

**THE IMPACT OF FREE PRIMARY EDUCATION
ON ENROLMENT, QUALITY, ACCESS AND
RETENTION IN NG'ARUA DIVISION,
LAIKIPIA WEST DISTRICT
IN KENYA**

BY

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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT
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DECLARATION

I Kitur David Kipchirchir hereby declare that this special study paper report is my own original work and not a duplicate of similarly published work of any scholar for academic purposes as partial requirements of any college or otherwise. No institution of higher learning has been submitted to this study paper for the award of certificate diploma or degree.

Further on, I declare that acknowledgement of all materials cited in this report which are not my own has been duly done.

Signature:.....

Date:.....21/08/08.....

APPROVAL

This is to certify that this research topic has been under my supervision and is ready for submission to the university leading to the award of Bachelors of Education Science Degree in Kampala International University Uganda

Name of supervisor Mutumba C

Signature.....  Date..... 21/8/08

DEDICATION

I specially dedicate this study report to my mother Anne and my sister Josephine who provided the unfailing financial support and love to me during the period of study.

ACKNOWLEDGEMENT

I wish to express my appreciation to the Ministry of Education for according me the chance to undertake a two year course at Kampala International University.

My gratitude goes to my family for granting me permission to continue with my education and to move out during school days and to my staff members for their co-operation and encouragement. I specially thank my supervisor Ms Mutumba for continuous guidance in writing this special study paper.

THANKS, MAY GOD BLESS YOU ALL

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LIST OF ABBREVIATIONS

ABEK	: Alternative Bias Education for Karamojo
FAL	: Functional Adult Literacy
UPE	: Universal Primary Education
HIV/AIDS	: Human immunodeficiency virus/acquired immune deficiency syndrome
EFA	: Education for All
FDE	: Free Primary Education
ESSP	: Education Sector Strategic Plan
ECDE	: Early Childhood Development and Education
GER	: Gross Enrolment Rate
LTNET	: Literacy Network

ABSTRACT

The researcher in this research attended to investigate the impact of free primary education on enrolment, quality, access and retention. A case study of primary schools in Ng'arua Division, Laikipia west District in Kenya.

The researcher was motivated into the study of this topic because of the government's interest of wanting to educate this population through UPE, but interest to find out its impact up on the enrolment, access and retention.

The researcher used two types of respondents and those include teacher and parents. And the sampled population was 30.

The researcher based his study on primary data in chapter four and secondary data in chapter two. And the collection of data/ information was through questionnaire, interview guide and direct interviews.

In conclusion it was evident for the researcher to strongly give recommendation for the ministry of education, and researchers who are interested to carry research in the same related area of free primary education as away of improving the quality of education in Kenya.

CHAPTER ONE

1.0 Introduction:

This research was focused on the impact of free primary education on enrolment, quality, access and retention. A case study of primary schools in Ng'arua Division, Laikipia west District in Kenya.

1.1 Background of the study

At the United Nations summit, the UN organizations developed six(6) Millennium Development Goals to assist political leaders to explain to their broad public ways of eradicating poverty in their countries of which Kenya is one, and one of the six goals was to achieve Universal Primary Education (UPE) or Free Primary Education (FPE) for all.

The six goals include:

- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender equality and empower women
- Reduce child mortality
- Improve maternal mortality
- Combat HIV/ AIDS, malaria and other diseases

Therefore, in 1990, delegates from 155 countries, in the Jomtien Conference, Thailand, as well as representatives from some 150 organizations agreed that this world conference is to provide education for all (EFA), by first universalizing primary education which would later massively reduce illiteracy and poverty before the end of the decade.

In the Dakar conference further to the Jomtien conference, countries committed themselves to achieve quality basic education by 2015.

As signatory to the above conference Kenya government made a break through to education for all (EFA) by first declaring free primary education

As a way forward the government of Kenya freezed the employment of teachers in the year 1998, it also stopped the admission of teacher trainees to primary teacher training colleges for two years (1999 and 2000)

This greatly compromised the performance in K.C.P.E examinations. Shortage of teachers in public primary school started biting. It promoted most of the working class people including teachers to withdraw their children from government schools to private primary schools where they assume quality education was enhanced.

It therefore meant that pupils left in public primary schools are only from poor background. The cost of sharing between parents and government in the same schools increased. Parents were forced to pay more money to Employ more teachers, a burden they could not bear

As a result, more children drop out of school increasing the level of Illiteracy in Kenya hence propagating the vicious cycle of poverty.

In April year 2000 the government of Kenya was represented in a world Education forum in Dakar Senegal. In this forum several cardinal principles of education were set which include
Free and compulsory primary education of good quality and other as mentioned in before as (the six millennium development goals)

In all, we note that, the government of Kenya accelerated the speed to meet the goal of education for all as affirmed in Thailand (1990) and Jomtien (2000) by declaring free primary education in January 2003. Especially after carrying out enough research from sister countries like Uganda which implemented this programme in 1997.

The main goal was to provide the minimum necessary facilities and resources to enable Kenyan children of school going age to enter and remain in schools and complete their primary cycle of education

1.2 Statement of the problem.

Following the implementation of free primary education there has been an upsurge of enrolment in public primary schools in Kenya and in particular Ng'arua Division in Laikipia west District, but not forgetting quality, access and retention.

The performance and quality of education service provided has remained sparingly poor as a result of free primary education in government schools as compared to private schools

Over the years, the government of Kenya has realized that although government pays fees and provision of their school scholastic materials like books, pens and pencils for children under free education for all, the problem of inadequate number of new teachers has remained unsolved since recruitment of new teachers was stopped hence teacher-pupil ratio has remained very high.

1.3 Purpose of the study

The purpose of the study was to investigate the impact of free primary education on enrolment, quality, access and retention in Ng'arua Division, Laikipia West District.

1.4 Objectives of the study:

- The researcher tried to link the objectives to the purpose of the study from the students' response;
- To investigate whether the children are benefiting from the project
- To find out the academic performance of pupils in primary school under free primary education in Ng'arua Division.
- To assess the accessibility and retention of school going children; under the programme of free education for all.

1.5 The scope of the study.

The study limited itself in Ng'arua Division of Laikipia West District in Kenya

Time scope

The study covered a period of a year (2008)

Research questions

The research questions in the study provided guidelines to the researcher especially when working upon the research topic. And the research in questions included:-

How is the enrolment of pupils into free education?

How the quality of education in private primary schools and government primary schools differ and they are all service providers of free education providers

Does free education for all have impact among the Ng'arua Division population?

1.6 Significant of the study.

The research was aimed at helping the governments improve upon quality of free primary education in Kenya. This shall lay a foundation for intervention to curb down poor education service delivery and poor performance in U.P.E schools.

The study was also to help government know why some children do not access the free education and see way forward to retain those already enrolled in schools.

This was also to give recommendations for future policy makers, especial about catering group of persons for example able bodied and disabled.

To proof whether through education poverty and social problems can be resolved.

CHAPTER TWO

Literature Review

2.0 Introduction

This section provides related citations of literature and under the themes: Curriculum aimed at finding out the impact of free primary education on enrolment quality access aid retention.

The recent policy initiatives have focused on the attainment of EFA and in particular, Universal Primary Education (UPE). The key concerns are access, retention, equity quality and relevance, and internal and external efficiencies within the education system. The effectiveness of the current 8-4-4 structure and system of education has also come under increasing scrutiny in light of the decline in enrolment and retention particularly at the primary and secondary school levels in the last decade. The government is committed to the provision of quality education and training as a human right for all the Kenyan's in accordance with the Kenyan law and the international conventions, such as the EFA goals and in developing strategies for moving the country towards the attainment of the goal. The implementation of free primary education (FPE) is critical to the attainment of UPE as a key milestone towards the realization of the EFA goal. Sessional paper No. 1 of 2005 political commitment to Education.

At the independence in 1963, the government of Kenya recognized education as a basic human right and a powerful tool for human resource and national development since then; policy documents have

reiterated the importance of education in eliminating poverty disease and ignorance

The government fully committed to an education system that guarantees the right of every learner to quality and relevant education. In view of this, the government has implemented the FPE, completed a review of the education sector and is finalizing an education sector strategic plan (ESSP). At the same time, the government, communities, development partners and other stakeholders continue to make substantial investments to support education programmes within the sector. Through this sessional paper, the government committed itself to the recommendations made by the delegates attending the National conference on education and training held between 27th and 29th November 2004 to develop sector policies and implementation strategies that will ensure the provision of relevant and quality education and training to Kenyans.

2.1 ENROLMENT AT PRE-PRIMARY

Since independence in 1963, the number of students enrolled at various levels of education has substantially increased. At the early childhood, development and education (ECDE) level enrolment grew from 483, 148 children in 1982 to 894295 children (420, 741 girls and 473554 boys) in 2003. At the primary level, enrolment in formal public primary schools grew from 891, 533 pupils in 1963 to 7.2 million pupils in 2004 in 2004 (3.5 million girls and 3.7 million boys). At the secondary level, enrolment grew from 30000 students in 1963 to 862908 students in 2003 (415246 girls and the sector still faced with issues of access, equality and quality.

Gross enrolment rate (GER) for pre-primary, however, decline from 35.4 percent in 1990 to 33.4 percent in 1999. Considering the importance of ECDE, this GER is low as there are many 4-5years –old children who are

still out of school. The 1999 population census indicated that a total of 574249 children were not enrolled in primary schools and that a large proportion of children entering primary schools do not pass through pre-primary. The low enrolment in pre-primary school level is due to various factors limited role, lack of economic ability and lack of awareness among communities and parents regarding the importance of pre-primary education.

NO LONGER VERY EXPENSIVE FOR PARENTS

The United Nation's Millennium Development Goal of providing access to free primary school education to all would have a resounding effect on the world's poorest children; many of whose families cannot afford to send them to school and cannot afford the price of a school uniform.

IMPROVE ENROLMENT OF GIRL CHILD EDUCATION

Africa has the highest number of girls out of education of any continent – 23 million. But in countries such as Uganda and Kenya, where free primary education has been introduced, it is having a positive impact on the lives of millions of children.

At Thimbigua Primary School in Karuri, Kenya, more than 800 children regularly pack the school grounds from 6.45 am – eager to receive the free primary education that President Kibaki's government introduced in 2003. Across Kenya more than 1.3 million children went back to school when the government scrapped school fees in primary schools.

The children at Thimbigua Primary School are eager to learn. Many of them would otherwise be working the fields or caring for their families – too poor to afford to go to school. Instead, the children who greeted me daily for their English lessons recognized the importance and value of an education in a poor country. They tell me of their hopes and dreams to become pilots, doctors and lawyers; but they say they know that, without an education and without achieving good grades, that won't be possible.

I taught 9 year-old children alongside 15 year-old children, desperate to take advantage of a free education that had been denied to them for so many years. In classes of up to 50 pupils, the children wanted to learn conversational and grammatical English, aware that such skills could help them to escape a life of poverty.

LEARN NEW SKILLS

Education is the tool that can help millions of young people in poor countries move forward. The children I taught in Kenya were bright and enthusiastic; determined to work hard and learn new skills.

INADEQUATE RESOURCES.

They know how hard they must work to escape poverty. Their circumstances make it difficult for them to even afford the resources they need to be in school. Many of the children write with a piece of lead that was once held between the wood of a pencil – now broken. They must work from the same exercise book

EDUCATION FOR BETTER HEALTH, REDUCED POVERTY AND FIGHT HIV/AIDS

There is a strong correlation between the life expectancy of the people living with HIV/AIDS and socioeconomic factors such as poverty, female literacy rate, government spending on health care, external grants, geographical location and HIV prevalence rate. The findings of this study indicate that poverty at household and/or regional levels reduces life expectancy of the people living with HIV/AIDS. HIV-infected urban residents have a longer life span than their rural counterparts. Greater resource endowment improves the chances of extending the lives of the infected people. As expected, an increase in female literacy rate initially reduces HIV/AIDS-related deaths. This could be a result of better skills and knowledge acquired by women who care for the sick. However, as female literacy rate increases, the mortality rate also increases as education changes the role of women in the society from homecare providers to labour force participants.

Adari Samuel , Johnson, Mashaallah Rahnama Moghadam. "Life expectancy of people living with HIV/AIDS and associated

socioeconomic factors in Kenya." *Journal of International Development* 19, no. 3 (Apr 2007): 357.

POOR EDUCATION

For all its benefits, free primary education has not been the panacea that many hoped, as huge influxes of students have overwhelmed understaffed and ill-equipped facilities in many countries, they say.

"Africa struggles with free primary education." *Agence France Presse*, April 15, 2006.

The article traces the policy history of Kenya over more than 40 years (1963-2006) in order to tease out the tensions between the key themes of its own national agenda and the priorities of its principal development partners. The national concerns with the education-and-employment connection and with the orientation of schooling towards skills for work in the formal and informal economies can be contrasted with the aid agency priorities on quality and on education-for-poverty reduction.

King, Kenneth. "Balancing basic and post-basic education in Kenya: National versus international policy agendas." *International Journal of Educational Development* 27, no. 4 (July 2007): 358-370.

AIDS deaths could have a major impact on economic development by affecting the human capital accumulation of the next generation. We estimate the impact of parent death on primary school participation using an unusual five-year panel data set of over 20,000 Kenyan children. There is a substantial decrease in school participation following a parent death and a smaller drop before the death (presumably due to pre-death morbidity). Estimated impacts are smaller in specifications without individual fixed effects, suggesting that estimates based on



cross-sectional data are biased toward zero. Effects are largest for children whose mothers died and, in a novel finding, for those with low baseline academic performance

Evans, David K. and Edward Miguel. "Orphans and Schooling in Africa: A Longitudinal Analysis." *Demography*, 44, no. 1, 35-57.

2.2 IMPROVING EDUCATION POLICY

This paper investigates the determinants of demand for schooling in Kenya. Probit and ordered probit methods are used to model enrolment and attainment respectively. The results show that child characteristics, parental education and other household characteristics, quality and cost of schooling are important determinants of demand for education services in Kenya. The results further show that girls would be more affected by policy changes than boys. The findings call for targeting in efforts to boost and sustain demand for schooling in Kenya. The study recommends immediate policy interventions focusing on improving quality of education and poverty alleviation.

Kabubo-Mariara, Jane and Domisiano K, Mwabu. "Determinants of School Enrolment and Education Attainment: Empirical Evidence from Kenya." *South African Journal of Economics* 3, no. 75 (September 2007): 572-593.

LOW PAYMENT OF TEACHERS

The article traces the policy history of Kenya over more than 40 years (1963, 2006) in order to tease out the tensions between the key themes of its own national agenda and the priorities of its principal development partners. The national concerns with the education-and-employment connection and with the orientation of schooling towards skills for work in the formal and informal economies can be

contrasted with the aid agency priorities on quality and on education-for-poverty reduction.

King, Kenneth. "Balancing basic and post-basic education in Kenya: National versus international policy agendas." *International Journal of Educational Development* 27, no. 4 (July 2007): 358-370.

POVERTY ERADICATION

The article traces the policy history of Kenya over more than 40 years (1963-2006) in order to tease out the tensions between the key themes of its own national agenda and the priorities of its principal development partners. The national concerns with the education-and-employment connection and with the orientation of schooling towards skills for work in the formal and informal economies can be contrasted with the aid agency priorities on quality and on education-for-poverty reduction

K'telewa, Kipkirui. "Bad Politics to Blame for Massive Illiteracy." *All Africa*, April 23, 2007.

The article reports on the low pay of teachers in Kenya. Teachers want another pay rise. The Kenya National Union of Teachers (Knut) has announced that it will soon demand another pay increase for its over 240,000 members. Knut says the increase will cushion them against soaring inflation. The article discusses the controversy surrounding the quality of public schools (served by KNUT) versus that of private schools in Kenya.

Mathangani, Patrick. "Education Blamed for Gap Between the Rich And Poor." *All Africa*, May 20, 2005.

EDUCATION INCREASE ENROLMENT

There has been a marked increase in investment in education over the past 15 years. Data from the Secretarial de Hacienda y Credito Publico (SHCP, the finance ministry) show that public expenditure on education rose from 3.7% of GDP in 1990 to 5.6% of GDP in 2004 and a budgeted 5.9% of GDP in 2005. This compares to an OECD average of 5.6% of GDP. Private spending on education has also risen steadily in the past decade, from 0.2-0.3% of GDP in the first half of the 1990s to 1.5% of GDP in 2004

Curriculum of participation

Just like how NiciNo et al (1982) points out that curriculum is the complete exposure of students while under the guidance and direction of school, it includes activities which are academic and non academic vocational, emotional and recreational. A complete description of a curricular has at least three components namely: the content or subject matter the method of instruction and the various subject presented or order of instruction.

Core curriculum is meant to develop integration of knowledge to serve the needs of students to promote active learning and a significant relationship between life and work learning. Core consists of broad problems, units of work or unifying themes, which are chosen because they afford the means of teaching effectively the basic contents certain subjects or filed of knowledge.

These subjects or fields retain identify but the content is selected, taught with special reference to the unit, their or problem. The core also means that those parts of the curriculum required of all the students as opposed to those that were elective. It is also one way of scheduling classes in large block of time and with more than one teacher assigned.

DRUNKARDNESS

Since parents know that government has taken over the responsibility of providing free primary education to all children, this has led to children's rights to be violated by alcoholic parents. They use the little money they get for drinking alcohol. Therefore, children do not get the parental love and care. Child protection policy of Uganda (2004) places emphasis on full and harmonious development of personality needs. Love and understanding must be exercised in growth and care being the responsibility of the parents and creating an atmosphere of affection, moral and social security for a child in the tender years.

A drunk parent cannot plan, a mother cannot act the role of a good wife and mother, children will see their drunkard parents and keep off in hand because of the tye he/she comes home with, so every one fears for his/her life. Children in the communities brought up in such troubled homes are a problem because they have had no proper education or guidance, hence end up being a nuisance and nothing is expected of them towards the socio-economic development of the community despite free primary education being provided.

How the intellectually challenged individuals can be educated

One of the greatest services of modern society is a free public school education.

The study of education shows a history of changing values that are parallel to those of society.

Public school programmes serve all children, including those who are mentally retarded. Public Law 94-142. The Education for All Handicapped Children Act, passed in 1975, was the culmination of a long history of effort to provide "free and appropriate" education services to mentally retarded and of the handicapped persons (Nazzaro, 1997 and Westling D.L 1986). Besides the guarantee for a free and appropriate education, the

law also requires that handicapped students be educated in the least restrictive environment possible. In order to aloe the practical and the conceptual aspect to the coincided it is necessary that we be able to offer continuing range alternative. These alternatives are considered to range from being less restrictive to most restrictive the idea is for a child to be placed in an environment which is appropriate to his /her needs and yet be as least restrictive as possible Westling, David L, 1986.

Just like in Uganda, the LHDO bulleting of the literacy network of Uganda (LTNET) (6ht Edition, 2003) recognizes adults literacy and basic education as an important implement to primary education therefore, literate mothers support children's education critical for Uganda's UPE drive. Literate mothers are more inclined to send their children to school. A stuffy conducted by Morocco by living standard measurement study (1990-1991), found that only 45% of children of illiterate mothers were in school compared too 80% of children of literate mothers.

Report on Alternative Basic Education for Karamoja-ABEK (2003). Issues and challenges Presidents Office/ Office of the Minister of state for Karamoja affaires Government press Kampala.

FUNCTIONAL ADULT LITERACY (F.A.L)

The New vision (December, 17, 1997) support the idea that UPE has led to a great number of children who are benefiting from the programme. An important principle applied in Action Aid Programs of a participatory approach to development. The strategy is to create awareness in the community to do for themselves those things which enable them to achieve a full potential through education, proper agriculture, health and the ability to manage all aspects of their life. According to the adult literacy investment plan 2003-2006/2007 provisions will be put in place to meet the demand among learners who have completed the basic

literacy stage and went to continue learning. A programme with a clear framework for progression will be developed and implemented for those who need it.

The overall investment in ABEK is immense, with favourable implications not only for the Karamoja region but also for the neighbouring communities and other districts of the country. The government of the Republic of Uganda has recognized the ABEK programme as a unique approach to realizing the goals of UPE. Most of this entire programme fits education within the living environment of semi nomadic pastoral /community of Karamoja (Education for children in pastoral communities by David Wright, director save the children in Uganda, November 2005)

Wright David (2005) Education for children in pastoral communities.
Save the children in Uganda

CHAPTER THREE;

RESEARCH METHODOLOGY

3.0 Introduction

Chapter three (3) describes the research methodology which includes research design, sample size, sampling strategy and data collection method research instrument, data processing and analysis.

3.1 Research design:

The study conducted both descriptive and analytical design. The choice of the design was based on the type of data collected, which is qualitative and quantitative

The design was the most appropriate for data collection. In this study that was focused on perception, facts, feelings, experiences and emotions of the respondents.

Therefore, the research question generated required an exploratory descriptive and analytical perspective in order the current state of affairs, as the respondents perceive them

3.2 Study population;

The population was comprised of the teachers, and parents within the study areas.

3.3 Study area.

The study was conducted in Ng'arua Division in Laikipia West District of Kenya.

3.4 Sampling design

Sampling included a random cluster sampling and procedures which was used to select respondents among others.

3.5 Research instrument;

The study used both primary and secondary sources of data from the selected population and from the existing published literatures. And these instruments included:-

3.4.1 Questionnaires

The researcher used this instrument of data collection. It enabled him to create consistence within the set of questions which the respondents had to respond to through either writing or oral answering.

3.4.2 Interviews

The questionnaire goes hand in hand with interviewing, therefore the researcher also employed oral interview because some respondents were illiterate and do not know how to read and write. This therefore helped the researcher to obtain first hand information and Answers from the respondents through this method “interviewing” was been done through one to one approach to ensure confidentiality and to make the respondents feel comfortable and free to answer the questions asked by the researcher.

3.4.3 Observation;

This is a primary and indirect method of collecting data by human or electrical means without the full knowledge of the respondents. The research therefore used observation methods alongside questionnaire and interview; he (researcher) carried the study through observing, both verbal and non-verbal expressions and behavior of the respondents more especially during the session.

3.4.4 Documentation

The researcher was able to use documentation method which involves deriving information by carefully studying written documents or visual

information from sources called “documents” that the researcher tried to use text books, newspapers, Articles, speeches through recording and Reports.

3.4.5 Data Analysis:

After the collection of primary data the result was compiled, sorted, edited, classified, interpreted and tabulated

Qualitative data was summarized and categorized as per the emerging themes and inline with the research question generated. Cross case and cross interview analysis was used. Frequency distribution tables were drawn, but mostly tables were used for easy interpretation.

3.5 Limitation of the study.

The research required a lot of relevant data to make adequate assessing of the impact of free primary education on enrolment, quality, access and rotation.

The researcher also had a problem of getting true information from the respondents like teachers who are the direct government implementing agents of the program

The researcher faced a problem of language barrier since some respondents use only local language while others are foreigners.

The time factor was also important, therefore the researcher loved to have more time so as to have a detailed research but due to limited time, he will not access all information as required by the researcher.

CHAPTER FOUR.

DATA PRESENTATION AND INTERPRETATION.

4.1 Introduction.

Variables examined in this chapter have been the basis under which data analyzed and for most findings; tables had to be filled and used in the presentation of the information gathered

Table one. Showing the percentage distribution of the selected respondents who participated in the research.

Respondents	No. of respondent	Percentage (%)
Teachers	15	50%
Parents	15	50%
Total	30	100%

Source: primary Data

The researcher interviewed two different respondents totaling 30, out of which 15 teachers (respondents). Represented 50% and 15parents who also presented 50% the respondents were selected randomly from the schools within the study area. These respondents were chosen because they were equipped with knowledge and information concerning the free education and this

Table two: showing the percentage distribution of the respondents education level

Education level	No. of respondent	Percentage (%)
Certificate	15	50%
Diploma	12	40%
Degree	2	6.7%
Above	1	3.3%
Total	30	100%

Source primary Data

The majority of 50% of the interviewed respondents (worker) are certificate holders represented by the 15 and 12 number of respondents respectively. And had only a degree holder representing 6.67 and respondent above all the degree qualification and this represented 3.33%.

This means that the informations obtained from the field had a right source of which was so clear.

The three; showing the general characteristics of the interviewed respondents

Characteristics	No. of respondent	Percentage (%)
20-30	8	26.7%
31-40	14	46.7%
41-50	6	20%
51 Above	2	6.7%
Total	30	100%

Source: primary Data.

The result shows that the majority of the respondents(14) are between the age bracket of 31-40 years representing 46.6%, and only 2(6.67%

were above 51 year, under the age bracket of 31-40 while 6 were with in age bracket of 40-50 years presenting 20%. And those within the age bracket 20-30 years were only 8 presenting 26.67%.

Through the above presentation in the table we noted that the middle aged persons were willing to participate in helping the research to give informations than compared to old/respondents.

4.2 EFFECTS OF FREE PRIMARY EDUCATION.

Table four: showing the percentage distribution of enrolment of children into free primary education.

Respondents	No. of respondent	Percentage (%)
Strongly	25	83.3%
Fairly	5	16.7%
Not agreed	-	-
Total	30	100%

Source: primary Data

From the above table it was noted that the majority of the respondents strongly agreed that there has been a high enrolment of children inter primary school due to the government policy of providing free primary education and this was indicated by 25 respondents presenting 83.3% while 5respondents fairly agreed to the statement presenting only 16.7%.but out of that non of the respondents never agreed giving as 0%,. Meaning mast of them agreed that there has been a very high enrolment into primary school as a result of free primary education provided by the government Kenya

Table five; showing whether free education can be used to fight poverty.

Respondents	No. of respondent	Percentage (%)
Strongly	18	60%
Fairly	7	23.3%
Not agreed	5	16.7%
Total	30	100%

Source: primary Data

The result from the study indicates that 60% of the respondents strongly agreed that through free education the community will be able to fight poverty in the country. "My children will get knowledge and skills about a very thing and through that they will know what is wrong and right to them selves" . Mr. Kato and beside that respondents did not gree to the statement. This number indicated above 16.7% of the respondents.

Those who did not agree one had this to say "these children could not have gained/ achieved any thing at the end which can real be Knowledgable about fighting, poverty and diseases in their communities.

Table six; showing whether there is effects of free primary education

Respondents	No. of respondent	Percentage (%)
Teachers	20	66.7%
parents	10	33.3%
Total	30	100%

Source: primary Data

The table above shows that 66.7% of the teachers agreed that there is a great effective of free education up on the pupils and even up on the teachers themselves.

Yes the children are now receiving free education but the number of teachers to pupils is exceeding, thus as the law requires (40 pupils to one

teacher in a class room) meaning the classes are over crowded and their as teachers fail to provide the best quality education to all of the pupils". We also note that 10 respondents (parents) were mate, and this presented about 33.3%. out of their answering they have been noted saying 'we no longer pay fees even provide school scholastic materials, therefore we use that many to buy the family food' Besides that one also said "children in private schools provide quality education to children than the government schools which are the man implementers of the U.P.E programme and this is because they (teachers) are not well paid".

Table seven; showing whether the U.P.E schools are retaining the enrolled number of pupils

Level of agreement	No. of respondent	Percentage (%)
Strongly	9	30%
Fairly	18	60%
Not agreed	3	10%
Total	30	100%

Source: primary Data

From the above table it was found out that 18 of the respondents equaling to 60% fairly agreed that the U.P.E schools are able to retain the enrolled number of pupils because there are many other factors which is influencing there, and these include long distance, poor quality education, sickness and also since most come from poor families, they are sponsored to do farming.

And out of the 30 respondents 9 which represent 30% strongly agreed. This was because they believed that the poor prefer that system of UPE than were they will be forced to pay fees (private schools).

While 3 respondents representing 10% had nothing to say since they did not know any thing that is going on or just never wanted to say any thing (not willing to give informations to the researcher).

Table eight: showing the access of free primary education in the study area.

Level of agreement	No. of respondent	Percentage (%)
strongly	28	93.3%
Fairly	2	6.7%
Non	-	-
Total	30	100%

Source: primary Data

The finding in the table above reveals that out of 30 respondents 28 strongly agreed that the access of free primary education is good and this represent about 93.3%. While 2 out of the same number of the respondents fairly agreed to access of free primary education representing 67%. And non of the respondents were obtained under low levels and this represented 0% in all the table showed that there is every high access of free primary education in the study area. And this has been due to the interest of parents for their children in Kenya wanting their children to be educated, be responsible citizens of the country.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 summary

The study was carried out in relation to the impact of free primary education, enrolment, access and retention.

The main aim of the study was to establish the impact of free primary education within the on going school children in Kenya. Therefore, in order to achieve all the above goals and objectives, therefore the researcher had to use the following tools to collect data. Interview guide and in some cases interviewing took place.

And also major characteristics such as level of enrolment, parents understanding of UPE and teachers seeing the degree of the quality of UPE in study area and in many other countries. And these were seen from the research topic.

The study further revealed that through free primary education the government will be able to achieve the major six millennium goals (see chapter one).

Lastly a few recommendations were made, that the researcher argues the students willing to research in the related area free primary education.

5.2 Conclusion:

In conclusion the study revealed that a number of areas which were drawn from the study topic of impact of free primary education. This came as a result that most of the enrolled primary on going school children not being retained into school for a long time because many

other factors like poverty, long distance to school, sickness and culture of participating in agriculture as a source of earning.

Besides that, the research findings from the area showed that parents liked the new system of free education since it saves them from paying fees, instead used that money to provide basic needs to the family.

The study further revealed that due to UPE there is over crowding environment in the classrooms hence meaning that ratio of pupils to teachers being unhealthy for young learners. Meaning that teachers could not serve all the pupils equally.

But lastly, the access to education has been an achievement for the government of Kenya. And knowledge from the sister countries like Uganda and other which have the same programme in place, with the aim of improving the one in Kenya too.

5.3 challenges to the UPE programme in Kenya.

The number of teachers still remains very low as compared to the increased number of pupils which has been influenced by introduction of free primary education. And this was noted from the point that recruitment of new teachers and assistants was stopped some years back.

Further still the government has not yet embarked on infrastructure development, meaning the classes rooms are not enough to accommodate the big number of pupils enrolled.

5.4 Recommendations

The following recommendations were drawn, and will therefore be of significant to the policy makers and implementers of free primary education in Kenya.

Therefore, per the findings of the researcher, he recommends that the government of Kenya should work hard to introduce universal secondary education (USE) so that those products of UPE can be able to continue with their education, just like how the republic of Uganda is doing. And this has been recommended because many of the pupils after completing primary level fail to continue to secondary level because of high level of poverty in our communities.

Further the researcher recommends that the government of Kenya under the ministry of education should embark on recruitment of new teachers so as to balance the ratio of teachers to pupils in every level of primary education.

Besides that government of Kenya should also work upon sensitizing the population about the goals of UPE, and removing the wrong perception in-planted in some people by the rich groups who have normally decided to take their children to private schools than government schools.

5.5 Recommendation for further research.

Due to limited time and finances the researcher was not too exhaustive in this topic of study. The researcher therefore recommended interested researchers to probe into the following areas.

- The impact of UPE up on parents in fighting against poverty
- Assess the quality of pupils produced by UPE schools compared to private schools.
- Asses the performance of UPE sponsored children compared to private sponsored children.

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APPENDICES

QUESTIONNAIRE FOR TEACHERS /PARENTS

Dear respondents, I greet you

This research is being carried out by **DAVID KIPCHIRCHIR KITUR**, Reg. No. **BED /3487/61/DF**, a student of Kampala International University, pursuing an under graduate course in Biology/Computer studies.

The researcher kindly requests you to answer the questionnaire however, the research is purely for academic purpose and whatever material or information obtained will be treated with maximum confidentiality and shall not be used to victimize you thanks.

Tick one box for each question. And tick only the area that applies to you.

1. Sex Male ☐ Female ☐

2. Your age

18-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐
54 above ☐

3. Year of teaching experience -----

4. How long have you been teaching in this school -----?

5. Type of school

Public ☐ Private ☐

6. Where do you teach from?

Rural school ☐ urban school ☐

Using the rating below indicate the quality of instructional resources and performance.

In your school by ticking the appropriate box/square.

Instructional resource performance	Very poor	poor	Average	high	Very high
Text book					
Stationary					
Teaching/learning aids					
Classrooms					
Toilets					

Please indicate the level of adequate of the following instructional resources in your school.

Tick appropriate box.

Instructional Resource	Very adequate	Adequate	Moderately Adequate	inadequate	Not adequate
Text books					
Teaching learning aids					
Classrooms					
TOILETS					
Desks					

Using the rating below indicate your opinion about the school environment and instruction leadership in your school by ticking () the box to show your level of agreement

KEY

S.D –Strong Disagree

D- Disagree

U- Un decided

A- Agree

S.A – Strongly Agree

	statement	S.D	D	U	A	S.A.
1	Instructional Materials e.g. Text book, stationery are adequate					
2	Instructional material are adequately used by teachers					
3	Instructional materials are adequately used by learners					
4	The classes are too large (No of pupils) for effective learning					
5	The classes are too small for effective learning					
6	Head teachers and teachers have high expectations for students' performance					
7	Learners are adequately motivated.					
8	Teachers always and effectively monitor the academic progress of the students					
9	The Head teacher ensures involvement of teachers, parents and community in decision making					
10	Stakeholders (parents) and other interested groups are satisfied the utilization of funds.					
11	The quality assurance department adequately supervises the parents/community					
12	There is diminished support and response by the parents/community					
13	Free primary education has encouraged parents to enroll more pupils					
14	More pupils have effectively been retained in school to complete stage					
15	Head teachers devotes time to co-ordinate and supervise teaching and learning in the school					
16	How far would you agree that the performance of government schools compared to private schools is good?					
17	How far would you agree that government sponsorship project has improved up the academic level of your child?					

- What is the number of classes in the school?
.....
- How many teachers are there in the school?
.....
- What is the total population of the school?
.....
- What is the average number of pupils per class?
.....
- How many pupils share one text book in a class?.....
- How has the results in your school been since inception of free primary education
- The impact of the free primary education in your school

Very positive	<input type="checkbox"/>
Positive	<input type="checkbox"/>
No impact at all	<input type="checkbox"/>
Negative	<input type="checkbox"/>
- -Language used to teach?

English	<input type="checkbox"/>	Kiswahili	<input type="checkbox"/>
local language	<input type="checkbox"/>		
- -what is the ratio of teacher to pupil per class?

Low	<input type="checkbox"/>
High	<input type="checkbox"/>
- -As a teacher what is your suggestion about that?
- -Due to free primary education, how has been the enrolment so far

Low	<input type="checkbox"/>
High	<input type="checkbox"/>
- -Do you have a child sponsored by government in free primary education

Yes <input type="checkbox"/>	No <input type="checkbox"/>
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- If yes how many.....
- If no why.....



Thank you for your cooperation