

**INVESTIGATION OF LOW ENROLMENT IN PRE-SCHOOLS
IN SIKHENDU ZONE, KIMILILI DIVISION, KIMILILI
DISTRICT IN KENYA**

BY

OBUSURU A. ROSE

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DECLARATION

This is my original work and has not been submitted **to** any institution of university for academic credit.

Signature *Obusuru*

OBUSURU A. ROSE

BED/ ECPE/ 19687/ 72/ DF

Date..... *10/12/2010*

APPROVAL

This project has been submitted for examination with my approval as University supervisor.

Signature.....

LECTURER: WOMUZUMBU MOSES.

Date.....10/12/2010.....

DEDICATION

I have to thank my dear husband Mr. Wekesa Zadok for his financial and moral support he has given me throughout the course. Not forgetting to appreciate my beloved children Vicky, Dan and Sammy for their patience while I was a way.

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DEFINITIONS OF TERMS

| | |
|------------|--|
| Factor | Circumstance that helps to produce a result whether positive or negative |
| Enrolment | The number of children in a class or school. |
| Child | Ages of three to six years boys and girls who are pre-school going |
| Pre-school | An institution where children aged 3-6 years go and learn before joining primary school. |
| Zone | A place of jurisdiction where the schools are located and supervised by inspectors. |
| EFA | Education for All |
| NACECE | Centre for Early Childhood Education. |

ABSTRACT

The purpose of the study was to investigate on low enrolment in pre-school in Sikhendu Zone, Kimilili Division, Kimilili District in Kenya

The objectives were:

- To establish causes to low enrolment in pre-schools.
- To establish contribution of the government on low enrolment in me-schools.
- To establish the strategies put in place to ensure increment in pre-schools.

The data was collected by means of questionnaires, observation and interviews. The information was got from the population of Sikhendu Zone, Kimilili Division, Kimilili District in Kenya. The researcher could not use the whole population but selected samples through simple random sampling.

It was found that low enrolment in pre-schools was contributed by poverty, i.e. parents are found not being able to pay school fees of their children, and illiteracy was also found to be another obstacle that hindered high enrolment

Therefore illiteracy should be eradicated to allow young children to learn and have firm foundation and grow spiritually, socially, mentally and emotionally. The government should employ all pre-school teachers to enable pre-school parents to enjoy free preschool education.

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Pre-school education is a term used in Kenya to refer to the education and care given to children between the age of three and six. This education takes place in institutions known by names as day care centers, nursery schools, pre-primary classes, kindergarten, crèches and pre-units. The phrase pre-school underscores the fact that all such institutions are for children below school level.

The history of the pre-school education movement in Kenya goes back to 1940's when during the colonial administration nursery schools were established in urban centers where there was a heavy concentration of Europeans and Asians. The first pre-school institution for Africans was started in the urban areas during the Mau Mau struggle for independence. A few pre-schools were started in central Kenya as day care centers for children. When parents were forced into communal activities by the colonial regime. The children at these centers spend most of their time playing and socializing. They were sometimes provided with food and medical care.

After independence the government, children, various communities, welfare organizations, industrial enterprises and individual entrepreneurs have attempted to institutionalize pre-school education. The social-economic changes in Kenya since independence have increased the need for pre-school education. Such changes include: - mothers going out to earn their live hood, leaving young children at home without proper care. The older siblings go to school and are no longer available to stay at home to look after their young brothers and sisters. Some families have been forced to hire maidens, but most of

these baby maidens have been found to be too young and inexperienced to provide the desired care for young children. The pre-school education plays a crucial role in the development of young children.

These early years of childhood otherwise known as formative years, are the period when a foundation is laid for future growth and development for a global point view the United Nations organization in its first development decade. 1960 - 1970 started among other things.

The development of human potential resources was in importance second to none if the future development, progress, prosperity and stability of individual nations and the whole world which depended on children was to be ensured.

More studies have substantiated Freud (1839) from clinical studies of children from birth to maturity, Erickson (1950) for example has concluded that childhood is the scene of man's beginning as man the place where our particular virtues and vices are slowly but clearly developed and make themselves felt, such views have been supported by results of studies carried out by Bijou (1975) who state in his findings that:

Most child psychologists have said that the pre-school years, from about 2 to 5 are among the most important of all the stages of development and a functional analysis of that stage strongly points to the same conclusion. It is unquestionably the period during which the foundations are laid for the complex behavioral structures that are built in a child's lifetime.

In Kenya the component of pre-school education include education, nutrition, health and the care of young children. It is expected that through these components the child will be brought up soundly and grow up into a strong and healthy adult, mentally, physically, emotionally, socially and spiritually. MS JOHN (2001)

1.2 STATEMENT OF THE PROBLEM

The DICECE officers may have failed to hold workshop on sensitizing the parents and the community on the importance of early childhood education and this is why there are low enrolment in pre-schools in central zone. Most of the on going aged children have not been registered in the central zone preschools, therefore this is why the researcher has to study and find out factors contributing to the low enrolment in pre-schools in Sikhendu Zone, Kimilili Division, Kimilili District in Kenya

1.3 OBJECTIVES OF THE STUDY

The study will strive to achieve the following objectives: -

- To establish causes of low enrolment in pre-schools
- To establish contribution of the government on low enrolment in pre-schools
- To establish the strategies put in place to ensure increment in pre-schools.

1.4 RESEARCH QUESTIONS

The study will seek solutions to the following questions

- a) What are the causes of low enrolment in pre-schools?
- b) In which ways have the teachers themselves contributed in the low enrolment in the pre-schools?
- c) To what extend has the government contributed to low enrolment in pre-schools?
- d) To what extend have parents attitude contributed to low enrolment in preschools?

1.5 THE SIGNIFICANCE OF THE STUDY

If the parents are found as a problem the pre-school teachers can organize awareness meeting and invite guest speakers from DICECE office so as to better early childhood education.

The study is expected to come up with reasons why there is low enrolment in the preschools and solution that can be used to curb the problems and ensure there is high enrolment in future, in our pre-schools, After the study the teachers, parents and head teachers will benefit from the study and any other area with the same problem.

1.6 LIMITATION

The findings of the study may not be used in any other part of the country but only in some particular areas of Sikhendu Zone, Kimilili Division, Kimilili District in Kenya with the same kind of physical and social economic environment.

Some of the pre-school teacher's parents or head teachers may fail to return the questionnaire. The respondents may hide some important information that may hinder the real out come of the expected picture since they are just filling the questionnaires on their own. Example like counting the number of children in a family some parents would not accept because they belief that if children are counted they may die.

1.7 DEUMITATION

The study focused on pre-school teachers with only pre-school children who have registered pre-scholars aged 4-5 years and above. By getting the participants the researcher was able to come up with resolutions contributing to low enrolment in the central zone pre-schools in Sikhendu Zone, Kimilili Division, Kimilili District in Kenya where the study was focused taking place. The study focused also on parents who had not registered there on going aged pre-scholars, example children aged 3-4 years. The study also focused on pre-schools and primary schools with enrolment, which has dropped drastically.

This enabled the researcher to collect information from a large number of participants. The researcher quantified and got clear picture of the factors contributing to low enrolment in the central zone pre-schools Sikhendu Zone, Kimilili Division, Kimilili District in Kenya.

1.8 BASIC ASSUMPTION

The researcher assumed that in the courses of study the teachers in the neighboring were willing to volunteer the information the researcher required. The researcher assumed the children were competent in answering question put across to them.

CHAPTER TWO: LITERATURE REVIEW

Pre-schools are the first institutions outside the home where children meet with non-family members. The pre-school play an important role in continuous socialization process that has already started at home. Therefore should ensure that quality services are provided to the children by pre-school teacher and the community through development of the pre-school education. To ensure the above is achieved the community and parents should show positive involvement in the early childhood education and supply of fund.

LEAVITT J.E 1958: 76

The holistic nature of child development in promoting social and cognitive development, other basic needs of the child such as nutrition, health care and emotional security, must also be ensured. Early childhood programmes are adapted to the inappropriate content or methods. Special attention is given to meaningful interaction, modeling of basic life skills, play, language development, mediate learning experiences and leading the child into shared human cultural values. Well-supported programmes, which enhance the child's learning and increase their chances of success in their schooling, will be perceived by parents as a precious support to bringing up their children.

ROOPNARINE J.L 1987: 54

The period from birth to six years is the most important period for the development of the human being proportionally that period is the richest in term of learning outcomes as well as physical and mental development. At six the young child has developed the main physical and mental capacities and which he will then base his further development. This is also supported by many psychologists like Pavlov (1928) the first

six years of life constitute a critical period of development and has great influence in later development of an individual.

Early childhood education helps the child to better understand his human and physical environment and to learn the most of it. Early childhood education equips young children with the prerequisite cognitive and social skills to enter primary education successfully. KLEIN & HUNDELDE 1989 Research shows that all educational investment, early childhood care and education achieve the highest rate of social return both in development and industrialized countries. Not only does early childhood education raise the efficiency of primary school by preparing the young child for entry, it has also been shown that children have been exposed to an adapted early childhood education are more successful in their schooling than those who have not.

KATHERINE HR. 1952:41

Early childhood education can be very efficient if preventive measure is taken against high drop-out and repetition rate. For the achievement rate of primary education, an efficient early childhood education can reduce cost of the entire education system, -example; reducing the number of repeaters the cost of compensatory system and the number of drop-outs. Early childhood education is an efficient way to fight inequalities in the education system, which because of disadvantaged milieus are already apparent in the first year of primary schooling.

Early childhood education can reduce social and cultural differences and allow young children from poor backgrounds to enter the school systems on more equal terms with the others. Therefore the pre-school teacher should create a background for the child developmental trends because it is the riches of the background that creates value. The teacher should have the ability to expose the child to relevant learning situations, give

the necessary experiences and guide them to set some basic objectives, which are easily achieved and acquired at right age and time. KABIRU M. 1997:36

According to early childhood development policy frame work 2006: 4 The world conference on education for (EFA) , that took place in Jormntien Thailand, in march 1990, articulated the significance of the life of an individual this deliberations have been collaborated by a recent research on brain development(especially, Stephens, 1999). Which emphasizes that the first six years of life are extremely important. The environmental experiences during this period are significant influencing one's life. The experiences of this period are known to either, enhance or inhibit realization of one's potential in life. It is also the fastest period of growth and development in, all aspects. The development of the brain is most rapid in the early years. By the second year of life the brain of the child 70% of an adult brain, by 6 years of age it reaches 90% of its adult weight and size. In addition by connections more than an individual will require in a lifetime. All that is left is to make these connections permanent through providing early stimulation and quality care.

All the critical windows of the opportunity are opened during this period . These are the periods when children are able to learn and acquire certain knowledge, skills and attitudes very quickly with minimal efforts of parents, other care givers and teachers need to make use of this period in order to maximize children holistic development and therefore they are potential in life. It is the period when the brain is most malleable and highly impressionable, environmental influences, especially care, nature and stimulation have the greatest impact on the brain. This is the period when it is very easy to mould the character of the children by inculcating social norms, values and habits as well as regulations and control emotions. It is also a vital period for ensuring proper physiological growth

and crucial period of significance health and nutrition intervention to put the child on the right track of life

It has been emphasized in a report written by KIP PKORIR L.I 1992:23 that parents community members and school committee are the key factors in the development of preschools needs to be mobilized to realize facilities, play learning materials and participation in all activities.

CHAPTER THREE: METHODOLOGY

3.1 RESEARCH DESIGN

The research design was survey method, which was cross sectional in nature. The researcher used a quantitative research method. The survey, which was cross sectional in nature, allowed the researcher to examine the issue at hand. Since it involved a large number of representatives, facts collected were more appropriate; the quantitative research method enabled the researcher to focus on available observable facts. The researcher included the technique and measures, which produced, quantify able data in many instances. The researcher used quantitative research method because the sample was randomly selected to ascertain representativeness. This design method emphasized on being prehensive in such a manner that the researcher was not emotionally involved. It enabled the researcher to use the data obtained in a quantitative research to analyze it statistically. The researcher described and explained the issue under investigation.

3.2 POPULATION AND SAMPLE

The researcher targeted pre-school children teachers and parents in Sikhendu Zone, Kimilili Division, Kimilili District in Kenya. The researcher conducted the research on the population, which was selected through simple random sampling method to ensure that each member of population had equal independent chance of being selected. This method produced representative head teachers of sampled pre-schools where of great importance to the researcher.

The chosen pre-schools were ten among the thirty pre-schools in the zone. Researchers respondents came from the ten selected pre-schools. The participants were selected by writing their names on cut out pieces

of papers then mixed them and picked the participants from the group, which represented the population.

3.3 INSTRUMENTS

The researcher used all various research instruments to ensure that the results of the study were realized. The researcher used questionnaire to cover every respondent at the area of study, teachers questionnaire was directly on the area she was concerned, head teachers questionnaire reflected on the enrolment and quality teaching in the pre-school. The researcher used questionnaire to interview the parents, head teachers and children. The parents were interviewed on the children right age of going to pre-school, example the age they registered their children in the pre-school, the attitude they have towards early childhood education. The researcher was interested to see the enrolment of children at the particular time of collecting the data in each pre-school. The researcher used a checklist observed the types of classrooms, learning resources; outdoor play equipment and the school environment.

The researcher used survey method as one of the research method he discussed face to face with participants. The researcher used structured fixed responses interviews because in this type of questions the responses are fixed and participant chooses among these responses. The data was easily collected and analyzed. The researcher also used open ended and closed questionnaire. The researcher decided to use closed ended questionnaire because he had set specific questions and responses for respondent, which they selected according to ones choice. Other questionnaires, which were used, had open-ended questions because they gave information generally in details and the questions were generally easy to set.

3.4 ETHICAL ISSUE

The researcher sought permission from the parents before she interviewed the children, from all sampled pre-schools.

3.5 DATA COLLECTION

The researcher administered the instrument by taking them to the area of study. This was convenient to the researcher because she went back with the collected data. During the data collection the researcher instructed the respondent on how to fill the questionnaire before data collection from the sampled pre-schools. The researcher made prior arrangement with field officers, the pre-school manager or head teacher before data collection.

CHAPTER FOUR: ANALYSIS AND DISCUSSION OF RESULTS.

4.0 RESULTS AND DISCUSSION

4.1 PREAMBLE

In this chapter the data pertaining to the research questions and objectives have been presented, analyzed and discussed. Interpretation of finding has also been done. The purpose of the research was to find out factors contributing to low enrolment in Sikhendu Zone, Kimilili Division, Kimilili District in Kenya.

The data is from responses of Early Childhood Education Managers/preschools Head teachers, teachers, parents and children.

4.2 DATA ANALYSIS

The researcher-sorted facts from data collection from interviewed pre-school teachers, head teachers, children and [parents of the school for the study. The data collected was analyzed statistically and in percentage. This was based on questionnaire, interview and observation. All the information collected through these instruments was organized and put in the finding in terms of question table and percentage. The researcher gave appropriate recommendation or solution according to the implication of the finding.

4.3 ILLITERACY

The data collected and analyzed by the researcher reflected that, illiteracy has contributed to low enrolment in pre-schools. Most of the parents don't see the need of enrolling their age on going children to pre-schools. The table below. has indicated level of education of pre-school

parents

Table 1: Level of education

| | Level of education | No. of parents | frequency | percentage |
|----|----------------------------------|----------------|-----------|------------|
| a) | Never went to school | 15 | 30 | 37.5% |
| b) | Less than std 8 | 10 | 20 | 25% |
| c) | Between standard 8 and form four | 8 | 13 | 20% |
| d) | Form four and above | 7 | 12 | 17.5% |
| | TOTAL | 40 | | 100% |

The above table shows that 15 percent out of 40 never went to school which was 37.5%, 10 percent out of 40 which was 25% acquired education between standard I -8, 8 parents out of 20% had education level between standard 8 and form four, 7 parents out of 40 had education level above form 4. Through the above analysis it shows that majority of preschool parents are illiterate.

4.4 POVERTY

Through the data collected and analyzed by the research it was found that lack of awareness on early childhood education, poverty among others are some of the major obstacles that should be addressed so as to realize high enrolment in pre-schools. Many of the parents are living below the poverty line and this makes them unable to meet the requirements of pre-school, example; provision of learning resources and payment of preschool teacher's salary. The table below has indicated the analysis.

Table 2: Reason for not enrolling pre-school children

| | Reasons | No. of parents | Frequency | Percentage |
|----|-------------------|----------------|-----------|------------|
| a) | poverty | 16 | 31 | 50% |
| b) | Ignorance | 6 | 11 | 18.75% |
| c) | Lack of awareness | 10 | 20 | 31.25% |
| | TOTAL | 32 | | 100% |

Table 2 shows that poverty was a major problem which made the age going pre-school children not to be enrolled in pre-schools; this contributed 50%, lack of awareness meeting to parents and entire community contributed to 31.75%. This is a prove that poverty has contributed high percentage of low enrolment in pie-schools in central zone Sikhendu Zone, Kimilili Division, Kimilili District in Kenya.

4.5 SCHOOL FEES

When the researcher analyzed the data collected on reasons that are causing pre-school drop-outs, she found that both school fees and lack of school feeding programs contributed to 75%. Therefore ways should be established to curb the above problems. The table below has analyzed the causes:

Table 3: Causes of drop-outs

| | Causes | No. of children | frequency | Percentage |
|----|-------------------|------------------------|------------------|-------------------|
| a) | Diseases | 6 | 11 | 15% |
| b) | Untrained teacher | 4 | 10 | 10% |
| c) | School fees | 16 | 31 | 40% |
| d) | Lack of S.F.P | 14 | 30 | 35% |
| | TOTAL | 40 | | 100% |

According to the above table, it indicates that, 6 pre-school children out of 40, which was 15% dropout due to affection of diseases. 4 pre-school children out of 40, which was 10% dropout of school because of mistreatment and poor handling by the untrained teachers 16 pre-school children out of 40, which was 40% dropout because parents were not able to meet school fees, and lastly 14% pre-school children out of 40 dropout of school due to parents failure of providing feeding programs. Generally the table reflects that, a school fee was a major problem of pre-school dropouts.

4.6 ENROLMENT

Through data collected on enrolment it indicates that there is high enrolment in standard one in primary school for the 3 years, as compared with enrolment in pre-schools. This is a prove that some of the children who join standard one are not enrolled for early childhood education, therefore this is one of the reasons that needs to be addressed

so as to realize high enrolment in pre-schools. The table below has tabulated the enrolment and differences for the 3 years

Table 4: Enrolment

| YEAR | 2006 | 2007 | 2008 | TOTAL T |
|-------------------|------------|------------|------------|-------------|
| PRE-SCHOOL | 230 | 250 | 270 | 750 |
| PRY-SCHOOL | 370 | 300 | 400 | 1070 |
| DIFFERENCE | 140 | 50 | 130 | 320 |

4.7 SOURCES OF FUND

Majority of the pre-school parents are not employed, the data collected and analyzed by the researcher indicate that they depend on burning charcoal for sale. The table below indicates the sources of their money

Table 5: Sources of fund

| | Source of fund | No. of parents | frequency | Percentage |
|----|------------------------|-----------------------|------------------|-------------|
| a) | Charcoal for sale | 18 | 33 | 45% |
| b) | Casual labour | 14 | 23 | 35% |
| c) | Small business (kiosk) | 2 | 2 | 5% |
| d) | Salary | 6 | 10 | 15% |
| | TOTAL | 40 | | 100% |

The above table shows that in every 18 parents out of 40 which was 45% earn their living through burning and selling charcoals, while in every 14 parents out of 40 which 35% earn their living through casual labour, 2 parents out of 40 which was 5% earn their living through running small

business example, a kiosk and 6 parents out of 40 which was 15% earn their living through salaries. Therefore this indicates that majority of parents earn their living through burning and selling charcoal. However, this reflects that most of the pre-school parents live below poverty line.

4.8 DOMESTIC CORES

The data collected and analyzed by the researcher show that most of the aged on going pre-school children who are not enrolled in pre-schools are being misused by their parents through domestic cores. The parents are engaging their children in activities such as baby seating and looking after cattle. These activities delay the children at home until they attain age of 6 to 7 years, before enrolling in standard one.

Table 6: Type of activities

| | Type of activity | No. of children | frequency | Percentage |
|----|-------------------------|------------------------|------------------|-------------------|
| a) | Seating babies | 20 | 40 | 50% |
| b) | Looking after cattle | 10 | 20 | 25% |
| c) | Enrolled | 10 | 20 | 25% |
| | TOTAL | 40 | | 100% |

The above table indicates that, 20 children out of 40 which was 50% perform activity of baby seating, 10 children out of 40 which was 25% perform activity of looking after cattle while 10 children out of 40 which was 25% are learning in a pre-school This reflects that most of age going children who are not enrolled in pre-schools are baby seating children at home.

4.9 PRE-SCHOOL TEACHERS COMMUNITY SENSITIZATION

On early childhood education

The data collected and analyzed by the researcher indicated that, the government is a partner to the community on matters concerning early childhood education. The community has to employ pre-school teachers and construct the classrooms. The field officers should inspect and sensitize the pre-school teachers, and advise them accordingly. It is also their role to sensitize the community.

Table 7: Sensitization table

| Year | No. of schools | No. of schools sensitized | Percentage |
|------|----------------|---------------------------|------------|
| 2006 | 10 | 3 | 30% |
| 2007 | 10 | 2 | 20% |
| 2008 | 10 | 1 | 10% |

The table above indicated that during the year 2006, the field officer sensitized three preschools out of ten which was 30%. During the year 2007 field officers sensitized 2 pre-schools out of 10 on early childhood education which was 20%. Then during the year 2008 field officers sensitized only one pre-school out of 10 which was 10%. Therefore this shows that the field officers are not concerned with the early childhood education which is the foundation of education in early years. This is an indication that lack of sensitization to both pre-school teacher and the community has contributed to low enrolment in pre-schools.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

5.0 SUMMARY AND CONCLUSION

The purpose of the study was to find out the factors contributing to low enrolment in Sikhendu Zone, Kimilili Division, Kimilili District in Kenya pre-schools. It was found that female teachers taught all pre-schools. Some of the teachers are trained while others are not. Most of the preschool parents are illiterate, poverty and lack of early childhood education awareness has caused low enrolment in pre-schools. Large numbers of pre-school parents earn their living through burning charcoal for sale and this indicates that they are poor. Most of the pre-school classrooms are not permanently built, nearly all pre-school children sit on desks instead of small sizeable chairs and they are lacking enough learning resources.

It was also found that the field officers are not serious on matters pertaining to early childhood education, because they need to plan enough time to sensitize pre-school teachers and community at large.

5.1 RECOMMENDATIONS FOR IMPLEMENTATION

Sikhendu Zone, Kimilili Division, Kimilili District in Kenya community needs to be sensitized in early childhood education matters, this will enable the community to meet their children's school fees, contribute funds to build permanent and decent classrooms and provide food for feeding programs in their pre-schools. They should also involve themselves in material making; collecting and provision of both out door and in door play equipments. They should be educated on the right age

of enrolling their children to pre-schools and be advised on how to apply for sponsorship from NGOs so as to enable them construct some learning physical facilities. The government should employ all pre-school teachers, and then pay them with uniform salary. according to ones grade, by a similar body. This will enable all aged on going children from poor families to enroll in pre-schools.

Short course programs should be arranged for the untrained teachers. Through the programs, teachers will be assisted to improve in performance of quality teaching and better childcare/ handling. The head teachers should be enlightened on how to implement and supervise the early childhood education curriculum. The DICECE Officers should organize seminars and workshops for all stakeholders in the zone.

The illiterate parents and the community at large should be encouraged to enroll themselves in literacy class so as to learn and enhance their knowledge. This will motivate them and enroll their children in pre-schools and high enrolment in pre-schools will be realized.

Through the study of data collected and analyzed by the researcher, it indicated that it is only one pre-school among the ten sampled, which provided feeding to the pre-school children. This is an indication that many pre-school children learn while feeling hungry and this makes children lack proper nutrients and may lead the child to suffer from malnutrition and malnourish diseases like kwashiorkor and marasmus.

The child will also lack proper concentration and interest while the teacher is teaching and this may lead the child to have negative attitude toward early childhood education then drop out of school and run into the streets. The government through the DICECE Officers and Public Health Care should ensure all pre-schools are feeding the enrolled children. The Government through the administration in all

locations/sub-locations should ensure that all aged on going children are enrolled in pre-schools to avoid them being engaged into child labour.

5.2 RECOMMENDATION FOR RESEARCH

A research should be carried out to find out why most of the pre-school parents have rejected to enroll themselves in literate classes of Adult education, since when it was introduced by the Government.

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APPENDIX I

PRE-SCHOOL TEACHERS QUESTIONNAIRE

1. Name

2. Pre-school

3. For how long have you served as a teacher?

Less than one year

1—2years

Between 2 years

Above 7 years

4. What is your gender?

Male

Female

5. What is the age bracket applicable to you?

20—34 years

35—40 years

41 —45 years

Over 46 years

6. When did you start teaching?

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

7. Which training did you under go?

| | | | |
|-------------|--------------------------|--------|--------------------------|
| DICESE | <input type="checkbox"/> | K.H.A | <input type="checkbox"/> |
| MONTES SORT | <input type="checkbox"/> | OTHERS | <input type="checkbox"/> |

8. In your own opinion do teachers contribute to low enrolment of pre-school children?

Yes No

9. If yes explain how?

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

10. What is the attitude of the parents toward pre-school education?

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

11. PRE-SCHOOL ENROLMENT

| Year | No. of children | | total |
|------|-----------------|-------|-------|
| | Boys | Girls | |
| | | | |
| | | | |
| | | | |

PRE-SCHOOL ENROLMENT

| AGE | 3 YEARS | | 4 YEARS | | 5 YEARS | | 6 YEARS & ABOVE | |
|-------|---------|---|---------|---|---------|---|-----------------|---|
| | B | G | B | G | B | G | B | G |
| 2006 | | | | | | | | |
| 2007 | | | | | | | | |
| 2008 | | | | | | | | |
| TOTAL | | | | | | | | |

12. What is the educational level of your preschool parents?

a) Never went to school

b) Less than std 8

c) Between std 8 and form four

d) From form four and above

13. How does the parents from your pre-school earn their living?

a) Burning charcoals for sale

b) Casual labour

c) Small business

d) Salary

APPENDIX II

QUESTIONNAIRE FOR THE HEAD TEACHER

1. NAMEVILLAGE

SCHOOL..... ZONE.....

DIVISIONDISTRICT.....

2. How do you ensure that there is effective teaching?

3. How often is your pre-school teacher inspected?

4. How is the attitude of the learners towards learning?

5. How is the attitude of the parents, community and the other stakeholders towards the E.C.E in your school?

6. What are your future plans as far as the school is concerned?

7. Who are supposed to provide development for preschool facilities?

8. What fraction or percentage of the pre-school parents is illiterate?

9. Is the community aware of the importance of pre-school education?

Yes No

10. Is the pre-school attached to primary school?

Yes No

11. Does the pre-school share the same committee with the primary school?

Yes No

12. Who provide for the development of the pre-school facilities?

i) All parents

ii) Sponsors e.g. NGO's, Church

iii) Through Harambee

iv) Parents with children in pre-school

13. What criteria is used in selecting the per-school children to Standard one

a) Exam to pre-school children

b) Interviewing

c) Age

d) Choosing at randomly

14. How is money for pre-school teachers accumulated?

a) Children's fees

b) Harambee

c) Building fund

15. What do you think in your opinion is the main cause of the pre-school drop-out?

16. Do you think all pre-school aged children in this area are attending pre-school?

17. Why do some parents fail to send children to pre-school in this area?

18. What do you think in your opinion should be done to make sure that all pre-school aged children in this area are sent to school?

19. Standard one intake the last 3 years

| | BOYS | GIRLS | BOYS WHO DROPPED | GIRLS WHO DROPPED |
|-------|-------|-------|------------------|-------------------|
| YEAR | 6 7 8 | 6 7 8 | | : |
| 2006 | | | | |
| 2007 | | | | |
| 2008 | | | | |
| TOTAL | | | | |

20. Does the pre-school child feed in school?

Yes

No

21. Who provides the food?

a) Parents

b) S.F.P

c) School d) None of the above

22. What is the educational level of your pre-school parents?

a) Never went to school

b) Less than std 8

c) Between std 8 and form four

d) From form four and above

23. How does the parents from your pre-school earn their living?

a) Burning charcoals for sale

b) Casual labour

c) Small business

d) Salary

APPINDX III

QUESTIONNAIRE FOR CHILDREN

1. What is your name?
2. Where do you come from?
3. Who brings you to school?
4. Do you have enough reading and learning materials?
5. What is your attitude towards school?
6. a) How many meals do you take in a day?
b) How many at school?
c) How many at home?
7. Do you enjoy what you are taught?
8. What kind of work do you do at home?

APPENDIX IV

QUESTIONNAIRE FOR PARENTS

1. How do you earn your living?
2. How many children do you have?
3. At what age do you take your child to enroll for E.C.E?
4. What role as a parent do you play to support E.C.E?
5. Have you been enrolling all your children in preschool?

If No, state why?

6. What are your feelings on the education your child is offered in your preschool?

APPENDIX V

OBSERVATION CHECK LIST

1. Name of the pre-school

2. Name of the teacher

3. Is the teacher trained? Yes No

4. Enrolment of the pre-school children: - Boys Girls

5. No. of pre-school classrooms

6. Type of floor: - Cemented Earthen

7. Types of chalkboard: Permanent Portable

8. Types of books used

a).....

b).....

c).....

d).....

e).....

f).....

9. Types of learning corners

i)

ii)

iii)

iv)

v)

vi)

10. Out door play equipments

i)

ii)

iii)

iv)

11. Out door play areas

i) Sand pit

ii) Water place

12. Compound:

i) Isolated

ii) Same with primary school

13. Kitchen

Types of meals

Time taken

From

14. Who provides the food?

i)

ii)

iii)

15. Type of furniture used

i) Benches

ii) Chairs

iii) Desks

APPENIX VI

QUESTIONNAIRE FOR FIELD) OFFICERS

1. How often do you sensitize pre-school teachers, on early childhood education?
2. What are the criteria of employing early childhood teachers?
3. What has the government put in place to ensure that there is retention of preschool teachers?
4. How many times do you sensitize the community on the importance of early childhood education in a given year?
5. What are the government's future plans to curb the high drop-out of pre-school children?
6. What other factors may affect the environment of preschool children?