

**A STUDY ON THE CHALLENGES OF IMPLEMENTING FREE  
PRIMARY EDUCATION (FPE) IN PUBLIC SCHOOLS IN KISUMU  
MUNICIPALITY.**

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**DECLARATION**

**This research report is my original work and has not been presented for a degree in any other university**

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## **ACRONYMS AND ABBREVIATIONS**

**AIDS** -Acquired Immune Deficiency Syndrome.

**ASAL**- Arid and Semi-Arid Lands.

**ECD**- Early Childhood Development.

**E.F.A** - Education for All.

**F.P.E** - Free Primary Education.

**HIV**- Human Immunodeficiency Virus.

**K.C.P.E** - Kenya Certificate of Primary Education.

**KES**- Kenya shillings.

**MDGs**- Millennium Development Goals.

**M.O.E** - Ministry of Education..

**MOEST**- Ministry of Education Science and Technology.

**MVC** -Most vulnerable children.

**PTR** -pupil-teacher ratios.

**S.B.M** - School Based Management.

**STAR**- Student Teacher Achievement Ratio.

**U.N.E.S.C.O** - United Nations Educational Scientific and Cultural  
Organizations.

**U.P.E** - Universal Primary Education.

## **DEFINITION OF SIGNIFICANT TERMS:**

**Feeder schools-** These are smaller schools within the catchment area of a larger primary school. These smaller schools are more accessible especially to the younger pupils who are not able to travel long distance.

**Free primary education-** This is primary education of pupils from class 1 to 8, with no tuition charges on the pupils but some levies on the parent e.g. uniforms, lunch, exam and development fees.

**FPE Grant-** This is the annual disbursement of KES 1,020 for every pupil per school for purchase of book and other teaching and learning resources.

**Large class size-** Is a class with more than 45 pupils (the normal class size as per the ministry of education regulation).

**Project STAR (Student Teacher achievement ratio) –** This was a large scale 4 year experimental study of reduced class size in Tennessee General Assembly (US). It was conducted by the state department of education. Over 7,000 students in 79 schools were randomly assigned into the project.

**Teacher's attrition** - is the exit of teachers from the profession and the movement of teachers to better private schools. This is on the increase due to low salaries, poor work conditions, inadequate professional development opportunities, and support to the teachers.

## ABSTRACT

Since independence in 1963, the Kenya government has considered education as an important strategy for sustainable development and eradication of ignorance, poverty and disease. Further, Kenya is a signatory to the regional and international protocols relating to education for all children. These include the world declaration on Education for All (EFA), arising from the World conference referred to as the Jomtien Conference of March 1990. The others are the Convention on the Rights of the child in 1990, and Dakar Conference in April 2000.

Building on the previous efforts and initiatives towards the attainment of universal primary education (UPE), the government declared Free Primary Education (FPE) in January 2003, with the intention of removing all levies that previously prevented children especially the vulnerable groups from accessing education. The long term objectives of the government is to provide every Kenyan with basic quality education and training

In view of this, implementation of Free Primary Education should ensure that quality education is provided to all children, pupils do not drop out, and the levies are not introduced in the school without the Ministry of Educations authority. This is no doubt a difficult but manageable task. The purpose of the study will therefore investigate the challenges of implementation of FPE in Kisumu municipality.

The study population will consist of 116 head teachers, 1279 teacher, and 73,079 pupils in public primary schools in Kisumu municipality (MEO, 2008). Stratified random sampling will be used to select 234 teachers, 390 pupils in class four to 8 from the selected schools in Kisumu municipality.

The instruments for data collection were questionnaires for teachers and pupils, interview schedule for head teachers, and check list document analysis.

The data collected was analyzed on an ongoing process as themes and sub-themes emerged and, by use of descriptive statistics. This involved grouping the data, tabulating and expressing it in percentages. The significance of the study was that it highlighted major challenges influencing the implementation of Free Primary Education in Kisumu municipality and also suggested appropriate measures for successful implementation of FPE.

## **CHAPTER 1: INTRODUCTION**

### **1.0. Background of the study.**

The right to education is a fundamental human right to which governments committed themselves under the 1989 Convention of the Rights of the Child. It occupies a central place in human rights and is essential and indispensable for the exercise of all other human rights and for development. Civil, political, economic and social rights cannot be exercised by individuals unless they have received a certain minimum education. "As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain a means to participate fully in their communities" ( UNESCO report March 2005).

School also offers children a safe environment, with support, supervision and socialization. Here they learn life skills that can help them prevent diseases, like how to avoid HIV/AIDS and malaria. They may receive life-saving vaccines, fresh water and nutrient supplementation at school. Educating a girl also dramatically reduces the chance her child will die before age five. Conversely, denying children access to quality education increases their vulnerability to abuse, exploitation and disease. Girls, more than boys, are at greater risk of such abuse when they are not in school. For many villages, a school also provides a safe haven for children, a place where they can find companionship, adult supervision, latrines, clean water and possibly meals and health care. ([www.unicef.org](http://www.unicef.org)).

Millions of children around the world are deprived of the right to education. The result is, one out of three children never see the inside of a classroom. It is because of this that UNESCO works with national Governments and development partners to achieve Universal free primary education ( FPE) and gender equality by 2015 ([www.portal.unesco.org/educ](http://www.portal.unesco.org/educ)).

In Africa, FPE has recently been implemented in the following countries: Malawi, Uganda, Lesotho and Kenya. The key issues in introducing FPE in Africa were to maintain social contact with the electorate, establish quality education and develop human capacity. Despite it's implementation, questions have arisen about sustainability, lack of planning time, slowness to deliver and problems of quality ( World Bank, 2004). Moreover, public response has been overwhelming, creating access shock. Enrollment jumped by 68% in Malawi, 75% in Uganda and 22% in Lesotho. This led to overcrowding resulting in double or triple shift teaching in these countries. Problems of teacher shortage and inadequate texts and teaching materials also emerged. Clearly the systems in these countries were not geared for logistical implications of FPE (Arenstrop, 2004).

In Malawi, FPE was introduced in October 1994 following its announcement by the President Bakili Muluzi. Just prior to that time, the Banda Government had brought in tuition waivers, in phases, from Standard 1. Even though parents still had to pay book fees and contribute to school funds, the number of students jumped to over three million from . 1.6 pupils (<http://unesdoc.unesco.org>).

In Uganda, Universal Primary Education (UPE) was introduced in January 1997. Education was seen as an important foundation of the Poverty Eradication Action Plan. Tuition fees were abolished for 6- 12 year-old

pupils, and this was intended to apply to a maximum of four children per family. In addition, disabled and orphaned children were to be given special consideration. In practice, however, it was applied virtually to all children in this age group (<http://unesdoc.unesco.org>). There was an increased enrollment of pupils from 2 million to 6 million ([www.en.wikipedia.org/wiki](http://www.en.wikipedia.org/wiki)).

In 2002, the Government of Zambia declared free primary education for all pupils from grades 1 – 7. All user fees were abolished, and uniforms were no longer compulsory. Schools would still be able to raise funds, but no child could be denied access to school on account of costs. In the first year of FPE, 2002, primary enrolments grew by 7% (<http://unesdoc.unesco.org>).

In Burundi, after 12 years of civil war, President Pierre Nkurunziza chose to put children's right to education on the Agenda of his government by introducing free primary education in September 2005 (New York Times, May 2006).

Knight and Sabot, (1990) established that primary education improves the earnings of its graduates by nineteen percent in Kenya and thirteen percent in Tanzania. Given the apparent social benefits that accrue from primary schooling which include reduced fertility, better health care and decreased child mortality, the government of Kenya has tried to raise participation rates especially after the 1961 Addis Ababa conference, which emphasized the development of primary education and achieving Free Primary Education (FPE) by 1980.

The strategy of achieving FPE was first articulated in Sessional Paper Number 10 of 1965 on African Socialism in which the government committed itself to eradicating ignorance, poverty and disease. The first step towards granting FPE in Kenya was in 1971. In that year, a presidential decree

provided free primary to pupils in lower classes. As a result, the total enrolment, which stood at 2.1 million at that time, rose rapidly so that in 1978 it had reached 3.2 million. This number also affected institutional growth such that in 1974, there were 3,700 primary schools and by 1980 the number had risen to 13,200, (Sifuna 1980).

Sheffield, (1972) however, observes that since the decree was unexpected and was not in conformity with the projected estimates of the ministry of Education, there were numerous problems faced. With enlarged enrolment, a countrywide building program had to be launched to cope with extra classes. To cope with the problem, school committees had to impose building fees for each child. In many cases, it turned out to be higher than the school fees that were charged prior to the Decree and thereby rendering FPE program meaningless.

Like many developing countries, Kenya is a signatory to the regional and international protocols relating to education for all children. These include the World Declaration on Education for All (EFA). Framework for action, arising from the Jomtein Conference of March 1990, Convention on the Rights of the child ( 1990), the Dakar Conference held in April 2000 and the Millenium Development Goals ( MDGs) of the year 2000. MDG specifically is aimed at attaining Universal Primary Education (UPE).

The NARC government declared Free Primary Education (FPE) in January 2003, with the intention of removing all levies that previously prevented children especially the vulnerable groups from accessing education. So the first step towards the implementation of FPE would be the abolition of all kinds of fees, levies and user charges that have for decades kept a large number of children and youth out of school. This was in recognition of



education as a basic right of all Kenyan children as articulated in the Children's Act of 2001. The immediate benefit to the FPE was that classrooms (especially in public schools) suddenly became full to capacity. The enrollment in lower primary rose from 5.9 million to above 7.2 million children in both formal and informal learning institutions by 2004 ([www.statehouse](http://www.statehouse)).

It was immediately observed that many of the children who had earlier dropped out of school due to school fees levy were now returning. In fact they constituted 7.5 percent of the enrolment in schools (UNESCO, 2005). There was an immediate reduction of street children in urban centres. Parents who had taken their children to private schools immediately withdrew them and re-enrolled them in public schools. Of significance was the fact that there were more girls than boys enrolling in schools. This trend was because more girls than boys are affected when schools levy fees since boys are sent to school at the expense of girls. There were also fewer child labourers and improvement in child nutrition in some cases (especially in very poor regions of the country which have school feeding programmes). Importantly, there was increased children's rights awareness and parents were warned of dire consequences if they did not observe the children's rights to basic primary education (<http://www.ocaw.ac.at/kef/download/>).

The Kenyan government has continued and remain committed to support the FPE through provision of instructional materials, teachers, maintenance and quality assurance services. Enforceability of the right to education is indeed a challenging task. In Malawi, "the ambitious plan by the Malawi government to boost its education levels by offering FPE has backfired, largely because of the horrendously poor conditions of the country's primary schools and teaching staff" ([www.africa.peacelink.org](http://www.africa.peacelink.org)).

It should be noted that despite the good intention and outcome of FPE, the programmes provides the following challenges

- a) FPE is all inclusive in the sense that admission is opened to pupils regardless of age differences and social backgrounds, hence many pupils are in classes that are not appropriate to their age and this has negative impact on their learning achievement. Some of the older pupils are indiscipline and bully younger pupils.

*“Due to increased enrolment in schools through FPE discipline was a big challenge. It was noted that with the presence of overage pupils some were deviant and with a large number of pupils in school it was not possible to maintain discipline” UNESCO, 2005 (P 72)*

- b) Due to large pupil influx, schools are facing a serious teacher shortage, especially in rural areas. This has a lot of implications on teaching and learning. It has been estimated that about 45, 000 additional teachers are required to manage the programme. However, the dilemma is how to balance the cost of teachers, and the recurrent budget in general, and the requirement of teachers in primary schools. The situation is made worse by the negative effect of HIV/AIDS pandemic on the teaching profession (<http://www.campaignforeducation.org/resources>).
- c) Access and attendance to the schools.
- d) Late disbursement of FLE grants usually delays pupils' access to textbooks and other learning resources.
- e) Most schools have inadequate classrooms to accommodate the large numbers of pupils enrolled under FPE. (UNESCO Report March 2005).
- f) Lack of clear policy and guidelines on FPE.
- g) Failure to include Early Childhood Education (ECE) and Non-Formal Education within the FPE Set up.

- h) Inadequate supervision and implementation of the curriculum: This is mainly due to lack of proper in-service for teachers on the implementation of Free Primary Education and also on the shortage of quality assurance officers.
- i) Teacher Training and Supervision: There is little supervision and few refresher training sessions after the initial training of teachers. Government education is centrally managed. The centralized management system makes it hard to manage and watch schools properly hence supervision of teachers in government schools is minimal ( <http://ih.stanford.edu/rosenfield/resources/Primary>).
- j) Curriculum: Pupils are given large amounts of homework to be completed at home, and parents who are illiterate or uneducated are not able to help their children. Children from poor families who do not have the money to hire tutors often fail to complete their work which leads to child and teacher frustration, failure and high drop out rates.
- k) Lack of sustained and comprehensive communication system:  
After the initial euphoria, it was noticed that there was lack of sustained and comprehensive communication strategy for FPE. There is lack of consultation and information on the role of various key stakeholders. As a result of this, there is general confusion amongst teachers, parents, school's committee members, sponsors and local donors. At the same time, there was lack of clear guidelines as far as FPE was concerned, and many issues were rushed through without these being addressed adequately.
- l) In addition, inadequate provision of education to children with disabilities owing to the weak identification and assessment mechanisms pose a great threat to the success of FPE program (Republic of Kenya, 2004)

All these challenges lead to decreased quality of teaching and learning in the schools. Therefore achieving the right to basic quality education for all is still the biggest moral challenges of our times.

### **1.1. Statement of the problem.**

One of the major goals of the Kenyan governments' development strategy is the attainment of Universal Primary Education (UPE). This was first articulated in Sessional Paper Number 10 of 1965 in which the government committed itself to eradicating poverty, ignorance and disease (UNESCO, 2005). To accelerate the attainment of UPE, the government declared FPE in 1974 from standard one to four. In 1978, fees were abolished up to class six in all public primary schools. However, despite the abolition of primary school fees, hidden charges and arbitrary levies still kept many children away (UNESCO, 1992). The government of Kenya is a signatory to the recommendation of the Jomtien World conference on EFA (1990) and world forum on Education in Dakar (2002) towards achievement of Universal Primary Education.

The children's act (2001) also recognizes that education is a basic human right every child must enjoy and therefore has to be protected (Republic of Kenya, 2003). To this end the government abolished most levies to parents and implemented on FPE program in the public schools in order to guarantee increased access to education services countrywide. There has seen enrollment rise by 1.3 million from 5.9 in 2002 to 7.2 in 2003 (Republic of Kenya, 2003). Of the 7.2 million pupils enrolled in primary schools in 2003, 6.9 million were in formal schools while 0.3 million were in informal schools (Saitoti, 2005).

The Education for All (EFA) campaign and the Millennium Development Goals (MDGs) have focused the world's attention on ensuring that no child is excluded from receiving primary education. Thus, the target is to ensure that by 2015, boys and girls everywhere complete a full course of primary school. With the introduction of Free Primary Education (FPE) in Kenya in 2003, primary school enrolment has now reached 7.8 million. Nevertheless, about 1.9 million primary school age children are still out of school.

Historically, Education and training provision in Kenya has been through partnership and collaboration between government, development partners, household communities, civil society organizations and private sectors. For example, Parents have the responsibility to take their children to school, encourage them to learn, provide uniform, food and build and maintain school facilities among other things. Above all parents have a responsibility to support and be involved in schools management to ensure accountability and transparency in resource management.

While the FPE has increased opportunities for access to primary schooling, a number of issues have emerged from its implementation, such as, overcrowding in classrooms, high pupil/ teacher ratios and inadequate teaching and learning materials, teacher shortage especially in rural areas and in the ASALs and late disbursement of FPR grants. (UNESCO,2005).

In Nyanza province more than ten percent of the pupils who enrolled under the FPE program in January 2003 have dropped out (Siringi, 2003). According to the Kenya Welfare Monitoring Survey (2004), the overall poverty was highest in Nyanza province and in Kisumu Municipality where over fifty percent of the population operates below the poverty line. The survey also revealed that most school children who were attracted to the FPE

programme were former street children and poor families from the rural areas and slums of Kisumu who are of mixed ages and different cultural backgrounds. This category of pupils, are not able to meet the natural obligations required of their parents and local communities such as uniforms, basic hygiene items and feeding. Since a hungry malnourished child cannot learn effectively, (Republic of Kenya, 2004), this was and is still therefore a great challenge in the implementation of FPE Kisumu municipality.

In view of all these, it is therefore necessary to conduct a study to investigate the challenges of implementing FPE in public primary schools in Kisumu municipality. The study will further come up with recommendations, strategies and resolutions on how to counter the challenges.

### **1.2. Purpose of the study.**

The purpose of this study will be to investigate on the challenges of implementing Free Primary education (FPE) in public schools in Kisumu municipality.

### **1.3. Objectives of the study.**

The specific objective of the study will be to:

1. To investigate the effects of large class sizes on the implementation of FPE in Kisumu municipality.
2. To examine the effects of inadequate facilities have on the implementation of FPE in Kisumu District.
3. To find out if access and attendance have effects on implementation of FPE in Kisumu municipality.
4. To find out the effects of late disbursement of FPE Grants on the implementation FPE in Kisumu municipality.

#### **1.4. Research questions.**

1. To what extent does class size have on the implementation of FPE in Kisumu municipality?
2. To what extent do inadequate resources and facilities have on implementation of FPE in Kisumu municipality?
3. To what extent does access and attendance to school have on the implementation of FPE in Kisumu municipality?
4. To what extent does the late disbursement of FPE Grants have on the implementation of FPE in Kisumu municipality?

#### **1.5. Delimitations (Scope).**

##### **Scope:**

- i. The study will be confined to public primary schools in Kisumu municipality.
- ii. The focus will be on the challenges in the implementation of Free Primary Education with effect from 2003 to 2008.
- iii. Data will be collected using questionnaires, interviews and focused group discussions.

#### **1.6. Limitations of the study.**

- i. Some respondents may not complete the questionnaires as anticipated.

### **1.7. Significance of the study.**

The Kenyan government has continued and remain committed to support the FPE through provision of instructional materials, teachers, maintenance and quality assurance services. But the enforceability of the right to education is indeed a challenging task.

In Malawi, “the ambitious plan by the Malawi government to boost its education levels by offering FPE has backfired, largely because of the horrendously poor conditions of the country’s primary schools and teaching staff”. The HIV pandemic had also taken away the breadwinners from the many families consequently the responsibility fell onto girls to take care of their siblings thus contributed to high dropout rate amongst girls. These challenges frustrated the pupils hence increased absenteeism; poor performance and very heavy repetition rate were recorded ([www.africa.peacelink.org](http://www.africa.peacelink.org)).

If the FPE programme is to backfire in Kenya due to challenges of its implementation, this would imply that Kenya would not be able to achieve UNESCO’s recommendation of Universal primary education by 2015([www.portal.org/educ](http://www.portal.org/educ)).

So the study will:

- (i) Sensitize the teachers and pupils in Kisumu municipality to identify challenges affecting the implementation of the Free Primary Education.
- (ii) Highlight possible solutions or strategies to solve the challenges identified.



### **1.8. Assumptions of the study.**

- i. Large class sizes can affect the implementation of FPE in Kisumu municipality.**
- ii. Inadequate resources and facilities in some schools can affect the implementation of FPE in Kisumu municipality**
- iii. Access and attendance to schools can affect the implementation of FPE in Kisumu municipality.**
- iv. Late disbursement of FPE grants can affect the implementation of FPE in Kisumu municipality.**

### 1.9. Conceptual framework.

The study will be based on a conceptual framework with five interacting variables. The conceptual framework depicts the various factors which affect the implementation of Free Primary Education (FPE) in Kisumu municipality.

**Title: The conceptual framework showing the various challenges affecting the implementation of FPE in Public primary schools in Kisumu municipality.**

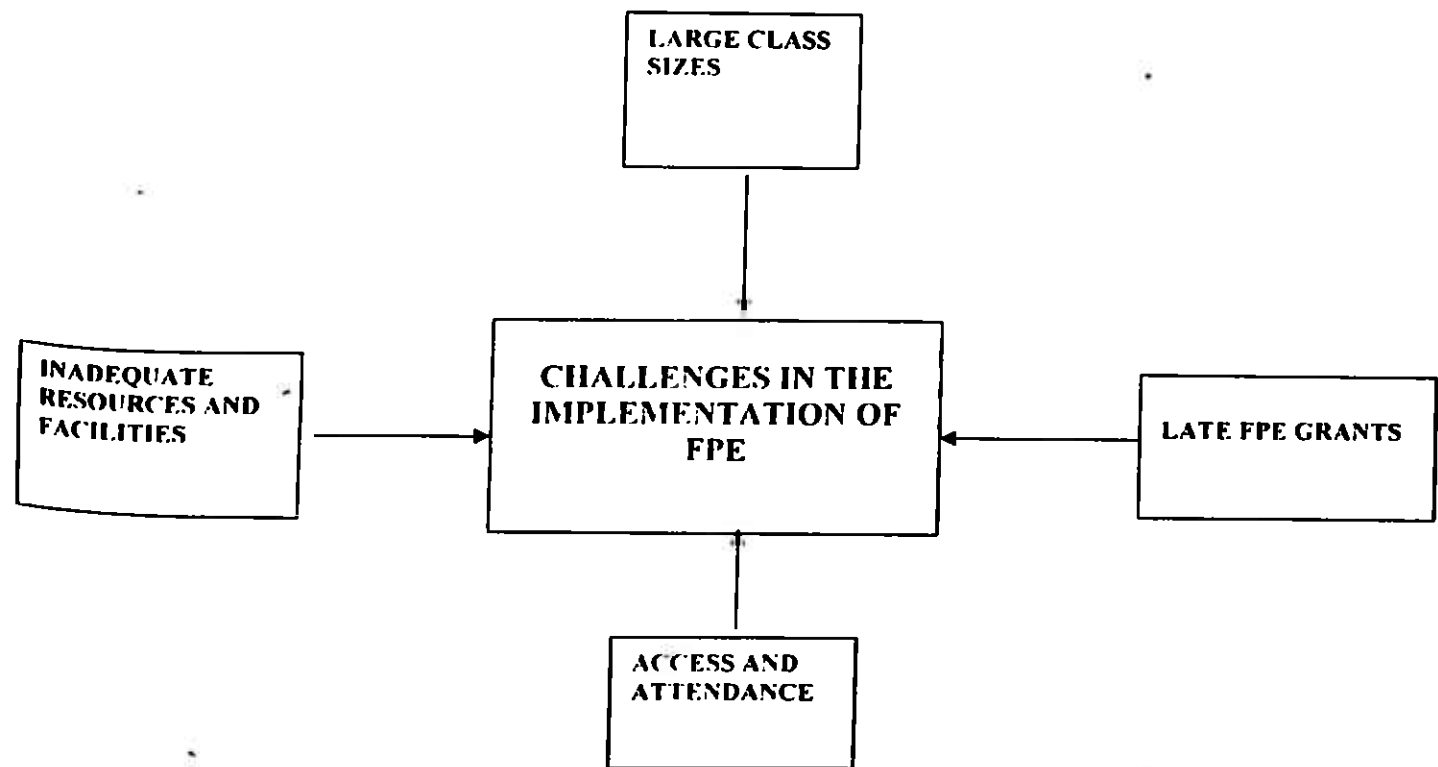


Figure 1.1: A model illustrating the challenges of implementing FPE in Public Primary Schools in Kisumu municipality.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.0 Introduction.**

This section will review the challenges in the implementation of Free Primary Education (FPE) in public schools in Kisumu municipality. The challenges include; Large class sizes, inadequate resources and facilities, access and attendance, and late disbursement of FPE grants.

### **2.1 Effects of class size on the implementation of FPE.**

Introduction of Free Primary Education (FPE) in Developing countries has led to increased enrollment but classrooms, sanitation facilities and teacher recruitment have not kept up with the expansion. The increased enrolment of pupils in schools as a result of FPE means that these countries are on the path of achieving the Universal Primary Education and Millennium Development Goal (MDG) in as far as access is concerned, but also led to overcrowding or large class sizes. One of the biggest problems faced by large classrooms, in developing countries is the quality and quantity of learning resources available to each student, such as desks, textbooks, and other teaching and learning supplies (<http://www.equip123.net/>).

Teachers around the world face many obstacles when attempting to teach in overcrowded classes. Used interchangeably, overcrowded or large classrooms are those where the pupil-teacher ratios (PTR) exceed 40:1 e.g. in the Congo, Ethiopia and Malawi PTR is around 70:1 (UNESCO 2006). So such classroom conditions are particularly acute in the developing world where class sizes often swell up and beyond 100 students. There are differing opinions about

the causes of overcrowded classes in the developing world: reduction/elimination of school fees and/or rapid population growth. The reality, however, is that each of these factors have worked to increase class size, and thus affect the quality of education delivered in resource-poor schools (<http://www.equip123.net>).

*"In Western countries, class sizes of 30 are considered large and in need of reduction. Even though there are examples of very large classrooms with excellent student learning outcomes, small classes have been found to benefit young children and those from disadvantaged or minority backgrounds. These benefits occur due to a number of factors, including: increased teacher contact, differentiated instruction, improved classroom management, and improved teacher morale"* (<http://www.equip123.net>, p6)

In Bangladesh, government schools do not prioritize small classes; often student to teacher ratios are as high as 60 : 1 (Kabcer, 295). Classrooms are unable to properly accommodate or seat all students. Overcrowded classrooms and lack of facilities are contributing factors to the 60% attendance rate of children able to attend school.

(Chowdhury, 54) (<http://ih.stanford.edu/rosenfield> p12)

In Tanzania, there is report of extreme overcrowding, with class sizes up to 200 or more in some cases. Enrolling pupils without having classrooms for them creates problem of overcrowding in classrooms, which in turn affects the quality of teaching and learning (<http://www.hakielimu.org> ).

In Uganda, various schools across the country, are reported to have over 80 pupils in one classroom especially in lower classes (Primary One to Three). Large classes of over 40 pupils tend to be anonymous, i.e. children are in most cases attended to as a group and attention to individual pupils' needs is usually difficult. In such a situation motivation to learn, and persistence at task or persistence in school, especially for the slow learners is minimised.

Major findings from researches (Maged 1997; Jin and Cortazzi, 1998) have been to the effect that large classes constrain teaching and learning, and therefore, contribute to low student achievement. Among others, large classes limit regular and in-depth discussions with students, timely and frequent feedback to students and active problem solving, all which are key to facilitation of meaningful learning (<http://home.hiroshima-u.ac.in>).

In Kenya, the introduction of FPE in January 2003 led to increased enrolment as was expected in a country where a substantial proportion of children were out of school. In many schools, the head teachers found themselves with more children to enroll than their capacity could hold thus leading to large class sizes. Since the government had not given an age limit, even those who were 'over-age' were enrolled and this worsened the congestion in the schools. (<http://www.education.nairobi-unesco.org>).

The STAR project, conducted in Tennessee (USA) between 1985 to 1989, provides the most convincing case for class size reduction. Teachers were found to be more effective in small class sizes or with teacher's aide (Bain et al, 1989) and reflected the following traits: teachers holding students to high expectations; provided clear and focused instruction; closely monitored student learning process; re-taught using alternative strategies when children did not learn; used incentives and rewards to promote learning; were highly efficient in their classroom routine; set and enforced high standards for classroom behaviour; maintained excellent personal interaction with students; reflected enthusiasm in the form of acting, demonstration and role playing. (<http://home.hiroshima-u.ac.jp/>).

Large classrooms can negatively affect two significant and interrelated aspects of teacher practice— instructional time and classroom management. Large classes take a toll on the teacher's ability to manage time, requiring

more time to be devoted to instructions (i.e., how to complete an exercise rather than substantive instruction), task management and behavioral management, thus leaving less time for actual instruction. (Wilson 2006). Wilson (2006) reports that larger classes are noisier and that pushing, crowding, and hitting occur more often in larger classes than smaller. Class size may also impact on teacher motivation and job satisfaction. Teacher motivation is further complicated in many resource-poor countries. In Zambia, for example, teacher attrition is increasingly becoming a problem as salaries, work conditions, professional development opportunities, and support grow inadequate (<http://www.equip123.net/>).

Class size has many effects on students' engagement; behavior and retention. Finn (2003) reviewed studies that examined the link between student engagement and class size. He conceptualizes student engagement in two forms: social engagement and academic engagement. Social engagement refers to how a student interacts socially with other students and teachers in either pro- or anti-social ways. Academic engagement refers to a student's attitude towards schooling and the learning process. Finn (2003) concludes that when students are placed in smaller classes they become more engaged, both academically and socially hence their academic achievement increases. Research has shown that students tend to spend less time on class assignments when in large or overcrowded classes hence low academic achievement (<http://www.equip123.net/>).

On the other hand, there has been research which has revealed that it is also possible to have effective teaching and learning in a large class. The most important factor is the quality of the teacher. For example a study by Bain (1989) quoted in Maged (1997), which was conducted in United States

revealed that some teachers of large classes were as effective as their counterparts teaching smaller classes (<http://home.hiroshima-u.ac.jp>).

In Kisumu municipality, many primary schools have large class sizes of above 70 pupils which affects classroom management, the quality of teaching, learning, teacher morale, attention to individual pupil's need and hence . This study will investigate if class size is a challenge to the implementation of FPE and give appropriate recommendations and or suggestions in dealing with it. This is particularly necessary in Kenya and hence Kisumu municipality, where the problem of large classes is likely to prevail for along time due to the massive resources that need to be invested into the system to bring the pupil-teacher ratio back to 45:1.

## **2.2. Effects of inadequate resources and facilities on the Implementation of FPE.**

Having an appropriate level of basic school resources can greatly improve student achievement (Hanushek, 1995). One of the biggest problems faced by large classrooms, in developing countries is the quality and quantity of learning resources available to each student, such as desks, textbooks, and other teaching and learning supplies (Hanushek, 1995).

(<http://www.equip123.net/docs>).

*"The mass influx of pupils into schools has stretched facilities to the limit. The classrooms are congested, inadequate and so are books. Toilets are lacking in schools and wherever they are, are inadequate and in poor conditions" UNESCO, 2005 (P 73).*

With the increase enrolment due to FPE programme as already discussed, the program has also created considerable pressure on school facilities. It has particularly exacerbated the problem of lack of classrooms and desks. In Kenya, the government has stopped the building of new schools and is

encouraging communities to improve, refurbish and use existing facilities such as community and religious buildings. Where necessary and possible, use locally available materials (MOEST, 2003:4). But parents and communities have not been willing or able to put up additional more classrooms and facilities such as classrooms, toilets and desks (<http://www.campaignforeducation.org>).

Inadequate facilities would include availability and adequacy of buildings; the conditions of these buildings; the provision of furniture and other school amenities such as toilets. Since parents and communities are to provide such facilities through the development levies or through harambee, the adequacy and conditions of facilities are greatly dependent on the socio-economic status of the local community, and to some extent on the relationship between the school and the community/parents (<http://www.campaignforeducation.org>).

The inadequate facilities hampered the proper implementation of the FPE programme. Most schools have inadequate classrooms to accommodate the large numbers of pupils enrolled under FPE (UNESCO Report March 2005). There are a range of classrooms in the public primary schools - permanent, semi-permanent and mud-walled classes. Some classrooms only have roofs but no walls. The floors are not cemented and in most cases dusty. In worst cases, pupils learn under trees because there are no classrooms. Such lessons are subject to weather conditions. For instance, lessons have to stop when it rains or when it is too windy. Concentration is also difficult because of many distractions in open spaces (<http://www.education.nairobi-unesco.org>).

*“Overall, most schools do not have adequate classrooms to accommodate the large numbers of pupils enrolled under FPE. The classrooms were generally congested and there was hardly space for movement. The classrooms were in poor condition. They depend on sunlight for lighting. Pupils have difficulty reading from the chalkboard when there is no sunlight especially in the morning and evenings or when it is cloudy and rainy”. (<http://www.education.nairobi-unesco.org>).*



Most schools receive FPE grants, ordered and received instructional materials as per the MOEST guidelines. Though provision of instructional materials including textbooks was identified as one of the major achievements of the FPE programme, it was also noted that due to the recent curriculum review, schools had mainly procured the new textbooks for class 8, an examination class, hence affect the implementation of FPE in the other classes.

(<http://www.education.nairobi-unesco.org>).

Michaelowa (2001) found that “the availability of books appears to be the most important factor [in high-achieving, student learning]. Additionally, she found that having books available in students’ homes can improve achievement scores by 2-3% and that having appropriate classroom equipment such as benches, blackboard, chalk, and a teacher desk and chair can improve scores by two percent (<http://www.equip123.net/docs>)

Schools are facing serious teacher shortage due to large pupil influx, especially in rural areas. This has a lot of implications on teaching and learning. UNESCO, 2005 (P 45) reported teacher shortage as a principal stumbling block in the implementation of FPE. This has forced schools to combine classes, which are meant to have two or three streams so that they do not go without a teacher. Some schools have introduced double shifts to cater for the increased children and yet there are not enough teachers to cope with the work load (<http://www.education.nairobi-unesco.org>).

*“The inadequate number of teachers available in schools is a key factor contributing to unfulfilled learning needs of children. The increment of 1.5 million pupils at the primary school level due to FPE has increased the teachers’ workload. This threatens the provision of quality education”* (<http://www.education.nairobi-unesco.org>).

It has been estimated that about 45, 000 additional teachers are required to manage the programme. However, the MOEST have employed only additional 12,000 teachers. The argument has been that the salary bill for the ministry is too high and has to come down. However, the dilemma is how to balance the cost of teachers, and the recurrent budget in general, and the requirement of teachers in primary schools. The situation is made worse by the negative effect of HIV/AIDS pandemic on the teaching profession.

<http://www.campaignforeducation.org>)

Therefore, shortage of qualified teachers plays a major part in deepening the inability of the country to provide quality primary education for the growing numbers of the primary school-aged children (6-11 years). Available statistics show that teacher availability and deployment remain problematic, especially in rural and deprived areas (<http://www.unicef.org>).

Agwanda, (2002) conducted a study on the effect of school inputs on student achievement in Kisumu municipality. He found out that school achievement depended on the availability of textbooks, experience of school head teacher, number of years of teacher's education and teachers' earnings. Agwanda's study dealt with inputs during the cost-sharing era before the implementation of FPE. It came out that the socio-economic status of the parents of particular schools determined the availability of necessary inputs that contributed to comparatively good performance. The current study however, will focus on the challenges in the implementation of Free Primary Education in Kisumu Municipality from 2003 to date.

In some public schools in Kisumu municipality, many pupils share facilities such as desks, text books, sport equipments, and this affects the quality of

teaching and learning. This study will investigate the effects of inadequate resources and facilities in the implementation of FPE in Kisumu municipality, and the approaches used in dealing with them and later give appropriate recommendations and or suggestions.

### **2.3. Effects of access and attendance on the implementation of FPE.**

The biggest challenges facing the FPE programme is how to keep these children and the others to stay longer in school, to get quality education and to successfully complete the primary education cycle. This will require additional resources (human and financial) and close monitoring and evaluation of the programme. It should be noted that before the implementation of FPE in 2003, there were about 3.5 million school children who had no or limited access to primary schooling. This means that about 2 million children are still having no access to school hence not benefiting from FPE programme. These are disadvantaged children i.e. the poor of the poor, children with special learning needs (physically and mentally challenged), internally displaced children, street children.

(<http://www.campaignforeducation.org>)

Access to education ensures that children are given the opportunity to develop their full potential. The location of a child's school in relation to his or her home can pose a barrier to accessing education. In addition to distance travelled, availability and affordability of transport, safety in the community, and environmental barriers should also be considered. Young children are most vulnerable and in danger of falling victim to foul play if travelling to school by themselves. <http://www.statssa.gov.za>

*"Location contributes to a child's lack of access and attendance to primary education. In certain areas of the world it is more difficult for children to get to school. For example; in high-altitude areas of India, severe weather conditions for more than 7 months of the year make school attendance erratic and force children to remain at home"* (<http://www.uam.es>).

According to an analysis of the *General Household Survey 2005*, of the 6.9 million children of primary school-age living in South Africa, 1.3 million attended schools that are far from their homes, i.e. more than 30 minutes traveling time. Access to school remains a problem for children in South Africa, particularly those living in rural areas. Schools in rural areas tend to be merging or closing down, making the situation worse for children in these areas (<http://www.statssa.gov.za>)

Public schools are concentrated mostly in urban centers, resulting in a lack of educational access to the majority of children in the countryside. There are also few schools in the undeveloped periphery of urban centers. Even with the high numbers of people moving to cities, the majority of people in Kenya live in rural areas. Many of the public schools are far away or too crowded.

Parents are especially protective of girls and rather than making them travel long distances to school they tend to keep them at home thus denying them access to the governmental free primary education system.

(<http://ih.stanford.edu/rosenfield>).

Access to school remains a problem for children in Kenya, particularly those living in rural areas and periphery of urban centres. An estimated 300,000-600,000 primary school age children (6-14 years) are still out of school, majority of them in the Arid and semi arid Lands (ASAL) migratory pastoral communities and others in the informal urban settlements. Others are on the streets, at home or engaged in child labour (<http://www.uam.es>).

In crime-ridden communities, the safety of learners travelling through the area is a key issue. Children in rural communities may need to cross worn-out

bridges or wade through rivers to reach their schools. In these instances, caregivers may decide that their children should rather not attend school than risk harm coming to them. Besides these factors, children are likely to be physically tired from their long journey, which has a number of effects on their ability to participate at school. In some instances, children fall asleep in class and only awake when it is time to start their journey back home. (<http://www.statssa.gov.za> ).

*“School access and attendance are factors that can determine the success of a child's education. Attendance promotes academic performance: lack of access to schooling can be extremely detrimental”.* (<http://en.wikipedia.org/wiki/>)

It has also been found that high opportunity costs are often influential in the decision to attend school. For example; an estimated 121 million children of primary-school age are being kept out of school to work in the fields or at home (UNICEF). For many families in developing countries the economic benefits of primary schooling are not enough to offset the opportunity cost of attending. The opportunity costs of sending children to school affects the poorest who may rely on their children to support food production and/or care for other family members. In most cases, it is the girl student who suffers most from these new opportunity costs, in that they are often responsible for such household tasks. ([www.wikipedia.org/wiki/educ](http://www.wikipedia.org/wiki/educ)).

Participation of the girl-child continues to be a challenge in some communities in Kenya. In particular, the cultural practice of early marriage for young girls haunts many families as their young girls are withdrawn from school and married to comparatively old men. This practice becomes double tragic when the girls must be quickly married to counteract perennial poverty in their homes. In spite of the fact that 51% of the Kenyan population is female, girl-child access to primary school was less than that of the boy-child

in most provinces except for central and Western Kenya.

(<http://www.academicjournals.org>).

Most rivers within the western region drain into Lake Victoria and this affects the low-lying areas within Kisumu district in relation to flooding, (Republic of Kenya, 2002). In Kasagam, Nyamasaria, Nyalunya, Ragumo, Rweya, Chiga areas of the Kisumu municipality, it is difficult for children to get to school after severe flooding for more than 3 months of the year. So school access and attendance will be erratic as children are often forced to remain at home during such rainy seasons and hence affect their academic achievement. Some pupils attend schools that are far from their homes e.g. more than 30 minutes traveling time. Such pupils are likely to be physically tired from their long journey, which has a number of effects on their ability to participate at school. This study will investigate if access and attendance affect the implementation of FPE in Kisumu municipality, and the approaches used in dealing with them and later give appropriate recommendations and or suggestions.

#### **2.4. Effects of late disbursement of FPE grants on the implementation of FPE.**

As per the MOEST guidelines, all public schools should receive FPE grants, order and receive instructional materials. Provision of instructional materials including textbooks is identified as one of the major achievements of the FPE programme, particularly through reducing the cost burden of education on parents and thus leading to an influx of pupils to school. However, it has been noted that the FPE grants disbursements are not done on time as most schools receive the funds either in second or third term, implying most pupils had

limited access to textbooks in first term. It is also worth mentioning that the procurement procedures are also too cumbersome and time consuming. (<http://www.equip123.net>)

The delayed disbursement of the funds/ grants have been attributed to the slow pace of fund disbursement by the Ministry of Finance, as well as to logistical issues, such as directing the funds to wrong account numbers. Schools and schools at times have to run for a whole term without any funds. This constrains schools in undertaking critical activities on the school calendar (<http://www.campaignforeducation.org>).

Some primary schools in Kisumu municipality may have suffered late disbursement of FPE grants. which usually delays pupils' access to textbooks and other learning resources such as textbooks, exercise books, pencils, and hence affects the implementation of FPE. This study will investigate if late FPE grant disbursement affects the implementation of FPE in Kisumu municipality, and give appropriate recommendations and or suggestions.

It is important to note that several studies have been carried out on different areas in Kenya and on different aspects of education. Furthermore, studies have been carried out within Kisumu Municipality itself. Some of these studies have been done at the secondary school level while others have concentrated at the primary school level. Among all these studies none has specifically looked at the challenges faced in the implementation of Free Primary Education from the year 2003 up to date. The present study therefore found it necessary to carry out a survey on the challenges of implementing FPE in the Kisumu municipality.

## **CHAPTER 3: RESEARCH METHODOLOGY.**

### **3.0. Introduction.**

This section covers the research design, area of study, the study population, sample and sampling techniques, instruments of data collection, validity and reliability of instruments, data collection procedures and methods of data analysis

### **3.1. Research Design.**

The research design adopted for the study will be descriptive survey design. This design is used to obtain information concerning the current status of the phenomena under-study and to describe what exists with respect to variables or conditions in a situation (Marion and Cohen 1994). The study therefore conforms to the descriptive survey research design as it will involve investigations into the challenges of the implementing free Primary Education in Kisumu municipality.

### **3.2. Area of Study.**

Kisumu municipality covers an area of 417km<sup>2</sup> and has a population of about 350,365 people. The municipality has 3 Division namely: *Western, Urban and Eastern*. It is further divided into 9 educational zones namely; *Southern, Central, Kajulu, Otinglo, Manyatta, Ragumo, Rweya Ojolla, and Nyahera*.

The municipality lies adjacent to Lake Victoria and experiences a hot and wet climate. It experiences two rainfall seasons. The long and short rains start in March to May and then October to November respectively. Day temperatures are high, and so is humidity. Most rivers within the western region drain into Lake Victoria and this affects the low-lying areas within the district in



relation to flooding after heavy rains (Republic of Kenya, 2002). These physical conditions are bound to affect learning and teaching in some schools within the district.

The municipality experiences high birth rate, high death rates and over half of its population living below the poverty line ([www.en.wikipedia.org/wiki/kisumu](http://www.en.wikipedia.org/wiki/kisumu)). This means that majority of the local people cannot afford basic needs and may not therefore be in a position to take their children to school unless with some assistance.

Kisumu municipality lies within a region with diverse cultural and social practices. Social facilities like schools are however overstretched due to the high population growth rate and a slower pace of development. It is for these reasons that the residents of Kisumu municipality welcomed FPE as it was seen as a way of relieving them of the financial burden associated with education in general. It is therefore necessary to conduct such a study to establish the realities and to come up with the way forward.

### **3.3. Study Population.**

Kisumu municipality has 116 registered public primary schools in nine educational zones with a total of three divisions namely Western, Eastern and Urban and an enrolment of about 73079 pupils (Kisumu MEO, 2008).

### **3.4. Sample and Sampling techniques.**

Stratified random sampling will be used to sample 39 schools to be involved in the study. This will represent one third of the schools. The strata will be based on the divisions as shown in Table 3.0. Stratified random sampling will

ensure equitable representation of all education zones of the study population since a proportionate number of schools will be selected from each division. In each of the selected schools, using class registers, two pupils (a male and a female) are randomly selected from Class 4 to 8. This way, a total of 10 pupils were covered in a school. The study did not therefore cover pupils from lower primary who were considered too young to be subjected to any form of an interview. The selection of teachers was partially random. First, in each school selected, two teachers were selected to represent Class 8. Second, two science teachers were drawn from Classes 5 and 7. Third and last, two non-science teachers were selected from Classes 4, 6 and 8.

**Table 3.0: Sample Size**

Division	No. of Schools	Sample size	No. of H/TS	No. of Pupils
Western	48	16	16	160
Urban	21	7	7	70
Eastern	47	16	16	160
<b>Total</b>	<b>116</b>	<b>39</b>	<b>39</b>	<b>390</b>

Source: *Kisumu Municipality Education Office, 2008.*

### 3.4.1. Instruments for Data Collection.

Questionnaires, interview and check lists schedules will be used will be used to collected useful quantitative data pertaining to:

(i) Resource capacity in the schools.

(ii) The teachers' challenges in implementing the FPE, their views towards

the implementation will also be sought.

(iii) Pupils access and attendance to school.

(iv) Class sizes.

(v) Disbursement of FPE grants.

(A copy of the mail questionnaire also appears in Appendices 1 and 2.)

### **3.4.2 Interviews schedules/guide.**

They will be used to get more information in addition to the one obtained from the questionnaire.

### **3.4.3. Checklists.**

The study used a checklist to collect observational data from schools. In all the schools covered, the research teams physically visited designated classes (two lower classes and two upper classes) and made observations regarding physical appearance, roofing materials, type of walls, status of windows, congestion, pupils present and sharing of desks, and others.

### **3.5. Validity and Reliability of Instruments.**

The face validity of instruments will be determined by presenting the instruments to three research methods specialists from the Faculty of Continuing and Distance education, University of Nairobi. The specialists' suggestions will be used to review the instruments for face validity.

Reliability will be determined by piloting the instruments in five schools that will not be included in the actual study.

### **3.6. Data Collection Procedure.**

Permission to collect data will be sought from the Municipal Education office through the Director, the Faculty of Continuing and Distance education,

University of Nairobi. Visits will be made to the schools to make appointments, to administer questionnaires and conduct interviews.

### **3.7. Methods of Data Analysis.**

The questionnaires and interview schedules will be marked for identification and classified. Data from interviews will be transcribed and arranged into categories, sub-categories and themes as they emerge. The analysis will be done in an ongoing form.

Data from questionnaires will be analyzed using descriptive statistics. The data will be presented in a number of ways to include statistical tables; line and bar graphs as well as pie charts showing percentages.

## **CHAPTER 4: DATA PRESENTATION AND ANALYSIS.**

### **4.0. Introduction:**

In this chapter, the researcher presents the data collected from the field and the data analysis procedures used to arrive at answers to the research questions of the study. The purpose of the study was to investigate the challenges of implementing Free Primary Education (FPE) in public schools in Kisumu municipality.

The following research questions were formulated:

1. To what extent does class size have on the implementation of FPE in Kisumu municipality?
2. To what extent do inadequate resources and facilities have on implementation of FPE in Kisumu municipality?
3. To what extent does access and attendance to school have on the implementation of FPE in Kisumu municipality?
4. To what extent does the late disbursement of FPE Grants have on the implementation of FPE in Kisumu municipality?

### **4.1. The effect of class size on the implementation of FPE in Kisumu municipality.**

The first question of the study asked: To what extent does class size have on the implementation of FPE in Kisumu municipality?

In order to answer this question, the researcher presented the pupils with question about their class sizes, and the teacher were asked about the average class sizes in their school and the challenges of large class size on the implementation of FPE in their schools.

The table below shows the class sizes in the sample schools.

Table 4.1 shows the percentages of class sizes per division of Kisumu municipality.

Average Class size	Western	Urban	Eastern	TOTAL
45-55	30%	15%	20%	65%
56-70	20%	25%	20%	65%
Above 70	50%	60%	60%	170%
Total	100%	100%	100%	300%

Figure 4.1(a) show the percentage of class sizes per division of Kisumu Municipality.

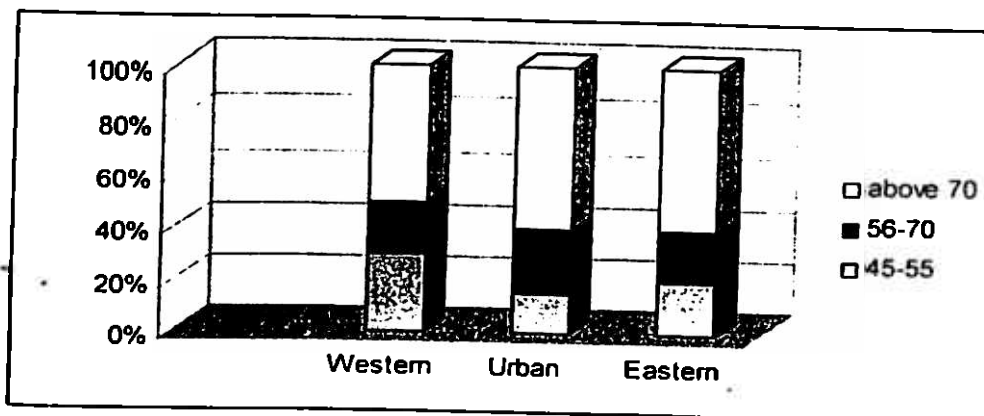
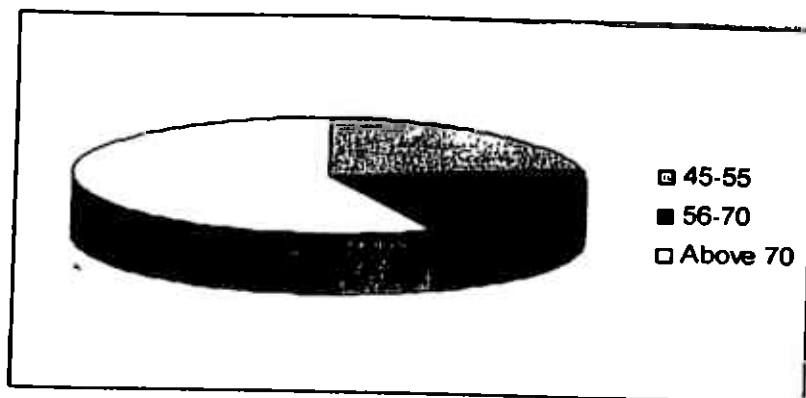


Figure 4.1 (b) Shows the total percentages of class sizes in public primary schools in Kisumu municipality.



From the data, the study showed that 22% of the public primary school in Kisumu municipality had large class sizes of 45-55 pupils, while 22% of the

public primary schools in had large class sizes of between 56 - 70 pupils, and the remaining 56% had much larger class sizes of above 70 pupils.

All the teachers and head teachers observed that the number of pupils has increased tremendously in all the public schools since the introduction of FPE in January 2003, making it difficult for them to offer individual attention to the students. Most of the large classes with over 70 students were so congested and there was hardly space for movement. This affected classroom management for effective teaching and learning.

All pupils observed that they were in classes with above 45 pupils i.e. above normal class size as the ministry's regulations.

As result, most pupils reported that many teachers did not mark their books daily due to the large class size and shortage of teachers.

From the checklist, most schools did not have adequate classrooms to accommodate the large numbers of pupils enrolled under FPE, so the classrooms were generally congested.

Teacher in large classes (e.g. 80 pupils) are overwhelmed with the number of students per class and poor class management. The attention given to each pupil is compromised as the teacher can not give individualized attention hence low quality of education per pupil, which results in poor pupil performance. So this shows that large class sizes affect the implementation of FPE in Kisumu municipality.

#### **4.2. Effects of inadequate resources and facilities on the implementation of FPE in Kisumu municipality.**

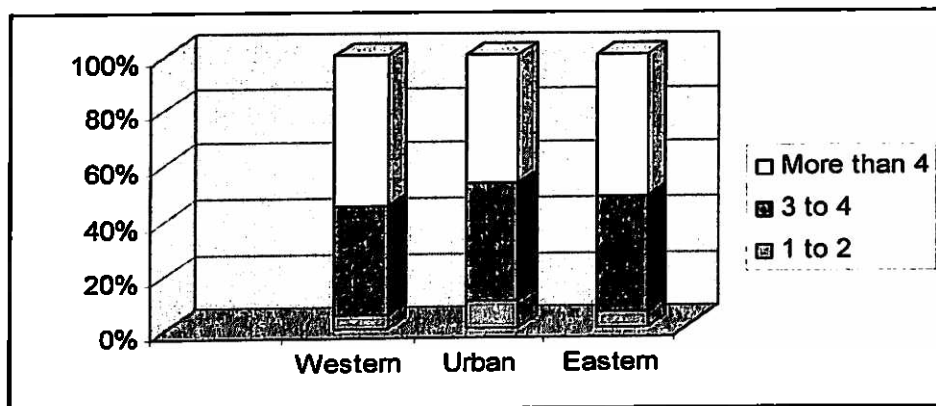
The second study question of the study asked: To what extent do inadequate resources and facilities have on implementation of FPE in Kisumu municipality?

There are various facilities that are needed in the school e.g. classroom, desks, chairs, tables. When these facilities are supplied in an inadequate amount, pupils would scramble for them and or be forced to squeeze during their use. In order to answer this question the pupils were asked to state the number of pupils they share a desk with. The data collected for the three divisions of the municipality were converted into percentages as shown in the table below.

Table 4.2 shows the percentage of pupils sharing desks per division of Kisumu municipality.

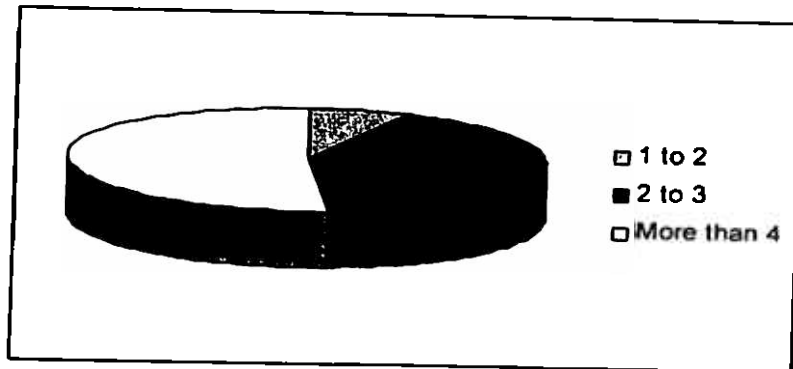
No.of Pupils shared with	Western	Urban	Eastern	TOTAL
1-2	5%	10%	6%	21%
3-4	40%	43%	42%	125%
More than 4	55%	47%	52%	154%
Total	100%	100%	100%	300%

Fig 4.2(a) shows the percentage of pupils sharing desks per division in Kisumu municipality.





*Figure 4.2 (b) Shows the total percentage of how pupils share desks in public primary schools in Kisumu municipality.*



From the data, the study showed that less than 1% of the pupils in Kisumu municipality are sharing a desk with between 1 to 2 pupils, while 42% of the pupils share a desk with between 3 to 4 other pupils and the remaining 57% shared a desk with more than 4 pupils. Through observation, it was noticed that pupils could not comfortably attend the lesson while squeezed in the desks especially those that had over 4 pupils. This affects their concentration during lesson and hence their performance.

Another major problem stated by all the teachers and pupils was inadequate textbooks. The teachers reported that those textbooks provided at school were not enough and had to be shared - one among three to five pupils, this made accomplishment classroom activities by all pupils slow and difficult. It was even more problematic sharing textbooks particularly in doing homework and assignments since all these schools visited are day schools.

The study also sought to establish the conditions of classrooms through a checklist. Generally, there were a range of classrooms in the schools visited - permanent, semi-permanent and mud-walled classes. The floors in some classrooms were not cemented and in most cases dusty. Many schools visited had permanent classrooms but most of them do not have window panes or

shutters and doors. Only a few schools had permanent classrooms with lockable doors. In many cases, only upper classes were in good shape with chalkboards. Overall, most schools do not have adequate classrooms to accommodate the large numbers of pupils enrolled under FPE, so the classrooms were generally congested and there was hardly space for movement. Some schools in Western and Eastern divisions, their classrooms depend on sunlight for lighting. Pupils therefore have difficulty reading from the chalkboard or even their books when there is no sunlight especially in the morning and evenings or when it is cloudy and rainy.

The question to pupils and teachers on what can be done to make teaching and learning better in schools, gave rise to a general consensus on a number of views such as buying more books and other learning materials, more classrooms should be built or repaired, and more games equipment bought.

When children are sitting in classrooms that are overcrowded, and the schools have shortage of teachers and other learning resources, it will encourage school drop outs and affect attendance and future enrolment in FPE. This implies that inadequate resources and facilities affect the implementation of FPE in Kisumu municipality.

#### **4.3. Effects of access and attendance on the implementation of FPE in Kisumu municipality.**

The third study question asked was: To what extent does access and attendance to school have on the implementation of FPE in Kisumu municipality?

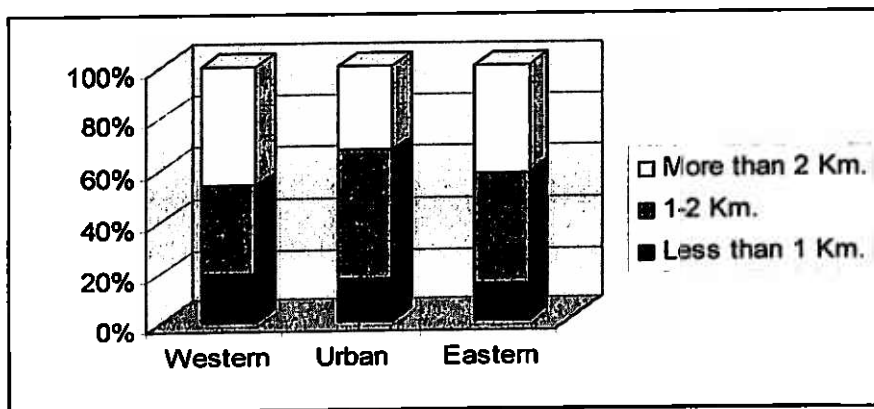
School access and attendance are factors that can determine the success of a child's education. Attendance promotes academic performance: lack of access to schooling can be extremely detrimental. The location of a pupil's school in relation to his or her home can pose a barrier to accessing education.

To get information on whether the pupils have any challenge on accessing the school, they were asked what distance they travel to reach their school. The data collected from the 3 division, was converted into percentage and tabled as below:

*Table 4.3 shows the percentages of pupils travel distance to school per division in Kisumu municipality.*

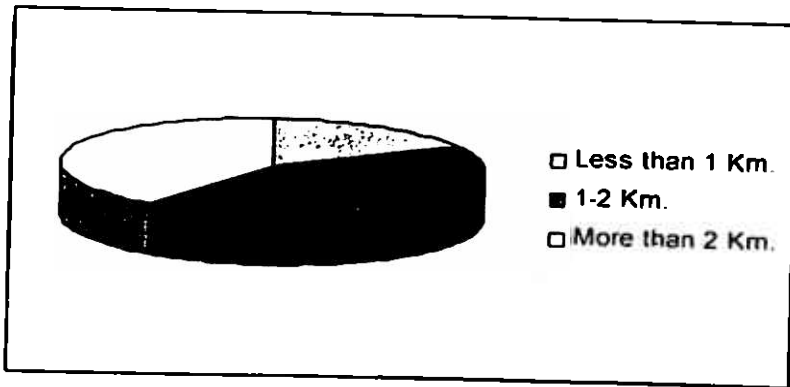
Distance to school	Western	Urban	Eastern	TOTALS
Less than 1 Km.	19%	17%%	15%	<b>51%</b>
1-2 Km.	35%	50%	43%	<b>128%</b>
More than 2 Km.	46%	33%	42%	<b>121%</b>
Total	100%	100%	100%	<b>300%</b>

*Fig 4.3 shows the percentages of pupils travel distance to school per division in Kisumu municipality.*



The study shows that 17% of the pupils in the municipality travel less than 1 Km., while 43% travel between 1 to 2 Km, and the remaining 40% travel more than 2 Km to their respective schools as shown in the pie chart below:

*Figure 4.3 (b) shows the total percentage of average distance traveled by pupils to public primary schools in Kisumu municipality:*



The teachers also responded by accepting that some of their pupils come late to school because of far distance to their homes e.g. some pupils walk from Kachok area of Nyalenda and learn at Nanga Primary school ( around 2 Km.away) while others even come from further areas. Causes of school drop out e.g. Non payment of school levies, pregnancies, marriage are also reported to make FPE to be inaccessible to such pupils who drop out of schools before completing their primary education.

From the interview with the 39 sample head teachers, 25% of them reported that their schools were inaccessible after heavy rains (March to May and then October to November) due to flooding hence low pupils' attendance.

School access and attendance are factors that can determine the success of a child's education. Attendance promotes academic performance while lack of access to schooling can be extremely detrimental. Since the introduction of FPE in 2003, there has been increased access to schools, but more still need to be done by the parents and the government so as to attract and keep the pupils in school.

#### **4.4. Effects of late disbursement of FPE grants on the implementation of FPE in Kisumu municipality.**

The fourth question asked was: To what extent does the late disbursement of FPE Grants have on the implementation of FPE in Kisumu municipality?

All 39 sample schools visited had received FPE grants, ordered and received instructional materials as per the MOEST guidelines. However, it was reported that the FPE grants disbursements were not done on time as most schools started receiving the funds either in April or May each year, implying most pupils had limited access to textbooks in first term of every year.

This shows that late disbursements of FPE grants affect the implementation of FPE in Kisumu municipality, and so there is need to have the grants released in time for quality education in the schools all years round.

## **CHAPTER 5: CONCLUSION AND RECOMMENDATIONS**

### **5.0. Introduction**

In this chapter conclusions and recommendation drawn from the data analyzed in chapter 4.

### **5.1. Conclusion:**

From the data analyzed, large class sizes, inadequate resources and facilities, lack of access and attendance to school and late disbursement of FPE grant all affect the implementation of FPE in Kisumu municipality.

Large classes limit regular and in-depth discussions with students, timely and frequent feedback to pupils and active problem solving, all which are key to facilitation of meaningful learning. So large classes constrain teaching and learning, and therefore, contribute to low student achievement.

The shortage of teachers is one of the difficulties to overcome if Education for all (EFA) is to become a reality by 2015.

School access and attendance are factors that can determine the success of the pupil's education and hence that of the FPE implementation.

Late disbursement of FPE Grants results in pupils' limited access to textbooks and other learning resources during the delay hence affect the implementation of FPE in the municipality.

### **5.1. Recommendation:**

Despite all these summarized challenges, various strategies could ensure that full implementation of FPE is eventually achieved and sustained, without compromising the quality of education standards in Kisumu municipality.

### **The challenge of large class size:**

There are a variety of ways one can reduce overcrowded classrooms. Such methods include increasing the numbers of qualified teachers, increasing/improving facilities, and adding additional resources to supply the new facilities.

Introducing learning in shifts for the lower classes can also help in reducing class sizes of the upper classes, and this can work only with recruitment of more teachers.

Given the exorbitant costs associated with reducing class sizes, as well as increasing demand for education, immediate innovative solutions are required to cope with large classes. For example: Teachers can make use of various methods while teaching in large classes e.g. use small group discussions, peer tutoring, and double-shift teaching. Even whole class instruction /lecture method can be an effective practice depending on the learning goals (e.g., memorization of formula, vocabulary, etc.).

Focus can also be made on teaching practices e.g. In-service training teachers on how to teach large classes and multi-grade teaching.

### **The challenge of inadequate resources and facilities:**

The government should increase teacher recruitment to address the shortage faced in the public school in Kisumu municipality, so that the pupil teacher ratio goes down to 45: 1 to ensure quality education. To attract and retain teachers, there is need for an attractive salary and good working conditions. Since one of the problems stated by the pupils and teachers inadequate textbooks, the researcher recommends that the government target provision of one textbook per child in the core subjects.

The FPE grant per pupil of KES 1020 is not enough, and should be increased following the inflation. If the FPE grant per pupil remains only a few facilities e.g. text books, exercise books, pencils, rubbers etc. needed for quality

education can be purchased, and this would then affect the implementation of FPE and hence the achievement on UPE goal in 2015. It is imperative therefore for the government to source for more funds (locally and external source) in order to increase the allocation per pupil.

### **The challenge on access and attendance to schools:**

The municipality has over half of its population living below the poverty line ([www.en.wikipedia.org/wiki/kisumu](http://www.en.wikipedia.org/wiki/kisumu)) as such funds for school feeding programs is one successful method to ensuring poor pupils attend school on a regular basis. Currently the government is working on a program of giving some grant to the most vulnerable children (MVC), and this would also go a long way to improve pupils' attendance to school.

Feeder Schools can be built to target young pupils, e.g., Standard 1-4 in places where schools are too far from home.

### **The challenge of late disbursement of FPE grants**

The government should plan early and have the required funds reach the school in time before or at the onset of first term every year.

### **Recommendations for further research:**

1. **Overage Children** – Governments continue to struggle with the issue of overage children. While this has quality implications for schooling, it also points to the need for special programs to incorporate these children into the education system and/or ensure that they have alternative opportunities. An evaluation of these types of programs is needed to assess their impact for possible scaling up.
2. **HIV/AIDS** and the implementation of FPE.



## APPENDICES

### APPENDIX 1: THE QUESTIONNAIRE: FOR STANDARD 4- 8 PUPILS.

Q1. Demographic questions:

a) Male  Female

b) Class \_\_\_\_\_

c) Age \_\_\_\_\_

Q2. How many pupils are in your class?

a) Less than 45.

b) 45 to 55.

c) 56 to 70.

d) Above 70.

Q3. How many pupils do you share desk with in your class?

a) 1 - 2

b) 3 -4

c) More than 4.

Q4. How far is your school from home?

a) Less than 1 km.

b) 1 to 2km.

c) More than 2 Km.

Q5. (i) How many days did you miss school last term?

a) 0 to 3 days.

b) 4 to 6 days.

c) 7 to 9 days.

d) More than 10 days.

( ii) What were the main reasons that made you miss school?-----  
-----  
-----

Q6. In our school our teachers check and mark our exercise books always.

Yes  No

Q7. In our school sometimes we are not taught

Yes  No

Q8. What do you think should be done to make teaching and learning better in your school?

a) Add more classrooms.

b) Add more desks.

c) Add more text books.

d) Others-----  
-----

## APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

### Part 1: General Information

1. a School.....  
 b Gender.....  
 c Teaching experience in this school   years  
     In other schools   Years

### Part 2: Specific Information

4. (a) What was the enrolment in your school in the year 2008?
- (b) Number of streams
- © Average Class sizes .....

5. Since 2003 to date, indicate with ticks (√) the new physical facilities that have been availed to cater for increased enrolment if any, e.g

2

(i) Classrooms  1   2   3   4

(ii) Toilets  1   2   3   4

(iii) Desks per class  1   2   3   4

6. Teaching and learning resources are crucial in the implementation of FPE curriculum.

- (a) Indicate with ticks (√) the adequacy or inadequacy of the following resources/equipment

Item	Adequate	Inadequate
Textbooks		
Pencils		
Erasers		

Exercise Books		
Pieces of Chalk		
Chalkboards		
Typewriters		
Duplicating Machines		
Duplicating Papers		
Printing Papers		
Report Books		
Files		

Any other  
{specify}.....  
.....

(b) How are you coping with inadequacies, if any? Explain  
.....  
.....  
.....

7.(a) Do some of your pupils come to school late or miss to come to school?

Yes  No

(b) If Yes, what are their main reasons?-----  
-----  
-----

8. From 2003 to date has your school been experiencing cases of school drop outs?

Yes  No

(b) In cases of dropouts what were the reasons? Tick (√) as appropriate

**REASONS FOR DROPOUT**

Non payment of school levies	
Pregnancy	
Indiscipline	
Marriage	
Over age	
Child Labour	
Lack of school uniform	

Any other (Specify).....  
.....  
.....

9.(a) State 4 main challenges and problems you face in the implementation of the Free Primary Education, such as more cases of student indiscipline, demoralised teaching staff, over enrolment, and dealing with cases of adult pupils among others

- 1.....
- 2.....
- 3.....
- 4.....

10. Give suggestions/Recommendations on the effective implementation of the FPE in your school.

- 1.....  
.....
- 2.....  
.....
- 3.....  
.....
- 4.....  
.....
- 5.....  
.....

**APPENDIX 3**  
**INTERVIEW SCHEDULE FOR HEADTEACHERS**

1. What role do you play in the implementation of FPE in your school?  
.....  
.....
2. Do you have enough teachers in your school?
3. What are the smallest and largest class sizes in your school?  
Smallest class size \_\_\_\_\_  
Largest class size \_\_\_\_\_
4. (a) Do you always receive the FPE grant in time?  
(b) If not, what do you do to tackle this challenge?
5. (a) Is your school always accessible to pupils and the teacher during the school calendar period?  
(b) If not, what make it inaccessible and for how long in a year?
6. What are the challenges of implementing Free Primary Education in your school?
7. How best have you been tackling these challenges?
- 8.(a) What are the sources of F.P.E funding in your school

Source	Amount per child (Kshs)
Government	
Sponsor	
Parents	
Donors	

(b) Any other (specify).....

(c) Academic Performance: Indicate mean scores of your school for the years in the table below.

Year	KCPE Mean Score
2003	
2004	
2005	
2006	
2007	

## APPENDIX 4: CHECKLIST DOCUMENT ANALYSIS

### Physical Analysis

Number of classrooms \_\_\_\_\_

The condition of classrooms:

Windows \_\_\_\_\_

Door \_\_\_\_\_

Floor condition \_\_\_\_\_

Wall \_\_\_\_\_

Chalkboard \_\_\_\_\_

Lighting \_\_\_\_\_

Number of streams \_\_\_\_\_

Number of teachers in the school \_\_\_\_\_

School text book policy per child \_\_\_\_\_

Class sizes of 3 classes chosen at random \_\_\_\_\_

Average class size \_\_\_\_\_

### Other resources and facilities Available:

Accounts Clerk if any \_\_\_\_\_

Desks if adequate \_\_\_\_\_

Library \_\_\_\_\_

Farm \_\_\_\_\_

Workshop \_\_\_\_\_

Staffroom \_\_\_\_\_

Offices \_\_\_\_\_

## **APPENDIX 5: BUDGET FOR THE RESEARCH STUDY.**

### **VOTE HEADS:**

**KES.**

#### **A. Salaries:**

i. Research supervisor.....	20,000
ii. Secretarial work .....	2,000

#### **B. Other expenses:**

i. Travel .....	7,000
ii. Office supplies.....	1,000
iii. Telephone.....	2,000
iv. Postage.....	1,000
v. Publication cost .....	2,000

**GRAND TOTAL**

---

**KES 35,000**

## **APPENDIX 6: TIME FRAME AND ACTIVITIES**

<b><u>ACTIVITIES</u></b>	<b><u>TIME</u></b>
Project Proposal	December 2007
Pretest of the Proposal	January – March 2008
Validation of Instrument	April 2008
Administering Questionnaire/ interviews	May- June 2008
Data Analysis	July 2008
Report Writing and Submission	August 2008
	<hr/>
	<b><u>8 months</u></b>



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**UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF CONTINUING AND DISTANCE EDUCATION**

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Oginga Odinga Street,  
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KISUMU

**Telephone: Kisumu 057-2021534**

10<sup>th</sup> June, 2008

The District Education Officer,  
Kisumu East district  
P.O. Box 1914,  
KISUMU, Kenya.

Dear Sir/Madam

**RE: LILIAN ATIENO ODONGO REG. L42/P/KSM99/07 – POST GRADUATE STUDENT**

This is to introduce you to the above mentioned Lilian Atieno Odongo, who is a student of the University of Nairobi pursuing post graduate diploma in Project Planning and Management.

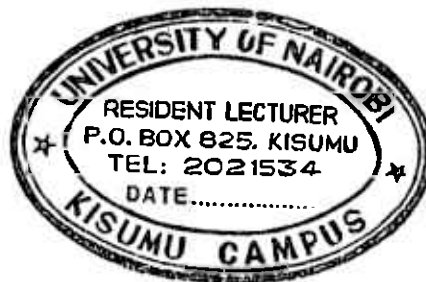
Lilian has completed her course work and examinations and is currently undertaking a research project which is a pre-requisite in her course. Her research project is entitled : *A study on the challenges of implementation to Free Primary Education (FPE) on public schools in Kisumu municipality.*

The purpose of this letter is to introduce you to her so that you give her authority to access your institution to get information to enable her complete or write a report of her project which is purely for academic purposes and nothing else.

We would appreciate if this student is given permission to continue with her academic programmes so that she can finish and graduate

Yours sincerely,

**Charles. M. Rambo. PhD**  
Resident Lecturer  
KISUMU CAMPUS



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Kisumu, Kenya

Our Ref: ..... **MEO/63 /VOL .XV** .....

Your Ref: .....

**2<sup>ND</sup> SEPT 2008**

Date: .....

Lilian Atieno Odongo

University of Nairobi

P. O. Box 825

**KISUMU**

## **RE: AUTHORITY**

This has to your unreferenced letter dated 10<sup>th</sup> June 2008, which requested us to give you an authority to access the schools within the Municipality for research on Free Primary Education.

We are happy to inform you that the permission is granted.

Success in your research.

A handwritten signature in black ink, appearing to read 'John Onyango Rakama', written over a horizontal line.

John Onyango Rakama

**FOR: MUNICIPAL EDUCATION OFFICER**