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**THE PROGRESS OF EARLY CHILDHOOD DEVELOPMENT PROGRAMMES
AFTER THE IMPLEMENTATION OF FREE PRIMARY EDUCATION.
A CASE STUDY OF NYAIER ZONE, RARIEDA DIVISION,
RARIEDA DISTRICT OF NYANZA PROVINCE- KENYA**

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BED/20281/81 /DF**

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF OPEN
AND DISTANCE LEARNING IN PARTIAL FULFLMENTS FOR
THE AWARD OF A DEGREE OF BACHELOR OF EARLY
CHILDHOOD EDUCATION AND PRIMARY
EDUCATION AT KAMPALA
INTERNATIONAL
UNIVERSITY**

MARCH 2011

DECLARATION

I, **OKAL OCHIENG ELIJAH**, declare that this research project is my original work. It has never been submitted for any academic award.

Signature 

OKAL OCHIENG ELIJAH

Date 20/4/2011

APPROVAL

I declare that this research project has been under my supervision as the University supervisor.

SIGNATURE  DATE 27th 04/2011

Mr. KIWEEWA EMMANUEL

DEDICATION

I dedicate this research work to my Parents Mr and Mrs: OKal my elder Brother Mr. Luke Agola for supporting me in my studies.

ACKNOWLEDGEMENT

I wish to register my sincere appreciation to my supervisor **and also the following people Mr. Edward Kamya, Mrs. Noel C. Kaei and Mrs. Agness Otayo**, staff of Kampala International University for the assistance **friends Teddy and Job**, they accorded me when I was undergoing the course, may the good Lord reward you abundantly.

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ACRONYMS

ECD - Early Childhood Development

ECDE- Early Childhood Development education

FPE - Free Primary Education

GOK - Government of Kenya

KNESCO - United Nations Educational, Scientific, and Cultural Organization

UNICEF - United Nations Children's Fund

ABSTRACT

Despite the importance of pre-school as a foundation for the country's formal education, the Ministry of Education spends less than one percent of its budget on this sub-sector. The General objective of the study was to determine the impact of free primary education on early childhood education. The research study was conducted between December 2011 and April 2011. The study was carried in Nyaiera zone, Rarieda district.

The study benefits the early childhood pupils since their well being is advocated for in the study. The study also forms a basis for future researchers who may research on a related topic and equip the researcher with knowledge about free primary education in Kenya.

Parents will benefit from the study in a way that they will understand the importance of early childhood education and understand that it is the basis for future education. The study recommended that the government should also make early childhood education because parents have decided to pull out their children from early childhood education and yet it is important for the country and primary education.

The government should have a policy in place that focus on the impact of free primary education on early childhood education and also put them in practice.

GENERAL CHAPTER ONE

1.0 Introduction

Free Primary Education (FPE), introduced in Kenya in 2003, has enabled 1.3 million poor children to benefit from primary education for the first time through the abolishment of fees and levies for tuition. The gross enrolment rate in primary education jumped from 86.8% in 2002 to 101.5% in 2004 (GOK 2005]

Though intended to boost primary education, FPE has had consequences in other areas of education, including early childhood development (ECD). The purpose of the present brief is to discuss the impact of FPE on ECD in Kenya and to outline major policy options that may mitigate possible negative impact.

1.1 Background to the study

During the 1990's many countries including Kenya, Lesotho, Malawi, and Uganda eliminated primary school fees in order to provide their people with free primary education. The results were dramatic: by reducing the direct costs to households, all four countries increased enrolments by sizable margins. The challenge these countries now face is to reform their educational systems to accommodate the increase in enrolments so that schools can provide good-quality primary education to all. (KNESCO, 2003). Although some movement toward universal primary education occurred before 1990, the KNESCO-sponsored Education for all conference held in Jomtien, Thailand, in 1990 was the impetus for spurring policy development and implementation on a wider scale (KNESCO, 1990), Policy Makers attending the conference reached the conclusion that the goal of universal basic education could be reached only by making primary education free (that is, eliminating compulsory school fees).

Universal basic education is largely understood as unveiled primary schooling; and Free Primary Education as known in Kenya (FPE). Only after the Jomtien Conference on Education for All (EFA) in 1990 was it understood that by making primary education free

it would include children from poor families and thereby perhaps become universal. Schooling costs for families are a major constraint to achieving UPE. Direct costs can include general fees, examination fees, salary top-ups, textbooks, materials, uniform, feeding, transportation, sports and culture. Indirect costs are the opportunity cost of labour at home or work. By eliminating direct costs of schooling, families could send their children to primary school, thus increasing demand. On the supply side, very few school systems in Africa were keyed to education for all from the outset, a strategy combining the elimination of fees together with the reform of the EFA system is needed.

1.2 Statement of the problem

Despite the importance of pre-school as a foundation for the country's formal education, the Ministry of Education spends less than one percent of its budget on this sub-sector. This implies that the Government does not place equal importance to it as it does to other levels of education (IPAR, 2003). Matters have been worse by the introduction of free primary education because parents are withdrawing their children from pre-school. This is not good news especially when early childhood education which determines a child's future is being jeopardized and therefore the study intends to investigate the Impact of free primary education on early childhood education and suggest solutions.

1.3 Objectives to the study

1.3.1 General objective

To determine the impact of free primary education on early childhood education

1.3.2 Specific Objectives

- 1) To determine impact of free primary education on early childhood education in regards to enrolment of pupils.
- 2) To determine impact of free primary education on early childhood education in regards to teachers salary
- 3) To determine impact of free primary education on early childhood education in regards to resource allocation.

- 4) To determine impact of free primary education on early childhood education in regards to government inspection
- 5) To identify the policies that has been set to improve on early childhood education.

1.4 Research questions

- 1) What is the relationship between free primary education and the enrolment of early childhood pupils?
- 2) What is the relationship between free primary education and the salary of early childhood education?
- 3) What is the relationship between free primary education and resource allocation of early childhood education?
- 4) What is the relationship between free primary education and government inspection of early childhood education?
- 5) What policies can government adopt to handle the effect of free primary education on early childhood education?

1.5 Scope of the study

The research study concerned the impact of free primary education on early childhood development in Nyaiera zone, Rarieda district. The respondents to the study were sampled from selected primary schools in Nyaiera zone. The research study was conducted between December 2010 and March 2010.

1.6 Significance of the study

The study is significant in the following ways

The government and policy makers will take into consideration the importance of nursery education and also realize why the enrolment of the pupils has decreased and therefore make policies that help increase enrolment of nursery pupils.

The government is informed of the impact of free primary educations has had on early childhood education and therefore know how to handle both primary education and early childhood education.

Government is also informed that for primary education to succeed children have to go for nursery education and therefore gave it the attention it needs and more so make it compulsory.

The study benefits the early childhood pupils since their well being are advocated for in the study.

The study forms a basis for future researchers who may research on a related topic and equips the researcher with knowledge about free primary education in Kenya. Parents also benefits from the study in a way that they understand the importance of early childhood education and understand that it is the basis for future education.

1.7 Definition of terms

According to the study the following terms will be define;

Early Childhood Development (ECD): is the term used in Kenya to refer to the area of discipline that concerns the care, development and learning of young of ages 0+ -5+ years. ECD is under the responsibility of the Ministry of Education, Science and Technology, and consists of the following major services: Nursery School, Pre-Unit Class. Kindergarten, Day Nursery, Playgroup, Madrassa and Home-Based Care Centre.

Early Childhood Development (ECD) Centre is a genetic term for various early childhood services provided under the framework of ECD, including those mentioned above. Early childhood services in this report, the term early childhood services refers to all types of formal, non-formal and informal early childhood care and/or education services catering for children from 0+ to 5± years old and/or their parents.

Enrolment

The number of pupils who join nursery schools and this also includes the number of pupils who drop out of nursery school and those who do not join it at all.

Free primary education

This is used to mean that all children in Kenya attend primary education without paying school fees. It was introduced in 2003.

Impact: The effect something has whether negative or positive. According to the study it implies the effect free primary education has had on early childhood education.

1.8 Theoretical framework

This study is based on the theory of David Hargreaves (Haralambos (1997) which states that, “many schools fail to produce a sense of dignity of working-class. If pupils fail to achieve individual success in competitive exams they will tend to rebel and fail to develop a sense of belonging within the school.” The researcher concurs with that conclusion within the Jamaican experience; students who are the most indisciplined often are within the group of poor academic achievers (i.e. failure at examinations). Haralambos writing revealed that, “To acquire dignity a person must achieve a sense of competence, of making a contribution to, and of being valued by, the group to which he or she belongs.” Here Hargreaves’s positions reflect the structure of the world as it relates to accomplishment, being successful on a competitive examination in order to establish competence.

Meaning that, there is much stress levied on the individual to compete on an examination in order to establish worth, mastery and that of being valued by society. This explains why sociologists of the modern school including Hargreaves believed that the individual should have some sense of freedom to pursue disciplines of his/her interest or talent and not be totally dictated to by the social institution — the school.

That is, the education system is rigidly structured to measure students’ performance in order to allocate human resources within the role-structure of adult society.

“Conformity and obedience therefore bring their own rewards. Finally, students emerge from the educational system with a variety of qualifications that they and others believe have provided them with the training, skills and competence for particular occupations. Illich rejects this belief. He argues that ‘The pupil is schooled to confuse teaching with

learning, grade advancement with education, a diploma with competence,” Haralambos (1997) said. The researcher concurs with Haralambos’ views. The present ‘Westernized’ model is designed around qualification, success, achievement and competence as measured by a competitive examination that cannot be a true reflection of individuals’ depth of knowledge, skill base or even mastery in a task.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Studies have been conducted to assess the effects of FPE on ECD centers. Some report on negative effects, while others note no major drawbacks. While the overall impact of the policy is yet to be determined, the KNECSO/OECD Early childhood policy review mission, which took place in September 2004, observed that the policy did have a negative impact on ECD centers serving poor children.

In North Eastern province, one of the most disadvantaged regions for example; there has been a sharp decrease in ECD enrolments since the implementation of FPE. Declining enrolments appear to be so acute and widespread that there is a serious concern about the “collapse” of ECD services. In the better-off regions, such as Rift Valley province and Nairobi City, decreasing enrolments are observed in public — and community-owned ECD centers, which typically serve poorer children, but not in private ECD centers, which accommodate the more affluent ones.

2.1 Impact of FPE on early childhood education

2.1.1 Enrolment for pupils

The main reasons for this phenomenon is that since the implementation of FPE, poor parents are choosing to withdraw their children from ECD centers and / or keep them at home until they reach the age of primary school entry (Roupnarine IL. 1996) They refuse to pay the fees for ECD on the grounds that ECD, like primary education, should be free. (KNECSO 2005).

2.1.2 Teachers salary

Decreased enrollments have meant reduced salaries for ECD teachers. In Kenya, ECD teachers' salaries are in most cases covered by parental fees, unlike their counterparts in primary schools who are paid by the government according to an official teacher salary scale. (John T. Mukul and Jotham A. Mwankiki 1995) In ECD centers, parental fees are

paid in proportion to the number of children one enrolls and are mostly if not entirely used to cover teachers' salaries. Thus, the level of teacher's remuneration depends on the total number of children enrolled as well as parent's ability to pay fees. (World Bank 2003).

As a result, the reduced number of ECD enrollments brought about by FPE has been a blow to teachers, whose remuneration was meager and unstable already before the introduction of FPE. (Deininger, K. 2000) With parents increasingly reluctant to pay for ECD, FPE has made it even more difficult to mobilize resources from parents for ECD. Cases of increased job insecurity and ECD centers closures are on the rise, particularly in poor communities. (KNESCO 2005).

2.1.3 Resource allocation

FPE has also had unintended consequences for ECD in terms of resource allocation. ECD classrooms set up on the premises of public primary schools have been shutdown in order to accommodate the surge of enrollment in primary education sparked by FPE. (Eming Young, M. 1996) In some cases, ECD children and teachers must put up with reduced space; in others, they have been moved to the worst classrooms on the premises. Government's budgetary allocation to the development of ECD education has remained significantly low with emphasis being laid on primary education. (KNESCO 2005).

2.1.4 Government inspection

At the district level, inspection and supervision of ECD Centers, some of which is carried out by the district-based zonal inspectors of schools, have reportedly become less frequent. Instructed by the governments to closely monitor the progress of FPE, the zonal inspectors are spending more time visiting primary schools leaving little room for work with ECD centers. (KNESCO 2006).

2.2 Policies to handle the problems of free primary education in Kenya

To handle the main problems caused by FPE, two broad policy options can be considered. One is to provide a free year of pre-primary education to all five-year-olds —

the year preceding entry into primary school — taught by government-sponsored teachers (the PPE Option, hereafter). (Abai, O., and G. Odipo 1997). The other is to allow ECD Centers to continue to ensure children's continuous holistic development by providing small government subsidies for ECD teachers working in poor communities, regardless of the age groups they look after (the ECD Option, hereafter). Following is an unbiased presentation of the advantages and disadvantages of each option. (Abai, O., and G. Odipo 1997).

The PPE option is aimed at ensuring that all five-year-old children have at least one year of preparation for primary education. Viewed as a strategy for resolving the twin problems of children unprepared for formal schooling and inequitable access to early learning opportunities, the option is under consideration by the national authorities and receives support from many ECD teachers and parents (MOEST, 2003). In conclusion, few researchers have researched on the impact of free primary education on early childhood education therefore creating a gap in research of which the study intends to bridge.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section entails the methods used to collect the data necessary to answer the research.

3.1. Design

The study adopted a descriptive research design. This enhanced the researcher to obtain a better understanding of the impact of Free Primary Education on early child hood development. The method chosen allowed a collection of comprehensive, intensive data and provided an in-depth study on why past initiatives have not produced the desired results.

3.2. Environment

This study was conducted in selected primary schools in NYAIERA zone. The case study was convenient because the researcher lives in that place and therefore made work easier.

3.3. Respondents

The respondents included teachers, parents, and ministry officials, 15 parents were included in a focus group discussion, and 30 questionnaires were randomly distributed to teachers of which 25 were returned and five ministry officials were purposively selected for Interviews.

3.4 Instruments of data collection

Questionnaires were used to extract information from teachers. Focus group discussion were used to get information from parents and interviews carried on with the ministry officials.

3.5. Data collection procedure

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before questionnaires were distributed to the teachers. The data collected was sorted and categorized, after which it was analyzed. The conclusions and recommendations were made.

3.6. Statistical treatment of data

The frequencies and percentages were used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Qualitative analysis; Data from questionnaires were standardized hence requiring categorization. Such data was presented in a descriptive form above which was used to discuss the results of quantitative data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages in answering these objectives namely: determining impact of free primary education on early childhood education in regards to pupils enrolment, in regards to teachers salary, in regards to government inspection and to identify the policies set to improve on early childhood education.

4.1 Background information

Table1: Below shows the profile of the respondents

CATEGORY	FREQUENCY	PERCENTAGE %
Sex		
Male	29	64
Female	16	36
Total	45	100
Age		
18-25	9	20
26-35	24	53
35 and above	12	27
Total	45	100
Academic level		
Certificate	15	33
Diploma	22	49
degree	8	18
Total	45	100

Source: field data (2010)

Thirty (30) questionnaires were distributed to the teachers and 25 were filled and returned. This therefore represents 83 % of the total number of questionnaires that were distributed.

The study covered 45 randomly and purposively selected respondents of whom 29 representing 64% were male and 16 representing 36% were female.

The age category of the respondents was divided into three categories. Between 18-25 years were 9, which was 20% of the total population. 26-35 years were 24 representing 53% and 35 and above were 12 representing 27%

The academic level of the respondents was divided into three categories that is certificate, diploma and degree 15 (33%) of the respondents had certificates in while 22 (49%) had diplomas and 8(18%) had degrees.

4.2 Impact of free primary education on early childhood education.

4.2.1. Enrolment of pupils

The respondents were asked whether the introduction of free primary education has had an impact on the enrollment of nursery education and this was their response.

Table 2 Has free primary education had an impact on the enrolment of nursery education'

Response	Frequency	Percentage
Yes	19	76
No	6	24
Total	25	100

Source: primary data (2010)

According to the table and chart 19(76%) of the respondents agreed that free primary education had an impact on the enrolment of nursery education and 6(24%) disagreed. All the ministry officials interviewed agreed that free primary education has had an impact on the enrolment of nursery education.

The respondents were asked how free primary has affected enrolment of early childhood education and this was the response.

4.2.2 Effect of free primary education on enrolment

Table 3: How free primary education has affected enrolment of early childhood education.

Response	Frequency	Percentage
Increased	2	8
Decreased	21	84
Not changed	2	8
Total	25	100

Source: primary data (2010)

According to the table 2(8%) of the respondents said that the enrolment of early childhood education has increased since the implementation free primary education while 21(84%) said that enrolment has decreased and 2(8%) said there has been no change. According to the ministry officials nursery education enrolment has decreased since the implementation of free primary education and this according to them parents want fee nursery education and therefore decide to remove them from school. The teachers revealed that before 2003 the enrollment of nursery children was high however with the introduction of free primary education in 2003 the enrollment has decreased. This is because parents want their children to benefit in the free primary educating and therefore decide to withdraw them form nursery education. The respondents were asked whether because of free education parents are withdrawing their children from education and this was the response.

4.2.3 The role of parents in influencing enrolment due to FPE

Table 4 parents are withdrawing off their children from nursery education

Response	Frequency	Percentage
Agree	15	60
Disagree	4	16
Not sure	6	24
Total	25	100

Source: primary data (2010)

According to the table 15(60%) of the respondents agree that parents are withdrawing their children from nursery because of free primary education while 4(16%) disagree and 6(24%) were not sure.

In a focus group discussion with the parents they revealed that they do not have money to pay for nursery education and therefore decide to remove them from school. I am a poor widow and therefore cannot pay for nursery education and therefore I have to wait for them to reach the age of primary education which is free “ (Parent FGD participant)

The respondents were asked whether parents want nursery education to be free and this was the response.

4.2.4 Parents view on free nursery education

Table 5: parents want nursery education to be free

Response	Frequency	Percentage
Agree	21	84
Disagree	3	12
Not sure	1	4
Total	25	100

Source: primary data (2010)

Table 5. Illustrates that most respondents that is 21(84%) agree that parents want nursery education to be free while 3(12%) disagree and 1(4%) are not sure.

All the parents agreed that they wanted nursery education to be free and they joked that who does not want free things .

The ministry officials revealed that parents go to the ministry requesting that nursery education be made free.

The respondents were asked whether because of free primary education parents have decided not to take their children to nursery and this was the response.

4.2.5 Parents decision to avoid nursery education

Table 6 schools parents decide not to take their children to nursery

Response	Frequency	Percentage
Agree	20	80
Disagree	4	16
Not sure	1	4
Total	25	100

Source: primary data (2010)

The table 6 shows 20(80%) agree that parents have decided not to take their children to nursery because of free primary education while 4(16%) disagree and 1(4%) are not sure.

Some Parents in a FGD agreed that they had decided not to take their children to nursery education because they hoped it would also be made free like primary education.

The respondents were asked where free primary education has led to the closing of nursery schools and this was their response

4.2.6 Impact of free primary education on the functioning of nursery schools

Table 7 Free primary educations has led to nursery school closing.

Response	Frequency	Percentage
Agree	3	12
Disagree	20	80
Not sure	2	8
Total	25	100

Source: primary data (2010)

The table show that 3(12%) of the respondents agreed that free primary education has led to the closing of nursery schools while 20(80%) disagree and 2(8%) are not sure

According to the ministry officials even though the number of enrolments has decreased no pre-primary school has closed.

The respondents were asked whether parents take their children straight to primary education because of free primary education and this was the response.

4.2.7 Evidence of parents enrolling children straight in primary schools

Table 8 parents take their children straight to primary education

Response	Frequency	Percentage
Agree	18	72
Disagree	3	12
Not sure	4	16
Total	25	100

Source: primary data (2010)

Table 8 shows that 18(72%) of the respondents agree that because of free primary education the poor parents are taking their children straight to primary education while 3 (12%) disagree and 4(16%) are not sure.

Some parents revealed that since they did not have enough money for nursery education they had to take them straight to primary education which was free.

According to the ministry officials the number of children joining standard one is high and this is because they are not taking them for nursery education. They also revealed that some parents bring their children to primary education when they are too young.

4.3 Teachers salaries and childhood education

The respondents were asked whether the introduction of free primary education has affected teacher's salary and this was the response.

Table 9 Free primary has affected teacher's salary.

Response	Frequency	Percentage
increased	1	4
decreased	4	16
not changed	20	80
Total	25	100

Source: primary data (2010)

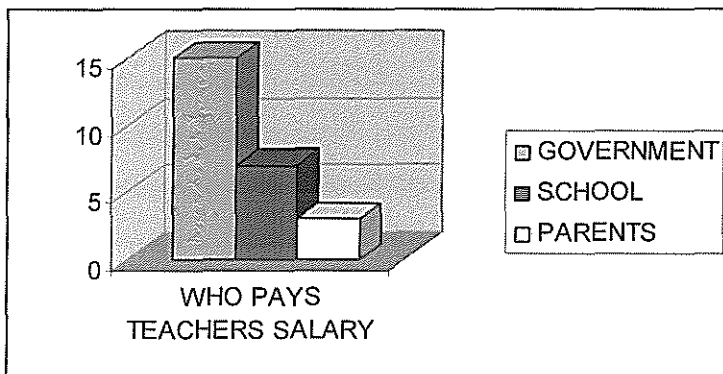
Most of the respondents that is 20(80%) said that their salaries did not change while 4(16%) said it decreased and 1(4%) said it increased.

According to the ministry officials teachers salary did not change much however the allowances were decreased a little.

4.3.1 Employers of nursery teachers

The respondents were asked who pays the teachers salaries and this was the response.

Table 10 who pays the teaches salaries



According to the Chart 1, 15 which is 60% of the respondents said are paid by the government while 7 which is 28% are paid by the school and 3 which is 12% said are paid by the parents. According to the ministry officials teachers from government schools are paid by the government while those in private are paid by the parents and school. However some government schools bring in their own teachers and therefore the school pays them.

4.3.3 Benefits of FPE

The respondents were asked whether they have benefited from the introduction of free primary education and this was their response.

Table 10 Have you benefited from free primary education?

Response	Frequency	Percentage
Yes	6	24
No	19	76
Total	25	100

Source: primary data (2010)

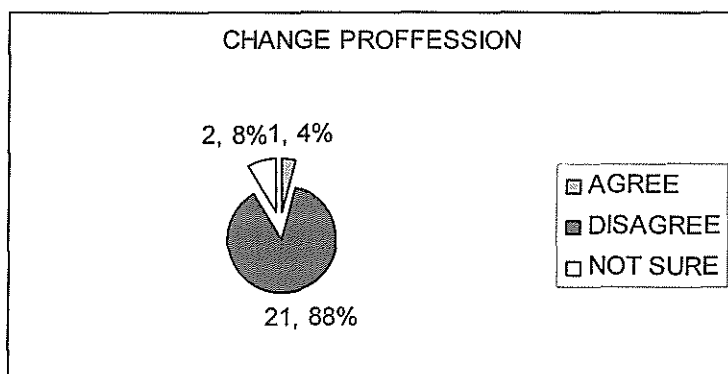
According to the table 10 6(24%) have benefited from free primary education and 19(76%) have not have benefited.

Those who agreed said that they also had children and therefore were studying free and those who said no said that their allowances decreased because government had to allocate funds for free primary education and this has made life difficult. According to the parents they have benefited because their children are now going to school. The ministry officials said that the number of children who joined school was overwhelming which is good for the nation because education leads to development.

4.3.3 FPE and teacher turnover rate

The respondents were asked whether teachers are changing professions because of FPE and this was their response.

Chart 2 Response as to whether teachers change profession because of FPE



Source: primary data (2010)

The Chart 2 shows that most of the respondents that is 21(88%) disagree that teachers are

changing their profession while 1(4%) disagree and 2(8%) are not sure. according to the ministry officials few teachers have changed profession since the introduction FPE. The respondents were asked whether FPE has made teachers prefer teaching in private school and this was the response.

4.3.4 Teachers views about private schools

Table 11 teachers prefer teaching in private schools.

Response	Frequency	Percent
Agree	11	44
Disagree	9	36
Not sure	5	20
Total	25	100

Source: primary data (2010)

The table 11 shows that 11(44%) of the respondents agree that FPE has led to teachers preferring teaching in private schools while 9(36%) disagree and 5(20%) were not sure. The ministry officials revealed that teachers have always preferred teaching in private school even before the introduction of FPE because of the salaries.

4.4 Impact of FPE on resource allocation

The respondents were asked whether the government allocate enough money in early childhood education and this was the response.

4.4.1 Role of government in allocating resources

Table 12 Government's allocation of resources

Response	Frequency	Percentage
Yes	9	36
No	16	64
Total	25	100

Source: primary data (2010)

The table 12 shows that 9(36%) of the respondents agree that government allocates enough resources in ECDECs while 16(64%) disagree. The ministry officials revealed that government tries its best to allocate resources to pre- primary because they know the importance of pre-primary education.

4.4.2 How has FPE impacted on resource allocation to ECDEC'S?

The respondents were asked whether the introduction of free primary education has affected the resource allocation to early childhood education and this was the response.

Table 13 FPE'S effect on resource allocation to ECDEC's

Response	Frequency	Percentage
Yes	7	28
No	6	24
Not sure	12	48
Total	25	100

Source: primary data (2010)

The table shows that 7(28%) of the respondents agree that the introduction of FPE affected the resource allocation to ECDEC's while 6(24%) disagree and 12(48%) are not sure. the ministry official revealed resource allocation to ECDEC's has not been affected by FPE.

4.4.3 Availability of instructional materials

The respondents were asked whether they had enough materials for teaching and this was the response.

Table 14 enough materials for teaching

Response	Frequency	Percentage
Yes	16	64
No	9	36
Total	25	100

Source: primary data (2010)

16(64%) of the respondents agree that they have enough teaching materials while 9(36%) disagree. The ministry officials said that they provided for all government schools materials. They also revealed that the schools also provide some teaching materials and NGO's also donate some to the schools.

4.5 Government inspection.

The respondents were asked whether the government inspects pre primary schools and this was their response.

Table 15 Inspection of pre- primary school

Response	Frequency	Percentage
Yes	18	72
No	7	28
Total	25	100

Source: primary data (2010)

Table 15 shows 18(72%) of the respondents agree that government inspects pre-primary school and 7(28%) disagree. According to ministry officials government inspects the ECDEC'S once a month.

4.5.1 Government aid inspection and quality of sanitation

The respondents were asked whether the introduction of FPE has affected government and this was the response.

Table 16 Effect of FPE Inspections on pre- primary school

Response	Frequency	Percentage
Yes	16	74
No	9	28
Total	25	100

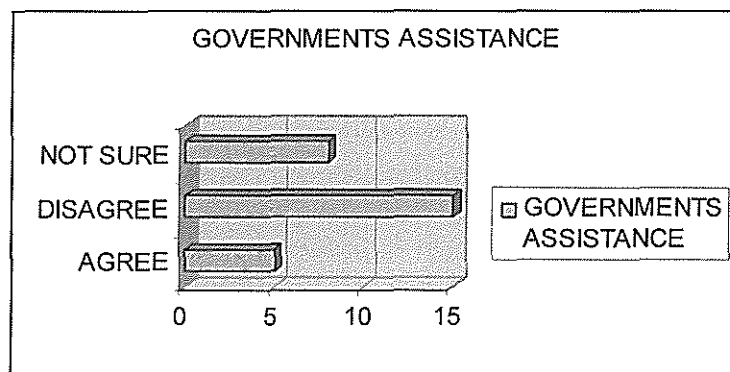
Source: primary data (2010)

According to the table 16(74%) of the respondents agree that FPE has affected government inspection of ECDEC'S and 9(36%) disagree. The teachers revealed that before FPE government would inspect the centers often however since its introduction government inspection has decreased.

4.5.3 Governments role in the sustaining of ECDE in Kenya

The respondents were asked whether because of free primary education government does not care about ECDE and this was the response.

Chart 4 Government assistance or role about ECDE



Source:primary data(2010)

According to the table 5(20%) of the respondents agree that government does not care about nursery education while 15(60%) disagree while 8(20%) are not sure. The ministry officials said that government cares about nursery education because it is the basis of education.

4.6 Policies in Kenya

The respondents were asked what policies can be put in place to tackle the impact of free primary education on early childhood education and this was the response. The teachers suggested that government should increase teacher's salary and also set up sponsorship funds for teachers to go for further studies.

The parents suggested that free education should be extended to nursery education because it is the basic for education.

The respondents were asked whether the available policies were helpful and this was the response.

Table 17 Usefulness of the available policies

Response	Frequency	Percentage
Yes	16	74
No	9	28
Total	25	100

Source: primary data (2010)

According to the table 16(74%) agree that the policies are useful while 9(28%) disagree. The respondents revealed that government does not put in place the available policies even if they are useful.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to determine the impact of free primary education on early childhood education. This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally, the chapter ends with suggestions for further research.

5.1. Summary of findings and discussions

The study revealed in the first objective of enrollment of early childhood education that FPE has had an effect on the enrollment of children because parents are withdrawing their children from ECDE and also want it to be made free like primary education and this is supported by KNESCO (2005) that poor parents are choosing to withdraw their children from ECO centers and / or keep them at home until they reach the age of primary school entry. They refuse to pay the fees for ECD on the grounds that ECD, like primary education, should be free.

The second objective was to determine the impact of free primary education on teacher's salary and the study revealed that teacher's salary remained the same but their allowances reduced because the number of pupils reduced. According to World Bank (2003) in ECD centers, parental fees are paid in proportion to the number of children one enrolls and are mostly if not entirely used to cover teachers' salaries. Thus, the level of teacher's remuneration depends on the total number of children enrolled as well as parent's ability to pay fees.

The fourth objective was to determine the impact of free primary education on resource allocation to ECDEC's and the study revealed that government reduced on the resources it allocated to the centers. Government's budgetary allocation to the development of ECD education has remained significantly low with emphasis being laid on primary education. (KNESCO 2005).

The third objective was to determine the impact of free primary education on government inspection of ECDEC's and the study revealed that government reduced on the number of visits to the centers. Instructed by the governments to closely monitor the progress of FPE, the zonal inspectors are spending more time visiting primary schools leaving little room for work with ECD centers.(KNESCO 2006).

Finally the study sought policies that would help on the impact of free primary education on ECDE and the respondents suggested that free education should extend to ECDE. The study also found out that government did not use the available policies.

5.2. Conclusion

The main purpose of the study was to determine the impact of free primary education on early childhood education.

It was established that the introduction of free primary education has led to low enrolment of pupils since most parents have withdrawn their children. Free primary education has also had an impact on teachers salary that is it has reduced since the enrollment has also decreased.

Resource allocation to ECDEC's has reduced since government has to cater for free primary education.

Government inspection to the centers has decreased since government has to visit primary schools.

The policies government places into place concerning early childhood education are not put into practice.

5.3 Recommendations

1. The government should also make early childhood education because parents have decided to pull out their children from early childhood education and yet it is important for the country and primary education.
2. The government should have a policy in place that focus on the impact of free primary education on early childhood education and also put them in practice.
3. Parents should be encouraged to take their children for early childhood and also sensitized on its importance.
4. Teachers salary should be increased to motivate them and they should also be sponsored to go for further studies.

5.4 Suggestions for further research

Research should be conducted on the effects of nutrition on early childhood development.

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APPENDICES

APPENDIX I: QUESTIONNAIRE TO TEACHERS

Dear respondent,

The aim of this research is to investigate the impact of free primary education on early childhood education in Nyaiera Zone, Rarieda District in Kenya. You have been randomly selected to participate in the study. Please, tick appropriately or fill in the blank spaces involved.

I would like to bring to your attention that this research is purely academic and will be treated with utmost confidentiality.

N.B. Do not write your name anywhere on this paper.

PERSONAL Information

Sex

MALE ()

Female ()

Age

18-25 ()

26-35 ()

35 and above ()

Educational background

Certificate ()

Diploma ()

Degree ()

Impact of the primary education on early childhood education

Enrollment of pupils

1. How has the enrolment of pupils been since the introduction of free primary education?

Increased ()

Decreased ()

Not changed ()

2. Has the introduction of free primary education had an impact on the enrollment of nursery education?

Yes ()

No ()

3. How has free primary education affected the enrolment of the pupils?

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

Please read the following statements and tick the one that is suitable to you.

4. Because of free primary education parents are withdrawing g their children from pre-primary.

Strongly Agree ()

Agree ()

Strongly Disagree ()

Disagree ()

5. Parents want nursery education to be made free

Strongly Agree ()

Agree ()

Strongly Disagree ()

Disagree ()

6. Because of free primary education, parents decide not to take their children to pre-primary.

Strongly Agree ()

Agree ()

Strongly Disagree ()

Disagree ()

7.Free primary education has led to pre-school closing.

Strongly Agree ()

Agree ()

Strongly Disagree ()

Disagree ()

8.Because of free primary education the poor have decided to take their children straight to primary education.

Strongly Agree ()

Agree ()

Strongly Disagree ()

Disagree ()

Teacher's Salary

9.As a pre-primary teacher, how much are you paid?

.....

.....

10.How has the introduction of free primary education affected your salary?

Increased ()

Decreased ()

Not changed ()

11.Who pays your Salary?

Government ()

The schools ()

The parents ()

12. As a teacher of pre-school, have you benefited from the introduction of free primary education?

Yes ()

No ()

13 Give reasons for whatever answer

.....

Please read the following statements and tick the one that is suitable to you.

14. Teachers are changing professions because of the introduction of free primary education.

Strongly Agree ()

Agree ()

Strongly Disagree ()

Disagree ()

15. Since the introduction of free primary education, pre-school teachers prefer teaching in private schools.

Strongly Agree ()

Agree ()

Strongly Disagree ()

Disagree ()

Resource allocation

16. Does the government allocate enough money in early childhood education?

Yes ()

No ()

17. Has the introduction of free primary education affected the resource allocation to early childhood education?

18. If yes, how has it affected it?

.....

19. Do you have enough materials for teaching?

Yes ()

No ()

20. If yes, who provides them?

Government ()

Parents s ()

NGOs ()

The school ()

Please read the following statements and tick the ones that are suitable to you.

21. Because of free primary education, the resource allocation has decreased.

Strongly Agree ()

Agree ()

Strongly Disagree ()

Disagree ()

22. Free primary education has taken all the resources meant for early childhood education.