

**IMPLEMENTATION OF QUALITY SERVICES IN EARLY  
CHILDHOOD EDUCATIONAL INSTITUTIONS: A CASE OF  
NTIMARU DIVISION, KURIA EAST DISTRICT**

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## DECLARATION

This project is my original work and has not been presented for a degree in any other university.

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## **DEDICATION**

I dedicate this piece of my work to my dear wife Susan Mwera Rungu, my daughter Mercy Robi Rungu and my son Danstan Boke Rungu. They have continuously encouraged me to go on with my studies and have always welcomed my absence from home throughout the study. I appreciate their support, concern and the will to continue with the study.

God bless you abundantly.

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## ACRONYMS

CSN	-	Children with Special Needs
ECD	-	Early Childhood Development
GOK	-	Government of Kenya
MDG	-	Millennium Development Goals
CBO	-	Community Based Organizations
FBO	-	Family Based Organizations
DEO	-	District Education Officer
UNICEF	-	United Nations Children Education Funds
UNESCO	-	United Nation Educational Scientific and Cultural Organization
G.O.K	-	Government of Kenya
NACECE	-	National Center for Early Childhood Education.
DICECE	-	District Centers for Early Childhood Education.
AMREF	-	African Medical Research Foundation.
NGO	-	Non Governmental Organization.
CDA	-	Child Development Associate.
DMS	-	Director of Medical Services
DKIE	-	Director Kenya Institute of Education
DKISE	-	Director Kenya Institute of Special Education
DQAS	-	Director Quality Assurance and Standards
DBE	-	Director Basic Education
KIE	-	Kenya Institute of Education
EARS	-	Education Assessment and Resource Services.
DCS	-	Director Children's Services
ICT	-	Information Communication Technology
MOL	-	Ministry of Labour
MOHA	-	Ministry of Home Affairs
MOLG	-	Ministry of Local Government
NSSF	-	National Social Security Fund

## **ABSTRACT**

The primary purpose of this study was to establish the level of implementation of Early Childhood Development service Standards in 'Educational Institutions as outlined by the government of Kenya sessional paper No. 1 of 2005 on a policy framework on Education, Training and Research in Ntitaru Division of Kuria East district, Migori County. The policy framework developed service standard guidelines that will ensure that quality services are delivered efficiently and effectively at all times in Early Childhood Development Centers in Kenya. The guideline provides the required standards on establishment, registration, management and supervision of ECD services for effective implementation of ECD programs. This investigation was carried out with regards to achieving the following objectives: establishing and stating the early childhood Development service Standards as outlined by the policy framework; establishing the state of ECD institution at Ntitaru Division of Kuria East District in Terms of establishment, registration, management, supervision; assessing the effectiveness of the implementation of the ECD programs in those institutions and checking on the performance index of ECD institutions with regards to the levels of implementations. The sample comprised of 20 Head teachers, 40 ECD teachers, 40 parents and 60 pupils in the sampled schools. The research main instruments of data collection were questionnaire and oral interviews tagged on the established services to these institution. Collected data will be Analyzed using descriptive statistics. Findings were presented in form of cross tabulations and graphs. The findings guided in the making recommendations about the levels of implementation of such service standards in ECD institution within the division. Thus the study is anticipated to have theoretical and practical significance because it will point out the levels of quality standard in the division.

# CHAPTER ONE

## INTRODUCTION

This chapter presents background of the study, research questions, objectives significance of study, limitation and delimitations of the study, assumptions and theoretical frame work.

### 1.1 Background of the Study

Early childhood education centers developed as early as 1942 in Kenyan. Churches, parents and missionaries closely co-ordinated the running of this institutions. Organized pre-school for Africans started in the 1950's where various churches welfare organization and local communities were the main sponsors. This was in response to the quality education that was in large demand by then. In 1960s the Ministry of Housing and Social Services took the initiative of co-ordinating pre-school education as part of community development. Its main activities included; training of teachers, development of the ECD curriculum, development of teaching/ leaning materials and supervision of ECD institutions (Basic education bill, 2012).

With financial support form UNICEF, the Ministry established 5 national pre-school training centers (Gakuru, 1992). By 1984, there was approximately 405,000 children enrolled in 1973 pre-school institutions in Kenya (Gachie, 2003).

In record there were 2500 trained Teachers and 3700 untrained teacher to handle these children (MOEST, 2008).

In (1979) the Kenya's Sessional Paper No 7 of National social welfare policy on day care centers" the Ministry of Basic Education was charged with the responsibility of

organizing the pre-school Education programs in Kenya but the ownership and management of schools remains the responsibility of various sponsors. The government services included advisory services, registration, training of teachers, developing curriculum and supervision of teaching and learning. Subsequently the presidential circular No.1 of 1980 transferred to the Ministry of Education, the responsibility of pre-school sector as a gesture towards a formal policy in early childhood Education in Kenya (MOEST, 2008).

Nineteen ninety saw a significant expansion of NACECE and DICECE programs. GOK\World Bank funded ECD project was launched. In 1996, the GOK/world Bank ECD Project whose goal was holistic development of the children aged (0\_8) years was launched in collaboration with five NGO's namely Action Aid, Aga Khan Foundation, catholic Relief Services, care Kenya and AMREF (Ayot, 1990).

To date the Kenyan government has so far developed a guideline on early childhood development quality service standards. This is meant to guide on effective and efficient delivery of Education in both public and private ECD Institutions (Basic education bill, 2012). However, the implementation of these guidelines has been a problem due to many challenges these institutions are facing. So far very few of such institutions have attained full implementation of such services. Many have not especially at Ntimaru division of Kuria East District. It is in line with this that this matter is worth investigating, the extent of implementation of those services (ECD Guideline, 2006).

## **1.2 Statement of the Problem**

Ayot (1990) observes that although the Government developed the guidelines on the establishment, registration, management and supervision of early childhood development services, it has not been keen to check on how the same is being implemented in ECD institutions (Ayot, 1990). Such institutions have been neglected and largely left to the private sector. The research will point at the level of implementation of quality service standards in ECD institutions, establish the many challenges facing these institutions and suggest possible solutions.

### **1.2.1 Purpose of the Study**

The purpose of the study is to establish the level of implementation of the quality service standards in Early childhood Development institutions, establish the challenges facing these institutions and suggest possible solutions.

## **1.3 Objectives of the Study**

The study aims to achieve the following objectives:-

- i. To find out quality service standards as outlined in the ECD policy framework.
- ii. To determine the level of implementation of such quality service standards in ECD institutions at Ntimaru Division of Kuria East District.
- iii. To identify some of the factors which hinder the implementation of such services in ECD institutions.

## **1.4 Research Questions**

1. Has standards for quality services for pre-school aged children (4-5) years and those with special needs been attained?

2. What are the factors that influence the attainment of quality early childhood education at Ntimaru?
3. What are the possible solutions to the factors which hinder the implementation of quality service standard in ECD institutions?

### **1.5 Significance of Study**

With the completion of this study, the following will benefit as outline

- a. The policy makers- may form basis under which policies may be formulated to hasten the implementation process.
- b. Educational managers may establish and identify some of the factors that hinder the attainment of the full implementation of quality service standards in ECD institutions. This will lead them to changing in management styles for effective and efficient delivery.
- c. The outcome of the research will replenish the data bank on ECD for future use.

### **1.6 Limitations of Study**

Schools to be studied will be sampled. Headteachers, teachers and pupils are culturally ingrained to some believes and may not give correct information. Pupils in ECD institutions are also very young to give correct information.

#### **1.6.1 Delimitations of Study**

1. Only schools within same climatic conditions will be studied.
2. Only fifteen ECD institutions will be considered for the study in the District.

## **1.7 Assumptions**

- i. All respondents will be co-operative and provide reliable responses.
- ii. All ECD institutions are exposed to same climatic conditions and face same challenges in this region like:
  - Lack of skilled man power
  - Lack of enough support from the government
  - Lack of enough teaching/learning resources.
  - Lack of funds
- iii. All the managers and ECD teachers selected for study face same working conditions.
- iv. Both private and public ECD institutions face same challenges in this region.

## **1.8 Theoretical Framework.**

The study adopted Erikson's Theory which states that individuals move through developmental stages as they face problems or crises throughout their lives. Erikson (1902-1994) who is a psychosocialist believed that how individuals respond to the demands of the society at different stages of life affects development and acquisition of skills and abilities to become contributing members of the societies (Berk, 1996). Erikson focused his attention to children's behavior. According to him, interpersonal relationships reveal the core of a person's make up or personality (Maier, 1978). Based on specific behaviours, Erickson placed a child at a certain stage or level of development according to the description of that level and the match between the child's behavior and the level of development. When a child successfully solves, conflict at earlier stage, he/she moves to the next stage. Achievement at each stage is dependent on learning and development at prior level.



Erikson identified four stages for early childhood development.

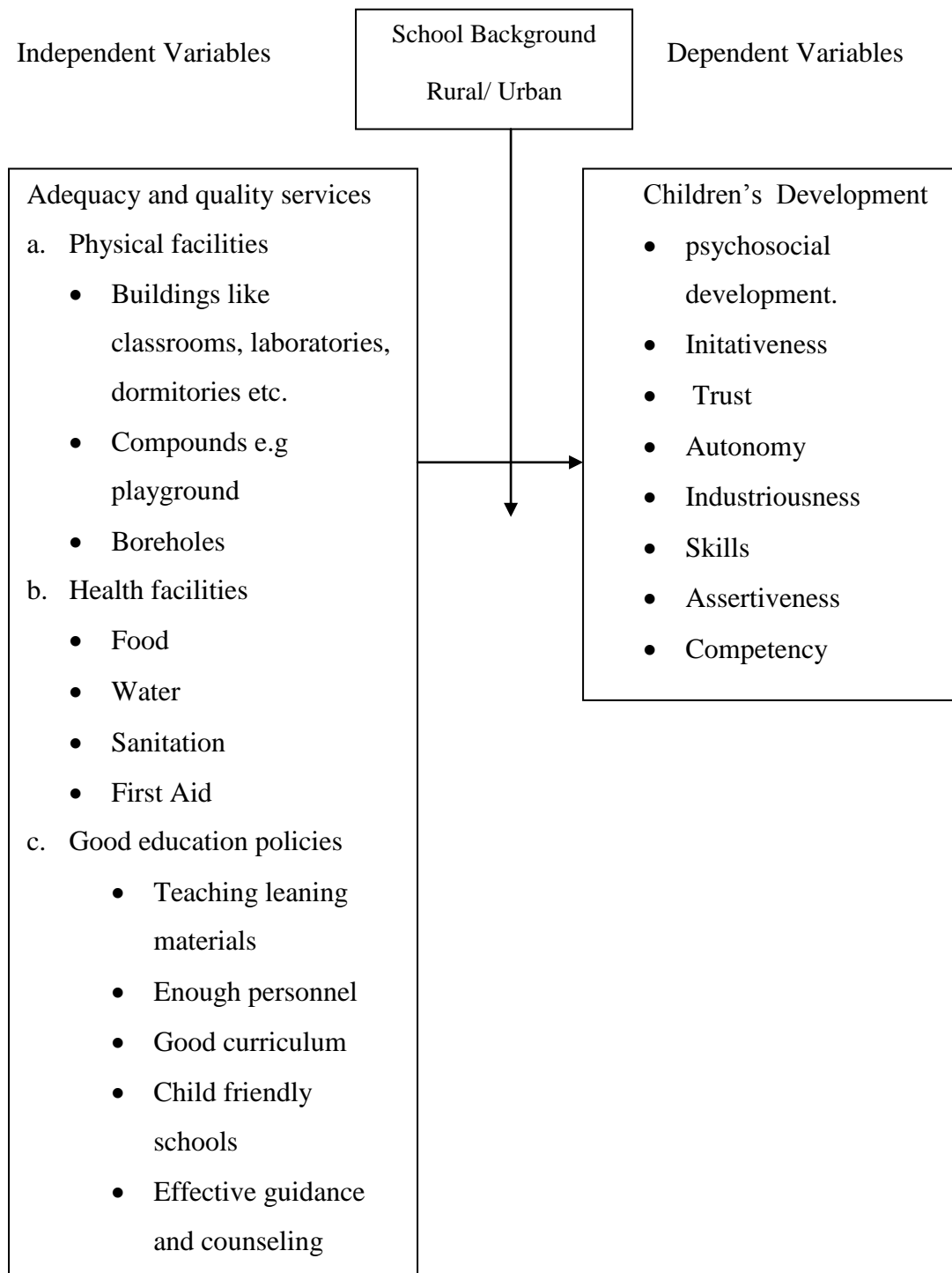
- (i) Basic trust versus basic mistrust (Birth – 17 months). The infant must form a loving, trusting relationship with caregiver or develop a sense of mistrust.
- (ii) Autonomy versus shame/doubt (18 months – 3 years). The child's energies are directed towards the development of physical skills, including walking grasping and sphincter control.
- (iii) Initiative versus guilt (3-6) years. The child continues to become more assertive and to take more initiative but may be too forceful, leading to guilt feelings.
- (iv) Industry versus inferiority (6-12) years. The child must deal with demand to learn new skills or risk a sense of inferiority, failure and incompetence.

Understanding of the four stages of childhood development will assist in nurturing the psychosocial growth of children in ECD institutions. Because educational environment in which they learn contain factors that influence the behavior of these children. Following proposals made by Erickson, a theoretical basis will be advanced for the investigation of educational institutions service standards.

### **1.8.1 Conceptual Framework of the Study**

Better development of children at an early age means provision of quality education. This is possible if services are standardized in both Private and Public ECD Institutions. Development of children acts as dependent variable which depends on the quality services provided in the school. These services are determined by physical facilities, human resource, teaching and learning resources within the institution. They have to be of good quality and in good state to enhance development. As a result they act as independent variables.

**Figure 1.1 Conceptual Framework of the Study**



## 1.9 Operational Definition of Terms

- **Curriculum-** A predefined series of learning events designed to meet a specific goal, such as certifying in a particular area or achieving required job skills and knowledge.
- **Class-**Schedule learning event that can take place at a centralized location or in a virtual environment.
- **Validity-**Degree to which result obtained from the analysis of the data actually represents the phenomenon under study.
- **Reliability-**Measure of the degree to which a research instrument yield consistent result or data after repeated trials.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The researcher shall attempt to research on 4 key areas so as to establish the level of implementation of quality service standards in early childhood institutions. The areas shall be:

- a) Establish quality service standards as outlined in ECD policy framework.
- b) Establish level of implementation of such quality service standards at Ntimaru division of Kuria East District.
- c) Establish some of the factors which hinder the implementation of such services in ECD institution.
- d) Establish possible solutions to the factors which hinder implementation of such services in ECD institution.

#### **2.2 Historical Background of ECD Quality Service Standards**

Basic education refers to a kind of knowledge and skills which form the basis or foundation upon which further knowledge or skills can be developed. It should foster every aspect of human development.

In ancient civilization both Plato (427 – 347) BC and Aristotle (384-322) BC appeared to appreciate the importance of early childhood education. They valued the development of the mind and the body.

Early in medieval times, children were seen as “Miniature adults” (Evans E.D 1975), they received little attention and were expected to grow up quickly. Later Humanists Educators advocated for basic education for children (Gordon and Browne, 1993).

In East Africa early childhood education was not in focus till 1974 when there was a recommendation to establish a Basic Education Resource Center (BERC) sponsored by UNICEF. It was established at Kenyatta University College in Nairobi and was to be used as a forum for the exchange of ideas and experiences on basic education throughout East Africa.

However, developmental philosophy of early childhood education has it that teachers establish Goals before planning programs. Suggested goals for the young children are stated in terms of developmental task (Corsaro, W 2005). Goals are achieved through careful planning and arranging centers in which the child can learn as he uses the materials and equipment on a self-selected basis. Routine activities are organized in a way that leaves room for individual development (Bowlby, 1988).

The government of the republic of Kenya has demonstrated its commitment to the well being of the young children by signing various global policy frameworks e.g. united nations. Convention on the rights of children (1989), the 1990 jomtien world conference on EFA, the 2000 world.

Education forum, Dakar Senegal and the 2000 Millennium development goals (MDGs) These forums underscored the importance of ECD and identified challenges facing ECD sector (MOEST, 2008).

To address these challenges the GOK has developed a sessional paper No1 of 2005 on a policy framework for education, training and research which recommends the development of comprehensive ECD policy framework and service standard guidelines.

The service standard guidelines operationalizes to National ECD policy framework and the children Act (2001) by providing specific standard guidelines, which will ensure that all ECD service provider including parent, communities, CBO, FBOs and government ministries, universities and private sector provide quality accessible and equitable ECD services for young children. Strict adherence to the guidelines by all ECD service providers is expected to guarantee the survival, care and holistic development of children (ECD Guideline, 2006).

For purpose of these guidelines, an ECD child is:

- (i) A human being from conception to eight years.
- (ii) Every child shall have a right to life; survival and development
- (iii) Right to parental care, name and nationality, registration at birth, non discrimination, protection from all forms of abuse, education, privacy, leisure and recreation shelter, proper and adequate nutrition, health care and parental spiritual guidance.

In all actions concerning children whether undertaken by public or private social welfare institutions, court of law, administrative authority or legislative bodies, the best interest of the child shall be a primary consideration (ECD Guidelines, 2006).

### 2.3 Service Standards for ECD Institutions.

In education children shall be grouped as follows as given in ECD Service Standard Guideline, 2006.

Age (Years)	½-2	3	4	5	6	7	8
Group	Play group	Baby class	Pre Primary I	Pre primary II	STD 1	STD II	STD III

The following are services for the holistic development of ECD children:

#### Very young children (0-3 years)

- a) Protection from physical danger.
- b) Adequate nutrition and health care.
- c) Appropriate immunizations.
- d) An adult with whom to form an attachment.
- e) An adult who can understand and respond to their signals.
- f) Things to look at, touch, hear, smell, taste.
- g) Opportunities to explore their world.
- h) Appropriate language stimulation.
- i) Support in acquiring new motor, language and thinking skills
- j) A chance to develop some independence.
- k) Help in learning how to control their own behavior.
- l) Opportunities to begin to learn to care for themselves.
- m) Daily opportunities to play with a variety of objects.

### **Pre-school Aged Children (4-5 years)**

All of the above, plus:

- a) Opportunities to develop fine motor skills.
- b) Encouragement of language through talking, being read to, singing.
- c) Activities that will develop a sense of mastery.
- d) Opportunities to learn co-operation, helping, sharing.
- e) Experimentation with pre-writing and pre-reading skills.
- f) Hands-on exploration for learning through action.
- g) Opportunities for taking responsibility and making choices.
- h) Encouragement to develop self-control, cooperation and persistence in completing projects.
- i) Support for their sense of self worth.
- j) Opportunities for self-expression.
- k) Encouragement of creativity.

### **Children in the Lower Primary School (6-8 years)**

All of the above, plus;

- a) Support in acquiring additional motor, language and thinking skills.
- b) Additional opportunities to develop independence.
- c) Opportunities to become self-reliant in personal care.
- d) Opportunities to develop a wide variety of skills.
- e) Support for further development of language through talking, reading, singing.
- f) Activities that will further develop a sense of mastery of a variety of skills and concepts.
- g) Opportunities to learn cooperation and to help others.



- h) Hands on manipulation of objects that support learning.
- i) Support in the development of self-control and persistence in completing projects.
- j) Support for their pride in their accomplishments.
- k) Motivation for the reinforcement of academic achievement.

### **Children with Special Needs (CSN)**

All of the above, plus;

- a) Access to rehabilitation services such as counseling, physiotherapy, sign language within the ECD centers and those outside.
- b) Equipment and materials that are adaptive to suit the needs of special needs children as recommended in the disability act, 2003.
- c) Indoor and outdoor facilities that are adapted to suit the needs of special needs child.
- d) ECD facilities which are friendly to the special needs child.
- e) ECD centers designed to conform to the provisions in the disability act 2003.
- f) Curriculum that suits the needs of the special needs child.

## **2.4 Standards for Quality and Inclusive ECD Services**

- **Standards for Quality services for children with special needs**
  - a. DKIE, DMS, DKISE shall ensure that screening tools for early identification of children with disabilities are developed and distributed for use.
  - b. DQAS shall ensure training of personnel working with children with special needs on use of screening tools for identification of children with special needs.
  - c. DQAS shall ensure that the children with special needs are given the appropriate intervention as early as possible.

- d. DBE, DMS, DQAS, parents and community shall ensure provision of a conducive environment (both physical and human) to ensure optimum growth and development of children with special needs.
- e. The government of Kenya (GOK) through MOE shall ensure that there are adequate learning institutions and facilities for children with severe disabilities.
- f. DBE and DQAS shall facilitate development of programs for training and retraining of all ECD providers and personnel in SNE.
- g. DQAS and Director of sports shall ensure that CSN have access to recreational facilities and equal access to sporting activities within and outside ECD programs.
- h. KIE-NACECE, National Children's Council, EARS shall involve parents, service providers and ECD personnel in decision-making planning, delivery and assessment of children with special needs in ECD centers.
- i. DBE, DQAS, DCS, commissioner for social services and provincial administration shall provide funds for awareness creation and inclusion of all children with special needs.
- j. DQAS shall ensure that teachers and other staff in ECD center's where there are children with special needs maintain individualized education program for purpose of monitoring the progress of individual child with special needs.
- k. Staff in ECD center's where there are children with special needs shall establish and maintain relationships with families, service providers, policy makers and CBOs to meet the needs of children with special needs.
- l. ECD centers shall have at least one teacher aide to assist children with special needs.

- m. The GOK through DTE shall support parents, communities, and civil societies to ensure production of cheap/affordable assistive aids and devices and make them accessible to the children with special needs throughout the country.
- n. DBE shall undertake to promote expanded use of ICT as a tool for effective learning, management, research and training in ECDE institutions.
- o. MOF shall provide funding to MOE for provision of ICT to institutions dealing with special needs education.
- p. DPM shall ensure that persons with special needs who have relevant qualifications and education shall be given first priority while hiring staff in special needs institutions, since they will act as role models.

## **2.5 Standards for Establishment and Registration of ECD centers**

### **1. Registration**

- a. All institutions offering early childhood services (ECDE, ECD, ECDC, children's homes, day care centers, etc) must be duly registered with the relevant government authorities.
- b. NFE centers offering services for children 8 years and below shall be registered by MOE.
- c. No registration shall be done for boarding ECD centers for children of 8 years and below.

### **2. Re-registration**

Application for re-registration will be required when:

- (i) Providing an additional class.
- (ii) Introducing a new curriculum or course other than the one originally registered for.

- (iii) Transferring the school to a new site.
- (iv) Re-opening a school that has been closed.
- (v) Changing ownership or management of the school.
- (vi) Name of the institution changes

### **3. ECD Centers**

- a. There shall be no boarding ECDE centers except in cases of children's homes and special needs schools.
- b. There shall be an adequately trained health teacher (trained in CIMCI) in each ECD center.
- c. The minimum acreage for an ECDE center compound shall be:
  - i. Urban area – 0.125 acre
  - ii. Rural high density- 0.25 acre
  - iii. Rural low density – 0.5 acre

**NB: Urban slums could be less than 0.125 acre provided they meet basic conditions of sanitation and health.**

### **4. Classroom**

- a. The standard size of an ECD classroom shall be 8 x 6 meters to accommodate a maximum of 25 children. It shall be well ventilated and well lit. It should have proper roofing, windows, doors and flooring (provision of mats where necessary) to protect children from harsh weather.
- b. Children size chairs and tables should be provided.
- c. Classrooms shall be accessible for use by children with special needs, and shall have ramps, rails and lower door handles.
- d. A teacher's chair, table and cupboard shall be available in the ECD classroom.

## **5. Toilets/Latrines**

- a. An ECD center shall have toilets/ latrine for boys, girls and teachers, (Toilet-child ratio = 1:25), specially designed for young children.
- b. There shall be toilet for children with special needs.
- c. One toilet shall not be less than 6 meters or 20 feet deep and shall be 15 meters (50 feet) away from borehole.
- d. Pit latrines shall not be less than 6 meters or 20 feet deep and shall be 15 meters (50 feet) away from borehole.

## **6. Water**

ECD center/ institution shall provide safe drinking water to be used in the kitchen, for play activities, drinking and washing hands.

## **7. Play and Learning equipment**

The play and learning equipment shall be age and developmentally appropriate (child size, brightly coloured), adequate, safe and securely fixed to protect children from injury. The materials shall be serviced and maintained once in a term.

## **8. Outdoor play space**

- a. Outdoor play area must be large enough for the number of children in the center to play and run around safely.
- b. Surface of outdoor play area shall be free of sharp objects, harmful plants and discarded materials and equipment's. The compound should be regularly cleared and maintained.
- c. The playground and materials should be adapted for children with special needs.

- d. The compound shall be fenced off and have lockable gate of the security of the children.
- e. A compost pit shall be provided and located at furthest corner of the compound and shall be enclosed for the safety of children.
- f. Where water body is in the compound i.e. swimming pools or bore holes they shall be fenced off and have lockable gate for security of children.

### **9. Feeding program**

- a. ECDE center's shall provide children with a snack preferably enriched porridge at break time. Where the center is full day, in addition to the snack, lunch comprising balanced diet shall be provided. (Half day: 8.00a.m -12 noon, full day: 8.00a.m – 3.00p.m).
- b. The cook and food handlers must have a valid medical certificate from a recognized Government hospital (according to MOH regulations). Cover their hair and put on an apron/uniform.

### **10. Safety and protection of ECD children**

- i. Every ECD center shall have a list of emergency contacts readily available to the staff. It should include telephone numbers of: parent/guardian, fire service department, clinic/hospital and police department.
- ii. Every ECD center shall have fire-fighting equipment readily available e.g. fire extinguishers, buckets full of sand, blankets or water.
- iii. Every ECD center shall have a first aid kit with safe drugs. Only teachers trained on first aid shall administer drugs in the first Aid Kit. No other

medicines shall be administered to children apart from what is contained in the kit.

- iv. All medicines shall be kept out of children's reach.
- v. The ECD center shall be fenced, have a lockable gate and there shall be no footpath across the centers.
- vi. Children shall be escorted to and from the ECD center by an adult, older sibling 12 years and above.
- vii. Parents and teachers shall ensure and adhere to the scheduled arrival and departure times. However, if the parent is not able to collect the child on time, a teacher shall be left to take care of the child until the parent arrives. If the parent does not come the teacher shall try to contact the parent on phone.
- viii. Parents shall provide the photographs, names and identification documents of the persons who shall collect/ pick the child and nobody else shall be allowed to pick the child and nobody else shall be allowed to pick the child from the center. The parent/ guardian shall inform the school/center in case of changes.
- ix. Where transport is provided, the school bus shall have adequate and comfortable seats fitted with child appropriate safety belts for each child.
- x. No open vehicle shall be used to transport ECD children. Windows of school transport vehicle shall be fixed above child level.
- xi. Vehicle shall be comprehensively insured and regularly serviced and maintained as per manufacture's guide.
- xii. The driver and assistant must have certificate of good conduct.
- xiii. The assistant must sit with the children to man the door, escort and ensure children cross the road safely.

- xiv. The telephone numbers of the parents and the school shall be displayed inside the bus.
- xv. The bus shall display on the outside the name, address and telephone number of the ECD center/ school.
- xvi. The school bus or any other vehicle used of school transport shall not exceed speed limit of 60km/hr.
- xvii. The vehicle shall not expose the children to any pornographic material either verbal, audio- visual or print media.
- xviii. For all school/ECD center trips/visits, parents shall give consent and bus shall conform to transport regulations for children. Some parents shall accompany the children.
- xix. Any visit outside the country, shall require approval of the District Children's Officer, DEO, DC and parents consents with attached signatures. The applicants shall attach name of all the children, passport numbers, places and date of visit and particulars of accompanying parents and teachers and also the proved information on telephone, name and place of proposed accommodation and duration of stay.
- xx. There shall be clear explanation of purpose and reasons for the trip and how what is desired cannot be attained in a local trip.
- xxi. Where parents are driving there must be a waiting place supervised by an adult. Driving speed inside the center shall be a maximum of 5 km/hr.
- xxii. Anybody driving a vehicle to take or pick/ collect a child from the ECD center shall be above 18 years and have a valid driving license and must not abuse alcohol.



- xxiii. Where the ECD center has electricity, all the sockets shall be blocked to protect the children from electric shock. No electric cables shall be left loose.
- xxiv. In case of sickness or serious accidents in the ECD center, the teacher shall contact the parent/guardian immediately. The center shall make arrangements with the nearest health facility to provide emergency health care. Details of the arrangement shall be communicated to the parent.
- xxv. A center shall be required to close when there is a threat of outbreak of an epidemic through the advice of a health facility.
- xxvi. A child who contracts or is suspected to have contracted a contagious disease (e.g. mumps, measles, chickenpox, ringworms and tuberculosis) shall be expected to stay at home until medical care is given.
- xxvii. Caregiver or teacher who contracts a contagious disease shall stay at home until certified healthy by a medical practitioner.
- xxviii. When a caregiver/teacher is sick/ill an alternative arrangement must be made to provide care for the children.
- xxix. If a teacher/caregiver has been sick for a long time or has a disease that may endanger children, the contract shall be terminated in accordance to existing labour laws.
- xxx. Children shall be trained not to touch anybody else's blood, share cutting objects or use any sharp objects.
- xxxi. Children shall be trained not to accept food items such as soda, sweets or any gift from anybody without the parent's or teacher's permission.
- xxxii. There shall be no smoking drinking alcohol or use of any illicit drugs in the ECD center.

xxxiii. No corporal punishment, emotional/ psychological abuse shall be applied to children in the center.

xxxiv. Strangers, idlers, drug peddlers shall not be allowed in the vicinity of the ECD center compound and environs.

## **11. Teacher/Child Ratio**

a. The teacher-child ratio in ECDE centers/lower primary shall be as indicated below:

- (i) Below 2 years – 1:4
- (ii) 2-3 years-1:10
- (iii) 3-4 years-1:15
- (iv) 4-5 years – 1:25
- (v) 5-6 years-1:30
- (vi) 6-8 years- 1:40

An assistant teacher shall be required for each of the above groups.

b. Teacher : child ratio for ECD special needs children:

- (i) Autism: 1:1
- (ii) Deaf blind: 1:1
- (iii) Cerebral palsy: 1:1
- (iv) Severely/multiple disabilities: 1:1
- (v) Visually impaired: 1:15
- (vi) Physically handicapped: 1:15
- (vii) Mild mental disability: 1:10
- (viii) Deaf: 1:12

## **2.6 Standards for ECD Service Providers**

### **1. The ECD teachers/caregivers**

- a. Shall be above 18 years
- b. Shall possess at least a certificate in ECD offered by the government or other institutions authorized by the government.
- c. Shall be registered by the Teachers Service Commission.
- d. Shall be a person who has genuine concern for the well-being of young children.
- e. Shall use development progress assessment tool and primary school readiness assessment tool to monitor the progress of individual child and for transition to Standard 1, respectively.
- f. Shall be a person with good communication skills to children, parents and other members of society.
- g. Shall be of sound mind and must have valid medical records renewable annually, both professional and support staff.
- h. Shall possess a certificate of good conduct and should not have a criminal record.
- i. Shall dress decently and be a good role model to the young children.
- j. Shall respect the culture of people in her/his working environment.
- k. Caregivers and other adults shall appreciate that children are born with an inherent ability to learn hence they should be provided with an opportunity to do so at all times and in all situations.
- l. Untrained ECDE teachers should only act as teacher assistants and should have undergone the five-week ECD short-course.
- m. The government shall undertake to remunerate at least two teachers in every public ECDE center.

- n. The government shall develop and regularly review a scheme of service for ECDE teachers.
- o. The government, through the relevant ministry, shall co-ordinate the training of ECD personnel.

## **II. The Head Teacher**

- a. Minimum academic qualification shall be KCSE D+ or equivalent.
- b. Professional qualification: - Relevant pre-school certificate, preferably diploma in ECDE.
- c. Shall be in charge of day today running of the institution.

## **III. The manager**

- a. Shall be appointed by the minister for education.
- b. Minimum academic qualification of KCSE D+ or equivalent. In cases where the manager is not a qualified teacher, a qualified teacher should be hired to oversee day to day running of the center.
- c. Shall be a professionally trained teacher (minimum ECD certificate).
- d. Where the owner is not a professionally trained teacher; she/he should hire a manager who is a professionally trained teacher.

## **IV. Support staff and other caregivers**

The ECD center/teacher training institution management shall:

- a. Carry out orientation of all newly employed staff focusing on procedures, rules and regulations of the institution, including these service standard guidelines.
- b. Avail to the employee all relevant documents including children Act No.8 of 2001, public health Act Cap. 242, public code of ethics and other codes of conducts as per relevant ministries.

- c. Develop terms and conditions of service that stipulate the behavior expected of the employees, the role and disciplinary action to be taken in case of misconduct. These should comply with the laid down relevant code of regulations including labour regulations.
- d. State the benefits of the teachers/caregivers, e.g. remittance of deductions to NSSF, cooperatives, unions, etc.
- e. Shall strictly follow regulations from Ministry of Labour (MOL) on temporary and permanent employment of staff.
- f. The employee shall be expected to read, understand and sign these regulations upon employment.

## **2.7 Standards for ECD Curriculum and Pedagogy**

### **(i) ECD center curriculum**

- a. ECD children shall not be subjected to written examinations and interviews for the purpose of admission to class one.
- b. Only the approved ECD syllabus shall be used in ECD centers.
- c. Primary I & II syllabuses shall not be used in ECD centers in the country.
- d. Learning in ECD shall be holistic in nature.
- e. Child centered teaching/learning methodology shall be used in ECD centers
- f. ECD curriculum shall inculcate basic life skills among the children.
- g. There shall be half day (8.00 a.m. to 12 noon) and full day (8.00 a.m. to 3 p.m.) programs for children in ECD centers. In full day program children shall be given adequate time to rest in the afternoon.
- h. There shall be no holiday tuition for ECD children.
- i. I ECD children shall be grouped according to age, interest and ability for learning purposes.

- j. Learning in ECD centers shall be activity based hence no subjects will be taught in ECD centers.
- k. Learning in ECD centers shall be activity based hence no subject will be taught in ECD centers. Shall be through play.
- l. ECD teachers/caregivers shall develop supportive learning environment.
- m. ECD teachers/caregivers shall be creative and develop strategies and support the learning of every individual child.
- n. ECD teachers/caregivers shall provide appropriate and adequate learning materials.
- o. ECD children shall be given opportunities to manipulate learning materials.
- p. ECD teachers/caregivers shall assess individual child's development and progress.
- q. The language of the catchment area shall be used in all ECD centers with gradual introduction of other languages.
- r. ECD teachers/parents shall give children opportunities for free choice activities and rest.
- s. KIE-NACECE shall develop the curriculum/syllabus to be used in all ECD centers in Kenya.
- t. KIE-NACECE in collaboration with DQAS shall approve any other ECD curriculum to be used in ECD centers in the country.

**(ii) Other curricula**

- a. KIE-NACECE shall develop curricula for training parents, communities, ECD management committees and education field officers.
- b. Exam shall be administered by Kenya national examination council (KNEC). Certification shall be done by KNEC.

- c. KIE-NACECE shall develop programs and conduct short courses on childcare for house helpers and other child minders.

**(iii) Language of instruction and communication**

The language of catchment area (mother tongue) shall be used in all ECD centers for communication and instruction, with gradual introduction of English and Kiswahili.

**(iv) Methodology**

- a. Methodology to be used in ECD centers shall be child-centered emphasizing play, participatory, thematic, use of concrete manipulative materials, early stimulation, holistic learning and adapted for children with special needs.
- b. Primary 1 & 2 syllabuses shall not be used in ECD centers because the children are not developmentally ready for these syllabuses.

**(v) Admission and Enrolment in ECD centers**

- a. All children shall be eligible for admission to Standard 1 after their sixth birthday, or if their birthday falls within the first semester (January to March).
- b. No interviews shall be conducted for purpose of admission to class one/ primary school.
- c. Head teacher shall use the child immunization cards/ birth certificates for enrolment of ECD children.
- d. Entry into Standard 1 shall be done using the KIE assessment tools.

## **2.8 Standards to ensure Effective Partnership and Networking**

- Partnership with families and communities of physical facilities, provision of play and learning materials, establishment and learning materials, establishment and sustainability of feeding programs and GMP (Growth Monitoring Promotion).
- The parents and local communities through the ECD management committee shall manage ECD programs at the grassroots level.
- Bi-lateral and multi-lateral partners shall mobilize partner's resources preferably to a common pool, advocate for ECD issues provide funding, technical and material support, build the capacity of ECD personnel and strengthen linkages and collaborations.
- Universities shall link with relevant ministries, institutions and private sector for identification of ECD areas in need of research.

### **Policy enforcement**

- a. The national council for children's services shall be the overall body to coordinate the implementation of ECD policy.
- b. The national council for children's services shall appoint a national committee on ECD to oversee the implementation of ECD policy as per section 34 of children's Act (2001) whose membership shall include: Director Basic Education, Director Medical Services, Director Children's Services, Commissioner Social Services, Director Department Of Sports, Director Kenya Institute Of Education, Director Quality Assurance And Standards Representative Of Private Sector, 3 FBOs And NGO Council.



- c. The government, through the MOHA and MOLG, shall ensure that there are no children of tender ages living in the streets.
- d. Area advisory council shall oversee implementation of the policy at district level and may appoint other committees to assist it such as at zonal level to include DICECE officer, social development assistants, CORPS and voluntary children's officers.
- e. The MOE in collaboration with other line ministries and FECD states holders shall establish an ECD network, which will enhance sharing of ideas and experiences and maximize resource utilization.
- f. The ministry of health shall provide maternal and childcare health services advocacy and primary health care services to families and local communities.
- g. The state law office, MOHA and office of the president shall provide legal services, promote child protection create awareness on children rights and provide alternative care approaches.
- h. The ministry of gender, sports, culture and social services shall promote traditional cultural values and practices that promote healthy growth and development of children shall establish and promote community initiatives and advocate for children issues at community level.
- i. The ministry of planning and national development shall mobilize local and international resources to support ECD programs, ensure sufficient budgetary allocation for ECD, maintain the necessary data on ECD policy formulation and form planning purposes.
- j. The ministry of finance shall allocate funds to the ministries for ECD related activities. This ministry will also provide guidance in the creation of alternative funding.

- k. The ministry of local government shall support the ECD program in their areas by giving finances to be used to buy furniture and equipment for the ECD center's pay for the salaries and the training of pre-school teachers.
- l. The ministry of water and irrigation shall provide safe and clean drinking water for the ECD centers and families and shall also build capacity in water management and conservation at community level.
- m. Office of the president shall provide security, advocate for ECD issues and register births. This ministry shall work in collaboration with the ministry of agriculture to also ensure food security in the country.
- n. The ministry of Agriculture shall provide technical services to communities on food production and ensure food security.

### **Summary**

Early childhood education development to date does face many challenges. The education is still a young profession, with many ideas to be tested and evaluated. Its growth has mainly been due to crises (Nicola, 2003). The plight of women workers who needed a safe place to leave their children stimulated initial programs during the industrial revolution. The economic depression of 1930s and World War II led to major expansion (Wyness, 2006) colonization of African states had its own effect on expansion of early childhood education where Churches pulled out of schools and Governments took over. In some real sense, whether man will survive and thrive on this planet depends upon the development of the full constructive potentials of all children (Paley, 2004)

Thus, early childhood education becomes a relevant and vital movement with which to be associated if one wishes to help solve significant problems (Stern, 1985). This can only be achieved if all ECD institutions are able to provide Quality Education.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research design, locale, target population, data collection procedure and administrative instruments.

#### **3.2 Research Design**

In this study the researcher will use descriptive survey design to investigate the quality service standards. The researcher will summarize, present and interpret information for purpose of clarification (Corsaro, 2005). Orodho, 2002 states that survey research deals with incidence, distribution and interrelation of educational variables. A survey design is used in collecting data by interviewing or administering a questionnaire to a sample of individuals. The choice of the survey research design is based on the fact that the variables in the study cannot be actively manipulated.

#### **3.3 Locale**

The research will be done in Ntitaru Division of Kuria East District Migori County. It will focus on fifteen ECD Institutions ten of which will be Public and Five Private schools. The ten Public schools will be include four urban, three in the outskirts of the town and other three in deep rural set up. For the Private three will be urban and two in the rural. The District has a good Agricultural potential with rainfall throughout the year. All the schools face same climatic conditions.

### **3.4 Target Population**

The researcher will target the following in gathering information.

- i. Fifteen head teachers of ECD institution.
- ii. Fifteen pre-school teachers teaching in the ECD institutions targeted.
- iii. Three pupils from each of the targeted schools
- iv. At least a parent to each of the pre-school identified.

### **3.5 Sample and Sampling Procedure**

The sample selected will include 15 Head teachers, 15 preschool teachers, 2 pupils from each of the targeted institutions. The sample will include both men and women respondents. A random sampling will be used to select the pre-school institution. Two will be used in piloting stage.

### **3.6 Research Instruments**

The researcher will use questionnaires to gather information from those groups who know how to read and write. Interviews will also be conveniently used to capture information from pre-school children and their parents who do not know how to read and write about the quality and standards of services provided to pre-school education. Most responses will be based on honesty and this will not capture the anonymity of the person.

### **3.7 Validity of Instruments**

Simple words are used in the instruments and the questions developed are very direct. Piloting will be carried out to help the research identified items which are ambiguous.

### **3.8 Reliability of the Instruments**

Test- Retest technique will be used to test the reliability of the instruments. Scientific methods should be used to compare the result correlations e.g. spearman's rank order correlation.

### **3.9 Data Collection Procedure**

Data will be gathered by both interviews and filling the questionnaires. It will be analyzed through descriptive statistics. The data will be coded and analyzed in the computer. The analysis will be carried out using frequency distribution tables. Researcher will personally participate in the collecting of data.

#### **3.9.1 Data Analysis**

Data will be analyzed through descriptive statistics. The data will be coded and analyzed in the computer. The analysis will be carried out using frequency distribution tables. Researcher will personally participate in the collecting of data.

#### **3.9.2 Administrative Documents**

The researcher will seek permission from relevant authorities i.e. Ministry of Education, university and the administration of the specific schools to be involved in the research. Other logistics will be pursued and the researcher looks forward to closely consult with the relevant organs/ stakeholders throughout the research period.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter presents the findings on the assessment of quality standards of ECD institutions of Ntimaru division Kuria East District. The findings are presented following research questions to headteachers, teachers, parents and ECD pupils. The chapter is presented in the following subtitles: respondents demographic information levels of quality services standards of ECD institution at Ntimaru division and strategies to improve the standards.

#### 4.2 Demographic Information of Respondents.

The study involved sixty respondents as shown in table 4.1

**Table 4.1 Respondents Category**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Pupils	18	30%
Teachers	15	25%
Headteachers	15	25%
Parents	9	15%
AEO	3	5%
<b>Total</b>	<b>60</b>	<b>100</b>

Table 4.1 points out that majority 18(30%) of the respondents were pupils. Teachers and headteachers are equal in the study 15(25%) for each while A.E.O in the area of study were 3 and all were involved in the study, forming 5% of the study sample. The

researchers purposively used are education officer (A.E.Os) in the study because they are involved in the supervision of ECD institutions. 9 (nine) parents were involved in the research and constituted 15% of the sample. In addition respondents were also investigated on their gender as indicated in table 4.2

**Table 4.2 Respondents Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	42	70%
Female	18	30%
<b>Total</b>	<b>60</b>	<b>100</b>

Table 4.2 indicates that majority, 42(70%) of the respondents engaged in the study were males. Females mainly were teachers of ECD institutions. This indicates that majority of the personnel involved in ECD institution of Ntimaru Division Kuria East district were males. The high number of females involved in ECD teachers who attributed to their motherly and care nature. They constituted 18 (30%).

The respondents were further investigated on whether they had any training in early childhood education that is teachers, headteachers and parents. Their response was captured in figure 4.1.

Figure 4.1 indicates that majority of the personnel (52%) of the respondents involved in the ECD institutions have had training in early childhood education. The study went in for individuals with skills in ECD education for reliability and credibility of the data sought. It was discovered that 48% of respondents were still undergoing the training or had not been trained at all.

#### **4.3 Age of Teachers, Headteachers and Parents**

The researcher sought information about the age of the above named respondents. Data from the field were analyzed and the findings are as shown in table 4.3.



**Table 4.3 Age of Teachers, Headteachers and Parents**

<b>Category</b>	<b>Headteachers</b>	<b>%</b>	<b>Teachers</b>	<b>%</b>	<b>Parents</b>	<b>%</b>
25 years and below	0	0	5	33.3	1	11.1
26-34	2	13.3	7	46.7	5	55.5
35-44	8	53.3	3	20	3	33.3
45-54	4	26.7	0	0	0	0
55 and above	1	6.7	0	0	0	0
<b>Total</b>	<b>15</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>9</b>	<b>100</b>

Table 4.3 shows that majority of the headteachers 8(53.3%) are aged between (35-44) years only 1 (6.7%). Headteachers were aged above 55 years. This shows that most of the ECD institutions in this area are headed by young people. This was prompted by the fact that most of these institutions are newly established prompting new appointment of young headteachers. Concerning teachers, the above table shows that majority of teachers 7(46.7%) are aged between (26-34) years and are female. None is aged 45 years and above. The study concluded that majority of teachers are young ladies who have been undergone training in ECD education but have not been absorbed by the government. All are paid by school management committees and this has necessitated high rate of turnovers.

Majority of parents 5(55.6%) were aged between (26-34) years a sign showing that early marriage takes place in area of Kuria East District.

#### 4.4 Age of Pupils

The study sought to establish the age of the ECD children in this institution. The age of the children was deemed important to the study because it would show the duration of the pupil in school, entry behaviour and also point out to the dropout rates in this area.

Data on the same was collected and analyzed and the findings are shown in table 4.4.

**Table 4.4 Age of ECD pupils**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
0-3 years	4	22.2
4-5 years	12	66.7
6 and above	2	11.1
<b>Total</b>	<b>18</b>	<b>100</b>

The table 4.4 shows that majority 12(66.7%) of the ECD children this area are aged between (4-5) years. Many of them go to school at the right age according to the government policies. This also points out to the literacy levels of parents who seek chances for their children in this institution that is average. Few joined when they were underage.

#### 4.5 Level of Education of Headteachers, Teachers and Parents

The researcher sought to find out the level of education of headteachers, teachers and parents of ECD institutions.

The findings are outlined in the table 4.5 below.

**Table 4.5 Level of education of headteachers, teachers and parents**

<b>Level</b>	<b>Headteacher</b>	<b>%</b>	<b>Teachers</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
MED	1	6.7	0	0	1	11.1
BED	2	13.3	0	0	1	11.1
Diploma	5	33.3	2	13.3	0	0
Certificate	7	46.7	13	86.7	5	55.6
Missing	0	0	0	0	2	0
<b>Total</b>	<b>15</b>		<b>15</b>		<b>9</b>	

The table 4.5 shows that majority 7(46.7%) of headteachers hold certificate course and no one is missing a certificate at any level. Concerning teachers, most 13(86.7%) hold a certificate is then training. No one has MED or BED. Parents were well distributed in the table. Majority 5(55.6%) researched hold a certificate while those with MED and BED still educate their children at local areas. Two parents are those who never went to school at all and hold no academic paper.

#### **4.5.1 Family Status of the Pupils**

A follow up questions on the pupil's family status gave the following findings in table 4.6

**Table 4.6 Family Status of Pupils**

<b>Students family status</b>	<b>Frequency</b>	<b>Percentage</b>
Total orphaned	2	11.1
Single parents	2	11.1
Partially orphaned	4	22.2
Missing parents	0	0
Both parents there	10	55.6
<b>Total</b>	<b>18</b>	<b>100</b>

#### **4.6 Status of ECD Curriculum Implementation**

In a bid to establish the status of the implementation of ECD curriculum, the respondents were asked to give information on the availability, conditions and utilization of the teaching/learning resources. They were therefore required to rate present ECD curriculum facilities in their respective schools in terms of level of adequacy. In response, figure 4.2 presents the findings.

From the figure 4.2 majority 7(46.7%) of schools have inadequate teaching and learning resources. Equally many schools have very inadequate 4(26.7%) resources while those with very adequate 1(6.7%) are few. From this finding it implies that status of facilities in ECD institution is wanting. For equality service to be attained in these institutions teaching and learning facilities should be addressed.

#### **4.7 School Related Factors**

To determine the school factors that affect quality service standards of ECD institution in Ntitaru Division of Kuria East District. Views were sought from the school headteachers, teachers and pupils. The variables examined were as follows.

##### **4.7.1 Identified School Related Factors**

Parents were asked to identify school related factors influencing quality service standards within the institutions. Factors identified in order of priority are presented in table 4.7

**Table 4.7 Factors affecting quality service stand in ECD institutions**

<b>Factors</b>	<b>Frequency</b>	<b>Percentage</b>
Inadequate facilities	10	43
Understaffing	8	29
Lack of motivation of teachers	3	11
Harsh school environment	2	9
Lack of government support	1	2
Poor leadership	1	5
Conflict among teachers	0	1
	<b>25</b>	<b>100</b>

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter presents a summary of the research findings, conditions to the study, recommendations and suggestions for further study.

#### **5.2 Summary**

The purpose of this study was to investigate the level of implementation of quality service standard in ECD institution of Ntimaru Division Kura East District. The study had three research objectives which were formulated to guide the study. Research objects number one sought to establish quality service standards as outlined in the ECD policy framework. Research objective number two aimed at determining the level of implementation of such quality service standards in ECD institutions at Ntimrau Divison of Kuria East District.

Research objective number three aimed at establishing some of the factors which hinder the implementation of such services standards in these institutions.

The study employed the survey research design. The population in this study was drawn from ECD institution in Ntimaru Davison Migori County which were 15 institutions. Out of the fifteen institutions, ten (10) will be public and five (5) will be private. The public institution will include four (4) urban, three in the outskirts of the town and the other three were in deep rural set up for private institution there were urban and two were in the rural. Target population were 15 headteachers of ECD

institution, 15 preschool teachers teaching in the ECD institutions three pupils from each of the targeted school and at least a parent from each of the preschool.

The study used questionnaires and interview for data collection while data was analyzed using qualitative and quantities objective.

### **5.3 Summary of the major findings against the study objective.**

#### **5.3.1 Quality service standard as outlined in the ECD policy framework**

The finding revealed that the government of Kenya has a clear outlined policy framework based on ECD institutions. The policy has standards for quality and inclusive ECD services. These services categorizes children in age brackets, those with special needs. There are standard for establishment and registration of ECD centres. In this area the focus is on physical facilities curriculum, teaching and learning material, water and sanitation, feeding program, safety and protection of ECD children, teacher-child ratio. The policy is to be enforced by national council of children's services with the help of MOHA and MOLG. The two shall ensure that no children of tender ages are living in the streets. Area advisory council shall oversee implementation of the policy at sub county level.

#### **5.3.2 Level of implementation of quality service standards in ECD institutions at Ntimaru Division of Kuria East Sub County.**

Data collected revealed the unavailability, conditions and utilization of teaching learning resources in this area. As provided in figure 4.2 level of adequacy on ECD curriculum resources the high frequency percentage is on inadequate resource (46.7%). Curriculum implementation is poor due to poor teacher qualification and performance, low teacher students ratio, unavailability of physical facilities,

inadequate teaching and learning resources and poor supervision of the implementation process. It was also revealed that the shortage of qualified teachers, use of inappropriate teaching methods and high turnover of teachers in ECD institution has contributed to poor implementation of quality service standards at Ntimaru division of Kuria east subcounty.

The findings also revealed poor or lack government supervision in this region. The ECD teachers are employed buy parents. Government officials dealing with education have completely no role in foreseeing the implementation of the ECD curriculum. The parents who employ these teachers are completely ignorant of the service standards and carried no role of supervising the implementation.

### **5.3.3 Factors that hinder the implementation of quality service standards in ECD institutions**

The findings revealed that there were issues and challenges that were experienced in the implementation of quality service standards in ECD institution at Ntimaru division. Some of the challenges the study identified are:-

- Lack of uniform approach in curriculum implementation.
- Bureaucracy in school management locks parents out.
- Co-operation opportunities not utilized
- Parents view school affairs as exclusively belonging to teachers and education officials.
- Inadequate teaching and learning resources
- Unmotivated teaching and learning members.
- Inadequate physical facilities



- Inadequate teachers
- High rate of teacher turnovers
- Lack of knowledge and skills by management
- High illiteracy level of parents
- Lack of employment on permanent basis by the government
- Lack of clear supervision of curriculum implementation.

#### **5.4 Conclusion of the study**

The conclusion arising from the findings of the study sought to establish level of implementation of quality service standards in Early Childhood Educational Institutions at Ntitaru Division Kuria East Sub-County were summarized as follows.

The level of implementation of quality service standards in ECD institution affect the performance at ECD levels where monitoring and evaluation of quality service is done, the performance is high compared to where there is no clear policy on supervision of ECD curriculum at Ntitaru division. From headteachers and teachers responses, it can be concluded that few know the quality services required in ECD institution. Parents completely have no idea. It is also concluded that teachers are trained but not employed by the government. This has exposed them to varying salaries making them have low morale. In this region, one teacher handle pre-unit pupils, nursery and baby classes.

It can also be concluded that other socio-cultural factors such as early marriages, HIV/AIDS, herding activities and stigmatization had contributed to poor implementation of quality service standards.

## **5.5 Recommendation**

Based on the findings the research recommends;-

- Government to fund pre-school adequately to enable school management to provide enough teaching and learning resources.
- Government to establish a system to supervise and monitor the implementation of ECD curriculum continuously and give feedback to administration of quality service standards.
- Manual guiding on quality service standards should be availed to all ECD institution for reference.
- All headteachers and teachers should be in-serviced regularly on management of ECD institution so as to provide necessary support and other stakeholders of ECD institutions on quality services.
- Curriculum at this level should be made modest, simple and interesting so as to be implemented most efficiently.
- Government to employ ECD teachers. This will motivate and harmonize salary paid to these ECD teachers.
- Gender should be considered when employing ECD teachers.
- At Ntamaru division all the teachers at this level are females.

## **5.6 Suggestions for Further Research**

In an effort to fill up existing gaps more gaps emerged that need to be filled.

Therefore the researcher makes the following recommendations for further research.

- A similar study should be carried out in other parts of the country for purpose of comparing.

- A study on the effect of headteachers management style in implementation of quality service standards.
- Further study should be carried out on challenges facing pre-school pupils.
- Other research is needed to identify other factors that may influence the implementation of quality service standards.
- A study on the factors affecting the management of public ECD institutions. This is because the study revealed poor management of these institutions.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE TO PUPILS, TEACHERS AND HEADTEACHERS

Please respond to all items as they apply to you. Note use a tick (v) where necessary

#### Part A

#### DEMOGRAPHIC INFORMATION

1. Name of your school.....  
.....
  
2. Indicate category of your school  
Public       
Private       
Others specify .....
  
3. State your gender  
Male                          Female
  
4. How old are you .....years?
  
5. Is your school boarding or day?  
Boarding     Day
  
6. How long have been in the station?.....years

**Part B QUESTIONNAIRES TO HEADTEACHERS**

**LEVEL OF IMPLEMENTATION OF QUALITY OF SERVICE STANDARDS**

1. Is your school registered by the ministry of education?  
Yes        [ ]                      No            [ ]
  
2. What is the total number of pre-school children in your school? .....
  
3. What is the total number of preschool teachers within the school?.....
  
4. Does the school have a strategic plan through which it operates?  
Yes        [ ]                      No        [ ]
  
5. How many pupils are there in school with special Needs?.....
  
6. What language do Teachers use when teaching the pupils?  
English            [ ]      Kiswahili        [ ]      Vernacular        [ ]  
The three above    [ ]
  
7. (a) Do pupils feed in school?  
Yes        [ ]                      No        [ ]  
b) If yes, what type of food do they feed?.....  
.....
  
8. Does the school have department of guidance and counseling?  
Yes        [ ]                      No        [ ]
  
9. Does the school have equipment and materials that are adaptive to suit needs of children?.....
  
10. How many pupils are there in
  - i. Baby class?.....
  - ii. Nursery?.....
  - iii. Pre-unit?.....

11. Are pupils given hands on activity?  
 Yes [ ] No [ ]
12. Has there been any cases of discrimination of pupils in the last 1 year?  
 How many?.....
13. How many pupils are totally orphaned?.....
14. How many Teachers handle Teaching at pre-unit section?.....
15. How many times does the pupils go physical education lessons?.....
16. Do you have any cases of pupils dropping out from pre-school section?  
 Yes [ ] No [ ]
17. If some have dropped, approximately how many for the last two years?.....
18. Do parents of preschool children pay fees?  
 Yes [ ] No [ ]
19. If they pay, how much? Ksh.....

**Part C QUESTIONS TO TEACHERS**

1. Do you give pupils chance to express themselves?  
 Yes [ ] No [ ]
2. Do you make use of syllabus in Teaching?.....
3. Who pays your salary?  
 GOK [ ] Parent [ ] Others specify.....
4. What is your highest academic qualification?  
 (i) KAPE/K.P.E/CPE/KCPE.....



- (ii) KFSE.....
- (iii)EACE/KCE/KCSE.....
- (iv)KACE.....
- (v) First Degree/ Second degree.....
- (vi)Any Other (specify).....

5. What is your highest professional qualification?

- (i) Untrained.....
- (ii) P4.....
- (iii) P3 .....
- (iv) P2 .....
- (v) P1 .....
- (vi) S1 .....
- (vii) ATS.....
- (viii) Diploma.....
- (ix) Graduate.....
- (x) Any other (specify).....

6. How many times have you been in serviced or did go for any training on teaching?.....

7. Do you prepare schemes of work and pupils record of work?

Yes [ ] No [ ]

8. How many times have you been supervised in actual classroom teaching for the last one year?.....

9. Do you think you are performing your responsibilities as a curriculum implementer satisfactorily?

Yes [ ] No [ ]

10. (b) If “NO” give reasons

(i) .....

(ii) .....

(iii) .....

11. How often does Head teacher/HOD examine your schemes of work, lesson plan, lesson notes teaching documents and pupils record of work.

(i) None [ ]

(ii) Once a week [ ]

(iii) Once a month [ ]

(iv) Once a term [ ]

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

12. (a) Do you encounter any problems from the lack of physical facilities and teaching/learning materials?

Yes [ ] No [ ]

(b) If “yes” state the problem .....

.....

## **APPENDIX II: INTRODUCTORY LETTER**

**KENYATTA UNIVERSITY  
DEPARTMENT OF EDUCATIONAL  
MANAGEMENT POLICY AND  
CURRICULUM STUDIES  
P.O.BOX 43844  
NAIROBI**

10<sup>th</sup> February 2013

Dear Respondent

**RE: IMPREMENTATION OF EQUALITY SERVICE STANDARDS IN  
EARLY CHILDHOOD EDUCATIONAL INSTITUTIONS IN KURIA EAST  
DISTRICT.**

I am a master's student at Kenyatta University pursuing a MED in Educational Administration. I am conducting a research on the above topic.

I kindly request you to participate in this study by responding to all items in the attached questionnaire.

All information and responses you will give, will be treated with outmost confidentiality and will be used for purpose of this study. Do not write your name on the questionnaire or any other form of identification. You will not be identified or mentioned in any report.

I appreciate your acceptance and thanks in advance.

Yours sincerely

**BOKE RUNGU THOMAS**

### APPENDIX III

#### BUDGET ESTIMATES FOR THE PROPOSAL

<b>ITEMS</b>	<b>(AMOUNT (KSHS))</b>
Stationeries	12,500
Travelling expenses	11,000
Communication	4,500
Typesetting and printing	16,250
Binding	3,800
Internet Access	6,500
External Backup storage(Flash disk)	4,000
Miscellaneous	2,500
<b>TOTAL</b>	<b>61,050</b>

## APPENDIX IV

### WORK PLAN

<b>ACTIVITY</b>	<b>DATES</b>
Project development	Dec 2012 – Oct 2013
Project presentation and correction by Supervisor	Early Nov 2013
Presentation of project to department	Mid Nov 2013
Revision of proposal and presentation to Graduate school	Mid Nov 2013
Collection of Data	Early Dec 2013
Data editing and coding	Early Jan 2014
Data analysis	Mid Jan 2014
Report writing	Mid Feb 2014
Report submission	Mid March 2014