

Influence of County Government Financing of Teachers Recruitment on Access to Pre-Primary Education in Baringo Central Sub-County, Baringo County, Kenya

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Abstract: *Early Childhood Development and Education (ECDE) is an educational programme imparted to a child in an education centre. ECDE financing has not been adequately investigated since the inception of the new constitution which devolved its governance and management to the county government. The purpose of this study was to investigate the influence of county government financing of teachers recruitment on access to pre-primary education in Baringo central sub-county, Baringo County, Kenya. The study adopted descriptive survey design where the target population included One hundred and twenty four (124) head teachers, One hundred and twenty four (124) ECDE teachers, One hundred and twenty four (124) PA representatives, One (1) ECDE Sub county Coordinator Officer and One sub-county education Officer in Baringo Central Sub-county, Kenya. The teachers and PA representatives who participated in the study were selected using simple random sampling. Questionnaires and interview schedules were administered to respondents. Questionnaires were designed to collect data from head teachers and teachers. The dully filled questionnaires for this study were coded; data entry and data analysis for descriptive statistics and inferential statistics was computed using Statistical Packages for Social Sciences (SPSS). The main findings and results of the study shows that there is a statistically significant relationship between the teachers recruitment influence on access to pre-primary education in Baringo central Sub County, ($P < 0.05$). The study concludes that county government financing of teacher recruitment on access to pre-primary education in Baringo central sub-county is faced with a number of challenges. Some of the challenges noted include; inadequate allocation of funds by county government to ECDE education, poor budgeting techniques, lack of interest in education matters and corruption in allocation of funds. The study recommends that the amount of money disbursed by county government to recruit more ECDE teachers is not enough, hence schools should have various incomes generating activities. This will generate more funds to support the county government educational subsidies. Suggestions for the further studies have also been given which include; conducting a study of this nature in wider areas for instance covering the whole of the Baringo County or other Counties, similar study to be carried out in public day secondary schools in Baringo County to establish influence of County governance financing of teachers recruitment on access to public day secondary education.*

Keywords: County government financing, teachers recruitment, access and pre-primary education

1. Motivation for the paper

Being viewed as an investment, individuals, societies and governments of various countries have developed a concern on how to finance education. However, the process of financing education has been faced with challenges because it is done at pre-school level, primary level, secondary level and tertiary level. Scholars have been trying to come up with ways of solving these challenges of educational financing. Studies indicate that access to quality education, has significant contribution to sustainable development Robert et al, (2016).

Globally, childhood education is officially recognized as the initial stage of basic education that facilitates the integral development of the child. In Iceland, for instance, pre-school education lays the foundation for the children to be independent, active, thoughtful and responsible participants in a democratic society (Norddahi, 2008). Due to enormous contribution of ECD across the world; there has been increased attention and various forms of funding to early childhood education in both developed and developing countries.

In USA for instance, the system of pre-school, is based on the federal and state components (OECD, 2004). The federal

components are the Head Start as well as the Child Care Development Fund. The government make a significant financial contribution towards early childhood care and education. Some of the states in the US for instance, use tax revenue to fund pre-schools. Other imposes child care fees and co-payments, collaborate with private entities to provide childcare, and encouraging business to subsidize for those working with them (Relfield, 2006).

South Africa has a comprehensive policies and programmes for children at the birth to age 9 with active participation of both parents and care givers. Seleti (2009) argues that ECD units and section in South Africa are well established in the department of education and social development. More importantly, since 2000, ECD became a budget item for the National Treasury. In other words, ECD in South Africa is a political priority and one of the major areas for government intervention. Despite government support, ECD financing is still inadequate and tracking dispatched finances is yet to be in place (Seleti, 2009).

In Kenya, according to National Pre-primary Education Policy (2017), the Government of Kenya takes cognizance of Pre-primary education as a crucial foundation stage for primary education, character formation and lifelong learning. This is in line with the Sustainable Development

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Goal (SDG) Number 4. Target 2 which obligate States to ensure that all children access quality early childhood development, care and pre-primary education so that they are ready for formal schooling. Increased attention to Early Childhood Development and Education (ECDE) has been observed in all the counties in Kenya but my focus here is on a current picture of ECDE in Baringo Central Sub-County.

The Kenya 2014 school statistics information uncover that gross and net enrolment at ECDE level remain at 73.6% and 71.8%, separately (Ministry of Education, 2015). In the ongoing years, the quantity of kids selecting to ECD has been expanding broadly. As indicated by Kenya National Bureau of Statistics (2018), the complete enrolment in ECDE focuses is assessed to have expanded by 2.9% from 3,199,800 of every 2016 to 3,293,800 out of 2017. Total pupil enrolment in Early Childhood Development Education (ECDE) centres rose by 3.0 per cent to stand at 3.3 million in 2018 (Economic survey, 2019).

In Baringo County, the enrolment of children in pre-primary has been increasing. In 2014, the enrolment was at 36,515 and 42,079 in 2017 with an enrolment rate of 15.24%. Baringo central in particular, the sub-county had an enrolment of 4665 in 2014 and 5128 in 2017 with an enrolment rate of 9.92%. Despite the increasing enrolment, county government financial contribution has yet to make meaningful contribution. A number of pre-school have poor infrastructure, inadequate and unqualified teaching staff. With the increasing number of children, funding becomes critical to facilitate preschool learning.

2. Statement of the Problem

In spite of elaborated legal framework for both level of government, funding of ECDE is minimal. Although training of the ECDE teachers is funded by government; there is little monitoring and no formal linkage between the primary schools and pre-schools. Moreover, families are the primary source of funding for ECDE. In other words, large portion of their contribution goes to paying ECDE teachers as opposed to infrastructural development. The Constitution of Kenya (2010) delegated the responsibility of pre-school education to the County government. However, this has not become operational since the basic facilities lacks funding from an organised government scheme. Illiteracy and high levels of poverty have adversely affected the access of pre-schooling in Baringo Central sub-county, Baringo County. According to Baringo Central Sub-County Education Office (2018) it is only 42% of pre-school age children that are accessing pre schooling, hence, leaving 58% of the eligible population out of the program. Therefore, this study focused on the impact county government financing of teachers recruitment on the access of pre-school education in Baringo Central sub-county, Baringo County.

3. Objective of the Paper

To establish the extent to which the county government financing of teachers recruitment on access to pre-primary education in Baringo Central sub-county

4. Literature Review

The research study reviewed both primary and secondary literature to focus on the county government financing on the access of the pre-school education. Some of the literature reviewed included early childhood development education Act 2014, Kenya National Education Sector Plan (KNESP), OECD and Economic Survey reports, KNBS documents, National pre-primary education policy (2017) among other research works. Other literature reviews focused on the individual and scholarly work from the journals, researches and books. These materials would be useful in building and analysis their contributions to meet the objectives of the study.

Teacher training includes pre-service and in-service. According to the Economic Survey 2018 report, the total number of ECDE teachers grew by 6.7 per cent in 2016 to 118,276 in 2017, while the number of trained ECDE teachers increased by 9.4 per cent from 97,717 in 2016 to 106,938 in 2017. These increases are attributed to Expansion of ECDE Centres and employment of more teachers by County governments. Female teachers accounted for 83.4 per cent of pre-primary trained teachers in 2017. Pre-primary Gross Enrolment Rate (G.E.R) raised from 76.6 per cent in 2016 to 77.1 per cent in 2017, while the Net Enrolment Rate (N.E.R) increased to 76.9 per cent in 2017. The pupil Enrolment and number of teachers in ECDE Centres from 2013 to 2017 as illustrated. Total enrolment in ECDE Centres is estimated to have increased by 2.9 per cent from 3,199.8 thousand in 2016 to 3,293.8 thousand in 2017. These findings are in tandem with In Baringo County, the enrolment of children in pre-primary has been increasing. In 2014, the enrolment was at 36,515 and 42,079 in 2017 with an enrolment rate of 15.24%. Baringo, central in particular, the sub-county had an enrolment of 4665 in 2014 and 5128 in 2017 with an enrolment rate of 9.92%. As presented in Table 4.1

Table 4.1: Pupil Enrolment and Teacher Numbers in ECDE Centres, 2013-2017

	2013	2014	2015	2016	2017
Enrolment					
Boys	1,411,309	1,476,383	1,607,353	1,634,194	1,681,530
Girls	1,454,039	1,543,482	1,560,502	1,565,647	1,612,283
Totals	2,865,348	3,019,865	3,167,855	3,199,841	3,293,813
Trained teachers					
Male	13,854	13,968	14,721	15,366	17,746
Female	69,960	74,186	78,185	82,351	89,192
Sub- Total	83,814	88,154	92,906	97,717	106,938
Untrained teachers					
Male	3,430	3,307	2,840	2,606	2,445
Female	13,818	13,323	11,441	10,496	8,893
Sub- Total	17,248	16,630	14,281	13,102	11,338

Source: Ministry of Education 2017

5. Methodology

The rationale of clustering these centres was obtained according to the geographical areas of the school (at least three in every location). The head teachers, teachers and Parent Association (PA) representatives in the 63 Pre-school Centres was automatically sampled and participated in the

study. The study used purposive random sampling, hence, 1 Sub-County Education Officer and 1 Sub-County Co-ordinator Officer was purposively sampled. The study employed a descriptive survey design where a total of 248 ECDE teachers, 124 PA representatives, 1 sub-county ECDE coordinator and 1 Sub-County Education Officer were targeted. According to the Sub-County ECDE Co-ordinator (2019) the sub-county has One hundred and fifty four (154) ECDE Centres, One hundred and eighty (180) ECDE teachers and Five Thousand seven hundred and fifty three (5753)

Table 5.2 Enrolment Data of Early Childhood Development in Baringo Central

Category of ECDE Centre	Number of Centres	Number of Teachers	Number of Pupils
Public	124	124	4141
Faith Based	30	56	1612
Total	154	180	5753

Source: Baringo Central Sub-county ECDE Co-ordinator's Office 2019

A sample size of 191 of the population was sampled. The sample size consisted of 126 ECDE teachers, 63 PA representatives from selected schools, sub-county coordinator and a Sub-County Education Officer. Teachers

and PA representatives who participated in the study were selected using simple random sampling. The data was analyzed using Statistical Packages for Social Sciences (SPSS) and presented as tables and textual form.

To validate the research instruments, the questionnaires were tested in seven (7) pilot pre-schools that were involved in the study. The questionnaires were scrutinized and approved by the two supervisors of the project so as to determine that the items in the questionnaire are in line with what to expect. The correlation coefficient of the study was found to be 0.8. This implied that the reliability of the research instrument was reliable enough for this study.

6. Presentation of Data Analysis, Research Findings and Interpretation of Results

The study sought to find out the impact of ECDE teachers recruitment on access to pre-primary education. The data collected pointed out a number of responses from the head teachers and teachers from various ECDE centres. Therefore, the dully completed and returned questionnaires were sampled and data was analyzed and presented in Table 6.3

Table 6.3: ECDE teachers' recruitment on access to pre-primary Education

Statement	Head teachers				Teachers				Sub-county ECDE co-ordinator			
	Agree		Disagree		Agree		Disagree		Agree		Disagree	
	f	%	f	%	f	%	f	%	f	%	f	%
There are enough ECDE trained teachers in your Centre(s)	12	19	51	81	2	14	61	86	-	-	1	100
There is a clear legal framework in recruitment of ECDE teachers	48	76	15	24	30	55	32	45	1	100	-	-
County is committed to recruit more ECDE teachers	37	59	26	41	55	59	18	39	1	100	-	-

The findings in Table 6.3 show that ECDE head teachers (81%) had a negative opinion that no enough ECDE teachers in Baringo Central sub-county while 19% agreed. Both head teachers, teachers at (81%) and ECDE co-ordinators also disagreed that there are enough ECDE teachers.

Further both head teachers at (76%) and teachers at (55%) agreed that there is clear legal frame work in recruitment process of ECDE teachers in Baringo central sub-county. Additionally, (100%) of Sub County ECDE coordinators agreed concurred that that there is a clear legal framework in recruitment process of ECDE teachers in Baringo Central Sub County. Finally, on whether the county government of Baringo is committed to recruit more ECDE teachers, both ECDE co-ordinators and head teacher overall were on agreement with the statement. Therefore, the study concluded that the county government financing teachers' recruitment had a positive influence on access to pre-primary education in Baringo Central Sub County.

Further data analysis on inferential statistics for ECDE head teachers and teachers was carried out to establish the relationship between the county government financing of teachers recruitment and access to pre-primary education in Baringo Central Sub County. The researcher was then prompted to use Chi-Square tests using SPSS software in order to achieve this objective. The collected data was analysed and presented in Table 6.4

Table 6.4: A chi-square tests on County government financing teacher recruitment and access pre-primary education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.884	9	.000
Likelihood Ratio	29.456	9	.000
Linear-by-Linear Association	14.158	1	.000
N of Valid Cases	124		

Table 6.4 shows that there is a statistically significant relationship between County government financing teachers recruitment and access to pre-primary ($P < 0.05$). This implied that at the head teachers and teachers are conversant with ECDE policies, legal framework after proper recruitment processes. The data will assist leaders in making informed decisions and holding ECDE panel meetings that lead to a positive influence on access to pre-primary in Baringo Central Sub county. Thus, fostering good recruitment skills and programes among teachers will better access to pre-primary education in Baringo Central Sub County.

These findings are in tandem with (UNESCO, 2015) that in Baringo County; the enrolment of children in pre-primary has been increasing. In 2014, the enrolment was at 36,515 and 42,079 in 2017 with an enrolment rate of 15.24%. Baringo, central in particular, the sub-county had an enrolment of 4665 in 2014 and 5128 in 2017 with an

enrolment rate of 9.92%. These increasing rates in pupils enrolments had made county government to financing more pre-primary teachers through teachers' recruitment and increasing more ECDE colleges for more ECDE teachers for training to match the ever increasing pupils joining the ECDE centers in Baringo central sub county.

7. Summary and Conclusions

The purpose of the study was to investigate the influence of county government financing of teachers recruitment on access to pre-primary education in Baringo central sub-county, Baringo County, Kenya. The study adopted descriptive survey design where the target population included One hundred and twenty four (124) head teachers, One hundred and twenty four (124) ECDE teachers, One hundred and twenty four (124) PA representatives, One (1) ECDE Sub county Coordinator Officer and One Sub-county Education Officer in Baringo Central Sub-county, Baringo County, Kenya. The teachers and PA representatives who participated in the study were selected using simple random sampling. The data analysis for descriptive statistics and inferential statistics was computed using Statistical Packages for Social Sciences (SPSS). The main findings and results of the study shows that there is a statistically significant relationship between the teacher recruitment influence on access to pre-primary education in Baringo central Sub County, ($P < 0.05$). The study concludes that county government financing of teachers recruitment has generally enhanced the access to pre-primary education in Baringo central sub-county Baringo County, Kenya.

8. Recommendation and Further Research

From the research the following recommendations were made;

- 1) The study recommends that parents incur more cost on ECDE education level than primary education level. This is as a result of spending on school uniforms, paying ECDE Board of Management (B.O.M) teachers and other entry fees. In order to give chance to many children to enroll in ECDE centers, there is need for county government to subsidize ECDE education more than primary education.
- 2) The study also recommends that the amount of money disbursed by county government to recruitment of ECDE teachers is not enough. In order to minimize the burden of county government and parents supporting most activities in pre-primary schools, schools should have various incomes generating activities. This will generate more funds to support the county government educational subsidies.
- 3) The study recommends that County government channel meager amount towards ECDE sector in the county budgetary allocation according to the ECDE Sub-County co-coordinators. The study therefore recommends that the county governments should develop a public-private partnership policy framework in education sector to engage corporate and business organizations to be involved in pre-primary education in the county. The policy framework should provide incentives for businesses and corporate such as tax breaks and reliefs. This will cushion county government educational

subsidies leading to more enrolment in pre-primary level of education.

Other issues that emanated from the study which requires further investigation include;

- 1) The researcher suggests that there is need to conduct a study of this nature in wider areas for instance covering the whole of the Baringo County or other Counties.
- 2) The study suggests a similar study to be carried out in public day secondary schools in Baringo Central Sub County to establish influence of County governance financing on access to public day secondary education.

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