

**THE IMPACT OF FREE PRIMARY EDUCATION ON INTERNAL
EFFICIENCY OF PRIMARY SCHOOLS IN KENYA: A CASE
STUDY OF MANGA DIVISION, KISII NORTH DISTRICT //**

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DECLARATION

This research project report is my original work and has not been presented for the diploma, degree or any other award in any other institution.



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Date 19.11.09

This project report has been submitted for examination with my approval as university Supervisor.



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It is the grace of God that has kept me through this level. I am greatly indebted to all those who guided me and whose criticism led to shaping this work. Appreciation also goes to my colleagues in college with whom we exchanged ideas.

DEDICATION

I dedicate this project to my mother and father for their toil and constant Godly advice.

ABSTRACT

The purpose of this study was to establish the impact of free primary education on internal efficiency of primary schools in Manga Division. The specific objectives of the study were to:

1. Asses the state of physical facilities in primary schools.
2. Find out the views of head teachers on free primary education.
3. Determine the rates of repetition and dropouts in primary schools since the introduction of FPE.

The study adopted a descriptive survey design. The study population was 42 head teachers of primary school in Manga division. A sample of thirteen head teachers was used for the study. Questionnaires and observation methods were used in collecting data. Data was presented inform of tables for easy interpretation. Quantitive data was analyzed and presented by use simple descriptive statistics while qualitative data has been analyzed in narration form and presented in relation to the research objectives.

The study established that free primary education has an impact on internal efficiency of primary education. That the schools still witnesses incidences of repetition and poor performance. It also established that the schools have not been able to purchase all the required learning and teaching resources, hence many schools did not have teaching aids, enough classrooms, libraries had no books, limited play grounds and they lacked teachers, which necessitated that they employ teachers on private terms.

The study revealed that FPE was viewed both negatively and positively.

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Acronyms

UPE	- Universal Primary Education
UN	- United Nations
EFA	- Education for all
GER	-Gross enrollment rate
KCPE	-Kenya Certificate Of Primary Education
UNESCO	-United Nations Education Children's Organization.
GPA	-General purpose account.
ECA	-Economic commission of Africa
PTR	-Pupil Teacher Rate

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Operational Definitions of Terms

Internal Efficiency: The measure of the ability of public primary schools to produce the desired graduate with minimum wastage.

Wastage: Incidences of dropouts and repetition in primary school.

CHAPTER ONE

1.1 Introduction

This chapter presents the following: background information, statement of the problem, study objectives, study questions, purpose of the study, study design, study population, study sample, limitations of the study and conceptual framework.

1.2 Background to the study

The genesis of universal primary education (UPE) can be traced back to the creation of the United Nations (UN) and the subsequent establishment of the Commission on Human Rights in 1945. This commission drafted an international bill of rights comprising of declaration covenant and measure of the implementation of human rights, in Dakar World Education covenant and measure of implementation of the human rights. The Dakar World Education Forum reaffirmed the Jomtien vision and adopted a framework for action that emphasized the need for quality in basic education and its access. The Dakar framework stated that the commitment to create the right condition for education for all in each country lied with the individual countries and their development partners.

The policy interventions put in place by the government of Kenya have been aimed at achieving universal primary education (UPE), and, with the global commitment following the Jomtien conference in 1990, to eventually attaining (EFA). Ideally, the twin goals of UPE and EFA are driven from a right perspective as well as the desire to reap the benefits that accrue from education. But this road has not been easy.

Other than internally felt need for expanding education opportunities at independence, the report of the conference of African states on the development of education in Africa of May 1961 under the sponsorship of UNESCO and the economic commission for Africa (ECA) committed African Government to achieving UPE by 1980. The independent government therefore had a continental agenda set for it. It therefore stated the first ruling party (KANU) manifesto that it was committed providing seven years of free primary Education.

This theme was repeated in sessional paper No 1 of 1965. The policy measures put in place immediately after independence were geared towards achieving EFA. Even after 1980, by which time the country ought to have achieved UPE, policies put in place proved detrimental to this goal. In 1990 Kenya went to the Jomtien conference, which eventually ended with the world declaration of education for All (EFA), with impressive strides in achieving UPE, as GER had shot to 95%.

The introduction of free primary education of January 2003 following the passing of the children's act 2001 had led significant educational achievements. Through FPE initiative, has been an upsurge in enrollment at both public and private primary schools. Enrolment increased by 23 percent from 6.2 million in 2002, before FPE, to 7.6 million in 2005 (7.3 millions in public schools and 0.3 million in private schools) with 350,000 in non formal schools. The success of free primary education in increasing enrollment has raised gross enrollment rate. (GER) to 104.8 Percent (girls 101.6 percent and boys 108% compared to 93% in 2002. the NER stood at 82.5 percent in 2004 (girls 82.0% and boys 82.2%) However about 1.5 million children of school age are not in the formal system. An estimated 1 million of these children live in ASALs and Urban slums. (Mavoma, 2003)

The participation index in Kenyan basic education point to a system that has not altogether been efficient. A high dropout and repetition rate translates into a significant wastage of resources. A hypothetical value could be attached to the resource waste given unit cost, number of students and dropout rate in any given year.

This study was out to establish the impact of free primary education in internal efficiency of primary school in Manga Division of the newly created Manga District.

1.3 Statement of the problem

Despite Kenya having signed all the international protocols of provision of education for all, access to education for all children remains a problem. Even with the introduction of free primary education, certain factors such as completion, retention and transition have failed to find a place in the education provision framework making very many children drop out school after enrollment.

According to the MOE (2004) the free primary education has only addressed the issue of levies, failing to raise issues of infrastructural provision and school environment among others. These factors are likely to affect the internal efficiency of primary schools.

This study attempted to determine the impact of free primary education on the internal efficiency of primary schools in Manga Division of Manga District.

1.4 Purpose of the study.

The purpose of this study is to investigate and establish the impact of free primary education on internal efficiency of primary schools in Manga Division.

1.5 Objective of the study

The specific objectives of the study were to:

1. Asses the state of physical facilities in the primary schools.
2. Find out the views of the head teachers on free primary education,
3. Determine the rates of repetition, and dropout, in primary schools since the introduction of FPE.

1.6 Study questions.

This research was guided by the following research questions

1. What is the state of the physical facilities of the schools?
2. What are the views of the teachers of the free primary education?
3. What are the rates of repletion and dropouts?

1.7 Assumptions of the study.

This study was based on the following assumptions

1. Free primary education has an impact on internal efficiency of primary schools.
2. The respondents were to give honest and true answers to the study question.

1.8 Significance of the Study.

This study has:

1. Contributed information applicable to effective implementation of free primary education in Kenya.
2. Contributed to the existing literature on free primary education
3. Encouraged further interest and inquiry into the policy of free education

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature on the following: the FPE, the basic efficiency indicators of FPE and the future of FPE in Kenya.

2.1 The Free Primary Education (FPE) Policy,2003

The launching of the free primary education programme in January was a landmark policy decision by the new government. It even made serious its commitment by increasing the education budget by 17.4% to Kshs 79.4 billion, with Ksh 5.6 billions specifically allocated to the FPE programme. As of June 2003, the government had disbursed a total of Kshs 4.6 billion; with the first tranche of Kshs 519 million to over 17,000 primary schools in January followed by two disbursements which were made on the basis of the enrolment level. The government also gave Kshs 300 for administration and inspection with each district getting Kshs 2 million (Aduda, 2003a),the disbursements are made on the basis of enrolment levels. The government has estimated that the expenditure of Kshs 1,020 per child would enable schools meet all their budgetary requirements, it is estimated further that since the programme was launched in January, an additional 1.3 million children have been enrolled in schools against an estimated 3 million that have been officially recognized as being out of school.

Granted, successful implementation of the programme could be hampered not just by logistical problems as seen in January but by the commitment of teachers who have been grumbling over unfulfilled promises of salary increments negotiated in 1997.

The government allocated an additional Kshs. 4.2 billion for the second phase of the teacher's salary award. At the secondary school level, the government increased the bursary from Kshs548 million in 2002 to Kshs 770million.

This is meant to cushion children from poor socio-economic backgrounds from dropping out of school due to lack of fees. The secondary school intake rate has been low at only 47% because not many parents can afford the high fees, besides those who drop out of school before writing KCPE exams. The minister for education was recently quoted as indicating that the government would want to increase the rate to 70 from the current 47% and is drawing up a plan for an annual increase of 5% the next five years to attain this goal (Kwamboka, 2003).

The government is therefore on the right track. However, the major concerns are:- Data shows that despite the FPE policy, about 1.9 million children are engaged in child labor. Out of this 1.3 million of them are completely out of school, the rest 0.6 million combining work and some form of education (Moshoki, 2003).

Access to primary education by all 6-13 years old Kenyans is yet to be realized due to various reasons, like the inherited persistence of geographical and gender disparities, the enrolment rate not keeping in pace with the relevant age group, and a rising number of urban slum children not attending formal education (ROK 1998). It is also evident that the quality of primary education in Kenya has been challenged by much inefficiency that includes poor attendance in pre-school programmes, high dropout or deserted rate, low retention rates and high repetition rates (Husen and postlethwaite 1995).

Currently in Kenya, repetition is evident in both the primary and secondary school cycle of education. According to the Rock (2003), repetition ranges between 13 to 16 percent for grades one to six and between 18-19 percent in grade seven. To underscore the grave nature of this phenomenon, the same source further points out that in 1998, only 47% of those who completed primary school and 85% of those who completed secondary school graduated within the allocated time period.

An observation checking was used (Colin, 2002.) The checklist identified items that were perceived either to directly or indirectly impede learning namely: general description of socio- economic activities around the school, description of state and conditions in the classrooms observed and teaching and learning activities taking place during class sessions.

Still within the classrooms, the study concluded that the high enrolment rates in some schools lead to congestion in the classrooms. The congestions could be high and sometimes leads to such classrooms not having enough facilities like desks. Evidence from observation sessions shows that 41% of the classrooms observed were crowded. The state of the classrooms was necessitated by over enrolment experienced in some schools after the reintroduction of FPE. Such cases led to high teacher- pupil ratios that were in some cases 1:55. Therefore, it was concluded that teachers may not be able to teach pupils effectively in such situations as he/she may loose control over the classroom.

2.3 Efficiency in Primary Education.

The Basic indicator

Enrolment rates

Primary school enrolment is a key measure of participation in an education system. It indicates the capacity as well as the utilization of the education system. It refers to the ratio of pupils actually enrolled in primary schools against the total number of children across gender and geographical dimensions. This factor is closely analyzed with other co-related factors as the primary schools class size (pupils per class) as well growth in the number of primary schools/primary school classes in the given period.

Kenya's policy toward the enrolment has been geared towards universal primary education as reflected by the FPE policy implemented in 2003. The greatest challenge over the years has been the management of enrolment rates against the desirability for rising and maintaining the quality education (which invariably means increased resources) and eliminating of enrolment disparities based on gender, income levels, regions as well as area of residence.

According to available statistics, Kenya's gross national enrolment rates declined from 92.19% in the year 1990 to 69.6% in 2000. This rate improved to 77.7% in the year 2003 according to provincial statistics. Consequently, the national pupil/teacher ratio worsened from 34:1 in 2002 to 40:1 in the year 2003. The number of education institutions between 1999 to 2003 grew by 2.7% with public primary schools growing

from 17,683 to 17,822 in the year 2003. This represents a 0.79% increase of 17.6% in the latter year, the enrolment of girls than boys. District in North Eastern province recorded less than average percentage of between 8% to 19% with the participation of female children being half as much as that of their male counterparts.

Completion Rates

As countries seek to increase educational participation, higher enrolment is not the only concern. They also seek to ensure that students progress through the education system smoothly. Progression from grade to grade at the set standard years of schooling at each grade reflects internal efficiency of the system. Progression is not considered smooth when students must repeat one or more years of schooling, when their participation is interrupted for a period of time or when they have to drop out of school for one reason or the other. Increasing access to education must be paralleled by improvements in the internal efficiency of the education system.

Completion rates expressed in terms of the number of students completing the final grade at each level as against the number of students who enrolled at the entry grade level, is not necessarily an indication of failure by individual student but may well indicate that the education system is not meeting the needs of the clients and in that sense represents a waste of the scanty human and financial resources and hence inefficiency in the system. The lower the completion rates the lower the retention rate of the education system.

Since 1989 completion rates in Kenya have remained less than 50% meaning that more than half of the children enrolled in primary schools are unable to complete their studies. This trend only changed in the period 2001- 2003 with completion rates of 52.8%, 56.9% and 59.4 % respectively. The average dropout and repetition rates in primary education are 4.9% and 13% with variances across the grades, regions and gender. The rising completion rate is curious especially when evaluated against increasing cost of education and lower enrolment rates.

Repetition and Transition Rates

It is also an important concern of states that not only the student progress through the education system smoothly but also that they achieve higher levels of education. A low transition rate signifies education wastage as most of the pupils who complete one level of education do not proceed to the next. Since 1991 the overall National transitional rates have been below 50% less than 25 % of those who enroll in class one ever make it to secondary schools. It is of particular concern that during the same period boys had a higher transitional rate than girls, pointing to possible socio-cultural impediments to the girl child's education.

2.4 The impact of free Primary Education

Arguably, the implementation of the FPE threw the government into a spin: first, the public demanded an immediate implementation of the free primary education as a demonstration that the government was committed to fulfilling its election promises. Once this was done, classes swell in a fashion not anticipated, middle grade private

schools were deserted for public education. On the other hand school administrators, teachers and the community piled pressure on the government to address the plight of informal community school mostly in the informal urban settlements (slums). These schools are excluded from the free primary education programme, it contrasts the situation in neighboring Uganda where there are up to 550,551 pupils in both community (272,332) and other private (278,219) schools benefiting from government support under the UPE policy [for quack overview of education statistic in Uganda ,visit: [www.education.go.ug/index comm.schools_body.html](http://www.education.go.ug/index_comm.schools_body.html)]

The provision of FPE grants has also enabled schools to procure learning materials. Over 9 million text books were purchased for the five major subjects in primary schools in 2003. Most of these textbooks were purchased after the schools received grants for FPE. An analysis of the subject in Table 5.2 indicates that textbooks pupil ratio of 1:2, 1:3 and 1:3 had been achieved in mathematics, English and Science respectively in 2003 compared to the ratio of 1:4 for Kiswahili and 1:7 for geography, History, Civics and Religion (GHCRE). This results indicates that on average, most of the schools attained a 1:3 textbook pupil ratio in the lower primary and 1:2 in the upper primary in Mathematics, English and science subjects.

The national textbook pupil ratios now range from 1:2 to 1:61(target is 1:3) in lower primary schools and 1:2 to 1:4(target is 1:2 in the upper primary schools. however the ratios varies between districts and schools. The targets have al ready been achieved in some schools while in others they have been exceeded as per the joint Review mission Report of N November 2005. based on the national rapid monitoring draft report carried in February to march 2005, the national textbook to pupils ratios in a

few selected areas seem to have worsened compared to last year due to wear and tear of books, poor storage and theft.

As a result of improved provision of textbooks, evidence from early studies show that student retention and attendance has improved as teachers find it easier to teach, convey skills and knowledge more quickly and can give homework assignments. The performance indicates that relating the examination results in the core subject have improved. The school instructional management book account (SIMBA) and the general purpose account (GPA) have enabled head teachers, school management committees (SIMCs) to identify and procure needs-based materials and improve in some infrastructure, thereby raising the quality of education. The management of these two accounts has stimulated local decision making and capacity building (Oxfam and ANCEFA, 2005).

The government and the development partners have sustained the programme through FPESP in the disbursement of FPE grants to schools twice a year since the year 2003. Each pupil enrolled in public primary school receives a unit cost of Kshs 1,020 annually through SIMBA and GPA accounts. As at the beginning of this 2004, a total of Kshs 17.37 billion had been disbursed to all primary schools. (Table 5.3)

2.5 Challenges Facing FPE

Despite the elimination of primary schools fees in Kenya, Many children still cannot afford to go because of associated costs such as transportation and uniform. The assessments by (UNESCO 2004) found that free primary education programme faces many challenges such as increased student population. Shortage of teachers, need for a

clear guideline on age of admission and placement of over-age learners , limited consultation with key stake holders such as teachers and parents were cited as some of the challenges facing primary education program. Lack of prior consultation or preparation of the subsequent communication to sensitize the various stake holders on their roles were highlighted as hampering the smooth implementation of the free primary education programme. Most of the schools had a pupil increase of 25-40% compared to the previous year. Even for the student population at the time the constructed facilities were not enough, more could not be constructed due to limited donor funds. The number of children often exceeded the required rate of 50 pupils per latrine. With the increase of so many new kids rate went up to 200 pupils per latrine.

For equality performance to be achieved, resources are vital. In their treatise FPE back fires on Malawi, the editor mentions lack of teaching and learning materials as one of the major reasons for poor performance. The importance of learning and teaching resources cannot be underscored. For quality performance to be achieved resources are vital. In other studies and lessons In Nigeria and findings noted that teacher effectiveness and student teaching was hampered by inadequate supply of materials especially =textbooks, frequent changes in recommended textbooks and late supply of record books (Francis et. Al 1998).

Primary education is experiencing a number of challenges such as over stretched facilities , over crowding in schools especially those in urban slums , high pupil teacher ratios (PTRS) in densely populated areas, an high pupil to textbook ratios, Other challenges include high cost of special equipment for children with special needs, diminished support by communities following the misconstrued understanding of their role Vis-à-vis that of the government under FPE initiative , gender and regional

disparities , increased number of orphans in and out of school as a result of HIV/AIDS , poor management and internal inefficiency that impact negatively on access, equity and quality.

The introduction of FPE has put pressure on teaches as some class sizes has increased to over 1000 pupils and sometimes 120 in schools in urban slams. The national PTR is 43:1, indicating that there are also some very small size and lack of space and teaching facilities impact negatively on quality of education. It is also important to implement a more rigorous system to pre- and in-service teacher development in order to strengthen teacher quality.

The policy did not consider other aspects of the learning environment including the available physical infrastructure, the pupil student ratio, and schools equipment and materials,. This has lead to the strain on teachers and education facilities in a manner likely to affect the quality of education... A ministerial press statement for example indicated that the movement would spend Kshs. 15,000 to provide a science kit in each of over 18,000 public primary schools in the country. This was grossly inadequate. Statistics indicate that only 139 primary schools were added in year 2003 whilst additional enrolment stood at 1.2 million children. The pupil teacher ratio dropped from 34:1, in 2002 to 40:1 in 2003. The FPE has ignored public boarding primary schools which fact amounts to discrimination of certain children on account of the status of the school they attend and yet boarding schools are known to generally improve and as a consequence , education efficiency.

2.6 The future of FPE in Kenya

Despite the above mentioned challenges identified there still hope in FPE. According to UNICEF representative in Kenya Nicholas, Alipui, the challenges now is to keep

children in school by ensuring that they don't drop out (UNCICEF 2004) . Similarly, while declaring primary education as free in January 2003, the government did not bar parents from making contribution towards education.

Indeed the the role of each partner is explicitly outlined in the Free Primary Education Booklet that was released in 2003. The president's speech on 8th December 2004 during the Knut Annual Delegates conference only reinforced existing policy. It would be unfortunate if some members of our society misconstrued FPE to mean barring parents from participation in the provision of education and training services.

Parents have responsibility to take their children to school, encourage them to learn, provide uniforms, food, build and maintain school facilities among other things. Above all children had the responsibility to support and be involved in school s management to ensure accountability and transparency in school management.

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It will be recalled that following the introduction of Free Primary Education we witnessed over crowding in lower primary as a result of increased enrollment, from 5.9 million to above 7.2 million. Currently there are .5 million primary school children in both formal and non-formal learning centers.

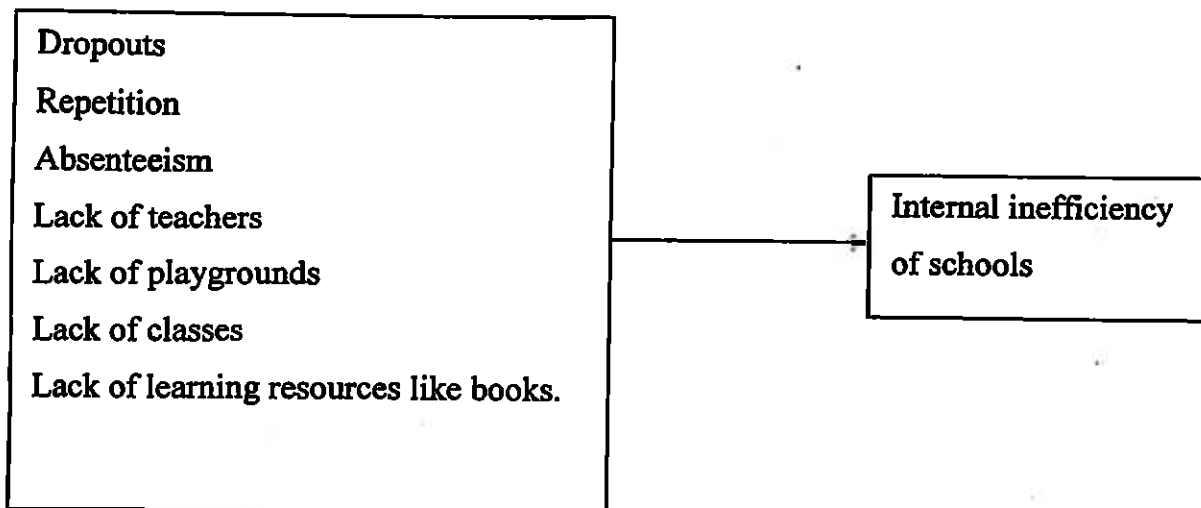
The message in this information is that new classrooms are required particularly as the lower classes progress towards standard eight. In this situation, parents will not be required to build new class rooms where these already exist but it will be their responsibility to improve and refurbish the existing ones. Where facilities are lacking parents and communities are encouraged to use locally available materials to construct classrooms. The free primary education programme should not and was not

and was never intended to stop these important community initiatives (government of Kenya, 2003)

However, no child will be denied access to education because the parent or guardian cannot afford to pay for such facilities. Finally, the government remains committed to poverty reduction measures already documented in the Economic Recovery Strategy Paper.

2.7 Conceptual Framework

Figure 2.1 Conceptual framework



CHAPTER THREE

RESEACH METHODOLOGY

3.1 Introduction

This chapter focused on study design, study population, sample and sampling procedure, description of research instruments, piloting of research instruments, procedures for data collection and analysis.

3.2 Study Design

Descriptive survey design was adopted in conducting this study. Descriptive survey design was appropriate because it involved collecting data in order to answer questions concerning the current status of subject of the study. Kothari (1985) notes that descriptive study is concerned with describing, recording, analyzing and reporting conditions that exist at present. Engelhart (1972) argues that descriptive methods are widely used to obtain data useful in evaluating present practices and in providing basis for decisions.

3.3 Study Area

This study was conducted in Manga division of the newly created Manga District.

3.4 The study population

The study population comprised of all head teachers of public primary schools in Manga Division. The Division had 42 public primary schools during the time of research. Hence the study population comprised of 42 head teachers.

3.5 Sample and sampling procedure

The researcher sampled 30% of total population from population of schools. And head teachers. 30% of population of schools was randomly sampled: head teachers were purposively picked from sampled schools. Therefore, 13 schools, leading to a sample of 13 head teachers were used for this study.

3.6 Research instruments

Three research instruments were developed and used. These were: Questionnaires, interviews and observation schedules.

Each of the above instruments was used to collect information which led to the ascertaining the impact of FPE on internal efficiency of primary schools in Manga Division.

3.5.1 Piloting of the research instrument.

The two research instruments were pilot tested in one of the schools using test retest method. A few amendments were done on them before final data collection. The school used for piloting was not among the sampled schools.

3.7 Data collection Procedures

The researcher visited the schools in the district and made observation on physical facilities and library to find out the extent to which the schools have been equipped to enhance internal efficiency. Peil (1995) maintains that much information is learned by observing what people actually do.

The researcher supplied the questionnaires to the respondents and collected them at a later date after a week duly filled.

The researcher analyzed the records from the schools in the district. The records that were analyzed include: the attendance registers, equipments record, enrolment records and graduation records.

3.8 Piloting of the research instrument

The instruments were piloted in one of the non sampled schools in the district to determine their validity and reliability. Test retest method was used to establish the same.

3.9 Data analysis and presentation

According to Patton (1990), Massive qualitative data collected from the field need to be organized into significant patterns to reveal essence of the data. Data analysis was both qualitative and quantitative. Graphical representation inform of tables was used to present information for easy interpretation.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the information collected from the field. Data has been presented in form of tables for easy interpretation. Quantitative data has been analyzed by use of simple descriptive statistics while qualitative data has been analyzed using narration. The results of data analysis and discussion have been presented in relation to the research objectives.

4.2 The State of Physical Facilities in the Primary Schools

One of the objectives of this study was to establish the state of physical facilities in primary schools in Manga Division. The table below presents the information gathered on this objective.

Table 4.1: Facilities and Equipment in the Primary Schools

School	Facility	Condition
	Library	Well equipped
	Sport Equipment	Few
	Classes	Not enough
	Sports ground	Available
	Sanitation facilities	Not enough
	teachers	Not enough
	Library	Not equipped
	Sport Equipment	Few

	Classes Sports ground Sanitation facilities teachers	Not enough Available Not enough Not enough
	Library Sport Equipment Classes Sports ground Sanitation facilities teachers	Not present Few Not enough Available Not enough Not enough
	Library Sport Equipment Classes Sports ground Sanitation facilities teachers	Few books for teachers Few Not enough Available Not enough Not enough
	Library Sport Equipment Classes Sports ground Sanitation facilities teachers	Well equipped Few Enough Available Enough Not enough
	Library Sport Equipment	Not present None

	Classes Sports ground Sanitation facilities teachers	Not enough Available Not enough Not enough
	Library Sport Equipment Classes Sports ground Sanitation facilities teachers	Not equipped Few Enough Available Not enough Not enough
	Library Sport Equipment Classes Sports ground Sanitation facilities teachers	Not present None Not enough Available Not enough Not enough
	Library Sport Equipment Classes Sports ground Sanitation facilities teachers	Not present Few Not enough Available Not enough Not enough
	Library Sport Equipment	Few teaching resources Few

	Classes	Not enough
	Sports ground	Available
	Sanitation facilities	Not enough
	teachers	Not enough

The library is the centre for academic life in a school. It is the designated place for storing, lending and reading of books in a school.

From the table 4.1 presented above it is clear most schools (40%) did not have a library or any room where the pupils would assemble for their private studies and access reference materials. Also it is clear that some schools (20%) had rooms which did not have enough teaching facilities like text books, teaching and learning aids like maps and charts. In the whole division there was only one school that had a well equipped library; the library had many reference text books, revision materials and other teaching and learning aids. Three schools, that is (30%) had libraries but they were not well equipped. Finally two schools did not have libraries at all.

Majority of the schools (80%) had classes which were no enough, hence the few were overcrowded. Only two schools (20%) had enough classes which were not crowded. Nevertheless, the lower primary classes had more than 50 pupils per class; this is beyond the recommended size of a class.

From this study it can be deduced that schools did not have enough facilities and equipment. Contrary to the researcher's expectations, those schools that lacked these facilities and equipment had a large number of pupils.

All visited schools, that is 100 %, indicated that they did not have enough teachers to handle the required ratio of pupils recommended by the ministry of education. The problem was accelerated with the introduction of FPE in 2003. This made the few teachers present to be strained.

However the study revealed that the government did not provide enough teachers in these schools. The schools were compelled to employ teachers and the cost of paying these teachers compromised the purchasing of facilities like text books and other learning materials.

Therefore schools were not in a position to purchase necessary teaching and learning materials, construct physical facilities and also equip them. Lack of text books, enough teachers, and learning-teaching materials led to drop-out and repetition which are indicators of internal inefficiency (Psacharopoulos and Woodhall, 1998).

Instructional materials are key ingredients in learning. They provide information, organize the presentation of information, offer students opportunities to use what they have learned, and are known to enhance student achievement (World bank, 1990). In the 1980s researchers found that the availability of books and other learning materials had a consistently positive effect on students' achievement (World Bank, 1990). However in schools the researcher visited, students either lacked books altogether or were required to share books and other facilities with other students.

Sanitation infrastructure includes all the structures constructed for the purpose of disposal of human waste and for cleanliness. A safe school must have sanitation facilities built to the required standards and kept clean with high standards of hygiene (MOE 2008)

Almost all the schools (90%) visited had sanitation facilities which were not enough in the first place and they were very dirty and in bad state. The facilities were not built to the required standards and were not kept clean. Only one school (10%) had enough sanitation facilities both for pupils and the staff.

According to the MOE (2008) THE sports ground should reflect the diversity of talents in the school. There should be proper segregation of these grounds. All the schools visited had playgrounds of varied sizes. The common feature was that these grounds were only used for ball games. Hence the grounds were not reflecting the diversity of the games and talents. From the onset one would discover that the pupils in these schools are only able to play ball games and of limited nature. That is football, netball and volleyball and possibly athletics. The grounds observed were not made in such a way that these other games would be played there. This means that the learners were very limited.

4.3 The rates of repetition and drop out

Repetition rates

Repetition is an indicator of inefficiency. Data were gathered on the number of repetition in visited schools and repetition rates were computed. Table 4.2 below shows the rates of repetition between 2003 and 2007.

Table 4.2 Repetition Rates

Year	1	2	3	4	5	6	7	8
2003	0.04	0.02	0.03	0.02	0.007	0.003	0.006	0.001
2004	0.02	0.04	0.06	0.05	0.02	0.01	0.009	0.002
2005	0.008	0.007	0.02	0.06	0.03	0.02	0.008	0.005
2006	0.009	0.04	0.004	0.04	0.008	0.03	0.007	0.004
2007	0.01	0.02	0.007	0.03	0.08	0.05	0.003	0.007

From the table presented above, the rates of repetition are very low. This was because most parents could not allow their children to repeat in the same class. On the same note, the government policy is now against repeating weak candidates in the same class. Hence teachers were forced to promote all pupils including weak ones to the subsequent grades. This scenario of promoting weak pupils to the next classes impacts negatively on the internal efficiency of primary schools. This is because it impacts negatively on the student performance. Weak pupils are known to perform poorly and indeed the performance in most schools visited was poor.

Dropout rates

Drop out is an indicator of internal inefficiency in the sense that, high drop out rates indicate inefficiency and low drop out rates indicate, efficiency. Therefore data was collected on drop out to determine the rates of dropouts. The table below shows the drop out rates.

Table 4.3 Dropout Rates

Year	1-2	2-3	3-4	4-5	5-6	6-7	7-8	Average
2003	0.12	0.29	0.19	0.12	0.8	0.01	0.04	
2004	0.09	0.17	0.08	0.09	0.18	0.09	0.03	
2005	0.17	0.08	0.27	0.14	0.4	0.34	0.05	
2006	0.26	0.23	0.27	0.4	0.61	0.4	0.20	
2007	0.3	0.4	0.034	0.2	0.13	0.3	0.04	
Average								

Drop out and repetition has been identified as the major cause of internal inefficiency (Psacharopoulos and Woodhall, 1985). Such high rate of wastage means that the average number of years required to complete primary education is more than four. Since every repeater replaces a potential new student, this leads to inefficiency.

As table 4.3 above reveals, there is evidence that there are incidences of drop outs in primary education system. This implies that making the primary education free does not mean completion of primary level of education. The dropouts were attributed to parents' assumption that school was totally free and so they failed to provide the basic needs to their children expecting the government to shoulder everything. When this did not happen they forced their children out of school to fend for themselves.

Parents have the responsibility to take their children to school, encourage them to learn, provide uniforms, food, build and maintain school facilities among other things. Above all parents have a responsibility to support and be involved in schools management to ensure accountability and transparency in resource management.

According to UNICEF representative in Kenya, Nichola Alipui, the challenge now is to keep children in school by ensuring that they don't drop out (UNICEF 2004). Similarly, while declaring primary education free in January 2003, the government did not bar parents from making contributions towards education.

Indeed the role of each partner is explicitly outlined in the Free Primary Education Booklet that was released in 2003. The president's speech on 8th December 2004 during the KNUT Annual Delegates Meeting only reinforced existing policy. It would be unfortunate if some members of our society misconstrued FPE to mean barring parents from participation in the provision of education and training services.

From the extensive research on wastages and repetition that was carried out by UNESCO (1997) it is evident that the problem of dropout and repetition is serious in most developing countries. Drop out and repetitions appear to be most common among students from a low socio-economic background as is revealed in the literature review. Causes include poverty that may give rise to illness, malnutrition and absenteeism.

4.4 Causes of wastage in schools

The researcher gathered information on the view of head teachers on causes of repetition.

The following table presents the views of head teachers.

Table 4.4 Head teachers view on causes of repetition

Factor	Frequency (N=)	Percentage
Poor performance	8	80
Irregular attendance	6	60
Pregnancy	40	40
Inadequate facilities	5	50
Illness	3	30

From the table presented above 80 % of head teachers view poor performance as a factor that lead to repetition. Other factors were irregular attendance (60%) of the learners, pregnancy cases (40%) especially for girls, inadequate facilities 50%. An inquiry into the causes of poor performance indicated that most of those students who perform poorly had problems with school fees, accessing basic need and they would come to school hungry, dirty and in improper school uniforms. Hence they were regularly sent home.

Table 4.5 Reasons for drop out

Factor	Frequency (N=)	Percentage
Pregnancy	10	100
Child labour	6	60
Transfer	3	30
Marriage	2	20
Indiscipline	6	60
Death	3	30

All the head teachers, 100%. interviewed indicated that pregnancy was a major cause of repetition. This indeed affected the girl child, 60% of the respondents cited child labour. Children dropped out of school to secure simple jobs, for example being employed as house boys and house girls.

Some girls and boys decided to get married before even completing primary school level of education; this is especially when the victims do not perform well in class. Indiscipline cases were also a factor indicated by 60% of the respondents. Death of either a pupil or a parent of the pupil contributed to the drop out of pupils from the school

The above findings indicate that there are vital factors which affect schooling, not only direct monetary costs. The government then should come in handy to see into the above barriers to enable it reach its goal of universal primary education.

4.5 View of head teachers on FPE Policy

Head teachers were asked to state their views on free primary education. Their views were both positive and negative.

Negative views included facts like, that the government had not provided enough money to purchase all required resources. It had not provided enough teachers with the upsurge of the enrollment increase. The government had not sensitized the community on its role in the FPE, the community and the parents had sat behind bars and left the entire burden to the government. They were not taking any initiative to advise their children and encourage them to work harder. This was simply because they did not incur costs. Also, the FPE initiative had led to increase of village politics in the management of schools.

The communities felt that the sons of the soil must be the leaders in the schools such that they got a share of the government money. This had and continues to hinder effective administration.

On the positive side, head teachers indicated that the government was on the right track, they indicated that if the community would be informed on their role as school stakeholders, the FPE would be successful. For one, most schools were able to purchase a few resources which were aiding in the teaching and learning process, some pupils from very poor families were able to access primary education due to this initiative.

The role of parents and communities in primary education is central and needs to be clarified. Prior to the introduction of FPE, it was the responsibility of parents to contribute to school building and maintenance, but most parents are currently under the impression that it is the government's exclusive responsibility to provide all the necessary resources to support the primary education sub-sector. This misunderstanding needs to be addressed by undertaking certain actions, such as media campaign to highlight continuing household obligations.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the whole research, conclusions made from the findings, policy recommendations based on findings of the study and suggestions for further research.

5.2 Summary

Chapter one presented the following: background information, statement of the problem, study objectives, study questions, purpose of the study, study design, study population, study sample, limitation of the study and conceptual framework.

Chapter two reviewed literature on the following: historical development of FPE, the basic efficiency indicators of FPE, the challenges facing FPE and future of FPE in Kenya. Chapter three focused on the study design, study population, sample and sampling procedure, description of research instruments, piloting of research instruments, procedures for data collection and analysis.

Chapter four presented the information collected from the field. Data was presented in form of tables for easy interpretation. Quantitative data was analyzed and presented by use of simple descriptive statistics while qualitative data has been analyzed using narration. The results of data analysis and discussion have been presented in relation to research objectives.

The study established that free primary education has an impact on internal efficiency of primary education. That the schools still witness incidences of dropout, repetition and poor performance. Also it was established that the school has not been able to purchase all the required learning and teaching resources. Hence many schools did not have teaching aids, enough classrooms, libraries had no books, limited playgrounds and they lacked teachers, which necessitated that they employ teacher's on private terms. The study discovered that the FPE was viewed both negatively and positively.

5.3 Conclusions

From the findings of this study, the following conclusions are made:

Most schools visited did not have enough teaching-learning materials, physical facilities and other necessary amenities to facilitate efficient internal operations of the schools. Free primary education was viewed both negatively and positively by the head teachers of the primary schools. There were incidences of dropouts and repetition in primary schools despite the fact that it is free. Pregnancy, earlier marriages, child labour, poor performance and deaths were a few of the reasons mentioned as causes of school drop out and repetition..

5.4 Policy recommendation

Based on the findings of the study the researcher made the following recommendations:

1. The government should provide the basic requirements in all schools. For example it should provide teachers to enable school use the 'FPE money to purchase learning materials.
2. The government should sensitize the stakeholders of primary education on its role in FPE and their roles too.

3. All parents must be forced to send their children to school and dropouts should be followed.
4. The government should address primary school infrastructure with the aim of having all children have access school within walking distance and achieve maximum class size of 50 in all schools and grants to non informal schools should be increased.

5.5 Suggestions for further research.

1. A similar study should be done in the urban setting to compare these findings.
2. Another study should be done to assess the effectiveness of Free Secondary Education. (FSE).

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Appendix 1

1. Questionnaire for Head teachers

Please answer the following questions. Answers given will be treated confidential and are the purpose of this research.

Please fill in the table below;

School and repeaters 2003-2007

Years	Classes enrolment								Total enrolment
	1	2	3	4	5	6	7	8	
2003									
2004									
2005									
2006									
2007									

1. What are the main causes of dropouts?
2. What are the main causes of repetition?
3. What resources are lacking in the schools?
4. What is the effect of lacking those resources?
5. What arrangements are in place to avail the resources missing?
6. What are your views on FPE?

Appendix II

DOCUMENT ANALYSIS TABLE

School	Facilities	Condition / State
	Library Sport equipment Classes Sport grounds Teachers	
	Library Sport equipment Classes Sport grounds Sanitation facilities Teachers	UNIVERSITY OF NAIROBI EAST AFRICANA COLLECTION
	Library Sport equipment Classes Sport grounds Sanitation facilities Teachers	
	Library Sport equipment Classes Sport grounds Sanitation facilities Teachers.	