

**FREE PRIMARY EDUCATION AND ACADEMIC PERFORMANCE OF LEARNERS
IN THE SELECTED PRIMARY SCHOOLS OF MARIAKANI ZONE KALOLENI
DISTRICT, KANYA**

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**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN
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DECLARATION

I **Mwadziwe Erastus Bashishi \No. BED/15611/71/DF** hereby declare that this study is my own not similar published work of any scholar which has been submitted to any other institution of higher learning for the award of Certificate or Degree in Special Needs Education. I also declare that all materials listed in this paper which are not my own have been dully acknowledged.

Signature



Date

17/4/2010

APPROVAL

This research study has been under my supervision as a University Supervisor and now it is ready for submission.

Signature

A handwritten signature in blue ink, appearing to read 'Laaki', written over a dotted line.

LAAKI SAMSON

SUPERVISOR

Date

A handwritten date in blue ink, '17th April 2010', written over a dotted line.

DEDICATION

I dedicate this work to my wife, children and all other relatives of mine.

ACKNOWLEDGMENT

I acknowledge all those who assisted me to come up with this research paper. I thank my supervisor Mr. Laaki Samson who guided me up to the last day. Braro my dear wife for the humble time in carrying out this exercise.

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ABSTRACT

This study concerns the problem facing free primary education such as inadequate teaching personnel, teacher distribution, gender disparities, poverty, political interference, immorality, bad peer groups, drug abuse among others.

It is also an investigation of how effective this problem can be solved .The researcher gives various methods in collecting data including questionnaire, interview, and observation ,he particularly commonly used a questionnaire because it is more advantageous over the others.

In selecting the sample, the researcher decided to use six schools and parents to represent the population. For the success of free primary education, there should be a combined effort and management of all the stakeholders including the government and the non-governmental organizations.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education reform efforts in less industrialised countries have aimed at making education an effective vehicle for national development. Governments, policy makers, and civil society have emphasised that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to sector have maximum impact, and that cost-recovery measures are adopted (GoK, 1996; 1997; Inter-Agency Commission, 1990, UNESCO, 1996; World Bank, 1988; 1996).

Over the past decade several countries in sub-Saharan Africa have abolished primary school tuition fees typically as part of renewed attempts to resurrect their education systems which have been in decline, and even suffering reduced enrolments after the initial growth following Independence. (World Bank, 1996)

Whereas in the eighties and early to mid-nineties, cost-sharing had been a policy promoted by international financial institutions such as the World Bank, the direct (and indirect) costs to parents of their children's education became obstacles to their attendance and continued enrolment. The inability of parents to afford such costs fell on girls disproportionately, typically being the first to be pulled out or allowed to drop out of school. Has the introduction of 'free' primary education (FPE) turned the tables on this decline? Five countries are included in this study to provide evidence of the outcomes to date of such a policy change:

Following the election in Kenya at the end of 2002, in early 2003 the new Government announced its intention to introduce free primary education. This entailed the abolition of tuition fees, a part of the increasing costs of education to parents which had accounted largely for the decreasing primary and secondary school enrolments in the 1990s. Following this announcement, enrolments surged from about six million to about 7.2 million pupils, resulting in a gross enrolment rate of 104% compared with 87.6% in

2002. Whether other costs, such as exam fees, have been abolished has yet to be clarified, and over this first year, it is likely that new policies will be devised to deal with the overall costs of primary education. Other measures have already been taken, such as reducing the number of subjects, increasing the pupil-teacher ratio from 32:1 to 40:1, empowering districts to select teachers, and the introduction of multi-grade and shift teaching in some schools. However, a decision was taken that no additional teachers would be appointed until there had been a mapping of overall teacher requirements.

Although the cost-sharing policies of the previous decade have now been understood to be a significant cause of the high drop out and low quality of primary schools in Kenya, the new policy of free primary education will be likely to be faced with a number of effects as this research will investigate. (World Bank, 1996)

1.2 Statement of the problem

Although the cost-sharing policies of the previous decade have now been understood to be a significant cause of the high drop out and low quality of primary schools in Kenya, the new policy of free primary education is likely to be faced with a number of effects as this research will investigate.

1.3 Purpose of the study

The study will examine the impact of free primary education on the academic performance of learners.

1.4 Objectives of the study

- 1 The study will investigate the effect of free primary education on the academic performance of learners in Mariakani Zone
- 2 To examine the Physical Facilities used to implement free primary education in Mariakani Zone.
- 3 To examine the quality of education in free primary schools in Mariakani Zone

1.4 Research questions

- 1 What are the effect of free primary education on the academic performance of learners in Mariakani Zone
- 2 What are the Physical Facilities used to implement free primary education in Mariakani Zone.
- 3 What is the quality of education in free primary schools in Mariakani Zone

1.5. Significance of the study

This study will be of great importance both at the macro and micro level.

The study will enable schools to improve services to enable learners achieve academic excellence.

The study will help the ministry of education to adopt strategies on how to improve services in free primary education

The study will be used by different scholars in libraries.

The study will add on already exiting literature on free primary education and academic performance.

1.6 Scope of the Study

1.6.1 Content scope

The study will focus on free primary education and academic performance of learners. Free primary education is the independent variable and academic performance is the dependent variable.

1.6.2 Geographical Scope

The study will be covered in Mariakani Zone Kaloleni District in Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Free primary education concept came into being immediately after Kenya attained her independence together with Uganda and Tanzania. This took a long time before it was implemented. The idea of free primary education was born from the universal education which was passed in Addis Ababa conference and which was stimulated in Thailand. By this time, Kenyan government was facing many challenges such as inadequate teaching personnel, teacher distribution, gender disparities, poverty, political interference, immorality, bad peer groups, drug abuse among others. If these problems can be controlled, a country can stand in a better position as it would be able to develop economically, politically, intellectually and socially.

2.1 CHALLENGES FACING FREE PRIMARY EDUCATION

The challenges that are hindering the implementation of free primary education in Keumbu District are as follows:-

Extreme poverty; According to (MOEST2001) nothing makes an individual as humble and unsure of themselves as poverty does. When a family is extremely poor, it means that the basic needs cannot be provided and this affects the child's education. Children from poor families might experience major problems such as:

- Being unable to relate to children from more affluent families.
- Being tempted to steal from those who have more.
- Truancy, absenteeism and hunger.
- Lack of classrooms.

Political Interference; this means some politicians interfere with equal distributions of resources to all schools and these affects learning. Politics can cause wars and loss of parents whereby children will be forced to feed themselves and take adult responsibilities of looking after their young sisters and brothers. The new demanding responsibilities may affect their abilities to learn and develop.

In some situations as wars, violence clashes or conflicts may expose children witnessing people being beaten, raped, chased away from home, people being killed or being forced to kill other people. This will leave the children socially[psychologically affected and in this process their learning and participation in their daily life is greatly affected. Example of these is the one which occurred in 2008 in Kenya after election.

Untrained teachers; some untrained teachers are not friendly to their learner as they have no skills on how to handle them and so they persistently beat the learners. This affects them both physically and psychologically. Because of this kind of relationship which is not friendly, learning is affected leading to poor performance and hence dropping out of school.

Immorality; this means that some teenagers such as girls and young boys involves themselves in pre-marital sex whereby girls get unwanted pregnancies which makes them to be school dropouts hence adding a problem of caring for their babies on top of another problem.

H.I.V/AIDS; Due to sexual intercourse, learners can easily be contaminated by the H.I.V/AIDS and this can in turn hinder the development of such learners due to trauma and stigma as a result of the disease.

Stealing; This hinders the development of the affected learners since they may keep on thinking about their lost items instead of concentrating. In school, pupils who steal will become outcasts, they will be lonely and they will have no friends. Such pupils might even hate school and even end up dropping out, this comes out as encouraged by peers.

Truancy; This is a deliberate absenteeism by a pupil from school and loitering without a good reason this leads to losing valuable learning time and may lead to drop out. (MOEST 2001)

Bad peer groups; Some children are influenced by their peers to follow bad ways and bad practices which includes; use of drugs, absenteeism, fighting among others. These will make them perform badly and hence drop out of school.

The existing curriculum is bad because it does not cater for individual needs and differences. This means that it does not match to the needs, abilities and interests of the individual learners, taking into account any disability that may exist.

There is low mutual understanding between primary and secondary school teachers and this hinders the continuity of learners to secondary level. This leads to high dropout. This is because there is no exchange of ideas on the performance of learners from primary to secondary. Assessment done are different as in primary there is multiple choice questions while in secondary we use open ended questions (essay questions).

Illiteracy of parents; Some parents never went to school and as such they don't see the reason as to why their children should go to school and acquire knowledge. They also do not encourage them and as such they drop out of school.

Drug abuse; Drug abuse is the intentional use of drugs for reason other than their intended medical purpose. Drug abuse interferes with physical, social and the mental well being. (MOEST 2001).

What might have appeared distant problem now remains a painful reality in Kenyan society. The effects of drugs can be seen in petty thefts among the young, disobedient, violent group behavior and inability to concentrate in their studies.

Absent parents; These are parents who work away from home and have no time for productive discussions with their children. They leave home very early in the morning and come back home after children have gone to bed. Absence of such parents hinders the development of such children since they lack parental love and encouragement which is very essential in educational development. More over it can also make such children to have a weak base in decision making as a result they can easily be attracted into bad peer groups.

Child abuse; This is a term used to refer to children who are mistreated by those entrusted to look after them. In our working experience we have come across a child who is withdrawn, reserved, shy or dozing in class. The reason leading to such behavior might be child abuse. This would affect the child's academic performance seriously. (MOEST 2001).

Rudeness; This means that when one lacks politeness or courtesy, he/she has to get negative response. From the person a barrier is removed. (MOEST 2001). The development of the child's self esteem as well as lack of independence which has affected the child's learning.

Diseases: Some children born to infected mothers will also be infected with H.I.V most of the babies develop AIDS and die within two years .Those children who survive often experience social and psychological problems. They may also be stigmatized by the society, which affects their self-esteem.

Child mothers: these are girl children who become pregnant and give birth before maturity, that is eighteen years old age. Those who are at school are forced to drop out Those who are not at school become mothers before the rightful age. The new responsibility of being a mother affects the child's ability to learn and participate in developing activities.

Inappropriate resources for a girl child: Girl child normally lack sanitations in schools and as a result ,this hinders their development since they may end up becoming school dropouts. Too rigid or too laxity and inconsistent school discipline may affect learners' social and psychological growth.

Child labuor: This is any work with a child's upbringing and education. The working children are spread across various economic sectors with main concentration being domestic service. They also work in agriculture, mining, e.g. quarrying, fishing, child prostitution, hawking ,shoe shining, car washing, collecting scrap metals and garbage collection. Those school going learners may find their responsibility as a burden and end up dropping out of school. Others may have no time to be children.

Parent pressure: Parents may have high expectation of their children and this makes them develop a low self-esteem, develop negative attitude towards them and the school. Some are not interested or show little interest in their children's activities. This is because they are not concerned with the children's education and do not encourage them do well in school. This lack of interest affects their attitudes towards themselves and school. Lack of motivation from the head teachers. These makes the teachers to spend little time on preparation and present lessons in an unattractive, less motivating and illogical manner.

Poor teaching methods: Which do not met needs of all children and this leads to poor motivation and hence disiplinary or behavioral problems. The learners style or pace of learning is different from the average children and cannot accommodate slow learners. Some teachers do not have proper skills, which may make them to be aware of the children's individual needs and may therefore not be able to assist those with special needs.

Poor school attendance of some learners is a problem: This is so because those learners do not come to school regularly, cannot catch up with the rest of learners and this leads to poor syllabus coverage and hence poor academic performance .

Family instability: This makes children to become emotionally unsettled when there family problems such as parental divorce or quarrels .This adversely affects learning and hence leads to high rate of dropout.

Wife inheritance: This may be a problem if a man inherits the wife of a diseased man and drains all the wealth left by the diseased and leaves the family suffering. The family may be traumatized and hence the learning of children is affected.

Lack of inadequate personnel in the field of education to man the workload of big enrollment. This also affects the academic performance and hence leads to dropout.

Lack of adequate facilities such as classes, desks, and textbooks cannot accommodate the big population of learners and such affects learning.

Indiscipline of learners : The majority of learners these days don't work hard in their studies instead they waste much of their time loitering. This is characterized by unnecessary strikes and hence poor performance.

Denomination and clanilism: This means that schools being sponsored by specific denomination to administer their schools regardless of his /her competence hence affects learning. The same applies to clanilism where the community members may want their sons from that community to run the school irrespective of his ability and experience hence poor learning.

Gender disparities: since the introduction of colonial education up to this date, the widest gender gaps have been at higher levels of learning and this disparities in performance in national examination also remains a challenge to Kenyan education.(Elimu News Ministry of Education)

Long distance is traveled by Some learners travel to reach schools: Which in return makes them to be very tired and this affects their academic performance,(MOEST 2004).

Hunger Of Learners : This means that the learners who walk long distances to and from public schools go without lunch and this affects learning.

Commitment of teachers: some teachers also are not committed with their work, this is portrayed by lack of schemes of work, lesson plans, and teaching apparatus.

Lack of inspiration : the learners lack inspiration, which is usually learnt from the role model and as a result learning is affected.

2.2 INTERVENTION OF FREE PRIMARY EDUCATION

Curriculum reforms

Curriculum references are being undertaken in primary schools so as to cater for technical, industrial, vocational education training of manpower on how to make the syllabus so as to enable publishers to produce textbooks which allows flexibility and progression (ELIMU NEWS 2008)

The government of Kenya has also allowed publishers the liberalization of book trade so long as they are screened by the Kenya Institute of Education. The education sector support programme in Kenya has also increased resource allocation and utilization of resources (coherent sector) development and coordination.

The other initiative of the government is to pay money or send money directly to primary schools under the primary education programme,(MOEST ELIMU NEWS)2008.

Another initiative is to improve the efficiency in resource utilization and to increase transparency and accountability at school level. The government also has to empower communities to make decisions and implement them in their various schools .

The reform of teacher distribution should be reformed on the basis of demand for teachers by the available resources. In order to tackle problems related to special education ,a policy which states challenges in relation to access equity and quality education in Kenya should be provided by the Kenyan government.

The provision of such policy should include the following:-

- Able to cater needs of children with disabilities.
- A clear guideline on implementation of inclusive education.
- Enough tools for assessing and teaching learners with special needs education.

- A common curriculum that does not discriminate learners with special needs.
- There should be provision of food in all public schools since it can cater for learners who walk long distances to and from schools as well as learners from poor families.
- Provision of the school uniform by Kenyan government.
- Improvement of the learning environment so that the government can construct good and enough modern classrooms so as to solve problems related to congestion. If the government cannot be able to construct enough classrooms, then it should allow parents to do so if they are able. It can also allow non-government organization to build classrooms.
- Provision of facilities such as water and electricity in all primary schools as well as the provision of sanitary items so as to curb the problem of drop out in the side of girls. (MOEST NEWS) 2008
- Government also should provide transport for long distance learners so as to reach school in time.
- Enough desks should be provided by the government if it cannot do that then it should allow parents to provide them.
- Positive attitudes :- Teachers should allow positive and caring attitude which is seen in the way learners are supported and encouraged. It may include all learners in all learning activities as active participants and not as observers. The teaching style and attitude has to benefit all learners in the classroom.
- Fundraising:- Fundraising should be organized to improve on provision of adequate learning facilities.
- Advice and guidance:- Teachers should be advised and guided on specific difficulties and its implications on learning.
- Role model guests:- Role model guest speakers should be invited to schools to talk to the pupils on disability or special needs. (MOEST 2001)
- Seminars and workshops:- Seminars and workshops should be organized where teachers and parents will share information on special needs. Here teachers will update themselves with new trends in education. They would gain a lot of knowledge and skills of handling learners.
- Attitudes can be gained in workshops:- these seminars and workshops can be organized in schools, zones or district level.
- Sharing of resources:- Where the educational resources are scarce, sharing should be made/done to help making learning simple and realistic. This is to access the things to teach.
- Teacher support:- Teaching and learning strategies in an inclusive setting. The teacher is responsible for what goes on in the classroom. Support given by the teacher is seen in the way teaching activities are planned to meet the individual needs of all learners.
- Non-governmental organization:- The non-governmental organization should be involved in providing funds and materials to help students in learning. (Government internet 2005, July 22).
- Intensive training programmes:- Intensive training programme should be arranged for teachers in key communities. (Government Internet).

- Committee members:- The committee members should arrange for fundraising so as to make enough desks and buy uniforms for the learners who cannot be able to get one.
- Equal distribution of resources :-The government should ensure that there sources are distributed equally .This means that there should be equal distribution of teachers and materials both I rural and urban centers.
- Security:- The government has to ensure that there is security for her people so as to see that there is peace in the country and hence learning.
- Conducive learning environment:- Teachers should create a conducive learning environment by being friendly to their learners .This would make them feel self-worth and trust and hence learn.
- Immorality /drug abuse:- The learners should be guided and counseled so as to enable the learners to benefit from learning.
- Primary and secondary teachers:-The relationship between primary and secondary school teachers to be improved so as to ensure there is exchange of ideas on the performance of learners from primary to secondary.
- Mobilization and sensitization of parents:- This means that parents should be told the goodness of educating their children so that they should be made to accept and to take their children to school and acquire knowledge.
- Resources :- Educational resources in an inclusive setting.
- Adequate teaching learning resources should be provided so that learning problem should be resolved.
- Truancy :- There are various possible ways of solving the problem of truancy ,guiding and counseling the learner, you also need to carry out investigations to find out why the pupil does not like certain teachers or subjects .You need to ensure that bullying in school is dealt with. You may need to organize remedial work for the pupils who are performing poorly and make arrangements to give pupils work which is challenging. It is also important to maintain and update class registers which will help you note cases of truancy.(MOEST 2001 COPYRIGHT)
- Smoking and alcohol:-You can organize discussions on the effects of smoking as well as alternative ways of reducing anxiety and tension. Give your pupils relevant and necessary information to assist them in making informed decisions. Invite a doctor to discuss with the pupils the effects of smoking .Inform the pupils that physical exercise like jogging or swimming reduces tension and anxiety (MOEST copyright 2001).
- Fighting:- You can discourage fighting by not taking sides in a dispute. Always encourage your pupils to discuss the problem and help them to come to some agreement.
- Rudeness :-You need to identify the cause of a problem. If the problems are originating room school then, you should talk to the concerned parties with the aim of solving the problem. Likewise if the cause of the problem is the home environment, it is advisable to uphold a discussion with the parents.
- Lateness:(MOEST 2001) Discuss The Problem With The parents. Ask them to give their children household chores which only during weekends and school holidays. Also request the parents to encourage their children to go to bed early.

- Sex offence (MOEST 2001):-It is important to give your pupils adequate information to empower themselves so that they do not fall prey to those problems.
- Stealing :- invite some guest speakers like doctors, religious leaders ,opinion leaders and psychologists to come and give pupils a lecturer of the effects of stealing.(MOEST 2001)

TEACHING AND LEARNING IN THE PRIMARY CLASSROOM.

2.3 THE ATTITUDE OF TEACHERS TOWARDS FREE PRIMARY EDUCATION

The attitude of teachers have towards free primary education is negative as this is observed from the way teachers are working .They neglect children with special needs as they avoid them in participating in classroom activities. They also avoid discussing their performance with parents. They group learners according to their ability and take more. attention to the bright learners while avoiding or leaving the slow learners un attended.(Introduction with children with SNE 2002)

Teachers use abusive language in order to scare the learners to avoid asking many questions and as such makes learners to gain less. The teachers are also overworked as there are no enough teachers to handle a large no of pupils who have been enrolled in school and this leads to less work to be done and hence to poor performance which kills the morale of teachers as well as the parents and the community members. Free primary education has also opened gates to aged students who were not able to join school before. Such learners are difficult to handle because of indiscipline cases .This has also caused disappointment to teachers and hence less motivation to their work.

The parents have failed to provide support to the learning of their children and they are even interested with their learning .They also keep criticizing teachers all the time for no good reason. They like placing blames on teachers concerning failing of their children and this makes teachers to have negative attitude towards free primary education.

The schools do not have enough physical facilities such as classrooms and desktop accommodate the larger number of learners and this makes teachers to be disgusted with the teaching profession. (Government Internet 22 July 2005).The teachers do not give the learners individual attention as teacher pupil ratio is very large and so it needs enough time to attend each learner.

The teacher also do not make adequate preparation such as schemes of work, lesson plan and other resources which would make learning a reality. This leads to lack of motivation of stakeholders.

The teachers are not friendly to learners and so they avoid praising and encouraging learners to work hard so as to be successful in their learning. The teachers avoid marking pupil's work ,as there is no enough time to concentrate on the marking of pupils work because of large population of the learners .The large number makes the teachers to avoid giving much work and so hinders proper learning of learners.

Poor payment of salary also demotivates teachers and hence poor performance in free primary education.

2.4 METHODS USED DURING TEACHING

Some of the useful techniques a teacher may employ in the classroom according to CORE MODULE called teaching and learning in the primary classroom (2001) include the following: discussion method, demonstration method, study trip method and discovery or activity method.

i) Discussion method

This method involves a teacher posing a problem, initiating interaction and allowing the pupils to discuss aiming themselves possible solutions to the problem.

Advantages of discussion method

Discussion method enables pupils to practice on communication skills.

It also enables them to develop thinking and listening skills.

It also encourages peer learning which is quite effective.

Through discussion, ideas get clear when expressed orally. It provides good practice problem solving. It encourages the development democratic processes and it reduces teachers centeredness.

Disadvantages

It is not suitable for all subjects and topics.

Some pupils may not participate if the group is large.

Bright pupils also may tend to dominate in the discussion and if it is not well organized, it can become unproductive.

Demonstration method

This is a method in which the teacher tell, shows and does an activity before giving pupils a chance to practice it. These method is best especially under the following conditions:-

- When time is limited and the content is wide.
- When teaching aids are too complex or too delicate for the learners to handle.
- When teaching aids are few and the class is large.
- When the teaching aids are dangerous for learners to handle.
- When teaching a new skill.

ii) Discovery or activity method

According to (MOEST 2001), this method is one which involves children in solving activities, through the guidance of the teacher, That is you

guide the learner to carry out various activities which eventually lead them into discovering the required content or concepts .For example if the children are supposed to learn about insects in their natural environment ,they also collect the small animals themselves to study .The teacher also collect some insects and ask children to solve and note their respective characteristics.

Advantages of discovery methods.

Include the following:-

- It is very powerful way of teaching since it is learner –centered.
- It leads to greater understanding of difficult concepts.
- Learners do not easily forget what they observe on their own .

Disadvantages.

- It is time consuming.
- There may be limited resources.
- It is a rather difficult method and thus do not use in lower classes.

iv) Excursion (field trip) method

This method involves taking pupils for planned ,organized visits to places of interest outside the classroom.

Advantages of field method.

- It breaks the classroom monotony and enables to make learning more meaningful and lasting.
- Makes ideas to become clearer to pupils and learning becomes real.
- Provides first hand information to pupils.
- Gives an opportunity for improving social relationship between teacher, learners and the society.

Disadvantages.

- It is time consuming as it takes time meant for other subjects.
- It exposes children to risk otherwise absent in the classroom such as vehicle accidents, injuries from thorns and poisonous plants and poisonous animals as well as dangerous animals on landscapes among many.

2.5 LIMITATIONS

The researcher had the following on this study paper:-

a) Financial problems

This was due to the fact that cost of producing a questionnaire was a heavy task, as it required a lot of money.

It also becomes much heavy during the process of making the final draft for printing and for transportation.

b) Time

Time hindered the study as the researcher was expected to do other duties such as teaching and other family chores.

c) language barrier

this becomes a problem due to semi-illiterate as well as the presence of different types of communities who are working in the division.

d) Materials

most of the materials that the researcher came across did not have information for the study of this paper.

2.6 DELIMINATION OF THE STUDY PAPER.

The researcher had this following delimitations which enabled the study paper to be carried out.

▪ **Permission.**

The researcher was permitted from school to go out for the exercise. This enabled the researcher to carry out the exercise as required.

▪ **Culture.**

Knowing the culture of the Kisii people enabled the researcher to interact effectively. This enabled the researcher to get some literature books.

▪ **Time.**

The time given to design a proposal was enough.

▪ **Area.**

The researcher being knowledgeable of the area will enable him to carry out the research.

▪ **Adequate transport.**

The area has enough communication network and so the researcher will not meet any transport problem.

▪ **Availability of money.**

Money availability will enable the researcher to be successful.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains how the study will be carried out step-by-step logical sequence and more so why particular methods and techniques would be employed .Accounts of the procedure, population size of sample and methods of sampling procedure.

The essential parts of this section include the following:-

- Research approach
- Research design
- Target population
- Sample sampling procedure
- Instruments or tools
- Data analysis.

3.1 RESEARCH APPROACH

There are two main approaches. These approaches are :-

- I. Quantitative approach.
- II. Quantitative approach

In this research the researcher decided to use both approaches .quantitative approach was used to explore traits and situations from which numerical data would be obtained.

Qualitative approach would be used to describe meaning, how people make their lives experience and the struggle of the world. This is where the researcher is involved going physically to the people ,site or school to observe and record behaviors.

3.2 RESEARCH DESIGN/ STRATEGY

There are three main research designs or strategies .These are experiment, survey and case study paper, the researcher decided to collect data, as it requires a standardized form of collecting data from groups of people.This is done by selecting samples of individuals from the known population.

3.3 TARGET POPULATION

This is a large group of people to be studied in a given area.

3.4 SAMPLE (SIZE)

A sample is a group of people, which represents a large group of population in a given area. In this the researcher decided to use six schools to represent the population.

3.5 SAMPLING PROCEDURE IN RESEARCH

This is how the researcher selects the sample from the population. The types of sampling procedures are probability and non-probability sampling. In this study paper, the researcher used non-probability sampling as it involves the choosing of the nearest and the most convenient study to act as respondents to the study of this paper.

3.6 INSTRUMENTS/TOOLS.

An instrument is a method or technique, which is used for collecting data. Some of the tools or instruments, which are used to collect data, include questionnaires, interview and observation.

In this study paper, the researcher decided to use a questionnaire, as it is of most widely used instrument. A questionnaire has the following advantages:-

1. It can be sent to distant respondents.
2. Respondents are free to say what they want.
3. Many respondents can be reached,
4. It is possible to send questionnaires by post.
5. The respondents are given enough time to answer the questions.
6. The presence of the interview is not required.
7. It is time saving as they provide information at the same period of time.

3.7 PROCEDURE OF THE STUDY

The procedures which were used in the collection were as follows:-

1. Seeking permission from the head teacher.
2. Examining or viewing the literature of the study paper.

CHAPTER 4

PRESENTATION AND DATA ANALYSIS

4.00 INTRODUCTION

There are various ways of analyzing data. These include:-

- Tables
- Bar graphs
- Pie charts and histograms but the researcher chose to use tables.

The researcher also used an open and closed ended questionnaire. This questionnaire had similar questions for respondents. The respondents the researcher had to use were teachers and parents. The number of teachers and parents where the researcher got the data are shown below:

4.01 TABLE 4.01 DISTRIBUTIONS AND RECEPTION OF QUESTIONNAIRE

Respondents	No	Questionnaire Distributed	Questionnaire Received	Percentage of Reception
Teachers	11	11	11	100%
Parents	11	11	10	99%
Total	22	22	21	

The teachers respondent well because they returned all the questionnaires which were given to them. To the side of the parents, their response was done fairly as they did not return all the questionnaires which were distributed to them.

4.02 WHAT DO YOU UNDERSTAND BY FREE PRIMARY EDUCATION? PLEASE PICK ANY AS PER YOUR FEELINGS.

CATEGORY	FREQUENCY	PERCENTAGE
The kind of education given to pupils in primary schools?	1	5
The kind of education given to pupils with the government money?	4	19
The kind of education given to pupils with the government and the tax payers' money?	7	33
The kind of education given to pupils with the tax payers' money?	1	5
The kind of education given to pupils with the government money, tax payers' names and grants from other countries?	8	38
TOTAL		100

Most of the respondents ticked the category of the kind of education given to pupils with the Government money, tax payers' money and grants from other countries as the right answer. This represented 38% of all the total respondents. The researcher agreed with this category. This was because the money which is used to run free primary programme is donated by the Government is got from the Wananchi as tax and uses it in running free primary education. The other source of the programme is grants from other countries like Britain, America, Japan, China and German among others. The second most group chose the kind of education given to pupils with the Government and the taxpayers' money only cannot be sufficient to run free primary education programme as our country is a developing country.

The third group chose the kind of education given to pupils with the Government money. The researcher disagreed with this category because the Government cannot exist minus tax from its people. Hence, there would be no free primary education.

The fourth category chose the kind of education given to pupils in primary schools. The researcher disagreed with this category, because even the private primary schools provide education where payment is done.

The fifth category chose the kind of education given to pupils with the taxpayers' money. The researcher disagreed with this category because only the taxpayers' money cannot be sufficient to run free primary educational programme.

4.03 DO WE HAVE FREE PRIMARY EDUCATION? A) YES B) NO

OPTION	FREQUENCY	PERCENTAGE
YES	19	91%
NO	2	9%
TOTAL	21	100%

In this category of the respondents agreed that free primary education exists in Kenya. The researcher agreed with this group because the Government is the one which is providing almost what is required for the running of the programme such as provision of teachers, teaching learning materials, classrooms among others. These groups are represented by 91%.

The least number of the respondents disagreed with this. The researcher disagreed with this category of the respondents because it is the Government which is providing teachers, teaching and learning materials and other provisions.

4.04 DOES THE KENYAN GOVERNMENT ALLOW ANY SUPPLEMENTS FROM PARENTS IN THE LOCAL LEVEL? TICK ONE A) YES B) NO

CATEGORY	FREQUENCY	PERCENTAGE
YES	19	91%
NO	2	9%

The majority of the respondents agreed that the Kenyan Government allows supplements from parents in the local level. The researcher also agreed with the respondents' response because the Government does not provide some items such as uniforms, food, land where to establish the schools, medical services among others.

The second group disagreed by saying that the Government does not allow any supplement from the parents. The researcher disagreed with them as it is the responsibility of the parents to provide uniform, food, shelter, medical care and security in the home.

4.05 WHAT KIND OF GROUP IS FREE PRIMARY EDUCATION OFFERED TO?

TICK ONE

CATEGORY	FREQUENCY	PERCENTAGE
All school going children for learners	10	48
All primary going learners	9	43
All normal primary going children	2	9
All special primary going children	-	%

Most of the respondents said that free education is offered to all school-going children or learners. The researcher disagreed with the respondents' response because the learners in private schools do not benefit from free primary education except public primary schools. This group represents 48%. The other group said that all primary-going learners are the ones free primary education is offered to. The researcher agreed with the response of this respondents because the learners in all primary going learners are the ones who benefit from free primary education. This group is represented by 43%. The third group is the one which said that all normal primary going children. The researcher disagreed with this response because free primary education is offered to both normal primary going children and all special primary going children.

4.06 WHAT DO YOU THINK IS THE ENROLMENT OF PUPILS DUE TO FREE PRIMARY EDUCATION AS COMPARED TO THE PREVIOUS SYSTEM OF EDUCATION? PLEASE TICK ONE. A) SMALL B) LARGE

CATEGORY	FREQUENCY	PERCENTAGE
Small	-	0%
Large	21	100%
The same	-	0%

In this category, all the respondents ticked or agreed that the enrolment of pupils due to free primary education is large as compared to the previous system of education. The researcher agreed with the response of the respondents because through his observation and knowledge, free primary education enabled children from poor families to access education and this increased the

number of children in primary schools. Nobody dared to tick 'small' or the same because observation done from since the time free primary education started all the public primary schools got swollen with learners and this caused a lot of congestion in classes and made the teachers to be overburdened.

4.07 DOES FREE PRIMARY EDUCATION OFFER QUALITY EDUCATION IN KENYA? PLEASE, PICK ONE.
(A) NO (B) YES

CATEGORY	FREQUENCY	PERCENTAGE (%)
NO	14	67
YES	7	33
TOTAL	21	100

Here, most of the respondents disagreed that free primary education does not offer quality education in Kenya. The researcher agreed with the respondents to a certain level. This is because free primary education is faced with a number of problems such as inadequate trained personnel to handle a huge population of learners in public primary schools. Inadequate provision of learning/ teaching materials, poverty, political interference, immorality, diseases such as HIV/AIDS, theft, truancy, absenteeism , bad peer groups, family instability, among others.

This number is represented with 67% of the total number. The other category which agreed is represented with 33%. The researcher disagreed with the respondents because quality education is offered when there is sufficient provision of teaching personnel, when appropriate methods of teaching are applied, when the curriculum is modified, among others.

4.08 WHAT KIND OF PROBLEMS DO YOU THINK ARE FACING FREE PRIMARY EDUCATION IN KENYA? PLEASE, PICK ANY AS PER YOUR FEELING.

CATEGORY	FREQUENCY	PERCENTAGE
Large enrolment	17	
Have enough teachers	4	
Lack of enough teachers	16	
Unequal distribution of resources	9	43
There are no problems	-	
There is no quality education	8	
Business between rural & town schools	7	
Business between the distribution of resources due to political influence	8	
Lack of enough manpower	15	
Low level of parental participation	11	52
Lack of cooperation between parents & teachers	10	
Lack of enough teachers	13	
Absenteeism	9	43
Poor teaching methods	7	
Congestion of teachers	16	
Presence of untrained teachers	2	
Poor sanitation facilities	9	43
High number of girl dropouts due to problems related to sanitation	5	24
Poor school management	12	47
Poor balanced diet to the school going children	6	29

In this category, most of the respondents ticked more than one answer as follows: large enrolment, lack of enough resources, lack of enough manpower, congestion, lack of enough teachers and poor school management. The researcher agreed with them because when free education came to existence, a flow of learners came to school as this system made education affordable to all. The large number also made the resources to be insufficient and this became a problem to teaching and learning. It further led to lack of enough manpower which is to handle the big number of learners in schools and this caused a big burden to the few teachers who are deployed in the public schools. They also said that there is lack of enough special teachers in the country who have the knowledge and skill of handling special children and as such special children are not well attended and thus denied the right to education.

They also said that there is congestion of learners in primary schools. This was brought about as free primary education was given birth. This made education affordable to all children even those from poor families. This made a big number of learners to flow to

schools and caused congestion of learners in classes in a few existing schools in the country.

Those who ticked poor school management were 47%. The researcher also agreed with the respondents because good performance of a school depends on skilled management whereby those managing schools are not trained before they are given the work of management, therefore they can not perform as expected. For example, the headteachers are not trained accountancy work and as such they lack the skill of handling money. Some managers also are not ready of delegating to their juniors. They fear that they might misappropriate funds. Managers also mishandle colleagues which lead to their discouragement to do good work.

52% of the respondents agreed that there is low level of parental participation. The researcher agreed with this as when free primary education was started, parents stopped from participating for the success of free primary school education. Some even thought that it was the duty of the Government to provide everything such as uniform, building of classes, shelter, medical, among others. The introduction of free primary education made the parents to forget their role.

Some respondents agreed that there is lack of cooperation between parents and teachers. The researcher also agreed with them because when there is cooperation, always there is success. This means that some parents are not willing to buy uniforms for their children, do not give support in supplementing extra fee in making chairs and desks, constructing class rooms for the big number so as to avoid congestion and providing land for establishing schools and providing paths leading to schools, among others.

Some respondents agreed that there is unequal distribution of resources in schools. The researcher agreed with these respondents because through his observation it is correct to say that way as some schools have more teachers than others and this leads to poor performance to schools which are overburdened with understaffing while those with high number of teachers do well.

Some respondents marked absenteeism as a problem. The researcher also agreed with them because those learners who do not go to school regularly can not catch up with those who attend school always as such they fail when it comes to examination days, while the regular ones will succeed.

Those respondents who marked poor sanitation facilities are 43%. The researcher also agreed with them as a problem because it will make some girls to drop out of school and as such affect their learning process.

Some respondents agreed that there is no quality education. The researcher agreed with them because there is no equal distribution of resources to all schools due to political influence. There is also lack of enough teachers to handle a large number of learners and this affects performance.

Some respondents ticked both business between rural and town schools and poor teaching methods. The researcher also agreed with them because town schools are well equipped than rural schools whereby town schools do well than rural schools.

In the side of poor methods of teaching, the researcher agreed that if poor methods are used in teaching, performance will be affected.

Some respondents agreed that poor balanced diet affects the school-going children. The researcher agreed to this because poor balanced diet leads to retardation in a child, and hence poor performance of a learner.

Some respondents agreed that there is a high number of girl drop-outs due to problem related to sanitation. In this also, the researcher agreed with respondents as lack of proper sanitation will lead to embarrassment to a girl-child learner and hence force them to leave school, and as such affect their learning

The last two statements which were marked that there are no enough teachers and existence of untrained teachers, the researcher disagreed with the respondents because in our country there are no adequate trained teachers personnel to handle learners, and he further denied saying that in Kenya there is no existence of trained teachers.

4.09 HOW CAN GIRLS AND SPECIAL CHILDREN BENEFIT FROM FREE PRIMARY EDUCATION? PLEASE, TICK ANY AS PER YOUR FEELING.

CATEGORY	FREQUENCY	PERCENTAGE
Through integration	11	55
Through separate schools	7	33
Through training many special teachers	14	67
Through good role modeling	8	38
Through employing teachers skilled in guidance and counseling	14	67

In this category, the respondents said that the girls and special children can benefit from free primary education through integration. The researcher agreed into a certain level because in integration the learners are not discriminated and as such they feel regarded. They are left to

socialize with the other children and thus feel accepted and recognized. In the other side, no proper attention given to them.

The second category said that they would benefit through separate schools. The researcher disagreed with the respondents into a certain level as this would encourage discrimination and a sense of unbelonging into the community. While in the other side, it would enable them to benefit more as they would get sufficient attendance from their teachers as per their learning pace.

The other respondents agreed that girls and special children would benefit through training many special teachers and through employing many teachers skilled in guidance and counseling. This represents 67%. The researcher agreed with the respondents because if enough teachers would be trained, the workload would be reduced and hence enable teachers to specialize and then be in a position to perform a commendable work which would cause better performance.

Through employing teachers skilled in guidance and counseling, the girls and special children would be given proper direction and hence proper learning.

The last category marked saying that they would benefit through role modeling. This group represents 38%. The researcher agreed with the respondents because good role models motivate and encourages an individual in integrating something. The role model is used as a gauge in achieving a goal or an activity.

4.10 WHAT ARE THE NEEDS OF ALL SCHOOL-GOING CHILDREN? TICK ANY AS PER YOUR FEELING.

CATEGORY	FREQUENCY	PERCENTAGE
School uniform and other clothing	12	57
Learning materials such as books, and writing materials	19	90
Good learning environment	18	86
Spacious class room with enough light and ventilations	17	81
Well-trained teachers	18	86
A good balanced diet	14	67
Love from both teachers and parents	15	71
Good playing ground	11	52
Security	17	81
Good living environment (shelter)	14	67
Good health	12	57

The first category states that the needs of all school-going children are learning materials such as books and writing materials. This represents 90% of the respondents. The researcher agreed with this category.

The second category states that good learning environment is another need. This represents 86% of the respondents. The researcher agreed.

The other, third category, was well-trained teachers, which also represents 86%. The researcher also agreed as learning can not take place minus a teacher who should be well-trained.

The fourth and fifth categories are the ones which states spacious classrooms with enough light and ventilations and security. The researcher agreed because security is a basic need of a child and also spacious classroom with enough lights and ventilations creates a good learning environment for a child.

The sixth category states that love from both parents and teachers is a need. This is represented by 71%. The researcher agreed because love creates a sense of belonging and acceptance and hence learning.

Another category marked the one which states that a good balanced diet is a need of school-going children. The researcher agreed with the respondents' response because if a child is given a good balanced diet he/she will be made to become intelligent.

Another category is the one which states that a good living environment (shelter) is necessary for conducive learning. The respondents who marked this represents 67%. The researcher agreed with them because shelter is a basic need.

The other category states that school uniform and other clothing is a need for school-going children. This is represented 57%. The researcher agreed with the group because uniform is a necessity for easier identification.

The ninth category which states that good health is a need to school-going children. This is also represented by 57%. The researcher agreed with this group as good health is a basic need

The last category states that good playing ground is a need for school-going children. This represents 52%. The researcher agreed with the respondents because playing grounds provide room for the learners to enjoy playing and socializing with others. Playing also enables the learners to keep fit health wise.

4.11 HOW CAN PROBLEMS RELATED TO GENDER DISPARITIES BE TACKLED IN FREE PRIMARY EDUCATION? PLEASE, PICK ANY.

CATEGORY	NO. OF RESPONDENTS	FREQUENCY	PERCENTAGE
Through the reducing of workload for girl-children	21	11	53
Through guidance & counseling	21	17	81
Through female role models	21	13	62
Through girl clubs	21	6	29
Through sidelining the negative stereotypes to girls	21	11	53
Through copying the Western ideologies	21	2	10
Through encouraging girls to work hard	21	14	67
Through making policies which try to tackle the girl-child's problem	21	15	71

The first point on how to tackle problems related to gender disparities as agreed by the respondents is through guidance and counseling. The researcher also agreed as per the response of the respondents because through this people would be given the right direction. They would be made to know the importance of both girl and boy child in the societal need and development and therefore reverse their ideologies.

The second voted factor was through making policies which try to tackle the girl-child's problems. The researcher also agreed with the respondent's ideas because the policies would protect the girl-child's rights.

The third group of respondents agreed that it is through encouraging girls to work hard. The researcher agreed with the respondents because when she is encouraged, she would be put more effort and perform well.

The fourth way which was agreed by the respondents was through female role models. The researcher also agreed with the respondents because the role models can be used as a gauge in achieving a targeted goal and as such better performance.

The sixth and seventh are the one through which the workload for the girl-children and through sidelining the negative stereotypes to girls. This represents 53% of each. The researcher also agreed as per the say of the respondents because this way the girl-child will also be given a chance to access education, thus a right to education.

The second last states that it would be through girl clubs, where gender disparities would be solved. The researcher also agreed with the respondents as here various ideas and feelings will be shared which would be helpful to the girl-children.

The last category is the one which states that it is through copying the Western ideologies. The researcher disagreed with the respondents as the Western ideologies will erode the African culture.

4.12 WHAT ARE THE SIGNS OF QUALITY EDUCATION? PLEASE, TICK ANY AS PER YOUR FEELINGS.

CATEGORY	NO. OF RESPONDENTS	FREQUENCY	PERCENTAGE
Good standards of living	21	21	100
Good homes	8	21	38
Good communication needs	12	21	57
Mutual understanding between people	16	21	76
Gain of the Kenyan currency against other foreign currencies	7	21	33
Rapid developments in the country	14		67
Poverty	1		4

The first category states that good standards of living are the signs of quality education. This category consisted of 100% of the total respondents. The researcher agreed.

The second category stated that mutual understanding between people are the signs of quality education and this consisted of 76% of the total respondents. The researcher agreed to a certain level as education enables people of different cultures to mix or socialize and acceptance of other people's culture. It also increases the people's reasoning capacity and harmony.

The third category is states that rapid development in the country is the sign of quality education. This consisted of 67% of the total number of respondents. The researcher also agreed with what the respondents marked. This is because development of the country largely depends on the educational level of her people. Technology improves when there is quality education and hence rapid development

The fourth category states about good communication needs. This represents about 57% of the total of the respondents. The researcher also agreed with the respondents because quality education will improve sharing of ideas and information of people of different origins.

The fifth category states good homes. This consists of 30% of the total respondents. The researcher agreed with what the respondents had said because good homes comes as a result of quality education.

The sixth category states gain of the Kenyan currencies against other foreign currencies. The respondent who voted for this consisted of 33%. The researcher agreed with this because without

quality education there would be no existence of trade between countries whereby there would be gain of local currency.

The last category states poverty is the sign of quality. This consisted of 4% of the total respondents. The researcher disagreed with the respondents as poverty is not a sign of quality education, but a sign of poor quality of education.

4.13 DOES THE KENYAN GOVERNMENT HAVE QUALITY RESOURCES FOR FREE PRIMARY EDUCATION? PLEASE, TICK ONE.

CATEGORY	FREQUENCY	PERCENTAGE
YES	8	38
NO	13	62

In the first place, the respondents who agreed that the Kenyan have quality resources for free primary education. This consisted 38%. The researcher agreed with the respondents into a certain level.

In the second group the respondent disagreed saying that the Government of Kenya does not have quality resources for free primary education. This category consisted 62%. The researcher agreed into a certain level because the materials keeps on changing from time to time.

4.14 ARE THE QUALITY RESOURCES ACCESSIBLE TO ALL KENYAN CHILDREN? PLEASE, TICK ONE.

CATEGORY	FREQUENCY	PERCENTAGE
YES	4	19
NO	17	81

In this category, most of the respondents disagreed that the quality resources are not accessible to all Kenyan learners. This represents 81% of the total respondents. The researcher agreed with their response because the resources are not equally distributed to all schools due to political interference. You also find that schools in urban centres are well equipped than rural schools and this affect learning as it is imbalanced.

The second category agreed that quality recourses are accessible to all Kenyan learners. This consists 19% of the total respondents. The researcher disagreed as the quality resources are only

accessible to places which contains politicians who are very influential and in urban centres where communication network is good.

CHAPTER FIVE

SUMMARY, DISCUSSION AND RECOMMENDATIONS

5.0 SUMMARY

There are many preparations which the researcher had to carry out such as choosing the topic, preparing of research questions and designing of objectives of study.

The researcher used both qualitative and quantitative methods in carrying out the research. He used survey strategy to collect data from groups of people. This is done by selecting samples of individuals from known population. The problem is about challenges affecting free primary education.

The researcher used non-probability sampling as it involves the choosing of the nearest and the most convenient person to act as the respondents to the study.

In collecting data, the researcher used questionnaires, interviewing people and through observations. The procedure which the researcher used in data collection was that he got permission from the head teacher, he viewed the literature of the study paper, preparation of the questionnaires, pre-testing the questions, doing piloting of the study, modification of the questionnaires, collecting and analyzing data.

5.1 DISCUSSION

The major causes of challenges facing free primary education are as follows.

Extreme poverty in a family which makes parents unable to provide the basic needs to their children. This makes them to be unable to relate to children from more affluent families, being tempted to steal, to absent themselves from school and they lack concentration in their lessons.

It is true that some politicians interfere with equal distribution of resources to all schools and this affects learning and hence poor performance.

Politics also causes political instability which affects learning in schools because of lack of peace.

Immorality is another problem to the young teenagers such as girls and boys who involve themselves in pre-marital sex whereby girls get unwanted pregnancies which make them to drop out of school.

Diseases such as HIV/AIDS hinder the development of learners due to trauma and stigma.

Theft of a property which belongs to a learner affects his or her development as he/she will keep on thinking about their lost items instead of concentrating in their academic endeavours.

Truancy is another problem as this will keep a child away from school hence losing valuable learning time thus becomes a drop out.

Bad company also ruins a child's behaviour and makes them to perform badly and hence drop out of school.

The existing curriculum is too rigid which does not cater for an individual needs and difference.

The low mutual understanding between primary and secondary school teachers is also a hindrance in good performance of learners.

Illiteracy of parents hinders their children from going to school and acquire knowledge as they are poor role models.

The use of drugs interferes with the well-being of the child. It can be physically, socially or mentally.

The absence of parents from home also may hinder the development of a child as they lack parental love and encouragement which is very essential in educational development. It can also make such children to be easily attracted to bad peer groups.

Child abuse also makes a learner to be withdrawn, reserved shy or dozing in class. This would affect the child's academic performance seriously.

Inappropriate resources such as lack of sanitation hinder their development since they may end up becoming drop outs.

It is true to say that too rigid or too much laxity and inconsistent school discipline affect learner's social and psychological growth.

Child labour is another problem to free primary education as it affects the learner's development.

High expectation of parents from their children without encouragement also hinders free primary education as the learners develop low self esteem towards learning, hence affect learning.

Lack of motivation from the headteacher who makes teachers to spend little time on preparation and present lessons in un-attractive, less motivating and illogical manner.

Poor teaching methods which do not meet needs of learners which leads to behavioural problems

Sponsorship may also affect free primary education as it may want a member of their denomination or community regardless of their competence to run a school.

Long distances traveled by learners makes them to be very tired and sleepy, thus, affects their learning. Some learners who come from very far also go without food the whole day. This also would affect learning.

Lack of inspiration from role models affects learning.

The natural ability of the learner which differs from learner to learner also affects learning.

Family instability such as parental divorce or quarrels which adversely affects learning as it affects the provisions supportive items.

Death of one or both family members as a result of accident or diseases such as HIV/AIDS may leave the children suffering and hence affect learning.

5.2 CONCLUSION

In order to make free primary education a success all the stakeholders should be made to participate.

5.3 RECOMMENDATIONS

1. The curriculum should be modified to suit all categories of learners.
2. The government of Kenya should liberalize the publishing of books so long as they are screened by the Kenya Institute of Education.
3. The education sector support programme in Kenya should increase allocation and utilization of resources.
4. The government should improve the efficiency in resources utilization and increase transparency and accountability at school level.
5. The government should empower communities to make decisions and implement them in their various schools.
6. The reform of teacher distribution should be done on the basis of demand.
7. Public schools to provide food for learners who walk long distances as well as learners from poor families.
8. The government of Kenya should also provide uniform to learners.
9. More classrooms and desks should be constructed so as to cater or accommodate the big number of learners.
10. Sanitary items should be provided so as to avoid the problem of dropout of girls.
11. The government should provide facilities for long distance learners so as to enable them reach schools in time.
12. The community should be sensitized and mobilized so as to have positive attitudes towards special learners.
13. Seminars and workshops to be organized so that teachers and parents can share information on special needs.
14. The non-governmental organizations should be involved in providing funds and materials to help learners in learning.
15. Intensive training programmes should be arranged for teachers in key communities.
16. The government should ensure that there is equal distribution of resources such as teachers and teaching/ learning materials both in rural and urban centres.
17. The government should ensure that there is stability in the country by whichever cost.

18. Payment of teachers' salary should be improved so as to motivate teachers in their work.

Who to implement the recommendations:

- Religion leaders
- Parents
- Teachers
- Health workers
- Community leaders
- Non-governmental organization officials
- Social workers

How it should be implemented

- Through seminars
- Through barazas
- Through music festivals
- Through discussion groups
- Through in-service course
- Use of appropriate methods of teaching and appropriate learning resources
- Indiscipline of learners also should be enabled through the use of guidance and counseling.

3. Making a questionnaire.
4. Pre-testing the questionnaire.
5. Modifying or adjusting the questionnaire.
6. Doing piloting of the questionnaires for the study.
7. Collecting questionnaires.
8. Analyzing the questionnaire or data.

QUESTIONNAIRE FOR TEACHERS AND PARENTS

This questionnaire is intended for the study of the special study paper only and all, information gathered will be handled in confidential manner:

TEACHERS.

1. What is your sex ?
2. What is the name of your institution ?
3. What is the number of your working staff ?
4. What is your designation ?
5. Do we have free primary education in Kenya ?
 - a) Yes
 - b) No
6. What do you understand by free primary education ? Please pick any
as per your feelings.
 - a. The kind of education given to pupils in primary schools ?
 - b. The kind of education given to pupils with the government money ?
 - c. The kind of education given to pupils with the government and the taxpayers' money ?
 - d. The kind of education given to pupils with the taxpayers' money ?
 - e. The kind of education given to pupils with the government money ,taxpayers' money and grants from other countries ?
- 7.Does the Kenyan government allow any supplements from parents in the local level ? Tick one.
 - a)Yes
 - b). No
- 8.To what kind of group is free primary education offered ? Tick one.
 - a) All school going children or learners.
 - b) All primary going learners.
 - c) All normal p[primary going children.
 - d) All special primary going children.
- 9.What do you think is the enrolment of pupils due to free primary education as compared to the previous system of education .Please tick one.
 - a) Small
 - b) Large
 - c) The same.
10. Does free primary education offer quality education in Kenya ? Please pick one.
 - a)Yes
 - b) No

11. What kind of problems do you think are facing free primary education in Kenya ? Please pick as per your feelings.

- e) Large enrolments.
- f) Have enough teachers.
- g) Lack of resources.
- h) Unequal distribution of resources.
- i) There are no problems
- j) There is no quality education.
- k) Biasness between the distribution of resources due to political influence.
- l) Lack of enough manpower.
- m) Low level of parental participation.
- n) Lack of co-operation between parents and teachers.
- o) Lack of enough special teachers.
- p) Absenteeism.
- q) Poor teaching methods.
- r) Congestion of learners.
- s) Poor sanitation facilities.
- t) High number of girl dropouts due to problems related to sanitation.
- u) Poor school management.
- v) Poor balanced diet to the school going children.

12. how can girls and special children benefit from free primary education ?

Please tick as per your feelings.

- a) Through integration.
- b) Through separate schools.
- c) Through training many special teachers.
- d) Through good role model.
- e) Through employing teachers skilled in guidance and counseling.

13. What are the needs of all school going children ? Please tick any as per your feelings.

- a) School uniform and other clothing.
- b) Learning materials such as books and writing materials.
- c) Good learning environment.
- d) Spacious classrooms with enough lights and ventilations.
- e) Well-trained teachers.
- f) A good balanced diet.
- g) Love from both teachers and parents.

- h) Good playing grounds.
- i) Security.
- j) Good living environment.(shelter)
- k) Good health.

14. how can problems related to gender disparities be tackled in free primary education ?Please pick any.

- a) Through reducing the workload for girl children.
- b) Through guidance and counseling.
- c) Through female role models.
- d) Through girl clubs.
- e) Through sidelining the negative stereotypes to girls.
- f) Through copying the western ideologists.
- g) Through encouraging girls to work hard.
- h) Through making policies which try to tackle the girl child's problem.

15. What are the signs of quality education ? Please tick any as per your feelings.

- a) Good standard of living of living.
- b) Good homes.
- c) Good communication needs.
- d) Mutual understanding between people.
- e) Gain of Kenyan currencies against other foreign currencies.
- f) Rapid developments in the country.
- g) Poverty .

16. does the Kenyan government have quality resources for free primary education ? Please tick one.

b. Yes

b. No

17. Are the quality resources accessible to all Kenyan children ? Please tick one.

c. Yes

b. No

PARENTS.

- 1) What is your sex ?
- 2) What is the name of your location ?
- 3) What is the number of your working staff ?
- 4) What is your work
- 5) Do we have free primary education in Kenya ?
 - a) Yes
 - b) No
6. What do you understand by free primary education ? Please pick any as per your feelings.
 - a) The kind of education given to pupils in primary schools ?
 - b) The kind of education given to pupils with the government money ?
 - c) The kind of education given to pupils with the government and the taxpayers' money ?
 - d) The kind of education given to pupils with the taxpayers' money?
 - e) The kind of education given to pupils with the government money ,taxpayers' money and grants from other countries ?
- 7..Does the Kenyan government allow any supplements from parents in the local level ? Tick one.
 - a).Yes
 - b). No
- 8.To what kind of group is free primary education offered ? Tick one.
 - a) All school going children or learners.
 - b) All primary going learners.
 - c) All normal primary going children.
 - d) All special primary going children.
- 9.What do you think is the enrolment of pupils due to free primary education as compared to the previous system of education. Please tick one.
 - a) Small
 - b) Large
 - c) The same.
10. Does free primary education offer quality education in Kenya? Please pick one.
 - a). Yes
 - b). No

11. What kind of problems do you think are facing free primary education in Kenya? Please pick as per your feelings.

- a) Large enrolments.
- b) Have enough teachers.
- c) Lack of resources.
- d) Unequal distribution of resources.
- e) There are no problems
- f) There is no quality education.
- g) Biasness between the distribution of resources due to political influence.
- h) Lack of enough manpower.
- i) Low level of parental participation.
- j) Lack of co-operation between parents and teachers.
- k) Lack of enough special teachers.
- l) Absenteeism.
- m) Poor teaching methods.
- n) Congestion of learners.
- o) Poor sanitation facilities.
- p) High number of girl dropouts due to problems related to sanitation.
- q) Poor school management.
- r) Poor balanced diet to the school going children.

12. how can girls and special children benefit from free primary education ? Please tick as per your feelings.

- a) Through integration.
- b) Through separate schools.
- c) Through training many special teachers.
- d) Through good role model.
- e) Through employing teachers skilled in guidance and counseling.

13. What are the needs of all school going children ? Please tick any as per your feelings.

- a) School uniform and other clothing.
- b) Learning materials such as books and writing materials.
- c) Good learning environment.
- d) Spacious classrooms with enough lights and ventilations.
- e) Well-trained teachers.
- f) A good balanced diet.

- g) Love from both teachers and parents.
- h) Good playing grounds.
- i) Security.
- j) Good living environment.(shelter)
- k) Good health.

14. How can problems related to gender disparities be tackled in free primary education ? Please pick any.

- a) Through reducing the workload for girl children.
- b) Through guidance and counseling.
- c) Through female role models.
- d) Through girl clubs
- e) Through sidelining the negative stereotypes to girls.
- f) Through copying the western ideologists.
- g) Through encouraging girls to work hard.
- h) Through making policies which try to tackle the girl child's problem.

15. What are the signs of quality education ? Please tick any as per your feelings.

- a) Good standard of living of living.
- b) Good homes.
- c) Good communication needs.
- d) Mutual understanding between people.
- e) Gain of Kenyan currencies against other foreign currencies.
- f) Rapid developments in the country.
- g) Poverty .

16. Does the Kenyan government have quality resources for free primary education. please tick one.

- a). Yes
- b). No

17. Are the quality resources accessible to all Kenyan children ? Please tick One.

- a). Yes
- b). No



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Office of the Director

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR.....

REG. # BEM/15611/71/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:

FREE PRIMARY EDUCATION AND
ACADEMIC PERFORMANCE OF LEARNERS
IN THE SELECTED PRIMARY SCHOOLS OF
MARIAKANI ZONE KALOLENI DISTRICT-KENYA

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,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

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