

FACTORS AFFECTING THE QUALITY OF LEARNING IN EARLY CHILDHOOD DEVELOPMENT EDUCATION INSTITUTIONS IN NAKURU COUNTY, KENYA

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ABSTRACT

The Constitution of Kenya Chapter 4 and Basic Education Act of 2013 provide for free and compulsory basic education. Through these legal provisions, ECDE has been integrated as part of basic education and was devolved to County Governments in February, 2012. This study sought to establish the factors that affect the quality of teaching and learning in early childhood development and education centres in Nakuru County, Kenya. Descriptive survey design was adopted. The population of the study constituted all the public ECDE centres in Nakuru County, the Public primary schools headteachers and ECDE teacher. Nakuru County had a total of 775 public ECDE centres as at January 2014. A total of 160 respondents were used in this study including 80 head teachers and 80 ECDE teachers. The data was collected through two sets of questionnaires and one observation checklist. The data was analyzed through descriptive statistics. The study findings established that 70% of the public ECDE classrooms in Nakuru County were not child friendly due to inadequate learning equipment and materials. Only 26% of the ECDE classrooms were in permanent buildings, 70% were in semi-permanent structures while learning in 6% of the ECDEs were conducted in the open. The study also showed that 30% of the teachers in public ECDE were not qualified while most teachers were not motivated. Furthermore, the study showed that there was gender parity with slightly fewer boys than girls in ECDE in the County. The findings of this study are likely to help the Ministry of Education (MOE), NGOs, FBOs, Parents and communities to put in place policies and resources that may influence the quality of teaching and learning in ECDE level of education in the county.

Key Words: Quality of learning, ECDE Centres, Basic education Act