
committee ensured teachers were paid, the cook (where available) and generally managed
the monies for proper utilization. Each nursery had its own different amount of fee paid
by each child. This ranged between Ksh. 200-1200 per term. The study showed that the
fee increased as one moved towards the town. However, the pre-school faced many
problems as far as financial management is concerned.

Data collected from the headteachers showed 34.6% non-payment of fees by parents.
Even those who did pay, it was poorly done through small delayed installments. This was
found to have serious problems because it led to delay in teachers' salaries. It also led to
non-provision of feeding programme in many pre-schools. The researcher conducted an
oral interview with the DICECE officer who cited non-payment of fees as the most
pressing financial problem. He attributed this to three factors:

(i) High levels of poverty amongst the parents

(ii) Negative attitude by parents towards meeting their financial responsibility
The free primary education hence many parents could get away without paying fees as they were assured their children would be admitted to standard one unconditionally.

The study confirmed literature review (chapter 2) that the government had almost ignored ECE hence the negative attitude towards financing pre-schools. The interview schedule showed that the government allocated very little money to pre-schools. Even so, these meager funds went to running of the DICECE offices and was not even enough for transport to pre-schools. It was found that even the local leaders did not provide any financial assistance to preschool so financial management was a serious problem in pre-schools.

**Curriculum Management**

The main interest was on the availability and relevance of the curriculum. All the parties (100%) questioned agreed that pre-schools had an established syllabus. The headteachers and teacher curriculum management questionnaires showed that: 4(30.8%) headteachers said the curriculum was very good; 9(69.2%) said good. The teacher responses were as follows: 3(25%) very good 8(66.7%) and 1(8.3%) poor. It can thus be said that the pre-school curriculum is relevant according to majority of the respondents. Majority (92.3%) of the head teachers said pre-schools were supervised twice a year. Only 1% said supervision was once a year. Data from the teachers revealed the following on pre-school supervision of curriculum implementation.
Table 4.4. Teacher Respondent on Supervision of Curriculum Implementation

<table>
<thead>
<tr>
<th>Pre school supervision</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Poor</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

From the table it is seen that 3(25%) respondents said supervision was very good and 6(50%) said it was good. This implies that majority (75%) agreed that supervision was good hence assurance of delivery of the curriculum to the young ones. The pre schools however, experience several problems in curriculum management.

From discussions with the DICECE officer, the researcher found out that some teachers could not interpret the curriculum. This was a great problem because they ended up teaching the wrong curriculum to pupils. This problem was mainly due to low academic and qualification of some pre-school teachers.

The parents also brought curriculum management problems. They expected too much forcing teachers to teach advanced academic activities to their children. Since they are the ones who paid the teachers, then their wishes had to be granted. Many a time the syllabus was not fully covered because either pupils came to school late or stayed at home due to lack of fees.
• The researcher also established that some parents retained their young ones to do household chores or look after the home when they went to the markets.

• Inadequate-teaching personnel led to lack of proper curriculum management. Most nurses had only one teacher.

• Curriculum support materials were inadequate. These included textbooks, play materials and teaching aids. They were either:
  - Carried away by pupils
  - Too expensive to buy
  - Rare in bookshops or parents were uncooperative in helping make them

• The pre-school curriculum had no provision for children with special needs. These were forced to fit in the normal curriculum, which was next to impossible. The study found that the preschool teacher had a hard time implementing the curriculum.

Material Resource Management

The researcher investigated material resource management in terms of textbooks, exercise books, teaching aids, pre-school guidelines, play materials like toys, swings and balls.

These are curriculum support materials hence they are very important. The researcher intended to establish their relevance, adequacy and safety. The teachers gave the following as the types of instrumental materials used:

- Seeds
- Charts
- Tyres

The above data indicates that 9(38.5%) head teachers said adequacy of textbooks was good, that another 5(23%) said it was poor and 3(12%) said it was very poor. This gives
- Ropes
- Stores
- Counter bottle top
  - Guideline activity books 1,2 and 3
- Flash cards
- Balls
- Dolls

Table 4.5: Resource Material for Pre-schools

<table>
<thead>
<tr>
<th>Item</th>
<th>V.good</th>
<th>Good</th>
<th>Poor</th>
<th>V.poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Adequacy of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbook</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Teaching aid</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>53.5</td>
</tr>
<tr>
<td>Exercise books</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Play materials</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Relevance of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td>1</td>
<td>7.6</td>
<td>6</td>
<td>46.2</td>
</tr>
<tr>
<td>Teaching aid</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td>Play material</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>38.5</td>
</tr>
<tr>
<td>Safety of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play material</td>
<td>1</td>
<td>7.7</td>
<td>4</td>
<td>30.7</td>
</tr>
</tbody>
</table>

The above data indicates that 5(38.5%) headteachers said adequacy of textbooks was good, that another 5(38.5%) said it was poor and 3(23%) said it was very poor. This gives
a higher percentage (61.1%) on the lower side. This is further backed by data collected from the teachers 100% said textbooks were adequate. However, majority 53.5% of headteachers agreed they were relevant. The teachers concurred with this 100%.

Many headteachers (53.8%) agreed that teaching aid and exercise books were good but 38.5%, 7.7% and 23.1 showed they were poor and very poor. This thus leans to poor.

On relevance of the teaching aids 8(61.5%) out of 13 indicated it was good. Another 6(46.2%) said they were poor. So the teaching aids were good. According to 5(38.5%) respondents play materials were good in adequacy and relevance 6(46.2%) were poor in relevance and 2(15.3%) were very poor. This scenario could be attributed to the fact that the researcher through the observation schedule found that maintenance of play materials was very fair. This was because of lack of proper storage facilities in the school.

Data collected showed that 4(33.3%) got teaching material aid while 8(66.7%) did not. Those that got indicated that the aid came either from parents or the primary school they were attached to.

Physical Resource Management

The researcher looked at physical facilities in terms of classrooms, toilets, play field, kitchen and furniture in order to determine their safety adequacy and maintenance. The table below shows the multitude of this problem according to headteacherss and teachers below.
Table 4.6 Physical Resources Problems

<table>
<thead>
<tr>
<th>Item</th>
<th>Poor</th>
<th>V. poor</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Classrooms</td>
<td>3</td>
<td>23.1</td>
<td>0</td>
</tr>
<tr>
<td>Toilets</td>
<td>4</td>
<td>30.8</td>
<td>0</td>
</tr>
<tr>
<td>Kitchen</td>
<td>4</td>
<td>30.8</td>
<td>5</td>
</tr>
<tr>
<td>Playfield</td>
<td>4</td>
<td>30.8</td>
<td>1</td>
</tr>
<tr>
<td>Furniture</td>
<td>5</td>
<td>38.5</td>
<td>1</td>
</tr>
</tbody>
</table>

At a glance the above table shows the state of all the physical facilities is poor. They are inadequate and poorly maintained. The researcher visited some of the pre-schools and observed children crowded in the classrooms. Compounded to this problem was that of lack of window glasses so when it is was cold the children must suffer.

Out of 13 Headteachers 7(53.8%) indicated that toilets were good and 4(30.8%) indicated poor. 7(58.4%) teachers indicated good while 4(33.3%) showed poor. This can be translated to mean that management of the toilets was still wanting. This could be because most pre-schools did not have workers to clean and maintain the toilets.

The data show that quite a number of pre-schools (33.3%) did not have kitchen, and those that had had one. They were poorly constructed. In fact the researcher observed most kitchens were just shades where cooking took place. Some did not have a kitchen especially where there was no feeding programme.
According to 7(53.8%) headteachers, the play field was good 8(66.7%) teachers concurred with this. However, quite a large number of respondents said that the playfield was poor. This was 4(30.8%) headteachers and 4(33.3%) teachers. The study showed that most 61.5% pre-schools had no playfield. Those that had shared the primary school one and even that were not leveled. Quite a number of pre-schools (23.1) did not have fixed play equipment like swings and slides. This made games and other outdoor activities difficult. The teachers mostly had to improvise even for the balls. In the few schools that had fixed equipment, these were inadequate and poorly maintained. The pre-school curriculum is partly composed of play and physical development. This can only succeed with enough play materials and equipment. The children also need enough space to play. The state of our pre-schools makes this difficult.

The data shows that furniture was fairly adequate. Though direct observation the researcher found instances of inadequate furniture and pupils had to squeeze on a desk. Generally the researcher observed that most ECD centres were well maintained.

4.3 Parents Attitude Towards Pre-School Education
The researcher investigated the school-community relations in an effort to establish the parents' attitude towards pre-schools. In chapter two it was cited that parents and local communities provide the greatest support to ECD services. Indeed, 70% of the pre-school institutions in the country were started and are being managed by local communities.
School Management Committee

The researcher found out that 100% of the pre-schools sampled for the study had operational school management committee. From the interview schedule with the DPO. It was found that most pre-schools were attached to primary schools. These shared the same SMC for the primary, but had a person to represent the interest of the Pre School.

Table 4.7 Relationships Between Parents and Pre-Schools

<table>
<thead>
<tr>
<th>Parents’ / Pre-school relationship</th>
<th>Headteachers n</th>
<th>%</th>
<th>Teachers n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.good</td>
<td>2</td>
<td>15.4</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Good</td>
<td>11</td>
<td>84.6</td>
<td>8</td>
<td>66.7</td>
</tr>
</tbody>
</table>

From the above table it is evident that the relationship between the parents and pre-schools in Central Division was a good one. The DICECE officer in-charge confirmed this kind of relationship during the interview schedule.

Parents Contribution to the Pre-School

Data collected by the researcher showed the following:
- That 98.3% parents paid school fees. This money was used to pay teachers
- 23.1% bought school uniform from their children
- Parents helped in story telling to the pupils
- It was mostly parents who provided feeding programme for the pupils
- They also paid the cook
- Parents donated land and contributed in physical facilities construction

All this concurs with what others have said about the pre-school community in chapter two. The community will assist in the development of a pre-school by providing labor, materials and fund. From the study, the researcher found that parents maintained the physical facilities. So then it is correct to say that parents are wholly involved in management of pre-schools in Central Division of Machakos. Their attitude towards their pre-schools was negative when it came to payment of fees. This was attributed to poverty.

4.4 Solutions to Problems in Management of Pre-schools

From the research, the following were given as solutions to the various problems in management of ECE programme in Central Division of Machakos.

Solution to Human Resources Problems

At least 69.2% headteachers indicated that the government should employ pre-school teachers. Another 41.7% teachers concurred with this suggestion, and even the DICECE officer suggests employment of pre-school teachers by the government. This would ease the problem of inadequate teachers, as the government would be able to pay more than one teacher per pre-school.

Another suggestion was for more training workshop and in-servicing and awareness campaigns for capacity building for pre-school teachers and other stakeholders. This would keep them abreast of the changing trends in the curriculum for pre-schools. Need for change of attitude to be positive on ECE importance.
Solutions to Financial Management Problems

The researcher got the following as solutions to financial management problems:

• Government to allocate more funds to ECE programmes.
• Government to provide free pre-school education to all.
• The government to pay pre-school teachers and all other Workers. This would ease the heavy financial burden off the parents.
• Community mobilization and awareness to remind each party its role and responsibilities in supporting ECE.

Solutions to Curriculum Management Problems

The following were put as solutions to this problem:

• The government to conduct in-service courses to teachers so that they may implement the curriculum properly.
• The government and parents to employ teachers who are sound academically and professionally. Such people would be able to interpret the curriculum correctly.
• Create awareness on child development to parents. This was especially important because parents as well as teachers have a role to play in the proper development of the child.
• There was need to provide teaching aids, play materials and other instructional materials by involving parents and other well wishers.
• The children to be trained to care for materials.
• Others suggested that the DICECE should supply pre-schools with curriculum support materials.
• There should be frequent supervision of pre-schools

**Solutions to Physical Facilities Management Problems**

The respondents suggested the following solutions:

• The government to include pre-school in the FPE programme hence they can get funds for construction of some essential facilities like toilets, and books store.

• Educate parents to start income-generating activities hence get funds to construct better classrooms

• The parents should be sensitive on their role in provision of physical facilities. This means the Ministry of Education should launch more awareness campaigns.

**Solutions to Pupil Welfare Management Problem**

• One solution to the poor feeding programme was to incorporate pre-schools in the school feeding programme that is already in primary schools

• Another suggestion was to sensitize the parents on provision of a softer meal for the young children. They should also be educated on the importance of a balanced diet to growing children

• Teachers suggested that the government should employ the cooks

• Data collected showed that due to lack of school vehicles preschool activities should start at 9.00 am. This would ensure all students are in class hence some are not left behind.

• Solution to better health in school was to incorporate basic health education in the teacher curriculum.
4.5 Summary

Analysis of data in this chapter clearly indicated that there is need for the government to take a more active part and interest in ECE. This is because ECE programmes were found to face very many management problems, which the poor parents cannot manage alone. Some suggestions have already been made. They should act as a guide to a more systematic and better management of pre-schools.

5.2 Summary

The purpose of this study was to investigate and identify problems in pre-schools in Central Division of Trinidad. The researcher adopted an exploratory approach using a descriptive survey design. The design was chosen because of its advantages. For instance, it guides one in understanding issues and how they are interconnected. The target population was 131 public or community-based pre-schools in Central Division. The purpose of the study, the researcher sampled 15 out of 131 based on the target population. The researcher used four main instruments for data collection:

These included the following:

- Headteacher's pre-school management questionnaire
- Pre-school managers' questionnaire for teachers
- Pre-school management interview schedule for the DPO (Director of Education)
- Observation guideline schedule for pre-school management
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE RESEARCH

5.1 Introduction

This chapter highlights summary of the research and findings, major conclusions and makes recommendations for improvement of preschool education management.

5.2 Summary

The purpose of this study was to investigate and identify problems of public ECD centres in Central Division of Machakos. The researcher adopted an exploratory approach using a descriptive survey design. The design was chosen because of its advantage, for instance, it guides one into understanding issues and how they are inter-related. The target population was 131 public or community based pre-schools in Central Division. For the purpose of the study, the researcher sampled 13 out of 131 pre-schools which is 10% of the target population. The researcher used four main instruments for data collection. These included the following:

- Headteachers pre-school management questionnaire
- Pre-school management questionnaire for teachers
- Pre-school management interview schedule for the DPO (DICECE)
- Observation guideline schedule for pre-school management
The researcher personally distributed the questionnaires to the headteachers and teachers of the sampled schools on an appointed date. The purpose of the study and instructions were clearly explained and respondents assured of confidentiality. They were given three days to respond. A personal interview was carried out with the DPO (DICECE). On the day of collecting questionnaires from pre-schools, the researcher filled in the observation schedules. The questionnaires were then analyzed using tables, frequencies and Percentages.

**Summary of the Research Findings**

Based on the findings of this study, the following summary was made:

1. Majority of the pre-schools in the area are sponsored by the local communities.
2. It was found that majority of the pre-schools are attached to primary schools and the primary headteachers also heads the pre-school. The primary SMC also caters for the pre-school.
3. It was found while majority, (61.5%) of the headteachers are males, and 100% of the pre-school teachers are females.
4. That some Pre school teachers (8.3%) had gone only up to primary level of education.
5. That most of the teachers had either undergone DICECE training or were still undergoing the training. However, workshops and in-service courses were almost non-existent for the teachers.
6. The study showed that pre-school teachers were fairly adequate.
7. Pre-schools severely lack workers because the parents are unable to pay them. This is mainly due to poverty.

8. The study reveals that most schools (61.5%) had a school feeding programme. The children were served with maize and beans (githeri) which was too hard for their young stomachs. The pre-schools lacked enough water and firewood to prepare the food.

9. The findings show that pupils walked to and from school. This caused some pupils to arrive at school late hence completion of the syllabus in time was difficult. Health facilities were not provided for in the pre-schools.

10. The study has clearly shown that parents were the main source of finance in pre-schools. High levels of poverty coupled with a negative attitude towards their financial obligations caused non-payment or delay in salaries of the teachers. The government did not provide any financial assistance to the pre-schools.

11. Majority of respondents said the curriculum was relevant although there was a problem with the instructional materials, which was inadequate. Findings show that some teachers could not interpret the curriculum properly due to low academic and professional levels. The parents also expected their children to be taught advanced and academic activities.

12. According to the study findings buildings are permanent. However, the maintenance of most of these buildings was poor. The kitchen is a make-shift in majority of the pre-schools. The classrooms are crowded and most lacked a proper play field. There was also lack of fixed play equipment like swings and slides.
13. Most, in fact all (100%) pre-schools had operational SMC and the relationship between the parents and pre-school was good. However, when it came to school fees payment most parents were uncooperative. On the other hand, the parents did their best in maintaining the physical facilities, providing a feeding programme and even donated land for the pre-schools' construction.

14. The study showed that the government and other leaders had ignored ECE hence lack of funds to support pre-schools activities.

5.3 Conclusion

From the research findings it is clear that:

1. Parents were mainly involved in the management of pre-schools in terms of human, financial, physical and material resources as well as pupils welfare

2. Though the relationship between parents and pre-schools was good, parents had a negative attitude towards fulfilling their roles and responsibilities. For example, non-payment of fees, non-provision of material or a feeding programme in some pre-schools

3. The government does not recognize ECE in the country given its meager financial allocation to the sector.

4. The study has established that there has been no research and evaluation of ECE in Central Division

5. Finally, the study has suggested solutions that could go a long way to improve ECE in Machakos and by extension the whole country.
5.4 Recommendations

The main recommendations are:

1. The government should employ pre-school teachers and motivate them by paying them well. This will also relief parents of too much financial burden.

2. There should be expansion of teacher training programmes and in-service training programmes to accommodate the ever increasing number of untrained teachers in the area of study. This will enhance efficiency and proper management of pre-schools.

3. The government should be more committed to supporting ECE. This can be by increasing government financial allocation to this important educational sector. In fact the government could take full management of pre-schools by providing free pre-schools education.

4. Through concerted effort by all stakeholders there should be identification of more donors who can support the programmes. These could be private firms, individuals, welfare organizations and local authorities.

5. The government should adopt policies concerning pre-school education, such policies should set forth general objectives for the holistic development of the child in pre-school education.

6. There should be development of more physical and material resources. More comfortable classrooms, safe and clean toilets should be provided. Material resources like textbooks, teaching aids, play equipment should be provided and maintained. This could be done through all stakeholders efforts.
7. Regular supervision of pre-schools will ensure proper implementation of curriculum activities.

8. Awareness programmes on the importance of pre-schools should be intensified and reach all parents and communities. This will enhance a positive attitude to support pre-school activities for the well being of the children.

9. Provision and sustainability of school feeding programme through government effort will ensure all children get some warm food at lunch hour. This will help raise the enrolment and increase retention.

10. Finally, the government and other stakeholders should encourage more research action in this area to get strategies of implementing the recommendations made by the researcher.

**Recommendation for further research**

The study cannot be considered exhaustive in discussing the areas of focus because it was demarcated to only one division. A similar study should be replicated to other districts, which may not have similar conditions like Machakos District for comparative purposes.
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APPENDIX 1

ECD PROGRAMME MANAGEMENT QUESTIONNAIRE FOR HEADTEACHERS

INTRODUCTION

The purpose of this questionnaire is to help carry out a Research Study on the problems in management of public pre-schools and possible solutions to some of the problems. Your pre-school has been selected as one of the few for the purpose of undertaking the study.

Please answer all the questions honestly and to the best of your ability. It is meant for the above mentioned educational research and will only be used for that purpose alone and remains confidential thereafter.

Do not write your name.

Thank you

ECD PROGRAMME MANAGEMENT QUESTIONNAIRE FOR HEADTEACHERS

PART A: BACKGROUND OF THE PRE-SCHOOL

Answer appropriately either by putting a tick ☑ in the correct square or write briefly in the space provided:

1. In which zone is the pre-school located?
   - Muvuti  ☐
   - Mumbuni  ☑

2. What is the enrolment of the pre-school
   - Male  ...............
3. Who is the main sponsor for the Pre-School

- Church
- Community
- Private
- NGO

4. How much fees do the children pay per term Ksh. ..........................

5. (a) How many teachers do you have in the Pre-School?

- Male ........................
- Female ........................
- Total ........................

(b) How many non-teaching staff is there?

- Male ........................
- Female ........................
- Total ........................

6. How many of the teachers are professionally qualified in Pre-School education?

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

PART B

7. (a) Indicate your gender

- Male ........................
- Female ........................
(b) Show your appropriate age

<table>
<thead>
<tr>
<th>Age Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25 years</td>
<td></td>
</tr>
<tr>
<td>25 – 30</td>
<td></td>
</tr>
<tr>
<td>31 – 35</td>
<td></td>
</tr>
<tr>
<td>36 – 40</td>
<td></td>
</tr>
<tr>
<td>41 – 44</td>
<td></td>
</tr>
<tr>
<td>Over 45</td>
<td></td>
</tr>
</tbody>
</table>

8. (a) What is your academic level

<table>
<thead>
<tr>
<th>Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td></td>
</tr>
</tbody>
</table>

(b) What is your professional qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>P1</td>
<td></td>
</tr>
<tr>
<td>P2</td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
</tr>
</tbody>
</table>

Others (specify) ..........................................................

(c) What is your present grade ..........................................

9. How long have you been a headteacher in the Pre-School?

<table>
<thead>
<tr>
<th>Years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Year</td>
<td></td>
</tr>
<tr>
<td>2 Years</td>
<td></td>
</tr>
<tr>
<td>3 Years</td>
<td></td>
</tr>
<tr>
<td>4 Years</td>
<td></td>
</tr>
<tr>
<td>Over 5 Years</td>
<td></td>
</tr>
</tbody>
</table>

PART C PRE-SCHOOL MANAGEMENT PROBLEMS

Finances

10. (a) What are the main sources of the Pre-School finances?
Parents  
Government  
Church  
Others (specify)  

(b) (i) What are the main Financial problems you face?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(ii) Give possible solutions to the above-mentioned problems?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

By means of a tick (✔) please rate the management of the following on a 4 point scale.

<table>
<thead>
<tr>
<th>MATERIAL RESOURCES</th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Adequacy in terms of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Play Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Teaching Aids</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Relevance in terms of:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b) Play Materials

e) Teaching Aids

3) **Safety in terms of:**

a) Playing Materials

### PHYSICAL FACILITIES

1) **Adequacy of:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Classrooms</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Toilets</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Kitchen</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Playfield</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Furniture</td>
<td></td>
</tr>
</tbody>
</table>

2) **Safety of:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Classrooms</td>
<td></td>
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<tr>
<td>b)</td>
<td>Toilets</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Kitchen</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Playfield</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Furniture</td>
<td></td>
</tr>
</tbody>
</table>

### PERSONNEL

1) **Teaching Staff**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Qualification of teachers</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Adequacy of Pre-school teachers.</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Attendance of seminars, workshops or in-service courses for Pre-school education.</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Payment for teachers</td>
<td></td>
</tr>
</tbody>
</table>

2) **Non-teaching Staff**
a) Qualification of workers

b) Payment for workers

11. Mention any other Management problems giving possible solutions in:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>i). Material Resources</td>
<td></td>
</tr>
<tr>
<td>ii). Physical Resources</td>
<td></td>
</tr>
<tr>
<td>iii). Personnel Management</td>
<td></td>
</tr>
</tbody>
</table>

**CURRICULUM**

12. (a) Is there an established syllabus followed in the Pre-School

Yes [ ] No [ ]

(b) If yes, how relevant is it to the children?

Very Good [ ]
Good [ ]
Poor [ ]
Very Poor [ ]
(c) How often is the school supervised?

- Once a year
- Twice a year
- Never
- Others (specify)

(d) (i) Mention any other Curriculum Management problems you encounter

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(ii) Suggest solutions to the Problems

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PUPILS IN TERMS OF SERVICE

1. School Feeding Programme

a) (i) Are Children served with meals in the school?

- Yes
- No

(ii) If yes, what types of meals are served?

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........................................................................................................................................................................
b) (i) Do parents contribute in the School Feeding Programme?

Yes ☐  
No ☐

(ii) If yes, how do they contribute? Tick (✔) appropriately below;

Through paying cook
By bringing food
Others (specify)

(c) State the main problems you experience in the Management of the following and give possible solutions

<table>
<thead>
<tr>
<th>Problems</th>
<th>Possible solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) School Feeding Programme</td>
<td></td>
</tr>
<tr>
<td>2) Transport</td>
<td></td>
</tr>
<tr>
<td>3) Games and other Activities</td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL COMMUNITY RELATIONS

14. (a) Is there an operational School Management Committee?

Yes ☐ No ☐

(b) (i) The committee members contribute towards the Pre-school

Yes ☐ No ☐

(ii) If yes, in what ways?

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

(c) What is the relationship between the parents/community and the pre-school?

Very Good ☐
Good ☐
Poor ☐
Very poor ☐

(d) What is your opinion concerning the relationship between your Pre-School and the DICECE office?

Very Good ☐
13. What recommendations would you make for the improvement of Pre-Schools in your District?

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INSTRUCTIONS

This instrument is divided into two parts.

PART A  Background of the Teacher

PART B  Problems and possible solutions to Pre-School Management

Answer all questions appropriately either by putting a tick (✓) in the circle or write briefly in the space provided.

PART A  

(a) Indigenous Gender

Male [ ]  Female [ ]
APPENDIX II

PRE-SCHOOL MANAGEMENT QUESTIONNAIRE FOR TEACHERS

INTRODUCTION

The purpose of this questionnaire is to help carry out a Research Study on the problems in management of public pre-schools and possible solutions to some of the problems. Your pre-school has been selected as one of the few for the purpose of undertaking the study.

Please answer all the questions honestly and to the best of your ability. It is meant for the above mentioned educational research and will only be used for that purpose alone and remain confidential thereafter.

Do not write your name.

Thank you

INSTRUCTIONS

This instrument is divided into two parts:

PART A  Background of the Teacher

PART B  Problems and possible solutions in Pre-School Management

Answer all questions appropriately either by putting a tick (√) in the correct square or write briefly in the spaces provided.

PART A

1. (a) Indicate your Gender

   Male  □  Female  □
2. (a) What is your academic level

Primary  □
Secondary □
University □

(b) What is your professional qualification

P1  □
P2  □
S1  □
Diploma  □
Graduate  □
Others (specify)  □

(c) What is your present grade? .................................................................

3. How long have you served as a Pre-School teacher?

1 year □
2 years □
3 years □
4 years □
Over 5 years □
4. Are you trained in Pre-school education? Yes □  No □

5. Please rate your training on a 3-point scale

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Content depth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Methodology of Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Length of Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Organization and Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Adequacy of training material</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART B PROBLEMS IN PRE-SCHOOL MANAGEMENT

MATERIAL RESOURCES

6. (a) List the type of Instructional Materials you use

(b) Are the materials

   (i) Adequate  Yes □  No □

   (ii) Relevant  Yes □  No □
(c) (i) Do you receive any teaching equipment, aids or materials at your nursery school?

Yes ☐ No ☐

(ii) If yes, from where?


(d)(i) What problems do you experience as far as material resource (teaching aids, textbooks, and play materials) is concerned?


(ii) Suggest solutions to the mentioned problems


(e) By means of a tick ( ) please rate the following on a 4 point scale

<table>
<thead>
<tr>
<th>PHYSICAL RESOURCES</th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Adequacy of

a) Classrooms  

b) Toilets  

c) Kitchen  

d) Furniture  

e) Playfield  

### Curriculum

a) Relevance of the Curriculum  

b) Supervision of the Implementation of the Curriculum  

(f) Pupils in terms of service

(i) **School Feeding Programme**

Are children served with meals in the school?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(ii) If yes, what types of meals are served?

<table>
<thead>
<tr>
<th>Type of Meal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
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</tbody>
</table>

(g) State the main problems you experience in the Management of the following and suggest possible solutions:

<table>
<thead>
<tr>
<th>Problems</th>
<th>Possible Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Feeding</td>
<td></td>
</tr>
<tr>
<td>Programme</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>Transport</td>
<td></td>
</tr>
<tr>
<td>Health Facilities</td>
<td></td>
</tr>
<tr>
<td>Games and other Activities</td>
<td></td>
</tr>
</tbody>
</table>

**School – Community Relations**

7. (a) What is the relationship between the Parents and the Pre-School

- Very Good [ ]
- Good [ ]
- Poor [ ]
- Very Poor [ ]

(b) In what ways do the Parents contribute to the Pre-School?

- ..............................................................................................................................
- ..............................................................................................................................
- ..............................................................................................................................
- ..............................................................................................................................
- ..............................................................................................................................

8. What is your opinion concerning the relationship between your Pre-School and the DICECE office?

- Very Good [ ]
9. What recommendations would you make for the improvement of Pre-School in your District?
APPENDIX III

EARLY CHILDHOOD DEVELOPMENT PROGRAMME

MANAGEMENT INTERVIEW SCHEDULE FOR THE DISTRICT PROGRAMME OFFICER

Introduction

The purpose of this interview schedule is to find out the problems experienced in Pre-School Management in Central Division – Machakos. It also aims at finding possible solutions to these problems as seen from the ground. Please answer all questions honestly and to the best of your ability.

The findings will be used only for this educational research purpose and remain confidential thereafter.

INSTRUCTIONS

The instrument is divided into two parts:

PART A    Personal Background data
PART B    Pre-School Management Problems and Possible solutions

PART A

1. Please confirm your gender.
   Male    Female

2. What is your age
   20 – 24
   25 – 29
   30 – 34
   34 – 39
40 - 44 □
Above 44 □

3. Academic Educational level

Primary □
Secondary □
University □

4. Professional Qualification

P2 □
P1 □
ATS □
Diploma □
Graduate □

5. For how long have you served as a DICECE officer? ............................................

6. How many Public ECD centres are in Central Division? .............................................

7. How many DICECE officers man Central Division? .....................................................

8. How often are the Pre-Schools inspected per year

Once □
Twice □
Thrice □
Never □
Others (specify) □
PART B  
FINANCIAL MANAGEMENT PROBLEMS OF PRE-SCHOOLS

9. (a) What is the main source of money in the pre-school

- Parents
- Government
- Church
- Others (specify)

(b) What are the main financial problems facing pre-schools in your division?

- Material Resources problems
- Physical Resources problems
- Human Resources problems

(c) Suggest possible solutions

- Library
- Construction
- Workforce

10. Material Resources problems
(a) Are they (including textbooks, exercise books, play materials, teaching aids, pre-school guidelines?)

(i) Relevant Yes □ No □
(ii) Adequate Yes □ No □
(iii) Safe Yes □ No □

(b) State any other problems in Material Resource Management

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(c) Give possible solutions to the problems

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11. Physical Resources (includes classrooms, toilets, kitchen, play field)

(a) Are they:

Relevant Yes □ No □
Adequate Yes □ No □
Safe Yes □ No □

(b) Any other problems in Physical Resource Management?

........................................................................................................................................
........................................................................................................................................
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........................................................................................................................................
12. Human Resource (including teaching and non-teaching staff)

(a) (i) How many teachers are:

Trained .................................................................
Untrained .................................................................
Undergoing training ....................................................

(ii) Are the teachers adequate per pre-school?

Yes □ No □

(b) Are the workers adequate per pre-school?

Yes □ No □

(c) (i) Give any other Human Resource Management problem facing pre-schools

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13. Curriculum of Pre-School Education

(a) Is there an established curriculum for pre-school education?

Yes □ No □

(b) Is the Curriculum relevant to Pre-school age-going children?

Yes □ No □

(c) (i) Are the Curriculum Management Problems facing pre-Schools?

Yes □ No □

(ii) If yes, mention the problems

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(ii) Suggest possible solutions

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(iii) Give possible solutions to these problems

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14. Parents involvement in Pre-School Management

(a) Are there operational School Management Committees in schools?

None □
Some □
All □

(b) (i) Do the committee members contribute towards the pre-schools?

Yes □ No □

(ii) If yes, mention in what ways

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

(c) What is the relationship between the parents and the pre-school?

Very Good □
Good □
Poor □
Very Poor □

(d) What is the relationship between your office and the pre-schools
What recommendations would you make for the improvement of pre-schools?
APPENDIX IV

ECD MANAGEMENT OBSERVATION SCHEDULE

Mainly check the relevance, adequacy, safety and maintenance of the different resources

A. MATERIAL RESOURCES

Include; Textbooks, exercise books, play materials

Relevance

 Adequacy

 Safety
B: PHYSICAL RESOURCES

Include; classrooms, field, equipment

1. Is the ECD Centre permanent or semi-permanent? ..................................................

2. Is the centre well maintained? Yes □ No □

   Adequacy of Classrooms ..............................

   Furniture ..............................

3. Does the Centre have a play field? Yes □ No □

   If yes, is it well maintained and safe for the children?

   Yes □ No □

4. What equipment/playing materials are available for the children

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

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

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

5. Is the ECD on its own or attached to a primary school?
FEEDING PROGRAMME

1. Does the ECD run a feeding programme? Yes □ No □

2. Who provides the food?

3. What kind of foodstuffs are available (is the diet a balanced one)?

4. Others
   i). Clean Yes □ No □
   ii). Healthy Yes □ No □
   iii). Dressed neatly Yes □ No □
   iv). Happy Yes □ No □
Appendix V

Republic of Kenya

Ministry of Education Science and Technology

Telefax: (044) 822023

When replying please quote

Ref: No ED/MGI/G/118/VOL.I/41

And

Date 7th June 2005

TO WHOM IT MAY CONCERN:

RE: ANNE MBITHE KIILU

The above named person has been given permission to conduct a research on the management problems of ECD programmes in Central Division Machakos District.

She is a Masters student in Kenyatta University.

Please accord her the necessary help.

ASYAGO B.A
DISTRICT EDUCATION OFFICER
MACHAKOS