

INTERNAL EFFICIENCY OF FREE PRIMARY EDUCATION
IN KAKAMEGA CENTRAL DISTRICT,
LURAMBI DIVISION,
KENYA

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A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF DISTANCE
LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF A BACHELOR OF EDUCATION
(SCIENCE) OF KAMPALA INTERNATIONAL
UNIVERSITY

AUGUST, 2011

DECLARATION

I, *Andati Jackson Andika BED/42389/92/DF*, do declare that the work presented in this study has never been presented either in whole or part to any institution for an academic award. All the information in this thesis is based on my own research.

Sign

Date.....

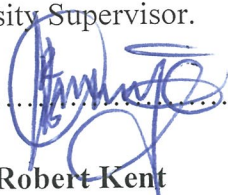
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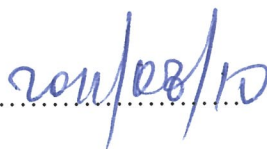
APPROVAL

This thesis has been submitted for examination with my approval as the Candidate's University Supervisor.

Sign



Date.....



Kirya Robert Kent

Supervisor

DEDICATIONS

This research is dedicated to my beloved wife; Jane Asubila for her love and tireless sacrificial efforts, moral, social encouragements and the endurances she has gone through that formed a strong academic foundation for me up to this level. She should live to witness the outcome of this effort. Now and forever, Amen!

ACKNOWLEDGEMENTS

I extend my appreciation to Kirya Kent my supervisor for the patience and transformation through academic and professional advice and special thanks go to my lecturers who taught me. I would like also to thank the respondents, who answered my questionnaires and provided me with the necessary information for my research report. However, all errors and omissions are entirely mine.

Special thanks go out to my Lecturers who equipped me with skills and knowledge of art from the College of Distance Learning. I cannot forget the dear friends for their great encouragement and support they gave me to face the challenges I encountered.

I know it's difficult to mention everyone who supported me but with this note may the almighty God be above you to bless all, below to support you, before to guide you, behind to protect you and inside to sustain you. Now and forever, Amen!

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ABSTRACT

This study sought to establish the level of internal efficiency of Free Primary education in Kakamega Central district in Lurambi division. It was found out that internal efficiency in the area of study is very low and the following factors were identified to have contributed to the problem admission of under-age children and quality of classroom practice have been identified as responsible for such a low rate of internal efficiency, parents' involvement in the learning activities are very low, the lack of resources, some pupils study under shades of trees they actually don't study when raining, poor feeding programs, high teacher pupil ratio etc. Repetition is one indicator of the internal inefficiency of an educational system. In Kenya, primary school repetition is high and as such, constitutes wastage particularly, and of course problematic to the state, parents and individual pupils/victims. It is conceptualized that efficiency as applied to educational achievement combines both qualitative and quantitative variables and relates inputs to outputs. An efficient educational system should enable pupils graduate within the time frame prescribed. If students spend more time than is required there is wastage.

The study was carried out using descriptive survey study design. The researcher used questionnaires, check list and interview schedules as research tools. Analysis of documented data was also done to gather relevant data. Both qualitative and quantitative data were collected and analyzed. Qualitative data were analyzed in narration form while quantitative data were analyzed by use of %, means and frequencies. Tables were used to present data for easy interpretation.

To combat this phenomenon in the primary school system in Kenya, the government has resorted to experiment on some strategies namely: Compensatory Education, Competency-Based Teaching Approach, Automatic/ Administrative Promotion in addition to the New Pedagogic Approach with apparently, significant results in the reduction of repeating. It is concluded that these strategies based on a pupil – centred philosophy/pedagogy tend to promote learning and consequently, increase promotion in primary schools.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Since independence in 1963, the Kenya government has faced the challenge of education system through commissions, committees and task forces. The government addresses the provision of education and training for all Kenyans as fundamental to the government's overall development strategy. Government views education as A long term objective to provide basic quality education to enhance Kenya's ability to preserve and utilize the environment for productive and sustainable livelihoods, to develop quality of the human race; to realize the universal access to education and training for all including the disadvantaged and the vulnerable and as a necessary tool for development and protection of the democratic institutions of human rights (MOEST, 2005).

The most significant government reports and commissions include *The Ominde Report* of 1964, *The Gachathi Report* of 1976, *Mackay Report* of 1981, *Kamunge Report* of 1988 and *The Koech Report* of 2000. The initial reports aimed at policies fostering national unity and creation of sufficient human capital and were adopted from the colonial government. The reports in the 1980s were more focused on redefining education to foster national unity, social, economic and cultural aspirations of Kenyans. Current education system in Kenya that consists 8-4-4 System: of eight years of primary school, four years in secondary school and then four years in university.

Concerning education financing, quality and relevance were introduced in the 1990s. In 2000, the Commission of Inquiry into the Education System of Kenya (*The Koech Report, 2000*) recommended the Totally Integrated Quality Education and Training (TIQET). It outlined ways and means of enabling education to facilitate lifelong learning, national unity,

and mutual social responsibility, accelerated industrial and technical development, while responding to changing circumstances (MOEST, 2005). While the government did not adopt the TIQET program, some of its core recommendations have been adopted and implemented (such as curriculum rationalization).

In 2003, NARC government implemented the FPE policy, which was a campaign pledge to the voters. The FPE initiative focuses on attaining EFA and in particular, Universal Primary Education (UPE). “Key concerns are access, retention, equity, quality and relevance and internal and external efficiencies within the education system (MOEST, 2005a, pp3)”. Through the FPE policy, the NARC government is scrutinizing the current 8-4-4 systems, which had previously been coupled with retention and reduced enrolment before it came to power. The government’s focus is also on “quality education and training as a human right in accordance to Kenya law and international conventions. The FPE implementation in 2003 is critical to attaining the EFA as a key objective to realizing the UPE goal (MOEST, 2005 pp3)”.

The goal of the current government is to have education and training for development translated “*Elimu Bora Kwa Maendeleo*”. The MOEST is mandated with this mission and it works with the stakeholders, to provide, promote and coordinate quality lifelong education training and research for Kenyans sustainable development and responsible citizenry .The ministry is responsible for providing appropriate regulatory framework, develop policies and guidelines, provide support, mobilize resources for education sector inputs and coordinate human capital development through education and training. The overall goal of MOEST and the government is to achieve EFA by 2015 in tandem with international commitments (MOEST, 2005 pp28).

The current education system consists of Early Childhood Education (ECE), primary and secondary Education. ECE takes one year. At the end of the primary education, pupils sit 5 subjects for the Kenya Certificate of Primary Education (KCPE) prepared by the Kenya National Examination Council (KNEC). Performance in the KCPE determines who is admitted to secondary schools. At the end of secondary education, students sit for the Kenya Certificate of Secondary Education, also administered by the KNEC. The Joint Admissions Board (JAB) is responsible for selecting students to joining public universities. Students can apply directly to private universities, which are guided by the Commission for Higher Education (CHE). There are departments at the MOEST headquarters and within the Kenya Institute of Education (KIE) that are responsible for coordinating and preparing curriculum for special needs education. MOEST also manages teacher training. “Special education suffers from inadequate funding, lack of clear policy framework, low progress in assessing and placing children with disabilities, few qualified teachers to handle children with special needs, lack of teaching and learning resources among others (UNESCO, 2006, pp28)”.

Macro economic and demographic factors have an impact on the income, growth potential, population and public sector performance. They play vital roles in respect to education and training in Kenya. While they contribute to national development, they have also imposed constraints on the education sector development. The poor economic performance in Kenya has led to rising poverty levels which impacts negatively on education performance indicators. The population living in poverty had risen from 48.8% in 1990 to 56.8 % in 2004 (MOEST, 2005). The government plans to reduce poverty by 50 % in 2015 as stipulated in the MDG s Economic Strategy Paper of 2003. Poor economic performance has reduced schools General Enrolment Rate from 105.4% in 1989 to 87.6% in 2002. This has risen to 99% after FPE implementation in 2003 (MOEST, 2005). A steady growth rate of 6.6% is

desirable in order to achieve the MDG goals and the current growth rate in Kenya is 4.4 %. (Presidential Speech, Kenyatta Day Celebration, October 20, 2007).

Schools Management Committees (SMC) feel that they are seriously constrained to improve the state of learning facilities due to the government's ban on any additional school levies. At the same time, conditions laid down to request for approvals to institute 14 new levies are so cumbersome that they hesitate to embark on the process. Nyamute (2006) notes that the current cost of FPE is beyond the normal education budget allocation. The fact that the country's economy had not been performing as expected in recent year's means that it cannot support the realization of the UPE goals without the infusion of outside funds. Although FPE is a major step in ensuring EFA, for the country to sustain universal access, there will be a need for accelerated economic growth to generate public funds for education. Otherwise, prioritizing UPE is most likely to take away from the provision for other sectors of education as well as from other social sectors, such as health. Ayieke A (2005) adds that, After the initial euphoria, it was noticed that there was lack of sustained and comprehensive communications strategy for FPE. There was lack of consultation and information on the roles of various key stakeholders. As a result of this, there is confusion amongst teachers, parents, school committee members, sponsors and local donors. At the same time, there was lack of clear guidelines as far as FPE was concerned, and many issues were rushed to without these being addressed adequately.

The government introduced the free primary education in line with the millennium development goals which aims that by 2015 all children in developing countries should finish primary school (UNDP, 2003). The high number of pupils who enrolled to the new program has necessitated research to find out how effective the program is in ensuring that quality

education is available to those enrolled under it. This effort was due to the realization that provision of education and training to all Kenyans was fundamental to overall development because education and training is the key to wealth creation and self-esteem. It is through education that one learns to value him/her and enhance the ability to preserve and utilize the environment for productive gain and sustainable livelihoods.

Having promised to eliminate poverty disease and ignorance at independence in 1963, the government has invested and continues to invest heavily in education and training through various initiatives. Provision of education and training to all Kenyans is fundamental to the success of the government's overall development strategy. First, the long-term objective of the government is to provide every Kenyan with basic quality education and training. Second, the government aims to develop quality human resource that is central to the attainment of national goals for industrial development. Third, the realization of universal access to basic education and training ensures equitable access to education and training for all children, including the disadvantaged and vulnerable groups. Fourth, education is necessary for the development and protection of democratic institutions and human rights.

Since 1963, education and training in Kenya has expanded considerably. However, the determination to provide education and training to all Kenyans has over the years experienced some challenges. These challenges have been addressed through establishment of commissions, committees and task forces.

Prior to the implementation of the Free Primary Education (FPE), the rates of enrolment at the primary level were below 50%. Much as enrolment rates soared after the government's declaration of this program, there are still cases of some children not attending school. This prompted the government to declare that any parents not sending their children to school, for whatever reason, would be prosecuted (Madaraka Day Speech 1-6-2003). However, this

noble policy idea has not been smooth sailing; it has encountered several challenges, Nyamute (2006) Notes that the current cost of FPE is beyond normal Education budget allocation 50%.

The education for all (EFA) assessment report (UNESCO 2000) provides quite acute discrepancies in the quality of education offered by the free education program.

Statement of the Problem

On January 6th 2003, the Kenyan children started the day with new vigor and hope. Primary education was free and all that was required was for every child regardless of age to walk to a school next to where they lived. The abolition of school levies increased the number of pupils attending primary school, with it came many challenges that the government continues to face. The issue of quality education has been of great concern as the number of pupils have doubled or tripled in some cases, thus affecting the pupil teacher ratio. Some parents have since then removed their children from private school so as to benefit from this free education while others have left the public sectors due to poor quality of education and overcrowded classes. Repeating a class increases private and public costs of education shouldered by individual parents and the state. It also leads to large classes with attendant problems of assessment and supervision of students; more facilities are needed by the construction and equipping of new classrooms, training and recruiting more teachers as well as providing additional didactic materials thus the problem of this study is to establish whether the FPE is internally efficient.

Purpose of the Study

The purpose of this study was to assess the level of the internal efficiency of free primary Education in Lurambi division

Research Objectives

This research will be guided by the following objectives

- i) To identify the demographic characteristics of the respondents in terms of age, sex, level of Education, years of teaching experience.
- ii) To identify variables related to internal efficiency of primary schooling such as promotion, repetition and dropout rates of various grades and cycle completion rate.
- iii) To establish the level of internal efficiency of free primary Education in Lurambi division.

Research Questions

- i) What are the demographic characteristics of the respondents in terms of Age, Gender, and Level of education and Years of teaching experience?
- ii) What is the rate of enrolment, promotion, repetition and dropout in Free Primary Education in Lurambi division?
- iii) What is the level of internal efficiency of free primary education in Lurambi division?

Hypothesis

The level of internal efficiency of Free Primary education in Lurambi division is low.

Scope

Geographically; the research will be carried out in Lurambi division, Kakamega County. The division has primary schools. Ematiha, Emusala, Elukho, Emukaba, Indangalasia, Ebungaya and Elufwafwa will serve as samples. Contextually; this study will focus on the internal efficiency in the rate of enrollment, promotion, drop out and repetition in primary schools in Lurambi division.

Significance of the Study

Policy makers by formulating Educational policies on how to provide quality Education to the growing need of the population, technological advancement, meeting the EFA goals, and meeting the global contemporary emerging issues.

Educational planners to plan for the expanding needs for educational resource materials like text books, teachers, classrooms, laboratories, libraries etc in order to allocate funds during financial allocations.

Parents on how they are important on Educational matters as they are major stakeholders in promotion of conducive environment for their children in order to get quality education for their children. Teachers to vary their methodologies and skills in teaching better after analyzing and implementing what the research has discovered and recommended so as to avoid previous mistakes in the near future.

Operational Definitions of Key Terms

Internal efficiency

Is a process that shows how effective an institution is towards achieving its objectives in relation to how the pupils were enrolled, retained, promoted and completed the designed course at the designated time without dropouts and repetition which are counted as wastages?

Free primary education; This is a policy that states that it is the right of each child regardless of sex, race, religion etc to get free and compulsory primary Education to achieve the EFA goals by 2015 while the government stands for all resources required without charging levies. In Kenya it was implemented following the election of the third president Hon. Mwai Kibaki in 2003. The president pledged to provide Free Primary Education should he be elected and he fulfilled his promised as a sign of National development.

Coding of Schools; Alphabetic letters were used to code schools for anonymity and confidentiality purpose therefore each letter represents a school.

Rating completion rates

80 – Above	excellent	} High
70 – 79	Very good	
60 – 69	Good	} Medium
50 – 59	fair	
40 – 49	poor	} Low
Below 40	Very poor	

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Theoretical framework

The study was based on the classical liberal theory. The Classical liberal theory states that social mobility will be promoted by equal opportunity of education. The roots of this theory can be traced back to Rousseau, (1712 – 1778) who claim that in the ‘natural’ state men were born equal and personal qualities should not jeopardize social equality so long as society rewards people according to their merits. Thus the writers of the American declaration of independence claimed that all men are created equal in the sense that they are born with the same moral and political rights. It follows from this belief that social institutions such as education should in some sense attempt to treat people equally. American educator Horace Mann (1796 - 1890) termed education the great equalizer. Evidence in favour of this belief is mainly in the form of case studies. There are innumerable examples of people from poor families who have taken advantage of education opportunities and proceeded to obtain better jobs and higher incomes than they would otherwise have done. If the state did not provide education without charge, these individuals would have been denied the opportunity for advancement. There is a widespread belief that by removing economic barriers and making more places available in upper secondary and higher education and by increasing the length of attendance in the common school, ideal situation could be created to implement the vision of equal opportunity, where everybody has access to the kind and amount of education that suited his inherited capacity. In the past, a great deal weight has been attached to education as a vehicle of equalization and it has generally been assumed that increased spending in education will contribute to this end and reduce dropouts, repetition and absenteeism of the poor (OECD 1975) .

In developing countries where inequalities of education provision are severe, it may be desirable on equity and efficiency grounds, to pursue the goal of equal distribution of educational opportunities. Inequality of participation means that the benefits of education are disproportionately enjoyed by the upper income families whose children are far more likely to complete secondary schooling or enroll in higher education (Psacharopoulos & Woodhall, 1985) while poor families may not afford to sustain their children in schools hence increased dropouts, absenteeism and repetition. These affect the internal efficiency of public secondary schools. In Kenya, the government has been subsidizing education to enable more people participate in education. However, with the introduction of cost-sharing policy in the context of poverty levels in the country, many parents may not be able to enroll and sustain their children in secondary schools given the rising costs. Therefore for equity consideration, it practically becomes impossible to ignore the fact that unequal participation in education will in the long run worsen the status of the poor or the vulnerable groups (Ambajo, 1997). The theory was found relevant because cost sharing policy is discriminating poor families who cannot afford to keep their children in school hence withdrawing them prematurely thus impacting on internal efficiency of learning institutions.

Quality of Free Primary Education

The Concept of “The Quality of Education”; Much of this material has been based on the outcomes of conferences (Beeby, 1969; Ross & Mählck, 1990) that were organized by UNESCO’s International Institute for Educational Planning. An attempt is also made to locate the interpretation of the concept within current global programmes that seek to make

education of good quality accessible to all a pursuit of the quality of education that will be constantly inferred in this study.

The Quality of Education: Three IIEP Conferences and their Operational Definitions of Quality; The concept of the “quality of education”, and in particular, the word “quality” can take different meanings depending on the situation in which it is used. It is important to note that the word “quality” can be used in either a descriptive sense or in a judgmental sense.

In a descriptive sense, the word “quality” generally implies the possession, or lack, of a particular characteristic. In this sense, the word becomes relatively straight forward in its application and interpretation. For example, when used in describing a person as “possessing certain qualities” without implying any kind of value judgment about the person (Ratsatsi, 2007).

What concerns educational planners as well as educational researchers are problems that often arise when the word “quality” is used to describe characteristics or attributes of an object in judgmental sense that suggests some embedded measure of “goodness”. In this sense, the word “quality” conveys a difference in worth, in relation to what is common. Accordingly, it is perceived that if something has quality, that object is considered less accessible than a variant of the same object which comparably lacks quality. Thus, the notion of quality implies two or more versions of the same object, arranged in hierarchical order implying the relative presence of a valued characteristic (Kumar, 2004).

The main challenge associated with using the word “quality” in a judgmental sense is the inherent necessity to have a clear and agreed specification of the nature of the underlying measure that is being used.

The matter becomes further complicated in the use of the word “quality” when the word is used in association with the word “quantity”- which requires an additional task of having to make differentiations and then explanations about a commonly perceived dichotomy between “quantity” and “quality”. The implication of a dichotomy between the two words arises because they are often used with the word “or” placed or implied between them. For example, in the often used reference to a “qualitative assessment” of an object in order to signify that the assessment was not “quantitative” in the sense that it was subjective, judgemental, holistic, and not based on the measurement of identifiable and observable parts or behaviours (Ross & Mähle, 1990).

The International Institute for Educational Planning (IIEP) has organized a series of international conferences-spaced around a decade apart - that were concerned with the concept of “quality” when it is applied to the field of education. The first conference (Beeby, 1969) concerned itself with debates attempting to clarify the concept of the “quality of education” and to then explore the concept’s relationships with the field of educational planning.

The second conference scrutinized the uneven patterns of success that educational planners had experienced in seeking to improve the quality of education. Beeby (1979), after acknowledging the impossibility of preparing an absolute definition of quality, proposed the adoption of what he referred to as a less controversial position and put forward the term “qualitative change” after an elaborate effort to distinguish it from “quantitative change”. By “qualitative change”, he meant a simple linear expansion of current practice of what already exists. For example, more buildings, more students, and teachers as well as fewer examinations of the present type and standards (Beeby, 1979).

According to Beeby (1979), “qualitative change” is two dimensional. One dimension is of “qualitative change in the classroom” – what is taught and how it is taught. The other dimension is “qualitative change in the flow of students” – who is taught and where he/she is taught (Beeby, 1979, p17). Semantic and philosophical debates about the meaning of the phrase “quality of education” continued during the latter part of the 1980s. For example, an extensive review of terminology prepared by the OECD (1989), and the IIEP conducted a third conference (Ross & Mählck, 1990) that examined the major issues surrounding the collection and use of information by educational planners for the purpose of improving the quality of education through informed decision-making (Ross & Mählck, 1990).

An observation was made from these reviews and debates that, only a few analyses have pushed the definition of the “quality of education” to beyond Beeby’s elegant and usable operationalization. At the IIEP’s 1989 conference on Planning the Quality of Education, it was decided to reserve the notion of “quality” to describe the matters that came within the realm of what Beeby (1979) defined as “qualitative change in the classroom”. Accordingly, the phrase “planning the quality of education” was interpreted as being concerned with educational planning that was likely to result in an improvement in the environment in which the student worked with the aids provided for that purpose by the school system and the impact that this environment was expected to have on the knowledge, skills, and values acquired by students” (Ross and Mählck, 1990, p6).

The Quality of Education: A Link between Resources, Process, and Pupil Performance

This section seeks to develop further the notion of “qualitative change in the classroom” alluded to in the previous section with particular reference to the resources and the teaching learning process. In this section the definition of “qualitative change” will be

limited to - “a simple linear expansion of current practice and of what already exists (resources)”.

In attempts to improve classroom practice, ministries of education have identified a number of measures that include searching for more experienced and better qualified teachers alongside the drive to reduce class sizes. Accordingly, they continue to seek information to design strategies in which the resources required to achieve that goal could be acquired and then put into action. As result, the tendency by educational planners around the world has often been one of pursuing strategies that facilitate the delivery of these inputs to education in the form of personnel, accommodation, and teaching and learning materials.

But the question remains as to whether there exists a strong or consistent relationship between school resources and student performance. In other words, is there some reason to be confident that simply adding resources to schools will yield performance gains among students? Unfortunately studies of class size, teacher-pupil ratios, teacher qualifications, and of teacher experience give little if any support to the policies of expanding these resources. These findings have often been misinterpreted as implying that resources do not matter at all. For example the, “Coleman Report” (Coleman et al, 1966), which found that measured school resources explained a small portion of the variance in student achievement, has often been interpreted as implying that “schools don’t make a difference”.

It is worth pointing out the fact that studies of educational performance, that perform statistical analyses of determinants of student achievement use a variety of different measures of resources devoted to schools. Of these measures of resources, the three most commonly employed measures are: (a) the resources available within the classroom (teacher qualifications, teacher experience, and pupil-teacher ratios), (b) financial aggregates of resources (expenditure per student and teacher salaries), and (c) other resource measures –

such as specific teacher characteristics, administrative inputs, and facilities (Hanushek, 1998).

While resources alone may not be sufficient to guarantee a “qualitative change in the classroom”, obviously adequate resources are necessary. Unfortunately, this paper could identify, nothing in the literature about the effects of resources on student achievement, that suggests that there is a level below which resources have clear and powerful effects on student achievement that would be a demonstration that some schools are below the threshold of “necessity” (Hanushek, 1998).

The Quality of Education: Judging the Performance of the Education System on the Basis of Students’ Level of Achievement.

For many years the concept of the quality of education has been a topic of intense interest to the government and the public. Questions that often arise during the many discussions and debates on this concept are around the capability of the education system to deliver what it is supposed to provide to the nation. But how does one appraise the performance of an educational system or any of its sub-systems? Coombs (1969) asserts that simple logic suggests that the way to begin is by asking what the system is supposed to do - what its objectives and priorities are. Once answers to these questions are found, the next step is to establish some criteria of performance relevant to these objectives and priorities, and the third step is to gather and analyse evidence in relation to these criteria which will reveal how well or poorly the system is actually doing in terms of its objectives.

However, there are diverging views with regard to the objectives that the education system is supposed to meet and upon which judgements on the performance of the education system are to be based. One of these views, and maybe the most frequent, is judging the

performance of the education system on the basis of students' level of achievement. Another dimension is the relevance of the knowledge, skills, and attitudes that students acquire for life after school, which itself not only refers to work and employment, but also to the insertion of young people into the cultural, social, and political contexts of the society which surrounds them (Mählck and Grisay 1991). Often these outputs are evaluated in relation to the inputs. Compared to inputs, the outputs of an educational system are much harder to identify and measure in order to assess the efficiency of the education system.

It is even more difficult to assess the long-term benefits of education accruing to individuals and to all society over time in order to compare these aggregate benefits with the costs of achieving them. All difficulties notwithstanding, it is essential to find some workable means - even if far from perfect - for evaluating an education system's performance (Coombs, 1969). The most simple, and the most frequently used, means of judging the performance of an education system is the "level of student achievement".

From what has been discussed above, it appears that the general concept of the quality of education is complex and multi-dimensional. The quality of education is reflected in the fit between the expectations of society expressed in the general and specific objectives of education, and, the actual characteristics of the educational process and the changes observed at the student level (Mählck & Grisay, 1991). Therefore, evaluating the quality of the education system entails first and foremost:

- a) The extent to which the products or results of the education provided (that is, the knowledge, skills and values acquired by students) meet the standards stipulated in the system's educational objectives, and
- b) The extent to which the knowledge, skills, and values acquired are relevant to human and environmental conditions and needs (Mählck and Grisay, 1991).

It has been stated earlier that the most frequent issue on which public debates about the quality of education usually concentrate is that of the level of student achievement. Many parents who are aware of differences in the levels of student achievement existing between schools, even look closely at the past achievement of a school's students in terms of examination results when choosing schools for their children.

It is a pity that, much of these debates fail to recognize the obvious fact that education has expanded considerably in the past decade,- with learner profiles having changed accordingly as they are no longer being screened in the intermediate schooling level except in exceptional cases in the terminal grades of schooling, e.g. Matric in South Africa.

Besides, schools must now cope with a diversity of clients (student intakes) as schooling has changed from being a preserve of those who succeed in entry examinations - a trend that has caught many by surprise as "suddenly education was transformed from a scarce privilege, distributed parallel to economic development, to a human right". (Heyneman, 1980). The inevitable change in the profile of student intakes has resulted in the need for schools to adapt to a greater diversity of learning needs – especially to the needs of students from poorer communities - which has unfortunately not been paralleled by the provision of the necessary resources. This is a serious mismatch considering that the notion of the quality of education cannot be limited to students' results alone as it should take into account their determinants. Based on the findings of a number of studies that students from poorer home environments tend to have lower achievement levels, the addition of these students to the school population means that there is likely to be a drop in the average achievement level of students in South Africa's schools. This outcome raises an important question as to how the performance of school systems be fairly evaluated and comparisons made in a manner that makes due account of the differences in the socioeconomic circumstances of student intakes.

Conducting an “experiment” in which several school systems, are given an intake consisting of a random selection of students from the total pool of students across all countries so that the average “wealth” of the home backgrounds of students was more or less the same for all student intakes has the potential to provide a solution to the question above. In this way, any differences in national average student achievement scores could be attributed to what each school system “added” to the learning of students. It is unfortunate that in the “real” world conducting experiments of this kind is not possible. An alternative would be to use statistical procedures, based on regression analysis, that permit the calculation of the “expected” national average student achievement scores in the situation where the student intake for all school systems is exactly the same (Ross and Zuze, 2004).

The Quality of Education: The Ultimate Goal in the “Education for All” Imperative

The world’s determination to continue working towards the goal of ‘Education for All (EFA)’ launched by the 1990 Jomtien World Conference on education and reaffirmed at the Dakar World Education Forum in 2000 was a positive sign of the commitments of governments to provide quality education to children, the youth, and adults. At a first glance, one could erroneously interpret the call for “EFA” to be concerned only with raising the participation rates of school-age children in basic education programs (Ratsatsi, 2007). For example, the United Nations Millennium Declaration’s commitment to achieve Universal Primary Education (UPE) by 2015 was directly and simply set out without explicitly referring to quality. Goal 2, target 3 of the Millennium Development Goals urges countries to: “Ensure that by 2015 children everywhere, boys and girls alike will be able to complete a full course of primary schooling”.

It is of course an undeniable fact that in many countries that are striving to guarantee all children the right to education, the focus on access to education often overshadows the issue of quality. But quality stands at the heart of EFA programmes as it determines how much and how well students learn, and the extent to which their education achieves a range of personal, social and developmental goals. The element of quality of education is emphasized in two of the goals contained within the Dakar Declaration goals that to achieve EFA by 2015 would require all nations not only to expand participation in education but also to strive “to improve all aspects of the quality of education and ensure excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and life skills, and to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality” (EFA Global Monitoring Report, 2005 p.28).

This is not an easy task to accomplish especially for some of the developing countries. Ross (2002) acknowledged this challenge when he said, “In order to work systematically towards achieving these goals, ministries of education will have to develop effective monitoring and evaluation systems that can be used to answer a very important question: Can nations, especially those with limited resources, improve the quality of education, and in particular schooling conditions and student learning outcomes, at the same time as they are expanding access to education through increased participation? (Ross, 2002, p.8)

Achievements of FPE

The introduction of Free Primary Education (FPE) in January 2003 following the passing of the Children’s Act in 2001 has led to significant educational achievements. Through the Free Primary Education initiative, there has been an upsurge in enrolment at primary school level,

which is already putting pressure on textbooks, other instructional materials as well as the infrastructure. Enrolment at both public and private primary schools increased by 23 percent from 6.2 million in 2002, before Free Primary Education, to 7.6 million in 2005 (7.3 million in public schools and 0.3 million in private schools) with 350,000 in non-formal schools.(MOEST 2005). The success of Free Primary Education in increasing enrolment has raised Gross Enrolment Rate (GER) to 104.8 percent (girls 101.6% and boys 108.0%) compared to 93 percent in 2002. The Net Enrolment Rate stood at 82.5 percent in 2004 (girls 82.0% and boys 82.2%). (Teachers Image Vol. VII 2004). However, about 1.5 million children of school age are not in the formal school system. An estimated one million of these children live in Arid and Semi-Arid Lands (ASALs) and urban slums. Many of these children may opt not to enroll in formal primary schools for various reasons. Therefore, it is imperative to provide more alternative learning opportunities for the out of school children as well as create a strong linkage with the formal education system. In this regard, the Ministry of Education has extended Free Primary Education grants to non-formal schools.

Related Studies

The provision of Free Primary Education grants has also enabled schools to procure learning and teaching materials. Over 9 million textbooks were purchased for the five major subjects in primary schools in 2003. Most of these textbooks were purchased after the schools received grants for Free Primary Education. As a result of improved provision of textbooks, evidence from early studies show that student retention and attendance has improved, as teachers find it easier to teach, convey skills and knowledge more quickly and can give homework assignments. The performance indicators relating to examination results in the core subjects have also improved.

The School Instructional Management Book Account (SIMBA) and the General Purpose Account (GPA) have enabled head teachers, School Management Committees (SMCs) and School Instructional Materials Committees (SIMCs) to identify and procure needs-based material and improve on some infrastructure, thereby raising the quality of education. The management of these two accounts has also stimulated local decision-making and capacity building (Oxfam and ANCEFA, 2005).

The implementation of Free Primary Education, however, poses a major challenge to the financing of education in Kenya. The government and development partners have sustained the programme through FPESP in the disbursement of the Free Primary Education grants to schools twice a year since the year 2003. Free Primary Education has reduced the number of Early Childhood Development enrolment this has been a blow to Early Childhood Development teachers, whose remuneration is meager and unstable already before the introduction of Free Primary Education. (Deininger, K. 2000) With parents increasingly reluctant to pay for ECD, Free Primary Education has made it even more difficult to mobilize resources from parents for ECD. Cases of increased job insecurity and ECD centers closures are on the rise, particularly in poor communities. (UNESCO, 2005).

At the division level, inspection and supervision of Early Childhood Development Centers, some of which is carried out by the division-based zonal inspectors of schools, have reportedly become less frequent. Instructed by the government to closely monitor the progress of Free Primary Education, the zonal inspectors are spending more time visiting primary schools leaving little room for work with Early Childhood Development centers. (UNESCO 2006). The introduction of Free Primary Education in 2003 lessened the cost burden at the primary school level for the households. However, households continue to bear more responsibilities in the financing of education and training in public ECDE, secondary

and TIVET levels. There is also significant support by the households at the university level after the recent introduction of module II programmes in public universities. In private institutions, the financing of education and training is wholly borne by households.

The average government spending on education and training, excluding the share allocated for households, has ranged between 5 and 7 percent of the Gross Domestic Product, for the period 2000-2004. At the national level, recurrent government spending on education has been higher than any other social sector. Education spending constitutes 73 percent of the social sector total expenditure. In addition, education recurrent budget has risen from 33 percent of public sector recurrent budget in 2000 to about 35 percent in 2005, with about 79 percent going towards administration and planning. Out of the 79 percent, 86 percent goes towards salaries and wages, especially for primary and secondary school teachers. Furthermore, out of the total allocation to the Ministry of Education, 56 percent of the resources go to primary education (this figure is above the Fast Track Initiative benchmark of 50%), with about 86 percent of the fiscal resources to primary schools being used to pay teacher's salaries. Also, development expenditure has increased from 3.41 percent in 2001/02 to 8.02 percent in 2005/06 and more so since 2003 as a result of the implementation of FPE, leaving little allocation to other sub-sectors.

Despite the good performance described above, free primary education program is experiencing a number of challenges such as overstretched facilities, overcrowding in schools - especially those in urban slums, high pupil-teacher ratios in densely populated areas, and high pupil to text book ratios. Other challenges include high cost of special equipment for children with special needs, diminished support by communities following the misconstrued understanding of their role vis-à-vis that of the government under Free Primary Education initiative, gender and regional disparities, increased number of orphans in and out

of school as a result of HIV/AIDS, and poor management and internal inefficiency that negatively impacts on access, equity and quality.

The introduction of Free Primary Education has put pressure on teachers as some class sizes have increased to over 100 pupils and sometimes 120 in schools in urban slums. The national Pupil Teacher Ratio is 40:1, indicating that there are also some very small class sizes. Teachers need to be properly deployed to redress the imbalances because large class size and lack of space and teaching facilities impact negatively on quality of education. Teachers are; key to improving learning in schools and, therefore, it is important to implement a more rigorous system of pre- and in-service teacher development in order to strengthen teacher quality. The role of parents and communities in primary education is central and needs to be clarified. Prior to the introduction of Free Primary Education, it was the responsibility of parents to contribute to school building and maintenance, but most parents are currently under the impression that it is the government's exclusive responsibility to provide all the necessary resources to support the primary education sub-sector.

This misunderstanding needs to be addressed by undertaking certain actions, such as media campaign to highlight continuing household obligations.

For most people, equity is of intrinsic importance as a development goal in its own right. Moreover, a broad sharing of economic and political opportunities enhances economic growth and development because greater equity implies more efficient utilization of a nation's resources. Few, if any, of today's developed nations have developed by excluding the majority of their people from economic and political opportunities. At the same time, empowerment reinforces both economic and political dimensions of development. It is important, therefore, for governments to provide and expand opportunities to those who are vulnerable, marginalized, discriminated and poor. There should exist, neither extreme

poverty nor again excessive wealth among the citizens because both are consequences of inequality.

When evaluating inequalities of opportunities, education plays a significant role. It is an important determinant of individuals' income, health (and that of their children) as well as the capacity to interact and communicate with others.

Thus, inequalities in education account for inequalities in other important aspects of an individual. Despite this view that education is key in the well-being of an individual, there is considerable evidence of inequalities of opportunity in education in most developing countries. For example, differences abound with respect to sex of the head of the household, geographical location of the household head, provision of instructional materials and examination results across population groups defined by parental education, region of residence and wealth. In most countries, the possibility that the household head is uneducated is higher than average when she is a woman. In general, household heads are more likely to have no education when they are in rural areas than in urban areas. In higher income areas, there are lower teacher absentee rates than the poorer areas and teacher attendance in rural areas is typically lower than in urban areas.

In addition, the quality of infrastructure within a school and the frequency of monitoring appear to contribute to lower absenteeism. On examination performance, achievements by children vary considerably depending on the wealth of their household, their place of residence, the education of their mother and that of their father (World Bank, 2005). There has been a marked growth in the enrolment rates since the 1960s in all the sub-sectors, and especially at the primary school level due to the introduction of Free Primary Education. The goal of primary education is to provide access to quality education to all

children of primary school-going age on an equitable basis thus ensuring Education for All and the right to education for all children.

However, regional and gender disparities in Early Childhood Development Education (ECDE), primary and secondary school levels are evident especially in the Arid and Semi Arid Lands, areas of pockets of poverty and urban slums. At the same time, the increasing poverty and the HIV/AIDS pandemic has also resulted in high drop-out and low completion rates. Although the introduction of Free Primary Education has contributed to increased numbers of children joining primary schools, children of communities in urban slums, pockets of poverty and other disadvantaged areas have not benefited as much from Free Primary Education as factors such as levies have kept them out of school. While the primary school level participation rates are close to gender parity, there are wide gaps between participation rates at the secondary, Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) and university levels. As such, challenges still remain in closing the gap between females and males as well as significant differences between females and males in drop-out, repetition, completion and transition rates. In order to address these challenges, there is need to redress existing inequalities through targeted support programmes for girls, fighting against cultural practices and paying special attention to gender.

Also, there is need to embrace an affirmative action as a strategy to address existing inequalities in order to promote social equity through provision of basic education to all, including females, disadvantaged communities and the disabled.

Poverty also causes hunger and malnutrition, in turn reducing the children capacities to learn. These children have been shown to perform poorly in school, and the dropout rate among such group is quite high. Enrolment of girls continues to lag behind compared to that of boys for a variety of reasons. The socio-cultural perception that is better to educate a boy

than a girl has had a great deal in influencing girl enrolment ratio in schools. It's even sad to note that even with introduction of FPE it has done little to change this perspective. However mostly affected areas are low developed and marginalized. In addition, a girl may be required to stay out of school so as to care for younger siblings, especially those orphaned by HIV/AIDS. Even among some communities, there is evidence of boys staying out of school to herd cattle.

The ability of the government to maintain the recent positive trends in education is held back in particular by severe budgetary constraints, weak capacity, and the HIV/AIDS pandemic. The pandemic will continue having an increasingly negative impact on education, as HIV-infected teachers become ill (increasing absenteeism and impairing their effectiveness) and die (reducing teacher supply), in addition to the rapid increase in orphaned children. Domestic resource mobilization is still low. Education expenditures already figure prominently in a highly constrained public budget, and the country, like most low-income countries, has only a modest scope for additional domestic resource mobilization or for reallocation within or across sectors. That said, additional domestic resources will be required if sharply increased aid dependency is to be avoided. The increased enrolment as a result of the FPE program has resulted in the straining of the physical facilities such as classrooms, play grounds and sanitary facilities. Some parents have neglected their responsibilities in helping enhance the FPE program, as they had left the whole burden to the Government.

CHAPTER THREE

METHODOLOGY

Research Design

This study employed the descriptive survey design. Descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. It also involves events that have already taken place and may be related to present conditions. Further, descriptive surveys are used to discover causal relationships (descriptive correlation), differences (descriptive comparative), to provide precise quantitative description and to observe behavior.

Target Population

The study targets twenty public primary schools that run from class one to eight were included in the study in Lurambi division. The schools in the area are the running the same curriculum under the ministry of Education.

Sample Size and sampling procedure

Four teachers and the head teacher of a given school were the samples of the study from the twenty primary schools. However the researcher used a simple random sampling for the teachers who had equal chances of participation in the study whereas the head teachers the researcher employed the purposive sampling technique. The researcher employed Solven's formula of 1978 to come up with the sample population.

According to Slovenes' formula of 1978

Table 1: Study Population

	Parent Population	Sample Population	Sampling Method
Teachers	100	80	Simple random
Head teachers	20	20	Purposive
Total	120	100	

$$n = \frac{N}{1 - Ne^2}$$

Where n = the sample size

N = Parent Population

e = the level of significance and this is 0.05.

Research Instrument

The research tools that were utilized in this study include the following: (1) face sheet to gather data on the respondents' demographic characteristics (gender, age, qualifications, number of years of teaching experience, number of qualified teachers and number of licensed teachers); (2) Checklists to determine the levels of internal efficiency for Free Primary Education. These consist of options referring to the rate of progression; enrolment, Promotion, Repetition, and dropout rates. And an interview guide for the management and general environment of the school.

Validity and Reliability of the Instrument

Content validity was ensured by subjecting the researcher devised checklist on internal efficiency to judgment by the content experts (who estimated the validity on the basis of his experience) such as supervisor. The test-retest technique was used to determine the reliability (accuracy) of the researcher devised instruments to ten qualified respondents. These respondents were not be included in the actual study. In this test- retest technique, the

questionnaires were administered twice to the same subjects. If the test was reliable and the trait being measured was stable, the results were consistent and essentially the same in both times (Treece & Treece, 1973).

Data Gathering Procedures

Before going to the field the researcher obtained an introduction letter from office of the director Postgraduate Studies. This introduced the researcher as a student attempting to carry out an academic research. The researcher sought permission from the concerned authorities of the division to access the respondents and to be introduced to other areas of the division.

During the administration of the questionnaires; the respondents were requested to answer completely and not to leave any part of the questionnaires unanswered. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution and on retrieval; all returned questionnaires were checked if all were answered.

Data Analysis

After collecting the questionnaires, they were edited for completeness and consistency across the respondents to locate omissions. Data obtained from the research study were then presented and analyzed using tables. These were used in the analysis; they included use frequency distributions and percentages to establish the relationship between the variables of study.

Ethical Considerations

During the gathering of data the researcher ensured the following.

- i) The respondents and schools were coded instead of reflecting the names.
- ii) Solicited permission through a written request to the concerned officials of the primary schools included in the study.
- iii) Requested the respondents to sign in the Informed Consent Form (see Appendix)
- iv) Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing.

Limitations of the Study

The first major challenge at the beginning of the research was availability of current literature on the Kenya Education system in the libraries. Though the writer had access to the best libraries in Nairobi, they did not have literature on FPE. Most of the articles and books were with the Ministry of Education and the provincial administration, but limited in copies. Through special agreements with the government counterparts and education resource centers, the writer was able to sign out books for a few days for his review.

Another limitation was the fact that special authorization to gain access to government data or conduct interviews with any of the respondents was required and this took time. The writer was repeatedly referred from one office to another, and finally to the Division headquarters.

Some respondents were unwilling to freely share the information that is the lower levels because of fear of not knowing whether the information could go to their superiors with repercussions.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter focuses on presentation, analyses and interpretation of the data. The chapter examines the demographic characteristics of the respondents in terms of age, sex, level of Education, years of teaching experience, various rates related to internal efficiency of primary schooling such as promotion, repetition and dropout rates of various grades, cycle completion rate, and internal efficiency coefficient and the level of internal efficiency of free primary Education in Lurambi division.

The Profile of Respondents

Table 2 Gender of the Respondents

Gender	Frequency	Percentage
Male	63	63
Female	37	37
Total	100	100

Out of 100 teachers surveyed, 63 (representing 63%) of them were male while 37 (representing 37%) were female. The fact that male pupils outnumber their female counterparts (see figure 1) probably suggests that as male teachers are always a big number in the teaching profession than female teachers.

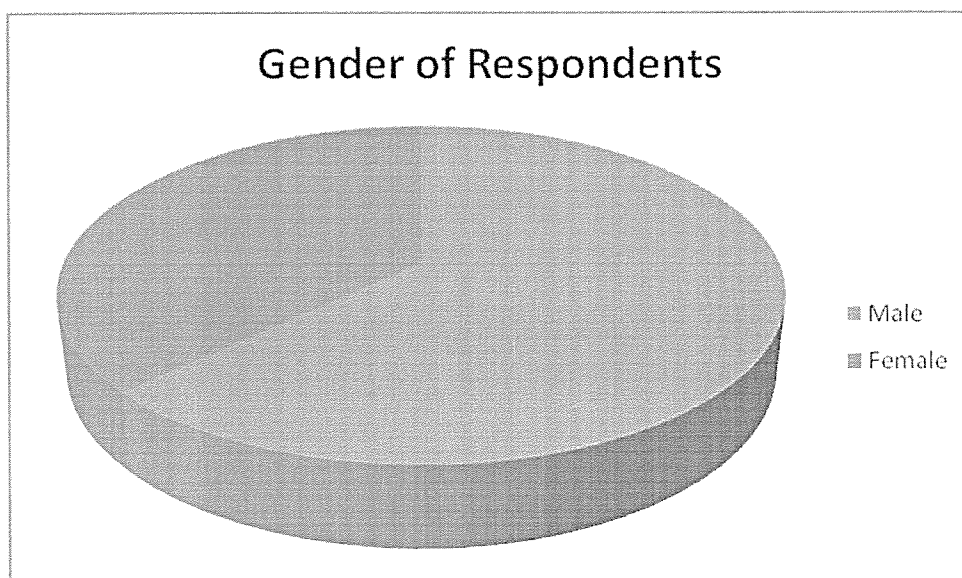


Figure 1 A pie Chart showing the gender of Respondents

Table 3 **Respondents' Level of Education**

Level	Frequency	Percentage
Certificate	76	76
Diploma	17	17
Degree	6	06
Masters	0	00
Total	100	100

As far as the educational level of the respondents is concerned, Table 3 shows that 76% of the 100 respondents hold the Kenya Teachers' Certificate, a qualification which qualifies teachers to teach in primary schools while only 17 (representing 17%) of the primary school teachers in the division hold diploma teaching qualifications. However, only six respondents (6%) were degree graduates while none of the 100 respondents had had masters' qualification. It was not surprising to find that none of the 100 respondents in the

study area had university education. This is because the university graduates normally teach in the High Schools, not primary schools. This suggests that it could be one of the causes of low internal efficiency situation in primary education in Lurambi division. The causes can be categorized into three distinct groups, namely (i) disadvantages due to location, ethnicity and economic condition, (ii) under and over age of pupils, and (iii) inefficient and ineffective management. Many teachers come from disadvantaged communities, minority groups, remote area dwellers and poverty stricken areas cannot sponsor themselves for further studies.

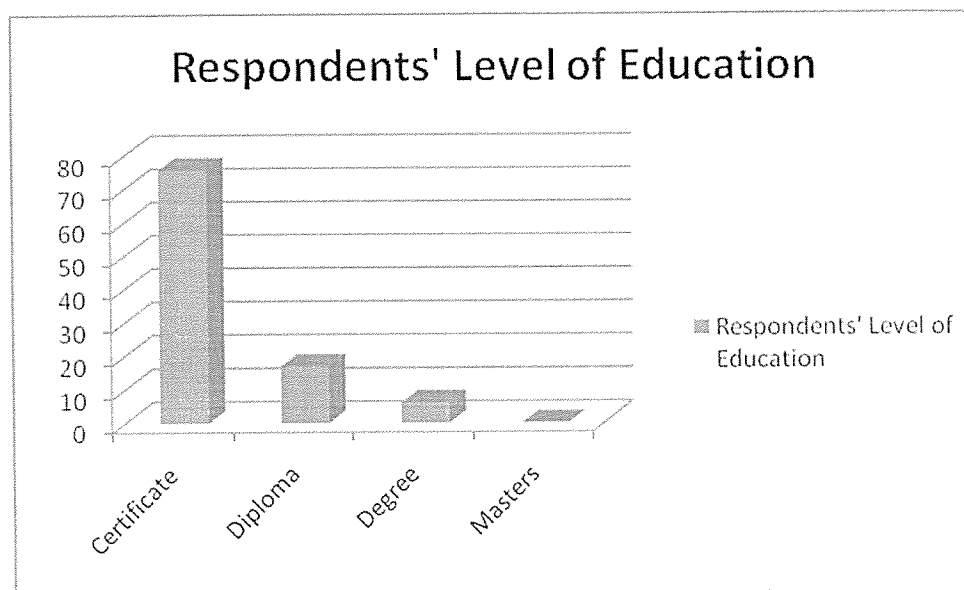


Figure 2: A bar chart showing the Educational level of Respondents

Table 4 **Ages of the Respondents**

Age	Frequency	Percentage
< 25	29	11
25 – 34	36	36
35 – 44	21	29
45 – 54	11	21
55 – above	03	03
Total	100	100

In Table 4 the figures indicate that more young people (20 to 30 years) are entering the teaching profession and shouldering the responsibility of teaching and caring for primary school children. This also suggests that the current educational system is providing opportunity for people to enter tertiary institutions at much younger ages to obtain higher qualifications that enable them to teach in Kenyan schools. The fact that younger teachers in the division outnumber the relatively older generation of teachers (41-60 years) in the sample schools implies that younger teachers may not be able to handle issues of management in the classroom because they may lack much experience in dealing with children in conflict situations as a result leads to Problems in management of education system and that has been identified as one of the causes of low internal efficiency in primary education.

Teachers aged 51 to 60 years are very few (15% of the total number). It is obvious that elderly people are more experienced to handle issues in life. This situation is not different from the teaching profession in that elderly teachers are more experienced in classroom management and have ample skills to effectively teach, motivate pupils to learn, and also

handle classroom management situations which would otherwise affect the pupils' education negatively.

Table 5 **Working Experience of Teachers**

Period	Frequency	Percentage
1 – 3 years	12	12
4 – 6 years	46	46
7 – 9 years	33	33
Above 10 years	09	09
Total	100	100

From table 5, it is evident that 46 % of the teachers have done between 4 and 6 years of service. It can be seen also that the number of respondents reduces significantly with the length of service, suggesting that some teachers probably leave the teaching service or get posted to other divisions as the years go by. There is also the probability that death and retirement have contributed to the drop in the number of teachers with long service in primary schools in the division. The data implies that having fewer more experienced teachers in the schools could make the learning environment conducive to children's needs and interests is the most important aspect for retaining children in the schools as school environment needs to be made child-friendly. The classroom and outdoor activities should be enjoyable rather than taxing. The school facilities, teachers' behavior and presentation, and care and attention to children suitable to their age are some of the essential aspects that need to be developed and the need to address the school management and parents in line with the needs of primary school-age children are very important.

Internal Efficiency of schools

Table 6 **Internal Efficiency of schools**

Schools	Wastage	Promotion
A	65	35
B	64	36
C	71	29
D	70	30
E	66	36
F	63	37
G	84	16
H	80	20
I	78	22
J	82	18
K	72	27
L	73	17
M	91	09
N	85	15
O	91	09
P	86.4	13.6
Q	92.6	07.4
R	73	27
S	95.7	04.3
T	83	17
Total	1565.7	425.3
Mean	78.285	21.265

Analysis of Internal Efficiency of Free Primary Education involved the variables of promotion, repetition and dropout rates of boys and girls in various classes. It also included primary cycle completion rate. A single indicator of the Internal Efficiency based on the Reconstructed Cohort Flow Method is also available for this purpose. Enrolment in Class II to VIII as proportions of enrolment in class I I is another indicator of internal efficiency of free primary education, which is used in this study. Inclusion of under-aged and over-aged children in primary schools is a major factor affecting Internal Efficiency in Lurambi division Free Primary Education. So, an analysis of the under-and over-aged children becomes an integral part of the study.

This section focuses mainly on the status of the internal efficiency of primary education in Lurambi division. In the process of analyzing the status, the available secondary data has been analyzed, which is presented here (SEE APPENDIX VI). In addition, the primary data collected specifically for this study have also been analyzed. The section also presents location-wise variations in Internal Efficiency of Primary Education in Lurambi division. In this course, four distinct categories of data have been analyzed to present the variations of internal efficiency by location. They are: (i) proportion of students in different classes of primary schooling, (ii) Dropout rates, (iii) repetition rates and (iv) internal efficiency coefficient. These rates are presented in terms of (i) Regional Variations, (ii) School Variations and (iii) School location Variations within the divisions. The first two categories are analyzed on the basis of secondary data available at Department of Education. In addition, the primary data collected in the study has also been used to analyze regional variations. Primary data were the main source for the third category.

Interpretation

From Appendix VI it is evident that internal efficiency for free primary education in Lurambi Division is very low. A mean percentage of 21.265 were acculturated and this implies low internal efficiency. It is shown that schools from deep rural are highly affected, the completion rate in some schools is as low as 4% for example school "S"

At the onset of 2003 when FPE was introduced in Kenya there was high influx and pupils in all the schools in the country. Subsequently; Lurambi division were 2,489 boys and 1,584 girls totaling to 4,073, of these there are only 803 boys and 227 girls totaling to 1,030 who completed the eight years of the primary that is 14.335% girls and 50.69% boys who completed.

Wastage rate that is repeaters and drop outs are very high that is 46.34% of the girls dropped out while 29.44% of the boys have dropped subsequently 19.86% of the boys repeated whereas 39.33%. There is high rate of dropouts of girls compared to the boys that is 46.34% and 29.44% respectively that is 16.9% of difference which still indicates that the girls still lag behind to attain the FPE and EFA for equal education opportunity for both the boys and the girls. The repetition rate for the girls is still very high compared to the boys with a difference of 19.47 indexes.

Household-related Factors

The study revealed that there are many reasons for children not going to school. Even though they are enrolled, they drop out from school. Some of them repeat classes. Some children are not enrolled at school. Separate questions were asked about girls and boys to find out the reasons for not going to school. According to the parents, there are many reasons for children not going to school. The main reason for children not going to school is the household burden on them. They have to take care of their younger brothers and sisters and help parents in their profession. Girl children are more overloaded with household work. They have to do household work starting from cooking to taking care of their younger sisters/brothers. Another reason is the economic condition that has affected children's education. Poor people are not in a position to send their children to school due to their poor economic background. If they are able to send children to school, first priority is given to boys. There are other reasons for children being out of school. These reasons given by the parents early marriage, unwanted pregnancies and socio cultural beliefs and practices of some communities.

CHAPTER FIVE

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

FINDINGS

A trend analysis of internal efficiency of Lurambi Free primary education from 2003 to 2010 indicates a negative trend in internal efficiency coefficient although showing rise it is rather on slow pace. The primary data on promotion, repetition and dropout were collected from different sources. The study shows that the internal efficiency coefficient has a mean of 20.3% and the cycle completion rate of primary education level is Moreover, Pupils are expected to complete primary education without repeating a class. The internal efficiency coefficient of the primary schools in Lurambi division is 20.3%.

The main reason for the low internal efficiency in school S=4%, Q=7.4%, O=9%, M=9% G=16% and others is that these schools are from rural areas. A distinct variation in internal efficiency by school is observed. The repetition and dropout rates are highest in Lower classes in comparison to other classes of the primary level. In other words, the promotion rates of all other classes are better than those of the lower classes. This clearly indicates that the poor internal efficiency is related mostly to the problems of repetition and dropout at lower classes. There are greater variations in internal efficiency rates by location of a school. An example of this is the variations in repetition rates in Table 4.1 indicate distinct variations in the school-wise distribution of repetition rates of class I pupil and average rates of Classes. Repetition rates in other classes are different from those in Class 1.

CONCLUSIONS

Some school-, pupil-, community- and government system-related factors were identified as causes of low internal efficiency situation in primary education in Lurambi division. They can be categorized into three distinct groups, namely (i) disadvantages due to location,

ethnicity and economic condition, (ii) under and over age of pupils, and (iii) inefficient and ineffective management. Many pupils from disadvantaged communities, minority groups, remote area dwellers and poverty stricken areas cannot study well, and as a result, they have to repeat grades and ultimately leave schools without completing primary education. Because of the hindrances caused by all these factors people in the areas also have discriminatory attitude towards girls. Significant proportions of pupils are under-age and over-age. Due to the enrolment of under-age children in Class I a majority of them do not go to Class II in the second year. In most of the schools these underage children are from the very beginning not expected to go to Class II in the second year. This has contributed significantly to the reporting of higher percentage of repetition in Class I. Moreover, due to high failure rate in various Classes children become over-age for the particular Class, feel humiliated and dropout from the school. High dropout rate and irregularity in schools attendance are linked to the presence of over-age children. Problems in management of education system have been identified as one of the causes of low internal efficiency in Free primary education. It is distinctly visible through the presence of a considerable number of ghost pupils in Class I. Because of direct linkage between number of pupils and teacher quota a tendency of reporting fake pupils is in practice and this has not been dealt properly by the management.

The right to education is one of the basic human rights stipulated in the Universal Declaration of Human Rights, 1948. In Kenya, this right has recently been livened through the launch of the Free Primary Education program (hence FPE) by the newly elected NARC government. The FPE program is faced with major challenges that range from lack of facilities, few teachers, over-age children, street children, no books, lack of finances and socio-cultural impediments such as HIV-AIDs. The FPE has been received with mixed feelings from different sections of the society. While some have expressed feelings of

discontentment, failure, betrayal among others, many low income members of the population view it as a God sent opportunity. While a lot of concern has been raised, little has been advanced concerning the propagation of the actual learning itself. This paper seeks to underscore some of the pertinent issues concerning actual instruction in the FPE program. A glaring gap, which poses a major challenge to the success of the FPE, exists in terms of the language of instruction. The existing language policy disregards mother tongues as tools of disseminating knowledge and does very little to promote them. The paper suggests the training of teachers to equip them with skills in mother tongue instruction, preparation of learning materials, books and other resources. Providing money for schools without providing books in itself is a failure. This paper argues that there is need to put in place structures that enhance, promote and develop mother tongues for the purposes of actualizing the FPE program.

RECOMMENDATIONS

From findings it is evident that there is need for money to pay for extra teachers, the government also has to persuade them to take posts in "less desirable" areas. There has been a lot of resistance from teachers and head teachers to change. Moreover, many poor schools are understaffed because teachers are reluctant to go to areas where parents cannot afford to pay for private tuition after normal school hours.

One school in the area of study has just been assigned three new teachers since the introduction of free education, two of whom have refused to accept the post. Poor areas have been used as dumping grounds for 'bad' teachers - it is seen as a demotion and punishment. Poor schools attract less number of staff. While 232,000 teachers in Kenya are currently employed, many more need to be recruited to ease the burden.

The government is currently gathering statistics on how many trained teachers are unemployed and how many are needed nationwide. Then it has to entice them to move to unfavorable areas. The government has to think of incentives for teachers in order to spread them out evenly.

The tens of thousands of "over-age" children - including street children, or those who dropped out of school to work and who now wish to return to finish their primary education need to be catered for urgently. While statistics on their numbers are not yet available, preliminary figures show them to be enormous. In the area of Study, only about 500 of the 5,000 new pupils who enrolled in schools since the beginning of the year were of "normal" school going age. It becomes tricky to handle them and so they had to be segregated from the younger children.

There is need for smaller classes, interesting and interactive programs, with teachers who can cope with them.

On top of this, many have serious linguistic difficulties as they speak "sheng" - a blend of local languages, Kiswahili, and English. Meanwhile, many other marginalized children are not even making it near a classroom. Some do not even get past the school gate as they are chased away by the guards. While some schools are genuinely full, others simply do not want to accept children who do not have the correct uniform, look untidy, or have the 'wrong' background. Lack of facilities is a further headache. While some rural areas have adequate school buildings, there are many others, particularly in urban areas with large slum populations, with none at all. Many rural schools also lack even the most basic amenities such as toilets and running water.

As a priority, there is need to expand the existing schools, by building new wings, and then equipping them. Another alternative may be to assist the numerous informal schools set

up by parents, church groups, and NGOs in their own communities. Before rushing in to build schools, maybe the government can take over existing facilities or give them grants to improve their situation and also prepare school-mapping.

Measures Suggested for the Improvement of Internal Efficiency of Primary Education

On the basis of critical analyses of the findings and suggestions from the field the study has following recommendations:

Policy-related

- Effective operation of monitoring of mandatory instructional days is essential.
- Record of instruction days should be verifiable.
- Arrangements for the fulfillment of required instructional days should be made with the involvement of DEO and SMC.
- Establish a system of crediting attendance for student evaluation.
- Attendance should be made an important criterion for rewarding students (including scholarships).

School-related

- School management should be strengthened and empowered to ensure fulfillment of instructional requirements including instruction days. It should also be made responsible and accountable to such requirements.
- Head teachers, with accountability towards SMC should be given authority to reward or punish teachers and students based on regularity and effective instruction.

- In most cases school environment need to be improved to make it homely at least to suit the local contexts with the provision of basic facilities such as reasonable furnishing, toilet, drinking water and food

Curriculum and assessment-related

- Curriculum should be made flexible, interesting and relevant to children's lived context.
- Teachers need to be trained to use curriculum in flexible ways to suit the children, to make students participate and engage in activity based learning.
- There should be adequate instructional materials to run activity-based classes.
- Classrooms should be made homely and child friendly with reasonable basic facilities and furnishing. (Toilet, drinking water and food)
- Student evaluation system should be changed to account their regularity, and active participation in the classroom and learning (Initiatives, inquisitiveness, participation, devotion, co-operation in teamwork, use of their learned skills at home etc.)
- Government programs such as ECD and Nutrition need to be consolidated and expanded.
- Mechanism of SMC needs to be revised to ensure effective contribution of parents, community and local bodies for the betterment of schools.

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APPENDIX 1: TRANSMITTAL LETTER

OFFICE OF THE DIRECTOR OF COLLEGE DISTANCE LEARNING (CODL)

COLLEGE OF DISTANCE LEARNING

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MR. ANDATI JACKSON ANDIKA TO
CONDUCT RESEARCH IN YOUR SCHOOL

The above mentioned candidate is a bona fide student of Kampala International University pursuing a Bachelor in Education. He is currently conducting a field research for his dissertation entitled, Internal Efficiency of Free Primary Education in Lurambi division Kenya. Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need. Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality. Any assistance rendered to him will be highly appreciated.

Yours truly,

OWOEYE S. JOSEPH, Ph.D.

DIRECTOR CODL

APPENDIX 1B

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a Student of Bachelor of Education of Kampala International University. Part of the requirements for the award is a dissertation. My study is entitled, Internal Efficiency of Free Primary Education in Lurambi Division Kenya. Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Andati Jackson Andika

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- ___ Physical Safety of Human Subjects
- ___ Psychological Safety
- ___ Emotional Security
- ___ Privacy
- ___ Written Request for Author of Standardized Instrument
- ___ Coding of Questionnaires/Anonymity/Confidentiality
- ___ Permission to Conduct the Study
- ___ Informed Consent
- ___ Citations/Authors Recognized

Results of Ethical Review

- ___ Approved
- ___ Conditional (to provide the Ethics Committee with corrections)
- ___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Andati Jackson Andika that will focus on Internal Efficiency of Free Primary Education. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime. I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

APPENDIX VI: Progression by Schools (RAW DATA)

School	2004	2005	2006	2007	2008	2009	2010		%
A									
Enrolment	<u>351</u>								
Promotion									
Boys	227	202	196	151	148	107	97	85	
Girls	124	87	81	77	69	61	52	39	
Total	351	289	277	228	217	168	149	124	35%
Repeaters									
Boys	11	4	23	2	23	7	6		
Girls	21	3	3	5	3	3	5		
Total	32	7	26	7	26	10	11		
Drop out									
Boys	14	2	22	1	18	3	6		
Girls	16	3	1	3	5	6	8		
Total	30	5	23	4	23	9	14		
B									
Enrolment	<u>379</u>								
Promotion									
Boys	203	184	167	150	133	114	111	90	
Girls	176	163	143	140	120	87	68	42	
Total	379	347	310	290	253	201	201	132	36%
Repeaters									
Boys	11	9	10	9	10	2	2		
Girls	8	12	1	8	11	7	7		
Total	19	21	11	17	21	9	9		
Drop out									
Boys	8	8	7	8	9	1	1		
Girls	5	8	2	12	22	12	12		
Total	13	16	9	20	31	13	13		
C									
Enrolment	<u>237</u>								
Promotion									
Boys	124	121	102	85	79	70	56	45	
Girls	113	94	86	68	51	46	30	24	
Total	237	215	188	153	130	116	86	69	29%
Repeaters									
Boys	2	11	10	4	5	18	7		
Girls	12	12	9	8	7	8	2		
Total	14	23	19	12	12	26	9		
Drop out									
Boys	1	8	7	2	4	8	4		
Girls	7	15	9	9	8	8	4		
Total	8	23	16	11	12	16	8		
D									
Enrolment	<u>298</u>								

Promotion									
Boys	173	159	155	130	105	101	74	71	
Girls	125	94	81	69	57	41	30	18	
Total	298	253	236	199	162	142	104	89	30%
Repeaters									
Boys	8	3	13	15	2	15	2		
Girls	16	4	5	4	8	4	6		
Total	24	7	18	19	10	19	8		
Drop out									
Boys	6	1	12	10	2	12	1		
Girls	12	3	7	8	9	7	6		
Total	18	4	19	10	11	19	7		

E									
Enrolment	<u>188</u>								
Promotion									
Boys	123	114	96	91	90	77	68	58	
Girls	65	57	42	38	29	24	18	10	
Total	188	171	138	129	119	101	86	68	36%
Repeaters									
Boys	5	10	3	1	9	4	6		
Girls	5	6	2	7	3	4	5		
Total	10	16	5	8	12	8	11		
Drop out									
Boys	4	8	2	0	4	5	4		
Girls	3	9	2	4	2	2	3		
Total	7	17	4	4	6	7	7		

F									
Enrolment	<u>225</u>								
Promotion									
Boys	125	120	119	109	106	100	97	74	
Girls	100	89	72	59	41	32	12	10	
Total	225	209	191	168	147	132	109	84	37%
Repeaters									
Boys	3	0	6	2	4	3	11		
Girls	6	9	6	10	7	12	1		
Total	9	9	12	12	11	15	12		
Drop out									
Boys	2	1	4	1	2	0	12		
Girls	5	6	7	8	4	18	1		
Total	7	7	11	9	6	18	13		

G									
Enrolment	<u>189</u>								
Promotion									
Boys	109	100	99	96	65	56	37	23	
Girls	80	62	51	42	31	22	15	8	
Total	189	162	150	138	96	78	52	31	16%
Repeaters									
Boys	5	1	2	17	6	11	6		
Girls	12	5	7	4	5	4	2		
Total	17	6	9	21	11	15	8		
Drop out									
Boys	4	0	1	14	3	8	8		
Girls	10	4	4	7	6	3	5		
Total	14	4	5	21	9	11	13		
H									
Enrolment	<u>432</u>								
Promotion									
Boys	308	267	251	209	207	195	163	70	
Girls	124	119	101	89	62	41	29	17	
Total	432	386	352	298	269	236	192	87	20%
Repeaters									
Boys	24	9	29	0	5	24	47		
Girls	3	12	7	11	7	4	4		
Total	27	21	36	11	12	28	51		
Drop out									
Boys	17	7	13	2	7	8	46		
Girls	2	6	5	16	14	8	8		
Total	19	13	18	18	21	16	54		
I									
Enrolment	<u>223</u>								
Promotion									
Boys	157	143	126	121	97	82	61	45	
Girls	66	60	51	47	31	19	10	4	
Total	223	203	177	168	128	101	71	49	22%
Repeaters									
Boys	8	16	3	18	10	11	12		
Girls	4	7	2	5	4	1	0		

Total	12	23	5	23	14	12	12		
Drop out									
Boys	6	9	1	6	5	10	4		
Girls	2	2	2	11	7	8	4		
Total	8	11	3	17	12	18	8		
J									
Enrolment	<u>45</u>								
Promotion									
Boys	31	24	22	21	15	13	9	6	
Girls	14	9	8	7	5	4	3	2	
Total	45	33	30	28	20	17	12	8	18%
Repeaters									
Boys	5	2	0	3	1	3	1		
Girls	2	1	1	0	1	1	0		
Total	7	3	1	3	2	4	1		
Drop out									
Boys	2	0	1	3	1	1	2		
Girls	3	0	0	2	0	0	1		
Total	5	0	1	5	1	1	3		
K									
Enrolment	<u>361</u>								
Promotion									
Boys	215	177	169	155	135	113	110	80	
Girls	146	124	109	86	61	49	31	16	
Total	361	301	278	241	196	162	141	96	27%
Repeaters									
Boys	23	6	9	13	9	1	17		
Girls	14	6	12	11	7	17	4		
Total	37	12	21	24	16	18	21		
Drop out									
Boys	15	2	5	7	13	2	13		
Girls	8	9	11	14	5	19	11		
Total	23	11	16	21	18	21	24		
L									
Enrolment	<u>197</u>								
Promotion									
Boys	100	96	77	64	53	50	44	26	
Girls	97	81	67	51	39	21	15	7	
Total	197	147	144	115	92	71	59	33	17%
Repeaters									
Boys	3	11	6	9	3	5	11		
Girls	9	3	9	5	8	1	3		
Total	12	14	15	14	11	6	14		
Drop out									

Boys	1	8	7	2	0	1	7
Girls	8	11	8	7	10	5	5
Total	9	19	15	9	10	6	12

M									
Enrolment	<u>120</u>								
Promotion									
Boys	76	64	50	39	33	32	17	9	
Girls	44	42	39	29	18	8	4	2	
Total	120	116	89	68	51	40	21	11	9%
Repeaters									
Boys	8	9	4	2	0	6	3		
Girls	2	1	4	3	3	4	1		
Total	10	10	8	5	3	10	4		
Drop out									
Boys	4	5	7	4	1	9	5		
Girls	1	2	6	6	7	4	1		
Total	5	7	13	10	8	13	6		
N									
Enrolment	<u>158</u>								
Promotion									
Boys	94	86	75	67	59	46	31		
Girls	64	48	45	38	27	15	9		
Total	158	134	120	105	86	61	40	23	15%
Repeaters									
Boys	4	7	3	4	6	9	9		
Girls	9	2	3	3	6	1	0		
Total	13	9	6	7	12	10	9		
Drop out									
Boys	4	4	5	4	7	6	6		
Girls	7	1	4	8	6	5	2		
Total	11	5	9	12	13	11	8		
O									
Enrolment	<u>28</u>								
Promotion									
Boys	20	16	12	9	5	4	3	2	
Girls	8	6	6	5	5	3	2	1	
Total	28	22	18	14	10	7	5	3	9%
Repeaters									
Boys	3	2	3	1	0	1	0		
Girls	2	0	0	0	0	1	1		
Total	5	2	3	1	0	2	1		

Drop out									
Boys	1	4	0	3	1	0	1		
Girls	0	0	1	0	2	0	0		
Total	1	4	1	3	3	0	1		
P									
Promotion									
Boys	34	31	24	22	18	12	7	6	13.6%
Girls	32	29	17	14	11	8	5	3	
Total	66	60	41	36	29	20	12	9	
Repeaters									
Boys	2	3	2	1	1	4	0		
Girls	1	8	2	3	2	1	0		
Total	3	11	4	4	3	5	0		
Drop out									
Boys	2	6	3	1	6	2	1		
Girls	1								
Total	3	5	3	3	6	3	4		
		11	6	4	12	5	5		
Q									
Promotion									
Boys	70	64	47	40	28	20	7	5	
Girls	38	35	29	16	13	9	5	3	
Total	108	99	76	56	41	29	12	8	7.4%
Repeaters									
Boys	9	11	5	9	7	6	0		
Girls	3	4	5	3	0	1	1		
Total	12	15	10	12	7	7	1		
Drop out									
Boys	5	6	2	3	1	7	2		
Girls	0	2	8	2	4	3	1		
Total	5	8	10	5	5	10	3		
R.									
Promotion									
Boys	150	125	133	122	105	81	74	57	
Girls	84	76	51	39	27	15	8	4	
Total	224	201	184	161	132	96	82	61	27%
Repeaters									
Boys	19	3	4	10	11	5	7		
Girls	5	11	6	4	3	1	3		
Total	24	14	10	14	14	6	10		
Drop out									
Boys	6	5	7	7	13	2	10		
Girls	3	14	6	8	9	6	1		

Total	9	19	13	15	22	8	11		
S									
Promotion									
Boys	70	53	42	31	13	9	5	3	
Girls	23	18	9	7	4	3	2	1	
Total	93	71	51	38	17	12	7	4	4.3%
Repeaters									
Boys	9	9	4	9	4	1	1		
Girls	4	5	2	1	1	0	0		
Total	13	12	6	10	5	1	1		
Drop out									
Boys	6	4	7	9	0	3	1		
Girls	1	4	0	2	0	1	1		
Total	7	8	7	11	0	4	2		
T.									
Promotion									
Boys	80	71	61	50	45	35	24	17	
Girls	61	57	48	39	34	21	14	7	
Total	141	128	109	89	79	56	28	24	17%
Repeaters									
Boys	7	4	8	4	4	9	6		
Girls	3	4	6	2	7	4	3		
Total	10	8	14	6	11	13	9		
Drop out									
Boys	2	6	3	1	6	2	1		
Girls	1	5	3	3	6	3	4		
Total	3	11	6	4	12	5	5		

Mean percentage for the completion rate = 20.3%