

# Effect of Teaching Learning Resources on Pupils' Enrollment in Public ECDE Centres in Waitaluk Zone of Trans-Nzoia County

Esther B. Omuya<sup>1</sup> and Dr. Robert Kamau (Ph.D.)<sup>2</sup>

School of Education in Early Childhood Development of Mount Kenya University

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**Abstract:** Universal Primary Education (UPE) is one of the Millennium Development Goal which all countries are expected to achieve by the year 2015. The purpose of this study was to establish the influence of free primary education on pupils' enrolment in Early Childhood centers (ECDE). The purpose of the study was to establish the influence of availability of teaching and learning resources on pupils' enrolment in public ECDE centers. The study adopted a descriptive survey design to establish the influence of free primary education on pupils' enrolment in Early Childhood centers (ECDE). The target population for this study was ECDE school pupils, class teachers, head teachers, Sub county Quality Assurance and parents. Stratified random sampling technique to identify the schools that were to be sampled was utilized. Questionnaires and interview guides were used to collect data. Pretesting of the tools were done in two centers that were not part of the study but have similar characteristics. The collected data were coded and processed using Statistical Package for Social Sciences (SPSS) version 21 and presented in tables, bar graphs, text and pie charts. The study found out that the enrolment in schools decreased after 2003 but increased by 2012. All of the respondents had only one stream in pre-primary. However, there were more than 2 streams from class 1. This is a strong indicator that the classes were crowded, given the number of pupils enrolled. It was concluded that the enrolment rates of pupils in Waitaluk zone increased especially after the introduction of FPE, though in lower primary. The trend reversed the gains in ECDE due to the pressure of enrolment in lower primary and parents holding their children at home to avoid fee payment at ECD level. It was recommended that the government to extend FPE to ECDE level to attract more children who have been withdrawn by parents to avoid fee payment to come to school. The government should also review the capitation on the learners from time to time to ensure inflation does not make FPE funds redundant.

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## Introduction

Universal Primary Education (UPE) is an international development goal which all countries are expected to achieve by the year 2015. The World Conference on Education for All (EFA) held in Jomtien Thailand 1990 is the basis of current discussions on UPE. The importance of education is articulated clearly in Article 26 of the Universal Declaration of Human Rights (1948) that recognizes the intrinsic human value of education, underpinned by strong moral and legal foundations. Where the right to education is guaranteed people access to and enjoyment of other rights such as development is enhanced (UNESCO, 2002). The Millennium Development Goals envisage all children having access to universal primary education. The 1990 World Conference on Education for All in Jomtien, Thailand set the goal of universal primary education to be achieved by 2000. The World Education Forum in Dakar in 2000 reaffirmed and extended the Jomtien commitment, bringing a welcome emphasis on schooling quality while acknowledging that universal primary completion had not yet been reached (World Bank, 2003).

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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. Whereas in the eighties and early nineties cost sharing had been a policy promoted by international financial institutions such as the World Bank, the direct and indirect costs became obstacles to their attendance and continued enrolment as the introduction of 'free' primary education (FPE) turned the tables on this decline (Riddell Abby, 2003).

The Kenya government policy to achieve UPE and offer quality basic education has to be seen within developments in the wider international context. The Universal Declaration of Human Rights adopted in 1948, declared that, "everyone has a right to education". The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus in basic education especially with its so-called vision and renewed commitment. It was noted that to "serve the basic needs for all, requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems, while building on the best in the practices" (World Declaration on Education for All, 1990). This was further amplified by the Dakar Conference of 2000 that reviewed developments in achieving UPE in the African continent and set as one of its goals "the elimination of gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015". Such a perception was further endorsed by the so-called Millennium Development Goals (MDG), which among other targets attempts to "ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" and (United Nations, 2003).

The legal framework under which the provision of education to children in Kenya is built is cumbersome, having been enacted in 1968 with minor revisions in 1970 and 1980. The law is impeding the provision of education in that it is blind to new developments. Though the recommendations from the commission reports in 1970 and 1980 have been implemented, they have been done so in a piecemeal and ad hoc manner, thus failing to realize the full benefits of the recommendations. The draft education bill 2003 attempts to address some of these shortcomings but it have also been criticized for not fully addressing some key issues. These include the question of who is responsible for those children who have been left out of the current education system, lack of policy guidelines on ECD and regulation of private schools.

Following the FPE programme, enrolment surged from about six million to about 7.9 million pupils, resulting in a gross enrolment rate of 112% compared with 87.6% in 2002 (UNESCO, 2005). The subject of Free Primary Education continues to draw mixed reactions of major stakeholders; the government, parents and the donor community. Among the people negatively affected are the poor and those from semi-arid areas The FPE programme has been riddled by problems since its inception hence the increased enrolment rates in the private schools. These include lack of clear guidelines on admission; hence, the entry of over-aged children; lack of consultation with key stakeholders such as teachers and parents; delay in disbursement of funds; and the expanding roles of Head Teachers (Mwaniki, 2008). This has seen the private sector take advantage of the shortcomings of the public schools by offering quality education to their pupils and hence increases in private school enrolment.

### **Teaching and Learning Resources**

Teaching or instructional materials play a critical role in enabling the student to grasp the content of what is learnt. Good and effective instructional materials determine how efficient the content is received and comprehended; this is critical for learners with hearing impairments, where specialized instructional materials are important if learners are to be assisted so as to achieve the objectives of learning, (Brokx, 1992). So, the choice of appropriate instructional materials for learners determines how well the content is understood by the learners. Initially, in most districts, except those in the ASAL (Arid and Semi-Arid Lands), enrollments almost doubled showing a radical change during the 1973-74 period. After that the situation reverted to what it had been before. It was estimated that around one to two million school age children did not continue attending school after the decree.

The explanation was that many of the children who had enrolled dropped out, following the introduction of the building levy. Enrollments, even in districts that had experienced large infusions of new children, reverted to the situation before 1973. The high dropout rates were a response, not only to the very high levies, but also to the quality of education that was being offered following the government intervention. As a result of high enrollments, there was overcrowding in classes and the supply of teaching and learning materials underwent a severe strain. This study shall be keen to find out if indeed the advent of FPE had an impact on teaching or instructional materials as they play a play a critical role in enabling the student to grasp the content of what is learnt.

### **Methods**

The study adopted a descriptive design to investigate the factors that contribute to a decline in the enrolment in ECDE centres. The total population for this study was 1051 respondents which consisted of 501 ECDE pupils, 25 head teachers, 25 class teachers, one Sub-County Quality Assurance and Standards Officers and 499 parents.

A 30% simple random sampling was taken as advanced by Gupta and Gupta to select a sample for schools. Thus out of the total school population 25 schools were sampled. Through purposive sampling, all the head teachers and class teachers of the selected schools were respondents.

Since the total population of pupils was high, a 10% sample was representative for generalization. The research instruments that were used in this study for data collection were the questionnaires and interview guide. Data collected was analyzed through measures of frequencies and descriptive statistics. Data presentation was form of frequency tables, bar graphs and pie charts. Inferences were made objectively and systematically by identifying specific characteristics of text units, searching for emerging themes and testing anomalies.

## Findings

### Teaching and Learning Resources

The teachers/ head teachers rated their agreement levels with the statements in table 1 regarding the availability of teaching/learning resources on a 5-point Likert scale.

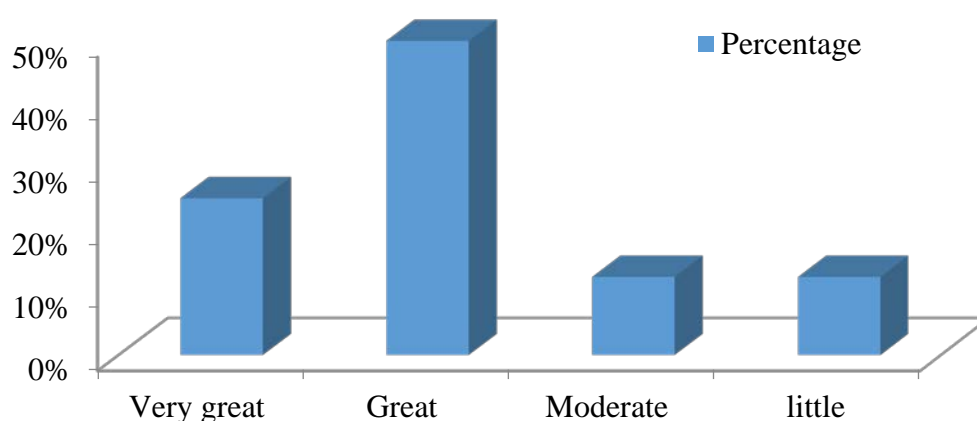
**Table 1. Teaching learning resources**

Statement	Agree		Disagree	
	F	%	F	%
The government have provided enough resources to support free primary education in the school	2	25	6	75
The resources available are not always enough to support school learning hence poor enrolments	7	87.5	1	12.5
Parents and the school management has adopted a cost sharing strategy to support FPE education	8	100	0	0
We have to always involved parents for levies whenever new facilities have to be put in place	8	100	0	0
Teaching and resources are not always timely hence parents have to provide books for the learning	7	87.5	1	12.5
We have noted High enrolments whenever we announce of enough resources availability	8	100	0	0

**Source: Author, 2015**

Table 1 shows that 100% of the teachers/ head teachers agreed with the statements that: they have noted high enrollments whenever they announce of enough resources availability and teaching resources are not always timely hence parents have to provide books for the learning. Twenty, (87.5%) of them also agreed that there sources available are not always enough to support school learning hence poor pupils enrollments in lower primary schools, On the other hand, (75.5%) of the respondents disagreed with the statement that the government had provided enough resources to support free primary education in the school.

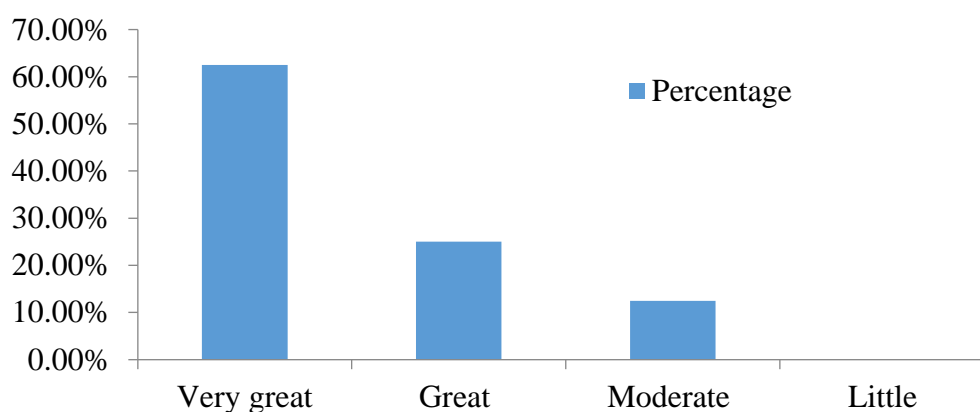
The availability of teaching and learning resources influenced pupils' enrollment in lower primary school in the extents shown in figure 1.



Source: Author, 2015

**Figure 1. Learning resources and enrolment**

Figure 2 shows that 62.% of the head teachers/ teachers indicated that the availability of teaching/learning resources influenced enrolment to a very great extent, 25% indicated it influenced enrolment to a great extent, 12.5% indicated it influenced to a moderate extent. This is a clear indication that the availability of teaching/learning resources influences enrolment.



Source: Author, 2015

**Figure 2. Provision of learning materials**

Figure 2 shows that (62.5%) of the parents provided textbooks for their children at home and school while 25% did not. 12.5% of the pupils also indicated that their parents bought them textbooks to use at home/school while 3 (13%) indicated their parents did not buy them any text books. This is an indicator that the parents did not rely on the provision of textbooks for their children from school but instead bought them themselves. It also shows that there is a shortage of teaching/learning resources in schools. The QASO who took part in the study indicated that the teaching/learning resources were inadequate to meet the needs of pupils and teachers in schools in Waitaluk zone. The study found that teaching/learning resources were inadequate and that parents usually bought textbooks for their children. This inadequacy led to children not enrolling in school. These findings were in agreement with other studies which also established that the availability and adequacy of teaching/learning resources was important for the enrolment of pupils. For instance, as a result of high enrollments, there was overcrowding in classes and the supply of teaching and learning materials underwent a severe

strain. Since the early 1970s their distribution had been centralized through the Kenya Equipment Scheme; it now became difficult to dispatch the necessary materials and equipment to most of the primary schools. Distribution problems were compounded by the variety of the topography and the long distances. Consequently, many of the schools went without basic teaching and learning materials for a greater part of 1974, (Brokx, 1992). This is a clear indicator that schools need adequate teaching/learning resources as they impact directly on enrolment of pupils.

### **Conclusion**

Based on the findings, the study concluded that: It was concluded that the enrolment rates of pupils in Waitaluk zone increased especially after the introduction of FPE, though in lower primary. The trend reversed the gains in ECDE due to the pressure of enrolment in lower primary and parents holding their children at home to avoid fee payment at ECD level.

### **Recommendations**

The government to extend FPE to ECDE level to attract more children who have been withdrawn by parents to avoid fee payment to come to school. The government should also review the capitation on the learners from time to time to ensure inflation does not make FPE funds redundant.

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