

**IMPACTS OF FREE PRIMARY EDUCATION ON EARLY CHILDHOOD IN  
WAA – NG'OMBENI ZONE IN MATUGA DIVISION, KWALE COUNTY  
KENYA**

**BY**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULLFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF BACHELOR OF EDUCATION IN  
EARLY CHILDHOOD AND PRIMARY OF KAMPALA INTERNATIONAL  
UNIVERSITY**

**APRIL 2011**

## DECLARATION

I declare that this work presented is original and has never been done by any one the way I have done it, neither has it been presented by any other institution for the award of a degree.

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Signature :  .....

Date : 15/7/2011 .....

**APPROVAL**

This research report entitled; impact on free primary education on early childhood development centers in Waa – Ng’ombeni, Matuga Division, Kwale District, has been submitted to Kampala International University with my approval as a supervisor

Sign.....

Name of supervisor..... SSENJAMU CIGY. M.

Date:..... 15/7/2011

**DEDICATION**

I dedicate this research report to my beloved husband Robert Ngugi, my be lovely daughters and son; Jacque, Purity, Patrick and Paschalina, my headteacher Alice Muttah, my zonal inspector of schools Mr. Mwanza, staff mates and the entire Waa community.

## **ACKNOWLEDGEMENT**

I wish to extend my sincere thanks, appreciation and gratitude to all those who contributed kindly towards the completion of this project work. My family members including my parents, brothers and sisters owe an appreciation from me for their co-operation during the exercise. I also thank the entire Waa staff, all other teachers from other schools who helped me in data collection and all those landed a hand in one way or another,

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## **ABSTRACT**

The research was aimed at investigating and elaborating Impact on free primary education on early childhood development centers in Waa – Ngo'mbeni zone in Kwale County (Kenya).

The objectives of the study were; to find out impact on free primary education on early childhood development centers, to identify the impacts of free primary education on early childhood in Waa – Ngo'mbeni Zone, Kwale county in Kenya to determine whether free education influences education and illiteracy in Waa – Ngombeni zone in Kwale County of Kenya.

The research was done within Matuga division where data collection as through interviews with stakeholders, questionnaires, observations, library and internet. Stratifies random sampling procedures were used to select the sample.

The researcher used frequency distribution table in the analysis findings.

It is evident from the research that there is a relationship between the impact on free primary education on early childhood development and performance of children in Waa – Ngombeni Zone in Matuga Division Kwale County (Kenya)

It is therefore my opinion to recommend that government, parents, NGOs and the whole community to support in the funding of ECD programmes. The government should put a strong base in the direct actions in NGO firms and focus on counseling to improve on behavioral change and the capacity of learning among the youths.

This goes a long way to improving and ensuring holistic development of children in all ages.

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background of the Study

From the dawn of time in the 21<sup>st</sup> century today, the greatest desire for every parent and government is to provide equal opportunities through education to all children. Formerly education was tailored to help the child fit into the economic and social slots quite similar to those of their parents. Later in the 19<sup>th</sup> century when schools were opened to all kinds of children from all social classes, it was discovered that education correlates with the economic success of the society (Smith 2006). How education is assessed by the child biases the outcome though.

And in principle, those children who have sound economic bases, education has been affordable and thus accessible. The children from poor background therefore lack the means to access education that would later give him or her status, occupation and a sound economic base.

Recurrent free education invasion can have a negative impact on a children's academic routine and potential success (Alexander, et al, 1996; Family Housing Fund, 2003; Kariuki & Nash, 1999; Popp, et al, 2003). Mobility and absenteeism are often associated with poor school performance ( Alexander, et al). When children were administered a measure of stressful life events, researchers found that children reported changing schools being as stressful as the hospitalization or incarceration of a parent (Alexander, et al). In addition to being unprepared for school due to lack of supplies, and no time or place to do homework, there also may be changes in the methodical understanding of free education related cases (Voll & Watkins, 2003).

Based on the national study of free education and performance over the last decade of over 10,000 Kenya school children, Rumberger & Larson (1998) concluded that the risk of dropping out of high school is greater for children's who are highly vulnerable to free education related cases during their first eight years of school than that of their less stressed peers. Further analysis of a six – year study led Rumberger, Larson, Ream & Polardy (1999) to report a tendency for highly starved children to suffer psychologically socially and academically. Free education is also shown to negatively impact the classrooms and schools that have high rates of children associated with free education, impacting non – free education as well as starved children. A study of Mijikenda children (Mao, Whitsett and Mellor, 1998) found that children who were stabled scored better on state standard achievement tests than their more unstable peers. While findings support a relationship between increased starvation and decreased academic performance, this relationship cannot be considered to be causal due to limitations inherent to the research design.

## **1.2 Statement of the Problem**

In the years past evidence elicited by researchers has shown that accessibility to education by children is to a great extent determined by their socio – economic background. (Bowles and Gintis 1976-31) Illiteracy and poor performance at school is closely linked to the family socio economic background (*ibid*). The poor Kenya is found to be more permissive in raising their children and least interested in normal education.

Free education had denied most children the equal opportunity to education such that some failed to start schooling while those who start dropped out for lack of financial ability to sustain a sound education. This vicious problem has propagated the social problems of illiteracy, drop outs, child labour and a much poorer society in Waa Ngo'mbeni zone in Kwale County

### **1.3 Purpose of the study**

The purpose of this study will be to investigate the impacts of free primary education in Kwale, impact of free education on education and the likely possible ways of improving education accessibility in Waa – Ngo'mbeni Kwale County Kenya.

### **1.4 Specific Objectives**

The of the study were to;

- To identify the impacts of free primary education in Waa-Ngombeni zone Kwale County in Kenya
- To determine whether free education influences education and illiteracy in Waa-Ngombeni zone in Kwale County.

### **1.5 Research Questions**

The study was guided by the following research question;

- How does free education impact on performance in Waa-Ngombeni zone in Kwale County
- What were the impacts of free primary education in Waa-Ngomenizone in Kwale county in Kenya
- What relationship is exhibited between free primary education and early childhood in Waa-Ngombeni zone in Kwale County in Kenya.

### **.5 Scope of the study**

According to the topic the relative understanding of free education and its effects on performance in schools was carried out in a rural setting of Waa-Ngombeni zone Kwale County in Coast Province of Kenya. The researcher aimed at finding out the role Waa-Ngombeni Schools played in understanding the relative impacts of free education on eventual performance of children causes and effects of free education on performance.

The site of Waa-Ngombeni zone amounted to 262.4Km<sup>2</sup>. It was aimed at covering an extensive study on free education and education among the children and various issues contributing to their dropout

The research sites include Waa – Ngo'mbeni in Kwale county District primary schools in Kenya. These schools will be purposely included in the study because of their proximity and convenience to the researcher's location and accessibility. These schools are located in the free education stricken Waa zone in Kwale County and most likely reflected the aspects of free education under study Waa – Ngo'mbeni in Kwale County was the source of the main study population.

The study was conducted in 4 schools. These included Muslims and Christians Schools, government . The sample consisted of sizeable teachers, pupils and parents of the named institutions.

## **.6 Significance of the Study**

- ) The study would be useful to the people of Waa- Ngo'mbeni zone as a community, also useful to NGO's such as basis needs and basic human rights, women's and children's to understand and acknowledge the cause and impact of free education in the performance of children in schools in Waa- Ngo'mbeni Zone.
- ) More so the study would be useful to other researchers in that it would make them to understand on the existing and current problems of free education and its relative effects on early childhood. In addition, to policy makers (politicians) especially the ministry of gender and social development. At the same time, the study would enable them to come up with more appropriate solution for supporting the children especially to understand the impacts of free education on their performance.
- ) The study would make the researcher to get the possible solutions for the particular increase in the cases of school dropouts among the affected children and by designing appropriate methodologies necessary to support them.

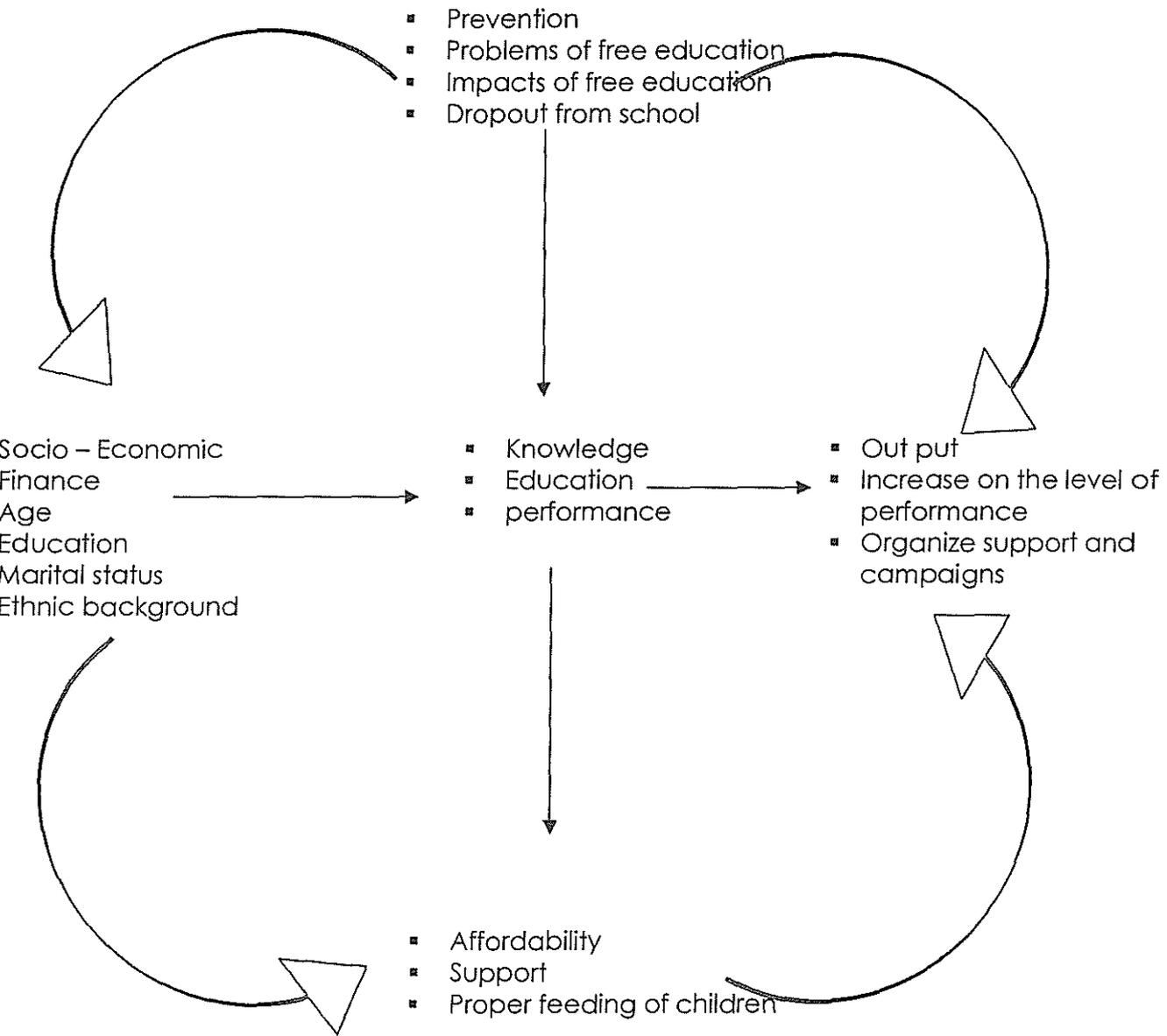
- d) It would be useful in a way that it would open the minds of the children on what to follow; this is whereby individuals would be able to share out ideas on how to support the issue of free education
- e) It would incorporate a substantial further research in areas of children management and the eventual understanding of the behavioral characteristics of the children would form a basis for further ways of managing the children.
- f) The study would act as a derivative for a qualitative research and it would be a consultative component for the scholars who wish to enhance their careers in the areas of children and the young people.

### **1.7 Limitation of the study**

It was extremely difficult to conduct the study in the entire Waa – Ngo'mbeni due to time and financial constraints which limited the study to only Waa – Ngo'mbeni. This limited the applicability of the findings of other areas.

## 1.8 Conceptual Framework

Figure 1: Conceptual Framework



Source: Research area of study

The general overview gave a general picture of what would be done by the schools to increase the number of children attending schools In Waa – Ngo'mbeni zone the objectives identified what was achieved by conducting this research through prevention of school drop out, free education, key impacts and the relationships between free education and academic performance. This would only be done through the prevention, knowledge has to be there, social economic development should also be targeted to which should consider the impacts of free education on the financial school attendance and performance of the pupil. Affordability, whereby it should be to enable children to access their education with special considerations to their final performance level, and the level; of family's ability to support the children through the education.

## CHAPTER TWO

### 2.0 Literature Review

#### 2.1. Introduction

Free education is a great opportunity for the development of children and their effort. Free education is provision for shelter efforts.

The many rationales for the shift to goal – based regulation from centralized regulation have been studied extensively elsewhere (Lindensjo & Lunggren, 1986 Lundgren, 1990). The essential point here is that many educational institutions need relatively high understanding in child development of pre-schooling and schooling long before the formal decision to bring early childhood education and care into the Ministry of Education and Science in Technology in 1996. Then, because of decentralized regulation, the steps taken and solutions chosen varied widely across a wide range of places.

#### 2.2 Concepts of free education

Before the industrial revolution, free education had been mostly accepted as inevitable as economics produced little, making wealth scarce. In Antwerp and Lyon, two of the largest cities in Western Europe, by 1600 three-quarters of the total population were too poor to pay taxes. In 18<sup>th</sup> century England, half the population was at least occasionally dependent on charity for subsistence. Food shortages were also common before modern agricultural technology and in places that lack them today, such as nitrogen fertilizers, pesticides and irrigation methods. For example, Chinese mass production of goods has made what was once considered luxuries, such as vehicles or computer, inexpensive and thus more accessible to any who were otherwise too poor to afford them.

Rises in the costs of living make poor people less able to afford items. Poor people spend a greater portion of their budgets on food than richer people. As a result poor households and those near the free education threshold can be particularly vulnerable to increases in food prices.

For example in late 2007 increase in the prices of grains led to food riots in some countries. The World Bank warned that 100 million people were at risk of sinking deeper into free education. Threats to the supply of food may also be caused by drought and water crisis. Intensive farming often leads to a vicious cycle of exhaustion of soil degradation continue, the continent might be able to feed just 25% of its population by 2025, according to UNU's Ghana- bases Institute for Natural Resources in Africa

Overpopulation and lack of access to birth control methods drive lack of sustainable ways to support life. The world's population is expected to reach nearly 9 billion in 2040. However, the reverse is also true, lack of training causes overpopulation as it gives women little power to plan childhood, have educational attainment, or a career.

According to the research made by various researcher pregnant cases most young girls end up giving birth to children at an early stage and 85% of girls and women ages 15 to 19 and 72% of women ages 20 to 24 do not use contraceptives. In addition, 70% of all adolescents in the according to a 2003 study, 25% of Kenyan girls and women ages 15 to 19 are either prim the country engage in unprotected sex according to the study. While lack of sex education is "blamed" for many teen pregnancies in Kenya, traditions that inhibit discussions between parents and children about sex also play a role, AFP/Yahoo/News reports "Most of the parents don't talk about sex to their children" George Gichanu of Kenya's National Coordinating Agency for Population and development said adding "Most parents are shy and feel it's the work of the teacher. "According to AFP/Yahoo, News schools in Kenya the school lack sex education curricula despite "growing campaigns" to curd HIV/ AIDS transmission and sexually transmitted infections and only 12% of the country's health facilities have "children's friendly" policies.

### **2.3 Lack of food and education**

In the recent past, research has found that there is a high risk of educational under achievement for children who are from low-income housing circumstances. This often is a process that begins in primary school for some less fortunate children. In the US educational systems, these children are at a higher risk than other children for retention in their grade, special placement during the school's hours and even not completing their high school education. There are indeed many explanations for why students tend to drop out of school. For children with low resources, the risk factors are similar to excuses such as juvenile delinquency rates, higher levels of teenage pregnancy and the economic dependency upon their low income parent or parents

Families and society who submit low levels of investment in the education and development of less fortunate children end up with less favorable results for the children who see a life of parental employment reduction and low wages. Higher rates of early child bearing with all the connected risks to family, health and well-being are majority important issues to address since education from preschool to high school are both identifiable meaningful in a life.

Free education often basically affects children's success in school. A child's "home activities, preferences, nannarims" must align with the world and in cases that they do not these students are at a disadvantage in the school and most importantly the classroom (68). Therefore it is safe to state that children who live at or below the free education line. Poor children have a great deal less healthcare and this ultimately results in many absences from the academic year, additionally, poor children are much more likely to suffer from hunger, fatigue, irritability, headaches, ear infections, flue and colds. These illnesses could potentially restrict a child or student's focus and concentration.

## 2.4 Link between free education and performance

The linkages between performance and free education can be understood in two ways:

- Investment in education as a free education strategy which can enhance the skills and productivity among poor households;
- Free education as a cornerstone to educational achievement both at the macro-level (poor countries generally have lower levels of enrolment) and the micro-level (children of poor households receive less education).

Females in developing countries typically receive less education than do males. Although it is generally true those countries with high GNP have greater educational equality for males and females, amongst poor countries there is considerable variation, both in overall levels of enrolment and in female/male enrolment ratios. Female disadvantage in enrolment is thus not simply a matter of overall development. Factors such as social and cultural attitudes, and policy priorities are clearly also significant.

Research into the constraints to girls' schooling explains the persistence of gender gaps and indicates how the combined effects of household free education and gender reduce educational opportunity for girls. The opportunity costs of girls' schooling are most significant for poor households. Girls' labour is used to substitute for their mother's e.g. by caring for siblings. The loss of girls' during school hours thus has an impact on women's ability to raise household income either through food production or wage labour.

Not only are the costs of schooling girls greater but the private returns (to the household) are often perceived to be less, because of wage differentials between educated women and men, because daughters are expected to leave the household upon marriage, or because tradition favors female seclusion, or women remaining within the home. Other constraints to girls' schooling include concerns about girls' safety both in school and journeying between home and school, especially at puberty, and worries about girls becoming sexually active outside of social sanction. For poorer households, these safety concerns may be increased because children from the poorest households are often furthest from schools, particularly at secondary level.

## 2.5 Education and development

Human Capital Theory (associated with the work of Gary Becker, Mark Blaug and many others), asserts that education creates skills which facilitate higher levels of productivity amongst those who possess them in comparison with those who do not. Education, then, is costly but it brings associated

benefits which can be compared with its cost in much the same way as happens with any investment project.

Human capital theorists use proxy evidence of various kinds to support the above assertions. First, there is a strong and empirically verifiable, positive relationship across all societies between the wages and salaries people receives at work and the level of education which they have received.

Using the normal assumptions of competitive labor and goods markets, it follows that those with higher levels of education seem to have on average, higher levels of productivity. Employers use educational characteristics as a proxy for the suitability and potential productivity of their employees.

Second, the earnings by age of the more educated not only start a higher level but increase more rapidly to a peak – which happens later in life – than is the case with the earnings profiles of the less educated. Indeed, those with no education tend to have earnings profiles which remain pretty flat throughout their lives. These patterns are said to indicate not just that education makes people more productive but also that it enhances the ability to learn – by – doing causing productivity and thus earnings increase at a faster rate than for those with less education. The fact however, that the profiles peak and then decline beyond a certain age suggests that the skill created by education are prone to obsolescence and that their productive value declines when technology has outpaced them.

Although few people contest the strength and near universality of the above relationships whether or not they necessarily imply that education is itself a source of enhanced individual productivity remains contested. Early criticism of human capital theory came from a group of radical economists (Bowles, Gintis and other, sometimes referred to Correspondence Theorists) who argued that education was valued by employers not because of cognitive skills which it engendered, but because of the non – cognitive qualities and attributes inculcated at different levels of the education system. These theorists argue that the non-cognitive traits encouraged by each level of the school system correspond strongly to the attributes required of employees at unskilled, middle and higher levels of the occupational hierarchies education was thus judged to be responsible for reproducing the social hierarchies in society in a stable and predictable way, rather more than enhancing the productive capacities of labour.

A further set of theories associated with the ‘screening theorists (wiles, Whitehead and other) asserts that education is merely an attenuated selection process, whereby the most talented people are distinguished from the less talented. In other words, schooling identifies the most able people but does nothing, itself, to create or enhance those abilities or by implication, individual productivity. In this view ranking procedures were efficient, the benefits of ten years schools should be short – circuited by aptitude test which might last a matter of days rather than years. This group of theorists argues that the

associations between education and earnings adduced by human capital theorists to imply that education has productive value can be shown to be entirely consistent with its negation.

## **2.6 Education and lack of basic needs**

Human capital theory draws links between education and lack of basic needs in terms of education as a means of free education reduction; another significant linkage runs the other way – ie the effect of macro and micro –level basic needs on levels of education. At the macro – level it is generally the case that levels of enrolment correlate with GNP. Countries with low per capital incomes tend to have low enrolment ratio. However there are a number of exceptions to this rule. In Africa, for example, extremely poor countries such as Lesotho, Madagascar and Togo have primary gross enrolment ratios in excess of 100 ( Colclough 1994). Among poor countries there is considerable variation, showing that low GNP does not necessarily translate into low levels of educational enrolment.

At the household level evidence suggests that children of poorer households are generally likely to receive less education. Data from Tanzania shows that at primary level enrolments rise with income group, with the primary Gross Enrolment Rate (GER) 77 percent among households in the lowest expenditure quintile, which is 6 percent lower than average and nearly 12 percent below enrolment rates among the wealthiest quintile (see Chart 1).

More pronounced disparities between enrollments rates exist at secondary level GERs among boys in the lowest quintile are only 27 percent of the boys' average rates and just 13 percent of the rates among boys in the wealthiest quintile (see Chart 2). For girls GERs among girls in the poorest quintile are only 25 percent of average rates for girls, and 12 percent of those girls wealthiest quintile.

## **2.7 Conclusion**

The challenge of breaking this vicious free education cycle into the next better cycle stand at the doorstep of every family and nation, especially Waa – Ngombeni zone in Kwale. Free education with its associated risks has been and is still a great impediment to education (Professor Jummanne Magembe).

Therefore it must be curbed if the uneducated future generation is to be done away with, jobs created and wealth of the society created for the betterment of the citizenry. This is the reason why the study on free education and its impact on education are crucial and its findings must be implemented to enable the child to get education for a free and better life.

## **CHAPTER THREE**

### **3.0 Methodology**

#### **3.1 Introduction**

This chapter describes the methodology that was used during the study. It looks at the areas and population of study. It describes the various methods that were to be used in sample selection and how qualitative and quantitative the data was collected

#### **3.2 Research Design**

The study focused on the effects of free education on performance of school going children in waa-Ngombeni zone. The research approached in this study was imperatively developed as a descriptive research study. Survey research used questionnaires and interviews in order to determine the opinion, attitudes preferences and perceptions of groups of people of interest to the researcher. Throughout the study the vision was to find out the effects of free education on performance of school going children.

#### **3.3 Area and Population of Study**

The areas of study covered Waa – Ngombeni zone of Kwale County Coast province. The site area of Waa - Ngombeni zone was 262.4km<sup>2</sup> with the total population. The zone was comprised on 4 sub locations. The study was carried out in five schools with the target of the people being the children and parents. These formed the population that was interviewed.

#### **.4 Sample Framework**

##### **.4.1 Sample Size**

The sample consisted of 40 respondents, 35 children from different schools, 2 administrative leaders and 3 teachers from different schools. The sample consisted of the children school leaders and school members, children from Kiteje primary other children from Ngombeni Primary children from Denyenye , children from Waa primary and finally children from Kombani primary school.

Simple random sampling was used to select respondents to avoid biased information. Questionnaires were distributed to the school administrators because they are the ones who had adequate and in the depth formation concerning the role free education play on performance of children at the institutional level. Interviews were used where by the researcher interviewed several children from different schools through

holding group discussions with them. Since they were ones affected mostly through lack of appropriate food and facilities, they were the most prominent people to give more information how has contributed to their school dropout, the negative effects of free education on their final performance levels

### **3.4.2 Sample Technique**

Simple random sampling was used to select respondent to avoid biased information. Questionnaires were distributed to the school leaders because they were the ones who would give adequate and in – depth information concerning the role schools play on teaching children on matters regarding their education. It helped the researcher in collecting the data by the use of interviews, observation and the questionnaires.

### **3.4.3 Sample Procedure**

The research targeted the children aged between 10-14 who were attending their primary and how they were being affected by free education, early pregnancies and school drop outs. It looked into the aspects and conditions that led the children to indulge in sexual activities because of different factors like free education, lack by their parents, financial problems and lack of adequate community and government support on matters of their performances.

## **3.5 Methods for Data Collection**

### **3.5.1 Instruments**

#### **i) Interview**

During the interview method, children adults' school leaders and the district leaders were focused on. The total population for the people to be given questionnaires was 40, that is 35 children from different schools. At the same time, 3 school leaders and 2 administrative leaders were interviews

#### **) Questionnaires**

he questionnaires were also use to collect data. The questionnaires were distributed to the respondents to ll at their appropriate time and then collected afterwards. This method of data collection helped get data 1 essential aspect of the study as per the schedule was used to collect data. The total population for the opele to be given questionnaires was 40, that is 35 children from different schools. 3 school leaders and 2 ministrative leaders were interviewed.

### **c) Observation**

These were used to know how particularly these things are happening in these areas therefore it would be more good to get the particular research through their activities that is taking in the area. This would be targeted on the children's the school leaders and the adults.

## **3.6 Sources of Data**

This included the primary and the secondary data collection.

### **a) Primary**

This is where the researcher got the information through the children who are affected and those might be having the experience from such problems and how she was going to handle them.

### **b) Secondary**

The researcher got additional references on the research area by furthering her studies in libraries and using books, journals, internet, newspapers and reports.

## **3.7 Data processing**

In the data processing editing, coding and tabulation was used during the research process.

## **3.8 Data Analysis**

During the data analysis the quantitative methods of research was used to analyze the data. The quantitative research targeted the adults, school leaders, the district officers, the role models and other. The qualitative research targets only the children, school leaders and parents.

## **3.9 Ethical Consideration**

This entailed first getting a letter of introduction that commission one to go for a study. It was stipulated that before going to the field, the researcher would first get a letter of introduction from the department commissioning to go and carry out the research with a purpose. Besides the researcher first booked for the respondents before the questionnaires were delivered.

## CHAPTER FOUR

### 4.0 Findings, data analysis and interpretation

#### 4.1 Introduction

In chapter four we discuss the data findings, analysis and interpretations.

The study ascertained the causes, characteristics and magnitude of the role played by the school in analyzing the impacts of free primary education on early childhood.

The study makes long strides in creating a luminous understanding of the key elemental principles and several doctrinal concepts outweighed by the interpretation of key performance criteria within outside and at the periphery of the school.

The sampled respondents, both qualitative formed a larger part of the study and the considerable criteria for evaluating these concepts at various levels gave an inclusive study on the role of the school on one side, free education on the other and the children's on the other. Education issues in Kenya are highly sensitive more so in the rural areas. The findings from the study showed that young people are still suffering from effects of poverty. But as Debbie Dortzbach, the first director of the free education chapter project puts it "Schools in Kenya are right where the people are in the community," "There's a good structure for a multiplier effect when school leaders talk to people about free education and education."

The schools have now created spaces for young people to be in a position to discuss free education and education issues. As mentioned earlier most Kenyans over decades have been very critical on the long term effects of free education, for example Bill Rau, family support associate director for policy asserted that throughout the early 1990s, most governmental groups in Kenya either ignored free education or explained it as the result of lack of hard work or any particular related concept (2004). And at one extreme educational leaders who led a free education crusade and rallies where poverty eradication plans are brochures were burned, in the belief that teaching people about prevention measures are necessary to effect controls. Research studies investigating the impact of free education on performance ( Frost & Arroch Forest., 1995; Grunseit & Kippax, 1993; Grunseit et al., 1997; Jemmott & Fong, 1998; Ku, Sonnenstein & Pleck, 1992; Wellings et al., 1995) A meta- analysis of published teenage pregnancy prevention program evaluations shows that lack of sustainable support do increase school dropout and this is as evident throughout the study period.

(Franklin, Grant, Corcoran, O'Dell Miller & Bultman, 1997)

#### 4.1: School overall response ration from 2007 to 2009 (Sampled Schools in Coast Province )

School	2007	2008	2009	remarks
	respondents	respondents	respondents	
Kiteje primary	6	8	7	Comparative fluctuations
Ngombeni Primary	8	6	8	Comparative fluctuations
Denyenye	7	8	6	Comparative fluctuations
Waa	6	6	8	Comparative fluctuations
Kombani	8	7	6	Comparative fluctuations
Total	35	35	35	

*Source: Primary data*

#### 4.2 Understanding free education

The concept analysis of free education was a stringent element of considerable magnitude and in particular with the detailed information about the areas of free education. The respondents felt totally overcome by the systematic introduction of the topic and how, if they could contribute, participate in free education issue. A relaxed environment was introduced, with a brief chat on other community matters to create some basic influence on that.

When we turned to the topic and I mentioned the word free education, all participants became silent. I informed them of my intention to have the interview on tape and assured them of utmost confidentiality. I so informed them that I intended to take a closer discussion over the impacts of free education on the performance on the children, and higher levels of performance within the named institution and to work within average 43.25% of the interviewed people and 12.6% of the 35 respondents reached. But one male and one female both from Denyenye School declined while another boy decided to cover his face completely.

The respondents at first when I asked about what they thought free education is gave various responses. This particular perception of free education being seen in terms of performance is widespread as Friedman (1993); Aggleton and River (1999) indicated that young people often have less access to information services and resources than those who are older and they further say that one of the most important reasons why young people are denied adequate access to information, academic services and protective resources such as relieve services, derives from the stereotypical and often contradictory ways in which they are viewed. Many adults have difficult acknowledging the relative understanding of free education and its final impacts on education. (Hoffman & Futterman, 1996)

### Knowledge of free education

**Table 4.2 (School level category)**

Schools				TIME
	TRAINING	WORKSHOPS	DISCUSSION	ALLOCATION
Kiteje	GOOD	AVAILABLE	NOT AVAILABLE	ALLOCATED
Jgombeni	FAIR	NOT AVAILABLE	AVAILABLE	NOT ALLOCATED
Jenyenye	GOOD	AVAILABLE	NOT AVAILABLE	ALLOCATED
Waa	EXCELLENT	AVAILABLE	AVAILABLE	ALLOCATED
Kombani	EXCELLENT	AVAILABLE	AVAILABLE	ALLOCATED

*Source: Primary Data*

From the analysis of the correspondent table above, the inertia of developing concepts of free education, the trend weighs the level of the school. Both Waa and the Kombani School seemed to have strengthened institutions which develop, monitor and create absolute training of the children's in free education matters.

When we explored on who knew about free education and who did not know the response was that a large number of people don't know. This response shows that this young people did not see free education as part

and parcel of a human being but as a separate component that studied in school and when we try to find out who knew more about free education, one main respondent was quick to point out that there has been a great benefit of the same recent times. Here the issue of male dominance in free education issues was evidently portrayed and the girls were just keeping quiet. Parker, Gagnon (1995) found that men in many cultures wage daily battles to prove to themselves that they are able to maintain their free education levels and others that they qualify for inclusion in the esteemed category "Male". To be "not male" is to be reduced to the status of women or worse, to be "queer". Since gender is socially constructed, it must be actualized through action and sensation by doing things that repeatedly affirm that one is really male or really female while avoiding things that leave room for doubt.

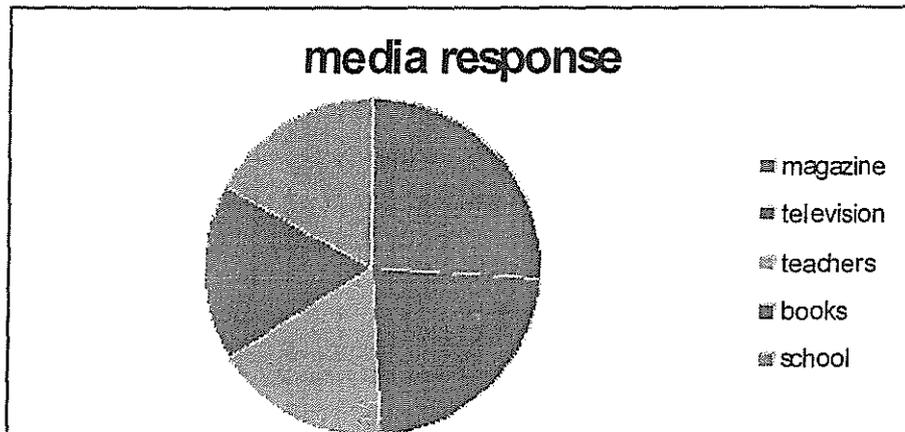
#### 4.3 Source of free education information

The widely acknowledged source of free education information was the magazine, television and teachers. None of the respondents mentioned school leaders or their parents. This is in line with other findings. This finding is similar to a study survey in Ontario that found that 89% of children felt that it was important for them to receive free education information (McKay & Holowaty, 1997) and from a list of six possible sources; the children related the school as their most preferred source of free education information, followed by family and friends.

Table 4.3 (Source of Information)

Media	Frequency	Percentage
Magazine	9	26
television	8	23
teachers	6	17
books	6	17
school	6	17
Total	35	100

Source: Primary Data



*Source: Primary data*

#### 1.4 Exploring School, children and free education

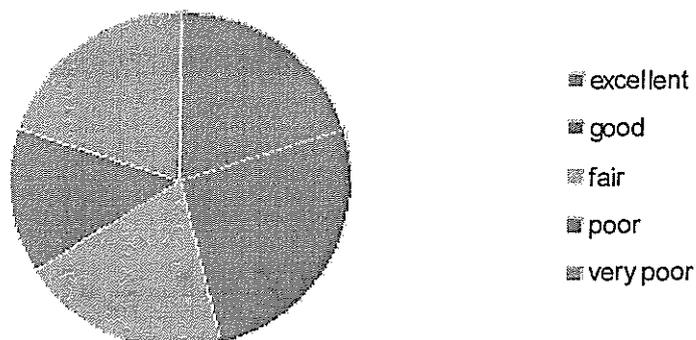
From the research, all my respondents were family related and trying to merge the topic of free education and their cultural beliefs was quite difficult. We started by exploring the programmes schools have for the children on matters of free education and the key participants in 2 schools said that at least they organized two children programmes each while others organized one programme each. On the programmes that schools offer children, school respondents indicated that the school organizes cinema where the leaders come with a tape and they are shown. This can be done yearly. The programmes range from free education film and also topics on school in difficult circumstances. This actually indicates that despite the fact that school leaders are finding it difficult to talk about the issues of problems of free education and performance, they are starting slowly to acknowledge that there is a problem which the school administration ought to know and confront as much as possible. The schools leaders arrange programmes for young without consulting them. This still goes on to show that the schools do not have conclusive evidence on how to deal with free education issues, noting 67% in earlier studies about this study. To all the respondents issues of free education has never been discussed in school.

**Table 4.4 (The children perception of the role of the school)**

Performance	Frequency	Percentage (%)
Excellent	7	20
Good	9	26
Fair	7	20
Poor	5	14
Very poor	7	20
<b>Total</b>	<b>35</b>	<b>100</b>

*Source: Primary Data*

**performance analysis**



*Source: Primary data*

### **.5 Education, capability and free education**

In the study, the aim of education through investment in education raises issues of financing and the affordability of education for the poor. Analysis of the supply side of educational provision was important with a 63.5% response in Waa-Ng'ombeni zone. This was important to equity considerations because the proportions of government financing of the different levels of education systems in this place had implications for gender equality and free education-reduction objectives. The school study showed a 7% level for the 3 year period.

The research in 2008 asserted that public spending on primary education generally favors the poor, but the public spending on education policy as a whole often favors the affluent because of the heavy subsidization of the upper –secondary and higher levels of education. In the study, it was pointed out that higher education students come disproportionately from richer families and therefore public sector spending for higher education particularly inequitable (World Bank 1995).

#### 4.6 Gender gaps in Education

In the study, adolescent free education Permberton (1992) found that religiosity was demonstrated to have a significant negative relationship with sexually intimate behavior. Girls' primary, secondary and tertiary school enrolment in the study shows that this has been maintained or increased in most schools since 2007. Girls' literacy increased from 54 percent of male rate in 2007 to 74 percent in 2009. However females' education opportunity remains significantly lower than males because girl child cannot sustain free education for a long time.

**Table 4.5 Free education behavior within the school-collective analysis.**

	Interactive	Allocation (weekly)
Kijeje Primary School	Interactive	
Ng'ombeni Primary School	Moderate	2
Denyenye Primary School	Moderate	2
Vaa	Highly	3
Lombani	Highly	5

*Source: Primary data.*

From table 5 above, the free education behavior was seen by the school from several spherical angles, noting the delicate of the issue, which at times require a lot of professionalism especially when dealing with the effects of free education at the school level amongst the school.

#### **4.7. The free education demand and gender influence in childhood**

Research into the constraints to girls' schooling explains the persistence of gender gaps. Girls in major households are particularly likely to miss out on schooling because of the perceived and actual costs to households of girls' schooling. These costs are both direct (e.g. fees, books, pencils, paper, required clothing, transport) and opportunity costs. For example, data from poor reveals that reasons for non-attendance differ by gender, and free education was more likely to be a constraint for girls. Free education was found to be a reason for attendance for 15.8 percent of girls, but over 60% percent of boys. In the poorest expenditure group, girls were much less likely to attend school with 48.5 percent non-attendance for girls versus 22 percent of boys (World Bank 1994, cited in Baden 1995b)

The study in the schools also shows that Boys may also be required to contribute their labor although with different tasks. In the Mijikenda societies (e.g. Digo, Duruma and Rabai) boy's labor is in heavy demand. And girls outnumber boys at primary level. In Kenya, while girls between the ages of 13 and 15 spend ten times as many hours as boys on household activities, boys spend twice as much time on crop production and five times as much in wage work (Pitt and Rose nzwieg 1989, cited in Herz et al. 1991). Girls too may contribute wages earned to household survival especially in households experiencing free education.

In the study, it is also important not to make the assumption that it is parents who make the investment in schooling their children or that increasing household income will necessarily lead to gender equity in investment in education. For example, a study on child prostitution in Mozambique in 1993-4 found that some girls were earning money through sex work in order to pay for their own schooling, often with the tacit approval of parents (cited in Baden 1997). In many Asian countries, daughters' are used to pay for men's education.

The study showed that the costs of education to households affect both the enrolment and the drop out rates. Even when girls are attending school they are still required to help with household chores, which can hamper their achievement in school and thus their possibility of continuing in education.

Unforeseen incidents such as the illness of a household member can mean that daughters are drop are required to drop out of school.

#### **4.8. Schools and Introduction of free education programmes**

The respondents felt that these programmes should be incorporate in the school because they will help them to learn how to relate with each. These programmes according to the respondents they should deal with free education, factors contributing to free education and how free education can cause long term problems within the family and school

## **CHAPTER FIVE**

### **5.0 Summary of findings, conclusion and recommendation**

#### **5.1 Introduction**

In this chapter, the preceding analysis suggests a number of strategies for improving access and returns education for poor children. Most strategies concentrate on improving access. Focus is also required on improving educational performance, on the quality and relevance of provision, and on enabling children to realize returns to education in the market place and in other areas.

#### **5.2 Summary of findings**

##### **5.2.1 The concept of free education**

The study clarified a greater understanding of free education among the people of Waa-Ngombeni zone, and its relative impact on the populations. Many respondents acknowledgement of free education and how it has contributed positively to the maximum performance of children at this level.

##### **5.2.2 Sources of information about free education**

The research showed that key external links including magazines, televisions and the teachers are the key outlets in obtaining vital information about free education. This was vital in enabling them to greatly achieve their desired goals

##### **5.2.3 The perception of free education and childhood education**

The research conclusively showed that education has greatly being advanced by the introduction of free education. The respondents agreed that free education has been a key contributor to better performance at this level. It has also shown a relative contribution of free education on final performance of children at a lower level.

#### **2.4 Poverty and education attainment**

Research showed that many respondents that many school going children failed to achieve educational goals due to impacts of poverty. Conclusively, it was viewed that poverty was a contributor to early school dropouts and at times poor academic performance.

### **5.2.5 The roles of poverty and gender gaps in education**

The research has been viewed in that the gender enrolment in education has been greatly compromised, with girls being widely hit by poverty and being unable to continue pursuing their educational goals

These comprised heights have caused many girls to either abandon their studies completely or perform extremely poorly.

### **5.2.6 Gender and demand for education**

The research showed that the demand for education in areas hard-hit by poverty is extremely low due to unavailability of sustainable resources to adequately support the girl child. The same, according to the report applies to boys though the report showed a small percentage on the effect of poverty on boys. Both conclusively accepted that free education has greatly contributed to better school attendance.

### **5.2.7 Education, gender and domestic roles**

The research showed that girls are mainly involved in several domestic chores and this has greatly affected their performances, the report further showed that with the impacts of free primary education, has become a little easier for girls to do better at school

### **5.2.8 General Summary**

Improving overall education provision, accessible to poor people, involves reprioritizing expenditure patterns in the sector, with increased allocations to basic education, but also non-formal, adult education and literacy programmes, and pre-school education. Spending at higher levels should be earmarked for encouraging greater female enrolment. Public expenditure reviews should include a review of educational spending from a gender perspective and outcomes can be monitored using gender – disaggregated benefit incidence analysis (Demery 1996)

From an educational perspective, strategies which reduce the direct and opportunity costs of girls' schooling are most relevant.

The direct costs of girls schooling to poor households can be addressed through incentive and scholarship programmes and now the introduction of free primary education. Experience suggests that careful formulation is needed in the targeting of such schemes to ensure it is the poor who benefit

Strategies to increase female education by reducing opportunity costs may particularly benefit girls from poor households. Provision of childcare facilities is one way of increasing girls' enrolments, by reducing their need to care for siblings while their parents work. Investment in infrastructure (eg water supply) outside the education sector may also be significant in increasing female enrolment.

### **5.3 Promoting education for poor children**

There is a broad range of possibilities for educational initiatives with a gender and poverty focus outside of the schooling system. Adult literacy programmes may be valuable in reaching women who were not schooled as girls. This kind of education can be delivered in a variety of forms, not only literacy classes, but integrated with other programmes such as credit income generating, health etc. A focus on promoting learning for empowerment and social, economic and political involvement suggests the importance of education for legal awareness and leadership training.

Adult poverty programmes have been shown to have positive impact on children's political empowerment in their communities eg in Kwale gaining basic literacy and innumeracy increases children's confidence and self-esteem.

However care is needed to ensure that child education does not become a form of second best education for the poor, disguising the need to reform educational systems. There are a number of problems associated with previous adult education and literacy programmes, including;

- Over-emphasis on welfare-oriented subjects such as family nutrition and child – rearing may limit training to expand women's horizons;
- Scarcity of programmes for poor children in rural areas;
- Requirements for women to attend classes regularly may hamper women with heavy workloads who lack time and energy.
- Inadequate social infrastructure eg lack of children or adequate public transport may prevent women from participating;
- Perceptions of adult education as inferior to schooling may lead to reduced access to jobs despite suitable qualifications (womankind 1995).

## 5.4 Conclusion

The concept of free education and children relations has in the last decades remained a controversial issue, raising concerns about the role of the school in modeling the children growth of young boys and girls.

Today the school is shrilled between great pillars and its traditional sacredness of performance matter, but still being compelled by modernity to break the layers of poverty and tradition. With the passing of a generation and the arising of several free education issues, the school has been epitomized to carry out an all – inclusive campaign to promote safe, well informed information about key contributions of accessing free education.

## 5.5 Recommendations and further research

In no uncertain terms a lot of work is needed in this area of introduction of free education especially among young people in rural areas where even the media which most young people mentioned as the source of poverty information is lacking.

The government of Kenya and other stakeholders like NGOs should put funds aside to finance a roader study encompassing two or more provinces on the relevance of free education.

The school should highly be sensitized about issues of how to deal with factors associated with overtly and to embrace the contribution of free primary education as Mr. Opondo said, “School leaders re preaching from the pulpit about education and then burying the dead” (Williams 1997). This is a clear gn that schools need to do more in coming out in the open to give their people a forum to discuss overtly.

Local leaders should be well trained and equipped on educational issues as they have to deal with this ery sensitive topic. It is even more paramount to leaders who are working in rural areas.

With the help of the government, NGOs and other stake holders children centres should be provided in east Province where young people can walk in freely for counseling, learning about issues of poverty d other issues that affect them. Education and training of young people should be offered by NGOs and dunteers who have expertise in these areas. Many NGOs only concentrate their efforts and resources in ban area and now it is the time they should start to decentralize.

A comparative research between young people who live in rural areas and the ones who live in urban areas to find out if they hold different views or the same concerning educational issues

Many institutions of higher learning in Kenya and Africa as a whole should play a more proactive role in conducting research on ways of enhancing their education so that education can be understood and be interpreted using African terms and expression.

Upcoming scholar in this field of poverty should be encouraged to do more research as this will create a database of literature that can be used by others

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**APPENDICES**

**APPENDIX A**

**RESEACH QUESTIONNAIRES FOR SCHOOLS (LEADERS)**

I am Njeru Wanjiku second year at Kampala International University pursuing a degree in Educational ECPE. I am carrying out research on the effects of free education on performance in Waa/Ng'ombeni zone. My main aim of the research is to determine whether young people in Waa/Ng'ombeni zone have an understanding of the role which free education bring about to control effects of children's performance. The questionnaire is specifically for academic purposes and all information received shall be kept confidential.

Tick (✓) where necessary and (x) cross where it is not applicable.

- a) What is your marital status?  
Single ( ) Married ( ) Divorced ( )
  
- b) Sex: Male ( ) Female ( )
  
- c) Age range; 15-20 ( ) 21-24 ( ) 25-33 ( ) 33 & above ( )
  
- d) Occupation: Employed ( ) Unemployed ( )
  
- e) Level of education: Primary ( ) Secondary ( ) University ( ) none ( )

As a resident of Waa/Ng'ombeni zone and a member of school, explain from your experience the factors contributing to free education including the effects of free education, other sorts of children's abuses in schools?

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

In your societal setting, illustrates the roles/positive roles that you have played to impart a case of free education control and the ability to influence a change of behavior among the children in and around your school?

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

Create a comparative analysis of the levels of drop out at different academic levels, from primary, secondary and higher institutions of learning. Note how this influence other related problems in several key areas of the education spectrum?

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

What role do schools in Waa/Ng'ombeni zone play towards eradicating free education among the children?

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

Is there any role which is played by parents in supporting the children against free education related problems? If any, state

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

## **APPENDIX B**

### **INTERVIEW GUIDE QUESTIONS TO THE CHILDREN IN WAA-NG'OMBENI ZONE**

1. What could be the possible solutions towards the problem of children's suffering from the effects of free education especially on their education?
2. From the doctrinal point of view, does the school influence the training of the children's about free education, or, albeit, keep the entire free education concepts a secret. Explain in details?
3. How do the school doctrines about free education influence the children in your zone?
4. What is the approximate number of the children who die every year due to free education related cases?
5. In the previous years, how has the trend of managing the children being evaluated by the school and the entire community?
6. Are the activities of school satisfying, as at your time framework and if yes, explain this in detail? Explain these factors in details.

**APPENDIX C**

**INTERVIEW GUIDE QUESTIONS TO THE ADMINISTRATORS IN  
WAA-NG'OMBENI ZONE**

- 1 (a) State your academic levels/status .....
- (b) Indicate your marital status .....

2 Indicate your position in the zone.....

3 Explain briefly the key preventive mechanisms that the administration in Waa-Ngombeni zone is putting to control the aspects of free education  
.....  
.....  
.....

4 How does the administration in the zone define free education? Does the school provide training program aimed at sensitizing the children on free education alleviation? If yes, then how do they do this, if not then why?  
.....  
.....  
.....  
.....

Give your preferences about the campaign strategies put in place to help children understand key elements, causes, prevention and the general effects of free education  
.....  
.....  
.....  
.....

6 Do you have key areas which specialize in guidance and counseling within your institution? If yes, then what roles do they play, and how have they impacted positively on the children?  
.....  
.....  
.....

7 How has free education affected the economic development in the zone?  
.....  
.....

8 Are the supports provided free or there is some sort of subscription from the beneficiaries?  
.....  
.....  
.....

9 How has the government influenced the provision of support programs for free education eradication issues to those affected by the key problems associated with free education?  
.....  
.....  
.....

## APPENDIX D

### COST AND PHASES

The research involved a lot of movements from one area to another. So as to gather adequate information about the topic, following amount was required;

<b>Description/item</b>	<b>Amount(USHS)</b>
Consolidation of literature	5400
Designing and developing research instrument	13500
Pivot survey	28300
Accommodation	33750
Finalizing research instrument	16000
Data processing and report writing	97200
10% contingency and institutional costs	20250
<b>Total</b>	<b>220,050</b>

The research was carried out in four phases

<b>TIME FRAME (4 PHASES)</b>		
<b>PHASES</b>	<b>DURATION</b>	<b>ACTIVITY</b>
1 <sup>st</sup> phase	2 weeks	Data collection
2 <sup>nd</sup> phase	2 weeks	Data interpretation and analysis
3 <sup>rd</sup> phase	1 week	Compiling the report
4 <sup>th</sup> phase	1 week	Presentation

## APPENDIX E

### TIME SCHEDULE OF ACTIVITIES

<b>Month and year</b>	<b>Activities</b>
October 2010-November 2010	Research proposal writing
November 2010-December 2010	Questionnaire preparation and pre-testing
December 2010-january 2011	Data-collection
January 2011-February 2011	Continuous project analysis Compiling the data
February 2011-April 2011	Write up Research Report
April 2011	Submit the research report



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## College of Open Education and Distance Learning

*Office of the HOD – ECPE*

15<sup>th</sup> April, 2011

### To Whom It May Concern:

Dear Sir/Madam,

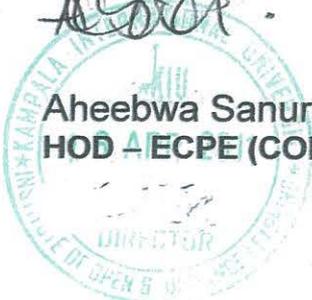
### Introduction Letter for Research

I have the pleasure to introduce **Njeru Regina Wajiku – BED/30753/102/DF** to you. He is a student of **Bachelors Degree in Education in ECPE** at Kampala International University. He is carrying out his research on **“Impacts of Free Education on Childhood” A case of Waa-ng’ombeni Zone in Matuga Division, Kwale County-Kenya.** He is at the data collection stage. Your Institution / Organization has been identified as his area of study. It will therefore be appreciated if you can give the best assistance to him for a dependable research work.

The university will be counting on your kind cooperation.

Thank you

Aheebwa Sanura  
HOD - ECPE (CODL)



The university will be counting on your kind cooperation.

*“Exploring the Heights”*