

**FACTORS THAT AFFECT MANAGEMENT OF EARLY CHILDHOOD  
DEVELOPMENT CENTRES IN THIKA DISTRICT, KENYA.**

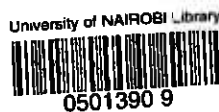
**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

**BY**

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**A Report submitted in partial fulfillment of the requirements for  
the degree of Master of Education in Educational Administration and Planning,  
University of Nairobi.**

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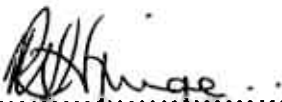
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**DECLARATION**

I declare that this is my original work and it has not been presented for a degree in any other university.

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## **DEDICATION**

**To my husband, Harry Njuguna and our children, Edward, Caroline and Helina. Their continuous encouragement gave me the strength to work hard.**

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## **ACKNOWLEDGEMENTS**

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Finally, I sincerely thank my family for their moral support, prayers and encouragement throughout my course.

May God bless you all.

## **ABSTRACT**

Early Childhood Development (ECD) is a critical stage that determines the future of a child. Brain research has been cited for the importance of young children's success to quality care and education from the earliest years in life (World Bank, 1997). This overwhelming evidence of importance of ECD has prompted many countries to exhibit clear awareness of the need to embrace ECD within Government policy and legislative framework (Sylvie, 2003).

Despite the global campaigns on Education for all (EFA), and related declaration of children's rights, ECD programmes are still poorly managed (UNESCO, 2004). Many stakeholders are still ignorant about ECD issues and therefore many ECD programmes have no policy direction. According to Koech report (1999), pre-school education in Kenya operates without clear policy and is managed by teachers who are largely unqualified and grossly under paid. Disparities exist between private and public centres in terms of management styles and curriculum delivery. These variations in management of ECD programmes portray major weaknesses, which need urgent attention in order to ensure effective and efficient delivery of quality ECD services. The purpose of this study was to explore various factors that affect management of ECD centres in Thika district.

The participants included ECD teachers, primary school head teachers, ECD centre committee chairpersons, Zonal Inspectors of Schools (ZIS), Teacher Advisory Centre (TAC) tutors, parents with children in ECD centres and District Centre for Early Childhood Education (DICECE) officers. Random sampling procedure was used to select participants in each category. Questionnaires for each category of participants

were used for data collection including an observation schedule for the selected ECD centres.

There were several key findings from the study. The leadership styles depicted by head teachers/managers of ECD centres were identified as autocratic and democratic in private and public centres respectively. The autocratic managers who were mainly found in private centres do not recognize the need for ECD centre committees but they support centralized feeding programs and provision of adequate learning materials. There was no significant difference between private and public centres in terms of appropriateness of material display to ensure effective interaction with children.

ECD teachers who are trained through ministry of education Science and Technology (MOEST) two-year course were found to have more learning materials, which were appropriately displayed. They also indicated support of parents' involvement in management of ECD centres unlike the untrained teachers. Majority of parents were found to have positive attitude towards ECD education but indicated that the government should include ECD in free primary education policy.

DICECE officers and TAC tutors were found to be better informed on ECD management issues than zonal inspectors of schools who are mainly concerned with maintenance of standards in primary schools.

Based on the findings, it is recommended that all public and private ECD centres should have active management committees in order to ensure long-term sustainability and promote quality management of ECD centres. Additionally all serving ECD teachers should be trained through MOEST two years in-service course where various

aspects of effective management on ECD are covered. Likewise, all stakeholders should be sensitized and trained on ECD management issues to build their capacity in order to provide proper guidance on management of ECD centres. There is also need to harmonize management of private and public centres to ensure uniformity and coordination between various providers of ECD services. To this end, MOEST should come up with clear ECD legal policy framework which will set minimum standards and provide direction to enhance effective management of ECD centres.



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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background to the study**

Early Childhood Development (ECD) is crucial for human capital formation and for enhancing educability of children (World Bank, 1997). These early years, from 0 to 6 years are critical in the development of human's physical, mental and social aspects (Charlesworth, 1983). Studies have confirmed that over three quarters of human brain is formed by age five and that any developmental deficiencies that may occur during this period are difficult to reverse (World Bank, 1997). Consequently, the effect of what happens to a child at this early age can last a lifetime, which will not only affect the individual child, but the whole society.

Recognition of early years in life is not a new phenomenon, but can be traced way back in the eighteenth century when the first five years of life were dignified as important stage of human development by Rousseau (Weiser, 1982). According to Weiser, Rousseau proclaimed that children should be treated as human and not as irrational animals or miniature adults. This concept was also later reinforced by Pestalozzi (1827) and Freobel (1852) when they recognized the natural unfolding of childhood and the role of the home and especially the mother in early education of the child (Charlesworth, 1983).

As the knowledge of the importance of early years increased over the years, early childhood education started being recognized and accepted by professionals in different areas of study (Weiser, 1982). Many studies today by child development psychologists reveal that quality care and education during early childhood sets the stage for later success in school as well as character development which can last a life time (Ngome, 2002).

The overwhelming evidence about the importance of ECD has made us more aware of the need to have quality programs for young children (Weiser, 1982). These programs ideally integrate a variety of services which include; health, nutrition, psychological and cognitive development, parental and community involvement (UNICEF, 1997). According to the report, other key ingredients include affection, intellectual stimulation, supportive human interaction, capacity to communicate, self-control and confidence among others. All the above needs of children will only be determined by the quality of care preschool teachers, parents, stakeholders and other care givers will provide during the early years (Weiser, 1982). Such programs have been initiated worldwide by policy makers and parents alike (Dodald, 1975). The report states that there has been rising interest in different countries of non-formal programs of early childhood and care. Such ECD programs are found in countries like India, Columbia, Thailand and Mauritius among others.

The community based ECD programs in India, commonly known as “anganwadi” centres, provide a comprehensive and relatively inexpensive integrated centre based programs (Young, 1996). The report indicates that the program is run by anganwadi

workers who gather together 20 to 40 children for supplementary feeding and preschool education activities. The program that is now virtually in all Indian states offers supplementary nutrition for children up to six years and for pregnant and nursing women.

Another example of community based ECD programs is found in Columbia where the government partly finances the cost of its Hogares Comunitarios (nurseries) (Young, 1996). According to the report, Colombian parents pay half of the caregivers salary and social security contributions, while the government finances a loan scheme to help mothers run Hogares Comunitarios. Other Colombian programs include home day care programs arising from the needs of working mothers (UNICEF, 1997). The report states that, several women from the community provide care in their homes for up to 10 children aged between two and four years. The report adds that from this initiative, other members of the community volunteered to provide care in the mornings in their homes for between 10 and 25 children under the age of four. These volunteers are provided with rudimentary training in childcare, basic health and other skills for working with young children.

Other community preschool programs are found in Thailand where the government has worked out a funding scheme to support ECD programs in the community on a continuing basis (Young, 1996). These funds, most of which are provided by Christian Children's Fund (CCF), are funneled into a capital fund to support community-based programs. Similarly, the same report indicates that in Mauritius the government created the Export Processing Zone (EPZ) welfare fund as a concession to EPZ workers, who

make up 20 percent of the country's labour force. The EPZ social service fund give start up and operating grants to Non Governmental Organizations (NGOs) to create and run day care centres and subsidizes pre-school fees for the children of EPZ workers. Other ECD programmes found in Mauritius are whereby mothers of ages between 20 and 45 are usually trained to take care of young children in their own homes. The report says that these mothers can only have two or less children of their own and should have their own homes where they take care of these children.

Kenya is also among many countries where community managed preschools started many years ago (Moncrieff, 1993). In his report, Moncrieff indicates that preschools in Kenya were introduced as early as 1940s but they were initially for the European children. A study done by Mukui (1995) on Early Childhood Care and Development Centres says that, it was later during the Mau Mau struggle for independence in 1950s that preschools expanded countrywide. According to the report, these centres provided custodial care to children while their mothers were involved in forced labor. The greatest expansion of preschools came about shortly after independence in 1963, in response to the late President Jomo Kenyatta's call for 'Harambee' or community participation for accelerated education development (Swadener et al, 1995). The report adds that this large increase was in response to the intensification of social economic changes and other forces of development. Moncrieff (1993) supports this notion but claims that many of these centres were very small and of simple structures just for children from the villages, whose main activities were songs, dances and games plus a few other activities related to alphabet. The parents paid only a small fee, which was the teachers' salary.



In 1970, parents started pressurizing the teachers to “teach” the children formally due to the increased competition for primary school entry (Mukui, 1995). He adds that, there were approximately 300,000 children enrolled in pre-schools at this time, but there was neither viable training program for pre-school teachers nor clear established program of activities.

Prior to the transfer of pre-school functions to the Ministry of Education in 1980, the pre-school centres were under the Ministry of Culture and Social Services, (Owano, 1986). This Ministry was responsible for the coordination of training and supervision of pre-school education. The Ministry of Culture and Social Services established training courses in various parts of the country but there were no qualified trainers and supervisors (Owano, 1986). He says that the output of this effort was quite small because only 120 teachers per year were being trained. On the same issue Mukui (1995) says that most of these few trained teachers preferred to work in the urban areas where they could get better salary and consequently, the pre-schools in the rural areas were left in the hands of untrained teachers.

In 1971, a pre-school education project was launched by the Ministry of Education together with Bernard Van Leer Foundation at Kenya Institute of Education (MOEST, 1988). The main focus of the project was to start a teacher-training program for pre-school personnel, develop an experimental pre-school curriculum and conduct research in significant areas. This report adds that, the project achieved quite a lot within ten years, with 200 teachers in service who were able to cater to children’s needs. Through

this project, some support materials were developed including teachers and trainers guide, an in-service syllabus, slides and tapes (MOEST, 1988).

After the official placement of Early Childhood Education under the Ministry of Education in 1980, the Ministry was charged with the responsibility for the registration, supervision, training of teachers, formulation of policy and curriculum development (MOEST, 1988). According to the report, the first national pre-school education seminar was organized in 1982 whereby the participants were to examine trends in pre-school education. The main objective of this seminar was to come up with strategies of mobilizing resources and coordinating the inputs of different sponsors and partners in order to improve the quality of children's services. The participants in the seminar came up with several recommendations concerning the pre-school education which necessitated the establishment of a national committee known as the Early Childhood Implementation Committee. This committee was supposed to advise the Ministry of Education on policy issues. The ECD section was also set up in the Ministry headquarters, which consisted of two units namely, Directorate and Inspectorate (MOEST, 1988). The ECD section in the directorate was to deal with all administrative matters including; coordination of local and external partners, provision of policy guidelines for pre-school programs and grants for training. Inspectorate section on the other hand was to deal with the maintenance of professional standards. It is also concerned with the inspection and supervision of schools, assessment of teachers undergoing training and administration of teachers' examinations.

In addition to the above two units, the Ministry decided to launch the National Centre for Early Childhood Education (NACECE) in 1984 at Kenya Institute of Education. The centre became the implementation organ of ECD programmes which include coordination of training of pre-school teachers and trainers, development and dissemination of ECD curriculum and evaluation of ECD programmes (MOEST, 1988).

NACECE works in conjunction with the District Centres for Early Childhood Education (DICECE) which were established in 1985 (MOEST, 1988). The DICECE establishment was meant to facilitate the decentralization of pre-school services at the district level which was in line with the government policy of the district focus for rural development (World Bank, 1997). According to the report, DICECE officers are supposed to ensure that training and awareness programs are given to the children and their families through training of ECD teachers. They are also responsible for the mobilization of the community involved in pre-school programmes in order to improve the welfare of children in health, care and education. The DICECE officers also participate in evaluation of ECD programmes and carry out basic research on the status of pre-school children in and out of school (MOEST, 1988).

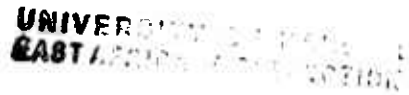
The motto of 'Harambee' (working together for a common goal), has been seen ever since in the development of many self help projects. Through this spirit, the community funded and built pre schools and provided other services (Swadener et al, 1995). Such community supported pre schools still far outnumber those built by the government or donors (MOEST statistics, 2003). This spirit of 'Harambee' has partly encouraged the government to adopt the policy of partnership in the management of ECD centres. The

partnership policy allows participation of various partners, which include parents and communities, local authorities, religious organizations, welfare organizations, bilateral donors, Non Governmental organizations and private individuals. According to MOEST (1988) the major partners are the parents and communities who establish and manage over 75 per cent of ECD centers in the country. They are responsible for putting up and maintaining physical facilities, recruiting and paying preschool teachers, providing learning and teaching materials and initiating feeding programs among other management activities (MOEST, 1998).

Reports show that Kenya today has about 1,163,532 children out of eligible over 6 million enrolled in 29,273 ECD centres manned by 46,280 preschool teachers (MOEST 2003 ECD statistics). Out of these teachers, only about half of them are trained while the rest continue handling children without the necessary skills, which obviously may affect the quality of ECD services (MOEST, 1988). Many ECD committee members also lack the necessary skills to manage the finances and to make other important decisions concerning the ECD centres (World Bank, 1997). According to the MOEST base line survey (1999), many ECD centres have no feeding programs due to lack of parents' initiative and lack of resources.

According to the report of the commission of Inquiry into the Education system of Kenya (Koech report, 1999) ECD facilities and equipment vary a lot in terms of quality and quantity. The report indicates that the variations are mainly due to the level of community awareness of the needs of preschools, their level of income, and the sponsors and teachers' academic and professional qualifications. In addition, the report

adds that physical facilities range from permanent classrooms in private ECD centres especially in urban settings to mud-walled grass thatched classes, condemned buildings or even under a tree, in rural and hardship areas. Many ECD centres also were found to be characterized by inadequacies in basic facilities such as suitable furniture, playgrounds, toilets, kitchen and safe drinking water (Koech report, 1999). Olemba, Wanga and Karagu (1992) indicate that it is the responsibility of an education manager to ensure that the basic facilities are available and well maintained.



### **1.1 Statement of the problem**

The community has been the most important partner in the development of the ECD centres, taking responsibility of providing physical facilities, teachers' salaries, initiating feeding programs and providing teaching and learning materials (World Bank, 2001). The report indicates that there is however wide variation in the type and quality of services provided by these centres. The same argument is supported by a study done by Swendner, Kabiru and Njenga (1995). The report says that some of the constraints described by participants in their study on ECD programs in Narok, Samburu and Kiambu related to lack of funds required to provide necessary program components which include; feeding programs, learning materials, age appropriate furniture and other facilities and teachers' salaries.

According to the report, the pre school parents committees also needed training in management which should address the following aspects; accurate financial records, recruitment support and motivation of teachers and payment of teachers salaries. Lack of such skills would lead to poor management and organizational weaknesses including;

financial mismanagement, poor record keeping and management and planning of services (Swendner, Kabiru and Njenga, 1995). Referring to such preschools, Koech report of 1999 states that for these schools to meet their educational objectives, they require experienced and active administrators and managers who should involve the community to ensure maximum efficiency. Thus, ECD centre committees need to be empowered with management skills to be able to mobilize parents and encourage community participation to provide quality services to young children. They also need to educate and build their capacities to enable them organize, manage and monitor ECD programs (MOEST, 2003).

Disparities exist between rural and urban areas in standards and facilities for pre schools (World Bank, 1997). According to this report, there is lack of clear guidelines and policy on key issues such as establishment and registration of schools, scheme of service for preschool teachers and transition from pre-school to lower primary. There is lack of vision and conceptualization of ECD in many districts in Kenya together with lack of implementation strategies and utilization of resources, which are also major handicaps especially at district level (Koech Report, 1999). In the report, Koech highlights weaknesses relating to quality of care and access to such services for poor communities and marginalized areas and households as possible pointers of poor management. Ngome (2002) looks at lack of unified scheme of service for preschool teachers as one of the major threats to quality of ECD program. World Bank (1997) appraisal report gives other indicators of inefficiency and lack of quality care as virtual absence of health and nutrition services, lack of feeding programs and health check ups and growth monitoring and promotion.

The Education Sector Strategic Plan (ESSP) (2003) indicates that the policies on management of ECD programs that have evolved over the last two decades are still not clear. This is in terms of coordination and regulation in the provision of ECD services in the country. According to the report, there are various challenges, which the policies are silent about including; terms and conditions of service for pre schoolteachers, establishment and registration of ECD institutions and standard one-entry examinations among others. All these aspects have contributed to the poor performance of this sub sector (ESSP, 2003).

The World Bank appraisal report of 1997 indicates that most of ECD centre committee members have low capacity on management skills and therefore majority of public ECD centres are poorly organized and managed. The report adds that the overall resource constraint is worsened by the lack of initiative and capacity of pre school committees to raise and manage finances. Communities also do not have the capacity to provide adequate support to teachers who they compensate poorly due to economic hardships and attitude towards pre school education (World Bank, 1997).

Thika district for example has 653 pre schools manned by 900 teachers with an enrolment of 23,419 children (Thika District Education Office (DEO) 2003 statistics). The different categories of pre-schools and their current enrolment are shown in table 1.

**Table 1: Pre-school enrolment by category (2003)**

Sponsor	ECD centres	Number of Children		
		Girls	Boys	Total
Public/Community	283	4,871	5,352	10,223
Religious Organizations	81	1,273	1,397	2,670
Private	263	3,226	3,292	6,518
Local authorities	26	1,898	2,110	4,608
<b>Total</b>	<b>653</b>	<b>11,268</b>	<b>12,151</b>	<b>23,419</b>

*Source: Thika DEO Office (2003).*

According to Thika District Education Office (2003) ECD statistics, there are over 40,000 pre-school age children in Thika district but only 23,419 are enrolled in preschools. Table 1 indicates that, public or community owned schools are the majority followed by private pre-schools.

Most of the public ECD centres have a committee which manages the centre but very few private schools have management committees (MOEST, 1999). For instance, those pre-schools that are in the coffee and pineapple plantations are managed by the estate managers while the parents work throughout in the coffee and pineapple farms especially in Kakuzi and Ruiru divisions (MOEST, 1999). According to the report, when the parents in these coffee and pineapple estates were asked about roles they play in the management of the pre-schools, most parents reported that they have no specific role but they spend most of their time working in the plantations. The 29 parents who



were interviewed reported that they leave early in the morning to pick coffee while their young children go to pre-school. The report also indicates that the welfare officer who is employed by the company manages the school making all managerial decisions.

In one of the coffee plantations in Ruiru division, six schools in coffee plantations have since been closed because the coffee plants were cut down due to low payment (Thika DEO's office statistics, 2004). The estate managers could not maintain the pre-schools anymore. The closed schools are shown in table 2.

**Table 2: Closed ECD Centres by divisions (2003)**

S/No.	Name of School	Division	Zone	No. of children	No. of teachers
1.	Chania Bridge ECD	Kakuzi	Mitubiri	30	2
2.	Githaka ECD	Kakuzi	Mitubiri	24	1
3.	CoffeeMills ECD	Kakuzi	Mitubiri	19	1
4.	Kihenia ECD	Kakuzi	Mitubiri	21	1
5.	Mchana ECD	Ruiru	Ruiru	20	2
6.	Murera ECD	Jacaranda	Ruiru	25	1
TOTALS				139	8

Source: *Thika DEO's office 2003*

Another anomaly found in the pre schools in the plantations is that teachers use the multigrade approach to teaching (MOEST baseline survey, 1999). The report indicates that, children of different ages and abilities are taught at the same time and in the same classroom by one teacher. The survey revealed that the baby class and pre-unit children were grouped together. This approach obviously affects quality of the program

because these children are at different levels of development. Such cases reflect poor management.

According to Thika DEOs office, the local authority sponsored pre schools are managed by the county councils in the rural areas and by municipal council in the urban areas. The learning and teaching materials are mostly provided and there is uniform remuneration of teachers (MOEST, 1999). The report states that, although the county councils have retrenched most of their teachers, the few ECD centres under their care have better facilities than public and privately managed schools.

In the public and community managed schools, there is wide variation in the quality of centres, physical facilities and type of furniture in classrooms (MOEST, 1999). According to this report most of these public and community managed centres are still in semi permanent structures, either iron sheets houses or mud walled classrooms. Most of the centres have sitting forms that are not convenient to the children's age and therefore they strain sitting with their legs hanging. According to World Bank appraisal report (1997), committee members elected to manage public ECD centres have no management skills and therefore they lack the capacity to manage and source for funds to manage the centres.

According to Thika ECD program officer, most of the privately sponsored schools especially those in urban areas of Ruiru and Municipality have permanent structures and adequate teaching aids displayed on classroom walls unlike in public schools. Most of them however have no management committees and the turnover of teachers is quite high. This is due to lack of terms and conditions of service, which results to uncertainty

in terms of their payments. The report says that their payments are not stable and therefore they are not assured of keeping their jobs in case of sickness or any other occurrence. Looking at all these irregularities and lack of uniformity in different categories of schools in Thika, several questions come to mind; which factors cause this wide variation and why these differences in management structures?

There is enough evidence that variation in the types of management exists in different categories of ECD centres in Thika district (Thika DEOs reports, 2004 and MOEST baseline survey 1999). According to these reports, public managed schools have management committees while most of private schools have no management committees. The pre-schools in the coffee and pineapple plantations are managed by estate managers single handedly, without involving the parents at all.

The reports also show that the public managed schools have inadequate facilities and school committee members lack management skills. The private and local authority sponsored schools on the other hand have adequate facilities but have high teachers' turnover. There is clear indication that there is no clear guideline on how these ECD centres are supposed to be managed. Thus there is a wide variation of management styles used in different categories of schools in Thika district (MOEST, 1999).

Effective management of ECD centres is critical if the ultimate goal of ECD programs is to be achieved (Koech Report 1999, Gakuru 1976, Njenga et al, 1997). The above referred variations in management of ECD centres in Thika district portrays major weaknesses that need to be addressed in order to ensure efficient delivery of quality

ECD services. The focus of the study therefore was to explore the factors that affect management of ECD centres in Thika district.

## **1.2 Objectives of the study**

In exploring the factors that affect management of Early Childhood Development Centres in Thika district, the study was guided by the following objectives:

- a) To determine the leadership styles depicted by primary school head teachers/managers in Thika district as a factor affecting management of ECD centres.
- b) To examine management practices of private and public ECD centres in relation to effective management of ECD centres in Thika district.
- c) To examine the relationship between quality of ECD teachers and management of ECD centres.
- d) To determine relationship between parents' attitude/ community involvement and management of ECD centres.
- e) To determine the relationship between stakeholders support/guidance and management of ECD centres.

## **1.3 Research questions**

- a) Is there a relationship between ECD centres head teachers/managers' style of leadership and management of ECD centres?

- b) Is there a relationship between management practices of private and public ECD centres and effective management of the centres?
- c) What is the relationship between quality of ECD teachers and management of ECD centres?
- d) Is there any relationship between parents' attitude/community involvement and management of ECD centres?
- e) Is there a relationship between stakeholders' support/guidance and management of ECD centres?

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#### **1.4 Significance of the study**

In the last few decades, there has been an increase in research interests and studies in the development and welfare of young children (Myers, 1992). He emphasized in his report the need for international organizations and governments to strengthen ECD programs not only in the area of children survival but also in modes of service delivery and management. One such area of concern in which this study was particularly interested in, is that of factors, which affect management of ECD, centres in Thika district.

It is anticipated that the Ministry of education will use the information generated from the study as an indicator to the areas that need strengthening in ECD centre management and in policy formulation. The findings also can be a point of reference to the Ministry and other key players on how to direct and maintain resources and improve on planning strategies and decision-making in ECD programmes.

### **1.5 Limitations of the study**

The findings of this study can only apply to Thika district and any generalization can only be to other districts with similar characteristics as Thika.

### **1.6 Delimitation of the study**

The study was carried out in Thika district. Thika district borders Nairobi city to the south, Kiambu district to the west, Maragua district to the north and Machakos district to the east. It was carved out of Kiambu and Muranga districts in August 1994. It covers an area of 2,024 square kilometers (Central Bureau of Statistics, Thika 2001).

Thika has six divisions namely: Gatanga, Kakuzi, Ruiru, Gatundu, Kamwangi and Thika Municipality. The divisions covered by the study were Gatanga, Thika Municipality and Ruiru, which had the necessary characteristics, required in the study. Gatanga division has both rural and community managed pre-schools. Ruiru division has peri-urban pre-schools based in coffee plantations and Municipality division has urban/private-based pre-schools. The study addressed issues related to management of ECD centres. It limited itself to the ECD committee members, preschool teachers, and primary school headteachers with feeder preschools, DICECE officers and zonal inspectors within the three selected divisions. These participants were included in the study because they are directly involved in the management of ECD centres.

## **1.7 Basic assumptions of the study**

The study had the following basic assumptions:-

- (i) All pre-schools in Thika have some management structure
- (ii) The pre-school teachers manning the schools have gone through some form of training.
- (iii) Assume that the findings of this study will be used by MOEST to formulate policies, which will address management issues in ECD programs.

## **1.8 Definitions of significant terms in the study**

Different terms used in this report have different meanings in different contexts. These terms are therefore defined according to their meaning in this particular report.

**Attitude** – a feeling towards something

**Community Participation** – It implies involvement together in a common enterprise by individuals who make up a “community”. It refers to participation by community members collectively in a programme that requires interaction with others outside a community.

**DICECE** – District Centre for Early Childhood Education. This is the centre under the Ministry of Education, which is responsible for ECD activities at the district level. Today there are 32 fully-fledged DICECEs and 44 associate DICECEs. A fully-

fledged DICECE is where the long ECD course is conducted. All other DICECEs are referred to as associate DICECEs.

**District** – It is a geographical area defined with gazetted administrative boundaries. It comprises of a number of divisions put together within the same geographical area, which are created from a group of smaller in size units named locations. Locations are crafted from sub locations, which are the smallest unit area of administration. Several districts form a province and in this case there are eight provinces in Kenya.

**ECD** – Early Childhood Development. This is the stage in the development of a child between conception and eight years. It is a decisive developmental period, which has been universally accepted to be the period a human beings character, intelligence; attitudes are broadly outlined and may even be definitely fixed.

**Early Childhood development centres** – this term includes a range of institutions where children under six years are cared for and stimulated. They include day care centres, nursery schools, kindergartens, pre-schools, and pre-primary schools.

**Factor** – Any of the forces, conditions or influences that operate with others to bring about results.

**History** – Account and development of events in the past arranged in order from earlier to later times of a particular issue.



## **IGA – Income generating Activities**

**Leadership style** – In this study, leadership style refers to different approaches head teachers/managers of primary schools with ECD centres attached as feeder schools use in managing the centres.

**Location** – According to this study the term location refers to where the ECD centre is located in terms of rural, urban setting or plantation.

**Management** – The act of working with and through people using the available resources to achieve stated objectives in an organization.

**Management practices** – In this study, management practices refers to different factors that reflect good planning and organization of resources in a school. Such factors include; type of physical and instructional facilities, psychosocial development of children in the school and school management committee.

**Stakeholders** – Those people/institutions that have responsibility of delivering services to ECD centres. They include MOEST and other relevant ministries, parents and other opinion leaders.

**Training** – Acquisition of new or enhancing old skills, knowledge and attitudes to improve work performance. In this study training refers to any short or long course offered by any authorized ECD training organization to pre schoolteachers or other people working with young children.

## **1.9 Organization of the report**

The report has five chapters. Chapter one includes the introduction and background to the study. The topics covered include; The statement of the problem, objectives of the study, research questions, significance of the study, Limitations and Delimitation of the study, basic assumptions, definitions of terms and organization of the study.

Chapter Two contains a review of the related literature which include the following subheadings: Introduction, Concept of management, Management of Early Childhood education programs in other countries, Management of ECD programs in Kenya, parents and community involvement in management of ECD programs, Conceptual framework and summary of the literature review.

Chapter three contains the methodology, which outlines the research design, target population, sampling technique, research instruments to be used, and procedure for data collection, validity and reliability of the instruments, data processing and analysis.

Chapter four includes the findings and discussions of the study. The findings are organized along the research questions which include; Leadership styles of primary school managers and head teachers, management practices of private and public ECD centres, quality of teachers in ECD programs, parents attitude/community involvement in ECD centre management and stakeholders support and guidance in ECD programs.

Chapter Five includes the summary of the findings, conclusions and recommendations. The summary is organized under the following subheadings; leadership styles of head

**teachers/managers of ECD centres, management practices of private and public ECD centres, quality of ECD teachers, parents' attitude and community involvement in ECD management and stakeholders support/guidance in ECD management.**

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents and discusses a review of literature related to the study. The discussion is organized in five areas which include; Concept of management, management of ECD programs in other countries, Management of ECD programs in Kenya, parents and community involvement in the management of ECD programs, Conceptual framework and concluding remarks.

#### **2.1 Literature review on concept of management**

Management is defined as a process of planning, organizing and staffing, directing and controlling activities in an organization in a systematic way in order to achieve a common goal (Okumbe, 1999). It is a term used to describe the techniques and expertise of efficient organization, planning, direction and control of operations in a given institution (Koech report, 1999). The report says that the managers are required to organize the activities in an orderly manner, which is consistent with the expectations of other members of the organization. The management activities are inter-related and should be directed towards a goal. The managers are responsible for identifying, recruiting, employing and retaining their staff to ensure efficiency and effectiveness set for that organization (Okumbe, 1999).

Through planning, the managers are involved in selecting and ordering tasks that are required to achieve either short or long term goals (Aidag Stearns, 1987). They make decisions on the course of action to take in order to be efficient and productive. They develop the role structure for the people working in the organization ensuring that all tasks designed to achieve the goals are assigned to people with the relevant skills (Heinz, 1993). The managers are also involved in the function of organizing and staffing. These activities include identification, recruitment, employment and retention of the staff. Each member of the organization is required to contribute output in his/her activities which will ultimately contribute to the overall success of the organization (Okumbe, 1999).

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In the function of directing, the managers are required to motivate their employees to do their best as they lead and influence them towards the appropriate goal for the success of the organization (Okumbe, 1999). Controlling as a management function involves the measuring and correcting organizational performance against goals and plans (Aidag, 1987). All the management functions are continually inter-related so that any organization may attain its goals. Managers make plans for implementing future activities and they organize these activities with their responsible staff that will do them. They motivate their staff and lead them in their tasks and finally control these activities through evaluation to determine whether the desired goal is attained (Graham and Bennet, 1974).

Management is widely recognised as one of the most fundamental aspects in any educational organization (Cole, 1950). According to him it entails prudent utilization of resources in order to enhance efficiency in the delivery of quality education.

Okumbe (1999) outlines six functions of educational management to include;

- Formulating sound policies, goals and objectives and determining methods to achieve these objectives.
- Procuring resources necessary for the achievement of these objectives.
- Organizing and coordinating activities in the school in order to achieve objectives with maximum efficiency and effectiveness.
- Influencing and motivating human resources available.
- Integrating school and its activities into the set up of the society within which it is founded.
- Evaluating school's activities to determine whether it is achieving the predetermined objectives.

Similar functions of management are also found in various theories of management and administration of organizations, some of which are used in this study. One of the theories used in this study is management theory because the focus of this study is management of ECD centres. Henry Fayol (1841-1925) is one of the most recognized contributors of concept of management. His principles of management have continued to influence management practices in school organizations up to this day (Okumbe, 1999). According to Okumbe, Fayol defines management as forecasting and planning, organizing, commanding, coordinating and controlling. According to Okumbe, Fayol

says that, forecasting and planning involves outlining short and long-term activities, which include strategies to achieve such activities. He adds that organizing means defining different roles of those involved in delivering services in educational organizations. Commanding is to ensure that the staff do their work while coordinating aspect refers to putting together the teachers, children and management body as one unit (Okumbe, 1999). The report also adds that control function is making sure that everything is done in accordance with the laid down rules and regulations.

Olembo, Wanga and Karagu (1992) have viewed management as working with and through people to achieve a common goal. He recognizes that the ability to deal with the many people who have a stake in the running of the schools including teachers, parents, pupils, school committee and the wider community is an important management skill. He further indicates that the style a head teacher applies to deal with people has an impact on management. According to MOEST school management guide (1999), there are several styles of management. The report states that an effective head teacher should be aware of the different styles of management that would help in achievement of school objectives. Some of these styles include autocratic, democratic, laissez faire and charismatic.

*Autocratic:* An autocratic head teacher makes decisions without consulting anyone. She or he gives directives that must be carried out without questions. The head teacher has confidence and uses manipulative skills to achieve the desired outcomes.

*Democratic:* Democratic head teacher involves her or his subordinates and other

partners in decision-making process. She/he encourages the staff, parents and other stakeholders to set targets and look for ways to achieve them. Sometimes it becomes difficult to reach consensus when different people have different interests.

*Laissez faire:* A head teacher who uses this style of leadership does not set any rules. Each person becomes responsible for the activities to be done. This style requires committed people, otherwise different members of staff may do what they wish which will bring misunderstandings.

*Charismatic:* This style is based on the leader's magnetic personality and influence on the staff and other stakeholders. A charismatic head teacher commands love, respect, faith and devotion because of her/his personal attributes, which include; eloquence, good posture and attractiveness.

An effective manager should not rely on one of these leadership styles but should use different approaches in management according to different situations (MOEST, 1999). Other theories used in this study are based on the work of Piaget (1896-1980), Vygotsky and Erikson (Weiser, 1982). These are theoretical principles of child development and learning that are critical in developmentally appropriate practice (DAP). Each principle is matched with the appropriate practice in table 3.



**Table 3: Theoretical principles of child development matched with appropriate**

**Practice**

<b>PRINCIPLE</b>	<b>PRACTICE</b>
<ul style="list-style-type: none"> <li>• Children learn best when their physical needs are met and they feel psychologically safe and secure.</li> </ul>	<ul style="list-style-type: none"> <li>• DAP respects children’s biological needs and calls for active play and periods of quiet, restful activity in safe and secure environment where everyone is accepted</li> </ul>
<ul style="list-style-type: none"> <li>• Children construct knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge is constructed as a result of dynamic interactions between the individual and the physical and social environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Children learn through social interaction with other adults and other children</li> </ul>	<ul style="list-style-type: none"> <li>• A prime example is the parent-child relationship. The teacher encourages and fosters this relationship as well as that one of peers and other adults by supporting the child in his/her efforts and later allowing the child to function independently. The teacher’s role is one of supporting, guiding and facilitating development and learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Children learn through play</li> </ul>	<ul style="list-style-type: none"> <li>• Play provides opportunities for exploration, experimentation and manipulation that helps the children to examine and refine their learning in light of the feedback they receive from the environment and other people.</li> </ul>
<ul style="list-style-type: none"> <li>• Children’s interests and “need to know” motivate learning</li> </ul>	<ul style="list-style-type: none"> <li>• Children have a need to make sense of their experiences. In a developmentally appropriate classroom, teachers identify what intrigues their children and then allow them to solve problems together. Activities based on children’s interests provide motivation for learning. This fosters a love of learning, curiosity, attention and self-direction.</li> </ul>
<ul style="list-style-type: none"> <li>• Human development and learning are characterized by individual variation</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of individual variation is normal and to be expected. Each child has individual pattern and timing for growth development with personal family experiences and cultural backgrounds that vary.</li> </ul>

Source: [www.ncrell.org](http://www.ncrell.org): What research show about Early Childhood Education (2003).

Both developmental and learning theories have explained what happens as children grow and learn mentally, socially and physically (Erickson, 1964). The report says that

each type of approach explaining early development can be applied to everyday work with children. For managers to achieve the set goals and objectives in educational organizations, they need to understand these principles in order to enhance children's development (Charlesworth, 1983).

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The Piagetian model of children's learning continues to form the foundation of today's education theory about learning of young children. From his research, Piaget (1951) formed the conclusion that learning forms a continuum from earliest childhood in which the child learns by internalizing increasingly complex mental pictures of the world around (Charlesworth, 1983). The need for repeated experiences from which conclusions can be drawn and crucial role of feedback from the environment is key to confirming or disapproving child's idea. According to Charlesworth (1983), those who spend time with young children contribute heavily to their learning. Parents can be seen for this reason to have the fundamental education role in the development of their children. According to the report, Piaget draws particular attention to the way in which imitation is central to this process and gives examples from his own observation of how children imitate from very young age. He adds that what children have gained from their experiences before they come to school is the foundation for all their future education at school and at home.

Bukatko (1998) also supports the role of the home and parents in the development of children. He indicates that collaboration of parents and teachers in ECD programs is an aspect of teaching today which arouses much interest in all who are concerned about education. Much of the research relevant to this area is focused on ideas about how

children learn and about the role of the home in emotional, social, physical and cognitive development. The teacher as a professional play the role of negotiating fruitful encounters between the learners existing knowledge and content and the learner's personal experience which becomes the foundation of learning in this theory (Charlesworth, 1983). The report adds that the child's home life, parents and mother tongue assume fundamental education relevance. In this regard we look at the parents as professionals as they play a complimentary role in the education of their young children.

The theoretical framework discussed above has explained the principles of management, developmental and learning theories. The Fayols management theory has emphasized the role of the manager in an institution in order to achieve set objectives effectively and efficiently. Developmental theories by Piaget (1980) and Erikson (1968), have highlighted the fundamental role parents and teachers play in the learning and development of children.

## **2.2 Management of ECD programs**

The Global Guidelines for Early Childhood Education and care in the 21<sup>st</sup> century states the overall philosophy, goals and policies in Early Childhood Development (UNESCO, 2002). The guidelines emphasizes that every child should have the opportunity to grow up in a setting that values children and which provides safe and secure environment. According to the guidelines, these conditions are important to the children because they (children) are both the present and the future of every nation. If the children are to

develop optimally, they must receive appropriate nurture and education within and outside their families from birth onwards (Myers, 1992). The critical stage is from birth to five years when the development of human's physical, mental and social dimensions is critical (Charlesworth, 1983). Following this recognition, many countries have initiated different types of ECD programs worldwide.

The Head start program in United States is managed by the government through parents who are instructed on planning and managing of pre schools (World Bank, 2001). In India, the government through a network of courtyard centres known as "anganwadi" manages similar programs. These anganwadi workers are selected from the local village to provide non-formal pre school education, supplementary feeding and parenting education (Young 1996).

In El Salvador, community groups comprising of teachers and parents are selected by the ministry of education to manage pre schools (World Bank 1993). The report states that these communities are provided with funds to cover administrative costs, teaching and learning materials, nutrition assistance and staff training. The report adds that the community groups are responsible for hiring and paying teachers and providing physical facilities. Similar programs are also found in Venezuela but the difference is that each caregiver selected from the communities takes care of six to eight children in her own home, (Young 1996).

According to the World Bank report on ECD projects in Africa (2001), several countries in Africa have established ECD programs, which are largely managed by communities.

In Rwanda for example there are about 250 ECD programmes managed by parents association and churches and serving over 15,000 children. The report however states that the quality of management is poor due to lack of trained personnel. Similar programs are also found in Eritrea where there is high level of community commitment in the provision of ECD services in spite of political instability. The report says that very effective ECD programmes have been started through community initiatives. The community provides physical facilities and pays teachers salaries. According to World Bank (2001), Mauritania has increased private and community owned and managed ECD centres. The only shortcoming is that some mothers who are responsible for securing survival of their families are not able to participate fully in these centres. On the other hand the few mothers who are in the management committees have inadequate knowledge to manage the schools (World Bank, 2001).

Other countries with similar programs include Zanzibar, Uganda and Tanzania (ECD conference report, 2002). The report indicates that there are about 66 Madrasa community owned and managed pre-schools in Zanzibar. The Zanzibar Madrasa resource centre supported by the Aga Khan Foundation facilitated the development of these schools. These schools, the report states are on the islands of Unguja and Pemba (ECD Conference report, 2002). According to Nyonyointono (2002), national policy in Uganda recommends that pre-school education continue to be managed by private individuals and communities on commercial or voluntary basis. The communities use a participatory approach to assess, analyze and decide on actions to take at the community level to foster children development, but Nyonyointono states that, pre-school education coverage is still low in Uganda. Likewise, Tanzania education and

training policy on pre-school recognizes the need for community involvement in the expansion and management of pre-school initiatives. However the management is affected by lack of enough trained teachers and parents with management skills (Katunzi , 2002).

Other excellent community based ECD programs are found in Senegal (Young, 1996). In rural Senegal the report states that, mothers decided to resolve the problem of caring for their children while they went to the fields to plant rice. To this end, they approached animatrices (women's centre) who agreed to establish the day care program as long as the mothers were willing to pay for the program. According to the report, mothers rotated responsibility for planting and tending a community garden from which their children could be fed. This report further points out that parents pay a fee for the program in form of money, rice, oil or dried fish. The report adds that these kind of centres spread tremendously and made community developers to start using these centres as a base from which a variety of social services could be offered. Myers (1992) also talks about these Senegalese communities initiated programs. He says that government of Senegal started to offer training to community volunteers, courses in hygiene, disease prevention and water purification. Myers sees these programs serving as catalyst and location for more general development activities that help the community at large.

### **2.2.1 Management of ECD Centres in Kenya**

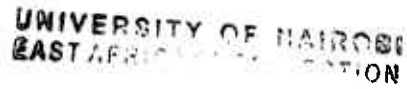
According to MOEST, 2003 ECD statistics, there are over 1,163,532 children enrolled in 29,273 ECD centres in the country manned by 46,280 pre-school teachers. One of the

strengths of ECD programs in Kenya is its partnership policy, which encourages participation of various partners in the management of ECD programs as form of cost sharing. The main partners include parents and local communities, local authorities, voluntary organizations, religious bodies and companies, ministry of education, other government ministries and other partners.

**Parents and Local Communities:** Parents and local communities are the most important partners in the ECD programs in Kenya (MOEST, 2001). They have started and manage over 75 per cent of pre-schools in the country. Through the spirit of harambee, communities provide land, raise funds for construction and maintenance of physical facilities, provide furniture, materials, labour and also pay the teacher's salaries (Mukui, 1995). According to the MOEST sample survey of ECD care and development centres done in 1995, parents and local communities have initiated community-based feeding programmes and community based growth monitoring and promotion activities.

An evaluation report of ECD project done in 1982 by Gakuru O. N, Kabiru M. and Njenga A., shows that elected committees selected by a 'baraza' (parents general meeting) work hand in hand with the location development committees. The evaluation project was done in Nairobi, Muranga, Kilifi and Keiyo. The objective of the project was to make recommendations that would contribute towards charting the direction of pre-school education in Kenya. In Keiyo district for example, the evaluation team found that parents play a significant role in the management of pre-schools which include; provision of land for building pre-schools, materials contributions (stones, poles, sand) and financial contributions which may be utilized to pay teacher's salaries, initiating and

supporting feeding programmes. Parents also provide labour, which consist of either fetching water for use in the school, thatching and plastering the building or cleaning the classrooms and compound.



According to the report, feeding programs in Keiyo existed only in the southern highlands around Mosop, Metkei and Moiben. The parents contributed maize which was later ground into flour. In other areas parents contributed milk, firewood or money. In the pre-schools where there were no feeding programmes, the evaluating team found that there were several reasons, which contributed to lack of feeding programs. They included; Lack of initiative by parents and their committees, severe shortage of food especially during the dry season and the fact that parents' priorities have been to establish pre-schools, recruit teachers and pay salaries

In reference to the management of pre-schools, the evaluation team came up with indicators which are key to effective management of ECD centres. They include:

- Community/parents support and participation in such areas like provision of physical facilities, labour, recruitment and payment of teacher's salaries, initiating and maintaining feeding programmes and developing of teaching learning materials.
- Teachers' academic levels and status of professional training.
- High enrolment with correct child/teacher ratio based on the age of the children.
- Level of commitment by the government in terms of training facilities for teachers and trainers and curriculum development.



- **Attitude of the community towards pre-school education in terms of: sending children to pre-schools, payment of pre-school teacher's salaries, and financing of pre-schools etc.**

**In Kenya today, most public ECD centres have an ECD centre committee which is responsible for the management of the centre (NACECE, 2001). The committee, which is elected by the parents, includes the chairperson, secretary who is the ECD teacher, treasurer and four other members from the community as ex officials.**

**The committee is responsible for overseeing the administration and financial management of the ECD centre. Specific functions of such a committee include; organizing and collecting funds and fees, staff recruitment and discipline and payment of staff salaries (NACECE, 2001). The report adds that, according to the normal practice, a pre-school attached to a primary school is served by the same committee as the primary school. It also states that, the centres not attached, assume autonomy and are supposed to have their own independent school committee. Nevertheless, some of these committees lack adequate resources and management skills. A case in point is Kisumu rural where pre-schools are largely managed by communities and parents (Anyangah, 1986). The review report indicates that many ECD centres are temporary structures with poor ventilation. Children sit on the floor and most teachers hired are primary school dropouts who would not demand high salaries.**

**Likewise in Kitui district, parents who manage pre-schools in Mutonguni location do not have enough money to renovate and maintain the pre-schools (Musyoki, 1987). This**

was an evaluation report on the status of ECD centres in Mutonguni location in Kitui district. The research findings were;

- Pre-school teachers have little or no training on management of ECD centres.
- Teaching in pre-school has been equated with failures in Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE).
- Most pre-schools are owned and managed by parents and communities.
- Most pre-schools in Mutonguni location are in very bad condition due to lack of maintenance funds.
- Pre-school committee members have no management skills.

According to the NACECE (1995) manual for pre-school teachers and community (1995), managers and administrators in ECD centres are expected to play different roles which contribute to effective management of the centres as outlined below;

*Chairperson, Secretary and Treasurer:* The chairperson should preside over the committee meetings and maintain order during such meetings. The secretary reads the minutes of the previous meetings and records the deliberations of the ongoing meeting while the treasurer prepares financial report.

*Parents:* Parents with children in ECD centres are expected to perform various roles, which include; pay school fees, pay teachers and support staff, provide physical facilities, provide feeding programs and participate in development of localized curriculum and teaching/learning materials.

**Head teachers:** The head teacher of a primary school with a pre-school attached assumes the overall responsibility of maintaining and managing both the primary and ECD centre. However, a pre-school teacher who is in charge of a pre-school which is not attached to a primary school should assume the role of a head teacher. For any professional and administrative support such pre-school teacher should work with the head teacher of the catchment primary school.

**ECD teacher:** The teacher's role in the stimulation and learning process of the child is crucial (Ngome, 2002). Teachers are managers of children's learning because they influence children they teach in many ways. Through the teacher many children learn things that they will remember for the rest of their lives and therefore it is a considerable responsibility. Educating and caring for young children is one of the most important and demanding responsibilities that an individual can assume. It is therefore necessary for pre-school teachers and other caregivers to possess appropriate characteristics (Charles worth, 1983). The report adds that a preschool teacher should exhibit personal characteristics that demonstrate caring, acceptance, sensitivity, empathy and warmth toward others especially the children under her/his care. He or she should have ability to work collaboratively and in partnership with others and advocate for children and their families. Other roles highlighted by the report include; providing stimulating activities to children, developing adequate and relevant learning materials, conducting constant assessments of children's progress and informing parents. Identifying children with special needs and involving parents in dealing with such cases, liaising with the ministry of health to provide health services such as immunization, establishing and maintaining professional and administrative records.

According to Brighthouse (1991) professional ECD teacher should be in the best position to know how to provide a high-quality education. This is however not always the case because education in early years has been neglected for decades. As a result provision for children is haphazard and often staffed by practitioners who tend to have a low status even within the teaching profession and whose morale therefore is low (Myers, 1992).

Many people believe that anyone can teach little children and that early years is a soft option compared to other levels of education (Young, 1996). However quite contrary, evidence show that children cared for by trained pre-school teachers perform better later in school than those cared for by untrained teachers, (Njenga et al, 1997). In the study of children in Embu district, twelve pre-schools were sampled. In six of these centres, the children had been cared for by trained pre-school teachers while the other six had untrained teachers. According to the report, a total of 913 children were tracked from their entry into primary school. The study showed that the benefits of ECD intervention were significantly related to better academic performance. Children who had been cared for by trained pre-school teachers did significantly better in primary schools than children who were cared for by untrained teachers. The study further revealed that the proportion of children with untrained teachers who dropped out at standard one was six times that of children with trained teachers.

The quality and quantity of staffing in ECD centres has been seen clearly as a prime factor for effective and efficient management as the early years curriculum group (EYCG, 1992) points out:

“Working with young children is a challenging and demanding task, requiring qualified ECD staff ..... Who need appropriate child/adult ratios to enable them to talk to and work with young children.” (EYCG 1992, page 32).

Based on the foregoing, it is evident that the teacher is a key determinant of quality service at the ECD Centre and his/her effectiveness is determined by the teacher's qualifications and training, supervision and support (World Bank, 1997).

*Local Leaders:* The local leaders include church leaders, welfare and women organizations, local administrators like the chiefs and councilors. These local leaders are expected to participate actively in the promotion of children needs through advocating for their rights and organizing /participating in fundraising and soliciting donations for the ECD centres.

**Local Authorities:** The local authorities are an arm of the Ministry of Local government. They provide facilities, equipment and learning and play materials in some schools, (NACECE, 1995). According to the report, local authorities used to train supervisors through NACECE but they do not train them anymore. At district level the local authorities are important partners because they heavily subsidize the cost of running the pre-school especially the centres where they have employed their teachers. Their main

support consists of providing materials and equipment and payment of teacher's salaries.

**Voluntary organizations, Religious bodies and companies:** Many religious organizations have established pre-schools in the church/temple/mosque compound (NACECE, 2001). Likewise various firms, cooperatives, state corporations and plantations have also established pre-schools for the children of their employees. In some of these organizations, parents are involved in decision-making although sponsors and the managers of the institutions are responsible for the overall administration of the centres (World Bank, 1997). Equally supportive are voluntary organizations that mostly support the already established centres. The main support of these organizations include provision of physical facilities, materials, furniture, feeding programmes and payment of teacher's salaries (NACECE, 2001).

**The Ministry of education science and technology:** The Ministry of Education is responsible for the overall administration, policy and professional guidance, training of personnel, staffing at all levels, curriculum development and conducting research and evaluation on ECD (NACECE, 1995). The main training programmes supported by MOEST include training of trainers (TOT) and the two-year course for ECD teachers.

*Training of trainers:* This is a 9- month's induction course that consists of three residential sessions that run for 12 weeks and 6-months field attachment component. The 6-months practicum involves training and assessment of ECD teachers, curriculum development, community mobilization and one-month attachment in an ECD centre.

*The two-year in-service training course:* This course consists of six residential sessions of a total of 18 weeks, which are held during the holidays. Teachers return to their centres during term time where they receive on the job assistance and guidance from the trainers.

**Other government ministries:** One of the Ministries which is involved in the provision of ECD services is the Ministry of Health (NACECE, 1995). It provides medical services to the pre-school children through collaboration with local communities and the education officers.

**Other partners:** Over the years, major donor agencies have also been involved in early childhood development initiatives. These donor agencies include World Bank, UNICEF, Bernard Van Leer Foundation and the Aga Khan Foundation (NACECE, 1995). The Bernard Van Leer Foundation started supporting ECD programme in Kenya in 1970 when it funded pre-school education project based at KIE (NACECE, 1995). UNICEF has a longer history of supporting ECD programs in Kenya. It started with the support of mother and child health way back in 1954 and supported provision of training funds of pre-school teachers and supervisors from 1966. It also supported other urban-based programmes which focused on: community-based health care focusing on the health of children and women, food security and nutrition, improved water supply and sanitation, adult literacy, income generation for women and early childhood education.

The World Bank also has participated in ECD initiatives through a project which was launched in 1997 (World Bank, 1997). The development objective of the project was to improve quality and educability of children in poor Kenyan households. The project had

five components namely, Improved Teacher Performance, Community Mobilization and Capacity Building, Health and Nutrition, Community support grants and Monitoring and Evaluation.

### **2.2.2 Parents and Community involvement in the management of ECD programs**

Most of the programs analyzed above are initiated and managed by parents and communities. One would ask the significance of parents' involvement in ECD management when there are teachers who are believed to be the best placed for that role. Involving parents in school life carries with it many advantages, which range from various talents and opportunities they bring to school life as first educators, to the important opportunity it provides for reducing and eliminating areas where children can manipulate conflict between parents and teachers (Brighouse, 1991). Other advantages include opportunity of proceeding more effectively in a child's learning by involving their most natural teachers (parents).

According to Moncrieff (1993), the first step in a process leading towards supportive parental involvement is information sharing with parents. This provides a realignment of lay professional boundaries, which results in an increased commitment of parties to the primary aim of securing a child's well-being and progress. Equally important are the opportunities parents have for discussion about their child's development with teachers. Professionals should provide formal consultations involving individual families and class teacher. More importantly, sometimes some parents may wish to raise matters of specific education needs. Such discussions are necessary. The school should bring parents as clients closer as Peters and Brighouse (1991) proclaims the importance of



listening to parents in their management research. In their report, they assert that the professionals in schools should generate dialogue with families and listen carefully to them so that they (families) would respond sensitively and give the best service to the schools and the children.

The awareness on the part of parents about what happens in the schools in which their children are enrolled is a major factor that could be tapped for the improvement of school-based programmes (Njenga et al, 1997). In their study on Early Childhood Development Practice and Reflections, they found that pre-schools provide opportunities for parents to work together and to acquire knowledge and skills in various aspects of ECD. The study, which was based at Embu district Kenya, also revealed that parents provide various services to ECD centres and play an important role in influencing the character and moral development of their children.

Other critical area parents can be involved in is decision-making (Elizar, 1986). According to the report, professionals in ECD centres at times may have difficulties involving parents in decision-making issues that they take as policy making.

They feel that policy-making function is professional. But Elizar (1986) argues that: -

“Schools exist to serve children and through them their families and ultimately society, .....to achieve the most effective match between parental expectations and professional expertise, teachers need to talk purposefully with parents about ways in which the school can best serve its families .....”  
(page 35).

Wolfendale (1983) also advocates this notion of the important role parents play. He indicates that a cooperative relationship between parents and teachers can make a significant difference to a child's progress. In his report on parental participation and teacher effectiveness, he states that the dialogue between the teacher and parents can only be successful if it is founded on the principle of equality in the home-school partnership. It is only then when sincere consultations and genuine involvement over school improvement can result to strong family commitment to the school in general and especially to the development of the individual child.

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Parents' involvement in ECD programmes is therefore important. Throughout a child's early years, parents are primary educators. Children do their best at school when parents or guardians and teachers work together (Wolfendale, 1983). His argument is based on three principles which include; education begins at home and continues throughout life, parents have a unique knowledge of their own children and learning outcomes are enhanced when parents and schools work together in the management of schools.

Educators and professionals world over, are always encouraging parents and communities to become more involved in the education of their young children; but evidence however reveals that in spite of this conviction the practice in many parts of the world are undefined, uncoordinated and unsystematic (Smith , 1980). According to Smith, this is partly because there is no clear definition of exactly what parents are expected to do after providing physical structures. Further to this, there are often no

guiding policies specifying the mode of parental participation and contribution. Research into community participation, according to Wolfendale (1983) reveals that the extent of involvement depends on several factors which include; availability of a clear policy, awareness of what early childhood education and care entails, parents level of education and the economic status of a community.

In summary, the direct involvement of parents in the actual learning and development of young children has been seen as a life long affair (Lazar and Darlington, 1982). According to Lazar and Darlington, children's developmental outcomes are much more positive when parents get involved than when they are not. The report has given several reasons in brief why this is so;

- Parents especially mothers as the first educators of their children have tremendous effect on the environment within which the child can develop, deteriorate or get retarded (Lazar et al, 1992). He states that parents' views, attitudes and beliefs in life are bound to affect their children.
- Parents are expected to provide love, emotional security, balanced diets, stable and stimulating environment within which children can build their confidence as they explore the world around them (Lazar and Darlington, 1982). The report also states that parents have an advantage in the early years to identify learning and developmental problems, which are likely to affect the child's normal development. This is so because a parent has the ability to identify early language, visual or auditory problems of the child.

- Elizar J. (1986) also talks about the period of transition from home to pre-school and from pre-school to primary school which requires the sensitive participation of parents. According to him, an entry to pre-school is probably the first break a child has from the familiar and secure environment of his or her family. The child joins a strange and frightening world of other peers, new play materials which he or she has to share with others, strange adults who may not be as patient as the mother and probably strange language. The report adds that if the child is not handled sensitively this particular time, this constitutes a period of stress for the child and family. The role of parent then is to ease this transition through reassuring the child.

### **2.3 Conceptual framework**

Based on the theoretical framework by Fayol (1841-1925) and Piaget (1896-1980) as presented in section 2.1 above, the following outlines the conceptual framework that highlights the interrelationships among various concepts and variables for effective and efficient management in educational organizations.

Management of pre-schools is influenced by certain factors which include attitude of community and parents towards ECD education, parental involvement in ECD activities, quality of teachers, stakeholders' support and encouragement, adequate financing of program resources and leadership styles of the head teachers (Koech report, 1999, Brighthouse, 1991, Njenga and Kabiru, 2001, Ngome, 2002 MOEST, 1999). Consequently, effective management of any ECD centre is a function of these variables

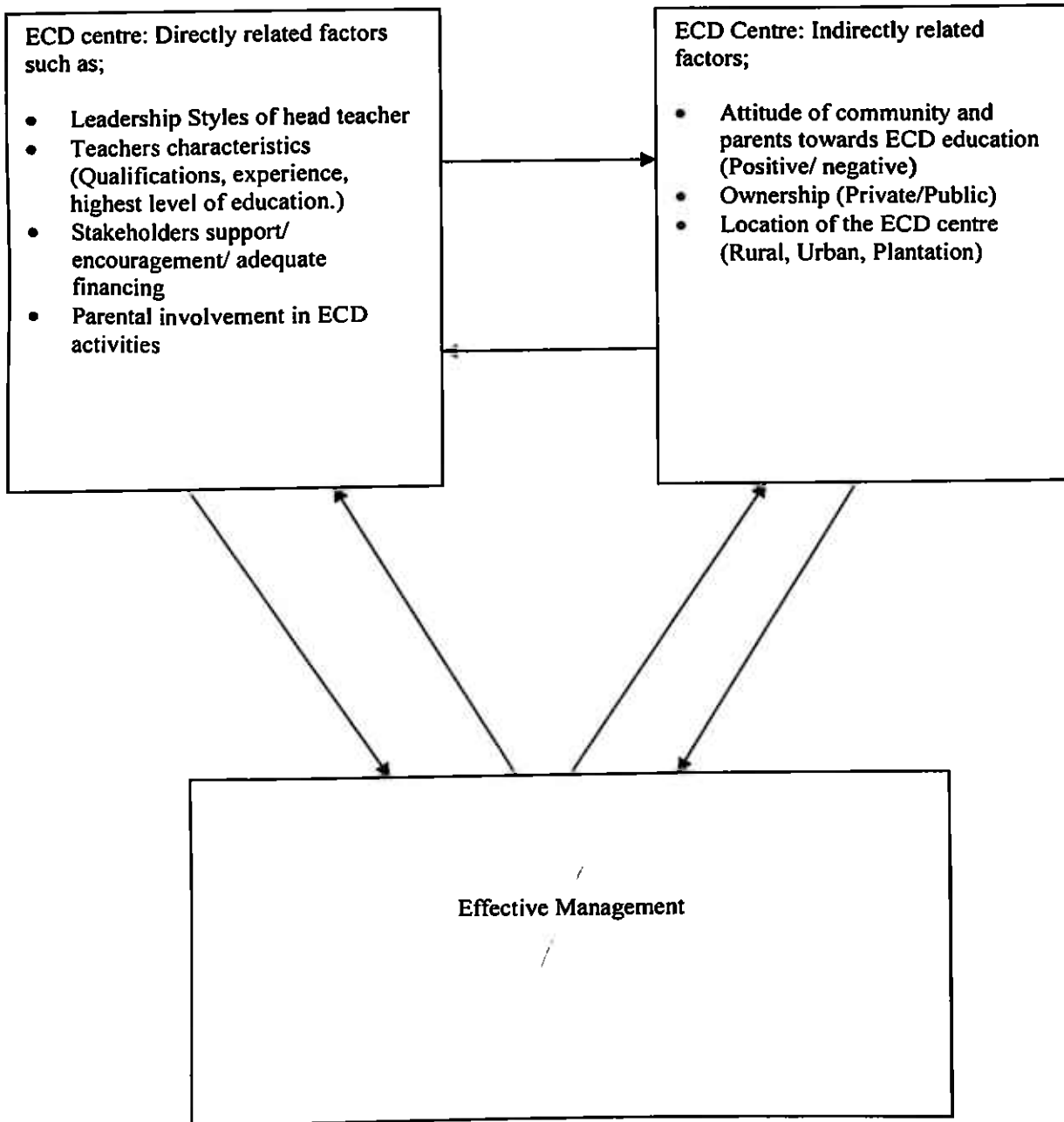
among others. A clear understanding of the relationships among the variables involved can be represented in a formula as shown below: -

$Mgmt = f(V1, V2, V3, V4 \dots \dots \dots Vx)$  Where Mgmt = Management,  
f = function and V1, V2, V3, V4 are the various variables outlined above.

For overall success of ECD centres, all factors indicated above have to interact with each other in order to achieve the planned objectives of the centre. For effective management, activities are interrelated and should be directed towards the main goal (Okumbe, 1999).

Some factors are directly related to the management of ECD centre while others are indirectly related. The directly related factors refer to characteristics of those people entrusted of day to day running of the centre. The indirectly related factors refer to other supplementary contributing factors towards effective management. The relationship of these can be presented diagrammatically as in figure 1.

**Figure 1: Relationship between various variables**



The variables contributing to effective management as shown in figure 1 above, can further be defined into operational variables. This will clearly show how each concept will be measured using various indicators as shown in table 4.

**Table 4: Definition of variables and their measurement**

<b>concept</b>	<b>Operational variables</b>
Attitude of parent/community towards ECD education	Level of community participation in various management issues
Parental involvement in ECD activities	<ul style="list-style-type: none"> <li>• Regular payment of school fees</li> <li>• Participation in management committees</li> <li>• Provision of learning materials/ physical facilities</li> <li>• Regular attendance of children in the ECD centre</li> <li>• Level of sustenance of feeding programs.</li> </ul>
ECD teachers characteristics	<ul style="list-style-type: none"> <li>• Level and type of training</li> <li>• Highest level of education</li> <li>• Teaching experience</li> <li>• Number and type of motivational factors</li> </ul>
Stakeholders support/encouragement	<ul style="list-style-type: none"> <li>• Regularity of supportive supervision</li> <li>• Type and frequency of training</li> <li>• Regularity of salary payments</li> <li>• Availability of ECD guidelines and teaching materials</li> </ul>
Leadership styles of head teachers	<ul style="list-style-type: none"> <li>• Provision of feeding programs</li> <li>• Level of appreciating teachers needs</li> <li>• Level of delegation of duties/management committees</li> <li>• Provision of learning/teaching materials</li> </ul>

## **2.4 Summary of literature review**

In conclusion there is supportive literature drawn from theoretical principles of child development, management theories and from relevant researchers on factors that influence or affect management of early childhood development programs. (Bukatko et al, 1988, Okumbe, 1999, World Bank, 1997, UNESCO, 2003, Young, 1996). This literature suggest that the first few years of life are important from the point of view of human physical, mental and social development, developmental deficiencies that occur during this period are sometimes irreversible. According to Kabiru, Njenga and Mutua (1997), early years of a child determine the quality of adulthood and therefore early childhood education is very important. For this reason early interventions can have a lasting effect on intellectual, capacity, personality and social behaviour. The report also reviews that the traditional ways of providing care and services to children by extended families changed due to modernization and rapid social change. Hence the family can no longer provide adequately for children's needs and therefore the only alternative provider is the ECD centre.

Pre schools being the most organized form of childcare serve a significant role in the care and development of children (NACECE, 1999). The survey that was done in Kisumu, Baringo, Kwale and Mombasa reviewed that pre schools are supposed to provide supplementary care and service to young children. It is also evident from the literature that parents' role in the management of pre-schools is critical (Charlesworth, 1983). This is because parents influence their children's attitude, behaviour, character and moral development (Brighouse, 1991). The report indicates that partnership with



parents in ECD management can make a significant difference to a child's progress. The report adds that, parents as primary educators provide children with vital support that they need during these early years.

According to the literature reviewed, the community is the most important partner in the development of the centres. It has the responsibility to provide physical facilities, payment of teachers' salaries, organization of feeding programmes and provision of learning and play materials (Njenga and Kabiru 2001, Ngome 2002, World Bank 1997, MOEST baseline survey, 1999). Despite some significant gains in community initiative, the evaluations done show that there is still wide variation in the type and quality of services provided in the ECD centres. The key issues revealed include:

- Access to services is poor particularly for the lowest-income groups.
- Lack of clear policy to cater for pre-school teachers and efficient management of ECD centres.
- Wide variations among centres in terms of physical facilities, trained personnel and supporting services.
- Low public awareness of the importance of early childhood development.
- Varied teachers' salaries that are also irregular.
- Inadequate supervision and monitoring of ECD programs.
- Lack of linkages between pre-school and primary school.
- The levels of funding are too low to allow efficient and effective programme implementation.

The major issues concerning management of ECD programs highlighted in the literature review include the critical role parents play in initiating and managing ECD centres (MOEST, 1998, World Bank, 1997). However it is also recognized that in many cases the role of parents is undefined, uncoordinated and unsystematic (Smith, 1980). According to Smith, the reason behind this is that guiding policies are more often than not, lacking specified mode of parental participation and contribution in management issues. There is therefore need for governments' and other stakeholders' commitment in establishment of priorities in the face of the current crisis.

The literature reviewed also highlights the need for head teachers to use different styles of leadership. One type of leadership can not fit in all areas of management. The head teachers should therefore, be aware of all styles of leadership and use them in relevant situations.

According to Shiundu and Mwaura (1992), there is a realization that our schools are not well managed and that many of the related educational problems are due to mismanagement. Other areas of concern include general attitude towards ECD programs especially by the communities, teachers' characteristics, government support and encouragement (EFA, 2001, Mukui, 1995, Gakuru, 1996, Kabiru & Njenga, 2001). The wide variation of management structures is also a major concern, which needs further findings.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter contains the research methodology. It includes research design, target population, sampling procedure, research instruments, and procedure for data collection, instrument validity, instrument reliability, data processing and analysis.

#### **3.1 Research Design**

This study was descriptive in nature employing an *ex-post facto* design. According to Kothari (1990), descriptive studies attempt to identify variables that exist in a given situation and at times to describe the relationship that exists between these variables. Borg and Gall (1989) have explained that in *expost facto* research design, the causes are studied after they presumably have exerted their effect on another variable. Kerlinger (1973) also defines *ex-post facto* research as systematic empirical inquiry in which the scientist does not have direct control of independent variable because their manifestation have already occurred or because they are inherently not manipulated.

This design was chosen because the study was trying to establish possible relationship between independent variables and dependent variables in an already existing situation. The dependent variable was the type of management in ECD centres in

terms of management structure and services. The independent variables were the different factors, which affect the management of ECD centres.

### 3.2 Target Population

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Mugenda and Mugenda (1999) have defined the target population of a study as a complete set of individuals, cases or objects with some common observable characteristics. The population of this study was the ECD centres in Thika district. Thika district has six divisions namely Kakuzi, Ruiru, Kamwangi, Gatundu, Gatanga and Thika Municipality. The number of ECD centres in the six divisions is 653 (Thika DEOs office statistics, 2003). According to Thika DICECE office report (2004), Kakuzi and Ruiru divisions have ECD centres in pineapple and coffee plantations respectively. Gatundu and Gatanga have rural/public schools while Thika municipality has urban/private ECD centres.

To elicit the required information the study targeted various categories of ECD stakeholders in the selected schools. The categories comprised of; ECD teachers who are responsible for teaching and learning process in the centres, ECD centre management committee and parents with children in pre schools. Management committees and parents manage 75% of centres and provide physical and instructional facilities. Other categories were primary school head teachers/managers who are the key decision makers regarding management of ECD centres, DICECE officers / zonal inspectors / TAC tutors who are the trainers and supervisors of ECD teachers and centres respectively.

### **3.3 Sampling Procedure**

Out of the six divisions in Thika district three were selected through purposive sampling due to their representativeness in the characteristics required in the study. The representativeness required was at two levels namely; the area in terms of ownership of the centre and type of the centre. Regarding area level, centres were drawn from rural and urban divisions. In this case Thika municipality represented urban setting, Ruiru division peri-urban and plantation while Gatanga division represented rural area. Likewise representativeness was also achieved regarding the type of centres. Thika municipality and Ruiru divisions represented privately owned centres while Gatanga division represented public/ community owned ECD centres.

The three divisions had 240 ECD centres (Thika DEO statistics, 2003). The sample comprised of ten percent of the 240 pre schools, which is 24 pre schools. According to Mugenda and Mugenda (1999) descriptive research requires 10 percent of accessible population which is adequate for a sample. Eight schools per division were randomly selected to make a total of 24 schools in the three divisions. In each division, each pre school's name was written on a separate slip of paper, and all slips put in a container. The container was then shaken and the researcher selected 8 slips containing names of ECD centres, one at a time. Random sampling ensured that all the pre schools in each division had an equal and independent chance of being selected for the sample.

### **3. 3. 1 Selection of ECD teachers**

From each of the 24 selected schools, one ECD teacher was selected. Where there was more than one teacher the one in charge was purposively selected since she would be more informed. In cases where there was only one teacher she was automatically included in the sample. In total twenty-four ECD teachers participated in the study.

### **3.3.2 Selection of ECD committee chairpersons**

In each of the selected twenty-four ECD centres, the chairperson of the ECD committee was supposed to be involved the study. The chairperson was targeted because he or she is a parent and as the team leader of the management committee, he or she would be more conversant with ECD management issues. However in eight ECD centres there were no ECD management committees. Consequently, the number of committee chairpersons who participated in the study was sixteen.

### **3. 3 .3 Selection of Primary schools head teachers / managers**

Given that all ECD centres are feeder schools for a particular primary school, the maximum number of primary schools associated with the selected 24 ECD centres was expected to be 24. However, one primary school had more than one feeder preschools and therefore the total number of primary schools visited was twenty-three. Hence the number of primary school head teachers/managers involved in the study was twenty-three. As the main administrator and decision-maker in primary schools, the head teacher/manager from each of the identified primary schools participated in the study.

### **3.3.4 Selection of parents with children in preschool**

Parents and local communities are the most important partners in ECD programs in Kenya (MOEST, 2001). This is because 75% of the centres are managed by communities in terms of provision of physical facilities, payment of teachers and provision of feeding programs. Parents as community members are also the beneficiaries of ECD services and therefore their views, perceptions, and attitudes were considered to be important in this study. In the 24 sampled ECD centres, one parent with a child in the centre was selected. The class register in each school was used to randomly select the child whose parent participated in the study. Each child's name was written in a separate slip of paper and folded. All slips were then placed in a container which was shaken and the one name was randomly picked. The parent of the child whose name was picked participated in the study.

### **3. 3. 5 Selection of DICECE officers and zonal inspectors**

DICECE officers and zonal inspectors are the officials in charge of monitoring and supervision for smooth management of ECD centres. For this reason DICECE officers and zonal inspectors in charge of the three selected divisions were participants in the study. A total of three DICECE officers and nine zonal inspectors were selected, given that each of the three divisions in the sample has one DICECE officer and three zonal inspectors. In Thika municipality however, there are no zonal inspectors because zones are manned by TAC tutors. Three TAC tutors therefore, participated in the study.

### **3.4 Research instruments**

The research instruments consisted of questionnaires for sampled categories of various participants as well as observation schedule for the selected ECD centres. Each questionnaire was used to solicit information from the target sample concerning ECD centre management. The sampled categories comprised of five main units of respondents namely; ECD teachers, ECD centre committee chairperson, head teachers/managers of primary schools, parents with children attending ECD centres and ECD stakeholders (DICECE officers, zonal inspectors, and TAC tutors).

#### **3.4.1 Questionnaire for ECD teachers**

This instrument was used to capture information on management of ECD centres from selected ECD teachers. The questionnaire was divided into three parts. Part one provided teacher's background information, which included personal details, location and type of ECD centre. Part two of the instrument had questions related to management of the centre. Some management issues captured included; availability of management committee, feeding programs and development of learning/teaching materials. The last part concentrated on teachers' type of training, level of education, motivational levels and general comments regarding teacher's job.

#### **3.4.2 Questionnaire for ECD centre committee chairpersons**

The questionnaire for committee chairperson was used to determine the role played by parents in the committee regarding management of the ECD centre. The committee



chairperson was selected because he/she is a parent of that particular school and also being the chairperson, he/she is better informed on management issues. Consequently, he/she would represent the views of other parents in that particular ECD centre. The instrument had two sections. The first section focused on background information about the centre while the second section focused on issues related to management of ECD centres. The information captured in section two included; parents' views about management committee, major developmental activities undertaken by the committee, source of funds, training of committee members, maintenance of records, involvement of parents in material development, mode of payment of teachers salaries, average salary of ECD teachers, kind of feeding programs and any other general information regarding management of ECD centres.

### **3.4.3 Questionnaire for DICECE officers and zonal inspectors**

The major part of this instrument had structured open-ended questions, which did not have predetermined responses. It provided an opportunity for issues related to ECD management to come out within a larger context. Background information captured only the name of division/zone and number of schools in the area. Issues related to management of ECD centre included levels of training and assessment of teachers, inspection and supervision of centres and community mobilization.

The open ended questions where officers discussed other management issues addressed areas such as, feeding programs, content areas they cover during training of ECD teachers, seminars and workshops for teachers and parents. The officers also

discussed the challenges they face in management of ECD programs and how they address them. They also listed ways they ensure holistic development of children is catered for in the centres under them. Finally the instrument also provided opportunities to the officers to make comments regarding management of ECD programs. The instrument therefore gave room for personal opinion and feelings towards management.

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#### **3.4.4 Questionnaire for primary school head teachers / managers**

This instrument was designed for public primary school head teachers and managers of private schools. The background information gathered included the name, type and area of the school. The experience of the head teacher/manager and the number of feeder schools attached to the primary school were also captured in this section. The second section of this instrument also had open-ended questions meant to give in-depth information on different leadership styles of head teachers/managers. The management issues given in the questionnaire included their level of involvement in management of ECD centres such as management committees, feeding programs, Learning/teaching materials, challenges encountered and inclusion of ECD teacher in primary school. The instrument also captured information on interviews/ tests subjected to ECD children before standard one entry.

#### **3.4.5 Questionnaire for parents with children in ECD centres**

This was an attitude scale (likert scale), which was used to solicit information on attitudes, feelings and aspirations of parents towards ECD program. The instrument

was administered to parents with children in the sampled ECD centres. The tool was scored from one to five where strongly agree scored 5, agree scored 4, undecided scored 3, disagree scored 2 and strongly disagree scored 1 for the positively stated items. The scoring was reversed for the negatively stated items. Information on several aspects on ECD was gathered which included; importance of ECD education, parents' involvement in ECD activities, importance of management committees and feeding programs in ECD centres, effectiveness of ECD training programs and learning/teaching materials.

#### **3.4.6 Observation schedule of ECD centres and Children.**

The observation schedule was used to assess the learning facilities within the sampled schools as well as ECD children. The instrument had five sections namely; background information, physical facilities, teaching learning materials, feeding programs and psychosocial development of children. The purpose of the information gathered was to assess the different management practices in various centres. The background information included name of the centre, area and type of the school. The information captured on physical facilities was type of buildings, adequacy of ventilation and lighting, size of classrooms and furniture appropriateness. Other observation made on various facilities included; toilets (type, apertures appropriateness and ratio), kitchen (type, cookers used and type of food prepared), playing ground (size and security), outdoor equipment (adequacy, appropriateness and variety). In the teaching/learning materials section the information gathered was availability of learning materials and

whether they were appropriately displayed at the level of children and according to interest corners.

### **3.5 Procedure for data collection**

The first step was to obtain consent letters as well as letter of introduction to teachers, head teachers and parents from the Ministry of Education Science and Technology.

Then research assistants were trained on the following issues;

- The study objectives
- Survey regulations to be observed (e.g. It was critical that the data gathered during the fieldwork be both consistent and accurate; Under no circumstances was confidential information to be passed on to third parties)
- General interviewing procedures (e.g. Become very familiar with the instrument before conducting the interview; Always to interview the respondent in a private setting; Reading each question aloud exactly as it is written in the questionnaire; Always remain neutral - listening carefully without judgement to the respondent's answers and comments; Probing for additional information whenever necessary but without influencing the response; Editing all the completed questionnaires before considering an interview complete)
- Filling all spaces without leaving any blank spaces. If no response is available, to indicate reason.
- A detailed overview of all the study instruments.

After the training, each research assistant was given adequate number of instruments to use in his/her respective division. They comprised of 8 questionnaires for each category of participants selected in each ECD centre and observation schedule for each centre. There were three research assistants involved in the study. Each research assistant administered the instrument in one division, which had the eight selected ECD centres. The number of instruments per school was five which were to be used for the ECD teacher, committee chairperson, head teacher of attached primary school, one parent with a child in the centre and an observation schedule for the centre. In addition to these instruments, there was also one for the DICECE officer of that particular division and three zonal inspectors or TAC tutors in charge of the zones.

The research assistants interviewed the selected participants each at a time using the relevant questionnaires. The questionnaire for ECD teachers was only for one teacher in each school. Where there was more than one teacher the one in charge was selected for the study. To identify the parents to participate in the study the research assistant randomly selected the child whose parent was to participate. For each instrument, the research assistant read the questions to the respective respondent and recorded the responses in the questionnaires. Before each instrument was administered, the research assistant assured each respondent of confidentiality of the information provided. This procedure helped to lift their fears and became willing to respond to the questions.

After all the instruments were administered in each centre each research assistant proceeded to another centre. The main researcher was directly involved in all aspects

of the above activities. Due to the random sampling procedure used to select the ECD centres there were greater distances between ECD centres especially in rural areas. It was therefore, not possible to visit more than two centres per day where public transport was used. Data collection therefore took a period of at least two weeks.

### **3.6 Instrument Validity**

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda, 1999). According to Best and Kahn (1998), validity is the quality of data gathering instruments that enables it to measure what it is supposed to measure. In this study, internal validity was ascertained through the appropriateness of the research design chosen which is *expost facto* design. The information about the population and selection of the sample was detailed and data collection was done through a triangulation of methods which included questionnaires and observation schedule.

Content validity was done using professionals and experts as recommended by Mugenda and Mugenda (1999). The concept measured by each instrument was assessed. The professionals determined whether the set of items accurately represented the concept under study. Their comments were used to revise the items in the questions.

### **3.7 Instrument Reliability**

Reliability is the degree of consistency that the instrument demonstrates (Mugenda and Mugenda, 1999). To test for reliability of the items in each questionnaire, the researcher

used the test- retest technique. An appropriate group of participants was selected and the test was administered to them. The same test was then administered again to the same group after two months under the same conditions. The scores were then correlated from both testing periods to get the coefficient of stability which was 0.7 as recommended by Ingule & Gatumu (1996). The instruments were then adjusted accordingly.

### **3.8 Data Processing and Analysis**

Data processing entailed thorough reading of the data, which gave the researcher clear understanding of it. Before analysis was done thorough editing and data cleaning was done in order to ensure consistency and accuracy of the responses obtained in each instrument. Descriptive field notes were manually summarized during fieldwork. The data was analyzed both qualitatively and quantitatively according to the study objectives.

Quantitative data was computed using statistical package for social sciences (SPSS) to get case processing summary. By running frequencies and cross tabulation distinct categories and relationships among variables involved were established. The data was converted to percentages and presented in tabular form. This in turn assisted in generating themes and patterns, which are discussed in relation to theory and practice of management of ECD centres.

The qualitative medium was used more in the study because of the structure of the questionnaires. The open-ended questions in the instruments were analyzed using

content analysis with the aim of identifying emerging patterns. The responses from each questionnaire were tallied to find out the most common responses and percentages were then computed. Inferences were drawn from the data and then used to draw conclusions and make recommendations.



## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSIONS**

#### **4.0 Introduction**

This chapter contains the research findings and discussions. The findings are organized along the research questions. The main objective of the study was to explore factors that affect management of ECD centres. Management involves good planning, organization of resources, directing and controlling various activities systematically to achieve the stated goals of an organization (Okumbe, 1999). The factors that are discussed in relation to effective management of ECD centres include; leadership styles of head teachers/managers of ECD centres, management practices of public and private ECD centres, quality of ECD teachers, parents' attitude and community involvement in ECD management and stakeholders' support/guidance in management of ECD centres. Under each of these factors, three key indicators of effective management in an ECD centre were considered. They include; involvement of ECD centre management committee in running of the centre, provision of feeding program and learning/teaching materials.

#### **4.1 Leadership Styles of head teachers/managers of ECD centres**

The nature and quality of leadership a head teacher/manager of ECD centre provides, has an impact on management of the centre (MOEST, 1999). The leadership styles of head teachers/managers identified in the study were democratic and autocratic. The

two types of leadership were observed during the visit to various primary schools that were sampled. Some of these primary schools have either ECD centres attached to them or had more than one feeder ECD centres. The total number of primary schools visited was twenty-three.

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According to MOEST (1999), democratic type of leadership refers to those managers/head teachers who involve other stakeholders in decision-making. They influence their subordinates but do not dominate their thinking. Decisions are made through consultation with those under them and other stakeholders. Autocratic type of leadership on the other hand refers to those head teachers/managers who rarely consult others when making decisions and solving conflicts. The head teacher does not feel accountable to anyone and therefore, acts independently.

From the findings of the study, 52.2% (n=12) of the head teachers/managers were found to be autocratic while 47.8% (n=11) were democratic. When the two types of leaders were compared in relation to planning and coordination of activities in their centres, there was a notable difference in relation to availability and support of management committees, feeding programs and learning/teaching materials.

#### **4.1.1 Management committees**

According to the findings, 66.7% (n=eight) of autocratic managers interviewed stated that management committees are not necessary in the management of ECD centres. They indicated that they can manage centres more effectively without involving parents

and community members who usually form the committee. In their centres no management committees were found. According to the ECD teachers and parents interviewed, the managers made decisions and compelled teachers to follow instructions and subject parents to pay for the services provided or their children are sent home. These head teachers stated that they are in control and therefore do not need any committees to manage the centres.

On the contrary majority, 81.8% (n=nine) of head teachers with democratic type of leadership stated that management committees are very important in the running of ECD centres. It was found that in their centres there were management committees that deliberate on management issues and come up with an agreeable course of action. They stated that they encourage committees to set their own targets and come up with the best way to achieve them. These head teachers indicated that they offer suggestions on management issues to committee members who then deliberate and make final decisions on the way forward. This is supported by MOEST in the school management guide (1999) where it states that the process of decision making should aim at greater participation of stakeholders in order to minimize conflict. The same sentiments are expressed by Olembo et al. (1992) who says that schools should be managed by committees in order to accomplish set educational goals and objectives effectively and efficiently.

Growth and sustainability of ECD centres largely depends on the importance attached to early childhood development by parents and community (Bernard Van Leer Foundation, 1994). Parents and community should therefore be encouraged as much

as possible to support and participate in management committees. This is also supported by Brighouse (1991). He asserts that, professionals in schools should generate dialogue with families and listen carefully to them so that parents would respond sensitively and give the best service to the schools and their children. Parents as beneficiaries should be encouraged to be in the front line championing for better and attainable goals to improve management in ECD centres.

#### **4.1.2 Feeding programs**

Regarding provision of feeding programs, 53.8% (n=seven) of autocratic managers interviewed and 45.5 % ( n=five) of democratic managers interviewed supported feeding programs. They stated that children are not able to participate in learning activities when they are hungry. It was also found that these managers have organized either centralized feeding programs or children bring food from home. According to these findings there was no significant difference depicted by managers with democratic and autocratic leadership style in relation to support and provision of feeding programs. This implies that both types of leaders consider provision of feeding programs as important in the achievement of effective management. This notwithstanding, it was found that autocratic managers scored slightly higher than democratic managers in relation to provision of feeding programs. Those democratic leaders without feeding programs in their centres indicated that parents are not able to pay for them. They however, stated that they would support feeding programs if they had enough funds since this would improve children's health. This is in agreement with World Bank (1997) report where it is indicated that feeding programs in ECD centres are critical in the total

development of the children. Shirley (1982) expresses the same notion where he says that adequate nutrition is considered the single most important factor contributing towards physical growth and development of the young child.

#### 4.1.3 Learning/teaching materials

Based on the results, a major difference was noted in the support and provision of teaching/learning materials between autocratic and democratic managers. Out of twelve managers identified as autocratic, 83.3% (n=10) supported provision of adequate and appropriate display of learning/teaching materials. On the contrary out of eleven managers identified as democratic, only 36.4 % (n=four) supported as shown in table 5.

**Table 5: Frequency and percentage of different head teachers/ managers Support of learning materials**

Leadership style of managers	Support/provision of learning/teaching materials				
	Yes	%	No	%	Total
Autocratic	10	83.3	2	16.7	12
Democratic	4	36.4	7	63.6	11
Total	14		9		23

According to the findings, autocratic managers were found to be more supportive of learning/teaching materials. This could be because they are aware of the need of adequate materials and therefore ensure their provision through the teachers. The democratic managers could also be aware of how critical learning materials are, but due to their relaxed way of leadership, the teachers under them may take things easy.

From the findings autocratic managers were found to be better managers in terms of provision of learning materials than democratic managers. It was also noted that out of the twelve schools visited with autocratic leaders, 75 % (n=nine) were private centres. This explains why they could be having more learning materials since they are better than public centres financially. This confirms the finding on provision of feeding programs by autocratic leaders who mainly manage private centres. It was also found that 58.3% (n=seven) of them supported centralized feeding programs in spite of their autocratic leadership style. The parents who take children in the private centres are better financially than those in public centres. This is consistent with MOEST (1999) evaluation report where private centres were found to have better facilities than the public centres. As indicated before most public centres are managed by parents who would not be in a position to provide adequate materials due poverty prevalence in the country. However, in the area of formation of management committees, democratic managers scored higher than the autocratic managers. There was no significant difference between the two types of managers as far as support and provision of feeding programs is concerned

#### **4.2 Management practices of public and private ECD centres**

As indicated earlier in this report, various partners manage ECD programs in Kenya. These partners include; parents and local communities, religious organizations, private organizations, NGOs and private individuals. In this study public schools refer to those that are supported by parents and local communities while the private ones refer to those owned by other partners as stated above. In this study out of 24 centres visited

14 were privately owned while 10 were public centres. The results show that both public and privately managed centres have different practices in relation to management of ECD centres. The three management practices listed here include establishment of management committees, provision of feeding programs and learning/teaching materials.

#### 4.2.1 Management committees

There was a significant difference between private and public ECD centres in terms of presence of management committee as shown in table 6.

**Table 6: Chi – square test score for management committees between public and private centres**

Management committee	Type of ECD centre				Total	Chi square Value	df	Significance
	Private		Public					
Yes	7	50%	9	90%	16	4.200	1	0.040*
No	7	50%	1	10%	8			
Total	14		10		24			

\*Significant at  $p = 0.05$

According to the findings only 50% (n=seven) of private centres had management committee against 90% (n=nine) of public centres. This means that many private sponsors of ECD programs prefer running ECD centres without involving parents. This confirms the findings on autocratic managers who were found to be in charge of private centres and did not support management committees. The findings also are consistent

with sentiments expressed by DEO Thika when he stated that there is variation in the type of management in private and public centres. It was observed that in the centres without management committee, teachers' morale was low and teachers' turn over was high. This could be because managers make decisions centrally without consultation with parents and teachers.

Many private sponsors run ECD centres on commercial gain and therefore they would hesitate to give parents an opportunity to make major decisions in their centres. Since parents are the ones who pay for the services, they would demand that the sponsors be transparent regarding their money. Involving parents in management would deny the managers ways and means of making profits, which is their goal of starting the ECD centres.

The fact that parents own most of public ECD centres explains why majority of them have management committees. It was observed that teachers in centres with management committees are more stable. When teachers are stable they are able to organize, plan and coordinate learning activities efficiently. It was also found that in these centres teachers involve parents in activities such as materials development and food demonstrations, which are key indicators of good management.

#### **4.2.2 Feeding Programs**

Regarding provision of feeding programs, the results showed that 85.7% (n=12) of private centres and 50 % (n=five) of public centres had feeding programs in their centres. It was also noted that 50 %( n=seven) of private ECD centres had centralized



feeding programs while only 30% (n=three) of public centres had centre based feeding programs as shown in table 7.

**Table 7: Frequency and percentage showing type of feeding program in public and private centres**

Type of feeding program	Type of centre			
	Private		Public	
	Number	%	Number	%
Centralized	7	50	3	30
Food brought from home	6	43	2	20
No feeding program	1	7	5	50
Total	14		10	

The results show that private centres are able to provide feeding programs than public centres. This could be because parents with children in private centres are able to pay fees, which is used in organizing centre-based feeding programs or force parents to provide food from home. On the other hand, parents in the public centres were found to be financially challenged and therefore, may not be able to provide for feeding programs. The findings also show that 25 % ( n=six) of both private and public centres did not have any type of feeding program. This means that these children stay hungry the whole day and therefore can hardly concentrate on any learning because hungry children are hardly alert. This is affirmed by Shirley and Cooper (1982) who state that consumption of adequate amount of good quality food is essential for early learning. It was found that parents pay for the food provided to their children in both private and public centres.

According to the findings, 50 % (n=five) of public centres did not have any type of feeding programs while only 7% (n=one) of private centres did not have feeding programs. Consequently, there was a significant difference in health of children between private and public ECD centres as shown in table 8.

**Table 8: Chi-square test score for children's health for private and public centres**

		Type of ECD centre		Total	Chi square value	df	Significance
		Private	Public				
Health	Yes	10	3	13	4.033	1	0.045*
	No	4	7	11			
	Total	14	10	24			

*\*Significant at p = 0.05*

According to the findings children in private centres looked healthier than those in public centres. Charlesworth (1983) indicates that general health and nutrition are important factors that affect child's physical development and behavior. Healthy children therefore will be more attentive and alert in school. Inadequate health of children found in public centres may be due to poverty or ignorance on the part of caregivers and parents regarding proper diet and provision of centre based feeding programs. Proper nutrition is considered essential especially in early years because as indicated before, brain develops most rapidly at this stage. Provision of quality feeding programs in ECD centres is therefore among the top indicators of effective management. From the findings, it appears that provision of feeding programs is a common practice in private centres, which indicates better management in this area than in public centres.

### **4.2.3. Learning/ teaching materials**

There was a wide range of learning/teaching materials in both public and private centres. The most common materials included; charts (27.8%), assorted interest corners (11%), flash cards (9.7%), dolls and pictures (6.9% each) and bottle tops (5.6%). That notwithstanding, most of these materials were not displayed at the level of the children and corners of interest. This means that children are not able to interact and manipulate the materials comfortably.

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Out of the centres visited only 28.6% and 20% of materials were displayed appropriately in private and public ECD centres respectively. The findings show that there is no significant difference between private and public centres on proper materials display. Since learning/teaching materials are the main learning tools in ECD centres (Ngome, 2002), lack of appropriately displayed materials indicated that very little learning is taking place there. Without adequate display of learning/teaching materials the aim of ECD education which is early stimulation is compromised. This is consistent with the World Bank report of 1997, which indicates that adequate and appropriately displayed learning materials are explicitly recognized as key indicators of cognitive development. Lack of adequate and appropriately displayed materials reflects weaknesses in planning and organization of resources, which is an indicator of poor management.

### **4.3 Quality of ECD teachers**

The quality of ECD teachers mostly depends on the type of training the teachers have undergone. They require practical skills to build their capacity in order to deliver quality

ECD programs (MOEST, 1999). Most of the ECD teachers, 50 % (n=12) interviewed have been trained through MOEST two years in service training course. A small percentage, 8.3 % (n=two) has gone through other types of short courses while 41.6 % (n=10) were untrained.

The MOEST 2-year course as mentioned before consists of six residential sessions of three weeks each and five field experience sessions of three months each. The course is deliberately designed to alternate residential training sessions with field experience sessions. Residential sessions focus on theory and the skills acquired are then put into practice during field sessions. According to DICECE officers interviewed, the ECD curriculum is comprehensively designed to include; community education and mobilization, child growth and development, health and nutrition, planning programs and services, physical/psychomotor activities, foundations and administration of ECD in Kenya, ECD activity areas and thematic integrated learning approaches. Looking at the scope of coverage in the course, it is clear that those teachers who have undergone the DICECE long course are well equipped with the relevant ECD management skills.

When teachers who have undergone the two-year course were compared with the untrained teachers there was a marked difference in their support of management committees, feeding programs and learning/teaching materials.

#### **4.3.1. Management committees**

According to the findings, most 70 % (n=seven) of untrained teachers did not identify management committees useful in the running of centres. They indicated that ECD

centres can be managed by head teachers and teachers themselves without a committee. They stated that most parents in management committees are illiterate and therefore would not understand about ECD management issues. Trained teachers on the contrary indicated the need for ECD centre committees in the management of ECD centres. The findings showed that 66.7%(n=eight) of them supported the participation of management committees as shown in table 9.

**Table 9: Frequency and percentage of teachers supporting management committees**

Teachers Status	Support of ECD management committees					
	Yes	%	No	%	Total	%
Trained/MOEST 2year course	8	66.7	4	33.3	12	100
Untrained & other courses	3	25	9	75	12	100
Total	11		13		24	

The trained teachers indicated that without parents support in the centres there is usually a gap between home and schools. They said that they liaise with parents through the children regarding collection of local materials they use in teaching. They stated that parents committees would support their efforts and in turn enhance effective learning in the centres. These findings are consistent with Elizer (1986) who states that when parents are involved in decision-making, they are encouraged to fully support and get involved in ECD programs and this will make a significant difference to children's progress. Establishment of ECD centre committee is considered a very important

measure of quality (MOEST, 2004). Since the committee is composed of parents of ECD children, their participation enhances sense of ownership and therefore, ensures sustainability of the program.

Based on these findings the trained teachers were found to be more supportive of ECD committees than the untrained teachers. The reason behind this could be because during their training, they are made to understand the need for ECD committees and urged to involve them in ECD activities as much as possible. Their support of management committees is also in agreement with Koech report (1999). He asserts that involving parents who are beneficiary in ECD management improves quality by ensuring that the program remains relevant to the needs of the child, parents and the community as a whole. The same sentiments are echoed by Njenga et al (2001). In their research they found out that parents' involvement in ECD centre management is important because they influence the character and moral development of their children. This is further reinforced by Wolfendale (1983) who indicates that, the dialogue between the teacher and parents can only be successful if it is founded on the principle of equality in home-school partnership. He adds that, it is only then when sincere consultations and genuine involvement over school improvement can result to strong family commitment, not only to the school but also to the development of the individual child. To ensure effective management of ECD centres therefore, parents committees are vital.

#### **4.3.2. Feeding programs**

Another difference associated with trained teachers was their support of feeding programs. Trained teachers unlike the untrained understood the importance of feeding

programs as a prerequisite of holistic development of children. According to the results, 75%(n=nine) of trained teachers supported centralized feeding programs where food is prepared in the centres against 50%(n=five)of the untrained teachers who supported feeding programs.

Feeding programs in ECD centres are viewed as important contribution to the health and well being of the children (UNESCO, 2004). The trained teachers who were in favour of feeding programs in ECD centres stated that without centralized feeding programmes the learning is affected since the children had either to go home in search of food or stay hungry. They indicated that when children are hungry, they do not concentrate or participate in learning activities. This is consistent with Ngome (2002) who asserted that when a child is adequately fed the nutrition status, which impacts on, cognitive ability might be improved. He further cited scientific studies among children, which show adverse effects of hunger on cognition, problem solving and concentration.

The support of centre based feeding programmes by trained teachers unlike the untrained can be attributed to their training. During training, ECD teachers are taught about the importance of balanced diet for children with emphasis on locally available foods and causes of malnutrition in children so that they advise parents on the importance of running feeding programmes in ECD centres.

#### **4.3.3 Learning/teaching materials**

A good ECD teacher has adequate teaching/learning materials since ECD children learn better through observation and manipulation (MOEST, 1999). According to the

results, out of the sampled trained teachers, 50 % (n=six) of them indicated the importance of learning/teaching materials. The impression gained from the study is that these teachers supported use of learning materials that were found displayed appropriately on the walls at the level of the children. They were also found to have developed learning corners in the classrooms where children interact with materials comfortably.

On the contrary none of the untrained teachers was found keen on the importance of learning/teaching materials. The few materials found in their classrooms were not organized according to the corners of interest. Out of 12 untrained teachers and those with short courses, 16.2 % (n=two) had only chalk, writing boards and exercise books. They did not even have ECD guidelines to guide them in the development of materials. This means that children in the centres where there were no adequate materials are not well stimulated. Hence their cognitive development is hampered which is an indication of poor management.

During training of ECD teachers in the two-year course, much emphasis is put on the use of learning/teaching materials. The teachers are also encouraged to improvise by using locally available materials, which are relatively cheap. Provision and usage of learning materials in ECD centre is an indicator of effective management as observed by NACECE (2001). Children at this level learn through manipulation of materials and therefore, without adequate materials there is minimum learning. Trained teachers were identified as better managers than untrained teachers in relation to support and provision of learning/ teaching materials.



#### **4.4 Parents' attitude and community involvement in management of ECD centres**

It has previously been stated that parents and local communities are responsible for establishing and managing ECD centres. Based on the attitude scale used in the study for parents, and responses of management committee chairpersons (chairperson is also a parent) who participated in the study, it was revealed that majority of parents had positive attitude towards ECD education. This is consistent with EFA (2001), which notes that 75% of ECD centres in the country are initiated and managed by parents. The parents' attitude and support of ECD centres is therefore, critical in the areas of management committee, feeding programs and provision of teaching/learning materials.

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##### **4.4.1 Management committees**

The attitude of parents towards management committees was found to be generally positive. Based on the results, 58.3%(n=14) of the parents sampled indicated that they strongly agreed that parents committees are necessary in management of ECD centres. The remaining parents who disagreed that management committees are necessary counted for 41.7 %( n=10). This implies that quite a significant number of parents do not support management committees. Parents being the ones who constitute management committees and own over 75% of ECD centres in the country, their attitude towards the management committees is very critical.

It was however observed that out of 24 centres visited 66.7 %( n=16) had management committees. The results further showed that out of the 16 chairpersons of committees interviewed 62.5 %( n=10) stated that parents support committees in ECD centres.

They were also in agreement that those parents who are supportive of ECD management committees participated in ECD activities initiated by management committees. It was also observed that most centres with management committees had maintained financial records showing collection of various levies and how it has been used. This is in line with the statement made by His Excellency President Mwai Kibaki, that "parents have the responsibility to watch over the management of the schools their children attend to ensure accountability and transparency in resource management" (Daily Nation, 10<sup>th</sup> December 2004).

According to the chairpersons interviewed those parents who do not support ECD centre management committees rarely participate in ECD activities. They also stated that when their children are sent home to collect levies agreed upon by the committee, the parents keep them (children) at home to wait for standard one intake, which is free. When parents have negative attitude towards management committees they are reluctant to be members of such committees in centres their children attend. Without their involvement as stakeholders/ beneficiaries, they create room for mismanagement and misappropriation of resources by managers in these institutions.

#### **4.4.2 Feeding programmes**

Out of 24 parents who participated in the study 75 % (n=18) of them strongly supported feeding programs in ECD centres. This implies that they have positive attitudes towards provision of feeding programmes. Additionally, out of the 16 chairpersons of the management committees interviewed, 75 % (n=12) indicated that feeding programs are important in ECD centres because hungry children can hardly concentrate in school.

They also stated that some parents who do not contribute funds for centralized feeding programmes provide their children with food to carry to school. However, it was observed that children who brought food from home mainly carried cold ugali and tea, which is not a quality meal.

Twenty five percent (n=six) of the parents' committee chairpersons interviewed indicated that they do not provide for feeding programs in ECD centres. They noted that feeding programs are expensive and that when parents are asked to pay they withdraw children from the centres. Table 10 shows the centres with and without feeding programs.

**Table 10: Frequency and percentages of centres with feeding programs**

Type of feeding program	Number of centres	Percent (%)
Centralized	10	41.7
Food brought from home	8	33.3
No feeding program	6	25.0
Total	24	100.0

Feeding programs are vital in ECD centres whether centrally prepared or brought from home. NACECE (1995) emphasizes that it is the role of the parents to provide for feeding programs. On the other hand World Bank appraisal report of 1997 depicted lack of feeding programs as an indicator of inefficiency in management of ECD centres.

Consequently the high percentage of ECD centres with feeding programs portrays effective management, which can be attributed to positive attitude and involvement of parents in ECD activities.

#### **4.4.3. Learning/ teaching materials**

Parents with children in ECD centres are expected to participate in development of learning/teaching materials (NACECE, 1995). According to the results, majority of parents had positive attitude towards provision of teaching/learning materials in ECD centres. Sixty two point five percent (n=15) of parents who participated in the study strongly agreed that learning/teaching materials are important in ECD centres. They also agreed that parents should be involved in the development of materials. Apparently, 50 %( n=12) of ECD centres visited were found to have teaching/learning materials provided by parents. The materials included writing materials, various materials displayed at corners of interest and play equipment.

Out of the sixteen parents committee chairpersons interviewed, 68.7 %( n=11) stated that it is necessary to involve parents in material development. They also indicated that without learning/teaching materials there is little or no learning that can take place in an ECD centre. The other 31.25 %( n=five) management chairpersons did not attach a lot of importance in provision of learning/teaching materials. They stated that they expect the ECD teachers to use chalk and writing board as instructional materials. This can be attributed to their ignorance of the role learning/teaching materials play in the cognitive development as they stimulate the child.

One of the key principles (Piaget 1896-1980) associated with holistic development of children is that children learn through play. This is because play provides opportunities for exploration, experimentation and manipulation of learning/teaching materials. Without adequate and appropriately displayed learning/teaching materials the ultimate goal of any ECD centre cannot be achieved. Hence the availability of materials is an indicator of good management. This is in line with the World Bank Implementation Completion Report (ICR) of 2004, which states that quality management of ECD centre is enhanced by better display of learning/teaching materials.

#### **4.5 Stakeholders support/guidance in ECD centres**

Effective management of ECD centres is dependent on adequate support and guidance provided by relevant stakeholders (Ngome, 2002). It entails frequent visits, follow up and guidance in the organization of ECD activities and mobilization of parents and communities.

In this study, stakeholders include DICECE officers, Zonal Inspectors of schools (ZIS) and Teacher Advisory Centre (TAC) tutors. Out of the eleven stakeholders sampled, 27.3 % ( n=three) were DICECE officers 45.4 % ( n=five) were zonal inspectors and three 27.3 % ( n=three) were TAC tutors. The three categories of stakeholders play a significant role in ECD management in the areas of management committees, feeding programs and learning/teaching materials.

#### **4.5.1 Management committees**

According to the findings 81.8 % (n=nine) of the stakeholders indicated that they support ECD centre management committees. They noted that centres with management committees are well organized because parents have an opportunity to participate in decision-making concerning the centre. When asked their role in the management committees they stated that they are involved in training of committee members on management issues such as book keeping and financial management.

The results also show that, 18.2 %( n=two) of the stakeholders did not support management committees. It was noted that these are zonal inspectors whose major role is supervision of primary schools. The zonal inspectors sampled indicated that some parents in ECD committees are ignorant about ECD management issues and therefore they should not be charged with responsibility of making decisions about the centres. In addition, they stated that they have not been trained on ECD management issues, and therefore they are not able to advise and guide parents on ECD issues. This confirms the findings by Kitheka (2003). In a case study of the Inspectorate on inspectors' training and development it was revealed that there is no specific training policy of inspectors at the Ministry of Education. Zonal inspectors are expected to assess ECD teachers when they are in training and professionally advise and guide them in ECD management issues. Without training, the inspectors will be ill equipped to offer any support or guidance.

#### **4.5.2 Feeding programs**

Sixty-three point 63.6 % (n=six) percent of the stakeholders supported provision of feeding programs in the ECD centres. Majority of the stakeholders supporting provision of feeding programs are DICECE officers and TAC tutors. They indicated that all ECD centres should have centre based feeding programs to ensure good health of all children. All sampled DICECE officers stated that they conduct food demonstrations in the centres in order to ensure that children are provided with balanced diet.

It was again noted that, the 36.4 % (n=four) stakeholders who did not indicate their support in provision of feeding programs are zonal inspectors. They indicated that they are more concerned with ensuring that standards are maintained in primary schools. However, they stated that they visit ECD centres during assessment of ECD teachers but were not keen on feeding programs.

The stakeholders indicated in the study are the representatives of the government at the grass root level. Their support and guidance especially in feeding programs is critical in ensuring the health and well being of the children. It is against such understanding that, DICECE trainers and ECD teachers are trained on health and nutrition during induction course and MOEST 2 year course respectively. After this training, they are equipped with the necessary skills to enable them mobilize parents and community on feeding programs and other relevant activities.

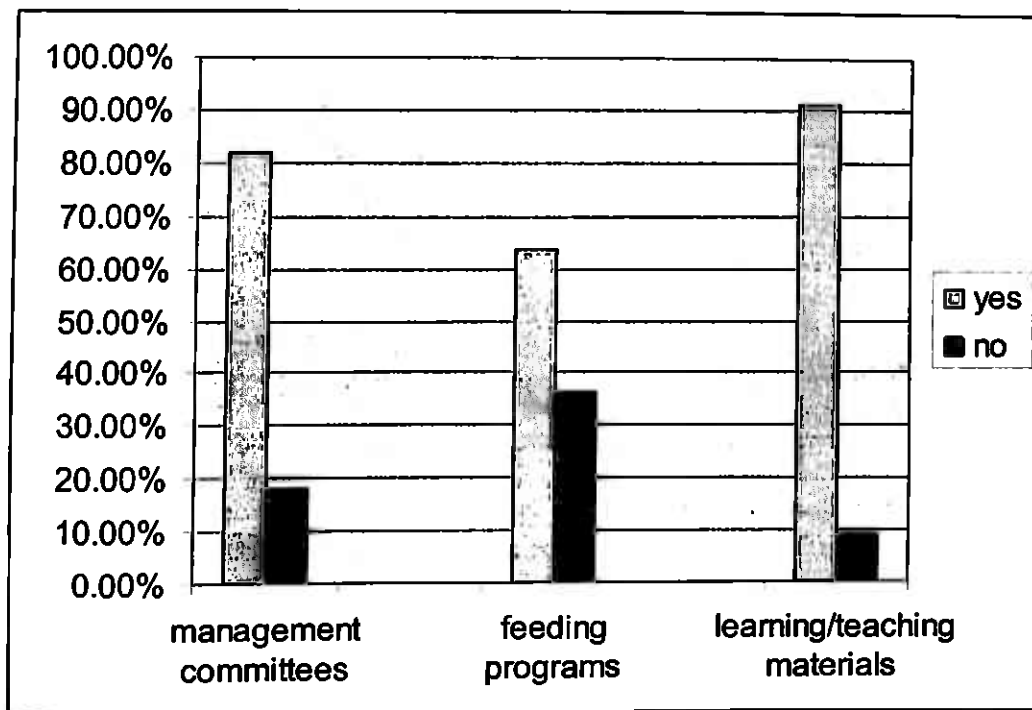
### **4.5.3 Learning/teaching materials**

The results showed that the majority 91 % (n=10) of the sampled stakeholders indicated their support in the usage of learning/teaching materials in ECD centres. They further observed that children at ECD level require teaching/learning materials in order to be well stimulated. The DICECE officers interviewed indicated that they organize workshops for teachers and parents on materials development. They also stated that they encourage ECD teachers to develop materials using locally available materials since they are cheap and readily available. This was evidenced by availability of materials developed using local materials such as banana fibre, sisal, bottle tops, polythene papers, old cartons and sacks in most of the ECD centres visited. This is consistent with Koech report (1999) which states that play and instructional materials are vital for effective learning in ECD centres. The report further says that locally available materials are cheaper and children can identify with them more easily than imported materials.

According to the findings it appears that all stakeholders recognize learning/teaching materials as a key component in the holistic development of children. Based on the results it is clear that learning/teaching materials are important indicators of effective management in ECD centres. This is also pointed out in the KIE ECD guidelines. It states that ECD teachers are required to develop adequate learning/teaching materials with assistance of the stakeholders. The levels of stakeholders' support/guidance in the three key management areas are reflected in figure 2.



**Figure 2: percentages of stakeholders' support/guidance in relation to management committees, feeding programs and learning/teaching materials**



As shown in figure 2, stakeholders are more involved in development of learning/teaching materials than in other activities. This could be because teachers start developing materials when they are still in training. The DICECE officers are involved in the assessment of teachers as follow up and therefore they urge teachers to make these materials. The DICECE officers interviewed stated that they also organized workshops for teachers region wise, who come together and develop materials. Children are told to collect various locally available materials such as bottle tops, empty cartons and tins, seeds, old calendars, and other relevant items that they take to school. The teachers then are able to develop learning/teaching materials from such cheap and relevant local items for the children (Koech report, 1999).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter entails a brief summary and conclusions of the findings. Appropriate measures to be taken are also suggested as recommendations, which would enhance quality of ECD programs. The recommendations are based on the research objectives of the study.

#### **5.1 Summary of the findings**

This study explored the factors that affect effective management of ECD centres in Thika district. The findings were based on several factors which included; leadership styles of head teachers/managers, management practices in private and public centres, quality of ECD teachers, parents and community attitude and level of involvement in management of ECD centres and stakeholders' level of support in relation to effective management of ECD centres. The indicators of effective management against each factor were; establishment of management committees, provision of feeding programs and learning/teaching materials

##### **5.1.1 Leadership styles of head teachers/managers**

The leadership styles of head teachers/managers identified were democratic and autocratic. Fifty two point two percent (n=12) of interviewed head teachers were found

to be autocratic against 47.8 %( n=11) who were found to be democratic. Based on the findings the head teachers who were found to be autocratic did not support establishment of management committees. The autocratic leaders stated that they manage centres more effectively without involving parents. On the contrary, democratic leaders recognized committees as important since they promote teamwork in decision-making.

It was found that both autocratic and democratic leaders supported feeding programs and learning/teaching materials. However, it was observed that most autocratic leaders were keener in the provision of centre based feeding programs and learning/teaching materials. It was also found that most of the autocratic leaders were managers of private ECD centres, while democratic head teachers were mainly found in public centres.

### **5.1.2 Management practices of public and private ECD centres**

The Findings showed that 50 %( n=seven) private centres did not have management committees. The managers as key decision-makers, plan, organize and coordinate activities without consulting teachers and parents. On the contrary, 90 %( n=nine) of public centres had management committees, which are consulted for any decision regarding management of the centres.

According to the results, feeding programs were found in 85.7 %( n=12) of private centres and 5 (50%) of public centres. However, 50 %( n=five) of public centres did not have any type of feeding program

to be autocratic against 47.8 %( n=11) who were found to be democratic. Based on the findings the head teachers who were found to be autocratic did not support establishment of management committees. The autocratic leaders stated that they manage centres more effectively without involving parents. On the contrary, democratic leaders recognized committees as important since they promote teamwork in decision-making.

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According to the results, feeding programs were found in 85.7 %( n=12) of private centres and 5 (50%) of public centres. However, 50 %( n=five) of public centres did not have any type of feeding program

Regarding teaching and learning materials, it was found that both private and public centres had variety of materials. However, these materials were not appropriately and adequately displayed. It is also important to note that in two centres, there were no materials found apart from chalkboard and exercise books.

### 5.1.3 Quality of ECD teachers

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The indicator considered in the quality of ECD teachers was training status. The findings showed that out of the 24 teachers interviewed, twelve of them were trained through MOEST two-year inservice course. 8.3 %( n=two) of teachers had gone through various short courses while 41.6 %( n=10) were not trained. The trained teachers sampled indicated that management committee, feeding programmes and learning/teaching materials are important in effective management of ECD centres. It was observed that most centres with trained teachers had adequate teaching materials.

Out of the 12 teachers who had not been trained through the MOEST two-year course, 75 %( n=nine) did not support management committees while 50 %( n=six) did not support feeding programmes. Regarding training/learning materials none of the untrained teachers had materials adequately and appropriately displayed according to the corners of interest and the level of children. Apparently, untrained teachers were instructing the two centres that were found without any developed teaching/learning materials.

#### **5.1.4 Parents attitude and community involvement in management of ECD centres**

Based on the attitude scale used for parents, majority of them had positive attitude towards ECD education. The results indicated that 58.3 % (n=14) of parents think that management committees are necessary in ECD centres, while 41.7 % (n=10) disagreed. On the other hand, 62.5 % (n=10) Of committee chairpersons indicated that parents support ECD committees. Regarding feeding programmes and learning/teaching materials, 75 % (n=18) and 62.5 % (n=15) of parents indicated their support respectively. They noted that feeding programmes and learning/teaching materials are important for effective learning and health of the children.

#### **5.1.5 Stakeholders support/guidance in ECD management**

According to the findings, majority, 81.8 % (n=nine) of the stakeholders stated that management committees in ECD centres are important for effective management. It was also revealed that 63.6 % (n=six) of the stakeholders who supported feeding programmes were mainly DICECE officers and TAC tutors. DICECE officers stated that they organize food demonstrations for teachers and parents to enhance quality feeding of the children.

Thirty-six point four percent of zonal inspectors who did not support feeding programmes indicated that they are more concerned with ensuring that standards are maintained in primary schools. They also said that they had received no training in ECD issues and therefore they feel challenged when it comes to ECD management issues.

Majority, 91 % ( n=10) of the stakeholders indicated their support of teaching/learning materials in ECD centres. They recognized the importance of teaching/learning materials in cognitive development of the children. It was also found that DICECE officers organized workshops for teachers and parents on material development.

## **5.2 Conclusions**

Based on the study, effective management of ECD centres is dependent on many factors functioning in complex interaction. Some key factors were identified which have an impact on management of ECD centres. The style of leadership applied by various managers/head teachers has an influence on effective management. Autocratic leaders are better managers in relation to provision of feeding programmes and learning/teaching materials, while democratic leaders support establishment of management committees more than autocratic leaders. Autocratic managers are mainly found in privately owned ECD centres while democratic managers mainly head public ECD centres.

There are more teaching learning materials and centre based feeding programmes in private centres than in public ECD centres. However, appropriate display of learning/teaching materials is a challenge to both private and public ECD centres. In addition, there are more management committees in public centres than in private centres.

Teachers trained in MOEST two-year inservice course have better management skills in terms of development of learning/teaching materials, support of feeding programmes

and management committees. Additionally most parents with children in ECD centres have positive attitude towards ECD education. However, they have a challenge in support of feeding programmes and teaching/learning materials especially in public centres due to poverty. Majority of parents in public centres support management committees despite lack of training in management skills.

DICECE officers and TAC tutors are more versed with ECD management issues than zonal inspectors. DICECE officers play a key role in material development more than zonal inspectors. This is because zonal inspectors lack ECD management skills mainly due to lack of training.

### **5.3 Recommendations**

Based on the findings, several recommendations have been made. It is believed that if these recommendations are implemented, effective management of ECD centres would be enhanced.

For sustainability and accountability of resources, all public and private centres should have ECD management committees. There is also need to build the capacity of management committees in public schools for them to understand the need for feeding programs and learning materials. They also need training in order to acquire resource mobilization skills for them to support the ECD centres in poor neighborhoods.

It is further recommended that all ECD teachers should be trained in the MOEST two years inservice course to enhance their ECD management skills. There is also need to harmonize management practices of private and public centres to ensure uniformity and



co-ordination among various providers of ECD services. To this end the government should look into ways of supporting public ECD centres through free education policy. Additionally, all stakeholders should be sensitized and trained on ECD management issues.

Another important recommendation is that head teachers/managers of all types of ECD centres should apply alternative approaches/styles in management of the centres according to different situations that arise in the centres.

#### **5.4 Recommendation for further research**

The results from this study have prompted need for further research to explore other factors especially in other districts, which affect management of ECD programs. There is need also for further research on management in centres run by churches, local authorities and NGOs and document best practices that promote quality ECD service provision.

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## **Letter of Introduction**

Rose Waithira Njoroge  
University of Nairobi  
P.O. Box 92,  
KIKUYU.

Dear respondent

### **RE: Factors affecting management of ECD centres in Thika District**

I am a postgraduate student in University of Nairobi pursuing a Master of Education in Educational Administration and Planning. I am conducting a study on the factors affecting management of ECD centres in Thika District.

The respondents selected for the study include ECD teachers who are responsible for teaching and learning process in the centre, ECD centre management committee and parents who are providers of physical and instructional facilities, primary school head teachers/ managers as decision makers regarding management of ECD centres and DICECE officers/ zonal inspectors/ TAC tutors as trainers and supervisors of ECD teachers and centres respectively.

I hereby request you to respond to the questionnaires as honestly as possible to the best of your knowledge.

Please note that the questionnaires are designed for this research purpose only.

Thank you in advance.

Yours faithfully

**ROSE WATHIRA NJOROGE (MRS)**

## Appendix 1

### Questionnaire for ECD teachers

Dear Sir/Madam

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I am interested in getting from you information about this ECD Centre and how it is managed. I would also wish to know about your professional status, working terms and conditions of service and your relationship with the community around the school. Please note that the information you give will be strictly for educational purpose and will be kept in confidence.

For every question with offered choices, tick your preferred choice. For open-ended questions indicate your response in the space provided.

#### A. *Background Information*

1. Sex:            1. Male ( )            2. Female ( )
2. Name of ECD centre.....
3. Division: 1. Municipality ( ) 2. Ruiru ( ) 3. Gatanga ( )
4. Current enrolment: 1. Boys ---- 2. Girls ----
5. Are children grouped by age? 1. Yes ( ) No ( )
6. Age of the teacher: 1. Below 20 yrs. ( ) 2. 21yrs. - 30yrs ( ) 3. 31yrs. - 40yrs ( )  
4. 41 yrs. and above ( )
7. Which language do you mainly use in communicating with children in this centre?  
1. Kikuyu ( ) 2. Kiswahili ( ) 3. English ( ) 4. Other (specify).....

8. How far is your residence from the school?.....Kilometres.

**B. ECD centre information**

9. How old is this ECD centre? -----Yrs.

10. How many teachers are in this ECD centre?.....

11. Are there other staff members apart from teachers? Yes ( ) No ( )

12. If yes, which ones? (List:-----)

13. Which is the main source of funds for this ECD centre? 1. Fees ( ) 2. IGAs ( )

3. Fund raising ( ) 4. Others (specify).....

14. Who pays for teachers' salaries in this ECD centre? 1. Parents ( ) 2. Local council ( )

3. Sponsor ( ) 4. Others (specify).....

15. What is the general attitude of parents towards:

(a) Pre school education in general;  
1. Supportive ( ) 2. Negative ( ) 3. Indifferent ( ) 4. Other (specify).....

(b) This ECD centre;  
1. Supportive ( ) 2. Negative ( ) 3. Indifferent ( ) 4. Other (specify).....

16. Does this ECD centre have a committee? 1. Yes ( ) 2. No ( )

17. If yes, what is the role of the committee?.....

18. Who is involved in the meetings? (List;-----)

19. Do you think the committee is necessary? 1. Yes ( ) 2. No ( )

20. Give reasons for your answer in question 19 above

.....

21. Do you think feeding programme is necessary in ECD centre? 1. Yes ( ) 2. No ( )

22. Give reasons for your answer in question 21 above

.....

**C. Information about ECD teacher**

23. How long have you been a pre school teacher?.....years

24. How long have you been in this pre school?.....years

25. In how many other schools have you taught before this one?.....

26. Have you undergone any pre school training? 1. Yes ( ) 2. No ( )

27. If the answer is yes in question 26 above;

(a). When?.....year (b). For how long?.....

(c). Type of training 1. DICECE long course ( ) 2. DICECE short course ( )

3. Montessori ( ) 4. KHA ( ) 5. Other (specify).....

28. What is the highest level of your education? 1. Primary ( ) 2. Secondary ( )

3. Higher education ( )

29. Do you use KIE ECD guidelines for your work in this centre? 1. Yes ( ) 2. No ( )

30. If no, why?.....

31. Do you think development of materials is necessary in ECD centre? 1. Yes ( )

2. No ( )

32. Give reasons for your answer in question 31 above

.....

33. Do you have terms and conditions of service? 1. Yes ( ) 2. No ( )

34. If yes, probe for details (e.g. amount and progression of salary, leave, housing, health cover, hours of duty).....

.....

35. Are you paid regularly 1. Yes ( ) 2. No ( )

36. If no, probe for conditions underlying payment.....

37. What time do you report to work?.....

38. Do you enjoy your work? 1. Yes ( ) 2. No ( )

39. Give two reasons for your answer in (37) above;.....

.....

40. Do you have any other comment(s) you would like to make regarding yourself, your work or this pre school?.....

.....

.....

Thank you very much for your cooperation

## **Appendix 2**

### **Questionnaire for ECD centre committee chairperson**

Dear Sir/Madam

In this visit I am interested in learning from you whether there is a functional committee in this ECD centre. I would also wish to know the developmental activities you have undertaken in the past and the source of funds. I have a set of questions I will ask you which I am kindly requesting you to answer or discuss with me. Please note that the information you give will be strictly for Educational purpose and will be kept in confidence.

For every question with offered choices, tick your preferred choice. For open ended questions indicate your response in the space provided.

#### **A. Background information**

1. Name of ECD Centre: .....
2. Division: 1. Municipality ( ) 2. Ruiru ( ) 3. Gatanga ( )
3. Name of Primary School attached: (if any) .....
4. Number of children: 1. Boys ( ) 2. Girls ( )
5. Type of school: 1. public ( ) 2. private ( )
6. Total number of committee members 1. Male ( ) 2. Female ( )
7. Total Number of ECD teachers: 1. Male ( ) 2. Female ( )
8. How many teachers are trained? 1. Male ( ) 2. Female ( )
9. Who built the school? .....

#### **B. Issues related to management of ECD centre**

10. For how long have you served in the committee? .....months/years
11. Do you hold meetings? 1. Yes ( ) 2. No ( )

12. If yes, how many times do you meet in a school term? 1. Once ( ) 2. Twice ( )  
 3. Thrice ( ) 4. As necessary ( ) 5. Other (specify).....
13. Do you hold regular elections? 1. Yes ( ) 2. No ( )
14. If yes, how often?.....
15. (In case the ECD Centre is part of a primary school) Is the ECD centre represented in the committee? 1. Yes ( ) 2. No ( )
16. List three major developmental activities the committee undertook during the last One year? 1.....  
 2. ....  
 3.....
17. What is the main source of funds for the day to day operations for the ECD centre? 1. Fees ( ) 2. IGAs ( ) 3. Fundraising ( ) 4. Other (specify).....
18. Has any of the committee members received any training that is useful in the Management of ECD centre? 1. Yes ( ) 2. No ( )
19. If yes, (a).when? ..... (b).By whom .....(c). Length of training ..... months/years
20. Does the centre maintain records? 1. Yes ( ) 2. No ( )
21. If yes, which ones? (List).....  
 .....
22. What is the general feeling of parents towards management committees in ECD centres? 1. Supportive ( ) 2. Negative ( ) 3. Indifferent ( )
23. Do you think it is necessary to involve parents in materials development?  
 1. Yes ( ) 2. No ( )
24. Give reasons for your answer in question 23 above  
 .....



25. What is the general attitude of the parents/community towards the ECD education?

1. Supportive ( ) 2. Negative ( ) 3. Indifferent ( )

26. List two major criteria used in recruiting teachers for your centre?

- 1.....  
2.....

27. How many of your teacher(s) are trained? .....

28. Do you think training for ECD teachers is necessary 1. Yes ( ) 2. No ( )

29. Give two main reasons for your answer in 28 above

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- 1.....  
2.....

30. Mention four major ways the committee supports the ECD teachers in their work

- 1.....  
2.....  
3.....  
4.....

31. What is the average salary of a teacher in this centre? Kshs.....

32. Are all teachers paid regularly? 1. Yes ( ) 2. No ( )

33. If No, give two main reasons;

- 1.....  
2.....

34. Does the school have a feeding programme? 1. Yes ( ) 2. No ( )

35. If yes, what is the nature of the feeding programme? 1. Prepared centrally ( )

1. children carry from home ( ) 3. other (specify).....

36. If no, give reasons -----  
-----  
-----

37. Do you have any other information you would like to share about the management of this ECD centre?.....

.....  
-----

Thank you very much for your cooperation.

**Appendix 3**

**Questionnaire for DICECE officers and zonal inspectors**

Dear Sir/Madam

In this visit I am interested in learning from you the mode of supervision you use for ECD centres in your division/zone; your involvement in the management of these schools and assessment of teachers. I will request to go through some questions with you as you explain and discuss these issues. Please note that the information you give will be strictly confidential.

For every question with offered choices, tick your preferred choice. For open-ended questions indicate your response in the space provided. Where additional comments are asked, you can use extra paper to record all the information you have.

**A. Background information**

1. Sex: 1. Male ( ) 2. Female ( )
2. Name of Division 1. Municipality ( ) 2. Ruiru ( ) 3. Gatanga ( )
3. Name of zone .....
4. How many schools do you have in the Division ( ) zone ( ) ( as applicable).

**B. Issues related to management of ECD centres**

5. In which ways are you involved in the management of ECD centre in;  
terms of;

(a) Training of teachers.

- (i) Recruitment; 1.Yes ( ) 2. No ( )
- (ii) Examination; 1.Yes ( ) 2. No ( )
- (lii) Other, (specify)-----

**(b) Assessment of teachers.**

- (i) Routine; 1. Yes ( ) 2. No ( )
- (ii) Examination; 1. yes ( ) 2. No ( )
- (iii) Other; (specify)-----

**(c) Inspection and supervision of ECD centre**

- (i) Routine 1. Yes ( ) 2. No ( )
- (ii) Registration 1. Yes ( ) 2. No ( )
- (iii) Other; (specify)-----

**(d) Community mobilization**

- (i) Training 1. yes ( ) 2. No ( )
- (ii) Teaching/Learning materials 1. yes ( ) 2. No ( )
- (iii) Food demonstrations; 1. yes ( ) 2. No ( )
- (iv) Other; (specify)-----

6. Have you gone through any training that is useful in the management of ECD centre? 1. Yes ( ) 2. No ( )

7. If yes, (a) when?.....(b) by whom?.....(c) Length of training.....

8. Are you involved in the training of ECD teachers? 1. Yes ( ) 2. No ( )

9. Which content areas do teachers cover in the training? List,-----  
-----

10. Do you organize/coordinate short courses/workshops for ECD teachers and parents in your division/zone? 1. Yes ( ) 2. No ( )
11. If yes, how often do you organize in a year 1. Once ( ) 2. Twice ( ) 3. Thrice ( ) 4. As necessary ( ) 5. Other (specify)-----
12. Do you mobilize/train parents on ECD management issues? 1. Yes ( ) 2. No ( )
13. If yes, on what issues? (List)-----  
-----
14. Do you think feeding programmes are necessary in ECD centres?  
  
1. Yes ( ) 2. No ( )
15. Give reasons for your answer in question 14 above  
.....
16. What is your source of funds for the workshops/seminars you organize for parents and teachers? 1. Community ( ) 2. Ministry of Education grants ( ) 3. NGOs ( ) 4. Other (specify).....
17. List three main challenges in the management of ECD centres in the area of your jurisdiction? 1. ....  
  
2. ....  
  
3.....

18. How do you solve them? (Explain).....

19. List three ways in which you ensure that ECD centres cater for the holistic development of children?

1.....

2.....

3.....

20. Do you have any other comments regarding management of ECD centres?

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

Thank you very much for your cooperation.

**Appendix 4**

**Questionnaire for primary school head teachers / managers with ECD centre(s) attached or feeder schools.**

Dear Sir/Madam

The purpose of my visit is to learn from you the involvement you have towards the management of ECD centres next to your school. There are few questions I would like to go through with you in this regard if you allow me. Please note that our discussion and any information you give will be strictly confidential.

For every question with offered choices, tick your preferred choice. For open ended questions indicate your response in the space provided. Where additional comments are asked, you can use extra paper to record all the information you have.

**A. Background information**

1. Sex: 1. Male ( ) 2. Female ( )
2. Name of primary school:.....
3. Division: 1. Municipality ( ) 2. Ruiru ( ) 3. Gatanga ( )
4. How long have you served in this school.....yrs./months
5. How many feeder pre schools are for this primary school?  
List.....

**B. Issues related to management of ECD centres**

6. Are you involved in the management of ECD centre(s)? 1. Yes ( ) 2. No ( )
7. If yes, give two major roles you play in the management of the ECD centre(s)  
1.....  
2.....

8. What is the total enrolment of the ECD classes? 1. Boys ( ) 2. Girls ( ) 3. No response ( )
9. How many ECD teachers are in the pre school(s) in total?.....No response ( )
10. List two main problems/challenges that you face in managing the ECD centre(s)?  
 1.....  
 2.....
11. Do you involve the pre-school teacher(s) in primary school activities?  
 1. Yes ( ) 2. No ( )
12. If yes, name three activities you involve them in;  
 1.....  
 2.....  
 3.....
13. Is there a management committee in the ECD centre? 1. Yes ( ) 2. No ( )
14. If yes, how often do you hold meetings? 1. Once a term ( ) 2. Once a year ( ) 3. When necessary ( ) 4. Other (specify) .....
15. Is there a feeding programme in your ECD centre? 1. Yes ( ) 2. No ( )
16. If yes, what type of feeding programme? 1. Centralized ( ) 2. Food brought from home 3. Other (specify) .....
17. Do the ECD children undergo some kind of interview before being admitted to standard one? 1. Yes ( ) 2. No ( )
18. If yes, what type of interview? 1. Oral ( ) 2. Written ( ) 3. Other (specify).....
19. Do you visit the pre school(s)? 1. Yes ( ) 2. No ( )
20. If yes, how many times in a school term? 1. Once ( ) 2. Twice ( ) 3. Thrice ( ) 4. When necessary ( ) 5. Other (specify).....
21. What is the general attitude of parents towards ECD education?  
 1. Supportive ( ) 2. Negative ( ) 3. Indifferent ( ) 4. Other (specify).....
22. Give more comments to support your answer in 21 above,-----  
 -----



23. Do you think teaching/learning materials are important in ECD centres?

1. Yes ( ) 2. No ( )

24. Give reasons for your answer in question 23 above.

25. Do you have any other comment(s) regarding management of ECD centre(s)?.....

Thank you very much for your cooperation.

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## Appendix 5

### Attitude scale (Likert) for parents with children in ECD centre

In this visit, I am interested in learning from you the value you have of ECD centres, in terms of responding to children's needs. Obviously you have your own views which I would like you to share in this form.

There are some written statements, which you will respond by indicating whether you agree or disagree with them as shown in the form. Please note that this information will be treated confidentially. Please respond to the items below by ticking as appropriate depending on your feelings towards a particular item where:

- SA = Strongly Agree  
 A = Agree  
 U = Undecided  
 D = Disagree  
 SD = Strongly Disagree

No		SA	A	U	D	SD
1.	Children can do without attending an ECD centre					
2.	Feeding programmes are not necessary in ECD centres					
3.	The Government should include ECD in free education policy					
4.	Management committees are important in ECD centres.					
5.	Teaching/learning materials play a key role in ECD centres.					
6.	One can still perform well in primary school without going through ECD centre					
7.	Parents should not be involved in material development in ECD centres					
8.	Children just play in the ECD centre without acquiring any knowledge					
9.	ECD teachers do not need any training					
10.	I would want to be involved in ECD activities					

## Appendix 6

### Observation Schedule for ECD centre/children

The purpose of my visit today is to observe different areas in your ECD centre such as physical facilities, play grounds and maintenance of the school plant. Please note that the information gathered from this school will only be used for educational purpose and will be kept in confidence.

For every item listed, observe presence and tick in the places provided.

#### A. **Background Information**

1. Name of ECD Centre: .....
2. Division: 1. Municipality ( ) 2. Ruiru ( ) 3. Gatanga ( )
3. Location of ECD centre: 1. Urban ( ) 2. Rural ( ) 3. Plantation ( )
4. Type of ECD centre: 1. Public ( ) 2. Private ( )

#### C. **physical facilities (observe presence and tick)**

5. Classrooms: 1. Permanent ( ) 2. Semi permanent ( ) 3. Temporary ( )
- 6..Type of building: 1. Classroom ( ) 2. Hall ( ) 3. Church ( ) 4. somebody's house ( )  
Other (specify).....
7. Ventilation and lighting: 1. Adequate ( ) 2. Poor ( )
8. Is the size of the classroom adequate for the number of children? (1 sq. meter for one child) 1. Yes ( ) 2. No ( )
9. Number of classrooms:.....
10. Type of furniture: 1. chairs & tables ( ) 2. Forms ( ) 3. desks ( ) 4. Other (specify)--  
-----
11. Is the furniture of the appropriate size for the children? 1. Yes ( ) 2. No ( )
12. Is the furniture adequate? 1. Yes ( ) 2. No ( )
13. Are toilets available? 1. Yes ( ) 2. No ( )

14. If yes, how many?.....
15. Type of Toilet: 1. Pit latrine ( ) 2. Flush Toilet ( )
16. Separate toilet/s for boys and for girls: 1. Yes ( ) 2. No ( )
17. Toilet apertures appropriate for children: 1. Yes ( ) 2. No ( )
18. Are Kitchen facilities available: 1. Yes ( ) 2. No ( )
19. Does the centre have a playing field? 1. Yes ( ) 2. No ( )
20. What outdoor equipment/playing materials are available for children to use?  
(list).....
21. Is the ECD centre fenced? 1. Yes ( ) 2. No ( )
22. Is the compound safe/well kept for the safety of children? 1. Yes ( ) 2. No ( )
23. Is the ECD centre on its own or attached to a primary school?  
1. Attached ( ) 2. Not Attached ( )
24. Is the classroom door(s) lockable 1. Yes ( ) 2. No ( )
25. Water source: 1. piped/tap water ( ) 2. carried from river/nearby source ( )  
3. Other (specify).....
26. Is the water treated? 1. yes ( ) 2. No ( )
27. If yes, how? 1. boiling ( ) 2. Chemicals ( ) 3. other (specify)-----

**C. Teaching/Learning Materials**

28. Are teaching/learning materials available? 1. Yes ( ) 2. No ( )
29. If yes, which ones? (List)-----  
-----
30. If yes, are they adequately displayed according to the corners of interest?  
1. Yes ( ) 2. No ( )
31. Are the learning materials displayed at the level of the children  
1. Yes ( ) 2. No ( )
32. Are KIE guidelines available? 1. Yes ( ) 2. No ( )
33. If yes, are they being used? 1. yes ( ) 2. No ( )

**D. Feeding Programs**

- 34. Does the ECD centre run a feeding program? 1. Yes ( ) 2. No ( )
- 35. If yes, is it; 1. Centralized ( ) 2. food brought from home ( )
- 36. If centralized, what kind of foodstuff are prepared at the centre? (Describe the whole meal) -----
- 37. If centralized, where is the food prepared? 1. Kitchen ( ) 2. Open air ( ) 3. Other (specify).....

**E. Psychosocial/ Development**

- 38. Are children active? 1. Yes ( ) 2. No ( )
- 39. Do they look healthy? 1. Yes ( ) 2. No ( )
- 40. Do they look confident? 1. yes ( ) 2. No ( )
- 41. Are the children dressed neatly? 1. Yes ( ) 2. No ( )
- 42. Do they look orderly? 1. yes ( ) 2. No ( )
- 43. Is there any other important information about the centre you have observed?  
1. yes ( ) 2. No ( )
- 45. If yes, record the information in the space provided.

-----  
-----  
-----  
-----

## **Appendix 7**

### **ECD Centres visited in the three divisions**

#### ***Ruiru division;***

Brightfield ECD, Oakland ECD, Thama Academy, Bethel Childrens Centre, Kibii Nursery School, Tropical ECD Centre, Flavian Tender Care Academy, No. 4 Milimani Nursery School.

#### ***Thika Municipality division;***

Zakawa ECD Centre, Pefa Nursery School, Thika Muslim Nursery School, St. Lukes Church Academy, Moi Primary ECD Centre, Malezi ECD Centre, Happy Valley Academy, Queen of Rosary Academy.

#### ***Gatanga division;***

Mugi Academy, Gatura Nursery School, Thangarari ECD Centre, Gatiiguru Nursery School, Joeska Academy, Karega Nursery School, Mabaada Nursery School, Kirwara Nursery School.

**Appendix 8:**

**Primary schools visited in the three divisions**

**Ruiru Division**

<b>Name of primary school</b>	<b>Feeder ECD Centres</b>
1. Day spring Academy	Day spring nursery, Makewa, Joy spring, Ivy nursery, Brightfield nursery.
2. Oaklands primary school	Oaklands nursery school.
3. Kibii primary school	Kibii nursery, Karunguru nursery, Theta nursery school, Mutundu , Mugumoini nursery, No. 4 Milimani nursery
4. Thama Academy	Thama nursery school.
5. Tropical primary school	Tropical nursery, PCEA Sukari, Hegima nursery.
6. Bethel children's centre	1 <sup>st</sup> Baptist nursery, Bright Future nursery, Bible Baptist ECD centre.
7. St. Flavian Academy	St. Flavian nursery, Hegima nursery, Immanuela nursery, Rebron nursery school.

## Thika Municipality

<i>Name of primary school</i>	<i>Feeder ECD centres</i>
1. Zakawa primary school	Zakawa nursery school, Cornerstone nursery school.
2. General Kago primary school	General Kago nursery, Pefa nursery, Starehe nursery school.
3. Thika muslim primary school	Bahati nursery, Starehe nursery, Prisons nursery, Red rose nursery school.
4. St. Lukes Church Academy	St. Lukes nursery, Victors nursery, Daystar nursery school.
5. Moi primary school Thika	Moi ECD centre
6. Garissa Road primary school	Malezi nursery, Rosca nursery, Maisha Bora nursery school.
7. Happy Valley Academy	Idd Mashila nursery, Bambini nursery school.
8. Queen of Rosary primary school	YMCA nursery, Bahati nursery, Pilot nursery school

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## Gatanga Division

<b>Name of primary school</b>	<b>Feeder ECD centres</b>
1. Mugi Academy	Mugi nursery school
2. Gatura primary school	Gatura nursery, Wanduti nursery, Karagia nursery school.
3. Ithangarari primary school	Ithangarari nursery school.
4. Gatiiguru primary school	Gatiiguru nursery, Mukarara nursery, Kahethu nursery, Kiamiiri nursery school.
5. Joeska primary school	Joeska nursery,
6. Mbugiti primary school	Mbugiti nursery, Karega nursery school.
7. Mabaanda primary school	Ndagi nursery, Bethel nursery, Mabaanda nursery school.
8. Gichumbu primary school	Gichumbu nursery, Kirwara nursery school.