

**EDUCATIONAL CHALLENGES OF CHILDREN LIVING
WITH THEIR IMPRISONED MOTHERS IN KENYA: A CASE
OF THIKA AND LANGATA WOMENS' PRISON, KENYA**

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**A Research Project Submitted to in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of
Education in Early Childhood Education, University of Nairobi**

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DECLARATION

This research project is my original work and has not been submitted for the award of degree in this or any other university.

Sign *H Okango* Date *19th November 2012*

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

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DEDICATION

I dedicate this research paper to my mum, my husband James, my children Phoebe, Phyllis, Phil and Pharell for the moral and financial support they accorded me during the study period. I also dedicate this research to all my brothers and sisters.

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ABBREVIATIONS AND ACRONYMS

DCI	Defense for Children International
ECDE	Early Childhood Development and Education
HRC	Human Rights Campaign
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Convention on Economic, Social and Cultural Rights
PNA	Palestinian National Authority
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of this study was to investigate the factors that affect the education children accompanying their mothers in prisons in Langata and Thika women's prison in Kenya. Four research objectives were formulated to guide the study. The sample for the study was 24 teachers in both Langata and Thika prisons. Census sampling was used for the study. The study relied on self-administered questionnaire and observation schedule. Data was analysed by use of frequencies and percentages.

Findings indicated that teachers' characteristics such as their qualifications affected the education of children accompanying their imprisoned mothers. Findings also indicated that parental perception towards Early Childhood Development and Education (ECDE) program in the prisons affected the education of children. Finding further showed that teaching and learning resources affected provision of education to children accompanying imprisoned mothers. Learning environment affected the provision of education of education among the children. Based on the findings of the study, it was concluded that there were a number of educational challenges facing education of children accompanying their imprisoned mothers. These challenges included lack of adequate teachers, lack of training for the teachers, poor learning environment and parental perception towards the education offered at the prisons. The study also concluded that the prison facilities did not have adequate teaching and learning facilities which affected teaching and learning of the prisons. The study also

concluded that the programmes were disrupted by the time for entry to prisons and when they left which made it very difficult to have proper schedules for learning. For example one of the teachers indicated that some mothers could come to prison in the morning after conviction and hence the child could enter in the class the following day. The teacher was therefore forced to take care of that particular child hence dragging back learning.

The study recommended that prisons departments should recruit and hire qualified and permanent teachers who are able to teach children accompanying their mothers in prisons. It was also recommended that the prisons should ensure that there are appropriate teaching and learning facilities at the prisons so that teaching and learning could be conducted effectively. Mothers accompanied by their children in prisons should have a positive attitude towards the education of their children. Due to the age differences of the children, different programmes could be organized for the different groups according to the age. The researcher suggested that a study on how the government policy on ECDE has been applied in the education of children accompanying their mothers in prisons should be conducted. Another study on how structural organisation of ECDE programmes influences their implementation in the prisons should be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

International standards view education as a fundamental right; it is an economic, social, cultural, civil and political right, which is essential to the realization of other enshrined rights. As such, it involves three levels in terms of duties, namely: respect, protection, and management (United Nations, 1948). The duty of respect requires states to refrain from the adoption of actions that may hinder or prevent the enjoyment of the right to education. The duty of protection requires that states prevent other actors from interfering in the enjoyment of the right to education. The duty of management requires the state to take effective measures to enable individuals and groups to enjoy the right to education.

Article 26 of the Universal Declaration of Human Rights, issued in December 1948, states that everyone has the right to education. Education in its primary and basic stages shall be free. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit ((United Nations, 1948).

The International Convention on Economic, Social and Cultural Rights (1966) (ICESCR) states that education is essential for the growth, protection and enhancement of the human personality, and in a broader sense, in the fight against

poverty and other social injustices (ICESCR, 1966). According to international standards, all children are entitled to free compulsory primary education, while States have an obligation to develop secondary education and responsibility for developing measures to make it accessible for all children (International Covenant on Economic, Social and Cultural Rights (Articles 13 and 14). General Comment No 13 of the United Nations Committee on Economic, Social and Cultural Rights defines the right to education thus Education is both a human right in itself and an indispensable means of realizing other human rights (United Nations, 1948). As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities (Freud, 2002).

International treaties and conventions emphasize that the right to education is part of the child's basic rights, in times of peace and armed conflict. Ratified by the Economic and Social Council on 31 July 1957, the Standard Minimum Rules for the Treatment of Prisoners are generally considered the most important set of principles and practical rules pertaining to the treatment of prisoners and prison management.

Children accompanying their mothers in prison have the right to education suited to his or her needs and abilities and designed to prepare him or her for future education. Article 38, Havana Rules In his report, the Special Rapporteur emphasizes the importance of educational strategies that recognise the diverse

needs and backgrounds of children accompanying their mothers in prison, taking into account different abilities, motivation levels, prior learning experiences and attainments. However, it was clear from the country submissions that consistent and comprehensive strategies of this kind do not exist in many countries. Instead, education of children accompanying their mothers in prison in detention is often provided in an arbitrary and makeshift fashion. National sections in Lebanon, Niger and Sierra Leone highlighted that no education is provided by the State for children accompanying their mothers in prison. Palestinian girl prisoners held by Israeli prison authorities receive no education whatsoever in detention (Avalos, 2000).

In Niger for example, while basic literacy and vocational training courses are available for children in detention, these are not always functional or capable of catering for all children detained in the centres. Defense for Children International (DCI)-Palestine commented on the situation in the two Israeli prisons where children can receive education, which it described as falling far short of what is required by international laws designed to help children re-engage in education upon their release. The situation for children held in detention by the Palestinian National Authority (PNA) appears better to some extent. According to evidence received from children and directors of centres in the Palestine, some education, training and psychosocial rehabilitation is provided to children in detention (Boocock, 2005).

Prison settings generally do not provide the best environment for children to enjoy learning and achieve their educational potential. The Havana Rules stress that education for children accompanying their mothers in prison should take place outside the educational facility and in community schools where possible, so that they can continue their education upon their release. In many countries, the environment where children are detained manifestly does not promote or encourage educational activities (e.g. Lebanon, Niger, Nigeria, Palestine, Uganda). Evidence suggests that many educational programmes provided in the countries involved in this consultation continue to take place in detention settings that are frequently devoid of basic facilities and resources (Lemert., 2006). There were a few examples where children in detention could sometimes continue their education in external schools, although this was usually not part of a consistent policy.

In Kenya, almost all the children are confined in the cells with their mothers throughout the day and night. These children accompany their mothers since there is no one to remain with the child at home. Since they could not separate babies and young children from their mothers, they had to be in prison. The prisons have guidelines stipulating the maximum age at which a child can remain in prison, which varies from a few months to four years. The impact this will have on the child's life, as well as the conditions in which the children will be held, are to be considered when deciding whether it is in the child's best interests to remain in prison.

1.2 Statement of the problem

The education currently provided to children accompanying their mothers in prisons in some prisons does not meet general state standards for public schools or the specific needs of incarcerated juveniles. As a result, children who struggle to access educational services while in prison often face continued barriers to quality education when they are forced into sub-par alternative schools, rather than mainstreamed back in to regular schools, following their incarceration.

Of the 361 children, 80 are with their mothers at the Lang'ata and Thika Women's Prison. These children found their way into these prisons simply because their mothers were imprisoned, and that it was not advisable to separate them from their mothers. When a mother is imprisoned, her young children may go into prison with her or be separated from her and left at home. There are not structures clearly put in place for the education of these children who most of them ought to be receiving some form of education. Teachers, who teach these children do not have to meet general qualification requirements, often do not have the required qualifications to teach these children. They are not trained in special education, and are not instructed on how to teach in correctional facilities. Classroom materials are sparse and often not suited to the juvenile's grade level or needs. This study therefore seeks to establish the challenges facing the ECDE among children accompanying their mothers in Langata and Thika prison.

1.3 Purpose of the study

The purpose of this study was to investigate the factors that affect the education children accompanying their mothers in prisons in Langata and Thika women's prison in Kenya.

1.4 Objectives of the study

The study was guided by the following research objectives

1. To establish how teacher characteristics affect ECDE among children accompanying their mothers in prisons
2. To establish how parental perception affected education of children accompanying their mothers in prisons
3. To determine how teaching and learning resources affect the education of children accompanying their mothers in prisons
4. To assess how learning environment affect the education of children accompanying their mothers in prisons

1.5 Research questions

The following research questions guided the study

1. How do teacher characteristics affect ECDE among children accompanying their mothers in prisons?

2. To what extent does parental perception affect education of children accompanying their mothers in prisons?
3. How do teaching and learning resources affect the education of children accompanying their mothers in prisons?
4. How does learning environment affect the education of children accompanying their mothers in prisons

1.6 Significance of the study

The findings of this study may be important in a number of ways. First the study findings may elicit information on the kind of education provided to children accompanying their mothers in prison as they are supposed to receive education. The study may also provide information on how education of children accompanying their mothers can be improved. The study findings may also be a basis for other scholars wanting to undertake such a study on the same area. Teachers may also benefit from this study as the findings may necessitate in service course to train them on different them on how to provide education for children accompanying their mothers in prison. The prison administration may also be sensitized on how they can put in place to ensure provision of education to the children.

1.7 Limitations of the study

One of the major limitations of the study was that it was difficult for the researcher to access the prisons. However the researcher sought research permit to allow her visit the prisons for the research. Another limitation was that children who are the major focus of the study will not be involved in the research as respondents. This is due to their age which is a limitation in expression. The limitation of the study was based on the design of the study. The study used descriptive survey. This design describes the situation as it is at one given point in time. The design also relies on opinions, views and attitudes of the respondents. This design may not therefore establish the challenges facing education of children accompanying mothers in prisons.

1.8 Delimitations of the study

The study will be limited to two women prison. For a comprehensive study all the women prisons in Kenya should be studied however due to time and money this was not be possible. The findings of the study may therefore be generalized to other prisons with caution.

1.9 Basic assumptions of the study

In this study it was assumed that:

- (i) All pre-school teachers at the prisons are trained and hence able to children accompanying mothers in prison.
- (ii) That the prison department has put in place structures that allow education of children accompanying mothers in prison
- (iii) That the government has put in place policies that ensure that such children are provided with some kind of education.

1.10 Definition of the terms

Preschool refers to a learning institution for young children in the prisons

Skill refers to the behavior that a child learns after engaging in certain activity

Social development refers to a process of social changes in children as they grow.

Socialization refers to the child's developing ways of adapting to the society's rule of behavior.

1.11 Organization of the study

The study report is organized into five chapters, whereby chapter one includes the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions of the study, limitation, delimitation, definition of the key terms and

organization of the study. Chapter two includes literature review which includes theoretical framework and conceptual framework. Chapter three comprises the methodology to be used in the study. This includes the research design, population and sampling procedure, research instruments, validity of the study, instrument, and reliability of the study, instrument and data collection procedure. Chapter four will comprise of data analysis findings and discussions, while Chapter five will focus on of the summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the review of literature. It focuses on children right to education, rationale for early childhood education, early childhood care in Kenya. The chapter also covers the challenges facing education of children accompanying mothers in prison which includes the influence of teachers on provision on ECE, effects of teaching learning materials on ECE, effects of physical facilities on ECDE. Lastly the chapter covers the theoretical Framework and conceptual Framework of the study

2.2 Children right to education

The Universal Declaration of Human Rights, adopted by the United Nations in 1948, proclaims that motherhood and childhood are entitled to special care and assistance and proclaims the right of everyone to a standard of living adequate for their health and wellbeing. It also states that all human beings are born free, recognizing the right to life, to liberty and security of persons, as well as the right not to be subjected to torture or to cruel, inhuman or degrading treatment or punishment. These basic human rights are recognized in legally binding international human rights conventions. The right of children to special measures of protection due to their status as children is also recognized in article 24 of the ICCPR. The HRC has noted that States should assess and determine the measures

to be adopted to ensure that children can fully enjoy the rights contained in the Covenant without discrimination (General Comment 17 (1989)). It has also emphasized the main role and responsibility of the family, society and the State to guarantee the necessary protection to children, as well as the role of the State to ensure special protection to children who are deprived of their family environment. In the interpretation of International Covenant on Civil and Political Rights (ICCPR) articles 3, 7, 10, 23 and 24, the Human Rights Campaign (HRC) has also clearly recognized the rights and special protection needs of persons deprived of their liberty – specifically women, imprisoned pregnant women and imprisoned mothers.

2.3 Rational for early childhood education

History of ECE trends record struggle of many great educators, philosophers and psychologists who were keen in improving quality of life for young children (Driscoll & Nagel, 2002). Before 1700 childhood was not valued and children were meant to substitute for labor. The contribution of Rousseau (1712), Pestalozzi (1746-1827), Frobel (1852), Dewey and Jean Peaget among others improved the quality of life of the children (Driscoll & Nagel, 2002). Pestalozzi established orphanages to cater for destitute children while Fredric Frobel advocated play activities as a source of learning. Maria Montessori emphasized on use of senses for learning and holistic development of a child. She was the first to develop the curriculum of ECD program. Prior to Dewey, black American

children were considered part of workforce. They were rushed to grow in order to provide labor. He fought hard against child labor and discrimination (Discoll & Nagel, 2002).

Recent years have seen a global endeavor to prioritize early childhood care and education as a foundation for later learning and development. This is evidenced by Guidelines for Early Childhood Education and Care in the 21st Century (Association for Childhood Education International/World Organization for Early Childhood, 1999). Such efforts are a response to a variety of complex social issues and economic trends. These forces include, societal changes due to industrialization, the increased number of women with young children entering the labor force. Families with two working parents, a rise in the number of single parents, and the demise of traditional systems of child care and extended family support systems (Boocock, 1995).

The greatest influence on early-childhood education in Canada today has been the philosophy and practice of the British infant and primary schools frequently referred to as "informal" or "open" education. This approach is viewed by many as the embodiment of the "child centered" philosophy. Attempts to implement "informal" education in Canada and the US have been directed, in particular, to kindergarten and primary-grade programs. Compensatory education for preschool children, developed principally in the US with extensive government funding which was intended to meet the needs of economically disadvantaged children.

Some programs designed by groups of educational researchers and developers challenged the long-standing early-childhood education emphasis on social and emotional development and emphasized intellectual development. The conflict between the more traditional and the experimental programs and the effect of these programs on the children became part of the general discussion about the means and ends of the preschool experience (Boocock, 1995).

2.4 Early Childhood Care in Kenya

Kenyans perceive education as a key to success in life, facilitating social mobility and personal development (Nkinyangi, 1982). A number of theoretical perspectives focus on education's pivotal role in human growth and development (Mbugua, 1997). The modernization theorists contend that education transforms individual values, beliefs, and behaviors, which leads to development. As a result, Kenya has seen a clamoring for and expansion of education at all levels (Mutero, 2001; Mwiria, 1990), including nursery schools, child care centers, kindergartens, and preschools. This has created a need for expansion of pre school education in Kenya.

The first recorded school for young children in Kenya was founded at Rabai (a coastal province) in 1886 by the Church Missionary Societies (Bogonko, 1992; Eshiwani, 1989). The first early care centers can be traced in the 1940s, when British colonists established centers to serve both European and Asian children. During the same period, the colonial government established early childhood care

centers for Kenyan children living on the tea, coffee, and sugar plantations. Kenya's system of early childhood care and education reflected a separate and stratified society, with Europeans receiving educational resources superior to that received by people from Asian and Arab cultures; Africans came last. The colonial government argued that the different races needed the kind of education that was deemed "appropriate" for their respective positions in colonial life (Bogonko, 1992).

2.5 Education of children in prisons

In India for example, children as old as 15 years have reportedly remained in prison with their parents, because nobody is willing to stay with them at home. Other countries like Norway however, do not allow children of any age to live in prison. The environmental interaction influences behaviour, and that development is considered a reaction to rewards, punishments, stimuli and reinforcement. Once these children are removed from prisons, they may have difficulty coping with the outside world.

The Faraja Trust handed over to Lang'ata Women's Prison an early childhood development centre to cater for these children. The resource centre, estimated to have cost Sh3 million, is meant to fill the gap that has been identified on the special needs of the offenders, especially those with children. The children will not spend time with their mothers during the day, but will instead be taught at the centre and join their parents in the evening. There are no adequate resources to

allocate additional food for children, meaning that parents have to share their meals with their children. For the children to grow psychologically and emotionally, their lives should be as similar as possible to how it would be outside, and they should not be subject to the restrictions on their freedom that other residents of the prison are.

However, in the Kenyan prisons, the children cannot access education and do not interact with others, and this can affect their chances of successfully re-integrating into society at the end of a sentence. Facilities in some countries, like the Aranjuez Prison in Spain, allow couples who are both imprisoned to stay in the same prison unit with their children under the age of three to live in specially-furnished family cells, and have access to a prison playground. The parents are also taught parenting skills and allowed to interact with their children in a more hospitable and less threatening environment than standard prison cells.

2.6 Challenges facing education of children accompanying mothers in prison

More than half a million women and girls are held in penal institutions around the world, either as pre-trial detainees or having been convicted and sentenced. They represent between 2% and 9% of the global prison population. The number of women held in relation to armed conflict is lower. Recently, imprisonment rates increased in both countries, in the many countries much more so than in Kenya. Although countries such as Netherlands still has shorter imprisonments, today, the countries are more similar, both being more punitive than previously and having

imprisonment rates that are among the highest in Western Europe (Downes 1988; Tonry and Bijleveld 2007). Investigating these countries in the 1950s to the 1970s, when they differed significantly in their criminal justice policies, can yield important information for theories about the effects of parental imprisonment with their children. Earlier studies examined the impact of imprisonment (Murray and Farrington 2008), but they investigated this by comparing prisoners' children to children without imprisoned parents. They failed to distinguish between children of convicted and non-convicted parents, making it difficult to differentiate between the effects of imprisonment and the effects of a parent's convictions on children (Murray et al. 2009). Moreover, a comparison between the Netherlands and England on the relationship between parental imprisonment and offspring offending has never been done previously. In the present study, we use Dutch and English data on imprisonment and convictions of both parents and children. This enables to compare results cross-nationally and to examine the independent impact of parental imprisonment and parental convictions on offspring offending. Before formulating hypotheses and explaining how the study was conducted, we first discuss how and why parental imprisonment might affect children's behaviour.

2.6.1 Influence of teachers on provision on ECE

In Kenya, ECE is not part of the 8-4-4 education system hence the government does not include it in its education policy. This isolates ECD teachers from their

primary counterparts in terms of pay and status, making the former feel inferior to the latter. ECDE teachers are paid according to the parents' income levels. ECDE teachers' salaries is about Ksh 2,000 per month, though with large variations between rural and urban areas. Salaries are not stable and fluctuate each month depending on the level of contribution from parents. Due to low salaries, teachers are not willing to be employed in the centers and this affects implementation of the program. The teachers will leave the centres if they are not paid well (Mwaura, 2010).

Provision of teachers also has an effect on how children are provided with education (Darling Hammond, 1997). Masinjila (1989) says that lack of teachers affect the how education is provided. ECDE centres may be forced to take up anybody to teach as far as they are able to communicate to the children. Such teachers may not be confident enough to handle some of the components of the subject because they are not trained. This affects teaching in the centres and ultimately the implementation (Ojoawo, 1999).

Adeyemi (1998) reported that lack of teachers who do not have academic and professional teacher qualification would undoubtedly have a negative influence on provision of education. Adeyemi (1998) further stated that a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and less productive than a teacher who is unqualified but works under favorable conditions. In prisons,

there are not qualified teachers who are supposed to handle the children who have accompanied their mothers hence these children will be deprived of education.

2.6.2 Effects of teaching learning materials on ECE

Mbamba (1992) points out that, educational resources can be defined as anything in the school or its environment that may be organized for use in the process of teaching and learning. Resources are vital inputs needed to effectively conduct instructional activities at all levels of implementation of educational programs. Teaching learning materials form medium through which teaching is carried out. Teaching/ learning materials can be divided into two categories; those used by the pupils and those used by the teachers. Materials used by the teachers are important because they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching. They include the syllabi, the teachers' guides, chalkboard, maps, globe, and pictures. The availability of teaching and learning materials is very crucial in the provision of education. On this note, Republic of Kenya (1976) states, "Books and other materials are the basic tools of educational development. They must therefore be available to the learner in adequate quality and quantities. They must also be available at the time they are required."

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. Avalos (1991) says that the quality of education the learners receive bears direct relevance to the availability or lack of instructional

materials. Mwamwenda and Mwamwenda (1987) carried out a study that established that the availability of physical facilities had effect on educational program implementation in Botswana. A study conducted by the Population Council and the Government of Kenya in 1997 to establish the effects of the material inputs on implementation of ECE program revealed that lack of different learning materials negatively affected the implementation of the program (Government of Kenya, 1997).

Republic of Kenya (1988) claims that the teaching and learning materials should be planned and utilized in the most effective manner to bring about efficient provision of quality and relevance in education. Nyamok (1997) states that if a teacher uses the teaching materials effectively, he will be able to use the time thus created for other educational activities. Viewed this way, teaching materials will never replace the teachers' instructional activities but rather they will make it possible to further increase the quality and effectiveness of his instructional activities.

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons hence contributing to effective program implementation. Instructional materials are an integral component of ECE program implementation. Their adequacy and suitability are important. Anderson (1991) says that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. Other studies have shown a

significant relationship between teaching materials and the effectiveness of program implementation. The availability of textbooks and other reading materials has a positive effect on school program (Psacharopoulos and Woodhall, 1985). It is only with such materials that pupils can learn to work independently or in groups hence effective provision of ECE in prisons (Republic of Kenya, 2001). Elimu Yetu Coalition (2003) says that there is a positive correlation between availability of teaching and learning materials and ECE program implementation and its absence affects the implementation.

The availability and use of teaching and learning materials affect the effectiveness of a teacher's lessons. Avalos (1991) says that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. Mwamwenda and Mwamwenda (1987) carried out a study that established that the availability of teaching and learning materials had effect on the implementation of ECDE programs in Botswana.

2.6.3 Effects of physical facilities on ECDE

The physical facilities or the school plant as it is sometimes called contributes an important component of the learning environment. The facilities include the administrative offices, classrooms, libraries, stores and the school playground. Availability of physical facilities in schools play a major role in influencing program implementation. Mwangi (1993) found out that lack of physical and learning facilities in educational programs had a negative impact on such

programs implementation. A study by Macharia (1994) also found out that lack of physical facilities in schools contributed to poor performance of students hence program implementation was hampered.

According to Bell and Rhodes (1996) physical facilities are important because the school uses them to advance the learning opportunities offered to the pupils. Anandu (1990) asserts that physical facilities are vital for both teachers and pupils in the teaching/ learning situations. Any trace of inadequacy leads to frustration and the motivating factor which ultimately affects program implementation. Physical facilities that are important in curriculum implementation include classrooms, libraries, sanitary facilities and play grounds. Good classroom arrangement is important because it can help a teacher to cope with complex demands of teaching many students.

Nafula and Ngoma (1998) add that modern teaching environment entails some key characteristics in its physical setting. First of all it requires space for movement. This enables students to physically change their groupings during the lesson. The activities recommended in the syllabus also require space for writing, drawing and experimenting. To accomplish these tasks desks and tables are needed in the classrooms. Michael (1993) concurs with Nafula and Ngoma (1998) on the importance of physical facilities in curriculum implementation. He points out that a teacher should have a classroom of his/her own. It helps the teacher to use wall displays as teaching aids. It means that the teacher can manage the

practical supply of learning materials better.

Storage space is also important in curriculum implementation. Good teaching depends on having the equipment the teacher needs ready when they need them. Stocks of equipment are built up over the years; some bought, some made, some acquired. New syllabuses usually contain recommendations of items to acquire and things to make. All these need to be stored. There is need for adequate blackboard and display space in the classrooms. This is because most teaching and learning activities require enough space for demonstration by both the teachers and pupils as well as plenty of room to display children's work (Wanjala, 1999).

2.7 Theoretical Framework

The study will be guided by Cognitive Development of thinking, problem solving, intelligence and language (Black & Pucket, 1996) as postulated by Piaget. Piaget conceptualized children's development as a combined result of maturity of the brain and the nervous system, and experiences that help individuals adapt to environment. Piaget saw children's cognitive development follow predictable and qualitative distinct levels. These distinct levels occur in specific periods of a child's life, with no stage that is skipped. Intellectually impaired children may develop at a lower rate or may fail to reach the higher stages (Dworetzky, 1996).

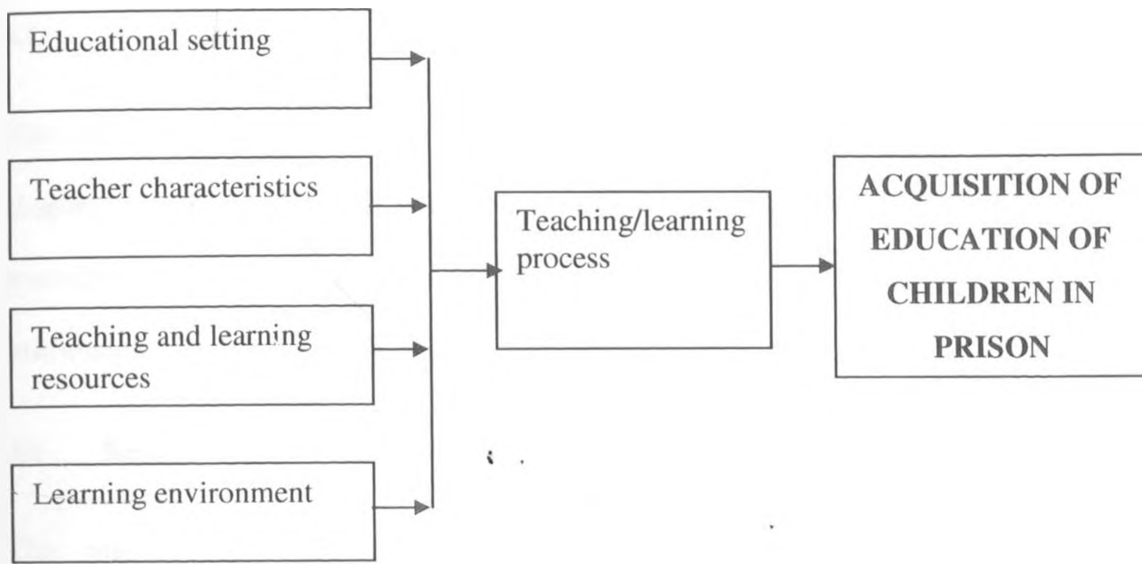
This stage progression on learning implies that learning is developmental, and no

child skips a stage, that individual children may take different experiences to complete their development, mental development does not merely click into place with a passing birthday, and lastly, learners differ in capability. This theory is applicable to this study in that in order for the learners to adequately learn at the ECDE, the necessary environment should be provided. Children should be treated as unique individuals and be allowed to develop progress skills with the required supportive systems that enable their future development (Orodho, 2003). ECDE program is a necessity for the intellectual development of children and not an option. Planning for education should therefore focus on reducing impediments towards achieving a supportive environment in learning in the prison environment. For this to happen teaching and learning materials should be provided, there should be provision of physical facilities, the programs should be supervised and the government should be involved.

2.7 Conceptual Framework

The conceptual framework for the study is presented in figure 2.1

Figure1. Educational challenges facing children of imprisoned mothers



Independent variable

Dependent variable

The independent variables that affect the provision of education to children accompanying their mothers in prison program are; provision of teachers, and teaching and learning materials and physical facilities, are also independent variables. Provision of education to children accompanying their mothers could also be affected by the intervening variables like prison structure, government policy. Proper provision of education to children accompanying their mothers is the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used in conducting the study. The chapter focuses on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis.

3.2 Research design

This was an exploratory study and employ a descriptive survey design to investigate the challenges facing ECDE among children accompanying their mothers in prison. Description survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. Survey design therefore was appropriate because it enabled the researcher to gather information concerning challenges facing ECDE among children accompanying their mothers in prison in Langata and Thika women prison.

3.3 Target population

Orodho (2004) defines population as all the items or people under consideration. For this study, the target population will consist of teachers and the prison authority. According to data from the prisons department, there are 24 teachers in both Langata and Thika prisons.

3.4 Sample size and sampling procedures

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Sampling is important because one can learn something about a large group by studying a few of its members thus saving time and money. Since the sample of teachers was small, the researcher used all of them

3.5 Research instruments

The researcher relied on self-administered questionnaire and observation schedule. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. Gay (1976) maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions. They are also

anonymous. Anonymity helps to produce more candid answers than it is possible in an interview. The study also used an observation schedule.

3.6 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda and Mugenda, 1999). Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. As such, the researcher sought assistance from the supervisor in order to help improve content validity of the instrument.

3.7 Reliability of the instrument

Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot study was conducted in one prison which was not be included in the main study. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables will either discarded or modified to improve the quality of the research instruments.

This was to ensure that the instrument captures all the required data. The procedure for extracting an estimate of reliability was to obtained from the

administration of Test-Retest reliability method which involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more simply showed that there is high reliability of data. A correlation coefficient of 0.79 was realized and hence the instrument was deemed reliable for data collection.

3.8 Data collection procedures

The researcher sought a research permit from the National Council for Science and Technology and thereafter write letters to the prison in charge to be allowed to do the study. The selected prisons were visited and the questionnaires administered to the teachers. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected at the agreed time.

3.9 Data analysis techniques

After the data had been collected it was cross-examined to ascertain their accuracy, competences and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data was subjected to the computer for

analysis using the Statistical Package for Social Sciences (SPSS). This processed the frequencies and percentages which were used to discuss the findings. Frequency distribution tables, pie charts and bar graphs were used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions. Qualitative data were analyzed thematically.

3.10 Ethical considerations

Kabiru and Njenga (2009) states that a research is governed by rules and regulations which help to reduce conflicts and misunderstanding among researchers and respondents. To take care of ethical considerations, the researcher will ensure that complete confidentiality of the identities of the respondents collected. This will be done by not revealing the identities of the respondents. Secondly, the researcher will respect the respondents' decisions on what information to give. In this case, the researcher will not coerce the respondents to give certain information or doctor their feedback. Thirdly, the researcher will avoid cases of plagiarism by ensuring that all data obtained from secondary sources were acknowledged herewith. Fourthly, the researcher will ensure that respondents are free to participate in the study. Finally, the researcher will be more than willing to share or give feed back of the research findings to the respondents.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

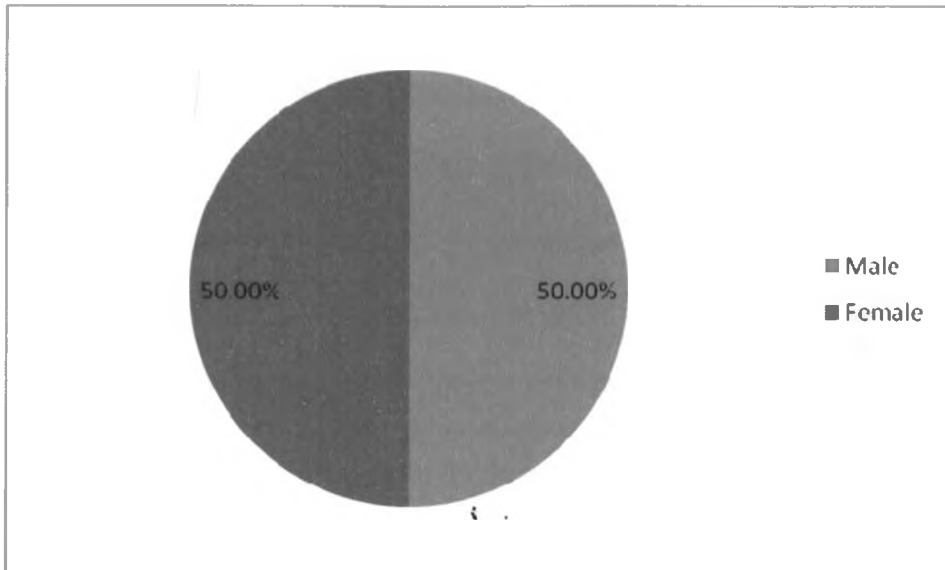
4.5 Introduction

This chapter presents an analysis of the data on the study. Data analysis was undertaken primarily in terms of percentages and, to a lesser extent, through descriptive analysis. Simple pie charts, frequency distribution tables were used in presenting data. Data analysis was done based on the research questions.

4.6 Demographic information of teachers

The demographic information of teachers was based on gender, age, education level and the duration they had been teaching in the prison. To determine their gender, they were asked to indicate the same. Figure 4.1 presents the finding.

Figure 4.1: Distribution of teachers according to gender



Data indicates that 12(50.0%) of teachers were female the same number were male. Table 4.1 shows education level of teachers.

Table 4.1 Distribution of teachers according to education level

Education level	F	%
Diploma in ECDE	2	8.3
Certificate in ECDE	2	8.3
Form four leaver	16	66.7
P 1 certificate	2	8.3
Primary education	2	8.3
Total	24	100.0

Table 4.1 indicates that majority 16(66.7%) were form four leavers while 2(8.3%) of teachers had diploma in EDCE, certificate in ECDE and the same number had primary education. The data implied that most of the teachers teaching the children in the prisons were not trained which could affect the standard of education offered at the prisons. The researcher sought to determine the duration of teaching in the prison, the teachers were therefore asked to indicate the duration of teaching. Figure 4.2 presents the data.

Figure 4.2: Teachers' responses on duration of teaching in the prison

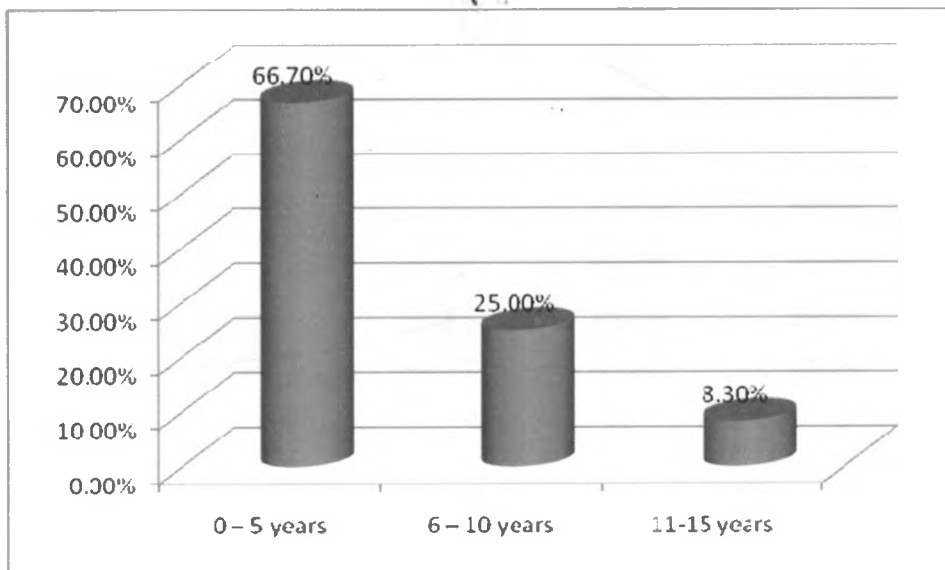


Figure 4.2 shows that majority 16(66.7%) of teachers had been teaching in the prison for below 5 years, 6(25.0%) of teachers had been teaching for between 6 and 10 years while 2(8.3%) of teachers for between 11 and 15 years. The data implies that most of the teachers who taught at the prisons had not had adequate experience which affected the quality of teaching at the prisons.

4.7 Parental perception towards ECDE program

To determine the parents perception towards ECDE program at the prisons, the teachers were asked to rate the attitude of parents towards ECDE in the prison. Figure 4.3 presents the finding.

Figure 4.3: Teachers responses on attitude of parents towards ECDE in the prison

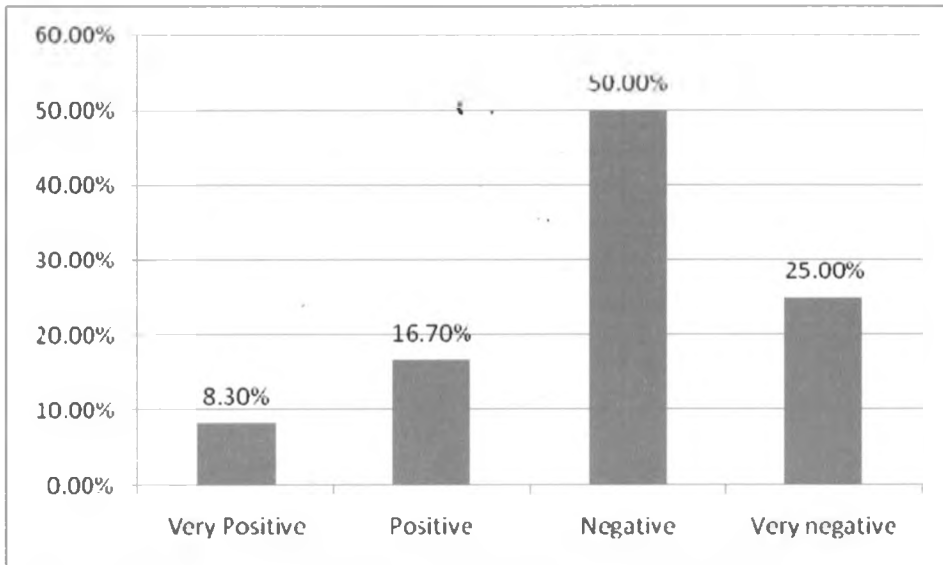


Figure 4.3 shows that majority 12(50.0%) of teachers said that parents had negative attitude towards ECDE in the prison, 6(25.0%) of teachers said it was very negative, 4(16.7%) of teachers said it was positive while a significant number 2(8.3%) of teachers said it was very positive.

The data further implied that convicted parents were not willing to let the children taught at the facility. Teachers who said that parents had negative or very negative

attitude of parents towards ECDE in this prison were asked to give their reasons. Study shows that some parents did not co- ordinate with the teachers, other were not ready to provide the required materials while other parents did not encourage their children in studies which indicated their negative attitude.

The study further sought to investigate the extent that the parents allowed their children to be taught at the prison. Teachers responses is tabulated in table 4.2.

Table 4.2: Teachers responses on the extent at which the parents allowed their children to be taught at the prison

Extent	F	%
Very great extent	2	8.3
Great extent	4	16.7
Small extent	14	58.3
No extent	4	16.7
Total	24	100.0

Table 4.2 shows that majority 14(58.3%) of teachers said that parents allowed their children to be taught at the prison at small extent, 4(16.7%) of teachers said at a great extent, the same number said at no extent while a significant number 2(8.3%) of teachers said that parents were involved at a very great extent. Data further indicated that although some parents allowed their children to be taught at

the facility, the education they received was deemed inadequate. Figure 4.4 shows teachers rate of the education provided by the prison.

Figure 4.4: Teachers' rating of the education provided by the prison

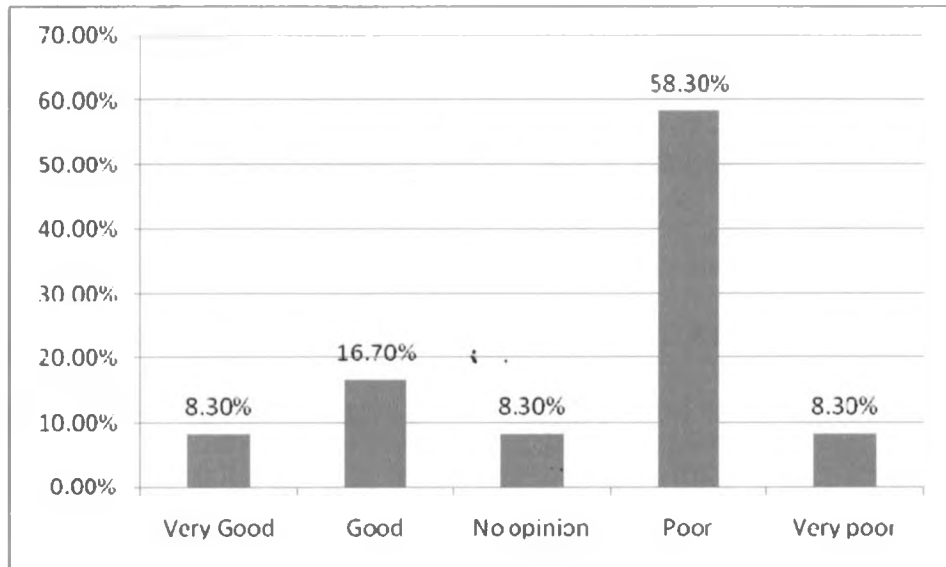


Figure 4.4 shows that majority 14 (58.3%) of teachers rated the education provided by the prison being poor, 4(16.7%) of teachers said it was good, 2(8.3%) of teachers said it was very poor while the same number of teachers said it was very good. Data further shows that majority 14(58.3%) of teachers said that the education provided by the prison to the children was negative. When asked whether prisons had feeding program, majority 14(58.3%) of teachers said that their prison had a feeding program for the children.

The researcher also sought to establish whether teachers were qualified to teach the little children. Their responses shows that majority 18(75.0%) of teachers said that there were no are qualified teachers to teach the children while 6(52.0%) of

teachers said that there were qualified teachers. The research also sought to assess whether teachers were willing to teach at the facility. Data further shows that majority 18(75.0%) of teachers said that teachers were not willing to teach at the prison. They indicated that they were told to teach as a duty and hence did it as a duty but were not willing to do so. Most of them were not able to handle little children due to lack of training in early childhood education.

The research also sought to assess whether teachers were willing to teach at the facility. Data further shows that majority 18(75.0%) of teachers said that teachers were not willing to teach at the prison. They indicated that they were told to teach as a duty and hence did it as a duty but were not willing to do so. Most of them were not able to handle little children due to lack of training in early childhood education.

4.8 Effects of teaching and learning resources of provision of education

To establish how teaching and learning facilities affected provision of education at the prisons, the researcher used the observation schedule to assess the adequacy of teaching and learning materials at the prisons. Table 4.3 shows teachers responses on the adequacy of facilities in the centre.

Table 4.3: Teachers responses on the adequacy of facilities in the centre

QA = Quite Adequate A = Adequate I = Inadequate QIA Quite Inadequate

Facilities	QA		A		I		QIA	
	F	%	F	%	F	%	F	%
Text Books	0	00	6	25.0	8	33.3	10	41.7
Writing Materials	4	16.7	4	16.7	8	33.3	8	33.3
Pictures / Toys	0	00	10	41.7	6	25.0	8	33.3
Playing Equipment	6	25.0	8	33.3	8	33.3	2	8.3
Classroom	2	8.3	6	25.0	10	41.7	6	25.0
Furniture	2	8.3	4	16.7	18	75.0	0	00
Toilets	0	00	16	66.7	8	33.3	0	00
Play ground	0	00	10	41.7	12	50.0	2	8.3
Office	2	8.3	12	50.0	8	33.3	2	8.3

Table 4.3 shows that 10(41.7%) of teachers said that text books were quite inadequate in their centre, the same number of teachers said that classrooms were inadequate. Writing materials were quite inadequate as indicated by 8(33.3%) of teachers. Majority 18(75.0%) of teachers said that furniture in their centre were inadequate, toilets were adequate as indicated by majority 16(66.7%) of teachers, majority 12(50.0%) of teachers said that play ground were inadequate while the same number of teachers said that office were adequate. Data further shows that kitchens were adequate as indicated by majority 18(75.0%) of teachers. This shows that teachers rated the facilities being inadequate terms of adequacy. This

agreed with the researcher observation as during the study, the researcher observed that classrooms and learning materials were inadequate. Teacher pupil ratio was very high. Playing ground was observed to be inadequate compared to the number of children in the centre. Chair and desk were inadequate and the general learning atmosphere was not conducive for learning.

4.5 Effects of learning environment affect provision of education of education

The researcher further sought to investigate the average amount that the teachers received as their salary per month. Table 4.4 tabulates the finding.

Table 4.4: Average amount that teachers received as their salary per month

Amount	F	%
1000 – 3000	6	25.0
3001- 5000	16	66.7
8001 and above	2	8.3
Total	24	100.0

Table 4.4 shows that majority 16(66.7%) of teachers received between 3001 and 5000 as their salary per month, 6(25.0%) of teachers received between 1000 and 3000 while a significant number 2(8.3%) of teachers got 8001 and above. This question was applicable to teachers who were hired from outside the prison facility to teach the children.

Teachers were asked to rate the salary they received. Findings shows that majority 16(66.7%) of teachers said that it was unsatisfactory. When asked whether they had enough teachers in the prison to handle all the children, majority 20(83.3%) of teachers said that there were inadequate and those who were present were unqualified as indicated by majority 18(75.0%) of teachers. Figure 4.5 shows teachers responses on teachers turn over in the prison.

Figure 4.5: Teachers’ responses on whether they experience teachers turn over in the prison

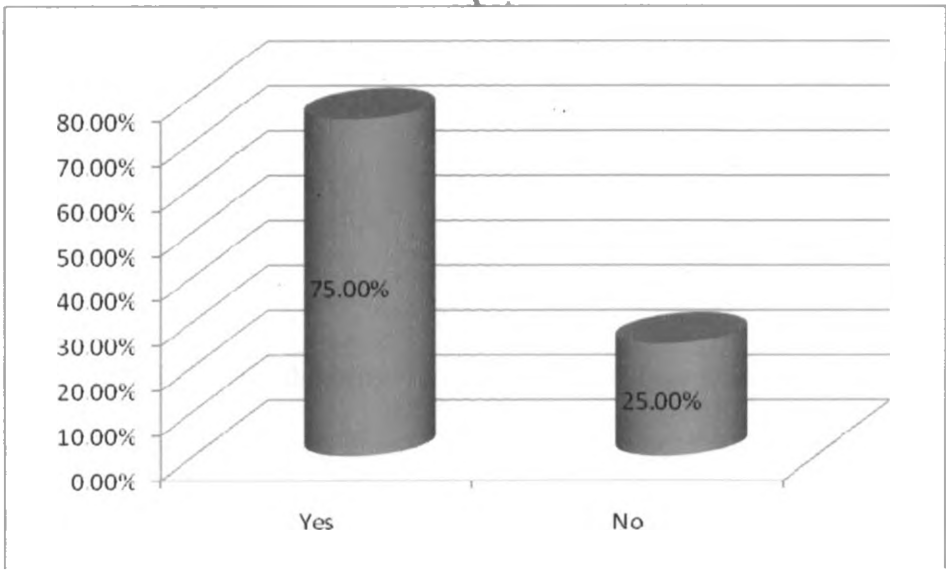


Figure 4.6 shows that majority 18(75.0%) of teachers experienced teachers turn over in the prison while a significant number 6(25.0%) of teachers did not experience teachers turn over in the prison.

Teachers were further asked to indicate the reason for the teacher turn over. Data shows that it was due to salaries teachers that was unstable and fluctuate each

month, lack of co- operation of school stakeholders, unavailability of teaching and learning materials and work load due to inadequate teachers

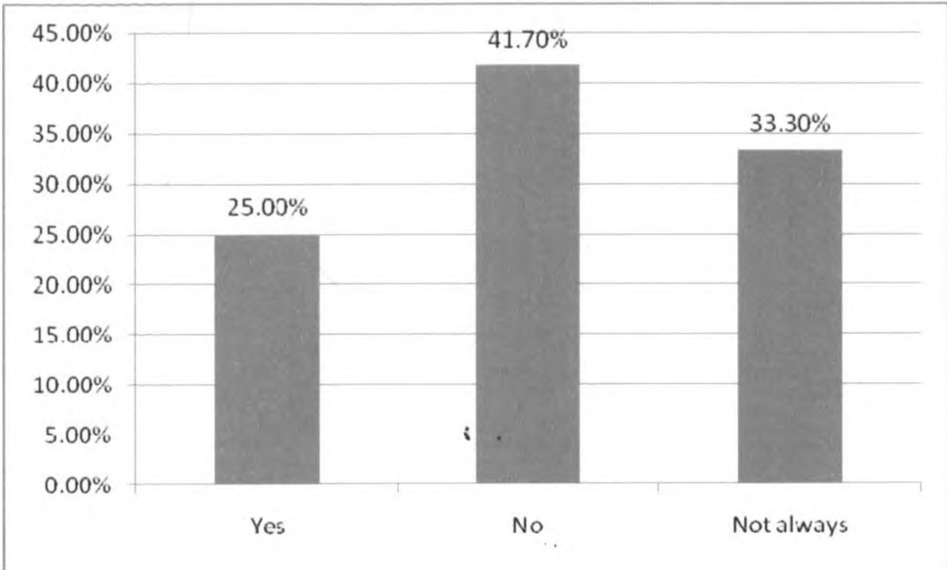
When teachers were asked the frequency which the government officers visited centre for supervision, they responded as table 4.5

Table 4.5: Supervision of education

Frequency	F	%
Very often	2	8.3
Often	4	16.7
Rarely	12	50.0
Not at all	6	25.0
Total	24	100.0

Table 4.5 shows that majority 12(50.0%) of teachers said that the government officers rarely visited their centre for supervision, 6(25.0%) of teachers said that they did not visit at all, 4(16.7%) of teachers said that they visited there often while a significant number 2(8.3%) of teachers said that they visited very often. When asked whether the supervisors always give the supervision report, they responded as figure 4.6.

Figure 4.6: Teachers’ responses on whether the supervisors always give the supervision report



Data shows that 10(41.7%) of teachers said that supervisors did not give the supervision report 8(33.3%) of teachers said that they did not give always while 6(25.0%) of teachers said that they have reports always The study further sought to establish the areas that the inspectors inspected when they visit the centre. Table 4.6 tabulates the finding.

Table 4.6: Areas of supervision

Areas	F	%
Classrooms	6	25.0
Pupils' work	10	41.7
Teachers' work	4	16.7
Feeding program	2	8.3
None of the above	2	8.3
Total	24	100.0

Data shows that 10(41.7%) of teachers said that the inspectors inspected pupils' work when they visit the centre, 6(25.0%) of teachers said that they visited classrooms, 2(8.3%) of teachers said they visited feeding program, the same number said they never visited any area while 4(16.7%) of teachers said they visited teachers work.

When the teachers were asked how they rated government involvement in the provision of ECDE in the prison, they responded as figure 4.7.

Figure 4.7: Government involvement in the provision of ECDE in the prison.

Rate	F	%
Very Adequate	4	16.7
Adequate	6	25.0
Inadequate	6	25.0
Very Inadequate	8	33.3
Total	24	100.0

Figure 4.8 shows that 8(33.3%) of teachers said that government involvement in the provision of ECDE in the prison was very inadequate, 6(25.0%) of teachers said it was inadequate, the same number of teachers said it was adequate while 4(16.7%) of teachers said it was very adequate.

4.6 Challenges facing provision of education in the prisons

The teachers were asked to indicate the challenges that they faced in the education of the children in the prison. Data shows that there was lack of adequate teachers, salaries of teachers was not stable and fluctuated each month, teachers were not willing to be employed in the centers due to low salaries, and there was lack of teachers who had academic and professional qualification and there was unavailability of teaching and learning materials. Other challenges that faced the education of children accompanying their mothers in prisons included lack of conducive learning environment in the prisons, disruption from frequency of

changes in the time tables, lack of proper followup of such learning. The researcher further established that it was not possible to teacher effectively due to different times that mothers entered prisons and left. For example one of the teachers indicated that some mothers could come to prison in the morning after conviction and hence the child could enter in the class the following day. The teacher was therefore forced to take care of that particular child hence dragging back learning.

4.7 Strategies to enhance ECDE

The researcher was also interested in establishing the strategies that could be put in place to ensure that proper education is provided to the children at the prison. Among the strategies that were suggested were that the education offered these children in the prison could be structured based on the duration that mothers are in prisons. This was suggested since some mothers could be in prison for less time and others for long time. It was also suggested that due to the age differences of the children, different programmes could be organized for the different groups according to the age. This was also due to the reason that some of children may have been in ECDE programmes before their mothers were convicted.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary

The purpose of this study was to investigate the factors that affect the education children accompanying their mothers in prisons in Langata and Thika women's prison in Kenya. Four research objectives were formulated to guide the study. Research objective one sought to establish how teacher qualifications affect ECDE among children accompanying their mothers in prisons; research objective two aimed at establishing how parental perception affected education of children accompanying their mothers in prisons. Research objective three aimed at determining how teaching and learning resources affect the education of children accompanying their mothers in prisons while research objective four sought to assess how learning environment affect the education of children accompanying their mothers in prisons. The study employed descriptive survey design. The sample for the study was 24 teachers in both Langata and Thika prisons. Census sampling was used for the study. The study relied on self-administered

questionnaire and observation schedule. Data was analysed by use of frequencies and percentages.

Findings indicated that teachers' characteristics such as their qualifications affected the education of children accompanying their imprisoned mothers. For example, majority 16 (66.7%) of the teachers were form four leavers. These teachers were not trained to teach early childhood education and hence affected the provision of education to these children. Majority of the teachers majority 16(66.7%) of teachers had been teaching in the prison for below 5 years, which implied that most of them did not adequate experience which affected the quality of teaching at the prisons. Majority 14 (58.3%) of teachers rated the education provided by the prison being of poor quality. Majority 14(58.3%) of teachers said that the education provided by the prison to the children was negative. Most of them were not able to handle little children due to lack of training in early childhood education.

Findings also indicated that parental perception towards ECDE program in the prisons affected the education of children. For example, half the number of teachers said that parents had negative attitude towards ECDE in the prison. The data further implied that convicted parents were not willing to let the children taught at the facility. Majority 14(58.3%) of teachers said that parents allowed their children to be taught at the prison at small extent. majority 18(75.0%) of teachers said that teachers were not willing to teach at the prison

Finding further showed that teaching and learning resources affected provision of education to children accompanying imprisoned mothers. For example, 10(41.7%) of teachers said that text books were quite inadequate in their centre, the same number of teachers said that classrooms were inadequate. Writing materials were quite inadequate as was indicated by 8(33.3%) of teachers. Majority 18(75.0%) of teachers said that furniture in their centre were inadequate, toilets were adequate as indicated by majority 16(66.7%) of teachers, majority 12(50.0%) of teachers said that play ground were inadequate while the same number of teachers said that office were adequate. Playing ground was observed to be inadequate compared to the number of children in the centre. Chair and desk were inadequate and the general learning atmosphere was not conducive for learning.

Findings on the effects of learning environment on the provision of education of education showed that majority 16(66.7%) of teachers hired from outside the facility received between 3001 and 5000 as their salary per month, 6(25.0%) of teachers received between 1000 and 3000 while a significant number 2(8.3%) of teachers got 8001 and above. Majority 16(66.7%) of teachers said that salary was not satisfying. Majority 20(83.3%) of teachers said that there were inadequate and those who were present were unqualified as indicated by majority 18(75.0%) of teachers. Majority 18(75.0%) of teachers indicated that there was high turn over in the prisons which was as a result of poor salaries and poor working

conditions. Majority 12(50.0%) of teachers said that the government officers rarely visited their centre for supervision.

5.3 Conclusions of the study

Based on the findings of the study, it was concluded that there were a number of educational challenges facing education of children accompanying their imprisoned mothers. These challenges included lack of adequate teachers, lack of training for the teachers, poor learning environment and parental perception towards the education offered at the prisons. The study also concluded that the prison facilities did not have adequate teaching and learning facilities which affected teaching and learning of the prisons. The study also concluded that the programmes were disrupted by the time for entry to prisons and when they left which made it very difficult to have proper schedules for learning. For example one of the teachers indicated that some mothers could come to prison in the morning after conviction and hence the child could enter in the class the following day. The teacher was therefore forced to take care of that particular child hence dragging back learning.

5.4 Recommendations of the study

Based on the findings of the study the following were the recommendations for the study:

1. That prisons departments should recruit and hire qualified and permanent teachers who are able to teach children accompanying their mothers in prisons.
2. The prisons should ensure that there are appropriate teaching and learning facilities at the prisons so that teaching and learning could be conducted effectively.
3. Mothers accompanied by their children in prisons should have a positive attitude towards the education o their children.
4. That due to the age differences of the children, different programmes could be organized for the different groups according to the age.

5.5 Suggestions for further study

Based on the limitations and delimitations of the study, the following were the areas suggested for further study

1. A study on how the government policy on ECDE has been applied in the education of children accompanying their mothers in prisons should be conducted
2. A study on how structural organisation of ECDE programmes influences their implementation in the prisons should be conducted

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear teachers,

This questionnaire is aimed at collecting information on challenges facing the education of children accompanying their mothers in prisons. The information you give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items honestly. The information you give will be held in total confidence and used only for the purpose of the study. Please do not write your name or the name of your school anywhere in the questionnaire. Respond to each item and give the appropriate response. Note that there is no right or wrong answer.

Section 1: Background Information

1. Indicate your gender

Male Female

2. Indicate your age (in years)

Below 19 20 - 29 40 - 49
30 - 39 50 and above

3. Indicate your level of education

B.ED ECDE

Diploma in ECDE

Certificate in ECDE

Form four leaver

P 1 certificate

Diploma in education

Others (Specify) _____

4. How long have you been teaching in this prison?

0 – 5 years

6 – 10 years

11-15 years []

Over 16 years []

SECTION 2: Parents perception towards ecde program

5.(a) What is the attitude of parents towards ECDE in this prison?

[] Very positive [] Positive

[] No opinion [] Negative [] Very negative

(b) If negative or very negative please give reasons.

6.(a) To what extent do the parents allow their children to be taught at the prison ?

[] Very great extent [] Great extent [] No opinion

[] Small extent [] No extent

(b) If yes to above, is it adequate?

[] Yes [] No

7. How do you rate the education provided by the prison?

[] Very Good [] Good [] No opinion

[] Poor [] Very poor

8. (a) Does your prison have a feeding program for the children?

[] Yes [] No

9. How do you rate education provided by the prison to the children ?

[] Very positive [] Positive [] No opinion

[] Negative [] Very negative

SECTION 3: Challenges facing the provision of education

10. Please indicate the adequacy of the following facilities in your centre.

The choices are as follows;

QA – Quite Adequate

A – Adequate

I – Inadequate

QI – Quite Inadequate

	LEARNING MATERIALS AND PHYSICAL FACILITIES	QA	A	No Opinion	IA	QA
A	Text Books					
B	Writing Materials					
C	Pictures / Toys					
D	Playing Equipment					
E	Classroom					
F	Furniture					
G	Toilets Kitchen					
H	Play ground					
I	Office					
J	Toilets					

(b) Are there qualified teachers to teach the children?

Yes [] No []

Are teachers willing to teach at the prison?

Yes [] No []

(b) What is the average amount that you receive as your salary per month?

[] 1000 – 3000

[] 3001- 5000

[] 5001 – 8000

[] 8001 and above

(c) How do you rate the salary you receive?

[] Very satisfactory

[] Satisfactory [] No opinion

[] Unsatisfactory

[] very unsatisfactory

13. (a) What challenges do you face in the education of the children in the prison?

(b) How do you rate facilities in terms of adequacy?

- Very adequate Adequate Undecided
 In adequate Very inadequate

14. (a) Do you have enough teachers in your prison to handle all the children ?

- Yes No

(b) If yes to the above, how do you rate them in terms of qualification?

- Very qualified Qualified No opinion
 Unqualified very unqualified

15. (a) Do you experience teachers turn over in the prison?

- Yes No

(b) If yes to the above, what could be the reason for the teacher turn over?

16. How often do the government officers visit your centre for supervision?

- Very often Often No opinion
 Rarely Not at all

(b) Give comment on the government officers' supervision in your centre?

- very thorough Thorough No opinion
 Not very thorough Not thorough

(c) Please explain your answers in (b) above

(d) Do the supervisors always give the supervision report?

- Yes Not always No opinion
 Not at all Not sure

(e) What areas do the inspectors inspect when they visit the your centre?

- Classrooms Pupils' work Teachers' work
 Feeding program None of the above

17.(a) How do you rate government involvement in the provision of ECDE? In the prison?

Very Adequate Adequate No opinion

Inadequate Very Inadequate

(b) Please give reasons to your answer above.

18. What challenges affect the provision of education to children at the prison?

SECTION 4: Strategies to enhance ECDE

19. What strategies have been put in place to ensure that proper education is provided to the children at the prison

20. What challenges do you face in provision of ECDE program in your prison?

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APPENDIX B
OBSERVATION SCHEDULE

Facilities	Comment
Classrooms	
Learning materials	
Teacher pupil ratio	
Playing ground	
Kitchen and kitchen ware	
Office	
Chairs / desks	
Toilets	
General learning atmosphere	