

**EFFECT OF FREE PRIMARY EDUCATION ON PUPILS' ENROLLMENT IN
LOWER PRIMARY SCHOOLS IN NGEWA ZONE, KIAMBU COUNTY,
KENYA**

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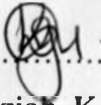
NAIROBI

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**A research project submitted in partial fulfillment of the requirements for the
award of the Degree of Master of Education in Early Childhood Education, to the
Department of Educational Communication and Technology, University of Nairobi**

DECLARATION

This research project is my original work and has not been submitted for any academic award in any other University.



.....
Kezziah. K. Muthara

Date 13/8/12.....

This research project has been submitted for examination with my approval as the university supervisor.



.....
Dr. Origa Japheth

Date....13/08/12

DEDICATION

This study is dedicated to my family for having sacrificed their patience and understanding during the course period.

ACKNOWLEDGEMENT

I acknowledge the Almighty God who is a source of all my inspiration in enabling me to undertake this study. I also thank my supervisor for having agreed to supervise my project and his patience in reading the drafts and occasionally guiding me, without which the research would not have been a reality. I will always be indebted to my classmates whom we have shared critical discussions pertaining to our course work and the conceptualization of our research problems. Last but not least, I would like to sincerely thank Josephine who ensured that my work was typed, edited and printed at the right time.

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ABSTRACT

The policy on FPE abolished school fees, provided teaching and learning resources and free school feeding programme. However, despite of the noted increase in enrollment of pupils in public primary schools nationwide, the enrollment in Kiambu since the introduction of FPE in 2003 to the year 2011 has been declining as shown in the table 1.1 below. This study therefore sought to establish whether the decline has been contributed to by FPE aspect. The objectives of the study are to: establish the effect of school fees abolition on pupils' enrollment in lower public primary schools, find out whether availability of teaching and learning resources have an effect on pupils' enrollment in lower public primary schools examine the extent to which free school feeding programme affects pupils' enrollment in lower public primary schools. The study adopted a descriptive approach design to gather information on effect of Free Primary Education on pupils' enrollment in lower primary education. The study participants comprised 22 headteachers/ teachers, 24 parents, 23 pupils and 1 QASO. Three data collection tools were employed, that is, a questionnaire, an interview schedule, and an observation schedule. Data was analyzed using simple descriptive statistics, including frequency counts and percentages, and the results presented in frequency tables, bar graphs and pie-charts. The study established that FPE implementation enhanced enrolment of pupils in Ngewa zone. The study findings also revealed that the schools in Ngewa zone did not have enough teaching/learning resources and most of the schools did not have school feeding programmes. Inadequate teaching/learning resources and lack of school feeding programmes were cited as reasons as to why pupils did not enroll for school in great numbers as they would. It was recommended that the local leaders should educate parents on the importance of sending their children to school, the government should ensure that schools are provided with enough teaching/learning resources depending on the number of pupils and teachers in the schools to enhance learning as well as provide funds in good time, The community and parents should support feeding programmes in the school.

LIST OF ABBREVIATIONS

EFA	Education for All
ESSP	Education Sector Strategic Plan
FPE	Free Primary Education
GER	Gross Enrollment Ratio
GOK	Government of Kenya
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome
KIE	Kenya Institute of Education
MDM	Mid-Day Meals
MICS	Multiple Indicators Cluster Survey (of UNICEF)
MOEST	Ministry of Education, Science and Technology (of Kenya)
NER	Net Enrollment Ratio
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Cooperation and Development
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UNICEF	United Nations Children's Fund

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Universal Primary Education (UPE) is an international development goal which all countries are expected to achieve by the year 2015. The World Conference on Education for All (EFA) held in 1990 is the basis of current discussions on UPE. The main objective of primary education is to cater to the total development of a child, including the physical, spiritual, social, and mental growth, brought about through formal and informal interaction with the parents and the community taking a leading role (UNESCO, 2000). The Dakar Framework for Action of 2000 set the goal with the statement "Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality." This was further reflected in the Millennium Development Goals (MDGs).

Free and compulsory primary education for Kenyan children was one of the key pre-election promises that led the current NARC government to ascend to power in 2002. The introduction of free primary education in the following year 2003 dramatically increased the number of children attending school. The policy on FPE abolished school fees, provided teaching and learning resources and free school feeding programme (Sifuna, 2005). The free primary education policy has been described as laudable (Rob et al., 2004), because of its effect on gross enrollment rate (GER) which increased from 92% in 2002 to 104% in 2003 of the school age children population (Elimu Yetu Coalition, 2004) resulting in more than 1.5 million children who were previously out-of-school joining primary schools (Rob et al, 2004). Within the first week, more than 1.3 million new students were registered and many more were streaming in by the day. With increased enrollment year after year, the infrastructure is stretched to the limit and so is manpower. An overcrowded classroom due to increased number of children is commonplace, and so are inadequate learning

facilities. The pupils to teacher ratio has grown to such a high rate that it has resulted in a decline in the quality of education, mainly due to reduced interactivity between teachers and the pupils (Yieke, 2006). It is a clear evident that the nationwide enrollment has been increasing year by year as shown in the table 1.1 below

Table 1.1: Pupils' Enrollment Numbers in Public Primary Schools in Kenya, 2003-08

Children	2003	2004	2005	2006	2007	2008
Boys	816577	823,417	830,828	866,445	876,163	885,230
Girls	785,655	804,304	812,347	805,891	814,930	834,925
Total	1,602,232	1,627,721	1,643,175	1,672,336	1,691,093	1,720,245

Source: Economic Survey, 2009.

Having worked in Kiambu county for a couple of years, it has come to the researcher's attention that despite the noted increase in enrollment of pupils in public primary schools nationwide, the enrollment in Kiambu since the introduction of FPE in 2003 to the year 2011 has been declining as shown in the table 1.1 below. This study therefore sought to establish whether the decline has been contributed to by FPE aspect.

Table 1.2: Kiambu County Lower Public Primary Schools Enrollments; 2002-2011

YEAR	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
BOYS	5475	6060	6247	6148	5781	5791	5515	5430	5279	5082
GIRLS	5299	5794	5968	6066	5602	5464	5303	5111	4995	4841
TOTALS	10774	11854	12215	12214	11383	11255	10818	10541	10274	9923

Source: Kiambu Education Office 2002-2011 Data

1.2 Statement of the Problem

Primary education is vital especially for the development of the child at early ages, (Tooley and Dixon, 2005). Thereby, universal access to and provision of education has become an international development goal, (Farquhar, 2007). It is expected that the abolition of school fees, provision of teaching and learning resources and free school feeding programme would increase the enrollments in public primary schools

(Onyango, 2003). In Kiambu County there is an issue of concern where the scenario as was reflected in table 1.1 above clearly reflects that enrollment increased between the years 2002-2005 but has gradually decreased in the latter years 2006-2011. This study sought to establish the effect of free primary education on pupils' enrollment in lower primary schools in Ngewa zone, Kiambu County, Kenya.

1.3 Purpose of the Study

The general purpose of this study was to establish the effect of free primary education on pupils' enrollment in lower primary schools in Ngewa zone, Kiambu County, Kenya.

1.3.1 Objectives of the Study

This study was guided by the following research objectives;

- i. To establish the effect of school fees abolition on pupils' enrollment in lower public primary schools.
- ii. To find out whether availability of teaching and learning resources have an effect on pupils' enrollment in lower public primary schools
- iii. To examine the extent to which free school feeding programme affects pupils' enrollment in lower public primary schools.

1.4 Research Questions

This study sought to answer the following research questions;

- i. What are the effects of school fees abolition on pupils' enrollment in lower public primary schools?
- ii. Does availability of teaching and learning resources have an effect on pupils' enrollment in lower public primary schools?

- iii. What are effects of free school feeding programme on pupils' enrollment in lower public primary schools?

1.5 Significance of the Study

This study was on the effect of free primary education on pupils' enrollment in lower public primary schools in Ngewa zone, Kiambu County. This study would therefore go along way in helping the school managers in the region as well as the parents associations in understanding issues surrounding FPE in the region. This would help them come up with good ideas and strategies which would increase the value of learning in their institutions.

The Ministry of Education, (MoE) would base on this study to design policies towards promoting the education as done already by implementing free primary education and providing facilities. Organization and donors would benefit from this study by strengthening their struggle for the call worldwide 'education for all'.

The government would also benefit from the study in the development of education policies in Kenya. This would go along way in establishing campaign programs directed towards enhancing the education in Kenya.

Finally, the study would be beneficial to other researchers and scholars who may find the study valuable to add to the existing body of knowledge. This would go along way in forming the basis of their argument in the same research area.

1.6 Limitations to the Study

One of the limitations to this study was to get reliable and accurate information concerning the research questions related to FPE and enrolment in lower primary school. To counter this limitation, the researcher assured the respondents of

confidentiality to the responses they gave and that it was for academic purposes only. The respondents were also not required to put their names on the data collection tools for the purposes of anonymity. The researcher also made proper arrangements with the schools management to convince the respondents to avail themselves for the study off-time hours as well as motivating them on the value of the study. Triangulation used different research instruments to ensure validity of the findings.

1.7 Delimitations of the study

The scope of this study was all the lower public primary schools in Ngewa Zone, Kiambu County. The study therefore targeted the school heads, teachers, pupils as well as the area quality assurance officer. These are the stakeholders involved in either overseeing or taking part in the implementation of free primary education in the zone.

1.8 Basic Assumptions of the Study

The study assumed that all the questions would be answered objectively with the respondents not expressing their personal interests, opinions and biases. It was assumed that abolition of school fees has an effect on enrolment. It was also assumed that the research instruments would elicit enough data to help the researcher draw logical conclusions concerning the study objectives.

1.9 Organization of the Study

This research study was organized in five chapters. The first chapter encompassed the background of the study that spelled out how the researcher would make and develop the study. Specifically, the chapter entailed the statement of the problem, the purpose of the study, the research objectives, research questions, significance of the study,

limitations of the study and delimitation, basic assumptions of the study, and the definitions of significant terms. Chapter two examined the literature review which entailed the examination of previous studies carried out by various scholars, theoretical framework and conceptual framework. Chapter three presented research design methodology which comprised of the research design, target population, sampling and sampling techniques, sample size, instruments of data collection, and procedures for data collection and data analysis procedures. It is the conceptual structure within which research was conducted. It constituted the blueprint for the collection, measurement and analysis of data. Finally, chapter four presents the data analysis and presentations while chapter five presents the discussion of the major findings, conclusion and recommendations of the study.

1.10 Definition of Significant Terms

School Feeding Programme- The term school feeding has been used over the years to mean the provision of meals or snacks at school to reduce children's hunger during the school day.

School- A School is an institution designed for the teaching of students (or "pupils") under the direction of teachers. Most countries have systems of formal education, which is commonly compulsory.

School fee- is a term referring to monetary payments by parents or guardians to their child's school.

Policy- This refers to a concise formal statement of principles which indicate how an institution will act in a particular area of its operation e.g in relation to academic promotion.

Resources – This refers to a person, asset, material, or capital which can be used to accomplish a goal. In this study, resources will refer to person, asset, material, or capital which can be used to enhance FPE.

Enrolment- The number of pupils who come to school at the beginning of the year.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section presented a review of literature as presented by other authors and researchers in the same area. The main areas that were presented here were; free education concept, empirical review on effect of free primary education on pupils' enrollment in lower primary schools, theoretical framework and the conceptual framework.

2.2 Free Primary Education Concept

According to Abagi, & Odipo, (1997) the rationale behind the introduction of free primary education in Kenya is hinged on the understanding that education is a fundamental human right. The FPE has been received with mixed feelings from different sections of the society. While some have expressed feelings of discontentment, failure, betrayal among others, many low income members of the population view it as a God sent opportunity (Onyango, 2003). It is one of the indivisible, inalienable and plainly speaking, one of the most basic of all the rights.

The inception of the free primary education programme has seen increased government spending in the sector but schools are still ill-equipped while classrooms are either dilapidated, congested, or both, (Sifuna, 2005). The worrying scenario for the country's poorest though is that they still have to bear a lot of costs. While the government has waived tuition fees and provides textbooks, other classroom materials such as exercise books, writing materials and other stationery are still the parent's responsibility. This is because the government is faced with budgetary constraints as it tries to strike a balance between funding the all important education sector without

compromising on other sectors which also need investment. The Kenyan government is slowly, but surely working to make education in Kenya better. Other programmes such as school feeding have also helped in curbing dropouts. However, the biggest quandary still is how to deal with overcrowding in classrooms.

2.4 Literature on School Enrolment

2.4.1 School Fees Abolition

Eliminating or reducing school fees has substantially increased enrollment, particularly for girls. When free schooling was introduced in Uganda in 1997, primary school enrollment nearly doubled, from 3.4 to 5.7 million children, rising to 6.5 million by 1999. According to the World Bank, girls' enrollment increased from 63 percent to 83 percent, while enrollment among the poorest fifth of girls rose from 46 percent to 82 percent. In Tanzania the elimination of primary school fees in 2002 resulted in additional enrollment of 1.5 million students. A scholarship for girls in Tanzania significantly increased their enrollment in secondary school (the program was subsequently extended to boys as well). In Bangladesh a stipend for girls in secondary school substantially increased their enrollment, particularly in rural areas.

Determined to get more children into school, the Government of Ghana, in the Free Compulsory Universal Basic Education (FCUBE) programme in 1996, included a cost-sharing scheme to cover non-tuition fees, under which parents were expected to bear limited expenses. More importantly, no child is to be turned away for non-payment of fees. But the initiative did not work. Although Ghana's school enrollment rates are high compared to some other African countries, a persistent 40 per cent of children between 6 and 11 years of age remained out of school as of 2003. One of

the main reasons why these children did not attend school was that their parents could not afford to pay the levies charged by the schools.

Despite the policy of fee-free tuition in basic schools, many districts charged levies as a means of raising funds, for example, for school repairs, cultural and sporting activities. This had the effect of deterring many families, particularly the poorest, from sending their children, especially girls, to school (Benbow, 2006).

The increased enrollments that result from eliminating fees represent an important achievement. For girls especially, just the opportunity to leave home daily and participate in a larger social setting may matter. Indeed, that opportunity may help explain why women with five or six years of schooling, who may barely have retained literacy as adults, have fewer and healthier children and are more likely to ensure that their own children attend school.

It is also true, however, that a surge in enrollment can significantly strain educational systems. In Malawi the elimination of school fees in 1994 led to a 55 percent increase in enrollment. The addition of 1.2 million students overwhelmed the capacity of Malawi's schools and was followed several years later by drop-out rates that brought primary completion rates virtually back to where they had been. In the immediate aftermath of fee elimination, the sudden lack of resources at the school level and surging enrollments are bound to overwhelm the education system, unless there is adequate planning and new resources reach the schools. A second generation of education reforms in Malawi, Tanzania, and Uganda, which focused on quality improvements and replacement financing, has had far more success in sustaining enrollment and increasing completion rates.

Of course, reducing or eliminating tuition has little impact if school districts are permitted to levy additional fees, such as building funds and student activity fees.

Kenya first tried eliminating tuition in 1974, but these other fees quadrupled the cost of schooling to parents in some districts, resulting in a substantial increase in the drop-out rate, particularly in poorer districts. Experience shows that eliminating fees will not help poor families unless more equitable and efficient sources of financing are provided, either by transferring district, provincial, or central government funds to the local level or by providing funding from locally raised revenues, something that occurs only rarely.

Figures for instance show that massive school dropouts were recorded and that out of about one million students who enrolled in standard one in 1993 and in 1998, less than half a million got to standard eight due to lack of school levies (Oketch and Rolleston, 2007).

2.4.2 Literature on Teaching and Learning Resources

Teaching or instructional materials play a critical role in enabling the student to grasp the content of what is learnt. Good and effective instructional materials determine how efficient the content is received and comprehended; this is critical for learners with hearing impairments, where specialized instructional materials are important if learners are to be assisted so as to achieve the objectives of learning, (Brokx, 1992). So, the choice of appropriate instructional materials for learners determines how well the content is understood by the learners.

Initially, in most districts, except those in the ASAL (Arid and Semi-Arid Lands), enrollments almost doubled showing a radical change during the 1973-74 period. After that the situation reverted to what it had been before. It was estimated that

around one to two million school age children did not continue attending school after the decree. The explanation was that many of the children who had enrolled dropped out, following the introduction of the building levy. Enrollments, even in districts that had experienced large infusions of new children, reverted to the situation before 1973. The high drop out rates were a response, not only to the very high levies, but also to the quality of education that was being offered following the government intervention. As a result of high enrollments, there was overcrowding in classes and the supply of teaching and learning materials underwent a severe strain. Since the early 1970s their distribution had been centralized through the Kenya Equipment Scheme; it now became difficult to dispatch the necessary materials and equipment to most of the primary schools. Distribution problems were compounded by the variety of the topography and the long distances. Consequently, many of the schools went without basic teaching and learning materials for a greater part of 1974, (Brokx, 1992).

2.4.3 Literature on School Feeding Programme

School feeding programmes provide an explicit or implicit transfer to households of the value of the food distributed. The programs are relatively easy to scale up in a crisis and can provide a benefit per household of more than 10 percent of household expenditures, even more in the case of take-home rations. In many contexts, well-designed school feeding programs can be targeted moderately accurately, though rarely so effectively as the most progressive of cash transfers. In the poorest countries, where school enrollment is low, school feeding may not reach the poorest people, but in these settings alternative safety net options are often quite limited, and geographically targeted expansion of school feeding may still provide the best option for rapid scale-up of safety nets. Targeted take-home rations may provide somewhat more progressive outcomes. Further research is required to assess the longer-term

relative merits of school feeding versus other social safety net instruments in these situations (Bundy and Strickland, 2000).

In Kenya, the provision of free primary education FPE is supported by the school feeding programme which is a partnership between the World Food Programme (WFP) and the MoE. The Kenya government runs feeding programmes within the FPE in schools in ASAL and implements the Extended Feeding Program (EFP) to any region experiencing droughts, famine or needing assistance. Some critics argue that the government should focus on food security projects rather than school feeding programmes. They argue that feeding children in schools only creates a dependency and most of these children eventually dropout of schools when the feeding programmes are withdrawn. The objective of the programme is to increase school enrollment, improve and/or stabilize school attendance, increase school completion rates, and improve children's ability to concentrate and learn (Halfon, 2001). The programme targets areas with high incidences of chronic food insecurity and poor education indicators such as low access, low net enrollment ratio, high dropout rates and poor attendance. Targeting was carried out and priority districts selected for implementation. During times of extensive drought with their high risk of school dropouts, SFP is normally expanded to cushion high-risk areas through an expanded school feeding programme under the national Emergency Operation (EMOP).

According to Del Rosso & Marek (1996), for programs that provide meals, the primary objective is to provide breakfast, mid-morning meals, lunch, or a combination (depending on the duration of the school day) to alleviate short-term hunger, increase attention span, facilitate learning, and obviate the need for children to leave the school to find food. In-school meals also act as an incentive to increase school access. School meals can be pre-prepared in schools or in the community, or can be delivered from

centralized kitchens. They can be an important source of micronutrients if prepared using fortified commodities, or if micronutrient powder is added during or after preparation. In-school snacks and biscuits (average per capita cost US\$13 per year) have lower administrative costs but also lower transfer and incentive value, though the scale of benefit relative to meals needs to be better quantified (Jukes, Drake, and Bundy 2008).

School feeding programs can help to get children into school and help to keep them there, through enhancing enrollment and reducing absenteeism; and once the children are in school, the programs can contribute to their learning, through avoiding hunger and enhancing cognitive abilities. These effects may be potentiated by complementary actions, especially de worming and providing micronutrients. The analysis presented here benefited from early work in this area (Del Rosso and Marek 1996; Del Rosso 1999) and from three recent reviews which arrive at similar conclusions about the direction of the effects. What is less clear is the scale of effect.

According to Bruner, (1999), the decision to enroll a child in lower primary school is influenced by many factors, including the perceived value of education, the availability of employment opportunities, the direct and indirect costs of schooling, and the availability and quality of school facilities. Food incentives offered to students, such as school meals, or food incentives offered to families, such as take-home rations (especially for girls, orphans, and vulnerable children), compensate parents for direct educational costs and opportunity costs from the loss of child labor when children go to school (Gelli, Meir, and Espejo (2007) (Drèze and Kingdon, 2001). A fortified biscuit program in Bangladesh appeared to have increased net enrollment rates by 10 percent, increased attendance by 1.3 days per month, and reduced the probability of dropping out by 7.5 percent (Ahmed, 2004).

2.5 Theoretical Framework

Psychologist Abraham Maslow identified seven categories of basic needs common to all people. Maslow represented these needs as a hierarchy in the shape of a pyramid. Maslow suggested that the first and most basic need people have is the need for survival: their physiological requirements for food, water, and shelter. People must have food to eat, water to drink, and a place to call home before they can think about anything else. Free and reduced breakfast and lunch programs have been implemented in schools to help pupils meet some of their physiological needs. After their physiological needs have been satisfied, people can work to meet their needs for safety and security which in this case is access to FPE and achievements associated (Martin and K. (2007). Fortunately, many pupils come to school with the deficiency needs of physiology, safety and security, love and belongingness, and self-esteem already met—at home; in peer groups; in church, scouting, athletic, or music groups; in other groups; or in some combination of these. The theory is therefore relevant in that pupils' physiological needs like food, clothing and shelter be met because it is impossible to advance to higher needs if pupils are hungry, don't have warm enough clothes, or have to sleep on the street. Schools apply this level of Maslow's hierarchy by offering breakfast or lunch programs to ensure the basic nutrition needs of their children are being met. However, some pupils who come to school are not having these needs met elsewhere and look for ways to satisfy these needs in school and all students must meet these deficiency needs before they can successfully work at learning.

2.6: Conceptual Framework

When school fee is abolished school enrolment tends to go up. Parents to the children are relieved off the burden of school levies. On the other side, enrollments may go down if other school levies are needed. For example the construction of an administration block, library and so on.

The availability of a school feeding program which is effective attracts many children and their parents are interested in bringing other siblings to the same school hence increasing the enrollment. A poor school feeding program will lower down the pupils' enrollment.

Availability of teaching and learning resources suggests that each of the child in lower primary has enough text books, no congestions in class and there's enough even for the new enrollment. This means that pupil's enrollment in lower primary school will be enhanced.

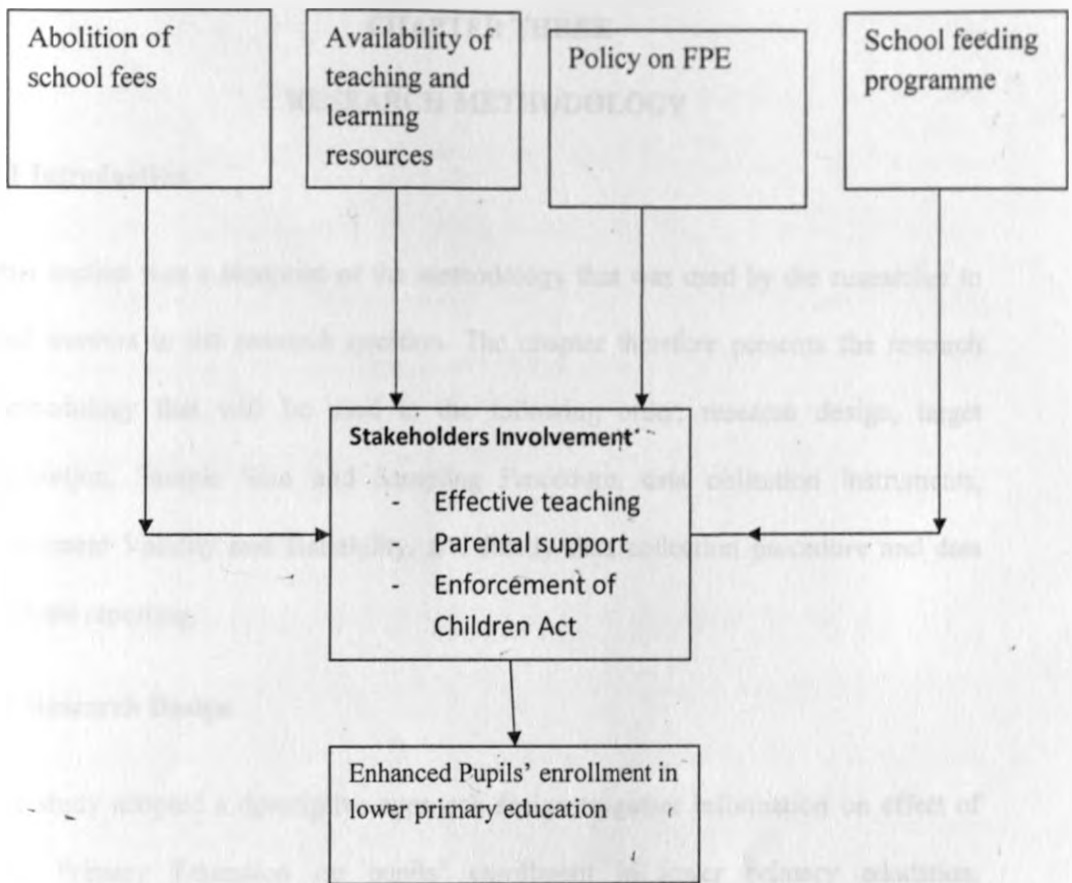


Figure 2.1: Conceptual Framework

2.7 Summary of the Reviewed Literature

This section reviewed the literature related to free primary education and enrollment in lower primary education. Additionally, the study managed to discuss on the variables school fees abolition, learning and teaching resources and the school feeding programme in relation to the pupils' enrollment. The chapter closed with a conceptual framework which well explains about the variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section was a blueprint of the methodology that was used by the researcher to find answers to the research question. The chapter therefore presents the research methodology that will be used in the following order; research design, target population, Sample Size and Sampling Procedure, data collection instruments, Instrument Validity and Reliability, and finally data collection procedure and data analysis reporting.

3.2 Research Design

The study adopted a descriptive approach design to gather information on effect of Free Primary Education on pupils' enrollment in lower primary education. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). This type of research design depicts the state of affairs as it exists at present. It essentially describes, records, analyses and interprets conditions as they exist. The researcher has no control over the variables and he can only report what has happened or what is happening.

3.3 Target Population

According to Ngechu, (2004), a population is a well defined or set of people, services, elements, events, group of things or households that are being investigated. The target population of this study was all the public primary schools in Ngewa zone, Kiambu County. According to the statistics from the Ngewa Zone Educational office, there

were 12 public primary school with a total population of 5200 pupils and 149 teachers (Ngewa zone Education Office, 2012). Mugenda and Mugenda (2003), explain that the target population should have some observable characteristics, to which the researcher intends to generalize the results of the study. The study therefore targeted all the 12 schools whereby all the school head teachers and teachers, pupils, parents and the Quality Assurance Officer will be targeted..

3.4 Sample Size and Sampling Procedure

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population, (Orodho, 2002). From the population frame the required number of subjects, respondents, elements or institutions will be selected in order to make a sample size. There were twelve schools in Ngewa zone. From the targeted twelve schools, each head teacher was automatically sampled. One teacher was purposively sampled from each school (picked from the lower classes) and was expected to give relevant information concerning their school. Out of the total pupils' population in the schools, the study randomly and purposively picked two pupils and two Parents Representatives from each class. The sample therefore comprised of twelve head teachers and twelve teachers, twenty four pupils, twenty four parents' representatives one QASO officer giving a total of seventy three respondents.

Table 3.3: Sample Size

Respondents Category	Sample size
Head teachers	12
Teachers	12
Pupils	24
Quality Assurance Officer	1
Parents representatives	24
Total	73

3.5 Research Instruments

3.5.1 Questionnaire

The researcher used a questionnaire as the primary data collection instruments. According to Bell, (1993), a self-administered questionnaire is the only way to elicit self-report on people's opinion, attitudes, beliefs and values. The questionnaire was designed to give a brief introduction of respondents. The questionnaire was divided into sections representing the various variables adopted for study. Each section of the chosen study included closed structured and open ended questions which sought the views, opinion, and attitude from the respondent which might not have been captured by the researcher. The questions were designed to collect qualitative and quantitative data. The open ended questionnaires gave unrestricted freedom of answer to respondents. The researcher used research assistants to distribute by hand the questionnaires to be completed by the selected respondents. Upon completion, the research assistants collected the questionnaires ensuring high completion rate and return of the completed questionnaires.

3.5.2 Interview Schedules

This data collection tool enabled the researcher obtain more authentic information on the effect of free primary education on pupils' enrollment in lower primary school beyond the limited questionnaire since respondents tend to give more and adequate information besides enabling the researcher have the advantage of comparing both the answers given and the body language hence assist the researcher to determine the authenticity of the information.

3.5.3 Observation Schedule

Observation is a vital data collection tool as it enables the researcher to obtain first hand information as opposed to questionnaires where respondents might not give authentic information in some questions. The researcher was able to observe the actions, situations and else the behavior of the pupils among other observations. In this case the researchers observed some of the cases related to the research objectives as well as how well a teacher conducts his/her teaching.

3.6 Instrument Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree-to which results obtained from the analysis of the data actually represents the phenomena under study. Validity according to Borg and Gall, (1989) is the degree to which a test measures what it purports to measure. The pilot study helped to improve face validity and content of the instruments. According to Borg and Gall, (1989) validity of an instrument is improved through expert judgment. As such, the researcher sought assistance from her supervisor, lecturers, and graduate students, in order to help improve content validity of the instrument.

3.7 Instrument Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda and Mugenda, 1999). A reliable instrument therefore is one that constantly produces the expected results when used more than once to collect data from two samples randomly drawn from the same population. Pre-testing enables the researcher to identify and eliminate problems with

the questionnaire. This pre-testing is done after a time lapse of one or more weeks. To achieve reliability, this study used a test-retest method using two schools in Limuru District (Kanjai and Miguta primary schools). The choice of the schools is that they have similar characteristics as those targeted by the study in this case. The research tools were administered to the respondents and repeated to the same after one week to check whether they will elicit the same information as before (Mugenda, 1999).

3.8 Data Collection Procedure

The researcher obtained a letter from the Ministry of education which will be attached to the research tools ready for data collection. The researcher indicated to the district education office to obtain authorization to conduct the study in the district. Once the authorization was granted, the research tools were distributed to 109 respondents in all the twelve (12) public schools. The date for collection of the research tools was agreed on. This was to ensure almost a 100% return rate of the research tools.

3.9 Data Analysis and Reporting

The study generated both quantitative and qualitative data due to the nature of the instrument adopted which consists of both semi-structured questionnaires and observation techniques. The researcher got the questionnaires from the respondents, sorted them and arranged them according to different categories. For the data collected to be meaningful, it was analyzed in a way that it is easy to understand. This included analysis to summarize the essential features and relationships of data in order to generalise from the analysis to determine patterns of behaviour and particular outcomes. Before processing the responses, the completed questionnaires were edited for completeness and consistency. The raw data from questionnaires was checked for consistency, errors, and coded for analysis using Statistical Package for Social

Science (SPSS). Data have been presented using tables, graphs, pie charts and figures appropriately.

CHAPTER FOUR

FINDINGS AND DISCUSSION OF RESULTS

4.1 Abolition of school fees

It is evident that the funds received from the government in support of free primary education were inadequate as confirmed by all 100% the head teachers and teachers who participated in the study. They further indicated that the funds allocated to schools were inadequate since the government did not take an initiative to look into the situation on the ground before allocating funds to schools. It also emerged that the funds allocated to schools are irregular and did not arrive in time to help the school meet its needs.

The study found out that out of the 12 schools which participated in the study, only in 3 (25%) schools did parents not pay school fees while in the other 9 (75%), they did. Fourteen (60%) of the parents indicated that they paid school fees while 10 (40%) indicated that they did not. This supports the earlier findings by the head teachers and teachers that the funds given by the government in support of FPE were inadequate, so the head teachers still have to charge parents school fees for the running of the schools. This is shown in Figure 4.1.

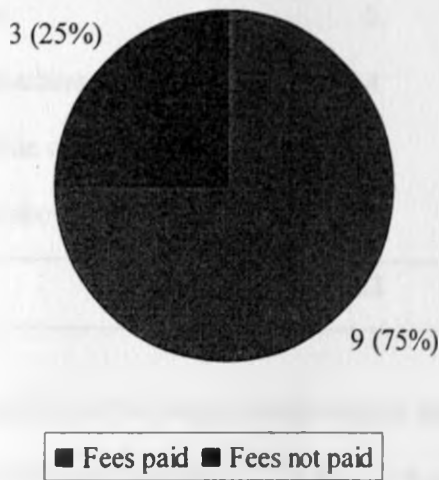


Figure 4.1: Parents pay fees

Regarding uses of fees paid by parents to schools, it was revealed that at least 50% of the respondents indicated that the money paid by parents was used for feeding, trips/tours as well as salary for teachers while only 2 (9.1%) respondents indicated that the money was used for other reasons other than those mentioned, such as payment of bills and purchasing stationery and furniture in schools as shown in Table 4.1.

Table 4.1: Uses of fees paid by parents

Uses	Frequency	Percent
Feeding	2	9.1
Trips/Tours	3	13.6
Salary for teachers	4	18.2
A combination of the above	11	50.0
None of the above	2	9.1

Uses	Frequency	Percent
Feeding	2	9.1
Trips/Tours	3	13.6
Salary for teachers	4	18.2
A combination of the above	11	50.0
None of the above	2	9.1
Total	22	100.0

About 15 (68.2%) of the respondents indicated that the abolition of school fees led to increased enrolment while only 7 (31.8%) of them indicated that abolition of school fees led to a decline in enrolment. This is an indicator that there might be other reasons other than free primary education that led to the decline in enrolment, as mentioned earlier in this report. This is shown in figure 4.2.

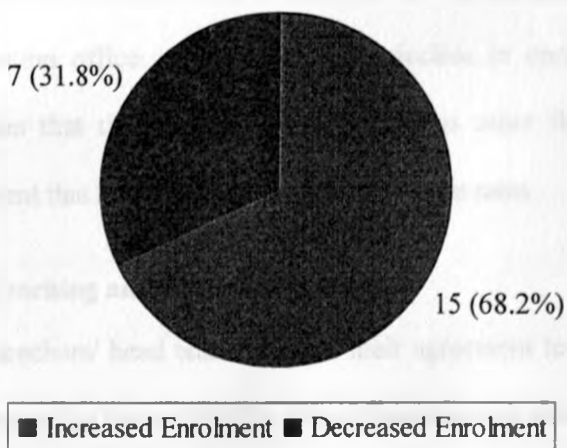


Figure 4.2: Effects of abolition of school fees on enrolment

The study has established that the abolition of school fee payment has led to higher enrolment rates of pupils in Ngewa zone, as per the views of teachers/ head teachers

as well as parents. This is due to the fact that parents find it hard to cover their children's tuition fees and since they do not have to do this, they send their children to school.

These findings are consistent with findings from other researches. For instance, in a study done by the World Bank, girls' enrollment increased from 63 percent to 83 percent, while enrollment among the poorest fifth of girls rose from 46 percent to 82 percent. In Tanzania the elimination of primary school fees in 2002 resulted in additional enrollment of 1.5 million students. A scholarship for girls in Tanzania significantly increased their enrollment in secondary school (the program was subsequently extended to boys as well). In Bangladesh a stipend for girls in secondary school substantially increased their enrollment, particularly in rural areas. This shows that FPE should lead to increased enrolment of pupils and the decreased enrolment in Kiambu County could be as a result of other factors other than FPE.

However, these views are in direct contrast to the 2002-2011 data obtained in Kiambu Education office which indicated a decline in enrolment rates despite FPE. This implies that there might be other reasons other than the abolition of school fee payment that lead to the decline in enrolment rates.

4.2 Teaching and Learning Resources

The teachers/ head teachers rated their agreement levels with the statements in table 4.2 regarding the availability of teaching/learning resources on a 5-point Likert scale.

Table 4.2: Teaching/learning resources

Statement	Agree		Disagree	
	F	%	F	%
The government have provided enough resources to support free primary education in the school	17	77.3	5	22.7
The resources available are not always enough to support school learning hence poor enrollments	20	90.9	2	9.1
Parents and the school management has adopted a cost sharing strategy to support FPE education	18	81.8	4	18.2
We have to always involved parents for levies whenever new facilities have to be put in place	18	81.8	4	18.2
Teaching and resources are not always timely hence parents have to provide books for the learning	21	95.5	1	4.5
We have noted High enrollments whenever we announce of enough resources availability	21	95.5	1	4.5

Table 4.2 shows that 95.5% of the teachers/ head teachers agreed with the statements that: they have noted high enrollments whenever they announce of enough resources availability and teaching resources are not always timely hence parents have to provide books for the learning. Twenty, (90.9%) of them also agreed that the resources available are not always enough to support school learning hence poor pupils enrollments in lower primary schools, On the other hand, 5 (22.7%) of the respondents disagreed with the statement that the government have provided enough resources to support free primary education in the school.

The availability of teaching and learning resources influenced pupils' enrollment in lower primary school in the extents shown in figure 4.3.

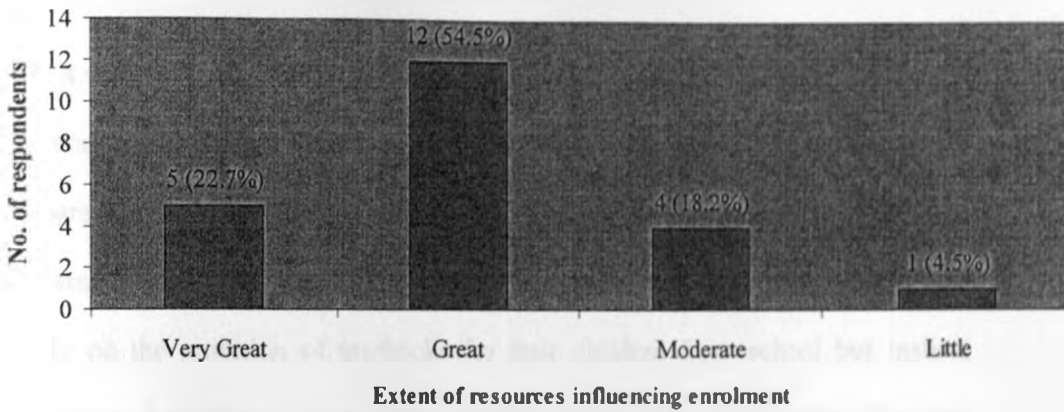


Figure 4.3: Extent of resources influencing enrolment

Figure 4.3 shows that 12 (54.5%) of the head teachers/ teachers indicated that the availability of teaching/learning resources influenced enrolment to a great extent, 5 (22.7%) indicated it influenced enrolment to a very great extent, 4 (18.2%) indicated it influenced to a moderate extent while only 1 (4.5%) respondent indicated it influenced to a little extent. This is a clear indication that the availability of teaching/learning resources influences enrolment

Figure 4.4 shows parents' views on the provision of text books at home/ school for their children.

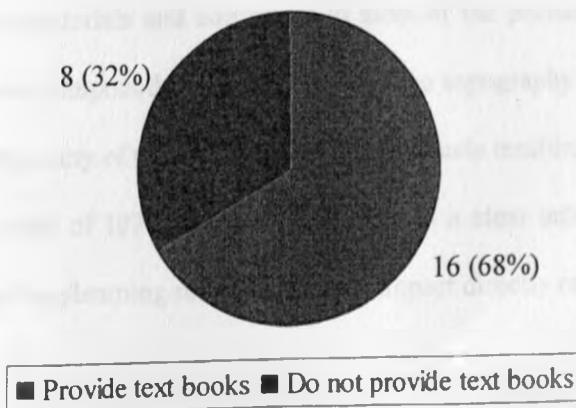


Figure 4.4: Provide textbooks at home/school

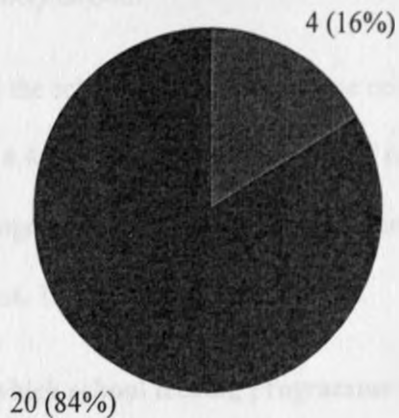
Figure 4.4 shows that 16 (68%) of the parents provided textbooks for their children at home and school while 8 (32%) did not. 20 (87%) of the pupils also indicated that their parents bought them textbooks to use at home/school while 3 (13%) indicated their parents did not buy them any text books. This is an indicator that the parents did not rely on the provision of textbooks for their children from school but instead bought them themselves. It also shows that there is a shortage of teaching/learning resources in schools. The QASO who took part in the study indicated that the teaching/learning resources were inadequate to meet the needs of pupils and teachers in schools in Ngewa zone.

The study found that teaching/learning resources are inadequate and that parents usually buy textbooks for their children. This inadequacy leads to children not enrolling in school. These findings are in agreement with other studies which also established that the availability and adequacy of teaching/learning resources was important for the enrolment of pupils. For instance, as a result of high enrollments, there was overcrowding in classes and the supply of teaching and learning materials underwent a severe strain. Since the early 1970s their distribution had been centralized through the Kenya Equipment Scheme; it now became difficult to dispatch the necessary materials and equipment to most of the primary schools. Distribution problems were compounded by the variety of the topography and the long distances. Consequently, many of the schools went without basic teaching and learning materials for a greater part of 1974, (Brokx, 1992). This is a clear indicator that schools need adequate teaching/learning resources as they impact directly on enrolment of pupils.

4.3 School Feeding Programme

First, it was important to establish whether the schools had school feeding programmes. Only 2 (16.7%) of the head teachers indicated that their schools had school feeding programmes while the rest 10 (83.3%) indicated that their schools did not have school feeding programmes. The two head teachers indicated that the sources of the food used for their school feeding programmes was from the government and the parents. The head teachers/teachers also indicated that the pupils were given two meals per day, tea break and lunch.

Over 80% of the parents indicated that their children did not take meals in school while 16% of them indicated they did. The parents also indicated that they largely supported the school feeding programmes in the schools, and sometimes the government provided the money for the school feeding programmes through the headteachers. A large percentage of pupils indicated that they had their meals at home as opposed to school. This is a confirmation that most of the schools did not have school feeding programmes, which is one of the requirements of FPE. Figure 4.5 shows these views.



■ Have school feeding programme ■ Do not have school feeding programme

Figure 4.5: Pupils take meals in school

It was revealed that pupils were sent home for various reasons, which are shown in table 4.3.

Table 4.3: Reasons for pupils being sent home

Reasons	Frequency	Percent
School fees	6	24.0
Text books/pencil/ruler	1	4.0
A combination of the above	4	16.0
None	13	56.0
Total	24	100.0

Table 4.3 shows that over 50% of the parents indicated that their children were sent home from school for reasons other than non-payment of school fees and lack of stationery. Some indicated that their children were sent home for either lack of fee payment, lack of stationery or both.

The study showed that the school feeding programme enhanced pupils' enrolments to various extents. Table 4.4 shows that more than half of the respondents indicated that the school feeding programme would enhance enrolment while only 1 respondent indicated that it does not. Table 4.4 shows these views.

Table 4.4: Extent to which school feeding programme enhances enrolment

Extent	Frequency	Percent
Very Great	3	13.6
Great	15	59.1
Moderate	3	13.6
Not at All	1	4.5
Total	22	90.9

Similarly, the QASO indicated that most of the schools in Ngewa zone did not offer school feeding programmes due to the fact that the funds offered to schools by the government could barely cater for the needs of the schools, leave alone being enough for school feeding programmes. However, it emerged that there were positive attitudes by parents, community and pupils toward the school feeding programme, a view that was supported by teachers and headteachers. The QASO further said that school feeding programmes increased the enrolment of pupils in the schools in which it was implemented.

The study found out that the schools in Ngewa zone did not have school feeding programmes save for a few. It was established that fewer pupils attended school than they would if there was a school feeding programme. One of the reasons as to why FPE was implemented was to keep children in school as well as having all the children attend school and acquire a basic education. School feeding programmes were supposed to enhance FPE. These sentiments are echoed by earlier researchers like Del Rosso and Marek 1996; Del Rosso 1999, who found out that school feeding programs can help to get children into school and help to keep them there, through enhancing enrollment and reducing absenteeism; and once the children are in school, the programs can contribute to their learning, through avoiding hunger and enhancing cognitive abilities.

4.4. Pupils' Enrolment

The headteachers gave the enrolment of pupils in class 1-3 in the years 2002-2004 as shown in Table 4.5.

Table 4.5: Enrolment of pupils in 2002-2005

School 1	Year	2002			2003			2004			2005		
	Class	1	2	3	1	2	3	1	2	3	1	2	3
	Enrolment	19	17	17	21	25	20	21	25	20	25	25	20
	Totals	53			66			76			70		
School 2	Year	2002			2003			2004			2005		
	Class	1	2	3	1	2	3	1	2	3	1	2	3
	Enrolment	23	19	18	27	25	25	20	18	20	17	25	25
	Totals	60			77			67			58		
School 3	Year	2002			2003			2004			2005		
	Class	1	2	3	1	2	3	1	2	3	1	2	3
	Enrolment	22	20	22	32	28	27	27	26	25	20	19	18
	Totals	64			87			78			73		
School 4	Year	2002			2003			2004			2005		
	Class	1	2	3	1	2	3	1	2	3	1	2	3
	Enrolment	25	22	22	28	28	24	24	23	23	22	22	22
	Totals	69			80			66			60		

As shown in table 4.5, all schools registered an increase in the number of pupils after the implementation of FPE in 2003, but the numbers declined in 2003 and 2004. The decline was as a result of charging parents extra fees for paying teachers and the day to day running of the schools. Compared to this enrolment, the head teachers gave the enrolment of pupils in Std. 1-3 in the year 2012 as shown in table 4.6.

Table 4.6: Enrolment of pupils in 2012

Schools	Std 1	Std 2	Std 3	Totals
1	43	45	44	132
2	25	19	23	67
3	43	42	41	126
4	43	34	41	118
5	26	52	48	126
6	17	23	26	66
7	82	85	90	257
8	28	30	26	84
9	27	30	26	83
10	47	39	38	124
11	54	54	51	159
12	22	41	34	97

Table 4.6 shows that almost all the schools enrolled over 80 pupils from Std. 1 - Std 3 except for two schools which had 66 and 67 pupils in Std. 1-3 respectively. Following the trends of the four schools whose enrolment of pupils in Std. 1-3 is shown in table 4.5 and table 4.6 (School 1-4), it can be concluded that FPE has caused an increase in the enrolment of pupils in schools. This can be attributed to the re-introduction of school feeding programmes in schools when the head teachers noted a decline in enrolment rates.

The numbers of streams in the schools which took part in the study from std. 1-3 are as shown in figure 4.6.

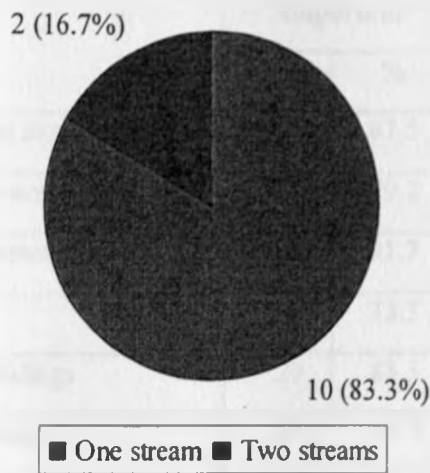


Figure 4.6: Number of streams

Figure 4.6 shows that the majority 10 (83.3%) of the respondents had only one stream from Std. 1-3 while 2 (16.7%) had two streams as of the year 2012. This is a strong indicator that the classes were crowded, given the number of pupils enrolled. Overcrowded classes do not enhance learning and teaching due to the fact that the pupils will not get the individualized attention from teachers. The teachers were further asked to indicate factors that may influence enrollment levels in lower primary schools. They enumerated the reasons as being: Affordability of school fees by parents, Distance from home to school, Availability of a school feeding programme, Availability of space in school and Community perceptions of education.

The study found out that over 20 (83.3%) of the parents indicated that school fees availability, teaching resources, school buildings and government funds were important for increased lower primary schools enrolment. On the other hand, 50% of the parents seemed to think that transport was not important for increased enrolment. The ratings of importance levels are shown in table 4.7.

Table 4.7: Importance towards enrolment

Factor	Important		Non committal		Not important	
	F	%	F	%	F	%
School fees availability	21	87.5	0	0.0	3	12.5
Learning resources	19	79.2	1	4.2	4	16.7
Teaching resources	22	91.7	0	0.0	2	8.3
Transport	8	33.3	4	16.7	12	50.0
School buildings	20	83.3	1	4.2	3	12.5
School meals	16	66.7	1	4.2	7	29.2
Government funds	20	83.3	2	8.3	2	8.3

Responses from the learners who answered the questionnaires show that learners are attracted to schools by factors such as a school and motivated by the availability of learning resources and meals. This is due to the fact that as they see their peers going to school, children feel that they also have to attend school. Provision of food in school motivates them because in most cases they cannot get that food at home, so going to school builds their knowledge and also feeds their hunger. Table 4.8 shows the pupils' responses.

Table 4.8: Determinants for pupils' school attendance

Items	Frequency	Percent
School fee availability	1	4.3
Learning Resources	1	4.3
School meals	1	4.3
A combination of the above	20	86.9
Total	23	100.0

Table 4.8 shows that the biggest determinants for their school attendance were school fee availability, learning resources and school meals. In an interview, the QASO indicated that the implementation of FPE enhanced enrolment in schools in Ngewa zone since before the implementation of FPE, the enrolment was below what it was currently. These findings are consistent with Sifuna (2005) study which established that after Free Primary Education was introduced, the school enrolment flipped from 6.5 million pupils to 7.2 million pupils – a gross enrolment of 115%. With the United Nation's declaration that education is a right to every child, Kenya gave children free education and removed the heavy burden shouldered by parents. Free Primary Education therefore, had an impact on the management of education in the primary sector as the influx of the pupils became overwhelming.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary of the study is presented, together with a summary of the key study findings. The chapter also presents a conclusion of the study, recommendations, and suggestions of studies that could be carried out in future.

5.2 Summary of the Study

This study investigated the effect of free primary education on pupils' enrollment in lower primary schools in Ngewa zone, Kiambu County, Kenya. The participants comprised parents, teachers, head teachers and pupils from the 12 public primary schools in Ngewa Zone, Kiambu District, the target being 12 head teachers, 12 teachers, 24 pupils and 24 parents. One Quality Assurance Officer also took part in the study to verify the information given by the head teachers and teachers. However, the respondents available for the study were 22 teachers and head teachers, 23 pupils, 24 parents and 1 QASO, making a total of 70 respondents. Given below is a summary of the main study findings.

The study found out that the enrolment in schools decreased after 2003 but increased by 2012. The majority of the respondents had only one stream from Std. 1-3 while had two streams. This is a strong indicator that the classes were crowded, given the number of pupils enrolled. Overcrowded classes do not enhance learning and teaching due to the fact that the pupils will not get the individualized attention from teachers. Affordability of school fees by parents, Distance from home to school, Availability of a school feeding programme, Availability of space in school and Community

perceptions of education. The funds allocated to schools were found to be inadequate since the government did not take an initiative to look into the situation on the ground before allocating funds to schools. It also emerged that the funds allocated to schools were irregular and did not arrive in time to help the school meet its needs. Out of the schools which participated in the study, only in 3 schools did parents not pay school fees. The money paid by parents was used for feeding, trips/tours as well as salary for teachers' payment of bills and purchasing stationery and furniture in schools. The abolition of school fees led to increased enrolment while School fees availability, learning resources, teaching resources, school buildings and government funds were very important for increased lower primary schools enrolment. However, it emerged that transport was not important for increased enrolment. The biggest determinants for pupil's school attendance were school fee availability, learning resources and school meals. It was concluded that the abolition of school fees enhanced enrolment in schools in Ngewa zone since before the implementation of FPE, the enrolment was below what it was currently.

Regarding the availability of teaching/learning resources, the study established that:: The resources available are not always enough to support school learning hence poor pupils enrollments in lower primary schools, head teachers to always involve parents for levies whenever new facilities have to be put in place, head teachers have noted high enrollments whenever they announce of enough resources. Availability of teaching and learning resources are not always timely hence parents have to provide books for the learning. The parents provided textbooks for their children at home and school. It was found that the teaching/learning resources were inadequate to meet the needs of pupils and teachers in schools in Ngewa zone.

The study found out that most of the schools did not have school feeding programmes. Head teachers indicated that the sources of the food used for their school feeding programmes were from the government and the parents. The pupils were given two meals per day, tea break and lunch. The parents largely supported the school feeding programmes in the schools, and sometimes the government provided the money for the school feeding programmes through the head teachers. A large percentage of pupils had their meals at home as opposed to school. The reasons as to why pupils were sent home from school were reasons other than non-payment of school fees and lack of stationery, lack of fee payment, lack of stationery or both. Most of the schools in Ngewa zone did not offer school feeding programmes due to the fact that the funds offered to schools by the government could barely cater for the needs of the schools, leave alone being enough for school feeding programmes. However, it emerged that there were positive attitudes by parents, community and pupils toward the school feeding programme, a view that was supported by teachers and head teachers. School feeding programmes increased the enrolment of pupils in the schools in which it was implemented.

5.3 Conclusion

Based on the findings of the study as summarized above, it can be concluded that the enrolment rates of pupils in Ngewa zone increased, despite data from the Education office showing a marked decline. The study showed that the abolition of school fees caused an increase in the enrolment of pupils compared to when there was no fee payment. However, it emerged that the funds provided by the government were inadequate and therefore parents still had to pay a subsidized amount of fee to support the running of the schools. It was established that pupils in Ngewa zone did not have adequate learning resources and the teachers did not have enough teaching resources,

which may impact negatively on enrolment of pupils. The study findings revealed that schools in Ngewa zone did not have school feeding programmes except for a selected few. This was a reason as to why not many pupils attended school as they should.

5.4 Recommendations for Implementation

- (i) The local leaders should educate parents on the importance of sending their children to school, whether there is feeding programme or not and whether they have text books or not.
- (ii) The government should ensure that schools are provided with enough teaching/learning resources depending on the number of pupils and teachers in the schools to enhance learning.
- (iii) The government should ensure that there is proper and regular feeding programme in all public primary schools in Ngewa zone. They should also provide funds for the feeding programmes in good time and ensure it is enough for the schools according to the pupils' population.
- (iv) The community and parents should support feeding programmes in the school by helping to pay the cooks, providing fuel/firewood, giving their children feeding utensils and providing water, and accept it as their own obligation.
- (v) The community should be sensitized on her role in ensuring success of free primary education. Parents should be made to understand that their children cannot perform well without their involvement in schools. The assumption that FPE means that the role of the parent ends with enrolling a child in school is misplaced, and parents should be made to understand this.

(vi) The government should ensure that they send FPE funds on time as this will make smooth learning in the public institutions.

5.5: Recommendations for Further Research

The study recommends the following areas for further research;

- (i) A study could be carried out to find out how FPE has impacted on private primary schools, both in terms of academic performance and enrolment
- (ii) A study on the sustainability of FPE by the Kenyan government.
- (iii) More research to be conducted on the impact of school feeding programme on the academic performance of pupils.

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APPENDIX 1

QUESTIONNAIRE FOR H/TEACHER/TEACHERS

The general purpose of this study will be to "Establish the effect of free primary education on pupils' enrollment in lower primary school" in Ngewa zone, Kiambu County. Kindly be open and honest as possible. This is not a test; the questions are intended for academic purpose only.

Section A: Personal Information

[] Tick or fill in the appropriate response[s]

1. Indicate Your Gender: Male [] Female []

2. Indicate age bracket

18-25 []

26-35 []

36-45 []

46-50 []

Above 55 []

3. Your Religion/ Faith; Christianity [] Islamic []

Others _____

4. What is your highest level of education?

(a) Primary []

(b) Secondary []

(c) College []

(d) University []

5. For what duration have you been a teacher?

Less than 1 yr []

1-3 yrs []

3-6 yrs []

6 – 10 yrs []

10-15 yrs []

More than 15 yrs old []

Section B: Effect of Free Primary Education On Pupils' Enrollment In Lower Primary School

6. Indicate the current school enrolment in the following;

STD 1

STD 2..... STD 3.....

7. How many streams are there in each of the above categories

STD 1

STD 2..... STD 3.....

8. Kindly indicate 5 factors that may influence enrollment levels in lower primary school.

.....
.....

9. Are the funds received from the government enough to run the school affairs?

Yes [] No []

10. If no indicate the general reasons why the money is not always enough?

.....
.....

11. Do parents contribute any fee in this school? Yes [] No []

12. If yes, what is the general purpose of the fee? (Can tick in more than one box)

Feeding []

School development []

Trips/tours []

Salary for teachers []

Purchase of text books/pencils []

Water bills []

Electricity bills []

Others

13. a). Has school fee abolition led to increased enrolments in the lower cadre school (STD 1-3)?

Yes [] No []

b) Indicate reasons in Q 13 above

.....
.....

20. To what extent does the school feeding program enhance pupils' enrollment in lower primary in this school

- | | | | |
|-------------------|-----|---------------|-----|
| Very great extent | [] | Great extent | [] |
| Moderate extent | [] | Little extent | [] |
| Not at all | [] | | |

THANK YOU

APPENDIX 11

QUESTIONNAIRE FOR THE PARENTS/GUARDIANS

The general purpose of this study will be to “Establish the effect of Free Primary Education on pupils’ enrollment in lower primary schools in Ngewa zone, Kiambu County. Kindly be open and honest as possible. This is not a test; the questions are intended for academic purpose only.

1. Indicate Your Gender: Male [] Female []
2. Indicate age bracket
 - 18-25 []
 - 26-35 []
 - 36-45 []
 - 46-50 []
 - Above 55 []
3. Your Religion/ Faith: Christianity [] Islamic [] Others

4. What is your highest level of education?
 - (a) Primary []
 - (b) Secondary []
 - (c) College []
 - (d) University []
5. For how long have lived in Ngewa zone?
 - Less than 1 yr []
 - 1-3 yrs []
 - 3-6 yrs []
 - 6 – 10 yrs []
 - 10-15 yrs []
 - More than 15 yrs old []
6. How many children do you have Std 1 – Std 3
One [] Two [] More than Two []
7. To what extent do you think the following are important for increased lower primary schools enrollment? Indicate with a tick 1 = Very Important 2=important, 3= neutral 4= less important 5= Not Important
 - School fees availability [1] [2] [3] [4] [5]
 - Learning resources [1] [2] [3] [4] [5]

Teaching resources	[1] [2] [3] [4] [5]
Transport	[1] [2] [3] [4] [5]
School buildings	[1] [2] [3] [4] [5]
School Meals	[1] [2] [3] [4] [5]
Government funds	[1] [2] [3] [4] [5]

8. Do you pay any school fees for your child? Yes [] No []

9. What are the uses of the school fees paid for your child?

- Feeding []
- School development []
- Trips/tours []
- Salary for teachers []
- Purchase of text books/pencils []
- Water bills []
- Electricity bills []
- Others

10. Do you purchase any text books at home/school for your child?

Yes [] No []

11. Does your child take meals at school?

Yes [] No []

12. Who provides for the meals?

- Government []
- Parents []
- Donors []
- Government and parents []
- Church []

13. Overall, Have your child been at home due to lack of the following?

- School fees []
- Text books/pencil/ruler []
- Meals []
- Others

THANK YOU

APPENDIX 111

QUESTIONNAIRE FOR THE PUPILS (to be interpreted)

The general purpose of this study will be to ‘‘Establish the effect of free primary education on pupils’ enrollment in lower primary school’’ in Ngewa zone, Kiambu County. Kindly be open and honest as possible. This is not a test; the questions are intended for academic purpose only.

1. Indicate Your Gender: Male Female
2. Indicate age bracket
 2-3
 3-5
 5-9
 Over 9 yrs
3. Your Religion/ Faith; Christianity Islamic Others
4. Indicate class?
 Std 1 Std 2 Std 3
5. Which of the following makes you go to school oftenly?
 School fees availability
 Learning resources
 Teaching resources
 Transport
 School buildings
 School Meals
 Government funds
6. What are the uses of the school fees paid by your parents?
 Feeding
 School development
 Trips/tours
 Salary for teachers
 Purchase of text books/pencils
 Water bills
 Electricity bills
 Others
7. Does your parent buy you any text books at home/school?
 Yes No

8. Do you take meals at school or at home?

Yes [] No []

9. Who provides for the meals?

School []

Parents []

Donors []

Church []

10. Have you ever been sent home due to lack of the following?

School fees []

Text books/pencil/ruler []

Meals []

Others

THANK YOU

APPENDIX 1V

INTERVIEW SCHEDULE FOR THE QASO OFFICER

The general purpose of this study will be to “Establish the effect of free primary education on pupils’ enrollment in lower primary schools” in Ngewa zone, Kiambu County. Kindly be open and honest as possible. This is not a test; the questions are intended for academic purpose only.

1. Indicate name
(Optional).....
2. Indicate Gender; Male [] Female []
3. Kindly indicate 5 factors that may influence enrollment levels in lower primary school.
.....
.....
.....
4. For what duration have you worked in Kiambu district.....
5. How has the abolition of school fees in Ngewa Division affected pupils’ enrollment in lower primary schools?
.....
.....
6. What is the status of SFPs within the Ngewa Zone?
.....
.....
7. Do the SFPs in any way support/ enhance pupils’ enrollment in lower primary schools? Explain
.....
.....
8. Do you think that the teaching and learning resources in the various schools within Ngewa zone are enough to support pupils’ enrollment in lower primary? Explain
.....
.....

APPENDIX V: OBSERVATION SCHEDULE

1. Availability of data related to school fees contribution?
2. Availability of other fee records?
3. Availability of school feeding program?
4. No. meals per day?
5. Contents in the meals?
6. Effectiveness of the SFP?
7. Average No of pupils per class?
8. No of teachers for pre-school to STD 3?
9. Availability of teaching and learning materials (textbooks/pens/blackboards)
etc
10. Are they enough?