

**THE IMPACT OF FREE PRIMARY EDUCATION ON THE QUALITY OF  
EDUCATION IN KENYA: A CASE OF KIMILILI DIVISION.**

**By**

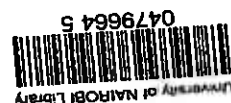
**Nalianya M. Robinson**

**L50/70464/2008**

UNIVERSITY OF NAIROBI  
LIBRARY

**A Research Project Report Submitted In Partial Fulfillment of the  
Requirement for the Award of the Degree of Master of Art in Project  
Planning and Management in the University Of Nairobi.**

**2010**



17  
23  
8  
1)34

## DECLARATION

This research report is my original work and has never been presented for the award of any degree in any university.

Signed..........Date...25/8/2010.....

### Declaration by supervisors.

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

Signed..........Date...22.8.10.....

Mr. Shililu Moses  
Part-time lecturer  
University of Nairobi.

Signed..........Date...25/08/2010.....

Mr. John M. Mbugua  
Lecturer, University of Nairobi.

## DEDICATION

I dedicate this research report to all my family, who have supported me to see to it that I succeed in this undertaking; my beloved wife Stella, daughters Marion and Nicole, son Keicy and my dear parents Mr. Julius Nalianya and Mrs. Gaudentia for watching over me, for their prayers and encouragement.

## **ACKNOWLEDGMENT**

Many individuals have contributed to the success of this report. First and foremost are my supervisors Mr. Moses Shililu and Mr. John Mbugua, my appreciation to them for their constant support, quality and consistency of their directions and feedbacks, and to Dr. Odundo for his guidance especially at the early stage of this work.

My appreciation to the entire teaching and non-teaching staff and colleagues in the 2009 M. A Project Planning and Management class, University of Nairobi, Kakamega campus. I am also deeply indebted to all my friends.

Above all I give glory to God and thank my family members for their patience and for providing me with inspiration. Lastly, the author would like to absolve all individuals and institutions mentioned in this work for any errors of omission and / or commission or any interpretational error(s). For these the author remains solely responsible.

## **ABSTRACT**

This study set out to investigate the impact of free primary school education on quality of education in Kimilili division and to examine the influence that free primary education has had on the quality indicators or variables like class size, availability of teachers and resources like desks, books and other learning resources and funds in FPE program, all this in relation to quality of FPE, its efficiency and sustainability. Different studies have been done from different parts of the country in regard to FPE as indicated in the literature review of this study. This study seeks to investigate and find out if what other researcher's findings from elsewhere are true to Kimilili division and find out whether after six years of free primary education (FPE) there are any improvements on its impact on the quality of education.

Quality of education refers to excellence in the practice, continuous improvement and efficiency in utilization of available materials and manpower, looking at the cost of education and its sustainability. Quality education is the education that empowers individuals to increase their productivity by developing new skills, attitudes, behaviors, practical knowledge and develop effective and innovative ways of thinking.

The study population comprises of primary school head teachers, teachers and the area AEO of Kimilili Division. Perceived conceptual framework from the researcher will be used in the study. Two questionnaires will be used for data collection and the received data will be arranged, summarized and analyzed descriptively. It will be described using means, ratios, tables, percentages, graphs and standard deviation. Words will be used to describe and explain the meaning of the data and make conclusions.

Findings of this study are expected to be utilized by the MOE, educationists and other stakeholders in ensuring project management principals are applied in FPE and in any other future education projects and programs. Suggestions will be made as to how best TQM principles can be utilized in ensuring quality education in FPE program and any other improvements that can ensure the success of FPE and quality of education in general.

## TABLE OF CONTENT

CONTENT	PAGE
Title.....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgment.....	iv
Abstract.....	v
Table of content.....	vi
Acronyms and abbreviations.....	ix
List of tables.....	x
List of figures.....	xi
<b>CHAPTER ONE: INTRODUCTION</b>	
1.1 Background of the study.....	1
1.2 Statement of the problem.....	4
1.3 Purpose of the study.....	5
1.4 Research objectives.....	5
1.5 Research questions.....	5
1.6 Significance of the study.....	6
1.7 Basic assumptions.....	6
1.8 Limitation of the study.....	6
1.9 Delimitation of the study.....	6
1.10 Location of the study.....	7
1.11 Definition of significant terms.....	8
1.12 Organization of the project.....	9
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
2.1 Introduction.....	9
2.2 Historical background.....	9
2.3 Objectives of education.....	13
2.4 Meaning of quality education.....	13

2.5 Factors affecting quality of FPE.....	15
2.5.1 Class size and enrolment.....	17
2.5.2 Availability of teachers.....	19
2.5.3 Adequacy of learning materials / resources.....	21
2.5.4 Funding.....	23
2.5.5 Quality assessment and management.....	25
2.5.6 Improved access, retention and completion.....	30
2.6 Conceptual framework.....	31
2.7 Summary of literature review.....	33

### CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction.....	34
3.2 Research design.....	34
3.3 Target population.....	34
3.4.1 Sample size.....	35
3.4.2 Sampling procedure.....	35
3.5.1 Research instrument / tools.....	35
3.5.2 Validity.....	36
3.5.3 Reliability.....	37
3.6 Research process.....	37
3.7 Data processing and analysis.....	38

### CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND PRESENTATION OF THE FINDINGS.

4.1 Introduction.....	39
4.2.1 Demographic information of respondents.....	39
4.2.2 Gender of teaches and head teachers.....	40
4.2.3 Professional qualification of teachers and head teachers.....	40
4.2.4 Background information on sample schools.....	41
4.3.0 Effects of FPE on quality of education.....	42
4.3.1 Class Sizes and enrolment.....	42



4.3.2 Availability of teachers.....	44
4.3.3 Adequacy of Learning Materials/ Resources.....	47
4.3.4 Funding .....	50
4.3.5 Quality assessment and management.....	51
4.3.6 Access, retention and completion.....	57
4.4.0 Discussions of findings.....	59
4.4.1 Class size and enrolment.....	59
4.4.2 Availability of teachers.....	60
4.4.3 Adequacy of physical facilities and resource materials.....	60
4.4.4 Funding.....	60
4.4.5 Quality assessment and management.....	61
4.4.6 Access, Retention and completion.....	61
<b>CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.</b>	
5.1 Introduction.....	63
5.2 Summary of the study.....	63
5.2.1 Sizes and Enrolment.....	63
5.2.2 Availability of teachers.....	64
5.2.3 Adequacy of physical facilities and resource.....	64
5.2.4 Effect on funds.....	64
5.2.5 Quality Assessment and Management.....	64
5.2.6 Access, Retention and Completion.....	64
5.3 Discussions of findings.....	65
5.3.1 Class Sizes and Enrolment.....	65
5.3.2 Availability of teachers.....	66
5.3.3. Adequacy of learning materials and resource.....	67
5.4 Conclusions.....	67
5.5 Recommendations.....	68
5.6 Suggestions for Further Research.....	68
References.....	69
Appendices.....	73

## **ACRONYMS AND ABBREVIATIONS**

- AEO** – area education officer
- BOG** – board of governors
- CDF** – constituency development funds
- CEES** – college of education and external studies
- DEO** – district education officer
- ECD** – Early childhood education
- EFA** – Education for all
- FPE** – Free primary education
- FPESP** – Free primary education support program
- GDP** – Gross domestic product
- HIV / AIDS** – Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome.
- ICT** – Information and communication technology
- IMF** – International monetary Fund
- ISO** – International standards organization
- KANU** – Kenya African national union
- KNUT** – Kenya national union of teachers
- MOE** – Ministry of education
- MoEST** – Ministry of education science and technology.
- NARC** – National alliance of the rainbow coalition.
- PTA** – Parents teachers association.
- PTR** – Pupil teacher ratio
- QMS** – Quality management systems.
- ROK** – Republic of Kenya
- SPREAD** – Strengthening of primary schools on Kenya.
- TIQET** – Total integrated quality education and training.

TQM – Total quality management.  
TSC – Teachers service commission.  
TPR - Textbook pupil ratio.  
UFE – Universal free education.

## **List of Figures**

- Figure 1      **Conceptual framework on issues affecting quality education in FPE in Kenya.**
- Figure 2      **Gender of teaches and head teachers.**
- Figure 3      **Pupil per teacher interaction per day.**
- Figure 4      **TPR after FPE**
- Figure 5      **work load of teachers.**
- Figure 6      **Checking of teachers' schemes and records.**
- Figure 7      **Quality assessment**

## **LIST OF TABLES**

Table 1 seeking information on classification of schools by location

Table 2 below. Classification of schools by operational status (Student composition).

Table 3 below. From head teacher's questionnaire on class Sizes

Table 4 showing the number of streams

Table 5. Information on understaffing

Table 6. To head teachers on resources

Table 7. To class teachers on resources

Table 8 teaching and learning facilities

Table 9 on funding

Table 10 on funding

Table 11 on assignments

Table 12 on how often pupils are assessed.

Table 13 management courses

Table 14 sort opinion on management

Table 15 requested for respondents comments on access

Table 16 requested for response on retention

Table 17 requested for response on Completion

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the study.**

Education is the process that involves acquiring and imparting of knowledge, skills and values which societies need and utilizes. It is on the same note that education globally is considered a key tool for development and a human right. According to the *Global Campaign for education report (2007)*, those committed to universal education assert that education is a major part of the solution for many of world's development problems. Education and literacy, they note, are prerequisites for economic growth and poverty alleviation, the knowledge and decision-making skills gained in school improves family health and well-being, an educated electorate usually makes better political decision, education protects or keeps children away from abusive situation and also helps to stop spread of HIV/AIDS. Education strengthens people's abilities to meet their needs and those of their family members by increasing their productivity and potential to achieve higher standards of living and thereby improve their quality of life, *Republic of Kenya (2000)*.

The word education is derived from a Latin word that means "to raise, bring up or train". Apart from the positive experiences with educational attainment, the long-standing domestic priorities have also been given a boost by international developments, UNESCO (2002). Among the Kenyan population at large, education has long been seen as arguably the most important vehicle for social mobility and economic development. Hence, parents are prepared to go to great lengths to finance their children's education. This historical legacy forms an important backdrop to the recent decision to introduce FPE, Gichura (2009).

In 1990, the *World Conference on Education for All* was held in Jomtein, Thailand. It helped to spur a renewed interest in basic education. The rush for mass schooling became the primary focus for governments, educationists and donors around the world. The EFA declaration that grew out of this conference served as a culmination of a century- long movement to transform existing national educational systems into the most comprehensive mass systems of schooling ever, Baker & Wiseman (2007).

The Amman Mid-Decade Review of Education for All in 1996 reaffirmed the commitment of the Jomtein resolutions but pinpointed that the provision of basic education, especially for girls, was lagging behind in many developing countries, particularly in Africa.

In 2000, the international community met again in Dakar, Senegal and re-affirmed their commitment to achieving Education for All by the year 2015. It reviewed achievements with regard to universal primary education in Africa. The elimination of gender disparities was given special attention. Six key educational goals were agreed upon. One of these goals is to improve the quality of education, thus making it relevant to the needs of the individual; the community and the nation, UNESCO (2007).

The Kenya government policy to achieve Universal Primary Education (UPE) has to be seen within developments in the wider international context. The Universal Declaration of Human Rights, adopted in 1948, declared that "everyone has a right to education." *The World Conference on Education for All (EFA)*, held in Jomtein, Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. It noted that "to serve the basic needs for all requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems, while building on the best in the practices," the world education forum held in Dakar Senegal in 2000. The Kenya government accepted and signed recommendations of these international meetings to attain UPE and development strategies, *Republic of Kenya* (2005). Fees and levies for tuition in primary education were abolished as the government and development partners were to meet the cost of basic teaching and learning materials as well as wages for critical non-teaching staff and co-curricular activities. The government and development partners were to pay Kshs. 1,020 for each primary child in that year. The FPE did not require parents and communities to build new schools, but they were to refurbish and use existing facilities such as community and religious buildings, NARC (2000).

Before the NARC pronouncement the number of primary schools in the country had increased steadily from 14,864 in 1990 to 18,901 in 2001/2 representing a 27.2% increase. Enrolment in absolute terms had also up gone from 5,392,319 to 6,314,726, being a 17.1% rise over the same period. Following the NARC intervention in January 2003, it was estimated that the NER rose from around 6,314,726 to 7,614,326 by the end of the year, representing a 22.3% increase nationally. It was also estimated that another 3 million children were not enrolled in school. Despite the various logistical problems that seem to be hampering a successful implementation of the FPE, the policy sounds commendable as it has meant cushioning children from poor socio-economic

backgrounds, especially girls from failing to participate in primary education or dropping out of school due to lack of fees and other school levies. Overall, the policy intervention could prove determinative in the efforts to achieve UPE and EFA, Laaru (2007).

In 2003 Kenya followed its neighbors Ethiopia, Tanzania, Uganda and Malawi in introducing free and compulsory primary education for all, the response from the public as well as international donors was overwhelming. UNICEF figures show that by 2006, the number of children enrolled in Kenya's 18,000 primary schools had doubled, and that now almost 80 percent of girls and boys are enrolled. And according to UN Development Program figures, the overall literacy rate has shot up to 74 percent.

Kenya has been ranked among top UN members likely to achieve UPE goal by the year 2015 (*E.A Standard 3<sup>rd</sup> October 2003*). MDG progress report attributes this to government's decision to introduce free and compulsory primary education. Following this policy, enrolment in primary school rose from 5.8 million to 7 million in 2003.

However, while free primary education has increased participation, it has at the same time created considerable problems. It has exacerbated the problem of teaching and learning facilities. As a result of the high influx of new pupils, classrooms are congested. Many of the preliminary surveys seem to show that the existing facilities make a mockery of the free education program. Many school management committees feel that they are seriously constrained to improve the state of learning facilities due to the government's ban on school levies. At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process.

With this increased enrolment the government envisioned a number of challenges in its report, *Achieving of MDG in Kenya*, Republic of Kenya (2003) such as overstretched facilities, overcrowding in schools especially urban slums, high pupil-teacher ratios, high cost of equipment for children with special needs, diminished support by communities, gender and regional disparities, poor management and internal inefficiency among other challenges that would impact negatively to access, equity and quality of education offered. The report further proposed to undertake certain measures to address this e.g. providing support to non formal sector (NFS) institutions, offering resources from development partners in support of FPE initiative and improving school health and nutrition in collaboration with the ministry of health. Despite these proposed

measures, Actionaid (2007), punches holes on the efficacy of the internationally acclaimed free and compulsory primary education pointing at high number of pupils in schools and governments inability to hire more teachers due to IMF/World bank ceiling for education. ROK (2003) identifies several challenges to be addressed in UPE. With high enrolment recorded, one of the major challenges has been the high cost of equipments, diminished support by community's, regional disparities and impact of HIV/AIDS.

FPE program has taught us many things among them the fact that with political will anything is possible. But we have also learnt the dangers of populist policies, if not implemented well, quality and standards suffer. (Daily Nation, 12<sup>th</sup> February, 2007). Once free primary education (FPE) became the target of the new government, the additional numbers entering schools have been dramatic, but major worries remain about sustainability and the impact on quality, *International journal of educational development*, vol. 25 (2005). It is this that the researcher is investigating in Kimilili division.

## **1.2 Statement of the Problem**

Quality education is a crucial weapon in fighting dilapidating poverty, ignorance and diseases. It is imperative that good education could improve quality of democracy, create internal competitiveness and improve confidence in society (East African Standard, February, 27, 2003). Popular demand for education in Kenya skyrocketed with the introduction of FPE as manifested in enrolment rates, UNESCO (2005).

UNESCO carried out an assessment of FPE program in Kenya in January 2003 to document the experiences gained in the process and use them to address emerging challenges like increased student numbers, overcrowded class rooms, shortage of teachers, lack of clear guidelines on admission and placement of over-aged learners, lack of consultation with teachers, delay in payment of funds, expanded roles of head teachers and need for broad consultation with key stakeholders like teachers and parents, UNESCO (2005). Eshiwani (1993) points out that other elements of school such as classrooms, desks, workshops and laboratories are symbols of higher education quality. He however singles out class size and teacher salaries as unrelated to student performance while Buhere (2007) asserts that student improvement highly depends on quality of instruction that teachers provide.



This opposing views clearly shows that there is need to establish the kind of relationship that exist between this indicators and there impact on the quality of education in FPE in Kenya and establish the impact of FPE on quality of education in Kimilili division in particular and Kenya in general.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the impact of free primary education to the quality of education in Kimilili division of Bungoma North District. The key indicators affected by FPE included in the study included class sizes, availability of teachers, availability of learning and teaching resources, funding and quality management among other factors.

### **1.4 Research Objectives**

The study was guided by the following specific objectives;

1. To assess the increased class size and enrolment in free primary education to quality of education.
2. To identify impact of free primary education on teacher availability to quality of education.
3. To establish the impact of free primary education on availability of teaching and learning resources to quality of education.
4. To establish the impact of free primary education to school funding.
5. To identify the impact of free primary education on quality assessment and management to quality of education.

### **1.5 Research Questions.**

The study was guided by the following research questions;

1. How has enrolment and class size influenced quality of education since inception of free primary education in Kimilili division?
2. What is the ratio of teacher to pupil in the schools of study before and after inception of free primary education in Kimilili division?
3. How has availability of teaching and learning resources changed with inception of free primary education?

4. How has funding changed before and after free primary education?
5. What is the impact of free primary education to quality assessment and management?

## **1.6 Significance of the Study**

The study is meant to contribute to the growth of knowledge on impact FPE has on the quality of education in the FPE program. It is meant to sensitize the stakeholders on what they can do to improve the quality of education, to show areas in the program that need more emphasis as to improve the quality of education in FPE program in Kenya and quality of education in general. It will also provide baseline information and offer challenges to other researchers to carry out more studies in this area. The study is meant to come out with concrete solutions to the challenges facing the government, teachers, pupils, sponsors and the community on the issue of quality of education in FPE program.

## **1.7 Basic Assumptions**

The study targeted Free Primary education schemes beneficiaries' i.e. public primary Schools. The study assumed that any change in enrolment, class size, funding, resource availability and attitude of stakeholders after the introduction of FPE had an impact on the quality of education. That teacher effectiveness is mainly determined by the PTR and hence performance in examinations. The study assumed that participants would be willing, honest and objective in their responses and that FPE program had improved the quality of education in Kenya generally.

## **1.8 Limitation of the study**

The study was limited to twenty five primary schools in Kimilili Division. This was due to scarcity of literature on impact of FPE on the quality of education in this area. It covered head teachers and class teachers in the study.

## **1.9 Delimitation of the study**

This study was basically be concerned with issues affecting quality of FPE in Kimilili division. The sample size was 25 public primary schools selected from 43 such

schools with their 25 head teachers and 202 class teachers in these schools used and additional data on number of schools and teachers solicited from the area education officer (AEO) and DEO. The study specifically sort to determine the impact of FPE on enrolment and class size, on teacher availability, on availability and use of teaching and learning resources, on funding and to identify the impact of FPE on quality assessment and management.

### **1.10 Location**

The study was conducted in public primary schools in Kimilili Division, Bungoma North District in Western province of the republic of Kenya as a sample of schools under FPE in Kenya. Information was also obtained from the District education office in Mukuyuni and AEO in Kimilili. The location was chosen to document and prove whether research done in other areas on FPE applied to this area as no research on quality of FPE in this division had been sited. The area had also been reported to have a high rate of enrolment in public primary schools, due to its high population density and fertility rates. According to Republic of Kenya (2001), Kimilili Division had a population of 491,786 people with an annual growth rate / fertility rate of 4.3% by 1999 and drop out rate of 55.28 source, DDO, ministry of planning and vision 2030, District Fact Sheet, (2009).

## **1.11 Definition of significant terms used in the study**

**Free Primary education** - a kind of education program whereby parents do not pay directly for education. The government caters for the learners needs using taxpayers' money and grants from other institutions.

**Quality education**- the learning process that equips learners to be fully participating members of there own community and also citizens of the world constantly adopting to a world whose needs are undergoing profound social and economic transformation and with future oriented thinking. It is the degree of worthy of knowledge, skills and attitude acquired by pupils. It expresses the achievement of education objectives within stipulated time.

**Basic Education** - Refers to primary and secondary education or their equivalent.

**Public Primary Schools** - Primary schools, which are financed mostly by the state and managed by government officials.

**Retention** - refers to keeping pupils in the school system after enrolment.

**Completion** - is ensuring pupils go through the 8 years of primary school without dropping out due to various reasons.

## **1.12 ORGANISATION OF THE PROJECT**

This section comprises of introduction where background information on education in general is provided, the EFA and UPE drives that culminated to FPE in some African states and Kenya in particular and the issue of quality in FPE program. This is followed with the statement of the problem that the researcher set out to investigate. Next are the research questions, research objectives, significance of the study, basic assumptions, limitation to the study, delimitations, definition of significant terms and finally organization of the project.

Chapter two comprises of literature review that encompass introduction to the issue of quality of education in FPE, historical development of education in relation to universal education, objectives of education, meaning of quality education, factors affecting quality of education, summary of literature review, conceptual framework and finally references.

Chapter three comprises of research methodology. It covers research design, target population, sample size, sampling procedures and data analysis procedure.

The results of data analysis and discussions are presented in chapter four. Data has been organized and interpreted using charts, tables and graphs.

Chapter five presents summary of the study, conclusions drawn and recommendations based on the conclusions.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter discusses literature associated with quality of FPE, its historical background, global perspective and need for UPE and EFA that led to FPE in Kenya at independence and its implementation in 2003. The chapter seeks to bring out the immediate implications of FPE and looks at the impact of FPE on quality of education.

Concern for the quality of education has been raised by different stakeholders among them are parents, the media, World Banks' annual reports, MOE, TSC, Koech commission, and also the world education forum in Dakar Senegal (2000) whose participants agreed to the goal of improving all aspects of quality in education and ensuring excellence so that "recognized and measurable learning outcomes are achieved by all." Buhere (2007) quotes Harris and Bernard (2001) asserting that interest in the field of quality of education has arisen among policy makers, academicians and practitioners alike, that the quest of how to improve on this has been an issue of great concern. By focusing on such issues as overcrowded classrooms, shortage of teachers, resources like money, books and other learning resources, the attitude of other stakeholders in FPE program, all this in relation to quality of FPE, its efficiency and sustainability.

The issue of quality of education in FPE in Kenya is an important undertaking as it is reflected in the Ministry of Education's Vision of *Quality education for development*, with its mission statement; *to provide, promote and coordinate lifelong education, training and research for Kenyans sustainable development. To focus on priority areas within overall educational goals notably towards attaining UPE by 2005 within the wider objective of EFA by 2015*, Republic of Kenya (2001). Apart from addressing the challenges, achievements and existing implementation of FPE, the chapter tries to examine how to strengthen the quality of education under FPE program.

### **2.2 The historical background of UE and FPE.**

In the earlier days in ancient Egypt, Mesopotamia and India, formal schooling was a preserve for the priests and aristocrats and later in ancient Greece and Rome till the dark ages after the fall of the Roman empire in 6<sup>th</sup>-11<sup>th</sup> century when the aristocrats lost touch with learning Mukathe (1999), during renaissance idea of universal education emerged delivered through state power and the church. Martin Luther King was the most

articulate advocate of UE seen through his sermons in Germany that education was essential for ordinary duties of life at home, state and church hence need for good schools and the prosperity of cities depended on clever, capable and wise honorable and well educated citizens who can acquire, hold and utilize every treasure and possession. But these ideas were to take root 200 years later, Mukathe (1999).

In the 18<sup>th</sup> century French philosophers viewed UPE as surest means to deliver man from age long shackles of superstition and advancing reason. Other proponents of this idea argued that public instruction was necessary for all men to acquire worthy moral habits and that education would free people from ignorance and ensure lasting progress Spain attempted UE in its Philippines colony in the 18<sup>th</sup> century with compulsory attendance of children aged 9-15. Later Germany 1724-1806, Prussia 1806, Australia 1814, Greece 1844, France 1882, Netherlands 1900, Belgium 1914, Britain 1900, Japan 1872, U.S.A 1854 all embraced UE, Mukathe (1999).

Changes in human opinion in politics, religion and scientific issues involved corresponding changes in purpose and methods of education in making each human responsible of his own salvation, reformation made it necessary for every one to read and the logical consequence of this was to make education universal, Otiende and Sifuna (1992).

It's important to note that ideology of education as human right is outgrowth of revolutionary changes in thinking that has spread globally since 2<sup>nd</sup> world war. In 1984 the UN charter emphasized education as a basic human right and that enlightened citizenry provides the pillar upon which economic development and democratic systems thrive.

Hence forth, UPE has been advocated by many countries and organizations. The world conference on education in Jomtein Thailand in 1990 was a major milestone in international dialogue on role of basic education in development. The impetus created by the conference has been reflected in a succession of international conferences supported by UN in the last decade. This includes among others the World summit for children (1990), World summit for population and development (1995), the fourth world conference on women (1995), the world conference on education (2000), and fifth conference on women (2000), Republic of Kenya (2001). The 1990 Jomtein education for all (EFA) declaration committed governments, civil societies and international donors and agencies to development of quality basic education for all.

Ten years later, the world conference on education for all (EFA) was held in Dakar Senegal in April 2000. The Goal No. 2 in the Dakar Framework of Action calls for the attainment of Universal Primary Education (UPE) setting specific targets with time for action. By the year 2015 all children especially girls, children in difficult circumstances and ethnic minority should have access to complete free and compulsory primary education of good quality. Individual governments were to use the Dakar framework of action in EFA to develop their own specific programs, plans and strategies in line with their own priorities, objectives, legal and policy frameworks.

The Kenya government has always strived to implement UPE without success. Immediately after independence, the Ominde commission was established to address the imbalance that existed then. It recommended primary education for all children. The Bessie report of 1972 recommended that major attention should be given to primary education and proposed many changes in primary school curriculum. The government of Kenya through session paper number 10 of 1965 on African socialism underscored the need to eradicate ignorance, poverty and diseases. The 1969 election manifesto promised FPE for pupils in class 1-7. The government abolished fee in unfair geographical location, Sifuna (1990).

A presidential decree of 1973 abolished fee for classes one to four and saw enrolment rise by 49%. Another presidential decree of 1978 abolished fee in all government primary schools. Further more, the governments' support of UPE saw introduction of school milk program in 1979. The Kamunge report of 1988 firmly embraced cost sharing policy and hence went against UPE goal (E.A. Standard 11<sup>th</sup> April 2003).

Goal No. 2 in the Dakar Framework of Action calls for the attainment of Universal Primary Education (UPE). Kenya has set the year 2005 as the target date for attainment of UPE. Free Primary Education is therefore a key strategy the country has adopted with a view to moving towards the UPE goal of 2005. This is further enhanced by the Children's Act 2001, which Kenya has enacted as it provides for free and compulsory education at primary level.

The countries assessment report of 1999 (Koech committee) spelt strategies for attainment of UPE. In 2001, the children's Act was enacted by parliament becoming official on March 2002. This gave impetus to UPE and that education was a basic human right to all children and that it was the responsibility of parents and government to



provide education to all children, Republic of Kenya (2001). Finally FPE was implemented in its current form in January 2003 as a strategy to achieve UPE goal.

### **2.3 Objectives of education**

Development plan for 1966-1970 identified three long range objectives of education in the country; to promote UPE, ensure enough places at secondary and higher levels for those with abilities and organize educational system to meet manpower needs of the country. At this point, higher priority was given to expansion and diversification of secondary school system.

The Kenya education report part I 1964 (Ominde commission) education and economic growth (manpower for development), endorsed FPE and basic education for participation in modern sector of economy but was not emphasized more than secondary education. According to the national education Act of 2002, objectives of education include education for production and equality of opportunity.

### **2.4 Meaning of Quality Education**

According to UNESCO (2003), quality education can be defined as the learning process that equips learners to be fully participating members of their own community and also citizens of the world constantly adapting to a world whose needs are undergoing profound social and economic transformation and with future oriented thinking. Born out of the realization that quality is at the core of any educational development system, the quality initiative is concerned with challenges facing the government in implementing UPE and FPE and the need to assure quality in provision of education services. It is situated within the prevailing dramatic upsurge in enrolment with UPE and FPE that have resulted in large classes especially lower grades with large number of over-age for grade children, teacher shortages, teacher work overload and strained facilities.

Quality education has always been an elusive word that means different things to different people, research has however alluded to various indicators of quality education among them are curriculum, instructional material, teachers, school atmosphere, educational policy, cost of education and attitude of stakeholders towards education, Orodho A.J (2003).

Quality of education in school is determined by level of material inputs allocated to schools and efficiency with which these materials inputs are organized and managed to raise students' achievements, Fuller (1986). Inputs to be investigated that affect quality of education include resources like text books, class size, PTR, attitude of stakeholders and school management.

Juran (1999) defines quality as a service or product that is fit for the purpose for which it was intended. Education is intricately related to national development. Quality education leads to better skills, higher productivity and therefore more jobs. An increase in employment opportunities means that people have money to spend leading to a rise in standards of living. A well educated person is also well informed and more likely to enjoy better health and a purposeful life. Therefore, there is a need for African countries such as Kenya to establish the weakness within their educational systems and determine the points of intervention and the magnitude of the effort required to achieve quality education for the majority of people, Mugenda (2008).

In Kenya the education act addresses matters of quality in education by recommending staff standards, size of class, curriculum, syllabus and books deemed appropriate for teaching and learning. Section 19 of the act in the first schedule provides guidelines for teaching establishment while the second schedule outlines standards to be attained by schools designed as efficient. This standards include; an appropriate quality and adequate staff, suitable, comfortable and well maintained buildings and play fields, a broad general and appropriate curriculum, suitable and sufficient equipment and, the education provided must be of a good standard and not only assure reasonable chance of success but also conducive for general development of the pupil, Buhere (2007).

According to TQM Guru Edward Deming, quality is the satisfying of customers not to merely meet his expectation but to exceed them and that quality starts and ends with the customer. This idea is shared with Joseph Juran, Feigenbum and Kaoru Ishikawa who notes that quality focuses on customer orientation and not producer orientation, Hom (2000).

## 2.5 Factors Affecting Quality of FPE

According to UNESCO report on assessment of FPE in Kenya (2003), increased student number, shortage of teachers, lack of clear guideline on admission, lack of consultation with teachers and parents, delay in payments of funds, expanded roles of head teachers, relevance of curriculum, learning materials and language of instructions were identified as some of the factors affecting quality of FPE. Investment in educational technology has also been cited as a factor and a path to quality education.

Although the country has taken the bold step to launch FPE, there are serious but hopefully surmountable challenges especially in maintaining quality. FPE calls for need for additional teaching staff especially in areas mentioned above where there is high pupil/teacher ratios, retraining of staff to cope with the new situation in classrooms and the need to build capacity of education managers and inspectorate staff to continuously manage and supervise the program for timely intervention, Gichura (2009).

An expert meeting on improving performance in primary education held prior to Dakar forum of EFA identified the following four critical areas essential in achieving the UPE target: ROK (2001): improving pedagogy of teachers (focus on adoption of curriculum at classroom level, local governance (strategy and options), care and education for all children (schools supportive environment), monitoring and evaluation in primary education performance in an effort to achieve EFA.

In regard to enabling environment it observed that all children can and will learn, however an appropriate level of input including personnel, material and facilities must accompany the learning process. In many developing countries, hardly any financial resources remain to provide learning material after teachers' salaries are paid. Little has been done to address this issue, so children performance is hampered because of paucity of learning environment. This situation has greatest effect on children above and below class average or who need special attention. At level of overall system, UNICEF is supporting children friendly schools. The World Bank promised school based management, while UNESCO encourages use of environment as source of teaching and learning aids, UNESCO (2004).

The Government of Kenya (GOK) is a signatory to the recommendations of the Jomtein World Conference of Education for All (EFA) of 1990 and the World Forum in Dakar of 2000 *towards achievement of Universal Primary Education (UPE)*. According to Kenya vision 2030, Republic of Kenya (2007), Kenya will provide globally competitive

quality education, training and research to her citizens for development and enhanced individual well-being. The overall goal for 2012 is to reduce illiteracy by increasing access to education, improve the transition rate from primary to secondary schools, and raising the quality and relevance of education. Other goals include; the integration of all special needs education into learning and training institutions and increasing the school enrolment rate to 95%.

Specific strategies will involve integration of early childhood into primary education, reforming secondary curricula, modernizing teacher training and strengthening partnerships with the private sector. The flagship education and training projects for 2012 are to establish a teachers recruitment program to employ 28,000 more teachers to improve the quality of education and ensure that all schools have adequate teachers, establish a computer supply program that will equip students with modern IT skills and build at least one boarding primary school in each constituency in the pastoral districts.

The Government's concern is that quality is at the core of FPE if the program is to meet its stated objectives of providing sustainable development for the country. Provision of quality education is further entrenched in the Dakar Framework of Action; Goal No. 6 recognizes education as that education that enriches the lives of all learners regardless of their backgrounds. Quality education for all requires healthy, well nourished and motivated children; well trained teachers and active learning techniques; adequate facilities and learning materials; a relevant curriculum that builds upon the knowledge and experience of the teachers and learners; an environment that not only encourages learning but is welcoming, gender sensitive, healthy and safe; a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and value; participatory governance, management and respect for and engagement with local communities and cultures.

Abolition of all fees and charges levied to parents before the introduction of FPE means that responsibility of ensuring quality rests with the Government. Such charges were used to procure the teaching learning materials for use in schools. Conventionally, quality has been equaled to the number of pupils who pass and join the few quality secondary schools at the end of the eight year primary cycle. But this conceptualization has now changed as Kenya has embraced the New Partnership for Development (NEPAD) Goals and Millennium Development Goals which calls for the holistic

development of children- so that they can compete equally and fully within the national, regional and international arena, Republic of Kenya (2003).

To ensure that the quantitative growth in education, brought about by the FPE initiative does not compromise its quality, the Government has adopted a participatory planning approach involving all stakeholders to not only enhance governance but to also secure better impact by creating a sense of ownership of the program and policies being implemented. To tap on this resource, a wide spectrum of stakeholders including renowned educationalists, religious leaders, parents, communities, the private sector and development partners have been involved in implementation of FPE, Republic of Kenya (2001).

### **2.5.1 Class sizes and enrolment.**

Overcrowded classrooms is a major effect of FPE were classes have recorded over 40 pupils in a class, this has been occasioned by the massive enrolment due to FPE with enrolment shooting from 5.9 millions in 2002 to 6.9 millions in 2003 a GER of 99% that lead to overstretched facilities and overcrowding in schools, Republic of Kenya (2003). As at the moment massive enrolment has created ripples in the quality of education under the FPE program, Otieno (2003). The standard classroom is meant to accommodate the internationally recommended number of 40 pupils and the same number of desks has had to be done away with, this then directly indicates that teachers are not able to monitor each individual learner hence compromising on standards. The average school size in 2002 was about 340 students with the largest primary school having no less than 1, 600 pupils, Gichura (2009).

Overcrowding of classrooms especially in the densely populated areas which have led to very high pupil teacher ratios in some cases going up to a PTR of 1:100. To ensure that quality is enhanced in such schools, the Government has introduced double shift with a view to maximizing utilization of space. There are also plans to construct temporary classrooms to accommodate the extra numbers and to also build new schools especially in the slum areas. However, Kenya is proceeding very cautiously in construction of new schools before the existing ones have been utilized to full capacity. A school mapping exercise is under way and it is only after its completion that a full-scale plan for construction of new schools will be developed. This is one of the lessons that Kenya has learnt from those countries that have been implementing FPE, that after

a few years, enrolments start to stabilize and schools have been left with under utilized facilities that have cost the Government a lot of funds that would otherwise have been channeled to provide quality inputs.

With the new FPE, these figures have increased to about 400 and substantially over 2000 respectively. Adequate and timely data is not available in most cases and it is therefore difficult to determine the number of children still not reached and even the number of those who will enter the system in any one given year so as to plan for them, Gichura (2009).

Tordley (2005) points out that quality of education is being compromised in government primary schools due to large class sizes and that teachers can not cope with more than hundred pupils. Note books go untouched for weeks as no homework or marking is done. He sites teacher in Olympic primary school Mrs. Namulanda attributing the KCPE performance in the school to increased class sizes of up to eighty pupils in a class of initially forty pupils.

He further illustrates the issue compromising quality of FPE, with eighteen thousand primary schools accommodating two million children has arisen a problem of overflowing classrooms. In Nairobi primary school where the only pupil from a public primary school in the top one hundred KCPE candidates came from, Mr. Karugu a teacher sites lack of desks, no additional classrooms built, pupils sitting on the floor and others learning from under trees as challenges compromising the quality of FPE. This clearly goes against the tenets of quality education. The British chancellor of exchequer, Gordon Brown in his visit to Kenya in 2004 observed this in Olympic primary school in Nairobi and called for construction of more schools. This situation has been worsened by lack of enough teachers as will be discussed latter.

Actionaid (2007) also sites this problem of overcrowded classrooms and calls for need to build more classrooms to match enrolment. Enrolment does not necessarily mean attendance, attendance does not necessarily mean receiving education and receiving education does not necessarily mean good education. High enrolment in FPE may give the mistaken impression that a high proportion of school age children are being well educated, there is need to look at the quality of education that the many numbers are receiving in such overcrowded classrooms.

### **2.5.2 Availability of teachers.**

People are a fundamental component within any successfully developing organization. Take away the people and the organization is nothing. Take away the people's motivation, commitment and ability to work together in well-organized teams, and again, the organization is nothing. Conversely, inspire the people to work well, creatively, productively, and the organization can fly. Logically therefore, the development and proper utilization of people are vital to the success of all quality management initiatives.

As a result of the free primary education, the situation of the teaching force in most of the districts is generally bad. Teachers complain of increased pupil teacher ratios. Many primary schools are understaffed as a result of the free primary education program. This does not augur well for the quality of education being delivered. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the PTAs and this has also seriously affected the pre-school units.' Sifuna et al (2004)

Actionaid (2007) sites lack of adequate number of teachers to handle the large number of pupil in FPE program. The number of teachers since 1998 has remained the same at 235,000. This has been attributed to governments inability to hire more teachers due to world Banks - IMF's ceiling to hiring of more teachers. The impact of this to the pupil teacher ratio (PTR) in public primary schools has seen teachers unable to handle the large number of pupils under them. Tordley (2005) sites cases of PTR of 80 to 1 with some schools having shortage of up to 20 teachers. It further quotes the KNUT secretary (2005) reporting a shortage of 60,000 teachers with the government only replacing 7,500 teachers who went out of service through natural attrition. This demonstrates the kind of shortage that is bedeviling FPE and the big challenge the government faces in its attempt to ensure quality education in public primary schools.

Actionaid (2007) further demonstrated the effect of teacher shortage when it states in its research on teacher shortage that teachers were advising parents to move their children to private schools which had enough teachers. It further adds that parents were paying a minimum of Kshs 500 per month for extra tuition in an attempt to make up for poor learning in public schools due to lack of enough teachers. The report goes further to reveal that pupils in most public schools were no longer given homework because the number of pupils each teacher is supposed to handle is too large too large

for such exercises or individual attention. And that schools which pretend to give homework had turned parents to Para teachers as they are expected to mark their children's work and sign them. These two practices being key components in the learning process then means children are not receiving quality education and the teacher is not to blame for this and is a big compromise to the quality of education in the FPE program.

The number of teachers nationally is not a major constraint because our PTR with FPE stands at 1:41 up from 1:32. However, deployment of teachers remains inefficient and new measures will be needed to improve their utilization. Currently, teacher balancing is ongoing to ensure that children in all schools are taught. However, the challenge is to identify the teachers who can really teach as statistics show that some are affected by HIV/AIDS and other related ailments. The need to also reorient the teachers to cope with the new challenges at the classroom level is critical, Gichura (2009).

In Nigeria with similar program of FPE introduced in 1999, it is reported that the program may fail due to lack of enough qualified teachers, while in Zambia, the government's failure to employ 9,000 trained teachers has led to falling standards in public primary schools with the same FPE program. These themselves serve to show that achieving quality education with a limited number of teachers remains a pipe dream in sub-Saharan Africa, UNESCO (2005). This report further states that born out of realization that quality is at the core of any educational system, it cited challenges facing governments in implementation of UPE and FPE and the need to assure quality in the provision of education as the upsurge in enrolment resulting to among other factors shortage of teachers and teacher work overload. The practice would have been a PTR of one to forty to ensure adequate preparation of the teacher, personal attention to pupil and to ensure a teacher involves the maximum learning activities, is able to monitor and assess each learner and ensure timely and corrective measures. In an attempt to address this challenge, the government proposed a system of hiring teachers on part time basis, Republic of Kenya (2003), which is making little difference as of now.

UNESCO (2003) stresses that status, morale and professionalism of teachers should be enhanced. This is necessitated by the fact that teachers are essential in promoting quality education whether in school; or in more flexible community based program. Teachers are advocates of and catalyst of change. Kilemi Mwiria, *Daily Nation* February. 15<sup>th</sup> 2003, states that no education reform is likely to succeed without active



participation and ownership of teachers. Teachers at all level of education system should be respected, adequately remunerated and professionally trained.

While the number of students has risen exponentially since the introduction of free primary education in 2003, the number of new teachers has increased by only 2.6 percent.

In 1973 a policy of free primary education was introduced but it had to be reversed soon after as teachers and the school infrastructure could not cope with the one million new admissions that arrived in the first two months. Similar problems have become visible over the last five years. The pupil-teacher ratio has risen in some cases to more than 100-1. Even the average 60-1 ratio is quite high. "It has eroded not only the standard of basic education but also that of secondary education as now there are higher numbers of aspirants than ever before, Gichura (2009).

### **2.5.3 Adequacy of Learning Materials/ Resources.**

Learning materials comprise all kinds of reading materials, teaching and learning resources. This occupies an important aspect of learning and is important in ensuring quality education. In FPE it has been observed through many studies that there is a big problem over the issue of learning materials said to be in inadequate provision, there is uneven access to teaching and learning resources when this materials are of affordable cost or cost of accessing them in and outside the school is low and importantly this materials must be relevant, UNESCO (2003).

Although the Kenya government is supportive of quality education for all, provision of adequate resources, which should be commensurate with policy implementation is lacking. Allocation of state resources to achieve the desired quantity and quality of education is often a political decision rather than a priority. At the policy level, too many plans, documents and papers have been developed over the years but there is little evidence of serious implementation, monitoring and evaluation, UNICEF (2000).

An upsurge in enrolment in FPE by 68%, 75% and 22% in Malawi, Lesotho and Kenya is the first year of FPE created a problem of textbooks and other learning materials Laaru (2007). A major cause of this scenario is the way FPE was introduced without adequate preparation and planning. Despite the increased enrolment, there has been increased allocation of resources in Kenya on education but this seems ineffective

as increased expenditure on education goes to recurrent expenditure i.e. pay salaries, Kimenyi et al (2007) and not on learning materials. Without adequate learning materials most schools in F.P.E program cannot comprehend and implement the curriculum, Tordley (2005), this then clearly points to compromised quality of FPE. Sifuna et al (2004) reiterates that as a result of the high influx of new pupils, classrooms are congested. Many of the preliminary surveys seem to show that the existing facilities make a mockery of the free education program. Many school management committees feel that they are seriously constrained to improve the state of learning facilities due to the government's ban on school levies. At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process.

According to Republic of Kenya, ERS (2003) there is need to increase availability of books to pupils' text books ratio of 3 to 1 in early grades and 2 to 1 in higher grades. But this has not been the case despite the government's allocation of Kshs 1,020 per annum for purchase of teaching material, general maintenance and operational maintenance; this is due to the high cost of purchasing this material hence making them inaccessible to majority of these pupils in FPE. Quality education needs to ensure provision of tools for transformation of current societies to more sustainable societies; UNESCO (2003).it is not possible for pupils in FPE to access libraries in and out of school, computer services and books in general due to the cost involved.

The basic impact on instructional material especially those directly related to reading and writing is consistent across several studies. Buhere (2007) quotes Oshungbohun (1984) affirming that there are three prerequisite that determine good quality education namely physical facilities, competent teachers and adequate and relevant instructional resources. Thus greater availability of textbooks and reading materials raises quality of learning activities and hence increased achievements, Fuller (1986).

Kenya has had a long standing policy of providing textbooks to pupils. However, in some areas, the pupil/book ratios still remain high at 1:10. For effective learning and teaching and to maintain quality of the FPE program, the Government will provide textbooks at the ratio of 1:2 for upper primary and 1:3 for lower primary which faces severe book shortages as teachers concentrate on purchasing books for the upper classes which are preparing for examinations. In addition, school-based choice of

learning and teaching materials from an approved list of competitively priced textbooks is being implemented to ensure value for the shilling to the child. The provision of decentralized demand-side purchasing of teaching learning materials under the control of staff and the parents of individual schools will ensure that children receive books on time, Gichura (2009).

#### **2.5.4 Funding**

Funding plays a central roll in achieving quality FPE. The desire and recognition of poverty as a major hindrance in achieving UPE has been there since independence. The challenge of access to funding has seen several attempts made since independence to make education accessible to all but the biggest impediment has been sustainability of efforts by the government. Education is one of the most expensive undertakings by any government comparable only to military expenditure. In Kenya expenditure in education accounts for 40% of the budget, Buhere (2007). Despite this, Kenya has continued to lag behind in achieving educational targets since 1963. The education commission part II (1964) predicted 1980`s universal schooling target from UNESCO conference of African states as unattainable due to the challenge in funding hence the Harambee movement.

In 1976 funding still proved to be a challenge with school fee and other over heads. A waiver of school fee was suggested for children from disadvantaged homes. Later classes one to four were made free. In 2003 the government decided to bite the bullet and made the primary education free. It earmarked Kshs 71 billions for FPE with Kshs 28 billions as salaries and Kshs 770 million as bursary. This was aimed at integrating quality service delivery. Demands for quality education have seen financial demands rise to unmanageable level. Laaru (2006) reiterated this by stating that directing adequate funds to FPE require commitment to education, a commitment not just to provide quantity but quality education. Closing the gap between the current state of global education and the goal of providing all the children with high quality education require meeting several distinct challenges top among them is funding. This calls for a need to overcome this significant obstacle by developing innovations in education practice and spending more money on education. This clearly underscores the challenge of FPE that has a great impact on its quality UNESCO (2003).

On this front the WB has come out to try and assist in funding through Kenya Education Sector Support Project (KESSP) build on the Bank's grant financing for the Free Primary Education Support Project (FPESP), which helped deliver instructional materials to all 18,000 primary schools throughout Kenya. About 1.5 million children who had previously dropped out or never attended school have benefited since the project was implemented in January 2003, WB (2006).

Apart from to the logistical problems in the implementation of FPE, the key question remains: is the program sustainable? In the 2003/04 financial year, the government increased its education budget by 17.4% to Kshs.79.4 billion, with over Kshs. 7.6 billion specifically allocated to the FPE program. The donor community, which received the FPE policy with high enthusiasm, was quick to assist the government. The World Bank, for example, gave a grant of Kshs. 3.7 billion, while the British government through the Department for International Development gave Kshs. 1.6 billion. Other donors included the Organization of Petroleum Exporting Countries (OPEC) Kshs. 1.2 billion, the Swedish government, Kshs. 430 million and UNICEF Kshs. 250 million. It goes without saying that such donor funding is usually temporary, Sifuna et al. (2004).

The initiative for free primary education has been strongly supported by the donor community. Encouraged by the public response and the Kenyan government's political will, reflected in the disbursement of \$6.8 million in emergency grants to provide for basic classroom needs including textbooks, UNICEF donated \$2.5 million, and the UK Department for International Development (DFID) donated \$21.1 million. In 2004 additional grants of \$50 million from the World Bank and \$10.6 million came from DFID and the Swedish International Development Agency. The World Food Program (\$13.9 million) and OPEC (\$9.9 million) too have contributed to making the program a success.

Yet a recent research report has raised questions over the sustainability of the free primary education policy. The report compiled by CREATE (Consortium for Research on Educational Access, Transitions and Equity), which is based at Sussex University and is funded by DFID, reviews recent research on the progress made by Kenya, Tanzania and Uganda towards universal education.

The 2007 report, titled 'Policies on free primary and secondary education in East Africa' highlights research which states that while the Kenyan government raised its education budget in 2003-04 by 17.4 percent and was strongly supported by donor funding in its free primary education initiative, this may not be sustainable.

"The cost of providing free primary education is beyond the scope of the ordinary education budget, economic performance has not been strong and donor finance is often temporary. The free primary education initiative of 2003 was pursued as a matter of political expediency. It was not adequately planned and resourced and thus had the consequences of increased drop-out and falling educational quality," states the report. In view of these challenges, the research concludes that the attainment of sustained free primary education is an illusion in the context of Kenya, Gichura (2009).

The current cost of FPE is way beyond the normal education budget allocation. It is also a fact that the country's economy has not been performing well in recent years and cannot support the realization of the UPE goals without the infusion of outside funds. For the country to sustain universal access there will be a need for economic growth to generate public funds for education. Otherwise, prioritizing UPE is most likely to take away from the provision for other sectors of education as well as from the health sector. WERK (2004) sites too much bureaucracy in accessing any funds as a hindrance to smooth operation of school activities and hence to quality of FPE.

There has been a constant need to employ more teachers, build more schools, provide more learning resources, provide bursary support, nutritional support, health care, better the salaries of teachers, develop ICT, have better management in schools and quality assurance all in effort to ensure quality FPE and all this has meant more and more funding. The government on its part has claimed to do all this sometimes contradicting research findings. This provides us with a gap of finding out the impact of government allocation and the real need of schools in terms of funding to achieve quality FPE.

### **2.5.5 Quality Assessment and management.**

Quality assessment or monitoring and evaluation are the evaluation of specific, measurable learning outcomes or competency based on set objectives UNESCO (2007), while management is the function of planning, organizing, staffing, directing and controlling human and physical resources in order to achieve set objectives Koontz et al (2002). The need of assessment is due to the quantitative growth in FPE that can easily compromise quality. It also involves putting in place corrective measure. EFA and MDG's introduced this concept of quality education into their goals and international development targets on the premise that providing any education regardless of quality is

not the goal, but to equip all people to be fully participating members of their own community and citizens of the world. One essential characteristic of quality is that it views learners as individuals, a family member, community member and global citizen and that quality education is measurable, UNESCO (2003).

A 'Total Quality Organization' generally benefits from having an effective Quality Management System (QMS). A Quality Management System is typically defined as: "A set of co-coordinated activities to direct and control an organization in order to continually improve the effectiveness and efficiency of its performance." Customer expectations inevitably drive and define 'performance' criteria and standards. Therefore Quality Management Systems focus on customer expectations and ongoing review and improvement.

At one time quality in projects was seen primarily as the responsibility of quality control department. Great reliance was placed on inspection and testing to discover fault (called non conformance) and then arranging for this faults to be rectified. In more recent years organizations have embraced concept of Total Quality Management (TQM). In TQM, a culture is created thought the organization with quality built in to all design and work processes and with responsibility for quality shared by all the staff and workforce from top management downwards. Quality considerations extend beyond industrial projects to service and other businesses. The ISO 9000 series of standards is widely accepted as base from which to design, implement and operate effective quality management system with ultimate objective of creating a quality culture through the organization ([www.iso.org](http://www.iso.org)).

Quality can be achieved without extra cost; quality should not be downgraded or compromised. Juran defines quality as a service or product that is fit for the purpose for which it was intended. (Juran & Godfrey, 1999) No contractor or project manager should contemplate a result that is "not fit for purpose". Therefore quality is not negotiable or an option. You can only review performance specifications to save on costs which would not compromise quality which should remain serviceable, safe, reliable and fit for purpose.

Quality assessment is meant to ensure there is leadership, teamwork and that learning leads to success and to ensure their emphasis, resources and commitment to build a better school. With FPE there has always arisen the issue of falling standards demonstrated more expressly through KCPE performances. Tordley (2005) cites KCPE results of 2004 where only one candidate from public primary school was among the top

100 candidates. The rest came from private primary schools and that 60% of places in secondary schools were taken by pupils from private schools which accounts for only 10% of all primary schools in Kenya. This then points to the fact that there are weaknesses in the monitoring and evaluation of FPE program which is impacting negatively on quality. The domination of exam oriented teaching where passing exams is the only benchmark of performance illustrates this lack of internal systems of monitoring learning achievement at other levels of the educational cycle i.e. standards 1-7 especially in FPE program with its myriads of challenges. Assessment process should be criterion referenced to measure outcomes rather than compare performance among students. There is need to set up internal system of monitoring learning achievement for primary school children so that it is possible to plan for any intervention measures, Republic of Kenya (2003).

To achieve this, the government has had the good will from development partners like Britain, Japan, WB, UNESCO and UNICEF. In this regard there was facilitation of the strengthening of primary schools in Kenya (SPREAD) and JICA facilitated strengthening of mathematics and sciences in secondary schools (SMASSE). The WB through Free primary Education Support Project (FPESP) whose review recommended the implementation of safeguards for the KESSP including public disclosure of performance indicators, independent monitoring of performance and an annual independent audit of procurement. Implementation of the safeguards is essential to assuring the project will secure results in improving enrollment and quality of education WB (2006). Other quality measures taken by the government is the invigoration of the inspectorate division of the ministry of education and restructuring of TSC to target quality education in regard to universalizing access, Tordley (2005).

The management of the total education system is being strengthened through capacity building programs and provision of facilitation tools to ensure that implementation of FPE program is monitored and supervised for timely intervention. In addition, the sector will be decentralized with devolution of powers in agreed areas to facilitate speedy delivery of services to the child and to also enhance transparency and accountability. Gichura (2009).

Management is an important aspect of FPE and to ensure its quality in FPE. It is involved in ensuring proper utilization of limited resources to achieve the set goals. In this respect we will look at management from the school level comprising of the head

teacher and the school committee responsible for allocation, and managing resources in the school.

Education Management focuses attention on strategies for keeping education resources current, up to date, and accessible. It is ensuring that people have the most recent and suitable education to do their work, Wanderi (2008).

*The Education Act, 1968* defines a manager as any person or body of persons responsible for the management and conduct of a school, and includes a Board. The Act, read together with the *Teachers Service Commission Act, Cap. 212*, confers extensive powers on the Minister of Education over the management and regulation of education in Kenya. The two acts give the minister extensive latitude to delegate his powers to local authorities, District Education Boards or Boards of Governors.

Primary schools are managed by School Committees appointed by local authorities. The committees are responsible for the hire and remuneration of support and subordinate staff in public schools. They also act as the custodians and trustees of the movable and immovable property of their respective schools. The headmasters of these institutions serve as the executive officers to the school committees.

The Teachers Service Commission delegates its powers relating to the hiring, control and discipline of teachers to Boards of Governors *inter alia*. The disbursement and utilization of government funds under the Free Primary Education (FPE). It is presumed that members of the Boards of Governors and teachers are knowledgeable in Law, Human Resources Management, Supply Chain Management, Accounting and Project management. That is where the main problem in the management in public schools lies.

The tools for the management and evaluation of public education institutions have remained static for a long time despite the rapid technological, socio-cultural and economic changes in the country. Management organs such as Boards of Governors are constituted with no set criteria enumerating the skills a person should possess to qualify for appointment into a board. Service in School Boards is not remunerated and consequently most professionals opt to stay away from it. The result is that most public schools are managed by old and unenergetic retirees, semi-literate businesspeople or other semi-skilled non-professionals. This has created a managerial gap in most public schools in rural Kenya. The old managers cannot cope with the rapid social, technological, economic and cultural changes in our country, Wanderi (2008).



School boards composed of members who do not possess managerial skills. Apart from appointing representatives to the board, religious organizations which sponsored or founded most public schools in Kenya, play a peripheral role in managing the schools. They should get more involved since they can play a complimentary role in guiding and counseling adolescent students. Religious leaders exercise both temporal and spiritual authority and can exert moral pressure on delinquent students to infuse behavioral change.

Whereas parents are very quick to blame the school administration when things go wrong in a school, they also shy away from making a conscious effort and practical contribution to the management of the institutions. They are content to play the perfunctory roles of paying school fees, electing Parents Teachers Association (PTA) representatives and attending annual general meetings once a year. Parents should get actively involved and support the school administration in matters of enforcing discipline, Wanderi (2008).

Poor management and internal inefficiency in schools has been sited as impacting negatively on quality of FPE in schools, poor prioritization of funds and projects in terms of budget allocations and misappropriation of funds have been reported cases in many public schools Kimenyi et al (2007). The government has also been blamed for this situation as funds have been put in hands of people with no accounting skills or any kind of management skills. This has contributed to the poor state of learning resources and inefficient use of funds. This has led to deterioration of quality. Lack of proper hiring policy of part time teachers has also seen schools hiring untrained teachers; this has not assisted in lifting the quality of learning in most FPE schools. Cases of parents paying levies illegally charged by school committees and head teachers have been reported, Actionaid (2007) and can be attributed to lack of awareness of the part of community members.

To improve management there is need to strengthen capacity of school management committees, head teachers and DEO to ensure quality in FPE. There is need to deploy senior and experienced managers to lower level structure, expand capacity of program of KESI to provide in service training to headmasters, members of school committees and BOG, UNESCO (2005) report on improving quality of education. It sited difficulties in school management as a challenge affecting quality of education in

FPE and called on the government to address this problem through training and capacity building.

### **2.5.6 Improve Access, Retention and Completion**

Quality education can only be assured through high access, retention and completion rate. This ensures UPE and meets the universal goals of education, Children's Act (2001) unequivocally stipulating that every child is entitled to education. This then provides a basis for improvement of access in FPE as part of quality measures. The current enrolment rate in FPE is over 80%. Retention refers to keeping pupils in the school system after enrolment while completion is ensuring pupils go through the 8 years of primary school without dropping out due to various reasons. Completion is an important mark of quality of education as it indicates that the system achieved in guiding the learner through the many factors that could contribute to lack of completion.

Ironically, these problems are contributing to high school drop out rates, just as they did during the 1974 free primary education intervention. They have also seriously affected the inflow of pupils in primary education in the second year of FPE implementation. Districts that registered over 20% increase in enrolment in 2003, hardly recorded more than 5% of standard one enrolment the following year.

FPE saw the comeback of overage pupils who were out of school due to poverty, WERK (2004), the current curriculum gives no room for such pupils and no adjustment for them can be made hence affecting their motivation to learn. Having been out for a long time and working further complicates the situation were they may tend to miss school or drop out all together in preference of making money.

To improve access the government is sensitizing communities on need to enroll the children in FPE and also by supporting ECDE to prepare the pupils going into primary level from ECDE. This ensures quality, education from the lower levels. Due to the effect of HIV/AIDS many children are still at home, the government with collaboration with other organs has been able to come in to support these families and ensure enrolment in FPE. This has gone along way to ensuring quality in FPE, Republic of Kenya (2002). This has gone along way in ensuring quality in FPE.

To improve retention challenges have been many overcrowding, lack of learning resources and illegal charges charged by school committees have contributed to this.

There is also need to increase bursary program to cover least 10% of enrolled students with emphasis to ASAL areas and other vulnerable groups e.g. girls, Republic of Kenya (2003). FPE was born of the realization that standards of living were falling demonstrated by increased illiteracy; decline in primary school enrollment, high drop rates especially girls and the vulnerable, Republic of Kenya (2002). Completion ensures that the cycle of primary school first phase has been covered and is as important as retention. These issues are important in ensuring FPE in achieving its quality measures.

## **2.6 Conceptual Framework**

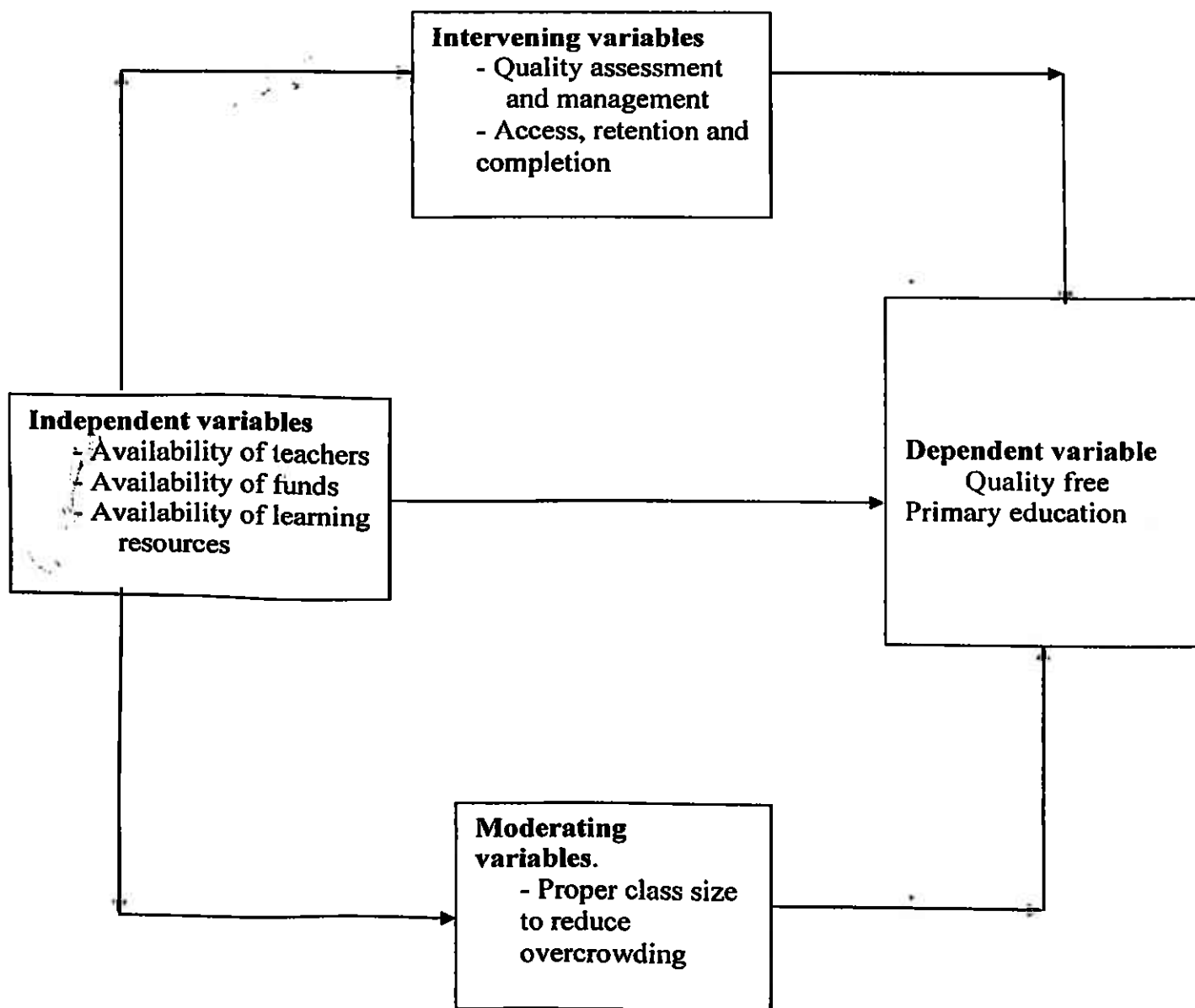
Figure 1 shows the perceived conceptual model which encompasses the major variable and their possible patterns of influence on each other and eventually on the quality of education on FPE.

The conceptual framework applied in figure 1 identifies the dependent variable in this case being the quality of education in FPE. It also identifies the independent variables as availability of teachers, availability of funds and availability of learning resources.

But the presence of enough teachers, proper funding and adequate learning resources (independent variables) cannot ensure quality FPE (dependent variable). These variables will need intervening variables or other factors like proper quality assessment and management of resources, and increased or high rate of access, retention and completion so as to achieve quality education. But there will still be need to reduce the effect of other variables moderating variables) which act negatively on dependant and intervening variables hence reducing the quality of education. In this case large class size could lead to overcrowding due to increased enrolment hence need to moderate the class sizes so as to achieve quality education under FPE program.

## Perceived conceptual framework.

This study will be guided by the following conceptual framework.



**Figure 1:** Conceptual framework on issues affecting quality education in FPE in Kenya.  
**Source;** Researcher.

## **2.7 Summary of Literature Review**

The above literature review clearly points out the issues affecting quality of FPE in Kenya and points out the efforts to address them and the challenges encountered in the process. Some of the challenges identified in the review include overcrowding, lack of enough teachers, inadequate learning materials, quality assessment and management, attitude of stakeholder, access and retention, and funding among other factors. The review shows the importance of each of the factors in quality of education and tries to suggest ways to address the situation in reference to different sources. Most of the logistical problems bedeviling the implementation of free primary education intervention are well known to the educational administrators in the country. "But due to the "culture of fear and silence" inculcated by the former KANU regime, coupled by an inept administration at the MoEST headquarters, the official rhetoric is that the FPE is working smoothly, Sifuna et al (2004).

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter discussed the methodology used in this study, the research design, target population, sample size, sampling procedures and data analysis procedures. The methodology selected for this study was expected to yield reliable results for effective recommendations at the end of the study.

### **3.2 Research Design**

This study used descriptive Survey. Descriptive survey was deemed appropriate since it allows the investigation of educational problems by obtaining facts and opinion about the current condition of variables. It is used in preliminary and exploratory studies to allow researchers to gather, summarize, present and interpret the data for the purpose of clarification, Orodho (2004). It can be used when collecting information by interviewing or administering a questionnaire to a sample of individuals, Orodho (2003). As the study intended to analyze intricate schooling factors affecting quality of education in the new FPE, this research design was suitable for interpreting and establishing relationship between the variables and their significance.

### **3.3 Target Population**

The target population consisted of primary school head teachers and class teachers in Kimilili Division, Bungoma North District, whose number was 43 head teachers and 673 class teachers. Head teachers were suitable for the study since they were expected to have records of their teachers, pupils and teaching materials in their respective schools. Class teachers were expected to provide information on the quality of teaching since they were expected to monitor the teaching process in their respective classrooms. The area AEO and the DEO were useful in providing data on the number of schools, teachers and pupils in the division. The accessible population consisted of 43 head teachers and 673 class teachers selected from 43 public primary schools in Kimilili Division. Different schools were used to enable the researcher have a good presentation of the quality of education in public primary schools.

### **3.4.1 Sample size**

The total number of head teachers in the division was 43 with a total of 673 class teachers. According to Best and Kahn (1998) the ideal sample should be large enough to serve as adequate representation of the population which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability, expense in time and money and complexity of data analysis. Gay (1981) suggests that for correlational studies, 30 or more samples are required; for descriptive studies, ten percent of the accessible population is enough and for experimental studies, at least 30 cases are required per group. Since 43 was small enough 25 head teachers or 58% were used and of 673 teachers 225 (33.4 %) were picked for the study hence 9 teachers per school whose head teacher had been picked for the study. The nine teachers were picked through random sampling. Of the 25 schools used in this study, 2 schools were picked through purposive sampling as the division had only two single sex primary schools i.e only one boys' primary school and only one girls' primary school in the division. This method was also used successfully by Laaru (2006).

### **3.4.2 Sampling procedures**

Systematic sampling was used to identify the 25 schools included in the study by dividing the population by the sample size to get the interval,  $43/25 = 1.7$  (2). Hence schools were picked at an interval of two, but to make the sample larger the interval was reduced to one, Best and Kahn (1998).

Simple random selection was used to select teachers for the study. Nine sample units or teachers from each of the 25 schools were selected by writing the names of teachers in each school on pieces of paper and putting them in a container from which 9 teachers were picked one at a time by picking a paper randomly, recording the name and returning it in the container to ensure every teacher had equal chance of selection until nine teachers were picked from each of the 25 schools to make the number 225.

### **3.5.1 Research Instruments**

Two questionnaires were used to collect the required data namely: Head teachers' and Class Teachers' questionnaire and an interview schedule for head teachers with the items relating to the objectives of the study and research questions. They contained both open and closed ended questions as to encourage complete

responses from the respondents. The researcher with the help of University of Nairobi supervisors constructed the questionnaires after which they were pilot tested on an independent group of primary schools' head teachers and class teachers who were not to take part in the study to check on the reliability and validity of these instruments. The researcher applied direct contact to explain the purpose and significance of the study, clarify points, answer questions and motivate respondents to answer questions carefully and truthfully (Deobold B, 1979).

In the questionnaire for head teachers, Section A solicited background information (their demography) i.e sex, age, professional qualification and experience. While the other sections solicited information on enrolment, textbooks, staffing and management challenges to respond to the objectives of the study. The class teachers' questionnaire solicited information on their demography then enrolment and quality of teaching in the classroom in relation to learning resources. The respondents were left to respond to items in the questionnaire independently. Items were both open ended and forced response types. The open-ended items gave the respondents freedom to respond, whereas the forced responses items would be used to facilitate consistency of responses for easy analysis. In developing these instruments, factors identified from literature review on quality of education were used. Selected aspects related to the objectives of the study were picked and respondents asked to reply to.

### **3.5.2 Validity of the instruments**

According to Best and Kahn (1989), validity of an instrument is asking a relevant question framed in the least ambiguous way. In this study, validity refers to content validity. Content validity of the instruments was established in three stages.

The researcher critically considered each item to see if it contained a real representation of the desired content and see if it could measure what it was supposed to measure after considering the constructs that were to be measured.

The developed instruments were then presented to the supervisors of the project and research experts to evaluate the applicability and appropriateness of the content, clarity and adequacy of the construction of the instrument from a research perspective.

A field test was conducted with a pilot of 6 schools randomly selected in Kimillili division to ensure content clarity of each research instrument. The teachers were requested to carefully complete the instruments and critique the format and instructions.



Upon completion of the pilot study, the data was reviewed and the items that were not clear modified accordingly. The pilot study was conducted in schools not selected for the final study to avoid contaminating the final actual sample. Content validity was determined to establish representation of the items with respect to PTR, TPR and qualifications of teaching staff to measure the quality of teaching in primary schools, Wiersma (1991).

### 3.5.3 Reliability of the instruments

Reliability refers to extend to which research instruments yield measurements that are consistent each time it is administered to same individuals. The researcher employed a test re test method in order to test reliability of the research instruments, research instruments may be pre tested on a sample of at least ten respondents who do not have to be representatives, Mulusa (1990).

In this study, 6 schools were requested to respond to questionnaires. A second time being after two weeks and the correlation between the two set of scores computed. A Pearson product moment formulae was administered and a co-relation coefficient of 0.84 was obtained. In this study, a minimum correlation of 0.5 was to be taken as a good measure of reliability of the instrument.

Pearson product moment formulae

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2) - (\sum x)^2 (n\sum y^2) - (\sum y)^2}}$$

### 3.6 Research process

To generate data for this study the researcher will sort for permission from the Ministry of Education through the CEES University of Nairobi, after which the researcher sort permission from the District Education Officer of Bungoma North district and District commissioner, Bungoma north district. The researcher then visited the sampled schools on different days to establish rapport and make appointments with the school managers.

The researcher trained two assistants involved in the study then carried out piloting in schools not involved in the main study. The researcher then collected information from the respondents on the dates agreed upon through direct contact to cater for partial responses and refusal to reply. This also increased the return rate and

eliminated any chance of delay. The instructions were carefully explained to the respondents prior to the issue of the questionnaires and they were also assured that the information they would give would be kept confidential and be used only for the purpose of the study. The respondents were given adequate time to respond to the questionnaire items. The completed questionnaires were checked to find whether they were appropriately and fully responded to. In case of non-response, the researcher was to use the available responses to analyses data, Deobold (1979).

### **3.7 Data Analysis techniques**

The data obtained in this study was organized and then analyzed descriptively using content analysis method, Mugenda (1998), which refers to a systematic qualitative description of the objectives or units of study (categorical variables.) and determines the intensity with which certain themes or phrases have been used. It involves a detailed description of the objects/items/units that comprise the sample.

In interpreting the results, the frequency with which the ideas appeared was interpreted as a measure of importance, attention or emphasis using means, ratios, tables, percentages and graphs. Words were used to describe and explain the meaning of the above data and make conclusions.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND PRESENTATION OF THE FINDINGS.**

### **4.1 Introduction**

The results of data analysis are presented in this chapter. Data has been organized and interpreted as per the objectives of the study and demographic information of head teachers and class teachers and handled as deeply as possible. The study was guided by the following specific objectives;

1. To assess the increased class size and enrolment in free primary education to quality of education.
2. To identify impact of free primary education on teacher availability to quality of education.
3. To establish the impact of free primary education on availability of teaching and learning resources to quality of education.
4. To establish the impact of free primary education to school funding.
5. To identify the impact of free primary education on quality assessment and management to quality of education.

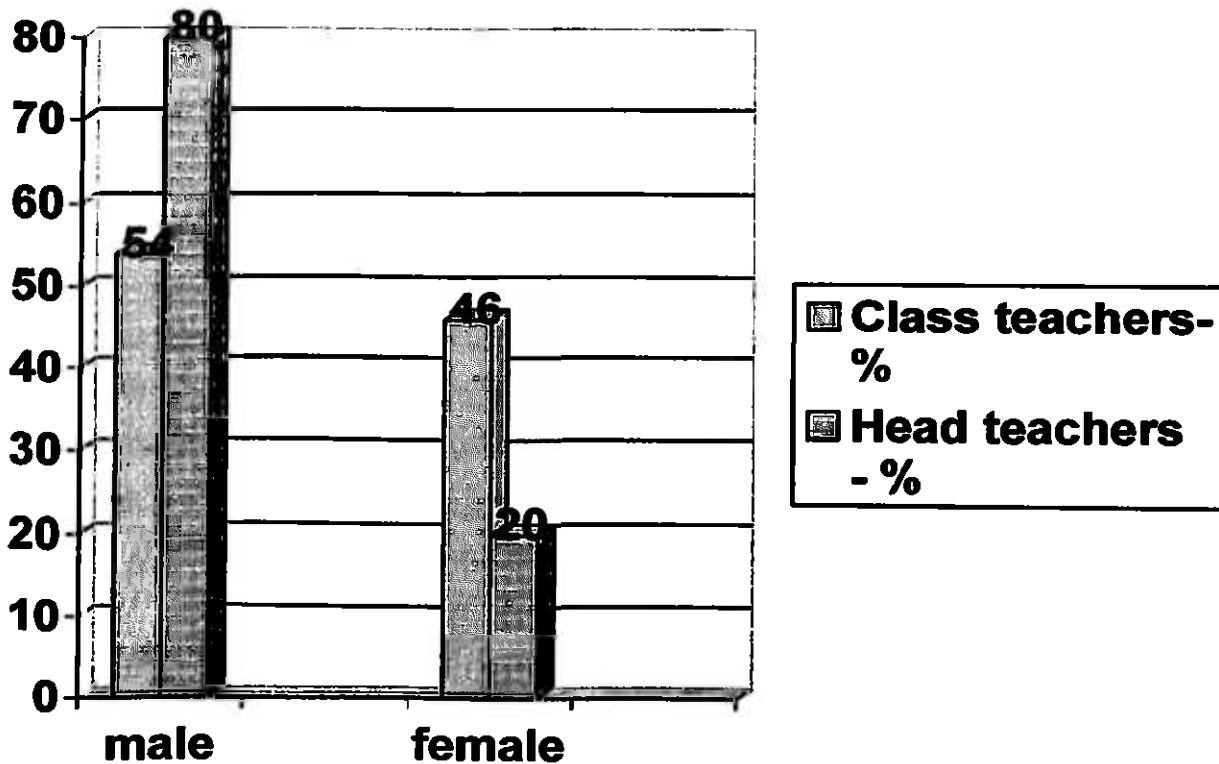
#### **4.2.1 Demographic information of respondents**

In this part, general information of respondents was analyzed by use of frequency and percentages i.e sex, age, professional qualification and experience.

Figure 2 below shows that a majority of teachers - 54% are men while 46% are women, hence a fair distribution. However for the case of head teachers, only 20% are female. This shows that women should be encouraged to take leadership positions as they can compete men on the same footing as demonstrated in their headship where there was no effect on the schools headed by men and those headed by women though the small number of women head teachers can be explained that female face obstacles in access to education which include lack of schools for only girls, household labor, increased likelihood of pregnancy and preparation for early marriages.

#### 4.2.2 Gender of teaches and head teachers.

Figure 2 Gender of teaches and head teachers.



#### 4.2.3 Professional qualification of teachers and head teachers.

20% or 5 of head teachers interviewed had degrees while 4 or 16% had diplomas while 8 or 32% had P1 and 8 or 32% had SGT qualifications. This means majority of teachers in this schools were qualified enough to ensure quality education though most of them complained that the TSC's policy of not upgrading those among them who acquired degrees while in service was a deterrent for them to improve there education. The TSC should encourage teachers to further there education by even providing incentives like paid leaves and education loans and scholarships to this teachers.

#### 4.2.4 Background information on sample schools

Table 1 below seeking information on classification of schools by location.

	Frequency	Percentage
Urban	4	16
Rural	21	84
Total	25	100

Table 1

From the table it can be seen that most schools in the division are in the rural areas with underdeveloped infrastructures like roads with poor means of transport and accommodation for teachers. Most schools also lacked electricity making them alienated from those in urban centers. They can not begin planning for computers as they lack electricity to run them as opposed to their urban counterparts who have plans for computerization. This has an effect on the quality of education and contradicts the objectives of one of the flagship education and training projects for 2012 which is to improve the quality of education and establish a computer supply program that will equip students with modern IT skills. Kenya *vision 2030*, Republic of Kenya (2007).

Table 2. Classification of schools by operational status (Student composition).

	Frequency	Percentage
Mixed day school	23	92
Mixed boarding	0	0
Boys Boarding	0	0
Boys day	1	4
Girls boarding	0	0
Girls day	1	4

Table 2

Most schools under study were mixed day schools making up 92% of the sample. The division appears to lack single sex schools. The two schools in the study that were single sex schools are the only ones in the division and were selected purposively. There is need to establish the effect of mixing boys and girls towards there academic performance. In this case where we had only 8% of the sampled schools being single sex schools, it was found that it is a lot easy to provide for blanket needs of pupils in

terms of facilities and counseling as opposed to mixed gender schools were sometimes girls are forced to use facilities made specifically for boys and vice versa.

It was also observed that single sex schools were more popular to parents as indicated in their enrolment rates as compared to neighboring mixed schools, this can serve as an indicator of quality in such schools. It can then be concluded that mixing of boys and girls has a negative effect on quality of education an item in learning process that has not been addressed or affected by FPE project.

### 4.3.0 Effects of FPE on Quality of Education

According to Kenya *vision 2030*, Republic of Kenya (2007), Kenya will provide globally competitive quality education; the Government's concern is that quality is at the core of FPE, if the program is to meet its stated objectives of providing sustainable development for the country. Provision of quality education is further entrenched in the Dakar Framework of Action; Goal No. 6 recognizes education as that education that enriches the lives of all learners regardless of their backgrounds. Several factors were identified as having an impact on this:

#### 4.3.1 Class Sizes and Enrolment.

**Table 3.** From head teacher's questionnaire on class Sizes.

No. of pupils per stream	Frequency	%
20 and below	80	16.7
21-40	127	26.3
40-50	52	10.7
Over 50	223	46.3

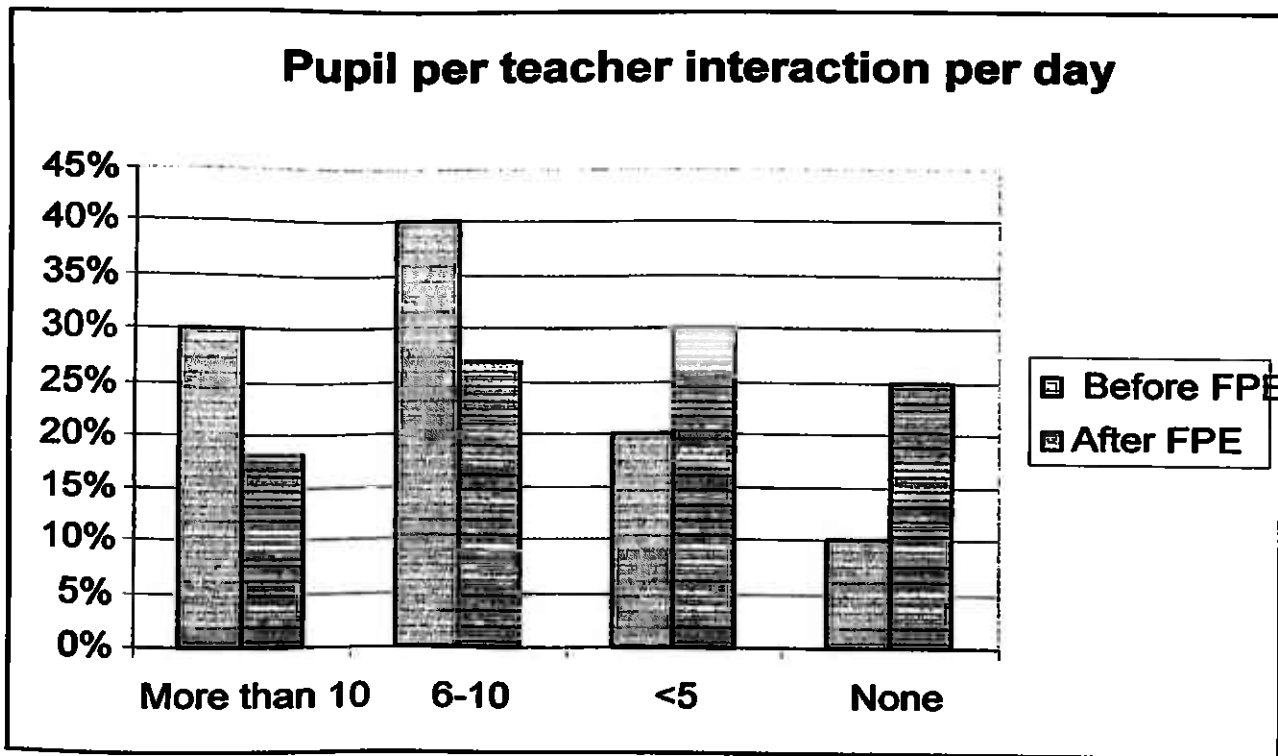
Table 3 shows majority of schools, 46.3% have over 50 pupils in a classroom and in some case over 70 pupils were reported to be occupying a single classroom. This is a sign of overcrowding and this is one of the effects of FPE that is affecting the quality of education. The standard classroom is meant to accommodate the internationally

recommended number of 40. A task force headed by Eddah Gachukia recommended class sizes of 50.

Overcrowded classrooms meant pupils have to sweat a lot in class, lack of fresh air, desks are closely parked and the teacher lacks room to move around in class in the process of teaching. This affects the effectiveness of the teacher and the concentration of pupils.

Majority of schools under study showed an increase in enrolment from 2001 to 2009 of up to 50% increase in number of pupils and a challenge to teachers whose number remained the same due to the government's policy of freezing in employment of teachers with replacement of those that retire or die.

Figure 3. Pupil per teacher interaction per day



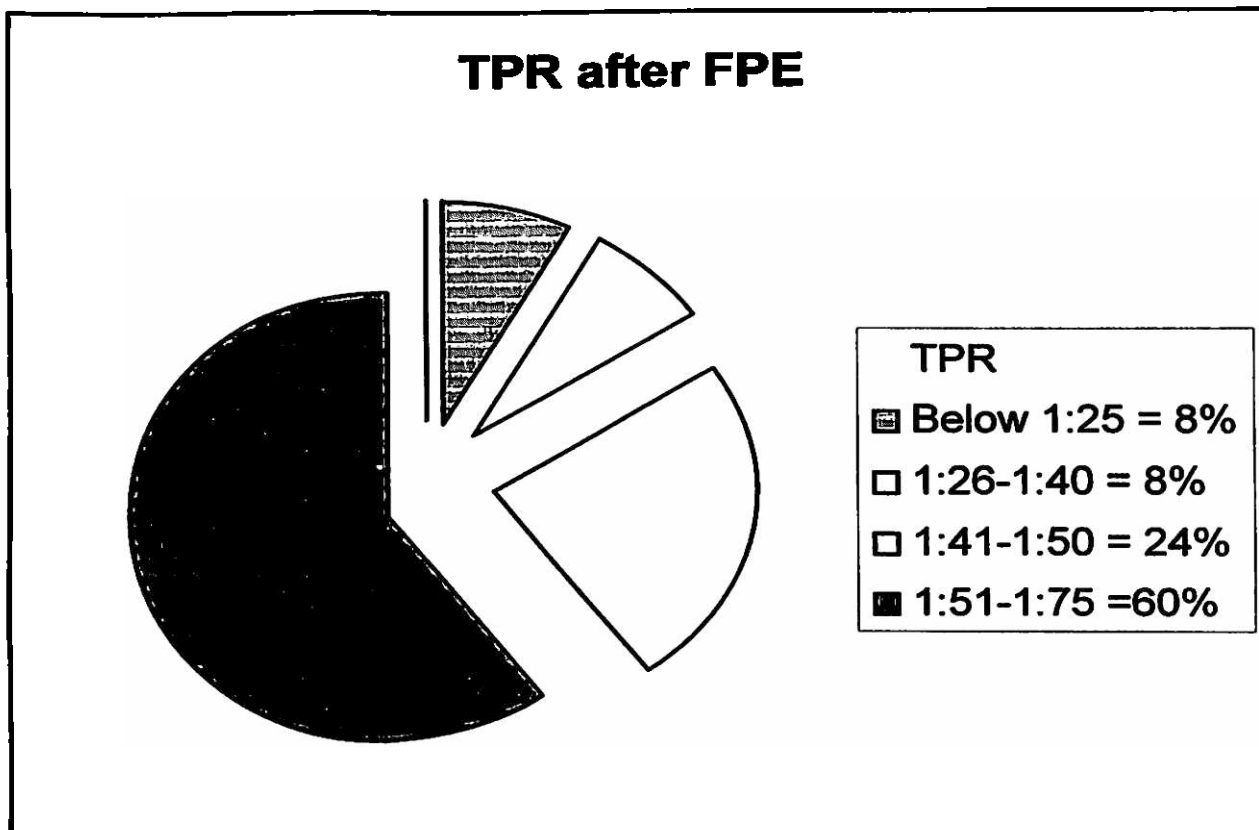
The above information indicates that increased enrolment had an effect on pupil teacher interaction in that before FPE, 70% of respondents interacted with more than six pupils per day while only 45% interacted with more than 6 pupils per day after FPE. 30% interacted with 5 pupils and below per day before FPE compared to 55% after inception of FPE.

In this case it can be concluded that few pupils are attended to on personal level to help them for any difficulties they may be encountering academically or socially, which

is a big set back in the quest for quality education in FPE. This shows that FPE has had a negative effect on the personal interaction of pupils and teachers for academic and counseling purposes which is detrimental to the quality of education offered. Measures need to be taken by increasing the number of teachers in schools to allow for personalized learning process. Teachers should also be motivated to put in more to fill in this gap.

#### 4.3.2 Availability of teachers

Figure 4. TPR after FPE



The figure above shows that after FPE, 60% of schools had TPR of 1:51 and above beyond the recommendations of the Gachukia's task force on implementation of FPE that recommended class sizes of 50. W.B (2004) recommended TPR of 1:40 for provision of quality education while the Koech commission put TPR at 1:25 as ideal and 1:40 as having an effect on quality of education. Teachers in this study recommended a teacher pupil ratio of 40. The issue of heavy workload featured prominently in most schools visited with teacher pupil contact at a minimal and also affecting monitoring and evaluation as compared to periods before FPE. The number of streams per class was



noted to have gone up due to FPE with the number of teachers remaining the same hence more lessons for teachers per week compared to the time before FPE.

Only 32% of the schools sampled had TPR of below 1:50 which lay within the recommended ratio by the government which ensures close monitoring of pupils by teachers and is the ideal situation for quality education.

**Table 4** showing the number of streams in all the sampled schools and the number of TSC teaches in these schools obtained from head teachers.

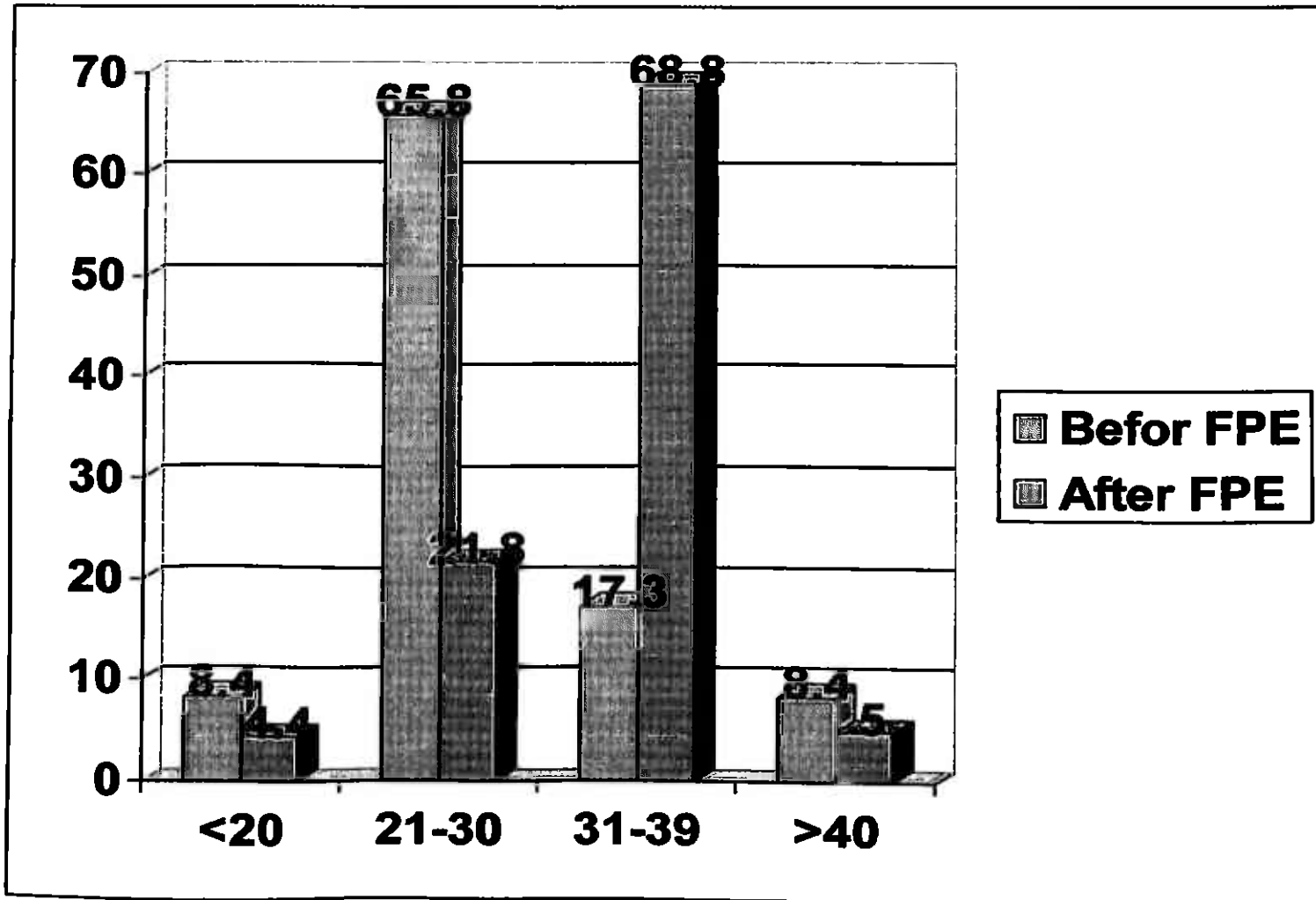
No. of streams	No. of teachers
482	404

**Table 4**

Table 4 shows that the number of classrooms in the division is more than the number of teachers employed by the government. At any one time 78 streams in the division go untaught if these schools have to rely on the government to provide teachers. In this case, schools have had to hire other people whose qualification is unknown to stand in for the missing teachers. It also means that a teacher is expected to be in the classroom throughout the day, this then affects there preparations for lessons, marking of books and other school activities. Head teachers are also affected as they also have to miss classes to attend to there managerial duties.

It then emerges that FPE has failed to match the demand of teachers therefore with its effect of increased number of classrooms it has not provided teachers to teach in this classes hence having a negative effect on quality of education.

Figure 5. work load of teachers.



From figure 5 it can be seen that most teachers, 66%, had between 21-30 lessons before FPE. This rose to between 31-39 lessons for the 68.8% of those sampled after FPE. This could be attributed to increased enrolment and more streams per class without additional number of teachers. It also emerged that of teachers sampled, 83% reported increased workload (this includes teaching and other school related duties) and this reduced there effectiveness with 17% reporting their workload to have remained the same while none reported of reduced workload due to FPE.

**Table 5.** Information on understaffing before and after FPE was sort from class teachers.

Before FPE		After FPE	
Frequency	Percentage	Frequency	Percentage
122	60	160	79.2

Table 5

On understaffing, shown in table 9 above while from head teachers' questionnaire asking if their schools are adequately staffed, 62.4% of head teachers reported that they are adequately staffed with 76% reporting to be inadequately staffed under FPE.

#### 4.3.3 Adequacy of Learning Materials/ Resources.

This objective was established through several questions in teacher's and head teacher's questionnaires where respondents were asked to rate adequacy of physical facilities and resource materials as adequate or inadequate.

**Table 6.** Head teachers' response on availability of resources

	Before FPE		After FPE	
	Frequency	Percentage	Frequency	Percentage
Well equipped	0	0	1	4%
Fairly equipped	8	32%	14	56%
Poorly equipped	17	68%	10	40%

Table 6

**Table 7. Class teachers' response on availability and resources**

	Before FPE		After FPE	
	Frequency	Percentage	Frequency	Percentage
well equipped	49	24.2%	10	5%
Fairly equipped	65	32.2%	157	77.7%
Poorly equipped	88	43.6%	35	17.3%

Table 7

From tables 6 and 7 comparing the availability and adequacy of physical facilities and resource materials, 68% of head teacher's and 43.6% of class teachers reported that schools were poorly equipped before FPE while 56% of head teachers and 77.7% of teachers said that this had moved to fairly equipped after FPE. Although it was agreed that the facilities like playing fields and other equipments were not adequate, there was an improvement with the inception of FPE.

**Table 8 below. Class teacher's response on teaching and learning facilities**

Facility	Strongly agree	agree	undecided	Disagree	Strongly disagree
Enough Classrooms.	4.5%	17.3%	-	69%	9.4%
Library- Adequate	12.9%	56%	1%	12.9%	17.3%
Desks- Adequate	4.5%	60.4%	4.5%	21.8%	9.4%
instructional materials (chalkboard, audio) adequate	12.9%	60.4%	0.4%	21.8%	4.5%

Table 8

On toilet facilities, respondents were required to state on whether they had adequate or inadequate toilets in their schools. 21.7% of head teachers and 12.9% of class teachers responded that they had adequate number of toilets while 80% of head

teachers and 86.1% of class teachers reported to be having inadequate toilets in the school from the MoE recommended number and ratio of 1 toilet to 25 pupils. Though they all agreed that FPE improved the toilet to pupil ratio, the pupil toilet ratio remained unacceptably high.

On textbooks, all head teachers and 95.5% of teachers responded that they had adequate textbooks in the school while reporting on inadequacy of the same before FPE. It is clear that FPE had tremendous effect on the availability of textbooks and the ratio is 1:2. This has a positive effect on the quality of education in schools.

Gichura (2009) reports that Kenya is proceeding very cautiously in construction of new schools before the existing ones have been utilized to full capacity. A school mapping exercise is under way and it is only after its completion that a full-scale plan for construction of new schools will be developed. This is one of the lessons that Kenya has learnt from those countries that have been implementing FPE, that after a few years, enrolments start to stabilize and schools have been left with under utilized facilities that have cost the Government a lot of funds that would otherwise have been channeled to provide quality inputs.

On facilities like desks, 60.4% responded that they were adequate with an average of 2 pupils per desk after FPE compared to 5 or more pupils per desk before FPE. Pencils, rubbers and rulers were reported as adequate by 60.4% of the respondents.

Learning environment needs to be healthy, safe and protective. Head teachers said they had fenced the school compound, had put up gates, put up more toilets and classrooms, repaired old buildings and installed windows and doors, constructed more desks and could afford more books, chalk and teaching aids with FPE funds as opposed to times before FPE.

This clearly indicates that FPE has generally had a positive effect on the quality of education on this indicator of facilities and learning equipments. It can also be seen that more needs to be done on the number of toilets, playing fields and put up larger classrooms to comfortably accommodate the recommended number of pupils standing at 50 which the current sizes of classrooms cannot accommodate as they were constructed for 40 pupils.

#### 4.3.4 Funding

**Table 9** requesting Head teachers to rate the funding the school received before and after FPE.

	Before FPE		After FPE	
	Frequency	Percentage	Frequency	Percentage
Quite adequate	0	0	0	0
Adequate	2	8%	16	64%
Inadequate	23	92%	9	36%

**Table 10** requesting class teachers to rate the funding the school received before and after FPE.

	Before FPE		After FPE	
	Frequency	Percentage	Frequency	Percentage
Quite adequate	17	8.4%	18	9%
Adequate	35	17.3%	124	61%
Inadequate	150	74.3%	60	30%

Table 10

From the above data it can be concluded that most head teachers 92% and 74.3% of class teachers felt they did not have adequate funding before FPE with only 8% of head teachers and 17.3% of class teachers feeling they were adequately funded. This changed after introduction of FPE with 36% of head teachers and 30% of class teachers still feeling not adequately funded after FPE while most 64% of head teachers and 61% of class teachers feeling they were better off and adequately funded after FPE.

From the interview schedule for head teachers, it was deduced that those who felt adequately funded before FPE received donations from sponsors who included churches and other partners, while most of those who felt adequately funded after FPE attributed this to the FPE funds that came in a more organized manner than the previous situation where it was not easy to receive money from poor parents.

It also emerged from the interview schedule for head teachers that lack of knowledge in accounts by schools management committee's, political interference and delayed disbursement of funds where some of the factors hampering smooth financial flow in the schools and also lack of accountants in the schools to assist in handling the finances especially for account B that did not have clear guidelines on its expenditure.

Head teachers who responded that FPE funds were inadequate came mostly from schools with small pupil numbers and complained that the allocation of this funds were biased against small schools since the funds were calculated as per the number of pupils. It emerged that with few pupils in a school, the funds were inadequate to cater for activities like games smoothly.

In summary it can be said that FPE funds have had a positive effect on the quality of education and there is need to improve on certain areas to improve efficiency and ensure sustainability of this program. Funds also need to be set aside for manpower development and expanding of schools. It also emerged that there has been strong support for FPE from CDF funds especially in putting up of classrooms, desks and hiring of extra teaching force which has gone a long way in improving of quality of education in FPE.

#### **4.3.5 Quality Assessment and management**

To determine the effect FPE has had on quality assessment and management, questionnaires to class teachers sort information on how often they assess pupils, adequacy of this assessments and of pupil teacher contact hours, how often there records are checked and their views on quality assessment in the school and how often quality assurance officers had visited their schools.

From head teachers, the questionnaires sort information on how often their books of account are audited and how often quality assurance officers had visited the schools and courses attended by head teachers to strengthen their managerial skills.

**Table 11 on assignments and pupil contact hours in FPE**

Challenge	Agree strongly	Agree	Not sure	disagree	Strongly disagree
Inadequate assignments	4.5%	48.5%	0	38.6%	8.4%
Inadequate pupils contact hours.	7.9%	47.5%	0	38.6%	1%

Under FPE a total of 53% of class teachers agreed that they gave inadequate assignments while 55% agreed not to have adequate contact hours with pupils and attributed all this to large class sizes that made giving and marking assignments regularly difficult. Giving assignments and marking them is an integral part of total quality assessment and teachers in this case appeared to be split in nearly equal halves. Measures then need to be taken to ensure all teachers give and are able to mark pupil's assignments on regular bases. This may need radical and immediate hiring of more teachers and reiterating the importance of assignments to ensuring quality education.

**Table 12 on how often pupils are assessed.**

	Before FPE		After FPE	
	Frequency	Percentage	Frequency	Percentage
Weekly.	61	30%	12	5.9%
Monthly	44	21.8%	190	94.1%
Termly	97	48%	0	0
Any other (specify)	0	0	0	0

From the above table, it can be deduced that before FPE there was haphazard assessment modules in schools with majority of teachers 48% only assessing pupils once a term. 30% assessed pupils weekly before FPE though this dropped to only 5.9% and can be attributed to increased workload on the part of teachers. After FPE 94.1% of



teachers resorted to assessing pupils monthly which was attributed to formation of subject panels which coordinated this assessments and had turned out to be school policy in this zone which contributed to improvement of quality of FPE.

Figure 6. Checking of teachers' schemes and records.

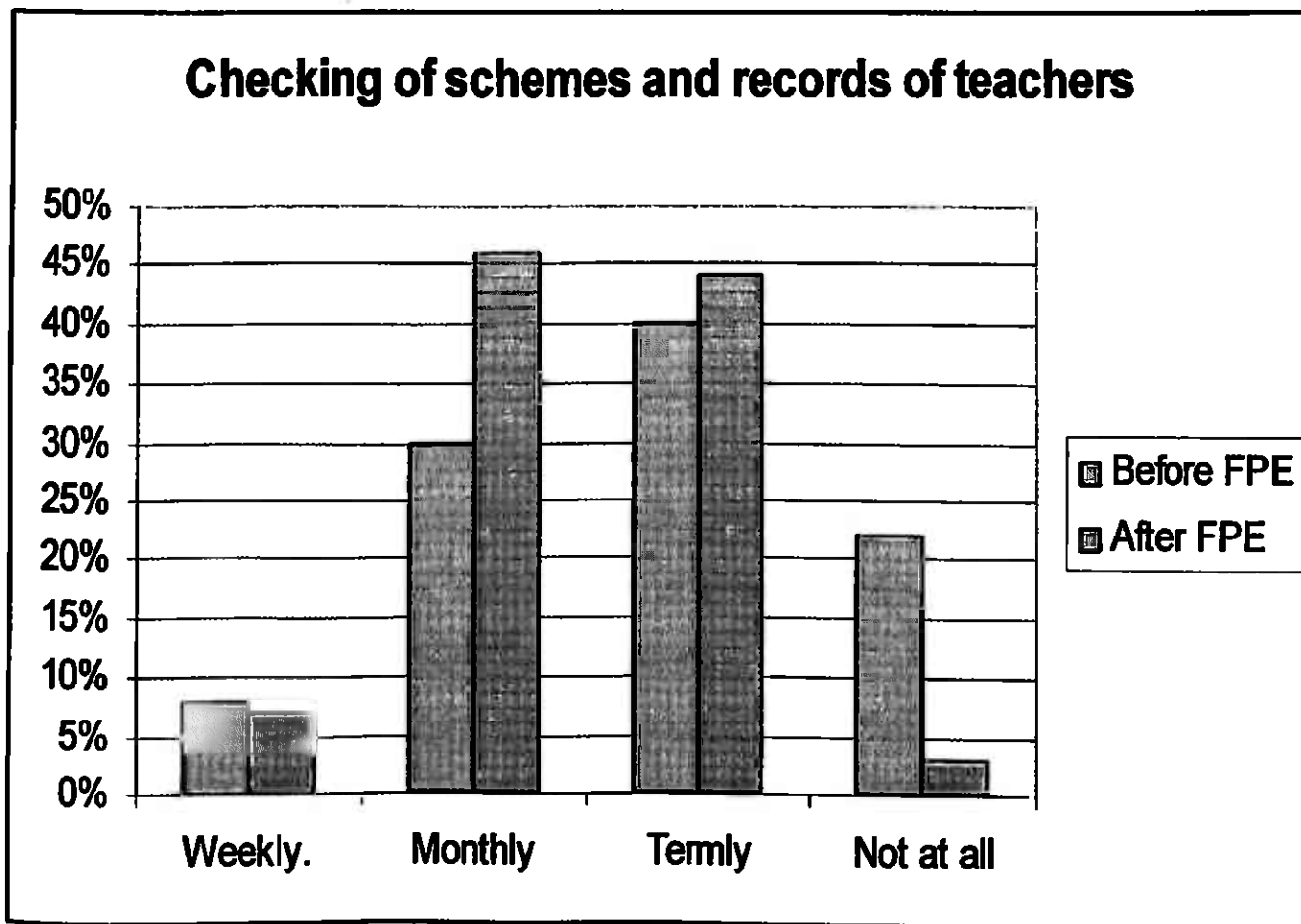
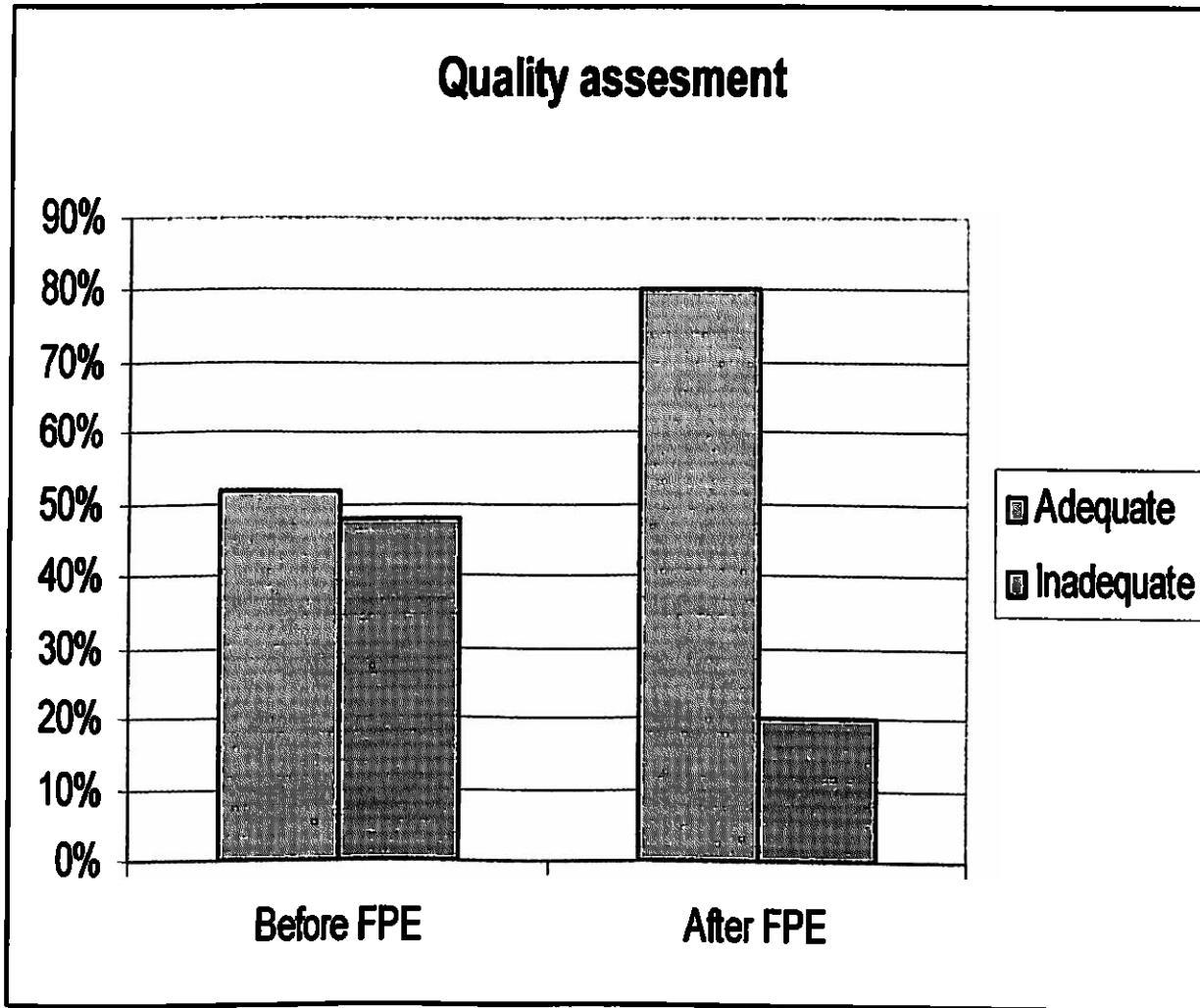


Figure 6 above is from a section in teacher's questionnaire sort to gauge on quality assessment or supervision from head teachers who are expected to check how learning is going on and correct any deviations just like any manager is expected.

Under total quality management principals, quality assessment should be an integral part of production process and zero defects are expected and any defect should be corrected even before a product reaches the consumer. In this case, checking on what teachers are teaching should be done regularly. Before FPE 30% of teachers reported this to be happening monthly while 40% reported this to be a termly process while 22% reported that their records were never checked. Checking on a Termly basis is quite inadequate as corrective measures may not be done on time.

After FPE, 46% of the respondents reported that their records were checked on a monthly basis which is fair but still 44% reported this to be a termly exercise which is not adequate for quality management. Only 3% of teachers reported that their records had not been checked at all compared to 22% who reported their records never to have been checked before FPE, this generally indicated FPE had a positive effect on this checks and an indicator of improvement of quality of education.

Figure 7. Quality assessment



From figure 7 above, before FPE, 52% of respondents described quality assessment in the schools as adequate with 48% describing this as inadequate while after FPE, 80% described quality assessment as adequate with only 20% describing this as inadequate. Teachers generally agreed that the process of quality assessment had improved after FPE from their role in of monitoring of pupils to head teachers role up to

the AEO and the districts education quality assessment officers whom teachers described as visitors who come to advice, monitor and streamline FPE management, they however noted that the number of quality assessment officer need to be increased as can be shown in the extract from the questionnaire below.

How many times have quality assurance officers visited the school in the last three years?

Once -	17 (8.4%)	Several times -	70 (34.7%)
yearly-	87 (43.1%)	Never-	28 (13.9%)

From the above, it can be seen that in the past three years 77.8% of respondents reported that this officers had been able to visit respondents schools severally which is good for quality assurance but still 43.1% of respondents reported that the officers had managed to visit some school's yearly ,while visited only once in 8.4% of respondents and not visit at all in the last three years for 13.9% of the respondents which is a worrying scenario that calls for concern and makes the call for more officers in this field even more urgent.

To probe further on supervision, the following question was put to head teachers; what methods do you use to supervise your teachers?

Class secretaries	20%	Signing in class	0
Walking around	100%	Teachers work on there own	0

All respondents preferred walking around as a tool of supervision and from the interview schedule, 80% of the respondents added they also regularly checked pupil's books while 72% had subject panel leaders to monitor the learning process with 20% using class secretaries to monitor learning.

Table 13 to determine which management course head teachers had attended.

Course	Before FPE		After FPE	
	Frequency	Percentage	Frequency	Percentage
Motivation and stress management	0	0	19	76%

Guidance and counseling	9	36	18	72
Finance	10	40	18	72
Human resource	0	0	12	48
Public relations	0	0	0	0
HIV/AIDS	0	0	12	48
PRISM	12	48	16	64
Any other	0		0	0

From the above data it is seen that before FPE only 36% of respondents had attended guidance and counseling course as compared to 72% after FPE, 40% in finance before FPE compared to 72% after FPE and 48% in PRISM compared to 64% after FPE. It is also clear that before FPE, no respondent had attended any course in motivation and stress management, human resource and HIV/AIDS.

From table 13, on average, only 16% of respondents had attended the listed courses as compared to 38% after FPE. It can hence be concluded that FPE came with an emphasis on improvement on managerial skills on the part of head teachers which has positive effect on quality of education. There is need for the ministry of education to come up with a training package to train all head teachers on financial management, motivation and stress management and human resource.

Table 14 sort opinion on management by asking what other challenges class teachers were facing regarding the quality of teaching in the school.

challenge	Agree strongly	Agree	Not sure	disagree	Strongly disagree
Poor school management	4.5%	47.5%	9.5%	38.5%	0
Lack of motivation	47.5%	51.5%	1%	0	0
Lack of in-service and workshops	38.6%	25.7%	0	25.7%	10%

School management in this case includes the head teachers and school committee's performance. A total of 52% of teachers agreed that there was poor school management while 48% disagreed that there was poor school management. It can then be said that class teachers saw a gap in the style in which schools were managed, they had higher expectations from the head teachers and the school committees than what they observed. They particularly pointed fingers at the kind of committees that were placed with the responsibility of managing schools and that some members of these committees were illiterate, most lacked even the basic ideas on how these schools were to run, while some were just critical of every idea and appeared to bring politics in schools management.

#### 4.3.6 Access, Retention and Completion

Table 15 requested for respondents comments on access to education before and after FPR.

	Before FPE		After FPE	
	Classteachers	Headteachers	Classteachers	Headteachers
Quite adequate	4.5%	0	13%	0
Adequate	35.1%	0	73%	100%
Inadequate	60.4%	100%	14%	0

From this table it can be seen that 60.4% of class teachers and 100% of head teachers felt that there was inadequate access to education before FPE attributed to poverty, lack of sensitization and lack of legislation on making education compulsory. On the other hand 83% of class teachers and 100% of head teachers felt that there was adequate access to education after FPE attributed to abolition of fee, lobbying by government agents and legislation making education compulsory and a human right to children. This went a long way in raising the quality of education by raising the demand for education as parents now realize the importance of education. The sheer numbers of those coming out for education means it is recognized a commodity of quality as opposed to earlier times before FPE.

**Table 16. Response on retention of pupils in school**

	Before FPE		After FPE	
	Class tchrs	Head tchrs	Class tchrs	Head tchrs
Quite adequate	0	0	0	0
Adequate	35 (17.3%)	6 (24%)	148 (73.2%)	17 (68%)
Inadequate	158 (78.2%)	19 (76%)	27 (13.4%)	8 (32%)

On retention of pupils, 78.2% of class teachers and 76% of head teachers felt that there was inadequate retention of pupils in schools before FPE while 73.2% of class teachers and 68% of head teachers felt that there was adequate retention of pupils after FPE but in all cases no respondent reported on retention being quite adequate. It then emerges that FPE has had an effect on retention of pupils in schools which has been attributed to legislation, sensitization of the community and on reduced levies that parents are charged. For respondents who said there was still inadequate retention pointed at the mistaken belief by some parents that they are not expected to pay anything to support education of their children and in that case withdrew their children from schools in case they are asked to pay.

Another issue that appeared to affect retention was as a result of enrolling over aged pupils, most of them drop out either for marriage or to engage in income generating activities that they had abandoned at the start of FPE.

**Table 17 requested for response on Completion of primary education**

	Before FPE		After FPE	
	Class tchrs	Head tchrs	Class tchrs	Head tchrs
Quite adequate	0	0	0	0
Adequate	35 (17.3%)	10 (40%)	118 (58.4%)	18 (72%)
Inadequate	158 (78.2%)	15 (60%)	84 (41.6%)	7 (28%)

On completion, it can be observed from the above table that 78.2% of class teachers and 60% of head teachers thought that completion was inadequate before FPE this changes after FPE with 58.4% and 72%% of class teachers and head teachers saying that it was adequate.

Before FPE, levies and weak legislation were still said to be major cause of inadequate completion while the same factor coupled with publicity accorded to FPE were sited as factors that improved on completion rate. 41.6% of teachers and 28% of head teachers thought completion was still inadequate after FPE sitting early pregnancy and marriages among girls and poverty as the main causes of this. In general it can be said that FPE has had a positive effect on quality of education as more pupils are able to go through the system which is a major objective of FPE.

#### **4.4.0 Discussions of findings**

From the demographic information it is clear that gender balance exist among teaching force which is a good demonstration to pupils and the community that children have equal chances of excelling in education and FPE has increased this gender balance through increased enrollment of girls in education. This is not demonstrated among head teachers where only 20% are female.

Most of the respondents had good professional qualification hence are capable of ensuring quality in FPE and teacher qualification never emerged as an n issue towards achieving FPE. It however emerged that respondents were not being motivated to further their education which would otherwise go a long way in improving there performance.

On the location of schools, urban or rural, this was a factor that appeared to create a difference on the effect of FPE on quality of education. Urban schools were better developed and had more pupils hence more FPE funds. On the other hand most schools which had nearly the recommended class sizes were located in rural area.

There is need to establish more single sex schools as the few single sex schools were performing well in KCPE and had fewer challenges in terms of facilities. This could go along way in improving effect of FPE.

#### **4.4.1 Class Sizes and Enrolment**

This study revealed that majority of schools were overcrowded due to increase enrolment due to FPE and small class sizes constructed to accommodate 40 pupils but

held unto 70 pupils, as reported by 46% of respondents while 17% reported classes of below 20 pupils creating under utilization of resources such cases hence inefficiency that affects quality. Increased enrolment also resulted to shortage of teachers and reduced personal interaction between pupils and teachers. While large school enrolment is a laudable achievement and a sign of quality education, the problem is that this sudden up surge of pupils in schools was not planned for hence making the increased enrolment a challenge to quality education.

#### **4.4.2 Availability of teachers**

Table 6 showed that 60% of schools had TPR of above 1:51 way above the recommended 1:50 affecting monitoring and evaluation of pupils by teachers negatively as compared to periods before FPE. Only 32% of the schools sampled had TPR of below 1:50 which ensured quality learning.

Table 8 showed that most teachers, 66%, had between 21-30 lessons before FPE. After FPE 74% of respondents reported to have above 31 lessons in a week and this reduced their effectiveness.

Table 9 showed, 60% of class teachers reported understaffing to have been a challenge to quality education before FPE, this rose to 79.2% of respondents reporting this to be a negative effect and a challenge to quality education after FPE

#### **4.4.3 Adequacy of physical facilities and resource materials.**

From tables 10 and 11, 68% of head teachers and 43.6% of class teachers reported that schools were poorly equipped before FPE while 40% of head teachers and 17% of teachers said that schools were poorly equipped after FPE. This indicates that FPE has had a positive effect on this indicator of quality. There were however areas like toilets, playing fields and classrooms while scoring highly on availability of textbooks, exercise books, pencils, rubber and rulers and desks.

#### **4.4.4 Funding.**

Before FPE 92% of head teachers and 74% of class teachers thought they were not funded adequately while 64% and 61% responded to be adequately funded after FPE. It can be concluded that FPE funds had a positive effect on the quality of education.



#### **4.4.5 Quality assessment and management**

Table 16 shows that under FPE a total of 53% of class teachers agreed that they gave inadequate assignments while 55% agreed not to have adequate contact hours with pupils and attributed all this to large class sizes that made giving and marking assignments regularly difficult.

On assessment of pupils 52% assessed pupils weekly or monthly before FPE while 100% of respondents had uniform assessment program of weekly or monthly assessment after FPE. This means FPE had a positive effect on pupil assessment

On checking of teachers records while it was done termly as reported by 40% of respondents before FPE, this moved to 44% after FPE while it happened monthly for 30% of the respondents before FPE and 46% after FPE. This shows there is an improvement on supervision in schools with inception of FPE.

From table 20, before FPE 52% described quality assessment in the schools as adequate with 48% describing this as inadequate while after FPE, 80% described quality assessment as adequate with only 20% describing this as inadequate.

From table 24, on average, only 16% of respondents had attended the listed management courses as compared to 38% after FPE. It can hence be concluded that FPE came with an emphasis on improvement on managerial skills on the part of head teachers which has positive effect on quality of education.

52% of respondents were concerned with how schools were managed especially the composition of management committees and suggested a minimum academic qualification to be eligible to sit on such committees. This was one area that compromised on the effect of FPE.

#### **4.4.6 Access, Retention and Completion**

From table 21 it can be seen that 60.4% of class teachers and 100% of head teachers felt that there was inadequate access to education before FPE attributed to poverty, lack of sensitization and lack of legislation on making education compulsory. On the other hand 83% of class teachers and 100% of head teachers felt that there was adequate access to education after FPE.

On retention of pupils, 78.2% of class teachers and 76% of head teachers felt that there was inadequate retention of pupils in schools before FPE while 73.2% of class

teachers and 68% of head teachers felt that there was adequate retention of pupils after FPE.

On completion, it can be observed from the above table that 78.2% of class teachers and 60% of head teachers thought that completion was inadequate before FPE this changes after FPE with 58.4% and 72%% of class teachers and head teachers saying that it was adequate.

## **CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.**

### **5.1 Introduction**

This chapter presents summary of the findings, discussion of the findings, conclusions drawn and recommendations based on the conclusions.

### **5.2 Summary of findings**

The study was guided by the following specific objectives;

1. To assess the increased class size and enrolment in free primary education to quality of education.
2. To identify impact of free primary education on teacher availability to quality of education.
3. To establish the impact of free primary education on availability of teaching and learning resources to quality of education.
4. To establish the impact of free primary education to school funding.
5. To identify the impact of free primary education on quality assessment and management to quality of education.

In this chapter, summary of the findings are presented with the aim of briefly addressing each of the objectives and research question. This study's basic premise was that FPE has had a considerable impact on the quality of education in Kenya.

#### **5.2.1 Class Sizes and Enrolment.**

This study revealed that majority of schools were overcrowded i.e 46% due to increase enrolment in FPE and small class sizes constructed to accommodate 40 pupils but held unto 70 pupils. Increased enrolment also resulted to shortage of teachers and reduced personal interaction between pupils and teachers. While large school enrolment is a laudable achievement and a sign of quality education, the problem is that this sudden up surge of pupils in schools was not planned for hence making the increased enrolment a challenge to quality education.

### **5.2.2 Availability of teachers.**

Despite the government coming up with a higher number of TPR of 1:50, this research found out that 60% of schools had surpassed this number. This was attributed to the government's inability to hire more teachers to match the number of pupils in schools. After FPE understaffing was reported by 79% of respondents as opposed to 60% before FPE.

### **5.2.3 Adequacy of physical facilities and resource.**

While an average of 54% of respondents reported inadequacy of facilities and resources before FPE, this reduced to an average of 29% reporting on inadequacy of facilities after FPE. It then can be said that FPE contributed to positive effect of FPE on quality of education.

### **5.2.4 Effect on funds.**

Before FPE, an average of 84% of respondents reported to have inadequate funds to run schools while only 38% reported to have inadequate funds after FPE. This shows that FPE has had a positive effect to the economic position of schools hence improving the quality of education offered.

### **5.2.5 Quality Assessment and Management**

Giving of assignments dropped from 55% to 53% of respondents while assessment of pupils improved from 52% respondents who tested weekly or monthly to 100%. Checking of teacher's records on monthly basis increase from 30% to 46% after FPE while those who said quality assessment was adequate moved from 52% to 80% after FPE. 52% of respondents were not satisfied with school management especially the composition of management committees.

### **5.2.5 Access, Retention and Completion**

An average of 80% of respondents felt that there was inadequate access to education before FPE and only 9% said the same after FPE. 77% felt that there was inadequate retention of pupils in schools before FPE; this reduces to only 30% after FPE. While 69% of all respondents thought that completion was inadequate before FPE, this reduces to only 30% of all the respondents after FPE.

### **5.3 DISCUSSION OF FINDINGS**

This section presents discussion of the findings based on the five objectives of this study in relation to the literature review in the earlier section of this report.

#### **5.3.1 Class Sizes and Enrolment.**

This research revealed that there was increase enrolment in public primary schools due to FPE policy of non payment of school fees. The government and development partners decision pay Kshs. 1,020 for each primary child in that year. The FPE did not require parents and communities to build new schools, but they were to refurbish and use existing facilities such as community and religious buildings, NARC (2000). This move appears to have borne fruits due to the large enrolments that have been found in schools soon after together with improved sensitization of the community on education matters and adoption of the Universal Declaration of Human Rights, adopted in 1948, declaring that "everyone has a right to education." and *The World Conference on Education for All (EFA)*, held in Jomtein, Thailand in 1990 were Kenya was a signatory. *Republic of Kenya (2005).*

This is also seen to be in line and a positive step towards development goals of Kenya. According to *Kenya vision 2030*, Republic of Kenya (2007), Kenya will provide globally competitive quality education, training and research to her citizens for development and enhanced individual well-being. The overall goal for 2012 is to reduce illiteracy by increasing access to education, improve the transition rate and raising the quality and relevance of education.

On the other hand, the attainment of enrolment target calls for more resources allocation like bigger classrooms and more teachers and facilities which appeared to be a challenge to quality FPE. Overcrowded classrooms is a major effect of FPE as noted by Republic of Kenya (2003), where it is reported that with a GER of 99% that lead to overstretched facilities and overcrowding in schools. The massive enrolment has created ripples in the quality of education under the FPE program, Otieno (2003). This agrees with the findings of this research where 46% of respondents reported overcrowding in schools due to unplanned and sudden increase in enrolment due to FPE.

### 5.3.2 Availability of teachers.

The number of teachers nationally is not a major constraint because Kenya's PTR with FPE stands at 1:41 up from 1:32. However, deployment of teachers remains inefficient and new measures will be needed to improve their utilization, Gichura (2009). This is not the case with of Kimilili division where 60% of schools had TPR of above 1:51 way above the recommended 1:50 with the biggest huddle being distribution of teachers.

While most schools had PTR of 1:51, the challenge was in ensuring a balance on the number of pupils in each stream to match the number of teachers. With 484 classrooms with 404 teachers, there is a gap that needs to be filled. Teacher's were found to be overloaded with lessons and admitted not to have adequate contact hours with pupils.

This is true of the situation in other places in the country with reports that parents were paying a minimum of Kshs 500 per month for extra tuition in an attempt to make up for poor learning in public schools due to lack of enough teachers Actionaid (2007) and that pupils in most public schools were no longer given homework because the number of pupils each teacher is supposed to handle is too large too large for such exercises or individual attention. This was reported to be the case in this study.

Gichura (2009) in his research reported that due to FPE that teachers are not able to monitor each individual learner hence compromising on standards. The average school size in 2002 was about 340 students with the largest primary school having no less than 1, 600 pupils. This agrees with the finding of this research done in Kimilili division.

School committees were reported to hire teachers and paying them as casual laborers, this has a bearing on the quality of teaching such teachers can offer their pupils and is against what is stressed that the status, morale and professionalism of teachers should be enhanced, UNESCO (2003). This practice ends up compromising quality of FPE.

### **5.3.3 Adequacy of Learning Materials/ Resources.**

This research found that 55.8% of respondents reported that schools were poorly equipped before FPE while 66.9% reported of schools being fairly equipped after FPE. Although it was agreed that the facilities like playing fields and other equipments were not adequate, there was a general improvement with the inception of FPE, while only 18% reported of having adequate toilets, 95.5% of teachers responded that they had adequate textbooks which was a great achievement under FPE in providing quality education.

There was however need to improve on the size and number of class rooms available and this was in agreement with Gichura (2009) findings that school expansion needs to be done cautiously to avoid future cases where classes may not be fully utilized due to normalization of enrolment

## **5.4 CONCLUSIONS**

Based on the findings of this study, a number of conclusions were drawn. FPE has had a positive impact on enrolment and access in public primary schools. Most of the schools going age children are now in school which was a major objective of FPE.

On availability of funds and learning resources, more funds has now been made available to schools and in a more equitable manner which has greatly enhanced the quality of education through empowering of these schools economically as to be able to afford important learning and teaching materials like books for reading and writing and has also enabled poor parents to send their children to school due to abolition of school fee payments.

However, due to little planning that went into the launching of this project, a number of quality indicators are still affected negatively with FPE. Enlarged class sizes have led to overcrowding in most schools and there is a shortage of teachers, limited play ground and few toilets. These are some issues that need to be tackled.

## **5.5 RECOMMENDATIONS**

From the findings of this study, a number of recommendations are suggested in an effort to improve the quality of education in FPE project. There is an urgent need to employ more teachers to match the number of pupils in all public primary schools. There is also need to build more classrooms and more toilets to cater for the increased number of pupils.

There is also need to improve on monitoring and evaluation and have better total quality management systems in FPE. Increased funding is also suggested as a major boost to quality FPE.

## **5.6 Suggestions for Further Research**

More research is worth undertaking to establish the contribution of free primary Education (FPE) in the country. Research also needs to be done on how other countries have been able to finance basic education sustainably and how best to overcome issues that have been found to negatively affect the quality of FPE.



## REFERENCES

- Actionaid assessment report (2007). *The impact of the public sector wage bill ceilings on hiring of teachers*,
- Abagi, Okwach, Wasunna Owino, Daniel N. Sifuna, Margaret Waga, Charles Ngome, David Aduda and A. Karugu (2000). *Implementing the Report of the Commission of Inquiry into the Education System of Kenya (The Koech Report): Realities, Challenges and Prospects*. Nairobi: Institute of Policy Analysis and Research. IPAR Special Report No. 3.
- Baker, D.P. & Wiseman, A (2007). *Education for all: Global promises, national challenges*. New York: Elsevier Science.
- Best J, W & Kahn V, J (1998) *Research in Education*. Boston, Ashley and Bacon.
- Buhere .P (2007). *Study of quality of education in public secondary schools in Webuye division of Bungoma District*. Thesis.
- Daily Nation. 12<sup>th</sup> February, 2007.
- Daily Nation February. 15<sup>th</sup> 2003.
- Deobold B.V. (1979). *Understanding Educational Research- An Introduction. (Forth Edition)*. New York: McGraw.
- East African Standard, 3<sup>rd</sup> October 2003.
- East African Standard 11<sup>th</sup> April 2003.
- East African Standard, February, 27, 2003.
- Eshiwani G. S. (1993). *Education in Kenya since independence*. Nairobi: East African Education Publishers.
- Fuller. B (1986). *Raising school Quality in Developing Countries: What Investment Boost Learning?* Washington DC, World Bank discussion paper.
- Juran, J. & Godfrey, A.B (eds) (1999), *Juran Quality hand book*, 5<sup>th</sup> Ed. (New York: McGraw Hill).
- Republic of Kenya (1999). *Koech committee Report of the commission of inquiry into Education in Kenya*, Nairobi: Government printers.
- \_\_\_\_\_ (2001) *Education for All (EFA) in Kenya: A National Handbook on EFA 2000 and Beyond*.
- \_\_\_\_\_ (2001) *Economic Survey*, Government Printer, Nairobi.
- \_\_\_\_\_ (2002). *Economic recovery strategy for wealth and employment creation*. Nairobi: Government Printers.

- \_\_\_\_\_ (2003) Report of the Task Force on Free Primary Education. Nairobi: Government Printers.
- \_\_\_\_\_ (2003). *Achieving millennium development goals in Kenya*. Nairobi: Government Printers. (2007). Kenya Vision 2030, Nairobi: Government Printers.
- \_\_\_\_\_ (2005). *Challenges of implementing free primary education in Kenya*. Nairobi: Government printers.
- Hom W, (2000). *An Overview of Customer Satisfaction Models, Policy, Planning & External Affairs Division, California Community College*, viewed 14 February 2009, [www.rpgroup.org](http://www.rpgroup.org).
- Kraft. & Sakofs, M. (Eds). (1988). *The theory of experimental education*. Boulder, Co: As association for Experiential Education.
- Laaru N.M (2006). *Free primary Education, constraints facing its implementation Tigania*. Theses.
- Mugenda M. Olive (2008).
- Mugenda M. Olive and Mugenda G. Abel. (1998). *Research Methods*. Nairobi: Acts Press.
- Mukathe D.M (1999). *Universal Education, Evolution and Justification in Developing Countries*. Unpublished Report on UPE. UON.
- Mulusa (1988). Evaluative education and community development programs. Nairobi, Deutsche shiftung for international Ent wickling and UON.
- NARC (2002). *Democracy and Empowerment: Manifesto of the National Rainbow Coalition (NARC)*. Nairobi: National Rainbow Coalition.
- Otieno S. (2003). *Kenya-A top achiever of Universal Education*. Retrieved On November, 15th, 2005 from <http://www.eastandard.net/>
- Orodho A. J (2004). *Techniques of writing a research Proposal and Reports in Education and Social Sciences*. Nairobi: Masola Publishers.
- Orodho A.J (2003). *Session Paper No. 10 of 1965 on African Socialism and Its Application to Planning In Kenya*, Nairobi: Masola Publishers.
- Orodho A.J (2003). *Essentials of Educational and Social Sciences Research Methods*. Nairobi: Masola Publishers.
- Sifuna et al (2004). *The illusion of free primary education in Kenya*, Wajibu,

- \_\_\_\_ (1992). *Introducing History of Education*. Nairobi, Nairobi university press.
- Tordley (2005) 'Give Africa a private schooling'. Retrieved On November, 15th, 2008 from <http://www.eastandard.net/>
- UNESCO (2007). *Teachers and Educational Quality: Monitoring Global Needs for 2015*. Montreal: UNESCO Institute for statistics.
- UNESCO (2005). *Challenges of Implementing Free Primary Education in Kenya: Experiences from Districts*. Nairobi. Unesco Nairobi office.
- UNESCO (2005). *Report On Improving the Quality Of Education*, Retrieved on December, 24th, 2008, from [eferaport.unesco.org](http://eferaport.unesco.org).
- UNICEF (2000): *Children's Act*. UNESCO (2003). *World Summit on Education*, Johannesburg. Retrieved on December, 24<sup>th</sup>, 2008, from [eferaport.unesco.org](http://eferaport.unesco.org)
- UNESCO (2003). *ministerial round table on quality education*, Retrieved on December, 24th, 2008, from [eferaport.unesco.org](http://eferaport.unesco.org).
- UNESCO (2004). *Gender And Education for All: The Leap for Equality, Making Primary Education Affordable*. Retrieved on December, 24<sup>th</sup>, 2008, from [eferaport.unesco.org](http://eferaport.unesco.org)
- UNESCO (2007). *Gender Policy in Education*, Retrieved on December, 24<sup>th</sup>, 2008, from [eferaport.unesco.org](http://eferaport.unesco.org)
- UNICEF (2000). *National Report for the Special Session of the Un General Assembly On Follow Up To The World Summit For Children*. Gigiri, Nairobi, Kenya: United Nations Office.
- WERK (2004). *Participation of Orphaned and Vulnerable Children in FPE, Kenya* Retrieved on 25 April 2009 from [www.norrag.org/db](http://www.norrag.org/db)
- Wiersma W. (1991). *Research Methods in Education. (Fifth Edition)*. Boston: Allyn and Bacon.
- Wanderi Collins (2008) *Better management of schools needed*. Retrieved on 25 April 2009 from [www.norrag.org/db](http://www.norrag.org/db)
- World Bank (2006). *Support for education in Kenya*, Retrieved on December, 24<sup>th</sup>, 2008, from [eferaport.unesco.org](http://eferaport.unesco.org)
- Kimenyi et al (2007). *Achieving UFE-can Kenya achieve it?* Retrieved on 25 April 2009 from [www.norrag.org/db](http://www.norrag.org/db)
- Koontz and O'Donnell (2002). *Principals of management*,

Gichura Salome (2009) The turning point: free primary education in Kenya. Retrieved on 25 April 2009 from [www.norrag.org/db](http://www.norrag.org/db)

UNESCO (2002) *EFA Global Monitoring Report*. Retrieved on December, 24th, 2008, from [eferaport.unesco.org](http://eferaport.unesco.org).

## **APPENDICES**

### **Appendix I: letter of introduction**

**NALIANYA M. ROBINSON,  
C/O STELLA,  
P.O.BOX 282,  
KIMILILI.**

Dear Sir/Madam,

**Re: Research on Effect of FPE on Quality of Education in Kenya**

A study is being conducted on effect of FPE to quality of education in Kenya. A case of Kimilili Division. Your school has been selected for this study and you as one of the participants in this study. Please respond to the questions given below. Your honest response will be highly appreciated. The information you provide will be used for research purposes only and will be treated with confidentiality.

Thank you in advance.

Yours Faithfully,

**Nalianya M. Robinson.**

## APPENDIX II: QUESTIONNAIRE I

### Head Teachers' Questionnaire

#### Effect of FPE to quality of education in Kenya. A case of Kimilili Division.

Introduction: This Questionnaire is about the Effect of FPE to quality of education in Kenya. Please kindly respond to all questions. Tick ( ) within brackets provided to indicate your choice when brackets are not provided use the blank space provided.

### SECTION A

1.a) i. Name of school \_\_\_\_\_

ii. Location of the school.

Rural ( )      Urban ( )

b) Student composition of your school

Mixed day school ( )                      Mixed boarding ( )

Boys Boarding ( )                      Boys day ( )

Girls boarding ( )                      Girls day ( )

2. A) your gender. Male ( )              Female ( )

b) Age. Below 30 ( )      30-40 ( )

41-50 ( )                      Over 50 ( )

3. What are your qualifications?

B.Ed ( )                                      Diploma ( )

P1 ( )    P2 ( )

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

4. For how long have you been a teacher?

Below 3 years ( )                      4-6 years ( )                      Over 6 years ( )

### SECTION B.

1. a) i) What is the population of students in your school?

Population	
Below 500	
500-800	
801-1000	
801-1000	

1. b) Please indicate the population of pupils in the years indicated below?

Year	Pupils
2001	
2003	
2005	
2007	
2009	

1. c) Did your school get an increase in enrolment following FPE program?

YES ( ) NO ( )

If the answer to the above is yes, what factors could have contributed to increased enrolment?

---

---

---

2. a) How many teachers do you have on your staff? \_\_\_\_\_

TSC employed \_\_\_\_\_ School employed \_\_\_\_\_

b) If you have school employed teachers, how do you pay them?

---

c) What is the Teacher pupil ratio of your school? Tick where appropriate.

Teacher pupil ratio	
1:45 & below	
1:46-1:50	
1:51-1:60	
1:61 & over	

d) Do you think you are adequately staffed? YES ( ) NO ( )

If NO, why do you think it is so? \_\_\_\_\_  
 \_\_\_\_\_

e) Indicate in the table below the number of streams in the school and the number of TSC teaches in the school.

No. of streams	No. of teachers

3. i) what is the effect of FPE on the following?

a) Toilet facilities

Adequate ( )                      Inadequate ( )

Ratio (pupils per toilet) before FPE \_\_\_\_\_

Ratio (pupils per toilet) after FPE \_\_\_\_\_

b) Text books

Adequate ( )                      Inadequate ( )

Ratio (pupils per textbook) before FPE \_\_\_\_\_

Ratio pupils per textbook) after FPE \_\_\_\_\_

c) Pencil, rubber, ruler

Adequate ( )                      Inadequate ( )



3 iii) How do you rate your school in terms of availability and adequacy of facilities before and after implementation of FPE program?

	Before FPE	After FPE
well equipped		
Fairly equipped		
Poorly equipped		

3. iv) Does Inadequate teaching materials apply in your school?

Before FPE ( ) After FPE ( )

4. a) What factors hamper smooth financial flow in the school if any? \_\_\_\_\_

b) How do you rate the funding the school has been receiving before and after introduction of FPE? Tick in the appropriate box.

	Before FPE	After FPE
Adequate		
Inadequate		

5. a) How would you rate the schools community contribution to schools development before FPE?

	Before FPE	After FPE
Very good		
Fair		
Not good		

5. b) What have you done to promote community participation in the school?

5. c) How has FPE policy affected quality of education in your school?

Improved tremendously ( ) Lowered ( )

Improved ( ) Lowered tremendously ( )

Remained the same ( )

5. d) Give reasons for your answer above.

5. e) How do you rate teacher's commitment and devotion to duty?

High ( )      Moderate ( )      low ( )

f) What do you attribute your observation above to?

6. i) How often are your school books of account audited?

Monthly ( )      Every term ( )      Every six months ( )      Yearly ( )

ii) How many times have quality assurance officers visited the school in the last three years?

Once. ( )      Several times. ( )      Never. ( )

iii) Have this visits been of any benefit to the quality of education?

YES ( ) NO ( )

Explain \_\_\_\_\_

iv) Does inadequate monitoring and evaluation apply in your school?

Before FPE ( )      After FPE ( )

7. What are your views on the following?

a) Access to education

	Before FPE	After FPE
Quite adequate		
Adequate		
Inadequate		

b) Retention of pupils in school

	Before FPE	After FPE
Quite adequate		
Adequate		
Inadequate		

c) Completion of primary education

	Before FPE	After FPE
Quite adequate		
Adequate		
Inadequate		

8. i) Which management course have you attended?

course	Before FPE	After FPE
Motivation and stress management		
Guidance and counseling		
Finance		
Human resource		
Public relations		
HIV/AIDS		
PRISM		
Any other		

ii) Do you think the course had any value in FPE with regard to quality of education?

---



---

8. ii) What methods do you use to supervise your teachers?

- Class secretaries ( )      Signing in class ( )  
 walking around ( )      Teachers work on there own ( )  
 Any other. (Specify) \_\_\_\_\_

8. iv) How often do your teachers assess pupils?

Weekly. ( ) Monthly. ( ) Termly. ( )

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

v) How does result of assessment assist learners/ teachers?

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

9. a) compare the schools performance in KCPE exam mean score before and after FPE.

Increase ( )      Decrease ( )      Remained the same ( )

b) Give some factors that can be attributed to poor / improved performance in exams after FPE.

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

10. b) How has FPE policy affected quality of education in your school?

Improved ( )      Remained the same ( )      Lowered ( )

10. c) In your opinion, what should be done to improve the quality of education under FPE?

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

Thank you for your cooperation.

### Appendix III

#### Questionnaire II. Questionnaire to class teachers.

#### Effect of FPE to the quality of education in Kenya.

Introduction: This Questionnaire is about the Effect of FPE to quality of education in Kenya. Please kindly respond to all questions. Tick ( ) within brackets provided to indicate your choice when brackets are not provided use the blank space provided.

#### Section 1.

1. a) i. Name of school \_\_\_\_\_

ii. Location of the school.

Rural ( ) Urban ( )

b) Student composition of your school

Mixed day school ( ) Mixed boarding ( )

Boys Boarding ( ) Boys day ( )

Girls boarding ( ) Girls day ( )

2. a) Your gender. Male ( ) Female ( )

b) Age. Below 30 ( ) 30-40 ( )

41-50 ( ) Over 50 ( )

3. What are your qualifications?

B.Ed ( ) Diploma ( )

P1 ( ) P2 ( )

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

4. For how long have you been a teacher?

Below 3 years ( ) 4-6 years ( ) Over 6 years ( )

#### Section II

1. a) What is the effect of FPE on Classroom Space?

Adequate ( ) Inadequate ( )

b) Below tick where it applies in your school.

	Before FPE	After FPE
Understaffing		

2. a) Approximately how many pupils do you interact with at a personal level per day either for counseling or academic consultation before and after FPE?

	Before FPE	After FPE
1-5		
6-10		
More than 10		
none		

c) What is the effect of FPE on Workload?

i) increase ( )

ii) remained same ( )

iii) Decreased ( )

d) How many lessons did you have before and after FPE per week?

Before FPE	After FPE
10-20 ( )	10-20 ( )
21-30 ( )	21-30 ( )
31-39 ( )	31-39 ( )
40 & over ( )	40 & over ( )

3 i) Below is a list of teaching and learning facilities, please tick where you think it's applicable to you.

Facility	Strongly agree	agree	undecided	Disagree	Strongly disagree
School has enough classes.					
Library-adequate					
Desks-adequate					
instructional materials (chalkboard ,audio)adequate					

3 iii) How do you rate your school in terms of availability and adequacy of facilities before and after implementation of FPE program?

	Before FPE	After FPE
well equipped		
Fairly equipped		
Poorly equipped		

3. iv) What is the effect of FPE on the following?

a) Toilet facilities

Adequate ( ) Inadequate ( )

Ratio (pupils per toilet) before FPE\_\_\_\_\_

Ratio (pupils per toilet) after FPE\_\_\_\_\_

b) Text books

Adequate ( ) Inadequate ( )

Ratio (pupils per textbook) before FPE

1 ( ) 2 ( ) 3 ( ) 4 & over ( )

Ratio (pupils per textbook) after FPE

1 ( ) 2 ( ) 3 ( ) 4 & over ( )

c) Pencil, rubber, ruler

Adequate ( ) Inadequate ( )

4. i) How do you rate the funding the school has been receiving before and after introduction of FPE? Tick in the appropriate box.

	Before FPE	After FPE
Adequate		
Inadequate		

5. i) Apart from the ones listed above, what other challenges are you facing as a teacher regarding the quality of teaching in the school?

challenge	Agree strongly	agree	Not sure	disagree	Strongly disagree
Too much work					
Low wages					
Poor school management					
Lack of motivation					
Lack in-service/workshops					

5. a) How would you rate the schools community contribution to schools development before FPE?

	Before FPE	After FPE
Very good		
Fair		
Not good		

6 ii). The following are challenges posed by FPE. To what extend are they applicable to you. Indicate your response using a tick.

Challenge	Agree strongly	Agree	Not sure	disagree	Strongly disagree
Inadequate assignments					
Inadequate pupils contact hrs					



6. i) How often do you assess pupils?

	Before FPE	After FPE
Weekly.		
Monthly		
Termly		
Any other (specify)		

ii) How often are your schemes and record of work and lesson plans checked?

	Before FPE	After FPE
Weekly.		
Monthly		
Termly		
Not at all		

iii) How would you describe quality assessment in the school?

	Before FPE	After FPE
Quite adequate		
Adequate		
Inadequate		

v) How many times have quality assurance officers visited the school in the last three years?

Once ( )    Several times ( )    yearly ( )    Never. ( )

vi) Have this visits been of any benefit to the quality of FPE education?

YES ( ) NO ( )

Explain \_\_\_\_\_

7. i) what are your views on the following?

a) access to education

	Before FPE	After FPE
Adequate		
Inadequate		

**b) Retention of pupils in school**

	Before FPE	After FPE
Adequate		
Inadequate		

**c) Completion of primary education**

	Before FPE	After FPE
Adequate		
Inadequate		

8. Please give suggestions regarding management that you think needs to be addressed in order to ensure quality of education in FPE.

---

---

---

9. i) What are some of the challenges you encounter as a teacher due to FPE?

Before FPE \_\_\_\_\_

After FP \_\_\_\_\_

ii) In your opinion, what should be done to improve the quality of education under FPE?

---

---

iii) How has FPE policy affected quality of education in your school?

Lowered ( ) Improved ( )

Remained the same ( )

v) Give reasons for your answer above.

---

---

---

Thank you for your cooperation.

## APPENDIX IV

### Time schedule

ACTIVITY	DURATION
Preliminary survey of relevant agencies in Bungoma north and Kimilili division.	1 week
Developing research instruments, training research assistants and pre-testing instruments	2 weeks
Resource mobilization: Stationery, camera, fare, accommodation, food and miscellaneous.	1 week
Actual data collection	2 weeks
Data coding and analysis	2 week
Report writing and presentation	1 week

## APPENDIX V

### BUDGET

#### BUDGET ESTIMATE

##### 1. Preliminary survey

a) Return fare for 4 districts @ Kshs. 200	= Kshs. 800
b) Food in 4 districts @ Ksh.300	= Ksh.1200
c) Miscellaneous (Stationery e.t.c.)	= <u>Kshs. 500</u>
	<b>Ksh.2500</b>

##### 2. Cost of developing instruments for:

a) Pre-testing (50 instruments @ 4 pages	=Ksh.400
b) Actual research (100 instruments @ 4 pages)	= <u>Ksh.800</u>
	<b>Ksh.1200</b>

##### 3. Cost of training 4 research assistant for 1 day:

a) @ meal Ksh.300	=Ksh.1200
b) Fare @ Kshs. 100	= <u>Kshs. 400</u>
	<b>Kshs. 1800</b>

##### 4. Pre-testing instruments in the field

Fare for 5 people @ Ksh.100 for 4 days	=Ksh.2000
Meals for 5 people @ Ksh.200 for 4 days	= <u>Ksh.4000</u>
	<b>Ksh.6000</b>

##### 5. Cost of data collection, analysis and report writing

Stationery (pens/folders/rulers/pencils e.t.c.)	= Ksh.550
Return Fare for 5 people @ Ksh.200 for 4 districts	=Ksh.4000
Meals for 5 people @ Ksh.300 for 4 districts	=Ksh.6000
Duty allowances for 5 people; 14 days @ Ksh.250	=Ksh.17500
Data analysis using computer packages; 2 hours daily (2weeks) Kshs 1@ minute	=Ksh.1680
Report writing using computer (approximately 1wk)	= <u>Ksh.1200</u>
	<b>Ksh.30, 430</b>

**TOTAL COST OF THE PROJECT =Ksh.41, 930**

# MINISTRY OF EDUCATION

Telephone Bungoma:  
DEO's House :  
When replying please quote  
Our REF: BGM/N/3/6 V.1/17



DISTRICT EDUCATION OFFICE  
BUNGOMA NORTH DISTRICT,  
P.O. BOX 687,  
KIMILILI.  
DATE: 13/07/09

TO WHOM IT MAY CONCERN

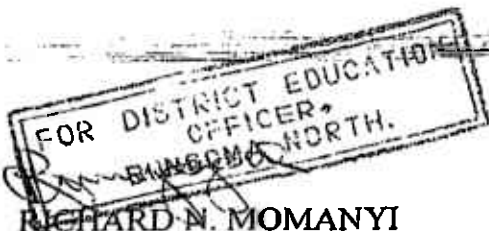
## **RE: NALIANYA MBAKO ROBINSON**

The above mentioned is a student of the University of Nairobi pursuing a Master of Arts degree in project planning and management.

He is carrying out a study on the effects of Free primary Education on the quality of education in Kenya: A case of Kimilili Division.

He will conduct his study between 14<sup>th</sup> July, 2009 and 30<sup>th</sup> July, 2009.

Any assistance accorded to him will be highly appreciated.



RICHARD N. MOMANYI  
FOR: D.E.O  
**BUNGOMA NORTH DISTRICT**