

**FAMILY AND SCHOOL FACTORS CONTRIBUTING TO LOW PRE-  
SCHOOL ENROLMENT IN BURERA DISTRICT, NORTHERN  
PROVINCE, RWANDA**

**Habumuremyi Jean Marie Vianney**

**E55EA/CE/20355/2010**

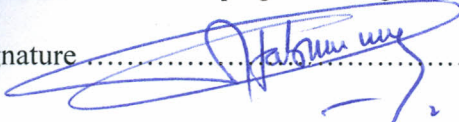
**A PROJECT SUBMITTED FOR PARTIAL FULFILMENT OF THE  
DEGREE OF MASTER OF EDUCATION, EARLY CHILDHOOD  
STUDIES, IN THE SCHOOL OF EDUCATION OF KENYATTA  
UNIVERSITY**

**NOVEMBER, 2014**

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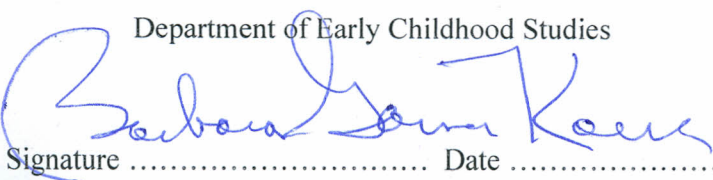
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## **Dedication**

This work is dedicated to my wife Stephanie Tuyisenge, my daughters Flora Ihirwe, Florentine Ishema and Honorine Uwumuremyi for their continuous moral and financial support during the study.

## Table of Content

|                                         |      |
|-----------------------------------------|------|
| Declaration.....                        | II   |
| Table of Content .....                  | IV   |
| List of Tables .....                    | X    |
| List of Figures.....                    | XII  |
| Acknowledgement .....                   | XIII |
| List of Abbreviations and Acronyms..... | XIV  |
| Abstract.....                           | XV   |
| <b>CHAPTER ONE</b> .....                | 1    |
| <b>INTRODUCTION</b> .....               | 1    |
| 1.1. Introduction.....                  | 1    |
| 1.2. Background to the Study .....      | 1    |
| 1.3. Statement of the Problem.....      | 5    |
| 1.4. Purpose of the Study .....         | 6    |
| 1.5. Objectives of the Study.....       | 6    |
| 1.6. Research Questions.....            | 7    |
| 1.7 Assumptions of the Study .....      | 7    |
| 1.8 Limitations of the Study .....      | 8    |
| 1.9 Delimitations of the Study .....    | 8    |

|                                                        |           |
|--------------------------------------------------------|-----------|
| 1.10 Significance of the Study.....                    | 9         |
| 1.11 Theoretical Framework.....                        | 10        |
| 1.11.1 Application of the Theory to the Study .....    | 12        |
| 1.12 Conceptual Framework.....                         | 13        |
| 1.13 Operational Definition of Key Terms.....          | 15        |
| <b>CHAPTER TWO .....</b>                               | <b>17</b> |
| <b>REVIEW OF RELATED LITERATURE .....</b>              | <b>17</b> |
| 2.1. Introduction.....                                 | 17        |
| 2.2. The Importance of Early Childhood Education.....  | 17        |
| 2.3 Factors Contributing to Pre-school Enrolment ..... | 20        |
| 2.3.1 Socio-economic Status of Parents .....           | 21        |
| 2.3.2. Parents' Level of Education.....                | 24        |
| 2.3.3. Free Primary Education .....                    | 25        |
| 2.3.4. Long Distance to the Pre-school.....            | 27        |
| 2.4. Summary of Reviewed Literature.....               | 29        |
| <b>CHAPTER THREE.....</b>                              | <b>30</b> |
| <b>RESEARCH DESIGN AND METHODOLOGY .....</b>           | <b>30</b> |
| 3.1 Introduction.....                                  | 30        |
| 3.2 Research Design and Locale.....                    | 30        |

|                                                                                                                                           |           |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 3.2.1 Variables .....                                                                                                                     | 31        |
| 3.2.2 Location of the Study.....                                                                                                          | 32        |
| 3.3 Population.....                                                                                                                       | 33        |
| 3.4 Sampling Techniques and Sample Size Determination.....                                                                                | 33        |
| 3.4.1 Sampling Techniques.....                                                                                                            | 34        |
| 3.4.2 Sample Size .....                                                                                                                   | 34        |
| 3.5 Research Instruments.....                                                                                                             | 37        |
| 3.5.1 Pilot Study .....                                                                                                                   | 38        |
| 3.5.2 Validity of the Instruments .....                                                                                                   | 38        |
| 3.5.3. Reliability .....                                                                                                                  | 39        |
| 3.6 Data Collection .....                                                                                                                 | 40        |
| 3.6.1 Logistical and Ethical Considerations .....                                                                                         | 40        |
| 3.6.2 Actual Data Collection .....                                                                                                        | 41        |
| 3.7 Data Analysis.....                                                                                                                    | 42        |
| <b>CHAPTER FOUR .....</b>                                                                                                                 | <b>43</b> |
| <b>FINDINGS, INTERPRETATION AND DISCUSSIONS.....</b>                                                                                      | <b>43</b> |
| 4.1 Introduction.....                                                                                                                     | 43        |
| 4.2. Demographic Information of Parents, Teachers, Local Leaders, DEO and the Officer in the Ministry of Education in-charge of ECD ..... | 43        |
| 4.2.1 Demographic Data for Parents.....                                                                                                   | 44        |

|                                                                              |    |
|------------------------------------------------------------------------------|----|
| 4.2.1.1 Gender of Parent Respondents.....                                    | 44 |
| 4.2.1.2 Number of Parents' Children Enrolled or not Enrolled in Pre-school . | 45 |
| 4.2.2. Demographic Data for Pre-school Teachers Interviewed.....             | 46 |
| 4.2.2.1 Gender of Pre-school Teachers Interviewed.....                       | 46 |
| 4.2.2.2 Pre-school Teachers' Qualifications.....                             | 47 |
| 4.2.2.3 Pre-school Teachers' Training in ECD.....                            | 48 |
| 4.2.2.4 Pre-school Teachers' Work Experience in Pre-school Education.....    | 49 |
| 4.2.2.5 Children Enrolled in Respondents' Classroom.....                     | 50 |
| 4.2.3. Demographic Data for Leaders Interviewed.....                         | 52 |
| 4.2.3.1 Local Leaders' Gender .....                                          | 52 |
| 4.2.3.2 Local Leaders' Positions.....                                        | 52 |
| 4.2.3.3 Education Level of Education Officers and Local Leaders.....         | 53 |
| 4.3 Pre-school Enrolment in Burera District .....                            | 54 |
| 4.3.1 Parents' Socio-economic Status .....                                   | 55 |
| 4.3.1.1 Parents' Monthly Income and its Influence on Pre-school Enrolment.   | 55 |
| 4.3.1.2 Parents' Occupations .....                                           | 58 |
| 4.3.1.3 Challenges that Parents Face when Sending Children to Pre-school ... | 61 |
| 4.3.1.4 Parents' Suggestions on How to Address the Challenges .....          | 64 |
| 4.4. Parents' Level of Education.....                                        | 66 |

|                                                                             |           |
|-----------------------------------------------------------------------------|-----------|
| 4.4.1 Parents' Level of Education and its Influence on Pre-school Enrolment | 66        |
| 4.5. Free primary Education .....                                           | 68        |
| 4.5. Distance from Home to Pre-school .....                                 | 72        |
| 4.5.1 Impact of Distance on Pre-school Enrolment .....                      | 72        |
| 4.5.2 Distance that Children Walk from Home to the Nearest Pre-school ..... | 73        |
| 4.6. Challenges Children Face when Going to Pre-school .....                | 76        |
| <b>CHAPTER FIVE</b> .....                                                   | <b>79</b> |
| <b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b> .....                       | <b>79</b> |
| 5.1. Introduction.....                                                      | 79        |
| 5.2. Summary of the Study .....                                             | 79        |
| 5.3. Conclusions .....                                                      | 82        |
| 5.4. Recommendations.....                                                   | 84        |
| 5.4.1 Policy Recommendations .....                                          | 84        |
| 5.4.2 Recommendations for Further Research .....                            | 86        |
| <b>REFERENCES</b> .....                                                     | <b>88</b> |
| <b>APPENDICES</b> .....                                                     | <b>95</b> |
| Appendix1. Questionnaire for Parents.....                                   | 95        |
| Appendix2. Questionnaire for Parents Translated into Kinyarwanda .....      | 100       |
| Appendix3. Interview Schedule with Pre-school Teachers.....                 | 106       |
| Appendix4. Interview Schedule with Local Leaders.....                       | 110       |

|                                                                                                      |     |
|------------------------------------------------------------------------------------------------------|-----|
| Appendix 5 : Interview Schedule with the District Education Officer (DEO) of Burera .....            | 114 |
| Appendix 6. Interview with the Education Officer in-charge of ECD in the Ministry of Education ..... | 118 |
| Appendix 7. Timetable .....                                                                          | 120 |
| Appendix 8. The Budget.....                                                                          | 121 |
| Appendix 9. The informed Consent Form for Respondents.....                                           | 122 |
| Appendix 10: Research Authorization from Kenyatta University. ....                                   | 124 |
| Appendix 11. Research Permit from the Ministry of Education, Rwanda .....                            | 125 |
| Appendix 12. Reliability Coefficient Calculation with Cronbach's Alpha.....                          | 126 |

## List of Tables

|                                                                                                                 |    |
|-----------------------------------------------------------------------------------------------------------------|----|
| Table 3.1 Sampling frame for teachers, parents and leaders-----                                                 | 36 |
| Table 4.1 Gender of parent respondents-----                                                                     | 44 |
| Table 4.2 The number of parents' children enrolled and not enrolled in pre-school-----                          | 46 |
| Table 4.3 Gender of pre-school teachers interviewed -----                                                       | 46 |
| Table 4.4 Pre-school teachers' qualification-----                                                               | 47 |
| Table 4.5 Pre-school teachers trained in ecd-----                                                               | 49 |
| Table 4.6 Pre-school teachers' work experience in pre-school education-----                                     | 49 |
| Table 4.7 Children enrolled in respondents' classrooms-----                                                     | 51 |
| Table 4.8 Local leader's gender -----                                                                           | 52 |
| Table 4.9 Local leaders' positions-----                                                                         | 53 |
| Table 4.10 Education level of the deo, official in mineduc and local leaders--                                  | 54 |
| Table 4.11 Parents' responses on their socio-economic status and its influence on low pre-school enrolment----- | 55 |
| Table 4.12 Parents' responses on their occupations. -----                                                       | 59 |
| Table 4.13. Parents' responses on the challenges that parents face when sending children to pre-school. -----   | 62 |
| Table 4.14 Parents' suggestions on how those challenges can be addressed --                                     | 64 |
| Table 4.15. Parents' level of education and how it influences enrolment in pre-school-----                      | 66 |

|                                                                             |    |
|-----------------------------------------------------------------------------|----|
| Table 4.16 Free primary education impacts on pre-school enrolment -----     | 68 |
| Table 4.17 Impact of long distance on pre-school enrollemnt -----           | 72 |
| Table 4.18 The distance children walk from home to the nearest pre-school-- | 74 |
| Table 4.19 Challenges children face when going to pre-school -----          | 76 |

## List of Figures

Figure 1.1. Diagram illustrating Bronfenbrenner's ecological systems theory 11

Figure 1.2. Variables under investigation and variables not under investigation  
----- 13

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## List of Abbreviations and Acronyms

DEO: District Education Officer

ECD: Early Childhood Development

EFA: Education for All

ESSP: Education Sector Strategic Plan

Ksh : Kenyan shillings

MDGs: Millenium Development Goals

MINEDUC: Ministry of Education (Rwanda)

MOEST: Ministry of Education Science and Technology (Kenya)

NACECE: National Center for Early Childhood Education

NCDC: National Curriculum Development Center

NGOs: Non-Governmental Organisations

Rwf: Rwandan francs

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

## Abstract

The early years of life are critical to the development of an individual such that once they are misused serious repercussions may occur to the person's life. One of the ways to guard against these consequences is to educate children as early as possible. While in many western countries, early education is highly ensured, in Sub-Saharan Africa, the enrolment rates are still low. As part of Sub-Saharan Africa, Rwanda is not spared by the low pre-school enrolment whereby around 90% of the children were earlier reported to not attend preschool education. The purpose of this study therefore, was to confirm enrolment rates and investigate the family and school factors contributing to the low pre-school enrolment in rural areas of Burera District, Northern Province, Rwanda. The objectives for this study were to establish the current pre-school enrolment rate in Burera District and establish which family and school factors that contribute to the low preschool enrolment in Burera District. The study used ex post facto design. Data collection tools included questionnaires and interviews. Questionnaires were used to gather information from parents. Interview schedules were used to capture information from the pre-school teachers, local leaders, District Education Officer as well as from the Early Childhood Specialist in the Ministry of Education. Cronbach's Alpha was used to compute the correlation coefficient where  $\alpha=0.764$ . The research instruments were administered to a sample of 98 respondents selected from two sectors, one representing the rural area and another representing the urban setting. The statistical package for social sciences was utilized to organize data for analysis. The data collected were subjected to critical analysis and interpretation using statistical tools and conclusions were drawn. The study revealed that parents' income was very low which makes them unable to enroll children in pre-school. It was also noted that pre-schools in rural areas were dispersed such that many children did not have any pre-school to attend to in the nearby. This study concluded that there is need to assist parents in rural areas by paying tuition fees and establish more pre-schools in every village to reduce the distance children walk to pre-school.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Introduction**

This chapter discusses the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions, assumptions of the study, limitations of the study, delimitations of the study, significance of the study, theoretical framework, conceptual framework and operational definitions of key terms.

#### **1.2. Background to the Study**

Early childhood is the most important period in the development of an individual. It is a period when there is rapid development of intelligence, personality, and social behavior (Evans, Meyers & Ilfeld, 2000). Research has shown that many challenges facing adults such as mental health issues, obesity, criminality, poor literacy, can be traced back to the early years. This can be prevented by ensuring early education and care to young children (WHO, 2009). Due to the significance of early years, young children, in many countries, are spending two or three or even four years in pre-school programs before entering primary school, for

example 98% of children in Belgium and France, 95% in Italy, 80-85% in Denmark, Sweden, and Spain (Kamerman, 2001) receive pre-school education.

However, pre-school enrolment across Africa is low. The gross pre-school enrolment in 2004 shows a small number of Sub-Saharan African children in pre-schools and the rates are far below the rest of the world. Garcia, Pence, and Evans, (2008) reported the enrolment rates of 78 % in North America and West Europe, 77% in Developed countries, 32% in South and West Asia, 40% in East Asia, 61 % in Latin America, 32% in Developing countries, and 12% in Sub-Saharan Africa. Researches have further shown, however, that some sub-Saharan African countries are ahead in early childhood development. For example, Cap Verde with 40% (Jaramillo and Tietjen, 2001) and, Mauritius had 98% in 1998 (UNESCO, 2000).

Recent studies show more encouraging trends. The East African region is led by Kenya with 52% of pre-school enrolment, followed by Tanzania with 36.2% (UNICEF, 2011), Uganda with 12% (Cox, Granby, Korii and Morgan, 2006), Rwanda with 9.6% (Ministry of Education, 2010), and Burundi with 3.5% (UNESCO, 2006). The Ministry of Education (2011) reported pre-school enrolment rate of 15.4% for Rwanda. From the above statistics, it is clear that Burundi and Rwanda have the lowest enrolment rates compared to the other East African Countries studied. There is need therefore to find out the factors that

contribute to the low preschool enrolment in Rwanda since no studies have been conducted to find out the causes of that decline from 15.4% (2009) to 9.9% (2010).

As for the reasons for variations in preschool enrolment, a research was conducted in USA on immigrants. In their study, Chiswick & DebBurman (2004) found that pre-school enrolment varies systematically with parental characteristics (income and education), immigrant generation, number of siblings, mother's labor supply and country of origin. Lopez and de Cos (2004) highlighted that some important variables that help in understanding pre-school enrolment such as age of children, the number of parents in the household, the linguistic isolation of a family, and family income.

Africa is stricken by poverty in such a way that the Gross Domestic Product (GDP) is less than one dollar in many countries, and studies have revealed that among the factors that contribute to the low pre-school enrolment in Africa, social economic ones seem to be predominant. Among these studies, UNESCO's report (2008) noted that the financial costs of schooling are often high, making it difficult for poor parents to afford schooling for their children. The East African region is also part of sub-Saharan Africa and shares the same characteristics with these countries. Socio-economic, cultural, and political issues are the main factors that contribute to pre-school enrolment. Murungi (2009) reported inability to provide

basic needs and lack of school fees as main reasons why pre-school age going children were not attending pre-school education in Miringa Mieru West Division of Imenti North District of Kenya. Maniragaba (2008) also noted that parents' poverty was one of the biggest challenges facing the implementation of pre-primary education policy in Ngororero District, Western Province in Rwanda.

As for parents' level of education, Ng'eno (2012) conducted a study in Nakuru County, in Kenya and found that the enrolment rate was high with parents who got Bachelor degrees and it was low for parents with KCSE certificate level and below. As for Rwanda, no studies have been conducted to find out whether parental education can influence pre-school enrolment.

Research has shown that free primary education is also a barrier to pre-school enrolment whereby parents hold their children at home waiting their school-age for primary since fees have been waved by the policy. They do not see any importance of paying pre-school fees in the "era" of free primary education (Bloch, 2003).

The present pre-school enrolment in Rwanda was found to be under 10%. Research in Burera District did not focus on why children were not attending pre-schools. While researching on challenges facing the implementation of pre-school curriculum in Nemba Sector, Burera District, Northern Province, in Rwanda,

Tuyisenge (2011) confirmed that a great number of children are held at home until they are primary school-age but did not focus on the underlying reasons. This study did not look at the other sectors of Burera District. Thus, it is not clear exactly what is the enrolment rate throughout all of Burera District and what are the reasons why the majority of children in other sectors of Burera there do not attend preschools.

### **1.3. Statement of the Problem**

Early education and care contributes to a child's development in intellectual, physical, social, moral, motor, and spiritual aspects. A child who undergoes early schooling is likely to perform better in school than the child who does not because early education prepares the child and makes him/her ready for schooling, hence chances of school dropout and repetition rates are minimized (Berlinski, Galiani, & Manacorda, 2006). Thus, pre-school enrolment is of great importance since it is key to early education and development.

From research, it has been shown that pre-school enrolment among African children is low although in some countries enrolment rate is improving. Ministry of Education (2010) figures in Rwanda have shown that pre-school enrolment is under 10%. Research in specific sectors of Gicumbi, Ngororero, and Burera Districts focusing on the implantation of pre-school curriculum identified

accessibility and poverty as important factors impacting the implementation of Early Childhood Education curriculum (Rwasana, 2008; Maniragaba,2008; Tuyisenge, 2011). The studies did not specifically focus on factors contributing to enrolment and therefore it is not clear if these are the underlying causes of low preschool enrolment. The current enrolment in Burera District is not known and the factors contributing to it are also not known. However, this information is important to the Ministry of Education in order to develop the relevant policies enhancing Early Childhood Education in Rwanda.

#### **1.4. Purpose of the Study**

The current study seeks to find out why more than 90% of children do not attend preschool in Rwanda with a focus on the selected family and school factors that influence the low pre-school enrolment in Burera District, Northern Province.

#### **1.5. Objectives of the Study**

This study sought to:

1. Establish the current enrolment rate in pre-schools in Burera District.
2. Establish which family and school factors influence pre-school enrolment in Burera District.

## **1.6. Research Questions**

The study specifically sought answers to the following questions:

1. What is the current pre-school enrolment rate in Burera District?
2. How does socio-economic status of parents influence pre-school enrolment in Burera District?
3. How does parents' level of education influence pre-school enrolment in Burera District?
4. How does Free Primary Education influence pre-school enrolment in Burera District?
5. How does the distance to pre-school influence enrolment in Burera District?

## **1.7 Assumptions of the Study**

This study assumed that people's belief that parents do not enroll their children early in pre-school because of ignorance is not valid since parents may have other reasons. It was also assumed that research on ECD benefits was relevant and valid in Rwanda.

### **1.8 Limitations of the Study**

The pre-school enrolment rate was to be accurately calculated and reported within this study. However, the statistical data in the District Education Office was found out at the end of the study to be inaccurate as it did not match with actual pre-school enrolments in the sample schools. The data was based on the statistics from the Census Office that reported on a composite of all children birth-6 years old and did not report statistics on preschool age children who do and do not enroll in pre-schools. Thus the study includes preschool enrolment rates within the sample schools within the selected Sectors, but not the entire district. The enrolment rates in other areas of the District could be extrapolated from the various sampled schools in the Sectors selected, however. However, this is a limitation of the study as it did not fully realize one of its objectives.

### **1.9 Delimitations of the Study**

The present study was confined to Burera District in the Northern Province, the Republic of Rwanda. Two sectors were selected including Rusarabuye Sector hosting the District Headquarters and representing the urban setup. The other sector is Nemba located in the southern part of the District with rural characteristics like the rest of the other sectors in East, North and West parts of the District.

The study focused on selected family and school factors that contribute to the low pre-school enrolment, namely the effect of socio-economic conditions, parents' level of education, free primary education, and the distance from home to pre-school. There are other factors which might contribute but these could be studied in other researches. In terms of time bound, the study covered the year 2013-2014.

#### **1.10 Significance of the Study**

The findings from this study may inform ECD policy makers in Rwanda about the challenges facing the implementation of ECD policy in rural areas. It may give an account of reasons that are behind the low pre-school enrolment and this may be useful in planning for the improvement. Information from the present study may increase parents' awareness about the importance of enrolling children in pre-school as early as possible. The findings of this study may enlighten pre-school educators and local administrators on various reasons of children's low attendance and even drop out. Such information may be useful in mobilization and in planning for the improvement since weaknesses have been pointed out. The last but not least is knowledge contribution to the library of Kenyatta University whereby researchers may access information about Rwandan pre-school education.

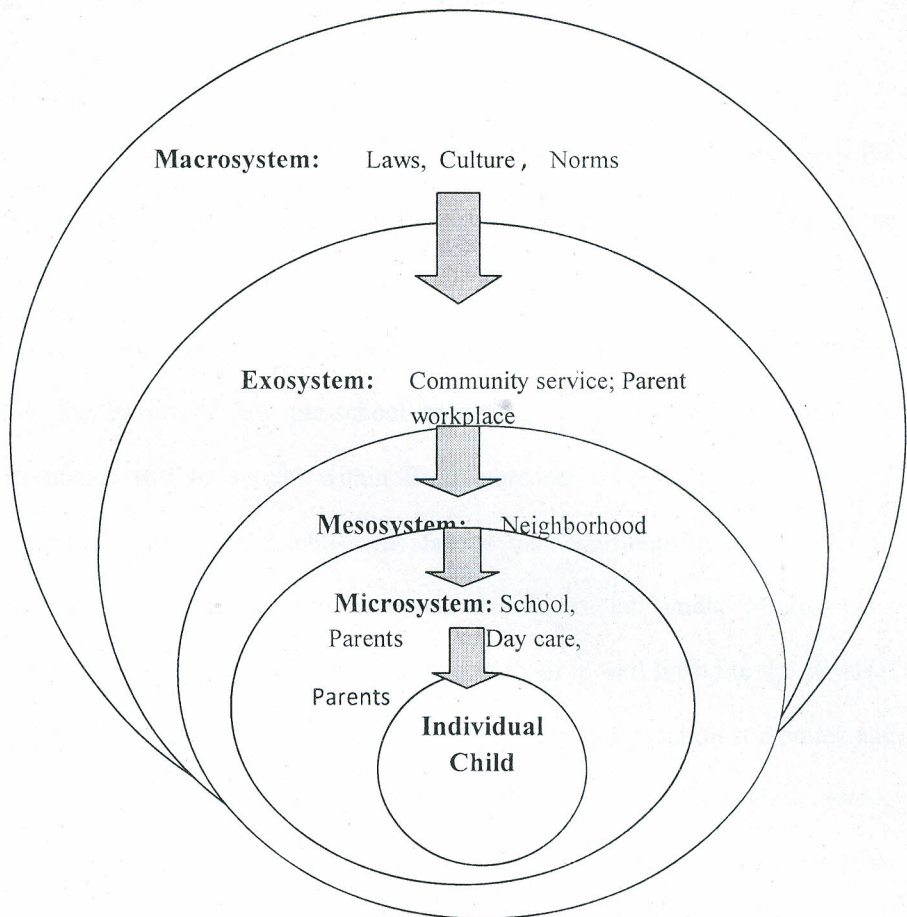
### **1.11 Theoretical Framework**

The study was guided by Bronfenbrenner's (1994) Ecological Systems theory of human development. His socio-cultural view of child's development includes five environmental systems described as follows.

The child resides at the centre of the systems. Interaction with the systems expands as the child develops and moves increasingly into the environment beyond the family. The Microsystems includes the family, school, church, and neighborhood. Thus, the family set up, socio-economic background of parents will immediately shape the child's development.

The mesosystem reflects the interaction between the elements of the microsystem. This is because the family is not isolated from the community; the child will need to go to school to church and other gatherings which will greatly influence his/her development. The exosystem includes friends of the family, mass media, neighbors, and community services. An example of the influence of the exosystem would be local government that might include policies that affect family life.

Macrosystem is the culture of the larger community in which the child lives. Some parents' beliefs and practices may be harmful to the child's development. All these systems should work closely to ensure that children are in school and attend regularly for their better development.



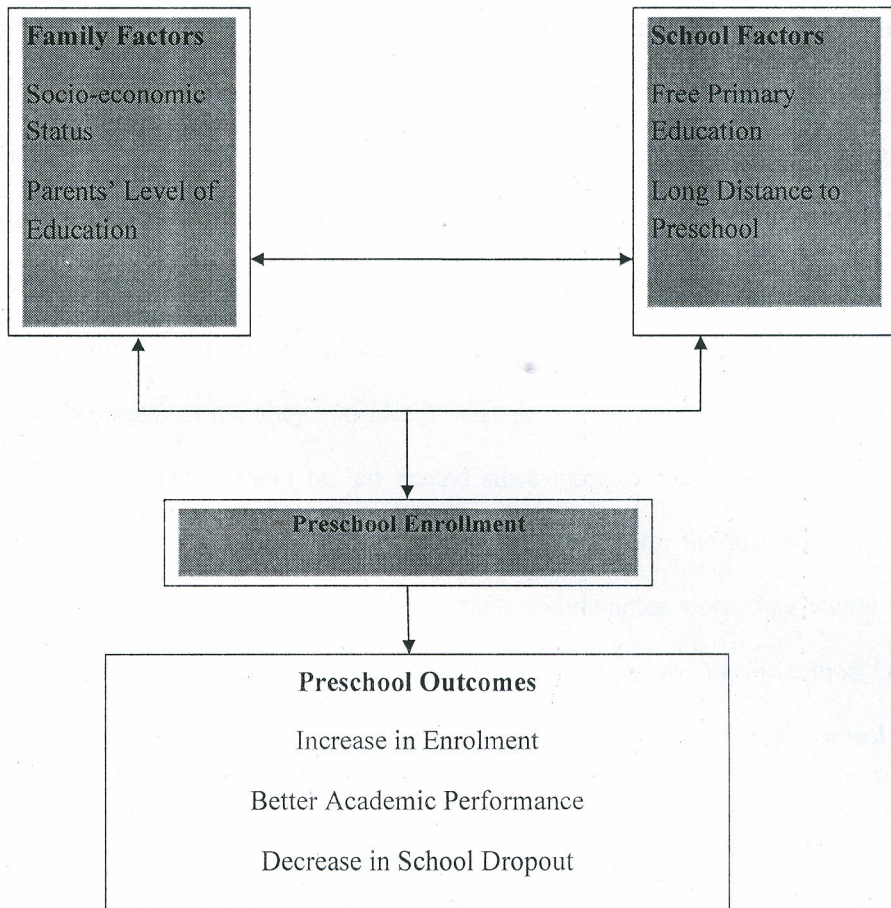
**Figure 1.1. Diagram Illustrating Bronfenbrenner's Ecological Systems Theory**

*Source: Adapted from Bronfenbrenner (1994)*

### **1.11.1 Application of the Theory to the Study**

The child's development is influenced by both hereditary and environmental factors. The inborn qualities are shaped positively or negatively depending on the environment in which the child grows up. The child may refuse to go to school because he or she does not want to or because the environment is not conducive. Thus, the causes of low pre-school enrolment, dropouts and poor academic performance will be sought within Bronfenbrenner's Ecological systems. The present study will only establish the factors that contribute to low pre-school enrolment, and parents' socio-economic conditions fall under Microsystem, Mesosystem and Exosystem. The distance to school is well linked to the physical environment which calls for Mesosystem. Free Primary Education is a policy and this is directly linked to Macrosystem in Bronfenbrenner's Ecological system. These systems are reflected in the following variables shown in the conceptual framework.

### 1.12 Conceptual Framework





Key:  Variables Under investigation  
 Variables not under investigation

Figure 1.2. Variables under investigation and variables not under investigation

Source: Current research study

In the previous diagram, the variables under study are: free primary education, parents' socio-economic status, parents' level of education and distance to pre-schools. All these variables interact with each other to influence pre-school enrolment which in turn affects primary school readiness and later academic performance in school. The free primary education policy is used as a tool for many parents with the average income to hold their children at home until they are 7 years old to start primary education. Some other parents invest their money in other businesses since they consider it wastage to pay for pre-school education. Parents' education cannot be left behind since most of educated parents value education and follow up their children's education. As for the distance, parents will not bother building pre-schools in their communities since they would be incurring expenses such as contribution for the building, paying the tuition fees among others. All these are barriers to the improvement of preschool enrolment in Burera District, Rwanda.

### 1.13 Operational Definition of Key Terms

**Preschool Enrollment:** this refers to the number of 3-6 year-old children who are registered and completed pre-school in 2013 in Burera District.

**The Socio-Economic Factors:** this refers to parents' monthly income in Rwandan Francs in Burera District

**Free Primary Education (FPE):** in the present study, this refers to free education from primary one to primary six in Rwanda whereby tuition fees are waved.

**Distance from home to preschool:** this refers to the number of kilometers children walk from home to school in Burera District.

**Parents' Level of Education:** this refers to the parents' education from those who did not go to school, those who completed primary education up to higher education. As for qualifications,

there is no specific certificate for primary education offered by the government in Rwanda. There is only secondary certificate, diploma, degree and Masters.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Introduction

This chapter comprises the following sub-sections: the importance of early childhood years; selected family and school factors contributing to low pre-school enrolment; and the summary of the chapter.

#### 2.2. The Importance of Early Childhood Education

The most rapid period of development is the first five years of life and seventeen percent of growth in educational achievement takes place between ages four and six (Singh, 2007). According to Evans, Meyers & Ilfeld (2000) the early years are critical in the formation of intelligence, personality, and social behaviour, and the effects of early neglect can be cumulative. Since early years are vulnerable, it is important to make sure that the care of young children received from parents, older siblings, extended family members, day care providers, and others is supportive of their full, healthy development. Early years are the right time for children to learn such that past this period children will have difficulties in acquiring many skills.

Gautam (2008) found that, in England, the benefits of attending a good preschool, including improved mathematic and reading ability and social skills, can last for

several years and give children head start when they enter elementary school. For example, 10-year olds who had attended a high quality preschool- a designation based on the researcher's observations- scored 27% higher in Mathematics than those who had attended poor pre-schools.

Berlinski, Galiani, & Manacorda (2006) also found out that by age 16, children in Uruguay, who attended pre-school have accumulated more than 1 extra year of education and are 27 percentage points more likely to be in school compared to their siblings with no pre-school education. They also noted that pre-primary education appears as a successful policy to prevent early grade failure and its long lasting consequences. In some African countries, it was found that in countries with pre-school gross enrolment rates of 60 percent, 84 percent of children reached fifth grade. In contrast, in countries where the gross enrolment rate was just 10 percent, less than 69 percent of students did so (Garcia, Pence & Evans, 2008). One may be curious to know the situation of Rwanda where the pre-school enrolment is less than 10 percent.

Despite the benefits of early education highlighted above; governments, and parents, in many African countries, still do not value early childhood education as equally important as primary education. When it comes to budget, the portion allocated to pre-school education in the national budget is insignificant when compared to the expenses in other fields. Yet, the governments are aware that

investing in early education is prevention for some dangers in future (Singh, 2007). In many Sub-Saharan African (SSA) countries, for example, the budget allocated to ECD does not exceed 1% whereas in western countries it goes up to 26%. In East African region, Kenya is ahead of other countries with 2.6% (Ejuu, 2010) yet the government values early childhood education in the policy documents.

In Rwanda, the appreciation for the significance of early childhood education can be noted in many government plans. For example, to achieve the ECD vision, the ECD policy document points out the importance of ensuring that all children attain their developmental potential. According to the vision, full equity will be sought for all children through the provision of high quality ECD services for both rural and urban families; all infants and young children in rural and urban areas will achieve their full developmental potential; mentally, physically, socially and emotionally. Achieving those objectives constitutes a strong foundation for Economic Development and Poverty Reduction (EDPRS) MINEDUC (2009). Thus, this can be partly achieved by ensuring that all children are given a proper foundation by enrolling them in pre-school. The early enrolment in preschool is the most right way to prepare children for school readiness and to be successful in many angles of life. If the government is aware of the importance of early childhood education, then a research is needed to find out why pre-school enrolment is still below 10 percent.

Krogh & Slentz (2010) complete the above arguments in this way: “Parents, however, are often incompetent to instruct their children, or unable because of duties or family affairs, or deem instruction of trifling importance. Hence from remote antiquity, youth in every state have been properly handed over for instruction to righteous, wise, and good persons. These were called Pedagogue (leaders, not drivers of children), masters, teachers, and doctors”.

Although ECD is significant to child development, many parents, in rural area and some in the city, still believe that education of children must start from Primary school and give little importance to preschool education. They may even think of wastage when they are charged tuition fees for preschool education.

### **2.3 Factors Contributing to Pre-school Enrolment**

Pre-school enrolment is very critical in a child’s early education. However, not every child of preschool age gets enrolled in pre-school. This could be attributed to many factors that may include; parents’ attitudes towards pre-school education, socio-economic problems, free primary education, policy implications, school and community-related factors and environmental conditions. The present study will focus on the most sensitive factors to Rwanda especially in Burera District. Among the factors that will be focused on in this study include the following:

### 2.3.1 Socio-Economic Status of Parents

Pre-school education opportunities may be least available to children in families with modest incomes and these families may face the greatest difficulties in obtaining high-quality pre-school education for their children (Lopez & de Cos, 2004). In the study conducted on pre-school enrolment among Latino children, Reyes & Lopez. (2009) noted that pre-school enrolment rates are examined by household type, poverty levels, home ownership, educational attainment, ability to speak English, and employment of the parents. From these factors, poverty was found to be the most crucial one to impact on pre-school enrolment. Another study conducted in Kenya, Malawi, Nigeria, Tanzania, Uganda, and Zambia revealed that the family size affects the amount of resources available per child at home since every additional child receives relatively fewer parental resources (Sebates & Fernandez, 2010). Rwanda shares many characteristics with those countries such that poverty is observed in families with a big number of members. Children living in these families are less likely to enter education than rich families. Even if they manage, they are less likely to complete the cycle, and the quality of educational provision they receive is less than that of children from rich families. When it comes to the rural areas the situation worsens considerably because they earn very little from their economic activities.

As noted in Millennium Development Goals (MDGs) (2006),

High rates of poverty in rural areas limit educational opportunities because of demands for child labour, low levels of parental education and lack of access to good quality schooling. Based on household surveys in 80 developing countries, 30 per cent of rural children of primary-school age do not attend school, compared to 18 per cent in urban areas. And because rural areas have larger populations of children, they account for 82 per cent of children who are not in school in developing countries.

The disparities can be registered between the pre-school enrolment in rural areas and urban ones. UNESCO's report (2008) noted that the financial costs of schooling are often high, making it difficult for poor parents to afford schooling for their children. Such financial costs include not only school fees, but also other direct costs such as the costs of transport, school uniforms, and school books. In addition to financial costs, there are also non-financial costs, such as the opportunity cost of sending children to school. Particularly in rural areas, many children may be involved in agricultural work or domestic duties (for example, fetching wood or water), so sending them to school involves an opportunity cost to the household. There is usually a strong gender dimension to this choice: girls often have more household responsibilities, and there may be fewer well-paying jobs available for educated girls than for boys.

Gakuru (1992) in Murungi (2009) explored the relationship between class and pre-school education in Kenya. They found that social-economic status of parents in a given area influences enrolments in pre-schools whereby well to do parents are able to take their children to high cost private pre-schools and the poor parents manage to take children to poorly equipped pre-schools in both private and public schools without enough qualified teachers. Murungi (2009) reported that in Miringa Mieru West Division of Imenti North District of Kenya, inability to provide basic needs and lack of school fees constituted two main reasons why preschool age going children were not attending preschool education.

A study was conducted in Ngororero District, Western Province of Rwanda and showed that parents' poverty is one of the biggest challenges facing the implementation of pre-primary education in Rwandan rural areas; the said poverty was attributed to many factors including illiteracy, and primitive agriculture as the only resource for subsistence (Maniragaba, 2008). However, that study did not show how that poverty can affect pre-school enrolment. The study concentrated on the effect of poverty on the implementation of preschool policy in general, and the present study intended to give the details of low pre-school enrolment in Burera District in particular and Rwanda in general.

### **2.3.2. Parents' Level of Education**

Parents' level of education is among the factors that contribute positively to the enrolment of pre-school children. Reyes and Lopez (2009) noted that pre-school enrolment rates increase with educational attainment of the mother regardless of the race whereby white mothers with low levels of education also have low enrolment. It was also found out that the participation of children aged 3-5 years at a preschool or a pre-school program, in Australia, was highest for those children whose mother or father held a Bachelor Degree or above at 79% while rates fell to 67% for those whose mother or father did not complete year 12 (Australian Social Trends, 2009). It was then noted that mothers with higher levels of education are more likely to enrol their children in early care and education programs than are mothers with less education (Child Trends, 2012). Educated parents serve as good role models to their children since children strive to reach the same level of education as their parents and even going higher. Okantey (2008) in Ng'eno (2012) argued that parents' educational value has direct impact on their children's educational aspirations and their schooling is positively related to that of their parents because children tend to imitate their parents and also aspire to be highly educated as their parents. Therefore, children are more disadvantaged when parents have low education level and this forms a cycle of uneducated family members and making every generation of the family not to go higher than their parents. If around 90% of children are not enrolled, then the causes need to be

found out in order to save Rwanda's future generations from that cycle of ignorance.

When conducting a study on influence of parental characteristics on pre-school enrolment in Kuresoi Division, Nakuru County, Kenya; Ng'eno (2012) found that parents with degree level of education had high rate of children enrolment in pre-school at 3 children per term while children from parents who attained KCSE Certificate level and below had lower rate of children enrolled in pre-school at 1 child per term. In Rwanda, therefore, no studies have been carried out to find out the causes of low preschool enrolment. The studies conducted in Early childhood Education have been looking for challenges in preschool education implementation (Maniragaba, 2008), preschool curriculum implementation (Tuyisenge, 2011) and accessibility of preschool education (Rwasana, 2008).

### **2.3.3. Free Primary Education**

The implementation of free primary education policy in many developing countries was seen as a solution to poor school enrolment in primary education. On the other hand, this policy is acting as a catalyst for pre-school enrolment especially in rural areas. In Lesotho, to take advantage of free education, some parents enrolled children in primary school early (since pre-school is not free). Others held children back to avoid paying fees in the next grade

(Fox & Liebenthal , 2006).

As for reasons why children do not attend preschool education in many African countries, Swadener, Kabiru & Njenga (2000) noted that a sizeable number of children are restrained in the extended family child care system since they are needed to provide care to younger siblings and other relatives. In addition, parents were questioning paying pre-school fees in the “new era” of free primary education.

While investigating the effects of free primary education on ECDE enrolment, Jerotich (2007) found out that many parents, in Nandi North District of Kenya, opted to take their children directly to standard one in order to do away with charges levied by ECD Centers. The same scenario was noted in Kitui District of Kenya where the number of children attending ECD Centers decreased in term two in 2003 after the announcement of Free Primary Education. The result of this was the overcrowding of primary classrooms due to the number of children moved by their parents from ECD Centers to primary school (Kioko, 2004).

When researching on challenges facing the implementation of pre-school curriculum in rural areas of Nemba Sector, Burera District, in Rwanda, Tuyisenge (2011) noted among other challenges, free primary education whereby parents were reluctant to send their children to pre-schools. However, that study did not

concentrate on the issue in relation to pre-school enrolment for it was about various challenges in general and was limited to only one administrative sector. Thus, the contribution of FPE on pre-school enrolment in Rwanda is not clear.

#### **2.3.4. Long Distance to the Pre-school**

As noted by Carron (1996), “the long distance between the parents’ residence and the school influence greatly the dropout of their children”. This problem is due to the shortage of pre-schools in rural areas as compared to the urban areas. The few centers that are available are much dispersed such that children have to walk a long distance to and from pre-schools. The World Bank (2000) also noted that the factor that most affects enrolment decisions is the presence or absence of pre-school programs: i.e. the physical availability of the supply. The households may be located in an area not served by any pre-school program or so distant from them that the opportunity and transport costs associated with using the program may be greater than the rate of return accruing to the household from participation. Clearly, this lack of facilities will keep enrolment levels low.

It was reported in The New Vision (2013) that the distribution of Early Childhood Centers in Uganda is highly driven by income levels whereby ECD centers are concentrated in areas whose population earns a high income because parents can afford fees. In rural areas, these centers are very few and dispersed because the

household income is very low for parents to support them. Therefore, those who can afford tuition fees children have, however, to walk a long distance to reach the preschools (Shialendraumar, 2013). It was also noted in Cambodia that enrolment rates in rural villages are adversely affected by the long distance of the community pre-schools from children's homes because families can not afford the time or cost of transport to and from the community pre-schools (Rao and Pearson, 2007).

In his study conducted in Algeria, Poisson (1999) noted that "If a school is located within less than one kilometer from the children's residences, 96% of boys and 84% of girls will enrol in that school. However, if the school is located in more than five kilometers, the enrolment rate will reduce to 25%". A study in Kenya investigated the causes of school dropout and non-enrolment phenomenon in Nairobi. Nyaga (2003) found among others high cost of education and long distance that students have to walk from home to school.

When studying the accessibility of pre-school education in Gicumbi District, Northern Province, Rwasana (2008) found that children drop out from pre-schools and attend irregularly due to the distance they have to walk to school. Parents argued that their children get home exhausted such that the next day they need to rest and some others even give up. For example, at the beginning of 2007 there were 226 enrolled children but at the end only 172 completed the year. As Gicumbi District borders Burera District and they share the same geographic

conditions, one might be curious to know the situation in Burera District also known as a mountainous region. Children need to climb and descend mountains to get to pre-schools. Research is required to document how many preschool children manage such a situation especially during rainy seasons.

#### **2.4. Summary of Reviewed Literature**

The chapter highlighted that pre-school education is the right time to prepare the child for a better future by enhancing holistic development. However, pre-school enrolment is still low in many sub-Saharan African countries and the east African region countries are listed among many African countries with a low pre-school enrolment due to various reasons. Many researchers focused on socio-economic factors. Researches conducted in Rwanda focused on challenges hindering the implementation of ECD Policy mentioning parents' poverty among others. No study has been carried out to investigate the reasons behind this low enrolment of 9.9% reported in the 2010 statistics.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter describes the research design; variables under study; location of the study; the population under study; sampling techniques and sample size. Research instruments, pilot study, validity and reliability, data collection techniques, data analysis, and logistical and ethical consideration are also discussed.

#### 3.2 Research Design and Locale

The ex post facto research design involving descriptive statistics was used to investigate the causes of low pre-school enrolment in Burera District, Rwanda. Since low pre-school enrolment had been noted from the statistics, going back to find out the factors behind that enrollment is typically ex post facto research design. In ex post facto researches, researchers ask themselves what factors seem to be associated with certain occurrences, or conditions, or aspects of behaviour (Cohen, Manion, & Morrison, 2000). In the present study, the existing condition is “low pre-school enrolment”, the study had to trace back the causes behind that low enrolment by exploring different variables associated with it. According to Kothari (2004) the term Ex post facto research is used in Social

Sciences and Business researches for descriptive research studies and includes attempts by researchers to discover causes even when they cannot control the variables. In the present study, the factors which are at the same times causes of pre-school enrolment were established and described.

The locale of this study is Burera District in Northern Province, Rwanda. Rwanda has five provinces: Northern, Eastern, Western, Southern provinces and Kigali City. The Northern Province has 4 districts such as Burera, Rulindo, Gicumbi and Musanze. Burera is among the districts located far from Kigali City and is a typical rural area. It has 17 administrative sectors among which Rusarabuye and Nemba have been selected for this study.

### **3.2.1 Variables**

The “Independent variables” for the study are: parents’ socio-economic conditions, parents’ level of education, free primary education, and distance from home to preschool. All the mentioned variables were examined to identify which were most frequently mentioned in the parents’ responses on why they do not enroll their children in pre-school.

The ‘socio-economic conditions’ were measured through household income. Since preschools are managed by parents in rural areas, the household situation could

determine whether they were able or unable to support their children's education. This income was be ranged from 1000Rwf-10,000Rwf (Rwandan francs); 11,000Rwf-20,000Rwf;21,000Rwf-30,000Rwf;31,000Rwf-40,000Rwf; 41,000Rwf -50,000Rwf and above per month since this is the rural area.

“Free Primary Education” was measured through the questionnaire and interview guide on the attitudes of parents about free primary education vis-à-vis preschool education. Parents' level of education was measured by asking information from parents regarding their educational background such as certificate, diploma, degree, masters, and PhD degrees. The “distance from home to pre-school” was measured by estimating the distance in km between the homes and the pre-school as a dispersion factor. e.g. less than 1 km, 1km, above 2km among others. This information was provided by parents.

The dependent variable for this study was “Pre-school enrolment” and was measured by establishing the number of children who attended preschool in 2013 through the data collected in Burera District.

### **3.2.2 Location of the Study**

This study was conducted in Burera District, Northern Province, in Rwanda. Burera District was selected due to three reasons. First, the study is targeting rural

areas and Burera district is a typical rural area for it is far from Kigali City more than 100 km from the city to the District Office and does not share any boarder with the city for the influence. Secondly, the population of Burera District practice farming as the main means of survival. Thirdly, the district is mountainous and pre-schools are widely dispersed. The rural area was a priority because the challenges that parents face in rural areas with regard to pre-school education are more significant than in urban settings.

### **3.3 Population**

The District counts 17 sectors, 69 cells, 51 preschools, 66 pre-school teachers. The present study targeted all stakeholders in preschool education: parents, preschool educators/caregivers, local administrators in the village, cell, sector, and district; policy makers at the Ministry level.

### **3.4 Sampling Techniques and Sample Size Determination**

This section discusses different sampling techniques that were used in the present study to get the sample. It also discusses the size of the sample that was chosen for the study and reasons for the choice made.

### **3.4.1 Sampling Techniques**

Burera District was purposively selected due to its typical characteristics of rural area. The two administrative sectors were also selected on the basis of their characteristics, hence stratified purposive sampling. In order to compare the urban area and the rural area of Burera District in terms of pre-school enrolment, two sectors were selected, one in the central part around the headquarters of the district and another one in the southern part of the district to represent the rural settings.

Purposive sampling was used to select schools with low pre-school enrolment. Parents with children already in preschool were purposively sampled while simple random sampling was used to select parents whose children were not attending any form of preschool education. The education officers and other local administrators were purposively sampled because they are conversant with the situation of ECD on the ground.

### **3.4.2 Sample Size**

Among 17 sectors of Burera District, only two sectors were selected for the study due to the fact that the district has two settings rural and urban. In selecting the two sectors, each zone was represented. The selected sectors are Rusarabuye hosting the headquarters of Burera District with some urban characteristics and

Nemba Sector in the south with rural characteristics. Nemba sector is a typical rural sector since its population mainly lives on farming whereas Rusarabuye Sector is mainly a residential for people who are employed to work in different institutions in the district who live on their salaries.

The sample size consisted of 8 (100%) pre-school teachers who were teaching in the selected pre-schools in the two sectors as indicated in table 3.1. A sample size 9 (100%) local leaders were also selected, 5 leaders in Nemba and 4 leaders in Rusarabuye. The District Education Officer and the ECD specialist in the Ministry of Education were targeted for they were the focal point and professionals in ECD. The selection of these sample sizes was guided by Mugenda and Mugenda (2003) who suggest that where the population is small, up to 100% of the total population could be taken as a sample. As for households, 80 (10%) parents with children in preschool and those whose children were not attending any pre-school were randomly selected from 798 parents as respondents. The selection of this sample was guided by Gay (1981) who highlights that a sample of 10% of the population is considered minimum for small population. The summary of respondents selected is shown in table 3.1

**Table 3.1 Sampling Frame for Teachers, Parents and Leaders**

|                                                        | Nemba Sector | Selected | Rusarabuye Sector | Selected | Total      | Total Sample size |
|--------------------------------------------------------|--------------|----------|-------------------|----------|------------|-------------------|
| Pre-school teachers                                    | 2            | 2        | 6                 | 6        | 8          | 8                 |
| Pre-school Parents                                     | 244          | 24       | 554               | 56       | 798        | 80                |
| Local leaders: SEOs and executive secretaries of cells | 5            | 5        | 4                 | 4        | 9          | 9                 |
| DEO (Burera)                                           |              |          |                   |          | 1          | 1                 |
| MINEDUC Representative                                 |              |          |                   |          | 1          | 1                 |
| <b>Grand Total</b>                                     |              |          |                   |          | <b>817</b> | <b>98</b>         |

The selection of the total sample size of 98 (12%) was guided by Patton (1990) who revealed that there is no rule for sample size in qualitative inquiry, that when determining the sample size for qualitative studies, the researcher has to balance the need for appropriate data with the resources necessary to collect it (Cottrell & Mckenzie, 2011). In the present research, the total of 98 respondents out of 817 (12%) is the manageable and representative sample with regard to the type of research and financial means available.

### 3.5 Research Instruments

In the present research, data was collected using questionnaires and interview schedule constructed by the researcher. In constructing the questionnaire there was a mixture of closed and open questions because the study is both quantitative and qualitative in nature. The questionnaire was made of structured and unstructured questions which gave both quantitative and qualitative data.

The questionnaire comprised of two sections: section A, gathering demographic information about the respondent's personal identification; section B was made of questions gathering information about factors of preschool enrolment. The questionnaire for parents was made of 4 items in section A and 10 items in section B. The interview schedule for teachers was made of 5 items in section A and 8 items in section B. The interview for local leaders comprised of 2 items in section A and 9 items in section B. The DEO was given an interview schedule with 2 items in section A and 12 items in section B. The interview with the MINEDUC ECD specialist had 2 items in section A and 5 items in section B. The questionnaire and interview schedules were written in two versions English and Kinyarwanda because English is newly introduced in Rwandan Education system and many respondents were not comfortable with English.

### **3.5.1 Pilot Study**

The pilot study was conducted in Nemba Sector, Burera District and 10 parents were given a questionnaire with clear instructions on how to fill it. Five parents were those whose children are attending preschool education and five others whose children do not attend any form of preschool education. These parents were not included in the sample for the study.

This pilot study allowed the researcher to rework on the research instruments for the improvement in case of inconsistencies: typographic errors were discovered, the language use was checked, and ambiguities were removed.

### **3.5.2 Validity of the Instruments**

Validity refers to whether the instruments measure what they are supposed to measure in line with the purpose of evaluation, investigation, examination or the study itself (Wambiri & Muthee, 2010). In this study, the items of questionnaire and interview schedules were analyzed thoroughly in relation to the research objectives to ascertain the content validity. This is because the instruments should reflect the variables under study and these ones also reflecting the research objectives. The items that were not adequate in terms of generating the required

information were dropped and others were included to cover all the research objectives.

### **3.5.3. Reliability**

Reliability of the instruments was verified during the piloting stage using Cronbach's Alpha Method. Internal consistency method was used to verify reliability of the items within the instruments. This method correlates the similarity of parents' responses to each item in the instruments. Ten parents from the population of the study were given the questionnaire to fill on factors that contribute to the pre-school enrolment in Burera District but these parents were not included in the sample. The internal consistency of their responses on the ten items of the questionnaire is reflected in the correlation coefficient below.

### Reliability Coefficient Calculation with Cronbach's Alpha

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .764             | 10         |

Findings from the pilot indicated that there was a strong positive correlation ( $\alpha = 0.764$ ) among parents' responses on each of the 10 responses. Therefore, the instruments was found to be internally consistent and suggested to be used to collect data for this study.

### 3.6 Data Collection

#### 3.6.1 Logistical and Ethical Considerations

Before embarking on field work, the researcher first sought permission to carry out this research from the Ministry of Education. Therefore, a letter from Kenyatta University Graduate School was presented to the Ministry of Education, Rwanda to be given a research permit. Each respondent's right to privacy was respected and this was explained in the consent form. Respondents were not required to write their names on the questionnaire. Respondents were also assured that the information they provided was to be treated confidentially. Before distributing the

questionnaire, respondents were first explained the purpose of the research and its benefits for them. The previous researchers' works quoted were acknowledged.

### **3.6.2 Actual Data Collection**

Data was collected in a span of 3 months distributed as follows: the first two weeks, the researcher had to visit the two sectors Nemba and Rusarabuye. During the visit, the researcher had time to brief the parents and local leaders on the purpose and objectives of the study so that they could contribute in finding the factors of low pre-school enrollment suggesting how this could be minimized. In order to reach parents for briefing, the researcher had to collaborate with the chiefs of villages and pre-school teachers. After briefing the research participants, quantitative data was collected by moving from home to home distributing the questionnaire to the parents. The respondents were given 30 minutes to fill in the questionnaire after which the researcher collected them immediately.

In addition to the information provided by parents, 8 pre-school teachers, 8 local leaders from Nemba and Rusarabuye Sectors, the District Education Officer as well as the ECD specialist in the Ministry of Education were interviewed to yield qualitative data. The local leaders at the sector, cell and village levels were interviewed because these are the opinion leaders and they are the ones who have the situation at hand with regards to problems related to preschool education. As for the distance that children have to walk to school, an observation was also done

to confirm the information provided by the questionnaire and the interview. Thus, some photos were taken to illustrate the relief of the area.

### **3.7 Data Analysis**

Since the present study is both qualitative and quantitative, data were analyzed qualitatively and quantitatively. Data from the questionnaire were sorted, coded, tabulated and analyzed quantitatively. Data from interviews, were transcribed into word text, coded manually, organized into themes, and analyzed thematically following qualitative procedures of data analysis. Descriptive statistics was used to summarize data from the questionnaires.

## CHAPTER FOUR

### FINDINGS, INTERPRETATION AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the findings, interpretation and discussions of findings according to the objectives and research questions on parents' socio-economic status, free primary education and long distance to pre-school and their influence on pre-school enrolment in Burera District, Northern Province, Rwanda. The objectives of the study included:

1. To establish the current enrolment rate in pre-schools in Burera District;
2. To establish family and school factors that influence pre-school enrolment in Burera District.

#### 4.2. Demographic Information of Parents, Teachers, Local leaders, DEO and the Officer in the Ministry of Education in-charge of ECD

In this study, 80 parents and 8 pre-school teachers, 8 local leaders as well as the District Education Officer and the ECD specialist in the Ministry of Education were sampled to participate in the study. The demographic information that was required from parents who participated in the study included: parents' gender and

the number of 3-6 year old children enrolled or not enrolled in pre-school. Demographic information that was required from pre-school teachers in the study included teachers' gender, status of the pre-school, academic qualification, teaching experience, training attended in ECD as well as the number of children registered in their classrooms. As for local leaders, the demographic information that were needed included gender, designation (sector and cell), position and education level. The District Education Officer's demographic information included gender and education level. The demographic information for the official in the Ministry of Education included: gender and education level. Table 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, presents the findings on the above demographic information on parents, pre-school teachers, local leaders, DEO and the Official in MINEDUC.

#### **4.2.1 Demographic Data for Parents**

##### **4.2.1.1 Gender of Parent Respondents**

On gender, parent respondents were asked to indicate their gender whether male or female. Table 4.1 shows the gender of the parent respondents.

**Table 4.1 Gender of Parent Respondents**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------|------------------|-------------------|
| Male          | 35               | 44%               |
| Female        | 45               | 56%               |
| Total         | 80               | 100%              |

Table 4.1 indicates that 80 parents who participated in the present study, 45 (56%) were female whereas 35 (44%) were male. The majority of parent respondents were female because many of the households visited were single-parent and led by widows.

**4.2.1.2 Number of Parents' Children Enrolled or not Enrolled in Pre-school**

As for the number of children enrolled or not enrolled in pre-school, parent respondents were asked to give the number of children they had in pre-school and those not enrolled in pre-school. Table 4.2 shows the number of parents' children enrolled and not enrolled in pre-school.

**Table 4.2 The Number of Parents' Children Enrolled and not Enrolled in Pre-school**

| 3-6 year old children                            | Frequency<br>n= 98 | Percentage |
|--------------------------------------------------|--------------------|------------|
| Respondents' Children enrolled in pre-school     | 35                 | 35.7%      |
| Respondents' children not enrolled in pre-school | 63                 | 64.3%      |
| Total                                            | 98                 | 100%       |

Table 4.2 indicates that, a big number 63 (64%) of children stay at home while a small number of children attend pre-school in Burera District. The table also shows that some families have more than one child of pre-school age as the number of children is greater than that of parent respondents.

#### **4.2.2. Demographic Data for Pre-school Teachers Interviewed**

##### **4.2.2.1 Gender of Pre-school Teachers Interviewed**

On gender, pre-school teachers interviewed were asked to indicate their gender whether male or female. Table 4.3 presents the gender of pre-school teachers who participated in the interview schedule whether male or female.

**Table 4.3 Gender of Pre-school Teachers Interviewed**

| Gender | Frequency n=8 | Percentage |
|--------|---------------|------------|
| Male   | 2             | 25%        |
| Female | 6             | 75%        |
| Total  | 8             | 100%       |

Table 4.3 shows that 6 (75%) pre-school teachers interviewed were female whereas male teachers were 2 (25%). Even the male teachers who were interviewed were those who had been teaching in Primary who retired.

#### **4.2.2.2 Pre-school Teachers' Qualifications**

As for qualifications, pre-school teachers interviewed were asked to indicate their qualification whether they completed post-primary education, secondary education and holding an A'Level certificate. Table 4.4 presents demographic findings on pre-school teachers' qualifications.

**Table 4.4 Pre-school Teachers' Qualification**

| Qualification                      | Frequency n=8 | Percentage |
|------------------------------------|---------------|------------|
| Post-primary (vocational training) | 1             | 12.5%      |
| S4&5 Secondary                     | 5             | 62.5%      |
| A' Level certificate not in ECD    | 2             | 25%        |
| Total                              | 8             | 100%       |

Table 4.4 shows that 8 pre-school teachers who were interviewed, 5(62.5%) have not completed their secondary education, 2 (25%) had A'Level certificate in various subjects other than ECD such as humanities, sciences, languages, etc, and 1 had done post-primary vocational training.

#### **4.2.2.3 Pre-school Teachers' Training in ECD**

On pre-school teachers' training in ECD, respondents were asked to indicate whether they were trained in ECD or not. Table 4.5 presents the demographic findings on received trainings by pre-school teachers.

**Table 4.5 Pre-school Teachers' Training in ECD**

| Training in ECD    | Frequency n=8 | Percentage |
|--------------------|---------------|------------|
| Trained in ECD     | 0             | 0%         |
| Not trained in ECD | 8             | 100%       |
| Total              | 8             | 100%       |

Table 4.5 shows that all the 8 pre-school teachers who were interviewed did not receive any training in ECD. This corroborates with the information from the District Education Office in the following words: *“Pre-school teachers in Burera District are not qualified to teach ECD. Even those who hold A’Level certificates have done other combinations like Primary Teacher Education, Humanities, Sciences, Technical, Veterinary, Agriculture, etc. none have done ECD because such a combination was not introduced in secondary education yet. Those who had a chance to receive training in ECD are in Gitovu Sector where Save the Children operates. They are supported financially and technically by the same NGO. Pre-school teachers in Rusarabuye and Nemba sectors have not been trained in ECD like other remaining sectors”* (Education officer).

#### **4.2.2.4 Pre-school Teachers' Work Experience in Pre-school Education**

With regard to work experience, pre-school teachers were asked to indicate their work experience in pre-school teaching as less than 2 years, from 2 to 5 years,

above 5 years. Table 4.6 shows demographic findings on pre-school teachers' work experience in pre-school education.

**Table 4.6 Pre-school Teachers' Work Experience in Pre-school Education**

| Work experience   | Frequency n=8 | Percentage |
|-------------------|---------------|------------|
| Less than 2 years | 2             | 25%        |
| 2-5 years         | 2             | 25%        |
| More than 5 years | 4             | 50%        |
| Total             | 8             | 100%       |

Table 4.6 shows that 8 pre-school teachers who participated in the study, 4 (50%) had above 5 years of experience in teaching in pre-school; 2 (25%) had less than 2 years and 2 (25%) had 2-5 years of teaching experience in pre-school. The only problem they had was that they were not trained in pre-school teaching methodology; they handled preschoolers as they used to handle primary school children.

#### **4.2.2.5 Children Enrolled in Respondents' Classroom.**

With regard to the number of children enrolled in respondents' classroom, pre-school teachers interviewed were asked to give the number of children enrolled in School A, School B, School C, School D, School E, School F, School G, School

H. Table 4.7 presents demographic findings on children enrolled in each pre-school teacher respondent's classrooms.

**Table 4.7 Children Enrolled in Respondents' Classrooms**

| Classroom /school | Frequency (n=160) | Percentage |
|-------------------|-------------------|------------|
| School A          | 8                 | 5%         |
| School B          | 15                | 9.3%       |
| School C          | 21                | 13.1%      |
| School D          | 14                | 8.8%       |
| School E          | 34                | 21.3%      |
| School F          | 25                | 15.6%      |
| School G          | 25                | 15.6%      |
| School H          | 18                | 11.3%      |
| Total             | 160               | 100%       |

Table 4.7 shows that 160 children were enrolled in pre-school in the two Sectors.

School E, F and G have more children enrolled because they are located around the District Headquarters with urban characteristics whereby the level of parents' literacy and socio-economic status are higher.

### 4.2.3. Demographic Data for Leaders interviewed

#### 4.2.3.1 Local Leaders' Gender

On gender, local leaders were asked to indicate their gender whether male or female. Table 4.8 shows the demographic findings on local leaders' gender.

**Table 4.8 Local Leader's Gender**

| Gender | Frequency (n=9) | Percentage |
|--------|-----------------|------------|
| Male   | 4               | 44.4%      |
| Female | 5               | 55.6%      |
| Total  | 9               | 100%       |

Table 4.8 shows that 9 local leaders who participated in the study, 5 (55.6%) were female and 4 (44.4%) were male.

#### 4.2.3.2 Local Leaders' Positions

On local leaders' position, respondents were asked to indicate whether they were Sector Education officer or Executive secretary. Table 4.9 presents the demographic findings on local leaders' positions.

**Table 4.9 Local Leaders' Positions**

| Position                       | Frequency (n=9) | Percentage |
|--------------------------------|-----------------|------------|
| Sector Education Officer (SEO) | 2               | 22.2%      |
| Executive secretary of a cell  | 7               | 77.8%      |
| Total                          | 9               | 100%       |

Table 4.9 shows that 9 local leaders who participated in the present study, 2 (22.2%) were Sector Education Officers because each sector had one SEO, 7 (77.8%) were executive secretaries: 4 executive secretaries from Nemba Sector and 3 executive secretaries from Rusarabuye Sector. The SEOs provided relevant information about the entire situation of pre-school education in the sector. Executive secretaries of cells gave supplementary information to that provided by the SEOs.

#### **4.2.3.3 Education Level of Education Officers and Local Leaders**

In regard to education level of education officers and local leaders, respondents interviewed were asked to indicate their education level in terms of secondary certificates and Bachelor's degree. Table 4.10 presents the demographic findings on education level of education officers and local leaders.

However, the generalization from the sampled pre-schools can also mislead the reader who may believe it is the actual pre-school enrolment (10-25%) in the various Sectors of the Distric. This is the percentage of children who are enrolled in a class compared to the total number of the sample. It is not computed based on those who are not enrolled.

#### **4.3.1 Parents' Socio-economic Status**

##### **4.3.1.1 Parents' Monthly Income and its Influence on Pre-school Enrolment**

Parents' monthly income included their earnings such as less than 5,000; from 6,000-10,000; 11,000-20,000; 21,000-30,000; 31,000-40,000 and above 40,000 Rwf. Table 4.11 presents the results on parents' monthly income and its influence on pre-school enrolment.

**Table 4.11 Parents' Monthly Income and its Influence on Pre-school Enrolment**

| Parents' monthly income | Frequency<br>n=80 | Percentage | children in pre-school | Children not in pre-school |
|-------------------------|-------------------|------------|------------------------|----------------------------|
| Less than 5,000         | 41                | 51%        | 8                      | 46                         |
| 6,000 – 10,000          | 22                | 28%        | 14                     | 10                         |
| 11,000–20,000           | 2                 | 3%         | 1                      | 2                          |
| 21,000–30,000           | 8                 | 10%        | 6                      | 3                          |
| 31,000–40,000           | 5                 | 6%         | 4                      | 1                          |
| + 40,000                | 2                 | 2%         | 2                      | 0                          |
| Total                   | 80                | 100%       | 35                     | 62                         |

The table 4.11 shows that 80 parents who participated in this study, 41(51%) of earn less than 5,000 Rwandan Francs (Rwf) per month and the great number of children (46 children) not enrolled in pre-school, 22 (28%) earn between 6,000 to 10,000Rwf with a lesser number of children (10 children) not enrolled in pre-school, 8 (10%) of parent respondents earn from 21,000 to 30,000Rwf with only 3 children not enrolled in pre-school, 8 (10%) earn between 21,000 and 30,000Rwf with 6 children enrolled and 2 children not enrolled in pre-school, 5 (6%) earn between 31,000 and 40,000 with 4 children enrolled and 1 child not enrolled in pre-school, 2 (3%) earn between 11,000 and 20,000Rwf with 1 child enrolled and

2 children not enrolled in pre-school, 2 (2%) earn above 40,000 with all children enrolled in pre-school.

The data presented in the table 4.2 show that the majority 41(51%) of parent respondents earn less than 5,000. It also shows that as the household income increases the number of children enrolled in pre-school also increases. For example, parent respondents earning from 31,000 to 40,000 (6%) and those earning above 40,000Rwf (2%) have more children enrolled in pre-school than those not enrolled.

In the interview, five of pre-school teachers and 6 of local leaders rated parents as poor. As some respondents reported:

*“The situation is worse in many households because there are parents who are very poor to the extent that they can't earn 1,000 Rwf per month. These are the people who live on cultivating for others and they can even spend a week without being employed. What they do, they borrow food items from the rich and promise to pay by working for them”* (Executive Secretary of Cell). The same was confirmed by the education office and the Ministry personnel in-charge of ECD.

Becker and Tomes (1976), state that an increase in parental income would lead to a relatively large increase in parental expenditure on their children and the desired increase in the quality of children would have to come from an increase in this

expenditure. Parents with high income succeed in preparing their children's future through education. From the figures in the table above, it is clear that the family income is not the only one factor to influence pre-school enrolment since some parents with high earnings still do not have their children enrolled in pre-school.

Wilson, Smeeding and Haveman (2007) said that parental education and occupational class are more strongly associated with student's educational attainment. They also added that parents of high socio-economic status have more positive attitudes towards their children's schooling and have high expectations for the children since they have the economic empowerment to buy the advantages that money can buy. The higher the family income the more children are enrolled in pre-school.

#### **4.3.1.2 Parents' Occupations**

Parents' occupations included farmer, business, teacher, local government officer, carpenter, and their influence on pre-school enrolment. Table 4.12 shows the results on parents' occupations and their influence on pre-school enrolment.

**Table 4.12 Parents' Responses on their Occupations.**

| Parents' occupation      | Frequency n=80 | Percentage | Children in pre-school | Children not in pre-school |
|--------------------------|----------------|------------|------------------------|----------------------------|
| Farmer                   | 54             | 68%        | 9                      | 50                         |
| Business                 | 6              | 8%         | 4                      | 3                          |
| Teacher                  | 14             | 18%        | 9                      | 7                          |
| Local government officer | 2              | 2%         | 1                      | 1                          |
| Carpenter                | 4              | 4%         | 2                      | 2                          |
| Total                    | 80             | 100%       | 25                     | 63                         |

The table 4.12 shows that 80 parents who participated in this study, 54 (68%) were farmers with only 9 children enrolled in pre-school, 14(18%) were teachers with 9 children enrolled in pre-school and 7 children not enrolled, 6 (8%) were business people with a small number of children (3) not enrolled in pre-school, 4 (4%) were carpenters with 2 children enrolled and 2 children not enrolled in pre-school, 2 (2%) were local government officers, these were chiefs of village with 1 child enrolled and 1 child not enrolled in pre-school.

In the interview, 7 teachers and 8 local leaders confirmed that most of the parents practice farming. One teacher and 1 local leader mentioned that there were parents who were doing business. As for paying job, 4 local leaders mentioned that those

were mostly teachers and nurses. It is only in Rusarabuye sector where we could find some fishers since the sector borders the lake Burera. This was mentioned by 1 teacher respondent and 1 local leader in Rusarabuye Sector. The interviewees agreed that the most common occupation was farming that the rest had a small representation.

The data presented in the table 4.3 and data from the interview show that the majority 54 (68%) of parent respondents were farmers. This is because in the rural areas in Rwanda, people rely on agriculture for living. Since the farming is practiced for subsistence, many parents are poor and this influence pre-school enrolment because they are the ones with a great number of children not enrolled in pre-school. The teachers seem to have more children enrolled in pre-school since these occupations place them in high socio-economic status in the rural area. In relation to the above, Ng'eno (2012) found that self-employed parents who are just peasant farmers, small scale traders and under age mothers who are still depending on their parents cannot afford to take their children to preschool. It is the same case in Burera District where many peasant farmers rely on cultivating for others and they cannot live on that because they do not do it on daily basis and they are poorly paid.

Okantey (2008) argues that parental education level leads to good income which can empower parents to give children solid foundation for schooling and life

success. Thus, parents with high academic level tend to enroll their children in school and follow-up their attendance. This justifies the fact that the nurses and teachers with university degrees have their children enrolled in pre-school unless the area does not have an ECD center.

#### **4.3.1.3 Challenges that Parents Face when Sending Children to Pre-school**

Parents' challenges when sending children to pre-school included affording tuition fees, buying school uniform and materials, attending pre-school functions, lack of qualified teachers, pre-school located very far. Table 4.13 presents the findings on challenges faced by parents when sending their children to pre-school.

**Table 4.13. Parents' Responses on the Challenges that Parents Face when Sending Children to Pre-school.**

| Challenges faced when sending children to pre-school | Frequency<br>n=80 | Percentage | Children in pre-school | Children Not in Pre-school |
|------------------------------------------------------|-------------------|------------|------------------------|----------------------------|
| Affording tuition fees                               | 70                | 88%        | 21                     | 53                         |
| Buying school uniform and materials                  | 6                 | 8%         | 5                      | 1                          |
| Attending pre-school functions                       | 2                 | 2%         | 2                      | 0                          |
| Lack of qualified teachers                           | 8                 | 10%        | 12                     | 12                         |
| The pre-school is located very far                   | 42                | 53%        | 0                      | 16                         |

Table 4.13 shows that among 80 parents who participated in the present study, 70 (88%) reported that the main challenge is to afford tuition fees, 42 (53%) said that the pre-schools were located very far and this made it impossible for children to attend, 8 (10%) mentioned that lack of qualified teachers was a challenge for them, 6 (8%) confirmed that buying pre-school uniform and materials was a challenge for them, 2 (2%) found attending pre-school functions as a challenge for them.

During the interview, 6 (75%) teachers and 7 (77.8%) local leaders confirmed that the big challenge that parents face in pre-school education of their children was "paying tuition fees" due to poverty. These respondents reported parents'

challenges in the following words: *“the most challenge that parents face in pre-school education of their children in this rural area, is to afford money to pay the teacher. The teacher can spend three months without being paid and when it happens that they pay, the unpaid months are ignored. Many parents live on agriculture which does not generate enough for their subsistence because they have various needs to meet with the little income they get”* (Sector Education Officer). The other respondents have confirmed *“lack of an ECD center near the homes”* as a significant challenge in the following terms: *“in this village, we used to have 2 pre-school centers which were operating but they have closed the doors because teachers were not being paid. Thus, some few parents who can afford tuition fees do not have where to send their children because there is no single pre-school in the area. Some have tried to take their children in the pre-schools which are in the neighboring cells and villages but they failed because it was very far”* (Executive secretary of cell).

The data from both interview and questionnaire show that the majority of parent respondents (88%), confirmed that the major challenge that parents face is affording tuition fees to pre-school teachers. The fact that pre-schools were located very far was also mentioned by a significant number (53%) of parents and it's a challenge because some parents suspended their children for that reason. These challenges are associated with pre-school enrolment whereby parents who were

unable to pay tuition fees for their children were those with a greater number of children not enrolled in pre-school.

#### 4.3.1.4 Parents' Suggestions on how to Address the Challenges

Paying pre-school teachers' salary by the government, training the pre-school teachers and establishing a pre-school in every village are suggestions raised by parents on how to address the challenges mentioned in the previous table 4.13. Table 4.14 presents the results on suggestions to address the challenges mentioned.

**Table 4.14 Parents' Suggestions on how those Challenges can be Addressed**

| How best can the challenges mentioned above be addressed? | Frequency<br>n=80 | Percentage |
|-----------------------------------------------------------|-------------------|------------|
| The government should pay teachers' salary                | 54                | 68%        |
| Training preschool teachers                               | 6                 | 7%         |
| Establishing a preschool in every village                 | 20                | 25%        |
| Total                                                     | 80                | 100%       |

Table 4.5 shows that 80 parents who participated in the study, 54 (68%) suggested that the government should assist them by paying teachers' salary, 20 (25%) suggested the establishment of ECD Centers in every village, 6 (7%) suggested the training of pre-school teachers.

All the teachers, parents and leaders who participated in the interview confirmed the parents' suggestions in the following words: *"parents in rural areas need to be assisted in paying pre-school teachers; this is even the root cause of lack of pre-schools in many areas. These pre-schools were really there, they only closed because parents got unable to pay teachers"* (Executive secretary of cell).

All the teacher respondents interviewed as well as local leaders confirmed the training for pre-school teachers as a solution in the following terms: *"There are some parents who are reluctant to send their children to pre-school because they cannot get anything from the untrained teachers. They thus choose to send their children in primary before they are ready for this education. The head teachers who receive these children should check if the children have completed pre-school education otherwise they are discouraging pre-school attendance. The introduction of feeding programme can also help in maintain children in pre-school but this programme would need to be sponsored. Our parents in this area do not want to take responsibility. We used to have such programme and it was sponsored by Strive Foundation but when the programme was handed over to the parents to manage it themselves, it stopped and the number of children kept decreasing"* (Sector education officer).

The Ministry of Education office added: *"many parents in rural area still do not give priority to pre-school education since their awareness of its importance is still low. Some parents still believe that education starts at primary school level.*

*The local leaders in all echelons need to mobilize parents about pre-school education. As for paying pre-school teachers' salary, the government has done its best because there are so far two public pre-schools where teachers are paid. The government is also planning in partnership with UNICEF to introduce 1 year school readiness programme to each primary school whereby children will be prepared for primary education and teachers will be paid by the government. This initiative will alleviate the challenge that parents face with regard to the payment of pre-school teachers' salary though it will not cover all the pre-school grades"* (Officer in the Ministry of Education).

The data presented in the table and data from interview show that the majority of respondents have suggested that the government should pay pre-school teachers' salary in order to increase the enrolment in pre-school.

#### **4.4. Parents' Level of Education**

##### **4.4.1 Parents' Level of Education and its Influence on Pre-school Enrolment**

Parents' level of education include levels like none, primary certificate, post-primary (vocational), secondary certificate, university degree. Table 4.15 presents the results on parents' level of education and its influence on pre-school enrolment.

**Table 4.15 Parents' level of education and how it influences enrolment in pre-school**

| Parents' level of education | Frequency<br>n=80 | Percentage | Children in pre-school | Children not in pre-school |
|-----------------------------|-------------------|------------|------------------------|----------------------------|
| None                        | 30                | 37.5%      | 6                      | 26                         |
| Primary Certificate         | 28                | 35%        | 8                      | 20                         |
| Post-primary(Vocational)    | 6                 | 7.5%       | 4                      | 2                          |
| Secondary certificate       | 10                | 12.5%      | 7                      | 3                          |
| University Degree           | 6                 | 7.5%       | 4                      | 2                          |
| Total                       | 80                | 100%       | 29                     | 53                         |

Table 4.6 shows that among 80 parents who participated in this study, 30 (37.5%) did not complete primary education with 6 children enrolled and 26 children not enrolled in pre-school, 28 (35%) completed primary education with 8 children enrolled and 20 children not enrolled in pre-school, 10 (12.5%) completed secondary education with 7 children enrolled and 3 children not enrolled in pre-school, 6 (7.5%) completed 3 years of post-primary vocational training with 4 children enrolled and 2 children not enrolled in pre-school, 6 (7.5%) held university degrees (Diplomas and Bachelor's degrees) with 4 children enrolled and 2 children not enrolled in pre-school.

From the figures displayed in the table, the majority of respondent parents (37.5%) did not complete primary education and they are the ones with a great number of children out of pre-school (6 children enrolled and 26 children not enrolled in pre-school). The parents with high academic level had their children enrolled because they were employed and had a good income. Those who are educated and their children are not enrolled is due to the absence of a pre-school in the area. As for the total number of children is greater than that of parents is explained by the fact that some parents had more than one pre-school age children either enrolled or not enrolled.

As stipulated by Okantey (2008), the educational levels as well as income of parents are interconnected; this is because educated parents by virtue of their educational background possess the potential for increased income. Thus, educated parents have the capacity to build bridges out of poverty and benefit from better quality of life.

#### **4.5. Free Primary Education**

Free primary education impacts on pre-school enrolment include reasons why parents hold their children at home waiting for primary school age. These reasons include free primary education, poverty, lack of pre-school in the village, lack of

trained teachers, low mindset. Table 4.16 presents the findings on free primary education impacts on pre-school enrolment.

**Table 4.16 Free Primary Education Impacts on Pre-school Enrolment**

| Are there parents who hold their children at home waiting for primary school age?<br>n=80 | Frequency<br>n=80 | Percentage |
|-------------------------------------------------------------------------------------------|-------------------|------------|
| YES                                                                                       | 80                | 100%       |
| NO                                                                                        | 0                 | 0          |
| If YES why? n=80                                                                          |                   |            |
| -Poverty                                                                                  | 72                | 90%        |
| -Primary school education is free                                                         | 70                | 88%        |
| -Lack of a pre-school in the village                                                      | 68                | 85%        |
| -Lack of trained teachers                                                                 | 2                 | 3%         |
| -Low mindset                                                                              | 8                 | 10%        |

Table 4.16 shows that all parent respondents (80) reported that many parents hold their children at home and wait to enroll them when they are primary school age. As for the reasons, 72 (90%) parents mentioned poverty and 70 (88%) mentioned free primary education as the main reasons for parents not enrolling their children in pre-school waiting for primary education, 68 (85%) reported lack of a pre-school in the area, 8 mentioned parents' low mind-set, 2 said that lack of trained teachers is a reason why parents do not send their children to pre-school.

In the interview, all pre-school teachers and local leaders interviewed confirmed that parents hold their children at home waiting for primary school age. When asked the reasons, one of the respondents explained it in the following words:

*“Free primary education is the main reason why parents hold their children at home waiting for primary school age. Many parents even those who can afford tuition fees say that they cannot pay pre-school fees while in primary children are studying for free. Some parents who had their children in pre-school withdrew them because they were asked to pay some amount and they support the withdrawal asking why the government is not making pre-school education free. It is a challenge for us to mobilize the parents because they say that if pre-school education were important it would have been made free”* (Pre-school teacher).

The District Education Office and the Ministry of Education Office in-charge of pre-school education also agreed that free primary education was the cause of low pre-school enrolment in Rwanda among others.

The data from both questionnaire and interview show that all respondents confirmed that there were parents who held their children at home waiting primary school age. As for the reasons, the majority of parents reported that poverty and free primary education are the major important reasons why parents wait for primary school age of their children to start schooling in primary. Parents hold their children at home instead of enrolling them in pre-school and wait for their

children to reach primary school age because they are charged some fees to pay the teachers whereas in primary school education is free. This was confirmed by teachers and leaders interviewed. The interviewees added that many parents still believe that education start from primary school level and do not regard pre-school education as equally important as primary education.

In her study, Kirira (2012) noted that the introduction of Free Primary Education (FPE) impacted negatively on the ECDE sector in Kileva Primary school whereby most parents are not willing to take the children to pre-school as they see it as very expensive. In Lesotho, to take advantage of free education, some parents enrolled children in primary school early (since pre-school is not free). Others held children back to avoid paying fees in the next grade (Fox & Liebenthal, 2006).

Parents' attitudes and views about preschool education are among the major barriers that hinder the implementation of ECD policy. This is because some parents may think the education they provide at home is enough and do not see any need to enroll their children early in pre-school.

To supplement the above, Krogh & Slentz (2010) added that parents are often incompetent to instruct their children, or unable because of duties or family affairs, or deem instruction of trifling importance.

Although ECD is significant to child development, many parents, in rural area and some in the city, still believe that education of children must start from Primary school and give little importance to preschool education. This was also confirmed by the MINEDUC Officer in-charge of ECD during an interview that many parents still believe that education starts from primary school.

Normally, FPE policy came as a solution to school dropouts where parents were unable to pay school fees. The problem was solved in primary but shifted to pre-school because the same parents still cannot afford to pay tuition fees requested in pre-school others made it a pretext and keep their children at home waiting for primary education.

#### **4.5. Distance from Home to Pre-school**

##### **4.5.1 Impact of Distance on Pre-school Enrolment**

With regard to the impact of distance on pre-school enrolment, respondents were asked whether there were children who could not attend pre-school due to the long distance from home to pre-school. Table 4.17 shows the results on the impact of distance on pre-school enrolment.

**Table 4.17 Impact of Distance on Pre-school Enrolment**

| <b>Are there children who do not attend pre-school due to long distance?</b> | <b>Frequency<br/>n=80</b> | <b>Percentage</b> |
|------------------------------------------------------------------------------|---------------------------|-------------------|
| YES                                                                          | 80                        | 100%              |
| NO                                                                           | 0                         | 0                 |

Table 4.17 illustrates that all parents (80) agreed that there are children who did not attend pre-school due to long distance they had to walk to pre-school. This was also confirmed by respondents who were interviewed in these words: *“long distance to pre-school is a serious problem in our area because many pre-schools are no longer operating. Thus, children who manage to attend have to walk a long distance which discourages many of them and they end up dropping out”* (Local leader).

#### **4.5.2 Distance that Children Walk from Home to the Nearest Pre-school**

The distance that children walk from home to the nearest pre-school includes less than 1 km, 1.5 km, 2 km and above and the number of children enrolled and not enrolled in pre-school for each distance. Table 4.18 shows the results on the distance children walk from home to the nearest pre-school and its influence on pre-school enrolment.

**Table 4.18 The Distance that Children Walk from Home to the Nearest Pre-school**

| The distance to the nearest pre-school | Frequency | Percentage | Children in pre-school | Children not in pre-school |
|----------------------------------------|-----------|------------|------------------------|----------------------------|
| Less than 1 km                         | 14        | 18%        | 7                      | 11                         |
| 1.5 km                                 | 18        | 22%        | 8                      | 10                         |
| 2 km and above                         | 48        | 60%        | 0                      | 52                         |
| Total                                  | 80        | 100%       | 15                     | 73                         |

Table 4.18 indicates that children in pre-schools, 48 (60%) live far away from operational pre-schools (2km and above), 18 (22%) live in 1.5km from the nearest pre-school, 14 (18%) live in less than 1km to the nearest pre-school.

The data from both questionnaire and interview show that the majority of parent respondents (60%) live above 2km from home to operational pre-schools. One of the interviewees confirmed it in these terms: *“In some administrative units like cell and village, there are no pre-schools. We used to have pre-schools in our area but they closed the doors. Thus, parents have nowhere to take their children. If they try to go to the nearest ones they get discouraged by the distance because they are located very far away the area such that young children cannot reach them as the most transport means in the rural area is walking. This is the rural area and*

*parents have no other means of transport to take their children to those farthest pre-school like it is done in towns”(Local leader).*

When asked why pre-schools are very few in rural areas which makes children to walk a long distance to the nearest pre-school the respondent explained in the following terms:

*“In rural areas, the number of pre-schools that open at the beginning of the year will not sustain. Some close the doors after term one, others close after term two and so on. This instability makes the enrolment rates fluctuating and the reason is that these pre-schools in rural areas are managed by parents who are not able to sustain them financially” (Officer in the Ministry of Education)*

As noted by Carron (1996), “the long distance between the parents’ residence and the school influence greatly the dropout of their children”. Some parents tried to take their children to those pre-schools but they failed because their children couldn’t make it. Those who succeeded had some relatives near the pre-school and children had to stay there during the working days to go back home in the weekends.

When studying the accessibility of pre-school education in Gicumbi District, Northern Province, Rwasana (2008) found that children drop out from preschools and attend irregularly due to the distance they have to walk to school. Parents

argued that their children get home exhausted such that the following days they need to rest and some others even give up. Many villages and even administrative cells do not have any pre-school in Nemba and Rusarabuye sectors.

#### 4.6. Challenges Children Face when Going to Pre-school

Challenges faced by children when going to pre-school incorporated long distance, mountains/impracticable paths, and hunger because there were no feed programs. Table 4.19 presents the findings on challenges that children face when going to pre-school.

**Table 4.19 Challenges Children Face when Going to Pre-school**

| <b>Challenges do children face when going to pre-school?</b> | <b>Frequency<br/>n=80</b> | <b>Percentage</b> |
|--------------------------------------------------------------|---------------------------|-------------------|
| Long distance                                                | 52                        | 65%               |
| Mountains/Impracticable paths                                | 22                        | 28%               |
| Hunger                                                       | 4                         | 5%                |
| No challenge                                                 | 2                         | 2%                |
| Total                                                        | 80                        | 100%              |

Table 4.19 indicates that 80 parents who were involved in the study, 52 (65%) pointed out long distance that children had to walk to and from pre-school, 22 (28%) mentioned mountains and impracticable paths that children had to climb and descend, and the paths or road which become impracticable during the rainy seasons, 4 (5%) reported hunger, and 2 (2%) reported no challenge.

The findings from the questionnaire shows that the majority (65%) of parents reported “long distance” as a challenge that children face when going to pre-school. The data from interview also support the findings from the questionnaire since many respondents who were interviewed reported those challenges in these words: *“due to the scarcity of pre-schools in our sector, children who manage to attend pre-school education experience a serious problem of distance. The pre-school in our area are very dispersed such that a young child finds it difficult even impossible to attend. Those who had started dropped out because the pre-schools are very far from their homes. The physical environment also becomes an obstacle because children have to climb and descend mountains everyday which becomes a problem for younger children. This is why we cannot enrol children as young as 3-4 years, they have wait 5 years old or they wait for primary education”* (Executive secretary of cell).

Shialendraumar (2013) found out that in rural areas, in Uganda, ECD centers are very few and dispersed because the household income is very low for parents to support them. Therefore, those who can afford tuition fees, children have, however, to walk a long distance to reach the preschools.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

In this chapter, the summary of the study in relation to the objectives and implications from the findings of the study and general conclusions are drawn. The recommendations for different stakeholders as well as suggestions for future research are also discussed in the present chapter.

#### 5.2. Summary of the Study

The study aimed to find out the current pre-school enrolment rate in Burera District, with a focus on the factors that parents report as influencing their enrolling their children in pre-school. The factors interrogated included socio economic, parents' level of education, free primary education and distance to pre-school.

The pre-school enrolment rate could not be accurately calculated because the District Education Office did not have the exact number of children per age group from Birth-6 years. The figures from the District Census Office combined from birth to age 6 which made impossible for the District Education Office to get the

right pre-school enrolment rate. The only figures they had were the total number of all children enrolled in pre-school (408). The number of all 3-6 old children in the whole district was to be known in order to accurately compute the enrolment rate and the Census Office did not have the figure. The percentages presented in the table 4.7 (5-21%) of sampled pre-school does not show the enrolment rate, they rather show the population rate per class among those sampled.

In studying parents' socio-economic status, the findings showed that the majority 41(51%) of parent respondents were found in abject poverty because they earn less than 5,000Rwf per months. These are parents with more children out of pre-school (40 children) and less children enrolled (8 children). With such earning, parents were unable to pay tuition fees for their children in pre-school and chose not to enroll them. That income is insufficient to the extent that they cannot even afford to eat twice a day. Some children were showing signs of malnutrition. Family income is closely linked to parents' occupation because the findings also showed that the majority (68%) of the parent respondents were farmers. What they earn from farming is insufficient because it is for subsistence, if they manage to sell part of the harvest it is for buying clothes, salt, soap, etc. As for paying tuition fees, they claimed that it is beyond their capacity. In an interview held with pre-school teachers, local leaders and the DEO, the interviewees confirmed that parents in the rural areas are poor and this is the reason why their children dropped out. They were requested to pay the teachers' salary and yet they were financially

unable. They chose to remove their children from pre-school and this occasioned many pre-school to close.

The officer in-charge of ECD in the Ministry of Education added that the number of pre-schools and the enrollment rate is fluctuating because pre-schools that open close in the middle of the year especially in the rural areas. The major reason is that in rural areas, these pre-schools are managed by parents who are not able to sustain them financially.

The findings on parents' level of education revealed that the majority of parent respondents have not gone beyond primary education because 30 (38%) of respondents did not complete primary and 28 (35%) of them had only completed primary education. This shows that parents' level of education influences pre-school attendance whereby for these parents a great number of children (41 children) are not enrolled in pre-school.

In studying the influence of free primary education on pre-school enrolment, the findings revealed that free primary education interacts with poverty to influence pre-school enrolment. The great number 35 (44%) of parent respondents mentioned poverty and 32 (40%) of respondents mentioned free primary education as major reasons why parents keep their children at home waiting for primary school age to start schooling. Some parents were really able to pay the

tuition fees but they saw it as wastage because primary school is free. This corroborates with the results from the interview with the Officers in-charge of Education in the District and MINEDUC who said that parents still believe that education starts at primary education level. They can't see pre-school education as a priority and consider a wastage spending on it.

In studying the influence of long distance on pre-school enrollment, the findings showed that the majority 48 (60%) of parent respondents live far from pre-school centers, above 1 km. This distance is due to the fact that pre-schools are dispersed since very few are operating. Many children (52) were not attending because no pre-school could be found in the area. Pre-school teachers, local leaders and education officers who were interviewed confirmed that scarcity of pre-schools left some areas without any pre-school and parents had no other alternatives. Many villages and even cells, in Nemba and Rusarabuye sectors, had no pre-schools and yet those administrative units are very wide such that children could not walk across the whole village or cell to reach a pre-school in another village.

### 5.3. Conclusions

The expected pre-school enrolment rate was not accurately calculated. The only enrolment rates were extrapolated from the sampled pre-schools. The District Education Office needs a staff to assist in school statistical data to give accurate

pre-school enrolment rates in Burera District. Changes in how statistical data on children under 6 years are required if accurate, pre-school enrolment rates are to be determined. Also, since some new pre-schools open mid-year and close when there are financial constraints, listings of pre-schools and their enrolments may not be included, this information may not be included unless done locally. Therefore, methods of identifying and registering all new pre-schools and tracing their enrolments within the rural area should be done by local officials.

It was found that families with less income have more children not enrolled in pre-school. The better the family income the more children are enrolled in pre-school. Social economic conditions in rural areas need to be improved to enable these parents to pay for their pre-school children's education or they can get assisted.

Parental level of education was also found to influence pre-school enrolment because parents who did not complete primary education were found to have more children out of pre-school. Sensitization is needed to change parents' mindsets with regard to pre-school education.

The study found out that both poverty and free primary education were a threat to pre-school enrolment. Thus, parents hold their children at home waiting to reach primary school age to start schooling. In some areas, there were some parents with high level of Education (Bachelor's degrees) who were financially well but their

children were not attending any form of pre-school education. This implies that in addition to socio-economic status, level of education and free primary education, there might be some other factors that could influence pre-school enrollment.

Since the study found that long distance children had to walk to the nearest pre-school was a barrier to attend then it is concluded that pre-schools in rural areas are very few and far from families' homes. Therefore more pre-schools need to be built in rural areas and be sustained financially in order to increase the pre-school enrolments in Rwanda.

#### **5.4. Recommendations**

Various recommendations were drawn from the study findings and addressed to different stakeholders and future researches on how pre-school enrolment can be improved in Rwanda especially in rural areas.

##### **5.4.1 Policy Recommendations**

The following recommendations are addressed to policy makers:

- i. Findings revealed that there is a problem in the accurate statistics for pre-school education at the district levels, yet these statistics are needed for various reasons. Therefore, there is need to appoint the District Education

Office assistants to shoulder the DEOs in calculating enrolments. Local administrative officers could also be charged to monitor the development of new schools in rural areas and provide information about them and their enrolments to the DEO assistants.

- ii. Findings indicated that parents in rural areas are unable to sustain pre-school education for their children. They cannot afford tuition fees to pay the pre-school teachers and choose to keep their children at home waiting for primary school age. It is recommended that the government takes responsibility for the funding of the pre-school teachers' salaries. This can be done by mobilizing some funds from different donors. As some few sectors receive intervention from NGOs in the area of pre-school education. There is need for mobilization of NGOs to intervene in the other sectors because a substantial improvement was noted where these NGOs intervene. However, the intervention should also be extended to cover pre-school teachers' salaries. The Ministry can also advocate for the increase of budget allocated to ECD in the national budget. This increment can be used to pay pre-school teachers.

- iii. The study findings have shown that pre-schools are widely dispersed in Burera District making it difficult for children who try to attend due to the long distance. Therefore, it is recommended that the government should

speed up the implementation of the 1-year-school readiness programme whereby each primary school would have a class that prepares children before they start primary education.

- iv. The findings of this study revealed that all the pre-school teachers who participated in the research did not receive any form of training in Early Childhood Education. Besides, some parents refused to enroll their children because pre-school teachers are not trained and they chose to enroll their preschoolers in primary. It is recommended that the Ministry of Education ensures training for teachers and community sensitization meetings. The District Education Officers in collaboration with Regional Inspectors can mobilize some funds from the District officials for the training since each District has a budget for training. Another alternative can be looking for donors who can sponsor the caregivers' training especially NGOs that operate in the District in education sector.

#### **5.4.2 Recommendations for Further Research**

The researcher recommends the following areas to be further researched:

- i. The present study focused on family income, but it was realized that this is closely connected with parents' occupation. Therefore, a study is needed on the influence of parents' occupation on pre-school enrolment in Rwanda.

- ii. A study is also needed to investigate the influence of family size on pre-school enrolment. This is because, parents may choose to enroll some children and ignore others due to high expenses.
- iii. Parents' level of education was seen to influence pre-school enrolment but the study revealed that teachers' qualification also influences pre-school enrolment. A specific study is recommended to explore the influence of teachers' qualification on enrolment in pre-school.
- iv. When investigating the impact of long distance on pre-school enrolment, it has been noted that a specific study is needed to find out the influence of natural disasters on pre-school enrolment in Rwanda.
- v. A study is recommended on how feeding can influence pre-school enrolment in Rwanda.
- vi. A particular study can be suggested to investigate the impact of parents' attitudes on pre-school enrolment in Rwanda.

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## APPENDICES

### Appendix 1. Questionnaire for Parents

Dear parent respondent,

We are carrying out a study on factors contributing to the lower preschool enrollment in Burera District. You have been chosen as one of those persons who have got very important information that will lead to the success of this study. Please be assured that the information you give will be treated as confidential.

Thank you for your cooperation.

#### Section A: Demographic Information

Q1. Indicate your gender: Male  Female

Q2. Your designation: Sector ..... Cell: ..... Village: ...

Q3. How many children between 3-6 years have you enrolled and how many are not enrolled in pre-school?

#### Section B. General Questions

##### Parents' Socio-Economic Status

Q1. How much do you earn per month?

1. Less than 5,000

2. 6,000-10,000

3. 11,000-20,000

4. 21,000-30,000

5. 31,000-40,000

6. Above 40,000

Q2. Your occupation

1. Farmer

2. Business

3. Teacher

4. Local government officer

5. Carpenter

Q3. What challenges do you face when sending your children to school?

1. Affording tuition fees

2. The pre-school located very far

3. Buying school uniform and materials

4. Attending pre-school functions

5. Lack of qualified teachers

Q4. How best can the challenges mentioned above be addressed?

1. The government should pay pre-school teachers' salaries

2. Training pre-school teachers

3. Establishing pre-schools in every village

4. Assisting in equipping pre-schools

**Parents' Level of Education**

Q1. What is your educational level?

1. None

2. Primary

3. Post-primary

4. Secondary

5. University degree

### Free Primary Education

Q1. Do your children attend pre-school?

1. Yes

2. No

If NO, why?

Q2. Are there parents who hold their children at home waiting for primary school age?

1. Yes

2. No

If Yes, why?

### Long Distance to Pre-school

Q1. Are there children who do not attend due to long distance?

1. Yes

2. No

Q2. What is the distance from your home to the nearest pre-school?

1. Less than 1km

2. 1.5 km

3. 2km and above

Q3. What challenges do children face when going to pre-school?

1. Long distance

2. Mountains

3. Impracticable roads/paths

4. Hunger

5. No challenge

**Appendix2. Questionnaire for Parents Translated into Kinyarwanda**

**Urupapuro rw'Ibibazo Bigenewe Ababyeyi**

Babyeyi,

Turimo gukora ubushakashatsi bugamije kureba impamvu zituma umubare w'abana biga mu mashuri y'incuke ari muto mu Rwanda. Ni muri urwo rwego rero twateguye ibibazo biri ku mugereka w'iyi baruwa kugira ngo mudufashe kumenya izo mpamvu. Turagira ngo tubizeze ko ibisubizo byanyu bizakoreshwa muri ubu bushakashatsi gusa kandi bikazagirwa ibanga.

Tubaye tubashimiye ubufatanye muzagaragaza.

**Section A: Umwirondoro**

Q1. Garagaza igitsina: Gabo  Gore

Q2. Aho utuye: Umurenge ..... Akagari: ..... Umudugudu:

Q3. Ufite abana bangahe bari mu kigero cy'imyaka 3-6 biga mu mashuri y'incuke? Ni bangahe batiga?

**Section B. Ibibazo Rusange**

**Ibijyanye n'Ubukungu n'Imibereho y'Ababyeyi**

Q1. Winjiza amafaranga angahe mu kwezi?

Munsi ya 5,000 Rwf

6,000-10,000 Rwf

11,000-20,000 Rwf

21,000-30,000 Rwf

31,000-40,000 Rwf

Hejuru ya 40,000 Rwf

Q2. Umurimo/akazi ukora:

Umuhinzi-mworozi

Umucuruzi

Umwarimu

Umuyobozi mu nzego z'ibanze

Umubaji

Q3. Ni izihe ngorane muhura na zo mu gushyira abana banyu mu mashuri y'incuke?

Kubona amafaranga y'ishuri

Ishuri riri kure cyane

Kubona amafaranga yo kugura ibikoresho bisabwa ku ishuri

Kubona umwanya wo kwitabira ibikorwa by'ishuri

Kutagira abarimu babishoboye

Q4. Ni ubuhe buryo bwiza mvumva izo ngorane zavuzwe haruguru zabonerwa umuti?

Leta yakagombye guhemba abarimu b'amashuri y'incuke

Guhugura abarimu bo mu mashuri y'incuke

Gushyira ishuri ry'incuke muri buri mudugudu

Gufasha ababyeyi kubonera abana ibikoresho by'ishuri

### **Amashuri Ababyeyi Bize**

Q1. Ni ayahe mashuri mwize?

Nta na rimwe

Amashuri abanza

Amashuri y'imyuga

Amashuri yisumbuye

Amashuri makuru

### **Gahunda y'Uburezi kuri bose/Kwigira Ubuntu mu Mashuri Abanza**

Q1. Abana bawe biga mu mashuri abanza?

Yego

Oya

Niba ari OYA, ni izihe mpamvu zibitera?

Q2. Haba hari ababyeyi badatangiza abana babo mu mashuri y'incuke batagereza

igihe babuzuriza imyaka yo kwiga mu mashuri abanza?

Yego

Oya

Niba ari YEGO, ni izihe mpamvu zibitera?

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

**Urugendo Abana Bakora Bajya ku Ishuri**

Q1. Haba hari abana batajya kwiga mu mashuri y'incuke kubera urugendo rurerure?

Yego

Oya

Q2. Ni iyihe ntera iri hagati y'aho mutuye n'ishuri ry'incuke ribegereye?

Munsi ya 1km

1.5 km

2 km kuzamura

Q3. Ni izihe ngorane mubona abana banyu bahura na zo iyo bajya ku ishuri?

Urugendo rurerure

Imisozi ihanamye

Inzira mbi/zigoranye

Inzara

Nta ngorane bahura na zo

### Appendix3. Interview Schedule with Pre-school Teachers

Dear Respondent,

We are carrying out a study on factors contributing to the lower preschool enrollment in Burera District. You have been identified as one the participants in this study. Kindly fill this questionnaire for me. The information you give will be treated as confidential and will be used for purposes of this study.

#### Section A. Demographic Data

Q1. Gender : Male  Female

Q2. Status of the pre-school

Public

Private

Community-based

Day

Boarding

Q3. Qualification

O' Level certificate

A' Level certificate

Diploma

Others

Q4. Teaching Experience in Pre-school

1-5 years

6-10 years

Above 10 years

Q5. Have you been trained in ECD ?

Yes

No

Q6. How many children are enrolled in your class ?

**Section B. General Questions**

**Parents' Socio-Economic Status**

Q1. Are there children who drop out because of parents' poverty ?

Yes

No

Q2. How would you rate the household monthly income of your children' parents ?

Very poor

Poor

Good

Very good

Q3. What is the occupation of majority of your children's parents ?

Farming

Business

Paying employment

Jobless

Q4. What challenges do parents face when enrolling their children in pre-school ?

Q5. How can these challenges be overcome ?

Q6. Are there parents who hold their children at home waiting for primary school age for enrollment ?

Yes

No

If YES, what are the reasons for that ?

Q7. Are there children who fail to attend because the pre-school is located very far from their homes ?

Yes

No

Q8. What challenges that interfere with children attendance in your class ?

Long distance

Mountains

Impracticable paths

Hunger

Q9. Do children drop out from your class ?

Yes

No

Q10. If the answer in 9 is 'YES', what are the reasons for those drop outs ?

Parents do not pay tuition fees

Long distance

Parents' low mindset

Q11. What suggestions can you give to improve pre-school attendance ?

**Appendix4. Interview Schedule with Local Leaders**

Dear Respondent,

We are carrying out a study on factors contributing to the lower preschool enrollment in Burera District. You have been chosen as one of those persons who have got very important information that will lead to the success of this study. Please be assured that the information you give will be treated as confidential.

Thank you for your cooperation.

**Section A. Demographic Data**

Q1. Gender : Male  Female

Q2. Designation : Sector ..... Cell ..... Village .....

Q3. Position : .....

Q4. Education Level

Primary

Secondary

Diploma

Bachelor's

Master's

**Section B. General Questions**

Q1. Do you have a pre-school in your administrative unit ?

Yes

No

If No, what are the reasons ?

Q2. Are all the 3-6 year-olds enrolled in pre-school in your administrative unit ?

Yes

No

If No, what are the reasons ?

Q3. Who pays pre-school teacher's salary ?

Parents

Government

NGOs

Q4. What is the most economic activities that parents rely on for a living in your administrative unit ?

Farming

Fishing

Business

Paying job

None

Q5. Provide the general household monthly income in your administrative unit :

Less than 5,000

6,000-10,000

11,000-20,000

21,000-30,000

31,000-40,000

+40,000

Q6. What is the most occupation of your people ?

Farmers

Business

Paying employment

Jobless

Q7. Are there parents who do not enroll their children in pre-school in your administrative unit ?

Yes

No

If YES, what are the main reasons

Q8. What challenges do parents face in relation to their children education in pre-school ?

Q9. According to you, does free primary education interfere with pre-school enrollment in your administration unit ?

Yes

No

If YES, how ?

Q10. Are there children who cannot attend because the pre-school is very far ?

Yes

No

Q11. What challenges do children face when going to pre-school ?

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

Q12. What can you suggest to overcome the challenges mentioned above ?

.....  
.....

**Appendix 5 : Interview Schedule with the District Education Officer (DEO) of  
Burera**

Dear Respondent,

We are carrying out a study on factors contributing to the lower preschool enrollment in Burera District. You have been chosen as one of those persons who have got very important information that will lead to the success of this study. Please be assured that the information you give will be treated as confidential.

Thank you for your cooperation.

**Section A. Demographic Information**

Q1. Gender : Male  Female

Q2. Education level :

Diploma

Bachelor's

Master's

PhD

**Section B. General Questions**

Q1. What types of pre-school do you have in the district ?

Public pre-schools

Private pre-schools

Community-based pre-schools

Church-based pre-schools

Boarding pre-schools

Day pre-schools

Q2. The number of pre-school teachers employed in the district.

Q3. The qualification of pre-school teachers in the district :

Primary certificates

O' level certificate

A' level certificate

Dimploma

Q4. Do all children have access to pre-school education in the district ?

Yes

No

If NO, what are the causes ?

Q5. What was the pre-school enrollement in Burera District in 2013 ?

Q6. To what extent are parents mobilized about ECD in Burera District ?

Poor /low

Good/average

Very good/high

Q7. What is the general household monthly income of parents in Burera district ?

Less than 5,000 Rwf

6,000-10,000 Rwf

11,000-20,000 Rwf

21,000-30,000 Rwf

31,000-40,000 Rwf

Above 40,000 Rwf

Q8. What is the most economic activity parents rely on in Burera district ?

Farming

Fishing

Business

Paying employment

None

Q9. Are there parents who hold their children at home waiting for primary school age to enroll them in primary ?

Yes

No

If YES, what could be the reasons ?

Q10. According to you, does free primary education interfere with pre-school enrollment ?

Yes

No

If YES, how ?

Q11. Are there children who do not go to pre-school because of the distance in your district ?

Yes

No

If YES, what could be the reasons ?

Q12. What are the possible challenges related to pre-school enrollment in Burera District ?

.....  
.....

Q13. What solutions can be suggested to alleviate those challenges ?

.....  
.....

Q14. What is the contribution of the district in the promotion of pre-school education ?

.....  
.....

**Appendix 6. Interview with the Education Officer in-charge of ECD in the  
Ministry of Education**

Dear Sir,

We are carrying out a study on factors contributing to the lower preschool enrollment in Burera District. You have been chosen as the one of those persons who have got very important information that will lead to the success of this study. Please, be assured that the information you will give will be treated as confidential.

Thank you for your cooperation.

**Section A. Personal Information**

1. Gender: Male  Female
2. Educational level: Bachelor's Degree
- Masters
- PhD
- Other

**Section B. General Questions**

1. What are the possible causes for the decline of preschool enrollment from 17% in 2009 to 9.9% in 2010?

.....  
.....

.....  
.....

2. Are the parents capable of sustaining ECD Centers in rural areas? Yes  
No

3. What are the strategies being put in place by the Ministry of Education to increase the preschool enrollment?

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

4. Is there any policy about empowering communities in rural areas so that they can be able to manage ECD centers effectively?

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

5. How does free primary education impact on preschool education?

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

6. Does the distance to preschool affect preschool attendance in Rwanda? Yes  
No

If Yes, How?

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

### Appendix 7. Timetable

| PERIOD                    | ACTIVITY                                               |
|---------------------------|--------------------------------------------------------|
| April/2012– February/2013 | Proposal writing                                       |
| April/2013                | Proposal presentation                                  |
| July-August/2013          | Proposal corrections                                   |
| September/2013            | Graduate School Board meeting for authorization letter |
| October/2013              | Getting the authorization letter from KU               |
| December/2013             | Getting the research permit from MINEDUC               |
| January – March/2014      | Data Collection                                        |
| April – June/2014         | Data analysis                                          |
| July/2014                 | Submission of report draft                             |
| August/2014               | Submission of the final work                           |
| October/2014              | Examination of the final work                          |
| November/2014             | Submission of the final Project to the Library         |
| December/2014             | Graduation                                             |

### Appendix 8. The Budget

| STAGE         | ACTIVITY                   | Ksh            | Rwf            |
|---------------|----------------------------|----------------|----------------|
| Proposal      | Typing services            | 3,000          | 24,000         |
|               | Photocopying               | 1,000          | 8,000          |
|               | Telephone services         | 2,000          | 16,000         |
|               | Internet services          | 2,000          | 16,000         |
| Data          | Travelling: Kigali-Nairobi | 60,000         | 480,000        |
|               | Transport: Kigali          | 30,000         | 240,000        |
|               | Téléphone services         | 5,000          | 40,000         |
| Data analysis | Téléphone services         | 3,000          | 24,000         |
|               | Miscellaneous expenses     | 15,000         | 120,000        |
|               | <b>Grand Total</b>         | <b>121,000</b> | <b>968,000</b> |

## **Appendix 9. The informed consent form for respondents**

### **Informed consent**

My name is .....I am a Master's Student from Kenyatta University. I am conducting a study on "Factors contributing to the Low Pre-school Enrolment in Burera District, Northern Province, Rwanda." The information will be used by the Ministry of Education to Improve the access and the quality of pre-school education in Rwanda.

### **Procedures to be followed**

Participation in this study will require that I ask you some questions in order to get information on challenges that make parents not enrolling their children in pre-school. I will record the information from you in a questionnaire/interview.

You have the right to refuse participation in this study.

Please remember that participation in the study is voluntary. You may ask questions related to the study at any time.

You may refuse to respond to any questions and you may stop an interview at any time. You may also stop being in the study at any time without any consequences to the services you receive from your organization now or in the future.

### **Discomforts and risks**

Some of the questions you will be asked are on intimate subject and may be embarrassing or make you uncomfortable. If this happens, you may refuse to answer these questions if you so choose. You may also stop the interview at any time. The interview may add approximately 30 minutes to the time you wait before you resume your routine services.

### **Benefits**

If you participate in this study you will help us and the country to improve the access and quality of pre-school education in Rwanda. Your children will also benefit because the challenges will be reduced.

### **Confidentiality**

The questionnaires and interviews will be conducted in a private setting, your name will not be recorded on the questionnaire the information provided will be kept confidential.

**Contact information**

If you have any questions you may contact Dr. Mwoma, supervisor1 on +254726392781 Or Dr. Barbara, supervisor 2 on +254729687031 or the Kenyatta University Ethical Review Committee Secretariat on [chairman.kuerc@ku.ac.ke](mailto:chairman.kuerc@ku.ac.ke), [secretary.kuerc@ku.ac.ke](mailto:secretary.kuerc@ku.ac.ke), [ercku2008@gmail.com](mailto:ercku2008@gmail.com).

**Participant's Statement**

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can leave the study at any time. I understand that my decision to leave or to stay will not affect my job.

Name of participant .....

\_\_\_\_\_

Signature or thumb print

\_\_\_\_\_

Date

**Investigator's statement**

I, the undersigned, have explained to the volunteer in a language s/he understands, the procedures to be followed in the study and the risks and benefits involved.

Name of interviewer .....

\_\_\_\_\_

Interviewer signature

\_\_\_\_\_

Date

Appendix 10: Research Authorization from Kenyatta University.



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [kubps@yahoo.com](mailto:kubps@yahoo.com)  
[dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: E55EA/CE/20355/10

Date: 4<sup>th</sup> October, 2013

The Permanent Secretary,  
Ministry of Higher Education,  
P.O. Box 622,  
KIGALI - RWANDA

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. HABUMUREMYI JEAN MARIE  
VIANNEY- REG. NO. E55EA/CE/20355/10

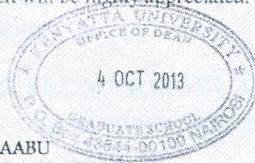
I write to introduce Mr. Habumuremyi Jean Marie Vianney who is a Postgraduate Student of this University. He is registered for an M.Ed degree programme in the Department of Early Childhood Studies in the School of Education.

Mr. Habumuremyi intends to conduct research for a thesis project entitled, "Factors that Contribute to Low Preschool Enrolment in Burera District, Northern Province, Rwanda."

Any assistance given will be highly appreciated.

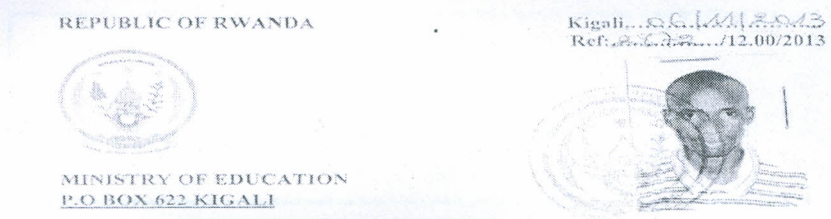
Yours faithfully,

MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL



LNM/fwk

**Appendix 11. Research Permit from the Ministry of Education, Rwanda**



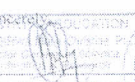
**Re: Permission to carry out research in Rwanda- No: MINEDUC/S&T/0169/2013**

Permission is hereby granted to **Mr.HABUMUREMYI Jean Marie Vianney**, a Master's student from Kenyatta University, to carry out research on: **Factors that Contribute to low Preschool Enrolment in Burera District, Northern Province, Rwanda"**

He will conduct research in Rusarabuye, Nemba Sectors in Burera District. He will interview District Education Officer, Sector Education Officers, Nursery School Teachers and Parents in Rusarabuye and Nemba Sectors in Burera District, Director of ECD Department in the Ministry of Education.

The period of research is from 11<sup>th</sup>, November 2013 to 31<sup>st</sup>, June, 2014. This period may be renewed if necessary, in which case a new permission will be sought by the researcher.

Please provide **Mr.HABUMUREMYI Jean Marie Vianney** any support he may require in the course of conducting this research.

Yours sincerely,  
  
Dr. Marie Christine GASINZIWA  
Director General,  
Science, Technology and Research  
Ministry of Education

**Appendix 12. Reliability Coefficient Calculation with Cronbach's Alpha**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .764             | 10         |

Item-total statistics

|                                                                                   | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|-----------------------------------------------------------------------------------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| Earnings per month                                                                | 17.60                      | 22.267                         | .895                             | .647                             |
| Occupation                                                                        | 18.10                      | 33.211                         | .519                             | .731                             |
| Challenges to send children to school                                             | 18.60                      | 33.822                         | .759                             | .707                             |
| How to address challenges mentioned                                               | 18.50                      | 35.389                         | .620                             | .724                             |
| Parents level of education                                                        | 17.80                      | 25.956                         | .982                             | .638                             |
| Free Primary education                                                            | 18.80                      | 41.067                         | .295                             | .762                             |
| Are there parents who hold their children at home waiting for primary school age? | 18.30                      | 42.011                         | .287                             | .766                             |
| Are there children who do not attend due to long distance?                        | 18.30                      | 42.011                         | .287                             | .766                             |
| What is the distance from your home to the nearest pre-school?                    | 17.40                      | 46.711                         | -.304                            | .831                             |
| What challenges do children face when going to pre-school?                        | 18.40                      | 37.378                         | .260                             | .771                             |