FACTORS INFLUENCING COMPLETION RATE OF EARLY CHILDHOOD DEVELOPMENT AND EDUCATION CERTIFICATE PROGRAM IN KENYA: A CASE OF IN-SERVICE TEACHER TRAINING IN KIKUYU DISTRICT, KENYA.

By

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF DISTANCE EDUCATION OF THE UNIVERSITY OF NAIROBI

2014

DECLARATION

This Research Project Report is my original work and has not been presented for a degree in any other university.

Signature _____Date_____

AGNES WACEKE NDUNGU

L45/76448/2012

This Research Project Report has been submitted for examination with my approval as University Supervisor.

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DEDICATION

This Research Project Report is dedicated to my dear husband, Patrick and our lovely daughters, Samara and Joaquine.

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LIST OF ABBREVIATIONS AND ACRONYMS

CHE – Commission for Higher Education

CCU – Correspondence Course Unit

DLHE – Destination of Leavers of Higher Education

ECDE – Early Childhood Development and Education

ECD – Early Childhood Development

EFA – Education for All

FPE – Free Primary Education

HEIs – Higher Education Institutions

ITT – Initial Teacher Training

MOE – Ministry of Education

PTE – Primary Teacher Education

PGCE – Postgraduate Certificate in Education (PGCE)

QTS – Qualified Teacher Status

ABSTRACT

This research was conducted to assess the factors influencing completion rate of Early Childhood Development and Education certificate program in Kenya: a case of in-service teacher training in Kikuyu District. These factors are: expected returns, cost of the program and availability of learner support services. The research was guided by the following objectives: to assess the extent to which the expected returns, cost of the program, and availability of learner support services influence completion rate of early childhood development and education certificate program in Kenya: a case of in-service teacher training in Kikuyu District. It looked at the completion rate and issues related to early childhood Development and education from global, Africa and local perspectives. It also has theoretical and conceptual frameworks on which the study is based on. This research concentrated on a population of 75 teacher trainees in Kikuyu District in the institutions where the teachers are based. This population of teachers are those who have completed certificate course in early Childhood Development and Education course as an in-service teacher training program. The data was collected by use of questionnaires which were distributed to various colleges. The questionnaires' reliability and validity were tested before the data was collected. The data was analysed and presented using tables. The major finding of this research is that Early Childhood Development and Education certificate course in teaching has been packaged to enable teacher trainees to complete the course once they enrol. The findings of this study are expected to benefit educationists and policy makers in making decisions concerning the future of Early Childhood Development and Education. The findings would also be valuable to teachers as well as future researchers who my use them as a point of reference. A major recommendation is to have the government implement the employment structure for teachers who have completed their certificate course.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Early childhood development and education (ECDE) involves the growth of children and the support offered by parents and professional teachers. These professionals are important in the growth and development of children in every community. This time of growing is crucial because it is when children are moulded in every aspect of their lives. ECDE teachers have many roles in the development of children. They play an important role in fostering the intellectual and social development of children during their formative years. The education that teachers impart plays a key role in determining the future prospects of their students. Early Childhood Development & Education (ECDE) course is meant to create teachers specialized in training children. The course graduands are best suit to teach kindergarten and nursery schools .The curriculum includes comprehensive training in languages, basic mathematics, children development, Human and child rights, psychology and administration. (Othaya Teachers' College 2014). Early childhood teachers support learning by providing activities and materials that children find engaging. By facilitating learning, supplying a developmentally appropriate environment, interesting materials, and adequate time to explore, play, and interact, children find learning easy and fun. They also nurture which means to nourish. Nurturing a child encompasses all aspects of development: social, emotional, cognitive, and physical. In every interaction, a teacher should nurture appropriate growth and development. (Childcare Education Institute 2008)

Kenyan government has observed that significant investment in ECDE results into greater social cohesion, better academic performance of students, increased capacity of children to adopt new technologies, and active participation by citizens in democratic processes. These benefits calls for priority for investment in ECDE now to reduce later expenditures that will be needed to compensate for earlier disadvantages in several sectors. Failure to invest in ECDE in the education sector may lead to continued human wastage in the form of under development, grade repetition and stunted growth of children. Investment in early childhood includes development of university programmes of high quality in order to adequately prepare the professionals who will be teachers, trainers, and non-education professionals who work with young children. Minimum standards and interface between universities and other training colleges need to be established to ensure quality programmes and a properly trained cadre of early childhood professionals. (Commission for Higher Education 2012).Teacher training program is normally a two year program for certificate and diploma holders. For teachers who are already in the job, there are opportunities for capacity building which enable them to improve their teaching skills. In - service teacher training program is defined as the provision of organized programs for practicing teachers. (Bahumira 2004).According to the free dictionary, in-service teacher training is the training taking place when a person is employed. According to Penny Johns (director of studies Montessori centre International 2014) several candidates study as part time and full time students. (Johns 2014). According to Okengo, Kenya has markedly expanded services for young children. It is now recognized as a leader in ECDE in sub-Saharan Africa. Factors that have catalysed the scaling up of ECDE in Kenya are: community participation, government involvement, existence of a national decentralized training system, and strategic support by various development partners. (Okenga 2013). According to a report by Maklad in-service

teacher training in Japan can be divided into three types based on its relation with teachers: training conducted by the government, training conducted independently outside school during working time and Voluntary training held outside working hours in form of research. He reports that in Egypt in-service teachers learn through doing experiments, workshops, brainstorming and everything is practically. (Maklad 2008). In Europe, Bucharest observes that blended learning offers opportunities for both in-service teacher trainers, in-service teachers and their learners. The benefits of using blended learning, such as increased learner satisfaction and understanding of materials, along with improved course quality and completion rates, are reasons for using blended learning. (Bucharest, 2007)

1.2 Statement of the Problem

This study seeks to assess the factors influencing completion rate of early childhood development and education (ECDE) certificate program in Kenya: a case of in-service teacher training in Kikuyu District. Certificate ECDE teachers doing in-service course are adult learners who attend class during school holidays, hence this course is a holiday programm. This is called school based program that take six semesters. (Othaya Teachers' College 2014). This group of teachers are in the category of distance learning program. There are other programs that are in the category of distance learning such as Masters in Distance learning. One of the challenges facing distance learning programs is high rate of drop outs. Some of the distance learning mode programs record low completion rate indicated by the number of graduands. According to Gakuo (2007), so many problems such as family pressure, financial challenges, lack of learning materials, distance from colleagues among others make dropout rates to increase. He points that counselling services are meant to reduce dropout rates in distance learning. Nash points that as

colleges offer more distance education courses and student enrolment in these courses continues to rise educators continue to report course drop out and failure rates among distance learners that are significantly higher than those for traditional students. (Nash 2007). For example a report from the department of Masters in Distance Education in the University of Nairobi Kikuyu campus shows that there is low completion rate. It is reported that between year 2008 and 2010, 66 students enrolled and only 41 have graduated. This is a 66% completion rate within a period of 5 academic years.

In the contrary, a large number of teachers are enrolling and completing in both public and private institutions for a certificate in in-service program in Kenya. Graduation ceremonies have been conducted in these institutions and the community is receiving back teachers who have acquired a certificate in teacher education through in-service teacher training program. According to a report by Net Industries, the Kenya government came up with a policy to provide in-service training for unqualified primary school teachers. The Ministry of Education collaborated with the College of Education and External Studies to create a distance learning program so teachers could continue to teach while taking classes. In this venture, the materials were developed and tested before being adopted by the program. Since the early 1980s, the in-service training of primary school teachers through distance learning has become a permanent and parallel feature of teacher training in Kenya. Because of the increased demand for teachers, there are some unqualified teachers who are employed without certification and pursue certification as they teach. The unqualified teacher program started in 1964 as a correspondence tutorial course offered through radio at the recommendation of the then Kenya Education Commission. The Kenya government sought technical assistance to establish the

Correspondence Course Unit (CCU) through the Institute of Adult Studies of Nairobi University. (Net Industries 2014)

Since then, a large number of teachers have enrolled and graduated from in-service training program. According to Githinji and Kanga (2010) there are seventy eight thousand, two hundred and thirty (78,230) trained teachers, 70% of which are ECDE teachers. This means that out of 78230 trained teachers 61019 are ECDE teachers. According to Mbunyi, there is a growing interest in further education which has seen many primary school teachers enrol for degree programmes in part time public and private universities thus providing an impetus for discussions on the upgrading of the Primary Teacher Education (PTE) certificate programme to diploma level (Mbunyi 2014). According to Kenyaplex (2014) there are several colleges and universities in Kenya offering certificate course in ECDE such as St. Ann's ECD Teachers College, Kisii. In Kikuyu District, there are seven institutions registered with the Ministry of Education. They include Thogoto Teachers College, Shalom ECDE Training College among others. In 2013 alone, these seven colleges saw 82 certificate teachers graduate from their in-service teacher training programmes (Ndungu 2013)

Table 1.1: Performance in Teacher Education Colleges, Kikuyu District in 2013

School Number	College	Number of grandaunts
1	Mwana Mwende	17
2	PCEA Shalom	12
3	Star of Hope	5
4	Gelude	10
5	Garrison Victors	15
6	Zandwa	14
7	Thogoto TTC	9

(Ndungu 2013)

It is against this fact that this study is done to assess the factors influencing the completion rate of ECDE certificate teachers from in-service teacher training program.

1.3 Purpose of the Study

The purpose of this study was to assess the factors influencing completion rate of Early Childhood Development and Education (ECDE) certificate program in Kenya: a case of in-service teacher training in Kikuyu District.

1.4 Objectives of the Study

This study will be guided by the following objectives:

1. To assess the extent to which the expected returns influence completion rate of Early Childhood Development and Education (ECDE) certificate program in Kenya
2. To investigate how the cost of the program influences completion rate of early childhood development and education (ECDE) certificate program in Kenya
3. To establish how availability of learner support services influences completion rate of early childhood development and education (ECDE) certificate program in Kenya

1.5 Research Questions

This research sought to answer the following questions:

1. To what extent do the expected returns influences completion rate of Early Childhood Development and Education (ECDE) certificate program in Kenya?
2. How does the cost of the program influences completion rate of early childhood development and education (ECDE) certificate program in Kenya?

3. How does the availability of learner support services influence completion rate of early childhood development and education (ECDE) certificate program in Kenya?

1.6 Significance of the Study

This study will be useful to educationists and policymakers in making decisions regarding the improvement and the future of ECDE teachers'. The study will also be useful to researchers the area of Early Childhood Development and Education.

1.7 Delimitations of the Study

This study concentrated on the seven (7) diploma colleges in Kikuyu District, Kenya. The study population were the ECDE teachers who had completed their certificate training program.

1.8 Limitations of the Study

The researcher faced challenges such as time and financial resources to do the entire study. To counteract these challenges the researcher made a budget that would guide in raising expected finances and to spend it in the best way possible. As far as time limitation is concerned, the researcher made use of the holiday when the teacher trainees are in for further studies.

This facilitated meeting many of them at the same time hence doing a lot of work within a short time.

1.9 Assumption of the Study

The study assumed that the teachers in the study would be willing to participate and be truthful in their statements. As can be seen from Table 4.1, a commendable return rate of 77% was realised showing a high level of cooperation.

1.10 Definition of Significant Terms

Availability of learner support services: this refers to the available resources set up to enable learners to learn smoothly and include family support, tutors' commitment and learning materials

Completion rate: this is a measurement for the number of ECDE teachers who completed the certificate course in relation to the number enrolled.

Cost of the program: this refers to finances that the teacher and his or her family will part with in order to go through the program. It includes cost of materials, fees charged, travel and accommodation cost.

Expected returns: These are the benefits a trained teacher is entitled to after graduation that include promotion, salary increment and self-fulfilment

1.11 Organization of the Study

This research project report has five chapters. Chapter One contains the background of the study, problem statement, purpose of the study, objectives of the study , research questions, significance of the study, limitations of the study, delimitations of the study, assumption of the study, and definition of significant terms. Chapter Two has the literature review. It looked at an overview of ECDE certificate in-service training program in the world, certificate ECDE in-service training program in Kikuyu District, influence of expected return, influence of the cost of program, and influence of the availability of learner support services on completion rate of

certificate ECDE in-service training program in Kikuyu District, theoretical and conceptual frameworks, and summary and research gaps. Chapter Three is the research methodology. It focuses on the research design, target population, sample size and sampling procedure, research instruments, validity of the instruments, reliability of the research instruments, data collection procedure, data analysis methods, ethical considerations, operational definition of variables and the summary. Chapter Four presented data analysis, presentation and interpretation. Finally, Chapter Five provided the summary of the study, discussion on findings, conclusions, recommendation and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews available literature on completion rate by ECDE teachers from global, African, Kenyan and also local perspectives. The chapter also presents both theoretical and conceptual frameworks on which the study is based. Finally, the chapter offers a research gap that the study will fill.

2.2 Completion Rate Of In-Service Certificate ECDE Teacher Training Program In The World

A report by World Bank states that children from birth to age 6 or 7 can receive Early Childhood Development (ECD) services in formal and non-formal centres, at home, in the community and in schools. In rare cases, early learning can also be enhanced through the media. ECD teachers can therefore be the child's mother, a professional caregiver, or a designated ECD trainer. The purpose of an ECD program can be to deliver services to young children themselves or to train mothers or community educators in ECD techniques. These approaches are complementary, and all are designed to improve the development of the young child. (World Bank 2011)

In Europe, the possibility of blended learning has been explored. Bucharest, 2007 suggests the usage of Managed Learning Environment which helps to track the learners' progress. It is normally a computerized system that is mediated by computer to enhance communication. Educators using the blended learning approach often aim for better thinking skills, problem solving abilities, and collaborative development of knowledge within a field of practice. This

includes both emphases on individual and collaborative aspects of learning. Identification of social interactions becomes an important element of knowledge construction, a focus on the learner(s) and their activities. Blended learning gives opportunities for collaborative learning that by using MLE (managed Learning Environment) can also be considered as tools to support in-service teacher education. When such tools are used in social settings for important learning processes, providing objects for shared attention and activity, we could consider them as socio-mental tools. The benefits of blended learning, such as increased learner satisfaction and understanding of materials, along with improved course quality and completion rates, are reasons for using blended learning. The increased cost, reduced training time, and the ability to easily update training materials offer additional compelling reasons for educators to embrace blended learning. (Bucharest, 2007)

In-service teacher training in Egypt is divided into two; First: teacher missions overseas :(To prepare teacher for leadership).The trainees are chosen through a series of interviews and tests. The chosen teachers are sent to one of developed countries like U.S.A, Japan, U.K, France, Canada and Germany. Duration of that short term overseas training is usually between 80~120 days, or 18 months in case of Japan by cooperation with the Japanese government. That training is aimed at keeping in touch with the newest trends at teaching techniques and teaching materials. This tells us that the Egyptian teachers are up to date with the current issues in education and especially the child development. Second: teacher home training. In this type of training, teachers gather in an institution containing training halls and labs for each subject, 3D Science museum curriculum multimedia making labs, theatre, and hotel that can serve up to 2000 trainees. Teachers from all over Egypt gather and stay there for training according to the introduced subject. The Egyptian teachers are taught on using technology in education as well as

developing curriculum. In-service teacher training in Japan shows that training can be divided into three types based on its relation with teachers: First is training conducted by the government; The Japanese government provides financial support for training each prefecture. Subject of that training is; teacher leaders address pressing issues about school education, new contents of a subject when education reforms are implemented and training for the first and the tenth year of hire. Second is training conducted independently outside school during working time? It is divided into three stages of work: preparation, actual class and review sessions. In preparation stage, teacher selects and collects all materials and information needed to his lesson. He reforms his class according to the needs of his lesson then he writes all of these into a lesson plan. He prepares all of these in cooperation with other teachers. The actual class is presented according to the obtained lesson plan. Many people attend that class such as other teachers of same school, experts or university professors, supervisors from the board of education and sometimes, teachers of other schools. Finally, a review session is held for all observers who attended that class to evaluate the whole class activities and put suggestions to develop it in the future. In such way, not only the teacher who did the class develops his teaching skills but all observers and teachers as well. Third is Voluntary training held outside working hours in research form. This kind of training doesn't receive any financial support. For example: Participating at a wide research meeting with other schools, Observing well-prepared classes at other schools, attending national conferences about education or sharing workshops at boards or universities of education.(Maklad.2008) Nash (2005) highlights that in India in-service training program is important for upgrading and refreshing the teacher's experience. The Indian government acknowledges that Teaching, being creative and individualistic, requires periodic rejuvenation of teachers' attributes and upgrading of their technical know-how. Even a school

teacher who has been 'an outstanding B.Ed. student', who begins his/her teaching career with great enthusiasm, equipped with an initial amount of technical know-how and the positive feedback received while 'under training', needs improvement. He furthers explains that there are other factors found to explain distance learning student attrition which include general college preparation, lack of guidance and information prior to enrollment, perceived lack of support from faculty, and difficulties in contacting them Nash continues to report that some educators report that students may take distance learning courses because they think these courses will be easier (Carnevale, 2000b). This expectation could explain the attrition of first-time distance learners when they realize these classes require the same amount of work demanded by traditional courses. Still, a common criticism of distance learning is the lack of personal contact and immediate instructor feedback that some students prefer. He observed that an option that could provide support is supplemental tutoring, which can include assistance with specific course assignments or more general training in prerequisite skills. In addition to supplemental tutoring, some educators have recommended pre-course orientations to help manage students' expectations and generally prepare them for distance learning. These orientations can describe the specific demands of a particular course. They can also provide instruction on general study approaches and the technical skills necessary for success. For instance, Dupin-Bryant (2004) and C hyung (2001) showed that computer training is positively related to retention. Research offers many interrelated factors that influence distance learner attrition and persistence. Most of these (such as illness, academic background, and job demands) are out of the institution's control. However this study investigates the factors that contribute to the teacher trainees' ability to complete their certificate course once they enroll in in-service training course. (Nash, 2005).

Some governments of the world follow up on the number of teacher trainees enrollment and completion rate and also their engagements there after. For example, Welch Government review of the Destination of Leavers of Higher Education (DLHE) survey and consultation with government departments shows that for students completing initial teacher training (ITT) courses at Welsh Higher Education Institutions (HEIs) who were awarded qualified teacher status (QTS) and for whom their destination was known 6 months after graduation. The survey showed that 92 per cent of postgraduate certificate in education (PGCE) qualifiers were primarily in employment, of which 65 per cent was full-time. 15 per cent were primarily in work and also studying. 93 per cent of first degree qualifiers were primarily in employment, of which 67 per cent was full-time. 17 per cent were in part time work.

For those ITT completers who were awarded QTS and whose teaching activity was known six months after graduation, 80 per cent of PGCE qualifiers were in a teaching post. 39 per cent of those not in a teaching post were seeking one, 72 per cent of first degree qualifiers were in a teaching post. 41 per cent of those not in a teaching post were seeking one, 72 per cent of PGCE qualifiers and 71 per cent of first degree qualifiers in teaching posts were employed in Wales, PGCE qualifiers were more likely to be employed in secondary schools, whilst First Degree qualifiers were more likely to be employed in primary schools, 83 per cent of all PGCE qualifiers in teaching and 81 per cent of all first degree qualifiers in a teaching post were employed at state-funded schools or colleges and of those ITT qualifiers employed in a teaching post in Wales 15 per cent of the PGCE qualifiers and seven percent of the first degree qualifiers obtained their qualification from a UK HEI outside Wales. (Higher Education Statistics Agency (HESA,2013)

Nyankanga .et. al (2013) gives an overview of the education in Kenya. The survey shows that Kenya just like other countries of the world needs to transmit their cultures from one generation to the next. Formal schooling was introduced in Kenya in the second half of nineteen century by Christian missionaries. They established schools in which they were 'teachers'. The 'mission' and 'bush' schools expanded rapidly and this led to the establishment of teacher education. This report shows that during the entire colonial period, the missionaries and the colonial government employed primary school teachers. The African teacher service and the government employed European secondary school teachers. In 1957, the Kenya National Union of Teachers (KNUT) was established. The KNUT came up with decentralized system of handling teachers' affairs. They pushed for the employment of teachers by a central body; this led to the establishment of the Teachers' Service Commission (TSC) under an act of parliament (CAP 212) of the laws of Kenya in 1967. Otunga.et.al (2011) identifies four levels of teacher education in Kenya. They are: Early childhood development education (ECDE), primary teacher education, diploma and graduate teacher education. For a long period of time, training of early childhood development teachers has not been taken seriously. Different agencies train the ECDE teachers in different ways. Training is usually offered by the district centers for early childhood (DICECE) and Montessori. Entry qualifications for training are usually low. KCPE holders can be admitted to the proficiency course offered by the Kenya national examination council (KNEC). Upon completion of the proficiency course they can be admitted for a certificate course. Equally, KCSE D+ holders can be admitted directly to the certificate programme. The ECDE diploma program requires one to have a C (plain) at KCSE or its equivalent, a certificate course in ECDE or P1. ECDE centers are run by communities, parents and churches. Most of the certificate holders teach at these centers. The diploma in

ECDE attracts the P1 teachers because it costs less in ECDE training centers. The central government through the Teachers' Service Commission does not employ ECDE teachers but they promote the P1 teachers who acquire ECDE diploma qualifications. (Nyankanga et.al. 2013)

2.3 In-Service ECDE Certificate Teacher Training Program in Kikuyu District Kenya

In Kenya, teacher education is crucial since it is in these programs that ECDE teachers are trained. Mbunyi says that there are five teacher education programmes in Kenya. These include the Early Childhood Development and Education (ECDE) teacher education programme in which teachers are trained through in-service courses in District Centres for Early Childhood Education (DICECEs). The National Centre for Early Childhood Education (NACECE) develops the curriculum, trains trainers and supervisors, and conducts monitoring and evaluation. Secondly there is Secondary teacher education which is provided at the diploma and degree levels in diploma teacher training colleges and universities respectively. Thirdly is technical teacher education which is offered at the Kenya Technical Teachers College in Nairobi which trains diploma level teachers for secondary schools, technical training institutes, primary teachers' colleges, institutes of technology and vocational polytechnics. Fourthly there is special needs education teacher education provided to professionally qualified practising teachers through a two-year diploma programme at the Kenya Institute of Special Education (KISE). Lastly there is primary teacher education (PTE) which is provided in 18 certificate level colleges through a two-year, residential programme. (Grace Mbunyi 2014)

Nick and Ruth say that the training of teachers for ECDE is done in different ways and by different agencies. There are national and District systems of training and development. The most common training is done at two levels: Certificate and Diploma. All are offered by District centres for early childhood education (DICECE), the kindergarten headmistress association (KHA) and the Montessori. They point that the certificate in ECDE is offered through pre-service and in-service programs each having 810 contact hours. Pre-service programme is covered in one year and in three residential school terms and with one term (or 300 hours) of teaching practice in ECDE institutions. The in-service programme takes two years in residential sessions during school holidays (Otunga et al, 2011).

To be admitted in this programme, one needs a D+(Plus) in KCSE or a pass in KCPE and must have taught in ECDE for a minimum of three years and passed a proficiency test offered by Kenya National Examination Council (K.N.E.C., 2007) . The curriculum at this level covers institutional methods of assessing, types of assessment at the early childhood level and institutional materials for teaching at this level. The teacher trainee should be able to analyse measurement and geographical concepts, apply practical instructional methods in teaching, develop instructional materials, and design assessment tools to evaluate children's progress in learning. They observe that Diploma in ECDE is a two-year programme through pre-service and in-service of 780 contact hours. Pre-service is a three residential academic school terms, with one term (or 300hrs) for teaching practice in an ECDE institution. In-service alternative involves six residential sessions during school vacation. Admission in this programme according to Otunga et al (2012) requires DICECE, Kindergarten headmistress association or Montessori certificate, PI certificate, C (Plain) in KCSE or its equivalent. Teaching practice is mandatory and must be passed before qualifying for award of a certificate. A trainee is then attached to an ECDE centre

for at least three months to interact with children, teachers, parents and community. The student teacher is assessed on the preparation of schemes of work, classroom management and control and record keeping. Trainees also undertake a course in research, monitoring and evaluation. They are to design and research on a relevant topic. It is worth noting that from 1990s, universities embarked on the programme of training teachers for this level of education. This programme is offered at Kenyatta University, Moi University and University of Eastern Africa, Baraton. (Otunga et al 2012). Since then other universities including the University of Nairobi are offering ECDE teacher training program

A report by Otunga et al, In-service education is necessary and appropriate when people need special training to correct deficits in their skills. It takes place anytime either as full time or part time during the potentially continuously professional life of a teacher. (Otunga et al 2012).

According to Okenga 2013, Kenya has markedly expanded services for young children since independence in 1963.It is now recognised as a leader in ECD in sub-Saharan Africa, known for its large-scale national ECD programme that caters for a wide cross-section of children from different socio-economic, cultural and religious backgrounds. She noted that Formal ECD programmes were first established in Kenya during the colonial era, in the 1940s. Initially, access to services was limited to more affluent urban residents or those living on tea, coffee and sugar plantations. Even with the establishment of preschools in rural areas between 1952 and 1957, to cater for children whose parents were engaged in forced labour away from home (Ministry of Education, Science and Technology (MOEST), 2005), access to services was still very limited. She also considered four factors that had contributed to the growth of ECDE. She said that four factors stand out as the key catalysts in scaling-up ECD in Kenya since

independence: community involvement and ownership; government involvement and support; the existence of a national decentralised training system; and strategic support by various development partners. (Okenga 2013)

Training of teachers has played a great role in providing professional services to children. She observed that NACECE trainers conduct training for DICECE trainers, who are trained primary school teachers with 5 years' teaching experience. This consists of a 9-month induction course that focuses on strengthening their knowledge and skills in ECD and includes three one-month residential sessions. DICECE trainers in turn train preschool teachers in their districts through a 2-year, in-service course in DICECE training centres, involving eight hundred and ten (810) contact hours, with teaching practice of three hundred (300) hours. It is estimated to take four (4) school terms or six (6) school holiday sessions (KIE, 2006). Expansion of this training programme has led to a rapid increase in the proportion of trained teachers, which can also be attributed to training programmes offered by private institutions as well as training by institutions of higher learning. Currently, 78,230 teachers are trained, comprising 70% of the total number of ECD teachers. In an effort to raise motivation and improve retention, the government plans to employ a large number of the teachers as from 2012.

In Kenya, the department of early childhood is recognised as crucial because of the role it plays in the development of children in relation to their future. Early Childhood Development Education (ECDE) globally and Kenya in particular has been recognized as a crucial programme that lays a foundation for a child's holistic and integrated education that meets the cognitive, social, moral, spiritual, emotional, physical and developmental needs. (Githinji and Kanga 2010) Early childhood development education in Kenya: A literature review on current issues)

2.4 Expected Returns

Once the teacher trainees enrol in the in-service teacher training program, they have some motivators in terms of goals to achieve after completion of their training program. The teachers go for in-service teacher training with an expectation of earning some benefits. According to Further Education College (2015), teachers choose to go for further training in teaching in order to add value in the lives of other people. In Further Education, teachers train in order to help people improve their qualifications, future job prospects, or simply satisfy their desire to learn something new. The array of possibilities includes: teaching languages, or English as a second language, basic skills training, and teaching on vocational courses such as apprenticeships. These are areas in which people continue to need quality teaching throughout their lives. Pacific Oaks College (2015) reports that today, teacher education programs offer teachers ways to keep their classrooms and curriculum fresh, exciting, and highly educational. They also teach new teaching styles, and offer further teacher education certification.More and more states are now mandating teacher education programs, and teacher unions are now on board with these educational tools as well. These new programs have shown a great deal of benefit, such as the ability to earn teacher education certification, improve their general skills, improve overall organization, improve time management, improve educational technology knowledge, and learn ways to better motivate students. All of these aspects have been shown to result in better student grades, and a higher level of classroom interest. It should come as no surprise that if a student better understands the subject material, and is taught in a more efficient way, they will flourish both in and out of the classroom, and even help to achieve better rankings for their school. Creating a setting that interests students, makes them feel comfortable, and encourages them to participate in classroom activities and ask questions, leads to a more effective lesson, and greater overall learning.

(Pacific Oaks College, 2015). Trainee teachers' expectations include promotion which comes with an extra pay, employment, higher social status in the society which comes with responsibility. It is obvious that completions of trainees also help them obtain recognisable and transferable skills that lead to better economic and social status. For example, Leadership Development Program offers opportunity for teachers to teach in challenging circumstances. Some of the benefits they are entitled to with the exception of a salary include Opportunity to be part of a movement that is changing lives and that will change society, Intensive teacher training leading to a Post Graduate Certificate in Education (PGCE), Real responsibility from day one, Opportunity to pursue a Masters qualification at reduced cost, Ongoing leadership development, coaching, business training and skills workshops, Access to professional development and network of supporters, Full-time paid position for minimum of two years and a 13 weeks holiday. (Charity, 2015). According to Wangila, the Kenya Institute of Education offers a Primary Teacher Certificate through the continuing education program. The certificate takes three years to complete. Under the Kenya government policy to provide in-service training for unqualified primary school teachers, the Ministry of Education collaborated with the College of Education and External Studies to create a distance learning program so teachers could continue to teach while taking classes. In this venture, the materials were developed and tested before being adopted by the program. Since the early 1980s, the in-service training of primary school teachers through distance learning has become a permanent and parallel feature of teacher training in Kenya. (Wangila 2014) According to Career Advisory service for Open University, one can pursue further learning to experience huge personal satisfaction, to develop skill further, to get employment in a better company that will pay better, for Why undertake further study. (Open University, 2014). Callistus reports that the civil servants go for further studies in

expectation to get promotion. He observed that those days, degrees are very common, drivers and messengers even have degrees and it is not possible to promote all of them. He said that those seeking promotions based on their further studies, must first of all get permission and approval before furthering their education otherwise they would complete their programmes and return without the requisite promotions. (Callitus, 2014). According to a report by the ministry of education, The Minister for Education, Mutula Kilonzo has expressed the need to transfer the provision of Early Childhood education (ECD) from the County Government, as provided for in the Constitution, to the National Government. He said this would enable the National Government to build capacity for ECD throughout the Country for ten years. He further said that although the Constitution had devolved the provision of ECD to Counties, they did not have the necessary experience to build on to train, recruit teachers and manage the provision of quality ECD education. He recommended that the National Government would build capacity for ECD education and have Teachers Service Commission recruit and pay ECD teachers, saying an amendment could be made to the Constitution to allow for this, or have the Counties or the Senate to facilitate the transfer of the function to National Government as provided for in the Constitution. (Ministry of Education, 2013)

2.5 Cost Of The In-Service Teacher Program

The cost of any training program is determined by various factors. (Hoffman, (2015) informs that some of the questions that must be answered to determine training costs include; facilities, facilitators, participants, format of material among others. On facilities, the question of where the training will be conducted is answered. These are halls and meeting space, whether training is Web or computer based, are specific resources dedicated to the equipment, utilities, software and

hardware maintenance, whether participants are reimbursed for lodging when they attend overnight training or not. Another question is on instructors. This is about whether facilitators are paid a salary, per month or wages per day. Trainer expense is considered in this question. The question on whether the company has to pay to certify the instructors or pay any license fees to use the materials is answered in order to decide on the cost of a training program. The other issue to consider is on participants. This is about the combined salaries and benefits costs that will be dedicated to the time spent on training. The question on the price and benefit to the learners is addressed. For example, what is the price for the time spent out of the office, at seminars, traveling, or preparing for training while still at work? The training sponsor also considers the material format: What type of materials will be used? Is the media, books, tapes, CD-ROM, Web-based or video? How will the material be obtained? Any shipping, packaging, or transmission costs? If the material is developed in-house is the talent available or must the company recruit the technical expertise? Will the materials still be timely and technologically relevant when the training is actually delivered? If not, what are the redesign costs? The issue on communication and marketing is important as well. Will materials be produced to generate interest in the training? Brochures, pamphlets, direct mail, postage, and Web sites all have development costs in addition to material cost. Will time be spent by senior managers selling the training internally? Will employees be actively solicited through kick-off and information meetings? How much time will be spent learning about the training? Tuition reimbursement is another consideration. The cost of the actual benefit as described in the company policy is addressed to see if it affects the cost of the program. The cost of communication in the program is also put into consideration. Does the company policy exclude reimbursement for unsuccessful completion of course requirements? In a general view, training costs include course fees, books,

equipment and materials, and personal costs such as transport. Course fees are the amount that covers charges to the student for the delivery of all essential components of the Course, including items that are consumed as part of the teaching and assessment. This includes Student Course Fees for each Course and all optional, additional and incidental expenses. Additional costs include incidental charges for optional items like textbooks and uniforms and anything which becomes the property of the student. The student generally pays for these things. (Hoffman,2015).

A case situation in Kenya considers all the factors already discussed and develops a cost of training program. In this study where Early Childhood Teacher Trainees are involved, issues such as school fees, accommodation, exam fees, other charges and also transport are considered. According to Othaya Teachers college, this is the breakdown of cost of the program per semester; Tuition-Kshs. 12,500, accommodation-Kshs. 1,500, internal Exam – Kshs. 500. Total is Kshs. 14,500 per Semester. Other Costs: Admission fee 1000/-, Student ID 200/-, Accident Cover 300/-, Activity Fee 1500/-, Teaching Practice 1000), the student will then add other expenses to the already set charges by the institution. In approximation, the total cost of the program taking six (6) semesters is Ksh. 111,000. (Othaya Teachers' College, 2014)

A report from Kabete Technical Training Institute shows that there are various certificate courses that are offered. Such courses include certificate in business Management, Sales and Marketing, Human Resource Management, and Supplies Chain Management. All these certificate courses are charged Ksh. 25 350 per session and additional fee of Ksh. 13 650 for new students (Kabete Training Institute 2014). This comparison shows that a certificate course in teaching in Early Childhood Development and Education in Kenya is less costly than a certificate course in

Human Resource Management, Business Management and some other certificate courses in Kenya. In conclusion, since the cost of training programs is standards, this study shows that training certificate course in teacher training program is more affordable that other courses done in the same level.

2.6 Availability Of Learner Support Services

Learner support services include the support given to learners to make their learning smooth. Some of the services include guidance on how to study, provision of information on various aspects of the institution and a help desk. A suitable environment will have an open communication channel where learners can get information all the time. It is also crucial to have learners communicate with their tutors as well as one another. It is noted that learner support services discourage dropout rates. Gakuo describes learner support services are those services designed to help the individual students learn from the teaching materials. The support services could be academic, administrative or personal. He points that learner support services can be administrative, counselling, tutorial and peer support. He says that learners need to know administrative issues such as the cost of the program, dates when a session starts and ends, the tutors and how to reach them, who to contact for different issues, issues to do with examinations and results. He says that counselling support much needed by learners include financial, technical support, how to study, time management and planning. Tutorial support includes communication with tutors on issues such as assignments and learning materials. Finally, he points that peer support is important since it helps learners to cope with loneliness. It involves discussions with other learners, or other sources apart from their tutors. (Gakuo 2007)

Learner support services include guidance, counselling, tutor support provision of sufficient administrative information. The learners find that their self-esteem and confidence on their performance is boosted through the support services. In learner support, learning should encourage the development of the whole person. All aspects of a person's life need to be catered for. In various units, the learners expect to become better in their places of work, social life and in their family. The primary functions of student support are proposed as being threefold. These are cognitive. This is supporting and developing learning through the mediation of the standard and uniform elements of course materials and learning resources for individual students. Second is affective which is providing an environment which supports students, creates commitment and enhances self-esteem and third is systemic which is establishing administrative processes and information management systems which are effective, transparent and overall student-friendly. (Tait 2011)

According to Tait, tutorial support is crucial. This is the element of a teaching and student support system that acts in support of the main course materials however delivered. Counselling students in different aspects of their lives is also important. Student counselling and related advisory and support functions can include: Course choice and programme planning, Study methods learning support (e.g. time management, writing skills, examination techniques), administrative problem solving concerning the student's relationship with the institution, financial advice in relation to course fees, personal support, study centre and assessment**.** Financial support is crucial as part of learner support services. In some countries, government has set aside financial structure to support learners by bursaries, grants and loans. Early Childhood Development and Education Teacher trainees are sponsored while others are given gifts by friends, parents or institutions. Loans are also a major source of income.

For example, according to a United Kingdom report on Education and Learning, teacher trainees are offered financial support that enables them to undertake their course smoothly.

2.7 Theoretical Framework

This research project was guided by Operant conditioned theory of learning by B.F Skinner. This theory shows how punishment and reward shape behavioural responses to some stimulus. In this research, there are expected returns in learning which act as rewards according to operant conditioned theory. These rewards are sources of encouragement for teacher trainees to complete their course. They are also reasons for them to enrol in the course even in the first place. Liro (2012) in quoting the work of Skinner shows how, by rewarding an attempt to move a lever, an animal learns that behaviour. In the same concept, when the reward is taken away, the animal forgets the learned behaviour. This research project looks at the motivation of teacher trainees to enrol and complete their course. Factors such as possible salary increment, promotion, self-satisfaction and fulfilment are some of the factors that encourage teacher trainees. Other motivators include accessibility of learning opportunities, affordable cost and availability of learner support services, According to operant conditioned theory, once the learning is not rewarded, there is a possibility of a decrease in completion rate.

2.8 Conceptual Framework

Fig.1 presents the conceptual framework on which this study is based. It shows how the independent variables (expected returns, cost of the program and availability of learners support services) influence the dependent variable (Completion rate of certificate ECDE teachers from in-service teacher training program)

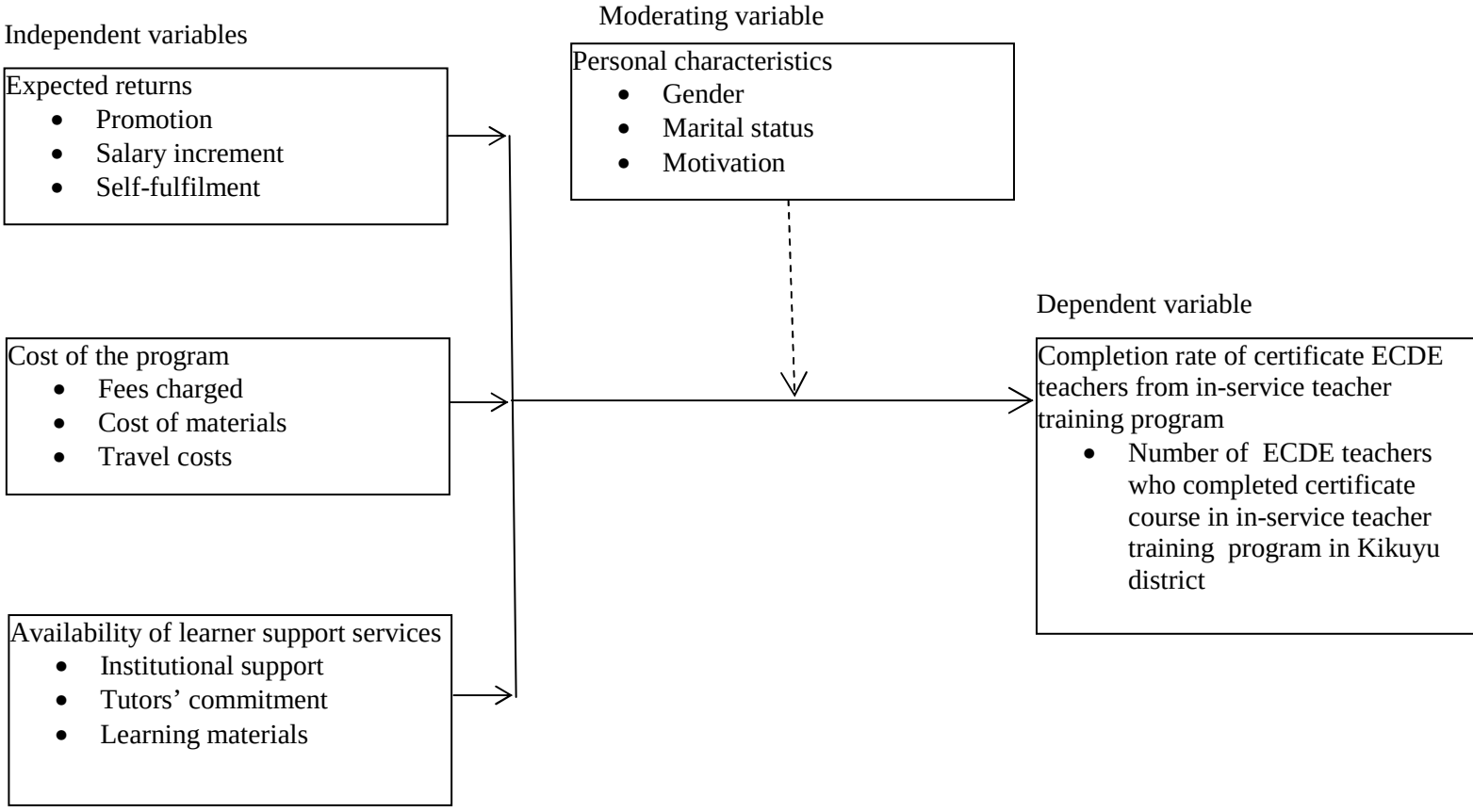

Figure 1: Conceptual Framework

2.9 Summary and Research Gap

From the researchers and authors who have written on ECDE and in-service teacher training program, we observe that Early Childhood Development and Education is a crucial aspect in the world. We see that the societies require professionals to deal with their children in order to foster

required standards in children. We observe that the teachers attend certificate in-service teacher training programs with expectation to gain more skills in teaching that will raise their economic and social status. This includes promotion at their place of work, salary increase and self-fulfilment. We also observe that certificate teachers are adult learners who require institutional support such as available learning materials, guidance and counselling, and communication services in order to complete their course successfully.. The cost of the program also affects the completion rate of learners. ECDE teachers are important in every society and their training gives assurance to the community that their future is in good hands.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology which will be used to carry out the study. It further describes the type and source of data, the target population and sampling methods and the techniques that will be used to select the sample size. It also describes how data will be collected and analysed.it presents ethical considerations and the operationalization of variables table and a summary.

3.2 Research Design

Research design is the outline, plan or scheme that is used to generate answers to the research problem and encompasses the methodology and procedure employed to conduct the research. Descriptive research, which will be used, seeks to establish factors associated with certain occurrences, outcomes, conditions or types of behaviour. Descriptive research is a scientific method of investigation in which data is collected and analysed in order to describe the current conditions, terms or relationships concerning a problem. Descriptive research design was considered because it allows observation without affecting normal behaviour of the subject of study (Mugenda and Mugenda, 1999)

3.3 Target Population

According to Shukla (2010), a target population consists of the complete group of elements that are specifically identified for investigation according to the objectives of the research project.

The population of this study was all the 82 trained certificate ECDE teachers who graduated in 2013 from the seven (7) colleges in Kikuyu District.

3.4 Sample Size and Sampling Procedure

Sampling involves selecting a relatively small number of elements (characteristics) from a larger defined group of elements and expecting that the information gathered from the small group of elements will provide accurate judgement of the larger group (Shukla, 2010). A sample is a small proportion of targeted population selected using some systematic form. The researcher used the entire group because the population is small 82 teacher trainees. (Krejche, R. and Morgan, D. (1970).

3.5 Research Instruments

Questionnaires were used to collect data in the study. The type of questions was both open and closed ended questions. Closed ended questions were used to ensure that the answers were relevant. The researcher phrased the questions clearly in order to make clear dimensions along which respondents' information would be analysed. For the open ended questions, space was provided for relevant explanation by the respondents, thus giving them freedom to express their feelings. This method was chosen as effective to the study because it would create confidentiality on the part of the respondents. Questionnaires are also easy to design and administer.

3.6 Validity of Research Instruments

Validity is a judgment regarding the degree to which the components of the research reflect the theory, concept, or variable under study. Data validity refers to the degree to which results obtained from analysis of data actually represents phenomenon under study, according to

Mugenda and Mugenda (2008). To achieve content and context validity the researcher sought guidance from the academic supervisors, on various sections in the questionnaire which formed the primary instruments for data collection. Adjustments were made accordingly to accommodate the recommendations.

3.7 Reliability of Research Instruments

Reliability is the consistency of measurement over time (Shukla, 2010). Phelan et al (2005) says that reliability is the degree to which an assessment tool produces stable and consistent results. To ensure reliability, the researcher used Test-Retest method to test reliability. To determine the coefficient for this type of reliability, the same test is given to a group of subjects on at least two separate occasions. If the test is reliable, the scores that each student receives on the first administration should be similar to the scores on the second. We would expect the relationship between the first and second administration to be a high positive correlation. The researcher had one teacher trainee from each college answer the questions in the questionnaire before others. The tested questionnaire was not included in the actual study.(Krejche, R. and Morgan, D., 1970).

3.8 Data Collection Procedure

The researcher sought approval from the University of Nairobi. She sought permission from Kiambu county Education office. She further sought permission from schools where the data was collected. The researcher also sought consent from the selected subjects before administering the questionnaires. The respondents were given oral instructions before the questionnaires were administered. This would assure confidentiality. Questionnaires were delivered by hand and collected after a few days by the researcher.

3.9 Data Analysis Methods

Data analysis procedure includes the process of packaging the collected information putting in order and structuring its main components in a way that the findings can be easily and effectively communicated. After the fieldwork, before analysis, all questionnaires were checked for reliability and verification. Editing, coding and tabulation then carried out. The data was analysed using both qualitative and quantitative techniques. Qualitative methods involved content analysis and evaluation of text material. Data was presented in frequencies and percentages as well as tables.

3.10 Ethical Considerations

The researcher employed anonymity by providing respondents with a questionnaire that did not require them to include their names or any other means of identification. This would help to secure the privacy of respondents. The researcher did not assign numbers to the questionnaires which will help the respondents to trust her. The researcher obtained consent of the respondents before administering questionnaires. She will also give the respondents freedom to choose to participate so that it would be a voluntary exercise**.**

3.11 Operationalization of Variables

This Table 3.1 represents operationalization of variables of this study

Table 3.1: Operationalization of Variables

Objective	Variables	Indicator	Measurement	Scale	Data collection tools	Approaches of data analysis	Tools of data analysis
1. To assess the influence of expected returns on the completion rate of early childhood development and education (ECDE) certificate program in Kenya: a case of in-service training in kikuyu district.	Independent Expected returns	Promotion Salary increment Self-fulfilment	Movement from one grade to a higher one Extra pay after completion of course Recognition by others Use of new knowledge and skills for the personal and societal good	Ordinal	Questionnaire	Qualitative Quantitative	Tables Charts
2. To assess the influence of cost of the program on the completion rate of early childhood development and education (ECDE)	Independent Cost of the program	Fees charged Cost of materials	Amount of money for school fees Amount of money for learning materials	Ordinal	Questionnaire	Qualitative Quantitative	Tables Charts

certificate program in Kenya: a case of in-service training in kikuyu district.		Travel costs	Amount of money for travelling				
3. To find out the influence of availability of learner support services on the completion rate of early childhood development and education (ECDE) certificate program in Kenya: a case of in-service training in kikuyu district.	Independent Availability of learner support services	Family support Institutional support Tutors' commitment Learning materials	Assistance from home Guidance, counselling support given Mode of reaching out to learners in and out of class Availability, appropriateness and ease of use	Ordinal	Questionnaire	Qualitative Quantitative	Tables Charts
4. To establish the evidence of completion rate of early childhood development and education (ECDE) certificate program in Kenya: a case of in-service training in kikuyu district.	Dependent Completion rate of ECDE teachers from in-service teacher training program in Kikuyu District	Response of the target population	Number of ECDE teachers who have completed in-service teacher training program Tutors	Ordinal	Questionnaire	Qualitative Quantitative	Tables Charts

3.12 Summary

This chapter presented the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of research instruments. It also presents data collection procedures, data analysis methods, ethical consideration, operationalization of variables table and a summary.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis, presentation and interpretation of the data that was collected. This research project aimed at investigating factors influencing completion rate of early childhood development and education certificate program in Kenya: a case of in-service teacher training in Kikuyu District. This research yielded a number of findings whose data was compiled and presented in frequency and percent tables.

4.2 Questionnaire return rate

The study targeted 75 respondents in regard to the factors influencing completion rate of early childhood development and education certificate program in Kenya: a case of in-service teacher training in Kikuyu District. Table 4.1 gives a summary of the return rate of the questionnaires.

Table 4.1: Questionnaire Return Rate

Response	Frequency	Percentage
Returned Questionnaires	58	77.33%
Unreturned Questionnaires	17	22.67%
Total	75	100.00%

As shown on Table 4.1, there was a 77.33% questionnaire return rate. According to Fredrick (2011), this level of return rate amounts to a 95% +/-5% accuracy, and is adequate for this kind of study.

4.3 Demographic characteristics of the respondents

The study considered the gender and age of the respondents.

4.3.1 Gender of respondents

Table 4.2 gives a summary of gender distribution**.**

Table 4.2: Gender of Respondents

Gender	Respondents	Percentage
Male	9	15.52%
Female	49	84.48%
Total	58	100.00%

The information in Table 4.2 indicates that majority of Early Childhood Development and Education teachers (at almost 85%) are female.

4.3.2 Age distribution of the respondents

The study sought to establish the age range of the respondents as given in Table 4.3.

Table 4.3: Age distribution

Age Bracket	Respondents	Percentage
Below 25 years	22	37.93%
26-34 years	16	27.59%
35-44 years	20	34.48%
Above 45 years	0	0.00%
Total	58	100.00%

The research findings as shown in Table 4.3 reveal that the majority of the Early Childhood Development and Education teachers are youthful with almost 70% being under 35 years of age and none over 45 years. This age group contributes positively towards completion rate of the studies since they are young and have the required energy to learn and implement new knowledge and skills.

4.4: Expected Returns

This section analyses the results of the expectations of teacher trainees which act as a motivation for them to complete their course. This information is presented under measurements which included increase in salary, promotion, and purpose of knowledge.

Table 4.4 informs us on the increase in salary the respondents received after they completed their course.

Table 4.4: Salary increment after certificate level completion

% Increase	Respondents	Percentage
5%	30	51.72%
10%	21	36.21%
No increase	7	12.07%
Total	58	100.00%

According to Table 4.4. 87.93% of the respondents received an increment in their salary after completing their certificate course. This indicates that salary increment is a motivation for teacher trainees to complete their studies which they receive after they complete their course.

Table 4.5 indicates the number of teacher trainees who were promoted after completing the certificate course.

Table 4.5: Whether promoted

Promotion	Respondents	Percentage
Promoted	35	60.34%
Not Promoted	23	39.66%
Total	58	100.00%

The study findings in Table 4.5 show that 60% of teacher trainees were promoted to different levels after completing their course. This shows that promotion at their work place acts as a

motivation for them to complete since a majority of them were promoted which acted as an encouragement to them.

Table 4.6 gives a summary of how the teacher trainees intended to use the acquired knowledge after completing their course.

Table 4.6: Purpose of knowledge

Purpose	Respondents	Percentage
Start ECDE centre	45	77.59%
Write a book	0	0.00%
Other (Upgrade skills)	13	22.41%
Total	58	100.00%

According to Table 4.6, 77.59% of teacher trainees intended to start an ECDE centre. 22.41% of the respondents intended to upgrade their teaching skills. This tells us that teacher trainees enrol for a certificate course to gain skills required to handle children and manage a learning centre.

4.5: Cost of the program

This section gives information on the entire cost of the program. This includes the source of income, level of affordability of the program, amount of fees, cost of learning materials and travel cost.

Table 4.7 gives the results of the source of income.

Table 4.7: Source of income

Source	Respondents	Percentage
Salary	49	84.48%
Gifts	3	5.17%
Loan	2	3.45%
Others	4	6.90%
Total	58	100.00%

The results in Table 4.7 show that 84.48% uses their salaries to meet the program cost. Teacher trainees are capable of using their salaries even though it is not much. They are able to manage their small income to an extent of using it to pay for their programs during school holidays.

Table 4.8 gives a summary of the level of affordability of the program

Table 4.8: Level of affordability of the program

Affordability	Respondents	Percentage
Expensive	15	25.86%
Affordable	30	51.72%
Very affordable	13	22.41%
Total	58	100.00%

The results in Table 4.8 show that 77.58% of teacher trainees found the program cost to be affordable. These teacher trainees use their salary to pay for their study program. This indicates that using their small income, they can still meet the study cost on their own.

Table 4.9 is a summary of the amount of fees paid by the respondents per session.

Table 4.9: Amount of fees per session

Cost (KES)	Frequency	Percentage
<30,000	58	100.00%
30,000 - 50,000	0	0.00%
>50,000	0	0.00%
Total	58	100.00%

The findings in Table 4.9 show that all respondents pay less than Ksh. 30,000. This shows that the cost of the fees is manageable for teacher trainees to pay using their small income.

Table 4.10 gives the findings of the cost of learning materials.

Table 4.10: Cost of learning materials

Cost (KES)	Respondents	Percentage
<5,000	58	100.00%
5,000 - 6,000	0	0.00%
>6,000	0	0.00%
Total	58	100.00%

In Table 4.10, 100% of respondents indicated that they pay less than Ksh. 5000 for learning materials. This result indicates that the cost is manageable for them to meet using their earnings.

Table 4.11 is a summary of cost of travel to the institutions.

Table 4.11: Cost of Travel

Cost (KES)	Respondents	Percentage
<5,000	58	100.00%
5,000 - 6,000	0	0.00%
>6,000	0	0.00%
Total	58	100.00%

The information in Table 4.11 indicates that 100% of respondents pay less than Ksh. 5,000 for travel to their institutions of learning. This is also a manageable amount which they could pay using their salaries.

4.6 Learner support services

This section focuses on different support services that the teacher trainees receive from the institution. It gives findings on different services offered by the institutions.

Table 4.12 is a summary of the effectiveness of guidance and counselling services offered by the institutions.

Table 4.12: Guidance and counselling in school

Guidance and counselling	Respondents	Percentage
Not effective	6	10.34%
Effective	15	25.86%
Fairly effective	19	32.76%
Highly effective	18	31.03%
Total	58	100.00%

The finding in Table 4.12 shows that almost 90% of respondents found guidance and counselling services to be effective. This information shows that they are guided through the course which enables them to complete their course with ease.

Table 4.13 gives the findings on the means of communication the institutions use to communicate with teacher trainees when they are not in session.

Table 4.13: Communication by tutor

Communication	Respondents	Percentage
Cell phone	58	100.00%
Emails	0	0.00%
Letters	0	0.00%
Total	58	100.00%

The findings in Table 4.13 show that 100% of the institutions use cell phones to communicate with teacher trainees when they are not in session. This informs us that the cell phone is widely used to keep the respondents aware of the expectations of the institutions. This is a necessary support which enables the teacher trainees to plan and prepare adequately hence complete the course without difficulties.

Table 4.14 presents the findings of the usefulness of learning materials.

Table 4.14 Usefulness of leaning materials

Usefulness	Respondents	Percentage
Not useful	1	1.72%
Useful	9	15.52%
Very useful	48	82.76%
Total	58	100.00%

Results in Table 4.14 shows that 96.28% of respondents found the learning materials useful in their study. This indicates that the learning materials provided by the school were relevant to their course hence they contributed to students' complete their course.

4.7 Summary

The chapter presents an analysis, presentation and interpretation of the data from the field. Each objective was considered and all descriptive statistics assessed to conform or differ with the inferential statistics. Frequency Tables and percentages were used to analyse and present the data.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summery of findings, discussion, conclusion and recommendations arising from the research findings of the research project report. It also suggests areas for further research

5.2 Summary of the findings

This study sought to assess the factors influencing completion rate of Early Childhood Development and Education (ECDE) certificate program in Kenya: a case of in-service teacher training in Kikuyu District. The following is the summary of research findings arranged per objectives.

5.2.1 Expected returns

From the teacher trainees, the study has established that the expected returns include employment, promotion, salary increment and self-advancement and fulfilment. From the findings most of the teacher trainees were promoted to various levels after completing their course. At the same time, majority of them received an increase in salary and they intended to upgrade their skills in order to establish their own Early Childhood Centres.

5.2.2 Cost of the program

The findings from this research indicate that the cost of the program is affordable. Accordingly, the respondents reported that they use their salaries to meet the cost of travel, obtain learning materials and pay the tuition fees. This report indicates that the cost of the program is so affordable for the teacher trainees to meet using their income.

5.2.3 Availability of learner support services

The results of this research project indicate that the institutions support the teacher trainees. The institutions provide guidance and counselling services as well as means of acquiring materials that are necessary for teacher trainees to complete their course. The institutions also communicate with teacher trainees when they are not in session. Tutors communicate with teacher trainees when they are not in session and this support is very crucial for them to plan well for the following sessions.

5.3 Discussion on Findings

This section discusses the key findings of the study in relation to the existing literature on findings of related studies. It is discussed as per variables.

5.3.1 Expected returns

The study established a high motivation for that the teacher trainees to who complete their certificate course in Early Childhood Development and Education in that all those who did so were promoted, got a higher salary and even have expectation of starting their own Early Childhood Centers. From the findings, teacher trainees complete their course in order to get employment, higher salary, self-fulfillment and advancement which they get once they complete

their course. The Ministry of Education in Kenya has a programme to align employment of Early Childhood Teachers through the county governments which is already happening. This facilitates consistent in employment promotion and also follow up on the teachers on training programs. (Ministry of Education, 2013). In Further Education, teachers train in order to help people improve their qualifications, future job prospects, or simply satisfy their desire to learn something new. Callistus reports that the civil servants go for further studies in expectation to get promotion. This is not just promotion but for teachers they anticipate a better pay, arise in status which help them pursue personal goals such as establishing private early childhood centres. (Callitus 2014).

5.3.2 Cost of the Program

On a general perspective, the findings in this research show that the cost of any training program is determined by various factors. Such factors include; facilities, facilitators, participants, format of material among others. “Facilities” is a term referring to halls, theatres or selected places where learning takes place. This calls into consideration whether the facility is to be hired or used with no charges at all. Other items would include gadgets such as computers and their soft ware. Cost program also considers the facilitators of all levels. This includes tutors, support staff and technical team. This requires that a consideration is made if they are to be trained or not and also how their services are paid. Other cost consideration includes participants who are learners and how they benefit from the training they undergo. Having all these factors in mind a training institution determines how much to charge for a training program.(Hoffman, (2015)

The findings from this research indicate that the cost of the program is friendly to the extent that teacher trainees use their salaries to meet the entire cost. It is for this reason that a big percentage

of teacher trainees use their meager salaries to meet the cost of the program. Othaya Teachers' College confirms this by showing a total of Ksh. 14,500 per session which a teacher trainee needs to pay. (Othaya Teachers' College,2014). Other certificate courses especially those offered at Kabete Technical Training Institute are confirmed to be more expensive in comparison with certificate course in Early Childhood Development and Education. (Kabete Technical Training Institute, 2014).

5.3.3 Availability of Learner Support Services

The results of this research project indicate that the institutions support the teacher trainees. The institutions provide guidance and counselling services as well as means of acquiring materials that are necessary for teacher trainees to complete their course. The institutions also communicate with teacher trainees when they are not in session. Tait says that counselling students in different aspects of their lives is important. He says that student counselling services could include advisory and support functions, course choice and programme planning, study methods and learning support such as guidance in time management, writing skills, examination techniques and administrative issues. (Tait, 2011). Gakuo 2007 confirms that tutorial support, guidance and counselling, communication with learners, provision of adequate learning materials in corporate a supportive learning environment in which most learners would complete their course.

5.4 Conclusion of the study

The study has established that there is a high completion rate of Early Childhood Development and Education (ECDE) Certificate program in Kikuyu District, Kenya. Not only are the trainees

highly motivated through the expected returns that include promotion and salary increase, but there is also the opportunity for self-advancement and fulfillment in other areas that even include starting own ECDE centers. This high rate of completion is made possible through, among other factors, affordable cost of the programme that makes it possible for the trainees to pay from their own limited earnings and also availability of learner support services that include relevant learning materials and the necessary guidance and counseling services.

5.5 Recommendations of the Study

This research project showed that 95 % of teacher trainees complete their certificate course in teaching once they enrol. However not all the teacher trainees who complete are offered what they expected. Not all are promoted or given an increase in their salary. Therefore, this study recommends that:

1. The national government implements the employment structure through which trained teachers are recognised either by employment or salary increase once they complete their certificate course.

2. The private centres in which the teachers work should promote trained teachers to levels in which the gained skills and knowledge is put to maximum use.

5.6 Suggestions for further study

This research suggests further study in the following areas:

1. Similar studies should be done in other districts to determine factors that influence completion rate of Early Childhood Development and Education certificate teachers from in-service training programs.

2. Role played by Non- Governmental Organisations in facilitating developments in the field of Early Childhood Development and Education .

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APPENDIX I

Introduction Letter

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF DISTANCE STUDIES

Telegram: "CEES"
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or P.O. Box 92, KIKUYU KENYA
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Ref: L45/76448/2012

28th August 2014

TO WHOM IT MAY CONCERN

RE: AGNES NDUNG'U - L45/76448/2012

The above named is a registered student in the School of Continuing and Distance Education, College of Education and External Studies, University of Nairobi where she is pursuing a Masters course in Distance Education.

She is currently carrying out a research project entitled:-

"Factors influencing completion rate of ECDE certificate teachers from in-service training program: a case of Kikuyu District".

The student has identified your organization for data collection to understand and practice of distance learning. The information given will be treated with strict confidentiality and will only be used for academic purposes.

Any assistance given to her as she collects data will be appreciated.

DEPARTMENT OF DISTANCE STUDIES
SCHOOL OF CONTINUING AND
DISTANCE EDUCATION
CEES - UON
P. O. Box 92 - 00902, KIKUYU.

DR. ANNE NDERITU
CHAIRMAN
DEPARTMENT OF DISTANCE STUDIES

/mk

APPENDIX II

QUESTIONNARE:

FACTORS INFLUENCING COMPLETION RATE OF EARLY CHILDHOOD DEVELOPMENT AND EDUCATION CERTIFICATE PROGRAM IN KENYA: A CASE OF IN-SERVICE TEACHER TRAINING IN KIKUYU DISTRICT.

INSTRUCTIONS: Please tick the correct response [√] I every question

SECTION A: BACKGROUND INFORMATION

1. Gender. Tick your gender

   Male □ Female □

2. Age: tick your age bracket

   Below 25 yrs □ 26 – 34 yrs □

   35 – 44 yrs □ Above 45 yrs □

SECTION B: EXPECTED RETURNS

3. After you completed your certificate course, which position were you promoted to? Subject leader

   b) school manager c) others explain

   …….

……

4. What percentage increase of salary did you get after completing your course?

   a) 5 % b) 10% c) others. Kindly indicate

   …….

5. How do you intend to use your new acquired knowledge?

   a) Write a book b) Start an ECDE centre

   c) Others (specify)……..

SECTION C: COST OF THE PROGRAM

6. Kindly identify the range of money you paid for school fees per session

a) Below Ksh.30,000 b) Between Ksh.30,000 and Ksh.50,000 c) above Ksh.50,000

7. Kindly tick the appropriate amount you paid for learning materials per session,

Below Ksh.5000 b) ksh. 6000 c) above Ksh. 600010.

8. Indicate the amount of money you used for travelling per session.

a) Below Ksh.5000 b) ksh. 6000 c) above Ksh. 6000

……

……

……

SECTION D: LEARNER SUPPORT SERVICES

9. In which ways did your family support you most during your time of study?

a) Finances, b) Family duties c)others specify

……

10. Kindly rate the level at which the institution provided guidance and counselling support.

a) Not effective b) effective c) fairly effective d) highly effective

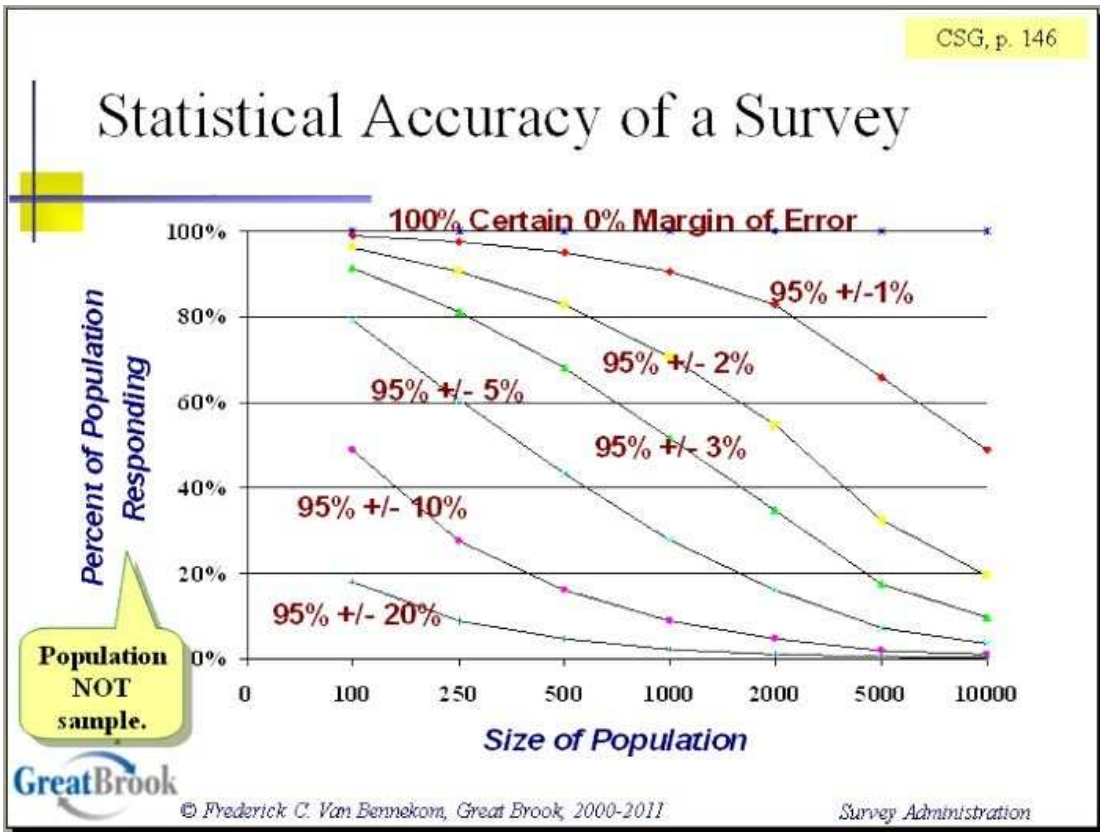
(where not effective means there was none, effective means average, fairly means there was but not to satisfaction, highly effective means there was to satisfaction)

11. How did the tutors reach out to you when you were out of session?

a) Cell phone b) emails c) letters

12. how would you rate the usefulness of the learning materials?

not useful b) useful c)very useful.(Where not useful means you looked for other materials, useful means they need improvement, very useful means they were up to standard)

Appendix III

Statistical accuracy chart