

**PROBLEMS FACED BY NURSERY SCHOOLS  
IN OWIMBI ZONE, BONDO DISTRICT,  
KENYA.**

**A Research Report  
Submitted To The  
Institute of Continuing and Distance Studies  
Kampala International University**

**In Partial Fulfillment  
Of the Requirements for the Degree  
Bachelor of Education Early Childhood and Primary Education**

**BY**

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## DECLARATION

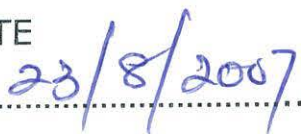
I declare that the material in this book has not been presented elsewhere for any academic qualification and for any inconsistency am responsible.

Signed



ASSILAH JACK JOHN

DATE



## **DEDICATION**

This is dedicated my father Mr. Assilah, my mother Flora and my brothers, Paul, Maurice, Sylvans and not forgetting my wife Mercylene, my daughters Caroline, Veron and my sons Victor, Oscar and Brian.

## APPROVAL

This research is submitted with my approval as the supervisor.

Signed



MR. EZEKIEL OLUPOT ELIKO

Date

15<sup>th</sup> / Sept / 2007

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## **ABBREVIATIONS**

ECD	-	Early Childhood Development
ECDEC'S	-	Early Childhood Development Education Centres
FGD	-	Focus group discussion.
MOE	-	Ministry of education
NGO's	-	Non Government Organizations
P/S	-	Primary School



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## **Abstract**

The aim of this research was to investigate the problems faced by nursery schools in Owimbi zone, Bondo district Kenya. A number of nursery schools have come up to cater for children and this is so because of the realization of the importance of nursery education. However these schools are faced with a lot of problems. The specific objectives of the study were to determine the relationship between the development of a country and nursery education and to show how other stake holders can reduce these problems. The study employed Qualitative and Quantitative design. Findings of the study reveal that nursery schools have a lot of problems which include unsafe environment, lack of feeding programs, lack of instructional materials and lack of government regulation. The study gave the following recommendations;

There's need for government to take into consideration the problems of the nursery and respond to them. The government should be responsible for making the curriculum that is suitable for the children and should make sure they supervise them to ensure quality.

The parents should work hand in hand with the teachers and the school heads for the smooth running of the school for example feeding programs can be planned with the parents. The parents should also make sure their children are escorted to school to avoid accidents. Basing on the study it can be concluded that nursery schools are faced with many challenges which need immediate attention.

## **CHAPTER ONE**

### **1.0 Introduction**

#### **1.1 Rationale of the Study**

Of all the regions of the world, Africa has the youngest population. In 1993 the countries of Sub-Saharan Africa had a combined population of 54.15 million; 20% of these (10.9 million) were children under five this has greatly increased the demand for health care, protection, education and general welfare services for this age group ADEA NEWSLETTER,( 2003).

The report of former UN Secretary General Kofi Annan, published on the occasion of the UN special session on children assesses the progress made since the 1990 World Summit for Children. The conclusions of the report are alarming; one African child in six is underweight at birth. If that child survives, he or she will have just an 80% chance to live beyond the age of five, since the infant mortality rate in Africa is the highest in the World. The child is likely to suffer from chronic malnutrition, along with over a third of African children under five. Since sewage treatment, healthcare, and vaccination services are inadequate and access to drinking water is far from universal. In 2000, 57% of the African population had access to drinking water. UN, (1990)

The report rather observed that the child will be vulnerable to epidemic and infectious diseases. He or she will probably not receive any early childhood development care, since such services are still very rare in Africa. To make matters worse, he

or she may have to live in the midst of armed conflict and the risk of becoming an HIV/AIDS orphan is considerable. It is therefore the duty of African governments and development agencies to respond vigorously to this situation, not only because children are the largest and most rapidly growing segment, but also because children are most vulnerable and the future of African countries depend on them. UNICEF, (1997).

In Kenya, it is estimated that there is about 30% coverage for children on three to five age range ADEA Newsletter, (2003). However, little attention has been paid to ECD since it is viewed as the responsibility of families and communities. The families and communities have also neglected this area because of the demanding world today and they have to make ends meet which means they do not have time for their children.

The Kenyan society has undergone various socioeconomic changes which have resulted in the disintegration of traditional child rearing patterns. For example, grandparents, older siblings and other community members are no longer available to participate in child rearing at the same level. Changes and problems regarding child care have led parents to search for and institute alternative childrearing patterns. The best alternative in Kenya so far has been the pre-school institution. The parents have preferred this institution because they have a lot of trust in the Pre-school teacher. Since she is someone they know. They have confidence that she will provide adequate care to their children. To most of the parents, particularly in the rural areas, the Pre-schools mainly serve a custodial and socialization

function. The preschool teachers are expected to provide custodial care to the children and also to socialize them so that they acquire acceptable social norms and values.

In Kenya, Early Childhood Care and Education (ECCE) Institutions are known by a wide range of terms, which include day care centre, nursery school, kindergarten and preschool. In this research the term nursery schools will be used to refer to all institutions catering to children aged below six years. The first institutions were started in Kenya in the 1940's, in urban areas for both European and Asian children. The first nursery schools for African children were started in African locations in urban areas, coffee, tea and sugar plantations. Later, in the 1950's, during the Mau struggle for independence, the pre-schools were started in the emergency villages in Central Province.

These centers provided custodial care to the children while their mothers were involved in forced labor.

After independence, the pre-school education programme expanded greatly countrywide. This was in response to the intensification of socioeconomic changes and other forces of development and also to late President Kenyatta's call for "*Harambee* ", that is, self help, in nation building.

Since independence, the programme has continued to grow in terms of enrolment, and in the number of teachers, schools and sponsors. For example, in 1986, 657,688 children were enrolled in 12,186 schools with 16,182 teachers. By 1991, these numbers had risen to include 908,966 children, 17,650 schools and 24,809

teachers. For enrolment this is a significant growth of 38.2%.The coverage has, however, remained relatively small as only about 30% of the children aged 3-6 Years are benefiting from the service. ADEA NEWS LETTER (2003)

It is upon this background that the researcher chose to study problems faced by nursery schools. Nursery Education lays a foundation for later academic, moral and social function. It is during the formative years of early Childhood that a strong foundation is necessary to facilitate the development of a self reliant population that will develop and sustain a vibrant economy UNICEF, (1997).

The researcher has lived in Owimbo Zone in Bondo District (The researcher's case study) all his life. Over the years very many nursery schools have come up and the researcher has realized that these centres do not have enough facilities and therefore do not function properly. The teachers are not trained and those trained are underpaid, the feeding programs of these kids are poor and the environment in which they live is not well protected. These centres also get little attention from the government.

This is the most crucial stage of development in a person's life and therefore must be handled with care so there is need for this study.

## **1.2 Significance of the Study**

The study will show how nursery schools are handled and what they lack and therefore it will benefit these centres and children since there will be a call for development

The government and policy makers will also take into account the problems of nursery schools and therefore give them attention.

More participation from other people like NGO's, communities among others will be called for and hence development of nursery schools.

## **1.3 Objectives of the Study**

The general objective of the study was to analyze the problems faced by nursery schools.

### **Specific objectives were**

To analyze the relationship between the development of a country and early child hood education.

Show how other stake holders can help reduce these problems.



## **1.4 Statement of the Null Hypothesis**

There is no relationship between the development of a country and early Childhood education.

Early Childhood development is not important.

## **1.5 Definition of Terms**

### **Early Childhood Development**

According to the study, it refers to the continual process of positive change in the young child from the time it begins to live the initial years formal schooling around 8 years of age.

### **Early childhood development education**

Refers to the schooling of the young child that is 3 years to 8 years.

### **Nursery schools**

The institutions where children from 0-6yrs are taken to study

### **Nutrition**

Feeding programs for the nursery schools

### **Problems**

According to the study it means what the nursery schools lack and what is dangerous to them.

## 1.6 Theory

Child centered education is probably easier to understand if we look at the ideas presented by Jean – Jacques Rousseau who is generally credited for having introduced this theory of education in his book Emile Published in 1762, he asserted that we should not begin by concentrating on the vast amount of information that we want children to acquire, but should rather begin by considering what the child is capable of learning and what he or she is interested in learning. Instead of beginning from the outside from subjects and skills which adults think important we should begin from what is already in the child, the capacity to develop. We can then find that some activities and studies suit the child at different stages. We should provide for these; education will then ensure the development of a good human being, on who has enjoyed learning, is keen to continue to learn and is a responsible member of society.

According to Rousseau, education during childhood should not be a time for learning from books or studying words; it is a time for learning by physical activity and read experience during these years the child should develop physical skills and sense discrimination, since these are natural growth areas.

The child should be much outdoors, playing, enjoying physical activities, singing may be learned and possibly a reading and

writing; but reading and writing should be only for such things as personal correspondence the child should not read books.

This is because according to Rousseau, books can be read by children without any real understanding of their contents. Children in this view, have the ability to parrot what they read or hear and so adults think that children are learning when in real sense are simply repeating empty sounds; the children have no concepts of the true meanings of the words or have distorted and Imperfect concepts. Thus the child can be given unreal, misleading view of the world. The child's thinking at this stage is rather to be stimulated by physical activity and observation of the immediate environment.

According to Piaget (1972), children learn best when they are active and seek solutions for themselves. Piaget opposed teaching methods which imply that children are passive reception. The educational implication of Piaget's view is that all subjects, students learn best by making discoveries, reflecting on them rather than imitating the teacher.

He says children should not be pushed and pressured on to achieving too much too early in their development, before they are mutually ready. Some parents spend long hours everyday holding up large flash cards with words on them to improve their children's vocabulary. In Piaget's view, this is not the best way for them to learn.

According to Vygotsky (1962), the child's zone of proximal development (ZPD) should be used in teaching. Teaching begins towards the zonal upper limit where the child is able to reach the goal only through collaboration with the instructor. With adequate continuing instruction and practices the child recognizes and masters the behavioral sequence which requires performing the target skill as the instruction continue the performance transfers from the teacher to the child. The teacher gradually reduces the explanations units and demonstrations until the student is able to perform the skill alone.

## **CHAPTER TWO**

### **2.0 REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter discusses the literature related to the study. For the purpose of the study the concepts below are discussed;

#### **2.2 Early Childhood and Child Development**

The term early childhood development refers to the continued process of positive change in the young child from the time he or she begins to live to the initial years of formal schooling around 8 years of age, development involves physical and mental growth, emotional and social adjustment as well as learning from the immediate surrounding. During this period, especially the first three years of life, a child's potential as a human being is built physically, intellectually, socially and spiritually Scroufe; (1997).

This period, therefore, is very crucial to a child's growth and development and consequently requires special attention of parents, family members, the community and all persons likely to influence the development of young children.

Early childhood development has two parts, that of early childhood and development. Early childhood is the period of a child's life from conception to the age of eight years. Development involves both gradual unfolding of children's

feelings, positive thinking, understanding and interacting with peers and environment, acquisition of knowledge and skills, changing habits and learning positive attitudes towards life. ECD is therefore a process by which young children grow and thrive physically, mentally, emotionally, morally and socially. UNICEF; (1997).

It is during the formative years of early childhood that the foundation is laid for qualities necessary for effective education necessary in the achievement of a full potential as a basis for human resource development. A strong foundation is necessary to facilitate the development of a self-reliant population that will develop and sustain a vibrant economy. MOE ;( 2000).

### **2.3Nursery schools**

Going to school is an important step, widening a child's physical, cognitive and social environment. Today more 4 years than ever and even many 3 years old are enrolled in nursery school Diana E-Papalia and others ;( 2002).

In some countries like China nurseries are expected to provide academic preparation for schooling in contrast, most nurseries in the United States and many other Western countries traditionally have followed a "child centered" philosophy stressing social and emotional growth in line with young children's development needs. Pre-schools in Japan are different from schools in the

United States, but similar issues have surfaced there Holloway, (1999). The typical Japanese nursery school, in line with accepted cultural values, is society centered; it emphasizes skills and attitudes that promote group attitude harmony, such as greeting the teacher properly.

The child centered education programs vary a great deal Roopnarine and Johnson, (2000). Some approaches place more emphasis on young children's social development, others on their cognitive development. Some experts on early childhood education believe that the curriculum of too many of today's nursery schools programs place too much emphasis on achievement and success, putting pressure on young children too early in their development Charles Worth, (1996); Eikind, (1998).

In Africa nursery schools emphasize the moral values, good social habits, cultural background and customs. These were things that were taught at home by the parents and community members. However, today the pattern has changes as parents have to make ends meet and therefore have to work which gives them no time to attend to the children and therefore have left the work for nursery schools. Robert, (2002).

## **2.4 Problems faced by nursery schools.**

The problems faced by nursery schools include the following; poor health and nutrition, lack of trained teachers, lack of

government regulation, unsafe environment, lack of instructional materials, and lack of a standardized curriculum

#### **2.4.1Lack of government regulation**

Pre-Primary Education lays a foundation for later academic, moral and social functioning. However, the current total lack of government control of pre-school education has led to the undesirable trends regarding the content and quality of the curriculum, teaching methods facilities, age entry, quality of teachers and their training programmes as well as school charges. Under these circumstances, socio-psychological principles of child development are not professionally adhered to. MOE, (2000).

According to White and Coleman, (2000) emphasis is on the process of learning rather than what is learned. Other programmes neglect the child's social development Catting McNichols,( 1992).

Most of these nursery schools are located in urban areas since they are privately owned by individuals, families, communities or entrepreneurs. There is also lack of quality assurance since the teacher training programmes and qualifications are varied and unregulated by the government. ADEA NEWSLETTER (2003)



Since most centres are owned by private providers, non government organizations or individual entrepreneurs, the government should form a systematic partnership between the providers, in order to ensure equitable and quality access for all children in the early childhood education centres. UNICEF; (1997).

Facilities and instructional materials for nursery schools are not only inadequate but also vary often inappropriate or unsuitable. ADRIANA (2000)

#### **2.4.2 Lack of a Standardized Curriculum**

Nursery school curriculum is not framed in a way that takes into consideration the psychological and cognitive development needs of children including physical, emotional, social and moral needs. This has had a negative impact on the children physically, intellectually, spiritually developed and socially as well as emotionally. For example playing is important for a child to work off excess physical energy and release pent-up tensions. Waas and Kiecker, (2000). It also advances the child's cognitive development.

There should also be a standardized training of teachers for Pre-School Education based on an established Curriculum.

The successful growth of the child is not only shaped by parental guidance but also the mentor or teacher. John W. Santrock, (2001).

### **2.4.3 Poor health and Nutrition**

Early Childhood health and nutrition means better child survival and development. It is not how much children eat but what they eat that contributes to their health during these years. A healthy diet should include an adequate supply of fruits and vegetables, where grains and foods rich in calcium and protein among others. One common form of malnutrition in developing countries is protein deficiency. Adequate supplies of protein are necessary to support rapidly developing muscles and body tissues. Pollit et al, (1996).

The children therefore lack food and those who have the food lack a balanced diet. UNICEF, (1997).

Health Programs that can be provided in order to improve the childhood education centres include; - immunizations against the main killer diseases like whooping cough, measles, among others. In the developing world, such vaccine-preventable diseases as measles, TB and whooping cough still take a larger part. John, (2004).

Diarrhea infections account for nearly one fifth of the 11.2 million deaths of children under the age of 5 years. Wegman, (1999). Therefore programmes to cater for the health of these children

should be provided in the education centres; for example providing a school clinic with trained health workers.

#### **2.4.4 Unsafe environment**

The children also live in an environment that is not safe.

Safe environment for children from households, communities and schools is crucial and should be maintained for example safe water and sanitation and housing. Nursery Scholars in day care centres are 2 to 4 more likely to pick up mild infectious diseases such as colds, Flu and Diarrhea Thacker et al, (1992), than those at home therefore things like clean water should be provided.

Safe road measures, safe playing grounds and safe materials are in bad shape and this is a serious problem because young children are mentally venturesome and often unaware of danger, it is hard for care givers to protect them from harm without over protecting them. Although most cuts are "kissed away" and quickly forgotten, some accidental injuries result in lasting death Rivera, (1999).

Children's mental health should also be catered for. It is necessary for children to benefit from school. Children who feel rejected and unsupported are traumatized or grief stricken or those who feel insecure are unlikely to concentrate and benefit from education, child counseling should therefore be offered in these schools. Scraufe, (1997).

The teachers should play a role in monitoring and identifying children who appear not to function as expected at their age.

The development of the child is not only the responsibility of the nucleus family; it requires the entire community and the country to ensure the child is brought up in a supporting and caring environment. Nancy, (2001).

#### **2.4.5 Lack of trained teachers**

Nursery schools lack trained teachers and this has been so because most of the nursery schools the teachers are paid by the parents and since the introduction of free primary education the parents do not want to pay because according to them nursery education should be free. WORLD BANK (1990)

#### **2.4.6 Lack of instructional materials**

Nursery schools lack instructional materials like play material among others and this jeopardizes the child's future UNICEF (1995)

Instructional materials for the children should be provided to ensure quality of the nursery schools. ReupNarive, (1996).

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

This chapter details the methods the researcher used to collect data

#### **3.1 Research Design**

The research is presented in both qualitative and quantitative design. Qualitative design helped the researcher get a deeper meaning of the study while quantitative helped in analyzing the numbers that were involved in the study. A descriptive survey design was also used and this helped the researcher get a sample of variables than the whole population.

#### **3.2 Environment**

The research was carried in Kenya and to narrow it down Owimbi zone in Bondo District and it was taken as the study for the purposes of transport that is the cost was reduced since that is where the researcher stays.

### **3.3 Respondents**

The study included community members, social workers, government officials, early childhood development centres, NGO's, parents and local leaders.

Community members were selected by random sampling and stratified sampling was used to get the wanted representative of the population.

Social workers, education officers, teachers, local leaders were purposively be selected.

### **3.4 Instruments of Data Collection**

The instruments of the study were; interviews, questionnaires, library search, focus group discussions and observations.

Questionnaires were distributed to the teachers.

Observation was done on the children in the centres.

Interviews were carried out with the Ministry of Education, teachers, NGOs, ECD office, District Education office.

FGD were held with parents local leaders community members and social workers.

### 3.5 Data Collection Procedures

A letter of introduction was picked from the University and this helped in a way that the interviewees were willing to give me information.

A timetable was drawn on when and how the researcher would meet the interviewees.

### 3.6 Statistical Treatments of Data

The frequency and percentage was used to determine the number of sample respondents that were used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents  
Observed

Qualitative analysis; Data from semi-structural, observation, and in-depth interviews were standardized hence required categorization. Such data was presented in a descriptive form above and was used to discuss the results of quantitative data.

## CHAPTER FOUR

### 4.0 DATA REPRESENTATION AND ANALYSIS

The main aim of the study was to evaluate the problems face by Nursery Schools in Owimbi zone. The study revealed a number of problems faced by the respondents who included the following:

**Table 1: Respondents**

Respondents	No.	Response	% Respondents
Teacher	30	15	50
Community Members	50	20	40
Parents	20	10	50
Ministry Officials	3	2	66.7
NGOs	6	3	50
Social Workers	10	5	50
Local Leaders	4	2	50
<b>Total</b>	<b>113</b>	<b>62</b>	<b>54.8</b>

**Source:** Field Research.

The above respondents were chosen because they are the people who know what goes on with the nursery schools and therefore understand well the problems they go through.

The community members were chosen at random and therefore there was no preference to any member.



**Table 2: BIO-DATA OF THE RESPONDENTS**

<b>Respondents Age</b>		
<b>Age Bracket</b>	<b>Frequency</b>	<b>Percentage</b>
12 years and below	5	8.06
12-18 Yrs	15	24.19
19-24 Yrs	30	48.39
25-35 Yrs	5	8.06
35 and above	7	11.9
<b>Total</b>	<b>62</b>	<b>100</b>
<b>Respondents Gender</b>		
<b>Gender</b>		
Male	28	45.2
Female	34	54.8
<b>Total</b>	<b>62</b>	<b>100</b>
<b>Respondents educational level</b>		
<b>Level</b>		
None	5	8.06
Primary	10	16.13
Secondary	5	8.06
Certificate	10	16.13
Diploma	12	19.35
Degree	20	32.26
<b>Total</b>	<b>62</b>	<b>100</b>

The table shows the Bio-Data of the respondents. The female respondents were more compared to the male. However, this was not intentional.

**Table 3: Schools in Owimbi Zone with nursery schools**

Schools	Total enrollment	Nursery school Pupils	Percentage
Dagamoyo p/s	393	65	16.5
Gagra p/s	550	150	27.3
Kasiri p/s	150	180	53.3
Langu p/s	95	55	57.9
Lusi p/s	352	63	17.8
Madiany p/s	498	101	20.5
Nyamasore p/s	600	180	30
Rachar p/s	340	140	41.2
Ruma p/s	502	102	20.3
Ojawa p/s	350	150	27.3

Source: Kenya schools magazine, 2006

The table illustrates the number of nursery pupils. In some schools the number is higher than in other classes. For example the schools had classes from one to eight and the nursery section had baby, middle and top classes therefore if total enrollment is 95 and pre-school is 55 or 57.9% in Langu p/s, Rachar p/s has 41.2% of the pre- primary of the total enrollment.

In interviews with teachers the age entry of the children in forms 1-6 years and classes include baby class, middle class, and top class. The children are taught a number of things which include singing, playing, socializing, behaviors, toilet mastery, sharing, among others.

Findings also indicate that there are community groups that also deal with children and these include:

- Roma women group
- Double joy children
- Mama Na Dada
- Generations shade self

According to the respondents this was so because nursery and early childhood education has become very important.

#### **4.1 Problems faced by nursery school.**

The study revealed a number of problems faced by nursery schools and they are the following;

Lack of instructional materials, enough trained teachers, unsafe environment, feeding programs, no governmental regulation, and curriculum standardization.

##### **4.1.1Lack of instructional materials.**

In the nursery schools visited it was revealed that instructional materials for the children were limited. This makes it difficult for the teachers to effectively teach the children.

The materials include, play materials, charts, stationary like schools, pencils among others.

It was established that these materials were very expensive and therefore schools could not afford to buy all of them and yet playing is very crucial for a child's development.

#### 4.1.2 Lack of governmental regulation.

The respondents revealed that the government does not care about nursery schools and this has led to poor quality of education. According to them government has concentrated more on primary education and has ignored nursery education and this was the response.

**Table 4; Is it necessary for government to regulate nursery schools**

Base	frequency	percentage
Yes	50	80.64
No	10	16.13
Not sure	2	3.23
total	62	100

The table shows that most respondents agree that government should regulate nursery schools. According to them, nursery education was very important and therefore lack of government intervention leads to poor quality of education since the quality of teachers, training programs and teaching methods are not checked.

In interviews held with the parents they complained that government did not mind about nursery education and therefore the children were not well catered for.

*'...Our children's future is not guaranteed if government does not regulate nursery education to ensure quality...'*

[Interview with a parent]

In interviews with the ministry officials they said that most of the nursery schools were owned by the community and private individuals. And that is why there was an undesirable trend regarding the content and quality of education.

The respondents revealed that since government does not regulate nursery schools the curriculum has been distorted and therefore the children have been taught what is not necessary and this has led to children being stressed.

In a FGD held with the social workers results reveal that the children are taught as adults and yet they are not spiritually, physically and intellectually developed.

#### **4.1.3 Feeding programmes.**

It was revealed that the nursery schools lacked feeding programs, and yet feeding is very important for a child's development. The teachers were asked whether they had feeding programs in the schools and this was response.

**Table 5; Do you have feeding programs?**

Base	Frequency	Percentage
Yes	5	33.3
No	10	66.7
<b>Total</b>	<b>15</b>	<b>100</b>

Those who do not have feeding programs are many and according to them, it was the parents who had to cater for their children's feeding. However, the teachers complained that most parents do not have

enough money to cater for food every day and therefore the children go with out food. They revealed that those who could afford to feed the children did not know the right diet for the children.

According to the teachers, some parents were stubborn and therefore refused to cater for their children's meals thinking that it's the duty of the school.

*'...Many parents think that their only duty is to send children to school...they deliberately refuse to give or pay for meals.'*

[Teacher, Langu p/s]

The children would be hungry during break time and also beg their friends. This was observed when the researcher was conducting interviews with the teachers.

In a FGD with the parents, some revealed that they paid school fees which included meals for the children and that is why some parents did not provide food for them.

However, the schools revealed that feeding programs were very expensive and needed some sponsorship.

#### **4.1.4 Unsafe Environment**

The children face a problem of unsafe environment which included the infrastructure of the school, the play materials and transport

A teacher in Dagamoyo primary school complained that the children stand a threat of being hurt because of then materials used to build the infrastructure for example the swings for the children.

According to him the office in charge of early childhood development was given money by a Non governmental organization to build swings for the children but what they constructed was shoddy work that is they were constructed using timber instead of metal. To him the timber would be eaten away by insects and this is dangerous for the children.

**Table 6: The State of infrastructure in Nursery schools**

School	Infrastructure
Dagamoyo	Poor
Gagra	Fair
Kasiri	Fair
Langu	Fair
Lusi	Fair
Madiany	Fair
Nyamasore	Fair
Rachar	Fair
Ruma	Fair
Ojawa	Fair

**Source:** Primary data

In most schools the infrastructure was just fair which means that it was not good to reach the standards of the children's welfare.

The community members complained that most children were left to go alone to school and therefore were in a danger of being kidnapped and also getting accidents.



#### 4.1.5 Lack of enough trained teachers

The study found out that the schools lacked enough trained teachers and the number of children was high compared to teachers.

The following table shows teacher – pupils ration in the 10 selected schools.

**Table 7: Teacher pupil ratio**

School	No of pupils	Teacher: Pupils Ratio
Dagamoyo	65	1;30
Gagra	150	1;50
Kasiri	180	1;60
Langu	55	1;20
Lusi	63	1;28
Madiany	101	1;90
Nyamasore	180	1;60
Rachar	140	1;40
Ruma	102	1;90
Ojawa	150	1;50

The number of children was divided in to 3 classes that is Baby class, Middle class and Top class and therefore each class had one teacher for each subject taught. This is according to teachers was a big challenge because all these children are not catered for.

The teachers also revealed that they faced many problems which include low payment, delaying payments and lack of incentives.

According to the teachers in most nursery schools they are paid by the parents. However, with the introduction of free primary education, the parents think that even nursery education is free and therefore refuse to pay. This has made it difficult for teachers to teach in this situation.

A number of NGOS have responded to these problems and have come up to help the nursery schools. They include plan Kenya, compassion international and ms- Kenya

⇒ Table 8 what NGOS have done help nursery schools

NGO	Activity
Plan Kenya	-constructed buildings for nursery classes -provided materials for children such as play materials Provided feeding programs
Compassion international	-provided uniforms and school fees for the children
Ms-Kenya	-provided health programs to schools for example in Madiany p/s a school a health program has been provided -trained nursery teachers -provided materials for example cups, buckets, among others.

In interviews with the NGO coordinators they revealed that the early childhood development was important and that is why they have decided to contribute something to the nursery schools. They also indicated that had a lot of plans for the nursery schools because they wanted them to be improved.

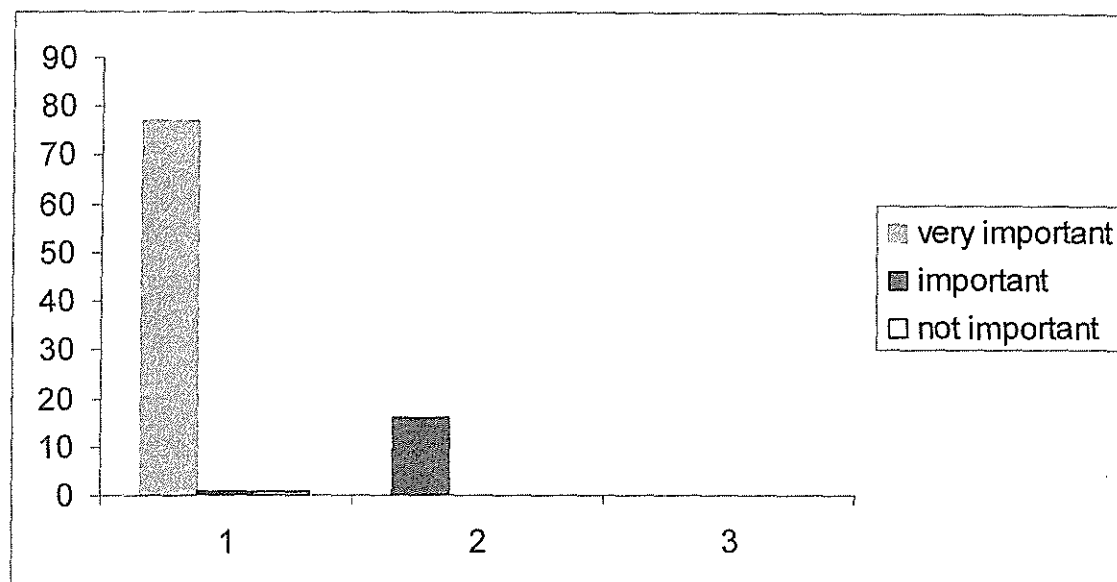
#### **4.2 Relationshipship between nursery education and the development of a country.**

The respondents were asked how important nursery education was and this was the response.

**Table 9: Importance Of Nursery Education**

<b>Base</b>	<b>No</b>	<b>Percentage</b>
Very important	48	77.4
Important	10	16.12
Not important	4	6.45
Total	62	100

**A graph illustrating the importance of nursery education.**



The table and chart above clearly illustrates that nursery education is very important that is 48(77.4%) agree to that while 10(16.12%) said it was important while 4(6.45%) did not see the importance of nursery education. according to them it was a waste of time and money. One of the participants in a FGD had this to say;

*".....the best way to educate a child is at home from the parents, relatives, and the community members and not at school where the child is stressed....."*

Those who agreed that it was important said that nursery education was a foundation for a child and there fore if children receive good and quality education, then they will perform well in the future which will lead to the development of the country. The social workers said that since the children were the leaders of tomorrow they had to be cared for at an early age to get better future leaders.

The ministry officials also pointed out that government has realized that early childhood education is important and therefore had to control and regulate them to ensure quality.

**Table10: Solutions to these problems according to the respondents**

Respondents	Solution
Community members	<ul style="list-style-type: none"> <li>-community should be sensitized on the importance of nursery education</li> <li>-government should fund and facilitate nursery schools</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>-government should train nursery teachers</li> <li>-provide instructional materials</li> <li>-feeding programs provided by parents, NGOS and government</li> </ul>
Parents	<ul style="list-style-type: none"> <li>-to ensure quality government should regulate the schools</li> <li>-schools should ensure safe environment for children</li> </ul>
Social workers	<ul style="list-style-type: none"> <li>-government should ensure welfare of the children</li> <li>-supervise and monitor nursery schools</li> </ul>

The solutions given were mostly directed to the government and all the respondents called for the government to regulate and monitor the nursery school.

## **CHAPTER FIVE**

### **5.0 SUMMARY RECOMMENDATIONS AND CONCLUSIONS**

#### **5.1 SUMMARY**

The study set out to examine the problems faced by nursery schools in Owimbi zone in Kenya. This chapter highlights the findings of this study, makes the conclusion and also draws recommendations that can be adopted in order to improve on the problems faced by nursery school.

The problems discussed by the respondents were lack of instructional materials and it was established that the children lack materials like play things. It was revealed that lack of these materials did not enhance the development of the child since playing was very important.

The other problem mentioned was lack of government regulation. According to the respondents governments concern was on primary education and not on nursery education and yet the future of ones education depends on the quality of the education he/ she gets from the foundation which is nursery education. According to the respondents the curriculum has been distorted and the children have been taught what is not necessary.

Lack of feeding programs was also mentioned as a problem that nursery schools faced .it was revealed that few schools had feeding programs and those who had them did not follow a proper diet for the

children. The parents did not also want to provide meals for their children. This is a major problem since feeding is important in a child's growth.

The children also faced a problem of unsafe environment which included the infrastructure, poorly built play materials and on the way as they go to school. It was revealed that children are left alone to go to school which is dangerous because they could get accidents.

The teachers were also few compared to the children and this makes it difficult for the children to be taught well. In response to these problems some NGOS have come up to help the nursery schools to solve some problems for example feeding programs have been set up in some schools.

The respondents also showed that there was a relation ship between nursery education and the development of a country. According to them nursery education was a foundation for future education. And therefore should be taken serious for a country to develop.

Finally the respondents gave some solutions on how these problems could be solved. The main call was on government to intervene and regulate nursery schools to ensure quality.



## **5.2 RECOMMENDATIONS**

Basing on the study the following recommendations are given,

There's need for government to take into consideration the problems of the nursery and respond to them. The government should be responsible for making the curriculum that is suitable for the children and should make sure they supervise them to ensure quality.

The parents should work hand in hand with the teachers and the school heads for the smooth running of the school for example feeding programs can be planned with the parents .the parents should also make sure their children are escorted to school to avoid accidents.

The community should be sensitized and taught about the importance of nursery education so that they can cooperate with the teachers and the heads of the schools for the smooth running of the schools.

Teacher's welfare should be catered for to ensure quality education since they are the ones who stay with these children during the day. For them to work well they need to be motivated.

### **5.3 Conclusion**

The main problem mentioned was feeding programs and unsafe environment and these were very serious because the children need to eat well to grow well and the environment safe to avoid injuries.

Basing on the study and what the respondents had to say it can be concluded that nursery schools are still faced with many problems and they receive little attention from the government. .

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## FACULTY OF EDUCATION

December 11, 2006

### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

This is to introduce to you Mr. /Ms. ASSILLAH JACK JOHN Registration No. BED/9019/51, B.E. who is a student of our University in the Faculty of Education.

He/She is undertaking a resource project which requires your input as part fulfillment for the completion of his/her programme of study.

I kindly request you to avail him/her with all the necessary assistance.

Thank You.

With kind regards,

OKIRIMA MICHAEL  
DEAN, Faculty of Education  
Kampala International University

## Appendix B

### Research Questionnaires to the Teachers

Dear respondents the purpose of this research is to evaluate the problems faced by nursery schools in Owimbo zone, Bondo district in Kenya. you have been selected to answer this set of questions .please answer truthfully by filling the gaps or ticking where applicable.

Your cooperation shall be highly appreciated

N.B. please not write your name any where on this paper

#### Bio-data

Sex:        Male ☐      Female ☐

#### Age

18yrs-24yrs      ☐

24yrs-35yrs      ☐

35yrs and above ☐

#### Educational level

Certificate      ☐

Diploma          ☐

Degree           ☐

What age do you admit the children

.....

How long do they study

.....

What are your objectives with the children?

.....

What do you do to help them develop?

.....

How do you ensure healthy physical growth, good social habits, and moral values?

.....

.....

As a teacher do you face any challenges?

Yes ☐

No ☐

If yes what challenges do you face?

.....

.....

Do you have any feeding programs?

Yes ☐

No ☐

Do you think nursery education important?

Yes ☐

No ☐

If yes how important is it?

Very important ☐

Important ☐

Not important ☐

Who designs the curriculum?

.....

Do nursery schools face any problems?

Yes ☐

No ☐

If yes please name them

.....

.....

Give suggestions on how they can be solved

.....

.....

.....

.....



**Interview Guide Schedule for Ministry Officials**

- 1) What budget do you have available for the children?  
.....
- 2) What role do you play in Child Development?  
.....
- 3) What are the entry requirements for Nursery Schools?  
.....
- 4) What is your role in setting and monitoring Nursery Schools?  
.....  
.....
- 5) What feeding programs do you have for Nursery Schools?  
.....  
.....
- 6) Which challenges do you face?  
.....  
.....  
.....

**INTERVIEW GUIDE FOR NGOS**

- 1) What have you done in relation to Nursery Education?  
.....  
.....
- 2) What contributions have you made to the Nursery Schools?  
.....  
.....

3) What challenges have you faced?

.....  
.....

4) How can the problems of Nursery Schools be solved?

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

**FOCUS GROUP DISCUSSION HELD WITH PARENTS, LOCAL LEADERS AND SOCIAL WORKERS AND COMMUNITY MEMBERS**

**PARENTS**

1) Do you have a Child in Nursery School?

.....

2) How has your Child been handled?

.....

3) What problems do the Nursery Schools Face?

.....

4) How can they be solved?

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

**LOCAL LEADERS**

1) How long have you been working as a social worker?

.....

2) What do you do in regards to Nursery Education?

.....  
3) What problems do the Nursery Schools Face?

.....  
4) How can they be solved?

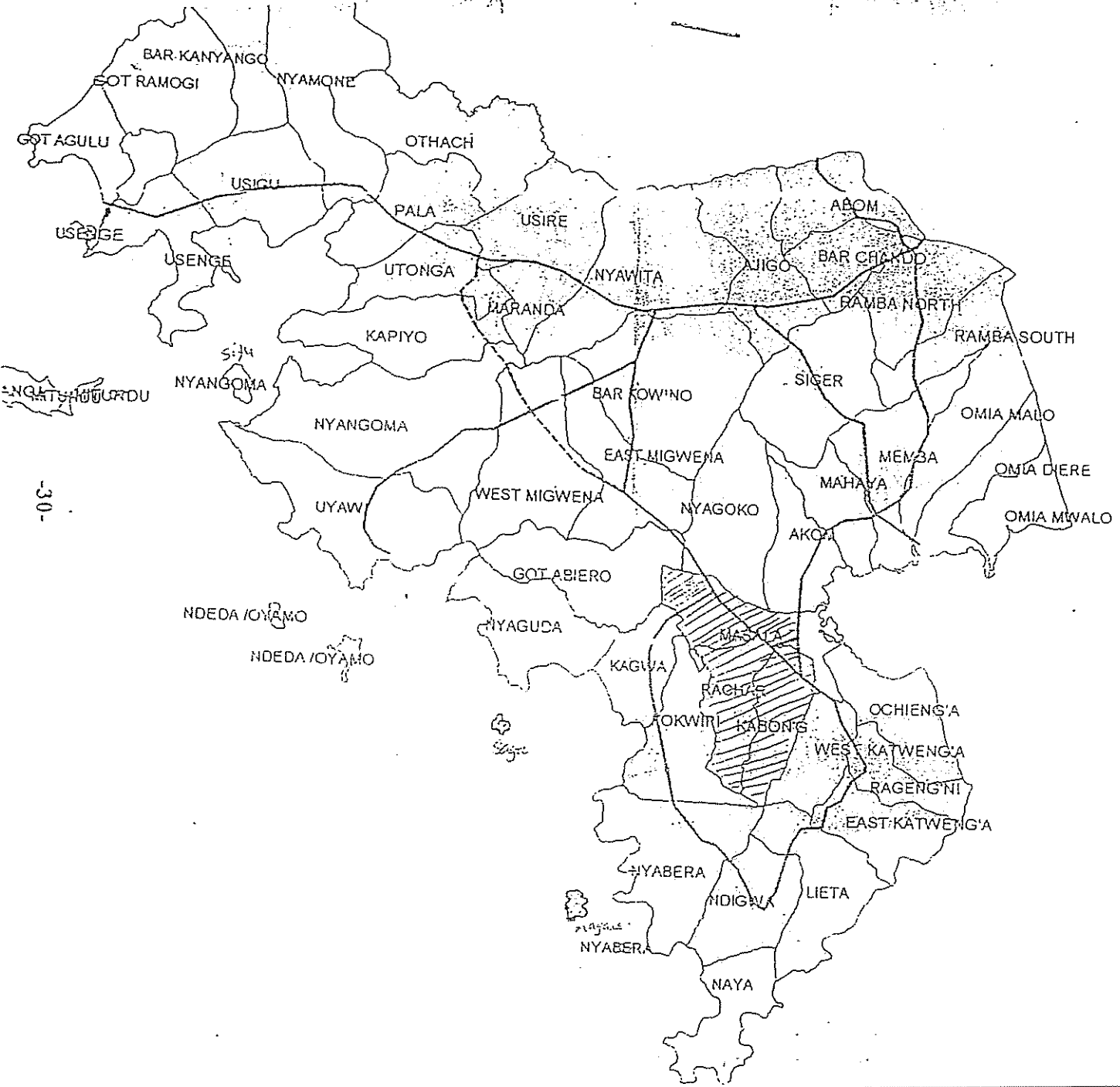
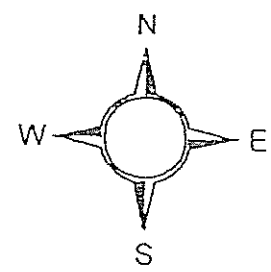
.....  
**COMMUNITY LEADERS**

1) What challenges do Nursery Schools face?

.....  
2) How can they be solved?

APPENDIX C:

MAP OF BONDO DISTRICT



## **CURRICULUM VITAE**

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### **COLLEGE/TRAINING**

Kenya Institute of Special Education – Diploma in Special Needs Education

Bondo Teachers Training College – Primary Teacher Education (PTE)

### **SECONDARY**

Maranda High School - Form (I – IV)

Elementary - Chianda Primary School

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RESEARCH TITLE: PROBLEMS FACED BY LEARNERS WITH HEARING DIFFICULTIES