

**INVESTIGATION OF PROBLEMS
INHIBITING ACCESS TO EFFECTIVE
PARTICIPATION IN PRE-SCHOOL
EDUCATION OF CENTRAL DIVISION IN
EMBU DISTRICT (KENYA).**

**BY:
MUGOH, CAROLINE N.
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DECLARATION

This project report is my original work and has not been presented for any of the study programmes in any other university.


Mugoh 24.08.05

Signature

MUGOH, CAROLINE N.

Name

This project report has been submitted for examination with my approval as the university supervisor.


Signature

24.8.05

Dr. J.A. SHIUNDU

Name of the Supervisor

DEDICATION

This work is dedicated to my entire members of my family who have been so understanding and inspirational throughout my study period.

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The cooperation given by the District Education Officers, school managers, teachers, parents, and pupils of schools visited is sincerely acknowledged.

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ACRONYMS ✓

1. AIDS - Acquired Immune deficiency syndrome
2. AMREF - Africa Medical Research Foundation
3. ASAL - Arid and Semi Arid Lands
4. BVLF - Bernard Van Leer Foundation
5. D.E.B - District Education Board
6. DEO - District Education Officer
7. DICECE - District Center for Early childhood Education
8. ECD - Early Childhood Development
9. ECCE - Early Childhood care and education
10. ECE - Early Childhood Education
11. GOK - Government of Kenya
12. K.I.E - Kenya Institute of education
13. NACECE - National Center for Early Childhood Education
14. N.G.O. - Non-Governmental Organization
15. T.I.E - Tanzania Institute of education
16. UNESCO - United Nations Educational Scientific and Cultural Organization.
17. UNICEF - United Nations Children's Education fund
18. U.N.P.A.C - Uganda First National Plan of Action on Children.

ABSTRACT ✓

The Central problem of this study was that despite the critical role of pre-school Education in holistic development of the children, there are problems inhibiting access to participation in pre-school education, most government documents in Kenya are silent on key issues such as terms of service for pre-school teachers, linkages between various players in ECD and modalities of partnership among others. Problems facing ECE have not been adequately investigated and understood. In the light of the above, the purpose of this study was to investigate the problems facing pre-school education in Central Division, Embu District.

The researcher found pre-school curriculum and programmes in place, investigated the academic qualifications of teachers, policies in place on pupils entry age and pre-school registration, facilities and material – resources available and the role played by the society in provision of pre-school education in the Central Division Embu District.

Using simple random sampling fifteen pre-schools approved by the DEB were sampled from different categories of preschools in the division (Pre-school Centers approved by D.E.B – Public, private organizations and private commercial) with a total enrolment of approximately 300 pupils, 15 pre-school teachers where simple random sampling was used to sample one teacher from each of the schools in the study, 15 head teachers or school managers where one head teacher or manager represented each of the sampled school. Thirty parents were interviewed, two parents from each of the sampled schools; the district education officer, the officer in charge of statistics and free primary education programmes. The officer in charge of Early Childhood Education in the district were interviewed. These three officers were picked using the non-random sampling technique since they were the only ones.

Data collection instruments used were questionnaires for teachers, interview schedules for the head teachers or school managers, for parents and for the officers from the districts education office. Observation schedules were also used to collect information on the pupils.

Data collected were organized systematically using descriptive statistics and the researcher analyzed the data for evaluation of problems encountered in access to effective participation in pre-school education in central division of Embu District. Recommendations were derived from the findings and conclusions in the study.

The study was anticipated to have theoretical and practical significance. The study has contributed to advancement of knowledge on ECD in Kenya and may lead to improvement of strategies for the implementation of ECE curriculum; it may guide policy makers in identifying priority areas in allocation and distribution of funds and other essential resources for education development. The study findings may enlighten curriculum developers and teacher trainers on areas that need improvement.

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CHAPTER 1.0 INTRODUCTION

This chapter gives a description of the problem from a historical perspective. It gives a historical background of the development of pre-school education in Kenya. The chapter consists of the background of the study, statement of the problem, purpose and objective of the study, Research questions, and significance of the study, limitations, and theoretical framework of the study and operational definition of terms are also included in this chapter.

1.1 Background to the Study

Early childhood care and Education (ECCE) Institutions in Kenya are known by a wide range of terms which include day care centers, nursery schools, kindergartens, pre-schools and so on. The history of Early Childhood Education (E.C.E) in Kenya goes back to the time of the Second World War when the first pre-school in form of day care centers for both European and Asian children were established to serve the expatriate working mothers. The first recorded pre-school was erected in Nairobi in 1942. Later in the 1950s Pre-schools (day care centers) that catered for African Children started in the African Locations in urban areas, tea and sugarcane plantations and later in the emerging villages during the MAUMAU. Organized Pre-Schools for Africans started in the late 1950s just before independence. Various churches, Welfare organizations and local communities sponsored these pre-schools. This was partly in response to the demand for quality education, which had intensified at that time.

The initial, direct government involvement in early childhood education was in the 1960s when the ministries of home affairs and health were charged with the responsibility of inspecting pre-schools to ensure children's health and safety. By 1966, the ministry of

housing and social services (later cultural and social services) took the initiative and became responsible for the co-ordination of pre-school education as part of community development.

The main activities of the pre-school education programme included the training of teachers, development of teaching materials and supervision. With financial support from U.N.I.C.E.F the ministry established five national pre-school teacher – training centers. By 1981, there were approximately 377,947 children enrolled in about 7,614 pre-schools. There were 2000 trained and about 5000 untrained teachers to handle these children. There was therefore a high shortage of trained pre-school teachers.

The ministry of education started showing interest in pre-school education as early as 1970. With financial support from Bernard Van Leer foundation, the Ministry set up a pre-school project at Kenya Institute of Education (K.I.E) and effected experimental research in five pilot districts namely Nairobi, Muranga, Kiambu, Kilifi and Keiyo Marakwet. The main objectives of the project were to study the ways and means of improving the quality of pre-school education and devise strategies upon which effective participation in pre-school education by local authorities and communities would be enhanced. The project also involved training of pre-school teachers.

In the Kenya's Sessional Paper No. 7 "National social Welfare Policy on day care centers" the Ministry of basic education was charged with the responsibility of organizing the pre-school education programme in Kenya but the ownership and management of schools remained the responsibility of various sponsors. The responsibility included advisory services to the sponsors in the organization and management of pre-schools, professional advice to pre-school teachers, registration and training of teachers, curriculum development and supervision of teaching and learning.

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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. In 1982, a seminar was held in Malindi and the most significant outcome of this seminar included the establishment of the National Centre for Early Childhood Education (N.A.C.E.C.E), establishment of pre-school education section in the Ministry of education and the formulation of clear policies to guide pre-school education in Kenya, the Government Policy on E.C.E includes guidelines governing the establishment and registration of pre-schools and the training of personnel. Some of the highlights of this policy were:-

- Establishing of a two-year district based teacher training and certification by the ministry of education.
- Pre-school education to all children of three to six years.
- Establishment of District Centers for early Childhood Development (E.C.D), for example, a bachelor's degree at Kenyatta University.

The 1990s saw a significant expansion in the NACECE/DICECE Programmes. The most notable experiences included the launching of G.O.K/World Bank funded ECD Project and the alternative and complementary approaches launched by UNICEF. In 1996, the GOK/World Bank ECD Project whose goal is holistic development of children aged 0-8 years was launched in collaboration with six NGOs namely Care Kenya, Action Aid, Aga Khan Foundation, Catholic Relief Services and AMREF – Kenya. African Housing Fund was also included but pulled out in 1999. NACECE played a big role in the development of a degree course in early childhood, which was started at Kenyatta University in 1997.

The BVLFF has facilitated all National Seminars and Conferences which have guided policy and implementation issues of the ECD programme in the country beginning with the 1982



Malindi National Seminar which saw the birth of NACECE/DICECE and 1987 Jadini seminar on implications on policy and practice. The ECD Regional conference in 2002 was also funded by BVLf and it is hoped that the relationship between the G.O.K and BVLf will continue to grow from strength to strength to benefit children in this region and the rest of the world. By end of 1991, there were 14,645 children enrolled in 325 pre-school centers in Embu District under the care of 411 teachers. Out of these, 187 teachers were untrained. Currently Central division, Embu District has 67 ECD centers. Out of these, 38 centers are approved by the D.E.B while 29 centers are not approved by the D.E.D. This is a clear indication that there are a lot of irregularities in the way pre-school Education is handled in the Division.

1.2 Statement of the Problem

Despite the rationale of pre-school education in Kenya, there are problems and irregularities in the implementation of the pre-school curriculum. Such as, lack of clear-cut policies on ECD as most government documents are silent on key issues such as, terms of service for pre-school teachers, modalities of partnerships, establishment and registration of ECD institutions, linkages between various players and ECD programmes for 0-3 year olds. The researcher was concerned with these irregularities and problems. The purpose of this study was to address these problems and irregularities.

1.3 Purpose of the Study

In view of the mentioned issues, the purpose of this study was to investigate the magnitude of these problems.

Specifically the study addressed:

- Problems facing pre-school pupils.
- Pre-school teachers' performance.

- Stakeholders' participation in pre-school education.
- Role of field officers in management and provision of materials.
- Role of community in provision of pre-school education.
- Factors inhibiting effective participation by NGOs.

1.4 Objectives of the Study

The study proposed to achieve the following objectives:

- To find out the community's role in the provision of pre-school education.
- To identify problems facing teachers in pre-school education.
- To identify academic qualifications of pre-school teachers and its effect on pre-school education.
- To identify the problems facing the sponsors and ministry of education in participation in pre-school education.
- To identify factors inhibiting effective participation by N.G.Os in the provision, of pre-school education.
- To evaluate the status of facilities for teaching and learning in the pre-schools.

1.5 Research Questions

- What role does the local community play in provision, of pre-school education?
- What problems do the pre-school teachers of Central Division, Embu District face while implementing the pre-school curriculum?
- What are the academic qualifications of the teachers working in the pre-schools under study? Do they have any scheme of service?
- What problems do the Ministry of Education, Science and Technology and the sponsors face in their participation in the pre-school education in Central Division Embu District?

- What is the quality and quantity of facilities and teaching learning resources available in the pre-schools in Central Division?

1.6 Significance of the Study

The findings of the study have both theoretical and practical implications for the future. Theoretically, the study has contributed to the advancement of knowledge about early childhood education. It has also highlighted factors that influence pupils' participation in early childhood education (ECE), Cognitive and social activities (Orodho.2004).

The study also has had practical significance because it may lead to improvement of Early Childhood Curriculum by identifying the strengths and constraints in the implementation process. The study is of immediate benefit to the ministry of education science and Technology in the formulation of future early childhood education policies and in identifying priority areas in allocation and distribution of funds for education development.

The findings of this study have enlightened curriculum developers on the achievements of objectives outlined for the early childhood education and implementation of early childhood education curricular, pre-school teacher training and other key areas in early childhood education in the country. Finally, the study has formed a basis on which other researchers can develop their studies.

1.7 Limitations of the Study

The following are the limitations of the proposed study.

- There was no related local literature comparing different categories of pre-schools in the region.

- The study was confined to nursery schools drawn from Central Division of Embu District, Eastern Province, Kenya. Thus findings cannot be adequate to generalize beyond nursery schools in Embu District.
- The study only considered problems inhibiting access to participation in pre-school education but was not able to go deeper and come up with workable solutions in each case.
- It was not possible to cover opinions of all people in the sampled schools because tracing them required considerable time, resources and other logistics.

1.8 Assumptions of the Study

- The researcher assumed that there was a near parity in access to pre-school education by both boys and girls who have attained the entry age (3-6 years)
- All pre-schools kept up to date professional records that were used to verify the quality of professional work going on in the schools.
- All nursery schools in the sample studied were experiencing some problems.

1.9 Theoretical Framework

Theoretical framework is made up of a theory or a set of theories, which form both the background and guide to the investigation in question. A theory is a reasoned statement or proposition, which attempts to explain and predict a general characteristic of a phenomenon.

The importance of a theoretical framework is to bring order, unity and simplicity to what is being investigated and the theoretical background and its knowledge will help in clarifying the statement of the problem. Ideally the theoretical framework of a particular research or study is the supporting mechanism, which is developed from a theory or combination of

theories. The theoretical framework, developed from suitable theory or theories would give tentative answers or explanations to particular research question or problem.

A nursery school child is in the pre-operational stage or the early childhood stage between 3 and 6 years of age. The pre-operational stage of mental development identified from piagets studies is characterized by two stages namely; pre-conceptual stage (2-4 years) and intuitive stage (4-7 years) (Ngaroga 1996)

▪ **Pre-operational Stage (2-7 years)**

Piaget considers a pre-school child to be in the pre-operational stage of development, in this stage, a child's ability to use symbols is very dominant. In his intellectual make-up, his progress in the use of language enables him to attach new meaning to objects in his surrounding (Benaars, 1994).

The child can use symbols, cans and can judge on the basis of appearance but cannot perform mental operations such as reversibility.

A child can be able to imitate what he has observed, for example, from parents, meaning they can symbolically remember behavior observed in a model. A child is egocentric and thinks that people sees things the way he sees them, a child's attention is centered on one detail of an event and cannot see variations of the same thing (Ingule 1996). Piaget believed that pre-operational stage could be divided into two sub stages namely:

• **Pre-Conceptual Sub Stage (2-4 Years)**

This is a stage where symbolic play is very pronounced children begin to symbolize their environment and develop the ability to internalize objects and events. During this stage, children's reasoning process is limited to two kinds of reasoning, that is, syncretism and

transductive. Syncretic reasoning refers to the methods by which criteria to sort and classify objects. A pre-conceptual child may classify plates together because they are plates but may also classify a red book with a plate because they are both red. This may occur in part because a child's conceptual understanding is not fully developed.

Transductive reasoning involves correct identification of cause and effect relationships that link two specific events that occur close together. Transductive reasoning can lead to animistic thinking, which is the belief that inanimate objects are alive (Orodho 2004).

- **Intuitive Thought Sub Stage (4-7 Years)**

This is a period when a child has more complex thought and his egocentrism is less because of interacting with others and seeing their point of view (Ingule 1996). He does not talk too much to himself and to objects as before but he cannot cope with such complexities as cause and effects, space, time and velocity. They are unable to reverse situations. Children at this stage have a problem of keeping in mind more than one relationship at a time. Most children in pre-school fall in the pre-operational stage although due to individual differences some will still be in the sensory motor stage while others have progressed to the concrete operational stage. It is education of children in this stage this study is concerned about.

A nursery school teacher can help children (2-4 years old) in their mental growth by:-

- Providing materials for play and opportunities for acting stories, singing and doing things as they talk.
- Providing drawing materials since children at this stage like drawing to represent objects and events and also their creativity
- Answering their questions as best as they can.
- Encouraging pupils to be heard and to express their feeling

- Correcting the child's speeches.
- Children in the intuitive stage (4-6yrs) can be helped to grow mentally by:-

Allowing pupils to carry out activities, experimenting by themselves so that they can develop their reasoning and concept of conservation.

- Use simple experiments to demonstrate cause and effect relationships
- Emphasis classification and ordering to develop concepts
- Make use of stories to catch pupils interest

1.10 Conceptual Framework

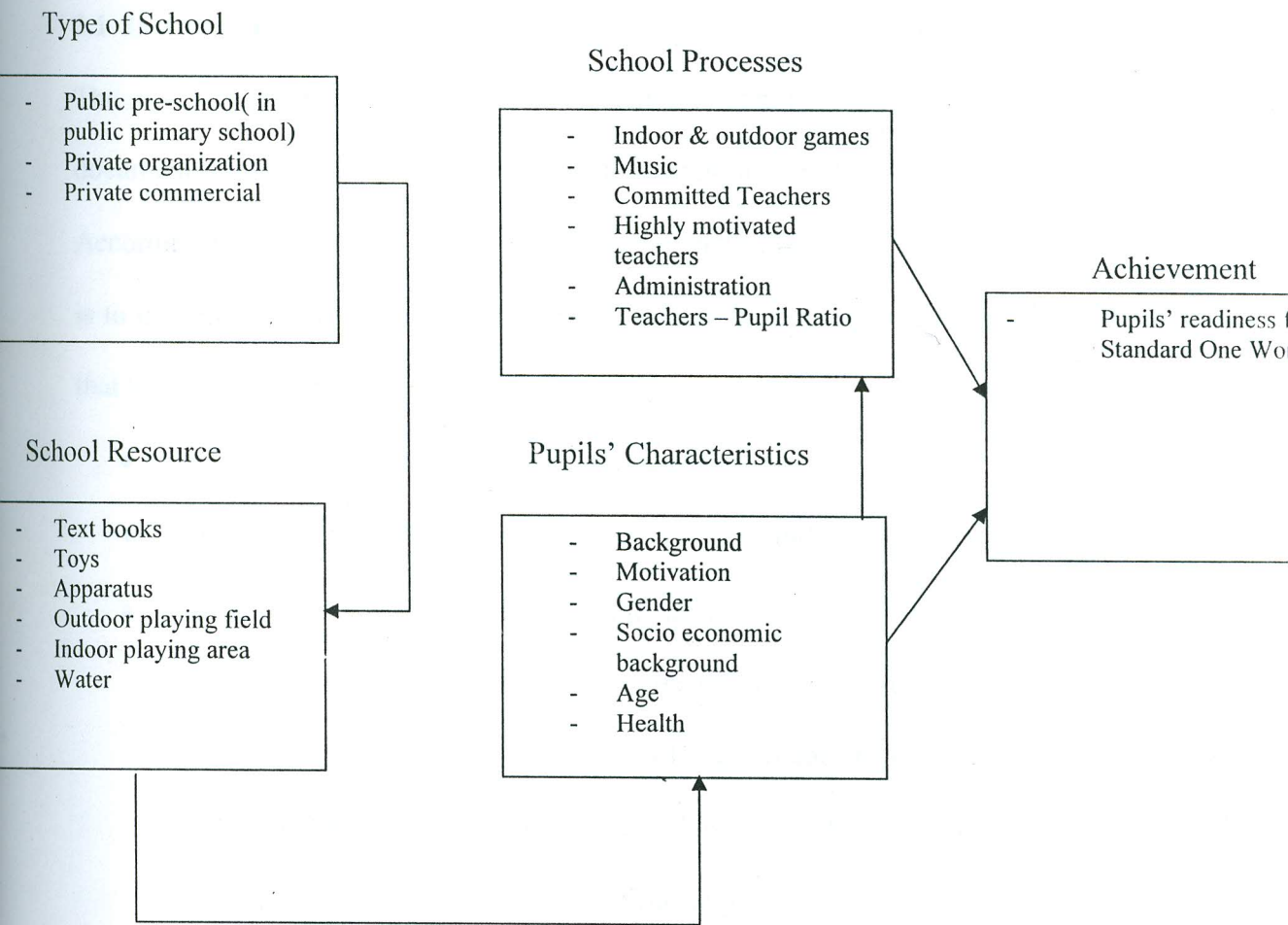
A conceptual framework employs the use of drawings/diagrams to explain the inter-relationships between variables. Here, variables and other related factors are put in boxes with arrows indicating the interconnections between them.

From ideas highlighted by Jean Piaget, free play should be encouraged as a method of teaching pre-school children because children learn at their own pace and use all their senses, gain muscle control, body co-ordination, develop language skills, exercise their imaginations, and creativity skills, how to share materials and take care of them.

Relationship between variables that influence pupils' achievement in a pre-school can be illustrated diagrammatically as shown below:-

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Variables Affecting Pre-School Learning Environment



*Source: Researcher and supervisor

1.11 Definitions of Operational Terms

- Pre-school, day –care centers, kindergartens, nursery

All used to mean school or learning for children between ages 3-6 years before joining standard one in primary school

- Curriculum - planned course of study that provides the learners with some learning experience under the guidance of the school and the teacher.
- Inhibiting - hindering
- Access – way to go into a place
- Participations – doing something together with other people.

CHAPTER 2.0 LITERATURE REVIEW

2.1 Introduction

The review of literature involves a systematic identification, location and analysis of documents containing information related to the research problem being investigated.

According to Mugenda (2003) of Kenyatta University, the main purpose of literature review is to determine what has been done already related to the research problem being studied so that the researcher may

- Avoid unnecessary and unintentional duplication
- Form the framework within which the research findings are to be interpreted.
- Demonstrate his/her familiarity with the existing body of knowledge and this will increase the reader's confidence in the researchers' professional ability. Mugenda (2003) further asserts that review of the literature will reveal what strategies procedures and measuring instruments have been found useful in investigating the problem in question. This information helps one to avoid mistakes made by other researchers and also helps one to benefit from other researchers experiences. In some situations, Literature review will suggest other procedures and approaches which the researcher could try out hence improving the research study. Literature Review can make a researcher familiar with previous studies and thus facilitate interpretation of the results of the study. It can also assist a researcher to recommend areas that need strengthening or modification. Literature review helps one to discover connections, analogies, other relations between different research results by comparing various investigations. It also helps one to identify gaps in knowledge and create the entry point for further study.

2.2 Pre-school Education in South Africa

In South Africa, funding pre-school education is quite difficult and at most 17 out of 100 young children have access to any kind of crèche, as the pre-schools are commonly referred to, according to Pickens. "Access to early childhood programmes has clearly demonstrated an improvement in school performance, yet the department of education spends less than one percent of its budget on early childhood education". These figures reflect the enduring legacy of the country's apartheid system of Government, which made minimal investments in education for blacks.

Marie Louise Samuels, director of the department of education's early childhood development section says that funds from the department of health and social development supplement allocation from the department of education while the local government also supports pre-schoolers. The government of South Africa plans to ensure that the poorest of the poor in South Africa receive pre-primary education by 2010. A new policy currently awaiting approval from the ministry of education is looking at combining social and health services with education for very poor children in rural areas from pre-school until entry into formal education system.

Across Southern Africa, parents are taking their children out of primary and high school a financial impact of HIV/AIDS hits homes. In light of this, funds for pre-schools are likely to be at the bottom of a family's priorities. As long as community based preschool are dependent on fees they cannot reach the poorest of the poor and will never reach them. Pickens asserts that it is absolutely critical that the government gives these centers resources

2.3 Pre-School Education in Uganda

According to Dr. Rebecca Nyanyintono, Makerere University (2002), there are a number of programmes and activities in early childhood development and education (ECD, ECE) in Uganda but the coverage is still low and majority of children aged up to eight years receive a small proportion of services intended for them. Recently history of instability and insecurity destroyed the pre-1960s structures and the policies and legislation that have been in place since 1986 are still to take root as a way of life of the people. The children are mostly affected with 44% of Uganda's population living below the poverty line. Uganda, first National Plan of Action on Children (UNPAC 1990-2000) has seen Uganda embarking on a National programme for poverty eradication with key components that tackle the main early childhood development components.

The white paper on education (1992) governing the overall National policy on education recommended that pre-school education continues to be run by private individuals (commercial or voluntary basis) but the government should train teachers for these schools and ensure maintenance of a desirable level of quality. Services for Zero to eight year olds fall under the mandate of several ministries.

The pre-school child (Zero to six years) is mainly under the ministry of health and local government although some of the key services are under the probation and welfare department in the ministry of gender, labor and social development. While at school the six to seven year old child is under the ministry of education and sports. The above scenario shows that there is need to strengthen the mechanism for inter sector approaches and linkages in ECD and ECE in young children. There is inadequate sensitization of families and communities about the value of ECE.

2.4 Pre-school Education in Tanzania

According to Dr. Naomi B. Katunzi, Director Tanzania Institute of Education, there is no National consensus about the definition of early childhood development. Different names are attached to early childhood development programmes such as baby care, nursery, pre-school, kindergarten and pre-primary. Each institution teaches the curriculum it finds suitable and relevant to its mission and objectives – most centers are commercial. The government lays little emphasis to development of pre-school education due to scarcity of resources and ECE has been left to private individuals, parastatals and private organizations.

An education and training policy on pre-school education was formulated and adopted by the government in 1995. The Tanzania Institute of Education (T.I.E) has prepared a syllabus for pre-primary school subject activities, which has been approved by the chief education Officer. However, not many pre-primary school have obtained the syllabus from T.I.E There is no National curriculum for the lower levels (0-4 year old children) thus the early childhood curriculum takes different forms in different regions and institutions where it is being implemented. Tanzania lacks human resources who are specialized in early childhood development.

There is little harmonization in the training of pre-primary teachers in the government and private training colleges. Many pre-schools employ untrained teachers who lack, skills to develop learning – teaching materials using locally available materials and children are denied the opportunity to learn through play.

2.5 Pre-school Education in Kenya

2.5.1 Non Governmental organizations participation

According to the Hindu religion the child's Pre-school education begins at birth, therefore the expectant mother is expected to take care of her health, diet, cleanliness and also wear appropriate clothes. The early childhood education curriculum should be geared towards exposing the child to those behaviors, attitudes and concepts that are desirable and sheltered from those regarded as undesirable Children are protected from sexual abuse and harassment, child labor and neglect or exploitation of any kind but ECD in the Hindu community is facing some social and technological problems and challenges such as the influence of television, changes in the family background where there are many single parents or parents who are out the whole day working for a living. These changes create a great burden on the schools to stimulate the children's interest and commitment (ECD regional conference Mombasa 2002).

Studies have shown that only quality programmes give rise to long-term benefits through the enhancement of long-term holistic behavior conducive for positive academic and personality development. It is not really lack of knowledge that hinders Nations and communities from giving proper care and provision to children, it is the adult's lack of resources and /or will power that has contributed to the negative situation in Africa.

In the arid and semi-arid lands (ASAL) such as the Samburu community, social economic and livelihood problems like low family income, Social insecurity, lack of safe drinking water, food insecurity, HIV/AIDS, communicable diseases, poor sanitation, environmental degradation, low literacy levels, inadequate parenting skills and inadequate play materials are major challenges to ECD despite their admirable child rearing practices. The Bernard van

leer foundation in collaboration with NACECE have initiated projects to improve the well being of children among the Samburu which has led to the increased access to ECD Services and increase in pre-school enrolment but the children are cared for under a shade (lacking appropriate classrooms) and inhibitive cultural practices such as female genital mutilation affects ECD Programmes.

The Aga Khan foundations supported by the World Bank are implementing ECD project in Kenya. They have implemented projects in Mombasa, Tana River and Taita Taveta districts of the coast province in Partnership with Benard Van Leer Foundation and the Canadian International Development Agency. Despite their efforts, they have encountered various challenges such as low community participation due to poverty, high teacher attrition, poor quality programmes due to the poverty levels, insecurity in some areas and HIV/AIDS poses a threat to the program.

2.5.2 Impact of HIV/AIDS on ECD in Kenya

HIV/AIDS is a global epidemics and is one of the most formidable challenges to human life and dignity. The impact of HIV/AIDS has led to many African children being orphaned, having a devastating effect on the future of human resource of our continent. The care and support of children orphaned by HIV/AIDS is wanting. Some are absorbed by extended families in rural areas while those lacking such care find their way to the streets. These orphans are vulnerable to child abuse, neglect and harmful practices. On many occasion they drop out of school hence their school attendance and enrolment is quite low.

2.5.3 Issues Affecting Management and Implementation of Early Childhood Activities.

During the early childhood development conference (Mombasa 2002) various issues were identified which affect management and implementation of early childhood activities.

The Governments budgetary allocation to run ECD Programmes is inadequate

Otiende 2004 "the sub-sectoral allocations within the Ministry of Education's recurrent expenditure over the last 10 years has remained 0.1% mainly catering for little more than the personnel costs at the NACECE and DICECE" The standard Saturday Nov. 27th 2004.

This leads to scaling down of the program's activities hence the community members have to support ECD Centers as well as pay salaries for teachers. The support from internal and external donors is not sufficient to cater for the rapid growth of pre-school institutions. Early childhood development is a specialized area but the personnel manning the programme are not considered for special allowance like their colleagues in secondary schools and colleges. Many officers at NACECE and DICECE have stagnated in job group "L" for over ten years and this has affected the morale of these officers. There are limited ECD Resource centers and the existing centers lack comprehensive facilities and equipments. The Kenyan ECD World bank supported project was only dealing with the resource centers in only 14 districts out of the country's 75 districts and municipalities by then.

There are no permanent training premises in the DICECE, ECD Teachers and personnel training are held at varied places due to lack of permanent training venue in the districts. This interferes with long term plan, effective utilization and management of services and establishment of resource centers.

In the public primary schools, the ECD Centres are managed by different committees from those that manage the primary school. In many cases, the ECD committees have no representation of the ECD Parents. This affects transition from pre-school to lower primary,

provision of learning material and in general, quality of services offered to the young children. Enrolment of children at ECD Centres is not clear on the entry age and the numbers of years children should learn in these centers before joining standard one.

The issue of placement of 0-3 year old has also not been addressed including those who do not attend ECD centers. Most ECD teachers are poorly paid and lack terms and condition of service. ECD Teachers are employed by various employers who have different terms and conditions of service if any. By the year 2002, there was low access to ECD Services. Over 50% of children aged 3-6 years were not enrolled. The care of many children under 3 years is an issue though a policy exists on standards of establishing ECD centers, most centers are poor in terms of physical structures and available facilities. There are many players in ECD but they lack modalities of linkage. There is lack of a central body to co-ordinate ECD stakeholders in the region in relation to partnership, collaboration and networking.

There is lack of harmonization of various ECD curricular offered in Kenya both at training and ECD Centre Level. The most commonly used curricular are the ministry of education science and technology (NACECE/DICECE), Kindergarten Heads Association (KHA) and Montessori. In Kenya the current ECD Curricular does not intensively integrate the emerging issues related to HIV-AIDS, gender and the rights of the child, it has also been observed that most of the parents of ECD Children lack awareness on the essentials of ECD Curriculum. The majority of the parents disapprove of learning through play in favor of formal academic work usually designed for standard one child; ECD programmes in Kenya do not adequately cater for children with special needs. The ECD Centre teachers are unable to provide effectively for such children whenever they receive them in the schools. There are no adequate well illustrated and simplified culturally based curriculum support materials. K.I.E (NACECE) had developed folklore materials for twenty three (23) ethnic languages by 2002

but had not been able to cover the remaining nineteen ethnic languages. These issues are common in all the East African states and research should be considered a tool for strengthening development of programmes for ECE.

2.5.4 Legal Provision for the Young Child in the Kenya's Constitution.

The existing education act, does not address ECD Issues adequately. This minimizes the importance of ECD as an important foundation for entry into primary education. It has further contributed to lack of policy direction for effective management of ECD programmes hence no clear definition of the role of sponsors and partners (Otiende. The Standard Newspaper, Saturday Nov. 27th 2004). Cases of abandoned, neglected and battered children are reported to be on the increase due to the unstable social-economic base of the families, diverse effects of HIV/AIDS leading to some children being orphaned and in some cases being abandoned. Institutions for rehabilitation and care of children have inadequate facilities and resources including skilled personnel. There is a shortage of Government rehabilitation center for girls in the country. Many communities are unable to sustain programmes started by development agencies after they withdraw. Early childhood development is an important sub-sector, yet many caregivers lack necessary and adequate knowledge, skills, materials and resources in handling young children. The demand for quality ECD services and innovative community based ECD programmes is greater than ever before. The most marginalized groups include children and families in Nairobi slums, teenage mothers and their children, children and families affected by aids, the nomadic pastoralists and children in remote rural areas. These can be reached through innovative community based approaches.

Many partners have contributed to the success of the ECD programme in Kenya. These include The Aga Khan Foundation, UNICEF, World Bank, the Christian Children Fund and

the Bernard Van Leer Foundation, despite contribution by all these partners, it is worth noting that over 70% of all ECD programmes are totally ran by parents and communities without external support.

Problems and issues Affecting Development of early childhood education in Kenya A class discussion conducted by postgraduate students at Kenyatta University under Dr. Ogeno (August 2003) revealed that;

- Physical facilities are lacking in many pre-schools yet children need to use play/ physical facilities to enhance physical development. In Urban centers like in Nairobi, pre-schools do not cater for physical facilities. Many of them only have classrooms and furniture but lack playing facilities like playgrounds. In the rural areas, the situation is even worse.
- There is no clear guideline on what the content of early childhood education should be. There is a controversy on whether the children should be given academics or not. Balancing of academic and the skill content to be given is a problem.
- Age of admission to pre-school is not clear and the duration a child should be in school is also not clear.
- Though every language has a value, it is not clear what language should be recommended for early childhood centers. Focus of pre-school education should guide on the language policy.
- Training of pre-school teachers has been uncoordinated, their academic qualification and hence quality is quite low/poor.

In Kenya, the issue of pre-school education has been handled by different ministries (Ministry of Culture and Social Services, Ministry of Education, Science and Technology, and Ministry of Local Government). This is an indicator of the lack of seriousness on the side of government regarding this issue.

All progress for early childhood education is rooted in the ideas of early scholars. According to Ngaroga (1996) Fredrick Froebel recognized that children are naturally creative rather than receptive and that self activity is one of the most important ways a child learns. During the early years of the 19th century, Fredrick Froebel's contributions were:

- Play is the best way of self expression
- That socialization is a key principle in learning
- That child should be encouraged to co-operate with one another in various activities.

These ideas have influenced education in Kenya in that:-

- He is regarded as the champion of pre-school education and the father of the kindergarten.
- Play is emphasized as a major method of teaching and an enjoyable way through which children learn.
- Nursery schools in Kenya use play as a way of teaching and learning. For children, play things and play are no longer considered a waste of time.

Maria Montessori (1907) like Froebel, saw the value of play in the process of learning. As a medical doctor, dealing with mentally handicapped children, she used carefully designed play things to help these mentally handicapped children to learn. They learnt so well that they actually outstripped normal children in public examinations. She emphasized the need to provide a rich and a suitable environment in the classroom where the child would be free to move around and react to its play things according to his own preference and at his own pace.

Maria Montessori did not advocate rewards or prizes as motivation for learning. The child's own curiosity and the mastery of the skill he is interested in is sufficient motivation.

Montessori's thinking has influenced education practice in Kenya in that there are some

nursery schools which follow her ideas. But there is a major problem of shortage of properly trained teachers and poor provision of materials required in those schools

CHAPTER 3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a description of the research methodology highlighting the research design, sample, sampling procedure, research instruments, data collection procedure, and data analysis.

3.2 Research Design

The design of the study was the survey method. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Mugenda 2003). It is a self-report study which requires the collection of quantifiable information from the sample. This design has been chosen because survey research seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behavior or values. A survey can be used for explaining or exploring the existing status of two or more variables in a given point in time. It is probably the best method available to social scientists and other educators who are interested in collecting original data for the purpose of describing a population which is too large to observe directly. Surveys are also excellent tools for the measurement of characteristics of large populations (Mugenda 2003).

According to Orodho (2004) surveys help to understand issues and how they are interrelated within key informers. Survey is the most frequently used method of collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues.

A survey research involves:-

- Problem statement – where the problem under investigation must have some impact on the population

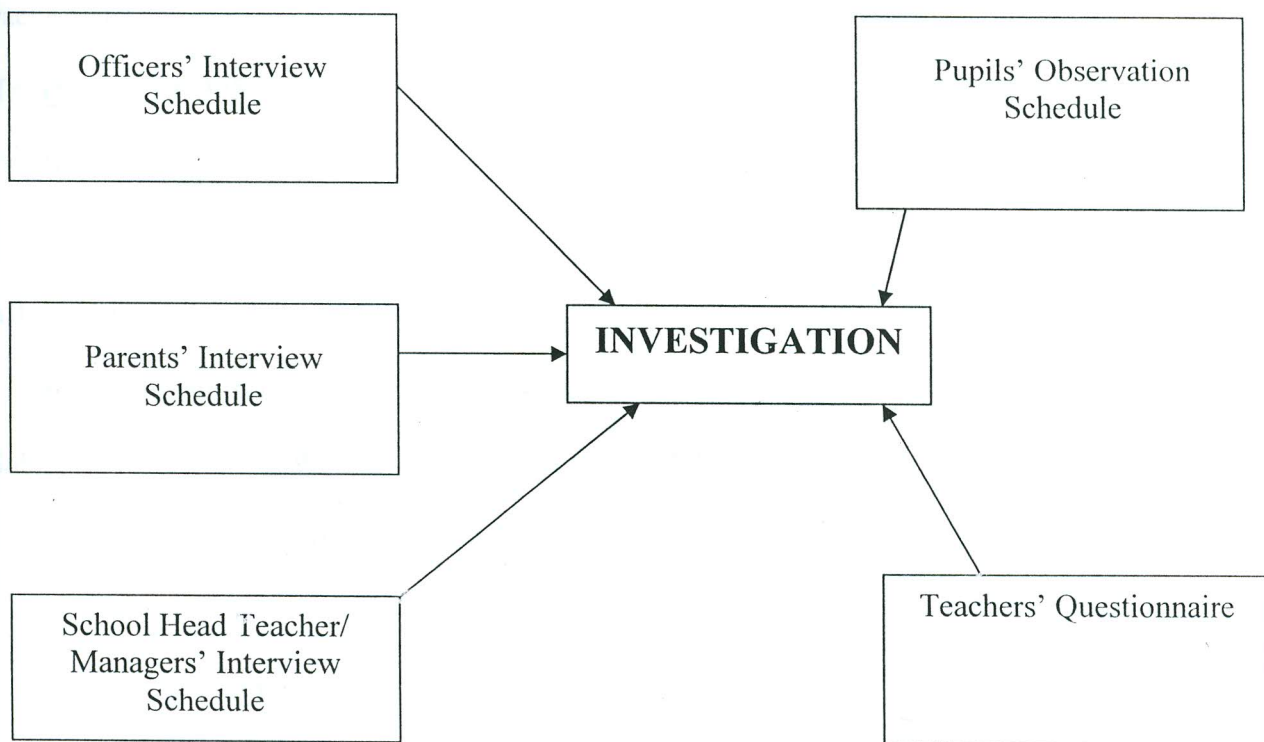
The problem must be defined in terms of clear objectives.

The objectives of the study must be listed down before constructing the instruments. Each item in the instruments must contribute to meeting the identified specific objectives. A sample is then carefully selected to include subjects which will supply the required information. Appropriate sampling techniques should be used if the entire population is not manageable. Research Instruments (questionnaires, interview schedules, and observation schedule) should be prepared so that the objectives of the study are addressed. The items in the instruments can be closed or open ended depending on the study.

The instruments should be coded accurately and the coded responses are then analyzed using appropriate statistical procedures.

Surveys are dependent on the cooperation of respondents and information unknown to the respondents cannot be tapped in a survey (Mugenda 2003.)

Variables Under Investigation



**Source: Researcher and Supervisor*

3.3 Sample and Sampling Procedure

The researcher used random sampling technique to acquire the Pre-schools to be studied since the schools approved by the D.E.B are placed in three categories (public, private -- organization, private – commercial). Stratified random sampling technique to select samples from each segment/category was used so as to have a proportional representation of all categories.

Sample size was 15 pre-schools. Population (total number of schools) was 38 sampling fraction (sf)

$$sf = \frac{15}{38} = 0.395 = \frac{395}{1000}$$

All sub populations were multiplied by (sf)

- Public pre-schools approved by D.E.B are 11

$$\text{Sub-sample} = \frac{395}{1000} \times 11 = 4.345 = 4 \text{ pre-schools}$$

- Private – commercial preschools approved by D.E.B are 13

$$\text{Sub – sample} = \frac{395}{1000} \times 13 = 5.1135 = 5 \text{ pre-schools}$$

Private Organization pre-schools approved by D.E.B are 14,

$$\text{Sub sample} = \frac{395}{1000} \times 14 = 5.53 = 6 \text{ pre-schools}$$

Names of the eleven public pre-schools were written on identical pieces of papers which were folded uniformly and put in same container and four folded papers were picked randomly and the names of the schools on those papers were the sampled cases to represent the public pre-schools in the division approved by the D.E. B Secondly names of he fourteen pre-schools owned by private – organizations were written on identical pieces of papers which were folded uniformly and put in another container and six folded papers were picked randomly and names of the schools on the six folded papers picked randomly formed the sub-sample to represent this category of schools.

✓

Lastly names of the thirteen private – commercial pre-schools in the division approved by the D.E.B were written on identical pieces of paper and folded uniformly and put in a container. Five folded papers were picked randomly and names of schools on the five papers formed the sub sample to represent this category of schools.

The fifteen sampled schools had a population of pupils not less than three hundred.

The classes involved were those preparing the pupils to join standard one next year. Convenience sampling was used to pick two parents from each of the fifteen sampled schools making a total of thirty parents. The head teacher or managers of each of the sampled schools were interviewed. Non-random sampling technique was used to pick these head teachers, one teacher from every sampled school was included in the sample. In schools where there were more than one teacher, the lottery method of random sampling was used to pick the teacher who was included in the sample.

The researcher non-randomly picked the District Education Officers, officer in charge of statistics and free-primary education and the officer in charge of early childhood development in the District. The total sample had fifteen pre-schools with about three hundred pupils, thirty parents, ten teachers, ten head teachers/managers and three education officers.

3.4 Research Instruments

Considering the nature of the sample to be studied and the geographical spread of the key informers the researcher used different types of instruments to collect data.

3.4.1 Questionnaires for Teachers

Questionnaires have the ability to collect a large amount of information in a reasonably quick space of time and the questions can be easily analyzed. It was ideal for the teachers since

they can read and write. The questionnaire included both open ended questions and closed ended questions. Contingency questions were included in the questionnaire where follow up questions were used to probe for more information.

3.4.2 Interview Schedule

This was a set of questions that the interviewer asked when interviewing, separate schedules were used to interview the education officers, parent and head teachers/managers. The interview schedules guided a semi-structured interview where some structured questions were asked together with some open ended ones. The interviewer carefully recorded the respondent's responses during the interview as the respondent talked. Answers were recorded exactly as expressed. The interviewer used a simple language to ensure that there was effective communication between her and the respondent.

3.4.3 Observation Schedule

The researcher used the observation method to collect information from the pre-school children since they were young and could not be able to communicate clearly. The researcher used an observation checklist to record what was observed during data collection.

3.5 Validity and Reliability of Instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. It has to do with how accurately the data obtained in the study represents the variables of the study. The validity of the research instruments was be tested by using experts in the area who checked whether the items in the instrument were valid.

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Kamiu, Embu Child Welfare and Star of Hope pre-schools were used for piloting the research instruments. Pre-testing was conducted and from the data collected from the pilot study the researcher concluded that the research instruments were reliable.

3.6. Data Collection Procedure

3.6.1 Questionnaire for Teachers

The researcher started by obtaining authorization and letter from Kenyatta University which was used to get another one from the District Education Officer. After the questionnaires were piloted and found reliable and valid for the study, the researcher delivered the questionnaires to the respondents by hand. A letter of transmittal personally signed by the researcher accompanied all the questionnaires briefly explaining the purpose, importance and significance of the study and briefly assuring the respondent of confidentiality. The researcher ensured that there was informed consent from the respondents after which they completed the self administered questionnaires. The respondents did not write their names.

The researcher waited for the questionnaires to be filled and carried them with her. This enhanced a high response rate. In situations that could not be avoided, the questionnaires were left with the respondent and collected the following day. After collecting data, a follow up letter was sent to all the respondents to thank them for their co-operation.

3.6.2 Interview Schedules

The researcher collected data from the education officers, parents and head teachers or managers through conducting a face – to face interview. The researcher obtained a letter of authorization from Kenyatta University which was used to get another authorization letter from the District Education Officer, Embu. The researcher prepared a covering letter for the instruments which were addressed appropriately according to the level of the respondents.

This letter was anonymous and the respondents' names were not written anywhere. The letter, personally signed by the researcher accompanied all the interview schedules briefly explaining the purpose, importance and significance of the study and briefly assured the respondents of confidentiality.

The researcher established a friendly relationship with respondents prior to conducting the interview. An appointment was made with the respondent prior to the interview day and the interview was conducted on an agreed date and time.

The interviewer remained as neutral as possible during the interview and used a language of the level of the respondents. The interviewer recorded the respondent's responses during the interview as the interviewee talked. All respondents' answers were recorded exactly as expressed. Comments were made regarding the observed gestures and their meanings were interpreted. In situations where the respondent got carried away when explaining points, the interviewer tried to tactfully bring the respondents back to the point without causing embarrassment. Where need be neutral probing questions were used where more information was needed, after every interview the researcher remembered to thank the respondents.

3.6.3 Observation Schedule

The researcher used an authorization letter from Kenyatta University and another one from the District Education Officer, Embu to get informed consent from the school head teachers or managers and fixed an appointment date when the researcher accessed various areas in the school to collect data through the observation method.

A letter of transmittal personally signed by the researcher was made available to briefly explain the purpose and importance of the study and it briefly assured the head teachers, the

requested to involve the class teacher and others and made prior arrangements before the researcher visited the school. On the observation day, the researcher reported to the head teachers/managers office and got instructions on where to start from. The researcher to record what was observed during the data collection used the observation checklist.

After data collection was over the researcher thanked the school administration and the entire school community. The observation schedule yielded discrete data on enrolment age of pupils from admission records, facilities, for example, furniture available in the school. It also yielded continuous data on marks scored by the pupils.

3.7 Data Analysis

The researcher started by organizing the data. The researcher edited the research instruments by checking to make sure that each question had been answered and the answer was properly recorded. All the completed research instruments were assembled and the data collected was organized systematically. Large amounts of data were collected and to make sense of these large data, the researcher summarized the data by descriptive statistics. Descriptive statistics such as frequencies and percentages were used to represent discrete data like the age of the pupils in the pre-schools and the total enrolment by gender (female or male). Independent variables which were used included quality and quantity of facilities in the pre-schools. Dependent variable were the learners and teachers level of participation in the pre-school education.

Organimistic variables like genders; age and social economic status were studied but could not be manipulated by the researcher. Nominal measurement was used when defining a distinct category just as an identification or name. Interval measurement was used to compare the pupils in terms of age.

Once variables were identified, data was simplified by assigning numbers or symbols to correct responses for each possible response to have a distinct code. The researcher then evaluated and analyzed the information to determine the usefulness of the information in answering the research questions. The researcher evaluated the findings to make a conclusion on factors inhibiting effective participation in Pre-school Education in Central Division of Embu District and made appropriate recommendations

Format for Analyzing Data

| Variable | N | % |
|-----------------------|-------|-------|
| i. Learners | | |
| • Boys | _____ | _____ |
| • Girls | _____ | _____ |
| Total | _____ | _____ |
| ii. Teachers | | |
| • Trained | _____ | _____ |
| • Untrained | _____ | _____ |
| Total | _____ | _____ |
| iii. Parents | | |
| • Literate | _____ | _____ |
| • Illiterate | _____ | _____ |
| Total | _____ | _____ |
| iv. Curriculum in use | | |
| • Montessori | _____ | _____ |
| • KIE/NACECE | _____ | _____ |
| Total | _____ | _____ |

v. Facilities and materials resource

• Adequate

• Not adequate

Total

vi. Language of Instruction

• English

• Kiswahili

• Vernacular

Total

vii. Support from the Ministry

• Adequate

• Inadequate

• None

Total

Where N is the sample size.

CHAPTER 4.0: ANALYSIS AND INTERPRETATION OF DATA.

4.1 Introduction

This chapter presents the analysis of the current study. The purpose of this study was to investigate the magnitude of the problems inhibiting access to effective participation in pre-school education. The collected data were organized systematically. Descriptive statistics such as frequencies and percentages were used to represent discrete data.

4.2 Background Information.

Data were collected from a sample of 15 pre-school teachers, 15 head teachers from the preschools, 30 parents of the children in the pre-schools and the researcher also administered an observation schedule to collect information from the preschool children since they are young and cannot be able to communicate clearly.

4.3 Teachers Academic and Professional Qualifications.

The study consisted of 15 female teachers in the 15 pre-schools that the researcher visited. This means that there were no male pre-school teachers in the selected area of study.

4.3.1 Years of Experience.

Table 4.1. Teachers' Years of Experience.

| Years | f | % |
|--------------------|----|-------|
| 3 to 5 years | 5 | 33.3 |
| 8 to 10 years | 3 | 20 |
| 12 to 15 years | 4 | 26.7 |
| 16 to 18 years | 2 | 13.3 |
| 20 years and above | 1 | 6.7 |
| Total | 15 | 100.0 |

From the above shown table one can observe that most of the pre-school teachers had been teachers for long. Five teachers had been teaching for a period of between 3 to 5 years; 3 teachers had been teaching for a period of between 8 to 10 years. Four of the teachers had been teaching for a period of between 12 to 15 years; 2 teachers had been teaching for a period of between 16 to 18 years while only one teacher had been teaching for more than 20 years. This gives an indication that most of the pre-school teachers are mature and well experienced teachers.

4.3.2 Number of Schools Taught.

It was interesting to note that most of the teachers in our study had not only taught in their current school but in other schools too. Twelve (80%) of the teachers reported that they had taught in other schools before joining the current school while only 3 (20 %) reported that the current school was the first school they were teaching.

The researcher also enquired to know why most of the teachers had been moving from one pre-school to another. Among the 12 teachers that had moved from one school to another, five teachers (33.3%) reported that decrease in the students enrollment forced them to search for other pastures because the school were almost closing down. Three (20%) reported that financial problems in the schools facilitated their transfers from the previous schools. Five teachers (33.3%) reported that low payments and delay in their salaries forced them to leave their first schools for better pastures. Only two teachers reported that transfers and change of residence forced them to move to other schools. From the results it is evident that most pre-schools are faced with the problem of losing teachers to greener pastures.

4.3.3 Number of Children Taught in a Class.

Questions were put across for the teachers to report on the number of children they teach in a class.

Table 4.2. Number of Children Taught in a Class

| Number of Children | f | % |
|--------------------|----|-------|
| 0 to 20 | 2 | 13.3 |
| 20 to 25 | 4 | 26.7 |
| 26 to 30 | 6 | 40 |
| 30 to 40 | 2 | 13.3 |
| Above 40 Total | 1 | 6.7 |
| Total | 15 | 100.0 |

From table 4.2 it can be observed that most of the teachers have a population of between 26 to 30 children. Two teachers reported that their classes have less than 20 children; 4 reported that their classes have a number of between 20 and 25 children; 2 teachers also reported that

their class has a population of between 30 and 40 children while only one teacher reported that she teaches more than 40 children in her class. According to the education officers the recommended official teacher pupil ratio was 25 to 30 pupils per teacher among children aged 3 to 5 years and 35 pupils per teacher among pupils aged between 5 and 6 years. This indicates that the number of children these teachers teach does exceed the recommended teacher to pupil ratio.

4.3.4 Academic Qualification of Pre- school Teachers.

From the head teachers report all the schools had trained teachers even though there were some untrained teachers. From the teachers responses, three (20%) had attained the CPE/KCPE qualification, 10 (66.7%) had attained KCE qualifications while 2 (13.3%) had attained the KCSE qualification in education.

Table 4.3. Academic Qualification Pre- School Teachers.

| Qualification | f | % |
|---------------|----|-------|
| CPE/KCPE | 3 | 20 |
| KCE | 10 | 66.7 |
| KCSE | 2 | 13.3 |
| Total | 15 | 100.0 |

4.3.5 Training of Pre- School Teachers.

The results also revealed that all the 15 teachers had received some formal training in early child hood education. They had been trained in DICECE and The Montessori training in regard to early child hood education. Fourteen (93.3%) of the teachers had been trained on

DICECE while the remaining one teachers had been trained under the Montessori training for early childhood education.

During the training period, eight (53.3%) of the teachers reported that they trained through the full time learning programmes while seven (46.7%) reported that they trained through the part time module of learning. All the teachers had acquired certificates of training after their training sessions in the different methods of training. On the duration taken during their training, three (20%) teachers reported that they had trained within one year, ten (66.7%) reported that they had trained within two years while two (13.3%) reported that they were trained within 3 years as indicated in the table below.

Table 4.4 Duration of Training For Pre-school Teachers.

| Duration | f | % |
|----------|----|-------|
| 1 year | 3 | 20 |
| 2 years | 10 | 66.7 |
| 3 years | 2 | 13.3 |
| Total | 15 | 100.0 |

A majority (73.3%) of the teachers reported that they sponsored themselves for the training. Three (13.3%) reported that the government sponsored them for training while one teacher reported that she was sponsored by an NGO in order to enroll for the training. On matters of further training after training for the certificate, only three (20%) of the teachers reported that they had enrolled for in-service training while twelve (80%) reported that they had not enrolled for any in-service training since they attained the certificate. Among the twelve teachers who had not enrolled for any in-service training only two teachers reported that they

had not enrolled for the in-service training because they had missed the opportunity and they had no funds to enroll for the programme. The other 10 gave no responses as to why they had not enrolled for in-service training. Data was collected from fifteen head teachers who came from three kinds of institutions. Five head teachers (33.3%) were from private organizations pre-schools; six (40%) of them were from private commercial pre-schools while four (26.7%) were from public pre-schools.

4.4 Early Childhood Parents Occupations and Role in Pre-School Education

The sample also consisted of thirty parents two parents from each pre-school.

Information obtained indicates that twenty three (76.7%) of the parents were female parents while seven (23.3%) of the parents were male parents. Eight parents (26.7%) were from public pre-schools; ten were from private organization pre-schools while twelve were from private commercial pre-schools.

Most of the parents twelve (40%) were aged between 31 and 35 years. The youngest parent was aged 25 years and the oldest parent was aged 50 years of age. Eight (26.7%) of the parents were aged between 25 and 30 years; eight parents were also aged between 36 and 40 years of age while only two parents were aged between 41 and 50 years of age as indicated in the table below.

Table 4. 5 Age of The Parents.

| Age | f | % |
|----------------|----|-------|
| 25 to 30 years | 8 | 26.7 |
| 31 to 35 years | 12 | 40 |
| 36 to 40 years | 8 | 26.7 |
| 41 to 50 years | 2 | 6.7 |
| Total | 30 | 100.0 |

4.4.1 Parental Occupations.

Data was gathered on the occupations of the parents using a questionnaire that was administered to the parents.

Table 4. 6. Parental Occupations

| Occupation | f | % |
|--------------------|----|-------|
| Teacher | 16 | 53.3 |
| Business man/woman | 4 | 13.3 |
| Clerks | 2 | 6.7 |
| Bankers | 2 | 6.7 |
| Farmers | 2 | 6.7 |
| Secretary | 1 | 3.3 |
| Carpenter | 1 | 3.3 |
| Civil servant | 1 | 3.3 |
| Cook | 1 | 3.3 |
| Total | 30 | 100.0 |

The findings reveal that most of the parents are teachers. Four (13.3%) of the parents are business people while two (6.7%) of the parents are bankers and clerks. Among the other parents, one parent was a secretary; another two were farmers, a carpenter, a civil servant and a cook as shown in the table above.

4.5 School Children's Entry Age and Enrolment

To gather information on the enrollment of the pre-school children the researchers asked questions to the teachers, head teachers and parents on the enrollment, the minimum entry age and the duration of study for the children.

4.5.1 Enrollment of Children.

The head teachers reported on the enrollment number of children in their different schools. Only one head teacher reported that they had a population of less than 20 children in their school. The school with the highest population had 87 children. Most of the schools had a population of between 31 and 40 children in their school. Two schools had a population of between 41 and 50 children and the last 2 pre-schools had a population of between 61 and 70 children as indicated in the table below.

Table 4.7. Enrollment of Children

| Number | f | % |
|-------------------|----|-------|
| 0 to 20 children | 1 | 6.7 |
| 21 to 30 children | 6 | 40 |
| 31 to 40 children | 2 | 13.3 |
| 41 to 50 children | 2 | 13.3 |
| 61 to 70 children | 2 | 13.3 |
| Above 80 children | 2 | 13.3 |
| Total | 15 | 100.0 |

4.5.2 Entry Age for the Children into the Pre-schools.

The parents gave the minimum entry age for their children into the pre-schools. Two (6.7%) of the parents reported that the age of two years was the minimum age of entry into the pre-school; four (13.3%) reported that the minimum age for the children to join the preschools was 2 1/2 years. A majority (46.7%) of the parents reported that the minimum entry age was 3 years of age while six (20%) parents reported that the minimum entry age was 4 years of age. Only four (13.3%) parents reported that the minimum entry age was 5 years of age for the children to join the pre-schools. From the observation schedule the researcher noted that on average most (7) of the children in the pre-schools are aged 5 years. Five children were aged 4 years and 3 of the children were aged 3 years.

4.5.3 Period of Study for the Children.

The parents also gave the expected period of study for their children in the different pre-schools.

Table 4.8. Period of study for the children.

| Years | f | % |
|-------|----|-------|
| 1 | 4 | 13.3 |
| 2 | 14 | 46.7 |
| 3 | 12 | 40 |
| Total | 30 | 100.0 |

A majority (46.7%) of the parents indicated that their children were to enroll in the pre-schools for duration of 2 years. Forty percent reported that their children were to enroll for 3 years while 13.3 % reported that their children were to enroll for duration of only one year in the pre-school.

4.5.4 Work Done by Pupils.

Finally the researcher observed that the following different types of work were done by the children in their classes

Table 4.9. Work Done by Pupils.

| Activity | Below average | Average | Good | Excellent |
|----------------|---------------|---------|------|-----------|
| Painting | 3 | 4 | 8 | -- |
| Drawing | 3 | 5 | 7 | -- |
| Number work | 2 | 2 | 8 | 1 |
| Reading | 3 | 5 | 6 | 1 |
| Writing | 1 | 6 | 5 | 3 |
| Memory verse | 5 | 4 | 5 | 1 |
| Modeling | 1 | 3 | 9 | 2 |
| Pattern making | 1 | 9 | 5 | 2 |
| Singing | -- | -- | 6 | 9 |

From the above table we can observe that most of the students are average and they perform well in the different learning tasks.

4.6 The Communities' Role in Provision of Pre-School Education.

To gather information on the role of the community in the provision of pre-school education, questions were put across to the head teachers and parents concerning the role of the government and stake holders in the provision of pre-school education. In the running of the pre-schools the head masters reported that churches and non governmental organizations (60%) played a major role in financing the pre-schools. This was so because 60 % of the pre-schools were supported by these organizations while only 40 % of the pre-schools were run by the parents. All the head teachers (15) reported that no donations or funds were received from the government in financing early child hood education. On the other hand the seven

parents (23.3%) reported that there were stake holders who participated in the provision of pre-school education.

However twenty three (76.7%) of the parents reported that they were not aware of any stake holders who helped in the provision of pre-school education. Among the stakeholders plan international was recognized for its efforts in supporting pre-school education through the construction of classrooms, supply of learning materials and helping the needy children to attain pre-school education. An interview with the D.E.O and DICECE officers confirmed the above responses that plan international and the churches had played a major role in the provision of pre-school education.

4.7 Problems Facing Head Teachers and Teachers in Pre-School Educations.

The findings of this study reveal that pre-schools are faced with several problems. When the teachers were questioned, all the 15 pre-school teachers reported that there was lack of government support in pre-school education which makes it difficult for the teacher to implement the curriculum fully due to lack of the relevant resources. Apart from lack of government support, Table 7 shows that nine (60%) of the teachers also reported that most parents delay in paying school fees which makes it hard for the school to run without any funds; five (33.3%) teachers reported that they received low salaries which were also delayed; four (26.7%) reported that their jobs were at stake because some of the schools were collapsing and there was a risk of them losing their jobs while 5(33.3%) reported that there were few teachers in the schools and the teachers normally have to work for extra hours without pay.

Table 4.10. Problems Facing Pre-Schools.

| Problem | f | % |
|----------------------------------|----|-------|
| Lack of government support | 15 | 100.0 |
| Delay in fees payments | 9 | 60 |
| Low salary and delay in salaries | 5 | 33.3 |
| In adequate teaching staff. | 5 | 33.3 |
| Job insecurity | 4 | 26.7 |

The head teachers also gave a report on some of the problems that preschools face. In general the following comments were given by the head teachers on the problems they face in their day to day running of the schools.

- Decrease in enrollment
- Inadequate staff
- Teachers resignation for greener pastures
- The high cost of running the schools and lack of funds
- Parents moving children to the private schools which have better facilities
- Insufficient learning resources
- Transport problems
- Lack of commitment by parents to early child hood education.

According to the education officers' reports, more than half the ECD centers are not approved by the DEB hence this mean that they lack the required physical infrastructure for teaching and learning. They also lack adequate space and proper toilets and clean supply of water. These problems inhibit teaching and learning due to the lack of a conducive environment for growth and development of the child.

The teachers are also demoralized and they do not provide love, care and nurturing for they only look into the children's academic knowledge to satisfy their employers without caring about the child's growth and development. Sometimes the children are pushed into activities that are beyond their levels of understanding .Due to the limited facilities the ECD guidelines for teaching pre-school children are not adhered to instead the teachers pump a lot of academic knowledge to the children so as to satisfy their employers.

4.8 Problems Facing the Sponsors and the Ministry of Education in Participation in Pre-School Education.

From the interview conducted among the DEO and DICECE officers, the researcher was able to come up with the following problems that are facing the sponsors and the ministry of education in participation in pre-school education. The officers reported that:

- There were no policy guidelines put in place to facilitate early child hood education.
- The government does no set apart any budget allocation to early child hood education therefore there is the shortage of funds.
- There are no terms and policy guidelines on terms and conditions of service for pre-school teachers.
- There is no adequate means of transport for the school inspectors to reach all the ECD centers in the region.
- Lack of adequate facilities and lecture halls for training the teachers.
- Most of the ECD centers are not registered and they lack the necessary facilities and infrastructure for teaching.
- There are no fixed play materials, space and airy rooms for the children to learn and play in the government policies and guidelines.

4.8.1 Factors Inhibiting Effective Participation by NGO in the Provision of Pre-School Education.

Most of the parents reported that lack of awareness of early child development matters hinders the community and others from effectively participating in the implementation of early child hood education. The parents reported that most of the pre-schools had been privatized for commercial business and it was hard for the sponsors to start interfering with the private rules and regulations of the school management boards. The education officers also reported that there was no support given to the sponsors by the government in regard to the policies set for early child hood education and in the training of teachers.

4.9 Status of Teaching and Learning Facilities in the Pre-Schools.

An observation schedule was adopted by the researcher to gather relevant information on the facilities available in the different pre-schools. It was interesting to note that some of the schools do not have school mottos.60% of the schools had school mottos whole 40% of them did not have any school motto. From the findings of the study 12 (80%) of the schools had a big compound while 3 (20%) of the schools had a small compound in the school. In regard to physical facilities, 12(80%) of the schools had adequate classrooms while 3 (20%) of the schools had inadequate classrooms. Eight schools (53.3%) had adequate playing grounds while 6(40%) of the schools had inadequate playing grounds while one school, had no play field .All the schools had enough furniture for their children as indicated in the table below.

Table 4. 11. Status of the Facilities.

| Condition | Compound | | Classroom | | Play field | | Furniture | |
|------------|----------|--------|-----------|--------|------------|--------|-----------|--------|
| Adequate | 12 | 80% | 12 | 80% | 8 | 53.3% | 15 | 100.0% |
| Inadequate | 3 | 20% | 3 | 20% | 6 | 40% | -- | -- |
| None | -- | -- | -- | -- | 1 | 6.7% | -- | -- |
| Total | 15 | 100.0% | 15 | 100.0% | 15 | 100.0% | 15 | 100.0% |

Thirteen of the schools (86.7%) did not have vehicles; only two schools (13.3%) had school vehicles for transporting the children. In thirteen (86.7) schools there was an administration block in the school while two schools (13.3%) did not have an administration block in the school.

Table 4.12. Play Materials

| Condition | Swings | Slides |
|-----------|-----------|-----------|
| Yes | 10 66.7% | 8 53.3% |
| No | 5 33.3% | 7 46.7% |
| Total | 15 100.0% | 15 100.0% |

Most schools had swings and slides in their compounds. The researcher observed that ten schools had swings in their school while only five out of the total population did not have swings in their school compounds. Eight schools had slides in their compounds while 7 of the schools they lacked swings in their compounds.

The researcher observed that the following teaching learning materials were used in the pre-schools;

| | |
|-----------------|------------|
| Charts | 13 schools |
| Counting blocks | 11 schools |
| Text books | 7 schools |
| Slater | 1 school |
| Counting rods | 8 schools |
| Crayons | 10 schools |
| Bottle tops | 5 schools |
| Posters | 5 schools |

| | |
|-----------------|-------------|
| Flash cards | 4 schools |
| Toys | 7 schools |
| Real objects | 5 schools |
| Manila cut outs | 10 schools. |

All the fifteen schools had school timetables.

The types of Registers kept in the School include:

| | |
|---------------------|------------|
| The class registers | 15 schools |
| Admission book | 15 schools |
| Fees register | 5 schools |
| Lesson plan | 15 schools |
| Schemes of work | 15 schools |
| Visitors book | 3 schools |
| Inventory book | 3 schools |
| Progress records | 12 schools |
| Log book | 2 schools |

The researcher also observed that in 10 schools communication to the children was done in Kiswahili. In four schools communication was done in both English and Kiswahili and only one school used Kiambu during their learning sessions.

4.10 Impact of Free Primary Education on Enrollment.'

From the teachers' reports, free primary education led to an increase in the enrollment among some schools and it also led to a decrease in the enrollment. From the results shown below 7

schools had an increase in the enrollment after the introduction of free primary education. In 5 schools there was a decrease in the enrollment while in 3 schools there were no significant changes in the enrollment after the introduction of free primary education.

Table 4. 13 School Enrollment After the Introduction of Free Primary Education.

| Condition | f | % |
|-----------|----|-------|
| Increased | 7 | 46.7 |
| Decreased | 5 | 33.3 |
| No effect | 3 | 20 |
| Total | 15 | 100.0 |

The teachers reported that there was an increase in the school enrollment because most of the parents are looking for better facilities and this has led to the increase in the enrollment. Free primary education acted as a rescue boat for parents who could not afford pre-school fee and therefore they moved their children to primary school even those who are under age. This in turn has led to some decrease in the enrollment. In the schools where there were no changes in enrollment the teachers reported that free education is not offered on pre-school education and therefore it did not change anything in their schools.

4.11 What the Government Can Do To Improve Early Childhood Education.

From the findings, fifteen (50%) of the parents reported that it was the role of the government to provide the syllabus and to help in implementing the curriculum. Seven (23.3%) reported that it was the role of the government to train more teachers while one parent reported that it was the role of the government to ensure that frequent inspection is done in the pre-schools so as to ensure effective learning and implementation of the curriculum.

On the other hand five (33.3%) of the teachers reported that the government should ensure that teachers in the field are considered for in-service training. 60 % of the teachers reported that the government should train and employ more ECD teachers. Recommendations were given that the government should consider introducing new free pre-school education and they should also support the existing nursery schools by providing them with the relevant materials like books, classrooms and learning materials.

4.12 Importance of Early Childhood Education.

A question was put across to enquire on the importance of pre-school education among the young children. Six (20%) of the parents reported that pre-school education gives the child a good educational background. Thirteen (43.3%) parents quoted that pre-school education prepares the child for primary education; ten (33.3%) reported that exposure enables a child to identify one self with others and it promotes the different developmental stages that is physical, cognitive, social and emotional growth of the child. Finally one parent commented that early schooling enables the parents and teachers to detect any child abnormalities for early treatment and intervention.

4.13 Importance of Stakeholders in Implementing Early Childhood Education.

Finally from the findings of this study the following comments were given by the parents on the importance of the stake holders in implementing early child hood education. From the parents point of view most stake holders help in creating awareness of the importance of early child hood education. Parents and the community at large are also enlightened on the different child development stages.

They also help in making learning materials for the children. Most of the stake holders teach parents on how to detect abnormities/learning disabilities in their children early enough to

allow intervention. With the increasing cases of child abuse today parents are being sensitized to monitor their children and to report any cases of child abuse among the pre-school children.

4.14 Discussions

There is a major problem of shortage of adequate finances in the pre-schools in the Division. This is mainly because of lack of government funding in this sector. Since the school's management has to finance all the services in their schools, most of the pre-schools in the Division which are run by the private organizations or private entrepreneurs are forced to charge levies that many parents are not able to pay at once.

Many people in the area are low income earners and those who are self employed do not do well in their business. They mainly spend their earnings on the shelter and food for the families and they afford to save a little that goes to their children's education. Many parents attach more value to secondary education as compared to primary and pre-school education hence most their expenditure on their children's education is mainly to facilitate secondary education, pre-school education comes last in their list of priorities and this has contributed to the problems of inadequate finances to run the pre-schools.

Many parents and the general public in the Division are not informed on important issues about early childhood development and early childhood programmes. This has affected the choice of schools for their children. Many people choose to enroll their children in the schools next to their homesteads so that they can save money they would have used to employ house helps. The parents do not consider the quality of teaching-learning taking place in the institutions of their choice and they do not take into considerations the quality of teaching-learning resources in these institutions. The Ministry of Education, Science and

Technology has not taken much trouble to harmonize the type of facilities and services in the pre-schools in the Division.

Pre-school education has mainly been left to the private sector hence no uniformity in what the different schools offer. The quality of teaching-learning facilities in the schools and the teaching offered has been found to have some effects on the children's performance in Standard One especially during the first two terms.

There is a very high staff turnover in the pre-schools in the division as they search for greener pastures. This to some extent affects the pupils' performance because it interferes with uniformity in learning. Lack of scheme of service for pre-school teachers has given the employers a chance to exploit the desperate teachers. When teachers feel exploited, they are demoralized and they do not teach effectively.

The government's policy of free and compulsory primary school education has had a negative effect on enrolment of pupils in pre-schools because some of the parents are not able to or do not want to spend money in pre-school education when primary education is free. The policy has forced primary school head teachers to enroll pupils in Standard One even when they have not successfully completed pre-school education.

It is important for all parents and the school managers to know the importance of a healthy environment and good nutrition for the pre-school children who are young and still going through their developmental stages.

CHAPTER 5.0 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary

The researcher found out that all the teachers in the schools visited were female who have been teaching for a period between 3-20 years and this gave an indication that most of the pre-school teachers are mature and experienced.

The researcher noted that there was a high staff turnover since 80% of the teachers in the study had taught in a number of other schools before joining their current schools. Only 20% of the teachers reported that the schools they were teaching were their first stations to work in.

The teachers reported that they kept on moving from one school to another due to the following reasons:

- Decrease in enrolment, making their jobs insecure and they moved for greener pastures
- Financial problems in their former schools leading to poor payments and delay in payment.
- Change of residence or spouses transfer made them to move to other schools.

The recommended teacher-pupils ratio among ages 3-5 years is 25-30 pupils per teachers.

From the study, the researcher observed that some schools do not maintain this ratio and the number of children the teachers in these schools teach the recommended teacher-pupil ratio.

The study comprised five (33.3%) private organization pre-schools, six (40%) private commercial pre-schools while four (26.7%) were public schools. This shows that the private sector plays the biggest role in provision of pre-school education in the Division.

The researcher observed that the mothers (76.6%) were more concerned with their children's early childhood education as compared to the fathers where only 23.3% were available to respond to the interviewer's questions. There is a gender imbalance in parents' participation in pre-school education.

Most parents were aged between 25-40 years and all of them were either employed or self employed and had some reliable source of income for their basic needs. Most of the parents in the study were teachers.

The private commercial and private organization pre-schools had the highest numbers of children in their classes. Some had three streams of the pre-school class.

Most of the pre-schools in the study enrolled children in their schools at 3 years of age. In these schools the children studied in the pre-school for a period between 2-3 years. In the public pre-schools the children are enrolled at the age of 5 years to study in the pre-school for one year before joining Standard One. On average, most of the children in the pre-schools are aged 5 years.

The researcher noted that:

- The private sector (churches, individuals, and non governmental organizations) played a major role in financing pre-schools in the Division.
- There is no donation or funding from the government to support to support early childhood education.

- Plan International, a non-governmental organization, has had tremendous contribution towards early childhood education through construction of classrooms, supply of learning materials, and helping the needy children to attain pre-school education.
- The pre-school curriculum is not effectively implemented due lack of the relevant resources and government's intervention.

Teachers in the pre-schools face the following problems:

- Parents delay in fees payments leading to delay in salary payment.
- Job insecurity due to decrease in pupils' enrolment and therefore the schools could close down any time.
- Inadequate teaching staff in the schools forcing the teachers to work for extra hours and to handle overcrowded classes without extra pay.

The head teachers and school managers face the following problems:

- Decrease in enrolments therefore inadequate finances to run the schools.
- Inadequate teaching staff.
- Teachers resign anytime to go to areas where they are better paid.
- High cost of running the schools.
- Parents transferring their children to other schools with better facilities anytime.
- Insufficient learning resources.
- Transport problems.
- Lack of commitment by parents to early to early childhood education.

Generally most of the pre-schools in the Division lack the required teaching and learning physical facilities. They also lack adequate space, proper sanitary facilities and clean supply of water. Such problems inhibit effective teaching and learning since the conducive environment for the children's growth and development is lacking.

Most of the pre-school teachers are demoralized and they do not provide love, care, and nurturing for they look into the child's academic achievement to meet the employers' requirements and they do not care about the child's growth and development. The pre-school teachers do not adhere to the ECD guidelines for teaching pre-school children.

Most of the pre-school teachers are form four graduates and all the pre-school teachers have received some formal training in early childhood education. Majority of the pre-school teachers have been trained on the DICECE training for early childhood education. They have all acquired a certificate after their training sessions.

Most of the teacher sponsored themselves for training. Most of the teachers have not taken any in-service courses after they were initially trained because of lack of opportunity and lack of funds to enroll for the programmes. There are teachers who are not aware whether there are any in-service courses offered to pre-school teachers.\

The sponsors and the Ministry of Education, Science and Technology have been facing problems in their participation in pre-school education which include:

- There are no policy guidelines put in place to facilitate early childhood education.
- The government does not set aside any funds for childhood education that could be used in running the schools.
- There are no policy guidelines on terms and conditions of service for the pre-school teachers.
- There is no adequate means of transport for the DICECE officers to reach all the ECD centres in the Division.
- There is lack of adequate facilities and lecture halls for training the teachers.
- Some ECD centres in the Division are not registered and they lack the necessary facilities and infrastructures for teaching.

- There is no mention of the play materials, space, and conditions of the classrooms for the children to learn and play in the Ministry of Education, Science and Technology policy guidelines.
- Some pre-schools lack adequate playing fields and classrooms.
- ✓ • Different schools use different teaching and learning materials.
- ✓ • Only a few schools use various kinds of text books.

Introduction of free primary education has affected pre-school education in different ways such as:

- It has led to increase in some schools.
- ✓ • It has led to decrease in enrolment in some schools, some parents wait until children are six years old to enroll them in primary schools where they will not spend money.

✓ The government and improve early childhood education by doing the following:

- Preparing a revised uniform curriculum for pre-schools and overseeing its implementation.
- Training more ECD teachers and employing them.
- Ensuring that frequent inspection is done in the pre-schools so as to ensure effective teaching and learning (implementation of the curriculum) is taking place.
- Ensuring that the teachers in the field are given opportunities for in-service training.
- Introducing free pre-school education and support existing nursery schools by providing relevant materials like books, classrooms, and learning materials.

✓ The importance of early childhood education includes:

- Giving the children a good educational background.
- Preparing the child for primary education.
- Giving the child an exposure that enables him/her to identify oneself with others.
- Promotes the child's development in various aspects such as physical, cognitive, social, and emotional development.

5.2 Conclusions

The study found the following factors to inhibit access to effective participation in pre-school education.

Inadequate finances to run the schools are one of the major factors inhibiting access to effective participation in pre-school education. The parents lack enough funds to take care of all the family's needs hence they sometimes delay in paying the school fees. This delay leads to delay in salary payment and the teachers become demoralized and ineffective. When funds are not adequate in the schools, the necessary teaching and learning resources are not provided and the teachers are forced to teach overcrowded classes without extra pay and their output is not very good.

There are transport problems since the school managers cannot afford to buy vehicles to carry pupils to and from school hence many pupils are enrolled in schools that are accessible and this has reduced enrolment in many schools.

The Ministry of Education, Science and Technology has not put any policy guidelines in places to facilitate early childhood education and it does not set aside any funds that can be used in running the pre-schools. This has also affected the training of pre-school teachers because there are no adequate facilities and lecture halls for training them. Due to lack of commitment by the government, some pre-schools in the Division are not registered and they lack the necessary facilities for teaching.

The local community is not informed of the importance of pre-school education; they also lack general information on the developmental stages of young children and the appropriate programmes for children below six years and they play a very minimal role in pre-school education in the Division.

There are no in-service courses offered for the pre-school teachers hence they have difficulties coping with challenges in a challenging society.

5.3 Recommendations

In view of the findings of the study and conclusions reached, the researcher has made the following recommendations.

5.3.1 The government through the Ministry of Education, Science and Technology should make early childhood education compulsory for children below six years and the Kenya Institute of Education should start broadcasting programmes to sensitize the communities on early childhood programmes. This will help in promoting communities' participation in early childhood programmes

5.3.2 The government should integrate ECE into the free primary education system since this will ensure that funds are allocated for ECE programmes.

5.3.3 The government through the Teachers Service Commission should start hiring pre-school teachers. This will boost their morale and ensure them of job security and they will become more professional and effective when teaching.

5.3.4 Pre-school teachers should use a variety of teaching methods like storytelling, songs, and poems to meet the needs of the young children who learn best through play. Since the current generation of teachers were not socialised in this manner in their childhood, they need continuous in servicing. The researcher recommends the government should train pre-school teachers and organize in service courses to enhance their upgrading and to ensure that they remain relevant in this changing society.

5.3.5 The government should give incentives to the local publishers so that they can publish pre-school materials. They can give a tax exemption on all materials produced for use in pre-schools.

5.4 Further Research

Further research would help address issues not covered in this study. The researcher further recommends:

- 5.4.1 A research should be carried out in Central Division, Embu District to find out the most viable community income generating projects that can be started to help solve the problem of finances in the management of pre-schools in the division.
- 5.4.2 An intensive study is carried out to determine the most appropriate strategies that can be mobilized to educate the local community on early childhood programmes so as to help improve community's participation in them.
- 5.4.3 That a study of the locally available materials that can be used to produce cheap teaching and learning materials be done so that they could be produced locally to improve teaching and learning in the pre-schools in the division.

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APPENDICES

Appendix A Questionnaire for Teachers:

NB: Any information given in this questionnaire will be used for the purpose of research only and will be kept confidential.

1. Name of the institution

2. Sex M-

F-

3. For how long have you been teaching in a pre school?

4. Is this your first school to teach? Yes

No

5(a) if the answer to number 4 is NO, which other Pre-School have you taught?

.....

(b) Why did you move from your former school to this school?

.....

6. Who is your employer?

Parents

Church

Government

Self

Others - specify

7. How many children do you teach in your class? Boys Girls Total

8. What is your academic qualification?

CPE/KCPE Graduate

KCE/KCSE Diploma Other (specify)

9. Have you undertaken any formal training in early childhood Education Yes No

If your answer to question 9 is yes, then answer questions 10 – 14,

10. Which type of training did you undertake?

DICECE

Montessori

Others (specify)

11. (a) How was your training organized?

Fulltime

Part time

Distance learning

(b) What problem did you encounter during your training?

.....

12. What was the duration of your training? Have you

undertaken any in-service course since you were trained? Yes No

13. What qualification did you acquire after training: Certificate

: Diploma

: Degree

14. Who financed your training?

Government

Self

(Non governmental organization) NGO

Other (specify).....

15. If your answer to question 9 is No, Why have you not taken any training?

Lack of interest

Lack of opportunity

Lack of finances

16. Do you receive any kind of assistance in the teaching of nursery school children?

Yes

No

17. If YES, what kind of assistance?

Financial

Materials and equipment

Others specify

18. Where do you get most of the assistance from?

Parents

Government

NGO/Churches

19. What problem(s) do you experience in the course of your work?

.....
.....

20 (a). What impact did the free primary Education have on enrolment in your school?

Increased

Decreased

No effect

(b) In your opinion, why do you think this happened?

.....
.....

21. (a) In your own opinion do you think the government is doing enough to support and enhance Early childhood Education?

Yes

No

(b) If your answer to No 21 is NO. What would you suggest should be done by the government concerning Early Childhood Education?

.....
.....

(c) What in your opinion hinders government effective participation in early childhood Education?

.....
.....

22. (a) Do you have a curriculum for the pre-school education? Yes

No

(b) If your answer to question 22 is NO; how do you handle your work as a teacher?

.....
.....

(c) If yes; do you follow it when teaching? Yes No.

(d) If your answer to question 22 (c) is YES, what problem do you encounter when using the available curriculum?

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

Who prepared that curriculum? K.I.E

Others Specify.....

.....

23. What is the official language used in your school?

English

Kiswahili

Mother tongue

Appendix B Interview Schedule for D.E.O and DICECE Officers

NB. Information provided during the interview will be used for purpose of research only and will be treated with at most confidentiality.

1. Name of the division _____

Position held _____

2. How many Pre-schools are there in the division? _____

3. What is the enrolment in these schools

Boys _____

Girls' _____

Total in the Division _____

4. How many pre- school are attached to a primary school (either public or private)

5. What is the role of DICECE in the management of the pre-schools in the Division?

6. Are there policy guidelines put in place to facilitate provision of ECE?

7. Is there any budgetary allocation for ECE? If yes, how is it used in the pre-schools?

Do you conduct any follow-up activities to ensure that it is effectively utilized?

8. What is the recommended /official Teacher pupil ratio for pre-schools?

Is it maintained in your Division?

9. Are there any private agencies/ NGO's that contribute to ECE development in your Division? _____

10. If the answer to No. 9 is yes which are these organization/agencies? How do they facilitate provision of ECE in your division?

11. Are there any policy guidelines on terms and conditions of service for pre-school teachers in your division?

12. Are you satisfied with your input in the provision of ECE in your area?

Yes No

13. If answer to Question 12 is No .What factors inhibit your full participation in provision of ECE in your area?

14. What is the impact of the free primary education on pre-schools in the Division?

15. a) What problems do you encounter in your effort to facilitate provision of pre- school Education in the Division?

b) If there are any problems as in 15 (a). How have they affected the quality of early childhood Education in the Division?

Appendix C Interview Schedule for Head Teachers or School Managers

NB: Information provided during the interview will be used for purpose of research and will be kept confidential.

1. Name of institution _____

Type of pre- school, Public, private – Organization, private commercial

2. What is the enrolment in your school?

Girls' _____

Boys' _____

Total _____

3. How many pre-school teachers do you have in your school?

Trained _____

Untrained _____

Total _____

4. Who pays these teachers?

Parents' _____

Government _____

Others _____ (specify)

5. With advent of free primary education do you receive any grants from the government (Ministry of Education Science & Technology)?

Yes

No

6. If NO who meets the cost of running the pre-school? _____

If YES, how is the money used? Is it enough? _____

7. Does your school have enough facilities for pre-school children? Yes No

8. If NO what are the reasons that have led to the shortage of these facilities?

9. (a) What problems do you encounter in your school?

(b) In your own opinion what do you think should be done to solve these problems? Who should do it?

Appendix D Observation Schedule

N.B: Any information acquired during the observation will be used for the purpose of research and will be kept confidential.

1. Does the school have a motto? _____

If YES note it down

2. Size of the compound – Big enough, Small

3. Physical facilities available:-

Classrooms size- adequate/inadequate/none

Playing field size –adequate/inadequate/none

Vehicles - Available/none

Administration block – Available/ none

Playing materials e.g. Slides-----

Swings-----

Furniture available _____

4. Teaching- learning materials used in the school.

5. Schools time table.

6. Types of records kept in the school

7. No. of years pupils are in school. 1yr/2yrs/3yrs

Appendix E Interview Schedule for ECD Parents.

Parents school:- _____

Age _____ Gender _____

Occupation _____

1. What is the category of your Child's school? (Public, Private Organization, Private Commercial) Why did you choose to enroll your child in this school and not any other school?
2. What kind of curriculum do they follow?
3. What is the minimum entry age?
4. How long will your child study in this school ? 1yr 2yr 3yrs
5. Do you have any other child (children who have gone through a different type of a nursery school Yes No
6. If yes , why did you decide to enroll this child in a different school.(how do you compare the two schools)
7. What is your contribution in your child's early childhood education?
8. Are there people in your neighborhood who do not take their children to nursery school?
Yes No
9. a) If answer to No.8 is YES, why do you think they do not bother enrolling their children in nursery school?
b) Have you ever tried to sensitize them about the value of ECE to their children?
Yes No
10. What is the value of ECE to children? _____
11. What other factors contribute to holistic development of a child?
12. What role does the government play in provision of ECE to your child?

13. In your own opinion are there other agencies or stake holders who participate in provision of your child's education?

Yes No

14. a) If answer to No.13 is YES, what role do they play in promoting ECE in the division?

b) Is there any forum that gives you and other stakeholders a chance to meet and discuss ECE in the Division Yes No

c) If answer to 14(b) is YES, how have you benefited from such forums?

15. a) Are you satisfied with your input in the development of ECE in the division?

Yes

No

b) If the answer to 15 a) is No, what factors hinder your effective participation in ECE in the division?

16. Suggest measures that can be taken to enable you participate fully in ECE in the division?

Appendix F Timetable

| Activity | 2004 | | | | 2005 | | | | | | | |
|-----------------------|-------|------|------|------|------|------|--------|--------|------|-------|-------|------|
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | March. | April. | May. | June. | July. | Aug. |
| Literature Review | - | - | | | | | | | | | | |
| Proposal writing | | - | - | | | | | | | | | |
| Seminars /Defense | | | | - | | | | | | | | |
| Refining the proposal | | | | | - | - | - | - | | | | |
| Obtaining instruments | | | | | | | | | - | | | |
| Sample collection | | | | | | | | | | - | - | |
| Data analyzing and | | | | | | | | | | | - | - |
| Report writing | | | | | | | | | | | | |
| Submission. | | | | | | | | | | | | - |

Appendix G Budget for Research

| Item no. | Item | Cost (Kshs.) |
|----------|---|---------------------|
| 1. | Literature review procurement | |
| | - Internet browsing and printing | 1,500 |
| | - Photocopying 50 Pgs @ 3/= | 150 |
| | - Access to various Libraries | 6,000 |
| | - Purchase of Text books | 6,000 |
| 2 | Typing and photocopying the instruments | 2,500 |
| 3. | Piloting the instruments | 4,000 |
| 4. | Data collection (Transport means and instruments) | 8,000 |
| 5. | 1 ream of foolscaps | 300 |
| 6. | -Proposal writing (60 pgs @30) | 1,800 |
| | - Proposal binding | 70 |
| | - Refining the proposal | 3,000 |
| | Trips to Kenyatta University | 5000 |
| 7. | Project report writing (80 pgs @30) | 2,400 |
| | Photocopying the report- (95 pgs x3 @ 10) | 2,850 |
| 8. | Binding the project report (6 copies @ 250) | 1,500 |
| 9. | Contingency fund | 5,000 |
| | Grand total | Kshs. 50,070 |

Appendix H List of Schools in the Study

Pre schools Approved by the D.E.B

A. Four Public pre-schools

- i) Gatuduri
- ii) Kiangima
- iii) Iveche
- iv) Embu County

B. Six private –organizations pre-schools

- i) Tenri
- ii) Salvation Army
- iii) A.I.C Embu
- iv) Lions –Embu
- v) St Stephen’s Rescue centre.
- iv). E.A.S.T College

C. Five private commercial pre-schools

- i) St. Anne’s Majengo
- ii) St Joseph’s (Blue Valley)
- iii) Bonanza
- iv) Msingi Bora
- v) New Morning Green