COMMUNITY PARTICIPATION IN THE MANAGEMENT OF
PRESCHOOL EDUCATION
A CASE OF MALINDI DISTRICT, KENYA

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REQUIREMENT OF A MASTER OF EDUCATION DEGREE.

KENYATTA UNIVERSITY

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Community participation in the

AUGUST 2005
DECLARATION.

This Research project is my original work and has not been submitted for any study or Degree Programme(s) in any other University.

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This Research project has been submitted for examination with my approval as the University Supervisor.

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2005
DEDICATION

This research project is dedicated to my entire family who gave me a lot of support – physical, mental and financial – that made it possible for me to finish within the stipulated time. I also extend some dedication to my late parents who never lived to benefit from my education which they played a pivotal role from the start.
ACKNOWLEDGEMENT.

First and foremost, I wish to extend my sincere gratitude to the Supervisor, who sacrificed a lot of his time and patience to the whole study and the preparation of the report. I am indeed particularly so grateful for the patience, advice and a lot of concern that I received from my supervisor Dr. G. A. Onyango, of the Department of Curriculum, Planning and Education Administration, Kenyatta University.

Secondly, I wish to convey my sincere gratitude to the Headteachers and preschool teachers in all the primary schools, who gave me unlimited permission to undertake the study in their schools and had all the time to participate in the exercise.

Thirdly, the teachers of the pre-schools deserve special mention for participating in the study by devoting time to fill the questionnaires.

Fourthly, the cooperation given by the District Education Officer and the Quality Assurance and Education Standards Officers who gave a lot of valuable information on the study cannot go unmentioned.

Lastly, I sincerely thank Ochieng George for the neat typing of the research project.
ABSTRACT

The main concern of this study was that despite the role played by preschool education in the future academic achievement of the child, the management of preschool has in many instances been wanting. The main causes of this scenario have not been sufficiently investigated and really not understood; hence so the youngsters have not been able to benefit from preschool education as envisaged.

The purpose of the study was three folds

{i} to determine the attitude and perception of the community towards preschool education in Malindi District; {ii} to determine the nature and extent of community involvement in the management of preschool education in the district and

{iii} to establish the challenges faced in the management of preschool education and how communities have managed such challenges. The main concern has been the government has left the management of preschool education in the country to communities. They are entirely responsible with the early childhood education. This has led to the mushrooming of early childhood centers in the country putting quality of this education be questioned. As the government leaves the sector in the hands of communities, standards of education will be lowered especially where community fails to manage these sectors effectively. Thus the issue has been the role of community participation in their management.

The study adopted an exploration approach using a descriptive survey design to investigate the prospects of improving the management of preschool education by communities in an effort to ensure that the child receives maximum gains of the preschool education program. Descriptive
survey designs are used in preliminary and exploration studies {Luck and Ruber 1952 } to allow researchers to gather information, summarize, present and interpret for the purpose of classification{Orodho 2002}. Borg Gall{1895;5} note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

In Malindi District, there are 308 preschool centers of which 160 are owned and operated by the community. Hence the study used the 160 community sponsored preschool as its target population. The study used a sample of 10 percent i.e. 16 community sponsored preschools as its sample. Data were collected using preschool management questionnaire for practicing preschool teachers, head teachers of preschools, preschool children parents and opinion leaders{councillors, chiefs, sub-chiefs, religious leaders, businessmen etc}, and quality assurance and standard officers in the district. An observation schedule was used to investigate the type of physical facilities and teaching material used, equipment and environmental factors.

Data were analyzed using descriptive techniques and utilized tables and percentages. The study found out that communities don’t play their role adequately in the management of preschools. The management of the preschool centers has been left entirely to the primary school management that have not adequately provided finances, physical facilities and materials, personnel and ensured good school-community relations. This has impacted negatively on the quality of education provided by this sub-sector.
In conclusion there is dire need for the community to re-evaluate itself on how they have played their role in the preschool sub-sector of education. A lot needs to be done to re-vamp the current state of affairs for a meaningful preschool education in their district.

From the research it is highly recommended that the government should take over the management of preschool education just as it has done for primary and secondary education. The communities should also be educated to have a more positive and better perception of early childhood education. The government should embark on campaigns to create awareness to the communities on their role in the provision and management of preschool education. The state should ensure planned expansion of preschools in the district with a lot of emphasis on provision of quality education right from the preschool sub-sector.
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ABBREVIATION

- ECD Early Childhood Development
- ECCE Early Childhood Care Education
- DICECE District Centre for Early Childhood Education
- NACECE National Centre for Early Childhood Education
- KIE Kenya Institute of Education
- EFA Education For All
- CICECE City Centre for Early Childhood Education
- IDRC International Development of Research Centre
- IDEA Institute for Development of Educational Activities
- KHA Kindergarten Headmistresses Association.
- OECD Organization For Economic Cooperation and Development.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the history of education, since World War II, preschool education was considered very essential for the child's future academic progress. Many of the children who had the opportunity to go through preschool education before joining primary schools always fared favourably well with primary education than their counterparts who never got such a chance (David, 1975). Thus many countries started preschool education with different names depending on where the philosophy had been borrowed from.

In some countries it was referred to as kindergarten, early childhood development centers, pre unit, nursery, preschools, montessori headstarts, Day care centers (which started basically to cater for working mothers' children in the U.S.A. (David 1975; Montessori M. 1966; Spodek B. 1973). All these basically meant one and the same type of institution with the sole aim of providing the child with the opportunities for proper educational growth and development.

Preschool was not terminal; it was only a preparatory phase in the education of the child (Ociti 1973). This notion spread all over the world and in some countries preschool attendance is a prerequisite for a child to be admitted in standard one, especially where centers have seen a growing development in terms of land utilization, physical facilities, equipment, teachers, environmental factors and management.

To date, UNESCO and the Organisation for Economic Cooperation and Development (OECD) have launched a Global policy review on Early Childhood Care and Education (ECCE) as part
of UNESCO's programme on early childhood for 2004 – 2006 (UNESCO; 2004). Four countries have been selected to participate in this initiative – Brazil, Indonesia, Kazakhstan and Kenya. These countries will have the opportunity to review their current ECCE policies and systems and identify concrete options and strategies for improving them. The results from the four policy reviews will be compiled as ECCE policy reference material and distributed to assist policy planning in ECCE in other countries around the world.

Development of ECCE is the first of the six Education For All (EFA) goals. From research: (i) early years are critical for cognitive development and that the foundation for lifelong learning is laid well before a child begins formal schooling. (ii) ECCE is an astute investment, generating an array of positive outcomes in a country's development. Studies have also shown that the benefits of ECCE are particularly felt among disadvantaged children and families. This has spurred recognition of ECCE as an effective strategy for reducing poverty and social inequality, addressing their causes from the start.

1.1.1 Early Childhood Education in Kenya

In Kenya, early childhood education dates back to the time of the Second World War when the first preschools in the form of Day Care Centers for both European and Asian children were established to serve the expatriate working mothers, (MoE, 1987). The first recorded pre-school was established in Nairobi in 1942 (UNICEF, 1982). Before then, in the 1950s, preschool (Day Care Centers) that cater for the African Children stated in the African locations in urban centers, tea and sugar plantations and later in the emerging villages during the Mau – Mau (Shiundu and Mwaura, 1992). Organized preschools for the Africans started in the late 1950s just before
independence. These preschools were sponsored by various welfare organizations and local communities. This was partly in response to the demand for quality education, which had intensified at the time.

The initial direct government involvement in Early Childhood Education was in the 1960s when the ministers were charged with the responsibility of inspecting preschools to ensure children's health and safety. By 1966 the Ministry of Housing and Social Services (later Culture and Social Services) took the initiative and became responsible for the coordination of preschool education as part of community development. The main activities of the preschool education programme included the training of teachers, development of teaching materials and supervision. With the financial support from UNICEF, the Ministry established National Preschool teacher training centers.

By 1981, there were approximately 377, 943 children enrolled in about 7,614 preschools (UNICEF, 1981). Responsible for handling these children were 2000 trained and about 5,000 untrained teachers (UNICEF, 1981; MoE, 1982) of trained preschool teachers.

The Ministry of Education started showing interest in preschool education as early as 1970. With financial support from Benard Van Leer Foundation, the Ministry set up a preschool project at the Kenya Institute of Education (KIE) and effected experimental research in five pilot districts; Nairobi, Muran’ga, Kiambu, Kilifi and Keiyo Marakwet. The main objectives of the project were to study ways and means of improving the quality of preschool education and devise strategies upon which effective participation in preschool education by local authorities and communities would be enhanced. The project also involved training of preschool teachers.
At the completion of the ten-year experimental project in 1982, a seminar was held in Malindi to review the status of preschool education and find strategies for mobilizing resources and coordinating the participation of the various agencies involved. The most significant outcome of this seminar included the establishment of the National Center for Early Childhood Education (NACECE), established for the preschool education section in the Ministry of Education and the formulation of clear policies to guide preschool education in Kenya.

The Government policy on Early Childhood includes guidelines governing the establishment and registration of preschools and the training of personnel. Some of the highlights of this policy are:

- Establishment of a two year district based teacher training and certification by the Ministry of Education.
- Preschool Education to all children of 3 – 6 years.
- Establishment of District Centers for Early Childhood Education (DICECE) in every district in Kenya; and
- Establishment of advanced courses in Early Childhood Development (ECD), for example a Bachelors degree at Kenyatta University.

Broadly, Preschool Education aims to offer integrated services that will meet the cognitive, social, emotional, health and nutritional care of the child (National development plan 2002 - 2007). Specifically, a national guideline for early Childhood education was developed (MOEST 1984) for the institutions with the following objectives:

- To provide an informal education geared towards developing the child’s mental capabilities and physical growth
• To make it possible for the child to enjoy living and learning through play.
• To enable the child to build good habits for effective living as an individual and a member of a group.
• To enable the child to appreciate his cultural background and customs
• To foster the spiritual and moral growth of the child.
• To develop the child’s imaginations, self reliance and reasoning skills.
• To enrich the child’s experiences so as to enable him to cope better with primary school life.

1.1.2 Management of Preschools Education in Kenya

Despite the significance of preschool education to the educational growth and development of the child, the management of preschools in Kenya has been wanting. The Ministry of Education Science and Technology has established a preschool education section, headed by a Deputy Director. There are many players of preschool education and without control and supervision by the government. The gains of this sector remain elusive. The foundation for lifelong education is firmly laid by a well managed early childhood education program. This provides an array of advantages to the child over one who never had the same opportunity. Among the benefits are:

• It enables a child to learn through play as it provides stimulating, natural and safe environment for children to play indoors in the different learning centers.
• It enriches the child with experiences that prepare him for primary education. Preschool curriculum (thematic integrated learning approach) enables children to acquire:-
i) Knowledge e.g. simple words, their names e.t.c.
ii) Skills e.g adding, subtracting, constructing e.t.c.
iii) Attitudes e.g. sharing, socializing, care for school facilities e.t.c

- It enables children to develop self awareness, confidence and self esteem as pre school teachers provide activities according to the children’s interest, age and ability.
- The ECD program helps in improving the health status of children for proper grow and development.
- ECD programs enables children to develop their talents in areas e.g. leadership and artistic skills.
- ECD programs bring together children from various cultural backgrounds. This enables them to learn and appreciate their culture and the culture of other people hence develop a sense of nationhood.
- The provision of enough, adequate, attractive and safe materials and equipments in the pre schools fosters children discovery, exploration skills, creativity and self expression.
- ECD programs enable children to learn moral and spiritual values which help them to become socially acceptable in the community.
- ECD programs enables the children with special needs and disabilities to be identified early and get special treatment.
- Due to migration, breaking of extended families and employment of women, ECD programs provide care and home like environment where children learn, play and socialize with others.
• Physical activities in ECD centers enable the children to be healthy and active.
• ECD programs enable children to develop mentally.

The realization of the foregoing advantages requires the effective participation of all the stakeholders in the preschool subsector. As earlier observed, the government has left the management of preschools to the communities. The biggest challenge to the achievement of the gains of this subsector has been on whether the community will effectively manage preschool education. Once society fails to play its role effectively, such benefits are bound to be sacrificed. This has been the issue of this study as a lot of problems have been eminent.

Based on the 1982 National Seminar Recommendation the Ministry of education decided to launch the National Centre for Early Childhood Education (NACECE), to coordinate and continue the development of training programmes and to provide a National support system for early childhood education. With the support of Bernard Van Leer Foundation, NACECE was established in 1984 at the Kenya Institute of Education.

The National Centre for Early Childhood Education is responsible for the development and dissemination of professional ideas, educational materials and services for early childhood education and care. Its objectives are - training of early childhood education personnel, curriculum development and dissemination, the identification, design, execution and coordination of research into early childhood education and care settings, the provision of services to agencies involved in early childhood education, the co-ordination and liaison with external and internal partners and the dissemination of information about the needs and development of the preschool education programme.
District Centres for Early Childhood Education

The National Centre for Early Childhood Education works in conjunction with District Centers for Early Childhood Education (DICECE). These District centers ensure that training and awareness programmes are brought directly in contact with preschool children and their families. This is to be done through the training of teachers and other personnel at the district level and the development of relevant preschool curricular. The DICECE also supervise and inspect preschool programmes in the District and involve local community in those programmes. These centers participate in evaluating local programmes and carrying out basic research on the status of preschool children in and out of preschool settings.

As already pointed out, preschool education has had very many players ranging from an individual to groups of individuals, organisations [both religious and nonreligious] to those owned by municipalities. In a nut shell the sponsors fall into the following broad categories - public sponsorship, religious organisations, private ownership and the local authorities. This complexity has militated against proper control and supervision and hence they keep on mushrooming every day.

1.1.3 Early Childhood Development in Malindi District.

Malindi District is a relatively young district, carved from the then Kilifi District. Early childhood education development in this area dates back to the time when the country started to realise the pivotal role played by early childhood education in the education growth and development of the child. Thus preschools were initially developed in the already established primary schools to help children have a smooth transition into the primary cycle of education. In
the early years of its development, early childhood education centres were basically found in the
town of Malindi and the periphery. But as time went by, people outside the urban centre started
to appreciate and indeed acknowledged their importance thus leading to the current spread of
preschools in the whole district.

Malindi District Center for Early Childhood Education was established as an associate DICECE
and has since its inception in 1997 been conducting activities geared towards holistic
development of children. The centre conducts the following activities in the district.

- In service courses for pre school teachers.
- Induction courses for early childhood development trainers.
- Seminars for preschool teachers, lower primary teachers, head teachers and school
  management committees.
- Parents out reach awareness meetings.
- Needs assessment exercises.
- Assessment of the preschool the teachers.
- Recruitment of pre school teachers for a two years in service course.

Today preschools are found everywhere in the district, sponsored by different players in the
society. In Malindi district where the study was focused, statistics for the year 2003 and 2004
were as below;
Table 1.1 Preschool sponsorship in Malindi District.

<table>
<thead>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2003</td>
<td></td>
<td>156</td>
<td>75</td>
<td>43</td>
<td>08</td>
<td>282</td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td>160</td>
<td>88</td>
<td>52</td>
<td>08</td>
<td>308</td>
</tr>
</tbody>
</table>


Apart from preschool sponsored by local authorities the rest registered some dismal increase in establishment with public sponsored (4 preschools), Private sponsored (9 pre schools) and religious organizations registered the highest increased of 13 preschools. Overall there was an increase of 26 preschools in the district (10.86%) in the year 2004.

Table 1.2 Children enrolment in ECD centers in Malindi District

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys.</th>
<th>Girls.</th>
<th>Total.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>9710</td>
<td>9399</td>
<td>19,109</td>
</tr>
<tr>
<td>2004</td>
<td>9779</td>
<td>9453</td>
<td>19,253</td>
</tr>
</tbody>
</table>

The District over the 2003/2004 period registered an increase in children enrolment in the preschools of boys (69) and girls (54) resulting in a total overall increase of 123 children in the year 2004. This is a very small percentage increase (0.64%) in the district.

Table 1.3 Early childhood development teacher establishment in Malindi district.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male.</th>
<th>Female.</th>
<th>Total.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trained.</td>
<td>Under Uts</td>
<td>Total.</td>
</tr>
<tr>
<td></td>
<td>Going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>2</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>2004</td>
<td>2</td>
<td>7</td>
<td>19</td>
</tr>
</tbody>
</table>


It is evident from the table above that the teaching profession in early childhood education is dominated by female teachers (95.48%) in 2003 and 95.02% in 2005. Basically female staff have ventured into the early childhood teaching. Male teachers are the minority (4.52%) in 2003 and (4.98%) in 2004.

In terms of training over 50% of the female teachers are trained in the district while very few male teachers have undergone the prerequisite early childhood education teacher training. This teacher imbalance has impacted negatively to the establishments of preschools in the district rural areas with some zones having very few centers.
1.2 Statement of the Problem

Preschool education dates back to the 17th century when notable early educators like J.J. Rousseau [1712-1778], F.A. Froebel [1782-1852] and Maria Montessori [1870-1952] strongly advocated for early childhood education. Their aim was to create compensatory education for children that were deprived socially, psychologically and intellectually. To date professionally, the perception has changed. Early childhood development is for proper educational growth and development. Studies have confirmed that the child who goes through preschool education fairs favourably in later years of education. (David 1975) This is due to early childhood education being geared to providing the child with an opportunity for holistic growth and development. To realize this objective preschool centers have to meet a number of conditions. The curriculum and instruction of the preschool education program must be designed and managed well, prerequisite physical and material resources must be availed to the centers, services activities must be provided and adequate personnel. A conducive and suitable environment must be created at the preschool center. This has financial implications, thus a great deal of financial input is a requirement by the stakeholders of the early childhood development centers. Above all there must be good sponsor-centre relations to ensure better management of these preschool centers. In addition to above conditions, preschool centers need better planning, organisation, co ordinations and evaluation of the activities for efficiency.

Despite the foregoing attractive gains of preschool educational development and advancement, the general public attitude towards early childhood development has been lukewarm. Not only
do most communities give little regard to preschool education but also where it is emphasized, especially in urban communities it is perceived as purely an effort to prepare children for class one admission. This is contrary to the professional perception where the programme was to provide the child with holistic proper educational growth and development.

Though preschool education plays a pivotal role in the academic journey of any child, the realisation of this goal has remained very.

The borne of contention has been that the Government has absconded its role of managing preschool education in the country. The government only manages primary (free primary education) and the secondary education at the moment. The management of preschools has been entirely left with the communities. This has meant a lot to the preschool sub sector. Communities have to manage these schools effectively and where they fail to do so the quality of education is bound to suffer. With the current scenario of unplanned establishment of the schools in the country some started in very poor environments, this has put the quality of education at question.

Against this background, and the predominance of establishment of preschool in primary schools, many communities especially the predominantly poor and vulnerable societies have been unable to benefit from the anticipated gains from a comprehensive well-managed preschool education program. Under these circumstances, it has been difficult to realize the ECD objective of proving a smooth transition from preschool to primary.
1.3 Purpose of the study

The purpose of this study is to determine the nature and extent of community participation in the management of early childhood education in Malindi district.

1.4 Objectives of the study.

- To determine how communities perceive preschool education in Malindi District.
- To determine the nature and extent of community involvement in the management of preschool education in Malindi district.
- To determine the challenges faced by the community in the management of preschools and strategies of meeting them.

1.5 Research Questions.

1. What is the attitude of the community towards preschool education?
2. To what extent are communities involved in the provision finances.
3. To what extent are communities involved in fostering school community relations
4. To what extent are communities involved are community involved in the recruitment and selection of personnel?
5. To what extent are communities involved in the provision of material and physical resources?
6. To what extent are communities involved in the management of pupils in the preschools?
7. To what extent are communities involved in the management of curriculum and instruction.
8. What challenges have the communities faced in the management of preschools in Malindi District?

9. In what ways have the communities been managing the challenges?

1.6 Assumptions of the study.

In the study, the following assumptions were made:

- The respondents would be cooperative and provide reliable responses.

- The preschools selected for the study follow the same policy guidelines on preschool education.

- Preschools have preschool management committees.

- Parents know of the basic requirements of an early childhood development center.

- The preschools are supervised by the Quality Assurance and Education Standards Officers in the Malindi District.

1.7 Limitations of the study.

The following were the limitations of the study:

- The study limited itself to only one district – Malindi District of Coast Province, Kenya. Other districts would have been included, but due to financial constraints it was not possible to reach them.

- It was not possible to cover the views of all parents in the communities since tracing parents will require considerable time, resources and other logistics.

- Some respondents did not return their filled questionnaires; others did not bother to fill them. Since many were returned, analysis was based on the received questionnaires.
• Some areas did not have preschools due to many factors – financial, geographical, security. Thus, data analysis will be from areas where preschools were established.

1.8 Delimitations of the study.

The study confined itself to eliciting information from District Quality Assurance and Education standards officers, head teachers of preschools, practicing teachers of preschools, some parents of preschool education children and opinion leaders. Although preschools are sponsored by the public, religious organizations, private sector and local authorities in Malindi district, the preschools to be considered for the study were those sponsored by the public. Public preschools enjoying co-sponsorship were excluded from the study.

The public preschools considered were those that are functional at the time of the study. Those that were not functional due to any reason were not included since it was not possible to obtain data from such preschools. Indeed there are many stakeholders in preschools educational management, but this study focused on community participation in preschool education in Malindi district of Coast province in Kenya.

1.9 Significance of the study.

The findings of the study will have both theoretical and practical value for public sponsored early childhood education in the country. From a theoretical perspective, the findings are expected to contribute significantly to the advancement of knowledge on meaningful pre-school management by the community in Kenya. They should also highlight contrasting factors of management between privately and public sponsored pre-
The findings are envisaged to have practical significance since it may lead to the improvement of strategies for the management of pre-schools by identifying the achievement process. The findings can be of benefit to the Ministry of Education, Science and Technology in the formulation of future pre-school education policies on effective and efficient preschool management.

The results of this study can enlighten policy makers on the achievement of Education For All objectives as outlined by the early childhood education curricular that is community user-friendly in Kenya.

1.10 Theoretical Framework

Piaget’s Theory Of Cognitive Development

Cognitive development is that aspect of development that deals with thinking, problem solving, intelligence and language (Black and Pucket, 1996). Piaget conceptualized a stage theory of cognitive development, especially on children’s development, especially on how children develop knowledge. In Piaget’s view, cognitive development is a combined result of the maturation of the brain and the nervous system, and the experiences that help individuals adopt to the environment. He contends that cognitive development in all children will follow predictable, qualitatively distinct levels or stages which will occur during specific periods of a child’s life. These stages are said to emerge in an invariant and universal sequence. All children pass through each in the same order. No stage or sub-stage can be skipped, and each must be negotiated in turn. Each more advance stage is built on the preceding ones, but has new characteristics and a new organizational structure (Musseu, Couge, Kagan and Husston, 1984).
Children proceed through these stages at their own rate and the ages at which each stage is negotiated varies from child to child (Kaplan, 1991). Differentials in rates of entering and exiting the stages are attributed to differences in individual genetic time table and in cultural and environmental influences (Back and Pucket, 1996). Although the sequence in these stages of development are invariant and universal, Piaget cautions against literal identification of stages asserting that his own findings give rough estimates of the mean ages at which various stages are achieved in the cultural milieu from which subjects are drawn. He also noted that intellectually impaired children may develop at a slower rate or may fail to reach the higher stages (Dworetzky, 1996).

The stage progression portion of Piaget’s Theory has important implications to learning. First learning is developmental, and no child skips a stage. Second, individual children may take different lengths of time and need different experiences to complete their development. Third, mental development does not merely click into place with a passing birthday. Fourth, learners differ in capability, probably due to variations in their physical and mental experiences. In Early Childhood Education, children should be seen and treated as unique individuals. They should be allowed to develop science progress skills at their own rates (Orodho, 2004).

This theory was found relevant for this study because there has been misconception among some stakeholders of early childhood education as to the main purpose of providing early childhood education to the young. This has culminated into communities not playing a pivotal role in the whole management of preschools and have left them to run like the Primary Schools in which majority find themselves located. As pointed out earlier in the theory, in early
childhood education, children should be seen and treated as unique individuals. Unique in that they have their own unique needs and requirements for them to have a firm foundation of their future educational progress. Failure to provide these prerequisites impacts negatively on their education.

Children need to be exposed to different experiences to complete their development. Unfortunately, the variety of experiences, in many preschools has been lacking rendering the early childhood education development exercise futile. Lack of basic facilities has resulted into differences in capabilities at an advanced stage.

Research has confirmed that learning starts from birth (The World Declaration on Education For All – (EFA) in Delhi (1993)). It is believed that children learn many skills and concepts from birth to time they start preschools: - talking, walking, thinking, self control and self confidence.

Myers (1993) states:  

*Before you build a house, it is necessary to lay foundation stones to support the entire structure. Before a child enters primary school a similar foundation must be laid*

This foundation of the primary school child entirely depends on the effectiveness in executing the roles of the many stakeholders of the preschool education. Thus, this study was intended/undertaken to unravel this scenario by exploring the extent to which community has provided this unique environment for the development of the child in education, with a view to making preschool education realistically meaningful.
1.11 Definitions of Central Terms.

- **Role** – for the purpose of this study, “role” has been used to mean the part played by.

- **Community** – for the purpose of this study, community has been used to refer to the parents with or without children in the preschool level of education but are interested in and finance the activities of the early childhood centers, e.g. opinion leaders and teachers.

- **Participation** – has been used to mean positive contribution towards preschool development.

- **Preschool education** – for the purpose of this study, this concept has been used to mean the education offered to children of ages between 3 to 6 years.

- **Management** – For the purpose of this study it was used to mean a process of developing objectives and striving to attain them with particular reference to planning, coordinating and controlling aspects.

- **Parents**- In this study parents were used to refer to those with preschool children.
CHAPTER TWO.

LITERATURE REVIEW

2.1 Introduction

Investigations into the history of education date back to the history of mankind on this planet. Surveys have been conducted by organisations, groups of people and individuals and have been observed that the early years of a child development are the very critical years of cognitive development. Thus from the proponents of early childhood education, a lot of care must be given to the growing child right from birth up to the attainment of primary school age. The understanding of this concept has resulted into the development of many different forms of early childhood centers but with the same ultimate objective of providing the child with proper educational growth and development to ensure a smooth transition from preschool to primary education. (Shiundu and Mwaura 1995) Preschool education has been referred to as pre-unit, nursery, kindergarten early childcare centre etc depending on the emphasis at inception and where the concept was borrowed or originated.

From the above realisation and appreciation in societies, preschools have over the years been requiring egg-like treatment but without much achievement of this. Many preschool centers have been experiencing a lot of problems depending on the sponsors and this has militated against the gains of future life long education for the child. Worth noting at this point is the contrast between public sponsored preschools and those that are
Despite endeavouring to realise the same supreme objective, the ground has never been level for these two types of early childhood development centers. In addition, preschool education, as of now, is not compulsory as far as the Kenyan constitution is concerned. Despite this understanding, preschool attendance is considered a prerequisite for primary school entrance in the present Kenya especially in the urban areas. This has raised a lot of question to any preschool education stakeholder over the years which has prompted this research.

In an attempt to conceptualize the research topic and be able to formulate the problem and appropriate objectives, there was need for a focused background information. This was mainly done by aggressively, and critically reading a great deal of all the relevant pieces of literature on the area of study, that has been written and published. Thus literature review focused on the following themes:

- Development of Early Childhood Education.
- Management of preschool education.
- Problems of preschool management
- Review of previous research and opinion.
- Development of theoretical framework.

2.2 Development of Early Childhood Education

The development of early childhood education dates back to the 17th Century when early educators conceived the need to take care of young children. J.J Rousseau (1712 – 1778), F.A. Froebel (1782 – 1852) and Maria Montessori (1870 – 1952) were among the notable early
educators who strongly advocated for early childhood education. These had one common goal when they recognized the need to provide education to young children that were suffering from severe deprivation due to war or the slum conditions. The children they aimed at were those deprived socially, psychologically and intellectually, hence they created compensatory education for them.

Rousseau, in his book, “Emile”, argued that education came from nature, men or from things. He further asserted that the inner growth of our organs and facilities was the education of nature. And therefore, the education of the earliest years ... consisted ... in preserving the heart, from vice and from the Spirit of error”. From Rousseau’s understanding, the source of our education, he pointed out, at the role played by stakeholders in the provision of the service activities and the prerequisite facilities. Hence his assertion proves relevant to this study.

Froebel who is associated with the success of the Kindergarten as an institution of the young children argued that man was innately good. This is unlike the modern belief that man has the capacity for good or evil or the earlier judgment of man being inherently evil. According to Froebel, the child is able to develop into a good adult if only he is accorded the greatest degree of freedom. Education he asserts is supposed to guard and protect the child. In his attempt to bring unity in Germany, he used unity to test the education programs where he looked for unity even in the subjects taught. Subjects had to reflect a common goal. Thus, children had to be encouraged to grow in union with the environment. According to him, the teachers' role was to observe the child and give them a chance, not only to learn but also to play. Thus Froebel not only advocated for the importance of learning in early childhood education but also emphasized the importance
of play. Thus he stressed during training the teacher should be made aware of this and the community supposed to adequately provide for the natural environment for the child to develop, the main task of this study.

Maria Montessori; having worked with mentally defective children dedicated all her life to work with children. During her time, 19th Century, vandalism was a problem in Rome. This was due to many children being left unattended during the day, thus landlords asked her to start a programme for such children. It was during this assignment that she came up with the best way to handle children. According to her, the teacher was not supposed to rush children. He was supposed to be an observer and a student of behaviour. And for the children materials were aids to learning not ends in themselves. She thus wrote "the material do not constitute means of teaching but they are an aid for the child who chooses them himself, takes possession of them and uses them and employs himself with them according to his own tendencies and needs just as long as he is interested in them." The teachers’ main task was therefore to explain the use of materials to the children.

From the above development of early childhood education, the following points emerge from the views of the early educators.

1. Early childhood education is important for child’s later development.
2. The teacher is supposed to give the child a chance to grow and learn naturally.
3. The importance of play as crucial in ECE.
4. The need for the community to provide the prerequisite facilities for
proper educational growth and development of the child. In the African contest early childhood education was stressed at the family level right from the birth of the child. A lot of care was provided by the family, through the mother, young siblings and other family members who saw to it that the child was educated to become a productive member of the family, clan and the whole society in general. Thus, mothers were charged with the responsibility of ensuring a smooth development of the child and were answerable to society. Children played with their peers imitating older people using available materials and implements. Thus the community had a duty to provide materials to ensure proper growth and development of the child. The child was taught virtues and taboos of the society right from the tender age and this care instilled a lot of discipline and good manners among the children. This was a realisation that the child did not know the world. Due to this extended family set-up, everyone was concerned with children’s welfare, thus the Traditional African Education was basically practical in nature. It was designed to develop one’s character, physical aptitude and techniques to enable one to live a full and productive life in society.

With the disintegration of the African family today, the child needs compensation for the security that he/she does not have in the extended family. Parents go to work very early and return home very late, leaving the young child with only a house help who only watches over him. Today parents are opting for formal preschool institutions which they hope will cater for the needs of the children. Thus the preschool managers play an important role in the moulding the young children who, in African traditional society, were taken care of by the mother and the clan as a whole.
There is need therefore to find out if the preschool managers—the school committees—execute their role in the desired manner with the necessary support from all the stakeholders, particularly communities, which is the task of this study.

The workers Educational Association [1971] offers the following reasons for preschool education:

(a) Attendance at a nursery school provides children with a stimulating environment where they can mix with other children and adults, enjoy space and play equipment and have the professional care and educating influence of skilled people-------

(b) Children need opportunities to get to know people outside their own family circle and to form some relationships which are less close and emotionally charged.

(c) They benefit from the physical and medical care of professionally trained workers.

(d) There are children with special needs for which nursery education can compensate, e.g.

1. Children living in isolation in tall buildings,
2. Children of working mothers,
3. Culturally deprived children.
4. Children from overcrowded homes,
5. Children from poor environments
6. Mentally or physically handicapped children,
7. Children from immigrant families.
This realization, the importance of preschool education cannot be underestimated. It is evident that early childhood education is a necessity and not a luxury for it provides the foundation on which future education can find a base.

### Management of Preschools

Preschool management has over the years not been uniform in the world. This has been attributed by the fact that preschool education sector has many stakeholders and sponsors. Currently the following Sponsor and agencies offer preschool education services:

- **Parents /Communities / local communities.** They are responsible for putting up buildings and furniture.
- **Church organizations.** Nursery schools are built on church compounds or use church buildings as classrooms during the week. Some churches employ teachers and some assist with a feeding program.
- **Firms estates and corporations.** Some have established preschools for their employees children. They also employ the teachers and provide the equipment.
- **Voluntary organizations (Lions Club, Red Cross, Child Welfare Society).** They have initiated the construction and running of preschools.
- **Women’s organizations such as Kanu Maendeleo Ya Wanawake, YWCA and Women’s Guild.** They run some institutions for young children.
- **Private communities /individuals.** These are individuals and private organizations that organize and manage preschool mostly in urban areas. They are responsible for the
provision and maintenance of the physical facilities, furniture, teachers' salaries, school management and teacher training sponsorship.

Due to the differences in ownership or rather sponsorship, management has been different from one type to the other and hence it is not surprising to find in our midst, preschools that are not meeting the ideals of early childhood education educators. Churches and religious organizations have played a significant role in preschool education where they have used their church premises, privately rented premises and primary schools that subscribe to their religious faiths. Thus they have used finances to provide basic materials and facilities, to employ or hire personnel with the children paying subsidized fees. Despite the churches efforts to supplement the fees paid, their preschools have not really met the early educators' ideals! Thus, from their development, with a religious inclination or rather on evangelistical considerations, these preschools have not been very instrumental in providing the child with a proper educational growth and development to ensure a smooth transition into the primary school education.

Private individual and groups of people have also had interest in preschool education as revealed by the interactive review. This group of sponsors have played a significant role in early childhood education with their schools doing favourably well in terms of materials and physical facilities; good natural environment for children; heavy financial input; well designed curriculum and instruction which they endeavour to implement in their program; good school parents relations and a relatively fair availability of human personnel in the school. In contrast with the other sponsors; privately sponsored
preschools are relatively shining models of preschool education. Though driven by the profit motive, private sponsorship in certain areas has faced poor management especially where the individuals have had meager financial resources to invest in preschools. This has led to some operating in unsuitable environments with predominant scarcity of materials and inability to provide adequate space not to mention the human resource personnel problems. But on a general sense the private sector has fairly managed preschool education well.

Local authorities have also incorporated preschool education in their education departments. Thus they have established many early childhood education centers in an attempt to take care of the child’s educational growth and development. These preschools have been managed by the local authorities revenues in running the preschools centers. The local authorities have tried to ensure adequate provision of materials and space; better curriculum and instruction management and provision of better services activities to their preschools and foster good school community relations with very little success. From the Literature Review, very little has been achieved partly due to the political arrangement in the Local Authorities. Their financial input to preschools has been in many instances wanting, thus consequently militating against the gains to be achieved from preschool education.

Annual Education; Early Childhood Education (88/99:100) in article 14: Finding Good Child care provides criteria for establishing the essentials for quality care of early childhood development centers. These range from managerial policies, general organization, teachers,
safety, health and Nutrition, emotional development and discipline, and play activities. This approach gives early childhood educational development a holistic approach. Inferred in this approach is the role of the community in ensuring the effectiveness of these centers in achieving the holistic development goal. To this end the topic of study became very appropriate and relevant to provide knowledge on the best policy interventions measures for adoption and implementation.

Research studies (Gray, 1970) pointed out that unless educational efforts in day care centers, nurseries, Head start centers and public schools are augmented by parent involvement, these efforts will only be marginally successful. From the foregoing and understanding the role of the parents or community cannot go unmentioned. The success of any preschool program and subsequent education is manifested in public preschools by the community involvement in their management. As the sole financiers of public preschools they dictate the type of preschool to be in place and subsequently they have the educational future of their societies in their hands. Thus the need to clearly gain an insight into what their effective role is to be like which prompted this investigation.

Dewey (1900) in ‘Curriculum for Child Care Centers’ asserts that; “what the best and wisest parent wants for his own child, that must the community want for all its children...” What this means is that involving the community in child care programs is inevitable and requires specific careful planning and programming along with a commitment on the part of the center staff and parents that community involvement is critical to the success of the program. To this end, plans must be made to;
1. Acquaint the total community with child care program - its goals, objectives, methods and programs. A community involved in initiating a program will naturally assume continued responsibility for its operation and growth.

2. Involve community representation on policy boards. These boards, consisting of over 50% parents of the children served, should also include members from as many organizations and services agencies as possible to promote co-ordination of services for the children in the center.

3. Open the Center to visitors, parents, and to the community at large. A child care center that holds community involvement as its major goal must be an open center and provide many opportunities for everyone to participate in its program.

Though sound management theories and strategy have been put forward by the proponents of early childhood development, realization of the anticipated objectives have in many cases remained a pipe dream. This is what prompted this investigation.

2.4 Problems of Preschool Management.

In most developing countries, ECCE has generally not been part of public policy, and governments have limited capacity for developing policies and systems for it. ECCE is often viewed as early primary education, so that policy planning for it emulates that for formal schooling. Typically, the government policy for ECCE does not clearly reflect the understanding that the ultimate purpose of ECCE is to promote the child’s holistic growth and development and that the child’s needs for good health and nutrition, protection, safety and learning should be satisfied in an integrated manner.
Because of the foregoing scenario, the management of preschools have been left to individuals, groups of people and organizations to man early childhood centers of education. In Kenya, in particular, in an attempt to meet one of the education for all goals, introduced free primary education, a gesture that was welcomed by the entire nation despite its shortcomings. This though, did not say anything about the preschool education which clearly meant these centers were still in the hands of individuals and organizations.

Since individuals and organizations are endowed differently with financial resources apart from understanding the concept of early childhood development differently, these centers have faced a myriad of problems over the year. Preschools have been opened in environments that have cast doubt and suspicion over whether the whole objective of early childhood is being met. Individuals and groups have opened preschool centers in their houses – sitting rooms – and under shades of trees and have lured parents into bringing their children to learn. Such centers have lacked personnel and those few who get lured soon or later leave the job due to salary non payment among other reasons! This has left young children attended by people who are not specialist to oversee holistic growth and development of the child.

Lack of materials and physical facilities have over the years militated against the anticipated gains from preschool education. Quality, Quantity and variation of materials in preschool centers have been the bottle necks of early childhood development programmes. Many centers lack these materials that are expected to expose the child to a variety of experiences for a well coordinated development. Provision of adequate space has been an issue to many centers and have always been operated in churches premises. Lucky are those that have been located in
existing primary schools since have had the advantage of utilizing some of the already established facilities. This has also had its own shortcoming in that they have had to operate on make shift sessions as availed rooms are also supposed to be used by the primary school children!

Research has shown that to ensure a holistic growth and development of the child during the early years of cognitive development it is incumbent that a unique and adequate natural environment is availed. This entails provision of hedge trees in the preschool compound, defined paths and a lot of shade to ensure nice and comfortable environment for the children. Since many centers operate on borrowed premises such environments have remained a pipe dream.

Curriculum and instruction has been another area of concern. Since the government has not had a clear policy on preschool education the curriculum has never been uniform. It has been dictated by where the concept was borrowed from. This has had a lot of problems with some stressing on the use of mother tongue as part of their curriculum. This has been argued to lead to the polarization of teaching personnel from the ethnic group in which the centre is established.

Inadequate provision of service activities has been another problem. Most of the preschools do not have services provided to the child – health, security, transport, feeding programmes; where such services have been available, there are always of low quality and do not last long.

In some preschools there is a general low financial input to run the activities of the center. Since some are run and managed by the predominantly poor and vulnerable groups, driven into the practice by profit motive, many have operated with a total lack of the basic facilities. This has impacted negatively to the preschool education sector.
Many early childhood development centers have had problems of planning, coordination, organization and evaluation strategies of their activities by the stakeholders, the main one being the government, which has left them with a lot of problems. It has been very difficult to ascertain their contribution to the education growth of the child.

Another area of concern has been how the communities have endeavoured to foster good preschool – community relations. Since preschools are supposed to serve the society at large it is very important that good relations should be fostered. Fostering of such relations will go along way to alleviate some of the problems faced. The society should be made to see helping preschool development as out of their own volition. As of now it is not clear whether the stakeholders of preschool education have executed this task well.

On financial management many interested parties are left wondering since preschool education is not free, pupils are paying fees. What is not very clear is the management of these finances. Is all the collection used to pay the preschool teachers? Because these centers do not have adequate space of their own leave home adequate provision material resources. There are even instances when teachers complain of non payment of salaries.

In view of the above problems and taking into account the many sponsors of early childhood education centers, the objective of this study is to investigate the role played by the community in the management of preschool education in Malindi District particularly focusing on community sponsored preschools.

Research has also been conducted to try and unearth the problem in these preschool education centers. Ogutu (1996) found that preschool trained teachers were inadequate. The
materials that are used in various preschools are not sufficient. The number of pupils in a
class exceeds the capacity that a teacher can handle.

Children of different ages from 2 to 6 years are put and taught in the same class by one
teacher. This finding informs the study in that many questions arise and their answers can be
expected from the stakeholders of preschool education, which was the task of the study.

In a nutshell, many of the problems experienced in preschool centers: - preschool teachers
salaries, provision of adequate space, provisions of materials, better environments, issue of
curriculum and instruction, enrollments, - cast doubts and suspicion on the communities. That is,
whether they are playing their role effectively. Thus, the study was to investigate the extent of
community participation in the management (planning, organization, coordination and
evaluation) of the preschools in Malindi District. This was done focusing on the preschools that
were purely managed by the community.

2.5 Review of Previous Research and Opinion.

As of now, the world over, every interested party is aware of the role and significance of
the preschool education in providing a smooth transition into primary education and
subsequent future educational growth and development of the child. This realization
dates back to the classical early childhood educators and their preschool ideals. A lot of
research has been put forward with tremendous and immense findings shaping the
perceptions of stakeholders of early childhood education.

From research people have come to acknowledge the part played by this early childhood
education in the cognitive development of the young, the affective development and
psychomotor development as the child is prepared for primary education. This initial education of the young has made people to conduct researches in for example the role of the teacher in preschool education with a lot of emphasis on the prerequisite training. This has underscored the need for formal training of all teachers charged with the preschool education of the children if the future education of the child has to have a firm foundation. Some researchers have dwelt on the kind of curriculum that the preschool child is supposed to be exposed to during this initial stage. This has resulted on different curricular being adopted by different preschool education centers as reflected by the lineage of the school and the sponsorship. Some have adopted the activity/ministry method in their curriculum, others the Montessori method and others the kindergartens Headmistress Association approach. All these developments have impacted positively on preschool education in the world.

Some work has also been undertaken to determine the type of subjects to be emphasized in the preschool curriculum. This has also produced significant results and has enabled the preschool management put a lot of emphasis on the main subjects like Mathematics/Number work, in their curriculum. This is not to mention others like the Art and Craft, Music and Writing, English as evidenced in many preschool education centers. All these developments have come due to many researches done in this area. Gumo (2003) did a very informed research on the teacher factors related to the teaching of Art and Craft in preschools. This proved very useful in the preschool education.
Some scholars have also contributed a lot of knowledge on the type of language to be used in the teaching of the preschool child. There has been a lot of disagreements in the academic cycles with some insisting on the use of mother tongue as the only language of communication in the preschools. These proponents argue that since many, if not all preschool children come from the same locality, mother tongue would be most suitable. But this argument has been met with a lot of resistance since due to urbanization and population pressure and lack of trained teacher, children from other ethnic groups and also teachers could have a problem to first learn the mother tongue of the local children and learn or teach respectively. Thus other languages have found a use in the many preschool education centers.

Another area where a lot of knowledge has been put forth is the area of materials and physical facilities. Research has confirmed that a lot of learning takes place when a child interacts with materials and other physical facilities. Thus, in many preschool education centers where people strive to meet the ideals of early educators there's a concerted effort to avail physical facilities and teaching-learning resources. The significance of such materials has been proved by quite a number of researchers. In many preschools centers, it is the desire of the managers to ensure the child has a variety of resources to learn from.

Some researchers have been conducted and established the need to incorporate a feeding programme for the young. This is to ensure that as they are separated from their homes and interacted with other siblings, do not suffer from hunger which would interfere with their learning. This facility has proved very useful in areas that are dry and frequently prone to hunger and consequently provided a safety net for malnutrition. All these developments have been
acknowledged and appreciated in the world as necessarily for good development of the child under six years of age.

Mweru (2000) undertook a study on gender stereotyping in the selection of materials by children. This established that people should appreciate the need to ensure utilization of materials that do not have a bias on one sex. This contributes tremendously to the knowledge surrounding the production and use of materials in preschools. This was further supported by Gakii’s (2003) work on the factors that influence the teacher – child relationships as reflected by Gender Stereotyping.

The realization of the role played by preschool education has made countries all over the world make declaration over the importance and strategize the future of preschool education. Preschool education is one of the areas that has been targeted by the Education for All conferences in the world. Worth noting is that development of ECCE is the first of the Six Education for All (EFA) goals. This further underscores the importance of preschool education. The sector forms some of the goals of education in the United Nations Charter.

Because of the worldwide realization and understanding, that preschool education is but fundamental to a child’s educational development, many people have shown interest in this sub-sector. Thus, today, we have different sponsors of preschool education. Preschools have been sponsored and managed by individual (private sponsorship), churches or religious organizations, Local Authorities and other s by communities. Due to the differences in ownership or rather sponsorship, management has been different and hence it is not surprising to find in our midst, preschools that are not meeting the ideals of early childhood education educators. For example,
there is a big contrast between preschools manned by the private sector and those by the other
categories of sponsors. The extent of realizing the goals of early preschool education has been in
many instances unclear. To this end, the current study wished to come out clearly and precisely
on the role of community participation in the management of preschools in Malindi District.
Why is there a wide discrepancy between this category of sponsors and others in their
management as reflected by the present scenario? How have they been effective in this sub-
sector? This was the task of this study.
CHAPTER THREE

RESEARCH METHODOLOGY.

3.1 Introduction.

Pre-school education over the centuries has been sponsored by different stake-holders despite having been striving to realize similar objectives. There has also been a vivid difference in the management of pre-schools sponsored by the communities and those sponsored by the private individuals or groups of people. To this end, eyebrows have been raised over the role of community in the sponsoring of pre-school education. Thus, this is a study of the role of the community participation in the management of the pre-school education in Malindi District of Coast province in Kenya.

In an attempt to gain an insight into the preschool sub-sector, clear research design, informative target population and sample, detailed research instruments and methods of data analysis have been utilized as the main research methodologies. This, the research hoped would meaningfully and comprehensively, adequately and address the anticipated problems in pre-school education management by the community.

Relevant techniques were applied in the choice of samples and valid criteria for choice of research instruments and reliable methods of data analysis that lend themselves to objective conclusions were utilized.
3.2 Design of the Study.

The study adopted an exploratory approach using a descriptive survey design to investigate the ways pre-school education has been managed by communities in an effort to ensure that the child receives maximum gains of the pre-school education program. Descriptive survey designs are used in preliminary and exploratory studies [Luck and Ruber 1952] to allow researchers to gather information, summarise, present and interpret for the purpose of clarification [Orodho 2002]. Borg and Gall [1895; 5] noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. Since a number of stakeholders were involved in the study it fitted within the cross-sectional sub-types of descriptive survey study designs.

3.3 Locale of the Study

The locale of the study was Malindi district of coast province in Kenya. The district covers a geographical area of about 7605 square kilometers. It lies 120 kilometers north east of Mombasa town. It has a total of 308 early childhood development centers of which are distributed by sponsorship into 160 sponsored by public, 88 sponsored by religious organizations, 52 privately sponsored and 8 sponsored by local authority.

The study focused on the 10% sample (16 preschools) drawn from the 160 public sponsored preschools.

3.4 Target Population.

In any exploratory descriptive survey studies, there are two types of respondents that are very important. These are the informed specialists and the consumers or users (Luck and Ruber 1992).
To this end, this study had as its target population, the Quality assurance and Education standards of officers (8) in charge of the zones in Malindi district, who represented the informed specialists, the head teachers of the pre-schools (16), the practicing preschool teachers (16), parents of preschool children (64), and opinion leaders (20). Thus the population of the study was 124 respondents.

3.5 Sample and Sampling Strategies

The sampling units were 16 preschools (i.e 10% of the 160 community sponsored preschools) out of the 308 preschool in the district, the eight {8} Quality Assurance and Education standards officers, the head teachers of the identified preschools, one teacher from each identified preschool, four parents from each of the identified preschools and twenty {20} opinion leaders.

The opinion leaders included respondents from the provincial administration, church leaders, civic leaders, local members of parliament, businessmen and civil servants. These were selected randomly. The final entire sample yielded a total sample size of 124.

Below is a sample frame based on 10% of the preschools covered in the study.
Table 3.1 - Showing number of the schools selected from each zone.

<table>
<thead>
<tr>
<th>Zone</th>
<th>Total No. of Preschools</th>
<th>Public Preschools</th>
<th>sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marafa</td>
<td>26</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Garashi</td>
<td>24</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Magarini</td>
<td>26</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Watamu</td>
<td>45</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>Fundisha</td>
<td>52</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>Central</td>
<td>65</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Kakuyuni</td>
<td>36</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Kakoneni</td>
<td>34</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>308</strong></td>
<td><strong>160</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

From the table, the central zone has the highest (65) number of preschools in the district but with the lowest (5) public sponsored preschools. Central zone is dominantly in the urban centers with a lot of privately owned preschools. Many parents in the urban areas have opted to take their children preschools due to inadequate prerequisite facilities in the community sponsored preschools.
3.6 Data Collection Instruments.

Data for the study were obtained by use of the following instruments:-

(a) Pre school management Questionnaires for the quality assurance and education standads officers.

(b) Pre school management Questionnaires for the head-teachers of the pre-schools.

(c) Pre school management questionnaires for practicing education teachers.

(d) Pre school management questionnaires/interview schedule for parents and opinion leaders.

3.6.1 Pre School Management Questionnaires for Quality Assurance and Education Standards Officers.

The quality assurance officers are in charge of the zones in which the pre-schools are established. This makes such officers be able to provide useful information on how the community have participated in the management of pre-schools in terms of their role on curriculum and instructions, financial management, provision of materials and physical resources to the pre-schools, management of personnel and children, how the community has promoted preschool-community relations in their zones. They are also able to provide information on how the communities in their zones have involved themselves in the planning, organizing, coordinating and evaluation of the preschool activities. This will make it possible to determine the nature and extent of community participation in the management of preschools in Malindi District.
6.2 Pre School Management Questionnaires for the Headteachers of Preschools.

The headteachers are the people on the ground and can comprehensively report on the performance of the community towards preschool activities. To this end, head teachers provided information on how the communities have participated in the management of the preschools in terms of their main task areas i.e. management of curriculum and instruction, physical and materials resources, financial input, personnel and pupils and how the community has fostered good relation with the preschools. This is the kind of information that the study is seeking to establish how community has played its role in preschool education in Malindi district.

From the above areas of participation the head teacher was able to provide the extent of communities financial input to the activities of preschool education.

6.3 Pre School Management Questionnaires for Practicing Preschool Education Teachers.

The teacher interacts with the children as they endeavor to grow and develop intellectually. Thus he provided useful information on the kind of the physical and material resources the community has been able interacts with intellectually. Thus he will to provide the children as they endeavor to grow and develop in the preschools. He will also give information on how they have also facilitated his teaching and learning of the child i.e. curriculum and instruction, how the communities have provide service activities to their children, how they have ensured adequacy of personnel and their overall financial input to the preschool as reflected by the management of
activities in the school. This information further enabled the researcher to have a clear picture of how the community has involved itself in the activities of the preschools in Malindi district.

6.4 Pre School Management Questionnaires/Interview Schedule for Parents and Opinion Leaders.

The study having focused on the community, parents and opinions leaders participation can not be underscored. The parents and the community form the main financiers of pre-school activities. The supreme question is "how have they played this role?" The parents and opinion leaders provided information on how they have participated in the financing of the preschool activities in the planning, organization, co-ordination and evaluation of the pre-school activities. They also provided information on how they have endeavored to provide suitable environment for their children to learn service activities and promotion of good pre-school centre-community relations. This is the whole gauge on which their participation on the management of pre-school centers could be ascertained.

6.5 Observation Schedules.

This instrument was used by the researcher to physically check on the availability of prerequisite material and physical resources in the selected pre-school in the area of study. The researcher also checked the kind and nature of the service activities provided by the community to the preschools, availability of land for expansion and environment in which the pre-schools are operating. This information was needed to determine whether the community participates in the management of pre-schools in the District. The researcher was also able to establish the adequacy of personnel in the pre-schools.
Data collection procedures

Before embarking on the study, the researcher applied for and received the authority to conduct the research from the District Education Office. The sample schools in Malindi district were identified using a list provided by the district education office. The researcher visited each sample school and met the headteachers and the pre-school teachers. All the eight Quality Assurance and Standard officers were visited by the researcher. The respondents were briefed and given the instruments and were given one week to complete the questionnaires. The data collection instruments were collected by the researcher in person by visiting the respondents a second round.

3.8 Data Analysis.

The researcher supervised the fieldwork during data collection. The actual data collection was by respondents who were given the appropriate questionnaires; The researcher conducted the observations in person. Descriptive statistics were used to analyze the data desegregated by gender and geographical locations (due to inaccessibility). The researcher sorted out the questionnaires and those received were used for analysis. From the initial sample of 16 preschool teachers, 16 preschool headteachers, 64 parents and 20 opinion leaders and 8 quality assurance and standards officers, instruments were collected from 16 preschool teachers (100%), 16 pre school headteachers (100%), 64 parents and 20 opinion leaders (100%) and 8 quality assurance and standard officers (100%). A data code book was prepared by the researcher which facilitated the entry of data. The coded data were analysed using tables, frequencies and percentages. These data were used in the
Descriptive analysis of the germane research questions. To complete the findings germane to the objective the researcher also reviewed various books, journals, research reports and other related documents to provide concrete ways of managing preschools.
CHAPTER FOUR

FINDINGS AND DISCUSSION

1. Introduction.

The main purpose of the study was to determine the nature and extent of community participation in the management of early childhood education in Malindi. The findings of the study are presented focusing on the following themes:

- Attitude of community towards preschool education.
- Perception of the importance of preschool education by the communities
- Community involvement in the management of preschool education in relation to:
  - Management of finance.
  - Management of material and physical facilities.
  - Management of school-community relations
  - Management of personnel.
  - Management of pupils
  - Management of curriculum and instruction.

Challenges faced by community in the management of preschool education

Meeting challenges of preschool education by the community
Attitude of community towards preschool education.

Preschool education has been offered in the district for quite some time. The attitude of the community towards this sub-sector of education has been lukewarm. Many stakeholders have taken it to be an avenue for the child to familiarize with the school environment as he/she matures to enter primary school. Thus even under age children [less than 3 years] have been taken to nursery schools to socialize with their peers and grow. This positive understanding was enhanced by the fact that preschool education was fairly cheap compared to the primary school then. With rising cost of living compounded by the government declaration in 2003 that primary school education is free' and leaving preschool education on the communities, the attitude of the parents towards early childhood education changed. Some have opted to take their children direct to primary school where there are no levies paid. Those that are not of age to attend primary have been left at home to mature. This scenario is evident with the predominantly poor and vulnerable groups in the society.

The table below shows responses of parents and opinion leaders on whether they would take their preschool children to early childhood education centers while primary education as free.
Table 4.1 Community response on whether to take children to preschool or not.

<table>
<thead>
<tr>
<th>Take holders</th>
<th>Responses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Parents</td>
<td>15</td>
<td>23.48</td>
<td>49</td>
</tr>
<tr>
<td>Opinion leaders</td>
<td>9</td>
<td>45.00</td>
<td>11</td>
</tr>
</tbody>
</table>

From the table it is evident that the attitude of the community towards preschool education is not very good. Only 23.48% of the parents were still willing to take their children to preschools even after the government declaring free primary education in the country. Opinion leaders 9(45%) reported to still be willing to take their children to preschools while 11(55%) said could not take their children to preschools since primary schools were free.

The government policy on free primary education in an attempt to fulfill one of the Education For All goals has had a negative impact on preschool education attendance in the district. It is only those communities that see or know the importance of preschool education in the educational growth and development of the child that still opt to take their children to nursery schools. And since free primary education also led to over enrolment in primary schools some do not take their children to the public preschools. They instead, take them to private preschools. This has affected community sponsored
enrolment in the district. It is only in the rural areas where some parents still use the primary schools since they cannot afford the high levies charged in the urban preschools. The rural preschools have low levies but the teachers are at times used by the primary schools to teach upper classes. This has compromised the standards of preschool education in the district.

This wanting attitude negates the ideals of early educators [J.J.Rousseau (1712–1778); F.A.Froebel-1782-1852; and Maria Montessori-1870-1952] who strongly advocated for early childhood education. They maintained that early childhood education was for proper educational growth and development. This has been interfered with by the change of attitude in the communities which has been caused in part, by the government's declaration of free primary education. There is now need for communities to be educated not to see preschool education in terms of money spent but in terms of the role it plays in the future education growth and development of the young. This will create a positive attitude towards preschool education in the district.

4.3 Perception of the communities regarding the importance of preschool education.

The perception one makes of anything plays a significant role in the manner and effort devoted to its success. Preschool education as a service is not an exception. Communities in the district have had mixed perception regarding early childhood education service which has had an implication on the overall management of the
Some have held preschool education dear and have made attempts to ensure they provide meaningful preschool education to their children. On the other hand some have had a negative perception and have not played their role well in the management of the preschools activities. This has disadvantaged many children in the district.

The table below shows the responses of the community on pre-school education.

Table 4.2 Importance of preschool Education as perceived by stakeholders.

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Very important</th>
<th>Important</th>
<th>Not important</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Pre-school teachers</td>
<td>16</td>
<td>100.00</td>
<td>0.00</td>
<td>0</td>
</tr>
<tr>
<td>Pre-school headteachers</td>
<td>15</td>
<td>93.75</td>
<td>0.00</td>
<td>0.0</td>
</tr>
<tr>
<td>Parent and opinion leaders</td>
<td>77.38</td>
<td>17.86</td>
<td>0.0</td>
<td>4.76</td>
</tr>
<tr>
<td>Quality assurance and standards officers</td>
<td>6</td>
<td>75.00</td>
<td>2</td>
<td>25.0</td>
</tr>
</tbody>
</table>

From the table above, all the categories of respondents targeted in the study acknowledged the importance of preschool education. This was evidenced by 100%
Preschool teachers, 93.75% preschool head teachers, 77.35% parents and opinion leaders and 75% quality assurance and education standards officers admitting that preschool education was very important in the education growth and development of the child. It is the expectation of any interested preschool education stakeholder to see a well-managed early childhood program from the foregoing findings. But this has not been the case since the positive perception has not been translated into effective proper management of the preschool sub-sector.

In the communities, financial constraints have militated against taking advantage of the positive perception. Since the government does not support preschool education, communities have been forced to opt for free primary education at the expense of the early preschool years of the child. In the prevailing Kenyan economy, that was put at a growth rate of 4.3% of the Gross National Product, it is prudent enough if such growth is also utilized to revamp the preschool sub-sector. The government should come up with clear policies on financing preschool education in the country. Like what is happening in the primary and secondary education sectors, the government pays the salaries of teachers for example. Once such a noble gesture is directed to preschools where the government comes in as an intervention measure to pay preschool teachers salaries, this would release a large proportion of the preschool revenue. This can go long way to provide physical facilities and materials and better preschool environments. On education financing, the government extends bursaries to secondary schools since primary education is free. As a policy option, the government should, as of urgent need,
extend such assistance to the early childhood education level. This will help cushion the predominantly poor and vulnerable groups from missing a firm foundation in education that is provided during the preschool years.

4.4. Management of finances

Efficient and effective management of an institution is in part determined by the acquisition and management of finances. An institution cannot operate without adequate supply and the adoption of sound management practices. The requisite materials, physical facilities and personnel can only be met only if there is adequate supply and proper management of finances in the preschools. The government does not provide funds to manage the preschools. The communities are left to run the preschools centers within their midst.

The table below shows responses on community role in the supply and management of preschool finances.

Table 4.3 Payment of preschool levies by parents

<table>
<thead>
<tr>
<th>Type of levy</th>
<th>Payment</th>
<th>Non payment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Tuition fees</td>
<td>46</td>
<td>54.76</td>
</tr>
<tr>
<td>School supplies</td>
<td>42</td>
<td>50.00</td>
</tr>
<tr>
<td>Medical</td>
<td>38</td>
<td>45.24</td>
</tr>
<tr>
<td>Food</td>
<td>26</td>
<td>30.95</td>
</tr>
</tbody>
</table>
rom the findings in the table above over half (54.625) of the parents and stakeholders in the community do not pay the preschool education levies! Only (45.375%) of the community pays these levies that are needed to finance preschool activities. This has resulted into inadequate supply of the necessary materials and facilities to ensure an effective preschool education service to the child. It has made many preschool head teachers face a lot of difficulties in trying to distribute these meagre funds to various areas of need. Though payment of tuition, school supplies and medical levies are fair, low payments for food has had its own repercussions. The head teachers have had to look for alternative sources of funds making the provision of service activities difficult.

The money to the school as evidenced by the study, is spent on payment of salaries to preschool teachers and support staff (cook) and a very small proportion used to purchase teaching materials. This distribution makes it very difficult for preschools in the district to acquire adequate materials and even physical facilities. Head teachers are at cross-roads since they are only able to pay their teachers despite times when payments are very low and are not able to meet the preschool financial requirements.

Though preschools collect levies, payment to teachers has been irregular. It’s not surprising to see preschool teachers going without salaries for some months. This has had repercussions on the preschool management. Some teachers have abandoned their teaching assignment and especially those trained for the job.
At times those without requisite qualification stay on for some time but experience has shown that after a while they also argue “its better not to be paid because you are not employed than to work and not to be paid.”

The above scenario has impacted negatively on the management of preschools by the community. Since the government has left the entire management of the preschool education to the communities, non – payment of levies has compromised on the standards and quality of preschool education in the district. As Montessori (1870-1952) pointed out ‘communities have to play their role effectively for meaningful early childhood education’ Where the communities have failed, there is urgent need for the government to come in as an intervention measure. Surprisingly, the Kenya government declared free primary education with no policy put in place for early childhood education! This has had a lot of implications on the quality of preschool education.

Another interesting feature of the fees revenue and expenditure in preschools is the non-existent in many preschools of school feeding programs and service activities. This means money is diverted to other needy areas at the expense of the priority areas. This is an indication of mismanagement.

4.5 Management of material and physical facilities

Material and physical resources are but a necessity for any preschool to meet anticipated objectives. These enable the preschool center to offer a variety of experiences that are very fundamental of the child growth and development. Rousseau in his book 'Emile', argued that education came from nature, men from things. He further asserted that the minor growth of our
organs and facilities was the education of nature. According to him, the source of our education rests on the role played stakeholders in the provision of the service activities and the requisite facilities. Thus the center should have adequate space for the children.

Below is a table showing community participation in the provision of material and physical facilities in the preschools in Malindi District.

Table 4.5 Opinions of the stakeholders regarding provision of material and physical resources to preschools

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Provided</th>
<th></th>
<th>Not provided</th>
<th></th>
<th>No response</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Pre-school teachers</td>
<td>3</td>
<td>18.75</td>
<td>12</td>
<td>75.00</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Pre-school head teachers</td>
<td>1</td>
<td>6.25</td>
<td>13</td>
<td>81.25</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Parents and opinion leaders</td>
<td>15</td>
<td>17.86</td>
<td>56</td>
<td>66.67</td>
<td>13</td>
<td>15.47</td>
</tr>
<tr>
<td>Quality assurance and standards officers</td>
<td>2</td>
<td>25.00</td>
<td>5</td>
<td>62.50</td>
<td>1</td>
<td>12.75</td>
</tr>
</tbody>
</table>

From the table it is evident that the community does not play its role in the provision of materials and physical resources to the preschools education centers. The study revealed that the contribution of the community towards availability of these materials and physical facilities was dismal. From the findings, stakeholders admitted that in the preschools, materials and physical facilities were in adequate. The preschools teachers have a hard time to struggle and improvise
at least have the children learn something. This has always pointed a finger at the managers of the
deeply with the parents in the community. Their role is put to question.

These findings are puzzling in that the society or community has come to appreciate the
importance of preschool education. One would expect them to play their role of providing
materials and physical facilities effectively. But on the contrary they have the centers with acute
shortages of basic facilities for the children to ensure a smooth transition into the primary cycle
of education. Froebel asserts, ‘An unidentifiable longing urges him to seek the things of nature,
the hidden objects, plants and flowers etc. In nature, for a constant presentment assures him
that the things which satisfy the longing of heart can not be found on the surface, out of the
depth and darkness they must be brought forth.’ This underscores the need to have a variety of
materials and physical facilities in the preschools environment.

Montessori (1870-1952) asserted “For the children, materials were aid to learning not ends in
themselves. Thus the objects she wrote -----do not constitute means of teaching but they are an
aid for the child who chooses them himself, takes possession of them and uses them and
employs himself with them according to his own tendencies and needs just as long as he is
interested in them.” These ideas require the managers of preschool centers to ensure availability
of materials and facilities for the child to have a wide range to choose from as he endeavors to
grow and develop educationally.

The bottleneck in the provision of adequate materials and physical facilities in preschools has
been inadequate supply of funds to those centers. Revenue collection is not sufficient to run the
activities of preschools with no funds to provide needed materials and physical facilities. The
ruay further revealed that most of the preschools are located in existing primary schools with no facilities of their own. They only share with the primary school, at times, on a make shift basis. This has been due to the community not having a clear policy on establishing and equipping the early childhood development centers with the necessary facilities and material resources. The provision of materials and physical resources has been left within the overall management of the primary school administration with the parents not paying preschool education levies regularly. This has made the preschools lack basic facilities as revealed by the study. To this end there is need to have preschool management delinked with the primary schools and have their own unique environments as advocated by the early educators.

**Extent the community ensures proper utilization of material and physical resources.**

Materials and physical resources can only last if proper care and maintenance is provided in an educational enterprise. This after struggling to acquire them, next is how will they be kept in use to realize the maximum benefit from them. Teaching and learning materials require good storage space and kept in a secure place for them to be utilized for quite a considerable good length of time. They need to be safe guarded from theft and be made available when required in the teaching and learning process.

Physical facilities - the buildings, tables, seats, mats, chairs and at times desks need not only to be made available but should be kept in safe and secure places in the preschool premises. This calls for separate structure for teaching and learning (classroom), storage room and the administration block for effective management. The sanitary facilities in the school should be adequate enough for both the teachers and the students. Once such are made available then
they should be really taken care of to ensure they last since such facilities always have some financial implication on them.

Below is a table showing whether the community ensures proper utilization of material and physical resources in the preschool in the District.

Table 4.6 Utilization of material and physical resources by community as perceived by stakeholders.

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Ensures utilization</th>
<th>Does not ensure utilization</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Pre-school teachers</td>
<td>__</td>
<td>__</td>
<td>15</td>
</tr>
<tr>
<td>Pre-school head teachers</td>
<td>2</td>
<td>12.5</td>
<td>13</td>
</tr>
<tr>
<td>Parents and opinion leaders</td>
<td>1</td>
<td>1.20</td>
<td>59</td>
</tr>
<tr>
<td>Quality assurance and education standards officers</td>
<td>2</td>
<td>25.0</td>
<td>6</td>
</tr>
</tbody>
</table>

From the figures above, 93.75% of the preschool teachers, 81.25% of the preschool head teachers, 70.24% of the parents and opinion leaders and 75% of the quality assurance and education standards officers agreed that the community does not ensure proper utilization of resources in the preschools in the District.
Ensuring proper utilization of materials and physical resources calls for one acquainting
himself with the amounts of materials and physical resources, providing for security and
maintenance in the premises and then occasional doing the stock taking to ascertain in the
position of those facilities. This calls for a very concerned composition of stake-holders who
actually participate in the management of the preschool activities. The society, which is
providing such facilities should be at the forefront to ensure proper safety and proper
utilization since they know very well any shortage of any one facility will have financial
implications on them. This has not been evidenced in the District with 86.06% of the
community not ensuring proper utilization of the acquired materials and physical resources in
the preschool centers. The 9.675% involvement is wanting. At this rate even if the problem of
acquiring, these facilities is solved still the issue will be such facilities failing to last the length
of time expected.

There is need for the community to re-evaluate itself as the custodian of this sub-sector
in the District.

4.6 Management of school-community relations

Fostering good relations is very essential for smooth and effective management of
preschool centers. The preschools need the community and the community likewise needs
the preschools for a better educational foundation for the members in the society. The
society and the preschool are interdependent. Thus the community and in particular the
managers of the preschools should always endeavor to establish and maintain good
relations with the preschools. The society should be made to know that they own the
Reschools and are an integral part of the preschool centers. It is only through this that the society can fully support the activities of the preschools.

Below is a table showing how the community fosters good relations with the preschools in Malindi District.

Table 4.7 Stakeholders views regarding pre-school community relations

<table>
<thead>
<tr>
<th>Stake holders</th>
<th>Fostered</th>
<th></th>
<th>%</th>
<th></th>
<th></th>
<th></th>
<th>%</th>
<th></th>
<th></th>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-school teachers</td>
<td>4</td>
<td>25.0</td>
<td>9</td>
<td>56.25</td>
<td>3</td>
<td>18.75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pre-school head teachers</td>
<td>4</td>
<td>23.5</td>
<td>10</td>
<td>62.5</td>
<td>2</td>
<td>12.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parents and opinion leaders</td>
<td>8</td>
<td>9.53</td>
<td>48</td>
<td>57.14</td>
<td>28</td>
<td>33.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quality assurance and standards officers</td>
<td>1</td>
<td>12.5</td>
<td>6</td>
<td>75.0</td>
<td>1</td>
<td>12.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above the participation of the community in fostering preschool community relations is wanting. As reported, 56.25% of the preschool teachers, 62.5% of the preschool head teachers, 57.14% of the parents and opinion leaders and 75% of the quality assurance and education standards officers admitted that preschool-community relations are not sound. The preschools do not interact much with the community as the community also has shied away in many times from the activities of the preschool.
The findings of 25% preschool teachers, 25% preschool head-teachers, 9.53% parents and opinion leaders and 12.5% quality Assurance and education standards officers reporting that preschool-community relations are fostered is not sufficient for efficient and effective management of preschools to meet the overall anticipated objectives. There is a lot which needs to be done for maximum gains of preschool education.

The local community including chiefs, youth organizations, welfare groups, town or village development committees and the local people do influence a school in a number of ways. Such should be tapped for the benefit of the centers. The willingness of local communities or associations to support schools materially and financially has been demonstrated throughout Africa and is one of the factors that explain the expansion and development of education. What remains is for the preschool to establish good rapport with the community to derive maximum support that is necessary for the realization of preschool education goals.

Parents and the members of the general public have different expectations on the role preschools should play in the community life. They expect their children will develop some qualities for the improvement of their lives and that of their community. This dream can only be realized if there is a firm foundation from the start. With this realization community support is at the preschools disposal which makes it easy to establish good relations with the communities.

Myers (1993) states, "Before you build a house it is necessary to lay foundation stones to support the entire structure. Before a child enters primary school a similar foundation
must be laid.” This foundation of the primary school child entirely depends on the effectiveness in executing the roles of the many stakeholders of the preschool education. Thus school-community relations must be well fostered to secure the needed cooperation. Gray (1970) pointed out that unless educational effort in day care centers, nurseries, Head start centers, and public schools are augmented by parent involvement these efforts will be only marginally successful. This underscores the role played by parents and by extension to ensure good preschool-community relations.

4.7 Management of personnel.

Personnel are a requisite for any institution or organization to be able to achieve its anticipated goals. The preschool education centers are not an exception. They require adequate teachers, support staff [cooks, security staff e.t.c] for their proper functioning as they endeavor to realize their intended objectives. The hiring of personnel in this is a very important aspect of the preschool management function that calls for active participation by the community.

The table below shows how the community involves itself in the recruitment and selection of staff.
Table 4.8 Opinions regarding community participation in the recruitment and selection of personnel

<table>
<thead>
<tr>
<th>Stake holders</th>
<th>Participates</th>
<th>Does not participate</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Pre-school headteachers</td>
<td></td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>Parents and opinion leaders</td>
<td>3</td>
<td>3.57</td>
<td>60</td>
</tr>
<tr>
<td>Quality assurance and standard officers</td>
<td></td>
<td>-</td>
<td>8</td>
</tr>
</tbody>
</table>

As indicated in the table, 87.5% of the preschool head teachers, 71.43% the parents and opinion leaders, and all (100%) the quality assurance and education standards officers agreed that the community does not participate in the recruitment and selection of personnel in the preschools in the district. What happens is the whole exercise is left to either the preschool head teacher or the primary school head teacher in whose primary school the preschool is located to oversee the whole process of recruitment and selection. He decides on what to consider for eligibility and subsequent hiring. The community does not play any role.

The 3.57% community participation comes where a member of the primary school committee is nominated to represent the preschool and occasionally invited to be briefed.
by the head teacher on who is be employed and know likely financial implications in
terms of salary

This has happened since the community has not been able to distinguish between the
preschool management and the primary school management. They have always seen early
childhood centers in the same premises or attached to primary schools even if operating in a
church building outside the primary schools.

Efficiency in education is very essential if the educational enterprise has to deliver desirable
services to the society. This can not be achieved if the personnel hired are of low or no
qualifications at all. Thus there is an urgent need to consider the quality of the personnel,
especially the teachers, who the society, over the years, have vested a lot of trust on the
management of all the preschool activities. Such personnel need the requisite training in
pedagogy before they can efficiently and effectively address the challenges of preschool
education. As is always argued, theory informs practice, and teachers are made not born.

There must be a good element of theory covered, followed by the practice, then final working in
the field. This is only when we can expect to realize the gains from the preschool education.

A table showing the quality of teachers over a period of five years in Malindi District. This
includes the trained and untrained in the whole district who were left to deal with the preschool
children population over the same period.
Table 4.9 The quality of teaching personnel in Malindi District from 2000-2004

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Trained</td>
<td>94</td>
<td>35.61</td>
<td>125</td>
<td>37.21</td>
<td>161</td>
</tr>
<tr>
<td>Untrained</td>
<td>170</td>
<td>64.39</td>
<td>210</td>
<td>62.69</td>
<td>258</td>
</tr>
</tbody>
</table>

From the table, the quality of teaching personnel shows an upward trend i.e. teachers are getting trained as years go by. In the period covered the number of trained teachers in the preschool rose from 35.61% in the year 2000 to 43.45% in year 2004. This is a significant increase given the financial constraints faced by the preschool teachers. This is further supported by the existence of in-service training for practicing teachers. This has highly improved the quality of the preschool teaching personnel in the district.

Despite all these efforts of in-servicing preschool teachers by the DICECE officials, a high proportion of the teachers {over 50%} in any given year were untrained. This needs concerted efforts between the DICECE officials, the primary schools and the community to ensure many teachers get the necessary training to improve on the quality of the preschool education.

The other issue on personnel management has been on remuneration of teachers. Despite the impressive reporting of 83.5% of revenue collected being...
pent on paying teachers salaries, this has not been the case as many teachers complained of non-
pyment of salaries, leave alone being paid low salary. This is an area that needs to be adequately
addressed to boost the morale of preschool teachers.

The preschools also need support staff i.e. cooks (where feeding programme is in place), secu-
ity staff, cleaners and grounds men. These auxiliary staff is quite important to ensure a
smooth running of the preschool activities. Surprisingly these are lacking. These are so
much lacking that even in preschools that provide a feeding programme, the parents
(female) have to cook for preschool children according to a timetable drawn by the head
teacher! This has translated into such personnel not remunerated. The community has not
played an active role in the issue of support staff. This is especially so since they would
like to be paid and the preschool lack adequate funds. This has had a negative effect on the
success of such service activities in the centers. The unique environments advocated for by
the early educators of preschool education have not been provided since there are not
enough personnel hired to ensure such environments are established and a well
management plan to be adopted to realize the objectives of the pre school subsectors.

4.8 Management of pupils:
The community in Malindi District has perceived preschool education positively and many
people have come to accept and appreciate the role of preschool education in the academic
advancement of the child. Thus many, despite the introduction of free primary education in
the country, still see it as a necessity for the child to get a few years of preschool education.
Thus, indeed, it has been acknowledged with many proffered reasons. What has been
disturbing, is the lukewarm reception given to the subsector in the community’s role in the management of this very crucial sector in the education of the under six years of age. Worth noting is that there are at times attempts to derail the progress of preschool efforts by materials and physical facilities disappearing from the centers. But this has not been so significant and quite a number of centers have been, despite a myriad of problems, trying to keep pace with the developments in the education of the children.

The table below shows the trend of preschool children enrolment over the last five years. The district is divided into eight zones for educational administration.
Table 4.10 Trend of preschool enrolment in Malindi District.

<table>
<thead>
<tr>
<th>Zone</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>1880</td>
<td>2378</td>
<td>3659</td>
<td>3553</td>
<td>4640</td>
</tr>
<tr>
<td>Fundissa</td>
<td>1556</td>
<td>1462</td>
<td>1643</td>
<td>2145</td>
<td>2544</td>
</tr>
<tr>
<td>Garashi</td>
<td>-</td>
<td>-</td>
<td>1140</td>
<td>1686</td>
<td>1471</td>
</tr>
<tr>
<td>Magarini</td>
<td>810</td>
<td>960</td>
<td>1300</td>
<td>1633</td>
<td>1830</td>
</tr>
<tr>
<td>Marafa</td>
<td>810</td>
<td>827</td>
<td>985</td>
<td>1049</td>
<td>1346</td>
</tr>
<tr>
<td>Kakuyuni</td>
<td>1542</td>
<td>1682</td>
<td>1791</td>
<td>2276</td>
<td>1806</td>
</tr>
<tr>
<td>Kakoneni</td>
<td>1054</td>
<td>1302</td>
<td>1393</td>
<td>2148</td>
<td>1915</td>
</tr>
<tr>
<td>Watamu</td>
<td>3176</td>
<td>3250</td>
<td>3280</td>
<td>3316</td>
<td>3337</td>
</tr>
<tr>
<td>Totals</td>
<td>10828</td>
<td>11861</td>
<td>15191</td>
<td>17806</td>
<td>18889</td>
</tr>
</tbody>
</table>

Source D.EO’s office – Malindi District- 2005
From the data above, it is instructive that there is a general positive index of improvement from the year 2000 (10828) to 2005 (18889). This is an indication that the community has come to realize that for good educational development and growth the child will gain a lot by first attending preschool education. Thus though the free primary education introduced in 2003 acted as a safety net to cushion the poor and vulnerable groups and improve on access to education, still, parents find it necessary to take children to preschool as indicated in the findings above.

In some zones in the district (Garashi, Magarini and Marafa) the preschool enrolment is not very good. In these areas, due to many factors amongst which is poverty, parents have opted to take their children straight to primary schools to evade the preschools levies. This has affected the enrolment in these areas. On the contrary, zones (Central and Watamu) have the highest enrolments in the district. In these zones the communities have highly acknowledged the importance and role-played by preschool education in the future academic growth and development of the child. To this end you find preschools with a lot of students with some centers operating two sessions i.e. morning and afternoon.

In the other zones (Fundisa, Kalanyuni and Kakoneni), preschool enrolment is average. This is due to the diverse people with different status and attitudes that have an effect on preschool attendance.

What interests one is the very positive indicator on the enrolment and then a general laxity in community participation in the management of preschool education in the District. This has perplexed many Educationists in the District.
Efficient provision of the education service requires the provision of certain service activities by the education institution. These service activities include feeding programmes, transport, health and security for both the children and their property in the institution. The presence of the above will go along way to ensuring efficient and effective management and subsequent achievement of the objectives of the organization. The preschool is not an exception. For the meaningful and purposeful management, the center should ensure such services are provided for the children not to face any drawbacks in their day-to-day activities in the preschools. This calls for active participation by the community who are the managers of the public preschools.

The table below shows stakeholders opinions on the provision of the service activities by the community.
Table 4.11 Provision of service activities by the community.

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Provided</th>
<th></th>
<th>Not provided</th>
<th></th>
<th>No response</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Pre-school teachers</td>
<td>2</td>
<td>12.5</td>
<td>12</td>
<td>76.25</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>Pre-school head teachers</td>
<td>2</td>
<td>12.5</td>
<td>13</td>
<td>82.5</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Parents and opinion leaders</td>
<td>9</td>
<td>10.71</td>
<td>69</td>
<td>82.14</td>
<td>6</td>
<td>7.15</td>
</tr>
<tr>
<td>Quality assurance and standard officers</td>
<td>1</td>
<td>12.5</td>
<td>5</td>
<td>62.5</td>
<td>2</td>
<td>25.0</td>
</tr>
</tbody>
</table>

From the figures in the table above, 76.25% of the preschool teachers; 82.5% of the pre-school head teachers; 82.14% of the parents and opinion leaders and 62.5% of the quality assurance and education standards officers interviewed admitted or reported that the community does not play a significant role in the provision of different service activities to the preschools. Majority of the centers are going without the essential service activities like feeding programs that has always played a remarkable role as a safety net for malnutrition. Where communities have attempted to provide these services, they have only tried, without much success, to put in place the feeding program. But since to run such programs requires adequate supply of funds, this has been met with a number of drawbacks. Inadequate and
frequent non-payment of school levies by parents has always militated against the gains expected of such well-organized programs.

What has not been very clear is whether the communities are well educated on the necessity of such services to their children. Many of the parents have taken preschool just like the primary schools, forgetting the fact that the preschool child, for example cannot be able to remain hungry up to lunch time without eating something. This has interfered with the well being of the child in the preschool centers.

Most importantly to note is the general lack, in all the preschools of transport services. In all the preschool centers, this service was not provided and the community has not been well informed of the essentiality of such a service. It is very important, and indeed urgent to educate the community of the necessity of these facilities and encourage parents to provide them so that the growing children can have their holistic development as they prepare to join the primary cycle of education.

Preschool environment improvement is very crucial for the growing children since they earn a great deal from the naturally created environment which entails planting of trees, hedges making, well defined paths, parking bays at the preschool centers. Preschool children should be able to play, run and jump in comfort in the early childhood development centers. Thus, it is expected, for effective management of the centers the managers should at all cost ensure the sufficient provision of a well-managed environment.

The table below shows community participation in the improvement of their preschool environments in Malindi District.
<table>
<thead>
<tr>
<th>Stake holders</th>
<th>Adequate</th>
<th></th>
<th>Not adequate</th>
<th></th>
<th>No response</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Pre-school teachers</td>
<td>5</td>
<td>31.25</td>
<td>10</td>
<td>62.52</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Preschool head teachers</td>
<td>1</td>
<td>6.25</td>
<td>12</td>
<td>75.0</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>Parents and opinion leaders</td>
<td>6</td>
<td>7.14</td>
<td>69</td>
<td>82.14</td>
<td>9</td>
<td>10.72</td>
</tr>
<tr>
<td>Quality assurance and standards officers</td>
<td>1</td>
<td>12.5</td>
<td>6</td>
<td>75.0</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

From the table above 62.5% of the preschool teachers, 75.0% of the preschool headteachers, 82.14% of the parents and opinion leaders and 75% of the Quality assurance and education officers admitted that the preschool environments were not adequate for the centers. Majority (75%) of the centers had inadequate trees, lacked hedges, had no well defined paths and lacked well maintained compounds for the children to enjoy a comfortable environment. There were very few schools that had made an attempt to provide a suitable preschool environment for the children. These were only in areas where the primary school had a donor to develop the school in terms of physical facilities. Parents were either not educated on the need for such facilities or were ignorant of their availability. But what was common was preschool utilizing the existing primary school
environment that was not providing the unique environment for the holistic growth and educational development of the unique preschool child in a preschool. Thus it was not surprising to find the preschool not fenced to even ensure security of the materials and facilities of the children. They even lack safe areas to have their few materials that the teachers have struggled to put in place since the primary school children are using the rooms once the preschool session is over.

This scenario has impacted negatively towards the ultimate achievement of the anticipated goals of early childhood education. The children lack suitable environments for their proper growth in the centers.

9 Management of curriculum and instruction.

Curriculum and instruction is one of the tasks that the management of any educational institution must ensure it is effectively provided. The children in an educational institution will always have a curriculum, giving the whole body of content that they are supposed to be exposed to, and instructions- the methodologies to be adopted in the efficient delivery of the prescribed content. Despite the fact that the teachers at the ground endeavor to ensure that the curriculum is delivered in the most desirable way to maximize on the gains from the programs, there is always need to ensure the other stakeholders get involved in its management to ensure high levels of achievement. Thus management of curriculum and instruction of the preschool requires also the community to play some part or else the ultimate goals may not be met easily. The community role in curriculum could be expected in the supply of adequate and making regular payments of the preschool levies. This would
table the preschool administrators see to it that all teaching and learning process in the
dergoes on smoothly. But this has not been very smooth in many of the preschools.

The table below shows stakeholders views on community participation in the management
curriculum and instruction in the district.

<table>
<thead>
<tr>
<th>Stake holders</th>
<th>Involved</th>
<th>%</th>
<th>Not Involved</th>
<th>%</th>
<th>No Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school teachers</td>
<td>6</td>
<td>37.5</td>
<td>9</td>
<td>56.25</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Post-school head teachers</td>
<td>3</td>
<td>18.75</td>
<td>12</td>
<td>75</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Parents and opinion leaders</td>
<td>5</td>
<td>5.95</td>
<td>52</td>
<td>61.90</td>
<td>27</td>
<td>32.15</td>
</tr>
<tr>
<td>Quality assurance and standards officers</td>
<td>2</td>
<td>25.0</td>
<td>5</td>
<td>62.5</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

From the table above it is clearly evident that community involvement in the management of curriculum and instruction is not adequate. The research found out that 56.26% of the preschool teachers; 75.0% of the preschool head teachers; 61.90% of the parents and opinion leaders and 5.95% of the Quality assurance and education standards officers admitted that communities are not involved in the management of curriculum and instruction in the preschools. They actually leave it upon the teachers to manage it. They do not even come to evaluate the kind of programs
children are going through leave alone providing the many teaching and learning materials needed.

Another justification of the non-involvement in the management of the curriculum and instruction is the non-payment and irregular payment of preschool levies by parents. Since the curriculum and instruction program cannot run smoothly without adequate supply and good management of funds, lack of such resources have seriously affected the expected gains of implementing preschool education programs.

There is need for the communities to take an active role in the management of the curriculum and instruction in the preschools to facilitate effective teaching and learning in the centers. Let the teachers in the preschools centers know that they are answerable to the community in their day-to-day implementation of the curriculum. And the community should also not parry off from the activities of the preschools and should make the teachers know that they want sound education to be delivered in their centers. Once each part monitors the other in terms of how best they are playing their part, realization of the anticipated objectives will vividly manifest themselves.

In the management of curriculum and instruction there are pertinent processes that stakeholders have to play part in. These include planning, organization, coordination, supervision and evaluation. The community has to play a key role in each of the activities.

Planning is very crucial taking into account that this subsector deals with children in their early years of cognitive development. They require a unique environment; trained
sonnel and well-coordinated and supervised curriculum and instruction to ensure a holistic growth and educational development of the child. The stakeholders—teachers, parents and education officials cannot work in isolation for the realization of these objectives. Thus they have to play their role effectively and efficiently.

The table below shows how the community in the district play their role in the planning of preschool activities.

Table 4.14 Community participation in the planning of preschool activities.

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Involved</th>
<th></th>
<th>Not Involved</th>
<th></th>
<th>No Response</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Pre-school teachers</td>
<td>4</td>
<td>25.0</td>
<td>11</td>
<td>68.75</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Pre-school head teachers</td>
<td>2</td>
<td>12.5</td>
<td>11</td>
<td>68.75</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>Parents and opinion leaders</td>
<td>6</td>
<td>7.14</td>
<td>58</td>
<td>69.05</td>
<td>20</td>
<td>23.81</td>
</tr>
<tr>
<td>Quality assurance and standards officers</td>
<td>2</td>
<td>25.0</td>
<td>5</td>
<td>62.5</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

From the data above the average community participation in the planning of preschool activities is 17.54% and non-participation, in the planning of preschool activities of 7.26%. This further confirms the fact that preschool activities in the district are left to the teachers in the preschool. The community does not involve itself in these matters. Being
Alfa and Omega of the preschool, teachers decide what should take place, how it should be done, of course as expected, implementing policy guidelines if there are any. The community only knows the children have gone to school and will be directed as necessary.

The 17.54% involvement in planning by the community is not enough considering the expected gains from this subsector. The society should put a lot more effort and play a bigger role in the planning of the preschool activities, since the community knows what type of society they want in the future. It is necessary that they should be very instrumental in planning the requisite environment to expedite that journey.

As pointed out earlier it is surprising to see the community not taking an active role in the planning of these activities in the early childhood centers but at the same time expecting a firm future education foundation to be laid for their children. The communities not only need education but also civic awareness on their roles in general to revamp this very essential sub-sector of education.

Any educational institution founded on sound management practices cannot realize its ultimate objectives unless there exist a high-level coordination and supervision and accountability by all the stakeholders. Likewise the preschool children require coordination and supervision by the education officers, the community and the teachers as they struggle to meet the ideals of the early educators that form the core of their functional objectives.
Coordination and supervision requires all parties involved to have a clear direction on where they are heading. It is only realistic when stakeholders remain focused and adhere strictly to laid down guides that intended goals can be achieved.

Given below is a table showing how the communities participate in coordination and supervision of pupils in MALINDI district.

Table 4.15 Community participation in the coordination and supervision of preschool pupils.

<table>
<thead>
<tr>
<th>Stake holders</th>
<th>Involved</th>
<th>%</th>
<th>Not involved</th>
<th>%</th>
<th>No response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school teachers</td>
<td>5</td>
<td>31.25</td>
<td>9</td>
<td>56.25</td>
<td>2</td>
<td>12.25</td>
</tr>
<tr>
<td>Pre-school head teachers</td>
<td></td>
<td></td>
<td>13</td>
<td>81.25</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>Parents and opinion leaders</td>
<td>6</td>
<td>7.14</td>
<td>57</td>
<td>67.86</td>
<td>21</td>
<td>25.0</td>
</tr>
<tr>
<td>Quality assurance and standards officers</td>
<td>2</td>
<td>25.0</td>
<td>5</td>
<td>62.5</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

From the table above, 56.25 % of the pre school teachers; 81.25% of the preschool head teachers; 67.86% of the parents and opinion leaders and 62.5% of the quality assurance and
educational standard officers admitted that the community was not involved in the coordination and supervision of the pre school pupils. On the average, from the findings, 66.95% of the whole community does not involve itself in the coordination and supervision of the pre school children. A paltry 31.25% of the pre school teachers; 7.14% of the parents and the opinion leaders and 25% of the quality assurance and educational officers concurred that some of the section of the community involves itself in the coordination and supervision of the pupils in the centers.

Lack of coordination and supervision by the community was evident particularly in the pre schools established in primary schools where the primary school management committee nominates a representative for the pre school, and made to report frequently to the committee on activities of the pre school. But in many instances, even if a representative did exist, the community was not very keen on the activities in the nursery thereby ending up not coordinating and supervising these youngsters activities. The proffered reason for this laxity was that the head-teacher did all the coordination and supervision task. The community as a whole leaves everything to the primary school administration under which the preschool in many cases are located.

This finding surprises one interested in education. How can one invest in an enterprise then fail to coordinate and supervise its activities? What can be construed from this is that the community has not been well informed of the activities to be involved in before intended gains can be realized. The pre schools have been managed by the primary school head teachers just as primary schools i.e extension of primary schools. The consequence has been failure to provide the unique
The environment that is requisite of early childhood development center as advocated by the early educators.

The education officials should try to educate the communities and make them more vigilant on the activities that pertain to pupils in the pre schools and make them see it as their responsibility to ensure the success of this very vital sub-sector in our midst. It is very difficult and indeed incredible to expect a firm educational foundation to be laid without serious coordination and supervision of these pupils activities. And most importantly when some of the personnel manning such centers are not qualified for these jobs, the community should not abscond this responsibility. The community needs to re-evaluate itself for the realization of the pre school goals and objectives.

Evaluation as a management task is very crucial in assessing how intended goals and objectives are being met. It is from evaluation that we are able to re define priorities and pursue activities that can expedite the journey. Thus, after all the major tasks have been performed, by the end of it all, we have to find out whether we have reached where we wanted and if not what went wrong. In the pre school sub sector, like any other educational enterprise, evaluation is just as a fundamental requirement. The stakeholders should be able to ascertain at any one point in time, how best objectives are being met. This includes the teachers, parents and educational officials.

Below is a table showing communities involvement in the evaluation of preschool activities in Malindi district.
Table 4.16 Stakeholders views on community involvement in the evaluation of pre school activities

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Involved</th>
<th>Not involved</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Pre-school teachers</td>
<td>1</td>
<td>6.25</td>
<td>14</td>
</tr>
<tr>
<td>Pre-school head teachers</td>
<td>2</td>
<td>12.5</td>
<td>12</td>
</tr>
<tr>
<td>Parents and opinion leaders</td>
<td>1</td>
<td>1.19</td>
<td>62</td>
</tr>
<tr>
<td>Quality assurance and standards officers</td>
<td>2</td>
<td>25.0</td>
<td>5</td>
</tr>
</tbody>
</table>

From the table above, 87.5% of the pre school teachers, 75% of pre school head teachers, 62.5% of quality assurance and education standards officers and 73.81% of parents and opinion leaders overwhelmingly agreed that the community did not involve itself in the evaluation of the pre school activities. On average 74.7% of all the respondents reported that the community did not play its role in evaluating the pre school activities. On the other hand, 6.25% of pre school teachers, 1.19% of parents and opinion leaders, and 25% of the education officials admitted that the community does not play a role in the evaluation of some activities.
The predominantly non-involvement of the community in the evaluation of pre school activities in the District has a negative impact on the curriculum and instruction in the pre schools. Effective implementation of the curriculum requires evaluation to ascertain whether intended goals are being achieved. Since community are the custodian of the pre school education they have to be at the forefront to see to it that the goals are being achieved. Lack of information about their role in curriculum implementation and the understanding of the community that primary schools run all the activities of pre schools has been an inhibition to their evaluative task. This has made communities not to take an active part in monitoring the kind of activities taking place and ascertain their value in terms of the child's development. Though the buck stops at the community, it is imperative to point out that the education officials should share the blame since the community perception of pre school activities is that they are under the primary school, the education officials should educate those communities of the shared responsibilities and stress that the community should play a vital role.

Community involvement in evaluation of the curriculum stood at 10.485%. This is insignificant compared to the expected gains of the pre school education. We cannot expect to provide a firm lifelong education foundation with such a paltry participation. Indeed the community has to re-evaluate and redefine its roles properly if we are to achieve the goals.

4.10 Challenges faced by the community in the management of pre school education

The findings of the study are presented focusing on the following themes:

- Establishment of pre schools,

Land utilization and physical facilities
Establishment of pre schools

Effective function of any educational institution requires the provision of adequate space. This entails ensuring that enough buildings are provided for the various programs to be implemented. This holds true of pre schools. They require certain facilities for their proper delivery of the education service.

Below is a table showing the establishment of pre schools in Malindi district.

Table 4.17 Establishment of pre schools.

<table>
<thead>
<tr>
<th>Location of establishment</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within primary schools</td>
<td>15</td>
<td>93.75</td>
</tr>
<tr>
<td>Away from primary schools</td>
<td>1</td>
<td>6.25</td>
</tr>
</tbody>
</table>

From the table it is evident that majority (93.75%) of the pre schools are established in existing primary schools. Only an insignificant proportion (6.25%) are located away from the existing primary schools. This is where the existing primary school has no adequate space after the introduction of the free primary education and where churches have to put up buildings which they do not use within the week. Such facilities have always been given to pre schools nearby.
With this findings, the community is faced with the challenge of providing adequate space for pre schools. The classes they use in the primary are not designed to cater for pre school children. And at times pre school loose materials as the rooms are used by older pupils after their session! Provision of adequate space has financial implications. Taking into account that acquisition of funds by pre schools has faced a lot of problems with low and non payment of school levies, this has been a great challenge to communities in the district. Thus you can find though pre schools centers are established in the already existing primary schools, with the advent of free primary education, it has not helped the sub sector. Many children are learning under trees and sitting on the ground. This does not provide a conducive learning environment for the under six years of age.

Apart from providing adequate space the community should establish preschool centers away from existing primary schools. This will be the only sure way of ensuring the ideal unique environment for pre school children is created.

As pointed out earlier community manages pre school education in Kenya. The government declared free primary education and early childhood education was not covered. From the prevailing inadequate provision of space, the government should reconsider its role in the pre school education sub-sector. Strategies should be put in place at national level that will see the sub-sector assisted. As an urgent measure, it should consider paying the pre school teachers, as this will release funds to be utilized in the provision of space in pre schools. At all cost the government should identify itself with pre school education.
Land utilization has been another challenge that has been brought by sharing of premises with primary schools. The pre schools have had a lot of problems designing the utilization of land given to them. Since the rooms are make shift rooms, pre schools cannot allocate various corners of rooms of various activities, some of which require permanent corners. This is a great challenge to the communities for it translates into pre school children not getting the right pre-school education.

The table below shows land/space utilization in the pre schools.
Table 4.18 Land utilization in the pre schools.

<table>
<thead>
<tr>
<th>Type of use</th>
<th>Present</th>
<th></th>
<th>Absent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>1)-Space for: quiet play</td>
<td>4</td>
<td>25.0</td>
<td>12</td>
<td>75.0</td>
</tr>
<tr>
<td>active play</td>
<td>12</td>
<td>75.0</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>self expression</td>
<td>10</td>
<td>62.5</td>
<td>6</td>
<td>37.5</td>
</tr>
<tr>
<td>2)-Enclosed spaces</td>
<td>1</td>
<td>6.25</td>
<td>15</td>
<td>93.75</td>
</tr>
<tr>
<td>3)-Sheltered space</td>
<td>2</td>
<td>12.25</td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>4)-Enclosed area for out door</td>
<td></td>
<td></td>
<td>16</td>
<td>100.0</td>
</tr>
<tr>
<td>activities</td>
<td>7</td>
<td>43.75</td>
<td>9</td>
<td>56.25</td>
</tr>
<tr>
<td>5)-Games corner</td>
<td>7</td>
<td>43.75</td>
<td>9</td>
<td>56.25</td>
</tr>
<tr>
<td>6)-Doll corner</td>
<td>7</td>
<td>43.75</td>
<td>9</td>
<td>56.25</td>
</tr>
<tr>
<td>7)-Painting corner</td>
<td>6</td>
<td>37.50</td>
<td>10</td>
<td>62.50</td>
</tr>
<tr>
<td>8)-Music corner</td>
<td>13</td>
<td>81.25</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>9)-Group activities corner</td>
<td>4</td>
<td>25.00</td>
<td>12</td>
<td>75.00</td>
</tr>
<tr>
<td>10)-Dressing corner</td>
<td>6</td>
<td>37.50</td>
<td>10</td>
<td>62.50</td>
</tr>
</tbody>
</table>
Apart from the class rooms, other physical requisites are lacking in the pre schools.

Below is a table showing the presence of certain physical facilities in the district pre schools.

Table 4.19 Physical facilities in the pre schools

<table>
<thead>
<tr>
<th>Type of facility</th>
<th>Present</th>
<th></th>
<th>Absent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Suitable walls for pictures and charts</td>
<td>5</td>
<td>31.25</td>
<td>11</td>
<td>68.75</td>
</tr>
<tr>
<td>Storage space</td>
<td>2</td>
<td>12.50</td>
<td>14</td>
<td>87.75</td>
</tr>
<tr>
<td>Sanitary facilities</td>
<td>14</td>
<td>87.75</td>
<td>2</td>
<td>12.50</td>
</tr>
<tr>
<td>Administration block</td>
<td>-</td>
<td>-</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Kitchen</td>
<td>-</td>
<td>-</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Parking bays</td>
<td>-</td>
<td>-</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Sandpit and seesaw</td>
<td>-</td>
<td>-</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Soft play areas</td>
<td>1</td>
<td>6.25</td>
<td>15</td>
<td>93.75</td>
</tr>
<tr>
<td>Circular space</td>
<td>-</td>
<td>-</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

From the above table most (87.5%) of the pre schools lack physical facilities. In some pre schools administration blocks, kitchen, parking bays, and sand pits & seesaw are not found. This has negative consequences to the learning of the preschool children in the district. Out of the 16 preschools sample only 2 had storage space at one corner of the classroom. This means that the few acquired materials have no safe place to be stored! This has frustrated the efforts of
eschool teachers. The community has to put a lot of effort and put up these facilities if preschool education has to be meaningful.

**11 Equipment and Materials.**

The preschool child requires a variety of equipment and materials to accord him / her the opportunity for varied experiences. As pointed earlier the preschool should always ensure provision of a rich environment of material to enable the child choose and interact with them as they please.

Below is a table showing the availability of equipment and materials in the district preschools.
### Table 4.20: Availability of Equipment and Materials in pre schools.

<table>
<thead>
<tr>
<th>Type of equipment</th>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>1) Cup boards and shelves - 60 cm high</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Small low tables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Chairs for children</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>4) Mats</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>5) Charts</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>6) Pictures</td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>7) Toys</td>
<td>4</td>
<td>25.0</td>
</tr>
<tr>
<td>8) Out door equipment</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>9) Permanent fixed savings</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>10) Logs</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>11) Large boxes</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td>12) Tunnels made of drums and fixed Horizontally or vertically</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
from the table, (81.25%) of the preschools (13) lack adequate equipment and materials and only
18.75%) that is (3) preschools have some of the necessary equipment and materials. In some
preschools, the cupboards and small low tables for the preschool children are not available.

These inadequacies in the district pre-schools managed by community have been a threat to
preschool education programs. Many preschool centers lack adequate equipment and materials to
meaningfully engage the children during their sessions. In some centers there is a lot of
unnecessary singing and playing by the children as a way to occupy them. To the urban
community managed centers, children spend a better part of the days session chasing one another
and eating ice (barafu)!

The rural set up is not also doing so well. Materials like the mats, toys, dolls and equipment like
the cupboards and shelves, small low tables and chairs for children are inadequate. Its not
surprising to see children in a nursery school sitting on the floor as lessons progress.

Equipment and materials is an area that has posed a great challenge to the community and
require serious consideration if the young child has to have a head start. Even at homes it is
evident that availability of such facilities boosts a child learning. So in the district, communities
have to struggle and rise to the challenge to ensure adequate provision of equipment and
materials.

4.12 Environmental factors.

The child under six years of age requires a very unique environment for a health development
of the mind. They require an environment that has enough trees i.e. natural shade, hedges (well
planted and maintained), well defined paths, a lot of flowers and a lot of outdoor play
space near the buildings. Their environment should be fenced. This enhances the comfort in a child's mind and will physiologically impact positively on their cognitive development.

Below is a table showing preschool environments availability.

4.2.1 Types of preschool environments in the districts.

<table>
<thead>
<tr>
<th>Environmental factors</th>
<th>Present</th>
<th>Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Separate buildings and amenities for the preschool.</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>Flowers and hedges planted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>100.00</td>
</tr>
<tr>
<td>Paths defined.</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>93.75</td>
</tr>
<tr>
<td>Do parts have an East west orientation.</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>93.75</td>
</tr>
<tr>
<td>Outdoor play space near the buildings at 3m² per child.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the table it is evident that preschools in the district do not have the suitable environments for their children holistic growth and development. Only 25% of the preschools (4) have attempted to provide some of the features for suitable environments. The other 75% (i.e 12 preschool from the sample) such environmental features are non existent. This has made it difficult for the children to develop fully at that level of their development.

In the district; as pointed out earlier the preschools are in existing in primary schools and church compounds where such requisite factors have not been put in place. There is general lack of trees, hedges and flowers for the children nor well defined paths. So the preschool child just spends the day like any other primary school child. This has not been so well with
the preschool education sub sector. What has been happening is young children have at times been frustrated with the kind of environments at school and ended up hating the preschools.

The issue of providing a suitable preschool environment has posed a great challenge to the communities in the district. As they continue to see nursery school as just like the primary school, this has affected the smooth running of the preschool education sub-sector. It is very important that communities are educated and made to provide such environments for the child’s life long education development.

4.13 Preschool Management Committee.

The preschools in Malindi District have been managed through a representative in the primary school committee. There has never been a management committee specifically for the preschool. From the members of the primary school committee, one is always nominated to oversee and report to the committee on the activities of the preschool. This arrangement has in part contributed to the general non-involvement of the community in preschool activities. Emphasis by the primary school committee has been directed towards the primary school activities at the expense of early childhood education.

Below is a table depicting the existence of preschool management committees in the district.

Table 4.22 Preschool Management committees in the district.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management committee</td>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Key

1 – Does exist
- Share with primary
- Only has a representative for Pre School

From the findings above all (16) preschools reported non-existence of an independent preschool management committee. Because of this, the primary schools are not keen on the preschools since they don’t fall under their job description. This has led to lack of development in this sub-sector since those entrusted with their management in many cases see it as helping the community but are not accountable.

There is need for the community to rise to this challenge and de-link the preschools from primary schools management and have educated and qualified preschool management committees for efficiency and development in preschools. It’s these people who should hire and manage the teachers and the pupils’ welfare for a better future in education.


The qualification of the personnel in an educational enterprise is paramount for the goals to be met. In the preschools in Malindi District teacher qualification has been a challenge to the community. The table below shows teacher qualification in the district preschools.
Table 4.23 Preschools Teacher Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPE / CPE</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td>KCSE / KCE</td>
<td>7</td>
<td>43.75</td>
</tr>
<tr>
<td>Training</td>
<td>2</td>
<td>12.5</td>
</tr>
<tr>
<td>No Response.</td>
<td>2</td>
<td>12.5</td>
</tr>
</tbody>
</table>

From the table above, majority (75%) of the teachers employed and especially in the rural areas where many centers are found, lack the requisite necessary training. Immediately after school i.e form four and primary graduates join the preschool and start practicing.

A very small proportion (12.5%) of the preschools had a trained teacher. This means that the preschool children are not handled by professionals. The repercussions are low quality preschool education and thus provide a loose foundation for the child.

The issue of teacher qualification has been a drawback in that in some zones (Garashi, Magarini and Marafa) they do not have even a single trained preschool education teacher. All those teaching the children have banked on the in-service activities by the education officers for them to teach. This has not augured well in that in professions, professionalism is as a result of having undergone some training. The community is faced with the challenge of ensuring personnel in their preschools are trained. Since the government does not provide teachers then the community has to ensure their teachers are trained. Interested teachers should be identified and plans made for them to be trained if they cannot finance their training. This
will be the only way to face this challenge of teachers qualification and ensure quality education in the preschools.

4.15 Meeting challenges of preschool education by the community.

Preschool education has been faced with a number of challenges in the district. This has threatened the gains to be realized from the sub-sector.

Any dynamic society once faced with challenges will always endeavor to look for solutions. The community in Malindi District did not shy away from these issues.

The table below shows the number of preschools that have put in place strategies to meet the challenges that have faced preschool education in the District.

Table 4.24 Meeting challenges of preschools by the community.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Meeting challenge</th>
<th>Not meeting challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment of preschools</td>
<td>16 (100.00)</td>
<td>n (100.00)</td>
</tr>
<tr>
<td>Equipment and materials</td>
<td>14 (87.5)</td>
<td>2 (12.5)</td>
</tr>
<tr>
<td>Environmental factors</td>
<td>13 (81.875)</td>
<td>3 (18.125)</td>
</tr>
<tr>
<td>Independent preschool management committees</td>
<td>16 (100.00)</td>
<td>2 (12.5)</td>
</tr>
<tr>
<td>Teacher qualification</td>
<td>14 (87.5)</td>
<td>2 (12.5)</td>
</tr>
</tbody>
</table>

From the table the community has not aggressively and adequately addressed the challenges facing the preschool education sub-sector in the district. Challenges like preschool
establishment and independent preschool management communities have not been met. Schools are still operating in existing primary schools and managed by a nominated parent from the primary school committee. The preschools do not have their own independent management committees.

The areas where attempts to meet challenges have been registered (equipment and material 12.5%, Environmental factors 18.125% and teacher qualification 12.5%) the proportion is dismally low. It may be extremely difficult to expect benefits from this level of education. The implication of this is preschool education will not offer the needed firm foundation for lifelong education with ultimate repercussion of low quality preschool education in the district. There is need for the community to either individually or collectively with the government to come out clearly with user-friendly strategies to address these challenges. The main issue in community attempts to meet the preschool challenges has been that the introduction of free primary education in the country made parents relax from their previous roles and obligations. This had a great impact that parents have wondered why they should pay levies when primary education is free. As pointed out earlier some parents have opted to skip preschools. This has made those left behind to face bigger challenges since the revenue base is small. The government has to put up strategies to assist early childhood education in the country more.
CHAPTER FIVE.

FINDINGS, CONCLUSION AND RECOMMENDATIONS.

1. Introduction

The purpose of this study was to investigate the role played by the community in the management of preschools in Malindi district. The research was guided by the research questions that focused on the following:-

- Management of curriculum and instructions
- Management of finance.
- Management of personnel
- Management of pupils
- Management of materials and physical resources
- Management of school community relations

The descriptive survey was used in conducting this study. The sample of the study was 16 preschools which were selected using the simple stratified random sampling strategy. Of these 5 were in Malindi town and 11 in the rural areas. The sample involved 16 preschool teachers, 16 preschool headteachers, 84 parents and opinion leaders and 8 Quality Assurance and Standard Officers. Of the 16 preschools in the study, completed data instruments were received from the 16 preschool teachers, 16 preschool headteachers, the 84 parents and opinion leaders and the 8 Quality Assurance and Standard Officers representing 100% of the study samples.
The data collection instrument used in the study were the Preschool Teachers Management Questionnaires to ascertain the role played by the community in curriculum and instruction management. The other was the Pre school Headteacher Management Questionnaire to determine community participation in the management of preschool activities.

The third instrument used was the Preschool Management Questionnaires/ interview scheduled for parents and opinion leaders to access community involvement in the management of preschools in the district.

The fourth instrument used was the Researchers Observation Schedule, that was used to determine the status of physical facilities and material resources in the preschools.

Percentages were used to analyze the data. Data generated through observations were thematically described.

5.2 Findings

The findings of the study included the following:

- Community does not play its role effectively in the management of preschools. This has in turn affected the educational development of the children. Some do not continue with further education in later years, due in part, to poor initial foundation in their early years.
- Community has obsconded there duty and left it to the preschool teachers without there supervision.
- Community does not provide adequate materials and space to the preschools.
- Community supply of funds to pre schools is inadequate which has affected the teaching and learning process in preschool.
• Community does not adequately foster school community relations hence the general lack of support of these institutions by stakeholders.

• Community does not provide enough service activities to pre schools which has impacted negatively to the smooth learning of the preschool children.

• Teachers are inadequately remunerated. This has affected their morale with some leaving the preschool teaching profession. This has led to a number of untrained personnel hired at the expense of quality education.

• The community does not endeavor to ensure better preschool environments as children learn in very poor preschool environments.

5.3 Conclusion

The conclusion are confined within the limitation of the sample used in the study and the strategies that were used to analyse the data. The following conclusion about community participation in the management of preschool education in Malindi district were based on the study:

• The community has a positive perception about preschool education.

• The community plays an inadequate role in the provision of the following

  i)  Materials and physical facilities.

  ii) Better preschool environments

  iii) Service activities to the preschool centers.

  iv) Qualified personnel to preschool centers.

  v) Finances to run preschool programs.
The community does not play an active role in the following activities of preschool.

i) Planning.
ii) Organization
iii) Coordination
iv) Evaluation

The community does not involve itself in the monitoring and supervision of the preschool programs.

Preschool do not have independent preschool management committees.

Preschool are established in existing primary school or borrowed church premises.

5.4 Recommendations

From the research findings and subsequent conclusions the following are recommendations that can improve the performance of preschool education sub-sector in Malindi District.

- The government should guarantee a minimum salary for the teachers then the rest to be paid from parents' fees.
- Preschool centers should be de-linked from the primary school and should be run independently by the communities.
- Preschool should have their own management committees from the ones running the primary school affairs.
Preschool centers should have their own premises to enable them ensure the unique environments needed for preschool.

The government should include preschools in the free Education policy to cushion the poor and vulnerable groups with preschool going children.

Parents and community need awareness creation on essentials of the ECD curriculum e.g. leaning through play to avoid stressing children with too much academic work.

The capacity ECD personnel at the district level to be advanced through training. Minimum academic qualifications for ECD teachers being recruited for regular training should be raised from KCPE/CPE to KCSE grade D+ and above or KCE Division 4 and above.

An ECD teachers examination board should be established to handle ECD teachers examinations.

Needs of children with special needs to be addressed in the ECD.

Communities should be sensitized and made aware of their obligation and potentials in order to own ECD.

The MOEST should endeavor to harmonies and provide coordination link in the provision of ECD services in the country in relation to training development and implementation of ECD curriculum and support curriculum materials.
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APPENDIX 1

RESEARCH TOPIC, Community participation in the Management of Pre-school Education; A case of Malindi District Pre-school.

Dear Sir/Madam,

Attached are a series of questions to elicit information on pre-schools education management in Malindi District.

This information will be used to study the management trends in an attempt to make projections and forward user-friendly management policies for adoption by policy makers.

I also hope that the findings will be of valuable and interest to you in your work when the study is complete.

The information given will be confidential and used by the researcher.

Thank you in advance for your co-operation.

Yours faithfully,

MULLEWA S. KATANA.

KENYATTA UNIVERSITY.
Pre School Management Questionnaire for Quality Assurance and Education Standards

Name of Zone ______________________

Age _______ Sex _______ Status _______

What are your academic qualifications? ____________________________________________

Number of Public Preschools in your Zone __________

Total number of children in these preschool institutions

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<th>Yr</th>
<th>2000</th>
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Number of Preschool teachers in your Zone:

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<td>Untrained</td>
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Who pays the preschool teachers salary?

______________________________________________________________________________
What problems are experienced in payment of salaries?

________________________________________________________

________________________________________________________

________________________________________________________

In what ways have you attempted to solve the problems?

________________________________________________________

________________________________________________________

________________________________________________________

Do you have enough teachers for the preschools?

(a). Yes. □

(b). No. □

If No, explain ____________________________________________

________________________________________________________

Explained.

What role have communities played in preschool education in terms of:

(a). Child enrolment:

(b). Land provision for establishment and development:

(c). Provision of equipment (e.g. dolls, balls, dummy charts, tables, toys, etc.):

(d). Provision of physical facilities (e.g. buildings, playing fields, etc.)?
(e). Environmental factors (i.e. tree planting, hedges, paths, etc.)?

(a). Who have been the main financiers of preschool activities in your Zone?

(b). To what extent have they played this role?

How has the community in your Zone promoted the preschool – Community relations?

4. Is the Community in your Zone involved in the management of Curriculum and Instruction in the Preschools?

(a). Yes. □

(b). No. □

Explain how?

5. How has the community in your Zone participated in the recruitment and selection of personnel?

6. What service activities has the community in your Zone provided to the preschools?

7. Is the community involved in the following activities in the preschools in your Zone?

Explain how in

(a) Planning

(b) Organisation
c. Coordination

d. Evaluation

1. Do the preschools in your Zone have preschool management committees?
   (a) Yes. □
   (b) No. □

If Yes, explain how they participate in preschool activities.

2. Is your Office involved in the selection of preschool Management Committees?
   (a) Yes □
   (b) No □

3. What is the community’s perception of school education? Explain.

4. How would you rate the payment of fees by the parents of preschool education children?
   a) Very Good □
   b) Good □
   c) Fair □
   d) Poor □
   e) Very Poor □

5. What is the quality of education in the preschools in your Zone?
   (a) Very Good □
   (b) Good □

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In which ways can the community strengthen their participation in preschool management?

Do the preschools in your Zone operate under the Kenya Institute of Education guidelines on preschool education?

(a) Yes. □

(b) No. □

Do you conduct In-service for the preschool teachers in your Zone?

(a) Yes. □

(b) No. □

What do you recommend the Government should do to improve on the management of preschool education in the country?

What are your duties as the supervisor of preschool education?

(a). What problems have you faced in the supervision of preschool education centers?
(b). How have you attempted to solve them?

What has been the relationship between the communities of the preschool centers and your Office? Explain.

What achievements (if any) have you realized on preschool education?
APPENDIX 2

Pre School Management Questionnaire for Preschool Headteachers.

A. Background of the school.

Name of School ____________________________

Name of Zone ____________________________

Sponsor of Preschool. ______________________

Enrolment:

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<tr>
<td>Girls</td>
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</table>

B. Background of Headteacher:

1. Sex: □ Male □ Female □

2. Marital status: Married □ Single □

   Others (specify) ____________________________________________

3. What is your mother-tongue? _________________________________

4. What are your academic qualifications?

   (i). Form 1-2 □

   (ii). Form 3-4 □
5. (a) For how long have you been a preschool Headteacher?
   0-4 Years □
   5-9 Years □
   Over 9 Years □

(b) Are you a trained nursery school teacher?
   (a) Yes. □
   (b) No. □

6. What is the community perception of preschool education? Explain.

7. What is the main purpose of preschool education?

8. (i). What is your salary per month? _____________
   (ii). Who pays your salary? ________________

9. Who pays the salary for your preschool teachers?

10. (i). What problems do you face in paying your preschool personnel?
    (ii). How have you attempted to solve them?

11. Does your preschool have a preschool management committee?
    (a). Yes □
    (b). No. □

If No, explain why?
2. (a) Is there a first aid kit in the preschool?
   (a) Yes ☐
   (b) No. ☐

(b) What do you do when a child gets sick in school?
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

3. How has the community involved itself in the provision of services activities to your preschool?

4. Do children pay fees?
   (a) Yes ☐
   (b) No ☐

   If Yes, how much per term?

5. Do you have enough teachers in your preschool?

   Trained
   Untrained

6. How has the community participated in the recruitment and selection of personnel in the preschool?
17. How is the community involved in the curriculum and instruction of your preschool?

18. Explain how the community involves itself in the following activities in preschool?
   (a) Planning
   (b) Organisation
   (c) Coordination
   (d) Evaluation

19. How has the community endeavoured to foster preschool centre–community relations?

20. What role has community played in terms of the following:
   (a) Child enrolment
   (b) Land provision for establishment and development
   (c) Provision of equipment (charts, tables, dolls, balls, tyres etc.)
   (d) Provision of physical facilities (e.g. Buildings, playing fields, etc.)
   (e) Environmental factors (i.e. tree planting, hedges, paths, etc.)

21. How would you rate the paying of school fees by parents in preschool?
   a) Very Good
   b) Good
   c) Fair
   d) Poor
   e) Very Poor

22. Who manages the fees collected from the preschool
3. Briefly outline the expenditure schedule for the preschool fees collected

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount Ksh.</th>
</tr>
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</table>

4. What is the quality of preschool education in your preschool?
   a) Very Good
   b) Good
   c) Fair
   d) Poor
   e) Very Poor

25. Does your school have a preschool management committee?
   (a) Yes
   (b) No

   If Yes, enumerate their achievements?

26. In which ways can the management of the preschool be strengthened?

   (a) By the community
27. Is Preschool education necessary? Explain

28. What problems do you face in the management of the preschool?

29. How have you attempted to solve them?

30. What effect has free Primary Education had on preschool education management by the community?
APPENDIX 3.

Pre School Management Questionnaire for practising Preschool Education Teachers.

1. Name of School. ____________________

2. Name of Zone. ____________________

3. Enrolment:      Boys: __________
                    Girls: __________

4. Sex:           Male ☐    Female ☐

5. Qualifications: (a). Academic. ____________________
                     (b). Professional. ____________________

6. Teaching Experience:

   a) Less than 1 year ☐
   b) Between 1 – 3 years ☐
   c) Between 4 – 6 years ☐
   d) Between 7 – 9 years ☐
   e) 10 years and above ☐

7. How many times have you attended in-service courses related to preschool teaching over the last 3 years?

   (a). Not attended any course ☐
(b). Attended between 1 – 2 times

(c). Three and above

3. (a) How would you rate the performance of children in your class?
   a). Very Good
   b). Good
   c). Fair
   d). Poor
   e). Very Poor

(b). State the major reasons for 8 (a) above.

9. Does the community provide teaching materials?
   (a). Yes.
   (b). No.

   If Yes, how adequate are they? Explain.

10. Does the community provide enough equipment?
    (a). Yes.
    (b). No.

    If No, explain.

11. How has the community involved itself in the provision of materials and physical facilities to
    the preschool?
12. Do parents come to visit you to know the progress of their children?
   (a). Yes □
   (b). No. □
   If No, explain.

13. Does your class have enough of the following for the children?
   Tick appropriately
   Seats □
   Tables □
   Mats □
   Dolls □
   Toys □
   If No, explain.

14. Has the community provided enough compound for the preschool children to play?
   (a). Yes □
   (b). No. □
   If No, explain.

15. What type of class building has the community put in place?
   (a) Permanent structures □
   (b). Semi-permanent □
   (c). Others (specify)
16. What service activities are provided by the community to your preschool?

17. (a). What is your salary? ______
   (b). Is your salary paid regularly?
     (a). Yes  □
     (b). No.  □

If No, explain why.

18. Does the community involve itself in supervising what takes place in the preschool?
   (a). Yes. □
   (b). No. □

Explain your position.

19. Does your preschool have a parents’ day?
   (a). Yes. □
   (b). No. □

   If Yes, how would you rate their turn out in such meetings?
     a). Very Good □
     b). Good □
     c). Fair □

20. Does the community participate in the following activities of the preschool?
   (a). Planning
(b). Organisation  
(c). Coordination  
(d). Evaluation  
Explain each.

1. How has the community participated in the improvement of the environment in your preschool?

2. What role has the community played in the fostering of good relations between your preschool and the Primary School?

23. Do you use the Kenya Institute of Education policy guidelines on preschool education?
   (a). Yes.  
   (b). No.

24. What is the community perception of preschool Education? Explain.


26. Has the introduction of free Primary Education affected your preschool?
   (a). Yes.  
   (b). No.
   If Yes, explain.

27. In what ways can the management of preschools by the community be strengthened to meet anticipated objectives?
28. How was the community involved in your recruitment and selection to the preschool?

29. DO you have problems of drop out in your class(es)?
   (a). Yes. □
   (b). No. □

   If Yes, explain the causes

30. To what extent does the community control your activities in the preschool?
APPENDIX 4.

Pre School management Interview schedule for Pre-school Children Parents and Opinion leaders

Instructions:
The interviewer will read out the following questions to respondents who may not be able to react adequately to the instrument.

Where respondents can write their responses, they will fill independently.

1. Marital Status: Married ☐ Single ☐ Divorced ☐

2. What is your Occupation?

3. How many children of preschool going age do you have?
   - Boys: __________
   - Girls: __________
   - Those in school: __________
   - Those not in school: __________

4. Currently, the Government is offering free Primary Education; would you consider taking your children to these schools instead of preschools?
   - (a). Yes. ☐
   - (b). No. ☐

If Yes, explain your position.
3. What are some of the school expenses that you had to incur for your children in the last one year?

   a) Food Ksh. _____
   b) School Supplies (Books, Pencils etc) Ksh. _____
   c) Fees Ksh. _____
   d) Medical Ksh. _____
   e) Others (specify) Ksh. _____

6. What is the quality of preschool education in your preschool(s)?

   a) Very Good ☐
   b) Good ☐
   c) Average ☐
   d) Poor ☐
   e) Very Poor ☐

7. Does your preschool(s) have enough:

   a) Land for expansion
   b) Physical facilities
   c) Teachers
   d) Environmental factor (trees, hedges, etc.).

   Explain each

8. What role has community played towards acquiring materials and physical resources to the preschool(s)?
9. How often do parents visit the preschool(s) to acquaint themselves with the activities of the centres?

10. (a) Are there parents’ days in your preschool(s)?
   (a). Yes. □
   (b). No. □

If Yes, do you attend these meetings?
   (a). Yes. □
   (b). No. □

(b). What is the attendance during such meetings?
   a) Very Good □
   b) Good □
   c) Fair □
   d) Poor □
   e) Very Poor □

11. Do parents pay fees for their children regularly?
   (a). Yes. □
   (b). No. □

12. Does the preschool(s) organize for fund raising for development?
   (a). Yes. □
(b). No. □

If Yes, what is the response from the community?

a) Very Good □

b) Good □

c) Fair □

d) Poor □

e) Very Poor □

What has been the community’s priority area of expenditure in the preschool(s)?

Name them:

13. Does your preschool(s) have preschool management committee(s)?

(a). Yes. □

(b). No. □

14. To what extent have these preschool management committees involved themselves in the following activities of the preschool centres?

(a). Planning

(b). Organisation

(c). Coordinating

(d). Evaluation

15. How have the communities fostered schools – community relations in the preschool centres?

Explain.
16. Does your preschool have enough human resource personnel?
   (a). Yes. □
   (b). No. □

17. To what extent has the community involved itself in the recruitment and selection of personnel in the preschools?

18. Does the preschool(s) use the Kenya Institute of Education guidelines and syllabus?
   (a). Yes. □
   (b). No. □

19. To what extent has the community participated in the management of the curriculum and Instructions in the preschool?

20. Do teachers in the preschool(s) experience salary problem?
   (a). Yes. □
   (b). No. □

   If Yes, how has the community attempted to solve this?

21. Does your preschool provide the following services to the children?
   a) Medical services □
   b) Security services □
   c) Feeding programmes □
   d) Transport services □

22. How has the community participated in the provision of the service activities in preschools

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23. How does the community perceive preschool education?

24. What developments have been undertaken in your preschool(s) over the last three years? State them.

25. In what ways can the community strengthen the management of preschools to realize anticipated objectives?

26. What should the Government do to help communities in the management of preschool education centres?

27. How has the community participated to better preschool environments?

28. Which types of buildings are predominant in preschools?
   
   a) Permanent buildings  □
   
   b) Semi-permanent structures  □
   
   c) Others (specify)

29. Does the community supervise the activities in the preschool(s)?
   
   (a). Yes.  □
   
   (b). No.  □

   If Yes, explain.

30. To what has the community ensured the proper utilization of material and physical resources in preschool(s)?
APPENDIX 5.

Pre School Management Observation Schedule for the Researcher

Name of the School. ________________________________

Location of premises. ________________________________

Sponsor of the School. ________________________________

Enrolment: Boys: _______

Girls: _______

1. Is the preschool established:
   a) In a residential area? □
   b) Within existing Primary School? □
   c) Within a walking distance for all preschool pupils? □

2. Land utilization:
   a) Land size
   b) Spaces for: - Quiet play ____________
      Active play. ____________
      Self – expression. _______
   c) (i). Enclosed spaces
      (ii). Sheltered space
      (iii). An enclosed area for outdoor activities
   d) Do we have:
i. Games corner □

ii. Doll corner □

iii. Painting corner □

iv. Music corner □

v. Group activities corner □

vi. Dressing corner □

3. Physical facilities:

i. Do we have suitable walls for pictures or charts display? □

ii. Classrooms size _______ sq. metre per child

iii. Do we have storage space?

iv. Sanitary facilities

   No. of toilets for pupils □

   No. of toilets for staff □

v. Do we have an administration block (Offices)?

   ————————————————————

vi. Size of Kitchen _______ where lunch is provided.

vii. Do we have parking bays? _____________

viii. Is there a sand pit and see-saw? ___________

ix. Is there a soft play area? _____________

x. Do we have a circular space? ___________

   Size ___________ sq. per pupil.
4. Equipment:
   i). Are there cupboards and shelves, about 60 cm high? 
   ii). Are there small low tables? 
   iii). Do we have chairs? Give height 
   iv). Are there: Mats? 
        Charts? 
        Pictures? 
        Toys? 
   v). Do we have outdoor equipment? 
       - Permanently fixed savings? 
       - Logs? 
       - Large boxes? 
       - Tunnels made of drums and fixed horizontally or vertically. 

5. Environmental factors:
   The pre school should be within residential areas away from disruptive factors. It should have separate buildings and amenities from public and private ones.
   i). Do we have separate buildings and amenities for the Pre School? 
   ii). Are there flowers and hedges plated? 
   iii). Are paths defined? 
       Do they have an East – West orientation? 

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iv). Is the outdoor play space near the building s at 3 sq. metres per child?

6. Community or Religious Sponsored Pre School, who manages the preschool?

7. Public Pre Schools:

Does the school have a school committee?

(a). Yes. □

(b). No. □

8. Teachers:

i). What is the minimum qualification of the teachers? ________________

ii). Are they registered by Teachers Service Commission? ________________

iii). When were they registered? ________________________________
## APPENDIX 6.

### WORKING TIME TABLE.

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## APPENDIX 7:

### RESEARCH BUDGET

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