

KAMPALA INTERNATIONAL UNIVERSITY

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**FREE PRIMARY EDUCATION: IMPACT AND ANALYSIS OF
EDUCATION CENTERS IN OWIMBI ZONE, MADIANY
DIVISION, RARIEDA DISTRICT-KENYA**

BY

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
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DECLARATION

I, GICHURU CATHERINE KARIMI-BED/15517/71/DF

do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award of Bachelor's Degree of Education

Signature:.....CK.....

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APPROVAL

This is to certify that GICHURU CATHERINE KARIMI-BED/15517/71/DF has successfully completed her / his research report and now is ready for submission with my approval.

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REV. ERICH KASIRYE

KIU SUPERVISOR

DATE: 

DEDICATION

To my family and friends, for giving me the humble time and resources to study.

ACKNOWLEDGEMENT

I would like to thank the good Lord for giving me strength and courage to compile this research report. Without God, this research would not have seen the light of the day!

Special thanks go to my supervisor, Rev. Erich Kasirye who was a good mentor and advisor during the compilation of this work. My appreciation also goes out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work. Particular thanks go to my Husband, Silas Gichuru and children, Boos Murithi Mutunga, and Lily Kinya Mutunga-and the entire staff and administration of Ntirimiti Primary School.

May the Good Lord reward you abundantly.

Definition of terms

Academic performance: How children do in school either good or bad. This includes coping with the environment of the school and interactions with other children.

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 children 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 generic 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.

Acronyms

CD: Early childhood education

CDE: Early Childhood Education

PE: Free Primary Education

NESCO: United Nations Education Scientific and Cultural Organization.

NICEF: United Nations Children's Fund

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Abstract

The major purpose of the study was to determine the impact of Free Primary Education on Early Childhood Education in Owimbi Zone, Madiary Division, Rarieda District, Kenya. The specific objectives of the study were to; investigate the Impact of free primary education on the enrollment of early childhood, to determine the Impact of free primary education on the quality of teachers of early childhood education and to assess the Impact of free primary education on resource allocation to early childhood education. The study revealed that; Parents are withdrawing their children from early child because of free primary education, Because of free primary education resource allocation to early childhood has decreased, Government has ignored early childhood education to take care of the large number of free primary education and Parents want early childhood education like primary be made free. The study revealed that there are no enough teachers in ECD Centers, it also revealed that it is the parents and the school that pay the teachers in ECD Centers and also the introduction of free primary education has reduced the salary of teachers.

The study revealed that ECD Centers do not have enough class rooms, they do not have enough teaching materials and free primary education has affected the allocation of resources.. It also revealed that the government does not visit ECD Centers regular as the case with primary school.

The government should allocate more resources in ECD Centers

The government should provide ECD Centers with the learning resources

There is need to design curriculum that is suitable for young children

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Over the past decade several countries in sub-Saharan Africa have abolished primary school tuition fees typically as part of renewed attempts to resurrect their education systems which have been in decline, and even suffering reduced enrolments after the initial growth following independence (UNESCO 2006). Whereas in the eighties and early to mid-nineties, cost-sharing had been a policy promoted by international financial institutions such as the World Bank, the direct (and indirect) costs to parents of their children's education became obstacles to their attendance and continued enrolment. The inability of parents to afford such costs fell on girls disproportionately, typically being the first to be pulled out or allowed to drop out of school (UNESCO 2006).

In 2003 Kenya followed its neighbors Ethiopia, Tanzania, Uganda and Malawi in introducing free and compulsory primary education for all, the response from the public as well as international donors was overwhelming. Within the first few weeks more than 1.3 million new students were enrolled. Those who had previously not been able to send their children to school rushed to the school gates and the trend has continued ever since (UNESCO 2006).

The numbers speak for themselves. UNICEF figures show that by 2006, the number of children enrolled in Kenya's 18,000 primary schools had doubled, and that now almost 80 percent of girls and boys are enrolled. (UNICEF 2006) And according to UN Development Programme figures, the overall literacy rate has shot up to 74 percent Abagi, O.1997

Free Primary Education (FPE), introduced in Kenya enabled 1.3 million poor children to benefit from Primary Education for the first time through the abolishment of fees and levies for tuition. Though intended to boost Primary Education, FPE has had consequences in other areas of Education, including early childhood development (ECD) (UNESCO 2006). It is upon this background that the study was undertaken.

.2 Statement of the Problem

Free Primary Education helped children from poor families' access education that they could not afford. However introduction of free primary education had an effect on the most important stage in a child's life which is early childhood education in a way that enrollment decreased and the quality of early childhood education was jeopardized. Early childhood education is the foundation for education and therefore needs attention and hence need for the study.

.3. Objectives of the Study

General: Determine the Impact of Free Primary Education on Early Childhood Education in Owimbi Zone, Madiany Division, Rarieda District, Kenya.

Specific: The study sought to

1. Investigate the Impact of free primary education on the enrollment of early childhood Education in Owimbi Zone, Rarieda District, Kenya.
2. Determine the Impact of free primary education on the quality of teachers of early childhood education in Owimbi Zone, Rarieda District, Kenya.
3. Asses the Impact of free primary education on resource allocation to early childhood education in Owimbi Zone, Madiany Division, Rarieda District, Kenya.

1.4. Research questions

1. What is the Impact of free primary education on the enrollment of early childhood Education in Owimbi Zone, Rarieda District, Kenya?
2. What is the Impact of free primary education on the quality of teachers of early childhood education in Owimbi Zone, Rarieda District, Kenya?
3. What is the Impact of free primary education on resource allocation to early childhood education in Owimbi Zone, Rarieda District, Kenya?

.5 Scope of the study

The study was carried in Owimbi zone Rarieda District, Kenya. Rarieda formerly known as Rarierda constituency is a new district created from Bondo district it is located in Nyanza province. The objective of the study was to investigate the Impact of Free Primary Education on

early Childhood Education in regards to, enrollment, the quality of teachers of early childhood education and resource allocation to early childhood education. The study was carried out between January 2009 and August 2009

6 Significance of the study

The study will benefit the policy makers to make policies that include early childhood education regards to the impact of free primary education has had on it.

Ministry of education to take into consideration the importance of early childhood education and hence increase resource allocation and make sure it makes effective supervision.

Parents will understand the importance of early childhood education and hence enroll them rather than withdrawing them.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews the literature that is related to the study. It focuses on the impact of free primary education on early childhood education.

Impact of free primary education on the enrollment of early childhood

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. They refuse to pay the fees for ECD on the grounds that ECD, like primary education, should be free. (UNESCO 2006).

Every child deserves a chance to get the best start in life possible. The first five years of life are critical to a child's development and lifetime success. Kess P (2005). Eighty-five percent of brain development occurs by the age of 5. By 3, children develop most of their capacity to acquire vocabulary, which is the foundation for literacy. (Robert H.2002)

According to research by the Committee for Economic Development, investing in early childhood education is one of the most promising ways to strengthen a nation's economic position. Such investments help children develop social, emotional and academic foundations throughout life Anon. (2003).

The early care and education industry is economically important—often much larger in terms of employees and revenues than other industries that receive considerable government attention and investment. Failing to invest sufficiently in quality early care and education shortchanges taxpayers because the return on investment is greater than many other economic development options. Access to available and affordable choices of early childhood learning programs helps working parents fulfill their responsibilities. (UNESCO, 2004)

Economics draw attention to studies pointing out the importance of early childhood, pre-kindergarten, education in development of cognitive and non-cognitive (perseverance,

motivation, risk-aversion, time-preference, self-esteem, self-control etc) skills that are critical in influencing later day outcomes. Roupnarine J.L. (1996)

Impact of free primary education on the quality of teachers of early childhood education

Decreased enrolments have meant reduced salaries for ECD teachers. In Kenya, ECD teachers' salaries are in counterparts in primary schools who are paid by the government according to an official teacher salary scale. (UNESCO 2006).

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 teachers' remuneration depends on the total number of children enrolled as well as parents' ability to pay fees. As a result, the reduced number of ECD enrolments brought about by FPE has been a blow to teachers, whose remuneration was meager and unstable already before the introduction of FPE. (UNESCO 2006).

A teacher who does not have both the academic and the professional teacher qualification would undoubtedly have a negative influence on the teaching and learning of his/her subject. Myra (2001) Guidelines for training of early childhood development trainers in Kenya. (2001). However, a teacher who is academically and professionally qualified, but works under unfavorable conditions of service would be less dedicated to his work and thus be less productive than a teacher who is unqualified but works under favorable conditions of service (UNESCO, 2004).

Another factor is motivation. A highly motivated person puts in the maximum effort in his or her job. Ministry of Education Science and Technology, (2003) several factors produce motivation and job satisfaction. Lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically (Lockheed, M. et. al. 1991).

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 Centre closures are on the rise, particularly in poor communities.

Impact of free primary education on resource allocation to early childhood education

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 shut down in order to accommodate the surge of enrolment in primary education sparked by FPE. In some cases, ECD children and teachers must put up with reduced space; in other wards, they have been moved to the worst classrooms on the premises. (UNESCO 2006).

Research shows that overcrowding causes a variety of problems and the findings indicate that students in overcrowded schools and classrooms do not score as high on achievement tests as students in non-overcrowded schools and classrooms. Corcoran et al. (1988) reported that overcrowding resulted in a high rate of absenteeism among teachers and students. For the teachers overcrowding results in stressful and unpleasant working conditions.

Overcrowded schools and classes are noisier, and create more non-instructional duties and paperwork, and that, without question, they inhibit teaching and learning.” Rivera-Batiz and Marti (1995)

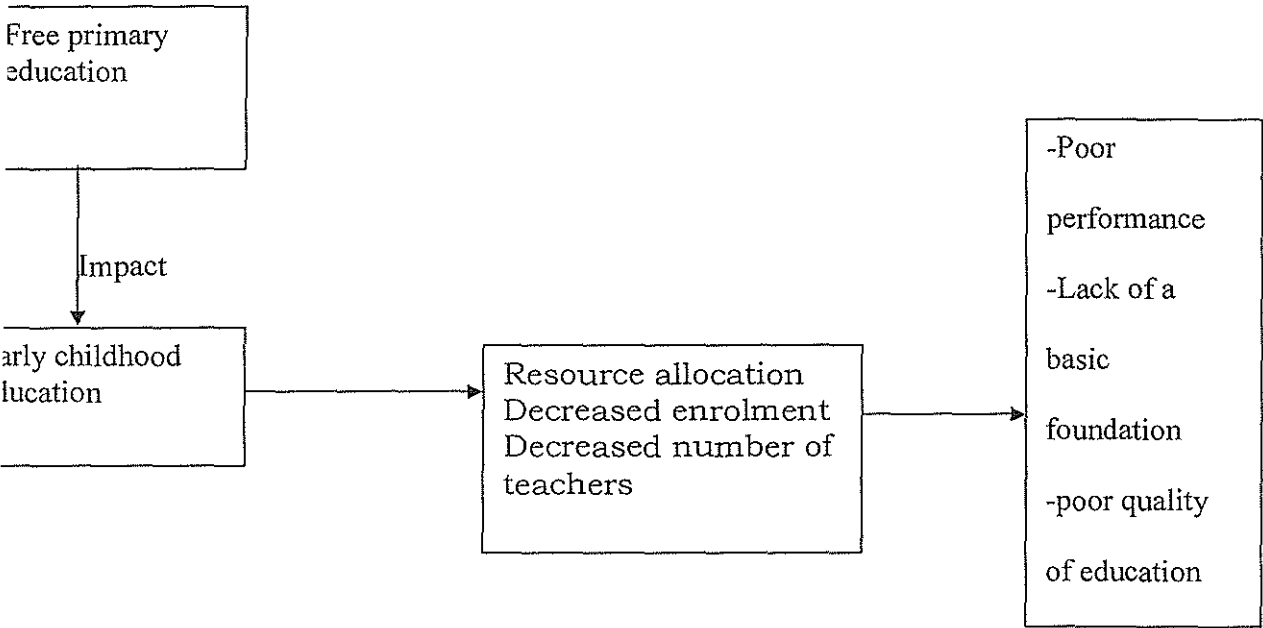
According to Ayres, Patti. (1999), There is a relationship between the availability of nursery learning materials and enrollment of pupils. Instructional materials are useful in a way that children are able to understand what they are being taught and it helps them enjoy what they are being taught and therefore will enjoy school and retention is high and also increases enrollment. However facilities and instructional materials for nursery schools are not only inadequate but also vary often inappropriate or unsuitable. ADRIANA (2000)

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 government 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. Ministry of Education Science and Technology (2003)

According to Early childhood development teacher's in-service education syllabus. (2000) effective supervision of instruction can improve the quality of teaching and learning in the classroom. Academic performance was better in private schools than public schools because of more effective supervision of work.

Conceptual frame work

Impact of free primary education on early childhood education



The above figure illustrates that the introduction of free primary education has had an impact on early childhood education in regards to resource allocation, decreased enrollment and decreased number of teachers which in turn has led to poor performance of early childhood, lack of a basic foundation which is early childhood education and poor quality of education

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter details the methods the researcher used to collect data.

3.1 Research Design

The research was presented in both qualitative and quantitative design. Qualitative design helped the researcher get a deeper meaning of the study while quantitative helped in analyzing the numbers that were involved in the study. Primary data was collected through both structured and unstructured interviews. National and international documents were consulted.

3.2. Organization of the study

3.2.1. Area of study

The study was conducted in Owimbi zone Rarieda District, Kenya. The case study was selected because that is where the researcher lives and therefore it made it easy to get information from the respondents. The costs of research were also reduced that is the researcher needed to take a few trips.

3.2.2 Study population.

The study involved teachers and community members including parents. Parents were important for the study to know whether free primary education has changed their attitude towards Early childhood education.

3.2.3. Sample size

20 community members were expected to participate in the study, 10 schools were selected to participate in the study, and three teachers from each school were expected to participate in the study.

3.2.4. Sampling technique

The teachers were selected using simple random sampling. With the help of local leaders the community members were selected purposively.

3.3 Research instruments

Questionnaires were used to extract information from teachers AND Focus group discussion were used to get information^{from} community members. Observation method was also used on the children who did not attend school.

3.4. Reliability of instruments

Questionnaires helped to get information from teachers in a short period of time since they were many, and focus group discussions helped get information from community members who did not understand English.

3.5. Data Collection Procedures

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 teachers and to local leaders before focus group discussions were held with the community members. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.6. Methods of data analysis

Data analysis was done using SPSS (Statistical Package For The Social Scientists)- for the quantitative data. Quantitative data was analyzed to generate information about the impact of free primary education on early childhood education. Data was tabulated using frequency counts and percentages.

Qualitative data was analyzed basing on the items derived from the objectives of the study. The information got was used to supplement and complement what was derived from quantitative data.

limitations and delimitations

major problem was financial as the researcher had to go to different schools and this incurred transport costs, lunch among others. But the researcher tried to minimize the little she had to fit the budget.

Some respondents expected payment for their time spent when being interviewed or filling the questionnaire failure to which they willingly refused to deliver the information relevant to the study.

Some respondents were suspicious of the researcher thinking that she was a spy and hence refused to give information that was relevant to the study. But he tried to explain to them that the study was for academic purpose and hence they gave her the required information

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

This chapter is a presentation, discussion of the findings. The results are presented in form of tables, frequency counts and percentages. This chapter focuses on “the Impact of Free Primary Education on Early Childhood Education in Owimbi Zone, Madiany Division, Rarieda District, Kenya. The specific objectives of the study were to; investigate the Impact of free primary education on the enrollment of early childhood, to determine the Impact of free primary education on the quality of teachers of early childhood education and to assess the Impact of free primary education on resource allocation to early childhood education

4.1. Profile of the respondents

Table 4.1: Shows the profile of the respondents.

| Respondents | Frequency (fo) | Percentage (%) |
|-----------------------|----------------|----------------|
| Sex | | |
| Male | 17 | 57 |
| Female | 13 | 43 |
| Total | 30 | 100 |
| Age | | |
| 18-25 yrs | 6 | 20 |
| 26-35 yrs | 17 | 57 |
| 36 and above | 7 | 23 |
| Total | 30 | 100 |
| Academic level | | |
| Certificate | 5 | 17 |
| Diploma | 10 | 33 |
| Degree | 15 | 50 |
| Total | 30 | 100 |

Source field data

Thirty (30) questionnaires were distributed to the teachers and all the 30 were filled and returned this therefore represents 100 % of the total number of questionnaires that were distributed.

The study covered 30 randomly selected teachers of whom 17 (57%) were male and 13 (43%) were female

The age category of the respondents was divided in three groups that is 18-25 were 6 which represents (20%), 26-35 yrs were 17 (57%) and 36 years and above were 7 representing (23%) of the respondents.

The academic level of the respondents was divided in three categories that is certificate, diploma and degree. 5(17%) of the respondents had certificates, 10(33%) had diploma and 15(50%) were of degree level.

The interviews were held with community members in the language that they understood.

4.2. Impact of free primary education on the enrollment of early childhood education

The first research objective was to investigate determine the impact of free primary education on the enrollment of early childhood education. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What is the impact of free primary education on the enrollment of early childhood education? The results are presented in the subsections below;

4.2.1 Free primary education on the enrollment of early childhood

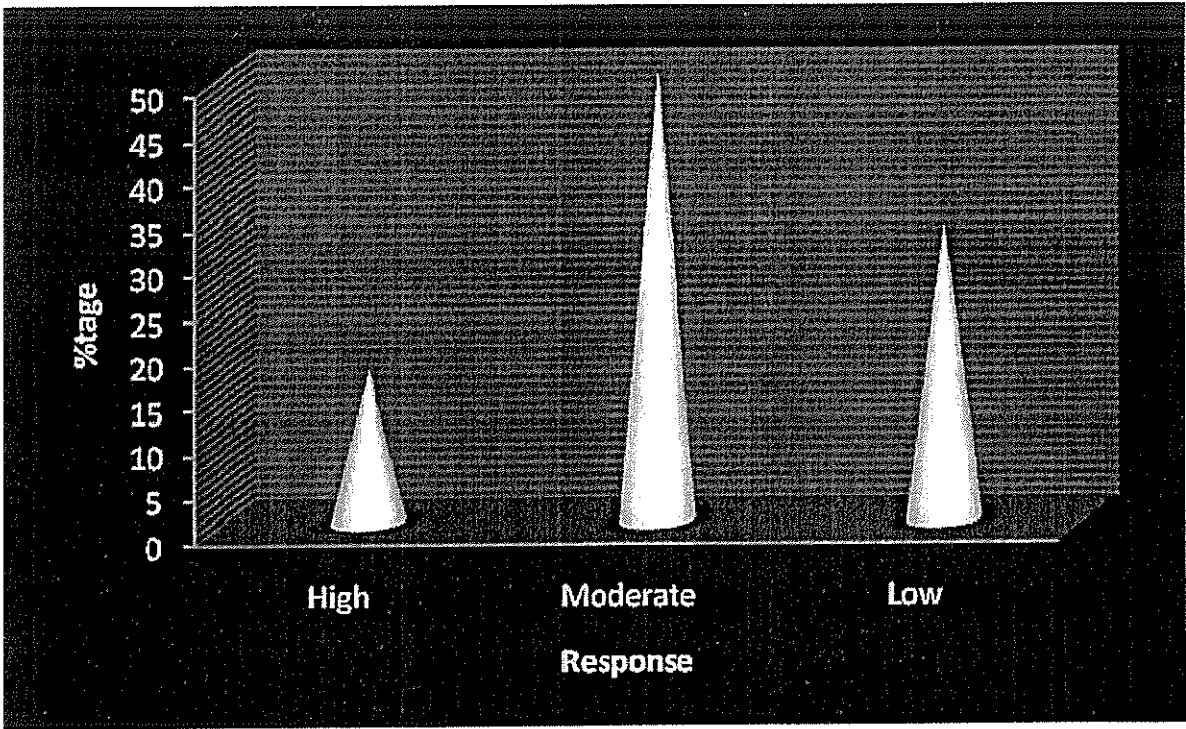
The respondents were asked their level of enrolment in early childhood since the introduction of free primary education and their response was as below

Table 4.2: Response on the enrolment rate

| Response | Frequency | Percentage |
|----------|-----------|------------|
| High | 5 | 17 |
| Moderate | 15 | 50 |
| Low | 10 | 33 |
| Total | 30 | 100 |

Source field data 2009

Chart 4.2: Response on the enrolment rate



The table and chart indicates that 5(17%) of the respondents revealed that their school enrolment was low, 15(50%) was moderate and 10(33%) of the respondents said the enrolment was low. This means that FPE has affected the enrollment of pupils in ECD Centers.

2.2 Parents have withdrawn their children from early childhood

The respondents were asked whether since the implementation of free primary education parents have withdrawn their children from early childhood education and below were their response

Table 4.3: Response on whether parents are withdrawing their children

| Response | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 10 | 33 |
| Agree | 11 | 37 |
| Strongly disagree | 4 | 13 |
| Disagree | 5 | 17 |
| Total | 30 | 100 |

Source field data 2009

The table and chart above shows that 10(33%) of the respondents strongly agreed that Parents are withdrawing their children from early child because of free primary education, 11(37%) agreed while 4(13%) strongly disagreed and 5(17%) of the respondents disagreed.

The parents revealed that since they are poor and can not afford to pay school fess and other requiremets in ECD Centers, they choose to take their children to FPE other than to leave them at home. The parents need education in ECD Centers to be free too.

One community member narrated that

“.....I can not leave free education and take my children where they pay school fees.....” (Participant community member)

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. They refuse to pay the fees for ECD on the grounds that ECD, like primary education, should be free. (UNESCO 2006)

3 Early childhood education should be made free

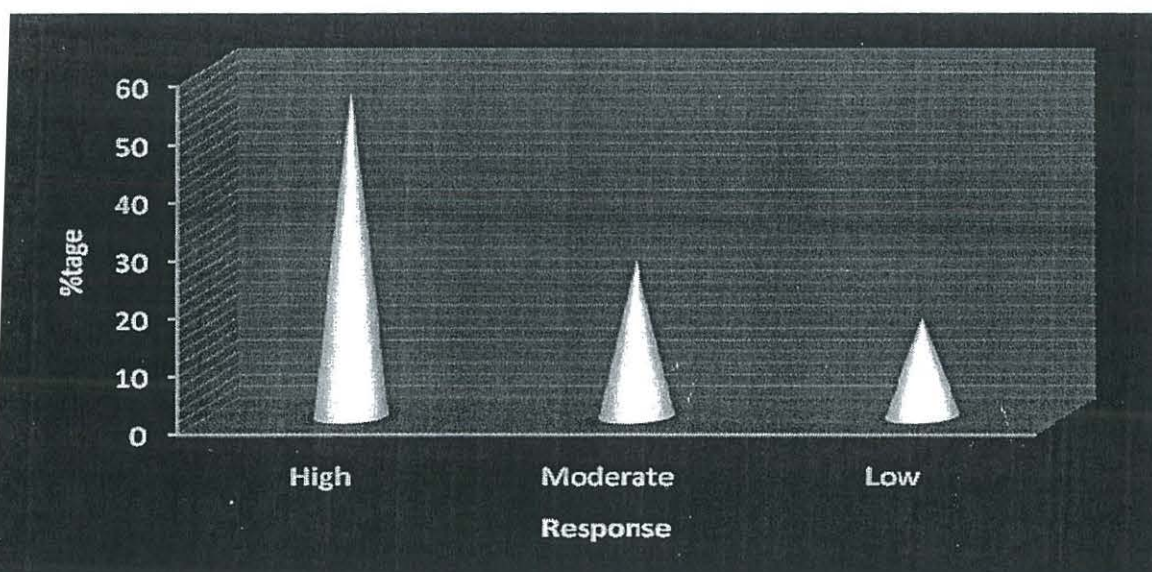
respondents were asked whether they have had parents complaining to that early childhood education be made free like primary education and this was their response

Table 4.4: Response on whether parents are complaining that early childhood education could be made free

| Response | Frequency | Percentage |
|----------------|-----------|------------|
| Strongly agree | 17 | 56 |
| Disagree | 8 | 27 |
| Not sure | 5 | 17 |
| Total | 30 | 100 |

Source: field data 2009

Figure 4.4: Response on whether parents are complaining that early childhood education could be made free



The table above shows that 17(56%) of the respondents strongly agreed that they have had parents complaining to that early childhood education be made free like primary education, 8(27%) disagreed while 5(17%) of the respondents were not sure. The teachers revealed that they

ave had many parents asking them that why is early childhood education not be free like primary education.

The community members revealed that they want early childhood education to be free so as to help poor parents also enroll their children in ECD Centers. They see early childhood education as for those who are rich yet the poor also want to take their children because it is the firm foundation for the future.

According to (Robert H.2002), Every child deserves a chance to get the best start in life possible. The first five years of life are critical to a child's development and lifetime success. Eighty-five percent of brain development occurs by the age of 5. By 3, children develop most of their capacity to acquire vocabulary, which is the foundation for literacy.

1.2.4 Free primary education has affected the enrollment of early childhood education

The respondents were asked whether free primary education has affected the enrollment of early childhood education and this was their response

Table 4.5: Response on whether free primary education has affected the enrollment of early childhood education

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 20 | 67 |
| No | 7 | 23 |
| Not sure | 3 | 10 |
| Total | 30 | 100 |

Source field data 2009

The table above shows that 20(67%) of the respondents agreed that free primary education has affected the enrollment of early childhood education, 7(23%) disagreed while 3(10%) of the respondents were not sure.

The study established that ever since the introduction of free primary education, parents are withdrawing their children from ECD Centers to FPE. This has affected the enrolment in early

childhood education centers. This is because some parents are poor and can not afford to enroll their children in ECD Centers.

.3 Impact of free primary education on the quality of teachers of early childhood education

The second research objective was to investigate the impact of free primary education on the quality of teachers of early childhood education. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What are the impacts of free primary education on the quality of teachers of early childhood education? The results are presented in the subsections below;

.3.1 Enough teachers in early childhood

The respondents were asked whether they have enough teachers in early childhood and this was their response

Table 4.6: Response on whether there are enough teachers in early childhood

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 10 | 33 |
| No | 20 | 67 |
| Not sure | - | - |
| Total | 30 | 100 |

Source field data 2009

The table indicates that 10(33%) of the respondents agreed that they have enough teachers in early childhood while 20(67%) of the respondents disagreed. The study revealed that some early childhood centers have no enough teachers.

The community members established that some ECD Centers have enough teachers because they pay them well and provide them with allowances wile others who do not pay do not have teachers.

2 Free primary education has reduced teacher's salary

respondents were asked whether free primary education has reduced teacher's salary and this was their response

Table 4.7: Response on whether free primary education has reduced teacher's salary

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 20 | 67 |
| No | 7 | 23 |
| Not sure | 3 | 10 |
| Total | 30 | 100 |

Source: field data 2009

The table above shows that 20(67%) of the respondents agreed that free primary education has reduced teacher's salary, 7(23%) disagreed while 3(10%) of the respondents were not sure.

The community members revealed that with the introduction of FPE, many parents have withdrawn their children from ECD Centers to free education leading to low enrolment of children. Therefore if the enrolment is low, the fees collected will as well be low hence low salaries will be paid to teachers.

According to (UNESCO 2006), Decreased enrolments have meant reduced salaries for ECD teachers. In Kenya, ECD teachers' salaries are in counterparts in primary schools who are paid by the government according to an official teacher salary scale.

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 teachers' remuneration depends on the total number of children enrolled as well as parents' ability to pay fees. As a result, the reduced number of ECD enrolments brought about by FPE has been a blow to teachers, whose remuneration was meagre and unstable already before the introduction of FPE. (UNESCO 2006).

4.3.3 Who pays for the salaries?

The respondents were asked who pays for their salaries and this was their response

Table 4.8: Response on who pays for the teachers salaries

| Response | Frequency | Percentage |
|------------|-----------|------------|
| Government | - | |
| Parents | 22 | 74 |
| School | 8 | 26 |
| Total | 30 | 100 |

Source field data 2009

The table above shows that 22(74%) of the respondents revealed that it is the parents who pay for their salaries, while 8(26%) of the respondents said it is the school. This means that the government is not responsible for teachers of ECD Centers.

The community members too revealed that it is the fees they pay that the school pays to the teachers. There fore if children pay in time, teachers can also be paid in time.

In ECD Centres, 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 teachers' remuneration depends on the total number of children enrolled as well as parents' ability to pay fees. As a result, the reduced number of ECD enrolments brought about by FPE has been a blow to teachers, whose remuneration was meagre and unstable already before the introduction of FPE. (UNESCO 2006).

4.4 Impact of free primary education on resource allocation to early childhood education

The third research objective was to investigate the impact of free primary education on resource allocation to early childhood education. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: What are the impacts of free primary education on resource allocation to early childhood education? The results are presented in the subsections below;

4.1 Early childhood have enough class rooms

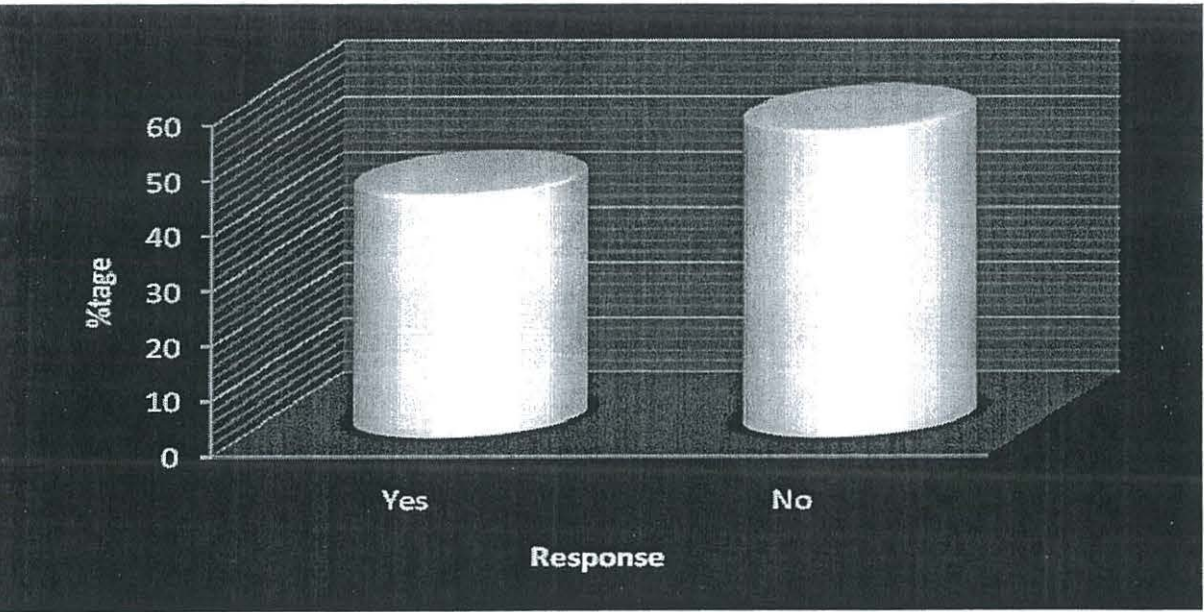
The respondents were asked whether early childhood learners have enough class rooms and below were their response.

Table 4.9: Response on whether early childhood learners have enough class rooms

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 13 | 44 |
| No | 17 | 56 |
| Total | 30 | 100 |

Source field data 2009

Chart 4.9: Response on whether early childhood learners have enough class rooms



According to the table 13(44%) of the respondents agreed that early childhood learners have enough class rooms and 17(56%) disagreed. Many teachers revealed that the classes they have are not enough to accommodate the children.

community members also revealed that in many ECD Centers, children do not have enough space where they study from. This affects their studies because they can not understand well when they are taught in such a crowded environment.

According to (UNESCO 2006), 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 shut down in order to accommodate the surge of enrolment in primary education sparked by E. In some cases, ECD children and teachers must put up with reduced space; in other words, they have been moved to the worst classrooms on the premises and churches.

Research shows that overcrowding causes a variety of problems and the findings indicate that students in overcrowded schools and classrooms do not score as high on achievement tests as students in non-overcrowded schools and classrooms. Corcoran et al. (1988) reported that overcrowding resulted in a high rate of absenteeism among teachers and students. For teachers overcrowding results in stressful and unpleasant working conditions.

4.2 Early childhood learner has enough learning resources

The respondents were asked whether early childhood learners have enough learning resources and below were their response.

Table 4.10: Response on whether early childhood learners have enough learning resources

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 10 | 33 |
| No | 20 | 67 |
| Total | 30 | 100 |

Source: field data 2009

According to the table, 10(33%) of the respondents agreed that early childhood learners have enough class rooms and 20(67%) disagreed

he study revealed that many ECD Centers lack learning resources. The fact the government ignore ECD Education, some ECD Centers have no money to provide themselves with all the necessary learning resources. These resources range from Text books, instructional materials like charts among others.

According to Ayres, Patti. (1999), There is a relationship between the availability of nursery learning materials and enrollment of pupils. Instructional materials are useful in a way that children are able to understand what they are being taught and it helps them enjoy what they are being taught and therefore will enjoy school and retention is high and also increases enrollment. However facilities and instructional materials for nursery schools are not only inadequate but also vary often inappropriate or unsuitable. ADRIANA (2000)

4.4.3 Government inspection of ECD Centers

The respondents were asked how often does the government inspect ECD Centers and this was their response

Table 4.11: Response on how often the government inspects ECD Centers

| Response | Frequency | Percentage |
|----------------|-----------|------------|
| Do not inspect | 5 | 17 |
| Once a month | 9 | 30 |
| Every term | 16 | 53 |
| Total | 30 | 100 |

Source field data 2009

The table shows that 5(17%) of the respondents revealed that the government does not inspect them, while 9(30%) and 16(53%) of the respondents revealed that they inspect them every term.

The community members revealed that there are many ECD Centers that are not inspected by the government. Inspectors spend time visiting primary school under the program of FPE.

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.

structed by the government 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. According to Neagley and Evans (1970) effective supervision of instruction can improve the quality of teaching and learning in the classroom. Academic performance was better in private schools than public schools because of more effective supervision of work.

The respondents were asked whether Because of free primary education resource allocation to early childhood has decreased and below were their response

Table 4.12: Response on whether FPE has affected the allocation of resources to ECD centers

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 21 | 70 |
| No | 7 | 23 |
| Not sure | 2 | 7 |
| Total | 30 | 100 |

Source field data 2009

The table indicates that 21(70%) of the respondents agreed that free primary education has affected resource allocation to ECD Centers, 7(23%) disagreed while 2(7%) of the respondents were not sure.

The study revealed that before the introduction of FPE, the government provided ECD Centres with resources but ever since the introduction of FPE, the government has allocated all the resources to primary schools under the program of FPE. Therefore many ECD Centres lack resources since the money they collect from pupils is not enough to pay the teachers and then purchase the resources.

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 shut down in order to accommodate the surge of enrolment in primary education sparked by FPE. In some cases, ECD children and teachers must put up with reduced space; in others wards, they have been moved to the worst classrooms on the premises. (UNESCO 2006).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

major purpose of the study was to determine the impact of Free Primary Education on Early Childhood Education in Owimbi Zone, Madiany Division, Rarieda District, Kenya. The specific objectives of the study were to; investigate the Impact of free primary education on the enrollment of early childhood, to determine the Impact of free primary education on the quality of teachers of early childhood education and to assess the Impact of free primary education on resource allocation to early childhood education

Summary of the findings

Impact of free primary education on the enrollment of early childhood education

The first research objective was to determine the impact of free primary education on the enrollment of early childhood education. The study revealed that; Parents are withdrawing their children from early child education because of free primary education, Because of free primary education resource allocation to early childhood has decreased, Government has ignored early childhood education to take care of the large number of free primary education and Parents want early childhood education like primary be made free.

According to (UNESCO 2006), 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. They refuse to pay the fees for ECD on the grounds that ECD, like primary education, should be free.

At the district level, inspection and supervision of ECD Centres, some of which is carried out by the district-based zonal inspectors of schools, have reportedly become less frequent. Instructed by the government to closely monitor the progress of FPE, the zonal inspectors are spending

more time visiting primary schools, leaving little room for work with ECD Centres.(UNESCO 2006).

Impact of free primary education on the quality of teachers of early childhood education

The second research objective was to investigate the impact of free primary education on the quality of teachers of early childhood education. The study revealed that there are not enough teachers in ECD Centres, it also revealed that it is the parents and the school that pay the teachers in ECD Centers and also the introduction of free primary education has reduced the salary of teachers.

According to (UNESCO 2006), Decreased enrolments have meant reduced salaries for ECD teachers. In Kenya, ECD teachers' salaries are in counterparts in primary schools who are paid by the government according to an official teacher salary scale.

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 teachers' remuneration depends on the total number of children enrolled as well as parents' ability to pay fees. As a result, the reduced number of ECD enrolments brought about by FPE has been a blow to teachers, whose remuneration was meagre and unstable already before the introduction of FPE. (UNESCO 2006).

Impact of free primary education on resource allocation to early childhood education

The third research objective was to investigate the impact of free primary education on resource allocation to early childhood education. The study revealed that ECD Centers do not have enough class rooms, they do not have enough teaching materials and free primary education has affected the allocation of resources.. It also revealed that the government does not visit ECD Centers regular as the case with primary school.

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 government 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.

According to Neagley and Evans (1970) effective supervision of instruction can improve the quality of teaching and learning in the classroom. Academic performance was better in private schools than public schools because of more effective supervision of work.

2 Conclusion

The major purpose of the study was to determine the impact of Free Primary Education on Early Childhood Education in Owimbi Zone, Madiany Division, Rarieda District, Kenya. The specific objectives of the study were to; investigate the Impact of free primary education on the enrollment of early childhood, to determine the Impact of free primary education on the quality of teachers of early childhood education and to assess the Impact of free primary education on resource allocation to early childhood education.

The study revealed that; Parents are withdrawing their children from early child because of free primary education, Because of free primary education resource allocation to early childhood has decreased, Government has ignored early childhood education to take care of the large number of free primary education and Parents want early childhood education like primary be made free.

The study revealed that there are not enough teachers in ECD Centres, it also revealed that it is the parents and the school that pay the teachers in ECD Centers and also the introduction of free primary education has reduced the salary of teachers.

The study revealed that ECD Centers do not have enough class rooms, they do not have enough teaching materials and free primary education has affected the allocation of resources.. It also revealed that the government does not visit ECD Centres regularly as the case with primary school.

3 Recommendations

he government should allocate more resources in ECD Centers

he government should provide ECD Centers with the learning resources

here is need to design curriculum that is suitable for young children.

Areas for further research

More research should be done on the topic impact of Free Primary Education on Early Childhood Education

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PPENDIX I: TRANSMITAL LETTER



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OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: 13TH MAY 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR COLLETA A. ADERE.

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:

Free Primary Education and Early Childhood Education

Case Study of FCE Centres in Owimbi Zone, Madiung Division, Rarieda District Kenya

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,



Appendix II: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic "Impact of Free Primary Education on Early Childhood Education in Owimbi Zone, Karamoja Division, Rarieda District, Kenya." You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

Please do not write your name anywhere on this paper.

1) Personal Information

GENDER

Male ☐ Female ☐

AGE

18-25 ☐ 26-35 ☐

36 and above ☐

2) ACADEMIC LEVEL

a) CERTIFICATE ☐ b) DIPLOMA ☐

c) DEGREE ☐

3) Impact of free primary education on the enrollment of early childhood

3. What has been the level of enrollment in early childhood since the introduction of free primary education?

High ☐ moderate ☐ low ☐

4. Since the implementation of free primary education have parents withdrawn their children from early childhood education

Yes ☐ No ☐ Not sure ☐

5. Have you had parents complaining to you that early childhood education be made free like primary education

Yes [] No [] Not sure []

6. Do you think free primary education has affected the enrollment of early childhood education?

Yes [] No [] Not sure []

7. Give reason for your answer

.....

.....

.....

.....

Impact of free primary education on the quality of teachers of early childhood

8. Do you have enough teachers in early childhood?

Yes [] No []

9. Who pays for your salaries?

Government [] Parents [] the school []

10. Do you think free primary education has reduced teacher's salary?

Yes [] No [] Not sure []

11. Comment on the statement that free primary education has had an impact on the quality of teachers of early childhood

.....

.....

.....

.....

.....

Impact of free primary education on resource allocation to early childhood education

12. Do you have enough classrooms?

Yes [] No []

13. Do you have enough learning resources?

Yes [] No []

14. How often is your school inspected by government?

Do not inspect []

Once a month []

Every term []

15. Do you think free primary has had an effect on resource allocation to early childhood education?

Yes [] No [] Not sure []

16. Give reasons and explanation for your answer

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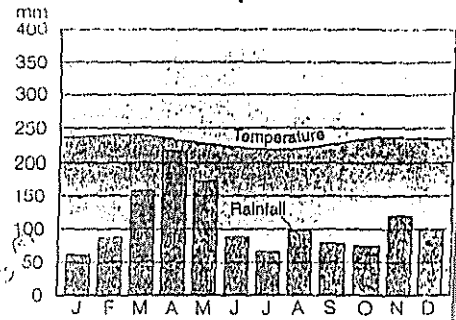
.....

Nyanza Province KEN

Province

Location Map

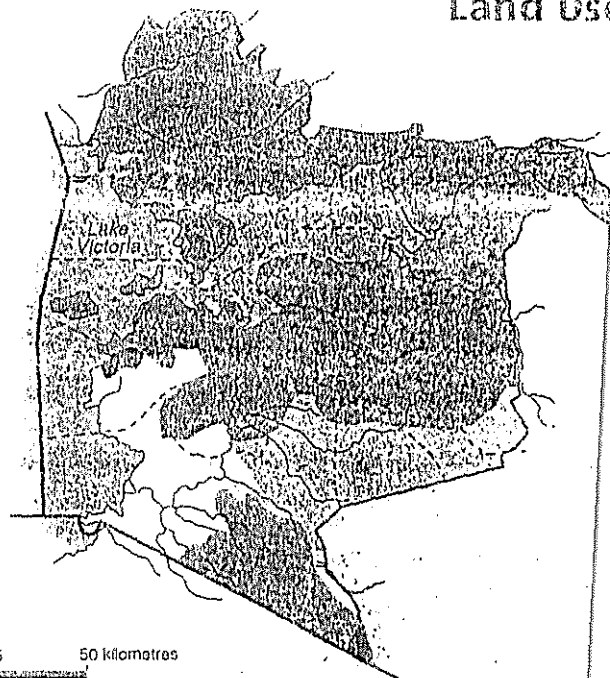
Rainfall and Temperature in Kisumu



Key: Nyanza Province

- International boundary
- Provincial boundary
- District boundary
- National park
- Main road
- Other road
- Railway
- Provincial headquarters
- District headquarters
- Other town or village
- Airfield

Land Use



0 25 50 kilometres
Scale 1:2 100 000

Key: Land Use

- Arable
- Arable and improved grazing
- Arable and grazing
- Forest
- Grazing
- Major urban area

file

12 547 km²
 tion 1989 - 3 507 160
 tion 1999 - 4 392 196
 ion increase 1989-1999 - 25.2%
 growth rate 1989-1999 - 2.3%
 ion density 1999 -
 people per km²
 opulation 1999 - 36.2%
 on of major urban centres 1999:
 mu 273 000, Kisii 61 000,
 a Bay 54 500
 al headquarters - Kisumu
 of districts - 12