

**IMPACT OF FREE PRIMARY EDUCATION ON PUPIL'S ACADEMIC
PERFORMANCE IN PUBLIC DAY PRIMARY SCHOOLS IN BUNGOMA
CENTRAL SUB COUNTY, KENYA**

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DECLARATION

This research project is my own original work and has not been presented for any other award in any other university.

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DEDICATION

To my husband, Mr. James Wanjala and our children Mercy & Tom for their patience
and encouragement

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ABSTRACT

The study was to investigate the impact of free primary education on pupils' academic performance in public day primary schools in Bungoma Central Sub County; Kenya. The study was guided by the following specific objectives, to determine the extent to which increased enrolment influence pupils' academic performance in public primary schools in Bungoma Central Sub County, to establish how learning materials influence pupils' academic performance in public primary schools and to examine the influence of increased enrolment on the ability of teachers to offer quality education in public primary schools in Bungoma Central Sub County. The study adopted the systems theory of management as its theoretical framework which explains the coordination different subsystems in achieving results. The study used descriptive survey design. The target population for this study consisted of all the 40 head teachers and 890 teachers from the 40 public primary schools in Bungoma Central Sub County. The sample size consisted of 137 participants and one sub county education officer, one quality assurance and standards officers, three curriculum support officers and 40 head teachers purposively sampled making a total of 137 respectively selected by the census and 10% as postulated by Mugenda and Mugenda. The study utilized questionnaires and interview schedules as instruments for data collection. The data collected was analyzed qualitatively and quantitatively using descriptive statistics. Findings of the study were presented using frequency distribution tables. Results of the study showed that increased enrolment affected pupils' academic performance, the available resources were inadequate and that it was difficult for teachers' ability to provide quality personal assistance to pupils in public day primary schools in Bungoma Central Sub County. The study therefore recommends that more teachers should be employed to reduce the increased teachers' workload so that teachers can effectively attend to pupils. More funds should also be allocated to schools by the government to procure more teaching-learning resources. The NGOs and international partners should financially support Free Primary Education for the success of the programme. The study also recommends that constant inspection should be carried out by the Ministry of Education for the success of the programme. Lastly the study recommends that school administrators should look for various stakeholders to improve on resource mobilization.

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ABBREVIATIONS AND ACRONYMS

ATS4:	Advanced Teachers Status 4
BOM:	Board of Management
CHE:	Commission for Higher Education
CSO:	Curriculum Support Officer
SCDE:	Sub County Director of Education
EFA:	Education for All
FPE:	Free Primary Education
KANU:	Kenya African National Union
KIE:	Kenya Institute of Education
MDGs:	Millennium Development Goals
MOEST:	Ministry of Education, Science and Technology
NACECE:	National Centre for Early Childhood Education
NARC:	National Alliance Rainbow Coalition
PPPs:	Public-Private Partnerships
SEPU:	School Equipment Programme Unit
SPSS:	Statistical Package for Social Sciences
SSA:	Sub-Saharan Africa
UNESCO:	United Nations Educational Scientific and Cultural Organization
USAID:	United States Agency for International Development
USA:	United States of America
UPE:	Universal Primary Education
ZQASO:	Zonal Quality Assurance and Standards Officer

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education plays a key role in sustaining democracies, improving health living standards of people and conserving environment and resources (USAID 2001). In this context, education is seen as an investment that can foster economic growth, social developments and enhance productivity. For this reason, many governments in the world have embarked on policies of improving educational sector.

In United States of America, Ontario; Dooley, Payne and Robb, (2013) did a research to explain whether free primary education, capitation grant, scholarships and bursaries had an impact on persistence and academic success in primary schools. The study adopted ex post facto design, where data from two primary schools in Ontario were used to analyse the relationship between financial aid awards, free primary education and success in academic performance. The study deduced that first-year (entrance) scholarships and bursaries at both primary schools had only modest effects on student grades and credits earned and generally no association with persistence and education completion among students as a whole. However, reviewing this study showed that it only used simple regression analysis, which had a limited set of controls for the variables correlated with both financial awards and persistence.

The government of England target that most school going age children should access basic education and so had prompted many initiatives to achieve this. National policies such as

free primary education, however, are often adopted at institutional or local level. As a result, the effect upon the individual participants can vary according to the context in which the measures are enacted. Sue, Andrew, Arthur and Neil (2006), carried out a study in England investigating whether free primary education had impacts on pupils from low-income backgrounds. The study used mixed methods study design. Drawing on quantitative and qualitative data, the study reported differences in the ways in which two institutions administered their capitation grants, and the impacts on the pupils. Using descriptive statistics for data analysis, the study found that at both institutions, pupils from schools that utilized effectively their free primary education funds were more likely to continue with their studies as compared to pupils from schools that improperly implemented their free primary education funds. The data from interviews further suggested that bursary pupils were well motivated and determined to succeed. These findings informed the current study in the sense that the researcher was able to determine the impact of free primary education on pupils' academic performance in public primary schools in Bungoma Central Sub-County.

The adoption of Free Primary Education (FPE) in Africa is particularly important because over 40 million pupils of primary school going age in sub Saharan Africa are unable to attend school (Fafunwa, 2003). The study attributes this problem to inept policy, poorly executed policy reforms, poor institutions and dysfunctional governments.

A study conducted by Osei, Owusu, Asem, and Kotey (2009) conducted a study on the effects of the free primary education on educational outcome in Ghana. The objective was to assess how the free primary education grants impacted on the Basic Education

Certificate Examination (BECE) pass rates, gross enrolment ratios and gender difference in pass rates. The study used data from the Ghana Education Service for all 138 educational districts in Ghana between 2003 and 2007. Using simple regression analysis Osei, et al.(2009) study found that; the free primary education grant has not had significant impacted on BECE pass rates in Ghana, no significant relationship existed between free primary education grant and gross enrolment, and FPE grant had not impacted on bridging the gap between the BECE pass rates for male and female candidates. It was a general knowledge that to achieve improvement in performance in educational outcomes (for example pass rates in examination), there was need, among other things, for attendance at schools and retention in classrooms (Ananga, 2011). These facts gave rise to the question as to whether the introduction of the FPE Grant and School Feeding programme had led to an increase in basic school enrolment, improved attendance and sustained retention. The present study sought to find out whether such relationship exists in the Kenyan context based on its FPE grant for public primary schools.

In Kenya, like other East African countries such as Tanzania and Uganda, the significant increase in primary school enrolment put pressure on the existing school resources, leading to poor performance (Sifuna, 2006). Statistics for the Kenya Certificate of Primary Education (KCPE) results shows that performance in the examination has been improving at a slower rate since 2003, a sign that increasingly, the high investment in the sector is not yielding quality results. Rapid expansion in enrolment also exacerbate problems of teaching and learning facilities, overflowing classrooms, high pupil-teacher ratios, shortage of text books and other learning materials and affects inflow of pupils (Mukudi, 2004).

These conditions are un-conducive to good learning environment which deteriorates the quality of education in public primary schools. Coupled with the envisaged expansion, and the government commitment towards implementation of the Children's Act (Cap 586 of 2001), which emphasizes on making basic education compulsory and universally accessible, substantial resources will be required (Republic of Kenya, 2005).

Despite the high enrolment rate in schools, about 1.6 million children are still not in school. A combination of factors including poverty, social problems, child labour, displacement, and lack of schools and teachers, have conspired to keep Kenya's children out of classrooms (Vos et al, 2004). Faced with limited resources, and reduced returns from education, parents are not only unable to educate their children but also unmotivated. In the end, these factors have negative effects on children's school participation. Lack of textbooks hinders many children from attending school regularly; in the end, these children give up in education. The frustrations these pupils go through affect their academic performance: they lose interest in education and, eventually, drop out of school (Republic of Kenya, UNESCO, 2012). There is a lot of pressure under which pupils in primary schools learn in Kenya (Orodho, 2014). They are taught in congested classes and have short holidays. These burdens have reduced children's playing time, and affected their motivation for learning. The consequences are that their performance deteriorates and in the long run, drop out of school (Orodho, 2013; Republic of Kenya/UNESCO, 2012).

Primary schools in Bungoma County also witnessed an increase in pupils' enrolment and as a result many schools were over stretched in terms of physical facilities, teaching learning resources and increased pupil-teacher ratio (Bungoma County Education Office, 2015). According to Uwezo, (2010) there is a grim picture on the levels of learning in public primary schools in Bungoma County; leaving consistent dominance by the private schools in KCPE.

Most Public Schools in Bungoma Central Sub-County had continued posting poor KCPE results. Private Schools have dominated the list of performing schools in KCPE for the last 3 years. (Bungoma Central Sub- County Office, 2017). From the statistics obtained from this Office, in 2015 only 2 pupils obtained 400 marks in KCPE.in both 2016 -2017, only 1 pupil had above 400 marks in KCPE in Public Primary Schools. whereas, in Private schools, those who had above 400 marks were 14(2015), 8(2016) and 17(2017).

1.2 Statement of the Study

Despite the fact that major strides have been made to provide education in Kenya through the free primary education policy, the policy seems not to be successful going by the current indicators that exhibit high levels of poor performance by public primary schools. This is evidenced by high pupil- teacher ratio, poor performance in national examinations and high wastage as a result of dropout rates and low transition to secondary level. The question that remains unanswered is what are the efficiency implications of the free primary education policy on quality of public day primary schools. It was in light of this that the researcher

sought to assess the impact of free primary education on academic performance in public day primary schools in Bungoma Central Sub County: Kenya.

1.3 Purpose of the Study

The purpose of this study was to examine the impact of free primary education on pupils' academic performance in public day primary schools in Bungoma Central Sub County: Kenya.

1.4 Objectives of the Study

The objectives of study were to:

- i. to determine the extent to which increased enrolment influence pupils' academic performance in public primary schools in Bungoma Central Sub County.
- ii. to establish how learning materials influence pupils' academic performance in public primary schools in Bungoma Central Sub County.
- iii. to examine the influence of increased enrolment on the ability of teachers to offer quality education in public primary schools in Bungoma Central Sub County.

1.5 Research Questions

- i. What is the extent to which increased enrolment influence pupils' academic performance in public primary schools in Bungoma Central Sub County?
- ii. How does learning materials influence pupils' academic performance in public primary schools in Bungoma Central Sub County? and
- iii. What is the influence increased enrolment on the ability of teachers to offer quality education in public primary schools in Bungoma Central Sub County?

1.6 Significance of the Study

It is hoped that the findings of the study may provide the Ministry of Education with data on the influence of free primary education on pupils' academic performance in primary schools in Bungoma Central Sub County. In turn, it is hoped that the Ministry of Education may use the study findings to establish policy guidelines on implementation of free primary education.

By investigating the influence of free Primary education, the stakeholders in the study area would be informed of their responsibilities in regard to the provision of solutions to various challenges faced by schools in the implementation of free primary education such improvement of existing facilities such as classrooms, teaching and learning materials, uplifting of physical facilities to boost academic performance in the study schools. To the pupils, the study could act as a self-assessment tool.

It is also hoped that this study may provide valuable insights on how to improve the pupils' academic performance through provision of enough teaching/learning resources, increased and timely financing of free primary education by the national government and proper staffing of the study schools.

1.7 Limitation of Study

The researcher anticipated the following limitations to the study:

Attitude of the Respondents - Some of the respondents were not willing to give the correct required information due to fear of victimization, others were willing to give their

responses just to please the researcher; this was solved by enlightening them that the research was purely objective and not subjective.

Unanticipated occurrences - this study was carried out during elections campaigns and this contributed to the delay of the data collection exercise; however, the researcher developed a schedule which was compliant to the election periods.

Financial limitations - this study required a lot of money for stationery, and piloting expenses however the researcher strictly worked within the budget.

Time; the study required enough time so as to collect comprehensive data required for the study, the researcher strictly adhered to the time frame.

1.8 Delimitation of the Study

The study was confined to Bungoma Central Sub County with only public primary schools. The study was strictly guided by the study objectives. It addressed the impact of free primary education on academic performance in public day primary schools in Bungoma Central Sub County, Kenya, in relation to increased enrolments and teachers teaching ability, learning and teaching resources. 40 head teachers and 156 teachers participated in the study, together with the Sub County Director of Education and 3CSOs and 1 Sub County Quality Assurance and Standards Officers from Bungoma Central Sub County. Data was collected using questionnaires for head teachers and teachers and interview schedules for the Sub County Director of Education and SCQASOs between September 2017 and December 2017.

1.9 Operationalization of Key Terms

In this research study:

Impact: Impact refers to any effect, whether anticipated or unanticipated, positive or negative in pupils' academic performance.

Performance: Performance refers to the status of pupils' with respect to acquired skills and knowledge in academics as compared with other pupils' or other schools, adopted standards or national educational standards. It will be measured by CAT marks and national examinations.

Physical facilities: Physical facilities refer to teaching and learning resources that aid the teaching in public primary schools.

Primary school: Primary schools refer to institution of learning that offers eight years of formal schooling preceding secondary education

Pupils' attitude: Pupils' attitude refers to pupils' acquired internal state or feeling influencing their academic performance.

Syllabus Coverage: Syllabus coverage refer to full primary education content coverage of the intended teaching experience

Teaching methods: Teaching methods refer to the ways of delivering primary education content to learners such as teacher centered, students centered, discussion as well as role play.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literature and discusses empirical literature based on the research objectives.

2.2 Increased Enrolment and Pupils Academic Performance

A study carried out in England showed that bursaries increase enrolment in schools which impacted negatively on performance. The introduction of free primary education led to a significant increase in enrolment which presented logistical challenges in many schools in Kenya. A study by MOEST (2005) suggested that in some sub counties, especially those in high potential and urban slums, teachers had to provide instruction to class sizes of 100 pupils and more while in other sub counties in the Arid and Semi-Arid Lands, class sizes could be less than 15 in a class (Kibui, 2012).

Nasibi (2003) notes that teaching is a process that facilitates changes in learners. A teacher thus is considered not to have taught until a pupil has learned. Similar views were held by Brown (2012) who suggested that a person might as well say he has sold when no one has bought, as he says he has taught when no one has learned. Abagi and Odipo (2007) associated quality of education with pupils' levels of academic performance in national exams. According to them, if the pupil's achievement is low then the school is purported to be of low quality. Booker (2008) was of the opinion that in higher achieving schools, teachers tend to use more instructional activities in which groups of pupils competed as

teams rather than individuals. Adams (2011) also asserted that low quality teaching could result into frustration and boredom of the learner who may eventually drop out of school. A study conducted after the introduction of Free Primary Education in Kenya deduced that the country witnessed 10 % increase in enrolment in public primary schools nationally. A record of 1.3 million children registered in various public primary schools across the country, raising the enrolment from 5.9 million in 2002 to 7.2 million in 2003 (MOEST, 2004).

However, the sharp increase in enrolment rejuvenated the challenges of FPE in the entire country (Wamukuru, Kamau & Ocholla, 2006), for instance, the number of students exceeded the available physical and human facilities in the primary schools in the country. The pupil-teacher ratio increased steadily from the recommended 40:1 to over 60:1 in 2008 (MOEST, 2009).

In their study on the effect of class-size on classroom interaction during mathematics lessons in the wake of free primary education in Nakuru Sub County, Majanga, et al. (2010) suggested that the FPE policy created a higher pupil-teacher ratio, congested classrooms, teacher shortages and huge teacher work-loads. They suggested that these factors affected classroom interaction because teachers found it difficult to give personalized attention to all the pupils.

The same study revealed that in schools where pupil-teacher ratios were high, performance of pupils was very low compared to schools with low pupil-teacher ratio. This was found to be true with learners' discipline. Schools with high number of pupils per teacher were found to have more discipline problems. They said that teachers did not have total control

of the pupils' population, and on many occasions many discipline cases were not noted for correction. This study also found that privately managed schools achieved greater performance or academic value than the publicly managed schools.

The empirical literature discussed above suggests that increased enrolment in schools caused an increase in teacher/pupil ration and thus led to poor academic performance, however these studies did not show that increased pupils enrolment compromised the teachers' ability to offer quality education which is the subject of this study given that the government has been continuously staffing primary schools and providing teaching and learning resources. Thus the current study sought to determine the extent to which increased pupils' enrolment in public primary schools in the study area influenced the teachers' ability to offer quality education in Bungoma Central Sub County.

2.3 Learning Resources and Pupils' Academic Performance

Physical infrastructure such as classrooms, desks, chairs, libraries and toilets are an important factor in both pupils' attendance and achievement (Ayoo, 2000). This has led to school management committees to highly prioritize the improvement of primary school infrastructure (MOEST, 2005). With the significant increase in enrolment following the introduction of free primary education, additional pressure has been put on existing school facilities.

It is generally agreed that the infrastructure have a direct bearing on good performance among students in developing countries (Ayoo, 2000). Lack of adequate infrastructure and a shortage of permanent classrooms particularly in poor sub counties, poor state of existing

school infrastructure due to lack of investment, poor construction standards and inadequate maintenance, limited number of primary schools serving poor population in isolated rural areas and the huge discrepancies in needs have been major talking points. Eshiwani (2003) suggested that schools that had the best infrastructures like libraries, laboratories and playing fields were among the high achieving schools. Nguru (2006), deduced that crowding of classes interferes with learners' sitting positions and made it difficult for children to write, while teachers find it difficult to move round to help needy pupils or mark students work while the lesson is going on.

A study carried out in Malawi showed that school infrastructure such as classroom furniture and playing fields had a direct link to performance of learners. (mwamwenda and mwenda 2007) Such findings are in tandem with Heinemann's (1984) study which evaluated the impact of availability of textbooks in the teaching of Pilipino, mathematics and science and found out that there exists a positive relationship between the availability of textbooks and pupils' academic performance.

According to the Presidential Press Service (December 9, 2004), the adoption of FPE intended to abolish all levies for tuition in primary education and the government development partners were to meet the cost of instructional materials, teachers' salaries, co-curricular activities and wages for critical non-teaching staff. The parents were expected to refurbish the existing learning infrastructure. But then, there is a diminished community support to the programme following a misconstrued notion by the parents that provision of learning/teaching resources is solely the duty of the government (RoK, 2005c).

Many countries that have had a longer experience of FPE, like Malawi, which adopted the policy in 1994 faced many challenges. A committee which was appointed in November 2005 to probe on the poor performance of pupils in examinations pointed out that the increased number of candidates and examination centers overstretched the human resource available to the extent that security, reliability and validity of the examinations have been comprised (UNESCO, 2005).

Most studies have deduced that most primary schools were ill equipped to cope with the increased pupils' enrolment in the study schools, however this study was different in that the government of Kenya through CDF and other donors have uplifted many primary schools across the counties and hence the status of these schools have changed and therefore there was need for the current study. The study also tried to establish whether the improved facilities have also led to improved pupils' performance in the Bungoma Central Sub County. Therefore, it was against this background that current study sought to assess the influence of free primary education on learning resources in public primary schools in Bungoma Central Sub County.

2.4 Increased Enrolment and Teachers Ability to Offer Quality Education

In a comparative study on low and high achievement among pupils in rural and urban schools in Malawi, (Rotich D.C 2004) deduced that teachers' qualification affect pupils' performance. UNESCO (2005) deduced that 30 million teachers are needed to achieve EFA by 2015, and as a result, some countries were recruiting low paid and poorly trained 'voluntary' teachers. The Kenya government should therefore move faster in addressing

the inadequacy of the teaching force since according to Mwai (2011) at the present Kenya has a deficit of 80,000 teachers in primary schools. Thus the government had resolved to hire 20,000 annually on contract for three years to address the 80,000 deficit.

Odhiambo (2005) reports that there is a growing demand from the Kenyan government and the public for teacher accountability. Schools are commonly evaluated using students' achievement data (Heck, 2009). Teachers cannot be dissociated from the schools they teach and academic results of schools. It would therefore be logical to use standardized pupils' assessments results as the basis for judging the performance of teachers. Teachers celebrate and are rewarded when their schools and teaching subjects are highly ranked. In Europe, for instance, teachers are rewarded collectively when they work in schools which are identified as high-performing by the National Performance Evaluation System of Subsidized Schools (Organization for Economic Cooperation and Development, 2005). In Kenya teachers who excel in their teaching subjects are rewarded during open education day held annually in every sub county (Cherongis, 2010). While appreciating the value of rewarding teachers who produce better results, teachers should also not escape a portion of blame when students perform poorly.

The Government of Kenya introduced free primary education in 2003 so as to enhance access to primary education. This resulted into a significant increase in enrolment in primary schools, rising from 5.9 million in 2002 to 7.2 million in 2003. The phenomenal increase has presented primary education with some significant challenges particularly to the teachers. Challenges regarding teaching and learning have resulted in many schools

recording poor Kenya Certificate of Primary Education (KCPE) results. To-date, many pupils attend school without proper classrooms or adequate learning infrastructure such as water, desks, toilets, chalkboards and textbooks.

From the reviewed literature there is a growing demand from the Kenyan government and the public for teacher accountability in terms of pupils' academic performance as schools are commonly evaluated using students' achievement data (Heck, 2009). However most of these studies focused on teachers in general not teacher effectiveness which is the subject for this study. Therefore, teachers cannot be dissociated from the schools they teach and academic results of their schools it is either the teachers attitudes in teaching or class size the determine performance. Teachers with similar grades and qualification produce different results Mwangi Agness Njoki 2014. It would therefore be logical to use teachers' qualification as the basis for judging the academic performance of pupils. Other studies had shown that teachers in general had compromised the quality of education since the introduction of free primary education however they did not specify which teacher attributes had caused the pupils' low academic achievements in this schools, this is despite the fact that most teachers had obtained higher grades in Universities and other middle level colleges. It was against this background, that this study sought to establish the influence of increased enrolment on teachers' ability to offer quality education in day public primary schools in Bungoma Central Sub County, Kenya.

2.5 Theoretical Framework

This study was based on the Systems Theory of Management in an attempt to justify efficiency in operations of an organization as a system. The theory views an organization as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people and finance from their environment and putting back into that environment. The systems theory maintains that an organization (school) does not only depend on its environment but it is also part of a larger system such as the society or the economic system to which it belongs (UNESCO 2005). Educational system is a complex system comprising subsystems at different levels; these are macro (state), meso (school) and micro (classroom and the student) levels. At each of these levels, educational decisions are influenced by different actors. For example, at the school level, the school committee, the head teacher, teachers, and parents make certain decisions and give opinions on the management of the school. Schools are open systems hence they respond to the external influences as they attempt to achieve objectives.

The implementation of the FPE is an example of a change from the outer environment. The theory also puts forward the concept that a system is a collection of parts unified to accomplish an overall goal. A school system can be looked at as having inputs, processes, outputs and outcomes, which in the long run produce feedback. Inputs include resources such as textbooks, teachers, pupils, money and physical resources. These inputs go through a process where they are planned, organized, motivated and controlled, ultimately to meet the organization's goals (verriava F 2002). Outputs are results obtained after inputs are processed. Outcomes are enhanced quality of life or productivity. Feedback would be

information from human resources carrying out the process or from the larger environment of the organization, e.g., influences from government, society, economics, and technologies. If there is a mismatch between inputs, processes and outputs in an educational system, then it is said to be inefficient.

In studying a system consisting of inputs, educational processes, and outputs, one of the most desirable outputs is students' achievement. Thus, students' achievement is one of the major indices reflecting the degree of efficiency of the primary education system. A major problem in primary schools in developing countries is educational wastage, resulting from failure to manage the educational system in a manner that enables students to complete their education within the time frame prescribed by the syllabus. Education is the driving force of any nation and like any other organization or enterprise, efficiency; effectiveness and quality ought to be the cornerstones. Using the theory, the study sought to unearth the challenges that can hinder desired outcomes and creation of intellectual capital and social capital in public primary schools in Bungoma Central Sub County.(osyango B 2005)

2.6 Conceptual Framework

A conceptual framework is a scheme of variables a researcher operationalises in order to achieve the set objectives (Oso & Onen 2002). Mugenda and Mugenda (1999) argued that independent variable attempts to indicate the total influence in the study. It was hypothesized that the independent variable with its components, increased pupils' enrolments, available resources, and teacher qualification directly influence pupils' academic performance; however, this may be accelerated or delayed by the intervening variable government and school policies as shown in the figure 2.1.

Independent Variables

Free Primary Education

Dependent Variables

Pupils Academic Performance

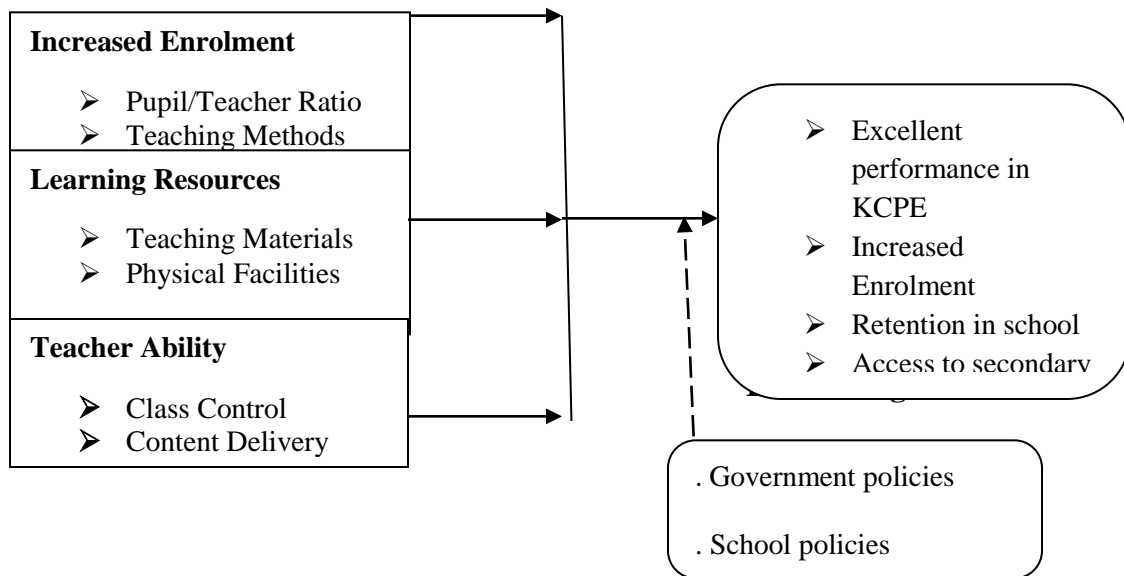


Figure 2.1: Free Primary Education and Pupils Academic Performance

Figure 1 shows the relationship between the dependent and independent variables of the study. As shown in Figure 1, Free Primary Education, which is the independent variable, directly influence the dependent variable pupils' academic achievement in public day primary schools. If free financing for operations and tuition to cater for physical facilities such as classrooms, library and laboratories are adequate, then curriculum implementation will be fully achieved and will lead to enhanced academic performance. Another factor that could pose a challenge is increase in students' enrolment, especially if physical facilities and teachers are inadequate. This could lead to overcrowding in the schools. Adequacy of learning resources such as textbooks and other teaching/learning resources could also be affected as the government implements free primary education. This, as well as the other variables, is tied to adequacy of school finances, since finances are required to procure resources and expand schools to cater for rising enrolment trends. Teachers' ability to offer

quality education in school management is another factor that could influence quality of education because they are expected to come up with effective strategies for dealing with the challenges experienced.

2.7 Gaps in Literature Review

Major strides have been made to provide free education in Kenya through the free primary education policy; the policy seems not to be successful going by the current indicators of exhibit high levels poor performance in public primary schools particularly at the lower levels. This is evidenced by high national pupil- teacher ratio, poor performance in national examinations and high wastage as a result of dropout rates and low transition to secondary level (Nyangia & Orodho, 2014; Orodho, 2014).

The empirical literature has shown that increased enrolment in schools caused an increase in teacher/pupil ration and thus led to poor academic performance, however these studies did not show that increased pupils enrolment compromised the teachers' ability to offer quality education which is the subject of this study given that the government has been continuously staffing primary schools and providing teaching and learning resources.

However, reviewing this study showed that it was majorly based on university settings hence had little on primary schools. Besides, using ex post facto design, there were limited and restricted data, which could not provide peoples' opinion and views on the study objectives. The present study filled these gaps by focusing on public primary schools and adopted a descriptive statistic as well as inferential statistics such as regression discontinuity analysis to obtain estimates of the causal effects that is freer of bias. This

helped in providing true picture on the ground. It was against this background, that this study sought to establish the impact of free primary education on pupils' academic performance in day public primary schools in Bungoma Central Sub County, Kenya. Studies in related literature were carried outside Bungoma Central Sub County and therefore it was important to assess whether similar observations can be realized in Bungoma Central Sub County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research design, the study area, the study population, the sample size, the sample design, instruments of data collection, data collection procedure, reliability and validity of research instruments.

3.2 Research Design

This study employed a descriptive survey research design. Descriptive survey research 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). Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. The descriptive survey design was employed because it guaranteed breadth of observation and also provide for the accurate descriptive analysis of characteristics of a sample which was used to make inferences about the impact of free primary education on pupils' academic performance.

3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The target population for this study consisted of all the 40 head teachers and 890 teachers from the 40 public primary schools in Bungoma Central Sub County (Bungoma Central Sub County Education office, 2015). The Sub County

Education officer, one Sub County Quality Assurance and Standards Officers (ZQASOs) and three curriculum support officers in the sub county were also targeted. Therefore, the total population for the study was 935 respondents (Bungoma Central Sub County Education office, 2015).

3.4 Sample Size Selection and Sampling Procedure

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample the smaller the sampling error (Gay, 1992). In this study census sampling was used to select all the 40 head teachers and the sub county education officer quality assurance and standards officer and 3 CSOs. Teachers were sampled using 10% as stipulated by Orodho (2002) because of the low number of respondents for the study, which was 156 teachers, who were appropriately distributed in the study schools. Therefore, the sample size consisted of 191 participants.

3.5 Research Instruments

The study used questionnaires and interview schedules to collect data. These are both qualitative and quantitative methods of collecting data.

3.5.1 Questionnaires

Questionnaire was a useful instrument of collecting the primary data since the respondents will read and then give responses to each item and they can reach a large number of subjects

(Miller and Brewer, 2003). Questionnaires were used to capture data from the respondents. These instruments were used in the study because they were convenient to administer when handling a large group of respondents. They were confidential, saved on time, non-bias and covered as wide area (Mugenda, and Mugenda, 2003). The questionnaires were therefore used to collect data from head teachers and teachers on pupils' enrolment, learning resources and teachers' ability to deal with the increased enrolment in regard to provision of quality education by use of a Likert Scale of 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree.

3.5.2 Questionnaires for Head Teachers

The questionnaire for head teachers comprised four sections. Section 1, collected the background information of teachers. Each of the other three sections collected information related to the impact of free primary education on pupils' performance in public primary schools in relation to enrolment and pupils' academic performance, enrolment and learning resources, enrolment and teachers' ability to offer quality education, and adequacy of school resources. The questionnaire comprised both close-ended and open-ended items.

3.5.3 Questionnaires for Teachers

The questionnaire for teachers comprised five sections: Section one collected the background information of teachers. Each of the other four sections collected information related to the impact of free primary education on pupils' performance in public primary schools in relation to enrolment and pupils' academic performance, enrolment and learning

resources, enrolment and teachers' ability to offer quality education, and adequacy of school resources. The questionnaire consisted of both close-ended and open-ended items.

3.5.4 Interview Schedule

The study also adopted the interview schedule that was used to collect data from the head teachers, SCDE and SCQASO on the impact of FPE on pupils' academic performance in Bungoma Central Sub County. The interview method of data collection was more flexible than questionnaire as the researcher was available to explain more explicitly the purpose of the study and justify what information the study sought. The interview guides contained items covering all the objectives of the study. The interview schedule gathered data on the four objectives under study in relation to enrolment and pupils' academic performance, enrolment and learning resources, enrolment and teachers' ability to offer quality education, and adequacy of school resources. This acted as the backup to the teachers' questionnaires and aided in collecting more information through for an in-depth analysis.

3.6 Pilot Study

Before the actual data was collected, the researcher conducted a pilot study in the neighbouring Bungoma South Sub County among 6 head teachers and 24 teachers who were not included in the final study population. Therefore, the pilot study consisted of 30 participants which were the minimum number of cases required for conducting statistical analysis as recommended by Mugenda & Mugenda (2003). The purpose of the pilot study was to enable the researcher to ascertain the reliability and validity of the instruments, and

to familiarize her with the administration of the questionnaires therefore improve the instruments and procedures.

3.6.1 Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability.

In order to get the same measurements, the researcher employed test-retest method for measuring reliability of the instruments. The responses of the first test were checked together with those that were obtained the second time to determine similarities through test-retest method. The process was repeated after two weeks.

3.6.2 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. The instruments were amended according to the expert's comments and recommendations before being administered. Therefore, the researcher sought help from the supervisors and lecturers in the department of educational foundations to judge the validity of the questionnaires and the questions in the written task.

3.7 Data Collection Procedure

A research permit was obtained from National Commission of Science, Technology and Innovation (NACOSTI) after approval of the research proposal by the University. Thereafter the office of the Sub County Education Officer for Bungoma Central Sub County and Bungoma County was contacted before the start of the study. The researcher administered the questionnaire to the teachers and the head teachers and conducted interviews with the SCEO and SCQASOs. The selected teachers were visited in their schools and the questionnaires administered to them. Face-to-face interviews were then conducted with the SCEO and SCQASOs

3.8 Data Analysis and Presentation

Data analysis is the process of inspecting, cleaning, transforming and modelling data with a prime intent of highlighting useful information, suggesting conclusion and supporting the findings. Quantitative data processing and analysis began with editing the questionnaires to minimize errors. The field supervisors ensured completeness and consistency. It was followed by coding the open ended data entry transformation, analysis and interpretation. The statistical package for social science (SPSS) was conducted to run descriptive analysis which produced frequency distribution tables percentages, cross tabulations, correlations that systematically and meaningfully displayed data for the purpose of reporting and provided adequate statistical support to the research findings.

3.9 Ethical Consideration

Permission to carry out the study was sought from the National Commission for Science, Technology and Innovation after presentation of study proposal to the supervisors at the department of educational foundations at the University of Nairobi. The nature and purpose of the study was explained to the respondents by the researcher. The researcher treated all the information given by the respondents with a lot of confidentiality to safeguard the respondent's personal integrity in regard to University's ethical considerations. In line with human ethics procedures established by the University, the researcher submitted the questionnaires, which were constructed in English to the National Council for Science, Technology and Innovation (NACOSTI). It aimed at seeking approval and ensuring the ethical acceptability of the research involving human participants. Accordingly, the pre-testing and pilot study was conducted after obtaining the approval of the NACOSTI.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND DISCUSION

4.1 Introduction

In this chapter, the findings of the data analysis of the study together with their interpretations are presented. Study variables discussing the research questions were presented and analyzed together. In the chapter the response return rate, the demographic information of the respondents are discussed. There is also data analysis, presentations, interpretation and discussions of research findings based on the objectives of the study variables. Tables were used to present the findings while frequencies and percentages were used to discuss the findings.

4.2 Response Return Rate

Response return rate in research survey is the number of people who respond or participate in answering the questions divided by the number of people in the sample. Baruch (2008). All the 40 head teachers, SCQSO,3 CSOs 1SCDE and 151 teachers sampled, filled out and returned questionnaires which was 96.633% return rate. This rate is deemed as an accurate representation (Mulusa 1988). It is usually assumed the higher the respond rate the more likely the results are repri in the study. Completion rate is the proportion of the sample that participated as intended in all the research procedures (Mugenda and Mugenda, 2003). All the 40 head teachers, 8 quality assurance and standards officers and 80 teachers sampled, filled out and returned the questionnaires, which was 128 (96.633%) return rate respectively. It is usually assumed that the higher the response rate, the more likely the results are representative of the population provided the sampling is appropriate, hence 128

(96.633%) return rate is deemed as an accurate representation of the population responses. According to Mulusa, (1988) a response return rate of 70 to 80 % is appropriate for a descriptive research hence a 96.633% was deemed appropriate for the current study. A summary of the questionnaire return rate is shown in the Table 4.1.

Table 4.1: Response Return Rate

Respondents	Expected Responses	Actual Responses	Percentage
Headteachers	40	40	100
Teachers	89	80	89.9
SCQSO	8	8	100
SCDE	3	3	100
CSO	3	3	100
Total	143	134	93.7

4.3 Demographic Information of the Respondents

The demographic information of the head teachers and teachers was based on their gender, academic qualification and length of service in the current school and duration of teaching for the head teachers and teachers. Demographic characteristics gave a clear understanding of the respondents and institutions included in the study.

4.3.1 Gender of Respondents

The study sought to determine the head teachers', teachers' and QASO gender as it would assist categorize the respondents based on their gender. Therefore, the head teachers and teachers were asked to indicate their gender. The data is presented in Table 4.2.

Table 4.2: Gender of Respondents

Category	Gender	Frequency	Percentage
Headteachers	Male	26	65
	Female	14	35
Teachers	Male	98	62.82
	Female	53	35.10
QASO	Male	6	75
	Female	2	12
Total	143	134	93.7

From Table 4.2 it can be asserted that majority of head teachers were male as indicated by 26 (65%). The findings showed that there were more male TSC head teachers as compared to their female counterparts in the study schools; however, the gender rule was attained as the number of female head teachers surpasses the gender rule. The study further found that 42 (35.10%) of teachers were female and 6 (75%) of QASO were male. Based on the study findings the study deemed gender distribution appropriate and would not have in any way affected the researcher in gathering information about the impact of free primary education on pupils' performance in their schools.

4.3.2 Head Teachers and Teachers Academic Qualification

The study also sought to determine the academic qualification of head teachers and teachers' as this would assist to categorize them based on their academic qualification. The head teachers and class teachers were asked to indicate their highest academic qualifications. The data is presented in Table 4.3.

Table 4.3: Distribution of Head Teachers' and Class Teachers' Responses on Academic Qualifications

Qualification	Head Teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
M Ed	3	7.5	2	2.5
B Ed	5	12.5	8	10
Dip/Ed	2	5	2	2.5
P1	18	45	58	72.5
ATS	12	30	10	12.5
Total	40	100	80	100

The findings in Table 4.3 showed that 18 (45%) head teachers had a P1 qualification; the findings were also similar to those of teachers whose data also showed that 58 (72.5%) of the teachers had a P1 academic qualification. These findings indicate that the head teachers and class teachers in the sub county were professionally qualified hence they had the best skills to implement FPE and also cope with their teaching tasks. Also the high number of teachers who had B. Ed level of qualifications was probably due to the fact that most Universities have opened up opportunities for further learning such as school based programmes at an affordable cost. This has provided the diploma teachers with an opportunity to join the ranks of the B.Ed teachers. 3 (7.5%) of head teachers and 2 (2.5%) of had a Master of education degree. This was because a substantial number of teachers were comfortable with the P1 level of qualification hence did not find the need to pursue bachelor degrees and then Masters Degrees. It was also perhaps due to the fact that they

perceived degree programme to be quite expensive and time consuming and after all not accompanied by a substantial pay hike.

4.3.3 Head Teachers' and Teachers Length of Service in Current School

The head teachers and class teachers were asked to indicate their length of service in the current station and the data was presented in Table 4.4.

Table 4.4: Head Teachers and Teachers Length of Service in Current School

Length of Service	Head Teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
1-5yrs	3	7.5	10	12.4
5 – 10yrs	2	5	15	18.8
10 – 15yrs	15	37.5	20	25
Above 16yrs	20	50	35	43.8
Total	40	100	80	100

The findings in Table 4.4 showed that 20 (50%) of head teachers had worked in their current schools for 16 and above years. Based on these results, it can be concluded that majority of the respondents had worked at current stations long enough, so they had enough experience, and were in a position to give useful insights into the analysis of the impact of FPE on pupils' performance in their schools and challenges experienced in the implementation of free primary education. The data from the study also showed that 35 (43.8%) of the teachers had also worked in their current schools for over 16 years. This indicates that the teachers had ample work experience to handle their teaching tasks effectively.

4.4 Impact of Enrolment on Pupils Academic Performance in Public Primary Schools in Bungoma Central Sub County

To establish the impact of enrolment on pupils’ academic performance, the respondents who were teachers asked to respond to statements that sought to answer the same using a Likert scale of 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree. This section discusses the responses of the respondents from data gathered under the following themes.

4.4.1 Opinion of Head teachers on the Impact of Enrolment on Pupils Academic Performance

The study sought the head teachers’ opinion on the impact of enrolment on pupils’ academic performance and the findings were presented in table 4.5. **Legend: 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree**

Table 4.5: Distribution of Head teachers’ Opinion on the Impact of Enrolment on Pupils’ Academic performance

Impact of Enrolment	1	2	3	4	5
Increased pupil enrolment affected pupil’s performance	20(50)	15(37.5)	-	-	5(8.5)
Teachers are unable to effectively manage large classes	12(30)	18(45)	-	4(10)	6(15)
There is an increase in teacher student ratio	21(52.5)	14(35)	5(2.5)	-	-
Pupils are overcrowded in the available classroom	21(52.5)	12(30)	-	3(7.5)	

The findings in Table 4.5 shows that when the head teachers were asked on whether increased pupils enrolment affected pupils' performance, 20 (50%) of the head teachers asserted that increased pupils' enrolment led to poor pupils' academic performance. Therefore, pupils increased enrolment in the study schools had led to the registered poor performance in KCPE. On whether teachers were unable to effectively manage large classes, the 18 (45%) of head teachers were of the opinion that teachers were unable to effectively manage large classes in the study schools. Therefore, it can be deduced from the head teachers that teachers were unable to manage effectively large pupil classes. Concerning whether there was an increase in teacher-student ration, 21 (52.5%) of the head teachers indicated that most schools have faced increased student-teacher ratios' and this compromise pupils' academic performance and lastly 21 (52.5%) of head teachers asserted that pupils are overcrowded in the available classrooms as a result of increased enrolments due to free primary education policy. The findings of the study have showed that increased pupils' enrolment in the study schools had compromised pupils' academic performance in the study schools. These findings concur with earlier study by MOEST (2015) that showed that in some sub counties, especially those in high potential and urban slums, teachers had to provide instruction to class sizes of 100 students and more while in other districts in the Arid and Semi-Arid Lands, class sizes could be less than 15 in a class.

4.4.2 Teachers' opinion on the Impact of Enrolment on Pupils Academic Performance

The study sought the teachers' opinion on the impact of enrolment on pupils' academic performance and the findings were presented in table 4.6.

Legend: 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree

Table 4.6: Distribution of Teachers' Opinion on the Impact of Enrolment on Pupils' Academic performance

Impact of Enrolment	1	2	3	4	5
Increased pupil enrolment affected pupil's performance	40(50)	30(37.5)	-	5(4.25)	5(4.25)
Teachers are unable to effectively manage large classes	38(47.5)	32(40)	-	3(3.75)	7(8.75)
There is an increase in teacher student ratio	35(43.75)	30(37.5)	-	10(12.5)	5(6.25)
Pupils are overcrowded in the available classroom	40(50)	30(37.5)	-	5(6.25)	5(6.25)

The findings in Table 4.6 shows that 40 (50%) of teachers were of the opinion that increased pupils' enrolment affected pupils' academic performance in the study schools. These findings were similar with the findings deduced from the head teachers', therefore pupils increased enrolment affected pupils' performance. On whether teachers were unable to effectively manage large classes 38 (47%) of teachers asserted that they were unable to effectively manage large class which was similar to the findings attributed to the head teachers in the same study schools. Therefore, it can be concluded from the teachers that teachers were unable to manage effectively large pupil classes. Concerning whether there was an increase in teacher-student ration, 35 (43.75%) of teachers cited an increased student-teacher ratio in the study schools and lastly 40 (50%) of teachers asserted that pupils are overcrowded in the available classrooms as a result of increased enrolments due to free primary education policy. The findings showed that with increased enrolment no meaningful learning/teaching takes place in the study schools and therefore to improve the

situation the government should employ more teachers to solve the situation. The findings of this study are also similar to earlier findings that indicated that the introduction of free primary education led to a significant increase in enrolment which presented logistical challenges (Kibui, 2012).

Teaching is a process that facilitates changes in learners. A teacher therefore should manage an appropriate number of students for meaningful teaching to take place. Similar views are held by Brown (2012) who observes that a pupil's can gain more in a less overcrowded classes. Abagi and Odipo (2007) associate quality of education with students' levels of academic performance in national exams. According to them, if the student's achievement is low then the school is purported to be of low quality. Booker (2008) is of the opinion that in higher achieving schools, teachers tended to use more instructional activities in which groups of students competed as teams rather than individuals. Adams (2011) also points out that low quality teaching can result in frustration and boredom of the learner who may eventually drop out of school.

Based on the study findings, majority of both head teachers and teachers strongly agreed that increased pupils' enrolment impacted negatively on pupils' academic performance in public primary schools in Bungoma Central Sub County. The findings were also in agreement with the sentiments from Quality assurance and standards officers who asserted that increased pupils' enrolment compromised pupils' academic performance in the study schools.

4.4.3 Head Teachers and Teachers Opinion on Problems Encountered during Admission of Pupils

The study also sought to determine from both head teachers and teachers on the problems they encounter during admission of pupils in the study schools and the findings were as presented in Table 4.7.

Table 4.7: Head Teachers and Teachers Opinion on Problems Encountered during Admission of Pupils

Challenges on Admission	Head Teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Resources	20	50	10	12.5
Space	10	25	15	18.8
Irregular	5	12.5	-	-
Uniform	5	12.5	-	-
All the above	-	-	60	75
Total	40	100	80	100

The statistics in Table 4.7 showed that majority of head teachers 20 (50%) asserted that the major problem experienced during admission was allocation of the scarce resource materials to the pupil's and this forms the basis for pupils' underachievement in academic performance, while 60 (75%) of teachers cited that allocation of resources, inadequate space, irregular reporting and lack of uniforms as the core challenges they faced during the admission of new pupils in the study schools. In an interview with the QASO, these findings were supported by the QASO who asserted that most of the schools lack enough

resources to accommodate the large numbers of students being admitted in the study schools. Therefore, it was asserted that allocation of resource materials, inadequate space, irregular reporting and lack of uniforms are some of the problems experienced by both head teachers and teachers during the admission of new pupils in the study schools.

The study further found out that finances provided to schools were not adequate to meet the school needs throughout the year and thus parents paid some school development fees and head teachers also ensured that the available resources are prudently utilized throughout the year. The findings concur with the findings by Wamukuru, Kamau & Ocholla, (2006) who asserted that the sharp increase in enrolment rejuvenated the financial challenges of FPE in the country, for instance, the number of pupils exceeded the available human and physical facilities in the primary schools in the country. The pupil-teacher ratio increased steadily from the recommended 40:1 to over 60:1 in 2008 (MOEST, 2009). Therefore, these studies have similar findings and therefore the government should look for a way out of funding school infrastructure and employed more teachers to cope with the increased pupil enrolment.

A study on the effect of class-size on classroom interaction during mathematics discourse in the wake of free primary education in Nakuru Municipality, Majanga, et al (2010) revealed that the FPE policy created high pupil-teacher ratio, congested classrooms, teacher shortage and huge teacher work-load. They noted that these factors affected classroom interaction because teachers found it difficult to give personalized attention to all the pupils which was similar to the study findings and this may be the cause of poor academic

performance in the study schools. The study noted that in schools where pupil-teacher ratios were high, performance of pupils was very low compared to schools with low pupil-teacher ratio. This was found to be true with learners' discipline. Schools with high number of pupils per teacher were found to have discipline problems. They argued that teachers did not have total control of the pupils' population, and in many occasions many discipline cases were not noted for correction.

4.5 Enrolment and Learning Resources in Public Primary Schools in Bungoma

Central Sub County

The second objective sought to determine the impact of enrolment on the learning resources in public primary schools in Bungoma Central Sub County; the respondents were asked to respond to statements that sought to answer the same using a Likert scale of 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree. This section discusses the responses of both teachers and head teachers from data gathered under the following themes.

4.5.1 Teachers opinion on the Impact of Enrolment and Learning Resources in Public Primary Schools in Bungoma Central Sub County

The study sought to determine the teachers' opinion on the impact of enrolment on learning resources in public primary schools in Bungoma Central Sub County and the findings were presented in Table 4.8.

Legend: 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree

Table 4.8: Distribution of Teachers' Opinion on the Impact of Enrolment on Learning Resources

Impact of Enrolment	1	2	3	4	5
Pupils are not overcrowded as the school has enough classrooms	5(6.25)	5(6.25)	-	30(37.5)	40(50)
The school has well equipped library to support teaching/learning	7(8.75)	32(40)	-	3(3.75)	38(47.5)
The school has enough textbooks to support teaching/learning	5(6.25)	40(50)	-	5(6.25)	30(37.5)
FPE overstretched available learning resources	40(50)	30(37.5)	-	5(6.25)	5(6.25)

The findings in Table 4.8 showed that 40 (50%) of teachers indicated that pupils were overcrowded as the schools did not have enough classrooms. In an interview with the QASO, the study findings were supported when the QASO asserted the study schools lacked adequate classrooms and often teachers were forced to teach under the trees. Thirty eight (47.5%) of teachers further asserted that the study school did not have well equipped libraries to support the teaching/learning process. Therefore, the study schools lacked well equipped libraries. Concerning whether the study schools had enough textbooks to support the teaching/learning processes, 40 (50%) of teachers stated that the study schools had enough textbooks to support the teaching/learning process whose findings were similar to those of QASO who indicated that the government through the ministry of education had supplied more textbooks to the study schools to support the teaching/learning processes. On whether free primary education overstretched the available learning resources 40 (50%) of the teachers asserted that FPE overstretched the available learning resources in public

primary schools in Bungoma Central Sub County. The findings concurs with earlier findings that suggested that generally facilities have a direct bearing on good performance among students in developing countries (Ayoo, 2000) lack of adequate facilities and a shortage of permanent classrooms particularly in poor districts, poor state of existing school infrastructure due to lack of investment, poor construction standards and inadequate maintenance, limited number of primary schools serving poor population in isolated rural areas and the huge discrepancies in needs have been major talking points.

4.5.2 Head Teachers opinion on the Impact of Enrolment and Learning Resources in Public Primary Schools in Bungoma Central Sub County

The study sought to determine the head teachers' opinion on the impact of enrolment on learning resources in public primary schools in Bungoma Central Sub County and the findings were presented in Table 4.9. **Legend: 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree**

Table 4.9 Distribution of Head Teachers' Opinion on the Impact of Enrolment on Learning Resources

Impact of Enrolment	Response (Percentage)				
	1	2	3	4	5
Pupils are not overcrowded as the school has enough classrooms	6(15)	4(10)	-	12(30)	18(45)
The school has well equipped library to support teaching/learning	10(25)	5(12.5)	-	5(12.5)	20(50)
The school has enough textbooks to support teaching/learning	12(30)	18(45)	-	6(15)	4(10)
FPE overstretched available learning resources	6(15)	4(10)	-	5(6.25)	30(37.5)

The findings in Table 4.9 showed the responses of 18 out of 40 head teachers which was 45% strongly disagreed with the statement the schools had enough classrooms and that pupils were not overcrowded. This was also supported by the QASO in an interview who asserted that the study schools lacked adequate classrooms and often teachers were forced to teach under the trees. 20 (50%) of head teachers cited that the schools did not have well equipped libraries to support the teaching/learning process.

Concerning whether the study schools had enough textbooks to support the teaching/learning processes, the 20 (50%) of head teachers asserted that the study schools had enough text books which was supported by the QASO who in an interview indicated that the government through the ministry of education had supplied more textbooks to the study schools to support the teaching/learning processes. On whether free primary education overstretched the available learning resources 20 (50%) of the head teachers were of the opinion of that FPE had led to overstretched of available learning/teaching resources which was also in-line with the findings obtained from an interview with the quality assurance and standards officers.

These findings concur with earlier findings by Eshiwani (2003) who pointed out that schools that had the best facilities like libraries, laboratories and playing fields were among the high achieving schools. Nguru (2006), also supports the study findings when he observed that crowding of classes interferes with learners' sitting positions and make it

difficult for children to write, while teachers find it difficult to move round to help needy children or mark students work while the lesson is going on.

Similarly, Mwamwenda and Mwamwenda (2007), reporting on the study carried out on the effects of a school's physical facilities on the performance of standard seven pupils in examinations, in Malawi, established that availability of facilities such as libraries, textbooks, play fields had a direct link with the performance of pupils. Such findings are in consensus with Heinemann's (1984) study which evaluated the impact of availability of textbooks in the teaching of Pilipino, mathematics and science and found out that there exists a positive relationship between the availability of textbooks and academic performance.

Based on the findings of the study from data captured by head teachers, teachers and quality assurance and standards officers, it can be concluded that the study schools did not have enough classrooms and that pupils were overcrowded. It was also revealed that the study schools did not have well equipped libraries to support the teaching/learning processes. The data also showed that the schools had enough text books and that free primary education overstretched the available learning resources. The study further indicated that the school administration has put in place measures such as advocating for prudent utilization of available funds towards building of new classrooms, equipping school libraries and safe keep of library materials as well as improvement of the security mechanisms to protect the available teaching and learning resources.

4.6 Enrolment and Teachers Ability to Offer Quality Education in Public Primary Schools in Bungoma Central Sub County

The third objective sought to determine the impact of enrolment on the teachers’ ability to offer quality education to pupils’ in public primary schools in Bungoma Central Sub County; the respondents were asked to respond to statements using a likert scale of 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree. This section discusses the responses of the teachers and head teachers from data gathered under the following themes.

4.5.1 Teachers opinion on Enrolment and Teachers Ability to Offer Quality Education in Public Primary Schools in Bungoma Central Sub County

The study sought to determine the teachers’ opinion on the impact of enrolment on teachers, ability to offer quality education in public primary schools in Bungoma Central Sub County and the findings were presented in Table 4.10. **Legend: 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree**

Table 4.10: Distribution of Teachers’ Opinion on the Impact of Enrolment on Teachers Ability to Offer Quality Education

Impact of Enrolment	Response (Percentage)				
	1	2	3	4	5
Pupils personal assistance is difficult to manage	30(37.5)	40(50)	-	6(7.5)	4(5)
Makes it hard for pupils to master the subject content	38(47.5)	36(45)	-	5(12.5)	6(7.5)
Has made it hard to help/assist slow learners’ in the study schools	37(46.6)	35(43.75)	-	2(5)	6(4.95)
School performance index has been compromised by increased enrolment	39(48.75)	36(45)	-	5(6.25)	5(6.25)

The findings in Table 4.10 showed that 40 (50%) of teachers were of the opinion that increased enrolment made pupils personal assistance difficult to manage. This was also supported by the QASO who in an interview asserted that classroom organization and management in overcrowded classes made it difficult for teachers to achieve better classroom control. However, 38 (47.5%) of teachers asserted that increased enrolment had made it hard for pupils' to master the subject contents and therefore it was hard for pupils' to master what was taught as the classrooms are overstretched. On the other hand, 37 (46.3%) of teachers cited that increased enrolment had made it hard for teachers to help/assist slow learners in the study schools which was in agreement with the QASO in an interview who asserted that increased enrolments had made it hard for teachers to help slow learners in the study schools. While 39 (48.75%) of teachers cited that the school performance index has been compromised by increased pupils' enrolment which was in agreement with the quality assurance and standards officers who asserted that the performance index of the study schools had been declining since the introduction of free primary education in public primary schools in Bungoma Central Sub County.

The findings are in agreement with the findings by Nasibi (2003), who asserted that teachers' ability to offer quality education is a determinant of pupils' academic performance. A teacher therefore is considered not to have taught until a pupil has learned. Similar views are held by Abagi and Odipo (1997) associate quality of education with students' levels of academic performance in national exams. According to them, if the student's achievement is low then the school is purported to be of low quality. Booker (1978) is of the opinion that in higher achieving schools, teachers tended to provide

personal assistance to slow learners so as to enable them to master the subject content. Adams (1971) also points out that low quality teaching can result in frustration and boredom of the learner who may eventually drop out of school.

4.5.2 Head Teachers Opinion on Enrolment and Teachers Ability to Offer Quality Education in Public Primary Schools in Bungoma Central Sub County

The study sought to determine the head teachers’ opinion on the impact of enrolment on teachers, ability to offer quality education in public primary schools in Bungoma Central Sub County and the findings were presented in Table 4.11.

Legend: 1 Strongly Agree, 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree

Table 4.11: Distribution of Head Teachers’ Opinion on the Impact of Enrolment on Teachers Ability to Offer Quality Education

Impact of Enrolment	Response (Percentage)				
	1	2	3	4	5
Individual assistance is difficult to manage	18(45)	12(30)	-	6(15)	4(10)
Makes it hard for pupils to master the subject content	5(12.5)	5(12.5)	-	10(25)	20(50)
Has made it hard to help/assist slow learners’ in the study schools	37(46.6)	10(25)	-	2(5)	3(7.5)
School performance index has been compromised by increased enrolment	19(47.5)	11(27.5)	-	3(7.5)	7(17.5)

The findings in Table 4.11 showed that 18 (45%) of head teachers asserted that increased enrolment made pupils personal assistance difficult to manage in the study schools. The findings were in tandem with those of QASO who in an interview asserted that classroom organization and management in overcrowded class made it difficult for teachers to achieve good classroom control. On the other hand, 20 (50%) of head teachers disagreed that increased enrolment has made it hard for pupils to master the subject contents which differed with that of the teachers. This can be attributed to fact that head teachers manage the implementation of the school curriculum and therefore ensures that the pupils' master what they are being taught. However, 25 (65.5%) of head teachers strongly agreed that increased enrolments had made it hard for teachers to help slow learners in the study schools, which was in tandem with the findings by teachers and the quality assurance and standards officers. Lastly 19 (47.5%) of head teachers asserted that the school performance index has been compromised by increased pupils' enrolment which was also in agreement with the findings by the quality assurance and standards officers who asserted that the performance index of the study schools had been declining since the introduction of free primary education.

The findings of the current study are in tandem with a comparative study of low and high achievement among pupils in rural and urban schools in Malawi, Salamba (1983) which also found an increase in enrolment ultimately affects students' individual assistance by the teachers and makes it difficult for pupils to master the subject content being taught. UNESCO (2005) reports that 30 million teachers are needed to achieve EFA by 2015, and as a result, some countries are recruiting low paid and poorly trained 'voluntary' teachers.

The Kenya government should therefore move faster in addressing the inadequacy of the teaching force since according to Mwai (2011) at the present Kenya has a deficit of 80,000 teachers in primary schools. Thus the government had resolved to hire 20,000 annually on contract for three years to address the 80,000 deficit.

Since schools are commonly evaluated using students' achievement data (Heck, 2009). Teachers cannot be dissociated from the schools they teach and academic results of schools. It would therefore be logical to use standardized students' assessments results as the basis for judging the performance of teachers. Teachers celebrate and are rewarded when their schools and teaching subjects are highly ranked. In Chile, for instance, teachers are rewarded collectively when they work in schools which are identified as high-performing by the National Performance Evaluation System of Subsidized Schools (Organization for Economic Cooperation and Development, 2005). In Kenya teachers who excel in their teaching subjects are rewarded during open education day held annually in every district (Cherongis, 2010). While appreciating the value of rewarding teachers who produce better results, teachers should also not escape a portion of blame when students perform poorly.

Based on the findings of the study from data captured by head teachers, teachers and quality assurance and standards officers, it can be concluded that in the study schools increased enrolments made it hard for teachers to provide pupils with personal assistance. It was also revealed increased enrolment made it harder for pupils to master the subject contents being taught. The data also showed that increased enrolments had made it hard for teachers to

help slow learners and lastly that the school performance index had been compromised by increased pupils' enrolment in the study schools.

4.7 Adequacy of Resources and Pupils' Academic Performance

The fourth objective sought to determine the adequacy of learning resources on pupils' academic performance in public primary schools in Bungoma Central Sub County; the respondents were asked to respond to statements that sought to answer the same. This section discusses the responses of both teachers and head teachers from data gathered under the following themes;

4.7.1 Teachers Opinion on the Adequacy of Learning Resources and Pupils' Academic Performance

The study sought to determine the teachers' opinion on the adequacy of learning resources in regard to pupils' academic performance and the findings were presented in Table 4.12.

Legend: F-Frequency, P-Percentage

Table 4.12: Distribution of Teachers Opinion on the Adequacy of Learning Resources and Pupils' Academic Performance

Resources	Adequate		Inadequate	
	F	P	F	P
Classroom	36	45	44	47.5
Sanitary units (Toilets/Urinals)	20	25	60	75
Desks	50	62.5	30	37.5
Text books	70	87.5	10	12.5
Other teaching/learning tools	5	6.25	75	93.75

From Table 4.12 it can be deduced that 44 (47.5%) of teachers indicated that the study schools had inadequate classrooms. This can be attributed to increased enrolments as a result of FPE. Similarly, 60 (75%) asserted that sanitary units such as toilets/latrines and urinals were inadequate. Data from QASO in an interview suggested that most public primary schools in Bungoma Central Sub County do not have enough wash rooms to cater for the increasing number of pupils and this has an impact on their academic performance. On the availability of desks, 50 (62.5%) of teachers cited that the desks are adequate and this was attributed to individual pupils' desks during admission of new pupils. Concerning the availability of text books 70 (87.5%) of teachers indicated that the schools had enough text books to cater for all the pupils and lastly 75 (93.73%) of teachers were of the opinion that other teaching/learning resources such as writing materials, charts, chalk, computers were inadequate. The findings are in tandem with earlier findings by Nasibi (2003) who asserted that showed that since Government of Kenya introduced free primary education in 2003 so as to enhance access to primary education. This resulted in a significant increase in enrolment in primary schools, rising from 5.9 million in 2002 to 7.2 million in 2003. The phenomenal increase has presented primary education some significant challenges particularly to the teachers. Challenges regarding teaching and learning have resulted in many schools recording poor Kenya Certificate of Primary Education (KCPE) results. To-date, many pupils attend school without proper classrooms or adequate learning facilities such as water, desks, toilets, chalkboards and textbooks.

4.7.2 Head Teachers Opinion on the Adequacy of Learning Resources and Pupils' Academic Performance

The study sought to determine the head teachers' opinion on the adequacy of learning resources in regard to pupils' academic performance and the findings were presented in Table 4.13. **Legend: F-Frequency, P-Percentage**

Table 4.13: Distribution of Head Teachers Opinion on the Adequacy of Learning Resources and Pupils' Academic Performance

Resources	Adequate		Inadequate	
	F	P	F	P
Classroom	21	52.5	19	47.5
Sanitary units (Toilets/Urinals)	15	37.5	25	62.5
Desks	23	57.5	17	42.5
Text books	25	87.5	15	37.5
Other teaching/learning tools	30	75.0	10	25.0

From Table 4.13 it can be deduced that 21 (52.5%) of head teachers indicated that the study schools had adequate classrooms and this was contrary to the data gathered from teachers. This can be attributed to strategies the head teachers have put in place in expanding their classrooms by involving different stakeholders towards the funding of schools. However, 25 (62.5%) of head teachers asserted that sanitary units such as toilets/latrines and urinals were inadequate. These findings concurred with those of teachers and the QASO who suggests that most public primary schools in Bungoma Central Sub County do not have enough washrooms to cater for the increasing number of pupils and this has an impacted negatively on pupils' academic performance. On the availability of desks, 23 (57.5%) of

head teachers cited that the desks are adequate and this was attributed to individual pupils' desks during admission of new pupils.

Concerning the availability of text books 25 (87.5%) indicated that the schools had enough text books to cater for all the pupils and lastly 30 (75%) of head teachers were of the opinion that other teaching/learning resources such as writing materials, charts, chalk, computers were adequate which was contrary to the opinions of teachers. The findings are in agreement with earlier findings by Ayoo (2000) who asserted that physical facilities like classrooms, desks, chairs, libraries and toilets are an important factor in both attendance and achievement. This has led to school management committees to highly prioritize the improvement of primary school infrastructure (MOEST, 2005). With the significant increase in enrolment following the introduction of free primary education, additional pressure has been put on existing school facilities. It is generally agreed that the facilities have a direct bearing on good performance among students in developing countries (Ayoo, 2000) lack of adequate facilities and a shortage of permanent class rooms particularly in poor districts, poor state of existing school infrastructure due to lack of investment, poor construction standards and inadequate maintenance, limited number of primary schools serving poor population in isolated rural areas and the huge discrepancies in needs have been major talking points.

Based on the study findings it can be asserted that classrooms were somehow adequate in the study schools. It was also revealed that sanitary units such as toilets, urinals and latrines were inadequate; however, desks and text books were adequate while other teaching/learning resources such as writing materials, charts, chalk and computers are inadequate in public secondary schools in Bungoma Central Sub County.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusion and recommendations based on the objectives of the study.

5.2 Summary of Findings

The study sought to determine the impact of free primary education on pupils' academic performance in public primary schools in Bungoma Central Sub County; Kenya. The first objective sought to determine the impact of enrolment on pupils' academic performance and the findings showed that 20 (50%) of the head teachers and 40 (50%) of teachers asserted that pupils increased enrolment affected pupils' performance. The study also found that 18 (45%) of head teachers and 38 (47.5) of teachers indicated that teachers were unable to effectively manage large classes. However, 21 (52.5%) of head teachers and 35 (43.75%) of teachers cited that there was an increase in teacher-student ration. The study also deduced that 21 (52.5%) of head teachers and 40 (50%) of teachers strongly agreed that pupils are overcrowded in the available classrooms as a result of increased enrolments due to free primary education policy. It was also revealed that 20 (50%) of head teachers asserted that the major problems experienced during admission was allocation of the scarce resource materials, while the 60 (75%) of teachers cited that allocation of resources, inadequate space, irregular reporting and lack of uniforms. The study also found out that finances provided to schools was not adequate to meet the school needs throughout the year and thus parents pay some school development fees and head teachers also ensures that the available resources are prudently utilized throughout the year.

The second objective of the study sought to find out the impact of enrolment on the learning resources in public primary schools in Bungoma Central Sub County and the findings showed that 40 (50%) of teachers and 18 (45%) of head teachers deduced that pupils were overcrowded in the available. The study further showed that 38 (47.5%) of teachers and 20 (50%) of head teachers asserted that the study schools did not have well equipped libraries. It was also revealed that 40 (50%) of teachers and 18 (45%) of head teachers showed that the study schools had enough textbooks to support the teaching/learning processes. Lastly 40 (50%) of teachers asserted that free primary education overstretched the available learning resources.

The third objective sought to determine the impact of enrolment on the teachers' ability to offer quality education to pupils' in public primary schools in Bungoma Central Sub County and data from the respondents showed that 40 (50%) of teachers and 18 (45%) of head teachers asserted that pupils' individual assistance was difficult to provide by the teachers. The study further indicated that 38 (47.5%) of teachers indicated that increased enrolment made it hard for pupils to master the subject content, however 20 (50%) of head teachers disagreed. It was deduced that 37 (46.3%) of teachers and 25 (62.5%) of head teachers cited that increased enrolments had made it hard for teachers to help slow learners in the study schools. Lastly 39 (48.75%) of teachers and 19 (47.5%) of head teachers asserted that the performance index of the study schools had been declining since the introduction of free primary education.

The fourth objectives sought to determine the adequacy of learning resources on pupils' academic performance in public primary schools in Bungoma Central Sub County and the analyzed that deduced that 44 (47.5%) of teachers indicated that the study schools had inadequate classrooms while 21 (52.5%) of head teachers indicated that classrooms were adequate. The study further showed that 60 (75%) of teachers and 17 (62.5%) of head teachers suggested that study schools did not have enough wash rooms to cater for the increasing number of pupils. It was also revealed that 50 (62.5%) of teachers and 23 (57.5%) of head teachers cited that the desks were adequate. It was further deduced that 70 (87.5%) of teachers and 25 (87.5%) of head teachers indicated that the schools had enough text books to cater for all the pupils and lastly 75 (93.73%) of teachers were of the opinion that other teaching/learning resources such as writing materials, charts, chalk, computers were inadequate, while 30 (75%) of head teachers asserted that other teaching/learning resources such as writing materials, charts, chalk, computers were adequate.

5.3 Conclusion

The study sought to determine the impact of free primary education on pupils' academic performance in public primary schools in Bungoma Central Sub County; Kenya. The first objective sought to determine the impact of enrolment on pupils' academic performance and the findings showed that most head teachers and teachers asserted that pupils increased enrolment affected pupils' performance. The study also found that majority of head teachers and teachers indicated that teachers were unable to effectively manage large classes. The study further showed that head teachers and teachers cited that there was an increase in teacher-student ration. The study also deduced that head teachers and teachers

strongly agreed that pupils were overcrowded in the available classrooms as a result of increased enrolments due to free primary education policy. It was also revealed that head teachers asserted that the major problems experienced during admission was allocation of the scarce resource materials, while the teachers cited that allocation of resources, inadequate space, irregular reporting and lack of uniforms. The study also found out that finances provided to schools was not adequate to meet the school needs throughout the year and thus parents pay some school development fees and head teachers also ensures that the available resources are prudently utilized throughout the year.

The second objective of the study sought to find out the impact of enrolment on the learning resources in public primary schools in Bungoma Central Sub County and the findings showed that teachers and head teachers deduced that pupils were overcrowded in the available. The study further showed that teachers and head teachers were of the opinion that the study schools did not have well equipped libraries. It was also revealed that teachers and head teachers showed that the study schools had enough textbooks to support the teaching/learning processes. Lastly, the teachers asserted that free primary education overstretched the available learning resources.

The third objective sought to determine the impact of enrolment on the teachers' ability to offer quality education to pupils' in public primary schools in Bungoma Central Sub County and data from the respondents showed that teachers and head teachers asserted that pupils' individual assistance was difficult to provide by the teachers. The study further indicated that teachers indicated that increased enrolment made it hard for pupils to master

the subject content, however head teachers disagreed. It was deduced that teachers and head teachers cited that increased enrolments had made it hard for teachers to help slow learners in the study schools. Lastly, teachers and head teachers asserted that the performance index of the study schools had been declining since the introduction of free primary education.

The fourth objectives sought to determine the adequacy of learning resources on pupils' academic performance in public primary schools in Bungoma Central Sub County and the analyzed that deduced that teachers indicated that the study schools had inadequate classrooms while head teachers indicated that classrooms were adequate. The study further showed that teachers and head teachers suggested that study schools did not have enough wash rooms to cater for the increasing number of pupils. It was also revealed that teachers and head teachers cited that the desks were adequate. It was further deduced that teachers and head teachers indicated that the schools had enough text books to cater for all the pupils and lastly, teachers were of the opinion that other teaching/learning resources such as writing materials, charts, chalk, computers were inadequate, while head teachers asserted that other teaching/learning resources such as writing materials, charts, chalk, computers were adequate.

5.4 Recommendations

Based on the findings of the study, the researcher recommends that;

- i. It emerged from the study that public primary schools in Bungoma Central Sub County were overcrowded and that it was difficult for teachers to offer quality education and hence the study recommends that more teachers should be employed to reduce the increased teachers' workload so that teachers can effectively attend to pupils.
- ii. The findings of the study further showed that increased pupils enrolment had negatively impacted on the available learning resources and based on these findings the study recommends that more funds should be allocated to schools by the government to procure more teaching-learning resources. The NGOs and international partners should financially support Free Primary Education for the success of the FPE programme.
- iii. The findings revealed that increased enrolment made it difficult for teachers to offer quality education to pupils' and based on the study findings the study recommends that constant inspection should be carried out by the Ministry of Education for the success of the FPE programme.
- iv. It emerged from the study findings that inadequacy of learning resources negatively impacted on pupils' academic performance and therefore the study recommends that school administrators should seek help from various stakeholders so as to improve on resource mobilization.

5.5 Areas for Further Study

The following suggestions were made for further studies based on the findings of this study for generalization purposes.

- i. Since the study has been carried out in Bungoma Central Sub County, a similar study to be carried out in other counties so as to compare the study findings for generalization purposes.
- ii. Effects of free primary education on pupils' discipline in public primary schools in Kenya.
- iii. Impact of free primary education funding on sustainability of physical resources in public primary schools in Kenya.

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APPENDICES

Appendix I: Letter of Introduction



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION

Telegram: "CEES"
Telephone: 020-2701902

P.O. BOX 30197
OR P.O. BOX 92
KIKUYU

Date: 18th August, 2016

Dear, Wanjala Catherine N. - E56/76955/2014

RE: M.Ed PROJECT SUPERVISION

This is to inform you that, you have been allocated the following lecturers as your supervisors;

1. Dr. Lewis Ngesu
2. Alice Masese

Kindly note that you are expected to work with your supervisors as you develop your proposal and the final project. Also note that your supervisors will require evidence of fee payment for them to be able to supervise you as per the university requirements. **You will therefore not be supervised and allowed to present your work for defense if you have not cleared the said fees.** Once cleared by your supervisors, you will be required to submit 5 copies to the department **two weeks** before the date of defense.

The next departmental defense will be on 25th November, 2016 at 9am in Kikuyu campus.

We wish you hard work in your project.


ISAAC W. MUASYA
CHAIRMAN DEPARTMENT OF EDUCATIONAL FOUNDATIONS

5. What problems do you face in admission of students?
- a) Allocation of resource materials
 - b) Inadequate space []
 - c) Irregular reporting i.e. in between the term or year []
 - d) Lack of uniform []
 - e) All the above []
 - f) Others []
6. Are the finances provided to your school adequate to meet the school needs throughout the year? [] Yes [] No
- If no, how do you cope with the situation?
-
-

SECTION C: Enrolment and Learning Resources

7. For each of the following statements, please indicate (by ticking) the extent to which you agree, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree and Strongly disagree*).

Statement	SA	A	U	DA	SDA
The school has enough classrooms and pupils are not overcrowded					
The school has well equipped libraries that support the teaching learning process					
The school has enough textbooks to support the teaching learning process					
Free primary education overstretched the available learning resources					

8. What measures has the school put in place to solve the problems caused by increased student enrolments?.....

SECTION D: Enrolment and Teachers Ability to Offer Quality Education

9. For each of the following statements, please indicate (by ticking) the extent to which you agree, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree and Strongly disagree*).

Statement	SA	A	U	DA	SDA
Increased enrolments makes pupils personal assistance difficult to manage					
Increased enrolments has it had for pupils to master the subject contents					
Increased enrolments has made it hard to help slow learners in schools					
The school performance index had been compromised by increased pupils' enrolment					

10. Rate the adequacy of the following resources in regard to students' academic performance?

Resource	Adequate	Inadequate
Classrooms		
Sanitary units (Toilets/latrines, urinals)		
Desks		
Text books		
Other teaching-learning resources (writing materials, charts, chalk, etc		

5. What problems do you face in admission of students?
- a) Allocation of resource materials []
- b) Inadequate space []
- c) Irregular reporting i.e. in between the term or year []
- d) Lack of uniform []
- e) All the above []
- f) Others []
6. Are the finances provided to your school adequate to meet the school needs throughout the year? Yes [] No []
- If no, how do you cope with the situation?
-
-

SECTION C: Enrolment and Learning Resources

7. For each of the following statements, please indicate (by ticking) the extent to which you agree, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree and Strongly disagree*).

Statement	SA	A	U	DA	SDA
The school has enough classrooms and pupils are not overcrowded					
The school has well equipped libraries that support the teaching learning process					
The school has enough textbooks to support the teaching learning process					
Free primary education overstretched the available learning resources					

8. What measures has the school put in place to solve the problems caused by increased student enrolments?.....

SECTION D: Enrolment and Teachers Ability to Offer Quality Education

9. For each of the following statements, please indicate (by ticking) the extent to which you agree, using the following scale: (*Strongly Agree, Agree, Undecided, Disagree and Strongly disagree*).

Statement	SA	A	U	DA	SDA
Increased enrolments makes pupils personal assistance difficult to manage					
Increased enrolments has made it hard for pupils to master the subject contents					
Increased enrolments has made it hard to help slow learners in schools					
The school performance index had been compromised by increased pupils' enrolment					

10. Rate the adequacy of the following resources in regard to students' academic performance?

Resource	Adequate	Inadequate
Classrooms		
Sanitary units (Toilets/latrines, urinals)		
Desks		
Text books		
Other teaching-learning resources (writing		

Appendix IV: Interview Schedule for Scde, Cso And Scqasos

This research is meant for academic purpose. It will try to find out the *Impact of free primary education on pupils' academic performance in public day primary schools in Bungoma Central Sub County: Kenya*. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Please do not write your name or that of your school anywhere on this questionnaire. Please tick [√] where appropriate or fill in the required information on the spaces provided.

1. What are your views on the adequacy of free primary education funds in public primary schools in Bungoma Central Sub County?
Prompt.....
.....
2. How has the implementation of free primary education affected adequacy of physical facilities?
Prompt.....
.....
3. How has the adequacy of physical facilities impacted on the quality of education in the district?
Prompt.....
.....
4. What was the impact of the introduction of free primary education on student's enrolment in primary schools in Bungoma Central Sub County?
Prompt.....
.....
5. What are the positive and negative effects of the enrolment trend in the Sub County?
Prompt.....
.....
6. What are your views on the adequacy of teachers in the district as compared to the period before free primary education?

Prompt.....
.....

7. What impact has the staffing levels have on the quality of education in the Sub County?

Prompt.....
.....

8. What are your views on the adequacy of teaching/learning resources (e.g. textbooks) in public primary schools in Bungoma Central Sub County?

Prompt.....
.....

9. How has the implementation of free primary education affected adequacy of teaching/learning resources?

Prompt.....
.....

THANKS

Appendix V: Research Authorisation Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/40732/21832**

Date: **16th March, 2018**

Catherine Nafula Wanjala
University Of Nairobi
P.O.Box 30197
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Impact of free primary education on pupil’s academic performance in public day primary schools in Bungoma Central Sub County: Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **15th March, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

A handwritten signature in blue ink, appearing to read 'Stephen K. Kibiru', is written over a horizontal line.

**DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.

Appendix VI: Research Permit

THIS IS TO CERTIFY THAT:
MS. CATHERINE NAFULA WANJALA
of UNIVERSITY OF NAIROBI, 0-50200
BUNGOMA, has been permitted to
conduct research in *Bungoma County*

Permit No : NACOSTI/P/18/40732/21832
Date Of Issue : 16th March, 2018
Fee Received : Ksh 1000

on the topic: **IMPACT OF FREE PRIMARY
EDUCATION ON PUPIL'S ACADEMIC
PERFORMANCE IN PUBLIC DAY PRIMARY
SCHOOLS IN BUNGOMA CENTRAL SUB
COUNTY: KENYA**

for the period ending:
15th March, 2019



.....
Applicant's
Signature


.....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 17950

CONDITIONS: see back page