

DETERMINANTS OF EFFECTIVE PARTICIPATION IN
PRE – SCHOOL EDUCATION IN DUJIS ZONE,
GARISSA DISTRICT
KENYA

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DECLARATION

I, **HAKIMA MAALIM ALI**, declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.


Signature..........

Hakima Maalim Ali

Date : ..12-8-2010.....

APPROVAL

This is to certify that this study has been under my supervision as a university supervisor
and is now ready for submission.

Signature 

MR. OCHEN MOSES

Date 

DEDICATION

This work is dedicated to my sister, Abshira Hassan, Brother Abdinasir Maalim and my mother who have been so Understanding and inspirational through out my study period.

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I owe profound intellectual debt to those who assisted me in whatever form to enable me to complete this research work.

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LIST OF ACRONYMS

- | | | |
|------------|---|---|
| 1. BVLF | - | Bernard Van Leer Foundation |
| 2. DICECE | - | District Centre for Early Childhood Education |
| 3. ECD | - | Early Childhood Development |
| 4. ECCE | - | Early Childhood Care and Education |
| 5. ECE | - | Early Childhood Education |
| 6. GOK | - | Government of Kenya |
| 7. KIE | - | Kenya Institute of Education |
| 8. NACECE | - | National Centre for Early Childhood Education |
| 9. NGO | - | Non Governmental Organization |
| 10. TIE | - | Tanzania Institute of Education |
| 11. UNESCO | - | United Nations Educational Scientific and Cultural Organization |
| 12. UNICEF | - | United Nations Children's Education Fund |
| 13. UNPAC | - | Uganda First National Plan of Action on Children |

OPERATIONAL DEFINITIONS OF TERMS

1. Pre – school
 - Care centers, kindergartens nursery. All
Used to mean learning centers for children
between ages 3 – 6 years before joining
standard one in primary school.
2. Curriculum
 - Planned course of study that provides the
Learners with some learning experience under
the guidance of the school and the teacher.
3. Participation
 - Doing something together with other people.

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ABSTRACT

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 the key issues such as terms of services for pre – school teachers, linkages between various players in ECD and modalities of partnership among others. Problems facing ECE have not been investigated and understood. In the light of the above, the purpose of this study was to investigate the problems facing pre – school education in Dujis Zone, Garissa District.

The study focused on curriculum and programme in place, investigated the academic qualifications of teachers, policies in place on pupils entry age and pre – school registration, facilities and materials – resources available.

Teachers, parents and pupils of pre – school in Dujis zone were the target population.

The schools are located at Garissa town and pupils are drawn from neighboring townships such as Balambala, Modikarey, Sankuri and Danyere among others. The schools' population of 262 pupils in pre – school gave the researcher access to a relatively high concentration of pre – school pupils from a fairly wide area of Dujis Zone. Data collection instruments were questionnaires, interview schedules and observation checklists. Data collection was organized systematically using descriptive statistics and the researcher analyzed the data of evaluation of problems encountered in access to effective participation in pre – school education in Dujis Zone of Garissa District.

The study found out that most of the pre – schools had no teachers for long. The study also noted delays in fees payment, low salary and delays in salaries, inadequate finances to run the schools are one of the major factors inhibiting access to effective participation in pre – school education. The study recommends that the government should integrate ECE into Free Primary Education system since this will ensure funds are allocated for ECE programmes.

CHAPTER ONE

1.0 INTRODUCTION

The chapter consists of the background of study, statement of the problem, purpose and objectives of the study, research questions, scope and significance of the study. Limitations and operational definitions of items are also included in the 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 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 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 was intensified at that time (Benaars G. A et al (1994).

The initial, direct government involvement in early childhood education was in the 1990s 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 UNICEF, the ministry established five national pre school teachers training centres. By 1981,

there were 2000 trained and about 5000 untrained teachers to handle these children. Bernard Van Leer Foundation, (2002) conference.

The Ministry of Education started showing interests 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, Murang'a, 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 device 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 Kenya's sessional Paper No. 7 "National Social WELFARE Policy on Day Care Centres" 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 the schools remained the responsibility of various sponsors. The responsibility included advisory services to the sponsors in the organization and management of pre-schools, professionals; advice to pre – school teachers, registration and training of teachers, curriculum development and supervision of teaching and learning. Subsequently the presidential circular No. 1 of 1980 transferred to the ministry of education the responsibility of pre-school sector as a gesture towards a formal policy in Early Childhood Education in Kenya. 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 of E.C.E includes guidelines governing the establishment and registration for pre-schools and the training of personnel. Some of the highlights of this policy were:

- Establishing of a two-year district based teachers training and certification by the Ministry of Education.
- Pre-school education to all children of three to six years.
- Establishment of District Centres for Early Childhood Development (E.C.D).

The 1990s saw a significant expansion in the NACECE/DICECE Programme. 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 was 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 by Kenyatta University in 1997.

The BVLF has facilitated all National Seminars and Conferences which have guided policy and implementation 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 fully strength to benefit children in this region and the rest of the world.

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 a terms of services for pre-school teacher, modalities of

partnerships, establishment and registration of ECD institutions, linkages between various players and ECD programmes for 0-3 years old. The researcher was concerned with these irregularities and problems.

This study set to establish the factors for effective participation in pre-school education in Dujis Zone, Garissa District, Kenya.

1.3 Purpose of the study

The purpose of the study is to investigate determinants of effective participation in pre-school education.

1.4 Objective of the study

The study proposed to achieve the following objectives:

1. Establish the effect of learners' age and ability on effective participation in the pre-schools of Dujis Zone.
2. Establish the effects of parents Social Economic Status on their effective participation in pre-schools of Dujis Zone.
3. To establish the effect of teachers qualifications and experience on their part in pre-schools of Dujis Zone.
4. Establish the effect of the Government policy on quality assurance on its effective participation in Dujis Zone.

1.5 Research Questions

- What role does the local community play in the provision of pre-school education?
- What problems do the pre-school teachers of Dujis Zone, Garissa 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 is the quality and quantity of facilities and teaching learning resources available in the pre-school in Dujis Zone?

1.6 Significance of the study

The findings of the study have both theoretical and practical implications for the future. Theoretically, the study will contribute 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.

The study will also have had practical significance because it may lead to improvement of Early Childhood Curriculum by identifying the strength 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 to education development.

The findings of this study will further enlighten curriculum developers on the achievements of objectives outlined for the early childhood education and implementation of early childhood education policies and identifying priority areas in allocation and distribution of funds for education development.

1.7 Limitations of the study

The following are the limitations of the study: -

- There was no related local literature comparing different categories for pre-schools in the region.
- The study was confined to nursery schools drawn from Dujis Zone of Garissa District, North Eastern Province, Kenya.

- 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.

1.8 Assumption of the study

- The researcher assumed that there was 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 school.
- All nursery schools in the sample studied were experiencing some problem

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature related to the problems being investigated. The review is presented in form of section pertaining to the major elements of the problem. The review of literature involves a systematic identification, location and analysis of document containing information related to the research problems being investigated. According to Mugenda (2003), 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 frame work 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 the researchers and also helps one to benefit from other researchers experiences. In some situations, literature review will suggest other procedures and approaches with 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.

2.1 Pre-school education in East Africa

Pre school education in the three main East African countries will be examined.

2.2 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 objectives, most centres are commercial. The government lays little emphasis to development of pre-school education due to scarcity of resources and ECE have 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 subjects' activities, which have been approved by the chief education officer. However, not many pre-schools have obtained the syllabus from T.I.E. There is no national curriculum for the lower levels (0-4 year's old children) thus the early childhood curriculum take 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.

2.3 Pre-school Education in Uganda

According to Dr. 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 small proportion of services intended for them. Recently history of instability and insecurity destroyed the pre- 1990s 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 school train teachers for these schools and ensure maintenance of a desirable level of quality. Services for zero to eight years old and 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, Labour and Social development in the ministry of Education and Sports. The above scenario draws that there is need to strengthen the mechanism for inter sector approaches and linkages in ECD and ECE in young children. There are inadequate sensitization of families and communities about the value of ECE.

2.4 Pre-school Education in Kenya

2.4.1 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, attitude 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 E.C.D in the Hindu community in facing some social and technological problems and challenges such as influences or 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 Mombassa).

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 rely 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 the will-power that has contributed to the negative situation in Africa.

In the arid and semi-arid lands (ASAL) such as 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 the 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 have led to the increased access to ECD services and increase in pre-school enrolment but the children are cared under a shade (Lacking appropriate classrooms) and inhibitive culture practices such as female genital mutilation affect ECD programmes.

The Aga Khan Foundation 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 Bernard 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, poor quality programmes due to poverty levels, insecurity in some areas and HIV/Aids poses a threat to the program.

2.4.2 Impact of HIV/AIDs on Pre-school participation

HIV/AIDs is a global epidemic and is one of the most formidable challenges to human dignity. The impact of HIV/AIDs has led too many African 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 occasions they drop out of school hence their school attendance and enrollment is quite low.

2.4.3 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 education activities.

The governments' budgetary allocation to run ECD programmes is inadequate. *Otiende 2004 "the sub-sectoral allocations within the ministry of education 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 No. 27th 2007.*

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's manning the programme are considered for special

allowances like their colleagues in secondary schools and colleges. Many officers at NACECE and DICECE have stagnated in job group "L" for over 10 years and this has affected the morale of these officers. There are limited ECD resource centres and existing centers lack comprehensive facilities and equipments. The Kenyan ECD resource centers and the existing centers lack comprehensive facilities and equipments. The Kenyan ECD World Bank supported projects was only leading with the resource centers in only 14 districts 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 various 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 centers 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 the 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 centers is not clear on the entry age and the number of years children should learn in these centers before joining standard one.

The issue of placement of 0-3 years 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 services. 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 services; most centers are poor in terms of physical structure and available facilities. There are 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 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 circular does intensively integrate the emerging issues related to HIV/AIDs, gender and the rights of the child, it has also been observed that most 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 the 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.

2.5 Challenges faced by teachers in pre-school education

Pre-school teachers are not hired through the Kenya government although their training is facilitated by NACECE and the DICECE. Most rural pre-schools for example function on a harambee basis with a local community hiring the teachers, constructing the budding and providing other needed resources. This situation reflects a frequent division between pre-school and primary education which pre-school programmes and teacher's employment are private and locally governed.

Another problem facing this sector is quality of education. Whereas many teachers have been trained so that they are able to offer quality education. There is still a big percentage of untrained staff. Added to the fact that the teachers are generally poorly paid, their performance sometimes falls below expectations.

2.6 Community's role in provision of pre-school education

The demand for early child development services in Kenya resulted in the establishment of a large network of child development centers mostly in rural areas, by parents of children who did not have access to privately owned nursery schools. About 19,000 centers covering approximately one million children have been set up. Community was the most important partner in the development of the centers, taking responsibility of the provision of physical facilities, payment of salaries, organization of feeding programmes and provision of learning and playing materials.

2.7 Teachers Qualification and pre-school education

Basically the training of pre-school teachers is carried out at regional level by DICECES. The two years in service training targets to equip teachers with knowledge and skills that meet the children's intellectual, physical, social, emotional as well as spiritual needs.

The programmes for DICECES are developed at the National Centre for Early Childhood education which is based at the Kenya Institute of Education in Nairobi.

Additionally there is an Islamic integrated course, which is a special programme for those who teach Islamic in schools. Started in 1994, the course for Muslims (teachers) integrated formal education and Islamic teaching. The teachers

eventually teach in Muslim Schools commonly referred to as Madrasas and Dugsis.

Other than these there are several training programmes managed by different organizations like the kindergarten Headmistresses Association among others.

Top caliber teachers for the pre-schools are trained in universities offering a bachelor degree in early childhood since 1995.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides a description of the methodology employed in the study. It gives the research design, populations, sample and sampling procedure data collection methods, data analysis method and the procedure for data collection. Study location and target population and data collection procedure.

3.2 Research Design

The research design is quantitative and descriptive in nature. It will employ the suney method.

3.3 Target Population

The study population is made up of teachers, parents, pre-school children in Zone and education leaders.

3.4 Sample and sampling procedure

A sample of 8 teachers, 20 parents and 30 children will be selected for study. Teachers were selected using systematic sampling, parents simple random sampling. Stratified random sampling was used to select the pre school children that participated in the study.

3.5 Data Collection procedure

Pupils and teachers in pre-schools were sampled out from the schools because the researcher was interested with the pre-school. Data collection instrument were questionnaires where questions were distributed to the teachers. Interviewing was also used to interview the head teachers and observation was also used on the pupil who could not be interviewed or questionnaires administered to them since they are young and could not communicate.

3.6 Data Analysis

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 questions were assembled and the data collection was organized systematically. Descriptive statistics such as percentage and frequencies were used to represent the data like the age of the pupils in the pre-school and the total enrolment by gender (female or male).

3.7 Research Instruments

The research instruments used are questionnaires, interview schedules and observation schedules.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The chapter presents the analysis and interpretation of the study of findings. The analysis and interpretation are based on the set objectives and data got from the field.

4.1 Background Information

Data were collected from a sample of 8 pre-school teachers, 4 head teachers from the pre-schools, and the researcher also administered an observation schedule to collect information from the pre-school children since they are young and cannot be able to communicate clearly.

4.2 Teachers Academic and Professional Qualification

The study consisted of 8 female teachers in the 4 pre-schools that the researcher visited. This means that there were no male pre-school teachers in the selected area of the study.

Table 4.1 Teacher Year of Experience

Year	Frequency	Percentage (%)
3 – 5 years	2	25.0
8 – 10 years	2	25.0
12 – 15 years	2	25.0
16 – 20 years	1	12.5
20 years and above	1	12.5
Total	8	100.0

Source: data from questionnaire c

Table 4.1 indicates that most of the pre-school teachers had not been teachers for long. Two teachers had been teaching for a period of between 3 – 5 years; two teachers had been teaching for a period of between 8 – 10 years. Two of the teachers had been teaching for a period of between 12 – 15 years; 1 teacher had been teaching for a period of between 16 – 18 years while only one teacher had been teaching for more than 20 years.

4.2.1 Number of schools taught

It was interesting to note that most of the teachers in our study had not taught in their current school but in other schools too. 75% of the teachers reported that they had taught in other schools before joining the current schools while only 25% reported that the current school was the first school they were teaching.

The researcher also enquired to know why most of the teachers have been moving from one pre-school to another. Among the 8 teachers that had moved

from one school to another 3 reported that decrease in the students enrolment forced them to search for pastures because the schools were almost closing down. Three reported that financial problems in the school facilitated their transfer from the previous schools. 2 reported that low payments and delay in their salaries forced them to leave their first schools for better pastures. From the results it is evident that most pre-schools are faced with the problem of losing teachers to greener pastures.

4.2.2 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	Frequency	Percentage (%)
0 – 20	2	13.3
20 – 25	4	26.7
26 – 30	6	40.0
30 – 40	2	13.3
Above 40	1	6.7
Total	15	100.0

Source: data from questionnaire c

From table 4.2 it can be observed that most of the teachers have a population of between 26 – 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 he teaches more than 40 children in her class. According to the education officers the recommended official teacher pupils' 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.

4.2.3 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 12.5% had attained the CPE/KCPE qualification, 12.5% had attained KCE qualifications while (75%) had attained the KCSE qualification in education.

Table 4.3 Academic Qualification of pre – school Teachers

Qualification	Frequency	Percentage (%)
CPE/KCPE	1	12.5
KCE	1	12.5
KCSE	6	75
Total	8	100.0

Source: data from questionnaire c

4.2.4 Training of Pre – school Teachers

The result also revealed all the 8 teachers had received some formal training early childhood education. They had been trained in DICECE and the Montessori training in regard to early childhood education. Seven (87.5%) of the teachers had been trained on DICECE while the remaining one teacher had been trained under the Montessori training for early childhood education.

During the training period, six (75%) of the teachers reported that they trained through the full time learning programmes while two (25%) reported that they trained through the part time module of learning. All the teachers had acquired

certificates of training after their training. Duration of training is as indicated in the table below.

Table 4.4 duration of training for pre – school teachers

Duration	Frequency	Percentage (%)
1 year	2	25
2 year	4	50
3 year	2	25
Total	8	100.0

Source: data from questionnaire

A majority of the teachers reported that they sponsored themselves for the training. Three 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 of the teachers reported that they had enrolled for in service training while five reported that they had not enrolled for 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.

4.3 School Children's Entry Age and Enrolment

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

4.3.1 Enrolment of children

Only one head teacher reported that they had a population of over 70 pupils in pre – school, the other three reported that they had an enrolment of between 63 and 66.

4.3.2 Entry age for the children into the pre – schools

The teachers indicated two years was the minimum age of entry in the school. A majority of the students were aged three years while 20% of the pupils were above three years when they were enrolled in the schools.

4.3.3 Period of study for the children

The teachers indicated that the pre – school studies take three years.

4.3.4 Work done by the pupils

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

- Painting
- Drawing
- Number work
- Reading
- Writing memory verse
- Pattern making
-

From the above we can observe that most of the students are exposed to the different learning tasks.

4.4 The community's role in provision of pre – school education

To gather data on the role of the community in the provision of pre – school education, questions were put across to the head teachers concerning the role of the government and stakeholders in the provision of pre – school education. In the running of the pre – school the head teachers reported that churches played a major role in financing the pre – school. All the head teachers reported that no donations of funds were received from the government in financing early childhood education.

4.5 Problems Facing Head teachers and Teachers in Pre – School Education

The findings of this study reveal that pre-schools are faced with several problems. When the teachers were questioned, all the eight pre – school teachers reported that there was lack of government support in pre – school education which makes it difficult for the teachers to implement the curriculum fully due to lack of relevant resources. Apart from lack of government support, some teachers also reported that they receive low salaries which were also delayed. They also reported that their jobs were at stake because some of their schools were collapsing and there was a risk of them losing their jobs. The teachers also noted that they were few in the schools and they have to work extra hours without pay.

4.5.1 Head teachers response on problems facing pre – schools

Problem	Frequency	Percentage (%)
Lack of government support	4	100
Delay in fees payment	3	75
Low salary and delay in salaries	1	25
Inadequate teaching staff	1	25
Job	1	25

Source: data from interview in appendix D

The head teacher also gave a report on some of the problems that pre-school 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 enrolment

Inadequate staff

Teacher's resignation for greener pastures

High cost of running the schools and lack of funds

Parents moving children to more expensive private schools which have better facilities

Transport problems

Lack of commitment by parents to early childhood education

4.6 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. All the schools had school mottos. From the findings of the study 50% or (2) schools had a big compound while 50% (2) had a small compound in the school. In regard to physical facilities 50% of the schools had inadequate classrooms. All the schools had enough furniture for the children. All the schools had vehicles for transporting the children.

The researchers observed that the following teaching learning materials were used in the pre – schools.

Charts	4
Counting blocks	4
Text books	4
Counting rods	4
Bottle tips	1
Posters	4
Flash cards	2
Toys	3
Manila cut outs	4
Crayons	4

There is very high staff turnover in the pre – schools in the zone as they search for green pastures. This is to some extent the pupil's performance because it interferes with the 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.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter will discuss the findings and conclusions of the study. The chapter will also discuss the recommendations.

5.1 Discussion of findings and conclusion

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. The 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 enough vehicles to carry pupils to and from the 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 place 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 Divisions are not registered and they lack the necessary facilities for teaching.

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

5.2 Recommendations

In view of the findings of the study and conclusion reached, the researcher has made the following recommendations:

- 5.2.1 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 programme. This will help in promoting communities participation in early childhood programmes.
- 5.2.2 The government should integrate ECE into free primary education system since this will ensure that funds are allocated for ECE programmes.
- 5.2.3 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.
- 5.2.4 Pre – school teachers should use a variety of teaching methods like learn best through play. Since the current generation of teachers was not socialized 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.
- 5.2.5 The government should give incentives to the local publishers so that they can publish pre – schools materials. They can give a tax exemption on all materials produced for use in pre – schools

APPENDICES

APPENDIX A Introduction letter

Dear _____

REF: PERMISSION TO CARRY OUT ACADEMIC RESEARCH IN YOUR SCHOOL

I am carrying out a study on determinants of effective participation in pre – school education in Dujis zone, Garissa district in partial fulfillments of the requirement of the award of a Bachelor of Education (Science) of Kampala International University.

I wish to kindly request you to allow me administer questionnaires to teachers in your school and give me an appointment with an aim of interviewing you on the above subject. The information will be treated as confidential and the information you give will be used only for the study named above.

Thanks in advance

Yours faithfully

HAKIMA MAALIM ALI

APPENDIX B

Introduction Letter

Dear _____

REF: QUESTIONNAIRE FOR TEACHERS

I am carrying out a study on the Determinants of the effective participants in pre – school education in Dujis Zone, Garissa District. The initial part of the study is a requirement of a course of Bachelor of Education (Early Science) which I am undertaking at Kampala International University.

You are kindly requested to: -

1. Fill the questionnaire honestly according to your opinion.
2. Note that the opinions you express will be treated as confidential and the information you give will be used only for the study named above.
3. I look forward to your co – operation in completing the questionnaires.

Yours faithfully

HAKIMA MAALIM ALI

QUESTIONNAIRE FOR TEACHERS

1. Name of the institution

.....

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

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?

Parent ☐

Church ☐

Government ☐

Self ☐

Others - specify

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

☐ Boys ☐ Girls

8. What are your academic qualifications?

CPE/KCPE Graduate

KCE/KCSE Diploma

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 ☐

11. How was your training organized?

Full time ☐

Part time ☐

Distance learning ☐

12. What was the duration of your training.....

13. Have you undertaken any in service course since you were trained?

Yes ☐

No ☐

14. What qualification did you acquire after training:

Certificate ☐

Diploma ☐

Degree ☐

15. Who financed your training?

Government

☐

Self

☐

Non governmental organization (NGO)

☐

16. If your answer in question 9 is No, why have you not taken any training?

Lack of interest

☐

Lack of opportunity

☐

Lack of finances

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

Yes

No

18. If yes, what kind of assistance

Financial

☐

Material and equipment

☐

Others specify

☐

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

Parents

☐

Government

☐

20. What impact did the Free Primary Education have on enrolment in your school?

Increased

☐

Decreased

☐

No effect

☐

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 in 21 is No. What would you suggest should be done by the government concerning Early Childhood Education?

.....

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

Yes ☐

No ☐

(b) If your answer in 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 (b) is YES, what problem you encounter when using the available curriculum.....

.....

.....

Who prepared the curriculum? K.I.E ☐

Other

Specify

.....

...

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

English

Kiswahili

Mother tongue

APPENDIX D
Interview Schedule for Headteacher

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 _____

5. With advent of Free Primary Education do you receive any grants from government (Ministry of Education Science & Technology)?

Yes ☐

No ☐

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

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

7. Does your school have enough facilities for pre – school children?

Yes ☐

No ☐

8. If NO what 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?

NB: 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: -

Class rooms size – adequate/inadequate/none

Playing field size/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. Number of years pupils in school. 1 year/2 year/3 years.

APPENDIX E

Observation schedules for pupils

1. How many students are there per class?
2. Does the class look overcrowding?
3. Are the pupils using the teaching – learning materials available?
4. How is the pupil's participation in class?
5. How are the pupils participating in the field?

What activities are carried out by the pupils in the school programme?

TIME SCHEDULE

May 2010 – June 2010	Writing chapter One, Two and Three
July 2010	Collecting and analyzing data.
August 2010	Handing over the assignment to the lecturer for marking.
September – October 2010	Doing corrections, Printing the final document and handling over to the lecturer.

BUDGET

ITEM	COST
Typing 50 pages @30/-	Kshs. 1,500
Photocopying 100 pages @5/-	Kshs. 500
Binding 3 documents @100/-	Kshs. 300
Bus fare to and from school where data was collected for three days 600/-	Kshs. 600
GRAND TOTAL	KSHS. 2,900