

**FREE PRIMARY EDUCATION IN PUBLIC SCHOOLS:  
IMPLICATIONS FOR PRIVATE PRIMARY SCHOOLS IN  
NAIROBI, KENYA.**

**BY**

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**A PROJECT PAPER SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT  
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## DECLARATION

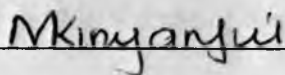
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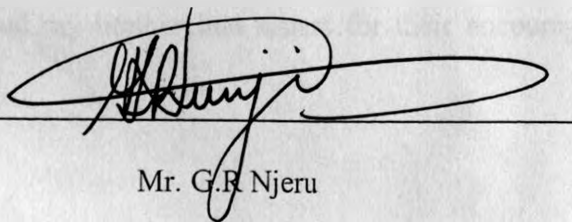
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This project paper has been submitted for examination with our approval as university supervisors.



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## ACRONYMS

EFA	Education for All
EYC	Elimu Yetu Coalition
FPE	Free Primary Education
GCE	General Certificate Examination
KCPE	Kenya Certificate of Primary Education
NARC	National Rainbow Coalition
NGO	Non-Governmental Organisation
NPSA	Nairobi Private Schools Association
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNDP	United Nations Development Programme
UN IRIN	United Nations Integrated Regional Information Network
UPE	Universal Primary Education

## **ABSTRACT**

This paper presents findings of a study on the effects of free primary education programme on private primary education in Nairobi and the measures put in place by private primary schools to address these effects. The free primary education programme was implemented by the Kenya government in January 2003.

The study tests for statistical significance of the differences between the means of various indicators in 2002 and 2003. The study shows that the total number of pupil enrolments, the number of new pupils enrolled in school and the number of pupil transfers to public primary schools are statistically significant. This shows a negative effect on private primary education. However, the annual school fee per child, total revenue of school, total cost of school equipment and materials, total number of teachers, number of teachers recruited, number of teachers sacked and teachers' average salaries are not statistically significant. This shows that the indicators have not been significantly affected by the free primary education programme.

This study notes that its too early to make conclusive remarks on the implications of FPE programme for private primary education because of the short time span the programme has been in existence. Nonetheless, the study concludes that pupil enrolments in private primary schools have been negatively affected and private primary schools have put in place various measures such as increased teacher inputs, provision of free tuition and reduction of school expenditures in order to address these effects.

# CHAPTER ONE

## 1.0.0 INTRODUCTION

### 1.1.0 Background information

Education is widely recognised as a vehicle that is aimed at achieving national development goals. It plays a crucial role in human development through its contribution to the improvement and enhancement of the capabilities of the people's well-being and participation in a country's development (UNDP, 2001). In an increasingly competitive global economy of free markets, a well educated and high quality workforce is seen as vital to a country's economy in order to effectively manage and utilise resources for increased productivity and attract foreign investments that generate jobs and create wealth (Government of Kenya, 1994; Webster, 2000).

The government considers primary school education as having the highest returns to the nation in all social, economic and political aspects and as a basic human right that should be provided to all Kenyans (Government of Kenya, 1965; 1999). The Koech Report posits that basic education is the fundamental cycle of formal instruction and it provides the learner with a given foundation of knowledge for further learning and development, while embracing the cognitive, affective and 'psychomotor' domains of

learning (Government of Kenya, 1999). As a result, primary schools are the basic foundations that develop the human resources and shape the patterns of future national lives (Government of Kenya, 1966; Webster, 2000).

The provision and expansion of educational facilities and improvement of educational standards have been the greatest challenges to Kenya's human resource development since independence. In the Sessional Paper number 10 of 1965 on "African Socialism and Its Application to Planning in Kenya", the government considered universal primary education as one of the main development goals and challenges. The government has endeavoured to meet this challenge through the abolition of direct payment of primary school fees from standard one to standard four in 1974 and thereafter, from standard five to standard seven in 1980 and standard eight in 1985 (Government of Kenya, 1989).

Concomitantly, the Ominde Report (1964) recognised the growth of private educational institutions at all levels. The report recommended that private schools be allowed to continue, for parents who prefer such schools and are able to meet the full costs and in order to achieve the universal primary education goal (Government of Kenya, 1964). This year, 2003, the current government has introduced free primary education in fulfilment of its election campaign pledge and in order to achieve universal primary education by 2005 and education for all by 2015 as was proposed in the Dakar Framework for Action of April 2000 (NARC Manifesto, 2002).

The development of private primary schools in Kenya is traced to the colonial period when missionaries established the schools to provide education to Africans, Asians and the European settlers (Bogonko, 1992; Eshiwani, 1993). Upon attainment of independence, the government recognised the role of private schools and recommended their growth and expansion (Government of Kenya, 1964; 1999). The deteriorating quality of public education in the 1980s and the rationing of admissions to public schools also created extra demand for private alternatives. As a result, the Sessional Paper number 1 of 1986 on "Economic Management for Renewed Growth" recommended the liberalisation of the educational sector (Government of Kenya, 1986). Educational entrepreneurs responded, and by February 2003 there were 1,814 private primary schools throughout Kenya (Government of Kenya, 2003).

Karmokolias (1997) argues that private schools reflect the basic principle of freedom of choice in the country. In recent years, the best private primary schools have led the nation in scores on the KCPE (Kamau, 2003). All indications are that private primary schools will continue to play an important role in the foreseeable future (Bauer, 2002). However, with the implementation of free primary education by the government, private primary schools face a number of challenges, which include maintaining their enrolment rates, staffing level and quality of education.

### **1.2.0 Statement of the problem**

The free primary education programme introduced in January 2003 aims at financing the provision of facilities and remuneration of teachers in public primary schools by the Kenya government. Private primary schools have not been incorporated in the programme. As a result, the implementation of the programme has led to negative changes in the total pupil enrolment level, teaching staff level, total revenue from school fees, annual school fee per child, advertisement costs and total cost of school equipment and materials for private primary schools in the country. However, a detailed analysis of these negative changes has not been undertaken. Therefore, this study aims at investigating and analysing the changes that have occurred in private primary schools since the implementation of free primary education programme.

Even though it was expected that some parents who enrolled their children in private primary schools would immediately pull them out as conditions in public primary schools improve, stakeholders in the private education sector have discounted fears that the free primary education programme will have far reaching negative effects on private primary schools. It is therefore imperative to investigate measures put in place by private primary schools in order to address the effects of free primary education programme.

This study, therefore, sought to address the following research questions:

- (i) What are the effects of free primary education programme on private primary education?
- (ii) How have private primary schools responded to the free primary education programme?

### **1.3.0 Objectives of the study**

The general objective of the study was to investigate the implications of the implementation of the free primary education programme for private primary schools in Kenya.

The specific objectives of the study were:

- (i) To find out the effect of free primary education programme on private primary education
- (ii) To find out measures put in place by private primary schools to address the effects of free primary education programme.

#### **1.4.0 Justification of the study**

As previously mentioned, private primary schools play an important role in Kenya's educational system. They augment government's efforts to achieve universal primary education, reflect the basic principle of choice for parents who can afford them, are more efficient and their achievement scores on average exceed those of public primary schools. There are currently 1,814 private primary schools in the country out of a total of 19,443 primary schools (Government of Kenya, 2003).

Therefore, an investigation into the effects of free primary education programme on private primary education and the measures put in place by private primary schools to address these effects will give more information to policy makers on the relevant, adequate and effective means of enhancing, strengthening and sustaining the development of private primary schools. To date, no detailed analysis has been done concerning the effects of free primary education programme on private primary education and the measures put in place by private primary schools to address these effects. Therefore, this study aims at filling this information gap.

#### **1.5.0 Scope and limitation of study**

There are two types of primary schools in Kenya. These include public and private primary schools. Public primary schools are financed from the free primary education programme that was implemented in January 2003. However, private primary schools have not been included in this programme. The focus of this study will be on private



primary schools in Nairobi and the implications of the free primary education programme on their role in education provision. The focus on only private primary schools in Nairobi has been necessitated by fiscal and time constraints. Otherwise an investigation of the implications of the programme for both private and public primary schools could have given a “bird’s eye view” of the study.

The site and focus of the study is an urban area and this has limited a comparative analysis with a rural area, which could have given the study a complete framework of the implications of the free primary education programme for private primary schools located in both urban and rural areas. The study cannot also make very comprehensive conclusions because of the short period of time the FPE programme has been in existence. It will require a longer period of time for changes to occur in order to make precise predictions and generalisations of the effects of FPE programme and measures put in place by private primary schools in order to address these effects.

#### **1.6.0 Definition of concepts**

##### **Education**

The UNESCO international standard classification of education defines education as comprising organised and sustained communication designed to bring about learning. Learning is taken to mean change in behaviour, knowledge, understanding, skills or capabilities that the learner retains and which cannot be ascribed simply to physical

growth or to the development of inherited behaviour patterns (Thompson, 1981). Thompson (ibid) further opines that there are two forms of education. These include formal and non-formal education.

According to Harbison (1973), formal education connotes age-specific, full-time classroom attendance in a linear graded system geared towards achievement of certificates, diplomas, degrees or other formal certificates. Its costs are measurable and its outputs are easily identifiable. On the other hand, non-formal education refers to skill and knowledge generation taking place outside the formal schooling system. Its costs are not easily measurable and its outputs are not easy to identify (Harbison, 1973). This study encompasses formal education.

### **Primary education**

Primary education denotes the first level of education leading on to higher levels of education. In Kenya, primary education is the first phase of the national 8.4.4 system of education. The course starts at six years of age and runs for eight years (Webster, 2000).

### **Private primary schools**

These are educational institutions that are run by the private sector, which includes individuals, private profit making enterprises, foundations and trusts, religious bodies, non-governmental organisations (NGOs), communities and cooperative societies

(Government of Kenya, 1999). Thus, these schools do not receive funding from the government. They raise their funds from school fees and donations from sponsors.

### **Public primary schools**

These are government aided schools. They are run by the government through the Ministry of Education (Government of Kenya, 1999). Under the free primary education programme, the government finances the provision of facilities and payment of teachers' salaries in these schools.

### **Free primary education**

It refers to the provision and financing of public primary schools' facilities and teachers' remuneration by the government (UN IRIN, 2003). In this case, parents of the primary school pupils do not pay school fees.

### **Measures**

According to the Oxford Advanced Learners Dictionary (2001), measures refer to the formation of opinions on how to deal with given situations. This is the definition that is adopted in this study.

## **CHAPTER TWO**

### **2.0.0 LITERATURE REVIEW**

Various studies have been conducted on the need for and against provision of education by private schools. Thus, the literature reviewed below focuses on the education policy in Kenya, arguments for and against private schools in the provision of education and the human development approach, which has been used as the theoretical underpinning of this study.

#### **2.0.1 Education Policy in Kenya:**

The Kenya government's policy on provision of education is linked to her economic growth and social welfare and the fact that education is currently seen as a basic human socio-economic right. The latter has been recognised explicitly in section 7 of the Children Act 2001, which states that "every child is entitled to free primary education which shall be the responsibility of the government and parents" (EYC, 2002). This arose due to Kenya's commitment to the Dakar Framework for Action of April 2000, which re-affirmed the vision of the World Declaration on Education for All made in Jomtien, Thailand in 1990. It stated that all children have the fundamental right to basic education, which must be free (at least in its elementary and fundamental stages) and relevant (EYC, 2002).

The government has treated education policy as its top agenda when formulating various development agendas. This is evidenced by more than ten reviews of government-established commissions and working parties on the education sector since independence, ending most recently with the Koech Report released in March 2000.

These reviews<sup>1</sup> indicate the extent to which the government and other stakeholders have gone in search of a policy framework and laying strategies to make education serve the nation and meet the country's development goals. However, despite shifts in policy paradigms, the government is yet to put forth a concise policy paper that expounds explicitly the role of private primary schools in education provision.

### **2.0.2 The Case for Private Schools**

According to Jimenez (1991), Boaz (1991) and Sowell (1993), one of the arguments for allowing the private sector to assume a larger role in the provision of education is

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<sup>1</sup>These reviews include: the 1964 Report of the Kenya Education Commission (The Ominde Report); the Sessional Paper number 10 of 1965 on "African Socialism and Its Application to Planning in Kenya"; the 1976 Report of the National Committee on Educational Objectives and Policies (Gachathi Report); the 1981 Report of the Presidential Working Party on the Second University in Kenya (Mackay Report); the 1980-1985 Second Report of the University Grants Committee (the Kiano Report); the 1988 Report of the Presidential Working Party on Education and Training for the Next Decade and Beyond (the Kamunge Report); the 1988 Sessional Paper number 6 on Education and Training for the Next Decade and Beyond (based on proposals and recommendations of the Kamunge Report); the 1991 Presidential Committee on Student Unrest and Indiscipline in Kenya's Secondary Schools (Sagini Report); the 1995 Commission of Inquiry into the Cult of Devil Worship in Kenya (the Archbishop Kirima Report); the 1995 Future Development of University Education in Kenya (the Mungai Report); the 1997 Master Plan on Education and Training (1997-2010) and the 1999 Report of the Commission of Inquiry into the Education System of Kenya (Koech Report) on Totally Integrated Quality Education and Training (Government of Kenya, 1999).

that it would increase efficiency, as administrators become more responsive to the needs of students and their parents. To function effectively markets require significant competition, the lure of profit making, and a minimum of restrictions on buyers and sellers. However, because of the absence of any truly competitive market in education, little direct contemporary evidence is available to demonstrate its effects on efficiency (Childs, 1986). Hoffer (1990) and Borland (1993) found small but significant positive effects of private education on efficiency.

Based on case studies that compare private and public primary education in Colombia, USA, the Dominican Republic, the Philippines, Kenya, Tanzania, and Thailand, the achievement scores of private school students on average exceed those of public school students (Childs, 1986; Hanushek, 1986; 1989; Jimenez, 1991; Kamau, 2003). This finding holds even after accounting for the fact that, on average, private school students in these countries come from more advantaged backgrounds than their public school counterparts. In addition, preliminary evidence shows that private schools are generally substantially smaller and their unit costs are lower than those of public schools (Boaz, 1991; Jimenez, 1991; Kamau, 2003). However, attempts to identify processes characteristic of private schools in general have found more diversity among private schools than similarity (Jimenez, 1991).

Bauer (2002) opines that recent national and international trends, including the shift to an information-oriented society have created a need across the entire educational spectrum for distinctive education capable of accommodating the increasing diversity and sophistication of society and the public. Private primary schools play an important role in this context because of their ability to develop highly individualistic and diverse educational programmes (ibid). However, with the implementation of the free primary education programme in Kenya, studies are yet to be done on the effects of the FPE programme on the educational roles and programmes of private primary schools in the country and the measures put forth by these schools to address the effects.

The assertion that private schools might defraud parents is commonly countered with the argument that such problems exist everywhere, including public schools. Rinehart (1991) notes that a competitive market would at least exert pressure on a private school to deal honestly and fairly with parents in order to maintain a healthy reputation, while the public schools offer educators no such incentive.

To resolve the issue of difficult-to-educate children, Lieberman (1991) investigated the current practices among private institutions. He found that rather than focusing on easy-to-educate students, the single largest group of private schools actually serves the disabled. Studies have also suggested that urban private schools are able to maintain a higher level of discipline than their public counterparts with a few admissions requirements, and only infrequent student expulsions (Blum, 1985).

### 2.0.3 The Case against Private Schools

As market inspired reform has gained popularity, it has been subjected to a great deal of criticism. Attacks have been directed at the possible negative effects of private primary schools and of market systems as a whole. In the United States, comparisons between existing public and private schools led Cookson (1994) and Krashinsky (1986) to conclude that a market would not improve education. Another argument against a market is that economic isolation might be increased if families selected their schools based on socio-economic status (Cookson, 1994; Kozol, 1992).

Although some private schools provide quality education and top in national examinations, there are many others that do not meet the standards of quality learning institutions. There are schools that are situated in dingy places or on top of bars. In others, residential buildings are converted to schools, but without basic and essential facilities like toilets (Aduda, 2001).

Kamau (2003) argues that the fees charged by some private schools are incredibly high. Some of these institutions are not also duly registered with relevant authorities. According to Aduda (2001), a consensus is emerging among educationists that an organisation is required to register and oversee the operations of private schools. The argument is that the Ministry of Education structures do not have adequate ways of inspecting and monitoring the activities of private schools. Furthermore, some of the teachers have been deemed ill prepared to equip the pupils with relevant knowledge and skills (Coulson, 1996).



On the supply side, sceptics argue that private schools with bold promises, flashy advertising, and special programs would lure parents away from academically superior institutions (Krashinsky, 1986). Private schools are also expected by some critics to reject difficult-to-educate children, e.g. those with disabilities or serious discipline problems. According to Shanker (1992), these children would be more expensive to teach and hence would either be expelled more readily or refused admission entirely.

The literature reviewed above have mainly focused on the need for and against private schools in the provision of education. However, no literature exists in Kenya on the implications of the free primary education programme for private primary schools. Therefore, this study aims at filling this information gap.

### **Theoretical framework**

This study has used the human development approach as its theoretical underpinning. The proceeding section elucidates the genesis, meaning, indicators and relevance of the approach in the study.

### 2.1.1 The Human Development Approach

Human development refers to a process of widening people's choices and raising their standards of living through expansion of human capabilities and access to opportunities in the social, economic and political spheres (UNDP, 2001). These human capabilities embrace leading a healthy life, being knowledgeable and having access to resources. Enlarging human choices is critically linked to two issues: capabilities and functionings on one hand, and opportunities on the other.

According to Eckert (1995), the functionings of a person refer to the valuable things the person can do or be, such as being well-nourished, living a long life and taking part in community initiatives. The capability of a person stands for the different combinations of functionings the person can achieve. It reflects the freedom to achieve functionings. Enlarging choices for a person implies formation or enhancement of capabilities. Eckert (ibid) further posits that human capabilities can be enhanced through the development of human resources: good health and nutrition, education and skill training e.t.c. However, capabilities cannot be used unless opportunities exist to use them for leisure, productive purposes or participation in social, political or cultural affairs. Human development thus represents an equation, the left-hand side of which reflects human capabilities, and the right-hand side, economic, political and social opportunities to use those capabilities (UNDP, 2001; Eckert, 1995).

The human development approach was pioneered and popularised by the UNDP global Human Development Reports, which began in 1990. Human development is customarily measured through the human development index (HDI). The HDI is a composite index based on three main indicators: longevity, educational attainment and standards of living. The approach was originally introduced as an alternative to conceptions of development that focused on economic growth with or without equity considerations (Martinussen, [www.husdvr.kvl.dk/html](http://www.husdvr.kvl.dk/html)). The approach is broader than other people-oriented approaches to development. Human resource development emphasizes only human capital and treats human beings as an input in the development process, but not as its beneficiaries. The basic needs approach focuses on minimum requirements of human beings, but not on their choices. The human welfare approach looks at people as recipients and not as active participants in the processes that shape their lives. Human development approach, by encompassing all these aspects, represents a more holistic approach to development.

The approach embraces every development issue, including economic growth, social investment, people's empowerment, provision of basic needs and social safety nets, political and cultural freedom and all other aspects of people's lives. While no aspect of the development model falls outside its scope, "the vantage point is widening of people's choices and the enhancement of their lives. All aspects of life - economic, political and cultural are viewed from that perspective" (Haq, 2001).

The human development approach is based on the notion that people are the real wealth of nations. The approach developed from the realisation that people should be at the 'centre of development', by actively participating in the process of development (UNDP, 2001). The basic goal of development is to create an environment that enables people to enjoy a long, healthy and creative life. (Eckert, 1995). Human development, therefore, is both a process and an outcome. It is concerned with the process through which choices are enlarged, but it also focuses on the outcomes of enhanced choices.

The human development approach has been used as the theoretical framework for this study because it encompasses the widening of people's choices and raising their standards of living through expansion of human capabilities and access to opportunities in the social, economic and political spheres. This is reflected through the provision of more educational opportunities by private primary schools. The approach also encompasses the concept, "school choice", which refers to a general principle of parents having the freedom to choose which school would best educate their children in accordance with their own social, economic and political values and that best meets their child's intellectual, physical, and spiritual needs. The approach has also been used in the study because education is itself a measure of human development and it is a contributor to other components of human development producing appropriately trained providers of services and products in the national economy.

## 2.1.0 Hypotheses

Based on the literature reviewed and the theoretical framework adopted, the study aimed at testing the following hypotheses:

- (i) That private primary schools have been negatively affected by the implementation of free primary education programme.

The indicators for these effects included changes in the following: number of teachers, average salary of a teacher, school enrolment level, number of pupil transfers, school fee per child per annum, total revenue of the school, total cost of school equipment and materials and frequency of supply of school equipment and materials.

- (ii) That private primary schools have put in place measures to address the effects of free primary education.

The indicators for these measures included the following: increased advertisement cost, diversified sources of funding, reduced number of teaching staff, increased teacher inputs and reduction of school expenditure.

## **CHAPTER THREE**

### **3.0.0 METHODOLOGY**

#### **3.1.0 Study Site**

The site of study was Nairobi, the capital city of Kenya. Nairobi has a population of 2.1 million people and a population density of 3079 people per km<sup>2</sup> (IEA, 2002). It is administratively divided into eight divisions, which are Makadara, Pumwani, Central, Langata, Dagoretti, Westlands, Kasarani and Embakasi divisions. Nairobi was selected as the study site because it has the highest number of private primary schools in the country and it has shown significant movement of students from private primary schools to public primary schools upon the introduction of free primary education (Kamau, 2003; UN IRIN, 2003).

#### **3.2.0 Data collection**

Both quantitative and qualitative data collection designs that included questionnaires and key informant interview guides made up of open and closed ended questions were used to collect data in the study. These were administered through face-to-face interviews. The respondents to the questionnaires were head teachers (managers) of the private primary schools. The key informant interviews involved parents with children in public and private primary schools and an official each from the Nairobi

Private Schools Association and the Ministry of Education (Department of Basic Education). The basis for the use of these key informant interviews was to solicit the opinions of the interviewees about the implementation of the free primary education programme thereby augmenting the information collected from the questionnaires.

### **3.3.0 Sampling method**

According to a sampling frame from the Ministry of Education (Department of Basic Education), there are 210 private primary schools in Nairobi. Proportionate stratified random sampling was used to select a sample size of 50 private primary schools from the 8 divisions in Nairobi. The 8 divisions in the study site formed the strata upon which the sample size was randomly drawn. The sampling technique was used because there are varied numbers of private primary schools in the divisions. Purposive sampling method was used to select 3 parents with children in public primary schools and 3 parents with children in private primary schools.

### **3.4.0 Data analysis**

The quantitative data generated was analysed using Statistical Package for Social Sciences (SPSS). The SPSS programme was used to run statistical tests, frequencies, cross tabulations and graphical representations of the data collected. The qualitative data generated was analysed using content analysis, which involved the construction of structures and regularities in the collected data and systematically drawing informed inferences on the available information. The units of analysis in the study were private primary schools.

## **CHAPTER FOUR**

### **4.0.0 STUDY FINDINGS AND DISCUSSIONS**

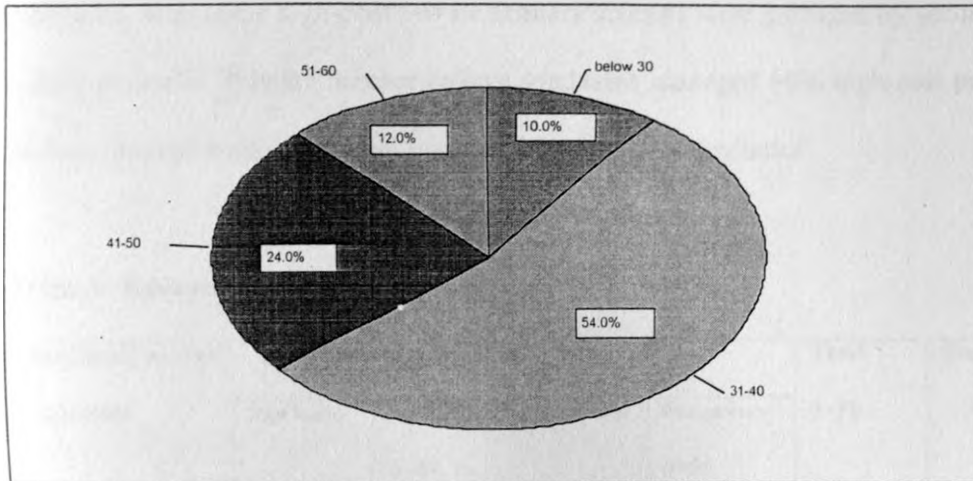
The following chapter, which is a background of the study findings, discusses the characteristics of the respondents, private primary schools in terms of cost, location of the schools, year of starting the school and the number of classes the school started with.

#### **4.1.0 Characteristics of Respondents**

The study found out that a majority (54%) of the head teachers (managers) in private primary schools were in the age bracket of 31-40-years. The mean age of the head teachers (managers) was 39 years. 84% of the school head teachers (managers) were trained in Primary Teacher Colleges. This shows that most private primary schools are managed by those who are in their mid-age and have undergone primary teacher training.

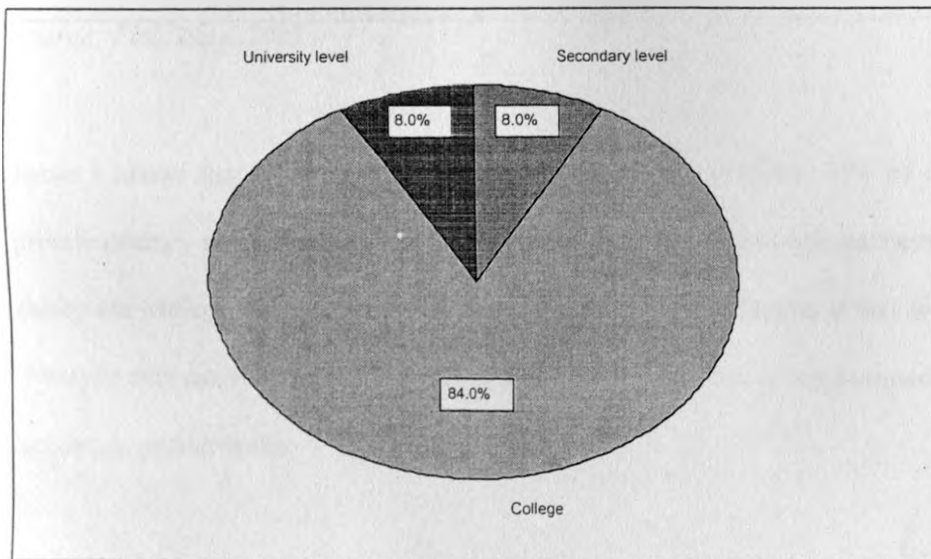


**Pie chart 1: Age of the Respondents**



*Source: Field data, 2003*

**Pie chart 2: Educational Level of the Respondents**



*Source: Field data, 2003*

While 14% of the low-cost private primary schools were managed by secondary school graduates, 79% by primary teacher college graduates and 7% by university graduates, none of the high-cost private primary schools were managed by secondary school graduates. Primary teacher college graduates managed 90% high-cost private primary schools while 10% were managed by university graduates.

**Table 1: Educational Level of Respondents**

Educational level of respondent	School in terms of cost				Total n=50	Frequency (%)
	Low-cost	Frequency n=29	High-cost	Frequency n=21		
Secondary school	4	14	-	-	4	8
Primary Teacher College	23	79	19	90	42	84
University	2	7	2	10	4	8
Total	29	100	21	100	50	100

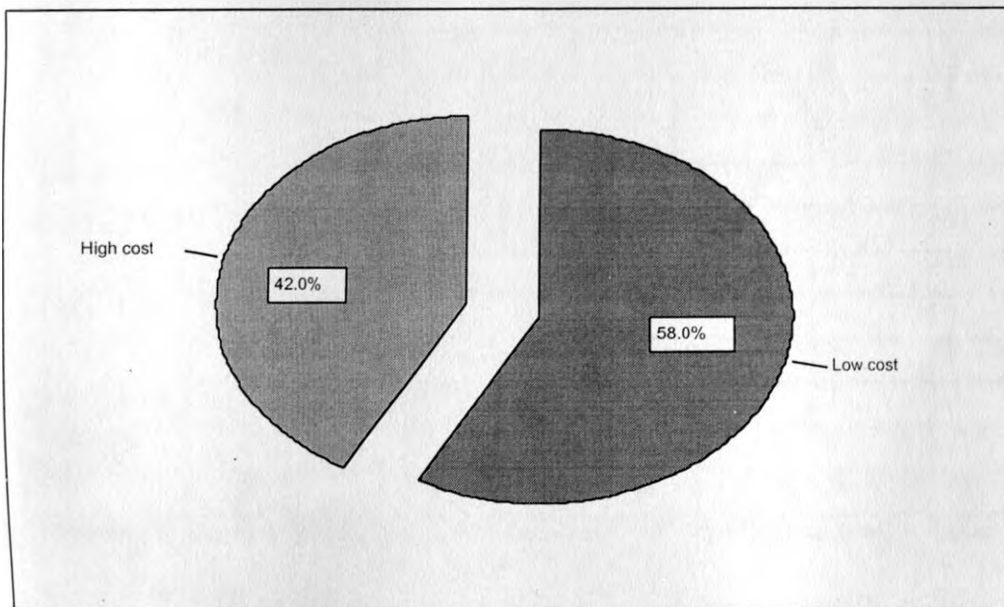
*Source: Field data, 2003*

Table 1 shows that in order to minimize their costs of operation, 14% of low-cost private primary schools employ secondary level graduates (untrained teachers) whose salary are low compared to trained teachers. However, the dilemma is that while this measure may result in a reduction in costs of school operation, it compromises school academic performance.

#### 4.2.0 Private Primary Schools in Terms of Cost

For purposes of data analysis and interpretation, the author stratified private primary schools into low-cost and high-cost. Private primary schools that charged an annual school fee of Kshs. 10,000 and below were classified as low-cost while those that charged an annual school fee of more than 10,000 were classified as high-cost. Incidentally, the stratification used in the study indicated that 58% of the private primary schools visited were low-cost and 42% were high-cost.

**Pie chart 3: School in Terms of Cost**



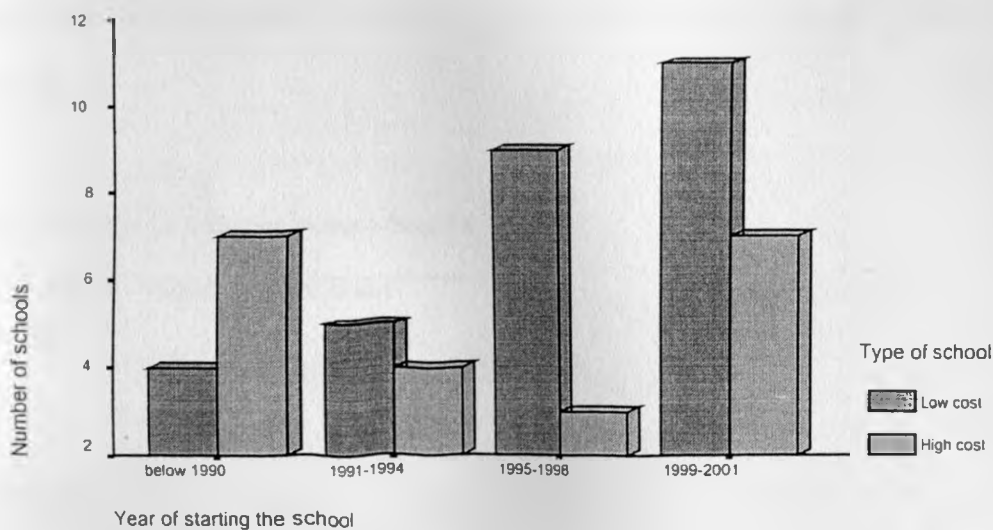
*Source: Field data, 2003*

Table 2 indicates that the low-cost private primary schools that were randomly selected for the study were mostly located in Kasarani, Kawangware, Kangemi, Kibera, Kayole, Githurai Kimbo, Dagoretti Corner, Dandora, Babadogo and Kariobangi. On the other hand, high-cost private schools that were randomly selected for the study were mostly located in Riruta Satellite, Kahawa West, Buruburu, Ngong

### 4.3.0 Period of Starting School

The study shows that there has been a progressive increase in the number of low-cost private primary schools started before 1990 to 2001 from 4 (14%) to 11 (38%) schools. However, the number of high-cost private primary schools started before 1990 reached a peak of 7 (33%) schools, declined to 3 (14%) schools between 1995-1998 and then increased to 7 (33%) schools between 1999-2001.

**Graph 1: Type of Private School and Year of Starting School**



*Source: Field data, 2003*

The fluctuations in the periods of starting the schools can be attributed to the economic deterioration of the country in the 1990s, which made it impossible to attain the start-up capital for high-cost private schools. On the other hand, low-cost private

primary schools, which require less start-up capital increased in the 1990s to fill up the emerging education gap necessitated by the deteriorating quality of public primary education and the rationing of admissions in public primary schools.

The study also found out that 14% of low-cost private primary schools were started with all the classes (class 1-8) while 28.5% high cost private primary schools were started with all the classes( see table 3). Overallly, 20% of the private primary schools were started with all the classes. 80% of the private primary schools were, however, not started with all the classes. 36% of the private primary schools visited started with classes 3-5 while 26% started with classes 6-7. This shows that most private primary schools start with a few number of classes and then expand to the next levels as the years progress.

**Table 3: Number of Classes School Started With**

Was school started with all classes	School in terms of cost				Total n = 50	Frequency (%)
	Low-cost n = 29	Frequency (%)	High-cost n= 21	Frequency (%)		
Yes	4	14	6	28.5	10	20
No	25	86	15	71.5	40	80
Total	29	100	21	100	50	100

Pearson chi-square = 1.663, degree of freedom = 1, significance level = 0.197

Source: Field data, 2003

All the private primary schools visited offered the 8-4-4- curriculum system of education that is administered through the Kenya Certificate of Primary Education (K.C.P.E) while only one private primary school visited offered the General Certificate Examination (G.C.E).

## CHAPTER FIVE

### 5.0.0 EFFECTS OF FREE PRIMARY EDUCATION PROGRAMME ON PRIVATE PRIMARY SCHOOLS

This chapter discusses the effects of the FPE programme on private primary schools based on the indicators that were used to measure the changes that have occurred to these schools since the implementation of the programme. The chapter also discusses the measures that have been put forth by private primary schools in order to address these effects, the challenges facing private primary schools and their future.

In an attempt to find out the implications of the free primary education programme on private primary schools in Nairobi, the study used various indicators as benchmarks. These included changes in a period of time in the following: total number of teachers, number of teachers recruited, number of teachers sacked, average salary of a teacher, school fee per child per annum, total pupil enrolment level, total number of new enrolments at the beginning of the year, total number of pupil transfers to public primary schools, total revenue from school fees, total cost of school equipment and materials and number of times per year the school supplies equipment and materials. The author examines each of these indicators in the proceeding sub-sections.

Under each sub-section, private primary schools have been stratified into low-cost and high-cost as shown in the cross-tabulations. In all the indicators examined, there are 6

low-cost and 2 high-cost private primary schools that have been indicated as “not applicable” for the year 2000. These are schools that were started in 2001 and therefore, could not apply for the responses in 2000.

### **5.0.1 Changes in Total Pupil Enrolment**

The study considered different levels of pupil enrolment in the analysis. There were cases of newly enrolled pupils at the beginning of the year, total number of pupil enrolments in the school in the given year and total number of pupil transfers to public primary schools.

Various private primary schools visited in the study have been affected by their total number of enrolments. Table 4 shows that the number of low-cost private primary schools with total enrolment of 201-300 increased from 1 (3%) for boys in 2000 to 4 (14%) in 2002 before declining to 2 (7%) in 2003. However, that of girls remained constant at 2 (7%) low-cost private primary schools between 2000-2002, before declining to only 1 (3%) low-cost private primary school in 2003. Similarly, the number of low-cost private primary schools with total enrolment of 101-200 increased from 7 (25%) for both boys and girls in 2000 to 8 (28%) and 11 (38%) for boys and girls in 2002 and then declined to 6 (21%) schools for both boys and girls respectively.

However, low-cost private primary schools with total enrolment of below 100 boys increased from 14 (49%) in 2000 to 16 (55%) in 2002 and to 21 (72%) in 2003. For



girls, low-cost private primary schools with total enrolment below 100 increased from 13 (45%) in 2000 to 14 (49%) in 2002 before increasing to 20 (69%) in 2003. The increase in 2003 is attributed to the fact that some of the low-cost private primary schools that had total enrolment of above 100 pupils before 2003 now have total enrolment of below 100 pupils.

Table 4 also shows that high-cost private primary schools have been affected in terms of their total enrolment levels. However, high-cost private primary schools that had 101-200 total enrolments in 2002 remained constant at 6 (29%) for both boys and girls in 2003. Nevertheless, there was an increase in the number of high cost private primary schools with total enrolment below 100 from 10 (48%) in 2002 to 12 (57.5%) in 2003 for both boys and girls. This implies that 2 (9%) high-cost private primary schools had a decline in their total enrolment levels in 2003.

**Table 4: Total Pupil Enrolment**

Total number of enrolments	School in terms of cost											
	2000				2002				2003			
	Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21	
	B	G	B	G	B	G	B	G	B	G	B	G
Below 100	14	13	11	10	16	14	10	10	21	20	12	12
101-200	7	7	4	5	8	11	6	6	6	7	6	6
201-300	1	2	3	3	4	2	3	3	2	1	1	1
301-400	1	1	-	1	-	1	2	1	-	1	1	2
401-500	-	-	1	-	1	1		1	-	-	1	-
Not applicable	6	6	2	2	-	-	-	-	-	-	-	-
Total	29	29	21	21	29	29	21	21	29	29	21	21

*Source: Field data, 2003.*

**Table 5: Mean Enrolment of Boys and Girls**

Descriptives	Boys		Girls	
	2002	2003	2002	2003
No of responses. n	50	50	50	50
Total pupil enrolment	6531	5104	6768	5447
Mean	130.62 (14.09)	102.08 (11.78)	135.36 (13.62)	108.94 (12.23)

Standard error is in parenthesis

Table 5 shows that the mean enrolment of boys in the private primary schools declined from 130.62 in 2002 to 102.08 in 2003. Concomitantly, the mean enrolment of girls in the private primary schools declined from 135.36 to 108.94 in 2003. This confirms the argument that the enrolment level for private primary schools declined after the implementation of FPE programme.

**Table 6: T – test for Equality of Mean Enrolment of Boys and Girls**

	Boys	Girls
t- statistics	1.993	1.998
Degree of freedom	98	98
2 tailed significance level	0.108	0.11

The t-statistics for mean enrolment of boys and girls are 1.993 and 1.998 respectively. The two-tailed tests for mean enrolment of boys and girls are 10.8% and 11.0% respectively. The above statistics indicate that the relationship between the mean enrolment of boys in 2002 and 2003 and of girls in 2002 and 2003 are statistically significant because they are very close to 10%. This implies that the two means (for boys and girls separately) are different and thus pupil enrolments declined in 2003.

## 5.0.2 Changes in Number of New Pupils Enrolled in School

Table 7 shows that low-cost private primary schools have been affected in terms of new pupils enrolling in the schools compared to high-cost private primary schools. The number of low-cost private primary schools enrolling 26-50 pupils at the beginning of the year decreased from 15 (52%) in 2000 to 14 (48%) in 2002 and drastically to 1 (3%) school in 2003. At the beginning of 2003, the number of low-cost private primary schools enrolling pupils below 25 increased from 11 (38%) in 2002 to 25 (86%) for both boys and girls. This shows that low-cost private primary schools that were enrolling more than 25 pupils at the beginning of the year before 2003 now enrol below 25 pupils. The number of high-cost private primary schools enrolling below 25 new pupils also increased between 2002 and 2003 although not greater compared to low-cost private primary schools.

**Table 7: Number of New Pupils Enrolled in School**

Number of new pupils enrolled in school	School in terms of cost												
	2000				2002				2003				
	Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21		
	B	G	B	G	B	G	B	G	B	G	B	G	
0 (zero)	-	-	-	-	-	-	-	-	-	3	3	-	-
1- 25	8	10	17	18	11	12	16	19	25	25	20	20	
26-50	15	11	2	1	14	14	4	1	1	1	1	1	
51-75	-	2	-	-	4	3	1	1	-	-	-	-	
Not applicable	6	6	2	2	-	-	-	-	-	-	-	-	
Total	29	29	21	21	29	29	21	21	29	29	21	21	

Source: Field data, 2003.

In 2002, the number of high-cost private primary schools enrolling below 25 new pupils increased from 16 (76%) for boys and 19 (90%) for girls in 2002 to 20 (95%) for boys and 20 (95%) for girls in 2003. However, the number of high-cost private primary schools enrolling 26-50 boys at the beginning of the year decreased from 4 (19%) boys in 2002 to 1 (5%) school for boys in 2003 while that of girls remained constant in both years. This implies that high-cost private primary schools enrolling 26-50 pupils have also been affected. However, the low number of high-cost private primary schools enrolling 26-50 new pupils at the beginning of the year when compared to low-cost private primary schools is due to the fact that most of these schools have a maximum class of 25.

**Table 8: Mean Number of New Boys and Girls Enrolled in School**

Descriptives	Boys		Girls	
	2002	2003	2002	2003
No of responses, n	50	50	50	50
Total number of new pupils enrolled in school	1356	677	1331	669
Mean	27.12 (2.26)	13.53 (1.10)	26.62 (2.16)	13.38 (0.94)

Table 8 shows that the mean enrolment of boys in the private primary schools declined from 27.12 in 2002 to 13.53 in 2003. Concomitantly, the mean enrolment of girls in the private primary schools declined from 26.62 to 13.38 in 2003. This confirms the argument that the number of new boys and girls enrolled in private primary schools at the beginning of the year declined after the implementation of FPE programme.

**Table 9: T – test for Equality of Mean Number of New Boys and Girls Enrolled in School**

	Boys	Girls
t- statistics	5.281	5.504
Degree of freedom	95	95
2 tailed significance level	0.000	0.000

The t-statistics for mean number of new boys and girls enrolled in school are 5.281 and 5.504 respectively. The two-tailed tests for mean enrolment of boys and girls are 0.00% and 0.00% respectively. The above statistics indicate that the relationship between the mean number of new boys enrolled in school in 2002 and 2003 and that of girls enrolled in school in 2002 and 2003 are statistically significant. This implies that the two means (for boys and girls separately) are different and thus the number of new pupils enrolled in school declined in 2003.

### **5.0.3 Changes in Total Number of Pupil Transfers**

While no low-cost and high-cost private primary school lost more than 25 pupils per annum between 2000-2002, the total number of pupil transfers to public primary schools in 2003 was dramatic. 9 (31%) and 8 (28%) low-cost private primary schools lost between 26-50 boys and girls respectively in 2003. This number of pupil transfers to public schools is attributed to the free primary education programme, which led to mass transfer of pupils from private primary schools, especially low-cost ones to public primary schools. Only 3 (14%) and 2 (9%) high-cost private primary schools

lost 26-50 boys and girls respectively in 2003. This implies that low-cost private primary schools have been more affected by the free primary education programme. Nevertheless, of all the private primary schools visited, both low-cost and high-cost, it was noted that their average academic performance level have not changed from the previous years. School head-teachers (managers) posited that their major challenge was to perform better this year in order to maintain and attract more enrolment in the subsequent years.

**Table 10: Total Number of Pupil Transfers**

Total number of pupil transfers	School in terms of cost											
	2000				2002				2003			
	Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21	
	B	G	B	G	B	G	B	G	B	G	B	G
0 (zero)	1	1	5	7	1	2	4	5	-	-	2	1
1-25	22	22	14	12	28	27	17	16	11	12	14	16
26-50	-	-	-	-	-	-	-	-	9	8	3	2
51-75	-	-	-	-	-	-	-	-	5	5	-	1
76-100	-	-	-	-	-	-	-	-	2	2	1	-
101 and above	-	-	-	-	-	-	-	-	2	2	1	1
Not applicable	6	6	2	2	-	-	-	-	-	-	-	-
Total	29	29	21	21	29	29	21	21	29	29	21	21

Source: Field data, 2003.

**Table 11: Mean Number of Pupil Transfers**

Descriptives	Boys		Girls	
	2002	2003	2002	2003
No of responses, n	45	48	43	49
Total number of pupil transfers	144	1762	132	1699
Mean	3.20 (0.36)	36.71 (5.92)	3.05 (0.32)	34.67 (5.89)

Table 11 shows that the mean number of pupil (boys) transfers to public primary schools increased from 3.20 in 2002 to 36.71 in 2003. Concomitantly, the mean number of pupil (girls) transfers to public primary schools increased from 3.05 in 2002 to 34.67 in 2003. This confirms the argument that there was increased transfer of pupils from private to public primary schools upon the implementation of FPE programme. The resultant effect is a decline in total pupil enrolments in private primary schools.

**Table 12: T – test for Equality of Mean Transfer of Pupils**

	Boys	Girls
t- statistics	-5.50	-4.99
Degree of freedom	91	90
2 tailed significance level	0.000	0.000

The t-statistics for the mean transfer of boys and girls are  $-5.50$  and  $-4.99$  respectively. The two-tailed tests for mean transfer of boys and girls are 0.00% and 0.00% respectively. The above statistics (absolute values) indicate that the relationship between the mean transfer of boys in 2002 and 2003 and of girls in 2002 and 2003 are statistically significant. This implies that the two means (for boys and girls separately) are not equal (are different).

#### 5.0.4 Changes in School Fee per Child per Annum

The introduction of free primary education programme has witnessed both low-cost and high-cost private primary schools maintaining their school fees per child per annum between 2002 and 2003. According to the respondents, the main reason for the maintenance of the school fee per child was a cautionary move in order to retain total school enrolment. Some private primary schools that had mooted the idea of increasing their school fees in 2002 had to drop the idea in 2003 due to the implementation of the free primary education programme.

**Table 13: School Fee per Child Per Annum**

School fee per child per annum	School in terms of cost											
	2000				2002				2003			
	Low cost n=29	Fre (%)	High cost n=21	Fre (%)	Low cost n=29	Fre (%)	High cost n=21	Fre (%)	Low cost n=29	Fre (%)	High cost n=21	Fre (%)
Below 10,000	22	75	2	10	29	100	-	-	29	100	-	-
10,001 and above	1	5	17	80	-	-	21	100	-	-	21	100
Not applicable	6	20	2	10	-	-	-	-	-	-	-	-
Total	29	100	21	100	29	100	21	100	29	100	21	100

*Source: Field data, 2003.*



**Table 14: Mean School Fee per Child per Annum**

Descriptives	2002	2003
No of responses, n	50	50
Total annual school fee per child	719,500	719,450
Mean	14390 (2580.50)	14389 (2579.30)

Table 14 shows that the mean school fee per child per annum in the private primary schools was equal in 2002 and 2003. This confirms the argument that the school fee per child per annum did not increase upon the implementation of FPE programme.

**Table 15: T – test for Equality of Mean School fee per Child per Annum**

t- statistics	0.021
Degree of freedom	98
2 tailed significance level	0.983

The t-statistic for mean school fee per child per annum is 0.021. The two-tailed test for mean school fee per child per annum is 0.983. The above statistics indicate that the relationship between the mean school fee per child per annum in 2002 and 2003 is statistically insignificant. This implies that the two means are equal (are not different).

### **5.0.5 Changes in Total Revenue of School**

The evidence generated by the study shows that the implementation of the free primary education programme has impacted negatively in the total revenue of various private primary schools visited. While high-cost private primary schools have been affected, low-cost private primary schools have been affected even more.

Table 16 shows that low-cost private primary schools have been affected more by the decline in their total revenues. The number of low-cost private primary schools that received total revenues of Kshs. 1,000,001 to 5,000,000 in 2002 were 9 (31%) and this declined to 4 (14%) schools in 2003. This has resulted in an increase in the number of low-cost private primary schools generating total revenues of Kshs. 100,001-500,000 and Kshs. 500,001-1,000,000 from 11 (38%) to 13 (45%) and 8 (28%) to 10 (34%) respectively. Similarly, the number of high-cost private primary schools that were generating total revenue above Kshs. 10,000,001 has decreased from 5 (24%) in 2002 to 3 (14%) in 2003.

The decline in the total revenue of these private primary schools can be attributed to the decline in pupil enrolments in 2003 and the reluctance of some parents to clear school fee arrears of their children. 13% of the school head teachers and managers interviewed stated that one of the major challenges facing them was convincing parents to pay their children's school fee arrears. However, this has not been successful in all cases because some parents feel that they have alternative choices to make between either taking their children to private or public primary schools. Some parents have also reluctantly maintained their children in private primary schools without paying school fees while looking for vacancies in public primary schools. This has also contributed to the decline in private primary schools' total revenues.

**Table 16: Total Revenue of School**

Total revenue of school	School in terms of cost											
	2000				2002				2003			
	Low cost n=29	Fre (%)	High cost n=21	Fre. (%)	Low cost n=29	Fre (%)	High cost n=21	Fre (%)	Low cost n=29	Fre (%)	High cost n=21	Fre (%)
Below 100000	3	10	-	-	1	3	-	-	2	7	-	-
100001-500000	8	28	1	5	11	38	-	-	13	45	-	-
500001-1000000	8	28	1	5	8	28	-	-	10	34	1	5
1000001-5000000	4	14	9	42	9	31	13	62	4	14	11	52
5000001-10000001	-	-	4	19	-	-	3	14	-	-	6	29
10000001 and above	-	-	4	19	-	-	5	24	-	-	3	14
Not applicable	6	20	2	10	-	-	-	-	-	-	-	-
Total	29	100	21	100	29	100	21	100	29	100	21	100

Source: Field data, 2003.

**Table 17: Mean Revenue of School**

Descriptives	2002	2003
No of responses, n	50	50
Total revenues	189,482,000	175,761,100
Mean	3,789,640 (1041061.40)	3,515,222 (930807.05)

Table 17 shows that the mean revenue of the private primary schools declined from 3789640 in 2002 to 3515222 in 2003. This confirms the argument that the total

revenues of private primary schools from school fees declined after the implementation of FPE programme. However, the decline is not statistically significant (see the t-statistics) because the difference between the two means is not very large.

**Table 18: T – test for Equality of Mean Revenue of School**

t- statistics	0.197
Degree of freedom	98
2 tailed significance level	0.845

### 5.0.6 Changes in Total Number of Teachers

The implementation of the free primary education programme has resulted to changes in the number of teachers employed by various private primary schools in Nairobi. However, findings from the study indicate that low-cost private schools have been affected more than their high-cost counterparts. While 14 (48%) low-cost private primary schools employed below 5 female teachers and 17 (59%) low-cost private primary schools employed below 5 male teachers in 2002, this number increased to 16 (55%) low-cost private primary schools employing below 5 female and 22 (76%) low-cost private primary schools employing below 5 male teachers in 2003.

**Table 19: Total Number of Teachers**

Total number of teachers	School in terms of cost											
	2000				2002				2003			
	Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21	
	M	F	M	F	M	F	M	F	M	F	M	F
0 (zero)	2	-	3	-	3	-	2	-	2	-	1	-
1-5	3	-	1	-	17	14	11	2	22	16	12	2
6-10	5	9	5	8	8	10	4	7	4	10	5	7
11-15	4	7	6	3	1	5	2	5	1	3	2	6
16-20	7	1	3	3	-	-	2	3	-	-	1	4
Above 21	2	6	1	5	-	-	-	4	-	-	1	2
Not applicable	6	6	2	2	-	-	-	-	-	-	-	-
Total	29	29	21	21	29	29	21	21	29	29	21	21

*Source: Field data, 2003*

1(3%) low-cost private primary school had 11-15 male teachers and 5 (18%) had 11-15 female teachers in 2002 and the number remained constant for male teachers and that of female teachers declined to 3 (11%) schools in 2003. This shows a decline in the total number of teachers employed in various low-cost private primary schools. This decline is attributed to the free primary education programme, which made low-cost private primary schools to restructure their operations by reducing the number of teachers employed.

On the other hand, high-cost private primary schools have not been greatly affected by changes in the number of teachers as a result of the implementation of the free primary education programme. The study shows that there has been a constant

number of high-cost private primary schools employing below 5 female teachers between 2002 and 2003 while that of male teachers has increased by 1 (4.5%) in the same period. In 2002, there were 11 (51%) high cost private schools employing below 5 male teachers and 2 (10%) employing below 5 female teachers and in 2003, there were 12 (57%) and 2 (10%) schools employing below 5 male and female teachers respectively in 2003.

However, there has been a progressive increase in the number of high-cost private schools employing 11-15 female teachers from 3 (14%) schools in 2000, 5 (24%) in 2002 and 6 (28%) in 2003 respectively while that of male teachers has declined and then remained constant over the same period. This shows that private primary schools prefer to employ female teachers than male teachers. The main reason for the maintenance in the number of below 5 teachers and the increase in the number of schools employing 11-15 teachers is because high-cost private primary schools have been able to maintain the number of pupil enrolments and therefore, retain/increase the number of teachers.

**Table 20: Mean Number of Teachers**

Descriptives	Male		Female	
	2002	2003	2002	2003
No of responses, n	45	47	50	50
Total number of teachers	258	228	459	427
Mean	5.73 (0.57)	4.85 (0.56)	9.18 (0.84)	8.54 (0.81)

Table 20 shows that the mean number of male teachers in the private primary schools declined from 5.73 in 2002 to 4.85 in 2003. Concomitantly, the mean number of

female teachers in the private primary schools declined from 9.18 in 2002 to 8.54 in 2003. This confirms the argument that the total number of teachers in private primary schools declined after the implementation of FPE programme.

**Table 21: T – test for Equality of Mean Number of Teachers**

	Male	Female
t- statistics	1.090	0.545
Degree of freedom	90	98
2 tailed significance	0.278	0.597

The t-statistics for mean numbers of male and female teachers are 1.090 and 0.545 respectively. The two-tailed tests for mean numbers of male and female teachers are 27.8% and 59.7% respectively. The above statistics indicate that the relationship between the mean numbers of male teachers in 2002 and 2003 and of female teachers in 2002 and 2003 are statistically insignificant. This implies that the two means (for male and female teachers separately) are equal. In this particular case, the differences between the means are not very large.

#### **5.0.7 Changes in Number of Teachers Recruited**

While 15 (52%) low-cost private primary schools and 13 (62%) high-cost private primary schools recruited below 5 male teachers in 2002, only 4 (14%) low-cost and 2 (10%) high-cost private primary schools recruited male teachers in 2003. Similarly, 17 (59%) low-cost and 12 (57%) high-cost private primary schools recruited below 5 female teachers in 2002 and this declined to 5 (17%) low-cost and 6 (29%) high-cost

private primary recruiting below 5 female teachers in 2003. This shows a decline in the number of teachers recruited after the introduction of the free primary education programme. For example, the number of low-cost private primary schools recruiting below 5 teachers increased from 12 (41%) and 13 (45%) to 15 (52%) and 17 (59%) for both male and female teachers respectively between 2000-2002 and then declined to 4 (14%) and 5 (17%) in 2003 for male and female teachers respectively. While there was 1 (3%) low-cost and 1 (5%) high-cost private primary school hiring 6-10 female teachers in 2002, there was none in 2003.

**Table 22: Number of Teachers Recruited**

Total number of teachers hired	School in terms of cost											
	2000				2002				2003			
	Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21	
	M	F	M	F	M	F	M	F	M	F	M	F
0 (zero)	9	10	7	4	14	11	8	8	25	24	19	15
1-5	12	13	12	14	15	17	13	12	4	5	2	6
6-10	2	-	-	1	-	1	-	1	-	-	-	-
Not applicable	6	6	2	2	-	-	-	-	-	-	-	-
Total	29	29	21	21	29	29	21	21	29	29	21	21

Source: Field data, 2003



**Table 23: Mean Number of Teachers Recruited**

Descriptives	Male		Female	
	2002	2003	2002	2003
No of responses, n	28	6	31	11
Total number of teachers recruited	35	10	60	15
Mean	1.25 (0.35)	1.66 (0.49)	1.93 (0.27)	1.36 (0.20)

Table 23 shows that the mean number of male teachers recruited in the private primary schools increased from 1.25 in 2002 to 1.66 in 2003 and that of female declined from 1.93 in 2002 to 1.36 in 2003.

**Table 24: T – test for Equality of Mean Number of Teachers Recruited**

	Male	Female
t- statistics	-1.477	1.179
Degree of freedom	32	40
2 tailed significance level	0.149	0.245

The t-statistics for mean numbers of male and female teachers recruited in 2002 and 2003 are  $-1.477$  and  $1.179$  respectively. The two-tailed tests for mean numbers of male and female teachers recruited are 14.9% and 24.5% respectively. The above statistics indicate that the relationship between the mean numbers of male teachers recruited in 2002 and 2003 and of female teachers recruited in 2002 and 2003 are statistically insignificant. This implies that the two means (for male and female teachers separately) are equal. In this particular case, the differences between the means are not very large.

### 5.0.8 Changes in Number of Teachers Sacked

Table 25 shows that among the low-cost private primary schools visited, 2 (7%) sacked below 5 male teachers and 3 (10%) sacked below 5 female teachers in 2000 and this increased to 3 (10%) schools and 4 (14%) schools in 2002. This further increased to 11 (38%) and 14 (48.5%) low-cost private primary schools sacking below 5 male and female teachers respectively in 2003. The sharp increase in the number of low-cost and high-cost private primary schools that sacked below 5 male and female teachers in 2003 is attributed to the free primary education programme. However, as indicated in table 25, the number of high-cost private primary schools adopting this measure has not sharply increased compared to their low-cost counterparts.

**Table 25: Total Number of Teachers Sacked**

Total number of teachers sacked	School in terms of cost											
	2000				2002				2003			
	Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21		Low-cost n=29		High cost n=21	
	M	F	M	F	M	F	M	F	M	F	M	F
0 (zero)	21	20	18	17	26	25	20	19	17	14	18	17
1-5	2	3	1	2	3	4	1	2	11	14	3	3
6-10	-	-	-	-	-	-	-	-	1	1	-	1
Not applicable	6	6	2	2	-	-	-	-	-	-	-	-
Total	29	29	21	21	29	29	21	21	29	29	21	21

*Source: Field data, 2003*

**Table 26: Mean Number of Teachers Sacked**

Descriptives	Male		Female	
	2002	2003	2002	2003
No of responses, n	4	15	6	19
Number of teachers sacked	4	36	8	43
Mean	1.00 (0.00)	2.40 (0.52)	1.33 (0.21)	2.26 (0.54)

Table 26 shows that the mean number of male teachers sacked in the private primary schools increased from 1.00 in 2002 to 2.40 in 2003. Concomitantly, the mean number of female teachers sacked in the private primary schools increased from 1.33 to 2.26 in 2003. This confirms the argument that there was increased number of teachers sacked after the implementation of FPE programme.

**Table 27: T – test for Equality of Mean Number of Teachers Sacked**

	Male	Female
t- statistics	-1.352	-0.938
Degree of freedom	17	23
2 tailed significance level	0.194	0.358

The t-statistics for mean numbers of male and female teachers sacked in 2002 and 2003 are  $-1.352$  and  $-0.938$  respectively. The two-tailed tests for mean numbers of male and female teachers recruited are 19.4% and 35.8% respectively. The above statistics (absolute values) indicate that the relationship between the mean numbers of male teachers sacked in 2002 and 2003 and of female teachers sacked in 2002 and

2003 are statistically insignificant. This implies that the two means (for male and female teachers separately) are equal. In this particular case, the differences between the means are not very large.

#### **5.0.9 Changes in Teachers' Average Salaries**

The period 1990-2002 witnessed a systematic increase in the average salary of a teacher per month in various private primary schools visited, both low-cost and high-cost. The salary of a teacher was found to be the same for male and female teachers in all the private primary schools. A comparison between the 2002 and 2003 shows that 1 (3%) low-cost primary school reduced its average salary of a teacher from between Kshs. 5001-10000 to Kshs.5000 and below. The other low-cost private primary schools have been cautious in reducing their teachers' average salaries and instead found it easy to terminate the services of some teachers.

Within the same period, however, high-cost private primary schools have maintained the average salaries of their teachers. This is because high-cost private primary schools are financially well endowed and have also not been tremendously affected in their pupil enrolment than their low-cost counterparts. The maintenance of teachers' average salaries was also a safeguard against affecting the efficiency and quality of private primary education. This is because teachers' salaries form the pinnacle upon which their morale are boosted resulting to quality educational outputs.

**Table 28: Teachers' Average Salaries**

Teachers' average salaries	School in terms of cost											
	2000				2002				2003			
	Low cost n=29	Fre (%)	High cost n=21	Fre. (%)	Low cost n=29	Fre (%)	High cost n=21	Fre (%)	Low cost n=29	Fre (%)	High cost n=21	Fre (%)
Below 5000	18	62	-	-	20	69	-	-	21	72	-	-
5001-10000	5	17	15	71	9	31	17	81	8	28	17	81
10001-15000	-	-	3	14	-	-	3	14	-	-	3	14
15001-20000	-	-	1	5	-	-	1	5	-	-	1	5
Not applicable	6	21	2	10	-	-	-	-	-	-	-	-
Total	29	100	21	100	29	100	21	100	29	100	21	100

Source: Field data, 2003.

**Table 29: Mean Teachers' Average Salaries**

Descriptives	2002	2003
No of responses, n	50	50
Total teachers' average salaries	372,500	372,250
Mean	7450 (478.57)	7445 (479.19)

Table 29 shows that the mean teachers' average salaries in the private primary schools declined from 7450 in 2002 to 7445 in 2003. This shows that teachers' average salaries in private primary schools did not change significantly after the implementation of FPE programme.

**Table 30: T – test for Equality of Mean Teachers’ Average Salaries**

t- statistics	0.230
Degree of freedom	98
2 tailed significance level	0.819

The t-statistic for mean teachers’ average salaries is 0.230. The two-tailed test for the mean teachers’ average salaries is 81.9%. The above statistics indicate that the relationship between the mean teachers’ average salaries in 2002 and 2003 is statistically insignificant. This implies that the two means are equal.

#### **5.0.10 Changes in Total Cost of School Equipment and Materials**

Table 31 shows that a number of private primary schools, especially low-cost private primary schools have reduced their costs on school facilities as a measure to counter the decline in school revenues orchestrated by the free primary education programme. The number of low-cost private primary schools with total cost of school equipment and materials of Kshs. 100,001-500,000 per annum increased from 12 (41%) in 2000 to 13 (45%) in 2002 before declining to 12 (42%) in 2003. On the same note, the number of low-cost private primary schools with total cost of school equipment and

**Table 31: Total Cost of School Equipment and Materials**

Total cost of school equipment and materials	School in terms of cost											
	2000				2002				2003			
	Low cost n=29	Fre (%)	High cost n=21	Fre (%)	Low cost n=29	Fre (%)	High cost n=21	Fre (%)	Low cost n=29	Fre (%)	High cost n=21	Fre (%)
Below 100000	9	31	1	4	10	35	-	-	14	48	-	-
100001-500000	12	41	6	28	13	45	5	24	12	42	3	14
500001-1000000	-	-	3	14	3	10	4	19	1	3	6	29
1000001-5000000	2	7	5	24	3	10	7	33	2	7	8	38
5000001-10000001	-	-	2	10	-	-	2	10	-	-	1	5
10000001 and above	-	21	2	10	-	-	3	14	-	-	3	14
Not applicable	6	-	2	10	-	-	-	-	-	-	-	-
Total	29	100	21	100	29	100	21	100	29	100	21	100

*Source: Field data, 2003.*

materials below Kshs. 100,000 increased from 9 (31%) in 2000 to 14 (48%) in 2003.

This shows that a number of low-cost private primary schools have moved to the expenditure bracket of Kshs. 100,001-500,000 in order to reduce total cost on school equipment and materials. This has been done through the sacking of some teachers and the reduction in school fees in some private primary schools.

**Table 32: Mean Cost of School Equipment and Materials**

Descriptives	2002	2003
No of responses, n	50	50
Total cost of school equipment and materials	107,726,000	102,395,000
Mean	2154520 (665485.29)	2047900 (642733.18)

Table 32 shows that the mean cost of school equipment and materials in the private primary schools declined from 2,154,520 in 2002 to 2,047,900 in 2003. This shows that total cost of school equipment and materials in private primary schools did not change significantly after the implementation of FPE programme.

**Table 33: T – test for Equality of Mean Cost of School Equipment and Materials**

t- statistics	0.115
Degree of freedom	98
2 tailed significance level	0.908

The t-statistic for mean cost of school equipment and materials is 0.115. The two-tailed test for the mean cost of school equipment and materials is 90.8%. The above statistics indicate that the relationship between the mean cost of school equipment in 2002 and 2003 is statistically insignificant. This implies that the two means are equal. In this particular case, the difference between the two means is not very large.



As a result of the changes in the total cost of school equipment and materials, private primary schools have also changed the number of times per year they supply school equipment and materials.

**Table 34: Number of Times per Year School Supplies Equipment and Materials**

Number of times per year school supplies equipment and materials	School in terms of cost											
	2000				2002				2003			
	Low cost n=29	Fre (%)	High cost n=21	Fre. (%)	Low cost n=29	Fre (%)	High cost n=21	Fre (%)	Low cost n=29	Fre (%)	High cost n=21	Fre (%)
3 times (3 terms per year)	15	52	19	90	18	62	21	100	6	21	18	86
9 times (9 months per year)	8	28	-	-	11	38	-	-	20	69	3	14
As funds are available	-	-	-	-	-	-	-	-	3	10	-	-
Not applicable	6	20	2	10	-	-	-	-	-	-	-	-
Total	29	100	21	100	29	100	21		29	100	21	100

Source: Field data, 2003.

The above table shows that the number of low-cost private primary schools that supplied their school equipment and materials per term increased from 15 (52%) in 2000 to 18 (62%) in 2002 before declining to 6 (21%) in 2003. The number of low-cost private primary schools that supplied their school equipment and facilities per month has, however, increased from 11 (38%) to 20 (69%) private primary schools in 2002 and 2003 respectively. This implies that those low-cost private primary schools

that initially supplied their school facilities per term due to availability of finance have now resorted to supplying the school facilities per month due to the reduction in the total school revenues.

In 2003, however, 3 (10%) low-cost private primary schools resorted to supply of school equipment and materials depending on the availability of funds. These are schools that have been affected by the decline in pupil enrolment, transfer of pupils to public primary schools and lack of consistency by some parents in paying their school fee arrears. Similarly, high-cost private primary schools have been affected and 3 (14%) high-cost private primary schools have also resorted to supply of their school equipment and materials per month due to lack of adequate finance to purchase them per term.

Therefore, the above indicators, which have been used to show the effects of free primary education programme on private primary schools in Nairobi confirm the hypothesis that private primary schools have been negatively affected by the implementation of the free primary education programme. However, the test statistics show that some indicators are significantly affected while others are insignificantly affected. For instance, the total number of enrolments for boys and girls, the number of new pupils (boys and girls) enrolled in school and the number of pupil transfers to public primary schools are statistically significant.

On the other hand, the school fee per child per annum, total revenue of school, total cost of school equipment and materials, total number of teachers, number of teachers recruited, number of teachers sacked and teachers' average salaries are statistically insignificant. The frequencies and cross-tabulations show that low-cost private primary schools have been more adversely affected by the FPE programme than high-cost private primary schools.

### **5.1.0 Respondents' Perceptions on the Effects of FPE programme on Private Primary Schools**

A majority of private primary schools visited (especially the low-cost) indicated that they have been adversely affected by the implementation of the free primary education programme. When asked about the effects of the programme on their schools, 49.4% of the respondents indicated that it has led to a decline in their pupil enrolment, 22.1% indicated that it has led to decline in their total school revenue, 5.2% indicated that parents are now reluctant to pay school fees for their children. The response on the decline in total pupil enrolments is strengthened by the test statistics which show that mean enrolment of boys and girls declined in 2003. The respondents' indication that there has been a decline in total revenue of schools is also confirmed by the decrease in the mean revenue of schools in 2003. However, the decrease is not statistically significant because the difference between the mean revenue of schools in 2002 and 2003 is not very large.

7.8% of the respondents indicated that the FPE programme has led to an increase in their pupil enrolments. This group of respondents refer to those private primary schools (especially the high-cost) whose national academic performance has been high. As a result, they have benefited immensely from the transfer of pupils from public primary schools due to over-crowding. This is because as one parent put it:

“My daughter refused to report back to the public primary school I registered her in because the class is congested”.

Other effects of the FPE programme advanced by the respondents included: pupils with school fee arrears fail to report back to school, loss of bright pupils to public primary schools through transfers, enrolling low-performing pupils from public primary schools and inability to increase teachers' salaries due to decline in school revenue. Given the effects of the free primary education programme and in order to secure and guarantee their future survival and growth, various private primary schools have introduced a number of measures.

### **5.2.0 Measures Put in Place by Private Primary Schools**

The study found out that private primary schools have put in place various measures in order to address the effects of the FPE programme. A majority (48.4%) of the private primary schools indicated that they have increased their teacher inputs through more enhanced teacher performance and supervision methods, and strict emphasis on teacher delivery. 8.1% of the schools have reduced their school expenditures as a safeguard measure against the decline in school revenue from school fees and another

8.1% of the schools have introduced computer lessons in order to introduce pupils to computer use while young and attract more pupil enrolments. 11.3% of the schools have also introduced provision of extra tuition to pupils for lower class pupils during the afternoon sessions and for the whole school during the school holidays. As one respondent put it;

“we need to emphasise a lot on the quality of our teaching in order to attract more pupil enrolment”.

Therefore, the need to improve the academic performances of the schools to higher levels has led to the implementation of the above measures. However, the latter measure has been necessitated by the need to attract more pupil enrolment and to keep pupils occupied throughout their holidays.

**Table 35: Measures Put in Place by Private Primary Schools**

Measures	Number of responses n=62	Frequency (%)
Increased teacher inputs	30	48.4
Increased advertisement of school	1	1.6
Feeding programme	2	3.2
Reduction in school expenditure	5	8.1
Reduction in number of teachers	1	1.6
Personal teacher-pupil coaching	1	1.6
Introduction of computer lessons	5	8.1
Introduction of educational trips	2	3.2
Introduction of swimming lessons	1	1.6
Increment in subjects for assessment	2	3.2
Put fees constant	2	3.2
Developed well equipped library	1	1.6
Provision of extra free tuition	7	11.3
Put teacher's salary constant	1	1.6
Organised <i>harambee</i> for school revenue	1	1.6
Total	62	100

Source: Field data, 2003.

Other measures put in place by these schools include feeding programmes to save lunch hour time and improve pupils' health through provision of quality food; increased advertisement of school through posters, newspapers, radio and television in order to inform and create awareness among pupils, parents and guardians; reduction in school expenditure in order to cut costs of operation; reduction in number of teachers in order to cut costs of operation, personal teacher-pupil coaching in order to improve pupil's performance; maintaining school fee constant in order to attract more pupil enrolments and reduce pupil transfers to public primary schools; developing well equipped school library aimed at improving pupils' academic performances; introduction of computer classes in order to educate pupils on modern information

by the introduction of the FPE programme, which has resulted to decrease in total pupil enrolment levels, decrease in number of new pupils enrolling in private primary schools and increase in number of pupil transfers from private to public primary schools.

Nevertheless, a majority (79%) of private primary school head teachers (managers) were optimistic about the future of their schools. They noted that the measures they have put in place to counter the negative effects of the FPE programme will enable them to “wither the storm” and grow alongside the programme. However, 21% of the head teachers (managers) saw a gloomy future for private primary schools. According to them, the future of private primary schools (especially the low-costs schools) are only guaranteed when there is greater recognition of the role of private primary schools in education provision through tax remissions in school equipment and materials.

**Table 36: Challenges Facing Private Primary Schools**

Challenge	Number of responses n=61	Frequency (%)
Maintaining the school's performance	31	50.8
Maintaining number of pupils in school	9	14.8
Convincing parents to pay school fees	8	13.1
Paying teachers on time	3	4.9
Expanding the school facilities	3	4.9
Increased competition between private schools	1	1.6
Meeting school's expenditure	6	9.8
Total	61	100

*Source: Field data, 2003.*

#### 5.4.0 Comparison of Kenya's case and Guinea

The NARC government, having promised free primary education to every Kenyan child in its 2002 election manifesto, implemented the programme at the beginning of 2003. As a result, there was massive enrolment in public primary schools. Available statistics indicate that an additional 1.5 million children enrolled in public primary schools. These included children who transferred from private primary schools, children who were employed in petty jobs due to inability to afford school fees and street children.

The Kenyan experience can be compared to that of Guinea, which implemented its UPE in 1991. Private primary school enrolments in Guinea were able to grow alongside the UPE. In 1997, the most exceptional year in this regard, primary school enrolments increased by 24,897 new pupils, with private primary school enrolments accounting for 24,010 of these. However, this has not been the case for Kenya's private primary schools, especially the low-cost ones that have been adversely affected in terms of their pupil enrolment levels. This is mainly attributed to the "big bang" approach that saw over-excitement on the part of parents eager to benefit from the free primary education programme. It is also attributed to Kenya's high national poverty level where 56% of the population are poor (IEA, 2002).

According to an official of the Kenya Private Primary Schools Association (KPSA), the decline in pupil enrolments in some private primary schools are just temporary and will increase in future as parents who believe in quality education will be persuaded by the high educational standards offered in private primary schools.



Therefore, it is hoped that with time, private primary schools will be able to adjust to these challenges and negative effects, and increase their pupil enrolment levels.

### 5.5.0 The Future of Free Primary Education Programme

When asked about the future of the free primary education programme, 90% of the respondents were optimistic and indicated that the implementation of free primary education programme was a “good idea” and it will be sustainable so long as there will be resolute and thorough commitment by the government and sustained donor support. However, 10% of the respondents were pessimistic about the success of the programme. They indicated that the programme was in the first place ill-timed and did not take into consideration the underlying repercussions on the education sub-sector as a whole before it was implemented. They feared that the programme might not be sustainable given that its financial sustainability is hinged on consistent flow of donor aid, a move that is sometimes very unpredictable.

**Table 37: Personal Opinions of School Head-teachers (Managers) on the Future of Free Primary Education Programme.**

Personal opinion	School in terms of cost		Total n=50	Frequency (%)
	Low cost n = 29	High cost n = 21		
	Good idea and sustainable	25	20	45
Bad idea and not sustainable	4	1	5	10
Total	29	21	50	100

*Source: Field data, 2003.*

Out of the 3 parents with pupils in public primary schools who were interviewed, 2 of them indicated that the implementation of the free primary education programme was “one of the noblest things to have happened in their lifetime”. They argued that the programme will benefit immensely poor parents who were initially incapable of affording the school fees charged by public primary schools and will also offer alternatives for those parents who had enrolled their children in private primary schools.

The study found out that majority of parents who enrol their children in public primary schools are low-income earners. However, some middle-income earning parents also enrol their children in public primary schools. Nonetheless, the study found out that majority of middle-income earning parents enrol their children in private primary schools because they can afford. All the 6 parents who were interviewed concurred that the free primary education programme is sustainable as long as there will be political will and commitment in the current and succeeding governments.

The complete success of free primary education programme will also depend on the willingness by the government to deal with various interest groups, in particular, private primary schools. This is because the cost of an increase in pupil enrolments in public primary schools is a sacrifice in pupil enrolments in private primary schools.

## CHAPTER SIX

### 6.0.0 CONCLUSION AND RECOMMENDATIONS

This study set out to investigate the effects of the free primary education programme on private primary education and measures that have been put in place by private primary schools in order to address the effects of the programme. However, it is too early to make conclusive remarks on the study. This is because the FPE programme has just been implemented and some of the indicators used in the study require a longer period of time in order to make comprehensive conclusions about the effects of the FPE programme and the measures put in place by private primary schools.

Nonetheless, analyses based on t-test statistics show that some indicators used in the study are statistically significant while others are statistically insignificant. The t-test statistics indicate that the total number of enrolments for boys and girls, the number of new pupils (boys and girls) enrolled in school and the number of pupil transfers to public primary schools are statistically significant. On the other hand, the school fee per child per annum, total revenue of school, total cost of school equipment and materials, total number of teachers, number of teachers recruited, number of teachers sacked and teachers' average salaries are statistically insignificant.

The frequencies and cross-tabulations show that private primary schools have put into place various measures to counter the immediate effects of the FPE programme. These measures include increased teacher inputs, provision of free tuition, introduction of computer lessons and reduction of school expenditures. It is hoped that with time, private primary schools will be able to adjust to these challenges and negative effects, and increase their pupil enrolment levels.

This study recommends that there is need for the government to recognise the role of private primary schools in education provision and provide equal opportunity to both public and private primary schools to enhance the development of the private sector alongside the public sector. In order to avoid pressure on public primary school facilities, there is need to implore parents who are capable of paying school fees for their children in private primary schools to continue doing so and leave public primary schools for children from poor socio-economic backgrounds.

Private primary school owners should make greater efforts to ensure provision of relevant and adequate facilities in their schools. All private school owners should also ensure that their schools are registered by the government and are members of Nairobi Private Schools Association (NPSA). The NPSA membership ensures greater solidarity and network among the schools. Sponsors of private primary schools should increase their donations for those schools that are facing serious financial difficulties as a result of decline in their revenues from school fees.

On the part of FPE programme, the government needs to ensure adequate provision of school textbooks, materials, classrooms, teachers, teacher training and development, and revival of school equipment scheme in order to improve the quality of primary education. Parents with children in public primary schools should also be encouraged to enrol their children in neighbouring public primary schools instead of enrolling them in distant and high academically performing public primary schools and contributing to classroom congestion. Development partners should continue their financial support for the FPE programme and thus augment government's efforts in ensuring the success of the programme.

There is also need for accountability and transparency in management of school finances at the national, provincial, district and school levels by education officers and school head teachers. The government should also provide mechanisms to enable it support the free primary education programme through the use of locally generated resources and limit reliance on the unpredictable foreign donor support. There is also need to provide feeding programmes in public primary schools in order to increase pupil-concentration in classroom especially for children from poor socio-economic backgrounds.

### **6.1.0 Further research**

Given that the study was undertaken in an urban setting, this study recommends the need for a comparative investigation into the implications of the free primary education programme for private primary education in the rural areas. This is because the rural areas pose different scenarios from the urban in terms of the indicators used in the study to analyse the effects of the FPE programme on private primary schools and the expected results of the study.

Further research also needs to be undertaken on the implications of the free primary education programme for secondary school intake in future, quality of primary and secondary education and the labour market in the macro economy.

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## **APPENDIX 1**

### **HIGH-COST PRIVATE PRIMARY SCHOOLS**

1. Arya Vedic Primary School
2. Baptist Church Primary School, Buruburu
3. Blue Bell Primary School
4. Grace Harvest Academy
5. Happyland Primary School
6. Horizon Academy, Ngong Road
7. Jagiet Academy
8. Lepic Junior School
9. Lucina Primary School
10. Marion Preparatory School
11. Nairobi Calvary Temple School
12. Nyawai Academy
13. Riruta Central School
14. Riverside Jubilee Academy
15. Rockville Junior Academy
16. Silvergate Preparatory School
17. St. Hannas Preparatory School
18. St. Nicholas School (Annex), Ngong Road
19. SOS Primary School, Buruburu
20. Thika Road Christian School
21. Wanja and Kim Comprehensive School

## APPENDIX 2

### LOW-COST PRIVATE PRIMARY SCHOOLS

1. Agape Primary School
2. Blessings Primary School
3. Classmax Academy
4. Dagoretti Corner Primary School
5. Dandora Youth Centre
6. Ebenezer J. Academy
7. Excell Junior School
8. Good Hope Academy
9. Gracious Academy
10. Huruma Junior School
11. Jamerodge Junior Academy
12. Jomaken Academy
13. Light Angle Academy
14. Mawira Academy
15. Mugumu Junior Academy
16. Mwalimu Primary School
17. Mwiki Mercy Academy
18. Nazarene Academy
19. P.C.E.A. Primary School, Dandora
20. Real Academy
21. Riverine Academy
22. Riverside Academy
23. Roreen Junior Academy
24. Rumwe Primary School
25. Sinai School
26. St. Eunice Academy
27. St. Louis Guardian Academy
28. Toto Bora Academy
29. Upendo Academy

## APPENDIX 3

### QUESTIONNAIRE ON THE IMPLICATIONS OF FREE PRIMARY EDUCATION IN PUBLIC SCHOOLS TO PRIVATE PRIMARY SCHOOLS IN NAIROBI.

My name is Stephen Otieno Okoth. I am a postgraduate student at the Institute for Development Studies, University of Nairobi. I am conducting a research study on "Free Primary Education in Public Schools: Implications to Private Primary Schools in Nairobi, Kenya". The information that you will provide in this interview will be treated in strict confidence.

Questionnaire number..... Date of interview.....

#### A. Background Information of School Manager/Head teacher:

1. Name.....

2. Age .....

3. Sex:

Male

Female

4. Educational level

Primary

Secondary

College

University

#### B. Background Information of School

5. What is the location of the school? (Street/estate).....

6. In which division is the school located?

Makadara

Pumwani

Langata

- Central
- Dagoretti
- Westlands
- Kasarani
- Embakasi

7. How would you describe your school in terms of cost?

- Low-cost
- High cost
- Informal
- Zero cost
- Other (specify).....

8. Are you the founder of the school?

- Yes
- No

9. If yes, with whom did you start the school?.....

.....

10. If no, who are the founders of the school?.....

.....

11. When was the school started? (Give year).....

12. What did it cost to start the school?.....

.....

13. Who financed the start-up of the school?.....

.....

14. Was the school started with all classes?

- Yes
- No

15. If no, how many classes have been added as the school grows?.....

.....

16. What was the main reason for starting the school?.....

.....

.....

.....

17. What is the type of curriculum offered in the school?

- 8.4.4. system
- G.C.E
- Montessori
- Other (specify).....

**C. Personnel**

18. Indicate in the table below information concerning the teaching staff in the school.

		Year				
		1990	1995	2000	2002	2003
Number of permanently employed teachers	Male					
	Female					
Number of temporarily employed teachers	Male					
	Female					
Total number of teachers employed	Male					
	Female					
Number of teachers hired	Male					
	Female					
Number of teachers sacked	Male					
	Female					
Average salary of a teacher	Male					
	Female					

19. How does the school determine the salary/wage for a teacher? Please explain.

.....

.....

.....



20. Indicate in the table below the number of teachers hired by the school and their levels of training.

Year	Number of teachers hired and levels of training					
	University level		College level		Untrained	
	Male	Female	Male	Female	Male	Female
1990						
1995						
2000						
2002						
2003						

**D. Sources of School Finance and Cost of School Equipment and Materials.**

21. Indicate in the table below information concerning the sources of finance and cost of equipment and materials for the school.

	Year				
	1990	1995	2000	2002	2003
School fee per child					
Total revenue of school					
Total cost of school equipment and materials					
Number of times per year the school supplies equipment and materials					
Total expenditure of school					

22. Apart from school fees, what were/are the other sources of finance for the school?  
(Tick where appropriate).

	Year				
	1990	1995	2000	2002	2003
Donations from donor agencies					
Self-help schemes					
Loans from financial institutions					
Harambee					
Other (specify) .....					

**E. Enrolment and Performance Level**

23. Indicate in the table below information concerning the enrolment and performance levels in the school.

		Year				
		1990	1995	2000	2002	2003
Number of new pupils enrolled in the school	Boys					
	Girls					
Total number of enrolments	Boys					
	Girls					
Total number of attrition	Boys					
	Girls					
Average performance level	Boys					
	Girls					

24. What are the new services that the school is providing in order to attract school enrolment?

- School bus
- Computer classes
- Swimming lessons
- Foreign language lessons
- Exchange programmes
- Educational trips
- Other (specify).....
- None
- All

### **H. Effects of Free Primary Education**

25. In general, what are the effects of the free primary education programme in your school? Please explain.....

.....

26. What challenges is the school facing after the introduction of free primary education programme?.....

.....

27. What overall measures has the school put in place to address the effects of the free primary education programme?.....

.....

28. What is your personal opinion on the future of the free primary education programme?

.....

## APPENDIX 4

### KEY INFORMANT INTERVIEW GUIDE FOR PARENTS

My name is Stephen Otieno Okoth. I am a postgraduate student at the Institute for Development Studies, University of Nairobi. I am conducting a research study on "Free Primary Education in Public Schools: Implications to Private Primary Schools in Nairobi, Kenya". The information that you will provide in this interview will be treated in strict confidence.

#### A. Background Information

1. Name
2. Age
3. Sex
4. Marital status
5. Educational level
6. Occupational position
7. Where do you stay?
8. What is your monthly income?
9. What are the sources of your income?
  - Farming
  - Self-employed
  - Juakali employee
  - Employment in the formal industry
  - Other (specify).....
10. How many dependants do you have?

## **B. Choice of School for Child**

11. How many of your children are currently enrolled in private primary schools by sex?

12. How many of your children are currently enrolled in public primary schools by sex?

13. What factors determine the choice of primary school to enrol your child in?

- School academic performance
- School discipline
- School fees
- Distance from home
- Sex of the child
- Other (specify).....

## **C. The School**

14. What are your views on the following?

- The school's performance
- The school's discipline
- The fee charged by the school
- The school's management

## **D. Free Primary Education**

15. What is your view on the free primary education that the government of Kenya is now providing?

16. Has it affected the choice of primary school for your child?

17. If no, why not?

## **APPENDIX 6**

### **KEY INFORMANT INTERVIEW GUIDE FOR NAIROBI PRIVATE SCHOOLS ASSOCIATION**

My name is Stephen Otieno Okoth. I am a postgraduate student at the Institute for Development Studies, University of Nairobi. I am conducting a research study on "Free Primary Education in Public Schools: Implications to Private Primary Schools in Nairobi, Kenya". The information that you will provide in this interview will be treated in strict confidence.

#### **A. Background Information**

1. When was the association formed?
2. What was the main reason for the formation of the association?
3. What is its mission?
4. What are its goals?

#### **B. Membership**

5. Who are the members of the association?
6. What are the requirements for membership?
7. How many primary schools are members?
8. What is the distribution of membership in the association?
9. How often does the association hold its meetings?

#### **C. Services Offered**

10. Is the association involved in task force on education?
11. What is the role of the association in the delivery of education?

#### **D. Effects of Free Primary Education**

12. What are the effects of free primary education programme on educational provision by private primary schools?
13. How has the association reacted to these effects?
14. What advice has the association given to its members with regard to the free primary education programme?
15. How are private primary schools surviving with the implementation of the free primary education programme?
16. What is your personal opinion on the future of the free primary education programme?

## **APPENDIX 7**

### **KEY INFORMANT INTERVIEW GUIDE FOR MINISTRY OF EDUCATION, DEPARTMENT OF BASIC EDUCATION**

My name is Stephen Otieno Okoth. I am a postgraduate student at the Institute for Development Studies, University of Nairobi. I am conducting a research study on "Free Primary Education in Public Schools: Implications to Private Primary Schools in Nairobi, Kenya". The information that you will provide in this interview will be treated in strict confidence.

#### **A. School Registration and Inspection**

1. What are the requirements for registering a private school?
2. Does the Ministry carry out inspection of private primary schools?
3. How often does the Ministry conduct the inspections?

#### **B. Management of Private Schools**

4. Are there mechanisms for regulating the fees charged by private primary schools?
5. What measures have been put in place to ensure proper management of private school finances?

#### **C. Role of Private Schools**

6. What is the role of private schools in the delivery of education?
7. Has the role of private schools changed in the era of free primary education?

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