

**"AN EVALUATION OF FREE PRIMARY EDUCATION
ON THE QUALITY OF LEARNING IN PUBLIC
PRIMARY SCHOOLS: A CASE OF SELECTED PUBLIC
PRIMARY SCHOOLS IN MOMBASA MUNICIPALITY"**

**BY
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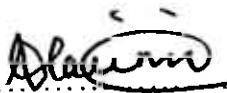
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DECLARATION

This Research Project Report is my original work and has not been submitted for any other award in any university.

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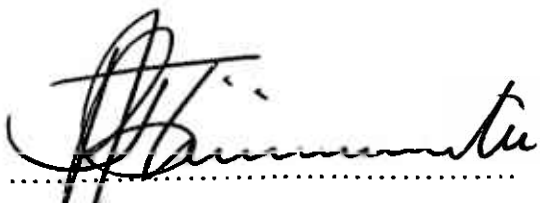
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DEDICATION

This study is dedicated to my family. This is my husband Nicholas, my son Kevin and two daughters Ira and Shellymith who were source of inspiration and encouragement throughout this study.

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I take this opportunity to thank my supervisors Dr. Moses Otieno and Mr. Johnbosco Kisimbii for their guidance in developing this study research without which it would not have been a reality. Special thanks go to the support staff at the Extra Mural Mombasa and my fellow classmates for the cordial relationship and positive contributions during the research study.

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LIST OF ACRONYMS AND ABBREVIATIONS

ASAL	Arid and Semi Arid Lands
EFA	Education for All
ERS	Economic Recovery Strategy
EMIS	Education Management Information System
FPE	Free Primary Education
KANU	Kenya African National Union
KNEC	Kenya National Examination Council
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
MOE	Ministry of Education
MVC	Most Vulnerable Children
NARC	National Alliance Rainbow Coalition
SIMBA	School Instructional Material Bank Account
SNC	Special Needs Children
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
UPE	Universal Primary Education
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations Children's Educational Funds
UN	United Nations
TSC	Teacher Service Commission

ABSTRACT

In the year 2003 the Kenyan Government implemented Free Primary Education in all the Public Primary Schools in the whole republic. This was in response to numerous concerns like the desire to combat ignorance, disease and poverty and also the belief that every Kenyan Child has the right to access basic welfare provision like basic education. The Free Primary Education Policy led to increased access which in turn has lead to a challenge of quality learning in schools. This study aimed at evaluating to what extent Free Primary Education has affected quality of learning in selected public primary schools in Mombasa Municipality. It sought to establish how the shortage of instructional materials, shortage of teachers, learning physical infrastructure, and government/donor relationship has affected academic performance, teaching/learning process and participation of boys and girls.

The data was collected from 10 sampled schools in Mombasa Municipality. The research design was survey and comprised of a series of formal interviews and face to face questionnaire to the head teachers and participant observations.

Research finding revealed that with the introduction of FPE in 2003 the quality of learning in the selected public primary schools had been compromised. The results indicated that there was the shortage of instructional materials and resource, shortage of teachers and shortage of learning physical infrastructure. The results also indicated that the government/donor relationship was only moderate.

It was evident from the study that availability of instructional materials and resources, teachers, learning physical infrastructure and government donor relationship had an effect on the teaching learning process, academic performance and participation of boys and girls in schools. The study therefore recommended that for the FPE program to be effective additional of teachers needed to be employed and the government to provide more funds for the building of more classrooms and acquiring more teaching/learning support materials. Rigorous campaign was also necessary to sensitize the parents about their role in education of their children. For future study it is recommended that the methodology should be inclusive of more respondents like the pupils, teachers and parents as these were not part of this study.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Free Primary Education (FPE) Policy has its history from the Universal participation in education. This was a main concern by the international community. In 1948, the United Nations Declaration of Human Rights proclaimed that education, especially elementary education, was fundamental human right. Every person has a claim to a basic level of knowledge regardless of his or her social, political, or economic status. This international document set the stage for the rise of free universal education policies around the world in subsequent years. In 1989 the Convention of the Rights of the Child re-emphasized the right of the world's children to relevant and good quality education. Consequently, the 1990 World Conference on Education for All in Jomtien, Thailand, the International community agreed to universalize primary education by 2000, a target date that was later shifted to 2015 by the Dakar Framework for Action. The 2015 target date for attaining Universal Primary Education was later echoed by the Millennium Development Goals (MDGs). The second of the MDGs is 'Achieve Universal Primary Education' with the specific target of ensuring that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling. (EFA, 2005)

Nigeria's Universal Free Primary Education was emphasized by the government due to the fact that it was saw education as a means by which it could achieve industrialization. Also primary school level was the first point of contact in the pupil's quest for formal education and the seeds of good or poor performance of pupils in the latter stages of education were often sown at the primary school level. If defects in the quality of learning at the primary level were spotted and corrected early, the ripple effects were likely to extend to the secondary and university levels. (Asagwana, 1997)

In East Africa emphasis was made to expand education to meet national development needs. In 1961 the Heads of the three countries met for the conference of African States on the Development of Education in Addis Ababa. They discussed their priorities in the educational sector and how it would lead to the promotion of economic and social

development in the continent. Universal education is a key factor in development because it is linked to both higher per capital income and increase civic participation. On a national scale, this means that more education leads to the generation of human capital and economic growth. Equality of access to education is important for countries around the world where development is still an ongoing process.(Adrienne, 2009)

In Kenya education has a long history of significance. Before independence access to education was limited to the colonialist, the British children. The Kenyan government believed that education could be a means to mitigate the inequalities that had existed during the colonial period (Republic of Kenya, 1964; Republic of Kenya's DP; 1964-1969). This is because the colonialist had not provided education to regions that were of low potential such as semi arid areas. Neither did Christian missionaries provide or build schools in regions that had already experienced Arabic/Islamic influence such as the coastal parts of Kenya. Access to education in these regions was low at the time of independence. Education in the post colonial era, then was to be a tool for inculcating loyalty to the state, a sense of national unity and a means of teaching African values (Republic of Kenya, 1964; Republic of Kenya DP, 1964 – 1969). Its access by all citizens was important if these goals were to be achieved. The disparities between regions also necessitated the need to formulate policies for Universal education. In 1960s the KANU campaign for independence manifesto included provision of UPE.(Bogonko, 1992). The first National Development Plan (1964 – 1969) highlighted the need to expand education and noted that 'education and national development are so closely related in a developing country. (Republic of Kenya, 1964; Republic of Kenya's National Development Plan (DP), 1964 – 1969).

Education was to be 'regarded as the principal means of relieving the shortage of skilled manpower and equalizing economic opportunities among all citizens.'(Republic of Kenya, 1964;Republic of Kenya's Development Plan, 1964 – 1969.) UPE was identified as the first of the three long range objectives for Kenya education program (Republic of Kenya, 1964; Republic of Kenya's Development Plan 1964 – 1969). The five year development plan also noted that UPE was also instrumental for unity and cohesion of

the nation. UPE was associated with widespread literacy, which the government linked to overall development and national stability.

1.1.1 Declarations of FPE in Kenya

The subsequent national development plans continued to link education and economic development. The Ominde Education Commission Report of 1964 – 1965 further indicated that primary education was fast a minimum basic requirement. It recommended to the government to take full charge in the formulation of education policies. It further also recommended for FPE.(UNESCO, 2005)

To promote countrywide progress, President Kenyatta promised free education to disadvantaged people living in arid and semi arid lands in 1971. He then tried to bring free education to all students from standard 1 – 4 and cap the cost of tuition for standard 5 – 7 at ksh 60 per annum in 1973. When 1 million additional school children flooded into the education system in 1974, primary schools were unable to handle the massive enrolment and imposed ‘building cost’ levies to expand their facilities. The result of this was massive dropouts in the following years and the abolishment of the FPE program.(UNESCO, 2005)

In 1978 President Daniel Arap Moi followed the footsteps of his predecessor under the KANU banner of ‘Fuata Nyayo’ (follow the footsteps). He thus maintained UPE as standing educational objective of his government. In 1990 Kenya was a showcase among Sub Saharan African Countries at the world Conference on Education for All. However in the years that followed, many of the gains made were lost or reversed for a number of reasons including economic decline and the introduction of ‘cost sharing’. The 1990s were marked with declining enrolment rates: 95% of Kenya’s children were attending primary schools in 1991, which fell to 78% a decade later. In 2002 completion rates for primary schools were less than 50%. Before the FPE Policy in 2003, primary schools were charging between \$20 and \$350 per child for a year of schooling, and a separate fee of around \$30 for a uniform and books. Sending their children to primary school was not an option for most poor Kenyans. (Adrienne, 2009).

In 2003 Kenya re-introduced FPE under National Alliance Rainbow Coalition (NARC) government. This was one of its campaign promises in its 2002 manifesto. The new government made a promise to Kenyans that it would be more fiscally responsible and would reallocate funds to support a greater budget for education. When the party was elected into government, it instituted nation-wide FPE. The policy aimed to do several things: Improve participation, progression and completion rates, reduce the burden of cost of education on poor households in line with the Economic Recovery Strategy(ERS), implement the provision of the Children's Act 2001 which required the state to provide FPE, and improve on learning achievement. The FPE fund is divided into two parts: the SIMBA Account (which takes care of tuition costs like textbooks, exercise books, school supplies, reference materials) and the Operations Accounts (which accounts for maintenance costs including support staff wages, repairs, pupils activities, quality assurance, water bills and electricity, transportation, telephone. The total amount provisioned to each primary school student is 1,020 ksh per year. The MOE also has other accounts that focus specifically on disadvantaged students like SNC, MVC, ASAL.(Adrienne, 2009)

1.1.2 Reasons for the success of FPE Policy in 2003

A few reasons accounted for why Kenya was now able to successfully implement FPE. First, Kenya was in a strong economic position to support the program than it was before. It was no longer suffering from economic decline that crippled it in the 1980 and 1990s. The country also received a considerable amount of international support and financial aid that helped it put the program into place. The 2000 Education for All Campaign gathered African heads of state in Dakar, Senegal, to promote the importance of access to primary education for all. Free primary education is also a Millennium Development Goals. So when Kenya proposed the FPE program, the international community was more than willing to help. International donors include the World Bank (\$50million), UNICEF (\$2.5 Million), the UK Department for International Development (\$21.1 million), the World Food Program (\$13.9 million) and OPEC (\$9.9 Million). The government has enough funding to get its program up and running. (Najum Mushtaq, 2008)

1.1.3 International Educational Conferences and Educational Quality

The issues of educational quality are essential both because Kenya receives educational aid from abroad (OECD, 2004) and because the national arena is undoubtedly influenced by the global arena (Meyer et al, 1997).

A series of international educational conferences reflect a concern for educational quality. While in 1990, the World Conference on Education for All, held in Jomtien, Thailand announced an action plan to ensure education for all, it also stressed the importance of signatory nations ensuring that they offer education of an acceptance standard to their entire citizen (World Declaration on Education for All, 1990). An improvement of educational quality was one of the most urgent priorities expressed in the action plan. Emphasis was placed on assuring an increase in children's cognitive development by improving the quality of their education. This sense of urgency regarding educational quality was carried forward in 2000, during the World Education Forum held in Dakar, Senegal. In the action plan emerging from this conference, it was made clear those efforts to expand access to education would be in vain if educational quality was not ensured (The Dakar Framework for Action, 2000).

In addition to the urgency with which quality was treated in the conferences deliberations was the notion that considerations of education quality are not isolated from other features of an education system- most notable access. Indeed the 2005 EFA Global Monitoring Report entitled 'The Quality Imperative' stresses the achievement of universal participation in education would be fundamentally dependent on the quality of education available (UNESCO 2005). This conviction that quality and access are inextricably linked is also upheld by others including Samoff (2005), Schafer (2004), and Smith and Lusthaus (1995).

1.1.4 Performance of the FPE Policy in 2003

FPE thoroughly increased access to primary education, but it also brought additional problems which evaluators of the policy claim have deeply impacted students' performance in schools. The increase in enrolment as a result of FPE had huge consequences for schools.

This has compromised the quality of education. First, the influx of students created massive teacher shortage. While the number of students increased, the number of teachers did not. Second, teacher/pupil ratio of 1:40 expanded to 1:100. Teachers have even resulted to multishifting structure because there are too many students to handle. Some students come in for morning classes and a different group comes in the afternoon. Teachers are less able to address the needs of individual students, discipline children, or create opportunities for interactive learning. Teachers are also conducting classes in a lecture format, which does not hold the attention of young primary students. Less homework is being assigned due to inability of teachers to mark 100 papers every night. Quality of education suffered as teachers became overburdened and stopped being able to provide students with the attention they need. (UNESCO, 2005)

Many school management committees feel that they are seriously constrained to improve the state of learning facilities due to the government's ban on school levies. At the same time conditions laid down on request for concessions to institute levies are so cumbersome that they hesitate to embark on the process. Many school management committees are of the opinion that as a result of the ban of levies they are unable to recruit extra teachers through the PTAs and this has also seriously affected the schools. (Sifuna, 2003)

Education quality affects the demand for education. For example how well pupils are taught and how much they learn, can have a crucial impact on how long they stay in school and how regularly they attend. Also the parents judgments to send their children to school at all is likely to depend on the quality of teaching and learning provided. The instrumental roles of schooling such as helping individual achieve their own economic and social and cultural objectives and helping society to be better protected, better served by its leaders and more equitable in important ways will be strengthened if education is of higher quality. How well education achieves outcomes such as creativity, skills, knowledge, values and attitudes necessary for responsible, active and productive citizenship depend on the quality. Accordingly, analysts and policy makers alike find issue of quality difficult to ignore. (EFA,2005).

Table 1.1

PRIMARY GROSS ENROLMENT RATE BY GENDER AND PROVINCE, 2002-2008

PROVINCE	2002		2003		2004		2005		2006		2007		2008	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
Coast	70.3	59.4	86.9	73.7	97.3	83.7	95.7	84.4	101.3	91.5	100.8	91.3	101.2	93.5
Central	92.2	93.3	102.3	100.9	102.2	99.9	106.9	102.7	103.4	100.8	97.4	93.4	98.2	94.5
Eastern	103.0	105.2	116.3	114.9	120.6	117.4	126.0	124.4	127.3	126.0	129.7	127.8	129.9	127.9
Nairobi	32.3	36.2	39.1	43.9	41.0	45.8	35.9	38.2	38.8	38.8	41.8	49.5	51.8	61.8
Rift Valley	92.3	88.1	109.5	102.7	113.0	104.2	117.8	109.9	115.9	108.9	118.7	109.6	119.4	110.1
Western	112.6	108.0	137.4	123.2	143.3	125.9	148.2	134.2	141.3	130.9	151.5	135.6	145.6	152.3
Nyanza	104.8	102.3	127.8	122.8	126.2	117.4	127.7	120.8	128.9	126.5	131.6	128.1	131.9	129.5
North Eastern	25.3	13.3	32.4	18.8	33.5	18.5	34.1	20.7	33.4	20.5	37.7	30.5	45.2	34.7
TOTAL	88.9	87.5	105.0	100.5	108.0	101.6	109.9	104.4	109.3	105.5	110.7	104.4	112.2	107.3
GRAND TOTAL		88.2		102.8		104.8		107.2		107.4		107.6		109.8

Source: EMIS, Ministry of Education

The enrolment has increased significantly from 88.2 percent in 2003, then rose further to 107.6 percent in 2008. This shows the level of access in primary education irrespective of the age of the pupils.

**Table 1.2: SUMMARY REPORT ON ENROLMENT FOR
MOMBASA MUNICIPALITY (2002– 2009)**

Year	Number of Public primary Schools	Total Enrolment
2002	89	47,225
2003	89	69,287
2004	101*	73,998
2005	91	75,593
2006	93	74,693
2007	94	73,693
2008	94	75,477
2009	94	74,713

(Source: Municipal Education Office, summary report as at July 2009)

The total number of public primary school was very high in comparison to other years due to the inclusion of special units as separate entities and not part of the primary schools.

Figure 1.2 above illustrates the trends in the enrolment from year 2002 to the year 2009 in Mombasa Municipality. There has been an increased enrolment from 47,225 to 75,477 in 2008 with a slight decline in 2009. This was a clear support that Mombasa Municipality just like the general trend nationally, the enrollment rate has been on increase.

1.2 Statement of the Problem

Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding access to education to enable greater participation of all the citizens. This has been in response to numerous concerns which range from the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right to access basic welfare provisions which includes education, health and security. The government further has the obligation to provide its citizens with the

opportunity to participate fully in the economic and political development of their country and attain a decent standard of living. In its effort to realize this objective the government introduced the Free Primary Education in all the public schools in year the 2003 which resulted to increased access to primary education. Since then the national enrolment has increased significantly from 88.2 per cent in 2002, then 102.8 per cent in 2003, 104.8 per cent in 2004, 107.2 per cent in 2005, 107.4 per cent in 2006, 107.6 per cent in 2007 and 109.8 per cent in 2008 (EMIS, 2009).

Apart from the national statistics the trends in the enrolment from year 2002 to 2009 in Mombasa Municipality also indicated increased enrolment from 47,225 in 2002 to 75,477 in 2008 (Mombasa Municipal Education Report, 2009). In spite of this milestone, shortage of instructional materials and resources, learning physical infrastructure, teachers, ineffective involvement of parents and indiscipline in schools continue to pose a challenge towards the realization of quality learning which are key ingredient in the success of FPE programme. The rapid expansion of enrolment led to overcrowded classrooms and increased the number of pupils to each teacher resulting in a decline in the quality of education (Mushtaq, 2008).

1.3 Purpose of the Study

The study was to evaluate the extent to which free primary education had affected quality of learning in selected public primary schools in Mombasa Municipality.

1.4 Objectives of the study

The following were the study objectives;

- a) To establish how shortage of instructional materials had affected the teaching/learning process and academic performance in the selected schools within Mombasa Municipality.
- b) To establish how the shortage of teachers had affected the teaching/learning process and academic performance in the selected schools within Mombasa Municipality

- c) To assess how shortage of learning physical infrastructure had impacted on academic performance and participation of both girls and boys in the selected schools within Mombasa Municipality.
- d) To assess how the government/donor relationship had affected the teaching/learning process and academic performance in the selected schools within Mombasa Municipality.

1.5 Research Questions

The research questions for the study were:-

- a) Does the shortage of instructional materials, resources affect the teaching/learning process and academic performance in selected schools within Mombasa Municipality?.
- b) Does the shortage of teachers affect the teaching/learning process and academic performance in the selected schools within Mombasa Municipality?
- c) Does the shortage of learning physical infrastructure impact on academic performance and participation of both boys and girls in the selected schools within Mombasa Municipality?.
- d) Does the government/donor relationship affect the teaching/learning process and academic performance in the selected schools within Mombasa Municipality?

1.6 Significance of the study

This study was significant considering primary education is the first stage of compulsory education which aims at achieving basic literacy among all children. Educated children help to reduce poverty and promote gender equality. It also helps lower child mortality rates and promotes concern for the environment. This research is crucial for the government in their resource/budgetary allocation for the FPE instructional materials and employment of teachers. The Ministry of Education can use the result finding for their

planning and monitoring of FPE in schools. The donors and other charitable organizations can use this research finding for their need assessment surveys to school to identify areas for their interventions. The Teacher Service Commission can use the results finding for resource management, teacher balancing and employment. The Ministry of Local Authority can also use the research finding to establishment the status of learning physical infrastructure and make budgetary allocations for areas to be improved. Similarly, the community/parents can use this report to plan for their support to supplement the government initiatives to improve the quality of learning in schools. However, the researcher was also able to gain experience and knowledge on the influence of FPE on quality learning in schools.

1.7 Basic Assumptions of the study

Several assumptions were made in the execution of the research:-

The learning physical infrastructure was key factor in influencing academic performance.

FPE aimed to reduce educational inequalities by providing more access to the primary education system.

Access to education leads to development, and equality in access to education leads to the alleviation of economic disparities.

1.8 Limitations of the Study

The limitations in the execution of this study included the following: the study was planned to be conducted in April, when all the primary schools were on Easter break. Avoiding the holiday was impossible, the research period was planned to begin when students were already on holiday and only overlapped two weeks when students started their new term. However meeting with head teacher were organized prior to avoid any inconveniences.

The holiday also put other restrictions on the research. The initial design of this study was to survey a variety of actors affected by FPE. In addition to head teachers, teachers,

parents and even students were going to be interviewed to provide the study with a complete range of perspective. However head teachers were the best respondents to the survey because of their comprehensive knowledge of the primaries.

Finally obtaining quantitative records from primary schools was difficult. All schools visited did not keep annual records of things like dropout, completion or transition rates. More over quantitative information may be on loose papers, which sometimes is lost. This forced the researcher to gain a qualitative understanding of these issues without backing it up with the numbers.

1. 9 Delimitations of the Study

The study covered ten public primary schools in Mombasa Municipality which had received FPE funds since 2003. The selected schools are distributed within all the ten zones that comprise the Mombasa Municipality. They included:- Amani in Mikindani Zone, Mwijabu in Chaani Zone, Star of the Sea in Mbaraki Zone, Makande in Majengo Zone, Sparki in Ziwani Zone, Bondeni in Tononoka Zone, Longo in Mtongwe Zone, Likoni in Likoni Zone, Khadija in Kengeleni Zone and Shimo La Tewa in Bamburi Zone.

1.10 Definitions of Significant Terms

- Free primary education:-** Refers to the abolition of fees charges where the government meets the expenses.
- Quality of Learning** - Refers to one or a combination of the following: Quality Resources and inputs, process, content and output and outcome
- Quality as Resource and Input** - Includes variables such as class size, expenditure per pupil, number of textbooks

Quality as process	-	Safe and healthy environment that is conducive to learning; teaching method that encourages student centred learning
Quality output and Outcome	-	Level of performance in KCPE
Universal Participation:-		Refers to education being availed for all citizens in spite the social economic background of the citizens
Access to Education:-		Refers to expansion of educational opportunities
Equity:-		Refers to equity of opportunity such as equal performance of boys and girls, comparative drop out rates between girls and boys
Disparity in education:-		Refers to differences in opportunity for boys and girls and also regions.

1.11 Organization of the study

Chapter one is a background study of the research. It gives an overview of the international, national and regional perspective about the FPE programme.

Chapter two is the literature review that provides a detailed overview of the free primary education and quality of learning. It provides a clear understanding of the subject of study.

Chapter three provides the methodology for the research study. It shows the research design, target population, sample and sampling procedure used by the study.

Chapter four presents the study finding for the research, the analysis and interpretation.

Chapter five is the summary finding, discussion, conclusions and recommendation for the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review gives background of the Kenya education system which is the backbone towards the implementation of FPE policy. It also provides a detailed overview of the quality of learning in Nigeria as a case study of the implementation of FPE and its effects on the quality of learning. This provides a clear understanding of the subject of the study and gives thinking on how quality of learning may be measured. Further an assessment of the FPE in Kenya and its implications on quality is discussed from various authors and a conceptual framework detailing the relationship between the FPE and its effect on the quality of learning is also included.

2.2 Kenya Education System

Since independence, the Government has addressed challenges facing the education sector through commissions, committees and Taskforces. The first commission after independence came up with the Report of the Kenya Education Commission (The Ominde Report, 1964) that sought to reform the education system inherited from the colonial government. (Sessional paper No 1 of 2005).

Leila Ruhieh Ehsahi in her monograph discusses education system in Kenya before independence. Kenya educational system was stratified along racial lines. There existed an African education, European education and an Asian education. The three systems of education were divided by rigid boundaries (Ominde 1964). The disproportionate resources were justified by statements by the colonial authorities including the following from the 1926 Annual Report of the Education Department: 'much of the difficulty of the period in African education arises from the inferiority complex of the native mind' (quoted in Sheffield 1973). The colonialist further asserted that the mental development of the average African adult was equivalent to that of the average 7 – 8 years old European boy (Gachathi, 1976).

African education was therefore considered hybrid precariously hovering between European model with a European subject matter and education deemed suitable to the place in colonial life considered appropriate to the African population (Ominde, 1964)

Immediately after independence, there was a sweeping reform in the educational system. With the creation of a single nation came the emergence of a single educational system no longer stratified along racial lines. The KANU manifesto and the Sessional Paper No. 10(1965) articulate the philosophies upon which the Kenyan nation was founded. These philosophies include 'mutual social responsibility' and the 'Harambee spirit.' Mutual social responsibility implies a moral obligation of all members to serve society with the knowledge that if the whole thrives, the parts will also benefit (Sessional Paper No. 10, 1965). The Harambee spirit signifies the conviction that the success of the nation depends on the contribution of each citizen to the nation's development (Gachathi, 1976). These features of Kenya's political philosophy have been the foundation upon which its education system has been established(Kamunge, 1988)

Leila's discussion is important as it clearly indicates that the educational system development in Kenya was a government initiative through political philosophies. These further lead to the appointment of commissions such like the Ominde Commission to survey the existing educational resources in Kenya and to advise the government in the formulation of national policies for education. Independence in the view of the commission signified the birth of the nation and education had the task of uniting the different racial and ethnic groups making up a nation. The commission also endorsed the educational policy objective the provision of FPE. In a broad context, Kenya's educational development in the 1960s was in conformity with the United Nations strategies for development in Third World Countries (Sifuna and Otiende, 1994)

2.3 Quality of learning ‘A case of Nigeria’s Universal Free Primary Education 1976 – 1986)

A paper by Ken C. Prince Asagwana, 1997 reviewed the quality of education after FPE inception in Nigeria in 1976. FPE meant that primary education would be free of cost to every Nigerian child and the government assumed full financial responsibility for primary education. The result was that many primary schools saw a growth in pupils’ enrolment. Nigeria’s government emphasis for free education was due to the fact that it saw education as a means by which it could achieve industrialization. Also primary school level was the first point of contact in the pupil’s quest for formal education and the seeds of good or poor performance of pupils in the latter stages of education were often sown at the primary school level. If defects in the quality of learning at the primary level were spotted and corrected early, their ripple effects were likely to extend to the secondary and university levels.

2.3.1 A brief overview of Quality in Nigeria

The study gave a brief definition of quality in relation to education. It indicated that there was no universally acceptable definition in educational system as it was relative in nature (Common et al. 1988). What is often said about quality in education tended to be rooted on individual judgments or points of view, which invariably emanated from the observer’s particular background and experiences, social philosophy, values and pedagogical biases (Coombs, 1985). There was no common standard for the definition or assessment of quality in education. The quality of education provided by the school system could be assessed by the type of overt behavior both physical and emotional associated with most pupils from other school especially when the behavior of the former is generally approved by the society (Ajimoke, 1976). Quality of education depended on variables such as the availability of classrooms, furniture, equipment and textbooks. These variables were vital in pupils’ learning and classroom performance (Mwamwenda and Mwamwenda, 1987)

Quality of education meant different things to different people. In the study quality in primary education was affected by constantly shifting social, educational circumstances and controversies in the sense that it was subject to competing interpretation by different members of society (Common et al, 1988). Therefore an assessment of the quality of any education system depended on the goals or objectives that are put in place to guide the operations of schools within a particular social cultural system. The study therefore examined certain aspects in the quality of learning in Nigeria's education system. They were;-

- The caliber of teachers employed to teach
- The type of environment in which the pupils learned
- The equipment made available for teaching and learning
- Pupil/ teacher ratio
- The nature of curriculum

The Caliber of teachers

The caliber of teachers refers to the extent to which teachers are adequately trained and certified for their job and to whether they are devoted to their jobs and to the problems of their pupils. The success of any education program depends on the provision of a body of teachers who are dedicated to their work and are recruited because of their desire to teach the pupils and not because teaching is to them a last resort (Allen, 1961).

In Nigeria when UPE was launched teacher preparation for the primary level was inadequate structurally (Urwick, 1987). The result was that 48 per cent (132,000) of the needed 273,300 teachers had training for their teaching jobs. At the ratio of one qualified teacher for more than sixty two pupils, the quality of teaching and learning was below standard (Ukeje, 1980). The increased enrolment of pupils indicated a wide gap between the teachers demand and supply. The shortage supply of qualified teachers had to be augmented by unqualified teachers. The shortcomings of the primary school teachers were compounded by irregular payments of their salaries.

Often the better qualified and dedicated teachers abandoned the teaching profession for other places while those who could not find alternative hung on because they did not want to join the ranks of the educated unemployed. The implication of the whole situation were that the effectiveness of teachers was compromised leading to pupils' examination failures(Asagwana, 1997)

The Environment of Learning

The type of environment in which pupils learn includes school buildings, classrooms, staff and facilities. Their importance cannot be over emphasized in connection with the quality of teaching and learning (Heyneman, 1980). The differences in classroom quality measured by the physical facilities, the availability of writing materials and the level of teacher education are very important in predicting the student outcomes. Where pupils contend with inadequate and poor educational facilities, teaching and learning can be very difficult even for the above average student (Heyneman, 1980; Jamison et al, 1981)

In Nigeria inadequate buildings, furniture, instructional materials and facilities meant that there was no meaningful and purposeful education in the public primary schools. The high rate of enrolment instituted two shift schools. By this arrangement class attendance was divided into two streams 7.30 a.m to 1.00 p.m and 1.30 p.m to 6.00 p.m daily Monday to Friday. This ensured the availability of more learning places, using the same learning facilities and the same teachers. This arrangement was necessitated by the acute shortage of buildings and classrooms. On the other hand those schools that failed to institute the two-shift arrangement, resorted to holding classes in makeshift structures and in church buildings, town halls, mosques and wooden shed and under trees. An educational expansion program which fails to include decent accommodations for the pupils and their teachers defeats the purpose and quality of learning.

The Availability of Equipment and Learning Materials

The equipment available for teaching and learning include textbooks, chairs and desks and pencils, pens, chalk and chalkboards and other writing materials. In Nigeria primary education system all these were in serious short supply. An acceptable school must provide pupils with a place to sit down, a place to write and materials to write with (Heyneman, 1980). Inadequate supply of these drains the pupils physically and its cumbersome and educationally unproductive (Mwamwenda and Mwamwenda, 1987). Pupils provided with enough desks and seats learn more effectively than those lacking them as is reflected in their examination grades (Mwamwenda and Mwamwenda, 1987).

Quality of learning when measured by academic performance cannot be divorced from school equipment such as books, writing materials and classroom charts. The problem was that Nigerian government was concerned with increasing the size of primary schools in order to accommodate an increased pupil population.

In developed countries school equipment and facilities may not assume a very important role in the quality of education (Jencks et al. 1972) however in developing countries such as Nigeria they are very important. They contribute to low performance level of pupils from developing countries in comparison to the level of pupils from the developed countries (Heyneman, 1980).

Availability of school equipment and facilities for teaching and learning act as indicators of what goes on in the classroom and how well pupils can learn. Books or reading material play the role of stimulating the desire to learn (Husen, 1977). The teacher is necessary but not sufficient learning resource. In essence the teacher is a catalyst for learning and whatever information the pupils receives from the teacher has to a great extent to be supplemented by the pupils' private reading. Access to reading materials or textbooks facilitates this process.

Corruption was a contributing factor to the non provision of learning equipment and facilities in Nigeria UPE scheme. Nigeria was over politicized and under-governed (Ad

Obe Obe, 1984). Corrupt government caused children in primary schools to carry their own chairs to schools every morning or to sit on the ground for their education.

Teacher pupil Ratio

The teacher pupil ratio is the number of pupils in a class taught by one teacher. This is regarded as a good indicator of the quality of learning in school system. Canada for instance or any other western society, a teacher pupil ratio of 1 to 25 was acceptable standard. Any ratio above that raises concern about quality of learning and the attention the pupil receive from their teachers. The reason is that there is a limit in the level of attention a teacher can give out to each pupil if class size is abnormally large; pupils are different and most have unique learning styles and abilities which demand the attention and supervision of the teacher. In Nigeria the teacher pupil ratio was 1 to 40 after UPE.

Nature of the Curriculum

The nature of the curriculum meant the content of what was being taught in the primary schools and its' relevance to the economic survival of the primary school graduate. In Nigeria the type of curriculum was bookish. Most of the primary graduates expected to be rewarded with paid employment. The education system was synonymous with office work or provision of white collar job. The curriculum in use required to include the vocational training which provided the occupational needs of the pupils. A vocational curriculum teaches subjects that are useful for practical life such as maths, typing, woodworking and industrial arts. Such subjects would lead to the economic development of the society as well as the personal well being of the graduate of the schools system.

The study concluded that UPE scheme in Nigeria failed to provide quality of learning. The policy planners forgot to take into account the importance of the availability of qualified teachers, proper and adequate learning environment, equipment and textbooks, classroom management and supervision and what to teach the children. As a result all were in short supply. Since these facilities are integral to classroom performance and academic achievement the inevitable outcome was failing standards in Nigeria primary education. The experience from Nigeria supported the assertion that school facilities are

a major factor in determining the quality of learning and academic achievement in developing countries.

2.4 Assessment of the efforts toward Free Primary Education from 1974 to 2000 in Kenya

Several attempts had been made by the government of Kenya in making education more accessible and therefore equal to all before 2003 initiative. An assessment study on FPE declaration of the 1970s by Professor Daniel N. Sifuna and a Consultant Nyamure Michael showed that the FPE policy was adopted on political grounds following presidential decrees that took planners and public unaware. They failed to scrutinize the financial implications and methods of implementation involved. The result was that the policy instead of achieving its goals of higher enrolment and completion rates promoted attrition in attendance and poor education quality. Enrolment and completion rates actually decreased and dropout rates increased. Finally the government lacked the commitment towards funding leading to chaotic and non existent implementation of FPE. Not only did previous FPE policies have malignant effect on the quality of education, but they also failed to increase and sustain enrolment(Sifuna, 2007).

The research study on FPE declaration of the 1970s was however important to our study. It showed that the government had made attempts to initiate the FPE policy earlier before 2003. It also showed that many of the quality problems that surfaced as a result of FPE policies from 1970s are the same problems schools face today. History is repeating itself. Had the government learnt by example, it could have preempted some of these issues that affect the quality of education in schools today. Despite its many problems the 2003 FPE policy has achieved much more than the previous ones.(Sifuna, 2007)

2.5 Assessment of the efforts toward FPE Policy in Kenya from 2003

In March 2005, UNESCO filed a report that assessed the implementation of Kenya's FPE program in its two years. UNESCO carried out this study with the assistance of MOEST and evaluated 162 Kenyan primary schools. UNESCO determined that the FPE was a popular policy, reducing dropout rates, improved quality of education as a result of

sufficient teaching and learning materials provided by the government. Pupils have increased access to textbooks which they can read on their own. This enabled them to practice in science and languages. This had also improved performance in KCPE exam and co-curricular activities. It also means parents can become more involved in education without the pressure of school levies and by following their children's studies through textbooks.

Assessment report by UNESCO, 2005 reported on the increased enrolment especially the urban schools and the over-age children. The problem was that the government had not given on the limits for admissions. There was direct enrolment of pupils to standard one and teachers have problems of children who do not attend nursery school due to the fact that nursery schools were charging fees. High enrolment of children led to parent complaints that children's exercise books are not marked and teacher's attendance to all the pupils was limited. Therefore the increased enrolment led to a decline in the quality of learning(UNESCO, 2005).

The study by UNESCO on 162 schools was quite impressive with both the benefits and detriment impacts of FPE reforms. However, it was just undertaken in the 162 schools in Kenya and it was unfair to say that FPE has affected every school in Kenya in the same manner. Therefore not all recommendations in the study can be applied to every school in Kenya. However the study provides a broader national perspective of FPE program(UNESCO, 2005)

2.5.1 Enrolment and Achievement under FPE

EMIS database and a study report by Najum Mushtaq on 'KENYA: Failing Grade For Free Primary Education?' 2008 review that when Kenya followed its neighbours Ethiopia, Tanzania, Uganda and Malawi in introducing free and compulsory primary education for all, there was overwhelming response from both the public and international donors. There enrollment trend was that of continuous increase. UNICEF figures show that by 2006 the number of children enrolled in Kenya's 18,000 primary schools had doubled and the overall literacy rate had shot up to 74 percent according to UN Development Program figures. However, though the free primary education

increased participation and provided children from the poorer strata of society with hope the study indicate that the policy created significant problems. Rapid expansion of enrolment led to overcrowded classrooms and increased the number of pupils to each teacher resulting in a decline in the quality of education. There is also increased gap between different schools within the government system especially in the slums and marginalized regions where there is high rate of enrolment. Another consequence of the crowding of primary schools is the flourishing business of private schools. Over the last five years many people who would normally send their children to government schools have been forced toward private schools because of overcrowding says Josphalt Macharia a private school owner in Nairobi's Kilimani area. The demand for private education according to him is now not confined to the rich as people from all socio-economic backgrounds are looking to the private sector to get their children quality education (Mushtaq, 2008).

MOE's Education Management Information Systems (EMIS) department also did an assessment of FPE's impact on quality of education. The department put together a booklet of Kenya's educational statistics from 2003-2007. It collected census data from the MOE, TSC and KNEC, and covered all facets of the education. In assessing the impact of FPE on primary education enrolment and achievement it responded by first that increased enrolment resulted in poorer academic performance and secondly that poorer districts experienced the most severe challenges of FPE. Statistics prove that from 2003-2007 there was indeed an upward trend of enrolment. However, KCPE data over this same period illustrate that there has been no substantial drop in scores at the national level, putting into question the argument that FPE has deteriorated quality of education. District comparisons also support this by demonstrating the lack of direct correlation between high increases in enrolment and lower KCPE scores. On the other hand, statistics do show that growth in class size is directly related to a decline in scores (EMIS, 2008)

EMIS database compares the national wide enrolment and KCPE scores determining how enrolment patterns and KCPE scores have changed in the wake of FPE. The figures indicate no clear correlation between increases in enrolment and deterioration in KCPE

performance. If anything districts that have experienced largest increases in enrolment are also seeing bigger improvements in their KCPE. However these results were taken from a broader perspective and may not be replicated to all local schools(EMIS 2008).

EMIS, KIHBS and KNEC data findings indicates that as a necessary precondition for free primary education to have a positive impact the central budgets are large enough to fund the influx of new students. Education spending in Kenya since the introduction of primary education has certainly been impressive. Public expenditure from 2000/01 to 2003/04, spanning the period before and after the implementation of FPE in 2003 primary education budget have been on increase. Overall, the introduction of free primary education has been an impressive pro-poor policy. Poorer districts have seen larger increases in enrolment compared with richer districts as students who could previously not afford schooling enter the education system. Poorer districts are also to some extent catching up in terms of achievement. However, increases in enrolment are associated with larger class sizes and concomitantly lower KCPE scores.

According to one of the dailies newspaper the current mixed signals by the government that it is condoning 'eating of money' meant for public schools is an emerging concern over the deteriorating quality of primary education. The study will look at the extent to which the FPE policy is aimed at achieving quality of education in schools.

There is a clear positive relationship indicating that poorer districts have been catching up in terms of participation since the introduction of FPE but on the other side affecting the quality of education.

EMIS, KIHBS and KNEC data show that the composition of students entering education has indeed changed since the introduction of FPE. In particular, the age profile of students has been affected by the introduction of FPE with older students entering or returning to school. For example, the proportion of students who are at least one year older than the regular age in grade 8 has increased from 28% to 48% between 2002 and 2004 and there is at least anecdotal evidence from teachers that this leads to disciplinary problems.

Sandefur et al. (2009) find that the introduction of FPE has led wealthier parents to move their children into the private sector. Their study finds that the size of the private sector has tripled with a concomitant doubling of the price of private education. If these are the parents who previously gave a lot of external support to schools – which is certainly plausible given that their decision to move to the pricier private sector reveals a strong preference for their children’s education – then the introduction of FPE may well have drained schools of parental support and supervision. Moreover this is of concern if parental support is an important input to educational achievement and we do indeed find evidence that this is the case. Based on a nationally representative sample of 200 schools that were included in the SACMEQ survey in 2000, we have created an index of parental support in a school prior to the introduction of FPE. We find that high levels of initial parental support prior to FPE are associated with persistently higher KCPE scores between 2001 and 2005 in the 200 sample schools. Schools where parents were on average more involved and supportive prior to the introduction of FPE are achieving KCPE exam scores.

2.5.2 Instructional Materials and Learning Resources

A key factor in the effective delivery of the curriculum is availability and quality of teaching and learning resources. Without such materials schools will always be teacher centred and didactic and pupils will not learn how to work independently or in groups. The increased number of textbooks and other learning resources lead to increased enrolment and retention rate. (MOE, 2000).

The 2005 EFA Global Monitoring Report claims that all else equal, the quality of teaching and learning are strongly influenced by the availability of resources and the ways in which these are managed (UNESCO, 36). In their study of the educational system in Burkina Faso, Audinos, Lairez, and Makwati (2003) employ this definition of educational quality when they infer a close association between the availability of pupils’ textbooks and the quality of education. It is widely assumed that poor educational quality correlates with a scarcity of resources or inputs (Samoff 2005).

2.5.3 Professional Learning for teachers and Quality Learning

UNCEF, 2000 paper 'Defining Quality of Education' discusses Professional development for teachers as crucial for quality education. It helps the teachers to keep abreast of new knowledge and practices in the education field. The on-going training for teachers has direct impact on student's achievement. It improves the teacher's ability to use child-centred teaching approaches. Good teachers also develop evaluation and assessment practices that allow them to gauge individual student learning and adapt activities according to students needs. Assessment and evaluation takes places for a variety of reasons. These include: diagnostic, formative, exam preparation and summative. Currently due to the excessive emphasis placed on examination results, including KCPE, many schools and teachers pay insufficient attention to diagnostic and formative evaluation and too much time and money on exams and mock exams (summative and exam preparation evaluation). The practice is wasteful, irrational and anti-educational. The Ministry of Education interest is to see teachers spending more time with learners identifying problem areas and solutions to these problems (MOE, 2000).

A study of Escuela Nuela, Guatemala discusses the teacher's involvement in all aspects of schools. Through a system of 'teachers cycles' for local leadership, teachers training and curriculum development, teachers meet regularly each month to share experiences and classroom techniques, problem solving and provide mutual support and in service training. Through the circles teachers create teaching and learning materials or adapt materials to local circumstances. Teachers from several neighboring schools create one circle, which encourages teachers to visit each other's sites. Improvement has been demonstrated in teacher's attitude and behaviour towards such things as small group instruction, cooperative learning, flexible promotion, local content and self managed learning.

The Escuele Nuela study of individualized learning through student workbooks allowed learners to take time out if they are sick or need to work at home or in the fields, and then return without having to repeat an entire grade. The workbooks provide for continuous evaluation and teachers often assign additional or remedial work if necessary for subject mastery. Student move at their own pace, advancing to the next levels of instruction

when they were ready. Evaluation mechanism thus increased student retention, improved attendance by girls and reading achievement.(MOE, 2000)

2.5.4 Quality as Teaching learning Process

Quality as process refers to a safe and healthy environment that is conducive to learning (IEQ 1999; Adams and Chapman 2002; The Dakar Framework for Action, 2000); teaching methods that encourage student-centred learning (Samoff 2005; UNICEF 2000); a socially equitable educational system (Ross and Zuze 2004); and the effective monitoring and management of the school (UNICEF 2000). The nature of the interactions between teachers and students, which determines the 'quality of life' of the school or system (Adams 1995) can be considered as quality as process (Clark, Lloyd and Mensch 2000).

The policy Shift of elimination of Fees in Primary level in Kenya increased the enrolments and therefore the nature of the process of learning. For example implementation of student-centred teaching method was difficult due to increased number of students in classroom (Barnet et al, 1995). In Kenya the typical classroom size increased from an average of 40 students to 120 following the elimination of primary school fees ('cost of Fee Education, 2003)

2.5.5 Learning Physical Infrastructure and Quality Learning

UNCEF, 2000 paper 'Defining Quality of Education' discusses on quality environment as comprising: physical, psychosocial and service delivery elements. Physical elements includes school building, adequate instructional materials and textbooks, good working conditions for teachers and students, ability of teachers to undertake certain instructional approaches, availability of clean water, class maintenance, availability of furniture. All have an impact on the critical learning factor of time on task. Similarly class size has an effect on the physical infrastructure. A psychosocial element refers to a peaceful and safety environment especially to provide equal participation for both boys and girls. The toilet: pupil ratio, school management of discipline, non violence and inclusive environment contribute to learning. Service delivery includes provision of health

services which contribute to learning by reducing absenteeism and lack of attention in class (UNCEF, 2000).

The Inspection manual for schools provides that the physical environment of a school affect the quality of teaching and learning. A good school is able to provide a welcoming, secure and safe environment. Research evidence from the National Primary Baseline 1998 suggests that many schools in Kenya do not have adequate toilet facilities. Other research evidence for example Population Council 1999 also suggests that girls often drop out of school after they reach puberty because of the lack of privacy provided for their personal hygiene needs. Each school should aim to have a ratio of 30 pupils to one toilet. In the case of boys one third of these toilet places should be closets. In terms of wash basin to pupil ratio, again the recommended level is 1:30. The pupil to classroom space ratio should be 1:1:6 metres and pupil to desk ratio no longer higher than 1:2 (MOE, 2000).

A study of Escuela Nueva, Guatemala states physical environment plays a vital role in support of participatory learning in many ways. Classrooms could be structured so that students can easily work cooperatively in small groups dispersed around the room. The teachers can use available spaces to structure diverse learning experiences rather than standing in front of a blackboard facing rows of desks.(kraft, 1998)

The study of Nueva schools also assesses the student leadership as key part of learning process. Students elect a committee whose officers become responsible for attendance, meetings, the library, learning corners, recess, and garden. Children also help set school rules and policies relating to discipline. By delegating responsibility to students for the daily management of schools, children build understanding of democracy, self discipline, self direction and self confidence.

2.5.6 Education Inequalities in Kenya

Kabiru Kinyanyui in his paper 'The Distribution of Education Resources and Opportunities in Kenya' compares schools in slums and indicate that they have similar problems as those in rural areas. They do not have the resources to get an early start on education or afford schools fees, resulting in poorer KCPE performance that does not qualify them for higher education. People living in slums do not have political representation or connections to donors who might help their situation. Wealthier areas are also able to subsidize their education in addition to FPE, allowing for inequalities in the amount of learning resource provided to students. Kinyanyui quote is particularly important to acknowledge as Kenyans have accused the quality level of FPE to be so low that it renders equal access ineffectual.

2.5.7 Parents involvement

In recent years there has been a growing recognition through out the world of the need for public accountability. This has been particularly strong in the education sector in Kenya, where the parents contributes indirectly to education through taxes and directly through levies and 'harambees'. Parents must be involved in school at all stages in relation to school development planning, budgeting and record keeping. Research evidence shows that parental support for homework improves pupils' educational development. Parents are represented in schools through school management committees which play a vital role in executive decision making. Also parents have the opportunity to consult with teachers and as such they play as key partners in education of their children. (MOE, 2000)

Based on combining EMIS, KIHBS, SACMEQ and KNEC data, we find that high levels community fund-raising and local monitoring and incentive provision prior to the introduction of FPE are indeed associated with persistently better performance in KCPE exams. Based on the SACMEQ sample of 200 schools surveyed in 2000, we have created indices of community fund-raising and monitoring. These include involvement in building and maintaining school facilities, and providing text books and stationery. The study indicated a moderate relationship between initial levels of community fund raising and KCPE scores in the 200 sample schools.

EMIS and KNEC database indicate the evidence that school inspections are effective in improving educational quality. First, the likelihood of an inspection is sensitive to the performance of the school. Second, following an inspection, schools tend to improve. Districts with a high percentage of inspections see their test scores increase by an average of 3 points compared with districts with a low percentage of inspections.

2.6 Conceptual Framework

Figure 2.1

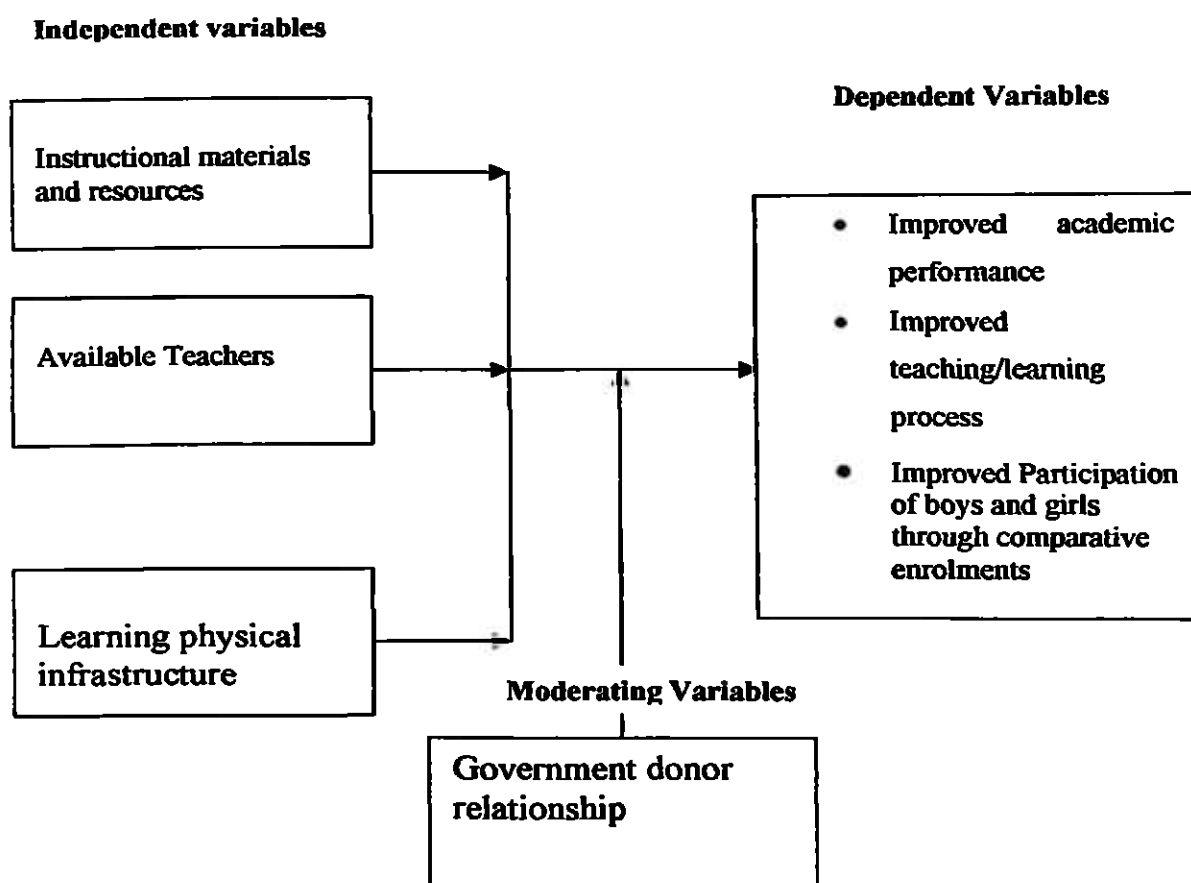


Figure 2.1 It displays how FPE program affects the availability of instructional materials, learning infrastructure, teachers, parents involvement and discipline leading to change in quality of learning. However, there are other factors that may affect the quality of learning like the government/donor partnership and school management/parents involvement.

The conceptual framework illustrates the extent to which free primary education policy implementation had affected the quality of learning. The implementation of FPE policy affected the availability of the instructional materials, learning infrastructure, teachers, discipline and parents involvement in schools. Other underlying factors that may also affect the quality of learning include: government/donor partnership and school management committee/parents involvement. Measurement indicators of quality learning are performance, teaching/learning process, gender equality and discipline

2.6 Knowledge Gap

This study evaluated the extent to which free primary education had affected quality of learning in selected public primary schools in Mombasa Municipality. It was to establish how the shortage of instructional materials & resources, learning infrastructure, inadequate teachers, indiscipline in students, government/donor relationship and school management committee/parents involvement had affected academic performance, teaching/learning process, participation and discipline in schools.

2.7 Summary of Literature Review

The literature review discussed the education system development in Kenya since independence which was a government initiative through political philosophies. It further explores the case study of Nigeria quality of learning after FPE inception in 1976. The situation in Nigeria clearly indicates how quality of learning may be measured. The Literature review further assesses the efforts toward FPE in Kenya after independence until 2003. In conclusion therefore FPE Policy implementation should take into account the quality of learning which is a key ingredient for it to succeed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlines the different methods that the study used and the related design. It clearly shows the data collected and the respondent's collection instrument. In the study both primary and secondary data were used. The main data was primary data from questionnaires. The data collected was both qualitative and quantitative.

3.2 Research Design

The research design for this study was survey and comprised a series of formal interviews and participant observations. The combination of both quantitative and qualitative information was essential in trying to determine if there was a direct correlation between FPE and school's learning environment, the learning environments and academic performance. The quantitative data was meant to support qualitative findings. Thus only numerical data from 2002 to 2009 was required in order to analyze the impact of FPE in 2003 on various statistics.

Formal interview was conducted on the Assistant Municipal Education Officers (the In-charge of FPE program) at the Municipal Education Office, and to head teachers at ten public primary schools within the Mombasa Municipality. No informal interviews were carried out due to the fact that all schools visits required official authorization from the Municipal Education Officer in the Municipality. Participant observation occurred on site before and after the formal interviews at schools by taking notice of the appearance of the school, the condition of its facilities, and the management of students in a classroom.

3.3 Target Population

The target population for the study was Mombasa Municipal Public Primary schools. The total number of public primary schools in the Mombasa Municipality is 94 beneficiaries of the FPE Program. The conversational interview was conducted with the Municipal Education officer and mainly no formal questionnaire was used. Quantitative data specifically KCPE Scores, enrolment rates, completion rate, drop out rates, average class size, percentage of qualified teachers, and amount of funding allocated per pupil, additional funding allocated towards other sectors, was also requested from Municipal Education Office, which was provided in the form of a statistical booklet. Information provided at the Municipal Education office was primarily to gain a deeper understanding of how the policy works and what changes occur at the national level.

Table 3.1- Total Number of Zones, Number of Schools and Schools sampled

Name of Zones	Number of Schools	Number of Sampled schools
1. Mikindani	11	1
2. Chaani	9	1
3. Mbaraki	4	1
4. Majengo	7	1
5. Ziwani	12	1
6. Tononoka	7	1
7. Mtongwe	7	1
8. Likoni	11	1
9. Bamburi	14	1
10. Kengeleni	12	1
Total	94	10

Source: Municipal Education Office

3.4 Sample Size and Sampling Technique

A sample size of 10 schools was selected from the 94 public primary schools in the Mombasa Municipality. Given that the total population of the study areas was less than 10,000 the Fishers et al (1998) formulae was used to determine the sample size. The method used in selecting the sample was the stratified simple random sampling. The zones formed the strata where one public primary school was selected using the tippet's table of random numbers. Each school was accorded a number and stood a chance to be selected. In sampling the sample size for the determination of the schools to participate in the research the following formulae was used:-

Table 3.2 Sampled schools

Zone	Schools Selected
1. Mikindani	Amani
2. Chaani	Mwijabu
3. Mbaraki	Star of the Sea
4. Majengo	Makande
5. Ziwani	Sparki
6. Tononoka	Bondeni
7. Mtongwe	Longo
8. Likoni	Likoni
9. Bamburi	Khadija
10. Kengeleni	Shimo La Tewa

Table 3.2 indicates the sampled 10 schools for the study from each of the ten zones of the Municipality.

3.5 Validity of the Data Collection Instrument

Validity is the accuracy or meaningfulness and technical soundness of the research. It is the degree to which a test measures what it purports to measure (Mugenda O and Mugenda G, 1999). Borg and Gall (1989) stated that to enhance validity of a questionnaire, a pilot on population similar to the target population should be conducted. Similar questionnaire were administered in two public primary schools

Mikindani and Kashani primary schools which were recipient of FPE funds. The test scores from the two public primary schools were determined for accuracy, clarity and suitability. The corrections were made where possible in the questionnaire to be administered to schools.

3.6 Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). To test the reliability of the instruments a test retest technique was used where the instruments were administered to the selected schools twice and the scores were correlated for the both testing periods. The correlation coefficient obtained of 0.9 was a clear indication that the instrument was consistent and highly dependable for the study.

3.7 Methods of Data Collection

At each of these schools selected meeting with head teachers was arranged ahead of time with the assistance of the Municipal Education Office. An official letter from the office of the Municipal Education Officer was presented upon arrival, which validated the visit. Interviews were only conducted to head teachers because of their responsibilities in school administration, financial management, and classroom management. At each of the interviews a standard questionnaire was adhered to. After the questionnaire was finished, the researcher requested for the pupil enrolment and KCPE mean scores for the period 2001 to 2009.

3.8 Data analysis techniques

The data collected was edited to eliminate errors. It was then tabulated to find the correlation between FPE and its effect on the quality of learning. The percentage of the different factors was computed and tabulated. The tabulated data was transported to computer software SPSS for analysis and more customized tables. The data was presented in form of tables.

3.9 Operational Definition of the Variables

Variable	Instrument to be used	Indicators	scale
Independent : *inadequate Instructional material & resources * inadequate Learning physical infrastructure * Shortage of teachers * Government/donor Relationship	Questionnaire Questionnaire Observation Questionnaire Questionnaire	<ul style="list-style-type: none"> • Textbook pupil ratio • Number of Exercise Books • Number of Reference books • Number of toilets for both girls & boys • Physical condition of the classrooms • Number of desks/furniture • Number of Teachers • Support from donors 	ordinal ordinal ordinal
Dependent: * Improved academic performance	Questionnaire	1. KCPE Results 2001 to 2009 2. The factor Correlation with instructional materials, learning facilities , &	Mean scores ordinal

<p>*Improved teaching/learning process</p> <p>*participation</p>	<p>Questionnaire</p> <p>Questionnaire</p>	<p>government/donor relationship</p> <p>1. The factor correlation with performance</p> <p>1. Comparative drop out rates between girls and boys</p> <p>2. comparative enrolment of boys to girls</p>	<p>ordinal</p> <p>Ratio</p>
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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study and analysis of the data collected from ten public primary schools in Mombasa Municipality. The Municipality covers the four main districts Mombasa, Kisauni, Chagamwe and Likoni. The data analysis and discussions focuses on the main theme of the study which is the effect of free primary education on quality of learning in Mombasa Public Primary Schools. The data analysis and discussion included determining the shortage of instructional materials, shortage of teachers, shortage of learning physical infrastructure, government/donor relationship and the effects of all these factors on teaching learning process, academic performance and participation of boys and girls in schools. The data was collected through questionnaire and face to face interview. Data analysis was by simple percentages, and spearman ranking correlation coefficient.

4.2 Response Return Rate

A total of ten questionnaires were administered to the ten head teachers in all the schools selected for the study. A total of ten respondents representing 100% of total questionnaires administered

4.3. Respondent's Profile and Analysis

Formal interview conducted with one officer at the Municipal Education Office on policy guidelines and standards of FPE. A face to face interview and questionnaires were completed from the ten head teachers who were selected for the study.

4.4 Analysis of the Questionnaires

4.4.1 Instructional Materials provided from FPE

The rationale of the Primary School Instructional Materials which is one of the investment programme under KESSP is to provide textbooks for both pupils and teachers

as a key tool towards attainment of quality education. It also aims to ensure that pupils at school are able to study on their own and do homework at home using textbooks.

Table 4.1 Instructional Material

Response	Number(N)	Percentage
Yes	10	100
No	0	0
Total	10	100

When the respondents were asked whether they received instructional materials from FPE they responded as shown in the Table 4.1 above. 10 of the respondents indicated it was true they received instructional materials from FPE. From this it can be deduced that all schools received instructional materials from FPE.

Table 4.2: Types of instructional materials provided from FPE

Text books, charts, manilla papers, writing materials, Chalk, Pens, Pencils	Number (N)	Percentage
Available	10	100.0
Not Available	0	0
Total	10	100

Table 4.1 represents an analysis on the types of instructional materials available from FPE. 10 (100%) of the schools tallied indicated that FPE provided for textbooks, charts, manilla papers, writing materials, chalk, pens, and pencils. This clearly indicated that in all schools they were provided with instructional materials through FPE as a way of ensuring quality of learning to schools.

Table 4.3: Whether the available exercise books provided through FPE were adequate

Response	Number (N)	Percentage
Yes	4	40.0
No	6	60.0
Total	10	100.0

Table 4.2 above shows responses as NO 6 (60.0%), and YES 4(40%) on the adequacy of exercise books provided from FPE. It can be deduced that though FPE provided schools with instructional materials as indicated from table 4.1 they were not adequate in 60% of the schools. This means that in those schools with inadequate learning materials the quality of learning may have been compromised.

Table 4.4: Whether the available reference materials/charts from FPE are adequate

Response	Number (N)	Percentage
Yes	2	20.0
No	8	80.0
Total	10	100.0

Table 4.3 above shows responses as NO 8(80.0%) and YES 2(20.0%) on the adequacy of reference materials/charts provided from FPE. This explains that though 100% of the schools were provided with textbooks, 80% of the schools had inadequate textbooks.

From the literature review the Ministry of Education (MOE), 2000 Handbook for Inspection it indicated that the key factor in the effective delivery of the curriculum is the availability and quality of teaching and learning resources. Without such materials

schools would always be teacher-centred and didactic and pupils do not learn how to work independently or in groups. Heyneman, 1980 and Jomison et al, 1981 indicated that differences in the availability of instructional materials is important in predicting students outcomes therefore where pupils contend with inadequate instructional materials, teaching and learning can be very difficult even for the above average student.

Table 4.5: Lower primary textbook to pupil ratio

Lower Primary textbook to pupil ratio	Number (N)	Percentage
1:1	3	30.0
1:2	6	60.0
1:3	1	10.0
Total	10	100.0

Textbook to pupil ratio is critical in measuring the adequacy of textbooks in schools. The Kenya Education Sector Support Programme (KESSP) effort is to enable pupils study on their own and do their homework at home using textbook. Table 4.4 above shows the textbook to pupil ratio for lower primary. A percentage tally of 30% of the schools had attained textbook to pupil ratio of 1: 1, 60% had attained textbook to pupil ratio of 1:2 and 10% had attained ratio of 1:3. The attainment of 30% textbook pupil ratio of 1:1 is an improvement by FPE to ensure that pupils study independently and do homework at home using textbook. However from the attainment of 60% (1:2) and 10% (1:3) it is a clear indication that pupils are still sharing textbooks. The sharing of textbooks confirms the analysis findings from table 4.3 that the textbooks were not adequate.

Table 4.6: Upper primary textbook to pupil ratio

Upper primary textbook to pupil ratio	Number (N)	Percentage
1:1	4	40
1:2	5	50
1:3	1	10
Total	10	100.0

Table 4.5 shows an analysis of textbook to pupil ratio for the upper primary. A percentage tally of 40% had attained a ratio of 1: 1, 50% attained the ratio of 1: 2 and 10% had attained the ratio of 1: 3. It is noted that there was a slight improvement by the attainment of 40% of 1:1 textbook pupil ratio from 30% at the lower primary. This explains that at the upper primary more priority was given in the provision with textbooks. However the 50% (1:2) and 10% (1:3) was an indication that there was still the sharing of textbooks by pupils at upper primary which explained the state of inadequacy as in table 4.3.

Table 4.7: How would you rate the teaching/learning process in regard to the availability of instructional materials?

Reponses	Number (N)	Percentage
Improved	5	50
Sustained	4	40
Declined	1	10
Total	10	100.0

Table 4.6 above shows how the availability of instructional materials affected learning. The responses were improved 5 (50.0%), declined 1 (10.0%), and sustained 4 (40.0%). The results are a clear indication that half of the respondents approved that the instructional materials had a positive effect on teaching learning process. This meant that the availability of instructional materials had a direct effect on quality of learning in terms of performance outcome

Table 4.8: How the availability of instructional materials affected the academic performance of the school in the KCPE Results

Responses	Number (N)	Percentage
Improved	8	80.0
Sustained	2	20.0
Declined	0	00.0
Total	10	100.0

Table 4.6 above shows how the availability of instructional materials affected academic performances of the schools in the KCPE results. The responses were improved 8 (80.0%), declined 0 (00.0%) and sustained 2 (20.0%). A percentage tally of 80% was significant in that it indicated that availability of instructional materials had direct positive effect on KCPE performance.

4.4.2 Availability of Teachers after FPE

Teacher resource is a very important input into the education system which needs to be efficiently managed and utilized in order to create quality of learning outcomes in schools. The Ministry of Education guideline on the accepted standard teacher pupil ratio is 1:45. From the literature review study of learning in Nigeria teacher pupil ratio was regarded as a critical good indicator of the quality of learning in a school system. It was used to determine whether the number of teachers available in a school was adequate or not.

Table 4.9 Teacher /pupil Ratio

	Amant	Star	Mwijabu	Makande	Sparki	Bondeni	Longo	Likoni	Khadija	Shimo	Averng
2002	40	34	39	28	40	60	31	59	37	60	43
2003	43	35	61	31	42	65	39	53	51	60	48
2004	44	39	62	37	42	63	49	65	59	58	52
2005	47	42	57	39	38	60	38	65	60	54	48
2006	53	41	58	43	39	56	65	64	54	56	52
2007	56	40	62	36	41	52	68	68	59	58	54
2008	58	43	59	38	50	57	75	60	41	50	53
2009	57	40	58	37	47	47	73	60	43	52	51
2010	59	43	53	37	37	51	78	57	39	52	50
Ave rage	50	39	56	39	42	56	54	61	49	57	45

Table 4.8 above shows Teacher/ Pupil ratio for the period 2002 -2010. It indicates that the year 2002 the average Teacher /Pupil ratio was 43, 2003 was 48, 2004 was 52, 2005 was 48, 2006 was 52, 2007 was 54, 2008 was 53, 2009 was 51 and 2010 was 50. It indicates that except for the year 2002 the average teacher pupil ratio for all the other years was 48 and above. It could be deduced that after 2003 the teacher pupil was above the accepted standard of 45. The table also shows that 7 schools had a teacher pupil ratio of above 45 which indicates that in 70% of the schools the teacher pupil ratio was above 45. Any ratio above the accepted standard raises concern about quality of learning and the attention the pupil receive from their teachers. The reason being that there is a limit in the level of attention a teacher can give out to each pupil if class size is abnormally large. Therefore it can be deduced that the teacher pupil ratio after FPE in 2003 was above the standard requirement of 45. This explains the inadequacy of teachers after FPE.

Table 4.10: Has the class size increased, decreased or remained the same since 2003

Responses	Number (N)	Percentage (%)
No change	3	30.0
Increased	7	70.0
Decreased	0	00.0
Total	10	100.0

Table 4.9 shows the response for the change in the class size since 2003. The responses were NO Change 3(30.0%), decreased 0 (00.0%) and increased 7(70.0%). The table confirms the analysis finding of table 4.8 that in 70% of schools the teacher pupil ratio was above 45. It could be deduced that after FPE there was increased class size due to increased enrolment of pupils despite the few number of teachers.

Table 4.11: Teacher turn over ratio of qualified teachers since 2003

Responses	Number (N)	Percentage (%)
No change	6	60.0
Increased	0	00.0
Decreased	4	40.0
Total	10	100.0

Table 4.10 above shows the responses for the teacher turn over ratio for the period 2003 to 2010. The responses were decrease 4 (40.0%), No Change 6(60.0%) and increased 0(00.0%). This explains that the issue of teacher leaving teaching after FPE was less of an issue.

Table 4.12: Whether there was enough teacher pupil attention

Responses	Number (N)	Percentage (%)
No	6	60.0
Yes	4	40.0
Total	10	100.0

Table 4.11 above shows the responses on whether there was enough teacher /pupil attention. The responses were NO 6 (60.0%) and YES 4 (40.0%). This explains that teacher pupil ratio above the accepted standard had an effect on teaching learning process with 60% of schools indicating lack of enough teacher pupil attention. This showed that the quality of learning was compromised.

Table 4.13: Are there advanced or slower classes for children learning at different levels?

Response	Number (N)	Percentage (%)
Yes	1	10.0
No	9	90.0
Total	10	100.0

Table 4.12 above shows the responses on whether there were advanced or slower classes for children learning at different levels. The response was No 9(90.00%) and YES 1(10.0%). The result explains the inability of teachers to offer individualized attention to pupils. This implied that the teaching learning process was affected by the large class sizes and few number of teachers.

Table 4.14: How has the availability of teachers affected the academic performance of the schools in KCPE results from 2003 to date

Responses	Number (N)	Percentage (%)
Improved	1	10.0
Sustained	7	70.0
Declined	2	20.0
Total	10	100.0

The table 4.13 above shows the responses on how the availability of teachers affected academic performance of the schools in KCPE performance between 2003 and 2009. The responses were Improved 1 (10.0%), declined 2(20.0%) and sustained 7 (70.0%). The results indicate that the available number of teachers affected the KCPE performance with only 10% improvement.

4.4.3 Physical Learning Infrastructure

Table 4.15: Adequacy of classrooms

Responses	Number (N)	Percentage (%)
Yes	5	50.0
No	5	50.0
Total	10	100.0

Table 4.14 shows the responses on the adequacy of the classrooms in the schools assessed. The responses were No 5 (50.0%) and Yes 5 (50.0%). It can be deduced that in 50% of the schools there was inadequate number of classrooms. A study by Kraft, 1998 of Escuela Nueva, Guatemala indicated that physical environment was vital in order to support participatory learning and teachers often use available classroom spaces to structure diverse learning experiences rather than standing in front of a blackboard facing rows of desks. Kraft therefore states that any educational expansion program which fails to include decent accommodations for the pupils and their teachers defeats the purpose and quality of learning.

Table 4.16 : Adequacy of desks

Adequacy of desks	Number (N)	Percentage (%)
No	6	60.0
Yes	4	40.0
Total	10	100.0

Table 4.15 shows the responses on the adequacy of desks in the schools assessed. The responses were No 6(60.0%) and Yes 4(40.0%). Mwamwenda & Mwamwenda 1987 indicated that inadequate supply of physical infrastructure drains the pupils physically and it's cumbersome and educationally unproductive. He stated that Pupils provided with enough desks and seats learn more effectively than those lacking them as is reflected in their examination grades. It could be implied from the table 4.15 that there was 60% of the schools with inadequate desks and this implicated negatively on the quality of learning for the schools.

Adequacy of Toilet

Toilet pupil ratio is a key ingredient in measuring the quality of physical learning environment. According to MOE Inspection Manual a good school should be able to provide welcoming, secure and safe environment. Population Council 1999 research suggested that girls often drop out of schools after they reach puberty because of lack of privacy provided for their personal hygiene needs.

MOE accepted standard requirement for toilet pupil ratio is 30:1 and 25:1 for boys and girls respectively.

Table 4.17: Pupil /Toilet ratio for boys and girls

Pupil/Toilet Ratio	Boys		Girls	
	Number (N)	Percentage (%)	Number (N)	Percentage (%)
40:1	1	10.0	2	20.0
50:1	2	20.0	4	40.0
60:1	1	10.0	1	10.0
70:1	1	10.0	1	10.0
80:1	1	10.0	0	00.0
90:1	0	00.0	0	00.0
100:1	1	10.0	0	00.0
110:1	0	00.0	1	10.0
120:1	0	00.0	0	00.0
130:1	0	00.0	0	00.0
140:1	1	10.0	1	10.0
150:1	1	10.0	0	00.0
Total	10	100.00	10	100.0

Table 4.16 above shows the pupil/toilet ratio for boys and girls. The table shows that for the ratio 40:1 boys 1(10%) and girls 2(20%), for ratio 50:1 boys 2 (20%) and girls 4 (40%), for the ratio 60:1 boys 1(10%) while 1(10%), for ratio 70:1 both boys and girls had 1(10%), for the ratio 80:1 boys had 1(10%) while girls had 0(0.0%) for the ratio 90:1 both boys and girls had 0(0.0%), for the ratio 100:1 boys had 1(10%)while girls had 0(0.0%), for the ratio 110:1 boys had 0(0.0%) while girls had 1(10%). For ratios 120:1 and 130:1 both boys and girls had 0 (0.0%), for the ratio 140:1 both boys and girls had 1 (10%) and for the ratio 150:1 boys had 1 (10%) while girls had 0 (0.00%). 100% of the tallied schools did not meet the MOE standard requirement of 1:30 and 1:25 for boys and girls respectively. This clearly indicated the state of inadequacy of toilets in all the schools which compromised the quality of learning.

Table 4.18: School drop out rate for girls or boys

Response	Number (N)	Percentage
Boys	4	40.0
Girls	6	60.0
Total	10	100.0

Table 4.17 above shows the responses for the school drop out for both girls and boys. The responses were boys 4(40.0%) and girls 6(60.0%). It can be deduced that girls dropped out of school more than boys.

4.19: Drop out Rate from secondary Data from Municipal Education Office

Response	Number (N)	Percentage(%)
Boys	12219	42%
Girls	16737	58%
Total	28956	100%

Table 4.18 above shows the drop out rates for both girls and boys as collected from the secondary data from the Municipal Education Office. It indicates that boys drop out 12219 (42%) and girls 16737 (58%). The secondary data confirmed that girls drop out rate was higher than boys. This may have been attributed to the inadequacy of physical infrastructure in the schools.

Table 4.20: How has the availability of physical infrastructure affected the academic performance of the schools in the KCPE results from 2003 to date

Response	Number (N)	Percentage(%)
Improved	3	30.0
Sustained	4	40.0
Declined	3	30.0
Total	10	100.0

Table 4.19 above shows how the availability of physical facilities has affected academic performance of the schools in the KCPE result between 2003 and 2010. The responses were improved 3 (30.0%), declined 3 (30.0%) and sustained 4(40.0%). The figures are clear indication that the available physical infrastructure has an effect on academic performance.

4.4.4 Government Donor Relationship

KESSP instructional investment strategy is to ensure that each pupil enrolled in primary school receives through School Instructional Material Account ksh 650 per year for the purchase of teaching and learning materials. From the literature review EMIS, KIHBS and KNEC data findings it indicated education spending in Kenya since the introduction of primary education has being impressive. Public expenditure from 2001/01 to 2003/04 spanning the period before and after the implementation of FPE in 2003 primary education budget have been on increase.

Table 4.21: Whether the amount of FPE instructional fund was adequate for every pupil

Response	Number (N)	Percentage(%)
Yes	7	70.0
No	3	30.0
Total	10	100.0

Table 4.20 above shows the responses on whether the amount of FPE instructional fund was adequate for every pupil. The responses were Yes 7(70.0%) and No 3(30.0%). This explains that the FPE was adequate in 70% of the schools.

Table 4.22: Whether the disbursements of funds is done consistently from the MOE?

Response	Number (N)	Percentage (%)
Yes	2	20
No	8	80
Total	10	100.0

Table 4.21 above shows whether the disbursement of funds is done consistently by MOE. The responses were yes 2(20.0%) and No 8(80.0%). Inconsistency can compromise the quality of learning since the funds are not received at the expected time.

Table 4.23: How they rated this donor support in terms of supplementing FPE initiatives

Response	Number(N)	Percentage(%)
Excellent	1	10.0
Good	9	90.0
Total	10	100.0

Table 4.22 above shows how the response on how donor support in terms of supplementing FPE initiatives was rated. The responses were excellent 1(10.0%) and good 9(90.0%).

Table 4.24: Has this support lead to improvement, decline or sustained the academic performance of the school since 2003

Response	Number (N)	Percentages(%)
Improved	4	40.0
Sustained	6	60.0
Declined	0	0.00
Total	10	100.0

Table 4.23 above shows the response on FPE support has affected academic performance of schools since 2003. The responses were improved 4 (40%), sustained 6(60%) and declined 0 (0.00%).

Table 4.25: KCPE Mean Score Performance (2002 – 2009)

KCPE MEAN SCORE PERFORMANCE									Average
	2002	2003	2004	2005	2006	2007	2008	2009	
Amani	349.03	312.81	292.06	287.41	281.11	337.97	280.76	299.72	280.10
Bondeni	264.73	285.00	278.53	249.67	224.02	268.30	238.47	233.34	255.25
Khadija	196.70	184.98	200.21	201.92	180.36	282.68	193.05	205.40	205.66
Sparki	295.72	269.28	264.31	284.35	271.65	304.21	271.47	281.08	280.26
Star	309.86	290.12	302.50	279.61	279.61	282.68	293.72	282.50	290.08
Shimo	256.31	279.97	240.20	249.67	202.74	262.34	223.79	210.50	240.69
Likoni	253.10	235.03	235.24	220.74	223.52	211.47	211.47	207.60	224.77
Longo	208.82	264.63	211.33	202.07	225.36	238.08	240.32	204.09	224.34
Makande	250.63	286.27	254.88	225.27	231.04	284.65	232.43	219.56	248.09
Mwijabu	251.67	234.16	249.00	211.83	236.78	218.30	221.34	217.30	230.00
Average	263.66	264.22	252.65	241.26	235.62	269.07	220.69	236.91	

Table 4.25 above shows the KCPE Mean Score results for the period between 2002 and 2009. The results were 2002 (263.66), 2003 (264.22), 2004 (252.65), 2005 (241.26), 2006 (235.62), 2007 (269.07), 2008 (220.69) and 2009 (236.91). The mean score performance improved in 2003 but declined until 2007 but dropped again which means that the KCPE mean score performance has been inconsistent. The state of inconsistency can be explained by the inconsistency in the quality of learning in the different schools.

Table 4.26: Total Number of Instructional materials in stock from FPE, KCPE performance and Enrolment in 2008

Schools	Total Number of Books	KCPE Performance	Enrolments
Amani	9,608	280.76	1507
Bondeni	2888	238.47	629
Mwijabu	6482	221.34	1463
Likoni	7912	211.47	1865
Longo	2068	240.34	671
Star of the Sea	5634	293.72	1025
Makande	4070	232.43	643
Shimo La Tewa	9682	223.79	1214
Sparki	8690	271.47	1043
Khadija	6021	193.05	944

Table 4.26 above shows the total number of instructional materials in stock from FPE, KCPE performance and Enrolment in the year 2008. The instructional material stock was on value for money audit undertaken in 2008. It represents the total number of books purchased from FPE funds from 2003 to 2008 August.

Table4.27: Total Instructional Materials and KCPE mean Scores Performance - Spearman Ranking Correlation (r_s)

Schools	Number of Text book in Stock	KCPE average Meanscore	Ranking	Ranking	d	d ²
Amani	9,608	280.10	2	3	-1	1
Bondeni	2888	255.25	9	4	5	25
Mwijabu	6482	205.66	5	10	-5	25
Likoni	7912	280.26	4	2	2	4
Longo	2068	290.08	10	1	9	81
Star	5634	240.69	7	6	1	1
Makande	4070	224.77	8	8	0	0
Shimo	9682	224.34	1	9	-8	64
Sparki	8690	248.09	3	5	-2	4
Khadija	6021	230.00	6	7	-1	1
d ²						206

$$(r_s = -0.24)$$

Calculation:

$$d^2 = 206$$

$$r_s = 1 - \frac{6d^2}{n(n^2 - 1)}$$

$$n(n^2 - 1)$$

$$= 1 - \frac{6 \times 206}{10(100-1)}$$

$$10(100-1)$$

$$r_s = -0.24$$

-0.24 coefficient according to the research analysis shows that there is a relationship between the available instructional materials and KCPE mean scores. This relationship however is very weak and negative. The negative explains that the relationship is inverse meaning that both instructional materials and KCPE mean score vary together in opposite direction that is as one increase the other decreases. The result finding of this study are

significant as they could be used to predict that with the increase of more instructional materials, the KCPE mean scores are likely to be improved.

**Table 4.28: Teachers and KCPE Performance
Spearman Ranking Correlation**

Schools	Average number of Teachers 2002 - 2010	KCPE average Meanscore 2002 - 2010	Ranking	Ranking	d	d ²
Amani	23	280.10	4	3	1	1
Bondeni	11	255.25	9	4	5	25
Mwijabu	26	205.66	2	10	-8	64
Likoni	30	280.26	1	2	-1	1
Longo	9	290.08	10	1	9	81
Star of the Sea	26	240.69	2	6	-4	16
Makande	18	224.77	8	8	0	0
Shimo La Tewa	23	224.34	4	9	-5	25
Sparki	22	248.09	6	5	1	1
Khadija	21	230	7	7	0	0
d ²						214

Table: (r_s -0.29)

$$d^2 = 214$$

$$= 1 - \frac{(6d^2)}{n(n^2 - 1)}$$

$$r_s = 1 - \frac{(6 \times 214)}{10(100-1)}$$

$$r_s = -0.29$$

-0.29 coefficient according to the research analysis shows that there is a relationship between the available number of teachers and KCPE mean scores. This relationship

however is very weak and negative. The negative explains that the relationship is inverse meaning that both number of teachers and KCPE mean score vary together in opposite direction that is as one increase the other decreases. The result finding of this study are significant as they could be used to predict that with the increase of more teachers , the KCPE mean scores are likely to be improved.

Table 4.29: Classrooms and Total Enrolment

Schools	Number of classrooms	Total Enrolment	Ranking	Ranking	d	d ²
Amani			5	3	2	4
Bondeni			8	8	0	0
Mwijabu	25	12225	4	2	2	4
Likoni	15	5675	1	1	0	0
Longo	26	13061	9	10	-1	1
Star of the Sea	36	16590	2	6	-4	14
Makande	27	9213	10	9	1	1
Shimo La	15	5281	2	4	2	4
Tewa	27	11397	6	7	-1	1
Sparki	23	8588	7	5	2	4
Khadija	21	9400				
d ²						33

$$\begin{aligned}
 d^2 &= 33 \\
 \text{Rho} &= 1 - \frac{(6d^2)}{n(n^2 - 1)} \\
 &= 1 - \frac{(6 \times 33)}{10(100-1)} \\
 &= 0.8
 \end{aligned}$$

0.8 coefficients indicate of strong relationship between the number of classrooms and total enrolment of pupils in school. This explains the direct relationship between the number of classrooms and enrolment. This explains that with increased number of pupils the number of classrooms also increases. The result finding is significant as they can be used to predict that with increased number of classrooms it is likely to increased participation of both boys and girls to schools.

**Table 4.30: Number of Classrooms and KCPE Average
Mean scores Spearman ranking correlation**

Schools	Number of classrooms	KCPE average Mean score	Ranking	Ranking	d	d ²
Amani	25	280.10	5	3	2	4
Bondeni	15	255.25	8	4	4	16
Mwijabu	26	205.66	4	10	6	36
Likoni	36	280.26	1	2	-1	1
Longo	10	290.08	9	1	8	64
Star of the Sea	27	240.69	2	6	-4	16
Makande	15	224.77	10	8	2	4
Shimo La Tewa	27	224.34	2	9	-7	49
Sparki	23	248.09	6	5	1	1
Khadija	21	230	7	7	0	0
d ²						191

$$\begin{aligned}
 d^2 &= 191 \\
 r_s &= 1 - \frac{(6d^2)}{n(n^2 - 1)} \\
 &= 1 - \frac{(6 \times 138)}{10(100-1)} \\
 &= -0.16
 \end{aligned}$$

-0.16 coefficient shows that there is a relationship between the number of classrooms and academic KCPE Mean score performance. This relationship is very weak and negative which explains the state of inadequacy in the number of classrooms. From the results finding it can be predicted that by increasing the number of classrooms the performance mean scores may be improved. This further indicates that the physical infrastructure affects both the academic performance as well as the participation of pupils to schools.

Table 4.31: Government donor relationship and academic performance

Spearman ranking correlation

Schools	KCPE Academic meanscore	Donor funds	Ranking	Ranking	d	d ²
Amani	280.10	3685170	3	4	-1	1
Bondeni	255.25	1872892	4	9	-5	25
Mwijabu	205.66	1374843	10	10	0	0
Likoni	280.26	4560080	2	1	1	1
Longo	290.08	1497115	1	2	-1	1
Star of the Sea	240.69	3503619	6	6	0	0
Makande	224.77	4002408	8	3	5	25
Shimo La Tewa	224.34	2774026	9	8	1	1
Sparki	248.09	3047139	5	7	-2	4
Khadija	230	3573379	7	5	2	4
d ²						62

$$d^2 = 62$$

$$r_s = 1 - \frac{(6d^2)}{n(n^2 - 1)}$$

$$n(n^2 - 1)$$

$$= 1 - \frac{(6 \times 62)}{10(100-1)}$$

$$10(100-1)$$

$$= 0.62$$

0.62 shows a moderate relationship between the donor funds and the KCPE performance. The result finding indicate that there is a direct relationship between the donor funds and KCPE mean scores which means as the donor funds increase there is also an increase in the mean score.

CHAPTER FIVE

SUMMARY OF FINDING, DISCUSSIONS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The general objective of the study was to evaluate the extent to which FPE has affected quality of learning in selected public primary schools in Mombasa Municipality. It was to establish how the available instructional materials and resources, learning physical infrastructure, number of teachers and government/donor relationship had affected academic performance, teaching/learning process and participation of boys and girls.

The research study used a combination of both quantitative and qualitative information. The chapter further summarizes the findings of the research and gives recommendation and suggestion for future study. A brief conclusion is also given in this chapter.

5.2 Summary of the Findings

From Table 4.1 and 4.2 the study indicates that through Free Primary Education, all schools were supplied with the instructional materials. However from Table 4.3 and 4.4 it indicates that there was inadequacy of exercise books and reference books/charts provided through the FPE. From Table 4.27 a correlation coefficient of -0.24 indicate the existence a relationship between the available instructional materials and the KCPE mean scores. This explains that with an increased number of instructional materials, the KCPE mean scores performance could be improved. The result finding however confirms that the available instructional materials were not adequate and therefore the quality of learning in the schools was compromised.

From Table 4.9 the study analysis shows the teacher pupil ratio after the year 2003 was 48 and above which implied that there was shortage of teachers after FPE. From table 4.28 a correlation coefficient of -0.29 shows that there was a weak negative relationship between available number of teachers and KCPE averages mean score. The study finding however are important to this study in that they indicate that with an increase in the number of teachers, the KCPE mean scores are likely to be improved. Also the study

shows that with the inadequacy of teachers in schools the quality of learning had been compromised.

From Table 4.15 and 4.16 it indicates inadequacy of both classrooms and desks respectively. Table 4.17 also indicates that no school assessed had attained the MOE accepted standard requirement of 1:25 and 1:30 toilet pupil ratio for girls and boys respectively. Table 4.29 further indicates a 0.8 coefficient correlation between the classrooms and the enrolments which explains the direct relationship between physical infrastructure and the enrolment. From Table 4.30 coefficient correlation of -0.16 between the available number of classrooms and KCPE mean score explains the existence of a relationship though weak.

From Table 4.21 it shows that the FPE fund was adequate in 70% of the schools but 80% indicated that there was inconsistency in the disbursements by MOE. From Table 4.31 the correlation coefficient of 0.62 indicates a positive moderate relationship between the government donor funds and the KCPE performance.

5.3 Discussion of the Findings

The purpose of this study was to assess the extent to which free primary education has affected quality of learning in selected public primary schools in Mombasa Municipality. The study objective findings included:-

To establish how shortage of Instructional materials had affected Teaching/Learning process and academic performance in selected public primary schools in Mombasa Municipality

From Table 4.3 and 4.4 analyses it shows 60% and 80% inadequacy of exercise books and reference books/charts respectively. This explains that though FPE had provided all schools with instruction materials as indicated through Table 4.1 and Table 4.2 they were shortages. Textbook to pupil ratio which is critical in measuring the adequacy of textbook shows at Lower primary 30% of the schools had ratio 1:1, 60% had a ratio 1:2 and 10% had ratio 1:3. For the upper primary the textbook pupil ratio was 40% for ratio 1:1, 50% ratio 1:2 and 10% for ratio 1:3. With only 30% (1:1) for lower primary 70% of

schools had pupils sharing text books. For the upper primary 40% (1:1), 60% was also sharing text books. The study finding indicate that the rationale of the primary school instructional material under KESSP to provide textbook for both pupils and teachers as a key tool towards attainment of quality education had not been achieved in all the schools for both upper and lower primary. It also means that pupils at school were not able to study on their own and do homework at home using the textbooks and this compromised the quality of learning in schools.

Table 4.26 further shows a correlation coefficient of -0.24 between the available instructional materials and KCPE average means score performance. The coefficient explains of a very weak negative relationship. The negative indicates an inverse relationship which explains the inadequacy of the available instructional materials. The result finding from this study are significant as they could be used to predict that with increased instructional materials the KCPE mean scores performance was likely to increase. The study finding from this study agrees with Heyneman, 1980 and Jomison et al, 1981 who indicated that differences in the availability of instructional materials is important in predicting students outcomes therefore where pupils contend with inadequate instructional materials, teaching and learning can be very difficult even for the above average student.

To establish how the shortage of teachers affected the Teaching/Learning process and Academic performance

From Table 4.9 analysis the teacher /pupil ratio for the period between 2002 and 2010 indicates that except for year 2002 the teacher /pupil ratio for all other years was 48 and above. This meant that after FPE the teacher pupil ratio for the schools was above the MOE accepted standard requirement of 1:45. Table 4.12 shows a 60% lack of enough teacher pupil attention and 90% of schools without advanced or slower classes for children learning at different levels. These results finding clearly explained the inability of teachers to handle large class size which affected the teaching learning process and therefore the performance. From the literature review study finding of learning in Nigeria teacher/pupil ratio was regarded as a critical good indicator of the quality of learning. It was used to determine whether the number of teachers was adequate or not.

Just as the case study of Nigeria, the teacher /pupil ratio for this study indicate that it was above the accepted standard from the year 2003. The quality of learning was compromised the reason being that there is a limit in the level of attention a teacher can give out to each pupil if class size is abnormally large. Pupils are different and most have unique learning styles and abilities which demand the attention and supervision of the teacher.

Table 4.28 further shows a correlation coefficient of -0.29 between the available teachers and KCPE average means score performance. The coefficient explains of a very weak negative relationship. The negative indicates an inverse relationship which explains the inadequacy of the available teachers. The result finding from this study are significant as they could be used to predict that with increased number of teachers the KCPE mean scores performance was likely to improve.

To assess how shortage of learning physical infrastructure had impacted on academic performance and participation of both boys and girls

From table 4.15 and 4.16 the study finding indicates 50% and 60% shortage of classrooms and desks respectively. From table 4:16 the study finding indicates that none of the schools had attained Toilet/Pupil ratio of 1:30 and 1:25 for boys and girls respectively in accordance with MOE accepted standard requirement. The study further shows that the school drop out rate of girls was higher to that of boys. From Table 4.30 the coefficient correlation of 0.8 shows a strong relationship between the number of classrooms and the total enrolment of pupils in a school which means that with increased number of classrooms, the participation of both boys and girls is likely to be increased. Table 4.29 further shows a correlation coefficient of -0.16 between the available number of classrooms and KCPE average means score performance. The coefficient explains of a very weak negative relationship. The negative indicates an inverse relationship which explains the inadequacy of the available number of classrooms. The result finding from this study are significant as they could be used to predict that with increased number of classrooms, the KCPE mean scores performance was likely to improve. This study finding agrees with Mwamwenda & Mwamwenda 1987 where he indicates that inadequate supply of physical infrastructure drains the pupils physically and it's

cumbersome and educationally unproductive. Pupils provided with enough desks and seats learn more effectively than those lacking them as is reflected in their examination grades. A study by Kraft, 1998 of Escuela Nueva, Guatemala also indicated that physical environment is vital in order to support participatory learning and teachers often use available classroom spaces to structure diverse learning experiences rather than standing in front of a blackboard facing rows of desks. Kraft therefore states that any educational expansion program which fails to include decent accommodations for the pupils and their teachers defeats the purpose and quality of learning.

Government/Donor Relationship and the effect on Teaching/ learning Process and Academic performance

Table 4.21 shows that the FPE instructional material fund is adequate by 70% however it was disbursements inconsistently by MOE which meant that it was received at the right time. From Table 4.30 it shows correlation coefficient of 0.62 which indicates a moderate positive relationship between the government donor funds and the KCPE performance. It can be deduced from this study that the government donor relationship has a direct relationship to academic performance and should be improved to facilitate an improvement in the quality learning to schools.

5.4 Conclusions

From the findings of the analysis of both primary and secondary data collected by the researcher it is clear that with the inception of FPE the quality of learning in the selected public primary schools has been compromised. This was due to the fact that the available instructional materials, teachers and learning physical infrastructure were in short supply. The study finding has it that there is relationship between the instructional materials, that is textbooks and KCPE average mean score which meant that with increased number of instructional materials it could improve the teaching/learning process as well as the KCPE mean score. There is also a relationship between the number of teachers and the KCPE mean score which further predicts that with increased number of teachers the teaching/learning and KCPE mean score performance could also increase. Further there is a relationship between the number of classrooms and the total enrolment of pupils in a school which means that with increased number of classrooms, the participation of both

boys and girls is likely to be increased and average KCPE mean score improved. The study finding further indicates that there is moderate relationship between the government/donor fund and academic performance. This means with improved government/donor relationship the academic performance for the schools was likely to be improved.

5.5 Recommendations

One major challenge facing the implementation of the FPE programme mentioned in the study was shortage of teachers. Therefore, to make the implementation of the programme more effective, additional teachers need to be employed. However, to ensure that appropriate number of teachers is hired it is important to carry out human resource audit in primary education sub-sector. This will ensure that the Ministry's ratio of one teacher to 45 pupils is attained in all public primary schools.

The other challenge from the survey indicated inadequacy of physical learning facilities.

The government should therefore provide more funds for the building of more classrooms and acquiring more teaching/learning support materials.

Rigorous campaign is necessary. Thus more effort should be made to sensitize parents about their role in the education of their children. They must be encouraged to participate in community initiatives to support the implementation of FPE programme, including building and maintenance of learning facilities. The local community mobilization can be accomplished through publicity and advocacy campaigns. The donors and charitable organization can use the research finding for their need assessment to schools to identify areas which they can make interventions.

A need assessment should be carried out to establish why girls drop out of school is higher than boys as a way of ensuring gender parity in the schools.

5.6 Suggestions for the Further Studies

The following is the researcher's suggestion for further research. It is recommended for the next study that the methodology incorporates pupils, parents and other stakeholders to get a wide perspective of this study.

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APPENDIX A

CONSENT LETTER

10TH JANUARY, 2010

Municipal Education Officer
P.O. Box 90440,
MOMBASA

Dear Sir,

My names are Anne K. Kinoti currently working as an Education Officer in Education Department.

I am pursuing a Master of Arts in Project Planning and Management. In partial fulfillment of the course I am to submit a study report. It is for this reason I propose to carry out a study on an evaluation of Free Primary Education on the Quality of Learning in selected public primary schools within the Municipality.

It is anticipated that the findings of the study will help the municipality and policy makers make informed decisions.

All the information provided by the teachers will be treated in strict confidence and will only be used for the analysis of the study. This is to seek consent to carry out the study within Mombasa Municipal Public Primary Schools.

Thank You.

Anne K. Kinoti

Approval.....

SignatureDate

APPENDIX B
INTRODUCTION LETTER

Dear Sir/Madam ,

My names are Anne K. Kinoti currently working as an Education Officer in Education Department.

I am pursuing a Master of Arts in Project Planning and Management. In partial fulfillment of the course I am to submit a study report.

Purpose of the study is to evaluate to what extent free primary education has affected quality of learning in selected public primary schools in Mombasa Municipality. It will seek to establish how the shortage of instructional materials & resources, learning facilities, inadequate teachers, indiscipline in students, government/donor partnership and school management committee/parents involvement has affected performance, teaching/learning process, gender equality and discipline in schools

It is anticipated that the findings of the study will help the municipality and policy makers make informed decisions. It will also act as a starting point for any other researcher to carry out on this area of Free Primary Education and its effect on quality of learning.

All the information provided by the teachers will be treated in strict confidence and will only be used for the analysis of the study. This is to seek consent to carry out the study within Mombasa Municipal Public Primary Schools.

Yours faithfully,

Anne K. Kinoti
M. A. Student

Mr. John Bosco Kisimbii
Student Supervisor

APPENDIX C
QUESTIONNAIRE FOR HEAD TEACHERS

A. Teaching Materials & Resources

1. What teaching materials are available from FPE?

2. Are the exercise books provided through FPE enough for the pupils?
YES or NO

3. Are there available reference materials/charts in the classroom? YES or NO
Are they adequate? YES or NO
Comment why? _____

4. What is the textbook to pupil ratio
(a) Lower primary? _____
(b) Upper Primary? _____

5. Does each classroom have a chalkboard ? YES or NO _____

6. How would you rate the teaching/learning process in regard to availability of instructional materials and resources?(Tick)
a. Improved
b. Declined
c. sustained

7. How has the availability of instructional materials and resources affected the academic performance of the school in the KCPE results?(Tick)
a improved,
b declined or
c. sustained

B. Teachers

1. What is the total number of teachers in the school? _____

2. How many are professionally qualified? _____

3. How many are professionally unqualified? _____

4. What is the teacher pupil ratio from year 2001 to date (please attach)

5. Has the teacher turn over ratio since 2003 of both qualified and unqualified teachers increased or decreased?

6. Have teacher in disciplinary cases increased or declined since 2003?
7. How has the availability of teachers affected the academic performance of the school in the KCPE results from 2003 to date?(Tick)
 - a Improved,
 - b Declined or
 - c. Sustained

C. Physical Facilities

1. What is the total number of classrooms in the school?
2. Is the number of classrooms adequate?
3. Is the number of desks adequate?
4. What is the class size?
 - a) Highest _____
 - b) Lowest _____
5. What is the pupil toilet ratio?

Boys

Girls
6. What is the source of water for the school?
7. How has the availability of facilities affected the academic performance of the school in the KCPE results from 2003 to date?(Tick)
 - a Improved,
 - b Declined or
 - c. Sustained

D. Government/Donor Relationship

1. Apart from FPE support does the school receive any other donor support?
YES or NO
2. What kind of donor support? _____

3. How would you rate this donor support in terms of supplementing FPE initiatives Excellent, good or poor?
4. Has this support lead to an improvement, declined or sustained the academic performance of the school since 2003?(underline)

5. How has the government/donor relationship impacted on the teaching and learning process?

E Teaching Learning process

1. Has the class size increased, decreased or remained the same since 2003?(underline the appropriate)

2. Is this number of pupils manageable for a teacher?

YES

NO

3. Is there enough teacher pupil attention?

YES

NO

4. Has the class size affected the teaching methods used by teachers?

YES

NO

5. What coping mechanisms have teachers developed in the school to handle the class size? _____

6. Are the assessment methods used by teachers adequate?

YES

NO

7. Are there advanced or slower classes for children learning at different levels?

YES

NO

8. Is it possible for teachers to help genuine absentees make up for what they lost?

YES

NO

F. Performance

1. Has discipline become more of an issue since 2003?

YES

NO

2. Are students expected to return in homework daily?

YES

NO

(b) What percentage of pupils do return in their homework?

(c) Is there punishment for not turning in the home works?

YES

NO

3. Have students test and quiz scores improved or weakened since FPE?

4. Have KCPE mean scores improved or declined since FPE?

5. Have drop rates increased or decreased since 2003?

6. Who drop out more girls or boys?

G. School Management committee/Parent involvement

1. What active role does School Management Committee play in school?

2. How is the level of participation of parents in school homework for their children?

Excellent,

Good

Poor

3. Are the parents involved in the reinforcement of good performance of the pupils?

How? _____

4. How frequent are the meetings between teachers and parents?

_____ Are they adequate? YES OR NO

5. Has the involvement of School Management Committee and parents helped to improve the KCPE results? _____ How?

6. How is School Management Committee and parents involved in maintenance of discipline in school? _____

Has this improved or declined the academic performance of the school?