

**UNIVERSAL PRIMARY EDUCATION IN KENYA : FACTORS
AFFECTING ITS EFFECTIVE IMPLEMENTATION – A CASE STUDY
OF TAVETA DIVISION, TAITA-TAVETA DISTRICT.**

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION
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BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL
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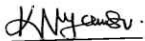
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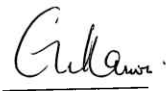
This research project is my original work and has not been presented for a degree in any other University.



Kilian Nyambu Machila.

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This research project has been submitted for examination with my approval as the University Supervisor.



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DEDICATION

I dedicate this research work to my wife Irene, my son Kevin, and my parents Mr. and Mrs. Evans Machila, for their love, support and inspiration to excel and further my studies. They have seen me through this study with genuine love, encouragement and unwavering support.

ABSTRACT

The attainment of Universal Primary Education (UPE) by the year 2005 and Education For All (EFA) by 2015 has been one of the major developmental goals of the Kenya government (Republic of Kenya, 2003 (b)). To achieve this goal, the government, has adopted several strategies and measures since independence, the latest one being the declaration of Free Primary Education (FPE) in January 2003. However, despite all these efforts, the attainment of the goal of UPE seems to be elusive.

The purpose of this study was therefore to investigate factors that affect the effective implementation of UPE in Taveta division, Taita Taveta district. The study sought to determine the extent of educational wastage in primary schools in Taveta division and the particular factors that are responsible for this wastage. The study further sought to investigate on measures that could be employed to solve the problems affecting the effective implementation of UPE. The study attempted to answer research questions touching on areas such as the extent of non-enrolment, repetition and drop out phenomena in primary schools in the division; the factors responsible for this phenomena; the availability and quality of teaching and learning facilities and resources and the possible solutions to the problems affecting the implementation of UPE.

The literature review of this study explored the historical development of the concept of UPE and the magnitude of the implementation of UPE. Key challenges facing the implementation of UPE and the specific factors affecting UPE's effective implementation have been discussed. It was from the review of these factors that a conceptual framework was developed.

The study was ex-post facto in design and it targeted twenty seven primary schools in the division. Two sets of questionnaires were used as the instruments of data collection. Headteachers and classteachers were the main respondents. A pilot study was conducted before the main study in three schools that were randomly selected to test the validity and reliability of

the instrument. This led to the modification of the research instrument. In total twenty four headteachers and thirty classteachers responded to the questionnaire representing thus a hundred parent return rate. Descriptive statistics mainly frequencies and percentages were used to analyse the data.

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Data analysis revealed that there was an educational wastage problem in the division. The study found out that a number of school-going age children had not yet enrolled in school. In addition, for those who were in school, many were repeating classes while others had dropped out of school. The study identified several factors that contributed to pupil's non-enrolment, repetition and drop out from schools, thereby rendering the implementation of UPE ineffective. The factors were: parental ignorance and negligence of education, poor economic growth and increased poverty, child labour, the effects of HIV/AIDS pandemic and teenage pregnancies and early marriage. Others included: truancy and irregular school attendance, over emphasis on passing of examination, children involvement in domestic chores, insecurity and social strife and inadequate school facilities and resources. Also discovered were: children involvement in negative cultural practices, poor school administration and indiscipline of pupils, teachers conduct at their place of work, long distance to schools and lack of school places, and the high cost of schooling. Inappropriate policy framework, cost sharing policy and mismanagement of education were other factors affecting the implementation of UPE.

To ensure that UPE is effectively implemented, the study identified several measures, which could help solve the problems discussed. Those solutions ranged from those requiring government's intervention to those requiring teachers, parents, pupils and other stakeholders involvement.

The study gave some recommendations that could help in ensuring effective implementation of UPE. These include: the sensitization of parents and children on the importance of education,

the harmonization of the Children's Act with the Education Act, increasing the access to basic education by improving and expanding school facilities and resources, recruitment and training of education personnel on the implementation of UPE and the formulation of a clear policy on the implementation of basic education.

Finally, the study provided suggestions for further research. These were: the replication of the study using a large sample of primary schools in the country; conducting of another research involving other educational stakeholders and conducting a further research on the impact of UPE / FPE on the quality of education offered in Kenya.

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ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officer
AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi-Arid Lands
DC	District Commissioner
EFA	Education For All
FPE	Free Primary Education
GER	Gross Enrolment Ratio
GDP	Gross Domestic Product
HIV	Human Immune Deficiency Virus
KShs.	Kenya Shillings
MOEST	Ministry of Education, Science and Technology
NGO	Non Governmental Organization
PDE	Provincial Director of Education
SMC	School Management Committee
TSC	Teacher's Service Commission
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
WCEFA	World Conference on Education For All

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

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One of the major issues in the 20th Century has been the relentless struggle by international communities to persuade countries to observe human rights and provision of basic needs. The equal rights and inherent human dignity of women, men and children are enshrined in the charter of the United Nations in general and in the Universal Declaration of Human Rights in particular. Education has been considered a basic right and need (Abagi, 1998).

The provision of education, especially to children, has been given much emphasis. UNESCO's Director-General underscored this view by asserting that:

“If children are excluded from access to education, they are denied their human right and prevented from developing their talents and interest in the most basic ways. Education is a torch, which can help to guide and illuminate their lives. It is the acknowledged responsibilities of all governments to ensure that everyone is given the chance to benefit from it....” (EFA Global Monitoring Report, 2003 – Forward Note).

Because of its enormous importance, Abagi (1998) explains that the provision of educational opportunities, especially of basic education, has been an objective of investment of many countries all over the world.

Benefits accruing to education are now well established. There is clear evidence that education improves the quality of life, improves health and economic productivity, enhances political awareness and participation and facilitates an achievement of gender equity in society (Colclough, 1986; Psacharopoulos, 1973). As a result of such benefits, the educational aspirations of people, the world over have increased, especially after World War two and the attainment of independence by many countries. The educational expansion, according to Coombs (1985), was also fueled by the widely held conviction among educators, social scientists, and national leaders that universal education was the instrument that would enable

any nation to bring about fundamental social change, including the eradication of long-standing inequalities and injustices. Coombs (1985) adds that with the Universal Primary Education (UPE), at least children would no longer be afflicted for life with the inability to read, write or compute. With a common primary schooling, so the theory goes, all would have an equal start in life regardless of sex, family background or geographical location.

Since her independence in 1963, Kenya like other countries, had recognized the pertinent role played by education in promoting economic and social development of individual and national levels (Abagi, 1998). Consequently, the government's policy since independence has been to provide primary education to all Kenyans (Eisemon, 1988).

One of the major goals of the Kenya government's development strategy is the attainment of Universal Primary Education (Republic of Kenya, 2003 (a)). Upon attaining independence, the government, under pressure to provide learning opportunities for the Africans, made education one of its top priorities in its election manifesto (Elimu Yetu Coalition 2003). Consequently, the government embarked on the provision of education to all the citizens regardless of their economic, social and cultural backgrounds. The provision of UPE was clearly spelt out in the Sessional Paper Number 10 of 1965 on African Socialism and its Application to Planning in Kenya; which set a policy and pace for fighting illiteracy, ignorance and poverty in the country (Abagi and Odipo, 1997). This government's initiative of providing basic education made enrolment at primary level to reach 891,533 in 6,198 schools in 1963 (Sifuna, 1990).

With the rapid expansion of the school system, it was considered expedient to honour the pre-independence pledge of free education. According to Sifuna (1990), the push towards universal and free primary schooling was consistent with the policy of equality of opportunity and made sense in an economy that depended on individual's effort and initiative. To accelerate the attainment of UPE, the government embarked on a number of strategies to boost access, participation rates and retention. These included, among others, setting up of commissions

which defined the curriculum and structure of education system; the policies for registration and control of schools; setting up institutions and infrastructure and even formed a close partnership with the Christian missionaries that had existed to date (Elimu Yetu Coalition, 2003).

To begin with, the government on independence promised the provision of free UPE and also noted the important role that education would play in meeting other socio-economic goals of the new nation. In committing itself to UPE, the government was only taking cue from the 1961 Addis Ababa Conference, which had committed African countries to achieving UPE by 1980 (Raju, 1973). In its 1969 election manifesto, the government echoed its commitment to providing seven years of free primary education and noted that, in working towards achieving that goal, it had built many primary schools through government's grants. School enrolment had risen to 70% of the school age children. In 1971, a presidential decree abolished tuition fees for districts with unfavorable geographical conditions (Sifuna, 1990).

The presidential decree of December 1973, which abolished direct payment of fees from standard one to four, took the country much closer to achieving the long awaited Universal Free Primary Education. This led to a 49% increase in enrolment in those classes. In 1978, school fees were abolished by the government in all classes and in all public schools in the republic (Elimu Yetu Coalition, 2003). The introductions of school milk scheme in 1979, also following a presidential decree, and of boarding primary schools in Arid and Semi Arid Lands (ASAL) areas in 1986 were yet other strategies for increasing access, and retention (Ministry of Education, Science and Technology, 2001).

It was estimated that, after 1973, enrolment in primary school increased by over one million (Eshiwani, 1993), while the 1978 and 1979 government's intervention resulted into an increase in enrolment by 23.4% from 2.9 million to 3.7million children (Yildiz, 2000). However, despite this impressive enrolment increase, other factors militated against full enrolment. According to Elimu Yetu Coalition (2003), while cost of education was reduced substantially, distance to

schools, socio-cultural inhibitions, e.t.c, kept millions of children out of school. Prior to those gaining access, the honeymoon was short lived. For once enrolled, new problems cropped up. Since the decrees caught planners unawares and since there was no alternative source to fund other necessities including the need for physical resources, classes become overcrowded while teachers were overwhelmed and teaching and learning resources were overstretched. These developments undermined the quality of education offered.

The government once again re-affirmed her commitment of achieving UPE, through the preparation of a Country Assessment Report in 1999, which spelt out strategies for the attainment of UPE. The World Declaration on Education For All (Jomtien, 1990) to which Kenya is a signatory re-affirmed the government's commitment to the realization of UPE. The World Summit for Children (1990) committed nations to the achievement of Education For All (EFA) by year 2015. After Jomtien, the government set up mechanism and a framework for realizing EFA goals. The government further set the year 2005 as the target date for the attainment of UPE (Republic of Kenya, 2003 (b)).

The UPE goal was provided with a further impetus when in 2001, parliament enacted the Children's Act, which recognizes education as a basic right to all children. The Children's Act (2001) reaffirms that it is the responsibility of the parent and the government to provide education to the children. To push the agenda for the attainment of UPE forward, the new government declared primary education free in January 2003 (Republic of Kenya, 2003 (a)).

Following the government's efforts towards the provision of UPE, the overall enrolment in primary schools in Kenya has continued to increase, with a total enrolment of 7,198,400 pupils in 2003. Table One illustrates the enrolment in Kenya primary Schools by sex between 1990 – 2003.

Table 1: Enrolment in Primary Schools by Gender 1990 – 2003.

YEAR	BOYS	GIRLS	TOTAL
1990	2,766,376	2,625,943	5,392,319
1991	2,796,972	2,659,024	5,455,996
1992	2,840,472	2,723,515	5,563,987
1993	2,760,929	2,667,457	5,428,386
1994	2,814,825	2,742,183	5,557,008
1995	2,802,305	2,734,091	5,536,396
1996	2,843,355	2,754,301	5,597,656
1997	2,933,982	2,830,873	5,764,855
1998	2,994,554	2,925,167	5,919,721
1999	2,993,000	2,874,800	5,867,800
2000	2,978,098	2,904,528	5,882,626
2001	2,994,896	2,913,570	5,908,465
2002	3,060,169	2,908,072	5,968,241
2003	3,698,018	3,500,382	7,198,400

Source: Ministry of Education, Science and Technology, Statistics Section, 2004.

In general, there has been a significant increase in enrolment from 891, 103 in 1963 to 1,816,017 in 1973 and eventually to 4,323, 822 and 5,428,386 in 1983 and 1993 respectively (Republic of Kenya, 1999). Despite this phenomenal growth, there has been an increasing number of school-age children who have been out of school in the last decade. However, this situation has changed with the provision of Free Primary Education (FPE). Enrolment for primary school has risen from 6.2 million in 2001 to about 7.2million in 2003. Despite the upsurge in primary level enrolment, an estimated 2 million children and youth still remain out of the school system (Republic of Kenya 2003 (c)).

The government's goal of attaining UPE by 2005 and Education for all by 2015 is seemingly becoming a mirage. Despite all the strategies and measures taken by the government, the goal of UPE has been elusive (Republic of Kenya, 2001). Although the primary school enrolment has grown in absolute terms over time, there has been increasing number of school age children who

are out of school. According to 1999 population census, 698,190 children out of 5,791,600 or 11% were out of school. Moreover, out of the total entering standard one, more than 50% drop along the way (Republic of Kenya 2003 (c)). In terms of the gross primary enrolment ratio, in 1960, before independence the Gross Enrolment Ratio (GER) was 47%. By 1980, the country had nearly doubled the GER, which by 1989, rose to a high of 95%. However, the gains made in the first two decades after independence had largely been eroded since 1989. The GER fell as low as 82.4% in 1994. These decline points to some of the challenges that face the education sector in Kenya (Elimu Yetu Coalition 2003).

The presence of a significant number of school age children who are not going to school and high wastage rates associated with dropping out, repetition in schools and low transition renders the implementation of UPE inefficient. The access and wastage problem in primary schools in Kenya has caused concern to all: the government, educators and other stakeholders in general. The Eighth National Development Plan indicated that the country face several problems on the educational front, one of which primarily relates to completion rates. Eshiwani (1987) observed that in Kenya, the overall wastage rates in Kenyan primary schools ranges from 30% to 40% while Karani (1995) showed that the dropout rates at primary schools were on the increase between 1987 and 1993.

1.2 Statement of the problem

The goal of primary education is to provide access to quality education to all children of primary school-going age on an equitable basis thus ensuring education for all at this level (Republic of Kenya, 2003 (d)). Despite the growth in enrolments for the various sub-sectors, the education system in Kenya still faces major challenges, which require to be addressed. The primary education sub-sector is currently facing serious problems in both qualitative and quantitative growth. Access, retention, completion and attainment rates are declining and both geographical and gender disparities are more marked. The sub-sector has not responded

adequately to population growth and continues to record low enrolments (Republic of Kenya, 2003 (c)). Increasing poverty and the HIV/AIDS pandemic have also resulted in high drop-out and non-completion rates. Thus the gains that the government had made in education up to the 1980's are being quickly eroded by disease and poverty (Republic of Kenya, 2003 (d)).

According to the 1999 population census, 698,190 children between ages 6 – 13 years were out of school. The 1994 Welfare Monitoring Survey showed that only 50% of the 6 year-olds were in school; and that 33% of the 7 year-olds and 25% of those aged 8 years were out of school. This substantial wastage needed to be contained, calling for a major policy shift to provide access to all the children who are eligible for primary school (Republic of Kenya 2003 (b)). In addition, the enrolment rates at the primary level have been noted to be steadily declining with the GER falling from 105.4% in 1989 to about 87.6% in 2000; with the lowest GER of 86.4% in 1996. The gender and regional disparities continue to persist in enrolment at primary level (Republic of Kenya, 2003, (c)). Cultural preferences in some communities that discriminate against girl children; increased poverty at the household level; long distances that children have to cover in order to get to school; and illness are some of the reasons for non-enrolment in school (Republic of Kenya 2003 (c)).

The problem of declining enrolment is compounded by the high wastage within the education system. Although the primary level witnessed massive gains in enrolment since independence, these gains have been reduced by wastage. The wastage is in the form of grade repetition and low transition rates (Republic of Kenya, 2003 (c)). Eisemon (1988) noted that the majority of children who enter primary school would leave school before completing the final standard and sitting for the K.C.P.E. examination. Attrition rates increase particularly after the sixth standard in many rural schools, and especially among women student.

The primary sub-sector has in the past, been faced with high drop out rates and low completion rates. This phenomenon is attributed to grade repetition and drop outs. Factors that accounted for drop out include child labour, lack of interest in schooling by parents, poverty and the effects

of HIV/AIDS. Repetition has been due to the pressure to pass examinations highly (Republic of Kenya, 2003 (b)).

The enrolment, retention and completion rates of both boys and girls pupils in primary schools in Taita-Taveta district is of great concern. The gross enrolment rate has not been impressive as shown in Table 2.

Table 2: Primary School Enrolment Number by Sex in Taita-Taveta District between 1998 – 2003.

PUPILS SEX	YEAR					
	1998	1999	2000	2001	2002	2003
BOYS	31,203	31,783	31,789	30,475	29,810	31,771
GIRLS	29,831	30,454	31,090	31,603	29,358	31,056
TOTALS	61,034	62,237	62,879	62,078	59,168	62,827

Source: Ministry of Education, Science and Technology, Statistics Section, 2004.

The gross enrolment number of pupils in Taita-Taveta district as illustrated in Table 2 shows an increment of 1,204 pupils between 1998 and 1999; and 642 pupils between 1999 and 2000. However, there is a sharp decline of 801 and 2,910 pupils between 2000 and 2001; and 2001 and 2002 respectively. The total enrolment in 2003 does not exceed that one of 2000, despite the introduction of free primary education in 2003. This clearly demonstrates that there are certain factors, which are hindering the enrolment and retention of pupils in the district. On gender enrolment, except for the year 2001, the enrolment of boys had been higher compared to that of girls.

Reports from the Taita-Taveta District Education office indicated that more pupils leave school before completion. The reports show that, of the five divisions in the district, Taveta is one of the most affected divisions in terms of educational waste. In addition, of the two sexes, girls seemed to be the most affected. Cases of repetition were most common in class one, six and seven. Consequently, there was great need to investigate the magnitude and causes of non-

enrolment, repetition and drop out phenomenon of pupils in Taveta Division. An investigation of the availability and quality of teaching and learning resources would provide a clear picture as to whether the pupils in school, receive the required education.

1.3 Purpose of the study

The purpose of this study was to investigate the factors that were perceived by headteachers and classteachers as affecting the effective implementation of UPE, in Taveta division of Taita-Taveta district. The investigation focused on enrolment in primary education, repetition of classes, drop out from schools and the availability and quality of teaching and learning facilities. The study was also intended to identify headteachers and classteachers opinions on strategies that could be employed to solve the problems affecting the effective implementation of UPE.

1.4 Objectives of the study

This study examined the following objectives:

1. To find out the extent of non enrolment, repetition, and drop out from primary schools in Taveta division.
2. To investigate factors viewed by headteachers and classteachers as contributing to non enrolment, repetition and drop out from primary school.
3. To identify the gender distribution in repetition and drop out as viewed by headteachers and classteachers.
4. To find out the availability and quality of both teaching and learning facilities in Taveta division.
5. To investigate headteachers and classteachers views of measures that could be taken to solve the problems affecting the effective implementation of UPE.

1.5 Research questions

The study sought to answer the following research questions:

1. What was the extent of non enrolment, repetition and drop out phenomena in primary schools in Taveta Division?
2. What were the major factors viewed by the headteachers and classteachers as contributing to non enrolment, repetition and drop out of primary school pupils in the division?
3. Did the headteachers and classteachers view any gender related patterns of repetition and drop out in primary schools in the division?
4. How available and qualitable were the teaching and learning facilities in primary schools in the division?
5. What were the headteachers and classteacher's views on strategies that could be used to solve the problems hindering the effective implementation of UPE?

1.6 Significance of the study

The study examined the implementation of UPE in Taveta division, Taita-Taveta district. The study was therefore aimed to provide views on the various challenges that hinder the effective implementation of UPE. In addition, several measures that could be employed to address these challenges are suggested. This will help to reduce the wastage of valuable resources, time and money allocated to education.

The findings of this study would be useful to teachers, school administrators, educational Officers, parents and other stakeholders in education fraternity in discovering the various challenges that impede the implementation of UPE. By providing up-to-date information, the study was particularly important in present Kenya especially with the recent introduction of Free Primary Education (FPE), through which the government aimed to enhance UPE in order to achieve the goal of Education For All (EFA) by the year 2015. The study could also provide

information to the Ministry of Education, Science and Technology, on how to achieve the objectives of primary school education.

1.7 limitation of the study

Literature on enrolment, repetition, drop out and availability of learning facilities in Taveta division of Taita-Taveta district is scanty or non-existence. The findings of this study could therefore not be easily verified and evaluated in relation to other studies carried in the area. The study also dealt only with the headteachers and classteachers who were pretty occupied and could not immediately provide the required feedback.

1.8 Delimitation of the study

The study only targeted the headteachers and classteachers in the division. Parents, school inspectors and other education Officers were not included in the study. The research was also delimited to Taveta Division in Taita-Taveta district only despite the similarities that exist in all other divisions in the district. The study used questionnaire as the main method of collecting data.

1.9 Basic assumption

The study assumed that the respondents were knowledgeable about the effective implementation of UPE and that they would give honest answers.

1.10 Definitions of operational terms

This Section defines the operational terms used in this study:

Basic education refers to education offered to equip the learners with general skills that could enable them survive on leaving school at any level.

Cohort refers to the group of students as they are traced from one class through the subsequent classes to the terminal year of the cycle.

Domestic labour refers to any activity or work that is performed at home or school, which requires one to use skills acquired at home.

Drop out refers to any student who leaves primary school without completing the requirements for primary school education.

Education cycle refers to the primary education cycle, which runs from standard one to standard eight.

Enrolment refers to the act or state of marking someone officially a member of a group, society or organization by registration.

Gender refers to the social categorization of people based on their sex (that is male or female).

Guidance and Counseling refers to giving advice on educational opportunities as well as helping one to fulfill his/her aspirations in life.

Indiscipline refers to living contrary to the expected established regulations within the school.

Literate refers to a person who can both read and write a simple statement with understanding.

Opportunity cost refers to the alternatives available to primary school pupils, which compete for their own attention as opposed to going to school.

Repetition refers to the case where a student spends one or more years covering the same educational material. This is seen as educational waste.

Waste refers to the combination effect of repetition and enrolment loss on the progression of a group of students through the education cycle from standard one to standard eight.

1.11 Organization of the study

This study is organized into five chapters. Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation and delimitation of the study, basic assumptions and definitions of operational terms. Chapter two is comprised of the literature review. It is divided into the following parts: Introduction, historical development of the concept of UPE, the magnitude of the implementation of UPE, key challenges facing the implementation of UPE

factors affecting the effective implementation of UPE, literature review summary and the conceptual framework. Chapter three describes the research methodology. It included the following parts: Introduction, research design and locale, target population, sample size and sampling procedure, research instrument, the validity and reliability of research instruments, data collection and analysis procedures. Chapter four presents data analysis and discussions of the research findings while chapter five provides the summary of the findings, conclusions and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

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This chapter presents a comprehensive literature review. The purpose of this chapter is to review literature related to the concept of Universal Primary Education (UPE). All issues concerning UPE are discussed, examined and analyzed with a view of investigating key challenges that hinder the effective implementation of UPE in Kenya. Literature on empirical researches, theoretical expositions and recorded experiences in the field is also presented.

The literature review is presented in six sections. These are the historical development of the concept of UPE, The magnitude of the implementation of UPE; Key challenges facing the implementation of UPE; factors affecting the effective implementation of UPE; a summary of the literature review and the conceptual framework.

2.2 Historical development of the concept of UPE

The concept of UPE is closely associated with the formal education. The genesis of UPE can be traced back to the period of renaissance. Mukathe (1999) asserts that it is only during the renaissance that some of the tendencies, which were later to develop into the idea of universal education, can be gleaned. However, these were only tendencies: they had very little impact on renaissance education, which in its orientation remained elitist.

According to Gould (1993), before the 19th century and the era of mass public education in Europe, in most countries formal schooling was very much for the elite and presumed to bestow only private benefits. Phillips (1975) noted that education had been traditionally in the hands of religion, guilds or philanthropic organisations, except where it was part of the business of private schools. Consequently, many children were unable to profit from these facilities. Modern public education, according to Lockheed and Vespoor (1991), developed from two

distinct educational traditions, one concerned with educating the elite and the other for educating the masses. Virtually, all mass education system was established with the aim of producing minimum levels of competence in general population.

History shows that among the advanced countries, the idea of UPE emerged at various times in different countries as a response to religious, social, economic or political challenges felt by states and governments, rather than pressure by parents. Phillips (1975) observed that in France, the United Kingdom, United States and in other advanced countries, there had been a good deal of heart-searching about public responsibility for primary education. However, it was not until the last decades of the century that systems of universal publicly financed primary education were made operative.

Compulsory schooling, according to Mukathe (1999), first appeared in countries that developed relatively late or not at all. This includes the various German states between 1724 – 1806, Prussia in 1806, Austria in 1814, Greece in 1834, Spain in 1838, Sweden in 1824, Norway in 1848 and Argentina in 1884. In Japan, it took place in 1872, France in 1882, Britain and Netherlands in 1900 and Belgium in 1914. In United States where the first general education law was passed in Massachusetts in 1642, most states did not follow suit until after 1854. The provision of UPE led to legislation making its provision first an obligation of towns or communities to provide schools. It was followed in due course by further legislation to make it free and secular. Eventually, most countries by different methods, achieved their quantitative goal by the end of 19th century (Phillips, 1975).

The ideology of education as a human right is an outgrowth of the revolutionary changes in thinking that has spread globally since the end of the Second World War. According to Gould (1993), after the Second World War, the emphasis changed and the public function of education became much more prominent. Phillips (1975) noted that in 1948, the General Assembly of the United Nations agreed: "Everyone has the right to education" (Article 26 of the Universal

Declaration of Human Rights). The fundamental building blocks for the right to education therefore become primary education.

With the declaration of education as basic human right, countries that had won independence from colonial powers inevitably sought to establish societies based on general notion of equity and human rights, and their support for a social justification of public education was unquestionable (Gould, 1993). To translate the United Nations principle into action, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) sponsored regional meetings to discuss the future of education. In 1956, a meeting was held in Lima on Free and Compulsory Education in Latin America and the Caribbean, a theme that was discussed again in Santiago in 1963. Asian countries met in Karachi in 1960 and in Tokyo two years later. They (excluding China) set themselves the goal of increasing gross enrolment ratios from about 70% in 1964 to about 90% in 1980. The Addis Ababa Conference of 1961 set a goal for Africa: to achieve universal enrolment in primary school by 1980 (Lockheed and Vespoor, 1991). Coombs (1985), argues that although the Ministers of Education of Asia, Africa and Latin America committed their nations in the early 1960's to a strategy of building educational systems from the ground up, starting with UPE. However, their strategy in action turned out to be the exact opposite. These developing countries expanded enrolments at a much faster rate at the university and secondary level than at the base of the system, that is at the primary level.

To provide a new impetus towards the realisation of the goal of UPE, there was a renewal of commitment and efforts to achieve UPE at least in international community's statements of intent. The historic World Conference on Education for All (WCEFA), held in Jomtien, Thailand in 1990, reiterated the UN Universal Declaration of Human Rights that "Everyone had a right to education." The Jomtien Conference sought to revive the international community's commitment to developing basic education as a fundamental human right (Republic of Kenya, 2001). The impetus created by the 1990 WCEFA in Jomtien has been reflected in a succession of international conferences supported by the UN in the last decade. These include the World

Summit for Children (1990), the World Summit on Population and Development (1990), the World Summit for Social Development (1995), the World Conference on Education (2000) and the Fifth World Conference on Women (2000). These meetings, produced declarations which recognized basic education as a human right as well as a means for social, economic and political development (Republic of Kenya, 2001).

The WCEFA held in Dakar, Senegal in April, 2000 and which produced the Dakar Framework of Action was yet another milestone step taken to facilitate the realisation of, among others, the goal of UPE. According to UNESCO (2000), the Dakar Framework of Action provided an opportunity to assess the progress made since Jomtien and the prospects for developing quality education for all in the 21st century. It reiterated the need for action by national governments, in rededicating themselves towards the attainment of EFA goals and targets. The framework provided national governments, international and bilateral development agencies and non-governmental organizations (NGO) with a reference and a guide to develop specific strategies to achieve the development of quality basic education for all (Republic of Kenya, 2001). The Dakar Framework assigned a timetable for reaching three specific goals:

- (i) Achievement of UPE by 2015.
 - (ii) Elimination of gender disparity in primary and secondary education by 2005 and achieving gender equality on education by 2015.
 - (iii) Achievement of a 50% improvement in the levels of Adult literacy by 2015.
- (UNESCO, 2001).

In view of the global commitment towards the realisation of UN's Declaration of Human Right, countries all over the world have adopted different strategies so as to ensure effective implementation of UPE.

2.3 The magnitude of the implementation of UPE

Primary or elementary education generally denotes the basic or introductory schooling that young children receive. Therefore, primary education can be said to be the most universal and significant level of formal education where most people get schooling than at secondary and higher levels. Inter-Agency Commission (1990) acknowledges that primary schooling is the most formal method of providing basic learning.

Overall enrolment trends suggest that, over the last quarter century, considerable progress has been made in expanding the capacity of primary school systems in all regions of the world (UNESCO, 2001). As Lockheed *et al* (1991), points out, the availability of primary education has expanded on a scale that is remarkable by any standard and reflects the strong determination of countries to provide their populations with universal access to schooling. A significant growth and expansion of primary education has been observed especially during the postcolonial era. This has been attributed to the masses' popular demand for education.

The phenomenal expansion of primary school capacity in Africa, Asia, Latin America and the Caribbean is largely attributed to the commitments made during UNESCO sponsored regional meetings, which emphasized the provision of UPE. Lockheed *et al* (1991) explains that the actual school enrolment achieved by the dates 1970 and 1980, set during these regional meetings, greatly surpassed the projections set. From 1965 to 1986, the total number of schools doubled and that of teachers tripled in developing countries. However, Lockheed *et al* clarifies that, still, many countries did not achieve universal enrolment of school-age children in primary schools, largely because of unexpected high population growth rates and high rates of repetition that filled many school places with overage children. The situation was most acute in low-income countries, excluding China and India (Lockheed *et al*, 1991).

In Kenya, there has also been some substantial progress in the provision of primary education. For instance, the number of public primary schools has increased from 6,058 in 1963 to 17,600

in 2003. Student enrolment rose from a total of 892,000 in 1963 to 7.2 million in 2003. The enrolment ratio at primary level has increased from 50% in 1963 to 87.6% in the year 2000. The highest enrolment was 105.4% which was attained in 1989. With the introduction of Free Primary Education (FPE) the gross enrolment ratio (GER) rose to 104% (Republic of Kenya, 2003 (c)).

Despite the impressive increases in enrolments during the past two decades, many governments have not achieved universal and equitable access to education. Inter-Agency Commission (1990), noted that it was ironic that the primary enrolments attained in 1970 and 1980 had exceeded those projected by these UNESCO regional meetings and yet UPE still was not achieved in many countries. According to Phillips (1975), in the developing countries making up the continents of Africa, Asia and Latin America, there were as at 1970, an estimated 269 million children aged 5 – 14 years who were out of school in the sense of having never attended school or who left before completion. UNESCO estimates that in 1985 approximately 105 million school age children (6 – 11 years old) were not participating in formal education. Of these, 70.2% were in least developing nations and 60% were girls. Information from EFA Global Monitoring Report (2003) reveals that an estimated 104 million children of primary school age were not enrolled in school at the turn of the millennium. Almost all these children lived in developing countries. The number of African children out of school increased by 17% over the decade. The number of out-of-school girls is highest in sub-Saharan Africa (23 million) followed by South and West Asia (21 million).

Like the rest of developing countries, Kenya is still far from achieving universal and equitable access to education. The country still faces challenges relating to access, participation, quality, relevance and financing. Overall, the GER at primary level has declined and large inter-district disparities in GER exist. Primary school GER declined from 105.4% in 1989 to 87.6% in 2000; with the lowest GER being 86.4% in 1996 (Republic of Kenya, 2003 (c)). Press reports indicate that there are a large number of school age children who are out of school, even after the

introduction of free education programme in Kenya. Aduda, in an article appearing in the *Daily Nation*, July 12th 2003: 9 observes that evidence from field visit is beginning to show that many children, especially in urban slums and rural areas, have started dropping out. The main causes of the dropout are poverty at home front and poor quality and irrelevant content that does not meet their intrinsic and extrinsic needs. Mr. David Siele, the Nyanza Provincial Director of Education (PDE) is quoted in the *Daily Nation*, August 9th 2003: 7 as saying that most of the 300,000 pupils who had enrolled in schools after the introduction of free primary education had dropped out. With the number of school-age children who are not enrolled in school ever increasing, the population of illiterate adults will increase and thus, the unmet needs for basic knowledge and skills will continue to accumulate.

2.4 Key challenges facing the implementation of UPE.

Despite the recognized value of education, its provision as a basic right has been lagging behind in many developing countries, particularly in Africa. Abagi (1998) explains:

“At the 1990 Jomtien WCEFA, it was observed that despite notable efforts by countries around the world and over 40 years since the Universal Declaration of Human Rights, the following realities still persist:

- More than 100 million children, including 60 million girls, have no access to primary schooling,
- More than 960 million adults, two thirds of whom are women, are illiterate,
- More than one third of the world's adults have no access to printed knowledge, new skills and technologies that could improve the quality of their lives.
- More than 100 million children and countless adults fail to complete basic education programmes, while millions more satisfy attendance requirements but do not acquire essential knowledge and skills” (Abagi, 1998 : 2).

The Jomtien revelation hints the existence of some serious challenges, which impede the implementation of UPE. In order to ensure an efficient implementation of UPE, there is need to first, identify the obstacles, which inhibit UPE's effective implementation and then find out the factors behind these obstacles.

Studies conducted both in developing countries and in Africa have confirmed that despite the growth in enrolment, primary sector still faces challenges relating to access, retention, equity, quality, relevancy and financing. In many countries, the sector is experiencing declining enrolments, high drop out rates, low transition and completion rates. There are also large inter-regional disparities in enrolment as well as gender variations. UNESCO's Director-General affirmed this scenario by asserting that:-

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“Nevertheless, millions of children around the world still fail to gain access to schooling, and even large numbers among those who do enrol leave prematurely, dropping out before the skills of literacy and numeracy have been properly gained. A majority of such children are girls. As a result, the scourge of illiteracy still affects more than 860 million adults, almost two-thirds of whom are women” (EFA Global Monitoring Report, 2003 – Foreword Note).

With regard to access and quality of primary education, UNESCO (2003 (c)) noted that a right to primary education is nothing if there is no access to it. Moreover, when there is access to it, if the education provided is of poor quality, then it is unlikely that the goal of EFA will be reached. For these reasons, the global community continues its search for ways in which access to good quality primary education can be provided universally.

The challenge of access to primary education has been observed in many countries. Lourie (1989) observed that in Central American countries, the school system does not take in all the children entitled to schooling. Access to primary schooling is far from being available to all children, and in addition, the urban child is considerably more favored than the rural child of the same age. Beckley (1989), commenting on education in Sierra Leone, revealed that since the attainment of independence in 1961, enrolment rates in Sierra Leone have not risen above 50% at the primary level. In spite of Sierra Leone's early achievement in formal education, equal access to educational opportunity continues to elude the majority of the country's school-age population (Beckley 1989).

In Kenya, despite increased investment in education, a number of children do not have access to primary education. Reports indicate that only about three quarters of primary school age children have access to education at this level and of these, less than 50% complete the cycle (Republic of Kenya, 2003 (d)). In addition, the degree of accessibility to primary education varies according to regions, gender and economic level. According to Abagi (1999), the national GER in primary school in 1997/1998 was 79.2% (girls = 78.9%, boys 79.6%) but only 19.7% (girls = 12.7%, boys 25.9%) in North Eastern Province as compared to 90.5% (girls = 91.9%, boys 89.1%) in Central Province. In Nairobi, the GER was 61.4% (girls = 58.3%, boys 64.7%). It was also noted that provinces with highest GER were also areas that are more economically endowed for example Central Province (Republic of Kenya, 2003 (c)).

The problem of declining enrolment is compounded by high wastage within the education system. Primary sector has in the past been faced with high drop-out rates and low completion rates. This phenomenon is attributed to grade repetition and dropouts. Regarding repetition, EFA Global Monitoring Report (2003), shows that incidence of repetition are highest in sub-Saharan Africa – above 15% in about half of the countries – with repeaters sometimes one quarter of the enrolment.

In Kenya, repeating classes, like corporal punishment is illegal in schools, yet it continues silently. A recent report from the Ministry of Education indicated that grade repetition ranged between 13% to 16% for standard 1 – 6 and between 18% and 19% in standard 7. In 1998, only 47% of those who completed primary school had graduated within the allocated time period (Republic of Kenya, 2003 (d)). Aduda, in an article in the *Daily Nation*, October 10th 2003 : 12, observed that many teachers routinely force children to repeat classes when they do not do well in the year-end-examinations. The matter is so grave that at the later stages of primary schooling – standard 6 and 7 – when, in a ruthless sieving exercise, children who do not meet certain grades are forced to repeat so that they do not dilute the schools performance in the national examinations.

Another challenge of major concern regarding the implementation of UPE is the problem of retaining pupils in school after admission. Drop-out has been singled out as a major cause of wastage in primary education. Phillips (1975) pointed out that dropout was the largest single cause of educational deprivation and responsible for the lack of a minimum basic education in some 150 million children, leading to their growing up illiterate. Inter-Agency Commission (1990) emphasized that participation by students until the end of primary school cycle may be a necessary, if not sufficient, condition for achieving an acceptable level of basic learning. The commission observed that for 1980 – 86, completion rates reported by the low-income countries ranged from around 15% (Bennin, Guinea-Bissau, and the Yemen Arab Republic) to 80% and above (Mauritania, Indonesia, Sri Lanka and Zambia).

On the Kenyan scene, in spite of government and parent's commitment to keeping the children in school, a large number of them are still dropping out of school. It has been reported that many children who enrol in schools in Kenya, girls in particular, do not stay long enough to complete the cycle. The completion rates for the last five years have remained at 47% mark at primary school level (Republic of Kenya, 2001). According to Elimu Yetu Coalition (2003), the average dropout rate in primary education is 4.9% though it varies by class level. The highest dropout rate is recorded in class 7 with the lowest being class 8. The difference between genders is not quite significant. However, there are regional differences, with Eastern and North Eastern Provinces recording fairly high rate of 6.1% and 6% respectively. In a paper presented to the National Conference on Education and Training, Prof. George Saitoti, Kenya's Minister for education, noted that the government was concerned that the last decade was characterized by high drop-out rates and a steep decline in completion rates especially at the primary level. For example, in 1999, dropout rate was 47.7% and the trend may have worsened thereafter. The worst affected by dropout were girls (Saitoti, G. 2003).

The implementation of UPE also faces another challenge relating to educational equity. Equity refers to fairness in access to education at all levels. A common trend observed in many

developing countries reveals an unfortunate situation whereby educational supply, educational demand, and learning process are not consistent across the entire primary school population. Certain groups of children are educationally disadvantaged in virtually all societies, as reflected in their enrolment, tendency to stay in school, and educational attainment (Lockheed *et al* 1991).

According to Beckley (1989), the question of educational opportunity for every individual is one that continues to be problematic both in quantitative and qualitative terms. In spite of increasing enrolment rates, and high priority accorded to education by governments, the percentage of children benefiting from educational provision continues to be very low. Inter-Agency Commission (1990) observes that educational inequities in most countries are commonly related to poverty, gender, location (geographical), religious, linguistic or ethnic identification, and physical or mental disability. This view is similarly advanced in many studies and researches (Abagi 1997; Beckley 1989; Coombs 1985; Gould 1983 and Lockheed *et al* 1991).

Reports in Kenya indicate the existence of educational inequity in the provision of both primary, secondary and university education (Republic of Kenya, 2003 (c)). According to Saitoti (2003) the duality of the challenges of equity comprises of geographical and gender inequality. In the marginal areas of ASALs and slums, there are many school children who may never enter school. In some areas fewer girls than boys enter and stay in school. Regionally, the well-endowed regions in Central Kenya continue to record GER of 105% while marginalized regions of North Eastern Province posted GER as low as 17.8% (Republic of Kenya 2003 (b)).

Finally, the challenges facing the implementation of UPE cannot be said to be complete without mentioning the issues of quality and financing. The quality of education at any level is measured by its ability to equip learners with skills to live and operate as useful members of the community and society as well as preparing them for further and life-long learning. Abagi (1999) noted that the quality of education, including its relevance to the country's need has

constantly been questioned. The overloaded curricula, lack of teaching materials, poor teaching approaches, poor or lack of adequate supervision and low morale of teachers are among the factors cited for the poor quality of education. Investing resources in poor quality education is like not investing at all. Saitoti (2003) suggested that quality education should shift from merely passing examination to encompass the discovery of talents, development of analytical, cognitive and creative potentials.

Eisemon (1988) noted that recent literature on the educational systems of developing countries is replete with assertions that the quality of schooling has suffered in consequence of increasing school enrolments. In Kenya, it has been observed that the quality of education at all levels has been deteriorating over time, with inappropriate teaching-learning approaches and environment, and low attainment (achievement), especially in mathematics and science oriented subjects (Republic of Kenya, 2001). Recent press reports have also decried the deteriorating quality of education. For instance, the Kenya National Union of Teachers (KNUT) Secretary-General, Mr. Francis Ng'ang'a is quoted in the *Daily Nation*, October 19th 2003 : 6, as saying that the quality of education standards is at stake following the increased enrolment in primary school. Mr. Ng'ang'a cites the big shortage of teachers due to high enrolment and teachers not being well prepared to cope with increased enrolments, as some of the factors threatening the quality of education. Siringi (2004) in an article titled "Free learning brings along low standards" appearing in the *Daily Nation*, February 5th 2004 : 7, asserted that free schooling had affected the quality of education in primary schools. Although the programme introduced in January 2003 had increased enrolment, the quality of teaching and learning had declined due to inadequate facilities. Siringi (2004) quotes an unpublished study by Action Aid – Kenya, which said parents and teachers had complained about serious decline in tuition due to class overcrowding and a lopsided teacher-pupil ratio.

Regarding financing of education, Coombs (1985) argued that educational systems do not run on slogans and good intentions. They run on money. Without money to secure the essential

physical resources of education (buildings, equipments, materials, supplies) and the human resources (teachers, administrators, and custodians), organised educational systems would collapse on to an empty center. With money, the non-financial problems of education become more tractable. In Kenya, the government's investment in education has been impressive and increasing. Available data indicate that the government's commitment to investing in education and training is not in doubt (Abagi, 1998).

A comparison between Kenya and other countries in the region suggests that the country spends relatively more on education in terms of total government spending and as a portion to the Gross Domestic Product (G.D.P) than many others (Republic of Kenya, 2003 (c)). In 2002/2003 financial year, KShs.93, 975.46 million was allocated to social services out of which education was allocated Kshs.66, 417.93 million. The largest portion of the recurrent expenditure by the Ministry of Education went to General Administration and Planning (KShs.49.051.57 million or 79.6%) followed by the Higher Education with 6,808.94 million (11.1%). In order to meet the expected cost of the Free Primary Education policy, a supplementary budget of KShs.2, 469.85 million was approved by Parliament in 2003. This resulted in a phenomenal increase in primary education recurrent expenditure to 3,321.65 million (Republic of Kenya, 2003 (e)). However, it has been observed that at the primary sub-sector level, almost 98% of the total budget goes towards teachers' salaries and allowances leaving only 2% for operations and maintenance (Republic of Kenya, 2003 (c)). With such meager amount remaining, it is quite clear that there is need to invest more to physical facilities and other instructional materials and equipments. A large amount of invested resources will also provide better capacity and quality of education to attract more enrollees.

In general, all the challenges discussed, significantly impede the attainment of the goal of UPE.

2.5 Factors affecting the effective implementation of UPE

Beneath the challenges of access, retention, equity, quality and finance, lies several factors, which impede the goal of attaining UPE by 2005, and EFA by 2015. These factors significantly contribute to the declining enrolments, high drop out rates, low transition and completion rates.

Numerous studies, surveys, reviews and reports have pointed out on the various factors that contribute to high wastage thereby rendering the implementation of UPE ineffective. Phillips (1975), observed that the most authoritative examination of wastage on a world scale was undertaken by Brimer and Paul for the International Bureau of Education/UNESCO. Their study revealed that wastage was caused by lack of control of school attendance; remoteness of pupils home from school; unsuitability of the curriculum; overloading of programme; the verbalism of teaching; excessive severity of teachers; overcrowded classes; lack of qualified staff; fatigue and poor living conditions in the home. According to Ayige (1997) there were three main factors that had been identified as important determinants in low enrolment and high dropout rates in primary education in Northern Uganda. They included school financing, pupil performance and school administration.

In Kenya, study of antecedents of gender on specific school wastage rates by Bali, indicated that children at risk of dropping out of school were identified by teachers as possessing the following characteristics: poor academic performance, irregular school attendance, non-completion of homework and discipline problem with peers and teachers. Their study enumerated reasons why girls drop out of school as: child labour, poverty, lack of motivation, early marriages, peer group pressure, poor performance and pregnancy (Bali, 1997).

From the above arguments, it is quite clear that factors that affect the effective implementation of UPE can be broadly categorised as:

- (a) Household and community –based factors,
- (b) School-based factors, and
- (c) Education policies and management process.

A. Household and community based factors

1. Poor Economic Growths and Increased Poverty

With formal education being an expensive enterprise, more so in recent times, only those who are able or willing to pay for it have better chances of future success. In many developing countries, education is neither compulsory nor entirely free. Inevitable, therefore, children whose parents are economically deprived are said to be among the educationally deprived or marginalized (Beckley, 1989). According to Coombs (1985), the findings of many empirical studies suggest that children whose parents are at the bottom of the socio-economic hierarchy are not as inclined to seek or gain access to available educational facilities as are children from families located at the middle or top of the hierarchy. Lockheed *et al* (1991) asserted that in all countries, children of poor families are less apt to enrol in school and more apt to drop out than children of better-off families. Coombs (1985) argued that it is mainly the children of the poorest families in the rural areas and urban slums who account for the dramatically high figures of non-school goers and early drop-outs that show in reports of governments and international agencies.

Macro-economics analyses indicate that the level of poverty in Kenya is high, and is on the increase. Poor economic growth in Kenya in the last decade has led to persistent poverty among Kenyans. Official documents indicate that about 50% of Kenyans live below the poverty line and are therefore unable to access basic services like food, education, shelter and health (Republic of Kenya, 2001). According to Abagi, both the agricultural and manufacturing sectors have faced a general decline in the last decade. Given the high level of poverty, the level of savings is very low hence reducing the level of investment (Abagi *et al* 1999). Due to the increasing poverty, households and communities have therefore been unable to invest and support the development of basic education. Many parents especially in rural areas, ASAL regions and slums in urban centres, have been unable to provide their children with necessary education requirements (Republic of Kenya, 2001).

Available studies and assessment of the primary sector in the last decade cites poverty as a major factor contributing to pupil's non-enrolment, repetition and dropout. For example, in the 1995 Primary School Census, poverty was cited as an important factor (13%) particularly in ASAL areas where food availability is erratic and scarce; and when available, it is of low nutritional value (Republic of Kenya, 2003 (c)). Mong'are (1996), in his research, observed that poverty is a real cause of drop out. Out of the teachers he interviewed, 70% were in agreement with him that extreme poverty leads to school dropout. He had noted in his research that there were some families, which went without food. In such cases, the hungry children failed to attend school and finally dropped out of school. Similarly, Wanjohi (2002) found out in her research that poverty and socio-economic hardship (68.9%) contributed greatly to dropout. Similar findings have been noted by Amung'a (1997). In an Article to the *Daily Nation*, Kihara, (2003 : 9) wrote:

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“... More than 50% Kenyans still live below poverty line. With such poverty levels, there is no doubt that many households have problems putting a meal on the table, leave along thinking about education. Thus even with free learning, there are families that cannot afford the cost of indirect costs and requirements such as uniforms, shoes or even packed lunch.... For girls from poor households, their family's ability to buy personal effects such as sanitary towels and under clothing makes a difference on whether or not to attend school on regular basis. Some eventually dropout when the personal effects are not always assured” (Kihara, *Daily Nation* February 24th, 2003 : 9).

2. Child Labour in Wage Employment

Lockheed *et al* (1991) observed that in poor families, children labour is often critical to the income or survival of the household, especially in rural areas. Children who work have little or no time to attend school. The authors give an example of Philippines where 15% of boys and 9% of girls in rural areas must work in the paid labour force and therefore cannot attend school. When working, children who attend school have little time to study, which weakens their academic performance. The effect on their schooling is considerable: those who do manage to

attend school are less able, less industrious, and less regular in their attendance, putting them at a disadvantage through their school years and beyond.

In Kenya, according to the 1995 Primary School Census conducted by the Ministry of Education, child labour was cited as another factor that interferes with schooling and was very common in Nyanza, Eastern, Coast and parts of Central Provinces of Kenya. It was noted that in Nyanza, primary school dropouts work on sugarcane plantations, join the fishing industry, quarrying, jua kali and pick tea. In Coast Province, dropouts become beach boys, commercial sex workers, jua kali artisans and hawkers. In parts of Central and Eastern Provinces, tea, coffee, miraa picking and sand harvesting are the occupations that attract dropouts (Republic of Kenya, 2003 (c)).

Abagi, *et al* (1997) asserts that as the level of poverty rises, child labour becomes crucial for family survival. Child labour is increasingly employed in domestic activities, agriculture and petty trade both in rural and urban Kenya. Poor households, and in some cases children themselves, have to carefully analyse the opportunity cost of education. As a result parents have continued to send their children, particularly daughters, into labour market – mainly as domestic workers in urban centres. Meanwhile, boys from the Coastal region and in rich agricultural areas abandon school in order to earn money as beach boys and tea or coffee pickers respectively. Abagi's sentiments are shared by Kihara (2003). Kihara (2003), argued that in situation where families live in abject poverty, children are forced to forgo school to supplement family income by working in coffee, sisal or tea farms. Others are forced to work in dangerous environments such as quarries, mines and factories. Among the fishing communities, children who should be in school are forced to either become fishermen or fishmongers. In such situation, the opportunity cost for a household becomes too high and unbearable.

According to the Totally Integrated Quality Education and Training (TIQUET), also referred to as Koech Report, child labour is a rampant practice that continues to keep children out of school

especially in the prevailing situation of poverty at household level. Work prevents many children from gaining or benefiting from education, while at the same time education system fails to take into account the special circumstances of working children. All these forms of labour, whether paid or unpaid, interfere with children participating in education either denying them access or reducing effective participation, thus causing dropout and absenteeism from school (Republic of Kenya, 1998).

Recent press reports have indicated cases of pupils dropping out as a result of child labour. In the *Daily Nation* of June 30th, 2003 : 18, Mt. Elgon District Commissioner (DC) Mr. James Serian is reported as saying that half the children below 18 years in the area were not in school, but were employed to burn charcoal and ferry goods even though primary education is free. Mr. Serian attributed the high dropout to parents who gave their children land when they were still in school. Elsewhere, the Nyando DC, Mr. Hassan Farah is reported in *Daily Nation* of October 6th 2003 : 6 as blaming child labour for the low primary school enrolment in Nyando. Despite the introduction of FPE, many parents still detained their children at home, preferring to engage them in sugarcane farming. Mr. Farah claims that although 15,000 more pupils had enrolled in primary school in the district the figure was still below the expected.

A study conducted by Wanjohi (2002) revealed that 26.5% of school dropouts were observed to be engaged in self-employment, such as petty trade, hawking and charcoal burning. About 18% dropouts were employed as casual labourers either in people's farms, tending animals or carrying luggage as occasional potters. Domestic work such as house girls and shamba boys were observed to be the occupation of about 8% of the known school dropout. An International Labour Organization (ILO) study cited by Kigotho, in the *East African Standard* (School and Career), April 15th 2004 : 4, estimates that 760,000 children in Kenya are engaged in hazardous occupation. This group lives and works in the streets of Nairobi, Mombasa, Kisumu and other urban centres in the country. The ILO study predicts that it will not be easy for the nine million children in Kenya aged between five and fourteen to be enrolled in school unless enormous

economic benefits in the fight against labour is won. The study urges the government to move quickly and free children from all forms of child labour by addressing schooling opportunity cost in relation to household benefits from child labour.

3. Children Involvement in Negative Cultural Practices

Negative cultural practices may significantly contribute to school dropout. According to Abagi *et al*, socio-cultural factors such as initiation ceremonies and gender socialization are additional factors responsible for pupils' failure to complete primary education. In areas where traditional circumcision is still practiced, some pupils are pulled out of school to participate in initiation ceremonies. Once initiated, some pupils develop negative attitudes towards teachers and the school. In this connection, some circumcised boys are not ready to be taught by women – whom they now consider inferior. Similarly, some initiated feel that they are now grown up women who should get married. This is because, in some communities girls are expected to get married immediately after they have been initiated. Pressure is therefore put on them to leave school and meet traditional expectations (Abagi, *et al* 1997). Cultural preferences in some communities that discriminate against girl-children result in low enrolment. In case of poverty at home, parents in such communities tend to withdraw their daughters from schools to either marry them off or let them stay at home (Republic of Kenya, 2003 (c)).

Nderitu (1982) argued that culture plays an important role as pupils advance in age. Some pupils withdraw from school because they have been initiated and hence expected to carry chores that cannot allow them to be in the school. In her study conducted in Baringo and Nyandarua districts, Wamboi (1995), as cited by Wanjohi (2002), noted that circumcision also leads girls to drop out of school. Wamboi observed that girls who have undergone circumcision or for whom bride price has been paid, often undergo changes in attitude and reject formal education because they see themselves as adults and see schools and institutions meant for children.

Mwaniki and Bwire in an Article appearing in the *East African standard*, August 2nd, 2003 : 18, asserted that a large number of children are still out of school due to cultural practices like female genital mutilation (FGM), early marriage and child labour. In the same newspaper, Nyassy reported that a teacher and an Assistant Chief in Tana River district told an Assistant Minister of Education, who was touring various primary schools in the area that girls are often withdrawn from school at an early age, undergo FGM and are married off, while the boys are sent to herd cattle (*East African Standard*, August 2nd, 2003 : 18). Similar sentiments are echoed by Kimutai, in the *East African Standard* (Schools and Career) April 8th, 2004 : 14, in which he cites a local NGO, Education For Women in Democracy, as noting that girls in parts of Narok, Transmara and Nakuru Districts were at risk. A survey by the organisation last December and January, showed that Bomet was leading with 350 initiates; Transmara 117; Nakuru 90; Kericho 47 and Buret 70 initiates. Kimutai quotes an Officer of the NGO, Mr. Charles Tonui, as saying that female circumcision is common among people who live in remote areas and still cling to traditional cultural beliefs and practices. According to Wachira (2001) outdated cultural practices like female cut continue to plaque the education system. Two girls at Ngamwa Primary School in Nyeri district had to drop out after the cut. They felt that they were fully-grown ups and could not mix with other children and obey the school rules. The same applied to a standard 6 boy, who after being circumcised felt he could not comply with school rules. All these incidents point to the fact that involvement in negative cultural practices does contribute to school drop out.

4. HIV/AIDS Pandemic

The increased HIV/AIDS pandemic has had some devastating effects on the education sector in general and the participating of children in particular. HIV/AIDS affects both the demand and supply of basic education. Although the magnitude of this problem is not yet accurately known, there are indications that the sector is losing many qualified human resources from the pandemic. For example, many teachers are either infected or affected by HIV/AIDS, thus unable

to be efficient and effective into their work (Republic of Kenya, 2001). A report from UNESCO (2001) indicates that in some African countries, more teachers are dying of AIDS than are entering the school system. In Zambia, for example, more than 100 teachers died per month on an average in 1998. In Rwanda, a recent assessment on the impact of HIV/AIDS on education delivery conducted on April 2003, indicated that 7.5% of school heads reported that they had staff with suspected HIV/AIDS absenteeism. This absenteeism includes teacher illness, family illness, and responsibilities on funerals. In Uganda, HIV – infected teachers are estimated at more than 30%, with a proportion of AIDS- related death among them being 21%. Even with its low mortality rate about 6 – 7 %, Uganda is expected to loose 0.5% of its teachers and educating officials to HIV/AIDS between 2000 and 2010 (UNESCO, 2003 (b)).

In Kenya, reports indicate that teacher deaths rose from 450 in 1995 to 1500 in 1999. More recent reports indicate that some 20 to 30 teachers die from HIV/AIDS each month in Nyanza province. Infact, projections on teacher mortality indicate that Kenya will loose 1.4% of its teachers each year from 2000 to 2010. HIV – infected teachers and other education personnel will become increasingly unproductive overtime with increased periods of absenteeism and illness (UNESCO, 2003 (b)). In view of such shocking revelation, the Teacher’s Service Commission (TSC) is constrained now by the impact of HIV/AIDS on teachers. In addition to high teacher mortality, there is reduced productivity of chronically ill teachers, school managers and other education administrators; there is the stigma and discrimination of infected teachers, and increased workload for teachers to cover for chronically ill or dead teachers who cannot be sufficiently replaced due to the freezing of teacher employment since 1998. TSC is also confronted by problem of teachers resigning from public schools to fill vacant posts in private schools occasioned by the death of personnel through AIDS. Although the TSC cannot authoritatively state how many teachers have died or are dying of AIDS, it is gravely concerned (UNESCO, 2003 (b)).

On another level, the social and economic impacts of HIV/AIDS threaten the well being and security of the children. The National Aids and Sexually Transmitted Disease Control Programme (NAS COP), estimates that there will be 1.5 million orphans aged 15 years and below by 2005. Needless to emphasize, NAS COP says the bulk of this worrying figure will account for children orphaned by HIV/AIDS (Wangusi, 2003).

Many children have been affected by the disease due to loss of their parents. These children are the innocent victims of a virus that know no boundaries. As parents fall ill, children are forced to take on greater responsibilities for income generation, food production and care of family members. Children orphaned and otherwise affected by AIDS in Kenya, especially those living in poverty, face high risk of engaging in hazardous work and children work and child labour, ending up in the streets, losing their parents property and dropping out of school (Wangusi 2003 : 33). Such orphans' participation in school becomes irregular and ineffective and in the final analysis they drop out of school (Republic of Kenya, 2001).

According to Kihara (2003) AIDS orphans or children whose parents are seriously ill with the disease are unlikely to benefit from free primary school curriculum. In most cases, such children have to stay at home and look after their younger siblings either because their parents have succumbed or are so sick that they have to be looked after. Kihara's sentiments are equally shared by a government report, which observed that during the last ten years, HIV/AIDS pandemic has caused many children to drop out of school for various reasons. First, because their parents are too sick to provide for their children's education, and secondly, the children have to leave to care for their sick parents or that they are altogether orphaned. By the year 2020, it is estimated that 11.8% of all children below 15 years will be orphaned due to AIDS (Republic of Kenya, 2003 (c)). Another major problem related to HIV/AIDS pandemic is that the government is spending a lot of resources to take care of those infected with the disease. Such resources would have been used to boost public investment in education, especially at this

time when cost and financing of education has become problematic (Elimu Yetu Coalition, 2003).

5. Teenage Pregnancies and Early Marriages

Many studies and research data tend to indicate that teenage pregnancies and early marriages as another cause of dropout, especially among girls. Kibogy (2001), observed that through out Kenya, the school careers of girls are cut short by unwanted pregnancies. Recent press reports have manifested the existence of this problem in different parts of Kenya. For example, in the *East African Standard* of April 8th, 2004 : 12 (School and Career) Ken Romani, notes that among the Maasai, men “book” future wives at an early stage – immediately after birth or even before! The “booked” girls do not go to school because they are people’s wives anyway. Barely before they are 10 years, they are married off, mostly to men who are fit to be their grandfathers. Musaka in the *East African Standard*, May 24th 2003 : 21, reports that more than half the school girls in Kisumu Municipality drop out of school to get married. At least 1,300 do so while in Primary school every year. The reporter quotes the Municipal Education Officer, Mr. Mohammed Ali, as saying that despite the introduction of FPE in the country, many girls still opted for marriage. Mr. Ali said that the practice had become rampant and called for joint efforts between parents and education officers in fighting it.

A study done by Amung’a (1997) pointed out that teenage pregnancies by school going girls were on increase. Amung’a attributed this to ignorance among girls who do not know about their body maturation. In another study, Kibogy (2001) observed that pregnancy accounted for 80% of female dropout in secondary schools, while 29.6% of the dropouts were said to get married. Wanjohi, (2002), found out in her study, that early pregnancies and marriages of girls (50.7%) also affected and contributed to girls drop-out.

Despite the devastating effects of teenage pregnancy, the issue is not treated with the seriousness it deserves. Teenage pregnancy is seen largely as the girl’s family affair. The rise in

teenage pregnancy mirrors a society that has left the young ones to their own devices. To most people sexuality is about sex and is therefore a taboo (Kibogy 2001).

6. Parental Ignorance and Negligence of Education

All educational systems have a build-in bias favouring children whose parents attach high value to education and who instill in their offspring's a strong motivation for education (Coombs 1985). In a situation where parents and children have negative attitudes towards education or do not see its immediate benefits, the consequence is either non enrolment or high dropout rate. Gould (1993) noted that due to ignorance, some parents may be unwilling to expose their children to what they perceive as new value systems that seem to be inculcated in schools. In addition, in cases where children from early years make a significant contribution to the household and family economy, the opportunity cost of sending a child to school may be too high and thus such parents may prefer their children to forgo school and supplement the family income by working.

According to Beckley (1989) poor parental educational background and low socio economic status hardly make it possible for parents to provide the type of support both materially and intellectually, required for children's educational welfare and growth. Obviously, illiterate or semi-literate parents are less likely to be able to supervise their children's school work and to provide the necessary basic material, than their better-endowed counterparts. Thus children coming from such unfavorable home backgrounds in most cases end up repeating same grades several times and in the final end drop out of school.

Studies indicate that parents with a low level of education have a negative attitude towards education for they do not see the immediate benefit. This negative attitude is reinforced where there is lack of incentives from the education system such as employment. Studies in Liberia, Nepal, and the Philippines found that the parents' educational attainment, income level, and attitude towards schooling were the most important determinants of children's attendance (Lockheed *et al* 1991). In a research conducted by the Bureau of Educational Research for the

Ministry of Education (1994) it was discovered that the most widespread cause of non-enrolment as perceived by teachers is parental lack of awareness of or interest in the value of formal education particularly for their daughters. According to the 1995 Primary School census, the commonest reason for dropping out of primary school (19% of the cases) was lack of interest on the part of the parents owing to their own illiteracy (Republic of Kenya, 2003 (c)).

7. Children Engagement in Domestic Chores

School going children, especially girls, face competing demands on their time. First the traditional role of labour stipulates that girls perform certain tasks within the domestic economy as unpaid family labour. Lockheed *et al* (1991) notes that in India and several African countries, poor rural girls seldom participate in school because they must draw water, prepare food, gather wood, tend younger children, and help with farm activities. Kihara (2003) observed that in counties where early childcare programmes and education are not properly developed, such as Kenya, poor parents often require older siblings to stay home and look after the younger ones. This happens more often where parents are employed in agricultural plantations or factories. In such situations, girls suffer most.

According to Eshiwani (1993), the need for domestic assistance of daughters is one of the major factors that cause low educational attainment among girls at primary school level. The Koech report found out that agricultural and domestic labour constitutes the “hidden” components of child labour, which impact disproportionately on girls (Republic of Kenya, 1998). In an article appearing in the *East African Standard*, August 11th 2001 : 15, Wachira Kigotho noted that the many domestic responsibilities placed on girls in most households leave them with little time for homework. Kibogy (2001) asserts that girls’ labour is not only a cultural demand, but in many cases it may be absolute imperative for family survival. For example, when the mother is sick or out earning additional income, the girls “presence” at home may become essential: They are at times expected to take care of their younger siblings and manage the household instead of going to school. A report by the UN team appearing in the *Daily Nation*, April 12th, 2003 : 9 observed

that even where girls do not work outside the household, many parents require their daughters to fetch water, help out in the fields and care for siblings.

8. Gender Bias against Girl-child

The issue of gender inequity is one that is universally documented. Traditional attitudes, beliefs and practices as well as legal, religious and political institutions have heavily subscribed to the marginalization of women in general and girl-child in particular. According to Kibogy (2001), the educational opportunities for girls have tended to be lower at every level of education when compared with those of boys in African countries. This is practically because of traditional African belief, which limited the women's role in the society to the home. Even in modern times, there are certain communities in African countries where school enrolment for girls is significantly lower than that of boys.

Although there has been a remarkable increase in enrolment among girls, it is evident that the proportion of boys in one given level of education is greater than that of girls. Report by UNESCO (2000) notes that the education for girls remains a major challenge. Despite the international attention that it has received, 60% of all children without access to primary education are girls. A report by UN team published in the *Daily Nation* April 12th 2003 : 9, observes that in some black African states, the gender gap has widened in recent years. For some 50 countries, the 2005 primary –secondary gender parity target remains a tall order.

According to Fawe (1997), girls education in Africa and elsewhere is plagued by a pedagogy of difference by a way of educating boys and girls, men and women, rather than similarities. Such pedagogy of difference starts at home and in the community. Girls are educated differently from boys because parents, relatives and neighbours perceive girls to be radically different from boys. They wrongly believe that boys are more intelligent, more capable, more responsible and more important than girls are consequently, girls grow up believing that they are grossly inferior to boys simply because they are girls! The bias against education for girls has been attributed to a

number of reasons. Mbiti (1981) argues that there are for instance greater demands made on girls by their families, in connection with household duties such as fetching firewood, drawing water and taking care of their younger siblings. Such duties which may not be demanded of boys, can lead to dropping out of school altogether. Secondly, there are certain communities where pre-arranged early marriages are still practiced and which have had an influence on the drop out rate among school girls (Mbiti, 1981).

In a Paper presented to a seminar on "Education in pastoral areas", Katembu (1995) observed that female children in pastoral lands do not get equal opportunity to education. A good example is in Garissa where GER for girls was 17.4% while that of boys was 38.4%. Elimu Yetu Coalition (2003) noted that whereas Central province registered more girls in primary education than boys, the converse was true of North Eastern province, Coast and Nyanza Provinces where enrolments of girls still lagged behind. Mwaniki and Bwire (2003) quotes Prof. George Saitoti, the Education Minister, as regretting that despite the increased enrolment under the FPE, the gross enrolment rate for boys remains higher than that of girls with 106% against 104%. What these findings imply is that most parents would rather take their male children to school as opposed to female children. Parents perceive education of male children as having higher returns to the family compared to that of girls. Hence, girls have a higher probability of withdrawing from school on social issues than boys.

9. Insecurity and Social Strife

It is also common to find high drop out rate where there is insecurity. In communities exposed to cattle rustling and banditry, tribal clashes, and criminals, children are likely to be molested or raped on their way to and from school. In such instance, parents may choose to withdraw their children, especially girls, from school or the pupil themselves may refuse to go to school for fear of being raped, tortured or killed by raiders. This is one of the reasons why access and generally participation of children in education has remained low in most parts of North Eastern and some districts in the Rift Valley and Coast Provinces (Republic of Kenya, 2001)

In the year 2002, six primary schools were closed down in Tana River District after ethnic clashes erupted. The schools remained closed creating about 900 dropouts. Along Turkana and West Pokot where there is frequent ethnic clashes about five schools have been closed down in 2003. Many people hesitate to send their children to school where there is insecurity and prefer to keep them at home. Once security measures are taken seriously, parents are likely to re-enrol their children back to school. For example, in Marakwet district, at the beginning of 2003, enrolment went up by 6,057. The increased rate of enrolment was attributed to the government stepping up security measures in the district (Daily *Nation* January 31st 2003 : 6).

B. School- based factors

10. The Cost of Schooling

The cost of school-based instruction itself is a major determinant to access and participation of children to education. The high cost of education to the parent has been a major cause of low enrolment, retention and participation rates in the primary school sub sector (Republic of Kenya, 2003 (d)). According to the second Report on Poverty in Kenya (Vol. II, MOF&P), 30.7% of the children out of school cited affordability as the main reason for their non-attendance (Republic of Kenya, 2003 (c)). Generally, the escalating costs of education have had negative impact on access, equity and quality.

In an attempt to reduce the cost of education to households, the government has taken several measures. For instance, the review and rationalization of the curriculum in order to reduce the load and the amount of educational material required; and the introduction of free primary education (FPE) in 2003. Under the FPE initiative, the government allocates per capita grants for instructional materials and running costs (Republic of Kenya, 2003 (c)). As from January 2003, the government and other development partners were meeting the cost of basic teaching and learning materials, wages for critical non-teaching staff and co-curricular activities by

paying KShs.1,020 for the primary education of each child (Ministry of Education, Science and Technology, 2003).

The FPE, certainly relieved parents a significant proportion of financial outlays on education. However, several issues remain unresolved in the whole euphoria (Elimu Yetu Coalition, 2003). According to Kihara (2003), a series of studies carried out by the World Bank and Ministry of Education between 1995 and 1996 found out that indirect expenses constitute a very significant percentage in provision of education. Therefore, even after witnessing the unprecedented increase of new entrants, late entrants and re-entrants estimated at about 1 million, there was still unfinished business of children who, even with free schooling, could not benefit from the programme.

In a recent press report, Price Waterhouse – Coopers, an audit firm commissioned by the Kenya Government to establish the impact of a donor funded book project, is quoted as noting that parents with children in public primary schools had paid 2.64 million in “School fees” by early last year (2003). The audit firm discovered that merely a quarter of the country’s 18,000 schools had been charging fees. Parents were being forced to pay the money to the District Education Boards (DEB) to finance “mysterious” projects. The fees were referred to as DEB levy. In addition, the study revealed that, despite of primary education being declared free, still parents had to shoulder some extra costs such as buying school uniforms, exercise books and other writing materials, provide transport, lunches and other items needed by pupils. It was also established that on an average, each child requires about Kshs.1,200 annually for the provision of writing materials. Given that many families did not have regular sources of income, the purchase of extra items remained a major burden in the provision of education (The *Daily Nation*, April 13th 2004, : 6). Siringi, in the *Daily Nation*, October 19th, 2003 : 6, quotes the Nyanza PDE, Mr. David Siele as saying that more than 10% of the pupils who enrolled in primary schools under the FPE programme in January 2003, had dropped out. He noted that

some parents feel that the government should have offered school uniforms, tea breaks, snacks and even completed some buildings under construction in some schools.

11. Long Distance to Schools and Lack of School Places

Proximity of a school to primary school-age children and availability of school places are also important determinants of primary school enrolment. Children are more likely to attend schools where schools are readily available and accessible to them. Scarcity of school places, coupled with their far distance from children, tends to discourage school-age children's enrolment and attendance.

Studies have repeatedly demonstrated that distance from school is a crucial factor in determining whether or not children, especially girls attend school. Lockheed *et al* (1991) cites several studies conducted, which demonstrates the impact of distance from school to children's attendance. Lockheed *et al*, cites a study conducted by CERID/WEI (1984) in Nepal in which it was found that for every kilometer (k.m.) that a child walks to school, the likelihood of attendance drops by 2.5%. In Egypt, a study done by Robinson and others (1984) also cited by Lockheed *et al* (1991) observed that 94% of the boys and 72% of the girls enrolled when the school was located within one k.m. of their homes; when the school was two or more k.m.s away, the percentage dropped to 90% and 64%, respectively. In Kenya, according to the Welfare Monitoring Survey (1998) Vol. II, long distances that children had to cover in order to get to school, accounted for 0.7% of those out of school. This was prominent mostly in ASAL areas (Republic of Kenya, 2003 (c)).

Lack of school places also causes many pupils to terminate their learning prematurely. The Koech report observed that lack of access to primary schools was due to the inadequate number of schools in both rural and urban, and especially ASAL areas. Within the school also, the places available were not adequate to match demand (Republic of Kenya, 1998). According to a report appearing in the *Sunday Standard* February 22nd, 2003 : 13, the only primary school in

Heret is North Horr, which is on the border between Kenya and Ethiopia. This school goes only up to standard 3 and all children have to drop out because there are no chances of progressing to standard 8. Katembu (1995) noted that access to education in pastoral areas is very limited because of few schools, among other things. In addition, children have to walk a long distance to reach the nearest primary school. Katembu concluded that this discourages many school-age children from participating in education. Siringi (2004) observes that, among key factors militating against girls participation is the whole issue of long distance to school which cause considerable anxiety among parents.

12. Inadequate Facilities and Resources

An important aspect of school access and attendance is the provision of suitable and adequate facilities and resources. Limited or lack of physical facilities has been cited as a determinant of school dropout. From studies carried out by World Bank (1988), some schools were found to have dilapidated buildings, missing or broken desks and chairs, lacked good ventilation and sanitation facilities, which are essential for children's well-being. Girls are mostly affected by lack of sanitation facilities especially after maturation when they need privacy. According to Inter-Agency Commission (1990), provisions of separate lavatory and toilet facilities for girls have been documented as an important determinant of female attendance. A large number of schools have been observed to have inadequate sanitary facilities. A recent report by the Rockefeller Foundations stresses that lack of suitable toilets and water for washing and drinking is a major factor in low attendance rates (Republic of Kenya, 2002).

After the introduction of FPE in Kenya from 2003, it has become a common sight to find children learning under trees because they lack classrooms thus getting exposed to very harsh weather conditions such as dust, rain and hot sun. Mwaniki and Bwire (2003) reports that Prof. George Saitoti regretted that there was increased over crowding in schools as a result of lack of physical facilities leading to pupils learning under very difficult conditions. As a consequence, over 32,000 extra classrooms and related sanitation facilities ought to be built.

Shortage of buildings and equipments could lead to frustrations of both the teachers and the pupils due to overcrowding in classroom and sharing of the very few facilities which exist. This is bound to affect the functioning and consequently affect the UPE implementation negatively. Studies have shown that if the government were to increase supply through building new schools, renovation of the existing ones, recruiting and posting of teachers, all these can impact on educational quality and participation (Webster, 2000).

Educational materials have a major bearing on educational outcome. The availability of educational materials is one of the most powerful and consistent determinants of learning achievements. These materials include textbooks, equipments furniture, library facilities and student writing materials. According to Fordham (2002), learning materials are key ingredients for learning. They should organize the presentation of information, provide children with opportunities to use what they have learned, and in case of tests and quizzes – help teachers assess pupils' learning. Such materials are important because they supplement the teachers' knowledge and assist in the organization of classroom activities. World Bank (1988) observed that lack of these resources has affected the quality of primary education which is the only formal education that some children hope ever to receive.

Fordham (2002) notes that in many developing countries, primary school pupils either lack books altogether or are required to share books with other pupils. In the Philippines, the pupil-to-textbook ratio was 10:1. In Dominican Republic, fewer than 20% of eighth grade pupils in public school have mathematics books, and in Central African Republic, there is one French textbooks for every ten to twenty pupils. The availability of textbooks and other learning materials has perhaps been the most constraining resource to educational quality in especially rural schools in Kenya. Surveys carried out in Kenya (SAQMEC 1999) showed that there was a critical shortage of textbooks, equipments and physical facilities. Library, as a repository for reference titles is not given sufficient attention in schools (Republic of Kenya, 2003 (c)).

Although textbooks are being provided under the government's policy of FPE, the ratio of 1:3 in lower primary and 1:2 in upper primary, the provision is currently inadequate. Teacher guides and other teaching materials are provided but supplementary reading materials are not provided under the FPE (Republic of Kenya, 2003 (c)). Unless the instructional materials reach the classrooms, they cannot be effective, and unless they reach all classrooms, they cannot promote equitable learning opportunities (Inter-Agency Commission, 1990).

13. Teachers' Conduct at Their Place of Work

The quality of education and the learning achievement of students depend heavily on the competence, personality and dedication of the teacher. They also depend on the conditions under which the teacher and student are working (Coombs, 1985). According to Abagi *et al* (1997), teachers' attitude towards their work and pupils, their classroom management and their interaction with pupils have a great impact on the academic achievement and the retention in school of their pupils, particularly girls. Low quality instruction and poor methods of teaching can result in the frustration and boredom of the learner and eventually dropout from school (Adams, 1971). Teachers, in most cases, adopt poor methods of teaching because of the demands of the curriculum and the high pupil - teacher ratio. The high ratio can easily compromise the quality of education resulting in pupils developing disinterest in learning and abandon school.

The World Bank (1990) noted that where teachers in their personality traits do not display emotional stability, extroversion and dependability, pupils' academic performances tend to be affected. This may result in frustrations and eventual withdrawal of the pupil from school. Few classroom observations in Kenya indicate that there are cases where teachers' negative attitudes "push" pupils, especially girls out of school. These pupils are sometimes neglected, abused, mishandled and sent out of class during teaching-learning periods. This atmosphere is not

conducive to learning and makes some children hate school. An obvious result of all this are absenteeism, poor performance and non-completion of the educational cycle (Abagi *et al* 1997).

Equally important has also been the problem of sexual harassment of girls perpetrated by teachers in schools. Although studies on sexual harassment among school girls are limited, however, available surveys and case studies show that sexual harassment and pregnancies are posing a great threat to girls participation and retention in education. According to researchers at Kuleana, a centre for children's right in Dar es Salaam, girls encounter special school-related problems that range from labour, sexual harassment, expulsion from school of pregnant girls and unfriendly learning environment, among other gender obstacles. The use of girls to perform labour for teachers is widespread problem in Tanzania. Girls are usually asked to help teachers with domestic chores (*East African Standard*, August 11, 2001 : 15). A report by the UN team asserted that there is the often justified fear of sexual harassment on long walks to school or even at school, by male teachers or older students (*Daily Nation* April 12th, 2003 : 9). Abagi, observed that male teachers and some women teachers have been identified as the main culprits in perpetrating sexual harassment. There are cases where girl pupils are forced or induced into engaging in sex. Such a hostile environment has two negative effects: First, it discourages parents from sending their daughters to or pulling them out of school, and secondly, pupils lose interest in education and, if pregnant, are kicked out of school system altogether (Abagi *et al*, 1997).

14. Over-Emphasis on Passing of Examinations

Examinations, as a means of measuring achievement and encouraging students to study are recommendable, but they very often defeat their purpose (Auger, 1974). The assessment of curriculum and learning through examination, which demands memorization, high cognitive skills reasoning and problem solving, ignores other important domains of knowledge and other aspects of education. As a result, the aims and objectives of education are watered down. Most

of the academic under-achievers who cannot cope with these demands opt to drop out to avoid more frustrations.

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According to Eisemon (1988), the orientation of primary school instructions to national examinations has been the subject of much complaint in Kenya. Examinations have been criticized for favouring children in urban schools, for requiring recall of factual information and for contributing to the rigidity of instruction. These criticisms have some foundation in fact. A major reason for repetition in many primary schools has been over-emphasised on examination. This has made schools to set mean scores that pupils must attain before proceeding to the next class. Ironically, sometimes these examinations are not school based but commercially prepared and thus do not take into cognizance the individual schools' syllabus coverage. The examination results are therefore not reliable (Republic of Kenya, 2003 (c)). Once examinations have been considered as the sole determinant of promotion flow from one grade to another, many pupils end up repeating the same grades so as to score good marks which will enable them to move to the next grade or secure admission in a pronounced secondary school. Adams (1971) had observed that in Kenya, a sample survey carried out in 1967 illustrated that 8% of all primary school pupils were repeaters. From studies carried out by World Bank (1990) repeaters accounted for 16% of primary enrolment in sub Saharan Africa.

Studies have also shown that repetition rate in Kenyan schools have been influenced by the need to perform better. Ayuma (1996) as cited by Wanjohi (2002) pointed that some pupils have desire to learn but are academically poor. As a result of failing to pass continuously and sometimes being asked to repeat, they become frustrated and opt to drop out of school. A similar observation has been made by Garnson (1975), as cited by Kibogy (2001) that 40% of school drop out come from the lowest quartile of 10 scores. Such students obtain very low grades in their schools. Thus, they feel they are wasting their time hence they drop out. A study by Wanjohi (2002) observed that poor performance in examinations (68.1%) contributed to drop out.

15. Poor School Administration and Indiscipline of Students

Administration is an important aspect of education. According to Koech report, heads of institutions are central to the successful management of educational institutions and implementation of total curriculum. The headteacher sets the tune of the school and has the responsibility of creating a healthy environment, conducive to effective teaching and learning (Republic of Kenya, 1998).

Poor school administration has been singled out in contributing dissatisfaction amongst teachers and pupils thereby resulting in indiscipline and eventually dropping out of pupils. In the *East African Standard*, June 2nd 1993, Tesot argued that headteachers were to blame for chaos in schools. Increased indiscipline in Kenya schools has been attributed to abdicating of duty by teachers and school management because students are left to do as they please. According to Ayuma (1996) as cited by Wanjohi (2002), some school leaders are authoritative and fail to give room for dialogue. The students become tensed up especially adolescence. Because of fear, some end up dropping out to look for alternative place to air their views.

According to Kibogy (2001) discipline is the foundation of good performance and responsible behaviour. When a student is indiscipline or exhibits unacceptable behaviour he/she may be suspended from school or expelled altogether making him/her not to be in school with others. In most schools disruptive behaviour is not acceptable hence leading to pupil exhibiting such behaviour dropping out. Studies have shown that indiscipline and pupil - administration conflict in school influences school dropout. Mong'are's (1996) findings indicated that indiscipline contributed to dropout. The problem of lack of discipline and teacher - pupil conflict was also perceived to be a problem in a study done by Wanjohi (2002).

C. Educational policies and management process

16. Inappropriate Policy Framework

Inappropriate and/or inadequate policy and legal frameworks and statements have negatively affected the development of quality basic education (Republic of Kenya, 2001). These impacts

negatively on the implementation of UPE. The law on which provision of education is built is outdated, having been enacted in 1968 with minor revision in 1970 and 1980. In several respects, the law is handicapping the provision of education even if subtly while at the same time being blind to new development which are directly impacting on the provision of learning opportunities (Elimu Yetu Coalition, 2003). For instance, the launching of the FPE programme in January 2003, was a policy pronouncement, by the new government which was hurriedly introduced to fulfill a pre-election pledge. However, this pronouncement has not been backed up with a clear policy document. In addition, as Webster (2000 : 17) observes, even if policies of UPE were well thought out, their effectiveness could be blunted at the implementation level, if teachers, pupils and parents do not see the effects and benefits of these policies.

According to Elimu Yetu Coalition, there is need to harmonise the Children's Act with the FPE in a specific clause in a revised Education Act. Section 7 of the Children's Act (2001) states that every child is entitled to free primary education which shall be the responsibility of the government and parents. Therefore, the Children's Act makes education compulsory but does not make it free. If the current or a future government was to backtrack on the FPE policy, parents will not be able to do anything yet the law will compel them to ensure the enrolment of their children (Elimu Yetu Coalition, 2003). The Education Act per se, does not make education compulsory and free. Therefore it still leaves the citizen with the option to send or not to send their children to school. Thus, a pre-requisite for UPE should have been making education not only free but also compulsory, where all citizens are legally bounded by law to send their children to school.

Another anomaly related to inappropriate policy framework is the creation of Parent Teachers Associations (PTA), which was as a result of presidential decree in 1979. That they have existed for close to a quarter of a century, illegal as they are, points to the casual and slow manner in which the Ministry of Education has handled institutional frameworks within the sector. There are instances where PTA and School Management Committees (SMC) get confused as to what

role they should place vis-à-vis the other (Elimu Yetu Coalition, 2003). This complicates their role in enhancing implementation of UPE.

The process of policy making, planning and implementation does not seem to be based on systematic evaluation of the education sector based on available information. Policies relating to education have in most instances been, politically instigated (Republic of Kenya, 2001). The editorial column in the *East African Standard*, January 31st 2004 : 6, noted that though free schooling is laudable, experts have taken issue with its implementation. They are those who say it was a populist move coming only a week after the new government came to power. They add that it should have been better planned and implemented in phases. The non involvement of all stakeholders in policy formulation and management of education had led to centralization of education management and passive participation of teachers, parents and communities in education governance. A government of Kenya (2000) report lists lack of community involvement and educational support in school planning, monitoring and evaluating as constraints to educational development.

17. The cost sharing Policy

The introduction of cost-sharing policy in 1989 officially marked the government's abandonment of "free" and highly subsidized education. It directly placed the incidence of the burden of financing education on the households (Republic of Kenya, 2003 (c)). The result of lack of clarity on the mode of implementation of cost sharing literary left parents at the mercy of school committees, who decided how much primary school pupils should pay in levies. In particular, schools imposed levies on a broad array of items including school development fund, activity fees, watchman's fees, PTA fund, etc. (Elimu Yetu Coalition, 2003). The introduction of cost sharing led to an educational fiasco: a regression on almost all indices of participation as well as negative quality and equity impacts. In short, it was a policy mishap.

The introduction of FPE in 2003 relieved the household of the direct cost burden of financing education at the primary level. However, the FPE programme has resulted into several teething problems. These include overcrowding in schools especially those in urban slums, densely populated areas and those areas that lack physical facilities; high pupil –teacher ratios in some schools; lack of equipment and facilities like desks for use by new entrants; lack of community support in the provision of education facilities and inadequate sanitation facilities (Republic of Kenya, 2003 (c)). Despite the need for more places to accommodate the huge number of pupils seeking education, the government has stopped the building of new schools. Interestingly enough, although the government is meeting the cost of basic teaching and learning materials, it still requires parents to meet the cost of the following: examination fees for standard eight; school uniforms; school meals; transport to and from schools; boarding facilities and healthcare (Ministry of Education Science and Technology, 2003). This implies that parents are still expected to incur some costs of education. In such circumstance, children whose parents cannot afford these costs, tend to go to school irregularly and, in the long run drop out of school (Abagi *et al* 1997).

18. Mismanagement of Education

The education sector faces management problems, which are occasioned by centralized bureaucratic structures and politicization of education at national, provincial and school level. The problem is manifested in centralization of management, administrative rigidity, sluggishness and lack of responsiveness. These have resulted in delays in decision making and/or ineffectiveness in implementing recommendations made by various stakeholders (Republic of Kenya, 2001). In matters pertaining educational policies, it is the teachers and school headteachers who are expected to implement centrally devised policies devised by others rather than to originate, or question those policies. In other words, they do not have powers to formulate policies or to hold other government officials accountable (Elimu Yetu Coalition, 2003). This means that in spite of teachers and school administrators being actively involved at

the ground level on educational matters, their views and contributions are rarely sought during policy formulation. This results in the formulation of unrealistic policies that become difficult to implement. The editorial column in the *Daily Nation*, May 14th 2004 : 8, observed that the main reason many education policies fail is that they are imposed on the people. Rarely are the professionals given a chance to make suggestions on how these policies should be implemented.

At the institutional level, primary schools have the SMCs and PTAs. A fundamental problem with these bodies is that politicians who use them to reward their political supporters have infiltrated them. Even where politicians do not influence the appointment of members, they still interfere in school management through the headteachers whose deployment and even transfer they orchestrate if it is in their interest. The effective functioning of some of these bodies is circumscribed by the fact that their membership does not always include informed people, and a majority does not clearly know what their roles are. This gives opportunity to the headteacher and a few enlightened members, usually the chairperson, the latitude to implement (or impose) their own policies that they just use the committees to rubber stamp (Elimu Yetu Coalition, 2003). Such mismanagement, results into poor financial planning and lack of accountability thereby rendering the implementation of programmes such as FPE or even UPE ineffective.

2.6 Literature review summary

The concept of UPE, closely associated with formal education, has its roots in the Renaissance period. Its practical implementation, however, started taking place in several countries at different time as from 19th century. The implementation of UPE gained momentum after 1948 with the Universal Declaration of Human Rights by the UN's General Assembly. Several regional meetings were thereafter held, sponsored by UNESCO to discuss the future of education, with more emphasis on the attainment of UPE. However, the achievement of the goal of UPE has been elusive. The primary sector of education still faces challenges relating to access, retention, equity, quality and finances.

In many countries, Kenya included, primary education is experiencing declining enrolments, high drop out rates, low transition and completion rate. There are also large inter-regional disparities in enrolment as well as gender variations. Despite the efforts put by the government of Kenya to increase enrolment, improve retention and completion rate, reports indicate that there are still a number of children who have either not enrolled in school, or are dropping out, thus rendering the implementation of UPE ineffective.

Several factors have been identified as being the main barriers towards the implementation of UPE in Kenya. These have been categorized by the researcher as being household and community based factors; school-based factors and educational policies and management process based factors. The researcher aims at studying how these factors specifically affect the implementation of UPE in Taveta Division, Taita-Taveta district. These factors have been used to design the conceptual framework that shall form the guiding paradigm of the study.

2.7 Conceptual framework

In order to effectively implement UPE, there is need to ensure that all school-going children enrol in school and progress unhindered from the first grade to the last, so that they can acquire quality primary education. This is the ideal situation. However, various factors block the effective implementation of UPE. Therefore the successful or unsuccessful implementation of UPE depends on the absence or presence of these factors. It is these factors that determine the accessibility, equity and quality of primary education. Their presence influences pupils' enrolment, progression, completion and performance.

The framework of this study is based on these factors, which hinder the effective implementation of UPE. These factors can be classified into three broad categories as follows:-

(a) Household and community based factors:

- Poor economic growth and increased poverty,
- Child labour in wage employment,
- Children involvement in negative cultural practices,
- HIV/AIDS pandemics,
- Teenage pregnancies and early marriages,
- Parental ignorance and negligence of education,
- Engagement in domestic chores,
- Gender bias against girl-child, and
- Insecurity and social strife.

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(b) School based Factors:

- The cost of schooling,
- Long distance to school and lack of school places,
- Inadequate facilities and resources,
- Teachers conduct in their work place,
- Over -emphasis in passing of examinations, and
- Poor school administration and indiscipline of students.

(c) Educational Policies and Management based factors:

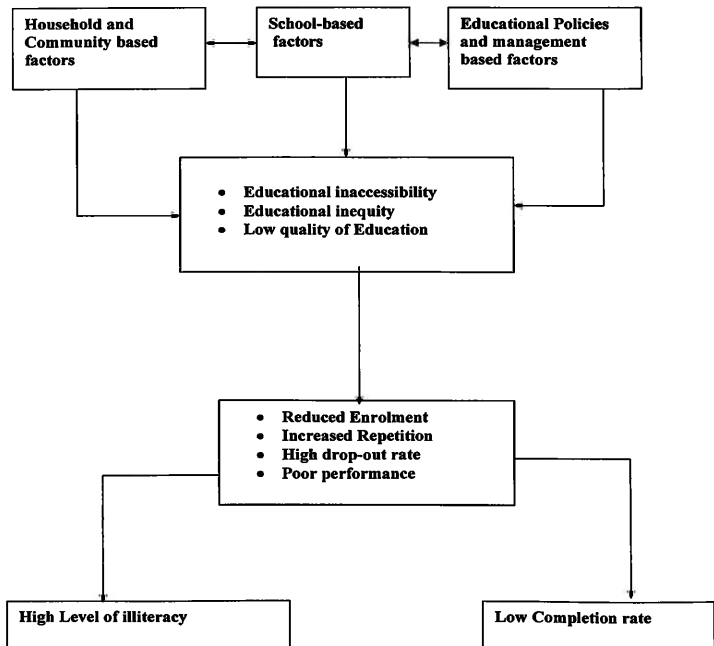
- Inappropriate policy framework,
- The cost-sharing policy, and
- Mismanagement of education.

These factors act as constraints to educational accessibility, equity and quality. The conceptual framework therefore links household and community based factors; school based factors and educational policies and management based factors as the major contributors to the problems of educational inaccessibility, educational inequity and low quality of education. These problems

affect significantly the implementation of UPE since they cause reduced enrolment; increased repetition, high drop out rate and poor performance of pupils in primary schools. This eventually results into low completion rate and high levels of illiteracy as illustrated in the following diagram of the conceptual framework.

Figure 1. The Conceptual Framework :

Inter-related factors affecting effective implementation of Universal Primary Education (UPE).



CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the description of the methods that were used to carry out the study. Its divided into nine sections. These are research design, research locale, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

According to Borg and Gall (1996) a research design is a logical and valuable way of looking at the world. In this study, the researcher used an ex-post facto research design. Cohen and Marion (1986) pointed out that an ex-post facto research is a method of eliciting possible antecedents of events, which have happened and cannot, because of this fact, be engineered or manipulated by the investigator. The researcher therefore, examined the variables under their natural conditions in which they were operating.

An ex-post factor design was selected because the researcher could not be in a position to manipulate the variables of the study. This is because, as earlier stated, household and community based factors, school based factors and educational policies and management based factors, all of which determine the rate at which pupils enrol in school, progress or repeat grades within the system, cannot be manipulated. The researcher relied on past records of events and processes as they had occurred.

3.3 Research locale

The study was conducted in Taveta division in Taita-Taveta district. Taveta is one of the five divisions, the others being Wundanyi, Mwatate, Tausa and Voi. Gay (1992) observes that, factors such as familiarity to an area, limitation of time, effort and money may influence the researcher's choice of a research locale. Meredith (1996) noted that carrying out a research in a

setting where you are known as a friend and colleague makes it much easier than if you are regarded as an outsider with unknown motives. This also improves the ethical, legal and public relations in research. These were the factors that had influenced the researcher to choose Taveta division as his research locale.

3.4 Target population

The target population of a study is defined as all the members of a real or hypothetical set of people, events or objects to which the investigator wishes to generalize the results of the research study (Borg and Gall, 1996). Best (1998), defines the target population as any group of individuals who have one or more characteristics in common that are of interest to the researcher. In this study, the researcher targeted the headteachers and classteachers in all public primary schools in Taveta division.

According to the AEO, Taveta Division is composed of two administrative zones namely Chala and Kimorigo Zones. Chala Zone consists of 13 schools while Kimorigo Zone has 14 schools; bring a total of 27 primary schools in the whole division. The division had a total of 27 headteachers and 297 classteachers. Therefore, the 27 headteachers and 297 classteachers formed the target population for this study.

3.5 Sample size and sampling procedure

A sample is a small group selected for testing (Sommers and Sommer 1986). According to Borg and Gall (1996), sampling is a research technique used for selecting a given number of subjects from a target population as a representative of that population. Mulusa (1988) emphasises that a sample must represent the target population or the universe in all respects. A large sample normally has more of the attributes of the universe than a small sample, especially if the same method of selection is used. A large sample is therefore preferred to a small sample

In this study, all schools in Taveta division were involved. This is because their number was quite manageable. Consequently, twenty four headteachers in the division took part except the three who took part in the pilot study. For classteachers, the researcher used Gays (1992) suggestions on the selection of sample size. Gays (1992) suggested that for correlational research, 30 cases or more are required; for descriptive studies 10% of the accessible population is enough and for experimental studies, at least 30 cases are required per group. Therefore 10% of the 297 classteachers in the division gave a sample size of 30 classteachers.

A purposive sampling procedure was used to obtain the classteachers. The researcher purposefully selected standard eight classteachers to participate in this study. Standard eight classteachers were selected because first, they were able to provide complete data on the cohorts and secondly, they had more information about pupils progression since they had interacted more with their class eight pupils than other teachers and they were also charged with register marking. Thus, they could provide the researcher with relevant information for this study.

3.6 Research instrument

The researcher made use of self-developed questionnaires to obtain information from the headteachers and classteachers. Questionnaire had been preferred because all those taking part in the study were literate and capable of giving appropriate responses. The questionnaire items of Headteachers and classteachers though differently formulated had some common elements.

(a) The Headteachers Questionnaire

The questionnaire for headteachers' consists of twenty items in three sections: namely Section A, B and C. Section A had five items which provided demographic information of the headteachers' gender, age bracket, highest academic and professional qualification and duration of service or experience. Section B furnished information on wastage factors in relation to non-enrolment, repetition and drop out. Section C dealt with the availability and quality of staffing, facility and resources. The type of questions used for this questionnaire required ticking of the applicable answers, filling of blank spaces and explaining of one's

opinion. In the instrument, closed questions and open-ended questions had been used as indicated in Appendix 3.

(b) The Classteachers Questionnaires

The questionnaire for classteachers' consisted of seven items in three sections namely A, B and C. Section A dealt with demographic information on the teachers' gender, age bracket, highest professional qualification and duration of service. Section B sought to find information on wastage factors and it required ranking of given factors in a table divided into three parts dealing with non-enrolment, repetition and dropout. In Section C, information concerning, availability and quality of schools facilities and resources was sought for. The questionnaire used questions and statements, which required ticking of applicable answer from the alternative choices given, filling of a table using a scale consisting of applicable answers and explaining or giving one's own opinion. Closed questions and open-ended questions were used in the questionnaire as shown in appendix 4.

3.7 Validity of the instrument

Validity of a research instrument is the degree to which it measures what is intended by the researcher (Borg and Gall, 1996). Therefore, a questionnaire is said to be valid when it actually measures what it claims to measure. To enhance content validity, the research first, had the research instrument appraised by the Supervisor, who was also a lecturer at the department of Educational Administration and Planning, University of Nairobi. Other lecturers in the same department were also consulted to ascertain the validity of the questionnaire. Their comments or suggestions were strictly adhered to. Secondly, to ascertain whether the items of the questionnaire were suited for their task, a pre-test (pilot study) was conducted on a population resembling the target population. The pilot study was done in three schools and involved three headteachers, and four class eight teachers. The responses to the instrument were used to determine whether the items were drawing consistent response. Items found to be unsuitable

were either discarded or modified so as to improve the quality of the instrument thereby increasing their validity.

3.8 Reliability of the instrument

Reliability of the instrument is the degree of consistency that the instrument demonstrates (Best and Kahn, 1998). The researcher sought to find out whether the instrument could be counted upon or trusted to meet given expectations and continue to do so.

The split half method was used to establish the coefficient of internal consistency of the research instrument (Nachmias and Nachmias, 1996). This method involved splitting the items in the questionnaire into two halves (odd and even items). Here scores on the odd-numbered items were correlated with the scores on the even-numbered items (Best, 1988). The two subsets were then correlated using the Person's Product Moment Correlation Coefficient and that was taken to be an estimate of reliability. To adjust the Correlation Coefficient obtained between the two subsets, Spearman-Brown Prophecy formula indicated below was applied:

$$r_{xx1} = \frac{2r(xe, xo)}{1 + r(xe, xo)} = \frac{2r_{eo}}{1 + r_{eo}}$$

Where r_{xx1} = The reliability of original test

r_{eo} = The reliability coefficient obtained by correlating the scores of the odd-numbered statements with the scores of the even-numbered statements.

The end results confirmed the suitability of the research instruments.

3.9 Data collection procedures

A research permit to conduct the study was sought from the Ministry of Education, Science and Technology. This was issued as indicated in Appendix 5. Thereafter, clearance from other appropriate departments was also sought.

Those schools and teachers involved in the study were informed through writing as indicated in Appendix 1 and 2. The researcher then administered the research instruments to the

headteachers and classteachers of the sampled schools. The researcher ensured before collecting the completed questionnaires, that all the items had been answered. Confidentiality was assured to the respondents.

3.10 Data analysis procedures

The researcher first edited the data to inspect the data pieces and identify those responses that were not applicable. Then the items were classified, scored and totaled. Descriptive statistics such as percentage and frequency distribution was used to analyse the data. Items ranked on the Likert scale were scored as well as the non-ranked ones. The results were reported through detailed descriptions and use of appropriate tables and figures. The analysis was based on the research questions that had been formulated at the beginning of the study.

CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study and their interpretation. The data was collected through the use of questionnaires to the headteachers and classteachers who were the main respondents. The data is presented in tabular form, description and analysis. It is on basis of this approach, that the findings have been reached and conclusion drawn.

4.2 Questionnaire return rate

Two types of questionnaires were used in the collection of data. The headteacher's questionnaire was the main instrument while the classteacher's questionnaire was used to support the headteacher's questionnaire. Out of all the twenty seven targeted primary schools in the division, questionnaires were administered to twenty four schools omitting three schools, which were previously used for the pilot study. The headteacher's questionnaires were given to twenty four headteachers while the classteachers questionnaires were given out to thirty class eight teachers. It's worth noting that all the questionnaires given out were returned dully filled thus achieving a 100 percent return rate. Such return rate was considered by the researcher as fully adequate for the study.

4.3 The demographic data of the respondents

The headteachers and classteachers who were the main respondents of the study were required to provide information concerning their gender, age, academic qualification, professional qualification and administration experience. This data has been analyzed using simple descriptive statistics, that is frequencies and percentage.

4.3.1 Demographic data of headteachers

The gender distribution of headteachers in Taveta Division who participated in the study has been tabulated as shown in Table 3

Table 3: Headteachers Gender Distribution

Gender	Frequency	Percentage
Male	21	87.5
Female	3	12.5
Total	24	100.0

The data revealed that majority of the headteachers in the division were male (87.5%) compared to female headteachers (12.5%). This shows that male dominates head ship in Taveta Division, a fact that was confirmed by the data from the A.E.O.

The age distribution of headteachers has been indicated in table 4.

Table 4: Headteachers Age Distribution

Age in Years	Frequency	Percentage
35-44	11	45.8
45-54	13	54.2
Total	24	100.0

According to the data many headteachers (54%) were found to be aged between 45-54 years. Headteachers aged between 35-44 constituted the remaining 45.8%. Significantly, no headteacher was aged below 34 years or above 55 years.

Concerning the highest academic qualification attained by the headteachers, the data provided information as shown in table 5.

Table 5: Headteachers Highest Academic Qualification.

Academic Qualification	Frequency	Percentage
EACE/KCSE (O-Level)	20	83.3
KACE (A-Level)	4	16.7
Total	24	100.0

From the data, majority of the headteachers (83.3%) had reached O-level as their highest academic qualification while a few of them (16.7%) had attained A-level qualification.

The highest professional qualification of the headteachers has been given as shown in table 6.

Table 6: Headteachers Highest Professional Qualification

Professional Qualification	Frequency	Percentage
P1 Certificate	11	45.8
Approved Teachers status	11	45.8
Diploma	2	8.4
Total	24	100.0

The data revealed that most of the headteachers were P1 holders (45.8%) and A.T.S holders (45.8%). Those with diploma certificates formed 8.4%.

The administrative experience of headteachers has been indicated in Table 7.

Table 7: Headteachers' Administrative Experience

Administrative Experience in Years	Frequency	Percentage
1-5	5	20.8
6-10	8	33.4
11-15	5	20.8
16-20	5	20.8
Over 20	1	4.2
Total	24	100.0

From the data, the majority of headteachers (33.4%) have been heads for between 6 and 10 years. Closely, are those with experience of between years 1 and 5; 11 and 15; and 16 and 20, in which each formed 20.8%. Only one (4.2%), had an administrative experience of over 20 years. This indicates that most of the headteachers had had enough experience in heading primary schools.

4.3.2 Demographic information of classteachers

The gender distribution of classteachers in Taveta Division who participated in the study is indicated in Table 8.

Table 8: Classteachers Gender Distribution

Gender	Frequency	Percentage
Male	21	70.0
Female	9	30.0
Total	30	100.0

From the data, majority of classteachers are male (70%) compared to female classteachers (30%). This implies that male teachers are given more responsibility of being classteachers than female teachers.

The age distribution of classteachers has been tabulated in Table 9

Table 9: Classteachers Age Distribution

Age in Years	Frequency	Percentage
25-34	12	40.0
35-44	12	40.0
45-54	6	20.0
Total	30	100.0

The data revealed that majority of the classteachers were aged between 25-34 years (40%) and 35-44 years (40%). Classteachers aged between 45-54 formed 20%.

Concerning the highest professional qualification attained by classteachers, the data provided information as indicated in the table 10.

Table 10: Classteachers Highest Professional Qualification.

Professional Qualification	Frequency	Percentage
P2 Certificate	3	10.0
P1 Certificate	23	76.7
ATS	3	10.0
Diploma	1	3.3
Total	30	100.0

According to the data, majority of classteachers (76.7%) had P1 certificate as their highest professional qualification. Classteachers with P2 certificate comprised of 10%, the same percentage with classteachers holding A.T.S. Only one classteacher (33%) had diploma qualification.

Table 11 shows the teaching experience of classteachers in Taveta Division.

Table 11: Classteachers Teaching Experience.

Teaching Experience in Years	Frequency	Percentage
1-5	5	16.7
6-10	6	20.0
11-15	7	23.3
16-20	6	20.0
Over 20	6	20.0
Total	30	100.0

From the data, it can be seen that 16.7% of classteachers had taught between 1-5 years while 20% had taught between 6 and 10 years; 16 and 20 years, and over 20 years. 23.3% of classteachers had taught between 11 and 15 years.

4.4 The extent of non enrolment, repetition and drop out from primary schools in Taveta division

This part of the study analysis establishes the extent of non-enrolment, repetition and drop out from primary school in Taveta division. This was in response to the study's first objective. The information gathered was used to answer research question one, which stated: **What is the extent of non-enrolment, repetition and drop out phenomena in primary schools in Taveta Division?**

In a bid to determine and establish the existence of this phenomena in the division, headteachers were required to supply information related to the number of pupils enrolled in each class in

their respective schools in the year 2004. This was important since the information could establish whether there was an increase or decrease of pupils from class one to class eight. Table 12 shows pupils enrolment per class in the division.

Table 12: Pupils Enrolment in Taveta Division

Class	Boys	Girls	Total
1	1,175	1,141	2,316
2	1,152	1,093	2,245
3	845	787	1,632
4	800	761	1,561
5	782	707	1,489
6	698	638	1,336
7	699	684	1,383
8	552	516	1,068
Total	6,703	6,327	13,030

When the headteachers were asked to put down the trend in the annual enrolment of pupils from class one to class eight as indicated in table 12, their response showed that there was a significant drop in enrolment as pupils progressed from class one to class eight. This decline implied the existence of non-enrolment, repetition and drop out of pupils from schools in the division.

Headteachers were in addition asked to comment on their pupil's population in relation to their respective school's capacity. The result was that 33.4% of the headteachers indicated that their schools were over enrolled, 45.8% stated that they were adequately enrolled while 20.8% indicated that their schools were under enrolled.

4.4.1 The extent of non enrolment

In order to establish the extent of non enrolment in the division, headteachers were required to estimate the proportion of school going age children, within their respective areas, who had not yet enrolled in school. Table 13 indicates their estimations on the proportion of school going age children not yet enrolled in school.

Table 13: Headteachers' Estimation of the School Going Age not yet Enrolled in School.

Proportion	Frequency	Percentage
Between 1-10%	17	70.8
Between 11-20%	6	25.0
Between 21-30%	1	4.2
Total	24	100.0

From the information in table 13, there is an indication that a number of children have not yet enrolled in schools despite education being declared free. Majority of headteachers (70.8%) indicated that the proportion of school age children not yet enrolled in school was between 1-10%. 25% of them showed the proportion to be between 11-20% while one (4.2%) indicated that it was between 21-30%. This response clearly confirms to the existence of the problem of non enrolment of children to school as documented by various sources such as EFA Global Monitory Report (2003) and Republic of Kenya, 2003, (b) and (c). However, the percentage in the division is not as high as that which has been observed in other areas (Abagi, 1999). Despite this, such situation complicates the goal of attaining UPE by year 2005 and EFA by 2015.

4.4.2 The extent of repetition

Headteachers were required to provide information concerning the number of pupils who had repeated classes in their respective schools in the year 2004. Table 14 shows the repetition of pupils in the division.

Table 14: Repetition rate of primary schools pupils

Class	Boys	Girls	Total	Percentage
1	119	118	237	26.0
2	64	56	120	13.2
3	55	49	104	11.4
4	49	51	100	11.0
5	60	52	112	12.0
6	46	46	92	10.1
7	52	68	120	13.2
8	20	7	27	3.0
Total	465	447	912	100.0

According to the information indicated in table 14, a total number of 912 pupils repeated classes in the division in 2004. This is equivalent to 7% of all the pupils enrolled in school during the year. Class one had the highest number of repeaters (26%), followed by class two (13.2%). Headteachers attributed this to the large number of pupils who had joined school without previously passing through pre-primary school. This, they argued, gave them difficulty in coping with the syllabus thus necessitating them to repeat the same classes. Class seven had equally a high number of repeaters (13.2%). This was attributed to schools sieving exercise of allowing only the pupils who meet certain grades to proceed to class eight. The practice of pupils being forced to repeat classes simply because they did not do well in their examinations concurs with the observation made by Aduda (2003). Class five was also observed to have a relatively higher number of repeaters (12%). Class eight had the least number of repeaters (3%). Headteachers explained that repeaters in this class were those pupils who could not proceed to secondary schools either due to them having scored low marks previously or because they could not afford to pay secondary school fees.

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4.4.3 The extent of drop out

The information concerning the extent of pupils drop out from school in the division, as provided by headteachers, is shown in table 15.

Table 15: Drop out rate of Primary School Pupils

Class	Boys	Girls	Total	Percentage
1	16	23	39	20.0
2	18	15	33	16.8
3	6	10	16	8.2
4	18	7	25	12.8
5	7	7	14	7.1
6	12	20	32	16.3
7	8	21	29	14.8
8	3	5	8	4.1
Total	88	108	196	100.0

From the information provided in table 15, a total number of 196 pupils dropped out of school in the division in 2004. This is equivalent to 1.5% of all the pupils enrolled in school during the year. Class one had the highest number of drop outs (20%) followed by class two (16.8%). Headteachers attributed this to some of the pupils being over aged thus feeling uncomfortable on the syllabus taught at this level. Such large percentage of drop out in this level is contrary to the one noted by Elimu Yetu Coalition (2003). Class six ranked third with 16.3% followed by class seven with 14.8%. Drop out in these classes was attributed to pupils (especially girls) getting pregnant or seeking for wage employment. These findings are similar to other research findings conducted elsewhere in Kenya such as those of Kibogy (2001) and Wanjohi (2002). The lowest drop out rate was recorded in class eight (4.1%) followed by class three (8.2%).

4.5 Factors contributing to non enrolment, repetition and drop out in the division

In response to the second objective of the study, the researcher investigated factors that were viewed by teachers to contribute to pupil's non-enrolment, repetition and drop out. This information was used to answer research question two, which stated. **What are the major factors viewed by the headteachers and classteachers as contributing to non-enrolment, repetition and drop out of primary school pupils in the division?**

Headteachers and classteachers were required to give out their opinion on what they thought were reasons or factors that contributed to pupil's non-enrolment, repetition and drop out from school. Their views were reflected in their responses on the items of the questionnaires dealing with this aspect and were analyzed accordingly.

4.5.1 Headteachers' opinion on the reasons that contribute to pupils' non enrolment, repetition and drop out in the division

The researcher sought to find out from the headteachers, their opinion on the reasons that contributed to children's non-enrolment repetition and drop out, in their respective schools.

4.5.1.1 Headteachers' Opinion on the Reasons that Contribute to Children Non enrolment in School in the Division

The data regarding the opinion on the reasons that contribute to children not enrolling in school, as given by the headteachers is summarized in table 16.

Table 16: Headteachers' Opinion on the Reasons Contributing to Children Non-enrolment in the Division.

Reasons for non-enrolment	Response	Percentage
Parental ignorance and/ or negligence of education	20	83.3
Poor economic growth and increased poverty	17	70.8
Child labour in wage employment	5	20.8
The effects of HIV/AIDs pandemic	3	12.5
Children involvement in negative cultural practices	2	8.3
Teenage pregnancies and early marriage	2	8.3
Insecurity and social strife	2	8.3
High cost of schooling	1	4.2
Long distance to schools and lack of school places	1	4.2
Inadequate facilities and resources	1	4.2
Inappropriate policy framework	1	4.2

According to the information indicated in table 16, it can be deduced that the major reason for non-enrolment in the division was parental ignorance and/ or negligence of education (83.3%). Contributing greatly to non enrolment was poor economic growth and increased poverty (70.8%), followed by child labour in wage employment (20.8%) and the effects of HIV/AIDs pandemic (12.5%). These findings were in line with the factors advanced by Republic of Kenya, 2003 (b). Other cited reasons from the study were children involvement in negative cultural practices, teenage pregnancies and early marriages and insecurity and social strife, each having 8.2%. Headteachers also indicated that high cost of schooling, long distances to school and lack of school places, inadequate facilities and resources, and in appropriate policy framework as other contributing reasons to pupil's non enrolment in schools, each scoring 4.2%. These were not ranked highly as it had been in the case of the studies noted by Lockheed *et al* (1991).

4.5.1.2 Headteachers' Opinion on the Reasons that Contribute to Pupils Repeating Classes.

Table 17 provides information concerning the reasons perceived by headteachers as contributing to pupils repeating some classes in the division.

Table 17: Headteachers' Opinion on the Reason that Contributes to Pupils Repeating Classes.

Reasons for Repeating Class	Response	Percentage
Parental ignorance and/ or negligence of education	15	65.2
Truancy and irregular school attendance	13	56.5
Poor economic growth and increased poverty	8	34.8
Over emphasis on passing of examinations	8	34.8
Teachers conduct at their place of work	4	17.4
Child labour in wage employment	3	13.0
The effects of HIV/AIDs pandemic	2	8.7
Inadequate facilities and resources	2	8.7
Poor school administration and indiscipline of pupils	2	8.7
Children involvement in domestic chores/duties	1	4.3
Insecurity and social strife	1	4.3

The findings in table 17 reveals that parental ignorance and/or negligence of education (65.2%) was noted as one of the major reason for repetition of pupils in school closely followed by truancy and irregular school attendance (56.5%). Poor economic growth and increased poverty and over emphasis on passing of examination and tests, each scoring 34.8% were other major factors cited by headteachers. Other cited reasons were teachers conduct at their place of work (17.4%) and child labour in wage employment (13%). Headteachers were also in the opinion that the effects of HIV/AIDs pandemic, inadequate facilities and resources, and poor school administration and indiscipline of pupils, each with 8.7%, contributed to repeating of classes. Finally, reasons such as children involvement in domestic chores and insecurity and social strife (4.3%) were also attributed to contribute to repetition.

4.5.1.3 Headteachers' Opinion on the Reasons that Contribute to Pupils Drop out from School

Headteachers were also required to provide information on what they thought contributed to pupils dropping out from schools. The data regarding their opinions was summarized in table 18.

Table 18: Headteachers' Opinion on the Reasons that Contribute to Pupils Dropping out of School

Reasons for Dropping out	Response	Percentage
Teenage pregnancies and early marriage	16	84.2
Poor economic and increased poverty	9	47.4
Parental ignorance and/or negligence of education	9	47.4
Child labour in wage employment	4	21.1
The effects of HIV/AIDS pandemic	3	15.8
Children involvement in domestic chores	2	10.2
Insecurity and social strife	1	5.3
Long distance to schools and lack of school places	1	5.3
Inadequate facilities and resources	1	5.3
Teachers conduct at their place of work	1	5.3
Poor school administration and indiscipline of pupils	1	5.3
The cost sharing policy.	1	5.3

Majority of headteachers indicated that teenage pregnancies and early marriage (84.2%) was the major reason for pupils dropping out of school. These findings concur with findings of earlier studies conducted by Amung'a (1997), Kibogy (2001) and Wanjohi (2002). Following this was poor economic growth and increased poverty (47.4%) and parental ignorance and/or negligence of education (47.4). Other cited reasons were child labour in wage employment (21.1%) and the effects of HIV/AIDS pandemic (15.8%). Children involvement in domestic chores (10.2%) and truancy and irregular school attendance (10.2%) were also cited as reasons for school drop out. Other reasons given by headteachers, and which each scored 5.3% included insecurity and social strife, long distance to schools and lack of school places, inadequate facilities and

resources, teachers conduct at their place of work, poor school administration and indiscipline of pupils and the cost sharing policy. All these factors were noted to be as serious as they had been observed in other similar studies such as those by Lockheed *et al* (1991) and Ayuma (1996) as cited by Wanjohi (2002).

4.5.2 Classteachers' opinion on factors that contribute to pupil's non enrolment, repetition and drop out in the division.

To identify the major factors that contribute to pupil's non enrolment, repetition and drop out from schools in the division, classteachers were asked to rank the factors given in a prepared list. Their ranking was to be done by indicating whether they strongly agree (S.A), Agree (A), or Disagree (D) with a given factor. Their responses were calculated to give the overall percentages according to the teachers expressed opinion.

4.5.2.1 Classteachers' Opinion on the Factors that Contribute to Pupils Non enrolment in Schools.

The data regarding the opinion by classteachers on the factors that contribute to pupils not to enroll in schools in the division are summarized in table 19.

Table 19: Classteachers' Opinion on the Factors that Contribute to Pupil's non-enrolment in Schools in the Division.

Contributing Factor	Percentage (%)		
	Strongly Agree	Agree	Disagree
Parental ignorance and negligence of education	46.7	40.0	13.3
Poor economic growth and increased poverty	33.3	50.0	16.7
Child labour in wage employment	20.0	46.7	33.3
Inappropriate policy framework	20.0	46.7	33.3
High cost of schooling	16.7	36.7	46.7
The cost sharing policy	16.7	36.7	46.7
Mismanagement of education	16.7	13.3	70.0
Gender bias against girl child by families	10.0	30.0	60.0
Long distance to schools and lack of school places	10.0	23.3	66.7

Insecurity and social strife	10.0	3.3	86.7
The effects of HIV/AIDs pandemic	6.7	43.3	50.0
Inadequate facilities and resources	6.7	36.7	56.7
Poor school administration and indiscipline of pupils	6.7	10.0	83.3
Children involvement in domestic chores	3.3	56.7	40.0
Teenage pregnancies and early marriages	3.3	56.7	40.0
Children involvement in negative cultural practices	3.3	6.7	90.0
Over emphasis on passing of examinations	0	13.3	86.7
Teachers conduct at their place of work	0	10.0	90.0

The study found out that parental ignorance and negligence of education was the major factor responsible for children's non-enrolment in schools since 46.7% of teachers strongly agreed while 40% agreed on this factor. 33.3% of teachers strongly agreed and 50% agreed that poor economic growth and increased poverty was another major factor. Also contributing to pupil non-enrolment was child labour in wage employment with 20% strongly agreeing and 46.7% agreeing. This was followed by high cost of schooling and cost-sharing policy, all of which had 16.7% of teachers strongly agreed and 36.7 agreed. Other factors, which were also ranked high, included inappropriate policy framework, which had 20% of teachers strongly agreeing while 23.3%, agreed. These findings concur with the sentiments expressed by the Republic of Kenya (2003 (b) and (c)), Abagi *et al* (1999) and Elimu Yetu Coalition (2003). Majority of teachers disagreed that teacher's conduct of their place of work (90%), over emphasis on passing of examinations (86.7) and children involvement in negative cultural practices (90%) contributed to non-enrolment of children to school.

4.5.2.2 Classteachers' Opinion on Factors that Contribute to Pupil's Repeating Classes.

Classteachers were also required to rank factors, which in their opinion contribute to repetition of pupils in classes. Table 20 gives the results of their opinion.

Table 20: Classteachers' Opinion on Factors that Contribute to Pupils Repetition of Classes.

Contributing Factor	Percentage (%)		
	Strongly Agree	Agree	Disagree
Parental ignorance and negligence of education	23.3	53.3	23.3
Over emphasis on passing of examinations	20.0	30.0	50.0
Inappropriate policy framework	20.0	26.7	53.3
Children involvement in domestic chores	16.7	53.3	30.0
Inadequate facilities and resources	16.7	43.3	40.0
Poor economic growth and increased poverty	10.0	43.3	46.7
High cost of schooling	6.7	33.3	60.0
Gender bias against girl child by families	6.7	13.3	80.0
Insecurity and social strife	6.7	13.3	80.0
Poor school administration and indiscipline of pupils	3.3	43.3	53.3
Child labour in wage employment	3.3	40.0	56.7
The effects of HIV/AIDS pandemic	3.3	33.3	63.3
Teenage pregnancies and early marriage	3.3	30.0	66.7
Long distance to school and lack of school places	3.3	30.0	66.7
The cost sharing policy	3.3	30.0	66.7
Mismanagement of education	3.3	20.0	76.7
Teachers conduct at their place of work	3.3	20.0	76.7
Children involvement in negative cultural practices.	0	3.3	96.7

The findings revealed that parental ignorance and/ or negligence of education was the major cause of repetition in the division with 23.3% of teachers strongly agreeing and 53.3% agreeing. Over emphasis on passing of examinations or tests was also cited as another major factor by 20% of teachers who strongly agreed and 30% agreed. 20% of teachers strongly agreed and 26.7% agreed that inappropriate policy framework was another factor while 16.7% strongly agreed and 53.3% agreed that children involvement in domestic chores contributed to pupils repeating classes. Other cited factors included inadequate facilities and resources with 43.3% agreeing, and poor economic growth and increased poverty, in which 10% strongly agreed and 43.3% agreed. Most teachers disagreed that children involvement in negative cultural practices

(96.7%), teachers' conduct at their place of work (76.7%) and mismanagement of education (76.7%) contributed to repetition.

4.5.2.3 Classteachers' Opinion on Factors that Contribute to Pupils Drop out from School.

Table 21 summarizes the factors that were ranked by classteachers as contributing to the drop out of pupils from school.

Table 21: Classteachers' Opinion of Factors that Contribute to the Drop out of Pupils from School

Contributing Factor	Percentage (%)		
	Strongly Agree	Agree	Disagree
Parental ignorance and negligence of education	50.0	40.0	10.0
Teenage pregnancies and early marriage	43.3	46.7	10.0
Poor economic growth and increased poverty	30.0	56.7	13.3
Poor school administration and indiscipline of pupils	23.3	26.7	50.0
Child labour in wage employment	16.7	63.3	20.0
Gender bias against girl child by families	16.7	36.7	46.7
Inappropriate policy framework	16.7	36.7	46.6
The cost of sharing policy	16.7	33.3	50.0
Children involvement in domestic chores	13.3	63.3	23.3
The effects of HIV/AIDs pandemic	13.3	30.0	56.7
Over emphasis on passing of examinations	13.3	3.3	83.3
Insecurity and social strife	13.3	3.3	83.3
Long distance to schools and lack of school places	10.0	26.7	63.3
High cost of schooling	6.7	43.3	50.0
Inadequate facilities and resources	6.7	40.0	53.0
Mismanagement of education	6.7	26.7	66.7
Children involvement in negative cultural practices	6.7	13.3	80.0
Teachers conduct at their places of work	3.3	26.7	70.0

The study found out that the major cause of drop out in primary schools in the division was parental ignorance and/ or negligence of education as it was strongly agreed by 50% and agreed by 40% of the classteachers. This factor was followed by teenage pregnancy and early marriage, which had 43.3% strongly agreeing and 46.7% agreeing. 30% of teachers strongly agreed and 56.7% agreed that poor economic growth and increased poverty contributed to pupils dropping

out of school. Poor school administration and indiscipline of pupils was strongly agreed by 23.3% and agreed by 26.7% that it contributed. In the study, 16.7% of teachers strongly agreed while 63.3% agreed that child labour in wage employment contributed to drop out. Other cited factors included gender bias against girl child by families with 16.7% strongly agreeing and 43.3% agreeing and inappropriate policy framework which was strongly agreed by 16.7% and agreed by 36.7%. Most classteachers disagreed that child involvement in negative cultural practices (80%) and teachers conduct at their place of work (70%) contributed to children dropping out of schools. These findings contradict the findings of earlier studies conducted in other parts of country such as those of Ndeirtu (1982) and Wamboi (1995) as cited by Wanjohi (2002).

4.6 Gender distribution in repetition and drop out of pupils in the division

The researcher sought to identify the gender distribution in repetition and drop out as viewed by teachers. This was in line with the third objective of the study. The findings were expected to answer question three of the research questions which asked: **Do the headteachers and classteachers view any gender related patterns of repetition and drop out on primary schools in the division?**

In a bid to determine the gender distribution in the division, headteachers were required to provide information concerning the number of pupils who had repeated classes or dropped out of school in terms of their sex. It was from this information that the researcher could establish the gender distribution in terms of repetition and drop out.

4.6.1 Gender distribution in pupil's repetition of classes

The data concerning pupils' repetition in terms of their gender was calculated in percentages based on the total class enrolment. This information is presented in table 22.

Table 22: The Gender Distribution of Pupils' Repetition of Classes.

Class	Enrolment	Boys	Percentage	Girls	Percentage
1	237	119	50.2	118	49.8
2	120	64	53.3	56	46.7
3	104	55	52.9	49	47.7
4	100	49	49.0	51	51.0
5	112	60	53.6	52	46.4
6	92	46	50.0	46	50.0
7	120	52	43.3	68	56.7
8	27	20	74.1	7	25.9
Total	912	465	51.0	447	49.0

Overall, it can be seen from table 22 that the repetition rate of boys and that of girls is almost at par, although the total boys' repetition rate (51%) slightly exceeds the one for girls (49%). In terms of individual class repetition, the number of boys repeating classes was slightly higher in all classes compared to that of girls with an exception of class four and class seven. However, boys repetition rate was extremely high in class eight (74.1%) compared to that of girls (25.9%). Teachers attributed this due to the fact that many boys were urged to make second attempt if they had failed previously to secure admission in secondary school.

4.6.2 Gender distribution in the drop out of pupil's from school

Table 23 shows the gender distribution of pupils drop out of school.

Table 23: Gender Distribution of Pupil's Drop out from School

Class	Enrolment	Boys	Percentage	Girls	Percentage
1	39	16	41.0	23	59.0
2	33	18	54.5	15	45.5
3	16	6	37.5	10	62.5
4	25	18	72.0	7	28.0
5	14	7	50.0	7	50.0
6	32	12	37.5	20	62.5
7	29	8	27.6	21	72.4
8	8	3	37.5	5	62.5
Total	196	88	44.9	108	55.1

According to the data provided, more girls tend to drop out from school (55.1%) compared to boys (44.9%). These findings concur with those of Republic of Kenya (2001) and Elimu Yetu Coalition (2003). The high drop out rate of girls is clearly manifested as they progress from one class to the other. Apart from classes two, four and five, girl's drop out rate was higher in all the classes. Such drop out implies that the girl pupils tend not to benefit from UPE compared to their boys' counterparts.

4.7 The availability and quality of teaching and learning facilities and resources

In response to the fourth objective of the study, headteachers and classteachers were required to provide information about their respective schools' teaching and learning facilities. This information was used in answering research question four which asked: **How available and qualitable are teaching and learning facilities in primary school in the division?**

To begin with, headteachers were asked to give data concerning the number of teachers their schools had, and their professional qualifications. In summary, the number and qualification of teachers in the division is shown in table 24.

Table 24: Teachers Professional Qualifications in the Division

Qualification	Male	Female	Total	Percentage
Diploma	2	0	2	0.8
A.T.S	28	18	46	17.8
P1 Certificate	108	76	184	71.0
P2 Certificate	15	10	25	9.7
P3 Certificate	0	1	1	0.4
Untrained teachers	1	0	1	0.4
Total	154	105	259	100.0

From the data, the majority of teachers (71%) were P1 certificates holders, while a significant number (17.8%) were A.T.S holders. P2 certificate and Diploma holders formed 9.7% and 0.8% respectively. Cases of P3 certificate holders and untrained teachers were very minimal (0.4%). In terms of gender, the data revealed that there were more male teachers (59.5%) than female

teachers (40.5%). These findings show that teachers possessing relevant professional qualifications taught schools in the division. In order to establish if the division was well staffed, headteachers were asked whether they experienced any shortage of teachers. From their response, it was discovered that the division lacked a minimum of seventy-seven teachers.

To determine the actual state of schools' facilities and resources, headteachers were required to comment on the availability and quality of facilities and resources in their respective schools, in relation to their school's teachers and pupil's population. 91.7% of the headteachers indicated that most of their school facilities and resources were inadequate and of low quality. This observation was confirmed by classteachers on their comments of the same. Teacher's comments on the availability and quality of facilities and resources are summarized in table 25 and 26.

Table 25: Teachers Comments on the Availability of School Facilities and Resources

School Facility / Resource	Availability in Percentage (%)		
	Inadequate	Adequate	Not available
Headteacher's office and its furniture	73.3	23.3	3.3
Staff room and its furniture	76.7	10.0	13.3
Classrooms and their furniture	80.0	20.0	0
Library and its furniture	13.3	6.7	80.0
Ablution blocks (e.g. Toilets, Urinals)	86.7	10.0	3.3
Teachers / staff houses	10.0	3.3	86.7
Teachers textbooks and teaching aids	70.0	23.3	6.7
Pupils textbooks and writing notebooks	63.3	36.7	0
Chalkboards and chalks	46.7	53.3	0
Games fields and sports equipments	80.0	10.0	10.0
Art and craft / science and agriculture	23.3	6.7	70.0

Majority of teachers observed that most of their school facilities and resources were not adequate. The most inadequate facilities were the ablution block (Toilet, Urinal e.t.c.) 86.7% followed by classrooms and their furniture (80%) and games field and sports equipments (80%). Teachers attributed such large inadequacy to the enrolment of huge number of pupils in school

without expanding the existing facilities to accommodate the increase. Also observed to be inadequate were staff room and its furniture (76.7%), headteacher's office and its furniture (73.3%), teacher's textbooks and teaching aids (70%) and pupil's textbooks and writing materials (63.3%). Such observation concurs with the findings by World Bank (1988) and Republic of Kenya (2002). They also confirm initial sentiments as expressed by Inter-Agency Commission (1990) and Fordham (2002).

According to the data, it can be deduced that some essential school facilities and resources are lacking from schools. 86.7% of teachers indicated that their schools did not have houses for their teachers. 80% pointed out that their schools did not have library facilities while 70% lacked art and craft / science and agriculture facilities. This implies that many pupils are denied the opportunity of reading widely as well as missing a firm foundation of practical and science subjects. The only adequate resources according to teachers were chalks and chalkboards (53.3%).

Table 26: Teachers Comments on the Quality of School Facilities and Resources

School Facility / Resource	Quality in Percentage (%)		
	Poor	Good	Not applicable
Headteacher's office and its furniture	56.7	40.0	3.3
Staff room and its furniture	70.0	16.7	13.3
Classroom and their furniture	80.0	20.0	0
Library and its furniture	10.0	10.0	80.0
Ablution block (e.g. Toilets, Urinals etc)	80.0	16.7	3.3
Teachers / staff houses	10.0	3.3	86.7
Teachers text books and teaching aids	10.0	83.3	6.7
Pupils text books and writing materials	23.0	76.7	0
Chalks and chalkboards	50.0	50.0	0
Games fields and sports equipment's	63.3	26.7	10.0
Art and craft/ Science and Agriculture	23.3	6.7	70

The findings showed that many of the school's facilities and resources were of poor quality.

Leading on poor quality were classrooms and their furniture and ablution blocks, as they were

ranked by 80% of teachers. This indicates that most pupils were learning in some very horrible condition. Other facilities observed to be in poor quality included staff room and furniture (70%) games fields and sports equipments (63.3%) and headteachers' office and its furniture (56.7%). The study found that the only facilities observed to be of good quality were teachers' textbooks and teaching aid (83.3%), pupil's textbooks and writing materials (76.7%) and chalks and chalkboards (50%). This was attributed to the provision of funds to schools by the government to purchase these items.

4.8 Strategies of solving the problems hindering the effective implementation of UPE

In line with the fifth objectives of the study, this part deals with headteachers and classteachers' views on measures that can be employed to solve the problems affecting the effective implementation of UPE. The research sought recommendations which could be used to answer question five of research questions which asked: **What are the headteachers and classteachers views on strategies that can be used to solve the problems hindering the effective implementation of UPE?**

Headteachers were required to give suggestions on the measures they thought should be taken to improve enrolment and minimize repetition and drop out of pupils.

4.8.1 Strategies to solve the problem of non enrolment

When asked to give suggestions on what needs to be done to enable all school going age children to enroll in school, headteachers gave opinions as indicates in table 27.

Table 27: Headteachers' Suggestions on Solutions to the Problem of Non enrolment

Solution	Response	Percentage
Sensitizing parents on the importance of educating their children.	17	70.8
Reducing the poverty level of people by initiating income-generating projects to the citizens.	11	45.8
Enforcing the Children's Act and prosecuting people denying or interfering with children education.	10	41.7

Enhancing the school-feeding programme.	4	16.7
Improving teaching methods and prohibiting forced repetition of pupils.	1	4.2
Increase more and regular funds to schools to meet the cost of providing FPE.	1	4.2
Involving of other stakeholders in providing and / or construction of school facilities and resources.	1	4.2
Enhancing adult education and provision of separate classes for over-aged pupils.	1	4.2
Reducing the cost of secondary education to facilities progression of pupils from primary to secondary schools.	1	4.2

As it can be seen from table 27, majority of headteachers (70.8%) suggested that parents needed to be sensitized more on the importance of educating their children. In addition 45.8% suggested that there was need to reduce poverty levels of people by enhancing income-generating projects of citizens. They argued that, this would enable them to afford other educational costs as well as prevent them from relying on their children to supplement family income. Other suggested measures included the enforcement of Children's Act through prosecuting people denying or interfering with children's education (41.7%) and enhancement of school feeding programme (16.7%).

4.8.2 Strategies to solve the problem of repetition

In order to minimize the problem of pupils repeating classes, headteachers gave suggestions as shown in table 28.

Table 28: Headteachers' Suggestions on Measures of Reducing Repetition of Pupils in school

Solution	Response	Percentage
Sensitizing parents on the importance of educating their children	12	52.2
Enhancing guidance and counselling in schools and improvement of pupil's disciplinary measures.	8	34.8
Employing more teachers and other supportive staff.	7	30.4
Improvement of school inspection and proper management of schools	6	26.1

facilities and resources.

Improving teaching methods and prohibition of forced repetition of pupils.	5	21.7
Enhancing the school-feeding programme.	3	13.0
Increase more and regular funds to schools to meet the costs of providing F.P.E.	3	13.0
Involving of other stakeholders in providing and /or construction of school facilities and resources.	3	13.0
Reducing the poverty level of people by initiating income-generating projects to the citizens.	3	13.0
Enforcing the Children's Act and prosecuting people denying or interfering with children's education.	1	4.4
Enhancing adult education and provision of separate classes for over aged pupils.	1	4.4
Reducing the cost of secondary education to facilitate progression of pupils from primary to secondary schools.	1	4.4
Improving teachers' terms and conditions of working.	1	4.4

Sensitization of parents on the importance of educating their children (52.2%) was again suggested by many teachers as the best measure of minimizing repetition of pupils since headteachers noted that many pupils repeated classes as a result of their parents wish. Headteachers also suggested that guidance and counselling in schools should be strengthened as well as improving pupil's disciplinary measures (34.8%) especially after the banning of canning of pupils as a disciplinary measure. Employment of more teachers other support staff such as bursars, cooks, watchman etc. (30.4%) and improvement of school inspection and proper management of schools' facilities and resources (26.1%) were other suggested measures. Among others, headteachers suggested the improvement of teaching methods and prohibition of forced repetition of pupils (21.7%) as another strategy to minimize cases of repetition in schools.

4.8.3 Strategies to solve the problems of drop out

Headteachers also offered suggestions on measures that could stop cases of pupils dropping out of school. These are summarized in table 29.

Table 29: Headteachers Suggestion on Measures to Curb Drop out of Pupils from School

Solution	Response	Percentage
Sensitizing parents on the importance of educating their children.	11	55
Enhancing guidance and counselling in schools and improvement of pupil's disciplinary measures.	10	50
Enforcing the Children's Act and prosecuting people denying or interfering with children's education.	9	45
Reducing poverty level of people by initiating income generating projects to the citizens.	6	30
Increase more and regular funds to schools to meet the costs of providing F.P.E.	4	20
Enhancing the school-feeding programme.	3	15
Involving other stakeholders in providing and/ or construction of school facilities and resources.	3	15
Improving teachers terms and conditions of working.	3	15
Management of school facilities and resources.	1	5

In order to curb the problem of pupils dropping out of school, 55% of headteachers suggested that there was need to continue sensitizing parents on the importance of educating their children. They pointed out that some parents cared little on whether their children were going to school or not. Enhancing of guidance and counselling in schools and improvement of pupils disciplinary measures (50%) were other suggested measure followed by the enforcement of Children's Act of prosecuting of people denying or interfering with children's education (45%). Headteachers also suggested the reduction of poverty levels of people through initiating of income generating projects to citizens (30%) and the increase of funds to schools to meet the cost of FPE (20%) as other measures to solve the problem of drop out.

4.8.4 Strategies to improve school facilities and resources

Concerning school facilities and resources headteachers also gave their suggestions on ways of improving school facilities and resources in terms of their availability and quality.

Majority of headteachers suggested that other stakeholders such as parents, local councils, and NGOs e.t.c. need to be involved in the provision and/or construction of school facilities and resources (87.5%). They lamented that after the introduction of FPE, most people have left all the responsibilities of providing school facilities solely to the government thus other stakeholders, even if they might be able, they decide to refrain from contributing. Headteachers also felt that the government needed to increase more and regular funds to school to enable them meet the costs of FPE (37.5%). Other suggested strategies included improving school inspection and proper management of schools (8.3%) and the reduction of poverty levels of people by empowering them economically (4.2%) to enable them meet the cost of education.

4.8.5 Teacher's suggestions on measures to improve the effective implementation of UPE.

To supplement the suggestions given out by headteachers, classteachers were also required to offer suggestions on the measure that could facilitate UPE's effective implementation. Their views were summarized in table 30.

Table 30: Teachers Views on Measures that can be taken to Facilitate Effective Implementation of UPE.

Measure	Response	Percentage
Involve other stakeholders in the provision and/ or construction of school facilities and resources.	21	70.0
Sensitizing parents on the importance of educating their children.	18	60.0
Enhancing guidance and counselling in schools in improving pupil's disciplinary measures.	15	50
Increase of funds to schools to meet the costs of providing FPE.	13	43.3
Employment of more teachers and other support staffs.	13	43.3
Improvement of school inspection and proper management of school facilities and resources.	11	36.7
Improving teachers' terms and condition of working through in-service training, promotion and salary increment.	9	30.0
Enforcing the Children's Act and prosecuting of people denying or interfering with children's education.	8	26.7

Government to come up with clear policy on provision of primary education.	7	23.3
Reducing the poverty level of people by initiating income generating projects to the citizens.	4	13.3
Enhancing the school-feeding programme.	1	3.3
Improving of teaching methods and prohibition of forced repetition of pupils.	1	3.3
Enhancing the adult education and provision of separate classes for over-aged pupils.	1	3.3

Majority of teachers (70%) were of the opinion that there was need to involve other stakeholders such as parents, local community, NGO's e.t.c. in the provision and construction of school facilities and resources. Just like the headteachers, teachers also stressed on the need to sensitize parents on the importance of educating their children (60%). This, they argued would enable them to ensure that their children enroll and remain in school until they complete primary education. Teachers also felt that guidance and counseling (50%) needs to be enhanced as it could enable pupils appreciate their presence in school as well as modify their behavior to the school's accepted level. The government was challenged to increase the funds it provides to school under the FPE programme (43.3%) as well as employ more teachers and other support staff such as bursars, cooks, watchmen etc (43.3%) in order to ease the increased workload of teachers. The need to improve school inspection and proper management of school facilities and resources (36.7%) as well as improving teachers terms and condition of working such as in-service training, promotion and salary increase (30%) were also suggested as other measures of improving UPE's effective implementation. In general, most of teachers' suggestions were similar to those provided by their headteachers.

4.9 Summary

This chapter analyzed and interpreted data regarding factors affecting the implementation of UPE in Taveta Division, Taita Taveta District. The chapter addressed the findings of the study by analyzing the extent of non enrolment, repetition and drop out; the factors contributing to

education wastage; the gender distribution in educational wastage; the availability and quality of teaching and learning facilities and resources and strategies to solve the problems hindering the effective implementation of UPE. The researcher used simple descriptive statistics such as frequencies and percentages to analyze the data. An explanation of tabulated data was given for all the findings.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions and recommendations on the effective ways of implementing Universal Primary Education (UPE) in Kenya. Also included in this chapter are suggestions for further research.

5.2 Summary of the study

This study was set up to determine the extent of education wastage in primary schools in Taveta division and the particular factors that are responsible for this wastage. The study further sought to investigate on measures, which could be employed to solve the problems hindering the effective implementation of UPE.

Primary education, being the basic form of education provided in Kenya, has been facing serious challenges. These challenges relate to access, retention, completion and gender equity. Although the primary education in Taveta division witnessed massive gains in enrolment with the introduction of Free Primary Education (FPE) by the government in 2003, these gains have been reduced by wastage in form of class repetition and low transition rate. Several factors have been identified as being the main barriers towards the effective implementation of UPE. The literature review of the study focused on how these factors affected the implementation of UPE in Kenya. These factors have been categorized as being household and community based factors, school based factors and education policies and management process based factors. To show the interconnectedness of these factors, a conceptual framework was used to illustrate.

The study was ex-post facto in design and it targeted headteachers and classteachers of all public primary school in Taveta division. In this study, the researcher developed two sets of questionnaires as the research instruments. These were administered to both the headteachers

and classteachers. The research instrument's validity was achieved through appraisal by the supervisor and other experts in the department. In addition, a pre-test (pilot study) was also conducted in three primary schools. Several adjustments were made on the final version of the instruments. To determine the reliability of the instruments, the researcher used a split- half method. In the final end, the validity and reliability of the instruments was established.

The data collected confirmed the existence of educational wastage problem in primary schools in the division. The study found out that many headteachers (70.8%) were of the opinion that the proportion of school-aged children not yet enrolled in school was between one to ten percent although others (25%) estimated it to be between eleven to twenty percent. From the study, it was also observed that an average of 7% of all the pupils who enroll in school end up repeating classes while an average of 1.5% of those enrolled in class one ended up dropping out of school. Classes one, two, six and seven were noted to be the worst affected by educational waste.

The study identified several factors that were perceived by teachers as contributing to pupils' non-enrolment to school, class repetition and drop out from school. These were: parental ignorance and negligence of education, poor economic growth and increased poverty, child labour in wage employment, the effects of HIV/AIDS pandemic and teenage pregnancies and early marriages. Others included: truancy and irregular school attendance, over-emphasis on passing of examinations, children involvement in domestic chores, insecurity and social strife and inadequate school facilities and resources. Other cited factors were: children involvement in negative cultural practices, poor school administration and indiscipline of pupils, teachers conduct at their place of work, long distance to schools and lack of school places and the high cost of schooling. Inappropriate policy framework, the cost sharing policy and mismanagement of education were also said to affect the effective implementation of UPE.

The study established that although the overall average repetition rate of boys (51%) and girls (49%) was almost at par, boy's rate of repetition in individual classes was higher compared to

that of girls. However, when it came to dropping out of school, girls (55.1%) were the most affected than boys (44.9%). Concerning the availability and quality of school facilities and resources, the study found out that many facilities and resources were in adequate and of poor quality. In addition, it was discovered that most schools lacked necessary facilities such as staff houses, libraries, art and craft rooms and science and agriculture facilities.

The study identified measures suggested by teachers that could help solve the problems hindering the effective implementation of UPE. These were: sensitization of parents on the importance of educating their children, enhancing guidance and counseling in schools and the improvement of measures of instilling discipline to pupils, enforcement of the Children's Act and the prosecution of people denying or interfering with children's education, and the involvement of other stakeholders in the provision or construction of school facilities and resources. Other suggested measures included: increase of funds to schools to enable them meet the cost of providing FPE, employment of more teachers and other support staffs such as bursars, cooks, watchmen e.t.c, improvement of school inspection and proper management of school's facilities and resources. Teachers also suggested that their terms and conditions of working be improved through in-service training, job promotion and salary increments. Other suggested measures were: reduction of people's poverty levels through empowering them economically, government to come up with a clear policy on the provision of primary education and the enhancement of school feeding programme. Improving teaching methods and prohibition of forced repetition of pupils and the strengthening of adult education and provision of separate classes for over aged pupils were other suggestions given out to facilitate effective implementation of UPE.

5.3 Conclusion

Based on the research findings, it was established that the problem of educational wastage in primary schools in Taveta division exist. A number of school-going age children had not yet

enrolled in school. For the children who had already enrolled in schools, several were repeating classes while others had dropped out of school.

The study established several factors that were perceived by teachers as contributing to educational wastage thereby hindering the effective implementation of UPE. Broadly, these factors were categorized as household and community based factors, school based factors and educational policies and management-based factors. To ensure that UPE is effectively implemented, the study identified several measures as suggested by teachers. These suggestions ranged from those, which require government intervention, to those involving teachers, parents and other stakeholders participation. This implies that for effective implementation to UPE, all concerned parties should work together collectively, to address the challenges affecting UPE.

5.4 Recommendation of the study

In the light of the findings and conclusions of the study, the following recommendations were made:

1. Parents and their children need to be sensitized more on the importance of education. There is a great need for a massive sensitization programme to parents and community in general, on the benefits of educating their children. In order to improve people's attitude towards formal education, both educational and provincial administration personnel should be involved in mobilizing people especially at the grass root level. In addition, guidance and counselling services for pupils in schools should be enhanced in order to shape the behavior of children. Pupils should be helped to appreciate the importance of them attending school regularly.
2. Harmonization of the Children's Act with the Education Act. There is an urgent need to harmonize the Children's Act with the provision of FPE in the revised Education Act. Both Acts should make basic education free and compulsory. By doing so, citizens

would be legally compelled by law to send their children to school. People who deny or interfere with children's education in any way should be prosecuted under the two Acts.

3. Increasing access to basic education by improving and expanding school facilities and resources. School facilities and resources such as classes, offices, libraries, exercise and textbooks, furniture, water and sanitation facilities e.t.c. require urgent improvement and expansion. This can be done by the government increasing the amount of money it allocates to pupils per school. Such allocation should be sent to school regularly, especially at the beginning of the term. In addition, there is need for the government to incorporate other stakeholders such as parents, business communities, local councils, and other NGO's in the provision of these facilities. Other educational costs such as purchasing of school uniforms and payment of examination fees for standard eight should be abolished. By doing this, schools will attract and retain many learners who are disadvantaged at the moment.
4. Recruitment and training of educational personnel of the implementation of UPE. To cope with the increased workload and demands of basic education, there is urgent need to recruit more personnel such as teachers, inspectors and other support staff. The newly recruited and the existing personnel should be re-trained or how best to implement UPE/FPE. Short courses as well as in-service training should be organized to equip the personnel with necessary skills and knowledge on how to handle large classes, maintaining of school facilities, accountability of school monies etc. In addition, there is need to boost the morale of educational personnel through regular salary increments and promotions.
5. Formulation of a clear policy on the provision of basic education. A policy, specifically on the provision of UPE/FPE requires to be formulated. All stakeholders, including teachers, parents and the community should be involved during the planning, monitoring

and evaluation of such policy. Proper guidance on the provision of basic education should be clearly spelt. Teachers, parents and the local communities should be incorporated in the education governance.

5.5 Suggestions for further research

Taking into account the limitation and delimitation of this study, the following areas for further research are recommended:

1. Since this study was limited to one division, there is need for a replication of the study using a large sample of primary schools in the country to elicit a more accurate national perspective on the implementation of UPE.
2. The study of educational waste requires an in-depth analysis about other stakeholders in education. Therefore, there should be another qualitative and more participating kind of research involving parents pupils and educational officers to solicit more information about challenges affecting the implementation of UPE.
3. A further study can be conducted on the impact of UPE/FPE on the quality of education offered in Kenya.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Kilian Nyambu Machila,
University of Nairobi,
College of Education and External Studies,
Department of Education,
Administration and Planning,
Kikuyu Campus,
P.O. Box 92,
KIKUYU.

.....2004

The Headmaster,
.....Primary School,
TAVETA.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Dear Sir/Madam,

RE: UNIVERSAL PRIMARY EDUCATION (UPE) IN KENYA: FACTORS AFFECTING ITS EFFECTIVE IMPLEMENTATION.

I am a Postgraduate student at the University of Nairobi currently carrying out a research on the above mentioned subject in Taveta Division, Taita Taveta District.

Your school has been selected to take part in the study. Thus, I would like to request for your permission and support to interview you and your teachers through questionnaires. The questionnaires are meant to gather information on the issues related to access, progression and retention of pupils in public primary schools in the division. Since the questionnaires are meant for this research only, the response given will be treated with utmost confidentiality. Therefore, no name of the respondent or the institution will be required to be written on.

Your assistance and support will be highly appreciated. Thank you in advance.
Yours faithfully,

KILIAN NYAMBU MACHILA

APPENDIX 2 : LETTER TO THE RESPONDENT

Mr. Kilian Nyambu Machila
University of Nairobi
College of Education and External Studies,
Department of Education,
Administration and Planning,
Kikuyu Campus,
P.O. Box 92,
KIKUYU.

..... 2004

The Respondent,

..... Primary School,

TAVETA.

Dear Respondent,

RE: UNIVERSAL PRIMARY EDUCATION (UPE) IN KENYA: FACTORS AFFECTING ITS EFFECTIVE IMPLEMENTATION.

I am a Postgraduate student at the University of Nairobi currently carrying out a research on the above mentioned subject in Taveta Division, Taita-Taveta District. The research is aimed at understanding the problems connected with access, progression and retention of pupils in public primary school in the division.

I am kindly requesting you to respond to the questionnaire attached as honestly as possible. The questionnaire is meant for this research only. Therefore, all the responses given will be treated with strict confidentiality. To ensure this, please do not write your name anywhere on the questionnaire.

I look forward to your honest participation. Thank you in anticipation.

Yours Sincerely,

KILIAN NYAMBU MACHILA

APPENDIX 3

QUESTIONNAIRE FOR HEADTEACHERS

GENERAL INSTRUCTIONS

This questionnaire is part of a research project examining factors that affect the implementation of Universal Primary Education (UPE) in Taveta division's public primary schools, in Taita-Taveta district, Kenya.

The main purpose of this questionnaire is to understand the problems connected with access and progression of pupils in Kenyan primary school system. You are therefore kindly requested to answer **all** the questions in this questionnaire. The answers are to be marked directly on the spaces provided. To answer, please give your honest responses by either putting a **Tick (✓)** on the most appropriate answers choices given, or by writing down your own honest opinion in the blank spaces provided.

To ensure complete confidentiality, please do not write your name, or the name of your school anywhere on the questionnaire. Please respond to **all** the questions.

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender.

- | | | | |
|-----|--------|---|---|
| (a) | Male | (|) |
| (b) | Female | (|) |

2.

Please indicate the age bracket applicable to you.

- | | | | |
|-----|----------------|---|---|
| (a) | Below 25 years | (|) |
| (b) | 25 – 34 years | (|) |
| (c) | 35 – 44 years | (|) |
| (d) | 45 – 54 years | (|) |
| (e) | Over 54 years | (|) |

3.

What is your **highest** academic qualification?

- | | | | |
|-----|-------------------------------|---|---|
| (a) | KJSE (Form II) | (|) |
| (b) | EACE/KCSE (O-Level) | (|) |
| (c) | KACE (A- Level) | (|) |
| (d) | University graduate | (|) |
| (e) | Others (Please specify) | | |

4. What is your **highest** professional qualification?

- (a) PI Certificate ()
- (b) A.T.S. ()
- (c) Diploma ()
- (d) Degree ()
- (e) Others (Please specify)

5. For how long have you been serving as a Headteacher?

- (a) 1 – 5 years ()
- (b) 6 – 10 years ()
- (c) 11 – 15 years ()
- (d) 16 - 20 years ()
- (e) Over 20 years ()

SECTION B: WASTAGE FACTORS

PART I: NON-ENROLMENT

6. Indicate the number of pupils enrolled in each class in your school this year (2004).

CLASS	BOYS	GIRLS	TOTAL
1			
2			
3			
4			
5			
6			
7			
8			
TOTAL			

7. Comment on the pupil's population in relation to your school's capacity.

- (a) Over-enrolled ()
- (b) Adequately enrolled ()
- (c) Under enrolled ()

8. Please estimate the proportion of school going age children, within your area, who have not yet enrolled in school.

- (a) 1 – 10% ()
- (b) 11 – 20% ()
- (c) 21 – 30% ()
- (d) Over 30% ()

- 9 In your opinion, what do you think are the reasons that contribute to children non-enrolment in school?

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.....
.....
.....

10. Give your suggestions on what you think should be done to enable all school-going age children to enroll in school.

.....
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.....

PART II: REPETITION

11. Please indicate the number of pupils who have repeated classes in your school this year (2004).

CLASS	BOYS	GIRLS	TOTAL
1			
2			
3			
4			
5			
6			
7			
8			
TOTAL			

- 12 In your opinion, what do you think are the reasons that contribute to pupils repeating some classes?

.....
.....
.....
.....
.....

13. Suggest measures, which you think, should be done to reduce cases of repetition of pupils in schools?

.....
.....
.....

PART III: DROPOUT

14. Please indicate the number of pupils who dropped out of your school this year (2004).

CLASS	BOYS	GIRLS	TOTAL
1			
2			
3			
4			
5			
6			
7			
8			
TOTAL			

15. In your opinion, what do you think are the reasons that contribute to pupils dropping out of school?

.....
.....
.....
.....

16. Suggest measures, which you think, should be done to stop cases of pupils dropping out of school?

.....
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SECTION C: STAFFING, FACILITIES AND RESOURCES

PART I: STAFFING

17. Indicate the number of teachers you have in your school and their professional qualifications.

Professional Qualification	Male	Female	Total
P2 Certificate			
P1 Certificate			
A.T.S. Holders			
Diploma			
Any Other (specify)			
TOTAL			

18. Considering the overall pupils' population in relation to the number of teachers your school has, please indicate if you have any shortage of teachers in your school and how many are you lacking?
-

PART II: SCHOOL FACILITIES AND RESOURCES

19. Please comment on the **availability** and **quality** of facilities and resources in your school, in relation to your schools' teacher's and pupil's population.
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20. In your opinion, how can school facilities and resources be improved in terms of their availability and quality?
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THANK YOU FOR PARTICIPATING IN THIS STUDY

APPENDIX 4

QUESTIONNAIRE FOR CLASSTEACHERS

GENERAL INSTRUCTIONS

This questionnaire is part of a research project examining factors, which affect the implementation of Universal Primary Education (UPE) in Taveta divisions' public primary schools, in Taita-Taveta District, Kenya.

The main purpose of this questionnaire is to understand the problems connected with access and progression of pupils in Kenyan primary school system. You are therefore kindly requested to answer all the questions in the questionnaire. The answers are to be marked directly on the spaces provided. To answer, please give your honest response by either putting a Tick (✓) on the most appropriate answer choices given, or by writing down your own honest opinion in the blank spaces provided.

To ensure complete confidentiality, please do not write your name or the name of your school anywhere on the questionnaire. Please respond to all the questions.

SECTION A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender

- (a) Male ()
(b) Female ()

2. Please indicate the age bracket applicable to you.

- (a) Below 25 years ()
(b) 25 – 34 years ()
(c) 35 – 44 years ()
(d) 45 – 54 years ()
(e) Over 54 years ()

3. What is your highest professional qualification?

- (a) P2 Certificate ()
(b) P1 Certificate ()
(c) A.T.S. ()
(d) Diploma ()
(e) Others (specify)

4. For how long have you been serving as a teacher?

- (a) 1 – 5 years ()
 (b) 6 – 10 years ()
 (c) 11 – 15 years ()
 (d) 16 – 20 years ()
 (e) Over 20 years ()

SECTION B: WASTAGE FACTORS

5. Below are some of the factors that contribute to pupils' **non-enrolment, repetition and dropout** from school. Please rank the factors which in your opinion, contribute to children in your area not to enrol in school, repeat classes, or dropout from school, by writing either 1, 2, or 3, in the columns provided, depending on the alternative applicable to you.

The alternative choices are:

- 1 = Strongly Agree
 2 = Agree
 3 = Disagree

CONTRIBUTING FACTORS	NON-ENROLMENT	REPETITION	DROP OUT
Poor economic growth and increased poverty			
Child labour in wage employment			
Children involvement in negative cultural practices e.g. circumcision			
The effects of HIV/AIDS Pandemic			
Teenage pregnancies and early marriage			
Parental ignorance and/or negligence of education			
Children involvement in domestic chores/duties			
Gender bias against girl-child by families			
Insecurity and social strife e.g. tribal clashes, banditry and crime			
High cost of schooling (e.g. school uniforms, school levies etc.			
Long distances to schools and lack of school places			

Inadequate facilities and resources e.g. classes, books, desks etc.			
Teachers conduct at their place of work e.g. their negative attitude towards pupils, sexual harassment, poor teaching methods etc.			
Over emphasis on passing of examinations and tests			
Poor school administration and indiscipline of pupils			
Inappropriate policy framework e.g. by the Ministry of Education on primary education			
The cost sharing policy (e.g. parents contributing to school projects etc.			
Mismanagement of education e.g. through politicization of education etc.			

SECTION C: STAFFING, FACILITIES AND RESOURCES

6. Please comment on the **availability** and **quality** of facilities and resources in your school by ranking them according to their current condition as indicated in the alternative choices given below. Rank them by writing either **1, 2, or 3** in the appropriate column, depending on the alternative applicable to you.

The alternative choices are:

I. FOR AVAILABILITY

- 1 = Adequate
 2 = Inadequate
 3 = Not available

II. FOR QUALITY

- 1 = Good
 2 = Poor
 3 = Not applicable.

SCHOOL FACILITY/RESOURCE	AVAILABILITY	QUALITY
A. SCHOOL BUILDINGS AND FURNITURES		
1. Headteachers office and its furniture's		
2. Staff room and its furniture's		
3. Classrooms and their furniture's		
4. Library and its furniture's		
5. Ablution block (e.g. Toilets, urinals etc)		
6. Teachers / Staff houses		

B. TEACHING / LEARNING RESOURCES AND EQUIPMENTS		
1. Teachers textbooks and teaching aids (e.g. Wall maps and wall charts etc.		
2. Pupils textbooks and pupils writing materials (e.g. exercise books, pens, pencils, etc)		
3. Chalks and chalkboards		
4. Games field and sports equipments		
5. Art and craft/Science and Agriculture		

7. Please give suggestions on the actions that could be taken by parents, teachers, pupils, local community and the Government to ensure that Universal Primary Education (UPE) is effectively implemented

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THANK YOU FOR YOUR PARTICIPATION

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 334411

When replying please quote

Ref. No. MOEST 13/001/34C 153/2
and date



OFFICE OF THE ASSISTANT MINISTER

JOGOO HOUSE "B"

HARAMBEE AVENUE

P.O. Box 30040

NAIROBI

Date 14th June 2004

Kilian Nyambu Machila
Kenyatta University
P.O. BOX 30623
NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

Following your application for authority to conduct research on 'Universal Primary Education (UPE) in Kenya: Factors affecting its effective implementation: A case study of Taita Taveta District, I am pleased to inform you that you have been authorised to conduct research in Taita Taveta District for a period ending 31st December, 2004.

You are advised to report to the District Commissioner and the District Education Officer, Taita Taveta District before commencing your study.

You are further expected to deposit two copies of your research findings to this Office upon completion of your research project.

Yours faithfully


A.C.G. KAARIA
FOR: PERMANENT SECRETARY

CC

The District Commissioner
Taita Taveta District

The District Education Officer
Taita Taveta District