

**UNIVERSITY OF MALAWI**



**CHANCELLOR COLLEGE**

**DEPARTMENT OF HOME ECONOMICS**

**An examination of factors leading to the inadequacy of teaching and learning materials in child care centres: a case of Mangochi and Zomba urbans**

**BY**

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**In the Name of Allah, the Most Gracious, the Most Merciful**

**DEDICATIONS**

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To my parents, Yusuf Mdala Snr and Patuma Isa (Abiti Ingelesi) as well as my sister Marriam R. Yusuf and cousin Mussa B. Mdala who, by Allah's wish, their unconditional love and support have made me what I am today. May the Almighty, Allah (Subuhanahu wa Ta'ala) reward them abundantly and accordingly.

Yusuf A. Mdala, Jr.

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Yusuf A. Mdala, Jr.

# CONTENTS

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	<b>PAGE</b>
<b>DEDICATIONS.....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ii</b>
<b>CONTENTS.....</b>	<b>iii</b>

## **CHAPTER ONE**

---

1.1	INTRODUCTION.....	1
1.2	PROBLEM STATEMENT.....	2
1.3	GENERAL OBJECTIVE.....	2
1.4	SPECIFIC OBJECTIVES.....	3
1.5	RESEARCH QUESTIONS.....	3
1.6	HYPOTHESIS.....	4
1.7	JUSTIFICATION OF THE STUDY.....	4

## **CHAPTER TWO**

---

2.0	LITERATURE REVIEW.....	5
-----	------------------------	---

## **CHAPTER THREE**

---

3.0	METHODOLOGY.....	8
3.1	STUDY TYPE.....	8
3.2	SITE SELECTION.....	8
3.3	STUDY POPULATION.....	8
3.4	SAMPLE SIZE.....	9
3.5	SAMPLING TECHNIQUES.....	9
3.6	DATA COLLECTION METHODS.....	9

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---

3.7	DATA ANALYSIS TECHNIQUES.....	9
3.8	VARIABLES	
	3.8.1 Independent Variables.....	9
	3.8.2 Dependent Variable.....	10
3.9	DEFINITIONS.....	10
3.10	LIMITATIONS OF THE STUDY.....	10

## CHAPTER FOUR

---

4.0	DATA ANALYSIS AND DISCUSSION.....	11
4.1	DATA ANALYSIS	
	4.1.1 Availability of teaching and learning materials in CCCs.....	11
	4.1.2 Factors leading to the inadequacy of teaching and learning materials in CCCs.....	12
	4.1.3 Comparison of the factors that lead to the inadequacy of teaching and learning materials in CCCs.....	17
	4.1.4 Solving the Problem of Inadequacy of Teaching and Learning Materials.....	19
4.2	DISCUSSION.....	20

## CHAPTER FIVE

---

5.0	CONCLUSION AND RECOMMENDATIONS	
5.1	5.1 CONCLUSION.....	22
5.2	5.2 RECOMMENDATIONS.....	22
	REFERENCES.....	24
	APPENDIX.....	25

## CHAPTER ONE

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### 1.1 INTRODUCTION

Page and Thomas (1977) define Child Care Centres (CCCs), also known as Day Care Centres in U.S.A., as institutions that provide pre-primary education or nursery classes (p.63). In this study, the phrase CCC has been used to refer to those places or nursery schools where under-five children are cared and taught pre-primary education. Developmental psychology research has shown that it is during the early years of life that the development of intelligence, affection and social relations occur very rapidly. Ministry of Gender and Community Services (2003) observes that any irregularity in a child's development at this stage will substantially reduce future potential (p.3). In addition, Paciorek and Munro (1999) argue that "If we are truly concerned about preventing teen pregnancy, youth violence, school dropouts and crime, then we need to start first by preventing child poverty and ensuring every child a fair start of life" (p.25). The importance of CCCs to societies, therefore, cannot be overemphasized.

One of the important roles of CCCs is to act as a socialization agent. As noted by Chibwana (2007), play areas and materials in CCCs are an indispensable part of creating a stimulating environment for children. CCCs attract children from different families with different cultural backgrounds and each one of them feels integrated into the society through playing together. In addition, these children play under the supervision of adults. As such, CCCs increase children's social abilities in a safe and comfortable manner.

CCCs care for children while their parents are at work. In his study of the Malay of South East Asia, Jones (1996) found that the rising of female education and employment opportunities, urbanization and greater geographical mobility is consistent with the increase of dual career families. The World Book Encyclopedia (1994) notes the importance of CCCs in working families.

Further, CCCs provide employment opportunities to members of the society. For example, the U.S. Government operates many day care centres and this provides employment for mothers who get welfare payments and are enrolled in a job-training programme (The World Book Encyclopedia, 1994).

However, it is not usually the case that all CCCs fulfill the roles above successfully. One of the reasons leading to this is the inadequacy of teaching and learning materials in the centres. Due to the inadequacy of teaching and learning materials, the roles that CCCs play in society such as socialization, caring for children while parents are at work, providing employment opportunities to citizens are hindered. Thus inadequacy of teaching and learning materials reduces the quality of care and education offered in CCCs.

Research has been conducted to assess the teaching and learning materials available in CCCs. For instance, a study by Chibwana (2007) found that most Community Based Child Care Centres do not have adequate resources like play materials and outdoor play space.

Against this background, and considering the inadequacy of teaching and learning materials in CCCs in Malawi, this research seeks to examine the factors leading to the inadequacy of teaching and learning materials in CCCs around Mangochi and Zomba urbans.

## **1.2 PROBLEM STATEMENT**

Although communities are increasingly getting organized to establish CCCs, teaching and learning materials in CCCs are still inadequate. For example, in the three Community Based Child Care (CBCC) Centres he studied in Zomba District, Chibwana (2007) found that they had 14 balls against 208 children (pp. 110-113). According to Ministry of Gender, Child Welfare and Community Services (2003), there were 1, 631 ECD centres in Malawi and the scarcity of resources in them is more than 70 percent. Despite these statistics, no study has been done to find out the reasons behind this inadequacy of teaching and learning materials in CCCs. In view of this, the study seeks to examine the factors leading to the inadequacy of teaching and learning materials in CCCs with particular focus on Mangochi and Zomba urbans.

## **1.3 GENERAL OBJECTIVE**

The overall objective of this study is to examine the factors leading to the inadequacy of teaching and learning materials in CCCs around Mangochi and Zomba urban.

## **1.4 SPECIFIC OBJECTIVES**

The specific objectives of this study include:

1. To identify factors leading to the inadequacy of teaching and learning materials in CCCs.
2. To identify the sources of teaching and learning materials in CCCs.
3. To find out the level of knowledge regarding what constitutes teaching and learning materials among caregivers in CCCs.
4. To assess the level of knowledge regarding availability of teaching and learning materials among caregivers in CCCs.
5. To determine the role of government and NGO's that deal with early Childhood Development (ECD) in mitigating the challenge of insufficient teaching and learning materials in CCCs.
6. To examine the role that inadequate caregiver training plays in leading to the inadequacy of teaching and learning materials in CCCs.
7. To ascertain the pressure that working families exert on teaching and learning materials in CCCs.
8. To ascertain the pressure that population growth exerts on teaching and learning materials in CCCs.

## **1.5 RESEARCH QUESTIONS**

1. What is the extent of the inadequacy of teaching and learning materials in the CCCs?
2. To what degree have CCCs themselves addressed the problem?
3. What has been the common experience of CCCs regarding the inadequacy of teaching and learning materials?
4. How do the CCCs obtain the available teaching and learning materials?
5. What does the government and other stakeholders in ECD do as regards the problem?
6. What is the level of knowledge regarding what constitutes teaching and learning materials among caregivers in CCCs?
7. What is the level of knowledge regarding availability of teaching and learning materials among caregivers?

## **1.6 HYPOTHESIS**

1. Insufficiency of income and inadequacy of teaching and learning materials are directly related in CCCs.
2. In CCCs, there is a positive relationship between vandalism and the inadequacy of teaching and learning material.
3. There is a positive relationship between population growth and the inadequacy of teaching and learning materials in CCCs.
4. Dual career families cause the inadequacy of teaching and learning materials in CCCs.
5. Inadequate caregiver training leads to the inadequacy of teaching and learning materials in CCCs.

## **1.7 JUSTIFICATION OF THE STUDY**

In his research, Chibwana (2007) has assessed the availability of the overall resources in the CCCs. However, no study that specifically focuses on the evaluation of the factors leading to the inadequacy of teaching and learning materials in CCCs has been conducted. The results of this study will provide information which will give the government, non-governmental organizations, donor agencies and private individuals as well as the faith community to join hands and build effective intervention strategies to curb this problem in CCCs.

## CHAPTER TWO

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### 2.0 LITERATURE REVIEW

The overall objective of this study is to examine factors contributing to the inadequacy of teaching and learning materials in CCCs around Mangochi and Zomba urbans. The inadequacy of teaching and learning materials in CCCs in Malawi is estimated to be over 70 percent (Ministry of Gender and Community Services, 2003). The study of teaching and learning materials in CCCs is relatively new. Written literature concerning the subject is very meagre.

A study by Chibwana (2007) whose purpose was to assess the limitations experienced by rural communities in their effort to provide for the children who are attending Community Based Child Care (CBCC) Centres found that most centres do not have adequate resources. A key informant in this study remarked that “In most cases, the children have no playing materials and even outdoor space; there is no structured play equipment” (p.66).

Chibwana traces the origin of Early Childhood Development (ECD) programmes in Malawi. He reveals that between 1980 and 1982, UNICEF started assisting the government of Malawi in setting up rural preschools in the traditional areas of Thekerani, Ekwendeni and Mponela. Unfortunately, the nursery schools did not continue because of fees attached to them and inadequate community sensitization. In 1984, a child study reveals that child welfare was at risk. Infant and child mortality rates were very high. In 1988, there were 1.4 million under five children in the whole country and of these, 1.2 million lived in rural areas without preschools. That led to the launch of CBCC programme in 1989.

In 2003, there were 1, 631 ECD centres in Malawi (Ministry of Gender and Community services, 2003). The concentration of these centres is mainly in the urban areas and the fees levied reduce the enrolment rates. In urban areas, about 39 percent attend preschool classes (2002 Malawi DHS data Survey). From this, it is clear that ECD as a well-organized and well-coordinated initiative is relatively new and not well established in Malawi. However, the trend of its development, evidenced by the increase in the number of ECD centres, seems to be promising.

Although communities are increasingly getting organized to establish CCCs, resource constraints hinder the expansion of these initiatives. The problem of inadequacy of the teaching and learning materials in these centres cannot be overemphasized. Different reasons behind this case can be speculated.

One such reason is the insufficiency of income in CCCs. The Malawi Government supports CCC's through the district welfare offices and through the Ministry of Gender and Community services, it established a National Policy on ECD in 2003. Chibwana (2007) observes that "While there is a policy, the government has a document that is idle because no allocations of monetary resources that are needed to animate the policy have been made to date." Although they can have some teaching and learning materials made locally, other materials such as papers are not easy to make (ibid). This implies that there is need for the government, non-governmental organizations, donor agencies and private individuals as well as the faith community to join hands in dealing with challenges facing CCCs.

Furthermore, the problem of inadequacy of teaching and leaning materials in CCCs is sometimes a function of the pressure of population growth. Chilowa (1996) in his study of the access to basic services by children in the cities of Blantyre, Lilongwe, Mzuzu and Zomba (then municipality) shows that one of the problems associated with the high rate of urban growth is the provision of basic services including nursery schools (p. 16). For instance, according to Ministry of Education, in 1991, primary school enrolment was 1.3 million. By 1993/94 academic year, enrolment was 1.8 million. However, in the 1994/95 academic year, due to the introduction of free primary education, total enrolment reached 3.2 million. This sudden increase in enrolments brought about overcrowding in primary schools. The teacher-pupil ratio rose from 1.68 to 1.90 and desks as well as the textbooks were not enough for the population (Malawi Institute of Education, 2000:27). Moreover, the problem has been aggravated by the increase of dual career families in urban areas as parents resort to leave their children at such centres as they go to work.

Another cause of inadequacy of teaching and learning materials in CCCs is insufficient training and lack of experience of caregivers. In 2005, WikiEducators (<http://www.wikieducator.org/>) conducted a study in USA whose purpose was to study the importance of constructivist paradigm towards development of Contextual teaching and learning materials in Day Care Centres. Results

indicated that despite the availability of teaching and learning materials, inexperienced teachers and those who received inadequate training may fail to use them in rightful context.

The inadequacy of teaching and learning materials in CCCs may also be caused by vandalism. Malawi Institute of Education (2000) observed that while government is making all efforts to ensure the continued provision of social services, these services have been either mishandled or misused (p. 20). O'Brien, et al., (1979) noted that "In a CCC, things break and when a group of toddlers uses them every day, things break sooner and more often than you expect" (p. 187).

Another factor that leads to the inadequacy of teaching and learning materials in CCCs is poor networking between suppliers of the needed resources and the CCCs. For example, the donors such as the government or faith based organisations may have the materials in their storeroom. However, due to communication breakdown between them and the CCCs, the teaching and learning materials may not reach the centres in time.

## CHAPTER THREE

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### 3.0 METHODOLOGY

This chapter will try to give a brief presentation of on the methodology. It will present on the following areas: the study type, site selection, study population, sample size, sampling techniques, data collection methods, data analysis techniques, variables and definitions.

#### 3.1 STUDY TYPE

The study type was a descriptive one. This study type was adopted because of the nature of the research problem. The results of the research were described so as to give a clear picture of the problem.

#### 3.2 SITE SELECTION

The study was conducted in Mangochi and Zomba urbans. These are two of the 27 districts of Malawi and they are located in the southern region of the country. Malawi Population and Housing Census projections of 1998 indicate that Mangochi urban has a total population of 802, 568 in the year 2008. Of this population, 20% are children under five years of age. Mangochi District is mostly dominated by Muslims most of which are from Yao tribe. Zomba, on the other hand, was projected to have a population of 747, 620 by 2008. Of this population, 19% are children under five years of age (National Statistical Office, 1998). The area is mostly dominated by the Yao and Lhomwe tribes. Most people in these two districts are farmers and businessmen.

Mangochi and Zomba urbans were chosen as ideal areas for this study because these are areas where most CCCs are located compared to Mangochi and Zomba rural. Besides, it was easy and less costly for me to collect data in Mangochi and Zomba because Mangochi is where I come from while Zomba is where my college is located. Moreover, Mangochi and Zomba urbans have good roads that make them very accessible.

#### 3.3 STUDY POPULATION

The study population was a homogenous one, comprising caregivers from CCCs around Mangochi and Zomba urbans.

### **3.4 SAMPLE SIZE**

The study was designed to target a population sample of 50 respondents. The study targeted both part-time and full-time caregivers in the CCCs.

### **3.5 SAMPLING TECHNIQUES**

To come up with the sample of CCCs, the study employed Snowballing Sampling Technique. This is because the study did not have a sampling frame. As such, one CCC was identified. Caregivers from this centre then guided me to find other CCC's. Beside this, the study used purposive judgement in order to come up with sample size of caregivers.

### **3.6 DATA COLLECTION METHODS**

The study employed both quantitative and qualitative data collection methods. On quantitative method, data was collected using self-monitored questionnaires while on qualitative method the data was collected using semi-structured interviews. These two methods were employed because this study was both exploratory and explosive in nature. This is because nobody has ever done a study of this problem in Mangochi urban and compared the results with those of Zomba before. Moreover, quantitative and qualitative methods complement each other, hence they will generate rich data.

### **3.7 DATA ANALYSIS TECHNIQUES**

The collected data was analyzed using Statistical Package for Social Sciences (SPSS) computer software. Frequencies and cross tabulations were used to come up with frequency tables so that the results could be easily interpreted. In addition, Chi-square was used to find the relationship between the dependent and independent variables. Where necessary, words were used to explain the results.

### **3.8 VARIABLES**

#### **3.8.1 Independent Variables**

- Income
- Vandalism
- Population growth

- Dual career families
- Caregiver training

### 3.8.2 Dependent Variable

- Inadequate teaching and learning materials

## 3.9 DEFINITIONS

<b>Terminology</b>	<b>Conceptual Definition</b>	<b>Operational Definition</b>
Income	Money paid over a certain period, especially as payment for work or as interest on investments.	All money paid over a certain period of time to Child Care Centre, used for everyday running of the centre.
Inadequate	Not sufficient or enough; not good enough for a particular purpose.	Not sufficient or enough and/or not good enough for the purpose of teaching and learning in the Child Care Centre.

## 3.10 LIMITATIONS OF THE STUDY

Even though this research managed to meet its objectives, there were several problems which negatively affected the quality of the results. The limitations include:

- Failure to conduct a pilot study. This was due to lack of funds and time constraints.
- Some people were reluctant to feel the questionnaires because they thought the information they would give would lead to the closure of their CCCs as they have been receiving threats from the government through the Social Welfare Department due to various reasons.
- Lack of enough expertise in data analysis techniques and statistics which, to some extent, negatively affected the data analysis process.
- The study sample was mostly dominated by females which, to some extent, led to the results being biased toward female caregivers' perception regarding the factors leading to the inadequacy of teaching and learning materials in CCCs.
- Apathy on the part of the respondents made some of them not to be interested to participate in my research, hence giving incoherent information.

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## CHAPTER FOUR

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### 4.0 DATA ANALYSIS AND DISCUSSION

#### 4.1 DATA ANALYSIS

This chapter will present and analyse the results of the study. The first part of the questionnaire for this study dealt with demographic information. Out of the 38 respondents who took part in this study, 36 of them were females and 2 of them were males. This is because most of the CCCs I visited had female caregivers. Considering their highest professional qualification, 5% of them had T2, 3% diploma, 42% Preschool Certificate and 50% none. On academic qualification, 71% of the respondents had Malawi Junior Certificate of Education, 21% Malawi School Certificate of Education and 8% had none. However, the emphasis of this study was not on the demographic information despite its importance and influence on the research.

##### 4.1.1 Availability of Teaching and Learning Materials in CCCs

In this study, respondents were asked to indicate if their CCC had adequate teaching and learning materials. The table below summarises the findings:

**Table 1: Showing inadequate Teaching and materials in CCCs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	26	66.7	68.4	68.4
	Agree	3	7.7	7.9	76.3
	Moderately agree/disagree	3	7.7	7.9	84.2
	Disagree	4	10.3	10.5	94.7
	Strongly disagree	2	5.1	5.3	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

The results in the table above show that 68.4% of the respondents' CCCs strongly agreed, 7.9% agreed, 7.9% moderately agreed/disagreed, 10.5% disagreed while 5.3% strongly disagreed that

they had inadequate Teaching and learning materials in their CCCs. This clearly shows that most CCCs do not have adequate teaching and learning materials indeed, hence worth investigating.

#### 4.1.2 Factors Leading to the Inadequacy of Teaching and Learning Materials in CCCs

In chapter one, I hypothesised that the following factors lead to the inadequacy of teaching and learning materials in CCCs: Insufficient income, Vandalism, Population growth, Dual career families and Caregiver training.

##### 1. Insufficient Income

The analysis carried out on insufficient income as a variable indicated that out of the 38 respondents who responded to this question, all of them saw a relationship between the two variables with about 71% reporting that insufficient income most often causes the inadequacy of teaching and learning materials. This is shown in the table below:

**Table 2: Showing insufficient income as a cause of inadequate teaching and learning materials in CCCs**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very often	27	69.2	71.1	71.1
	Often	6	15.4	15.8	86.8
	Rarely	5	12.8	13.2	100.0
	Total	38	97.4	100.0	
Missing	System	1	2.6		
Total		39	100.0		

However, the results from Table 2 above are not conclusive. In view of this, Pearson Chi-Square was computed to statistically test the null hypothesis that insufficiency of income and inadequacy of teaching and learning materials are directly related in CCCs. The P-Value of 0.05 was used as reference point in accepting or rejecting a hypothesis. Below are the results:

**Table 3: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	55.944(a)	8	.000
Likelihood Ratio	49.796	8	.000
Linear-by-Linear Association	22.647	1	.000
N of Valid Cases	38		

a 14 cells (93.3%) have expected count less than 5. The minimum expected count is .26.

The results show that the P-Value is 0.000 and this falls in the significance level of 0.05. This implies that we reject the null hypothesis, and therefore accept the alternative hypothesis that insufficient of income and inadequacy of teaching and learning materials are directly related in CCCs.

## 2. Vandalism

Respondents were asked to indicate whether vandalism causes the inadequacy of teaching and learning materials in CCCs. The table below summarises the findings:

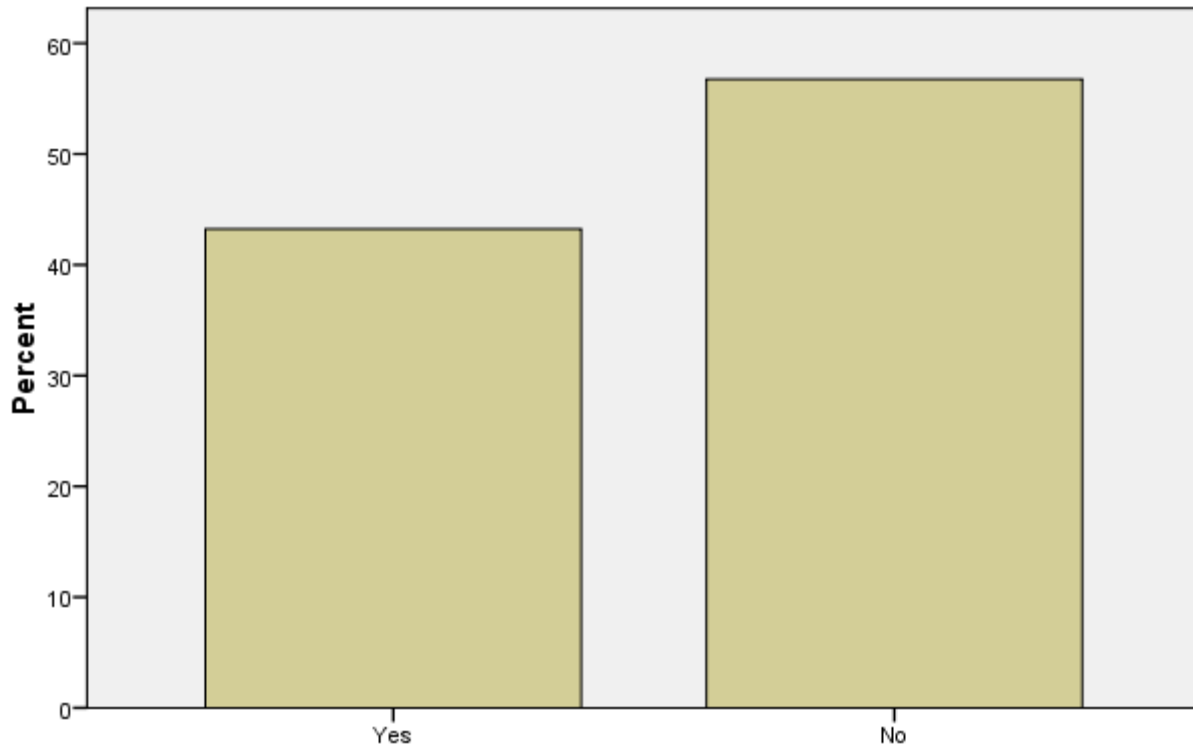
**Table 4: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.979(a)	12	.001
Likelihood Ratio	26.867	12	.008
Linear-by-Linear Association	1.359	1	.244
N of Valid Cases	8		

a 18 cells (90.0%) have expected count less than 5. The minimum expected count is .16.

The results above show that the P-Value is 0.001 which is within the acceptance level of 0.05. This means that there is positive relationship between vandalism and the inadequacy of teaching and learning material in CCCs. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted.

**Figure 1: Respondents who have ever seen anyone vandalising their CCC**



In the study, respondents were asked to indicate if they have ever seen anybody vandalizing their CCC. Figure 1 above indicates that 43% of the respondents had ever seen somebody vandalizing their CCC while 57% of them had never ever seen somebody vandalizing their CCC.

### **3. Population growth**

The hypothesis that there is a positive relationship between population growth and the inadequacy of teaching and learning materials in CCCs was also tested. Pearson Chi-square test below shows that this hypothesis is true; hence it was accepted while the null hypothesis was rejected.

**Table 5: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34.303(a)	12	.001
Likelihood Ratio	24.910	12	.015
Linear-by-Linear Association	.425	1	.515
N of Valid Cases	29		

a 18 cells (90.0%) have expected count less than 5. The minimum expected count is .21.

#### 4. Dual Career Families

Referring to the table below, the alternative hypothesis that dual career families cause the inadequacy of teaching and learning materials in CCCs tested the P-Value of 0.000. This implies that this hypothesis be accepted because it falls within the significant level of 0.05.

**Table 6: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.111(a)	12	.000
Likelihood Ratio	32.642	12	.001
Linear-by-Linear Association	2.521	1	.112
N of Valid Cases	29		

a 18 cells (90.0%) have expected count less than 5. The minimum expected count is .17.

#### 5. Caregiver Training

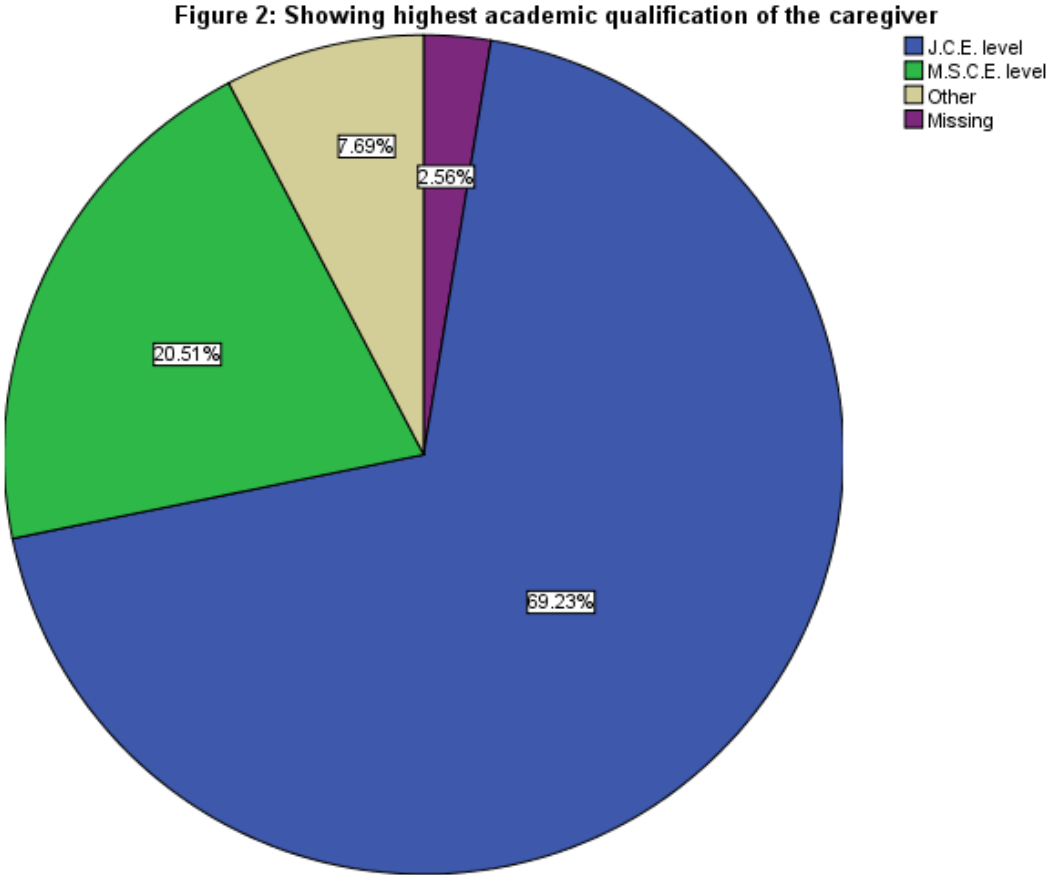
The analysis carried out on caregiver training as a variable indicated that the P-Value was 0.437 and this is greater than the set critical value of 0.05. Therefore, the null hypothesis was accepted that there is no relationship between inadequate caregiver training and the inadequacy of teaching and learning materials in CCCs around Zombie and Mangochi urbans.

**Table 7: Chi-Square Tests**

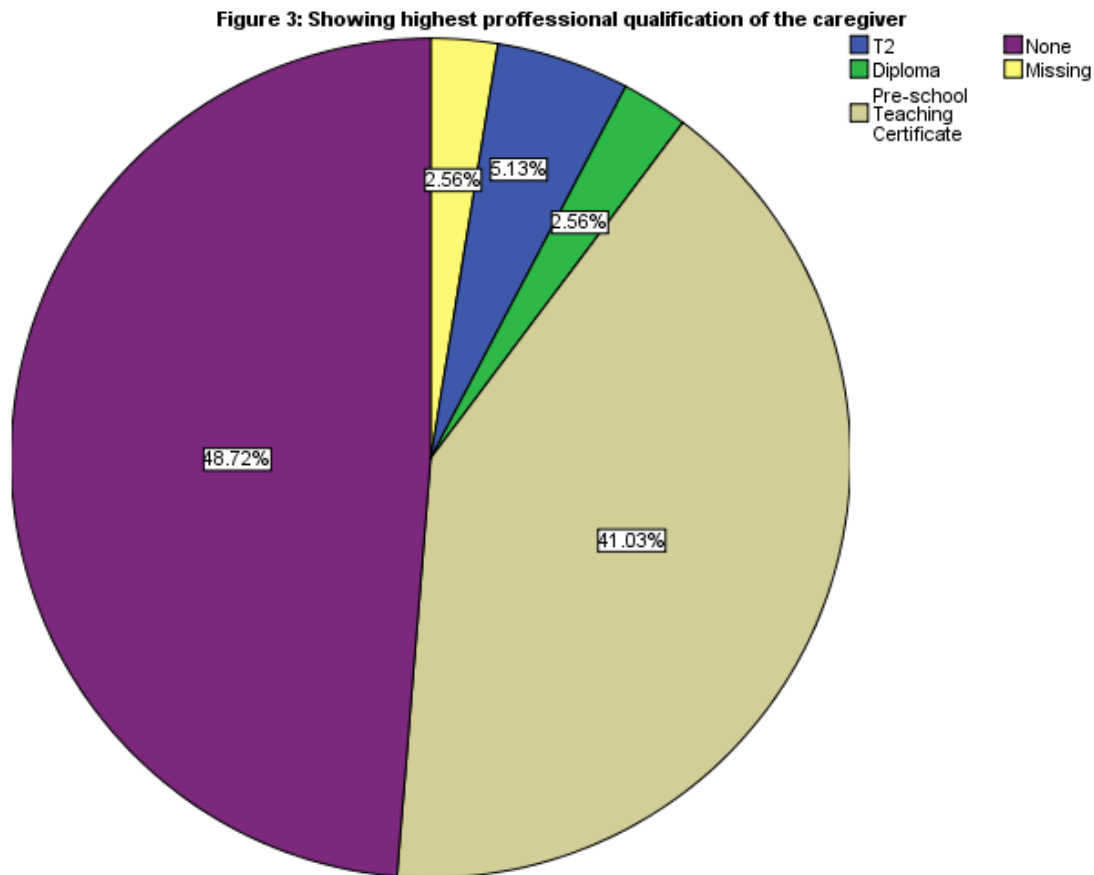
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.878(a)	6	.437
Likelihood Ratio	7.241	6	.299
Linear-by-Linear Association	1.803	1	.179
N of Valid Cases	18		

a 10 cells (83.3%) have expected count less than 5. The minimum expected count is .17.

The pie chart below shows that 69.23% of the respondents had J.C.E. certificates while 20.51% had M.S.C.E. certificate.



The pie chart below shows that 48.72% of the respondents did not have any professional qualification, 41.03% had Pre-school Teaching Certificate, 2.56% had diploma while 5.13% had T2 certificate.



#### **4.1.3 Comparison of the Factors that Lead to the Inadequacy of Teaching and Learning Materials in CCCs**

This research was carried out in the districts of Mangochi and Zomba: hence a comparison of the results of two districts was done. The analysis carried out on insufficient income as a variable is shown in Table 8 below. The table shows that out of the 38 respondents, who participated in the study, 23 were from Mangochi and 15 were from Zomba. Out of the 23 respondents from Mangochi, 18 indicated that insufficient income very often, 3 indicated often, 2 indicated rarely leads to the inadequacy of teaching and learning materials in CCCs. However, none of the respondents indicated that insufficient income never leads to the inadequacy of teaching and learning materials in CCCs.

On the other extreme, out of the 15 respondents from Zomba, 9 indicated that insufficient income very often, 3 indicated often, 3 indicated rarely leads to the inadequacy of teaching and learning materials in CCCs. Like in Mangochi, none of the respondents indicated that insufficient income never leads to the inadequacy of teaching and learning materials in CCCs.

**Table 8: Insufficient income as a cause the inadequacy of T/L materials in respondents' CCCs**

		Very often	Often	Rarely	Total
District where the respondent was interviewed	Mangochi	18	3	2	23
	Zomba	9	3	3	15
Total		27	6	5	38

Similar analysis was carried out between the variables of Vandalism, population growth, dual career families and caregiver training. The results of the analysis are shown in the tables below:

**Table 9: Vandalism as a cause the inadequacy of T/L materials in respondents' CCCs**

		Very often	Often	Rarely	Never	Total
District where the respondent was interviewed	Mangochi	1	4	2	16	23
	Zomba	2	5	3	5	15
Total		3	9	5	21	38

**Table 10: Population growth as a cause the inadequacy of T/L materials in respondents' CCCs**

		Very often	Often	Rarely	Never	Total
District where the respondent was interviewed	Mangochi	2	5	7	2	16
	Zomba	1	6	5	1	13
Total		3	11	12	3	29

**Table 11: Dual-career families as a cause the inadequacy of T/L materials in respondents' CCCs**

		Very often	Often	Rarely	Never	
District where the respondent was interviewed	Mangochi	2	8	6	2	18
	Zomba	3	1	2	5	11
Total		5	9	8	7	29

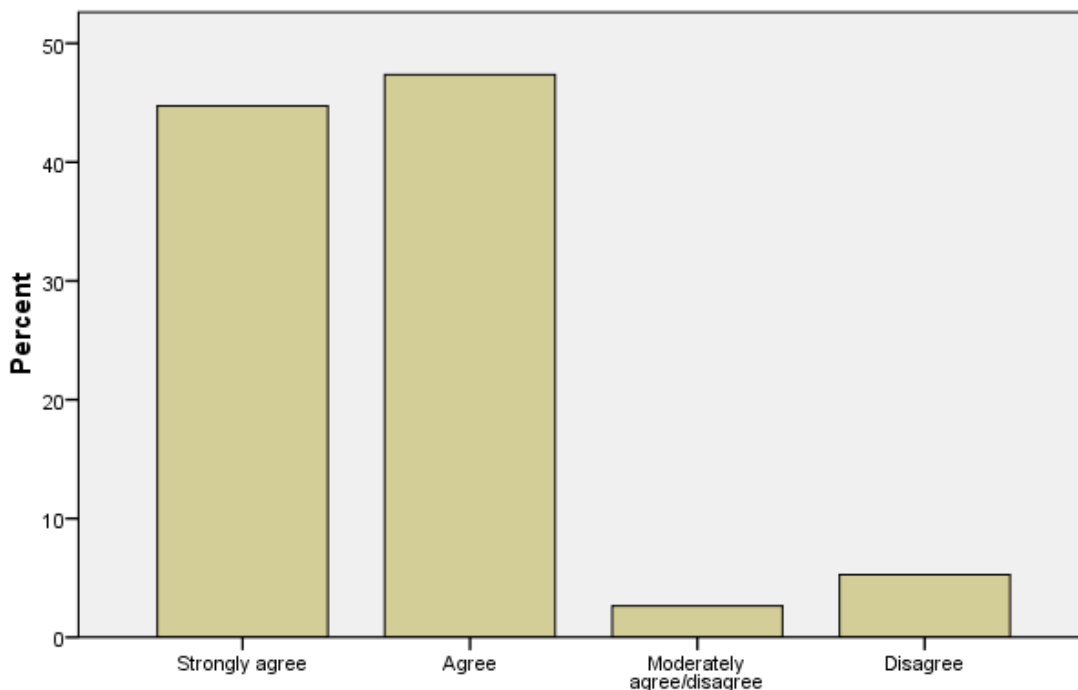
**Table 12: Inadequate caregiver training as a cause the inadequacy of T/L materials in respondents' CCCs**

		Often	Rarely	Never	Total
District where the respondent was interviewed	Mangochi	3	6	3	12
	Zomba	0	2	4	6
Total		3	8	7	18

#### **4.1.4 Solving the Problem of Inadequacy of Teaching and Learning Materials**

In the study, respondents were asked to indicate whether their CCC tries on its own to solve the problem of inadequacy of teaching and learning materials. After analysing, the results of this question showed that 44.7% of the respondents indicated that they strongly agreed that their CCCs try to solve the problem of inadequacy of teaching and learning materials on their own, 47.4% agreed, 2.6% moderately agreed/disagreed but only 5.3% disagreed. The results are shown in Figure 1 below:

**Figure 4: The CCCs that try to solve the problem of inadequacy of teaching & learning materials themselves**



## **4.2 DISCUSSION**

From the results of the analysis, insufficient income was found to be the major cause of inadequate teaching and learning materials in CCCs in Mangochi and Zomba urbans. Though this is the main factor, there are also other factors like Vandalism, population growth, and dual career families. On top of all these, insufficient income had a high occurrence rate comparing to the other factors.

The study also worked out at finding out how the main factor(s), in this case insufficient income, brings about inadequate teaching and learning materials in CCCs. It was found that the fees that CCCs charge are insufficient and if the fee is raised, most parents tend to withdraw their children. Further, parents do not pay the fees in good time and most of the times they do pay in installments. To make things worse, some parents do not pay the fees at all; if they are reminded about the fees they just withdraw their child/children.

On the case of whether CCCs try on their own to solve the problem of inadequacy of teaching and learning materials it was found that most CCCs try to solve the problem themselves (Figure 4). However, a very few CCCs admitted that they do nothing on their own to solve the problem. However, it was found that most of the CCCs that said they do nothing to solve the problem on their own are sponsored by faith based organizations.

## **5.0 CONCLUSION AND RECOMMENDATIONS**

### **5.1 CONCLUSION**

Drawing from the data analysis and discussion, it can be concluded that there is indeed the problem of inadequacy of teaching and learning materials in CCCs around Mangochi and Zomba urbans of which insufficient income stands out to be the main factor causing the problem. Insufficient income negatively affects CCCs since without money, CCCs cannot buy teaching and learning materials, especially those that cannot be locally made like papers. Factors like Vandalism, population growth, and dual career families are of low significance in causing inadequacy of teaching and learning materials. However, it was noted that inadequate caregiver training does not cause the inadequacy of teaching and learning materials in CCCs. Further, the study also revealed that CCCs try to solve the problem of inadequacy of teaching and learning materials themselves than just to rely on donors and other well-wishers.

### **5.2 RECOMMENDATIONS**

The results uncovered here indicate that inadequacy of teaching and learning materials in CCCs around Mangochi and Zomba urbans is a problem. Knowing that CCCs are important social institutions, there is need for them to have adequate teaching and learning materials. In view of this, I recommend the following:

1. There is need for the government to come up with programmes that help slow down population growth such as family planning programmes.
2. Caregivers should monitor children as they play in the CCCs to ensure that they do not break or vandalise teaching and learning materials.
3. There is need for the government, non-governmental organizations, donor agencies and private individuals as well as the faith community to support CCC's by providing them with monetary resources for them to be able to buy teaching and learning materials, especially those that cannot be locally made.

4. There is need for the government, non-governmental organizations and the faith community to sensitize the public about the importance of CCCs so that everyone should be responsible for looking after them so as to reduce vandalism.

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## APPENDIX

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### Appendix A: Abbreviations

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CCC : Child Care Centres  
ECD : Early Childhood Development  
CBCC : Community Based Child Care  
UNICEF : United Nations Children's Fund

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### Appendix B: Research Questionnaire

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#### INTRODUCTION

I am a student from Chancellor College, a constituent college of the University of Malawi, Home Economics Department. I am conducting a research to examine the factors leading to inadequacy of teaching and learning materials in Child Care Centres around Mangochi and Zomba urbans. The results of the study will help the Ministry of Gender and Community Services as well as the faith community (Muslim and Christian organisations) to come up with effective strategies on how they can reduce the problem of inadequacy of teaching and learning materials in the Child Care Centres. I, therefore, ask you to provide me with information by completing this questionnaire. Be assured that the information you will give will be handled with confidentiality and anonymity. You should also notice that participation in this research is voluntary.

#### GENERAL INSTRUCTIONS

**Use a pen/pencil to complete this questionnaire. Most of the questions may be answered by simply ticking in the appropriate box. Other questions may require written answers.**

Name of Child Care Centre: .....

Location : .....

Date of Interview : .../.../08

#### DEMOGRAPHIC INFORMATION

1. Name : .....

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2. Age : .....

3. Sex : (1) Male

(2) Female

4. Village : .....

5. Marital Status : (1) Married

(2) Divorced

(3) Widowed

(4) Never married

6. Highest academic qualification: (1) J.C.E level

(2) M.S.C.E. level

(3) Other (specify) .....

7. Highest professional qualification: (1) T3

(2) T2

(3) Diploma

(4) Degree

(5) Other (Specify) .....

8. Religion/denomination: (1) Islam

(2) Anglican

(3) C.C.A.P.

(4) Catholic

(5) Other (specify) .....

**GENERAL INFORMATION**

**Instructions: please tick against your answer wherever necessary. Other questions may require written answers.**

9. What do you understand by the following phrases:

a. Child Care Centre?

.....  
.....  
.....

b. Teaching and learning materials in Child Care Centres?

.....  
.....  
.....

10. In your opinion, what do you think constitutes the inadequacy of teaching and learning materials in Child Care Centres?

.....  
.....  
.....

11. What do you think is the main factor(s) leading to the inadequacy of teaching and learning materials in your Child Care Centre?

(1) Insufficient income/funding

(2) Population growth

(3) Dual career families

(4) Vandalism

(5) Poor networking between suppliers and Child Care Centres

(6) Other (specify) .....

12. How does the factor(s) you have mentioned in (11) above contribute to the inadequacy of teaching and learning materials in your Child Care Centre?

.....  
.....  
.....

13. Have you ever seen anyone vandalizing Child Care Centres?

(1) Yes  (2) No

14. How many times have you seen somebody vandalizing the Child Care Centres?

(1) Once  (2) Twice  (3) Thrice  (4) Many times  (5) Never

15. How often is the occurrence of the factor(s) mentioned in (11) above in your Child Care Centre?

(1) Very often

(2) Often

(3) Not often

(4) Never occur

16. What do you think is the main source(s) of teaching and learning materials in Child Care Centres in your area?

(1) Buying with money

(2) Locally made

(3) Donations

(4) Other (specify) .....

17. Has the government ever donated teaching and learning materials to your Child Care Centre?

(1) Yes  (2) No

18. How many times has the government ever donated teaching and learning materials to your Child Care Centre?

- (1) Once  (2) Twice  (3) Thrice  (4) Many times  (5) Never

19. What do you think are the main donors of teaching and learning materials to Child Care Centres in your area?

- (1) Government   
 (2) Non-governmental organisations   
 (3) Faith-based organisations   
 (4) Private individuals   
 (5) Other (Specify) .....

20. Below is a table of factors that may cause the inadequacy of teaching and learning materials in Child Care Centres. Rate them according to their prevalence in your Child Care Centre by ticking in the relevant cell.

FACTORS	RATING			
	1	2	3	4
Insufficient income				
Vandalism				
Population growth				
Increase of dual career families				
Inadequate caregiver training				

**Coding Key:** (1) Very often

(2) Often

(3) Rarely

(4) Never occur

21. Your Child Care Centre tries its best to solve the problem of inadequacy of teaching and learning materials.

- (1) Strongly agree   
 (2) Agree   
 (3) Moderately agree/disagree   
 (4) Disagree

(5) Strongly disagree

22. Give reasons for your answer to question (21) above.

.....  
.....  
.....

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***END OF QUESTIONNAIRE.***

***THANK YOU FOR SPARING YOUR TIME TO PARTICIPATE IN THIS STUDY***