

**AN INVESTIGATION OF THE EFFECTIVENESS OF ECDE DEVELOPMENT
POLICY ON QUALITY SERVICE DELIVERY IN ECDE CENTERS IN EMBU EAST
SUB COUNTY, EMBU COUNTY**

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**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTER OF EDUCATION DEGREE IN
EARLY CHILDHOOD STUDIES OF MOUNT KENYA UNIVERSITY**

NOVEMBER, 2015.

ABSTRACT

The purpose of this study was to assess the effectiveness of ECDE development policy on service delivery in ECDE centers in Embu East Sub County, Kenya. The objectives of this study were; to establish the effectiveness of the ECDE policy component on provision of learning resources, teacher training, school feeding, school curriculum and learner assessment, and how they affected service delivered by the teachers in preschools. This study was guided by multiple stream theory and the Kaizen Philosophy of continuous improvement. This study entailed mixed methodology. This study entailed an embedded design. The study was conducted in Embu County, Kenya. The target population in this study was 3275 subjects comprising 95 early childhood teachers, 1590 parents and 1590 pre-school children. A sample of 65 respondents, comprising of 41 teachers and 24 headteachers was purposively sampled. The instruments for data collection were questionnaires for teachers and headteacher and interviews for the parents. Piloting of research instruments was done in Embu central Division. Prior to data collection, the questionnaires were administered only once to a sample of 2 teachers, 2 parents and 2 pre – school children in two schools. Cronbach Alpha was computed and a correlation of 0.84 was obtained. To enhance data credibility, the researcher cleaned the data from the field by checking for any missing or inaccurate data, and removing the outliers and inconsistent responses. Credibility was enhanced through paradigm-based preferences which involved objectivity versus subjectivity, truth versus perspective, and generalizations versus extrapolations. After data cleaning, the quantitative data was coded and entered in the computer for analysis using Statistical Package for Social Sciences (SPSS) Version 21 for windows. This specifically includes percentages frequency counts, and inferences to test the relationship between the dependent and the independent variables. Pearson product moment was computed to establish if there is relationship and the nature of the relationship. Qualitative data obtained from the interview was analysed and discussed thematically. The study established that; the availability of learning resources has an effect on the quality of services delivered in the preschools and the majority of the schools in the area did have adequate teaching and learning resources, the teacher training has a significant influence on the quality of services delivered in the schools and the schools in Embu East sub county had well trained teachers, but the teachers were not enough, school feeding did have an influence on the learning and quality of services in the preschools, the teachers did use the current curriculum; the learner assessment presented a challenge to the teachers in that there was no preset learner assessment models by the ministry the study recommends that ; all the stakeholders should co-operate in provision of learning materials such as textbooks, toys, charts, and other teaching aids to the schools to improve on the availability of learning resources. The Ministry of Education through the Kenya Institute of Curriculum Development (KICD) should review the ECDE teacher training curriculum to improve on the teaching quality. The Government should strengthen the school feeding programmes to improve on its efficiency and effectiveness. The county government should consider additional funding, and incorporating a nutritionist to improve on balanced diet. The Ministry of Education should formulate and preset effective assessment methods in consultation with the parents and teachers, and from them they should form the base of the curriculum. This will enhance uniformity in the content taught and assessment methods in the preschools.