

**THE IMPACT OF FREE PRIMARY EDUCATION ON THE PROVISION OF  
QUALITY EDUCATION IN KENYA: A COMPARATIVE STUDY OF  
THOGOTO AND KARAI ZONES, KIKUYU DIVISION.**

**BY**

**WAFULA CAROLYNE MUKOYA**

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**AUGUST, 2012**

## **DECLARATION**

This project is my original work and has not been presented for an academic award in any university.

**Sign** \_\_\_\_\_

**Date** \_\_\_\_\_

**WAFULA CAROLYNE MUKOYA**

**E56/73735/2009**

This project has been presented for examination with my approval as a University supervisor.

**Sign** \_\_\_\_\_

**Date** \_\_\_\_\_

**MR NABISWA M. WASIKE**

**LECTURER, DEPARTMENT OF EDUCATIONAL FOUNDATIONS,**

**UNIVERSITY OF NAIROBI**

## **DEDICATION**

This study is dedicated to my late mother Anne Shitandi Murunga, my loving Aunt Sabina Mukoya Wangia and my loving family; Jackson, children; Lameck and Derick.

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## **ABBREVIATIONS AND ACRONYMS**

<b>Freq/F:</b>	Frequency
<b>% :</b>	Percentage
<b>UN:</b>	United Nations
<b>FPE:</b>	Free Primary Education
<b>WCEFA:</b>	World Conference on Education For All
<b>UPE:</b>	Universal Primary Education
<b>EFA:</b>	Education For All
<b>UNICEF:</b>	United Nations Children Education Fund
<b>UNESCO:</b>	United Nations Educational Scientific and Cultural Organization
<b>GoK:</b>	Government of Kenya
<b>GER:</b>	Gross Enrolment Rate
<b>ROK:</b>	Republic Of Kenya
<b>CSAE:</b>	Centre for the Study of African Economies
<b>MOEST:</b>	Ministry Of Education Science and Technology
<b>EYC:</b>	Elimu Yetu Coalition
<b>SACMEQ:</b>	Consortium of South and Central Africa Member Countries on Quality Education
<b>QASOs:</b>	Quality Assurance and Standard Officers
<b>CEC:</b>	Council for Exceptional Children
<b>PSV:</b>	Passenger Service Vehicle
<b>OVC:</b>	Orphaned and Vulnerable Children
<b>KCPE:</b>	Kenya Certificate of Primary Education
<b>MDGs:</b>	Millennium Development Goals

## **ABSTRACT**

This study set out to investigate the impact of free primary education on the provision of quality education in Thogoto zone, which represented the urban and Karai zone which represented the rural. The two zones in Kikuyu Division, Kikuyu District were selected as the sample of the study.

The objectives of the study centred on the enrolment, retention and completion rates of pupils after enrolment, pupils class participation, adequacy of educational resources, their condition, challenges and possible solutions to help improve the quality of education.

Ten schools were sampled for the study. Simple random sampling was used to pick five schools from rural and urban zones. The respondents for the study were; pupils, teachers and head teachers. Three sets of questionnaires were used in the collection of data. Descriptive statistics; tables, bar charts and graphs were used in data presentation.

The study established that both rural and urban schools experienced an increase in pupil population following the introduction of FPE. This led to a number of challenges such as; inadequate teaching force, increased workload for teachers, high teacher: pupil ratio, low class participation and overstretched facilities. Pupils of different entry levels were also enrolled in the classes of their choice especially in rural schools.

Retention and completion rates were affected as some drop outs were experienced in both categories of schools with rural schools reporting the highest. Rural schools had higher indiscipline cases and laxity among the pupils in class participation as compared to urban schools that attracted pupils who were self-driven and therefore eager to learn. This was partly associated to the policies in education on children rights that prohibits corporal punishment and the parents and guardians who left the responsibility of their children to the government ever since FPE was introduced. Urban school teachers were not fully prepared to handle the changes that came up due to FPE programme since they were used to handling small classes. Class participation was also affected by the deplorable conditions of facilities in rural schools.

Inadequate facilities were more pronounced in urban schools as compared to the rural schools. The government provided learning materials in both rural and urban schools though the writing materials were not enough in rural schools as compared to urban schools. The study has established that FPE has been beneficial to rural schools than urban schools especially in provision of learning materials for pupils.

The study has further established that FPE has impacted on the quality of education in both urban and rural primary schools. It is recommended that the government and other relevant stakeholders especially parents should work towards the improvement of quality of education by providing enough learning resources such as toilets play equipment, classroom furniture and classrooms, especially in rural schools. There is need to employ more teachers to cater for the increasing number of pupils in schools.

# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Background to the Study

Quality education has been the concern of all countries worldwide. Although the conceptualization of quality differs from country to country, a major indicator touches on scores in examinations or in tests (Beeby, 1966). If the scores are persistently low, then there is low quality and where they are high, they denote high quality of education. ([www.ibe.unesco.org/beebye-pdf](http://www.ibe.unesco.org/beebye-pdf)) The low quality makes a point of concern to establish the cause.

African countries just as is the case elsewhere in the world, the concern for quality education is quite evident. It is for this reason that many countries have since independence been tirelessly investing in the education of their citizens, despite the many socio-political and economic challenges that they have had to contend with. This was the spirit behind the United Nations organization (UN) when it declared education, a human right in 1948 during its universal declaration of human rights. This declaration led to many conferences which had more or less similar goals. The goals aimed to achieve literacy in African countries.

The Addis Ababa Conference on education held in May 1961, was one such conference which aimed at deliberating among many other things, the provision of basic education (Achola et al, 2004). This is because education at the elementary level is where the skill of reading and writing is achieved, for literacy to be realized.

Literacy level is one of the parameters of quality education as documented by the Kenya National Assessment; Kenya Education Sector Support (KESSP, 2005-2010) Besides, available evidence shows that education benefits in quantitative terms is acquired at the elementary level (Abagi, 1997). This level of schooling is critical in educational processes as it forms the foundation on which future learning activities are built. The interest in the provision of elementary education by a number of countries and donor agencies brought the sector into the global agenda in the 20th century. This led to what has come to be known as the goal of education for all (EFA) initiated during the World Conference on Education for All (WCEFA) held in Jomtien, Thailand in 1990. This conference provided an opportunity to participating countries across the world to make commitments towards the provision of basic education. In response, a number of African countries introduced universal primary education

(UPE). These were; Malawi (1994), Uganda (1997), Tanzania (2001), Zambia (2002) and Kenya (2003). However, these projects were faced by many challenges such as overstretched learning facilities and inadequate resources, due to over enrolment. In Malawi for instance, relations among pupils, teachers and parents no longer portrayed team work. This situation according to Kendall (2003), led to manifestation of corruption in the education system, resulting into decline in the quality of education. The most affected were vulnerable children who come from poverty stricken homes, the disabled and the orphaned thus the children at-risk.

According to Leroy and Symes (2001), the concept of being at-risk refers to children who are likely to fail in school or in life because of their social circumstances in life. This is compared to those children who are at-promise as the children whose future is bright because their parents give them all the needed support to excel in life. They are from educated families with good income and most of them attend well facilitated and organized urban schools. Factors contributing to poverty thus placing children at risk include; illiteracy among parents, parents with low educational level, or inappropriate educational experiences and unemployment. The study recommended that good quality education should be accessed by all humanity for any development to take place. This recommendation is in line with the six EFA goals reached upon at the Conference held in Jomtien.

The six EFA goals that were to be achieved by the year 2000 included some key issues among them being, universal access to and completion of primary education by the year 2000 and improvement in learning achievements based on an agreed upon percentage of an age group. These goals can be translated to mean that equal access to basic education of good quality was mainly emphasized and these are some of the parameters used by UNICEF to measure good quality education. However progress towards these achievements was much slower than what was envisaged at the Jomtien Conference hence the need for new strategies

Ten years after the Jomtien Conference, a review of those commitments were done at the world education forum in Dakar, Senegal (2000), six key goals to improve elementary education were established among them to improve the quality of learning (UNESCO, 2001). Quality education is therefore paramount and is portrayed if a population is actively involved in initiating, sustaining and accelerating social and economic development. The sub-Saharan

countries like Kenya and Uganda, according to Kendall (2003), have realized the importance of educational quality but the challenge has been to create sufficient human resources quickly and improve on the increased physical resources that have been provided, be they classrooms, text books or teaching force so that the success of EFA is not compromised.

The government of Kenya (GoK) has since independence been committed to providing EFA through adoption of several strategies and measures. Among these measures taken was in January 2003, when free primary education (FPE) from standard one to standard eight was introduced as a means of achieving EFA. The introduction of FPE attracted more children who were previously out-of-school, to enroll for primary education. This raised the national gross enrolment rates (GER) from 88.2% in 2002 to 105.0% in 2003. In 2004, the national GER rose further to 104.8% (MOEST, 2004).

For the financial year 2003/04, the government of Kenya had to allocate about ksh9 billion, to cater for learning activities including the needs of the disabled pupils (RoK, 2003). Despite these efforts the attainment of the goal of EFA seems to be elusive. The parents are still required to meet the cost of examination fees for standard eight pupils, provide school uniforms, meals, and transport to and from school, boarding facilities, health care and the educational facilities are overstretched due to high enrolments (UNESCO, 2003).

According to Oxfam (2003), FPE requires an additional \$137 million between the year 2003 and 2015, to make education for all a reality. This money would enable the government to provide extra help to the poorest children most of whom live in rural areas, urban slums and those affected by HIV/AIDS and also improve on the condition of learning resources and physical facilities. This approach would to some extent ensure that, provision of quality education is not compromised and the country's poorest children who also happen to be the majority not only access education but also get retained in schools since these hidden education costs are known to be a major impediment to schooling.

Besides, the programme receives a lot of support from the donor communities such as; UNICEF, UNESCO and USAID. Banks like Equity and cooperative sponsor bright poor pupils from each county. This implies that the programme might not be sustainable if the



donors decide to withdraw their support, though it is widely assumed to be necessary since the poor children are able to access education.

UNESCO (2005), on F.P.E in Kenya revealed serious teacher shortage. The ratio was 1:40 on average in 2002 and rose to 1: 50 from 2003. It was established that, teachers were not able to give individual attention to learners due to large class-size. In addition, indiscipline among pupils was found to be rampant in schools because teachers were unable to take full control of classes. Physical facilities were reported as inadequate and teaching and learning materials though being provided for by the government were inadequate. This was due to lack of storage facilities in most schools.

Other studies on the effects of free primary initiatives on the quality of education are in agreement with the above assertions when they identify challenges; constraints in resources, shortage of teachers due to large numbers of pupils in classrooms and drop out of pupils due to dissatisfaction in learning outcomes. They are of the view that such constraints have negatively impacted on provision of quality education in Kenya. Apart from dropping out, the dissatisfaction has led to some financially able parents to transfer their children to privately owned schools and well organized public schools that are posting good results (Odera, 2007; Katim, 2008).

Researches have indicated that schools in rural setups and urban slums enrolled higher numbers of pupils compared to other areas. This is an indication that majority of children who fail to enroll or drop out of school are from poverty stricken families. These are the very vulnerable who live in the rural areas and urban slums targeted by the FPE programme. Yet these are the same groups that lacked access to education. A research by the Centre for the Study of African Economies (2009) and the Kenyan government established that since 2003, more of the poorest children in Kenya joined public primary schools resulting to an increase in enrolment from about 6 million in 2002 to about 7.2 million pupils in 2003. This is a pointer to the fact that the affected public primary schools may be experiencing over enrolment thus overstretching the existing facilities and human personnel.

The National Assessment by KESSP (2005-2010), established among other issues, that literacy levels were lower in public schools than private schools especially in rural and in the

urban slums. Children, whose mothers were educated beyond primary schools, tended to have much higher rates of literacy and numeracy than those whose mothers were uneducated. There was 15% absenteeism in certain districts and severe shortage of teachers and classrooms led to overcrowding in classrooms.

The above findings imply that there are several issues that are necessary in the process of planning for quality education. These include proper identification of the inputs such as; the availability of teaching-learning resources, the qualification of the teachers, the pupil: teacher ratios, the quantity and quality of the physical facilities such as: buildings, libraries, workshops, playing fields, playing equipment, the curriculum being offered, time dedicated to each item in the curriculum, the distance that a pupil must travel to and from school, the geographical location of the school and family background.

It can also be deduced that, most of the poor children attend classes in public schools because their parents exhibit less capacity to be supportive and consistent in their parenting in terms of provision of their children's learning needs. Many of these poor families are living in the slums and in the rural areas. The involvement of these parents in securing high quality education and school activities is a challenge since their living environment may be hostile to support quality education. These are the very vulnerable children who had no access to education due to lack of financial support hence introduction of FPE.

Although FPE was conceived with very noble intentions, it is possible that in certain areas it may have compromised the quality of education. According to Thomas (1980), quality education is measured according to the parameters put in place by the system of education defining it. These systems have inputs, processes, outputs and outcomes with ongoing feedback among those various parts. If one part is removed the nature of the system is changed. There is a direct relationship between learning resources and learning outcomes. Quality results are among the outcomes of education and are depended a lot on the resources put in place. Such resources include; learning materials, physical facilities, pupils and teachers' input.

This study intends to look into the impact of FPE on the provision of quality education in Thogoto and Karai zones. The indicators used in the study to investigate quality education in

the two zones would be educational requirements such as; the availability of educational resource including manpower, as compared to the number of pupils enrolled and learning behaviors in terms of participation in class and school attendance.

## **1.2 Statement of the Problem**

Quality basic education for all continues to be a global concern and a priority for all (Bruns, 2003). The focus is much more on the marginalized community, the poor and the children in rural areas because they are the most disadvantaged due to unavailability of resources or inadequacy of the same (Kendall, 2003).

According to David (2003), quality education is linked to the learning outcomes (outputs), specifically at the end of the cycle examination results of the respective child, improved general standards of a pupil in class subjects and in reading or improved conditions of service. These definitions are dependent on the perspective of the participant or stakeholder attempting to define. Quality is therefore related to school and class environment, the school system and social context in which the classroom is embedded. It is also inclusive of the relevant, efficient, special education and being accessible to all children irrespective of gender, ability or wealth. Quality education is also related to vibration of positive energy where participants especially the learner is eager to learn, understand and communicate the knowledge constructively. Quality education therefore requires a learning environment, which has adequate facilities and resources that are in good condition.

According to MOEST (2004), when FPE was introduced in Kenya, it was accompanied with provision of the necessary teaching and learning resources to cater for the large increase of pupils in schools but these resources have continued to be depleted and quickly consumed due to increased numbers and lack of proper storage facilities. Many schools in rural areas do not have libraries and book stores. Most of the text books and exercise books end up being destroyed by pests, stolen or lost by pupils in spite of the government's commitment to FPE. Increased pupil population; shortage of teachers; need for guidelines on age of admission and placement of average learners, needed broad consultation with key stakeholders. The increased enrolment led to overstretched educational resources which were cited as one of the major challenge facing free primary education besides teacher shortage.

According to a lobby group, Elimu Yetu Coalition (2003) & KSSP (2005), there were not enough teachers and space in schools. The infrastructure in the majority of schools was falling apart and not safe. Many schools did not have necessary sanitation facilities which were needed by pupils especially girls. The scrutiny and regulation of the implementation of FPE was difficult since district officials were unable to reach many rural schools due to lack of proper transport and communication systems. A study by Khatete (2009), established that learning resources were in short supply and that quality education was being compromised by the continued non-employment of teachers. This implies that quality education can only be attained in a comfortable learning environment among other conditions.

### **1.3 Purpose of the Study**

Due to the many diverse views about FPE, this study set out to establish the extent to which quality education has been affected following the introduction of FPE in public primary schools in Kenya using Thogoto and Karai zone both situated in Kikuyu Division, Kikuyu District. The purpose of this study was to investigate the impact of free primary education on the provision of quality education in urban and rural schools of Kikuyu Division, Kikuyu District.

### **1.4 Objectives of the Study**

This study set out to compare the impact of free primary education on the provision of quality education in public schools in Kenya with specific reference to Kikuyu Division. The study was guided by the following objectives:

- Establish the enrolment of pupils in both urban and rural public primary schools in Kikuyu Division.
- Establish the level retention and completion of pupils in both urban and rural schools in Kikuyu Division.
- Analyze pupils' class participation, in both urban and rural schools.
- Assess the adequacy and conditions of educational resources and facilities in both urban and rural in Kikuyu Division
- Establish the challenges that have faced FPE and ways of improving quality of education in both urban and rural schools in Kikuyu Division.

## **1.5 Research Questions**

The study sought to answer the following questions:

1. How has the introduction of free primary education affected the enrolment of pupils in both urban and rural primary schools?
2. How has the introduction of free primary education impacted on pupils' retention and completion of schools in both urban and rural primary schools?
3. How has free primary education impacted on pupils' class participation and school attendance in both urban and rural primary schools?
4. How has free primary education impacted on the adequacy and condition of education resources and facilities in both urban and rural schools?
5. State the challenges being faced on provision of quality education after inception of FPE and ways of overcoming these challenges in both urban and rural primary schools.

## **1.6 Significance of the Study**

A study on the impact of free primary education on the provision of quality education is hoped to be significant to all the stakeholders of education because it would create awareness of the effects of FPE on the quality of education. It would provide documented information that would contribute to the value of knowledge already in existence by adding new information to assist in the improvement of education issues at home.

The study findings would help education policy makers and the government to understand better the indicators of quality education and therefore understand how to make free primary education more efficient and offer more quality education in both urban and rural public primary schools.

The findings of this study would provide the stakeholders with knowledge on the rightful ratios of resources to be allocated to the primary education sector so as to alleviate the challenge of pupils' dropping out of school due to dissatisfaction in the learning environment. The study would also help the government understand the significance of timely fund allocation in primary schools and where to allocate more resources.

Finally, the study would help the government and other stakeholders in education to critically analyze the policies on free primary education and make necessary interventions in time to curb unnecessary crisis.

### **1.7 Scope of the Study**

The study targeted the impact of free primary education on the provision of quality education in primary schools in Kikuyu Division. Quality of education was used as the dependant variable. This variable can be measured using a wide range of parameters. The parameters considered in this study were; enrolment rate, retention and completion rate, class participation and availability of resources. Data for the study was collected from primary school head teachers, teachers and pupils only. The study was confined in the urban areas represented by Thogoto zone and the Rural areas represented by Karai zone. Both areas are situated in Kikuyu Division, Kikuyu District.

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

One of the limitations of this study was that the researcher had no control over the responses of the respondents, so they may have given socially correct responses to please the researcher. They might also have concealed information even though they were assured that their identity would remain anonymous. This might have made the data less reliable. Therefore, in a bid to remedy these eventualities, the researcher used personal counterchecking and triangulation to ascertain that data collected from all participants were uniform and on which dependable conclusions and recommendations for the study were made. Some respondents did not make adequate time to respond to all items, while some respondents were unable to give relevant records because they could not trace them.

### **1.9 Assumptions of the Study**

The study was based on the assumptions that; free primary education has had some impact on the provision of quality education in urban and rural primary schools in Kikuyu Division. It was also assumed that the locality of the study would provide adequate information required by the researcher.

## 1.10 Definition of Significant Terms

**Quality education:** this is education where all the learners enrolled are prepared to participate in learning until completion of the circle but in a healthy environment full of support, with adequate facilities and learning materials and with enough professional teachers who are well prepared and are ready to teach in a professional manner and cover the syllabus in the stipulated time.

**F.P.E:** This is free primary education. An education which the government pays for tuition, buys teaching materials, erects and repairs physical facilities in public schools.

**Enrolment:** The total number of pupils admitted in primary schools per year.

**Children at-promise:** Those pupils whose future is bright because they have wealthy parents, they go to schools that give quality education and they live in a healthy environment.

**Children at-risk:** Those pupils whose future is doom because they have poor parents, they go to schools that do not give quality education, there is a high likelihood of dropping out of school before completion and they also live in an environment not conducive for growth and learning.

**Teaching resources:** are tools and materials that help a teacher achieve his/her objectives in teaching. These are items like writing and reading materials and tools.

**Learning resources:** items that aid in the teaching process to help learners grasp the concepts with fewer difficulties. These are things such as drawings, real objects, pictures and flash disks.

**Urban schools:** are public schools funded by government and parents and some are located in cosmopolitan areas.

**Rural schools:** are public schools located in the remote and underdeveloped areas and they entirely depend on government funding for the day to day activities of the school.

**Public schools:** Schools sponsored by the government by hiring teachers, buying teaching and learning materials and erecting physical facilities.

**Class participation:** This is a pupil's ability and willingness to participate in all classroom activities and on regular basis as it is necessary.

**Teacher effectiveness:** Preparing for the lessons by making all records of work, marking register regularly and organization of the class to enable good learning to take place.

**Performance:** Pupils' active class participation in academics, scores in tests and overall scores in Kenya certificate of primary education [K.C.P.E].

**Drop out:** is a situation where a pupil stops attending school before completion of a certain level due to some reason like pregnancy, lack of support, fear of failure, fear of punishment among many other reasons.

**Rote learning:** this is the method of teaching in class where the instruction by the teacher involves pupils being made to memorize the concepts to be recited to the teacher later on when necessary

**Education inputs:** are things necessary in education, such as resources and facilities in their rightful ratios, for quality education to be realized.

**Education outputs:** are the results or outcomes after the inputs have been utilized in education such as ability to read and write examination results and retention in school until completion of a particular cycle i.e. primary level. The outcomes can be interpreted to mean quality of education.

### **1.11 Organization of the Study**

The project was organized in five chapters. Chapter one is on introduction. The sub sections addressed include the background to the study, limitations and delimitations of the study, assumptions made, definitions of significant terms and organization of the study. Chapter two consists of literature review subdivided into five sub themes; quality of education, enrolment rate of pupils, retention and completion rates, curriculum and instruction, adequacy and condition of educational resources. Chapter three contains research methodology. Under this section, there are descriptions on; research design, target population, research instruments, data collection and procedures and data analysis techniques. Whereas chapter four is based presentation, analysis and interpretation of data, chapter five comprises of summary of the research findings, conclusions, recommendations and suggestions for further research.



## **CHAPTER TWO**

### **2.0 REVIEW OF RELATED LITERATURE**

This chapter focused on the review of the related literature on the impacts of free primary education on provision of quality education in urban and rural schools in Kenya. The review dwelt on the themes identified for investigation in the study. These themes include; quality of education, enrolment rates in schools, retention and completion rates, curriculum and instruction, adequacy and condition of resources and facilities, challenges and possible solutions.

#### **2.1 The Concept of Quality Education**

Quality means conformance to requirements (Crosby, 1979). Quality is attributed to all those items that fulfill the minimum standards set by the manufacturer or monitoring body. Quality is thus the result of scientific quality control according to Harvey and Green (1993).

The definition by Harvey and Green on quality is holistic and is also embraced by UNICEF, while defining quality education, as they call for rights-based, ‘child-friendly’ schools in which the dimensions of quality are stated as; learners, content, processes, environments and outcomes. In short, this means the provision of quality education contributes to the improvement of the quality of life. Therefore quality education is a right of all children regardless of class or race.

The World Conference on EFA, held nearly half a century after the UN adoption of the Universal Declaration of Human Rights in 1948, noted that, there were still 100 million children without access to basic education and a similar number of others failing to complete primary school cycle. More saddening was the fact that, of those who gained initial access and successfully completed primary school, millions again failed to meet the standards for quality education, such as; acquisition of the requisite knowledge, skills and competences needed for the fulfillment of life’s demands as pupils learned mostly by rote memorization, due to lack of reading- learning resource materials, among other requirements

According to Kakooza (2003), on provision of quality UPE in Uganda, the quality of education was greatly affected by the introduction of the FPE (1997), due to the unexpected increase in pupils’ enrolment. This led to overstretching of the available resources. He found

out that capitation grants in primary schools were received according to the number of pupils in a given school. Besides this, the capitation grants reached schools very late. This affected planning abilities of the school administration and hence the quality of education. In conclusion, Kakooza says that FPE in Uganda would be on track but to realize total success as regards quality of education, there is need to: increase the number of classrooms, increase teachers, provide teachers with multi-grade skills in order to equip them better to combat the multi-grade classes automatically created due to the automatic promotion to the next grade policy.

Eshiwani (1983), in his study on factors influencing performance among primary and secondary school pupils in western province of Kenya came up with such factors as; school resources and processes, teacher characteristics, student traits as among the factors with great influence on performance. This study however, sought to relate some of these factors to Free Primary Education (FPE) since its inception, to find out how it impacts on quality of education in primary schools.

Bwonda and Njeru (2005), in their study on primary education access and policy implementation in Kenya, made a critical analysis with major emphasis on access and participation in consideration of quality education delivery. They concluded that if Kenya was to achieve the national primary educational goals within a dynamic environment, access of equity and quality in education had to go hand in hand. Therefore, the formulation of policies was a must to ensure that developments in access and participation in primary education were matched with adequate quality educational inputs such as relevant teaching-learning resources, construction of physical facilities and improving school environment.

A study on the expansion of secondary schools and provision of quality education in Kericho District by Wanyoike (2006), established that the government was planning to expand secondary schools to increase access to education. Among his conclusions were; that the plan to expand secondary schools should continue to increase access rates and the Ministry of education, department of quality assurance services should be strengthened so that it plays a more effective and efficient supervisory and monitoring role in enhancing standards of quality of education in the newly established schools. He recommended that government should institute a comprehensive policy framework to ensure development of secondary

schools is pegged on quality and relevance of education, while implementing expansionary activities.

A study done by Kimathi (2008), on factors contributing to the demand for private tutoring in primary schools in Nairobi, established a substantial demand for tutoring services by parents who were increasingly taking a proactive stance towards their children's education. The study also revealed that parents were seeking private education in various forms as a strategy for their children to acquire quality learning. Consequently, the researcher recommended a review and possible reorganization of the education system at the primary level to sustain the key issues of improved access to equity and quality education.

A research done by Adikinyi (2008), in Nyanza province on perception of teachers on the role of quality assurance and standards officer (QASOs), established that majority of teachers and principals were being assisted by QASOs to improve teaching and learning to a large extent and that, QASOs were facing challenges in their work thus they are few in number and they rarely visited schools unless there was a problem. The author recommended more QASOs to be employed so that monitoring and evaluation of quality education in schools can be done successful. These researches though related to quality of education in primary schools, did not relate it to FPE.

The researches reviewed are works which were conducted to establish findings in different regions and some were different categories of populations such as high school students. Other studies were aimed at establishing reasons for Kenya National examination results at the end of the cycle. What goes on in the school environment and especially in the classrooms is as important as, or more important than the end of the cycle examination results. Other studies reviewed were concerned with FPE programme implementation process and its challenges. Some of their findings prove that quality education in public schools was affected negatively due to the challenges discovered. As much as quality of education has been reported as deteriorating, studies at the same time discovered that during the FPE implementation, public schools were provided with learning and teaching materials, unlike before. The issue was the ratios, therefore the government requires information on the rightful ratios of the necessary inputs in education in order to choose among possible and affordable course of action to be taken in order to offer quality education to its pupils.

## **2.2 Enrolment Rates and Teacher- Pupils Ratios.**

Pupil- teacher ratio is the number of pupils against one teacher in a class. Pupil-teacher ratio determines the control span of each teacher and teacher- pupil interaction in a given class. Eshiwani (1983), asserts that class-size exceeded by 20% of the normal 40 students, has a negative impact on students' achievements. It is difficult to access pupils, regulate number of questions a teacher could give, set assignment, end term examinations and give individual programs. Teachers in such situation would be overworked and lack time to prepare their professional working documents.

Boyde (1994), studied on class size effects and efficacy of using teacher aides in larger classes as a way to help increase achievement. The study was carried out in four years in Tennessee. It was discovered that teachers in small classes of 15 pupils, devoted an average of an hour to reading instruction, while teachers in regular/ larger classes of between 22-23, spent an hour and twenty four minutes. The time spent in the small classes reflects an increase of time per individual pupil of nearly a minute. Therefore, they acquire more knowledge in less time. The smaller classes had a larger percentage of retention and the range of scores of promoted students was larger in small classes than in larger classes. The study concluded that students in small classes do statistically and educationally better than students in regular classes in all locations. Besides, teachers in small classes needn't do anything special to get outstanding results.

A study done by Waithaka (2007), on the factors affecting the implementation of free primary education in public primary schools in Rumuruti zone, Laikipia District, Kenya, established that class-size was not attributed to academic performance though small classes were preferred. Instead, commitment of teachers and curriculum relevance emerged as major factors contributing to quality performance. Subsequently, the study recommended further research to be carried out on the relationship between teacher- pupil ratio and free primary

Today, the government has put new measures in place to curb teachers' shortage. The ministry has resolved to recruit more teachers but on temporary basis. (MOEST, 2010). The researcher intends to find out the status of pupil teacher ratio after the implementation of the new policy.

### **2.3 Retention and Completion Rates in Schools**

Hoop (2010), while studying on regression discontinuity evidence on the impact of Malawi's tracking programme on pupils' school participation analyzed a unique institutional data covering an entire cohort of pupils. It was established that Malawi tracking program raises school participation for top students without a regression in pupil learning.

Council for Exceptional Children (CEC) (2011), researched on drop out reasons among the students in Malawi. They established from students that, there was lack of connection by students to the school. School was boring, unmotivating, academically challenging and classes were uninteresting. Absenteeism was cited as the common indicator of student disengagement and also low grades, discipline and behavior problems. The council also discovered lack of involvement in class and school activities, transfer from one school to another and poor communication between the school and parents as reasons for drop out. In conclusion, improvement of teaching and curricula to make school more relevant and engaging to enhance the connection between school and work was recommended. Besides, a school climate that fosters academics without disruptions in class was to be built, since disruptions prevented students from doing homework or paying attention in class. The findings by CEC are very relevant to quality learning and can be very useful to the government of Kenya in relation to improvement of quality learning for its pupils especially since the implementation of FPE programme.

Research by Wanjala (2004), on the factors affecting the implementation of FPE, found out that, factors such as domestic responsibility and poverty have led them to be attracted to out of school activities such as passenger service vehicle (PSV) touting, street hawking and general truancy. As a result, drop out cases were reported. The researcher concludes that factors affecting implementation of FPE are socio-economic due to the backgrounds of the people living in the area. He recommends that the government should strongly enforce the poverty eradication strategy plan, to ensure none or fewer pupils drop out of schools.

Research by Odera (2007), on the extent of access and participation of orphaned and vulnerable children (OVC) in FPE in public schools in Kobala location Kendu Bay Division in Rachiony District, established among many other findings that FPE may not address special needs of OVC like inadequacy of learning materials due to bigger pupils' population

in classes. The study concludes that a bigger number of OVC are still not enrolled in schools and some of those enrolled have dropped out due to several barriers such as lack of food, school uniform and shelter. The researcher recommends that the government should enhance access to FPE by OVC by availing these needs to the school according to the needs of that particular school.

A study by Mitigo (2005), on hidden costs of FPE education on completion rates of pupils in public primary schools in Tharaka District revealed that whereas there were many pupils enrolled in schools during the introduction of FPE (2003), there were hidden costs such as uniform, tuition fee, transport to, and from school among others, which forced many pupils to fall by the wayside and fail to complete the primary cycle.

A study by Gathuku (2006), on the problems facing the effective implementation of FPE in Githunguri Division, Kiambu District discovered that funding is one of the challenges affecting mostly girls' learning. He concluded that inadequacy of physical facilities especially girls' toilets was causing stress to pupils making them drop out of school. Gathuku recommends that, individual schools should initiate long term income generating projects in order to make money that can subsidize government funding. This will curb some problems such as lack of writing materials like exercise books and pens and expand some learning facilities like toilets to ease the congestion and as a result, retention of pupils in schools will be increased.

#### **2.4. Class Participation**

A study by Kristin in US (1995), on the influence of participation in learning, as a mediator between school, warmth and academic achievement, established that, although warmth was significantly related to academic achievement and participation, the relationship between warmth and achievement was nonexistence after the effect of participation was eliminated. Warmth was defined as the degree of caring and supportiveness of the teacher as perceived by the student. He concluded that student participation in class may have a prominent and crucial influence on the relationship between students' perceptions and achievement. This study though done in US, has relevance to this study in terms of pupils' class participation. Therefore the findings are significant in the education of Kenya.

Clermont et al (2004), studied in Africa on teacher effect in class instruction practices and established that teachers and other stakeholders like teacher trainers reject traditional teaching approach because it is dominated by the teacher and relegates pupils to a passive role, reducing their activity in the classroom to the memorization of data, to be recited to the teacher. The teachers of developing countries though in favor of the structured teaching-child-centred approach, preferred the traditional method because learning conditions in the developing countries are not optimal and indicators relating to education provision both qualitative and quantitative are weak to accommodate the best teaching approaches. The authors concluded that the use of child-centred approaches in teaching lead to quality learning and the teacher variable has a more pronounced effect on school achievement among pupils from modest backgrounds and ethnic minorities. This means the method of instruction the teacher uses in teaching is important to ensure individual differences of all pupils are well catered for.

Research done by Eshiwani (1983), on the factors affecting performance in Western Kenya established that teacher turnover was one of the factors affecting performance in Kenya because, teachers took time to adjust to the new environment once they were moved from their current schools even if the transfer was called for by the teacher himself. On the other hand, pupils took more time getting used to the new environment without their transferred teacher. Some pupils were reported as having dropped out of school due to such circumstances. The researcher concluded that the higher the teachers' turnover, the lower the achievement among the pupils. It is also worth noting that schools that have maintained high records of academic achievement are those with lesser teacher turn over. Eshiwani recommends that teachers' interest should be considered when it comes to making changes that impact on the implementation of the curriculum.

According to Nyamok (1997), who studied on effective learning methods, a teacher who uses the teaching materials effectively has the allocated time as adequate to cover up the lesson without taking up time allocated for other educational activities. He therefore concluded that teaching materials will never replace the teacher's instructional activities. Adequate resources take care of the learners' individual differences and they encourage learners to participate during teaching, learning processes. This makes learning more interesting.

Nyamamba (2006), while investigating on the administrative challenges that public primary head teachers face in the implementation of FPE in Rigona Division Nyamira District, found out that curriculum implementation and instruction task was being faced with the problem of overcrowded classrooms. This was negatively affecting presentation of content/ subject matter by the teacher with inadequate text books. He recommended that parents should supplement the government efforts by providing basic instructional materials like exercise books and support teachers in maintaining discipline among students. He goes on to recommend that the government should triple the funds for all schools to enable successful implementation of the curriculum to address the problem of quality education.

According to Munguyu (2008), who conducted a research on some selected factors that influence job satisfaction among primary school teachers in Embakasi Division of Nairobi province; high enrolment overstretched learning resources. These issues were attributed to FPE and they affected job satisfaction among teachers. The teachers were not prepared before the introduction of FPE. This caused them to have low job satisfaction. The study concluded that teachers were very important when it came to the implementation of the curriculum. Therefore, it was important to address issues that create low job satisfaction. Teachers needed regular in-service training because they were not prepared upfront before the introduction of FPE. Munguyu recommends that clear methods of implementation should be instituted by the government to prevent such factors that would lead to low job satisfaction while ultimately lead to poor educational outcomes.

The research review on curriculum and instruction has explored many challenges. Such challenges mostly portray the importance of the teacher in the implementation of the curriculum. Therefore these results can help the educational planners to identify where the curriculum specialists can lay stress on the various content areas of the subject matter.

## **2.5 Educational Resources and Facilities**

A recent study by Allen et al (2011) in a high school located in North East Texas which aimed at examining the impact of the quality of facilities on the educational environment of the student level 2 and 7 discovered that weak school facilities were impacting negatively on student learning and faculty, yet the administrators were not properly supporting stronger facility management. The poor condition of some schools raised serious concern about



teachers' and student safety. They concluded that quality and educational facilities were statistically and significantly associated with student performance and teacher turnover rates. The researchers recommend that the educators must understand and find out ways to strengthen educational facilities, since this will help raise student performance. The study though conducted among high school students who may be affected differently by the problem of resources in school, still enlightens policy makers on the factors necessary for successful learning since the process of learning is standard worldwide.

Eshiwani, (1983), in his study on factors affecting performance in western Kenya, found out that the schools that were found to have good and adequate facilities were also performing well academically. He therefore, concluded that the presence or absence of school facilities distinguished high and low achieving schools. The use of resources involves the use of more than one of the human senses at the same time during the learning process. He recommended that schools should be equipped with enough resources to be able to post good results. School administration should ensure proper management, proper usage and proper storage of these resources is done to avoid wastage.

Munguyu (2008), in her study in Embakasi, Nairobi on some selected factors that influence job satisfaction among primary school teachers, found out that high enrolment overstretched physical facilities and resources which resulted to overall low satisfaction in the job. The researcher recommended to stakeholders to put in place more physical structures for the success of FPE

A study by Adow (2008), on participation in education among the pastoralists community living in Mandera District established that physical facilities have affected participation in FPE education in Mandera district. The effect of overcrowding in classrooms, demoralized teachers, inadequate desks, lack of library and workshops, were as a result of the introduction of FPE. The programme had also contributed to indiscipline cases since there was admission of old learners (overage children).Learners also felt that classrooms were congested making learning environment unfavorable and difficult. This had led to teachers becoming uncooperative and therefore inefficiency in teaching. Adow concludes that early marriages distance to school, culture, physical facilities and negative attitudes affected participation in

FPE in programme. The study recommends that there should be provision of more classrooms to avoid congestions.

Akoko (2006), researched on the process of implementation of the FPE in public primary schools in Ndhiwa Division of Homabay District. He established that all schools had experienced increased enrolment. This has led to shortages in physical facilities especially classrooms. This was among several challenges he discovered that may hinder effective implementation of FPE though it was noted that teaching and learning resources were adequately available. Akoko concluded that the process of the implementation of FPE posed challenges of overstretched resources due to increased enrolment. He recommended that community initiatives in education should be exploited to provide necessary resources to improve the quality of education hence reduction in education wastage.

A study carried out by Laari (2006), on the constraints facing the implementation of FPE in Tigania central Division of Meru North District, found out that teachers on the ground were overworked, consequently leading to de-motivation among them. Socio-cultural and socio-economic factors such as domestic responsibility and poverty were impacting negatively on FPE and the funds being provided by the government were inadequate. As a result there was inadequacy of teaching and learning materials. The researcher concluded that, there were constraints in the implementation of FPE in Tigania due to teacher shortage and less physical facilities for education.

Mwaniki (2008), while undertaking a study on factors affecting environment and participation of pupils in rural public schools in Narok District, central Division, established that the challenges of successful implementation of FPE were the inadequacy of educational resources. He concluded that this was due to the problem of obtaining adequate funding for the programme. The study recommends to the government to provide more funds to all schools urgently to address the issue of education resources so that quality learning can be realized.

Muthamia (2008), conducted research on the challenges facing the implementation of FPE in Meru Central Division and found out that FPE was successful in increasing the access to education by many pupils whose parents could not afford to keep them in school. Many of

these parents are from rural areas. There was a reduction of the cost burden of education on parents thus leading to an influx of pupils in primary schools. He also established an achievement in the provision of learning materials by the government. Funds for text books were sent to schools through banks. FPE was successful in increasing the access to education by many pupils whose parents could not afford to keep them in school. On the other hand, lack of adequate classrooms, teachers and increased workload, de-motivated teachers. The study concluded that parents, pupils, teachers, school commit, education sponsors, education office and the government must work together to influence the success of FPE. The performance of pupils at Kenya certificate of primary education (KCPE), and the effective implementation of FPE programme has direct link to understaffing which affected the output of teachers, despite provision of all materials by the government. The researcher calls for the sensitization of parents on FPE programme so that they can support in one way or the other. The study recommends employment of more teaching staff to successful implement the programme and calls for government, sponsors and other well-wishers to continue assisting schools in the construction of facilities.

Gathuku (2006), studied on problems facing effective implementation of FPE in Githunguri Division, Kiambu District. He found out that essential facilities and resources to enable efficiency in learning, were inadequate or lacking altogether. He concluded that effective implementation of FPE was hampered by the inadequacy of resources, notably, the teaching force, toilets, library, books, classroom space and game equipment among others.

## **2.6 Summary of Literature Review**

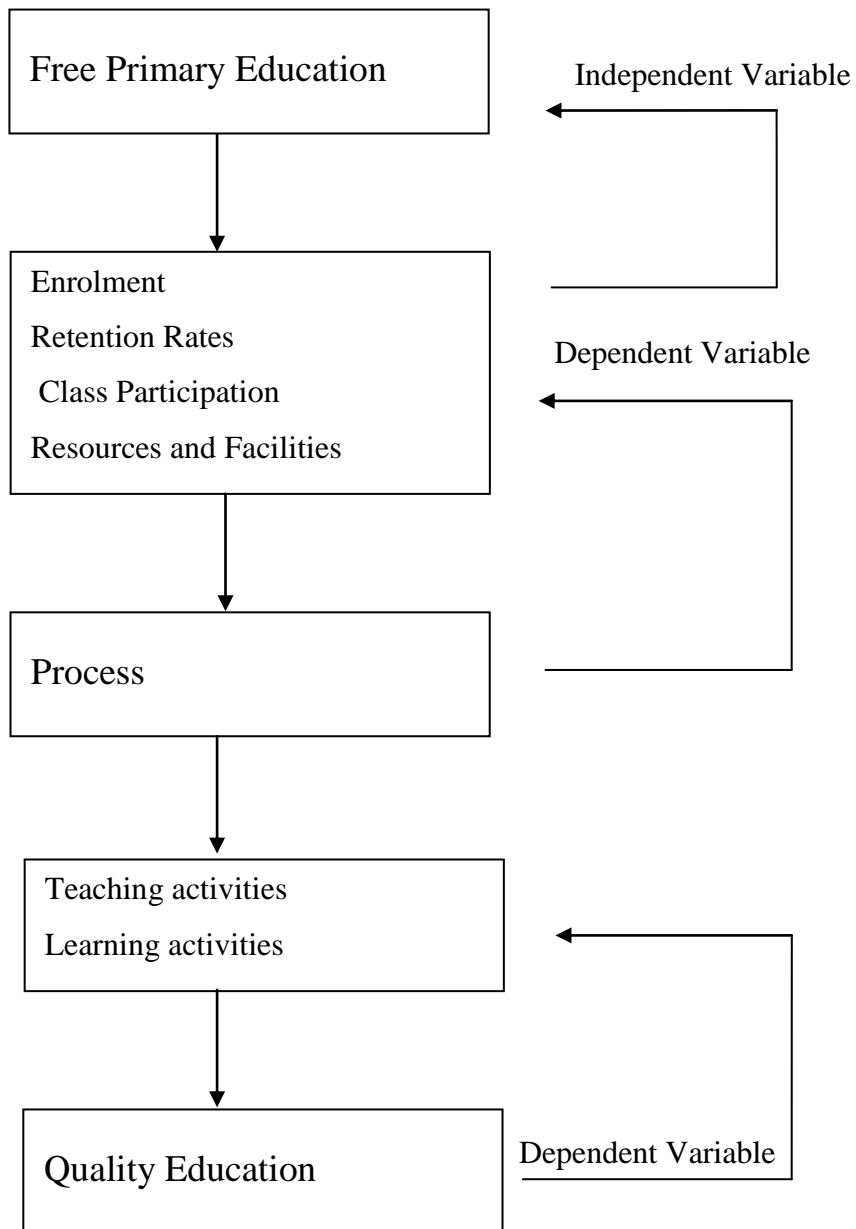
The studies reveal a lot of challenges discovered during investigations. Some of the challenges that keep re-occurring in most of these studies are the inadequacy of learning and teaching resources and dissatisfaction among teachers. These inadequacies are brought about due to the shortage of funds to put them in place or delayed disbursement of funds by the government. Some of the resources that need the stakeholders' attention are the overstretched physical facilities, staffing of teachers and clear, proper guidelines on the textbooks purchase. Another issue is about increased enrolment of pupils and dropouts after some time in school. The government needs to put certain mechanisms in place that will ensure FPE funds are disbursed in time and equitably since some regions in this country are more hit by poverty than others, bearing in mind the rural and slums. This is important because the MDGs main

target as the beneficiaries of FPE were the marginalized, the poor and girl-child. This was for the attainment of EFA goals.

However, researches reviewed in this study have not looked at the comparison aspect concerning FPE and its impact on quality provision among schools in urban and rural areas. Lastly, this study was carried out in Kikuyu Division and the target was two Divisions out of five; one in the urban and the other in the rural. This is exclusive.

## **2.7 Theoretical Framework**

This study is guided by the systems approach theory. A system is a collection of parts or subsystems integrated to accomplish an overall goal (Thomas, 1980). According to him systems have inputs, processes and outputs, with ongoing feedback among these various parts. If one part is removed the nature of the system is changed. There is direct relationship between education inputs and educational outputs. Inputs can be interpreted to mean educational resources and facilities while outputs to mean, school enrolments, retentions, class performance and performance at the end of the year and graduation rates at the completion of the cycle. This theory can practically be demonstrated in the findings of this study whereby quality of education is dependent upon the education inputs discussed in this study, thus enrolments, retentions, class participation resources and facilities. These inputs are dependent upon free primary education because this program interferes with the input ratios to be allocated so as quality under FPE can be realized. Fig 1 one below is a demonstration of these interdependence among education variables.



## **CHAPTER THREE**

### **3.0 STUDY METHODOLOGY**

This chapter discusses the research methodology used in the study. First it outlines the research design adopted, area of study, target population, sampling techniques and sample size. The chapter also describes the research instrument that were used, their validity and reliability. Finally the procedures on data collection and data analysis are presented.

#### **3.1 Research Locale**

This study was carried out in Thogoto and Karai zones of Kikuyu Division, Kikuyu District. The choice of these two zones in Kikuyu Division was appropriate because; firstly, Kikuyu is located in the outskirts of Nairobi City thus experiencing many urban influences, such as parents who get income from various employment and are educated enough to give their children the 'best education'. Thogoto is the hosting zone of Kikuyu town, qualifying it an urban area in this study. Secondly the Division hosts a rural area which is located in Karai zone. This is a plain land that receives inadequate rainfall that has made it a semi-arid land or a hardship area in Kenya.

#### **3.2 Research Design**

This research aimed at determining the extent to which free primary education has impacted on the provision of quality education in public primary schools in Kikuyu Division. Relationships among variables were systematically and empirically made without a direct control of independent variables because their manifestations had already occurred and could not be manipulated. The study used survey design to describe and interpret what was in the process. The method was suitable because it helped the researcher to capture relationships that exist, opinion that are held, and processes that are going on, effects that are evident or trends that are developing.

#### **3.3 Study Population**

The category of the target population identified as key respondents for the study were the pupils in standard 7 and 8 because of their maturity status. The study targeted teachers and head teachers because they are the implementers of the FPE programme. There were a total of 25 primary schools in both divisions out of which, 10 schools were randomly selected for

the study. All head teachers from the 10 schools were respondents in the survey while five teachers; games teachers, class eight and seven teachers, and two lower primary teachers, from each of the 10 schools participated in the study. Lastly, a total of 20 pupils per school drawn from the two classes took part in the study.

### 3.4 Sample Size

At most 10 out of the population of 25 head teachers, 50 out of the population of 101 teachers and 201 out of a possible 1120 pupils were sampled for the study. Stratified sampling technique or proportional random sampling, was used to determine participants. This involved dividing the target population into homogeneous subgroups (strata) and then taking a simple random sample in each subgroup. In this study, a total of 10 schools in the two zones in Kikuyu Division were sampled. The schools in the rural part of Kikuyu division had a total of 422 pupils while those in urban schools had a total of 698 pupils. Accordingly, the representation of the sample was 23.7 and 14.5% respectively. The teachers' samples size was 43% and 52% in rural and urban schools respectively. Among the head teachers 80% and 100% represented rural and urban schools respectively. All respondents in general represented 21% of total population. Respondent teachers and head teachers represented 30%, which is the recommended minimum representative sample of a small target population according to (Mugenda and Mugenda, 2003).

**Table 0: Sample size Estimates**

Category (Schools)	Population (N)	Sample size (n)	Percentage %
Pupils in Karai	422	100	23.7
Pupils in Thogoto	698	101	14.5
Teachers in Karai	53	23	43
Teachers in Thogoto	48	25	52
Head teachers in Karai zone	5	4	80
Head teachers in Thogoto zone	5	5	100
<b>Total</b>	1231	258	21

### 3.5 Sampling Procedure

With stratified sampling technique, samples had equal chances of being randomly selected without any bias. The choice of this technique was appropriate because the samples involved

two categories of schools; the rural and the urban schools, from which samples were picked. The two categories represented a sample of 12 primary schools from Thogoto zone and 12 primary schools from Karai zone. Five schools were randomly picked from each stratum as a sample of study using simple random sampling method because the method guarantees that the sample chosen is the representative of the population. This was done by preparing a list of all the 25 schools where each school was assigned a certain number, written on a piece of paper. The papers were mixed up in a container and then picked up one at a time until the five schools were selected from each category. The 20 pupils from both classes were selected by distributing papers written on, Yes or No to all the pupils in class. The 'Yes' papers were 20 and those who picked the 'Yes' papers were the representative sample of the study. Teachers were selected through purposively sampling to ensure all needed categories of teachers were represented in the study. The random sampling technique ensured that the chance of sampling error was reduced, according to Best and Kahn (1988).

### **3.6 Instruments for Data Collection**

In this study, data was collected using three sets of questionnaires; for the head teachers, the teachers and the pupils. This instrument was found suitable since information was collected in a short time. Closed and open ended question items were used in collecting data. Open ended questions allowed for the respondents to give their own independent views that helped the researcher to collect reliable data. Closed ended allowed for the respondents to spent less time on the questionnaires.

### **3.7 Instrument Validity**

The questionnaire items were designed in simple and clear language as much as possible to avoid ambiguity as ambiguity leads to different interpretations resulting to errors. The instrument validity was checked by the supervisor and colleagues for standardization, as suggested by Kothari (1990). Some of the items found irrelevant, confusing and ambiguous were removed or reorganized as was advised to bring out the intended meaning.

### **3.8 Instrument Reliability**

The reliability of the research findings depended on the instruments used in the collection of data. The research instruments were piloted in two schools with same characteristics, one in Thogoto and Karai zones. The responses from these schools were used to determine the



reliability of the instrument by comparing the consistency of the responses to the questionnaire items.

### **3.9 Procedures for Data Collection**

The researcher started by obtaining a permit for the study from the National Council for Science and Technology (NCST). She then paid a courtesy call to the District Education Officer, Kikuyu District to inform of her intention of visiting the schools for data collection. The respondents were given thorough briefing before commencing the study. The researcher ensured that the teachers and the pupils and if possible the head teachers responded to the questions promptly on the spot. The researcher assisted the pupils by going through the questions item by item until all the questions were responded to. At the same time the researcher was taken around the school compound to have an opportunity to make necessary observations to establish the condition of some facilities like the furniture being used, text books, games equipment, playing field, and type of classrooms.

### **3.10 Data Analysis and Presentation**

The data collected was firstly edited and coded on the basis of the objectives of the study. This was done in order to identify items that have been inaccurately responded to, logic of the answers, consistence and relevance of the responses to the items of the objectives set and any blank spaces left unfilled. This helped to remove the errors of omission in the filled up items of the questionnaire (Moses and Kalton, 1979). The data was classified according to the objectives of the study. It was entered in MS excel and analyzed using statistical package for Social Sciences (SPSS). Version twelve frequencies were used to compare the frequency of occurrence of each cluster. Descriptive statistics were used in data presentation through frequency distribution tables and graphs. Based on the findings, conclusions and recommendations were made.

## CHAPTER FOUR

### 4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter focuses on data analysis, interpretation and presentation. The chapter was guided by the five objectives of the study. The data has been presented by use of distribution tables, figures and descriptions of the findings given to clarify the results on the tables and figures.

#### 4.2 Questionnaire Return Rates

##### 4.2.1 Pupils' Gender in Karai and Thogoto Zones in Kikuyu Division

A total of 201 pupils from 5 rural and 5 urban schools in Kikuyu Division were sampled from 10 primary schools. Out of those who gave their responses 41% and 59% were female and male pupils respectively as indicated in table 1 below.

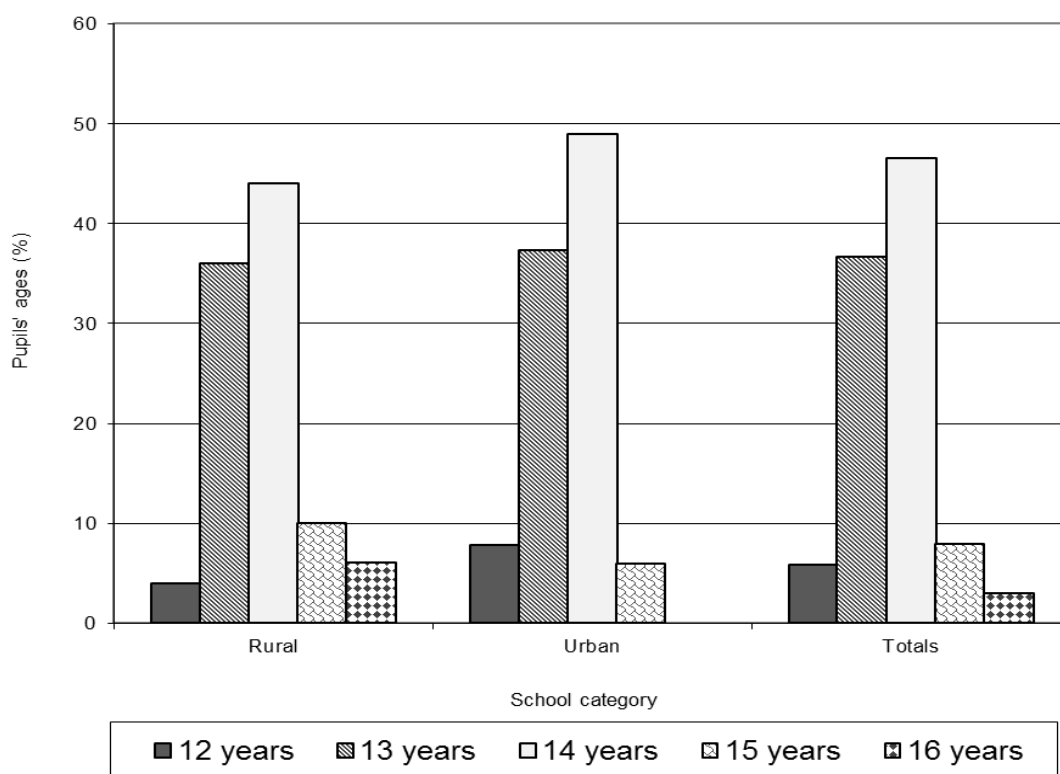
**Table 1: Pupils' gender**

Gender	Karai		Thogoto		Totals	
	Freq	%	Freq	%	Freq	%
Female	40	40%	41	41%	81	41%
Male	60	60%	60	59%	120	59%
Total	100	100	101	100	201	100

Among the pupils who gave their responses, 47% were aged 14 years, followed by those aged 13 years (37%), majority of whom were in class eight in both rural and urban schools. In rural schools, 8% were aged 16 and urban schools 2% were aged 16 years. This is shown in figure 1 above.

The official age in class eight according to the 8.4.4 curriculum is 14 years. Judging from the responses, this means that rural schools in Kikuyu had more over age pupils than urban schools. The age of the learner has been determined as a factor that influences learning among pupils, especially girls. The Minister for Education, Prof Sam Ongeri, was captured by the Nation Television on 28<sup>th</sup> December 2011, during the announcement of KCPE results saying that younger pupils perform better in examinations than older pupils. In other words, younger pupils learn better compared to older pupils. It can be assumed that age is one of the reasons why urban schools in the study perform better than rural schools.

**Fig 1: Number of pupils who gave their responses in both zones**



Out of the pupils who gave their responses, majority were in class eight (59%) while 41% were in class seven both in rural and urban schools respectively (table 2). This was because the focus was mainly on those pupils who could be able to read and try to answer the questionnaires relevantly.

**Table 2: Education level of pupils in both zones**

Pupils' class	Karai		Thogoto		Total	
	Freq	%	Freq	%	Freq	%
Class 7	40	40	42	41.6	82	41
Class 8	60	60	59	58.4	119	59
Total	100	100	101	100	201	100

#### 4.2.2 Teachers' Gender

A total of 48 primary school teachers out of the representative sample of 50 in both Thogoto (48%) and Karai (52%) in Kikuyu Division gave their responses. Out of this, 74% of the teachers in Karai zone were female and 26% male while in Thogoto zone, 64% were female

and 36% male. In essence female teachers were more than male teachers in both Thogoto and Karai zones. Kikuyu Division therefore may be having more female than male teachers.

### 4.2.3 Teachers' Age

In terms of age, table 3 below shows that 44% of the teachers in Karai schools were aged between 40 to 45 years while 34% in Thogoto schools they ranged between 35 and 40 years. Only less than 5% of the teachers were aged below 30 years in both zones. This is an indication of a more aged than a younger teaching staff in urban than rural schools. The fact that Thogoto zone had more younger teachers than Karai zone may mean better teacher participation in class as the young are always assumed to be vibrant and active. At the same time, it could be assumed that the rural area has tired teachers in terms of delivery of service in comparison to the urban area a factor likely to interfere with teacher competency.

**Table 3: Age of teachers in both zones in Kikuyu Division**

Age bracket (Years)	Karai		Thogoto		Total	
	Freq	%	Freq	%	Freq	%
Below 30	1	4	1	4	2	4
30-35	7	30	4	16	11	23
35-40	1	4	8	34	9	19
40-45	10	44	8	30	18	38
Above 45	4	17	4	16	8	17
Total	23	100	25	100	48	100

### 4.2.4 Teachers' Qualifications

Knowledge and skills in subjects, level of motivation and ability to interact with parents and community helps a lot in teachers' competences in teaching. Sometimes open assessment of teachers may be counter productive. So information on educational qualifications and years of experience may be of help to assess teacher's competency (Shilong, 2000). In terms of teachers' qualifications, 48% of teachers in urban schools had a bachelor's degree in education as their highest education level while in rural schools; only 17% were university graduates with majority being P1 holders. More teachers from Thogoto zone had advanced their education than from Karai zone. This is an indication that urban teachers may be accessing higher education facilities following their proximity to town. This easily enables

them fit into the programmes being offered, such as the ones conducted in the evenings as compared to teachers in rural areas who are disadvantaged by the remoteness of their stations as shown in table 4 below.

**Table 4: Teacher’s academic and professional qualifications**

Highest Qualification	Karai		Thogoto		Total	
	Freq	%	Freq	%	Freq	%
P1	10	44	8	32	18	38
Dip in Ed	6	26	2	8	8	17
B. Ed	4	17	12	48	16	33
No response	3	13	3	12	6	13
Total	23	100	25	100	48	100

#### 4.2.5 Teachers’ Working Experience

Experience of teachers has been associated with competency where a teacher with a long service is believed to be a better teacher in terms of passing on knowledge to pupils as they may apply the most suitable methods, have mastery of content and know how to attend to individual pupil’s needs. Responses from teachers as indicated in table 5 below show that 48% in rural schools and 44% in urban schools had more than 15 years of teaching experience. Having 15 years of teaching experience means they are very experienced and mature teachers in the service who should be better placed to offer quality education.

**Table 5: Teachers Working Experience**

Experience (Years)	Rural		Urban		Total	
	Frequency	%	Frequency	%	Frequency	%
5 and Below	14	61	14	56	28	58
Above 5 to 10	3	13	7	28	10	21
Above 10 to 15	2	9	2	8	4	8
Above 15	4	17	2	8	6	13
TOTAL	23	100	25	100	48	100

#### 4.2.6 Teaching Duration in Current School

Majority of teachers (58%) as shown in table 6 below, in both urban and rural schools had spent 5 years and below in the schools they were teaching. In the rural zone (61%) and urban zone (56%) of school teachers had spent five years and below in their current schools. On the other hand, teaching for 5 years and below in a school may not be good enough in helping the teacher respond to some research items that require historical information. This may also be an indication of a heavy teacher turn over in Kikuyu Division which may affect pupil performance adversely as established earlier on by Eshiwani (1983) when he concluded after his research on academic performance that the higher the teachers' turn over, the lower the achievement among the pupils.

**Table 6: Teaching duration in the current school**

Duration (Years)	Rural		Urban		Total	
	Frequency	%	Frequency	%	Frequency	%
5 and Below	2	9	2	8	4	8
Above 5 to10	8	30	4	16	11	23
Above 10 to 15	13	13	8	32	11	23
Above 15	11	48	11	44	22	46
TOTAL	23	100	25	100	48	100

#### 4.2.7. Head Teachers' Gender

Out of the targeted 10 head teachers, 9 gave their responses. Out of this number, 4 were from Karai while 5 from Thogoto zone. Among the head teachers, in Karai zone, 3 were male teachers while in Thogoto zone 3 were female teachers. It is an indication of more female heads in urban schools than male and more male heads in rural schools than female. This may be influenced by marital issues where the married women prefer to accompany their spouses who work in urban areas.

#### 4.2.8. Head Teachers' Age

Half of the head teachers (50%) were above 50 years of age, 1 above 35years and 1 above 40 years, in Karai zone. In Thogoto zone, 2 were aged between 40 to 45 years, 1 above 45 and 2 did not respond to age question as indicated in table 7 below.

**Table 7: Age of the head teachers in Kikuyu Division**

Age bracket (years)	Karai		Thogoto		Total	
	Freq	%	freq	%	freq	%
35 to 39	1	25	0	0	1	11
40 to 45	1	25	2	40	3	33
Above 45	2	50	1	20	3	33
No response	0	0	2	40	2	23
Total	4	100	5	100	9	100

**4.2.9 Head Teachers' Qualifications**

Out of the 4 head teachers who participated in Karai zone, 2 were university graduates while the rest had secondary level certificate. In Thogoto zone, there were 3 university graduates and 2 diploma level head teachers out of the 5 who participated. This is an indication that there were more university graduates from urban schools than rural schools.

**4.2.10 Head Teachers' Teaching Experience**

All the head teachers had over 15 years teaching experience. This means that they were long serving as teachers, as shown in table 8 below.

**Table 8: Head teachers experience in teaching**

Experience (Years)	Rural		Urban		Total	
	Frequency	%	Frequency	%	Frequency	%
5 and Below	2	50	2	40	4	44
Above 5 to 10	1	25	1	20	2	22
Above 10 to 15	1	25	1	20	2	22
Above 15	0	0	1	20	1	11
TOTAL	4	100	5	100	9	100

**4.2.11 Head Teachers' Duration in their Current School**

Majority of head teachers(50%) and (60%) in Karai and Thogoto, respectively had served in their current schools as head teachers for less than 5 years while minority (25%) and (20%) had served in their current schools as head teachers for up to 15 years as indicated in table

9.below. This is an indication that there could be a problem of inadequacy of some information and may be this explains why some questionnaires were not responded to.

**Table 9: Head teachers’ duration in their current school**

Duration (Years)	Rural		Urban		Total	
	Frequency	%	Frequency	%	Frequency	%
Below 5	2	50	3	60	5	56
Above 5 to 10	1	25	1	20	2	22
Above 10 to 15	1	25	1	20	2	22
Above 15	0	0	0	0	0	0
TOTAL	4	100	5	100	9	100

### **4.3. Pupils Enrollment in Karai and Thogoto Zones, Kikuyu Division**

Enrollment was a very important objective of the study as it is an indicator of accessibility or inaccessibility of education to all school going age children. However as it was declared by the 1948 conference on human rights that quality access was not a sequential element but a growing evidence for universal access and equity in education for all, increased enrolment would be considered as a measure of universal access as it was intended by the government of Kenya when FPE was introduced. In response to enrolment question, several items were asked. Among them was the issue of pupils’ population.

#### **4.3.1 Pupil Population**

In any country, increased pupil population is translated to mean that education is accessible to the majority if not to all. Part of the aims of FPE was to broaden basic education opportunities for the disadvantaged to access it. Both teachers and head teachers from both Thogoto and Karai zones asserted that there was increased pupil population after the introduction of FPE. The population in Karai schools ranging between 201 and 400 while in Thogoto zone schools, cited a range from 601 to 800 pupils. However, as Thogoto continued to have a steady high pupil population, Karai zone teachers and head teachers reported that a decline in pupil population was being experienced. This was associated to transfers to other schools that were believed to be posting attractive KCPE results and drop out issue especially girls, due to pregnancies and early marriages among other reasons as shown in



other sections in this study. Table 10 below shows the current population of pupils in Thogoto- urban and Karai- rural.

**Table 10: Current pupil population in schools**

Pupil population	Karai		Thogoto		Total	
	Freq.	%	Freq.	%	Freq.	%
Between 201-400	13	56.5	0	0	13	27.1
Between 401-500	1	4.3	3	12	4	8.3
Between 501-600	5	21.7	7	28	12	25
Between 601-800	4	17.4	8	32	12	25
More than 800	0	0	6	24	6	12.5
No response	0	0	1	4	1	2.1
Total	23	100	25	100	48	100

#### 4.3.2. Fees Payment and Age

Another item asked to answer the research question that sought to establish how the introduction of FPE affected the enrollment of pupils in Thogoto and Karai zones, was linked to fees payment and age. Pupils were asked to indicate if they paid school fees and their age bracket since factors like payment of fees and age are likely to affect the pupils' school accessibility, hence attendance. Fees payment, they asserted had caused some pupils not to enroll in school. Some pupils could not manage to meet the school requirements such as uniform, continuous assessment test charges and arranged tuition fee. However, age of the pupils was found to significantly ( $P < 1$ ) impact negatively on pupils' school attendance (Table 11) below.

**Table 11: Analysis of factors likely to affect pupils' enrollment**

Factors	Karai			Thogoto		
	Coefficient	S.E.	Sig.	Coefficient	S.E.	Sig.
Gender	-1.80	1.05	0.09*	16.63	3084.37	1.00
Age	-0.67	0.62	0.28	38.42	5077.75	0.99
Payment of school fees	1.86	1.36	0.17	53.70	7299.21	0.99
Constant	7.99	8.94	0.37	-674.17	85775.69	0.99

\*Significant at  $P < 10\%$ , SE; standard error

When the same item was put to the teachers and the head teachers, they concurred with the pupils that there were other charges that were required by the school that the government did not cater for. These were things such as uniform, school level exam fee and the KCPE examination fee. Some children did not join school due to such charges and others due to age factor. However they agreed that the introduction of FPE had attracted more children to join primary schools. This is an indication that FPE had not really failed in terms of enrolment rate.

### 4.3.3 Number of Pupils in Class

Establishing the number of pupils in class is important in determining the class size since it bears a lot of influence on teacher's and pupils' activities and the ultimate impact on performance. When the pupils were asked to indicate how many they were in class, 66% from Karai zone stated that the numbers ranged from 21 to 40 pupils per class while 78% in Thogoto schools ranged from 41 to 60 pupils. There were classes of over 81 pupils in Thogoto zone as reported by 12% of the pupils. The teachers also concurred with the pupils' responses on enrollment in classes as indicated in table 12 below. The teachers recommended a class size of 20 as better in management than larger classes of 40- 55 which are recommended by the ministry of education. Teachers' views are shared by many developed countries which recommend a class size of 20. (Graeme Paton 2010). Graeme calls class sizes of over 40 as supersized and caused pupils to struggle for the teacher's attention.

**Table 12: Number of pupils in the class in Kikuyu division**

Number of pupils in the class	Karai		Thogoto		Totals	
	Freq.	%	Freq.	%	Freq.	%
9 to 20	28	28	0	0	14	14
21 to 40	66	66	3	3	35	35
41 to 60	0	0	81	78	40	40
61 to 80	6	6	6	6	6	6
81 to 100	0	0	11	12	6	6
Total	100	100	101	100	101	100

#### 4.3.4 Success of FPE on Enrolment

Most (87%) teachers in Karai reported that there was increased pupil enrollment after introduction of FPE. This means that more pupils enrolled during the FPE than before it was introduced. This can be viewed as a success in FPE, as the program was begun to ensure that education is accessible by all school going age pupils (Table 13).

**Table 13: Success of FPE on enrollment**

Successes	Karai %	Thogoto%
Provision of teaching and learning materials	80	70
Increased enrollment	87	92
Decreased dropout rate	87	64

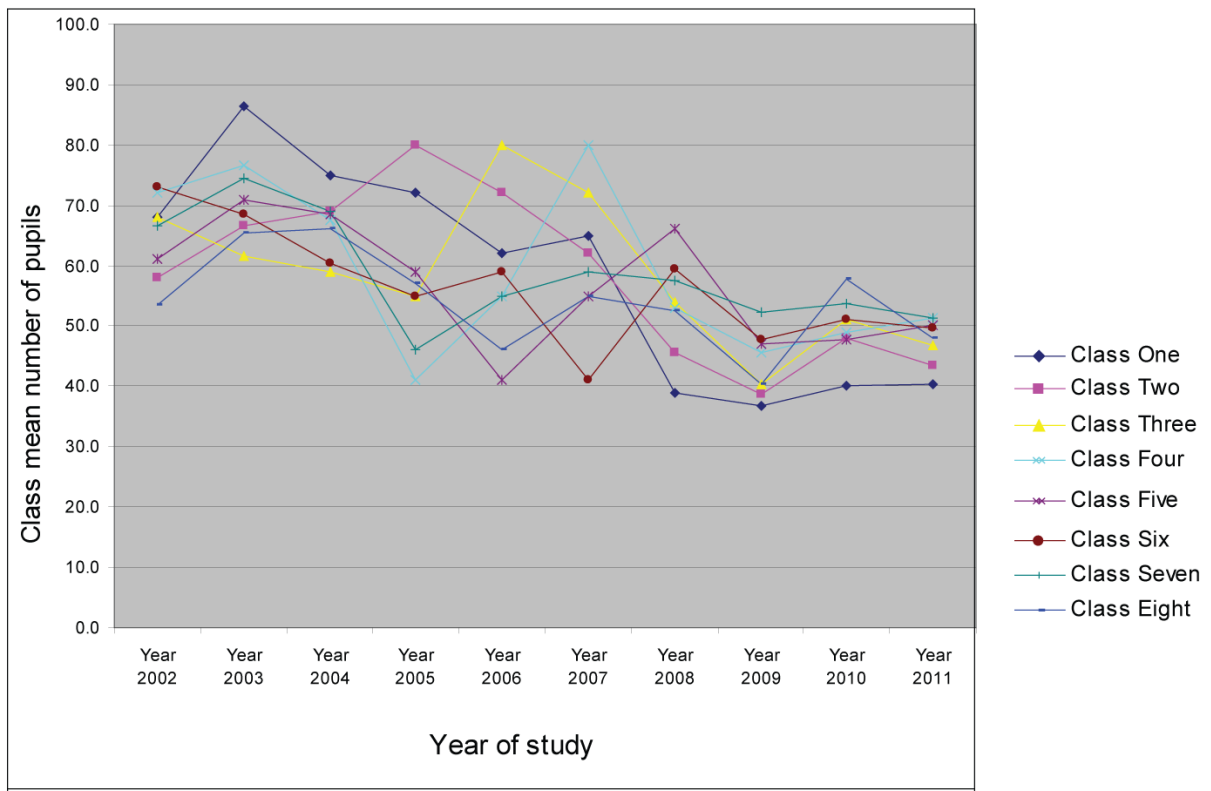
#### 4.3.5 Challenges of FPE on Enrolment

In Thogoto schools, increased pupil enrollment was viewed as the cause of the challenges being experienced since the introduction of FPE by a majority (80%) of the teachers while drop out was viewed as a major challenge to FPE (52%) by Karai zone teachers. As much as enrolment was reported to have increased, a decline in subsequent enrolments and drop out was reported in Karai zones. These have been viewed as some of the challenges of FPE as shown in table 14 below.

**Table 14: challenges of FPE on enrolment**

Challenges	Karai %	Thogoto%
Inadequacy of resources	80	80
Drop out	52	8
Indiscipline	20	15
Low class participation	15	5

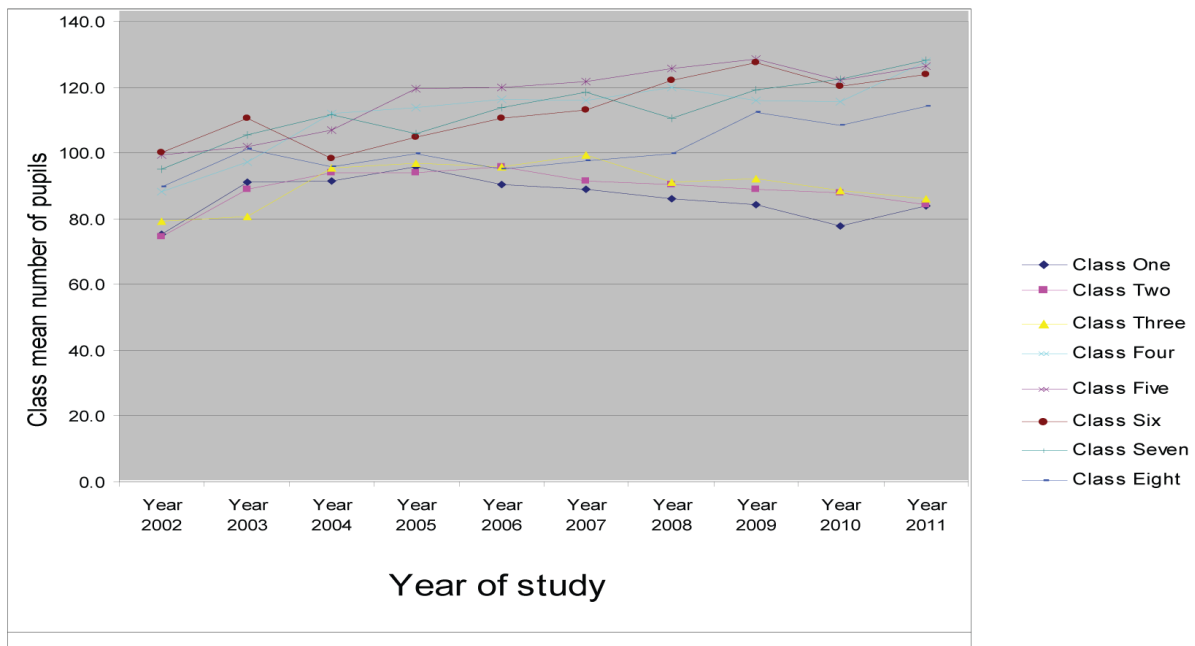
**Fig 2: Number of pupils in Karai schools since inception of FPE**



#### 4.3.6 Number of Pupils per Class Since 2002 to 2011

The head teachers provided records on the number of pupils per class since 2002 to 2011. This was aimed at establishing the enrollment trends in schools before and after FPE inception. Karai zone recorded increased pupil enrollment in 2003 then followed by a decreasing enrollment. Class one was the most affected in rural schools, showing the lowest number of pupils per class in 2009. Fig 2 above shows a general declining trend in pupil population in Karai zone. This trend may be confirming the report on drop out as an FPE challenge, according to the rural school teachers. The enrollment trends in Thogoto zone on the other hand were generally on the increase. This is an indication that urban schools offered satisfactorily services than rural schools (Fig. 3).

**Fig 3: Number of pupils in Thogoto schools since the inception of FPE**



#### 4.4 Pupil Retention Rates in Karai and Thogoto Zones, Kikuyu Division

Retention in schools has been viewed as an indicator of quality education and minimal wastage. To establish retention rate of pupils in schools, the head teachers were asked to provide the records of pupils completing class eight before and after the inception of FPE. The record revealed a steady increase in Thogoto zone where every class recorded over 90 pupils with boys recording more than 100 up to year 2010. On the other hand, Karai zone had a small increase of about 40 pupils and went down to record less than 30 pupils up to year 2010 as shown in figure 4 below.

##### 4.4.1 Pupil Drop Out

Pupils were asked to indicate any pupil(s) known to have dropped out of school before completion of class eight and 48% recorded that they knew pupils who dropped out of school in Karai (rural) schools as compared to Thogoto (urban) schools with just 18%. This clearly shows that the number of pupils in rural schools may be fewer due to drop out as compared to urban schools with lower dropout rates (Table 15 below).

**Table 15: Known any classmate(s) who had dropped out of school**

Response	Karai		Thogoto		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Dropout	44	44	17	18	61	30.7
No dropout	56	56	84	82	140	69.3
Total	100	100	101	100	201	100

When the same question was put to the teachers, 70% of teachers in Karai zone responded in the affirmative compared to 32% of the teacher responses from Thogoto schools as indicated in table 16 below. It is quite evident from the above responses that pupil drop out is still a reality in Kenyan schools despite the introduction of FPE.

**Table 16: Pupil drop out in schools since FPE introduction in Kikuyu division**

	Karai		Thogoto		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Dropout	16	70	8	32	24	50
No dropout	7	30	17	68	24	50
Total	23	100	25	100	48	100

The above view was shared with head teachers in their responses who also indicated that drop out was felt more in rural schools as compared to urban schools. However, one head teacher in a Karai zone stated that there was higher female pupil drop out than the male counterparts. This was associated to the assertions that female pupils dropped out due to lack of sanitary towels during menstruation and teenage pregnancies.

#### **4.4.2. Reasons for Drop Out**

Dropout rate is one of the factors that influence retention and completion rates. Being aware of the causes could assist reduce the rate of dropout. It is therefore paramount to find out the reasons that may contribute to dropout. The pupils were asked to indicate some of the reasons that led to school dropout rate. Some of the reasons given were; lack of interest in learning (26%) and early marriages (2%) in both zones. Higher dropout as a result of pregnancies was recorded in Thogoto (8%) than Karai zone (2%).

The teachers on the other hand cited the main reasons for drop outs as domestic problems such as lack of parental support and poverty among families. Other reasons included lack of interest in schools and child labour among others. Lack of interest among pupils can be associated with unsupportive parents in Karai zone.

In Thogoto schools, the main reason for dropout according to teachers was cited as normal pupil transfers between schools. Other reasons cited for drop out included domestic issues, such as inadequate support from parents and indiscipline. The head teachers were in agreement with the teachers but also added other reasons such as pregnancies and early marriages as shown in table17. This is an indication that retention had not been a success since the inception of FPE since there were still challenges that forced some pupils out of schools prematurely, especially the girls as compared to those of boys'. The challenges needed attention of both the society and government to help try to arrest them.

**Table 17: Reasons for drop outs in Rural and Urban schools**

Reason	Thogoto %	Karai %
Lack of parent support	8	60
Poverty	7	50
No interest	15	32
Child labour	5	30
Transfer between schools	50	8
Indiscipline	12	40
Pregnancy	15	20
Early marriages	9	6

#### **4.4.3 Retention and Completion;**

Enrollment alone is not enough for one to find out the impact of FPE. In addition to class enrollment, FPE program was introduced in Kenya to ensure all children access quality education and attain completion of the primary cycle. Enrollment at the primary level takes place at class one, but after the introduction of FPE, the government of Kenya directed that all children of school age must join primary schools. This enabled overage children, some who had dropped out due to lack school requirements, to join school but at various levels.

It was of interest to find out whether after joining, the same number was retained in school, until completion of the cycle. According to the head teachers, there was an increase in number of candidates sitting for K. C. P. E in Karai schools since the inception of FPE till

2005 and then a decline was recorded from 2005 onwards. More girls than boys sat for K. C. P. E in Karai schools. In Thogoto schools, there was a gradual increase in the number of candidates sitting for K.C.P.E since the inception of FPE till 2008 when a slight decline was recorded between 2009 and 2011 (Fig. 4 above). The increase in the number of girls sitting for KCPE could be an indication that more girls than boys were not attending schools before the inception of FPE. The decline may be as a result of drop outs and transfers of pupils. This may be confirming that dissatisfied parents transferred their children to privately owned schools, as established by Odera (2007) and Katim (2008), due to poor standards occasioned by the increased numbers in public schools.

#### **4.5 Pupils' Class Participation in Karai and Thogoto Zones, Kikuyu Division**

Class participation is the willingness to participate in all classroom activities and on regular basis as it is necessary by both teachers and pupils. Such activities may include attending lessons, reading, and writing, answering and asking questions, doing class assignments, among others. Class participation is mainly influenced by attitude towards teaching and learning. Without positive class participation, quality learning may fail to take place. Pupils' and teachers' attitude towards class work can adversely affect their participation in class.

##### **4.5.1. Pupils' Class Attendance**

To establish class participation, the pupils were asked to indicate whether they attended classes daily. Failure to attend classes daily means there is a problem which if it persists, can ultimately lead to dropout. A total of 88% of the pupils attended school daily in rural schools while 12% indicated that they missed school due to requirements such as uniform, exam and tuition fee, sickness and menstrual periods. In Thogoto zone, 91% of the pupils stated that they attended class regularly while a few missed out. The reasons given were the same as those adduced by pupils from Karai zone.

##### **4.5.2. Timetable Display**

The presence of a class timetable is an indication that there is order in class activities. This is good as a guide to teachers and pupils for timely lesson preparation, attendance, and participation. When asked whether they had a timetable displayed in class, pupils from both zones agreed that there was a timetable displayed in class.



#### **4.5.3. Teachers' Attendance to the Timetable and Class Work**

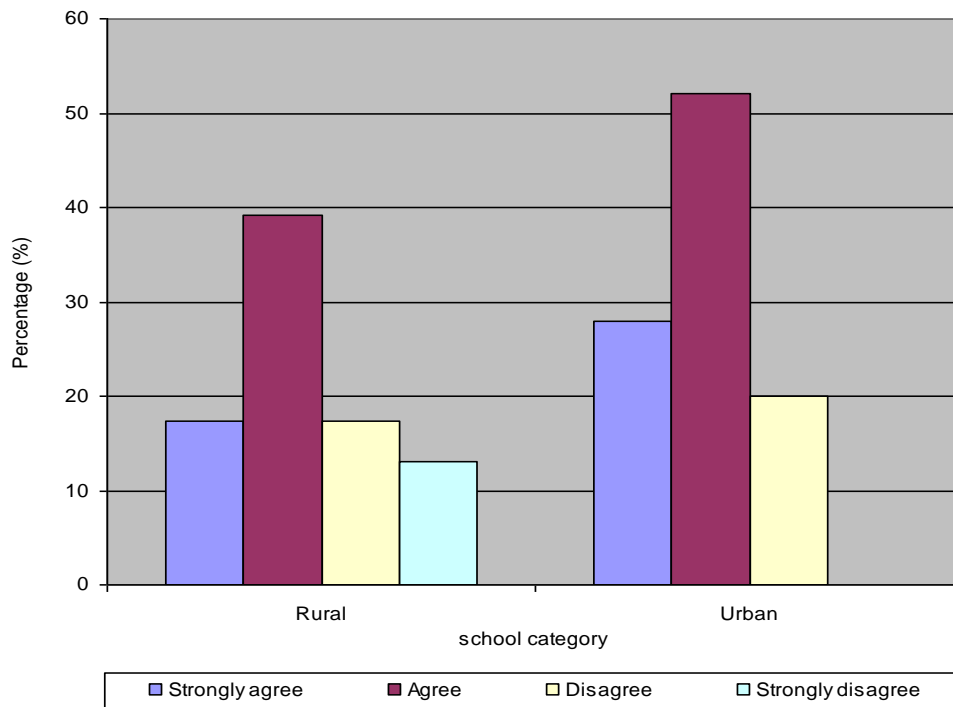
Pupils were also asked to respond to whether teachers came to class as per time table and the majority in both zones agreed. The pupils also accepted that they were given class work on regular basis with 96% and 94% in Thogoto and Karai zones respectively. There was a small number in both zones who said that teachers failed to attend to the timetable whenever they were in a staff meeting and of course when absent from school.

#### **4.5.4 Pupils' Attitude towards Class Work**

The teachers were asked to respond on pupils' participation in class where 35% reported that pupils in Karai schools were mainly reluctant and less interested in class work while in Thogoto schools 40% of the teachers said that pupils were more eager to learn. Another 36% of the teachers in Thogoto zone indicated that pupils were not only eager to learn but are also self driven as seen in table 16 below. When head teachers were asked for their views on class participation, 3 head teachers out of 4 in Karai zones felt that it was poor though the teachers were enough and self driven to teach, while in Thogoto zones only 2 out of 5 felt that it was good and felt that the teaching staff was adequate.

According to teachers and head teachers' views, it can be deduced that pupils in urban schools were likely to participate more in class work than their counterparts in rural schools. The reasons for this can be drawn from those given by teachers when they were responding to the question of retention of pupils- thus the rural pupils may be reluctant and less interested in class due to domestic issues such as poverty, lack of parent support and indiscipline hence negative attitude towards class work. When they were asked about pupils' eagerness and self drive towards class work, 18% of head teachers in Karai zone, strongly agreed, 39% agreed, 18% disagreed and 13% strongly disagreed while in Thogoto zone; 38% strongly agreed, 52% agreed and 20% disagreed as shown in figure 7 below).

**Fig. 4: Head teacher’s assessment of pupil’s attitude towards class work.**



#### 4.5.5 Teachers’ Attitude towards Teaching

The role of teachers’ as facilitators in class work is equally important. According to the head teachers’ responses, up to three quarters of Karai zone teachers were self driven in their efforts towards class work, which in this case is teaching and guiding pupils. In Thogoto zone, 60% of head teachers felt that teachers were self driven. 3 out of 5 heads from Thogoto zone reported that the teachers were not well prepared to handle multi age pupils in class.

#### 4.5.6 KCPE Performance Trend

When head teachers were asked to respond on the performance trend of KCPE before and after FPE inception. This was to establish how FPE had impacted on the end of the cycle results of the pupils’ class participation. According to Stephens (2003), quality education may be related to the learning outcomes thus end of the cycle examination results which is equated to performance. In this case the end of cycle result is the KCPE which is marked out of a total of 500 marks. The average pass is considered 50% in each of the five subjects examined. The KCPE trend clearly shows that Thogoto zone was performing better than Karai zone as their mean remained above average (250) all the way from 2002 to 2010 even when it declined after the introduction of FPE. Meanwhile, the performance of Karai zone was on the whole poor as the mean score remained below 250 and declined further, after the introduction of

FPE as shown in table 18 below. This is an indication that class size may have an adverse effect on a teacher more than a pupil if the number of pupils is more than a teacher can possibly handle. Consequently the effect on the teacher may affect the pupils in terms of performance.

**Table 18: KCPE mean from 2002 to 2010; Thogoto and Karai zones, Kikuyu Division**

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010
Thogoto mean	330	305	290	280	275	270	260	280	290
Karai mean	210	200	190	180	170	200	210	170	180

When the head teachers were asked to comment on the KCPE trend, Thogoto zone associated the mean to commitment by the teachers and high teacher- pupil ratio. They reported that the parents had been supportive enough as to employ more teachers through Parents Teachers Association (PTA) to cater for the shortfall. This had helped them so much in the handling of the syllabus. This had enabled the teachers to complete the syllabus early enough and embark on revision and remedial teaching.

On the other hand, Karai zone head teachers attributed the mean in their zone to the laxity of the pupils and lack of support from the parents. They also completed the syllabus just before the start of the end of year examination. They reported that some of their candidates were non- readers or, lacking lower primary foundation skills, as some had lost focus in reading because of long stay out school and older age. These low achievers pulled the mean down hence below average results. Table 19 below shows pupils attitudes in both zones.

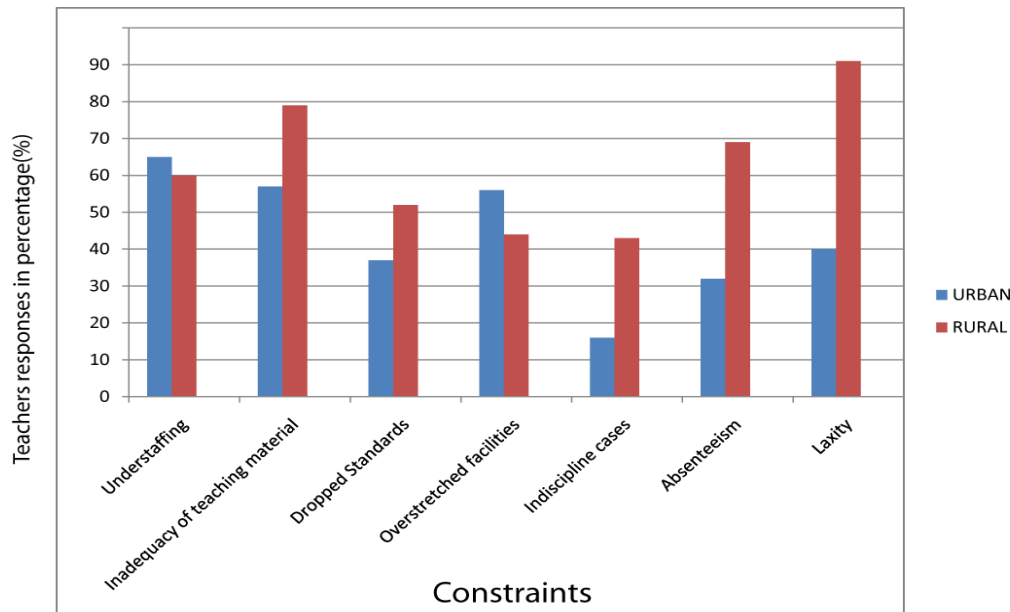
**Table 19: Pupils' Attitude towards class work**

Pupils attitude	Karai		Thogoto		Total	
	Freq.	%	Freq.	%	Freq.	%
Eager to learn	1	4	10	40	11	23
Reluctant	8	35	3	12	11	23
Less interested	8	35	0	0	8	17
Not interested	2	9	0	0	2	4
Self-driven	1	4	0	0	1	2
Low esteem	3	13	2	8	5	10
Eager to learn and Self driven	0	0	9	36	9	19
Reluctant and less interested	1	4	0	0	1	2
No response	0	0	1	4	1	2
Total	23	100	25	100	48	100

**4.5.7 Challenges on Pupils' Class Participation**

When asked to comment on challenges being faced on pupils' class participation, teachers from both zones felt that there were challenges associated with pupil's class participation. These were; inadequate teaching materials, overstretched facilities and laxity among others. Majority(78%) of the teachers in Karai zone cited inadequacy of teaching materials and indiscipline cases among the pupils as a major challenge that led to low pupil class participation while in Thogoto zone, the major challenge was understaffing although the head teachers asserted that the teaching staff was enough. Other challenges that featured prominently in Thogoto zone included inadequacy of teaching materials and overstretched facilities 56% respectively (Fig 5) as adduced by the head teachers.

**Fig. 5: Challenges that affect pupil’s participation in class**

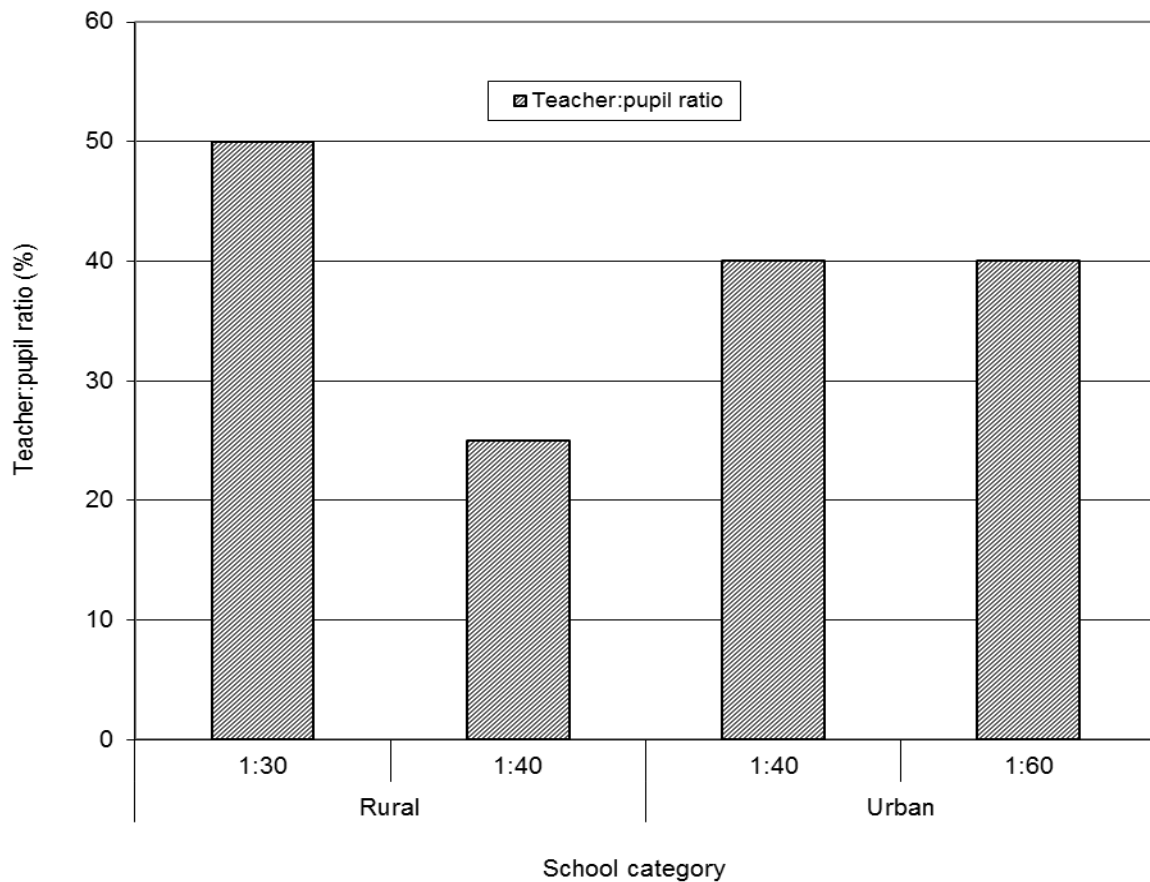


#### 4.5.8 Teacher- Pupil Ratios

Pupil- teacher ratio determines the control span of each teacher and teacher – pupil interaction in a given class. Boyde (1994) in his study in Tennessee on class size concluded that students in small classes of 15 perform better academically than those in larger classes of 22 upwards.

In this study, it was established that Karai zone had a small class size ranging from 30 to 40 as compared to Thogoto zone that had a larger class size ranging from 40 to 60. These sizes according to Karai zone head teachers and teachers were associated to transfer of pupils to other schools known to be performing better, and drop out. On the other hand, teachers and head teachers in Thogoto associated their large classes to the inflow of pupils from other schools, because of above average results posted after KCPE. This assertion contradicts the findings by Boyde and agrees with findings by Waithaka on effects of FPE, that class-size was not entirely responsible for academic performance but commitment of teachers and curriculum relevance was a major contributing factor to quality education. Teacher- pupil ratio disparities between Karai and Thogoto are demonstrated in figure 6 below.

**Fig 6: Teacher- pupil ratios in both rural and urban schools**



#### **4.6 Adequacy and Conditions of Educational Resources in Thogoto and Karai Zones.**

Adequacy and conditions of educational resources in schools are very important components in education. Allen et al (2011) while studying on the effects of quality of facilities in educational environment in Texas state of US established poor condition of education facilities impacted on the performance of students hence compromising on quality education (David, 2003). This objective was necessary to help find out the condition and adequacy of education resources in relation to quality education. Resources in education are things that aid in improving learning. Such things include; reading and writing materials, teaching aids, teaching force buildings and furniture.

##### **4.6.1 Provision of Writing Materials**

Since the introduction of FPE, the government started providing funds for the purchase of reading and writing materials in primary schools. Learning material are resources contributing a lot to quality education as established in many studies reviewed. The pupils

were asked to state how they were provided with writing materials. A total of 70% of pupils from Thogoto zone and 94% from Karai zone reported that the government funded the provision of writing material such as exercise books, pens and rubbers. Few pupils (19%) from Thogoto and Karai zone (2%) reported that more writing materials were provided by the parents to cater for the shortfall. This may imply that some urban school pupils got more support from parents than rural schools. Many parents from Thogoto zone may be exposed and knowledgeable on the importance of education and financially able to support their children's education. This is due to being located in town where there are many opportunities to progress. On the other hand many parents in Karai zone may exhibit inability to support their children in school due to poverty and ignorance.

#### **4.6.2 Provision and Sharing of Reading Materials**

When asked about the provision of reading materials, both Karai and Thogoto zones' pupils cited that the government catered for the provision of text and reference books. However some were inadequate. Majority (58%) of pupils in Karai zone reported that they shared Christian Religious Education (CRE) text books at a ratio of 1: 2 to 1:5 pupils. In Thogoto zone, the situation was different in terms of text books since 45% of the pupils reported that English text book was shared between; 2 to 5 pupils per book. This is an indication that CRE text books were less in Karai schools while English text books were less in Thogoto schools. This can adversely affect the performance in such subjects, since sharing among more than two pupils limits accessibility to the book and they keep pulling it and this causes damage to the book.

In both zones, 56% of pupils reported that mathematics text books were not shared. This is an indication that mathematics books are adequate. Mathematics is one of the subjects cited by pupils as being learned daily and assignment given daily. Besides there is general conception in Kenyan schools that mathematics needs daily practice for any improvement to be realized. This explains why the text books have to be adequate; for every learner to have access.

#### **4.6.3 Adequacy of Text and Exercise Books**

The pupils were also asked to respond to the question of adequacy of exercise books and 54% of pupils from Karai zone felt that the exercise books were not enough while in Thogoto zone, 77% of the pupils felt that exercise books were enough. When it came to the text books,

60% of pupils from Karai zone felt that the books were enough while 55% from urban schools felt that the text books were enough as shown in table 20 below. This may be so due to the fact that urban schools had a higher population of pupils than rural schools and that parents supported in the purchase of writing materials in urban schools.

When the teachers were also asked to comment on the adequacy of teaching resources, teachers from both zones reported that Karai schools had enough reading materials while writing materials were not enough. On the other hand Thogoto schools were reported as having enough writing materials while reading materials were inadequate (table 20). This is attributed to the assertions earlier that urban schools had support from parents as far as writing materials were concerned.

#### **4.6.4 Storage of Text Books**

To avoid damage and loses, secure storage facilities are very necessary. The pupils also had to respond to how the text books were kept and both zones reported that they were kept in pupils' bags by pupils except lower primary where they were kept in class cupboards which were unlock able. Only three schools in urban setting had lockable cupboards in lower classes. This explains the poor condition of lockers which serve as storage facilities and why perhaps there is always shortage of the same reported in some areas.

#### **4.6.5 Adequacy of Playground and Equipment**

Playground in schools is a very important facility in terms of daily physical exercise (PE) which is a subject in the Kenyan education curriculum. PE has been placed on the timetable to be taught not as an examinable area, but to help pupils in physical growth and break class room monotony. Exercising refreshes the mind. A fresh mind is more ready to acquire knowledge than a tired one (UNESCO 2005). In that connection, pupils were asked to state whether the playing field was big enough and in both zones they were in agreement but felt that the games equipment were not enough. They played using improvised equipment in Karai while they played in shifts in Thogoto schools.

Teachers were also asked to comment on the adequacy of the playground. Majority (91%) in Karai zone and 92% in Thogoto zone reported that they had a playground. Out of the teachers who responded that the school had a playground, 83% in Karai and 80% in Thogoto felt that



it was big enough. While teachers from Thogoto concurred with pupils that the equipment for games were not adequate, those in Karai zone felt that the equipment were worn out. Pupils in Karai schools had to improvise playing equipment while pupils Thogoto schools had to play in shifts or in turns.

**Table 20: Adequacy of exercise and text books in schools in Kikuyu division**

Response	Karai (%)		Thogoto (%)	
	Exercise	Text	Exercise	Text
Enough	46	60	77	55
Not enough	54	40	24	45
Total	100	100	100	100

#### **4.6.6 Attendance of P.E Lessons**

On the regularity of attending (PE) lesson, both the teachers and pupils felt that it was not attended as per the timetable due to lack of games equipment and to some extent, this time was used by some teachers from Thogoto to mark class work or teach some topics to reduce on the syllabus. An indication that time allocated for syllabus coverage was either mismanaged or was not enough as per the assertion by teachers in both zones.

#### **4.6.7 Success of FPE in Terms of Resources and Facilities**

Additionally on education resources, the head teachers were asked to comment on the success of FPE in terms of writing and reading materials, they felt that FPE was a success, because in both Karai and Thogoto zones, 46% and 78% respectively reported having enough exercise books while 60% in Karai zone and 55% in urban felt that the text books were enough. The rate is an indication of inadequate writing materials in rural schools and inadequate reading materials in urban schools. The inadequacy of reading materials in urban schools is proof of increased pupil population against resource allocation and adequacy of writing materials is proof that parents were helping more on their provision than the provision of text books. Pens were also provided during the FPE time by both parents and government (table 21).

**Table 21: Adequacy of teaching-learning materials**

Response	Rural		Urban		Total	
	F	%	F	%	F	%
Inadequate	15	65	8	32	23	48
Adequate	8	35	15	60	23	48
Very adequate	0	0	2	8	2	4
Total	23	100	25	100	48	100

When the head teachers were asked to give opinion on whether FPE has been a success in terms of pupil toilet ratio, they felt that sharing of toilets spread across thus 1 toilet being shared by 20 to 40 pupils in Karai schools while in Thogoto schools a toilet was shared by 20 to 30 pupils. The public healthy recommendation ratio is 1: 20 for girls and 1: 25 for boys. The ratios established in both zones were higher than the recommended. From the above observation, it can be deduced that rural schools had spacious or more classrooms and higher pupil: toilet ratio as compared to urban schools which had, fewer classrooms and more toilets though the ratio was still high. It was also clear that rural schools had fewer numbers of pupils than urban schools as shown by the highest resource rate; pupil ratio of sharing in rural schools as 1:40 while in urban schools 1:60 (Table22). This is an indication that even though rural schools had a lower population in comparison to urban schools; their facilities were in worse condition as compared to the ones in the urban schools.

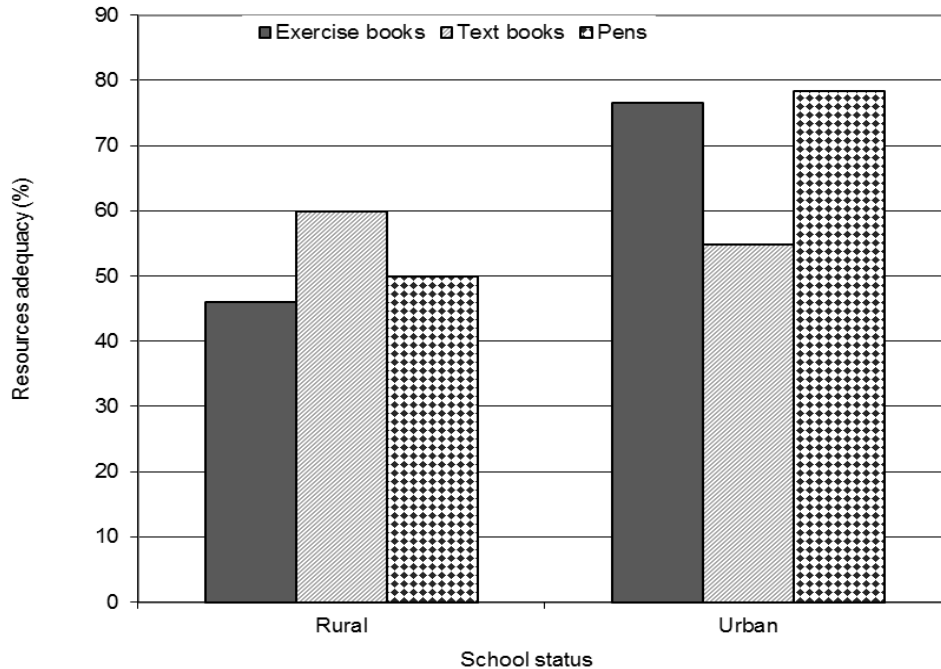
**Table 22: Pupil: resource ratios in both rural and urban school**

Ratios	Karai			Thogoto			
	1:20	1:30	1:40	1:20	1:40	1:50	1:60
Teacher: pupil	0	50	25	0	40	40	40
Classroom: pupil	0	50	50	0	20	40	40
Toilet: pupil	25	25	25	60	0	0	0

In terms of books, both Karai and Thogoto zones head teachers 46% and 78% respectively reported having enough exercise books. In Karai and Thogoto zones majorities (60%) and 55% indicated that the text books were enough. The inadequacy of text books in urban schools could have been possibly caused by increased enrollment of pupils; this is bound to

happen if more books are not supplied to schools with increased enrollment. In both rural (50%) and urban (78%) schools, got enough pens (Fig. 8).

**Fig. 7: Adequacy of school stationary and text books.**



#### **4.7 The Challenges to FPE and Ways of Improving the Quality of Education**

With a project of such magnitude, challenges are inevitable as FPE programme was started without proper consultation and plan. It is in record worldwide that education is devoured by both the young and old. Consequently, offering it for free would attract more learners. More learners require more facilities, more resources and definitely, more teachers. The government met some of these requirements but they were always reported as inadequate due to lack of storage facilities. Things like writing and reading materials were provided but the inadequacy, poor condition or absence of storage facilities led to loses and damage (MOEST 2004).

##### **4.7.1 Challenges to FPE on Provision of Quality Education**

When pupils were asked to identify the challenges of FPE, majority in Thogoto zone asserted that their classrooms were crowded and that they had difficulties moving around. They also cited that they carried many books in their bags. The bags were very heavy for them to keep carrying to and from school. Majority of Pupils from Karai zone felt that there was a challenge of pupil drop out due lack of exam fee.

When head teachers and teachers were asked to identify challenges facing their schools since the inception of FPE. Both unanimously agreed that as a result of the introduction of free primary education, increased pupil enrollment was recorded, though there was a decline in the enrolment later on, in Karai zone. This came with some challenges. Among the schools in Thogoto zone, increased number of pupils per class caused challenges of increased pressure on school facilities and increased workload on teachers who handled between 40 and 60 pupils more than the recommended class size. Karai school teachers handled a minimum of 30 pupils and a maximum of 40 as they were experiencing a decline in enrolment.

There was also a challenge emanating from overstretched facilities. Classrooms became smaller as compared to the number of pupils in urban schools. This created congestion in the classes. Hence poor class participation as pupils struggled for teachers' attention. There was job dissatisfaction among teachers due to overload in their work. Dilapidated and lack of physical facilities was also established in schools, especially in Karai zone. Facilities like library, games equipment and store were lacking while toilets were inadequate. More than 30 pupils shared a toilet which is way above the recommended ratio. Pupils rarely attended P.E lesson mainly due to lack of equipment to play with. This is a challenge since it hampers creativity and health practices as far as exercising is concerned. According to UNESCO (2005), a pupil with a healthy body and mind is able to learn better and ultimately achieve quality education.

There was also a report from Karai zone on the pupils' self-esteem. The teachers cited this as a challenge since the school started experiencing low enrolment. Some of the pupils who were retained in school felt unworthy as their parents had left all responsibilities to the government. In short some parents were not supporting their children's education causing them to feel unworthy, hence low self esteem. This and other challenges stressed teachers leading to job dissatisfaction.

Teacher dissatisfaction may lead to incompetency which may result into a number of things such as poor lesson preparation, absenteeism or laxity. Table 23 below gives a summary of challenges as rated by the teachers and the head teachers.

**Table 23: Challenges of FPE**

Challenge	Teachers and head teachers	Teachers and head teachers
	Thogoto zone%	Karai zone %
Shortage of teachers	70	75
Increased workload	50	40
Low esteem among pupils	25	35
Poor class participation	20	35
Inadequate storage facilities	40	50
Lack of library facilities	60	65
Inadequate teaching resources	40	40
Poor condition of sanitary facilities	50	60
No basic education for some upper primary pupils	20	50
Delay in supply of learning material	80	85
Inadequacy of reference books	30	35
Adequacy of staffroom space	40	35

#### **4.7.2 Possible Solutions to FPE Challenges on Provision of Quality Education**

In view of the above challenges occasioned by the introduction of FPE, the respondents were asked to give suggestions to remedy some of them. The pupils suggested that storage facilities should be erected so that text books could be kept in schools. The head teachers and teachers suggested the employment of more teachers to ease increased workload that has continued to be experienced in their schools. It has already been indicated that teachers in the two zones handle between 40 and 45 lessons per week when the recommended load is 35 lessons per week. This impacted negatively on their performance as teachers and as implementers of FPE. They also called for the construction of more and bigger classrooms to accommodate the increased number of pupils per class. They also felt that the government

needed to allocate more funds to schools so that more text books especially English and CRE could be purchased as a shortage of the same was indicated in the pupil- text book ratio and for the erection of storage facilities. This could save the material from lose and damage. According to teachers, low esteem among pupils in Karai is brought about by ignorance among parents, poverty and other domestic issues. Low esteem among pupils especially in rural schools could be improved by educating parents on their responsibilities, rewarding good performance in class, improving on teaching methods as well as using teaching aids to motivate pupils.

Teachers from both zones felt that the government could build alternative schools to accommodate overage students. This could help avoid mixing them with primary age pupils because such situation creates anxiety among the pupils when they see elderly pupils sharing a class with them. It also cause stress in the facilitators who are the implementers of FPE. Subsequently, the quality of education may be compromised.

#### **4.7.3 Summary**

In summary it has been established that FPE resulted to the increase in pupil population in both zones just after the introduction leading to the challenges of high pupil teacher ratio and pressure to the existing facilities. Consequently, retention and completion rates were not fully achieved as a few drop out were reported in Karai zone leading to a steady decline in the number of pupils.

On class participation it was established that a large class did not adversely affect participation since low participation was recorded in Karai schools whose respondents cited the presence of a small class size as compared to large class size in urban school yet performance was far much better than that of Karai zone. Lastly the resources' adequacy and inadequacy varied from one resource to another and from one category of schools to another. Challenges which were established were related to the increased pupil population. Solutions to the challenges were suggested by teachers and head teachers as requiring collective bargain from school managers, parents and the government.

## CHAPTER FIVE

### 5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter focuses on the summary of the study, conclusions and recommendations of the study. The general objective of the study was to investigate the impact of FPE on the provision of quality education.

#### 5.2 Summary of the Study

This study set out to establish the impact of FPE on the provision of quality education in Kikuyu Division, Kikuyu District. The study was significant in the sense that it would provide the stakeholders in education and the government with knowledge on the rightful ratios of resources to be allocated to the primary education sector. As a result, the problem of dissatisfaction among teachers and pupils on the learning environment could be arrested. This could help alleviate the challenges of drop out, and improve attitudes and relax on education resources.

The study was guided by the variables used to measure quality education. From the variables, objectives were formulated. These objectives centred on enrolment rate, retention and completion rates, pupils class participation, ratios and condition of learning resources as well as challenges encountered. The respondent had to also suggest possible solutions for challenges being faced.

The literature reviewed for this study on the whole revealed that the inception of FPE in Kenya had recorded some successes and challenges. Enrollment was generally a success. The increase in the pupil population in schools was witnessed, hence education accessibility. Besides these successes, the program encountered some challenges due to increased enrollment. Such challenges included overstretch of education facilities, inadequacy of learning and teaching materials, and job dissatisfaction among teachers, shortage of teachers and delayed disbursement of funds by the government.

The study used descriptive survey to collect data, describe and interpret education activities in the process as well as their effects on quality learning in relation to FPE. The target population was head teachers, teachers and pupils in primary schools found in two zones of

Kikuyu Division; Thogoto- urban and Karai- rural. The samples were selected through stratified sampling technique. This involved two categories of schools. The categories involved 12 schools from Thogoto and 13 schools from Karai. A representative sample of 10 schools was chosen from both zones. Three sets of questionnaires with closed and open ended questions were used as the instrument for data collection. The instruments' validity was checked by the supervisor and reliability checked by piloting in two schools with similar characteristics. Data presentation and analysis was done according to the objectives using descriptions, tables and figures.

The study established that enrollment of pupils had increased in both zones after the inception of FPE and decline was experienced in Karai than in Thogoto zone from the year 2005. This indicates that FPE was successful in both zones in terms of enrollment but unsuccessful in Karai zone in terms of retention.

Thogoto zone experienced higher retention rate as compared to Karai zone. It was also found out that Thogoto schools had more boys completing the primary cycle than girls while Karai schools cited to have registered more girls than boys. Reasons given by pupils for drop out in both zones were lack of interest and pregnancies. It was established from the head teachers and teachers in Thogoto zone that normal transfer and to a small extent pregnancies were the cause of drop out. In Karai zone, it was due to the age of the pupils, menstrual periods, lack of interest caused by unsupportive parents and school requirements such as uniform and tuition fee that caused drop out. These findings indicate that FPE was a success in terms of retention in urban schools than rural schools.

It was also established that with teachers' facilitation, pupils in Thogoto zone participated well in class while pupils in Karai zone were reluctant to participate in class. Reasons for poor class participation given by both zones were inadequacy of learning and teaching materials, facilities as well as indiscipline, domestic issues and under-staffing. Due to the establishment that Thogoto zone pupils participated well in class, the end of the cycle examination was performed better in Thogoto than in Karai zone. The reasons given for differences in performance were associated to parental support which was attributed to the self concept of individual pupils. The KCPE trend was also an indication that FPE may have partly compromised the quality of education as far as class participation was concerned.



Though it was agreed by the pupils, teachers and head teachers that the government funded the learning resources such as text and exercise books, pens, rulers, rubbers and chalks, they were always inadequate due to poor storage facilities and delays in fund disbursement. It was also established that writing materials were not enough in Karai schools but adequate in Thogoto schools because the parents supplemented their provision. The teachers and head teachers appreciated the efforts of the parents who made sure that exercise books, pens, chalks and rubbers were available for the school whenever the government delayed to disburse funds for purchase of the same. Besides, the PTA catered for the shortfall of the teaching force by employing more teachers in Thogoto zone.

Due to the increased enrollment there was pressure on the education resources and facilities. Teachers work load also increased, causing job dissatisfaction among them. There was low self esteem among pupils in Karai schools hence laxity in class participation. Possible solutions would be to employ more teachers, build more facilities and increase learning materials as well as storage facilities.

### **5.3. Conclusions**

Based on the findings of this study the following can be concluded; that the enrollment of pupils increased in both zones in Kikuyu Division, between 2003 and 2005. Later, the rural-Karai zone began to experience low enrollments. Class one recorded the least number of pupils. This trend points towards a decline in the number of pupils in rural schools. On the contrary, urban-Thogoto zone, according to this study experienced increased pupil enrollment. A general increase in enrollment was recorded, particularly in upper primary. This shows that FPE was successful in terms of enrollment in both rural and urban schools.

FPE has been a success in relation to retention in Thogoto and unsuccessful in Karai zone since the population in Thogoto than in Karai zone remained high. The increased retention means decreased dropout rate in Thogoto and higher dropout rate in Karai zone. Decreased retention in Karai schools may also be interpreted to mean transfer in other schools due to education dissatisfaction in the former school. This is evident that retention as a parameter to measure quality education was achieved in urban schools and failed in rural schools. This is contrary to the intentions by the government behind the introduction of FPE; to ensure accessible education all and retention of the vulnerable children in schools most among them

are from the rural areas. Having established that class participation was low in Karai than Thogoto zone, teachers in Karai schools have a role to motivate pupils and parents have a role to support pupils so that their self concept will change to cause positive attitude towards class work.

In terms of teaching resources and facilities, both urban and rural schools had inadequacy of teaching resources and facilities, due to overstretch of such things like toilets, text books and teaching force. There were enough teachers in Karai schools as compared to Thogoto zone which had high teacher: Pupil ratio as much as PTA tried to recruit more to cater for the shortfall. Teachers in Karai schools were more self-driven than those in urban schools. P.E facilities were lacking in Karai schools while not enough in Thogoto schools. In short, resources and facilities were inadequate in both zones with Karai being worse hit.

Generally, the impacts of FPE on the quality of education in public primary schools was positive in that, many schools had received learning resources and more pupils enrolled especially in urban schools during the inception of FPE. On the other hand quality was compromised when the enrolments in rural schools went down and dropout was still experienced. These drop outs were occasioned by inability to pay fees and older age in school. This implies that FPE may not be free completely but there are hidden charges. In short the study established that FPE programme compromised the quality of education in terms of retention, completion, class participation, resources and facilities in both zones in Kikuyu Division, Kikuyu District.

#### **5.4. Recommendations**

In line with the findings and conclusion the study recommends that the FPE programme should have government- community partnership and participation so that enrolment rate is sustained to achieve higher retention rate hence higher completion rate in primary cycle.

There is need to educate parents on their role so that they can fully support their children in terms of not only education requirements and encouragement but also employment more teachers to help pupils improve in class participation. It is necessary for the parents and education facilitators to educate pupils on the importance of education and their role as participators so that laxity to learn may be a thing of the past.

Education stakeholders and the government should combine efforts not only to renovate but also build and expand on the education facilities so that inadequacies of the same cannot be experienced. Consequently, increased funding is recommended.

### **5.5. Suggestions for Further Study**

This study focused on the impact of FPE on the provision of quality education in two zones of Kikuyu Division. There are five zones in this Division but only two of them were sampled for study. There is need to conduct a study in other zones to determine the effects of FPE on learning and teaching resources.

The variables used to measure quality education were enrollment rate, retention rate, classroom participation and adequacy of teaching and learning resources and facilities. These are not the only variables that measure quality education. There is need for a study to evaluate other determinants of quality education in primary schools.

There is need to conduct a study to evaluate the impact of FPE on KCPE results since its introduction because this was not captured in this study as an objective. A replica of this study can be done in another part of the country to establish if the findings will match since this study was confined in one Division.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR PUPILS

Dear pupil,

I am a post graduate student studying education at the University of Nairobi. I am undertaking a research study Thogoto Zone and Karai Zone on the impacts of FPE on quality provision in education. You are requested to participate in this study by responding honestly to all questions given in the questionnaire. Note that this is not an examination and there are no wrong answers. The study only seeks your opinion. The information you give will be held in total confidence and used only for purposes of the study. Do not write your name anywhere on this questionnaire. Please, answer the questions by placing a tick in the appropriate space next to the alternative that best answers the question or writing in spaces provided.

#### Section A: Background information

1. Sex:

Boy                   Girl

2. Age \_\_\_\_\_

3. Name of your school \_\_\_\_\_

4. Your class \_\_\_\_\_

5. Who do you live with?

Father

Mother

Relative

Any other, (specify) \_\_\_\_\_

#### Section B

1. a) Do you pay school fees?

Yes                   No

b) Who provides for your education needs?

Father

Mother

Relative

Any other, (specify)

2. i) Do you attend classes every day? Yes\_\_\_ No\_\_\_\_\_

Yes  No

ii) If not, why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. How many are you in this class? \_\_\_\_\_

4. i) Do you know any classmate who dropped out of school this year? \_\_\_\_\_

ii) If yes, what do you think are the reasons?

Lack of interest

Pregnancy

Early marriages

Poverty

Child labour

Failure in exams

Others, specify \_\_\_\_\_

5. Do you have a timetable in your class? \_\_\_\_\_

6. Approximately, how many lessons do you learn per day? \_\_\_\_\_

7. i) Do teachers give class exercises?

Yes  No

ii) If yes, how often?

Regularly

Irregularly

Never

8. Do the teachers of the following subjects give assignments? **Yes / No**

English

Kiswahili

Math

Science

Social studies

CRE

9. If yes, approximately, how often do the teachers give assignment weekly?

Daily, Four times,

Thrice, Twice,

Ones, Never

10. Who provides you with text books?

Government

Committee

Parents

Well wishers

Any other (specify) \_\_\_\_\_

10. Do you get enough exercise books always? Yes / No

Yes  No

11. Do you have enough text books? Yes / No

Yes  No

12. Who keeps the text books after daily use?

Pupils

Class Prefect

Class teacher

13. Where are the text books kept after daily use?

Class cupboard

Pupils' bags

Staffroom table

Staffroom cupboard

Any other, (specify) \_\_\_\_\_

14. How many pupils share one text book in the subjects below?

- English
- Kiswahili
- Math
- Science
- Social
- CRE

15. i) When more than two pupils share, are they able to read well? Yes / No

Yes  No

ii) If not, explain what happens \_\_\_\_\_

16 Who provides you with pens and exercise books?

- Government
- Committee
- Parents
- Well wishers

Any other (specify) \_\_\_\_\_

17. Do you get enough exercise books? \_\_\_\_\_. Enough pens? \_\_\_\_\_

18. i) Are you given any assignments? \_\_\_\_\_

ii) If yes, do you finish in time? \_\_\_\_\_

iii). If not, why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. How long does the teacher keep the exercise book before returning?

**(A day, 2 days, 3 days, 4 days, a week, more, specify)**

- English
- Kiswahili
- Math
- Science
- Social
- CRE

20. Do you have a playing ground?

Yes  No

21. If yes, how big is it?

Big enough

Very big

Very small

22. Do you go out for physical exercise? Yes / No

23. If yes how often per week?

As per class timetable

Once

Twice

Thrice

Four times

24. Do you have enough playing equipments?

Yes

No

25. If no, how do play\_\_\_\_\_?

26. What problems do you get ever since free primary education was introduced?

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27. Suggest any answers for the problems above?

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## APPENDIX 11: QUESTIONNAIRE FOR TEACHERS.

Dear teacher,

I am a post graduate student studying education at the University of Nairobi. I am undertaking a research study in Thogoto Zone and Karai Zone on the impacts of FPE on quality provision in education. You are requested to participate in this study by responding honestly to all questions given in the questionnaire. Note that there are no wrong answers. The study only seeks your opinion. The information you give will be held in total confidence and used only for purposes of the study. Do not write your name anywhere on this questionnaire.

Write your answer in the spaces provided, tick the appropriate answer from the options given or respond to the questions as per scale.

### Section A: Background information

1. Gender:

Male  Female

2. AGE in years;

Below 30

30-35

35-40

40-45

Above 45

3. Name of primary school where you are teaching-----

4. Your highest academic level

'O' level (secondary)

'A' level

Diploma (college)

University Graduate

5. Your highest qualification

P1

Dip in ED

B.ED

Others specify \_\_\_\_\_

6. Your teaching experience

- 5 years and below
- Above 5 – 10 years
- Above 10 – 15 years
- Above 15 years

7) Your years of service in this school?

- 5 years and below
- Above 5- 10 years
- Above 10 – 15 years
- Above 15 years

**Section B**

1. The following are some of the constraints that have been highlighted as having an impact on provision of quality education since the introduction of FPE. **Tick those that apply to your school.**

- Increased enrolment
- Understaffing
- Inadequacy of teaching material
- Inadequacy of funds
- Drop out
- Dropped standards
- Overstretched facilities
- Indiscipline cases among pupils
- Absenteeism
- Laxity among pupils
- Poor class participation among pupils
- Low job satisfaction among teachers

2) Approximately, what is the current pupil population in your school?

- Less than: 200
- Between 201-400
- Between 401-500
- Between 501- 600
- Between 601- 800
- More than 800



3 Has FPE been a success in terms of (Yes, No)

Enrolment of pupils \_\_\_\_\_

Teacher/ pupil ratio \_\_\_\_\_

Pupil class participation \_\_\_\_\_

Pupils school attendance habit \_\_\_\_\_

Dropout rates decreased \_\_\_\_\_

Teacher work load is manageable \_\_\_\_\_

Adequate teaching and learning materials \_\_\_\_\_

Well equipped library \_\_\_\_\_

Time allocation for Library reading lesson \_\_\_\_\_

Adequate physical facilities \_\_\_\_\_

4) Please indicate the number of teachers in your school.

Male \_\_\_ female \_\_\_ total \_\_\_\_\_

5. i) Are these teachers enough \_\_\_\_\_?

ii) If not, how do you cater for the shortfall? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6) How do you rate pupils' attitude towards class work?

Eager to learn

Reluctant

Less interested

Not interested

Self driven

Low esteem

No idea

Any other (specify) \_\_\_\_\_

7. Have you had any drop outs in your School since FPE was introduced?

Yes  No

If yes, explain the reason \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8 How many lessons does a teacher handle per week, on average \_\_\_\_\_

- 9 i) Do you give class work? \_\_\_\_\_
- ii) If yes, how often per week? \_\_\_\_\_
- iii) If no, explain please \_\_\_\_\_
10. i) Do you give assignments in your subject area ? Yes / No
- ii) If yes, how often \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
11. How long in days, do you take to finish marking the books? Please indicate the days taken per your teaching subject.
- English \_\_\_\_\_
- Kiswahili \_\_\_\_\_
- Math \_\_\_\_\_
- Science \_\_\_\_\_
- Social \_\_\_\_\_
- CRE \_\_\_\_\_
12. Are the teachers able to complete the syllabus at the stipulated time? \_\_\_\_\_
- If not, explain \_\_\_\_\_?
- 13.i) Which are the best performed subjects in your school generally? \_\_\_\_\_
- \_\_\_\_\_
- ii) In your own opinion what is the reason \_\_\_\_\_
14. What is your observation on effective management of the curriculum between 2003 to 2011 \_\_\_\_\_
15. Who supplies you with teaching-learning materials? \_\_\_\_\_
16. Is there any delay in supply of teaching learning resources?
- Yes  No
17. Do you have proper storage facilities for the teaching-learning materials in your school?
- Yes  No
- If no, how do you keep the teaching-learning materials?
- \_\_\_\_\_
18. How adequate are the teaching-learning materials?
- Inadequate
- Adequate
- Very adequate

19. Do you have a playing ground? Yes / No

Yes  No

20. If yes, how big is it?

Big enough

Very big

Very small

21. Do you take pupils out for physical exercise as per timetable?

Yes  No

22. If not what is the reason? \_\_\_\_\_

If irregular, why? \_\_\_\_\_

23. Do you have enough playing equipments?

Yes  No

If no, how do you cater for the shortfall? \_\_\_\_\_

25. What is your comment on the following?

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
Teachers, well prepared to handle more pupils					
Teachers, well prepared to handle increased workload					
Pupils class work up to date					
Teachers, well prepared to handle increased enrolment					
The classes are big enough for all pupils in the school					
Teachers ready to handle multi-age in classes					
Pupils are eager to learn					
FPE has affected the quality of education in your school					
FPE has affected the discipline negatively					

26. Identify the particular challenges of the following and suggest possible solutions

<b>Variable</b>	<b>Challenges established after FPE implementation</b>	<b>Possible suggested solutions</b>
Enrolment of pupils		
Dropout rates after enrolments		
Staffing of the teaching force		
Pupils class participation		
Sanitation in terms of toilets and water		
Teaching and learning materials		
Classroom size		
Well equipped library		
Playing field		
Playing equipments		
Teaching a large class		

## APPENDIX 111: QUESTIONNAIRE FOR HEAD TEACHERS.

Dear sir/madam,

I am a post graduate student studying education at the University of Nairobi. I am undertaking a research study Kikuyu Division; Thogoto and Karai Zone on the impacts of FPE on quality provision in education. You are requested to participate in this study by responding honestly to all questions given in the questionnaire. Note that there are no wrong answers. The study only seeks your opinion. The information you give will be held in total confidence and used only for purposes of the study. Do not write your name anywhere on this questionnaire.

Write your answer in the spaces provided, tick the appropriate answer from the options given or respond to the questions as per scale.

### Section A: Background information

#### 1. Gender

Male  Female

#### 2. Age;

Below 30

30-35

35-40

40-45

Above 45

3. Name of primary school where you are teaching \_\_\_\_\_

#### 4. Your professional training level

P1

Dip in ED

B.ED

M.ED

Others specify \_\_\_\_\_

#### 5. Your highest academic achievement

Secondary junior level

Secondary level

'A' level

Diploma level

University graduate

6. Your teaching experience

Below 5 year

Above 5 – 10 years

Above 10 –1 5 years

above 15 years

7 Your experience as head teacher

Below 5 year

Above 5 –10 years

Above 10 – 15 years

above 15 years

8 For how long have you been in this school?

Below 5 year

Above 5 – 10 years

Above10 – 15 years

Above 15 years

**Section B**

1. Number of pupils per class since 2002

Year class	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
1										
2										
3										
4										
5										
6										
7										
8										

3. Number of pupils repeating classes all the years you have been in this school

Year class	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
1										
2										
3										
4										
5										
6										
7										
8										

4. Number of pupils who completed standard eight since 2002

Year	2002	2003	2005	2006	2007	2008	2009	2010	2011
Girls									
Boys									
Total									

5. Number of teaching staff

Year	2002	2003	2005	2006	2007	2008	2009	2010	2011
Male									
female									
Total									

6. What is the ratio of pupil per text book and desk/ chair/toilets?

Year/ Ratio	2002	2003	2004	2006	2007	2008	2009	2010	2011
Text book									
desks									
toilets									

7. In your own opinion, has FPE been a success in your school, terms of (Yes No)

Enrolment of pupils\_\_\_\_\_

Teacher/ pupil ratio \_\_\_\_\_

Pupil class participation\_\_\_\_\_

Pupils school attendance habit\_\_\_\_\_

Teacher work load is manageable\_\_\_\_\_

Teachers delivery in class\_\_\_\_\_

Teachers mark exercise books on time\_\_\_\_\_

Adequate teaching and learning materials\_\_\_\_\_

Adequate physical facilities\_\_\_\_\_

8. Do you have enough teachers for the school\_\_\_\_\_?

If not, how do you cater for the shortfall\_\_\_\_\_?

9) How do you rate pupils' attitude towards class work?

Eager to learn

Reluctant

Less interested

Not interested

10. How do you rate teachers' attitude towards work

Self driven

Low esteem

No idea

Any other( specify)\_\_\_\_\_

11. What has been the trend of your mean score at KCPE?

<b>Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Mean</b>										

12. What do you think is the reason for the trend?

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13. What are your comments on the trend?

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14. How many lessons per teacher per week, on average?

Lower primary\_\_\_\_\_

Upper primary\_\_\_\_\_



15. Are the teachers able to complete the syllabus at the stipulated time? \_\_\_\_\_

16. What is your observation on effective management of the curriculum between 2003 to 2011?

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17. Is there any delay in supply of teaching learning resources by the government?

Yes  No

18. Is there any delay in supply of teaching learning resources by the government?

Yes  No

19. Do you have storage facilities in your school? \_\_\_\_\_

How adequate are they?

Inadequate

Adequate

Very adequate

20. Approximately, what is the ratio of the following facilities to the pupils?

Teachers \_\_\_\_\_

Classrooms \_\_\_\_\_

Toilets \_\_\_\_\_

21. What is your comment on the following?

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
Well prepared to handle more pupils					
Well prepared to handle increased workload					
Pupils class work up to date					
Well prepared to handle increased enrolment					
The classes are big enough for all pupils in the school					
Teachers ready to handle multi-age in classes					
Pupils are eager to learn					
FPE has affected the quality of education in your school					
FPE has affected the discipline negatively					

22. How do you rate the condition of school resources in facilitating teaching since the introduction of FPE?

<b>Item</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
Adequacy of reference books					
Adequacy of time allocated for lesson preparation					
Adequacy of time for remedial work					
Adequate number of continuous assessment tests					
Condition of School environment					
Condition of classrooms					
Library space					
Condition of desks/ chairs in classrooms					
Adequacy of classroom furniture					
Adequacy of pit latrines/ toilets					
Condition of latrines and toilets					
Adequacy of staffroom space					

23. Identify the particular challenges of the following since the introduction of FPE, and their possible solutions

<b>Variable</b>	<b>Challenges established after FPE implementation</b>	<b>Possible suggested solutions</b>
Enrolment of pupils		
Dropout rates after enrolments		
Staffing of the teaching force		
Pupils class participation		
Sanitation in terms of toilets and water		
Teaching and learning materials		
Classroom size		
Well equipped library		
Playing field		
Playing equipments		



**UNIVERSITY OF NAIROBI**

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

SCHOOL OF EDUCATION

**Telegram: "CEES"**

**Telephone: 020-2459073**

**P.O. BOX 30197**

**NAIROBI**

**OR P.O. BOX 92**

**KIKUYU**

**KENYA**

From: N.M. Wasike

To: Wafula C. M. (E56/73735/2009)

Date: 22/ 05/ 2012

**Subject: Completion of M.Ed. Research Project Supervision.**

I have read your work and feel that I have done my part. It has not been easy supervising you because some of the comments that I have been making right from the proposal stage have not been attended to my satisfaction. Remember this is your work and you have to take full responsibility for any mistakes therein. Your writing has not been very impressive. Of particular mention are the grammatical mistakes which have characterized your work all through. I therefore direct that you have this work thoroughly proofread and edited before submitting it for examination.

Sincerely,

**NABISWA M. WASIKE**

**LECTURER, DEPT. OF EDUC. FOUNDATIONS**

c.c. Chairman, Educ. Foundations