

**FACTORS AFFECTING EFFECTIVE TEACHING AND
LEARNING IN EARLY CHILDHOOD EDUCATION IN KEIYO
DISTRICT, KENYA.**

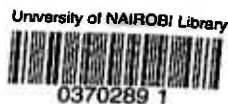
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DECLARATION

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



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This research project has been submitted for examination with my approval as the University Supervisor



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My family members who were very supportive emotionally and socially from the start up to the end of the entire Master of Education course.

My husband Mr. Harun Kenei helped a great deal in the typing of the research project and provided the financial support I needed.

DEDICATION

This research project is dedicated to my husband Harun Kenei and my children Chemutai, Kiprono, Chelagat and Cherotich.

ABSTRACT

The purpose of this research was to investigate the factors that affected effective teaching and learning in Early Childhood Education (ECED) in Keiyo District. From the background information of the study, there is overwhelming evidence about the importance of ECED which has made many people and governments world over to be aware of the need to have quality programmes for young children. There was need to have guidelines for the establishment and specifications of physical facilities and personnel for running Early Childhood Education in the country. It was observed that in some parts of the country some children were admitted to primary schools without having gone through ECED centers. The physical facilities range from permanent classrooms in private ECED in urban centres and mud-walled, grass thatched or even under-tree arrangements in rural areas. Keiyo District being in a rural setting enabled the researcher to find out the situation of ECED centres in the region.

Studies done on ECED were reviewed in the literature review section of the study where the importance of early childhood education was overemphasized. The methodology section involved selection of respondents which was mainly through simple random sampling. Data analysis was done through descriptive statistics method. Out of 200 pre-school teachers sampled for the study, 195 completed the questionnaire. There were a total of 5 education officers in charge of Pre-schools who also participated in the study. Simple random sampling technique was used in the selection of the respondents. The research instruments were questionnaires, interview guide and observation schedule for pre-school teachers and educational officers.

The findings of the study were as follows: Pre- school teachers and Educational officers were well qualified to handle education in Early Childhood Education centres, physical facilities in Early childhood Education centres were inadequate; the classrooms were of substandard levels, the community surrounding the Early Childhood Education centres was not supportive to enhance effective teaching and learning and the inspection and supervision of Early childhood Education centres were not frequently done to ensure effective teaching and learning.

The conclusion made from the study was that physical facilities in ECED centres were inadequate, community support was lacking and inspection was haphazardly done. The pre-school teachers and pre-education officers were well qualified.

The following recommendations made were based on the findings of the study:

There is need for parents, community and government to provide support to Early Childhood Education in Keiyo District, the government should take the initiative to provide remuneration to pre-school teachers; pre-school inspection and supervision should be increased and intensified by government to give more support to the inspectorate, and pre-schools should not be separated from the mainstream schools (primary schools). Education at this level should be free just like it is in public primary schools. There is need for the government to address the issue of physical facilities in Early Childhood Education Centers if at all the children are to receive similar education in the country. The community should be enlightened on the importance of ECED and their need to support such education.

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ACRONYMS AND ABBREVIATIONS

D.E.O	District Education Officer
D.I.C.E.C.E	District Centres for Early Childhood Education
E.C.C.D.E	Early Childhood Care Development and Education
E.C.C.E.D	Early Childhood Care Education and Development
E.C.E.D	Early Childhood Education and Development
ECEC	Early Childhood Educational Centres
K.I.E	Kenya Institute of Education
M.O.E.S.T	Ministry of Education Science and Technology
N.A.C.E.C.E	National Centre for Early Childhood Education
T.I.Q.E.T	Totally Integrated Quality Education and Training.
UNICEF	United Nations Children's Fund

INTRODUCTION

Background to the Problem of study

Republic of Kenya (1999) notes that education plays a critical role in shaping children's future by giving them tools to hold life together. Formal education has been defined as the hierarchically structured and chronologically graded modern education system that stretches from early childhood development (pre-school), primary school through secondary school to university (Ahmed and Coombs, 1975). Early childhood development education is the very basic in the formal education. It should be handled with a lot of seriousness and care so that the next stages in the formative education are effectively done. Early Childhood Education and Development (ECED) should seek to develop the whole child. The growth and development process should include physical, mental, social, emotional, spiritual and aesthetic dimensions. Republic of Kenya emphasizes that a pre-school teacher should note that children need to have a smooth transition from ECED centres to primary school. At this level a child is about five (5) years and preparing for Standard One. He or she should be provided with learning opportunities that will enhance the following:-

Concentration, classroom control and identification of subject areas.

The overwhelming evidence about the importance of ECED has made many people and governments world over to be aware of the need to have quality programme for young children (Moncrieff, 1993). India for instance has community based ECD programmes that provide comprehensive and relatively cheap and integrated programmes. Augarwadi workers gather 20-40 children together for supplementary feeding and pre-school educational activities run the programme. The programme is virtually in all Indian States and offer supplementary nutrition for children up to six years and for expectant and nursing mothers. In Columbia, the government partly finances the cost of its Hogares Comunitaries

(nurseries). Columbia parents pay half of the caregivers salary and social security contributions while the government finances a loan scheme to help mothers run the hogares communitaries (nurseries). Several women from the community provide care in their homes up to 10 children aged between two and four years. From this initiative other members of the community volunteer to provide care in the mornings in their homes for between 10 and 25 children under the age of four years. These volunteers provide rudimentary training in child care, basic health and skills as well as other skills for working with young children (Moncrieff, 1993). It follows that Early Childhood Education is seriously considered in most countries.

In Mauritius mothers of between 20 and 45 years are usually trained to take care of young children in their own homes. MOEST (1998) report indicates that Thailand has worked out a funding scheme to support ECD programmes in the community on continuing basis. These funds, which are given by Christian Children's Fund (CCF) are channeled into a capital fund to support community based programmes.

Republic of Kenya (1999) indicates that in Kenya, Early Childhood Care Education and Development (ECCED) involves household, community and state efforts to provide integrated development for children from the time they are born to the age of entry into primary school.

The Commission noted that, (ECCDE) was considered to be catering for children between 0 and 6 years of age. The learning of the children within this age bracket is facilitated by parents/guardians, care-givers who include family members and domestic workers and pre-school teachers. The Commission realized that while the pre-school teacher deals with children aged about three (3) years and above, the children who are below three (3) years are

generally taken care of by their parents/guardians and care-givers at home. The Commission noted that, in some cases, especially in the urban centres, children are taken to day-care centres even at the age of one year. As a result of this, ECED centres in some parts of the country had set up three distinct classes namely:- Baby class (0-4 years) Nursery class (4 – 5 years) and Pre-unit class (5 – 6 years). The report recommended that the guidelines for the establishment, registration and running of day-care centres must be drawn urgently including specifications on physical facilities, equipment, materials and calibre of personnel required for running a day-care centre.

The Commission observed that in some parts of the country some children are admitted to primary schools without having gone through ECED Centres. This was found to be affecting learning in primary schools, especially in Standard One, since it means repeating the content for children who have been to ECEDE centres.

Republic of Kenya (1999) observed that ECED facilities and equipment vary greatly in terms of quality and quantity. This variety is due to the level of community awareness of the needs of ECED, level of resources of the community, the sponsors and promoters of the centres as well as the teachers' qualifications. The physical facilities range from permanent classrooms in private ECED centres in urban settings to mud-walled grass-thatched or even under-tree arrangements in rural areas. Keiyo District is in the rural setting where ECED centres are characterised by inadequacies in basic facilities such as properly ventilated classrooms, furniture suitable for children, playgrounds, toilets and kitchen with safe drinking water (MOEST, 1999). Siringi reporting in the Daily Nation (16th June, 2005. p.8) noted that at home front many children suffer domestic and sexual violence, mostly in the hands of relatives. Diseases and malnourishment also stalk them. Small children walk to school as

early as 6.00am. This exposes them to great dangers which also influence their learning. If these trends are not checked, then learning of pre-primary pupils is affected. This research study intended to establish the factors that affect effective teaching and learning in ECED in Keiyo District comprehensively. Pre-school teachers were the source of most information about the ECED in the area.

Statement of the Problem

Implementation of educational curriculum in the Early Childhood Education is faced with so many challenges. There is need to have an effective and efficient human resource to do the implementation, identification of funding and the need to have appropriate learning and teaching resources. Republic of Kenya (1999) recommended that communities and pre-primary sponsors must be required to build appropriate pre-primary classes and equip them adequately. If the quality of education in ECED is negatively affected the child may not be wholly developed as required by the Ministry of Education Science and Technology. There are cases in rural areas where pupils are admitted to Standard One without having gone through Early Childhood Education. This is a common practice in Keiyo District. The reasons given to this state of affairs include inadequate number of ECED Centres and lack of Pre-school Teachers in the District amongst others. (Republic of Kenya, 1999). It is from this background that the researcher wanted to investigate the factors affecting effective teaching and learning in Early Childhood Education in Keiyo District.

The Purpose of the Study

The purpose of the study was to investigate positive and negative factors affecting effective teaching and learning in Early Childhood Education centres in Keiyo District.

Objectives of the Study

The study hoped to meet the following objectives

1. To examine staff personnel and staffing situation in ECCDE centres in Keiyo District
2. To establish the effect of physical facilities in effective teaching and learning in ECED centres in Keiyo District.
3. To examine the community's relations and support for ECED centres in Keiyo District.
4. To identify some administrative and managerial factors which directly or indirectly affect learning and teaching in ECCDE centres in Keiyo District.
5. To examine the process of supervision and inspection of ECCDE centres by field education officers in Keiyo District.

Research Questions

The following research questions were formulated in order to help investigate the factors affecting effective learning and teaching in ECCDE centres in Keiyo District.

1. What are the qualifications of the pre-school teachers in Keiyo District?
2. What are the community's relations and support for ECCDE centres in Keiyo District?
3. Are the existing physical facilities in ECCDE in Keiyo District adequate for effective teaching and learning?
4. What are the administrative and managerial factors which affect effective learning and teaching in ECCDE centres in Keiyo District?
5. How often is supervision and inspection of ECCDE centres by field education officers done in Keiyo District?

Significance of the Study

The purpose of this study was to identify factors affecting effective learning and teaching in ECCDE centres in Keiyo District. The Ministry of Education may use the findings to improve on the quality of education offered in Early Childhood Care and Development centres. This may facilitate easy transition of the children from the pre-school to primary school education.

The findings of the study may add to the growth of knowledge on the factors affecting effective learning and teaching in ECCDE centres. Pre-school teachers may gain new knowledge which they can implement to improve in their teaching skills. The study may also help future researches in identifying priority area in which to carry out more research on Early Childhood Education specifically in Keiyo district and also in other parts of the country. It is also hoped that educational administrators may recognize the unique problems that pre-school teachers encounter which may negatively influence their struggle in teaching in ECCDE centres.

Delimitations of the Study

The study focused on factors affecting learning and teaching in ECCDE centres in Keiyo District only. The research topic is only concerned with ECCDE. The study was to be done in a rural setting, so the findings can only be generalized to other ECED in the country – Kenya with caution because factors which influence learning and teaching may vary from one part of the country to another.

Limitations of the Study

One of the limitations of the study was that only a sample of the target population participated in the study. If all members of the population had been involved, then the findings would have been exact. Another limitation is that the research being conducted as a requirement for completion of an educational course, the researcher did not have ample time to carry out the study due the time frame of two years given to complete the study. Finally, the researcher had no control over the variables of the study and this made her only to describe the state of affairs as they were during the time of the research.

Definitions of Significant Terms

Counselling: refers to consultation, discussion, deliberation and exchange of ideas, advice or process of decision making.

Education: refers to development process provided by a school or other institutions that are organized chiefly for instruction and learning.

Early Childhood Education: refers to education of children from birth to age eight. The materials in this study focuses only on three – through five – year old children who are educated and cared for in kindergarten and Pre-kindergarten settings such as nursery schools and care centres.

Effectiveness: refers to the process of producing the intended results.

Guidance: refers to the process of helping an individual understand himself and the problem at hand.

Inspection: refers to visiting officially to see that rules are obeyed.

Personality: refers to the unique attributes and abilities of the individual.

Staff Personnel: refers to the complex of specific activities engaged in by the school district to make a pointed effort to secure the greatest possible worker effectiveness consistent with the school's objectives.

Supervision: refers to division of the total process of educational administration which is devoted principally to increasing the effectiveness of those who are engaged in the direct performance of the central task of the educational enterprise.

Basic Assumptions

The study has the following assumptions:

1. Adequate provision of physical facilities, learning and teaching aids in Early Childhood Educational centres may improve effective learning and teaching.
2. Professionally and academically qualified pre-school teachers should enhance effective learning and teaching in ECED centres.
3. Proper classroom management may increase learners' morale in lesson participation and confidence which enhances effective learning and teaching.
4. Variety of teaching methods, regular marking of assignments, timely and relevant evaluation should help the children improve in learning in ECED centres.
5. Parental involvement in educational progress of their children may motivate and create an atmosphere conducive for learning among children in ECED centres.
6. The Ministry of Education Science and Technology established Zonal, Divisional and Districts supervisory and inspectional services for ECED centres to regulate their services and improve learning in ECED centres.

Organization of the Study

This study is organized into five chapters. Chapter One is devoted to the introduction and includes: background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study, basic assumptions and definition of significant terms. Chapter Two deals with literature review. The literature focuses on what scholars and researchers have found and said about teaching and learning in Early Childhood Care Educational and Development centres. This includes history of ECED centres, roles of the pre-school teachers roles of parents and community, physical facilities and role of Educational Authorities in early childhood education. Chapter Three is devoted to research methodology. It presents the research design, target population, sample and sampling procedure, research instruments, instrument validity and instrument reliability. Data collection procedure and analysis. Chapter Four dealt with data analysis and interpretation. Chapter Five presents the summary of the study, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In this chapter, the study focuses on literature review on factors affecting effective learning and teaching in early childhood education. The chapter is divided into six sections. Section one deals with pre-school environment. Section two deals with historical development of early childhood in Kenya where as section three deals with the role of pre-school teacher. Section four deals with the role of parents and community in early childhood education. Section five presents a conceptual framework and section six presents a summary of literature reviewed.

Pre-School Environment

Androga (1997) recommends that pre-school should be a prepared environment where everything is proportional to the children's size and needs. The materials should be within reach in order to facilitate their learning, to work and help themselves. He notes that small children need both rest and activities. They need to be alone but also together with others. He suggests that the classroom should be divided into different areas. One area should be for story telling and resting. The other parts of the classroom could be for activities like creative activities and group work. The story telling area could be equipped with visual aids like flannel graph, sandbox and blackboard. The children may sit on mats, or cushions. The activity area could be equipped with tables, cupboards for storage, bookshelves, tables and walls for display of themes and children's work. Many activities can be carried out outside the classroom. Two small huts can be constructed for playing home and family. The class should have its own garden as well as outdoor equipment like swings. Where such facilities

are recommended for effective learning in early childhood education the study does not indicate whether the materials are in the early childhood education centres. Such a gap was filled by this study, which sought to find out the factors affecting the learning and teaching in Early Childhood Education centres in Keiyo District.

This study established whether pre-school centres in Keiyo District was divided into different areas such as an area for story telling and resting and also the type of seats for the children whether they are mats, cushions or desks. Rowen (1980) notes that the pre-school classroom should have an interesting and pleasing appearance, and be attractive to the age group for which it is designed. Simplicity should be stressed and clutter avoided so that children themselves can be responsible for maintenance. The study sought to establish whether such kind of arrangement existed in Keiyo District Pre-school centres.

Rowen (1980) asserts that materials and supplies should be stored in a well-organized, accessible fashion. Any arrangement should be flexible enough to provide for the interaction of the entire class, for small group meetings and for individual work. A large carpeted area, low tables with chairs, counter, sink, storage shelves, and adequate lighting are the skeletal components of a room design. The use of simple bright colour forms the background for the equipment, materials, and supplies necessary for a facility for young children. Organizing space into learning areas provides children with an opportunity to engage in a wide variety of experiences.

Esther (1960) emphasizes that the learning environment should have the following areas; library centre, home centre, woodworking centre, art centre, manipulative materials centre, math centre, science centre, language centre and listening centre. Library centre is an important part of any classroom. In order to encourage reading, attractive books for

browsing must be part of the pre-reading experience. Esther (1960) notes that there is nowhere interesting in the classroom like the home centre. This is a place where family and community roles are translated into real experiences by young children. The basic furnishings for the home centre are; child-sized furniture such as tables, chairs, store, doll bed, cupboards, metal dishes and cooking utensils. This study aimed at investigating whether such environment prevailed in pre-school centres in Keiyo District.

Historical Development of Early Childhood Education in Kenya

Moncrieff (1993) notes that pre-schools in Kenya were introduced as early as 1940's but were initially for the European children. A study done by Mukui and Mwaniki (1995) on Early Childhood Care and Development centres says that it was later during the 'Mau Mau' struggle for independence in 1950's that pre-schools expanded countrywide. According to this report, these centres provided cordial custodian care to children while their mothers were involved in forced labour. The greatest expansion of pre-schools 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 (Androga, 1997) The reports add that many of the centres were very small and simple structures just for children from the villages whose main activities were songs, dances and games and a few other activities related to alphabet. The parents paid only a small fee which was the teacher's salary.

In 1970, parents started pressurizing the teachers to teach' the children formally due to the increased competition for primary school entry (Mukui and Mwaniki, 1995). There were approximately 300,000 children enrolled in pre-schools at the time, but there were neither

viable training programmes for pre-school teachers nor clear established programmes of activities.

Prior to the transfer of pre-school functions to the Ministry of Education in 1980, the pre-school centres were under the then Ministry of Culture and Social Services (Owano, 1986). This ministry was responsible for the co-ordination of the training and supervision of pre-school education. The ministry established training houses in various parts of the country but there were no qualified trainers and supervisors (Owano, 1986). This ministry was responsible for the co-ordination of the training and supervision of Pre-school education. The ministry established training courses in various parts of the country but there were no qualified trainers and supervisors (Owano, 1986). The output of this effort was quite small because only 120 teachers per year were being trained. Most of these trained teachers preferred to work in the urban areas where they would get better salary and consequently the pre-schools in rural area were left in the hands of untrained teachers (Mukui and Mwaniki, 1995). The investigator wanted to establish whether this situation remains the same to-date by looking at the staffing situations in early childhood education centres in Keiyo District.

After the placement of early childhood education and development under the Ministry of Education in 1980, the Ministry was charged with the responsibility of registering, supervision and training of teachers, formulation of policy and curriculum development (MOEST, 1988). In 1984, the Ministry of Education launched the National Centres for Early Childhood Education (NACECE) at the Kenya Institute of Education (K.I.E). The centre became the implementation organ of Early Childhood Education Development programmes which include coordination of training of pre-school teachers and trainers, development and dissemination of ECE curriculum and evaluation programmes (MOEST, 1988).

District Centres for Early Childhood Education (DICECE) were established in 1985 to facilitate the decentralization of pre-school services at the district level (MOEST, 1988). Reports show that by 2003, Kenya had about 1,163,532 children out of 6 million enrolled in 29,273 ECD centres manned by 46,280 pre-school teachers (MOEST, 2003).

Most early childhood education centers are under the DICECE. Those not under DICECE apply the Montessori system of Early Childhood Education. Under this method, it is believed that education of a child is from within. Suitable environment should be provided so that the child may grow and develop the potentialities that he has within him. Maria Montessori, the originator of the Montessori method, believes that every child is peculiar to himself. He progresses at his own speed and rate. Collective methods of teaching crush his individuality. The child must be treated as a separate individual (Aggarwal, 2000).

Under Montessori method the word 'teacher' is replaced by the directress. The function of the teacher is to direct and not to teach. The teacher must diminish to let the child grow. Virtues and not words are the main qualifications of the directress. The directress must acquire moral alertness, patience, love and humility (Aggarwal, 2000).

The Role of Pre-School Teacher under DICECE

Androga (1997) defines a pre-school teacher as a teacher who is professionally competent to; stimulate and sustain healthy growth of young children, create an appropriate learning environment for the children and work closely with other teachers, parents and members of the community in planning and executing the pre-school tasks as well as enhancing community development. This study established whether pre-school teachers in Keiyo District were competent enough to perform the above tasks because studies done had not

revealed that. Androga (1997) notes that the task of a pre-school teacher is enormous. She or he is everything for the child while at school, taking the place of the mother. Children rightly demand love, attention, assistance, guidance and comfort from her or him. Therefore the teacher must be aware and understand the needs and behaviour of children in order to care for them properly. Teachers should develop a variety of activities and methods to enable children of different ages and backgrounds to acquire proper knowledge, skills, behaviour and attitudes. The child needs to be mentally and physically stimulated and helped to mix and live with others, as well as learning how to control his or her emotions. This is not an easy task and requires a highly devoted and enthusiastic teacher (Androga, 1997).

Ministry of Education (1999) emphasizes that a pre-school teacher should note that children need to have a smooth transition from pre-school to primary school. At this level a child is about five years and preparing for Standard One, should be provided with learning opportunities that will enhance the following; concentration, classroom control and identification of subject areas, perform advanced activities to link to Standard One. For example, children would be able to write simple words including their names, perform addition and subtraction problems up to 10 (MOEST, 1999).

Children are bound to admire and copy their teachers. They should therefore present the best image to them. For instance, the teacher should be easy to approach, kind, fair, tolerant and happy in appearance the teacher should be a keen observer of children's characteristics and behaviour. She or he must keep brief and accurate records of children's interests, abilities and emotional aspects and use them for noting improvements (MOEST, 1999). This study seeks to establish if such type of teachers exist in Keiyo District.

Androga (1997) notes that a pre-school teacher must have a sound knowledge of planning and implementation of a pre-school programme. She or he should have the ability to mobilize the necessary support and resources for her or his work. This demands good contact with parents, members of the community, children, other teachers and education authorities. Okumbe (1998) asserts that Educational management is not only the most fundamental and precious resource, but it is also the scarcest resource in educational organizations. Rowen (1980) notes that if the teacher is to 'make the match' between the level at which the child is operating and curriculum content she must be a careful observer. Keen observation and listening on the part of the teacher will enable her to tell whether her particular group should be given activities that are at level I, level II or level III. The teacher must relate to individual children in different ways. The teacher is only a facilitator of learning in pre-school education. The teacher should provide the child with opportunities for action (Rowen, 1980).

The Role of Parents and Community in Early Childhood Education

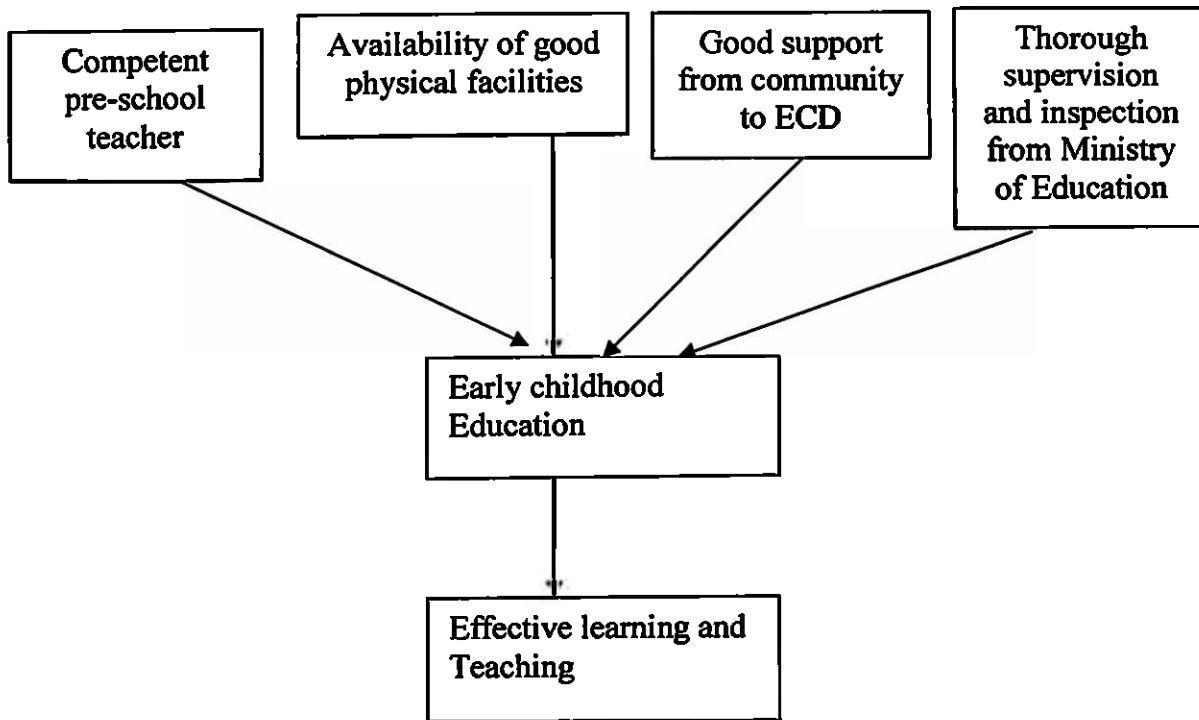
According to MOEST (1988), the major partners in early childhood Education are the parents and communities who establish and manage over 25 percent of ECD centres in the country. They are responsible for putting up and maintaining physical facilities, retraining and paying pre-school teachers, providing learning and teaching materials and initiating feeding programmes among other management activities (MOEST, 1998). Early childhood Education facilities and equipment vary a lot in terms of quality and quantity due to level of community awareness of the needs of pre-school, level of income, the sponsors and teachers academic and professional qualifications (Republic of Kenya, 1999). During the early years young children require good health and nutrition. It has been established that children

develop, learn better and play when they receive consistent love and attention. Growth is influenced by the quantity and quality of food the child eats. (Daily Nation, 16 June 2005 p. 8) indicates that at home, many children suffer domestic and sexual violence, mostly in the hands of relatives. Diseases and malnourishment also affect them. Small children walk to school as early as 6.00am. This exposes them to great dangers which also influence their learning. This study seeks to establish the role of community in Early Childhood Education in Keiyo District.

The Conceptual Framework of the Study

The conceptual framework as depicted in the figure 1 shows the major factors that influence learning and teaching in Early Childhood Education. The variables which are found here include; competence of Early Childhood Education teacher, availability of physical facilities, contribution of the community to ECD and participation of Ministry of Education in ECD in relation to supervision and inspection.

The framework indicates that in a situation where there are competent pre-school teachers, adequate and good physical learning facilities like classrooms, good support from the community to the ECED and proper Supervision and Inspection of the Centres from the Ministry of Education, then there must be effective learning and teaching in such Centres.

Figure 1: Conceptual Framework of the Study

Summary of Literature Review

The literature review for this study shows that Early Childhood Education is very crucial for the preparation of the child for further education. The studies done indicate that pre-school teacher must be very competent to handle the challenges of Early Childhood Education. The parents and community must be great partners in Early Childhood Education and help pre-school teacher in the learning and teaching process in ECD. Physical facilities must be available if meaningful learning is to take place in Early Childhood Education. The Ministry of Education should ensure there is sufficient supervision and inspection for Early Childhood Education centres for effective teaching and learning.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter outlines the methodology used in the study. It describes the research design, justification of the area of the study, target population, sample size and sampling procedure, research instruments, pre-testing of the questionnaire, validity and reliability of instruments, data collection and data analysis techniques.

Justification of the Area of study

Keiyo District was chosen for the study due to the fact that it is in a rural area. Republic of Kenya (1999) noted that early childhood Education in rural areas experienced more problems compared to urban area. Keiyo District is found in the Rift-valley province in Kenya. Most people in this region are farmers. The district has five divisions namely; Chepkorio, Kamariny, Metkei, Soi and Tambach.

Research Design

Ogula (1995) defines a research design as a plan, structure and strategy of investigation conceived so as to obtain answers to research questions. The design for this study is survey. Mugenda and Mugenda (1999) defines survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. A survey research could be descriptive, explanatory or involving advanced statistics analysis. The researcher used descriptive statistics to analyse data that was collected. This design was appropriate because the researcher used descriptive statistics to analyse the data with which the use of questionnaires and interview guide was easily done. Brinker (1988, 43) says, the most common research methodology used today is survey

research. Survey research, is a method that involves asking a relatively large number of people the same set of standardized questions. This research design was applied very well in this study.

Target population

Brinker (1988) defines a target population as a large population from whom sample population is selected. A target population is that which a researcher wants to generalise the results of a study. Keiyo District has 380 Early Childhood Education and Care Centres (DEO's office Keiyo). Each centre was taken care of by one pre-school teacher. The target population for this study was 380 teachers in the centres. Five Divisional Educational Officers in the district in charge of Early Childhood Education also participated in the study. The target population of pre-school teachers was as follows:- Chepkorio - 70, Kamariny - 82, Metkei - 78, Soi - 74 and Tambach - 76.

Sample and Sampling procedure

Mugenda and Mugenda (1999), define sample as a smaller group obtained from the accessible population. Each member or case in the sample is referred to as a subject. Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. The purpose of sampling is to secure a representative group which will enable the researcher to gain information about the population. Mugenda and Mugenda(1999) say where time and resources allow, a researcher should take as big a sample as possible. With a large sample, the researcher is confident that if another sample of the same size were to be selected, findings from the two samples would be similar to a high degree.

Each division in Keiyo District has an average of 76 early childhood care and Education and Development centres (DEO'S office Keiyo District, 2005). For the purpose of this research, the researcher used simple random sampling technique. Brinker (1988) defines sampling as a systematic selection of representative cases for the larger population. The objective of sampling is to get accurate empirical data at a fraction of the cost that it would take to examine all possible cases. According to Frankel and Wallen (1993), simple random sampling ensures that each element within the accessible population has equal and independent chance of being selected. They also maintain that the method best suits a study that involves a finite, accessible population.

The district has a total of 380 pre-school teachers. The table for determining sample size from a given population by Krejcie and Morgan (1970, p. 608) as quoted by Mulusa (1990) is used. According to the table, if there are 380 subjects in a population, the sample should consist of 191 subjects. However, the sample of 200 teachers participated in the study instead of the recommended 191 subjects due to the possible failure to respond to items in the questionnaire by some respondents. As noted above, Keiyo District has an average of 76 ECED centres in each division, therefore there was need to have equal number of pre-school teachers to participate in the study so as to have a better generalization. Equal number of pre-school teachers were selected that is 40 from each division. This was done through simple random sampling.

Simple random sampling is a method, which involves giving a number to every subject or member of the accessible population, placing the numbers in a container and then picking any number at random. The subjects corresponding to the numbers picked are included in the sample. This technique was used to select 40 pre-school teachers from each division of

Keiyo District to form the total number of pre-school teachers (respondents) needed for the study. To supplement the views of pre-school teachers all the 5 pre-school educational officers participated in the study. This means that each division was to be represented by one officer in charge of Early Childhood Education.

Table 1: Number of respondents in the sample

Division	Pre-school teachers	Pre-school Educational officers
Chepkorio	40	1
Kamariny	40	1
Metkei	40	1
Soi	40	1
Tambach	40	1
Total	200	5

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Research Instruments

The research instruments for data collection in this study were the questionnaire, interview, schedule and observational schedule.

Questionnaire for Pre-school Teachers

A self-administered questionnaire was be filled by pre-school teachers and Educational Officers in charge of ECD in five divisions. The questionnaire contained items which elicited responses on availability of physical facilities in Keiyo District, personnel and staffing situation in the area, communities relations and support to ECCED, supervision and inspection of ECCED and on administrative and managerial factors which directly or

indirectly affect effective learning and teaching in Early childhood care Education and Development centres. The questionnaire had both open ended and close-ended questions.

Interview guide and Observational Schedule

The interview guide was designed for Divisional educational officers in charge of Early Childhood Education in Keiyo District. The information gathered was basically to supplement data collected from the questionnaire items filled by pre-school teachers. The observation schedule was used to verify data and record the conditions of physical facilities in a particular Early Childhood Education Centre for instance the availability of classrooms.

Instrument Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. In order to test and hence improve validity of the questionnaire, the researcher will first carry out a pilot study. For the pilot study, 38 pre-school teachers from Keiyo District were involved. This is a ten percent of the target population. The teachers did not participate in the main study. For Educational Officers, five of them were selected randomly from the neighbouring Baringo District. According to Mulusa (1988) about ten percent of cases which represent the target population in all major respects can be used in a pre-test. The pilot study helped the researcher to identify items in the instruments which were ambiguous and very difficult. The instruments were then modified to improve the quality of the instrument and its validity.

Instrument Reliability

Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent result or data after repeated trials. To test reliability of the instrument that is, questionnaire, the researcher used the split-half technique (Best and Khan, 1989). This was done by administering the instrument to the total respondents in the pilot study. After the respondents had made their responses, the statement items were divided into two sets using the odd numbered items for one set and even numbered items for the other set. Responses made on each set of the item was scored by the researcher on the basis of assigned scores. They were then correlated using the Pearson's Moment Product correlation coefficient.

The Pearson's Moment Product correlation coefficient realized from the pilot sample was $r = 0.612$. This value was used in Brown Prophecy formula in order to obtain the reliability of the entire instruments. This is calculated as below.

$$r = \frac{2 \times 0.612}{1 + 0.52} = \frac{1.224}{1.52} = 0.805$$

This value of correlation coefficient is significant compared to r maximum equal to 1 and r minimum equal to 0 and therefore the instrument was considered reliable.

Data Collection Procedure

Data collection began after the proposal was finally accepted and approved by the University supervisor. Data was collected through a questionnaire to pre-school teachers, an interview guide to educational officers in charge of Early Childhood Education and observation schedule. A research permit was obtained from the Office of the President before going to the field. Permission from the Ministry of Education was also sought for data collection to take place. The researcher sought for appointments with educational officers in advance to

facilitate the interview process. The researcher visited selected Early Childhood Care Education and Development Centres and distributed the questionnaires to the pre-school teachers for filling. Completed questionnaires were collected after two days from the day of distribution.

Data Analysis Techniques

The data collected from field work through the use of questionnaires, interview guide and observation schedule was coded first to enable analysis to be done. Descriptive statistics was used to analyse data from which answers to the research questions were found. The analysed data was presented in chapter 4 in percentages and frequencies. These are essentially for summary presentation. Brinker (1988) says that the simplest way to present data is in frequency or percentage table which summarizes data about a single variable. Frequencies were converted to percentages so that they were easier to interpret.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION.

Introduction

The purpose of the chapter is to analyse the data and present the results of the study. There was need to investigate the factors that affect effective learning and teaching in early childhood education centres in Keiyo District. In order to meet this purpose several objectives and research questions were laid down. The chapter is presented under three sections; the first is on demographic information about early childhood education teachers in Keiyo District. The second part deals with information related to factors that affect effective learning and teaching in early childhood education in the District. These are tackled under resources inspection and methodology of teaching. Under this section, an attempt was made to answer the research question while pre-school educational officers' views and opinions were incorporated in the section to qualify the views of pre-school teachers.

The descriptive statistics were used to analyse and present data. The analysed data is presented in percentages and frequencies. Results from interviews were used as informative evidence explaining some findings. Observational results assisted in verifying some data collected by questionnaires.

Questionnaire Return Rate

The Pre-school teachers' questionnaire was the main instrument. The Pre-school teachers' questionnaires were given to 200 teachers out of which 195 were returned fully filled. This was 97.5 percent return rate. To Pre-school educational officers, 5 questionnaires were given out and all of them were filled and returned. This formed 100 percent return rate. There was

also an interview with Divisional Educational Officers in charge of Early Childhood education in Keiyo District. Table 2 shows questionnaires return rate for pre-school teachers and pre-school educational officers.

Table 2: Questionnaire Return Rate

Respondents	Delivered	Returned	%
Pre-School Teachers	200	195	97.5
Pre-school Educational Officers	5	5	100.0
Total	205	200	97.6

Demographic Information

The Pre-school teachers and Pre-school educational officers were requested to give information concerning their academic qualifications, professional qualifications and teaching experience.

Table 3: Academic qualification of Pre-school teachers and Pre-school educational officers.

Respondent	Qualifications.			
	KCPE	%	KCSE	%
Pre-School Teachers	53	27.2	142	72.8
Pre-school Educational Officers	0	00	5	100.0
Total	53	26.5	147	73.5

From the Table 3, it can be seen that majority of pre-school teachers (72.8 percent) had attained form four level of academic education. This is considered to be a good level of education for them to teach at pre-school level.

Table 4: Professional qualifications of pre-school teachers and pre-school educational officers.

Respondents	Untrained	Professional Qualifications				Montessori	% University %	
		%	DICECE	%				
Pre-school Teachers	50	25.6	135	69.2	10	5.1	0	0.0
Pre-school Educational Officers	0	0.0	0	0.0	0	0.0	5	100.0
Total	50	25.0	135	67.5	10	5.0	5	25.0

From the table 4 majority of Pre-school teachers in Keiyo District were DICECE trained. This was 69.2 percent of the teachers who participated in the study. Of the 195 teachers, 25.6 percent were untrained and 5.1 percent had undergone Montessori training. This level of professionalism is considered adequate for early childhood education.

Table 5 shows the distribution of pre-school teachers and pre-school educational officers by their experience in dealing with early childhood education.

Table 5: Experience of pre-school teachers and pre-school education officers in Early childhood Education.

Respondents %	Experience in Years					
	0-5yrs	%	6-10yrs	%	11 and above yrs	
Pre-school teachers	27	13.9	160	82.1	8	4.1
Pre-school Educational Officers	1	20.0	2	40.0	2	40.0
Total	28	14.0	162	81.0	10	5.0

Table 5 shows that majority of Pre-school teachers had taught in early childhood education for 6-10years. This is 82.1 percent of those who participated in the study. Similarly, most Pre-school educational officers in Keiyo District had an experience of 6 years and above. This was an 80 percent of those in the study.

The information in tables 3, 4 and 5 answers the research question 1, which stated:-

What are the qualifications of pre-school teachers in Keiyo District? The Tables reveal that the teachers have attained an adequate level of education academically and even professionally.

Other factors affecting effective teaching and learning in Early Childhood Education in Keiyo District.

Pre-school teachers and educational officers were required to supply information related to those factors that they felt affected effective teaching and learning in Early Childhood Education in Keiyo District.

Community Relations and support of Pre-schools in Keiyo District.

The data that follows illustrates the pre-school surrounding environment and the degree of support to pre-schools. The information from the data was used in answering research question 2 which stated;

What are the community's relations and support for ECCDE centres in Keiyo District?

Table 6: Community's relations and support for ECCDE

Response	Respondents			
	Pre-school Teachers		Pre-school Educational Officers	
	f	%	f	%
Supportive	2	1.0	1	20.0
Fairly Supportive	20	10.3	3	60.0
Not Supportive at all	173	88.7	1	20.0
Total	195	100.0	5	100.0

The pre-school teacher information from Table 6 shows that the community is not supportive to early childhood education in Keiyo District. The data shows that 88.7 percent of the teachers note that the community was not supportive at all. Information from education officers in the region however indicates that the community is fairly supportive. This is represented by 60 percent of the officers.

Physical Facilities

Pre-school teachers and educational officers were required to supply information on pre-schools resources that is their adequacy or inadequacy. The information was used to answer research question 3 which stated;

What are the existing physical facilities in ECCDE centres in Keiyo District?

Table 7: reveals about the existing physical facilities in pre-schools in Keiyo District as reported by pre-school teachers and educational officers.

Table 7: Response of pre-school teachers and pre- school educational officers on adequacy of existing physical facilities in Early Childhood Education in Kieyo District.

Response	Respondents			
	Pre-school teachers f	Pre-school %	education Officers f	%
Adequate	27	13.8	1	20
Not adequate	168	86.2	4	80
Total	195	100	5	100

Table 7 reveals that pre-school teachers and pre-school educational officers noted that there was inadequate physical facilities in Early Childhood Education Centres in Keiyo District. Majority of teachers that is 168 represented by 86.2 percent noted the inadequacy while 4 educational officers out of the 5 who participated in the study concurred with the teachers. This was 80 percent of the educational officers.

Table 8: Responses of pre-school teachers and pre-school educational officers on availability of standard classrooms in Early Childhood Education Centres in Keiyo District.

Response	Respondents			
	Pre-school teachers		Pre-school education Officers	
	f	%	f	%
Availability of Standard classrooms	23	11.8	1	20
Non-availability of Standard classrooms	172	88.2	4	80
Total	195	100 .0	5	100

Table 8: shows that there were no standard classrooms for children in Early Childhood Education Centres in Keiyo District. Most pre-school teachers that is, 88.2 percent noted that and 80 percent of pre-school education officers noted the same limitation.

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Table 9: Sources of Physical Facilities in ECEC in Keiyo District.

Source	Respondents			
	Pre-school teachers		Pre-school Education Officers	
	f	%	f	%
Parents	170	87.2	3	60
Government	0	0	0	0
Sponsor	15	12.8	2	40
Total	195	100 .0	5	100

Table 9:- Shows that the highest contributor of physical facilities in ECE Centre in Keiyo District are the parents. Most teachers noted this and were represented by 87.2 percent. This was also confirmed by pre-school Education Officers. 60 percent of them noted the same.

Table 10: Number of children per desk.

No. of Pupils	Frequency	%
2 pupils	23	11.8
3 pupils	51	26.2
4 pupils	100	51.3
4 and above	21	10.8
Total	195	100.0

Table 10: Shows that in most ECE Centres four children share one desk. This is 51.3 percent in the centres that their teachers participated in the study. This may negatively affect effective learning and teaching in such centres.

Administrative and managerial factors that may have an effect on Teaching and Learning in ECED in Keiyo District

Table 11: Pre-school teachers and Pre-school Educational Officers' responses on the standard of Education in ECE Centres in Keiyo District.

Response	Respondents			
	Pre-school teachers		Pre-school education Officers	
	f	%	f	%
Declining Standards	169	87	4	80
Improving Standards	26	13	1	20
Total	195	100	5	100

Table 11: reveals that majority of pre-school teachers (87 percent) and (80 percent) pre-school educational officers agreed that there were declining standards of education in Early Childhood education Centres in Keiyo District. All the pre-school teachers agreed that there

was no organized formal dialogue between them and parents to enhance effective teaching and learning in early childhood education centres. The information gathered from the table 11 answers research question number 4 which stated; What are the administrative and managerial factors which affect effective learning and teaching in ECCDE centres in Keiyo District?

Supervision and Inspection of Pre-schools.

Pre-school teachers and educational officers were required to supply information on the process of supervision and inspection of early childhood education ECCDE in Keiyo District. The information was used to answer research question 5 which stated;

How often is supervision and inspection of ECCDE centres done by field education officers in Keiyo District?

Table 12 illustrates the process of supervision and inspection of pre-schools as reported by pre-school teachers.

Table 12: Responses of pre-school teachers on Supervision and Inspection of ECE centres in Keiyo District between 2001 – 2005.

Response	f	%
Adequate	4	2.1
Inadequate	191	97.9
Total	195	100.0

The study shows that inspection and supervision was not adequately carried out for the last five years (2001-2005) in early childhood educational centres. This was revealed by 191

teachers (97.9) who participated in the study. The inspection and supervision done if any was not thorough as reported by the teachers.

From the interview with Divisional Educational Officer in charge of Early Childhood Education, it was revealed that most pre-school children learn in isolated structures detached from the mother schools used as churches. Old school buildings were also used as classes. The walls are wooden with lots of openings and holes in between the timber. This makes the room too cold for small children. It was not possible for teachers to lay their charts up to facilitate learning. There were no notice boards for hanging charts. On the strategies to improve learning and teaching in Early childhood Education the officers felt that the government should consider and allocate more funds to the centres. They should be part of the mother primary schools and the teachers to be employed by the government.

The observational schedule helped to gather some information which supplemented that from the questionnaire and interviews. It was observed that the pre-school teachers had a plan of work, class registers and record of work book. However, the resources for learning and teaching were not adequate. Number of classrooms were not adequate and of low standards. The desks were not enough for the children as reported in the questionnaires. Lavatories and playgrounds were not adequate too.

Summary of the research findings

The chapter addressed the findings of the study whereby resources, inspection and other factors were looked at as they affect teaching and learning in Early Childhood Education and development. Personal variables of pre-school teachers were also looked at to see whether they had an effect to the teaching and learning. These variables were academic and professional qualifications.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the study

The purpose of the study was to investigate factors affecting effective learning and teaching in Early Childhood Education in Keiyo District, Kenya. The background of the study revealed that children in rural areas were not exposed to high quality education in ECE centres. Objectives for the study were formulated and research questions stated from them. The respondents were pre-school teachers and pre-school educational officers within Keiyo District. To achieve the objectives a questionnaire, interview guide and observational guide were used. The research instruments were validated by one academic member of staff of University of Nairobi and since it had been used elsewhere, it was considered appropriate for the study. Simple random sampling was done in the selection of respondents. There were 195 pre-school teachers and 5 pre-school educational officers in the sample.

Findings of the Study

Pre-School teachers and Pre-School education officers are well qualified to handle education centres. Most of them had attained secondary school level of education. They also had adequate professional and teaching experience. Majority had handled pre-school education for over 6 years. The study also revealed that physical facilities in Early Childhood Educational centres were inadequate. The classrooms were sub-standard and teachers could not lay their teaching aids properly in the classes. Also those that were inadequate included toilets, desks and proper ventilations. The community around the Early Childhood Education centres was not supportive. The support comes from parents with children in the centres. A

few sponsors that is, churches gave some support to the centres for example church buildings were used as classes and the inspection of the Early Childhood Education centres were not frequently done and pre-school teachers felt isolated from the main stream of education yet they provided the very basic education for children.

Conclusion

From the findings of the study, it was concluded that none availability of physical facilities affected effective teaching and learning in Early Childhood Education in Keiyo District. The community support was lacking and it was felt that this also affected the teaching in pre-schools. Inspection was haphazardly done which needed to be improved. It was seen that effective learning and teaching in pre-schools in Keiyo District was not affected by academic and professional qualifications as well as administrative experience.

Recommendations

In order to attain effective teaching and learning in Early Childhood Education in Keiyo District there is need to implement the following:

1. There is need to improve on the state of classrooms in Early Childhood Education centres in Keiyo District. This can be achieved through combined effort of parents, community and the government.
2. Pre-school inspection should be increased and intensified by government giving more support to the Inspectorate.
3. Pre-schools should not be separated from the mainstream schools (primary schools). They should be part of the school taken care of by the government. Education in Pre-school should be free just like in public primary schools.

Suggestions for further research

On the basis of the findings of this study, the researcher recommends the following for further research:

1. The study can be replicated in an urban setting given that this was done in a rural area. This can be for the purpose of ascertaining whether the findings can be similar or not to enable a generalization to be made or not.
2. A study can also be done to measure the extent to which environmental factors such as distance from home to school travelled by pupils, drought and rainy season contribute to effective teaching and learning in Early Childhood Education in Keiyo District.
3. A study can be done to investigate motivation and job satisfaction level of pre-school teachers.

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APPENDIX 1
LETTER OF INTRODUCTION

Kipchumba M. Francesca,
University of Nairobi,
P.O. Box 30197,
NAIROBI.

Dear Respondent,

RE: A QUESTIONNAIRE ON FACTORS AFFECTING EFFECTIVE
LEARNING AND TEACHING IN EARLY CHILDHOOD EDUCATION IN
KEIYO DISTRICT.

I am a postgraduate student in the University of Nairobi, undergoing a Master of Education Degree course. Currently I am carrying out a research on the aforementioned topic. Your assistance in responding honestly to all the items in the questionnaire is likely to generate data that will help in improving learning and teaching in Early Childhood Education in Keiyo District and in Kenya as a whole. Your response will be treated as confidential. Therefore, DO NOT write your name on the questionnaire. Please complete all the items in the questionnaires.

Thank you for your co-operation.

Yours sincerely,

KIPCHUMBA M. FRANCESCA

APPENDIX 2

Questionnaire for Early Childhood Care and Education Teachers.

Questionnaire for Pre-School teachers and Educational officers on Effective learning and Teaching in Early Childhood Education in Keiyo District.

Please complete the questionnaire honestly and objectively giving as many details as you can. Where necessary, (Tick as appropriate). **Items on professional qualifications of Pre-school teachers and Educational officers.**

1	Kindly state your highest academic qualification	Pre-school teacher	Academic qualifications	
		Educational officer		
2.	Kindly state your professional qualifications	Pre-school teacher	Professional qualifications	
		Educational officer		
3.	State your teaching experience in years	Pre-school teacher	Experience in years	
		Educational officer		
4	Is learning in your Early Childhood Care and Education Center(s) done to your expectations?	Pre-school teacher	Yes	No
		Educational officer		
5			Yes	No

	Is learning in your Early Childhood Care and Education Center(s) done using age appropriate materials?	Pre-school teacher		
		Educational officer		

Items on community's relations and support for Early Childhood Education in Keiyo District

6.	Who provides classrooms for the children in your centre(s)?	Pre-school teacher	Parents	Government	Community
		Educational Officer			
7	How has been the Centre's surrounding environment for the last five years?	Pre-school teacher	Supportive	Fairly supportive	Not supportive
		Educational officer			
8.	Have you had any formal dialogue with members of the community for the last five years?	Pre-school teacher	Yes	No	
		Educational officer			

	If yes, how often?	Pre-school teacher	0-5 times	Over 5 times	
		Educational officer			

Items on the availability of physical facilities in Early Childhood Educational Centres

9.	Are there enough and standard classrooms in your early childhood education centre(s)?	Pre-school teacher	Yes	No
		Educational officer		

10.	Are the desks enough for the number of children per class? How many pupils per desk?	Pre-school teacher	Yes	No
		Educational officer		

11.	Do you have enough teaching equipment?	Pre-school teacher	Yes	No
		Educational officer		

12.	Are the classrooms well ventilated?	Pre-school teacher	Yes	No
		Educational officer		

13.	Do children have enough learning materials, such as exercise books, pencils etc.	Pre-school teacher	Yes	No
		Educational officer		

14.	Are there enough toilets for use by the children in your centre(s)?	Pre-school teacher	Yes	No

		Educational officer		

Items on administrative and management factors that affect effective learning and teaching in Early Childhood Education in Keiyo District.

15.	Do you agree that the standards for learning and teaching in Early Childhood Education Center(s) are low?	Pre-school teacher	Yes	No
		Educational officer		

16.	In the last five years have you attended any seminar or workshop on Early Childhood Education Administration?	Pre-school teacher	Yes	No
		Educational officer		
			0-5 times	Over 5 times
	If yes, How often?	Pre-school teacher		
		Educational officer		
			Organizer	
	If yes, state who organized the seminar	Pre-school teacher		
		Educational officer		
17.	Is there any organized dialogue among you and parents of your pupils?	Pre-school teacher	Yes	No
		Educational officer		
	If yes, how often?			
		Pre-school teacher		

		Educational officer		
18.			Yes	No
	Are you conversant with Legal educational structures e.g. educational Act Chap 211?	Pre-school teacher		
		Educational officer		
19.			Yes	No
	Are you conversant with educational Act Chap 212?	Pre-school teacher		
		Educational officer		
20.			Yes	No
	Are you conversant with educational Commissions reports which have ever existed in Kenya?	Pre-school teacher		
		Educational officer		
21.			Suggestion	
	Suggest who should deal with the problem of low educational standards.	Pre-school teacher		
		Educational officer		

Items on the process of supervision and inspection of Early Childhood Education Centers in Keiyo District.

22.	In the last five years (2001-2005) has your centre(s) been inspected by educational officers?	Pre-school teacher	Yes	No
		Educational officer		
	If yes, how many times	Pre-school teacher		
		Education officer		
23..	Is thorough inspection and supervision carried in the centre(s) to enhance learning and teaching? If yes, how often	Pre-school teacher	Yes	No
		Education officer		
		Pre-school teacher		
		Education officer		
	If yes, by who?	Pre-school teacher		
		Education officer		

24.	Do you think the frequency rate of inspection and supervision of ECED in your area is adequate?	Pre-school teacher	Yes	No
		Education officer		

APPENDIX 3

Interview guide for Divisional Education Officer in charge Early Childhood Education.

Your honest responses are highly appreciated.

1. For how long have you been in charge of Early childhood Education?

2. Do you agree that the standards of education in Early Childhood Care Education and Development centres in Keiyo District are very low?

Yes _____ No _____ Am not sure _____

3. Is there any organized dialogue among you and Pre-school teachers?

Yes _____ No _____ Rarely _____

If yes how often?

4. Do you carry out thorough inspection/supervision in Early Childhood Education centres in your Division?

Yes _____ No. _____

If yes, explain how you do it

5. How is the centres – staffing situation?

Well staffed _____ - Under staffed _____

6. Now in your own opinion what could be the major causes of low standards of education in ECED in Keiyo district? Explain your answer

7. So, as one of the administrations and planners of education in the District, what could you suggest as possible strategies to improve Early Childhood Education in Keiyo District? Explain your answer

Thank You

APPENDIX 4

An observation schedule, check list

The following areas of Early Childhood Education Center will be observed and Commented on accordingly

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Name of centre _____

Name of Division _____

1.	Pre-School teachers' scheme of work	Available	Not available
2.	Any useful document from area education officer's office	Available	Not available
3.	Class register	Available	Not available
4.	Pre-School teachers' lesson plans	Available	Not available
5.	Record of work books	Available	Not available
6.	Number of pupils in the centre	Below 20	Over 20
		Adequate	In-adequate
7.	Number of classrooms		
8.	Classroom ventilations	Available	Not available
9.	Any desks?		
10.	Number of pupils per desk		
11.	Sitting arrangements		

12.	Playgrounds	Available	Not available
13.	Lavatories	Adequate	Inadequate
14.	Teaching Aids	Adequate	Inadequate
15.	Pupils school uniform	Available	Not available
16.	School feeding programme	Available	Not available

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

Telegrams: EDUCATION", Nairobi

Fax No.

Telephone: 318581

When replying please quote

MOEST 13/001/36C/168/2



REPUBLIC OF KENYA

**JOGOO HOUSE
HARAMBEE AVENUE
P. O. Box 30040
NAIROBI
KENYA**

15th March 2006

Mary Francesca Kipchumba
University of Nairobi
P. O. Box 30197
NAIROBI

Dear Madam

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *'A study of the factors affecting effective coaching and learning in early childhood education in Keiyo District'*

This is to inform you that you have been authorized to carry out research in Keiyo District for a period ending 30th July 2006.

You are advised to report to the District Commissioner and the District Education Officer Keiyo District before commencing your research project.

On completion of your research you are expected to submit two copies of your research findings to this office.


M. O. ONDIEKI

FOR: PERMANENT SECRETARY

Copy to: The District Commissioner – Keiyo District

The District Education Officer – Keiyo District

OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY

Telegrams: "DISTRICTER", Iten
Telephone: (053) 42007

When replying please quote

Ref. No. PUB.24/2 VOL.111/(5)
and date



DISTRICT COMMISSIONER'S OFFICE
KEIYO DISTRICT

P.O. Box 200-30700

ITEN

6th April,

06

..... 20.....

All District Officers
KEIYO DISTRICT


RE: RESEARCH AUTHORIZATION

MARY F. KIPCHUMBA

The above named is from the University of Nairobi and has been authorized to carry out a research on "A study of the factors affecting effective coaching and learning in early childhood education in Keiyo District".

This is further to inform you that the research is to end on 30th July, 2006.


Please accord her the necessary assistance.


M. JINDO
FOR: DISTRICT COMMISSIONER
KEIYO DISTRICT

6.4.06

The researcher has authority to carry out the activity shown here above.
Please assist.

DISTRICT EDUCATION OFFICER
KEIYO DISTRICT
P.O. BOX 214
ITEN

 G.P. LENASE