TO ASSESS THE POLICY OF FREEE PRIMARY EDUCATION AND PUPILS ACADEMIC PERFORMANCE. A CASE STUDY OF KAPKUGERWET SUB LOCATION, KERICHO DISTRICT KENYA

BY

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DECLARATION

I Zippora Mutindi Muia, hereby declare that this research report is my personal work and that it has not been prior submitted in any university for the award of a degree or any other related award.

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APPROVAL

This is my Research Report has been submitted for examination with my approval as University Supervisor.

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DEDICATION

This book is dedicated to my husband Mr. Sigira Koech, my daughter Caroline, Chepngeno, my son Nicholas Kipkorir and my sincere friends Mrs. Dinah John and Mrs. Lucy Ngeny.

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LIST OF ACRONYMS

MDGS	-	Millennium Development Goal
HIV	-	Human Immune Virus
AIDS	-	Human Immune Deficiency Syndrome
TEPRC	-	The Education Policy Review Commission
NRM	-	National Resistance Movement
KPPAP	-	Kenyan Participatory Poverty Assessment Program
KCPE	-	Kenya Certificate of Primary Education
FPE	-	Free Primary Education
EPRC	-	Education Policy Review Commission
NARC	-	National Alliance for Rainbow Coalition
ESIP	-	Education Strategies Investment Plan
UNMS	-	United Nations Millennium Summit
PTA	-	Parent Teacher Association

ABSTRACT

The major objective was to the assessment the policy of FPE and pupils performance in Kapkugerwet sub location. The study was conducted in Kericho - district. Children, community members, teachers, and political leaders were involved in the study. A total of 60 (sixty) participants, 15 children, 10 political leaders, 20teachers, and 15 community members were involved in the study. The study used both qualitative and quantitative data collection methods. Findings show that it was noted that there was a very high level of illiteracy in the district and many of the people were uneducated. This was even cited in the education of the respondents in the sample size which raveled that a large number of the respondents did not go to school. It was reported that illiteracy was reduced with over 18.3% in Kapkugerwet sub location, Kericho district. Many of the people nowadays have access to school and at least they know how to read and write and also do something for themselves in terms of businesses because they can put in practice many of the class work. Recommendation were also made.

CHAPTER ONE

INTRODUCTION

1.1 Background

Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns have been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans.

The Kenya government policy to achieve Universal Primary Education (UPE) has to be seen within developments in the wider international context. The Universal Declaration of Human Rights, adopted in 1948, declared that "everyone has a right to education." The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. It noted, "that to serve the basic needs for all, requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems, while building on the best in the practices."

The Amman Mid-Decade Review of Education for All (1996) reaffirmed the commitment to the Jomtien resolutions. It observed that the provision of basic

education, especially for girls, has remained elusive in many less industrialized countries. This was said to be particularly so in Africa, where ethnic tensions and conflicts have displaced many households, thus denying children opportunities of going to school. The Dakar Conference of 2000 reviewed developments in achieving UPE in the African continent. It set as one of the EFA goals "Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015" This was further endorsed by the so-called Millennium Development Goals (MDG). Among other things they set targets "to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling."3

Within this broad policy framework, since independence in 1963, the expansion of learning institutions has been one of the greatest achievements in the education sector. Kenya has achieved an impressive increase in adult literacy. The achievements in literacy have reflected the country's impressive progress in expanding access to education during the last four decades largely by establishing a comprehensive network of schools throughout the country. The substantial expansion of education has generally resulted in an increased participation by groups that previously had little or no access to schooling. Enrolment of a greater percentage of girls and indeed the attainment of Universal Primary Education (UPE) has been the long-term objective in the primary education sub-sector.

In this short paper an attempt is made to analyse the free primary education interventions of the 1970s and that of the year 2003, focusing on key logistical issues of implementation. The policy sounds commendable as a means of cushioning children from poor socio-economic backgrounds from failing to participate in education or dropping out of school, as well as being determinative of efforts to achieve UPE and EFA. However, it is argued that the numerous problems that have bedevilled the implementation of the interventions, and the fact that the cost of it is beyond the current education

budget allocation, casts very serious doubts on the viability of the current FPE experiment. This is all the more so as a similar experiment in the 1970s seems to have achieved very little in terms of expanding educational opportunities for the marginalized groups.

The Free Primary Education Declaration of the 1970s

In the 1963 elections, when the Kenya African National Union (KANU) became the ruling party, it published a manifesto entitled, What a KANU Government offers you. This manifesto committed the party to offering a minimum of seven years of free primary education. In the 1969 election manifesto the party again re-echoed its commitment to providing seven years of free primary education. It was emphasized that it was the KANU Government's guiding principle to give priority in educational programmes to areas which were neglected during the colonial rule so that every Kenyan could share fully both in the process of nation building and in enjoying the fruits of government labour. In the more sparsely populated areas, the government pledged to continue its programme of building primary and secondary schools so that every child in those districts which had a low-average enrolment would get an opportunity to attend school. The government fees remission programme was to be continued in favour of these areas. In 1971, a presidential decree abolished tuition fees for the districts with unfavourable geographical conditions since these were said to make the populations in these areas poor.

Education in Kenya has been based on an 8-4-4 system since the late 1980s, with eight years of primary education followed by four years of secondary school and four years of college or university. In addition to this there is a large private school sector, which caters for the middle to upper classes and generally follow the British O-level and A-level system after primary school.

Out of all children in Kenya about 85 percent of children attend primary school, 24 percent of children attend secondary school, and 2 percent attend higher institutions.

There are three categories of primary school: Day Primaries, which make up the majority of schools; Boarding schools, divided into low, medium and high cost; and Arid Zone primary schools.

Primary education in government schools became free and compulsory in January, 2003. The harambee system plays a significant role in the provision of Kenya's Primary education system. (In Swahili, harambee literally means "pulling together".) The harambee system accounts for approximately 75 percent of schools in Kenya. Kenya Certificate of Primary Education exams are undertaken at the end of primary education.

1.2 Statement of the problem

FPE is facing challenges and questions in Kapkugwerwer sub location, Kericho district as many argue that FPE has worsened the situation and education system in the area. Unlike before where people used to meet fees for their children in primary education. Now days it has changed meaning and argument because the new government has brought education to the reach of all children within the school going age, that is 3 – 14 years so that all can access education at a free cost. All these questions arise due to changes made by the heads of schools in the "name" of health fees, feeding fees, holiday fees and others. These kind of fees added or introduced by the heads of schools have changed the perspectives of FPE as other argue that the government would rather let them pay all the dues than deceiving them that it is meeting all costs of education in primary level. In the same instance, there are those

who argue that FPE is wasting time in a way that the pupils are becoming dull than they would be if their tuition are being met by parents.

The policies of FPE implementation to some parents seem not to be clear as others think. It is the decision of their children whether to go to school or not, but not force since they contribute nothing to the fees. All these factors, when coupled together and added to those who have positive view of the FPE, give us the real perspective of what the FPE is on the side of the government who are the implementers and the parents / pupils who are the beneficiaries. It's against this background that there is argent need to carry this research.

1.3 Objectives of the study

1.3.1 General Objective

To assess the progress of the policy of Free Primary Education in Kapkugerwet sub location, Kericho district.

1.3.2 Specific Objectives

The following objectives guided the study;

(1) To investigate the performance of school which have implemented free primary education in Kapkugerwet sub location.

(2) To establish social-economic benefit of Free Primary Education

(3) To make policy recommendations for the promotion of Free Primary Education.

1.3.3 Research questions

1. How are the schools which have implemented free primary schools performing?
2. What have been the socio-economic benefits of free primary?

3. What do you think the people in your area can do to promote free education?

1.4 Scope of the study

The study covered Kapkugerwet sub location, Kericho district of Kenya. It's intended to cover the perspective of FPE dilemmas, factors contributing to poor performance of the program, and the mitigation measures of solving the problems. The study also intends to cover a population of 4430 people who will be reached by use of samples from the mother population.

1.5 Significance of the study

The study helped researcher to recommend on appropriate strategies of promoting FPE. This work research will help other researchers who are interested in this area of study to carry out further research on the aspect not covered by the principle researchers. This research will however help policy makers come up with appropriate policies of solving problems resulting from poor performance of FPE dilemmas

The local community in particular may use the findings of the study to enhance their role and involvement in the FPE as the study will highlight all contemporary issues with regards to constitutional right of education to all Kenyan citizens. The research findings will boost the documented literature resource of Kampala International University.

Having undertaken the study, the researcher will build good experience and attain deeper insight of not only research but also public issues in relation to FPE.

1.6 Definition of operational terms

School	-	An institution of gathering from which pupils seek and pay for knowledge
Teacher	-	A person who imparts formal knowledge in the students
Primary	-	Is an elementary level of education
Education	-	Is the act of acquiring formal knowledge
Free education	-	A service rendered free of cost by the government to its young citizens

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter includes looking through earlier research documents, books, journals and papers on related literature with an aim of identifying a problem of concern eventual number of duplication of early research work is done. Apart from going through other related research work. It also involved critically going through other sources or material that is related with the research topic.

Origin of Free education

In September 2000, at the United Nations Millennium Summit (UNMS), World leaders agreed to a set of time bound that and measurable goals and targets for combating poverty, longer, diseases, illiteracy, environmental degradation and discrimination against women placed at the heart of the global agenda, they c to be called Millennium Development Goals (MDGs). The second on the list of the MDGs is achieving Free Primary Education (FPE) by the year 2015. According to the United Nations fact sheet on implementation of millennium declaration, 113 million school going children do not attend school. The target for this target focuses on access; questions of quality can not be ignored. The quality of Primary Education lies in part on the quality of teachers prepared to provide education to the millions of children targeted by the MDG. Any discussion about the quality of the institution preparing these teachers, it is hoped that a closer look at geographically and economically different regions.

Free education in Africa

At the time of their independence, African countries inherited systems of education which were inadequate to meet their needs for self –governance and rapid economic growth. From this disadvantaged starting point, Africa was achieved a remarkable progress in the development of their education with also a lot of challenges. The impressive nature of this progress is particularly reflected in the quantitative expansion registered since 1960s. Between 1960

and 1983, the number of students enrolled in African institutions at all levels quintupled to 63 million students. Enrolment increased to about 9% annually between 1970 and 1980, double the rate of Asia and triple that in Latin America.

The expansion of primary school enrolments in Africa, particularly during the 1960s and 1970s may have been unparalleled at any time or place in history. Despite this impressive record, able to escape crisis now afflicting the continent. Many African counties have however reacted to this crisis by adopting the Millennium Development Goal Policy of free education. Free primary Education (FPE) was started with by many countries like Nigeria, Kenya, Tanzania, Kenya, and Ghana among others in order to curb the crisis.

Free Education in Kenya

In Kenya, free education was first introduced by the late president, Mzee Jomo Kenyatta in 1974 before collapsing in 1982. The economic crisis that prevailed in the country between 1980 and 1984 contributed greatly to the collapsing of free education. Also the government idea to review the education system from 7-4-2-3 to the current 8.4.4 contributed to the collapse due to financial implications. The political disparity of Kenyatta government and the Moi government affected negatively the allocation of education fund. Parents were supposed to pay some money, buy school uniform and feed their children while the government paid teachers at all levels except the pre- school. However free primary resurfaced when NARK government under His Excellent Mwai Kibaki took over power in 2003.primary school children are now learning free of charge. They are provided with all instructional materials, learning aids and teachers. Thus this is an indication of goverenment1s awareness of the importance of learning resources. Secondary school students have also been considered to be paying small percentage of fees since His Excellent Mwai Kibaki was selected for the second term of service as the president of the republic of Kenya. This has not been extended to the nursery schools where

parents have the burden of feeding their children, clothing, paying teachers, buying instructional materials and building schools.

Achievement of FPE

Increased Access

Enrollment figure after the launching of FPE shot up from nearly 2.5 million in 2002 nearly 6.8 million in 2003 (Ministry of Education b:1). This increase was mainly for two reason, the backlog of school were now able to do so while more of the children would have attained the school age but would not have afforded education prior to FPE were not able to join school. In 2003, there were over 659,543 pupils in general from different classes ranging from standard 1 – 7 both girls and boys. (Ministry of Education 2001 b: 3). the policy also has a specific focus on the education of girls, disabled and the orphans. There has been therefore an increase of enrollment of girls from39% in 1970 to 49% by 2002.

To facilitate easy access to schools, the ministry of education has also embarked on building of more secondary school for example by the end of 2002, a total of 6,321 had been completed (an additional 2,321 classrooms in one year) (Ministry of Education and 2002 C: 3). It is therefore clears that FPE has helped improve access to education as seen by the increase in enrollment and the increase in the number of class rooms that has been put up.

More Teachers Trained

An increase in the number of children in school invariably implies an increase in the need for teacher. To deal with this and as part of the wider reform under the primary education teacher development, there have been deliberate efforts to restructure primary education and to increase the number of teacher's trained/retained/upgraded. As a result, between 1995 and 1999, (7,800 in-service teachers have been trained or upgraded. In addition, another 2,118 were expected to complete their training (ministry of Education 1999:12), so

while the number of teachers has grown, the number is still too low compared to the massive number of children in schools now.

Affordability

The government indicated that the current official tuition fee fall far short of the actual cost of education in schools. Consequently government's assumption of responsibility for such fees would not make impact on the parent's real financial burden in the cost sharing process.

That is why government has computed a realistic consolidated school fees package to embrace all the essential education expenses (including PTA charges), to be administered uniformly in all schools, urban and rural (governmental white paper on education 1992:84 (i)). The intension of the government is that free primary education should systematically and gradually end towards, and ensure the achievement of full and genuine Free Primary Education (FPE). Therefore, free education by the abolition of tuition fees, by children of the relevant age. Government therefore decides on a strategy that is manageable and likely to be carried through the full circle once it is started.

Increase in number of primary schools

Because of FPE, primary school education has continued to expand since its introduction. For example Kenya had 10,500 primary schools (ministry of education and sports 1995:5). But by 2001, these number had grown to 12,280 primary schools (ministry of education 2001 a: 3). This effort however was in both the contribution by the government a policy maker and introducer/implementer of FPE and non-governmental organization of 12.280 primary schools in Kenya with FPE service to the pupils (ministry of education and sports 2001 a:3)

Challenges of Free Primary Education

Lack of Infrastructures

The massive increase in pupil's number immediately created of classroom space. Although the ministry has embarked on a drive to build more schools and provide institutional materials, this is still far inadequate as the ministry acknowledges "the increase in the number of schools has kept pace with the increase in the number of students" (Ministry of Education and Sports 1999:11). There are high numbers of pupils in primary school because of classrooms since the number of students who enrolled for FPE. In many areas of Kenya, there are still those pupils who sit under trees to access education especially in the slums of Kenya (August 2002).

Poor Quality education

This is one area that is of concern to many in the country. Their fear is that perhaps the massive number in schools without commensurate expansion in facilities, teachers and teaching/learning materials may have compromised the quality of education. Although no thorough studies have been carried out, the ministry of education and sports itself voices this concern when in its report say, "the quality of teaching has probably been affected by the adverse pupil – teacher ratio after the introduction of FPE" (Ministry of Education 1999:12) this kind of system has greatly lowered the quality of education because the teachers attendance to pupils is minimal and still needed to deal with the kind of situation in the quality of education in Kenya.

Low salaries to teachers

Prior to the introduction of FPE, most schools charged additional fees through the parents' teachers association (PTA). Some of this money was used to supplement teachers' salaries. This is no longer the practice and so teachers must rely on the extremely low salaries. This seems to have affected the morale of the teachers. The fear therefore is that FPE may have indeed comprised the

quality of education in the country and this issue certainly requires further explanation but is not the focus of this paper. With such situation the teachers have been greatly demoralized to the extent that they hardly attend to students effectively and this therefore fails them to attend to other duties which can help them rise money to supplement on their low salaries (August 2004).

Poor pupils' Performance

Because of high population in primary schools due to FPE, it has become hard for pupils to join post primary education. In 2005 for instance 360,000 children sat the primary learning examination and of these 250,000 for instance for post primary education. However, only 150,000 children were admitted into the 734 government aided secondary schools and 29 technical and farm rural schools. 100,000 children were therefore not placed in any government schools (Mugaba, V 2006). This problem arises due to failure of the pupils to cope up with the education standard and as a result many pupils poor performance in final examination primary living examination (KCPE), hence leaving pupil's "half baked" for the post primary education (August 2004).

Lack of qualified teachers

The increase in pupil's number has resulted to more need of teachers. Government has done some work in this regard and a number of teachers have been trained and upgraded. However, the teacher pupil's ratios are still poor for example in 1996 the ratio was 1:37:67 and by 1999. This had declined to 1:63:63. Also, the number of untrained teachers is still high for example in 1986 only 52% of the teachers had been trained but by 2003 this had risen tremendously to 75%. In effect, 25% of the primary school teaching force is still untrained. This coupled with poor teacher – pupil ratio or family creates pressure on the school system. Time is the very reason why the ministry of education and sports has acknowledged the role and place of distance education in meeting this gap (Mkenya V 2005).

Inadequate funds

The government evidenced that FPE policy was not affordable and this forced the President to quickly modify to limit the number of children entitled to free education per family. The amount the government could afford per child was also too small to provide quality education. There were high drop out rates. The desirability of the policy was already in question. The multi publicity of fee paying private schools and the rapid growth or enrollment in them was a testimony that people were gradually losing faith in the public FPE schools (Ssekamwa J.C 2001). This has limited the running of the FPE schools because the general environment does not favor effective learning of the pupils in schools and in the implementation of FPE policies in Kenya especially in rural Kenya.

Lack of equipment

FPE schools in Kenya are under stocked and poor stocked in terms of libraries, computers and desks used in primary schools. The government can somehow be a credited for the increase in the member of schools. However, these schools are poorly equipped with almost no libraries few seats compared to the number of pupils in schools. The pupils have more, (Aguti 2002) the libraries are under stocked with poor reading environment if one exists in a given school. The pupils have no resource centers that can help them up with education and this has equally country to poor education set up in primary education. This affected the quality of education especially in rural Kenya (Ssekamwa 2001).

High attrition rate

Free Primary Education is still faced by high attrition rate resulting from retirement and high mortality rates also cited in part to HIV infections. The challenges across Kenya can be broadly categorized into those associated with preparing teachers and those associated with sustaining the number of teachers already in the work force (Kenyatta University 2006). There is a lot of

inconsistency in the teaching and pupils' attendance by the teachers as many of their entire and loose of their lives to HIV related diseases. This point can't be undermined because the government looses a lot of funds in training these teachers and on top of that, there is no strong interaction between pupils and teachers as the teachers will be changed in FPE schools.

High Defilement Rate

Free Primary Education is being faced and hindered by high rate of defilement in FPE schools. Because of such a reason, the parents have lost trust in FPE as many of them don't want to take their daughters to school in fear of defilement. In provinces, Central province, Western province and Cost province, Rift Valley, for example, such cases of defilement have been reported by the police in regular basis among FPE schools. This limits the implementation of FPE policies since the beneficiaries will be discouraged to join the system simply because of fear of being abused sexually (Makau 2001). Over 5% of the FPE pupils are being abused every year in different district of Kenya (Norah Jessica, July 2002).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter included the methodology of the study. It entails research design geographical area and population, sampling design, data collection methods and instruments, data analysis and processing limitations of the study.

3.1 Research design

The research intends to use description and analytical research design. These are selected because they are the effective ways of research presentation. It will be survey based on quantitative and qualitative data analysis.

3.2 Area and population of the study

The study was conducted in Kapkugerwet sub location, Kericho district in the Republic of Kenya. The most spoken languages are Kiswahili and English. The respondents consisted of local population especially the adults, opinion leaders. The area has been basically chosen because the researcher is familiar with the area. Kiswahili and English were used for communication within the area chosen.

3.3 Sample procedure

The principle researcher intends to use purposive sampling techniques since it ensures that the only predetermined and chosen respondents are approached, hence getting relevant and correct information. However through this sampling techniques has been chosen, it has a weakness that inadequate information can some times be given because the selected respondents may be less informed on the topic of research.

3.4 Methods of data collection

3.4.1 Instruments

Questionnaires

Self administered questionnaire was used to collect data from respondents and the key information. Self administered questionnaire was used because majority of the respondents are illiterate structured questionnaires that was used to collect data from key informants who are educated. The researcher also gave room for probing during interviews to clarify on understanding.

Observation

The researchers observed what is occurring in real life situation in the field and also take records. The researcher observed that activities of the subjects following the observation techniques like structures observation.

Interview

Oral interview was carried out with the local population who are the stakeholders of FPE. The researcher asked questions and at the sometime fill in the answers.

3.4.2 Sources of data

Mainly two sources were used to get data on the progress of FPE on the development of Kapkugerwet sub location, Kericho district.

Primary sources

The data was obtained by using the questionnaires, interview and direct observation by the researcher.

Secondary sources

This gave the general information on the impact of FPE and the information was got from text books, magazines and journal.

3.5 Data Processing

The exercise was done by researcher making data ready for analysis and responses inform of answers were classified with respect to the impact of FPE on the development of Kapkugerwet sub location, Kericho district. Data collected were presented according to the set of research questions in the study. It was done during and after data collection.

3.6 Data Analysis

Qualitative data were enriched with quotations and literature reviewed tabulations was used for quantitative data presentation. Recorded information was edited and corded. This is the basis of the analysis which included the observation records.

3.7 Ethical procedure

Before going to the field, I begun with getting authorization letter from the Dean of Social Sciences then I took it to the respondents and this enabled me (the researcher) attain adequate information from the respondents. During the process of data collection, confirmation were given to the respondents in that the researcher assured the respondents that the reason for the research was for only academic purpose and that no information would be given out outside.

3.8 Limitations of the study

The study was hindered by the following factors;

Refusal of the respondents to effectively respond to the questions was one of the most notable problems that the researcher had to face while conducting the research.

Financial constraints were also seen as another factor that had to limit the study. Transport costs were so high to be met by the researcher and this fully contributed to the delay of the research because it was hard for the researcher to continue with the tight budget.

Rudeness and hostility among some respondents were also seen as other limitations of the study in the sense that the researcher found that there were rude and hostile respondents who in the long run turned down the request of the researcher to answer the questions.

Shyness of the respondents was sensed as another limitation of the study.

The researcher was affected by the prevailing weather conditions for example the rain. It is true that the research was conducted during rainy season and it became so hard for the researcher to find the respondents since they were in doors.

However, these problems were overcome by the researcher in the following ways;

Strict adherence to the tight budget was the solution to the problem of lack of finance.

Humble talk and convincing of respondents was the ways employed by the researcher to overcome the problem of unwilling and shy respondents to answer the questions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This study investigated the performance of Free Primary Education in Kapkugerwet sub location, Kericho district. The following objectives guided the study;

- To find out the performance of free primary education in Kapkugerwet sub location
- To find out the economic and social benefit of Free Primary Education
- To make policy recommendations for the promotion of Free Primary Education.

In this chapter data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

4.1 Demographic Characteristics of respondents

4.1.1 Age

Respondents were asked questions related to their age and the results are shown in the table below:

Table 1: Age distribution of respondent

Age group	Frequency	Percentage
Below 24	4	6.6
25 - 29	16	26.6
30 – 39	12	20
40 – 49	22	36.6
50 – above	6	10
TOTAL	**60**	**100**

Source: *Primary data 2009*

The table shows that 6.6% of the respondents were below 24 years, 26.6% were between 25-29 years of age, 20% were between 30-39 years of age, 36.6% were between 40-49 years and 10% were above 50 years of age.

4.1.2 Marital Status

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.

Table 2: Marital status

Marital Status	Frequency	Percentage
Married	30	50
Single	8	13.3
Widow	16	26.6
Widower	6	10
TOTAL	**60**	**100**

Source: *primary data 2009*

Table 2 above shows that 50% of the respondents were married, 13.3% were single, 26.6% were widows and 10% were widower

4.1.3 Sex of the respondents

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

Table 3: Sex of the respondents

Sex	Frequency	Percentage
Female	40	60
Male	20	40
Total	**60**	**100**

Source: primary data 2009

Table 3 above shows the sex of the respondents and it was found that 60% of the respondents were females and 40% were males.

4.1.4 Educational status

Respondents were asked questions related to their educational status and their responses are shown in the table below;

Table 4: Educational level of the respondents

Education levels	Frequency	Percentage
Uneducated	22	36.6
Primary	14	26.6
Secondary	8	13.3
University	4	6.6
Tertiary	6	10
Others	4	6.6
Total	**60**	**100**

Source: *primary data 2009*

Table 4 above shows educational levels of the respondents and it revealed that 36.6% of the respondents were uneducated, 26.6% were of primary level, 13.3% had secondary education, 6.6% received university education, 10% had tertiary education and 6.6% fell under other levels of education.

4.2 The achievements of FPE

The researcher sought to identify the achievements of free primary education. Here aspects such as accessibility, increased enrollment, increased man power and education affordability had to be examined.

Table 5: The achievements of FPE

Response	Teachers	Parents	Political leaders	Community members	Total	%
Increased enrolment	7	4	2	3	16	26.6
Reduced illiteracy	3	2	3	3	11	18.3
Funding for schools	2	2	2	3	9	15
More teachers recruited	2	3	1	2	8	13.3
Education affordability	6	4	2	4	16	26.6
Total	**20**	**15**	**10**	**15**	**60**	**100**

Source: *primary data 2009*

4.2.1 Increased enrollment

Enrollment figure after the launching of FPE shot up in the district and this was remarkable seen in the district. This increase was mainly for two reason, the backlog of school were now able to do so while more of the children would have attained the school age but would not have afforded education prior to FPE were not able to join school. From 1998, there was a tremendous increase of the pupils in schools of Kapkugerwet sub location especially FPE schools from form 1 – form 7 both girls and boys. The policy also has a specific focus on the education of girls, disabled and the orphans. Many of the people were registered in schools because of FPE introduction because every parent saw this as an opportunity which has shoed up in the area and the response was

just to seize the opportunity under all means without looking at any negative outcome but rather concentrating on the positive outcome of the 'blessing'.

4.2.2 Reduced illiteracy

The respondents also noted that FPE has helped to reduce on illiteracy in Kapkugerwet sub location, Kericho district. It was noted that there was a very high level of illiteracy in the district and many of the people were uneducated. This was even cited in the education of the respondents in the sample size which raveled that a large number of the respondents did not go to school. It was reported that illiteracy was reduced with over 18.3% in Kapkugerwet sub location, Kericho district. Many of the people nowadays have access to school and at least they know how to read and write and also do something for themselves in terms of businesses because they can put in practice many of the class work. The respondents therefore noted that illiteracy has now been replaced with literacy among many of the people in Kapkugerwet sub location since the beginning of FPE in the district in 1998.

4.2.3 More Teachers recruited

Increase in the number of teacher was also cited as another benefit and achievement of FPE in Kapkugerwet sub location, Kericho district with 13.3%. An increase in the number of children in school invariably implies an increase in the need for teacher. To deal with this and as part of the wider reform under the primary education teacher development, there have been deliberate efforts to restructure primary education and to increase the number of teacher's trained/retained/upgraded. As a result, the number of teachers has grown; the number is still too low compared to the massive number of children in schools now. Many teachers got employed and this had to reduce on the number of teachers in the streets of Kericho district roaming for employment.

4.2.4 Education affordability

Education affordability was yet another remarkable achievement of FPE in Kenya with 26.6%. The government indicated that the current official tuition fee fall far short of the actual cost of education in schools. Consequently government's assumption of responsibility for such fees would not make impact on the parent's real financial burden in the cost sharing process.

That is why government has computed a realistic consolidated school fees package to embrace all the essential education expenses. The intension of the government is that free primary education should systematically and gradually end towards, and ensure the achievement of full and genuine Free Primary Education (FPE). Therefore, free education by the abolition of tuition fees, by children of the relevant age. Government therefore decides on a strategy that is manageable and likely to be carried through the full circle once it is started, and this was surely evidenced in 1998 when the whole system began successfully.

4.3 Challenges of FPE

The increase in number of children accessing primary education may or may have some implication which can be either negative or positive. These could consequently affect the quality and accessibility.

Table 6: Dilemmas of FPE in Kapkugerwet sub location, Kericho district

Response	Teachers	Parents	Political leaders	Community members	Total	%
Congestion in class	6	2	2	3	13	21.6
Poor teacher-pupil ratio	3	2	1	2	8	13.3
Decline in education quality	1	2	1	2	6	10
Poor teacher salaries	3	2	0	2	7	11.6
Decline in performance	2	2	2	1	7	11.6
No learning equipment	3	1	1	1	6	10
Abuse of pupils	2	4	3	4	13	21.6
Total	**20**	**15**	**10**	**15**	**60**	**100**

Source: *primary data 2009*

4.3.1 Congestion

It was reported by respondents that massive increase in pupil's number immediately created a problem of classroom space, and this has been ranked 21.6% of the total percentage of respondents. Although the ministry has embarked on a drive to build more schools and provide institutional materials, this is still far inadequate as the ministry acknowledges "the increase in the number of schools has kept pace with the increase in the number of students". There are high numbers of pupils in primary school because of classrooms since the number of students who enrolled for FPE. In many areas of Kenya, there are still those pupils who sit under trees to access education especially in the rural areas of Kapkugerwet sub location, Kericho district in Kenya.

4.3.2 Decline in education quality

Decline in the quality of education was also reported by the respondents as one of the dilemmas of FPE in Kapkugerwet sub location, Kericho district in Kenya with the percentage of 10%. This was one area that is of concern to many in the country. Their fear is that perhaps the massive number in schools without commensurate expansion in facilities, teachers and teaching/learning materials may have compromised the quality of education. Although no thorough studies have been carried out, the ministry of education and sports itself voices this concern when in its report say, "the quality of teaching has probably been affected by the adverse pupil – teacher ratio after the introduction of FPE, this kind of system has greatly lowered the quality of education because the teachers attendance to pupils is minimal and still needed to deal with the kind of situation in the quality of education in Kapkugerwet sub location, Kericho district in Kenya.

4.3.3 Poor teacher-pupil-ratio

It was also noted with concern that there is poor teacher-pupil-ratio in many of the FPE schools in Kapkugerwet sub location, Kericho district in Kenya, with 11.6%. Many of the pupils are not attended to because of the vast size of the class which later limits the concentration of the pupils in classes, simply because of many pupils in a class. It was noted by the researcher and the respondents that there are even classes that accommodate 80 pupils and above yet they are not supposed to be more than 40 in a class. Given this kind of situation, many of the pupils just attend school and they are not attended to by the teachers and to make matters worse still, there are no equipments as such that can be used in teaching time. This makes many pupils not to hear many of the words from the teacher and this affects their concentration.

4.3.4 Poor teacher salaries

Respondents also noted that before the introduction of FPE, most schools charged additional fees through the parents' teachers association, with 11.6% of the total percentage of the respondents. Some of this money was used to supplement teachers' salaries. This is no longer the practice and so teachers must rely on the extremely low salaries. This seems to have affected the morale of the teachers. The fear therefore is that FPE may have indeed comprised the quality of education in the country and this issue certainly requires further explanation but is not the focus of this paper. With such situation the teachers have been greatly demoralized to the extent that they hardly attend to students effectively and this therefore fails them to attend to other duties which can help them rise money to supplement on their low salaries instead of teaching or attending to the pupils.

4.3.5 Decline in performance

There has been remarkable decline in the performance of FPE schools in Kapkugerwet sub location, Kericho district in Kenya of high population in primary schools. Due to FPE, it has become hard for pupils to join post primary education sine there is no attention given to them in teaching but it seems that they are just passing through the process of education. It was noted that many of the teachers do not attend to pupils because of the vast number of the students in class and also little time accorded to the pupils due to poor payments of the teachers in terms of salaries, with 11.6% of the total percentage of the respondents. The pupils are the ones who suffer at the end of every thing because the always the most affected people. With all the factors given above, coupled with others, pupils' performances always keep on declining at a very high rate in Kapkugerwet sub location, Kericho district.

4.3.6 No learning equipment

Lack of learning equipment was yet another factor given forth by the respondents as another dilemma of FPE. FPE schools in Kenya are under stocked and poor stocked in terms of libraries, computers and desks used in primary schools, with over with over 10% of the total percentage of the respondents . The government can somehow be a credited for the increase in the number of schools. However, these schools are poorly equipped with almost no libraries few seats compared to the number of pupils in schools. The libraries are under stocked with poor reading environment if one exists in a given school. The pupils have no resource centers that can help them up with education and this has equally country to poor education set up in primary education. This affected the quality of education especially in rural district of Kericho.

4.3.7 Abuse of pupils

Pupils abuse was yet another dilemma cited in Free Primary Education schools in Kapkugerwet sub location, Kericho district. It was noted that FPE is being faced and hindered by high rate of defilement in FPE schools. Because of such a reason, the parents have lost trust in FPE as many of them don't want to take their daughter to school in fear of defilement. Such cases of defilement have been reported by the police in regular basis among FPE schools. This limits the implementation of FPE policies since the beneficiaries will be discouraged to join the system simply because of fear of being abused sexually. Over 21.6% of the respondents said that FPE pupils are being abused every year in different district of Kenya

4.4 Solutions to the dilemmas of FPE in Kapkugerwet sub location, Kericho district

The researcher had to establish long-lasting solutions from the very people who were experiencing challenges during the implementation of free primary education.

Table 7: Solutions to the dilemmas of FPE in Kapkugerwet sub location, Kericho district

Response	Teachers	Parents	Political leaders	Community members	Total	%
Train more teachers	2	2	1	3	8	13.3
Curb abuse	3	4	3	3	13	21.6
Set up more schools	3	3	2	4	12	20
Improve on quality	2	2	1	1	6	10
Reduce on intake	2	2	1	2	7	11.6
Increase teachers' salaries	8	2	2	2	14	23.3
Total	**20**	**15**	**10**	**15**	**60**	**100**

Source: *primary data 2009*

4.4.1 Training more teachers

Training more teachers has been identified as the solutions to the dilemmas of Free primary education in Kapkugerwet sub location, Kericho district. The teachers in the district are few as compared to the number of pupils in each schools, 13.3% of the respondents shows that there is need for more teachers since there is an increase of pupil's accessing FPE. According to the ratio of pupil's per class that requires 50 in each class but the number has tripled and

you find that in each class accommodates almost 120 pupils. Hence there is need for more teachers in the district.

4.4.2 Curb abuse

Such abuses like defilement of FPE beneficiaries are identified as the big threat to pupil's performance in schools with a lot of fear. Such criminal should be imposed on serious sanctions as by the law established. Teachers who defiles pupil's in primary schools should lose their job in addition to imprisonment not less than 7 years in prison to act as an example to other whom intent to do in futures. Schools in the district which identified with such abuses, don't even perform well because of poor relationship with their teaches, 21.6% of the respondent shows that such abuses should be worked on by the law makes as solutions to the dilemmas of Free primary education in Kapkugerwet sub location, Kericho district.

4.4.3 Setup more schools

Setting up more primary schools in the district also were identified as the solutions to the dilemmas of Free primary education in the district to accommodate the increased number of pupils benefiting from the policy of FPE. The figure shows that 20% of the respondents were concerned with the few structures which can not accommodate more than tripled pupil's in each class because parents used to send three children out of five but now all has to be sent to school because of free education. The respondents said that if one primary school had ten class rooms before FPE, at list needs eighteen classes to accommodate the number which has increased as a result of Free primary education.

4.4.4 Improve on quality of education

Improve on quality of education is yet another solutions to the dilemmas of Free primary education in Kapkugerwet sub location, Kericho district. The

number of respondents about 10% of the respondents stresses the type of education that Free Primary Education provides in terms of teaching methodology that are given to pupils of the generation. It was found out that pupil's reach primary 7 without knowing how to write his or her name even speaking English. So the improving education system by providing good teaching skills to teachers and provide quality education to pupil's that provides skills to FPE beneficiaries in the district.

4.4.5 Reduce on the intake of Pupils

The number of pupil's per every intake is so big and so it should be reduced to a required number to manage according to the number of teachers and the structures available depending on the ration of pupil's per class room. The findings shows that 11.6% of the respondents stressed the increased number of pupil's every year because of the entitlement of the human rights of children access to education but the number should be reduced per every intake by FPE schools to reduce on the dilemmas of Free primary education.

4.4.6 Increase teachers salaries

Increase teachers salaries has been identified as the on of the solutions to the dilemmas of Free primary education. Teachers salaries should be increased according to their level of education for example, those with degree holder should getting at list to the range of motivating teachers to teach freely from any stress of bills that come as a result of low payment that may not be enough of the bills of their families at home such bills include sending their children to school, rent bills electricity bill and so forth as the figure shows that 23.3% of the respondents identified increase of teachers salaries as the solutions to the dilemmas of the Free primary education in Kapkugerwet sub location, Kericho district

CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter was concerned with the summary of the major findings, recommendation and conclusion.

5.1 Summary of the study

The study was conducted in Kapkugerwet sub location, Kericho district in Kenya. Children, community members, teachers, and political leaders were involved in the study. A total of 60 (sixty) participants, 15 children, 10 political leaders, 20 teachers, and 15 community members were involved in the study. The study used both qualitative and quantitative data collection methods.

The achievements of FPE in Kapkugerwet sub location, Kericho district included; Increased enrolment, reduced illiteracy, funding for schools, more teachers recruited, and education affordability. Were the answers given by the respondents?

The dilemmas of FPE in Kapkugerwet sub location, Kericho district included; Congestion in class, poor teacher-pupil ratio, decline in education quality, poor teacher salaries, no learning equipment, abuse of pupils were the identified dilemmas of FPE in Kapkugerwet sub location, Kericho district.

The solutions to the dilemmas of FPE in Kapkugerwet sub location, Kericho district included; Training of more teachers, curbing abuse, setting up more schools, improvement of education quality, reduction of intake, and increment on teachers' salary

Conclusions and recommendations were then made after presenting and interpreting the data.

5.2 Conclusions

The conclusion was made in line with the various themes of the study and was based on the findings of the study.

The quality and quantitative benefit of the introduction of FPE in Kenya can not be to all African countries that have eliminated school fees, because of the fact that not all countries adopted Kenya's "Big Bang" approach. As well, amongst countries who adopted a simultaneous approach to the elimination of fees at all levels of primary schooling, there were differences in the extent to which governments had prepared for a large student influx beforehand. Still, there are important implications of these findings for the evaluation of school fee elimination in other context.

There is increasing evidence from other sources that the quality of education in Kenya may have declined under FPE. Nakibuuka (2004) reports that 2003 registrations for the Primary School Examination, which should have been written then by the first FPE cohort, were far below the levels that FPE enrolment figures would predict. A Poverty Elimination Action Plan revision paper, written by Kenya Ministry of Education (2003) found that only 33% of the 1997 FPE cohort had reached Primary 6 by 2002, and only 22% had reached Primary 7 by 2003. While the DHS Educational Supplement does not contain a mathematics test, it does contain a reading test. The results of this test were here used to identify the effects of entering government-aided schools under FPE on a simple measure of reading ability. It was found that, by this measure, the reading ability of 28 government-aided school students has

decreased substantially because of the elimination of school fees. This decrease in reading skills appears to be

5.3 Recommendations

The recommendations were made in relation to the findings and conclusions. The researcher therefore came up with the following recommendations in an attempt to solve the dilemmas of Free Primary Education in Kapkugerwet sub location, Kericho district.

Government

The government is here recommended by the researcher to inject more money in the provision of primary education so that the education can be free as the name states. This is because the researcher has discovered that there is a lot of public outcry about the provision of primary education because many of the children are told to pay in lunch fees, operations fees among other types of fees.,

NGOs

Non governmental organizations are also recommended to take part in the provision of education services in Kapkugerwet sub location, Kericho district. The researcher recommends that NGOs should really take involved in the provision of education in the district because the current help given by the government is inadequate and can not be adequate since the demand for education is high in the district yet the government budget in narrow to handle all such needs.

Local community

The local community is also called to get involved in the provision of education in Kapkugerwet sub location, Kericho district. The researcher recommends that the general community should get involved in the provision of free education in

the district instead of leaving the load to the government and government alone. The government has fixed budget and it needs to be aided by other bodies and this should be given priority and emphasis by the local community.

International community

The international community is hereby being called upon to help in the provision of education in Kapkugerwet sub location, Kericho district in Kenya. The researcher recommends that the international community should get involved in the provision of free education in the district because their support in seriously needed in the district so that the government budget can be supplemented and this would make it easy for the government to run its programs with ease.

General recommendations

Transformation of education

A comprehensive review in a bid to transform education, weed out inefficiencies and stop wastage is necessary. The 7-4-3 curriculum, where pupils learn over subjects, should be reduced by half. Meanwhile, the nature and objectives of primary education should be clearly conceptualized. And in an effort to save the education from collapse, a comprehensive reform of education— ranging from policy formulation, curriculum, teachers' education and remuneration to the management of schools—should be undertaken.

New form of Primary education

A need to experiment with new forms of primary education. Although some African countries have been trying viable models, parallel or complementary, to increase access to and reduce internal inefficiency in primary education. Kenya has done little in this direction. In this connection, Kenya, apart from offering free schooling to four children per family in 1997, has implemented a complementary school program. It's Complementary Opportunities for Primary Education (COPE) program caters for children, aged between 9 and 13 years, who have been out of the primary school system. Similarly, innovative attempts

are evident in Eritrea, Tanzania, Malawi, and Ethiopia. Meanwhile, relying on the costly and inappropriate traditional linear expansion, Kenya has been experiencing increased expenditure in education while rates of enrolment and completion have been declining.

Increment of pupil: teacher ratio

Increment of pupil: teacher ratio to 40:1. In this way, more pupils, served by the current number of teachers, will have access to school. An improvement of teachers' terms and conditions of service should go hand in hand with this change.

Revise learning system

Incorporation of shift double system into the revised the 7-4-2 system of education. In this respect, there could be two shifts for primary one to senior four: while the first shift reports at 8 a.m. and leaves at 12 p.m., the second shift reports at 2 p.m. and leaves at 5.30 p.m. This arrangement could create more learning opportunities for pupils and utilize teaching-learning time efficiently. Experiences from Zambia, Botswana, and Burundi should be studied in this connection.

Restructure inspectorate body

A need to reformulate and re-structure the Inspectorate in the Ministry of Education, redefining its role, focus, modalities, and staffing.

Reduction of government expenditure on teachers

Reduction of government expenditure on teachers. While data on the most efficient and cost effective pupil-teacher ratio is unavailable, the current number and the level of inefficiency of teachers suggest that it makes economic sense to have fewer but more efficient teachers. This could be achieved through an increase of the average pupil: teacher ratio to 40:1 after an extensive survey of teachers' work-load. In the end, considering that the high number of pupils

who repeat classes or drop out of school and that the pupil-teacher ratio is low, the education system needs comprehensive transformation—not piece-meal reforms.

Emphasize efficiency

The transformation should promote the efficiency, quality, and effectiveness of the entire system of education and involve all the stake-holders in a bid to shape education for the benefit of the entire nation.

5.4 Areas for further research

The results of this analysis show that looking at gross or net enrolment in primary education provides a very limited picture of the quantitative effects of the elimination of school fees. There is a clear need to gather longitudinal data at the individual level on the educational trajectories of students, and on the quality of learning outcomes. In order to ascertain the specific effects of the elimination of school fees on AIDS orphans, data must be collected which includes specific questions on the timing of parental sickness and death. Clearly, there is also a need for survey data which permits an examination of the effects of the elimination of school fees on the resources available at the school level in Kenya. Especially given the finding that decreases in reading ability under FPE were concentrated in poorer households, it is relevant to ascertain whether this is effect might in turn be attributable to children from poorer households attending more resource-disadvantaged schools.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

I Zippora Mutindi Muia a student of Kampala International University pursuing a Bachelor Degree of Education, kindly request you to answer these questions in utmost faith that would really help me successfully finish my course as a partial fulfillment of the Award of a Bachelor Degree of Education in early childhood therefore affirm that this information is purely for the academic purpose and can also be sued to help the implementers of free primary school education.

SECTION A

(Instruction: Tick ✓ where possible)

1. Sex

(a) Male ☐ (b) Female ☐

2. Age bracket

(a) 20 - 25 ☐ (b) 25 – 30 ☐

(c) 30 – 35 ☐ (d) 35 – 40 ☐

(e) 40 – 50 ☐ (f) 50 - 70 ☐

3. Marital status

(a) Married ☐ (b) Single ☐

(c) Widower ☐ (d) Widow ☐

4. Religion

(a) Catholic ☐ (b) Protestant ☐

(c) Muslim ☐ (d) other (specify) ☐

5. Educational Level

(a) None ☐ (b) Primary ☐

(c) Secondary ☐ (d) Post Secondary ☐

SECTION B

6. Do you have children who access free education?

(a) Yes ☐ (b) No ☐

7. Do you pay any money for your children in free education schools?

(a) Yes ☐ (b) No ☐

8. Have you ever paid fees at all to your children?

(a) Yes ☐ (b) No ☐

(c) If yes or no, how did you feel?

.....

.....

.....

9. Have you ever benefited from free education?

(a) Yes ☐ (b) No ☐

(c) If yes, state the benefits

.....

.....

SECTIONC

10. What do you think are the successes of free education in Kapkugerwet sub location, Kericho district?

.....

.....

11. What do you think are the dilemmas of free education in Kapkugerwet sub location, Kericho district?

.....

.....

What do you think the people in your area can do to promote free education in Kapkugerwet sub location, Kericho district?

.....

.....

.....

END

Thank You

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Office of the Director

3RD DECEMBER 2009

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR ZIPPORAH MUTINDI MUIA

..... **REG. #..** BED/18327/71/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

TO ASSESS THE POLICY OF FREE PRIMARY EDUCATION AND PUPILS ACADEMIC PERFORMANCE. A CASE STUDY OF KAPKUGERWET SUB-LOCATION KERICHO DISTRICT

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

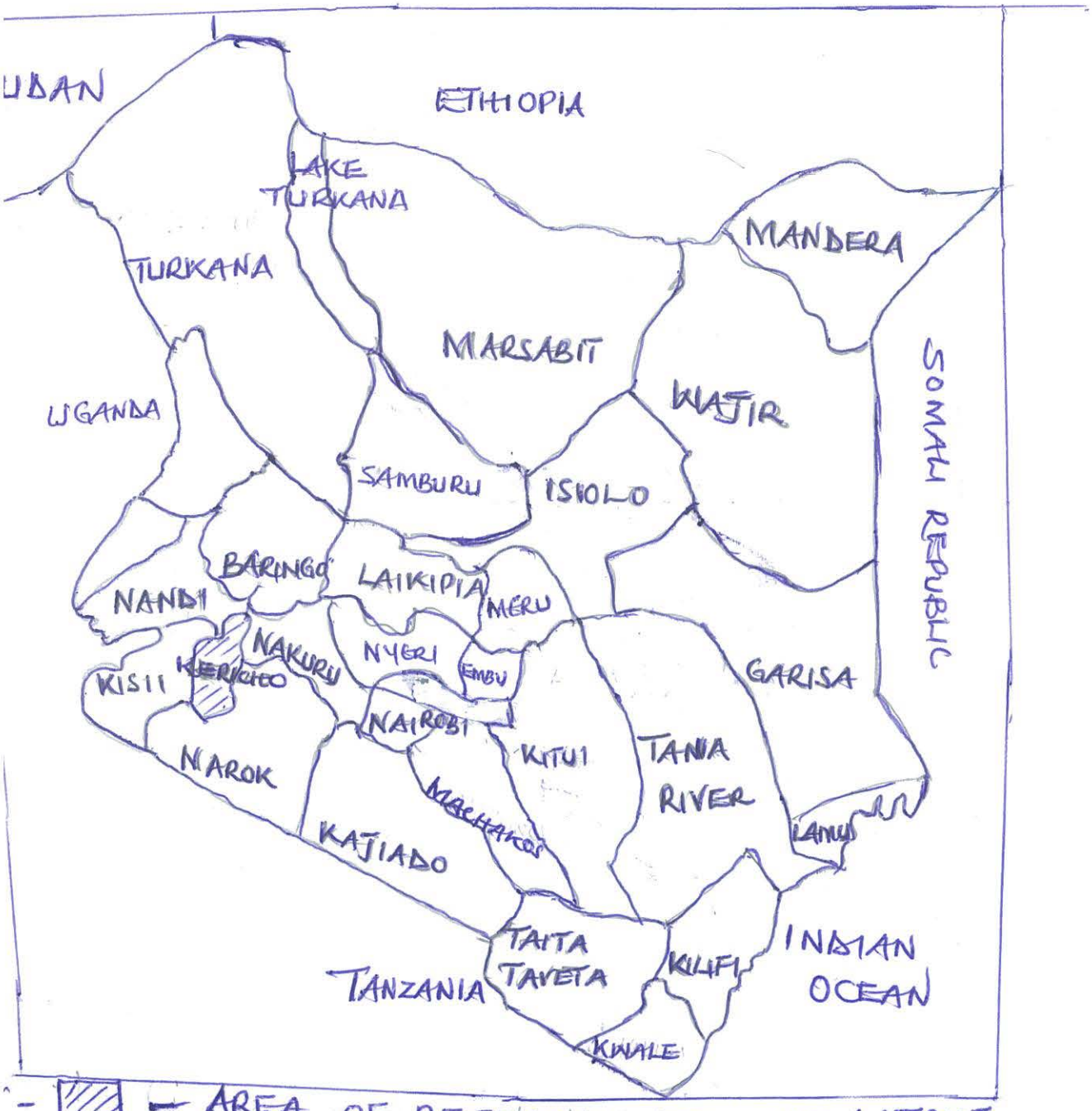
Yours Faithfully,

15 DEC 2009

Kule, J.W
Deputy Director

KAMPALA INTERNATIONAL UNIVERSITY
Inst. of Continuing & Distance Studies
DIRECTOR

MAP SHOWING THE AREA RESEARCH



- ▨ — AREA OF RESEARCH KERICHO DISTRICT