

**THE IMPACT OF FREE PRIMARY EDUCATION ON THE REACTION OF
ILLITERACY**

CASE: EMBAKASI DIVISION NIROBI KENYA

BY

ACHAM MERCELINE ADHIAMBO



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DECLARATION

I Acham Merceline Adhiambo declare that is research project entitled, "*The impact of free primary education on the reduction of illiteracy in Embakasi Division Nairobi Kenya*", is original and mine except where acknowledged. It has never been submitted to any institution of learning for any award.

Signed:



.....

Date:

28TH AUGUST, 2008
.....

DEDICATION

I dedicate this work to my dad the late Doctor John Mark Acham (R.I.P) who laid a foundation for all what I am now, thanks Dad.

ACKNOWLEDGEMENT

I appreciate the contribution of several individuals that include friends, lectures, parents and other well wishers. I thank my supervisor Mr. Kinja for all the guidance and help he accorded to me during this research study.

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I acknowledge the effort of my friend Ntege Godfrey who assisted me in editing this work. His research knowledge helped me to write such good peace of work.

Thanks also go to different copyright holders who couldn't be accessed for their studies from which this study got its references. This proved the authenticity of this study.

Let the Lord Bless them All

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LIST OF ABBREVIATIONS

1. **E.A.O** Education Administration Office
2. **FGD** Focus Group Discussion
3. **FDE** Free primary Education
4. **FDEP** Free primary Education Programme
5. **IMF** International Monetary Fund
6. **KIU** Kampala international University
7. **KANU** Kenya African National Union
8. **KCPE** Kenya Certificate of Primary Education
9. **KIE** Kenya Institute of Education
10. **KNEC** Kenya National Examination Council
11. **MUK** Makerere University Kampala
12. **MOES** Ministry of Education and Sports (Uganda)
13. **NARC** National Rainbow Coalition
14. **PHC** Primary Health Care
15. **UNICEF** United Nations International Children Emergency Fund
16. **W.W.W** World Wide Web

ABSTRACT

The study aimed at investigating the abilities of primary learning in writing , reading and communication in regard of free primary education that was introduced in January 2003 ,a case study of Embakasi Division of Nairobi from 2003- 2007. the study was carried out upon the background that , poverty , ignorance of parents , inadequate facilities in public schools have led to the persistence of illiteracy levels at 7.5% though the programme of FPE intended to have reduced them below that by 2008. The study was guided by objectives that included; investigating the influence of primary Educational learners, to find the advantages and disadvantages of free primary Education and to devise strategies upon which FPE may achieve its intended goals.

The study design was based on sample survey and cross sectional studies that gathered primary and secondary data. Primary data were sought through qualitative and quantitative designs where qualitative design involved; interview, observation, and focus Group Discussion methods of data collection. Quantitative data were sought through questionnaires. Secondary data were sought through documentary review and internet surfing.

Five schools were purposively selected for the study and they included; Kayole, Baraka Umoja, Unity and Embakasi Primary Schools. From these five schools a sample size of 140 respondents was derived that included; Learners, parents, guardians and Education Administrative officers.

The study established that FPE influences Learners in such ways; learners develop communication skills, people were more attracted to school, better management of business by the learners, learners travel long distance to and from schools, there is enrollment of elderly learners and learners performance lowered I some schools.

The study further established that FPE is advantageous in that; more teachers were employed; government policies are now better disseminated than before. Increase in international funding and increase in the school enrollments. However FPE is disadvantageous In that ; teachers are less committed due to little welfare services to motivate them , public schools are

less facilitated as compared to their enrollments , public schools are few thus learners move for long distances which makes them tired among other challenges. this has accounted for the persistence of high illiteracy levels among the people though they have reduced.

The study suggested that; there should be enrollment of more competent teachers, provision of necessities in schools, construction of more public schools and rehabilitation of the existing ones more finding should be sought from international funders such as World Bank and international Monetary Fund, parents should facilitate their children, government should emphasizes on poverty eradication strategies and existing teachers should begin on the job training.

The study therefore concluded that if FPE is to attain its intended goals, where illiteracy was focused on in this study; there should be employment of competent teacher's facilitation of schools, mobilization of parents to cater for some scholastic needs of their children and mass mobilization of the people. This is because the five schools of study were found to be poorly facilitated, had some incompetent teachers, learners travel long distances to and from school, moreover on foot among other challenges. These have led to the high school drop out, absenteeism of learner thus the persistence of illiteracy since learners hardly concentrate in classes.

There are inadequate teaching and learning facilities in Embakasi Division primary schools. Respondents from Baraka primary school reported they have few desks and teachers lack teaching facilities at times such as chalk and text books. Unity primary school lacks a good library for learners .This resulted from the improper planning. Some learners fail to complete standard 8 thus fail to achieve their intended goals.

There is uneven distribution of public schools. Respondents noted the children from Kayole village walk far over 5 kilometers daily to attend schools because they want to study for free of charge .this makes learners exhausted by the time they reach school thus do not concentrate well on studies. This accounts for poor performance of some learners.

The government uses FPE as political bait to mobilize support from the people. Some respondents report that they would rather not have the low quality Education from public schools if the government just uses it to access votes from the people. Respondent from Kayole and Umoja primary schools noted that the general performance of the schools retarded since FPE was introduced because, the government orders them to maintain weak learners in classrooms yet the government funding is little.

From the study findings the researcher therefore suggests the following

There should be construction of more classrooms, libraries, and staff quarters in all public schools. This is because there is a lot of congestion that leads to absenteeism, dodging of lessons or study in unfavorable conditions that lessens concentration of learners.

The government should equip all schools with necessary learning materials. These should include textbooks for learners, feeding to learner, teacher welfare service motivate them among other. This could enable learners to have enough resource material to help them even when the teachers are not in classes.

The international financing institutions such as; IMF and World Bank should extend low interest loans to the government of Kenya. Through its budget should mobilize more funds for the purpose of developing FPE.

The teachers should be given on-the-job training to upgrade their scores. Those who lack qualification should be given the first priority and those who have but would like to upgrade should be next. At least if the government lacks money it may deduct the money from their salaries monthly.

Also should extend low interest loans to the people in order to start income generating activities to save money to dedicate it to children education. If parents and teachers consonantly join efforts they would achieve the FPE intended goals.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter contains the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses, significance and scope of the study.

Free Primary Education (FPE) in Kenya is where pupils in primary public schools study for free of charge where they do not pay tuition fees. The parents are only required to buy a few scholastic materials such as pencils, uniforms among others where as the government meets; infrastructural construction, payments of teachers, planning and construction of infrastructures, payment of teachers, planning and provision of curriculum and syllabi among other items.

1.1 Background of the study

Education in Kenya has been on an 8-4-4 system since the late 1980s. This means 8 years for primary, 4 years for secondary and 4 years for College or University (www.unm.edu). Private schools are providing nursery education for middle and upper classes. Secondary education in private schools follows the British system of Ordinary and Advanced Levels (O-level and A-level) after standard eight. The Kenya Certificate of Primary Education (K.C.P.E.) is responsible for standard eight examinations that are supervised by the Kenya National Examination Council (KNEC). Free primary education began in January 2003.

Ignorance, disease and poverty are the three major problems most developing countries face the world over particularly in Africa. The Ministry of Education of Kenya (2002) noted that, if free education is extended to the people, they would acquire knowledge to fight disease and poverty through starting various self help projects. Therefore FPE was introduced in January 2003 and Free Secondary Education in 2007.

Illiteracy has been identified as one of the most serious national problems in Kenya. This has been aggravated by a high growing population, currently at 2% per annum. This coupled with unequal wealth distribution, unemployment, nepotism among other inequalities in the country; income inequality and poverty among individuals and regions make it inevitable to have low enrolments in primary schools. Kibera slum, the biggest in Kenya and probably among the biggest ones in Africa, over 3 million people live below the poverty line and over a million children do not attend school (www.unicef.org).

In the Press statement on Free Primary Education Programme (FPEP), that was named, "Kibaki's About-Turn on free schools development," the government provides instructional materials, teachers, quality assurance services among other needs. The study sought the effectiveness of this policy in the last five years since January 2003. In its Economic Recovery Strategy (ERS) for wealth and development, popularly known as Wealth Creation Strategy (WCS) (2000), the government acknowledged the efforts by foreign donors' to finance education in Kenya. By the year 2000, illiterate people totaled up to 7.5% of the adults, youths and children where children were 30% of the total (Ministry of Education Kenya, 2000).

When the National Rainbow Coalition (NARC) government took over power from Kenya African National Union (KANU) government in 2003, the major strategic goal in the field of education was to reduce the illiteracy levels during the period of five years from 7.5% to 4.5% an improvement of 3% which had never been experienced in the last two decades. The North Eastern provision was given 150 million Kenyan shillings (Kshs), 45 million Kshs for Isiolo, Marsabit and Moyale regions. The education programmes are being developed by government, development partners, households, communities, civil society and the private sector. Primary school enrollment from 2003 increased from 5.8 million to 7.5 million pupils in 2004. Now enrolment stands at 9 million on pupils (www.unm.edu). Ministry of Education on literacy levels in Kenya (2000) established that about 25% of the children between the ages of 6 years to 14 years cannot read, write or communicate well.

Despite the introduction of Free Primary Education (FPE), there are still a lot of children who do not attend school most especially in slum areas and pastoral communities, because of poverty among the people. There is a lot of school drop out as learners lack basic necessities to use in classrooms. Some learners drop out before they even learn how to write their names well. A serious campaign was done in 2005 by the Ministry of Education to boost FPE by creating partnership with the International Development Organization (IDO) such as; United Nations International Children Emergency Fund (UNICEF), and World Bank to access low interest long-term loans to facilitate infrastructural development, teacher development programmes, scholastic provision at low costs among others. This study therefore investigated on the illiteracy levels from 2003 to 2007 in regard of FPE.

1.2 Statement of the Problem

Ignorance, disease and poverty are the three major problems of developing countries such as Kenya. The Ministry of Education in 2006 reported that at least 7.5% of people in every village are illiterate. Since at least 60% of the people live below the poverty line, most parents hardly afford to pay tuition fees for their children in primary schools. In January 2003, Free Primary Education (FPE) was introduced in public schools to enable all interested people to at least learn how to read and write.

Despite such efforts by the government, International Development Organisations and other stakeholders to make education more accessible to the people, illiteracy still persist at 7.5% (www.commonwealtheducationfund.org). Some people do not enroll their children in schools at all, some drop out before completion of primary education or some get low quality education due to various problems especially poverty, inadequacy of public schools, inadequacy of resources in schools, and uneven distribution of public schools among other factors, amidst excessive enrollments.

Information on the relationship between FPE and illiteracy levels is still lacking and yet it is vital in devising appropriate strategies to achieve an educated nation. This study was therefore carried out to investigate on the impact of FPE on the reduction of illiteracy levels in Kenya, a case study of Embakasi Division, Nairobi, Kenya from 2003 – 2007.

1.3 Purpose of the Study

This study aimed at investigating the abilities of primary school learners in reading, writing and communication from 2003-2007 in regard of FPE in Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- To investigate the influence of FPE on learners' writing and reading abilities.
- To find out the advantages and disadvantages of FPE to learners.
- To devise strategies how FPE may effectively reduce illiteracy levels among the people of Kenya.

1.5 Research Questions

The study answered the following questions.

- To what extent has FPE influenced the reading and writing abilities of learners?
- What are the advantages of FPE on the citizens of Kenya?
- How can FPE effectively reduce illiteracy levels among the people of Kenya?

1.6 Research Hypotheses

The study assumed that;

- Free Primary Education has reduced illiteracy levels among the people of Kenya.
- Free Primary Education has a lot of advantages but they have not been properly utilized by the stakeholders.
- There is a serious need to refurbish strategies upon which FPE education will achieve its intended aims.

1.7 Scope of the study

The study focused on a purposively selected area of study, respondents and related literature.

Geographically the study took place in Embakasi Division of Nairobi. It is located in the Eastland part of Nairobi and covers an area of 62 square kilometers (sq.km) (Map of Nairobi, 2006). It was selected because it has the highest enrolment of primary school learners among all provinces in Nairobi. The Ministry of Education statistics Abstract (2007) noted that the division has 60 primary schools with an enrolment of 234,267 learners, 1826 teachers and 10 inspections. This meant that there was a 1:129 teacher-learner ratio and 1:6 inspector-school ratio which makes monitoring and supervision of learners ineffective. The researcher selected five primary schools to constitute the sample size and these included; Kayole, Unity, Baraka, Umoja and Embakasi primary schools.

A total of 140 respondents was purposively selected and employed in the data collection process. These included learners, teachers, education administration officers (EAO) and parents/guardians.

Data were derived from the respondents through use of qualitative and quantitative data collection design as well as reviewing related literature through documentary review and internet surfing. Libraries visited included; Kampala International University (KIU) library, Makerere University (MUK) library, Ministry of Education Nairobi libraries and Ministry of Education and Sports (MOES) of Uganda resource centre. Literature was reviewed in relation to the study objectives and upon the background of the study. K.I.U. Computer laboratory was visited for surfing the Internet.

This study was started in July 2007 from when the proposal was done, data were collected between May and June and the dissertation was done in July 2008 up to 15th August 2008. It was submitted in August 2008.

1.8 Significance of the Study

The study is of paramount importance to various stakeholders, particularly the Ministry of Education, teachers and learners among others.

The study streamlines the challenges faced by FPE at its different levels of development. The Ministry of Education will therefore devise appropriate strategies how to boost up the performance of FPE to fulfill its aims, particularly reducing illiteracy levels among the people. These will basically include enrolling more teachers to reduce the teacher-learners ratio, infrastructural constructions and development and improvement of teachers' welfare among other considerations.

The Kenya Institute of Education (KIE) will develop an appropriate curriculum to suit the demands of the learners since the study found out that some learners are older than the formerly known primary school learners. Some are above 18 years. For instance there was an 84 year-old man who enrolled for primary one in January 2003.

Inspectors of schools are to use this information as a guide on the most important items they should focus on when doing their work. Issues related to class management, availability of scholastic needs, and distance between the learners' homes and the schools should highly be considered.

Teachers would devise appropriate ways of handling large classes. Some classes consist of learners of varying age who at times are adults. This study devises appropriate techniques how that can be achieved, through proper use of professional ethics.

This study provides information through study recommendations on how adult learners may make use of FPE.

This study is a basis for future reference by other researchers who would deal about a related topic.

The study is a partial fulfillment for the award of the degree of bachelor of education science of Institute of Distance Open Learning of Kampala International University to the researcher.

LITERATURE REVIEW

This chapter presents data derived from already done studies by different authors, editors, journalists among other intellectuals. These data were sought upon the background of the study that a number of factors include; poverty, uneven distribution of public schools, inadequate human and material resources among others. The study aimed at investigating the abilities of primary school learners in reading, writing, and communication from 2003-2007. Data were cited upon objectives that included; investigating the influence of FPE on learners writing and reading abilities, to find the advantages and disadvantages of FPE to learners and to devise strategies how FPE may effectively reduce illiteracy levels among the people of Kenya.

```

graph TD
    A[Free Primary Education] --> B["• Poverty of parents  
• Inadequate resources in Public schools (human and material)"]
    B <--> C[Illiteracy]
    C --> D[Fighting against ignorance, poverty and disease]
    D --> E[Educate all interested people]
    E --> F[Attainment of basic literacy]
    F --> G[Job creation]
    G --> H[Living a happy life]
    H --> I["- Ignorance of parents  
- Poor communication and transport system  
- Ineffective dissemination of information by government  
- High interest rate loans from International Monetary Fund (IMF) and World Bank  
- Competition from private schools, extra"]
    I --> B
    I --> C
    I --> A
  
```

The diagram illustrates the cycle of illiteracy and its impact on economic development. It shows how poverty and inadequate resources in public schools lead to illiteracy, which in turn hinders progress in fighting ignorance, poverty, and disease. The cycle continues through education, literacy, job creation, and a happy life, but is perpetuated by factors like ignorance, poor communication, and high interest rate loans.

Source: Researcher Findings 2008

Figure 2.1.1 shows the conceptual framework of the study

On inauguration of FPE in January 2003, the government aimed at fighting against ignorance, poverty and disease that are the major problems Kenya face. This was to be achieved through availing education to all interested citizens of Kenya, attainment of basic literacy so as to create jobs to achieve a happy life.

However the attainment of the intended goals has been hampered by poverty of parents who fail to avail scholastic materials to their pupils, inadequate resources in public schools such as teachers and learning and teaching facilities and uneven distribution of public primary schools in Kenya. Poverty stricken areas such as Kibera slum of Nairobi has very few public schools to educate people freely. Some parents perceive FPE as political bait by the National Rainbow Coalition (NARC) government that assumed power in 2003 and incompetence of some teachers. Some teachers were poorly trained to effectively teach primary school pupils thus the low quality education experienced

The government of Kenya on introducing FPE intended to fight poverty, disease and ignorance, but other indirect factors such as illiteracy and ignorance of parents, poor communication system in the country, ineffective dissemination of information among other factors have also provided unfavourable conditions for the development of FPE.

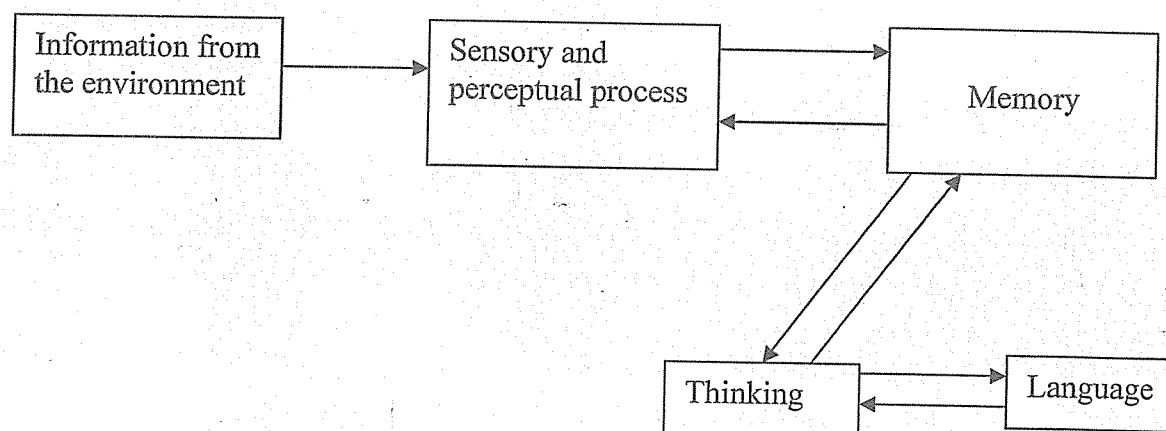
2.2 The theoretical review of the study

Santrock (1994:43) noted that learning is a relative hyper anent change in behaviour that occurs through experience, learning usually requires practice and certain behaviour are practiced much more often in some cultures (school) than in others. The government of Kenya in the event of reducing illiteracy introduced Free of charge learning since poverty had deprived of the majority poor a chance to study. This was done because learning is a continuous process if one is to effectively achieve. Absenteeism of pupils had disrupted

the efficient learning process as pupils were always sent back home for scholastic needs especially tuition fees.

Aninjang (2001) perceived learning as an ongoing process with a desired extent and proceeds are achieved through adequate facilitation of learners with necessary learning aids and materials such as books (exercise and text) classrooms, uniforms, and extra curricula facilities among others. It is noted that since many parents can not afford them it becomes necessary for the government to at least avail some of them to the learners.

Santrock (1994:244) further illustrates the ideas of Jean Piaget, the famous Swiss development psychologist who changed the way we think about the development of children's minds. For Piaget, a child's mental development is a continuous creation of increasingly complex forms. These are illustrated below.



Source: Adapted from Santrock J.W. (1994:244) Child Development, 6th Edition University of Dallas

Figure 2.3.1 showing the communication process in children

Information processing is concerned with how individuals process messages about their world, in the context of how information enters the mind, how it is stored and transformed, and how it is retrieved to perform such complex activities such as problem solving and reasoning. The Ministry of Education on introducing FPE, a curriculum was designed to solve the rampant problem of illiteracy where people are to acquire basic

skills to start self help projects to reduce poverty among them through job creation. This was in consonance with President Mwai Kibaki's (2003) swearing in speech that emphasized that an educated nation is vulnerable to be free of poverty since people would have the skills to perform various activities to earn a living.

2.4 Related Literature

2.4.1 The influence of Free Primary Education on the learners

The government primarily intended to reduce illiteracy levels among the people, make education easily available to the people through reduction of costs in order to develop basic skills. The schools are availed with text books, teachers, pens, pencils and some other related scholastic materials. The learners have to avail themselves with some scholastic materials such as uniforms, shoes, some textbooks that schools do not avail, study tour fees among others that necessitates.

Higgins (1968) noted that poverty in developing countries is highly responsible for the high levels of illiteracy since people hardly afford to maintain their children in schools. He further noted that in developing countries, there are many families whose members despite of full daily hard labour do not make ends meet for their children through provision of basic needs. The Review Newsletter of March 2006 Nairobi, however noted that though people are poor, through savings for education, at least 9 million children of school going age in public schools by December 2005 as compared to 5.8 million in December 2002. The 9 million are at least able to read and write their name with less difficulty which was not the case before.

Free Primary Education has enlightened people to develop more love to study programmes. According to United Nations International Children Emergency Fund (UNICEF) (2000), in their "Report Assessment on Literacy," most primary schools in Kenya charged high tuition fees which would not be afforded by most parents. This threatened the people who had interest in education to join school and thus illiteracy was inevitable. Daily Nation January, 18th (2008) noted that 2008 primary school enrolments were higher than ever and expected to increase tremendously by the end of February.



This was because parents realized that their children were communicating well when they attend school than the ones who don't attend school. Learners in FPE public schools have high level of social attitudes with their fellow learners, teachers and other people. This is because the Ministry of Education designed an appropriate curriculum that caters for the needs of learners of varying age.

Sadker and Miller (2000:50) noted that; some individuals, a rare few are naturally gifted teachers, their classrooms are dazzlingly alive. The students are motivated and excited; their enthusiasm translates into academic achievement. For these truly talented educators, teaching seems to be pure art or magic." Free Primary Education lacks enough well talented teachers to effectively stimulate the learning abilities of learners. The Educational Review Newsletter, April 2006, noted that, some teachers in public schools lack the basic talent to teach pupils especially in lower classes. This mainly results from either the inadequate training they attain or attending of low quality training institutions. Some private teachers training institutions do not fully conform to the national standards of education as stipulated by the Ministry of Education.

Free Primary Education has indoctrinated a discipline in learners that the basic requirements of school are; scholastic learning and teaching materials to learners. President Kibaki in November 2007 during the presidential campaigns praised the attitude of various learners toward education. He praised learners above 15 years who join free education for their moral boost they give younger learners. Many pupils today attend school without shoes and they study happily whereas in the past pupils refused to enter classes because of such petty excuses. The government also warned to punish schools that send learners home for petty demands such as; brooms, not having shoes among others. Therefore Free Primary Education has attracted more learners than before.

Mager (1968), a learning specialist noted that, education is training to develop skills, or competencies, attitudes or enthusiasm. It encourages growth or self actualization, helps the student to develop and assists him or her to develop the fullest potential. FPE in its essence was meant to transform citizens of Kenya to better life through utilizing the opportunities in their reach. A number of craftsmen in Nairobi who never knew a single

work of English language now to a certain extent communicate with their clients well using English language. This has enabled them to increase their sales.

2.4.2 The advantages and disadvantages of Free Primary Education in Kenya.

FPE was done as one of the national strategies in the Millennium Development Goals Programme (MDGP) to achieve economic growth. It was a good programme that has achieved some of its goals but has failed to certain extent due to certain limitations.

Poverty Reduction (2004) noted that, through acquisition of basic skills through reading and writing, a number of people are operating their business more efficiently than before. This is because communication skills have increased among the people. Sherman A.W. and Bohlander G.W. (1992:12) noted that acquisition of new knowledge and skills as a result of training, employees may be even more effective on the job and may qualify for jobs at a higher level. The government of Kenya introduced FPE with an intention to increase global and domestic competition leading to greater need for competitive strategies especially in the economic sector.

The government of Kenya Economic Review Commission in December 2007 noted that, the rapid advances in technology have created an acute need for people with specialized technical skills that have to be developed right from primary school level by making education more accessible, design an appropriate curriculum and ensuring continuity in the learning process. Free Primary Education introduced a new theme of hope for prosperity in the education field for learners. The curriculum was designed in such a way that it emphasizes on science subjects since this is a period of use of capital than labour intensive techniques of production. This is why learners who complete primary school level can communicate well, have knowledge about Primary Health Care (PHC) and can at least manage small scale business among other advantages.

Free Primary Education has provided employment to the teachers. With introduction of FPE in January 2003, enrollment adversely increased thus there was needed to employ more teachers to cater for such students. In Embakasi Division, the number of teachers increased by 30% with the introduction of FPE from 1405 to 1826 (Ministry of

Education, FPE, Nairobi, 2007). Given that the government wants everybody to earn a living, recruiting more teachers was a blessing for those who were unemployed thus an advantage.

International Funders and Donors increased in Kenya on introducing FPE. UNICEF in January 2008 handed over the first consignment of supplies to Kenya for Education (www.unicef.org). The International Monetary Fund (IMF) and the World Bank are extending long term loans to the government of Kenya with an aim of emphasizing FPE. A number of public schools are under construction to accommodate more learners.

However Free Primary Education has faced a lot of challenges. Some of these challenges resulted from ineffective planning prior to the introduction of FPE and others are there because of the ever changing political, social and economic aspects of life from within Kenya and abroad. There was excessive enrolment, reluctance of teachers, uneven distribution of public schools and inadequate funding among other factors.

UNICEF (2006) was alarmed by the excessive number of learners in each class. The teacher-student ratio highly increased from 1:50 to 1:120 (Ministry of Education, 2003). This consonantly led to inadequacy of teaching and learning facilities. Some learners sit on the floor, others dodge lessons because of inadequate classrooms. This has however, retarded the quality of FPE from what was planned before.

Teachers have become more reluctant to their duties. They lack enough motivation as they teach large classrooms, welfare services are inadequate, and school monitoring and supervision are ineffective. Thus low quality education offered (Wambi, 2005). On introducing FPE there were few new structures that were developed especially in rural areas. In Embakasi Division, the classroom became congested and it became quite difficult for the teachers to arrange their classrooms well. There were learners who were of highly varying age who were enrolled in the same classes. For instance a class could have learners of 7 years as well as those above 18 years of age. These age and attitudes discrepancies of learners disturbed teachers thus low performance.

Free Primary Education has made many parents become more reluctant as regards provision of basic need to their children (Adongo, 2004). Some people perceive it that FPE is meant to provide all the scholastic materials a learner requires to study. Some parents don't provide their children with uniforms, shoes, study tour fees, property feeding in disguise that the schools would provide. This has made life for many learners difficult and thus the high rate of school drop out. This frustrates the government plans of attaining an educated nation.

2.4.3 Strategies upon which FPE may reduce illiteracy levels among the people

There is a serious need to review the operation of FPE in all districts of Kenya if positive results are to be achieved. There should be enrollment of more competent teachers, provision of necessities to public schools, construction of more schools, increase on the amount of funds given to public schools, government should emphasize on poverty eradication and giving of on-the-job training to teachers among other solutions.

UNICEF (19 August 2006) on their website www.unicef.org on handing over their first donation consignment of supplies to the government of Kenya for education, the country director suggested that the country should mobilize the FPE well in order the programme to attain its intended aims if they are to access foreign funding from IMF, World Bank and other financing agencies. The government of Kenya is in urgent need of low-interest loans to invest in education in teacher training, infrastructural development, payment of education workers, providing schools with necessities among other needs.

The Poverty Reduction Programme (2004) mainly focused on how low income people may improve on their earnings and savings to stimulate education in Kenya. It was found out the illiteracy rate is high just because some people are too poor to afford maintaining of their children in schools. The programme suggested extension of low-interest loans to credit worthy clients in order to start business operations. This would make them accumulate savings that would be used to maintain their children in school through provision of scholastic materials such as exercise books and uniforms.

Ministry of Education (2004) in their curriculum development strategies noted that the existing teachers should be given on the job training as part of developing FPE programme. This may be through offering seminars, workshops or distance education courses during holidays to enable them upgrade their skills. A good number of primary school teachers are taking holiday programme courses as part of the government strategy to improve the education system in Kenya. These courses really emphasizes on professional ethics and subject matter attainment.

Halloran J. (1978:326) suggested that there should be effective training if any organization is to attain its desired goals. This training process leads to transmission and receiving of information related to problem solving. Trainees should gradually learn to be more honest in their communication. As they become more open with one another, they trust one another more and accept other points of view. Free Primary Education was primarily meant to provide skills to people to effectively communicate with others in day to day interpersonal life. The government should therefore design training sessions aimed at problem solving.

Vankateswarain (1997) suggested that, parents should form good cooperation with teachers through Parent Teacher Associations (PTAs) to effectively monitor the activities, behaviour, attitude and performance of their children in school. When teachers and parents cooperate in child development, they have high chances of achieving their goals since the learner would always be under supervision. It was realized from the study findings that some parents hardly train their children on how to develop certain simple skills that may not necessitate a teacher or formal education. Parents should at least provide their children with scholastic needs to favour their well stay in school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This Chapter presents the research design, area and population of the study, sample framework and size, methods of data collection, procedure of the study, research procedure and data analysis.

This study was both descriptive and analytical in nature. The study elaborated the different aspects of FPE basically its aims, and critically analysed how it has influenced the level of illiteracy among people of Kenya.

3.1 Research Design

A sample survey and cross sectional study designs based on quantitative and qualitative data designs were employed to gather primary data. Observation, interview and focus group discussions (FGD), method were employed to collect qualitative data. Quantitative data were gathered using questionnaire method.

The qualitative data were presented in a descriptive form. The data from questionnaires were presented in a descriptive manner using percentages, mean and ratio after which information were integrated with qualitative data.

The population samples were derived through purposive and random sampling designs given the homogenous nature of the population of study. These were basically learners, teachers, E.A.O and parents / guardians with knowledge about FPE and illiteracy levels in Kenya.

The procedure of making this research project was that recommended by KIU research department.

3.2 Area and Population of the Study

The study took place in Embakasi Division of Nairobi located in the Eastland. A total of five primary public schools to represent the 60 primary schools in the division were selected and included; Kayole, Umoja, Baraka, Unity and Embakasi Primary schools.

The study consisted of purposively selected respondents that included; learners (pupils) teachers, E.A.O. and parents/guardians.

A sample size of 140 respondents was employed to represent a population of 236,103 population in Embakasi Division of Nairobi (Embakasi Division Office documents, 2007).

3.3 Sample framework and size

The study involved a purposive and random sampling strategy. The first stage involved a random selection of Nairobi area where Embakasi Division was selected since it has the highest number of learners (pupils) on FPE.

The second stage involved the random selection of 140 respondents from Embakasi Division. These included; learners, teachers, E.A.O and parents/guardians. There was selection of four teachers from each school; male and female, five teachers from each school, and one E.A.O. to represent each school. This meant that, 20 teachers, 90 pupils, 25 parents/guardians and 5 education administrative officers were selected.

These were identified and selected with focus on their abilities to give relevant data to the study. They were first trained and then tested to evaluate their abilities to give reliable information. This information is presented in the table below.

Table 3.3.1 Shows the sample selection and size

Respondent category	Frequency one school	Five schools	Mean	Ratio	Percentage
Learners (pupils)	16	90	1.6	9:14	64.3%
Teachers	4	20	7	1:7	14.3%
Parents/guardians	5	25	5.6	5:28	17.8%
E.A.O	1	5	28	1:28	3.6%
Total	26	140	1	1:1	100%

Source: Researchers findings 2008

3.4 Methods of data collection

The study used a range of methods to gather primary and secondary data. Primary data were sought using qualitative and quantitative research designs. Interviews, observation and Focus Group Discussions (FGD) methods helped to gather qualitative data. Quantitative data were gathered through questionnaires that consisted of objective, structured and semi-structured questions. Questionnaires were both close and open ended. Secondary data were sought through documentary review and internet surfing. Information was sought upon the background and objectives of the study.

3.4.1 Primary data

These were data that were objectively gathered by the researcher. Only relevant questions were administered and relevant responses recorded. This was done through qualitative and quantitative data designs.

3.4.1.1 Qualitative data design

Through this design the researcher directly administered and recorded information. This was done through interview, observation and Focus Group Discussions methods of data collection.

3.4.1.1.1 Interview method

Here face to face questions were administered to the respondents without writing down the answers. It was the researcher who noted down a few main points. The researcher used structured and unstructured interviews.

Structured interviews had a topic and questions were well arranged. The respondents were first informed that they were under interview. Unstructured interviews were used upon respondents who never wanted to reveal information regarding the study. These never had a topic or well organized list of questions. They were administered in a conversational form.

Interviews were held with 90 respondents because these were presumed manageable due to limited resources and time. An interview schedule that consisted of both close ended and open ended questions guided the study.

Interviews were advantageous in that they saved time and money as questions never required printing, respondents gave information from whenever they were found and non-response respondents never realized that they were under interview.

3.4.1.1.2 Observation Method

The researcher personally took a physical survey on the FPE and illiteracy levels in Embakasi Division of Nairobi by visiting the schools of study. An observation checklist containing items of interest was designed that helped the researcher to gather data from the respondents.

Observation method was advantageous in that the researcher got first hand information since she physically viewed the state of FPE in Embakasi Division, the researcher got information from non-responsive respondents and it was financially cheap.

3.4.1.1.3 Focus Group Discussions (FGD)

A purposively selected panel of 10 respondents was employed to analyse the study findings from other methods of data collection. These included; 2 pupils, 4 teachers and 2 parents/guardians and 2 Education Administrative Officers. These were selected upon their competence to give reliable data for the study. FGD were presided over by the researcher.

This method was advantageous in that; some issues that had not been made clear by the respondents were critically analysed, information that never generated enough relevance to the study was discarded and the researcher was guided on how to appropriately report her data among other advantages

3.4.1.2 Qualitative data design

This is where the researcher set open and close-ended questions that gave the respondents chance to widen the scope of the study. This was basically through questionnaire method.

3.4.1.2.1 Questionnaire method

A set of well-selected questions based on the objectives of the study were set printed and distributed to respondents. They comprised of both close and open-ended questions. Respondents answered these questions and returned them in less than four days. Questionnaires consisted of semi-structured, structured and objective questions.

These questionnaires were advantageous in that respondents were given opportunity to give their own views about the study. Respondents who would have felt shy in giving their views, answered questions with utmost freedom since they never revealed their identities and the respondents answered questions at their convenience.

3.4.2 Secondary data design

This involved data from already done studies by various intellectuals. Information was sought upon the background of the study and objectives of the study.

3.4.2.1 Documentary Review

The researcher through pilot studies made got data from different acknowledged studies, research reports, and journal among others following the objectives. Data from this study was advantageous in that; it proved the authenticity of the study, data derived gave the study its direction and acknowledged references acted as a basis for future research.

3.4.2.2 Internet Surfing

The researcher visited a number of websites concerning FPE and illiteracy levels in Kenya, Uganda and other African countries that practice FPE. This helped to give a worldwide updated data about free education.

3.5 Procedure of the study

The researcher chose a topic that was approved by the faculty department about research. The researcher wrote a proposal after making pilot studies from the field of study, libraries and internet. The proposal was approved and the researcher sought a letter from the faculty of education, institute of Distance, Open Learning of Kampala International University to seek permission to carry out research from Embakasi Division of Nairobi on the influence of Free Primary Education on illiteracy levels in the region.

After data were gathered, the researcher went back to the libraries and internet to compare the field findings with secondary data done by other intellectuals on related studies.

After this research project was done the field findings were analysed in consonance with secondary data and conclusions were drawn.

The study was always under the supervision of Mr. Kiria Bernard who provided the basic concepts that made this study a success.

3.6 Data analysis

The qualitative data derived from interviews, observation and FGD were compared with that derived from questionnaires and analysed manually to generate statistical descriptive and analytical designs. These were percentages, ratios and mean integrated into tables, charts and graphs.

The quantitative data were presented in a descriptive form after which percentages, ratio and means were formulated for the better perception of the study since that data had established its magnitude.

The data from qualitative and quantitative data methods were first inspected, cross checked and edited in order to discover any item misplaced, misunderstood, misinterpreted detect gaps and discarded off information that were of less relevance to the study objectives.

These were discussed in the FGDs where data were categorized according to study objectives. Data were analysed in consonance with what prevails in the field of study.

3.7 Limitations of the study

The researcher was limited by the following challenges:

Assessing data regarding FPE needed a lot of time and concentration yet the researcher was always committed to other obligations of teaching. Given that she is employed in the education system much information was derived through observation and interviewing.

Given the situation of political instability that covered Kenya, some respondents were very reserved about their views since they were suspicious of the results of their views. Some people perceive FPE as a political gimmick that has to be handled with utmost care. This to a certain extent hampered the prompt completion of the study.

Some committed respondents actually never had empirical readily available acknowledged data to be incorporated into this study in order to establish its magnitude. This narrowed the scope of the study.

Given the limited resources the researcher had, meeting of respondents and visiting of libraries were limited. The cost of living was so high in Kenya during the course of the study thus a limitation.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF STUDY FINDINGS

4.0 Introduction

The study findings were presented, interpreted and analysed in relation to the study objectives. Primary data that were sought were edited into the; influence of FPE on learners, advantages and disadvantages of FPE in Kenya and strategies upon which FPE may be improved to attain its primary and secondary goals as designed by the Ministry of Education. These are elaborated below:

4.1 Demographic nature of population study,

The study considered the gender, marital status, education levels, working experience and occupation of the respondents, on gender status, respondents were required to choose between male and female, on marital status were examined on being married, single, widower or divorced. Educational levels focused on an 8-4-4 system of primary, secondary and tertiary institutions respectively.

Working experience was examined from zero years to 20 and above years. The examination on occupation considered civil service, casual labour, self employment and unemployment.

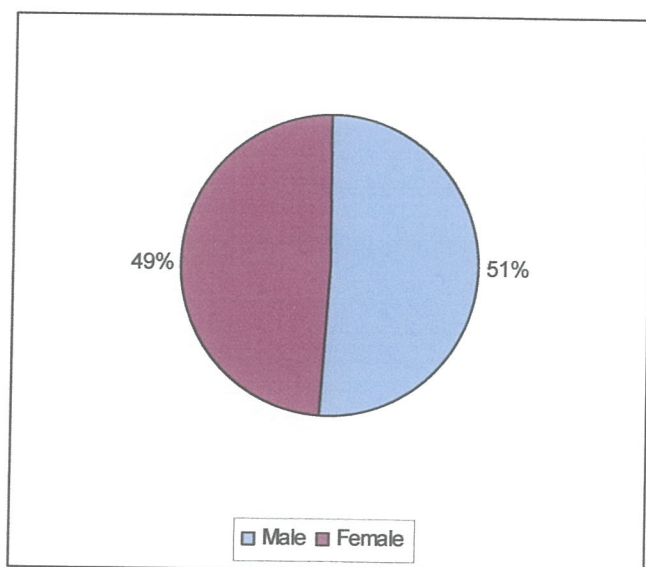
4.1.1 Gender of the respondents

Out of 140 respondents 71 were male and 61 were female. This meant the 50.7% were male and 49.3% were female. This information is presented in the table below.

Gender of respondents	Number of Respondents	Mean	Percentage.
Male	71	1.97	50.7
Female	69	2.03	49.3
Total	140		100%

Source: Researcher Findings 2008

Table 4.1.1.1 shows the gender of respondents



Source; Research Findings 2008

Figure 4.1.1.1 Pie Chart shows the gender of respondents

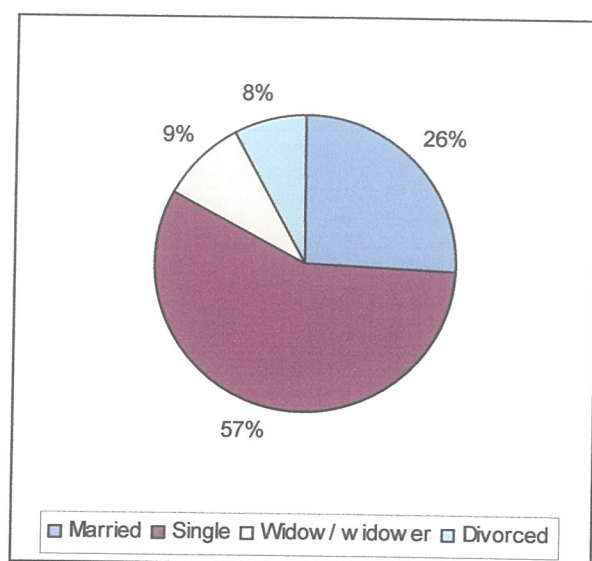
4.1.2 Marital status of respondents

The investigations on marital status established that out of 140 respondents, 36 were married 80 were single 1.3% were widowers / widows and 7.9% were divorced. This meant that 25.7% were married, 57.1% were single, 9.3% were widowers /widows and 7.9% were divorced. The study investigated and this because people from various marital status categories perceive FPE in varying ways. More children of married people are in schools than those of divorced a widowers / widows. Thus information is presented in the table below.

Marital status of respondents	Number of respondents	Mean	Percentage
Married	36	3.9	25.7%
Single	80	1.6	57.1%
Widow/ widower	13	10.8	9.3%
Divorced	11	12.7	7.9%
Total	140	1	100%

Source; Researcher findings 2000

Table 4.1.2.1 shows the marital status of the respondents.



Source; Research findings 2008.

Figure 4.1.2.1 Pie chart shows the gender of the respondents.

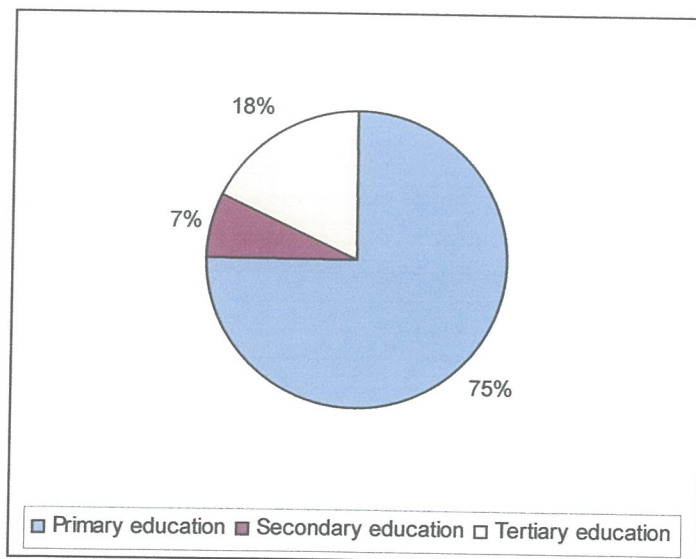
4.1.3 Education levels of respondents

Out of 140 respondents on the educational level , 105 experience primary education that made 75% ,10 got secondary education that made 7.1% and 25 tertiary education that made up to 17.9% .this information is presented in the table below.

Educational level	Number of respondents	Mean	Percentage
Primary education	105	1.3	75%
Secondary education	10	14	7.1%
Tertiary education	25	5.6	17.9%
Total	140	1	100%

Source; Research findings 2008

Table 4.1.3.1 shows the educational level of respondents



Source: Research findings 2008

Figure 4.1.3.1 Pie chart show the education level of respondents

It was established that the highest member of respondents that participated in this study attain primary school education then tertiary education and the least attained secondary education.

4.1.4 Working experience of the respondents

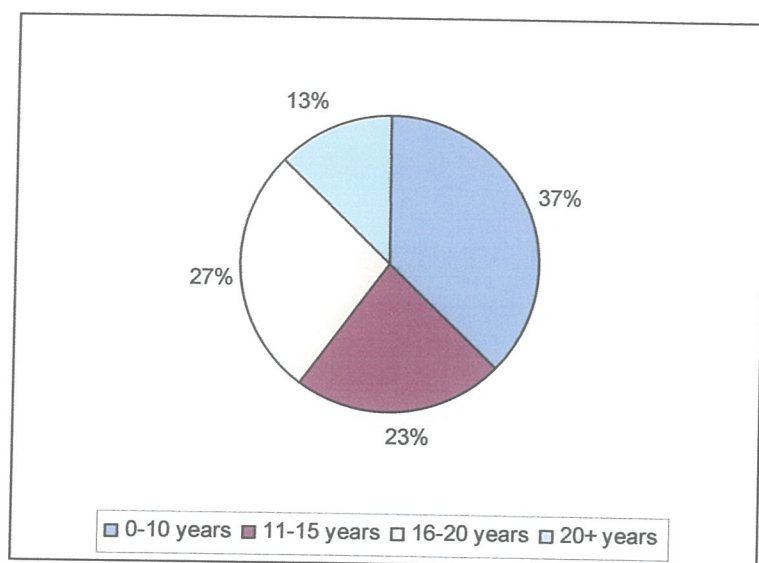
The working experience investigations found out that 52 respondents had experience between 0-10 years that made 37.1% , 32 had experience between 11- 15 years that made the 22.9% , 38 had experience between 16-20 year, that made 27.1% and 18 had experience of 20 years and above that made 12.9%. This information is presented in the table below.

Working experience of the respondents	Number of respondents	Mean	Percentage
0-10 years	52	2.7	37.1%
11-15 years	32	4.4	22.9%
16-20 years	38	3.7	27.1%
20+ years	18	7.8	12.9%
Total	140	1	100%

Source: Researcher findings 2008

Table 4.1.4.1 shows the working experience of the respondents.

The majority of the respondents had the experience of 0-10 years that made 37.1% to cause most of the respondents were learners , next had experiences between 16 -20 years and this formed 27.1% ,others 11-15 years that made 22.9% and respondents with the most experience (20 + years) formed 12.9% of the total member of respondents . this information is presented in the figure below.



Source; Researcher findings 2008

Figure 4.1.4.1 Pie chart shows the working experience of the respondents

4.1.5 Occupation of the respondents

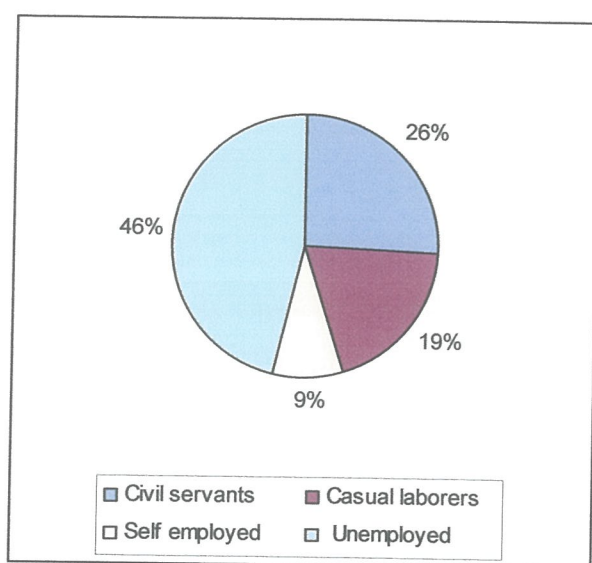
Out of 140 respondent, 35 was civil servants that made 25.7% ,27 were casual laborers that made 19.3% 12 are self employed that made 8.6% , and 65 were unemployed at the time of study that made 46.4%of the total member of the respondents .This information is presented in the table below.

Occupation of the respondents	Number of the respondents	Mean	Percentage
Civil servants	36	3.9	25.7%
Casual laborers	27	5.2	19.3%
Self employed	12	11.7	8.6%
Unemployed	65	2.2	46.4%
Total	140	1	100%

Source ; Research findings 2008

Table 4.1.5.1 shows the occupation of the respondents

Given that most of the respondents were learners in the five primary schools of study, they were unemployed , these were 46.4%. Next were civil servants who were 25.7% . This shows that the government employees more people , people that the private sector because many of the employed people respondents were professionals mainly in educational sector. Casual laborers and self employed were mainly learners and parents respectively. This is because some learners cater for their scholastic needs.



Source: Researcher findings 2008

Figure 4.1.5.1 Pie chart show the occupation of the respondents

4.2.1 Study findings on the influence of FPE on the learners in primary schools and people in Kenya

The study found out the FPE largely changed the attitudes and prospects of learners as well as other people. There was development of communication skills, people developed more love for education, those who were doing business such as craftsmen became better business managers, learners started moving long distances in order to attend to FPE, people developed more support to the government, old age learners were enrolled and learners general performance lowered to government schools.

4.2.2 Interpretation of study findings on influence of FPE on the learners and people in Kenya

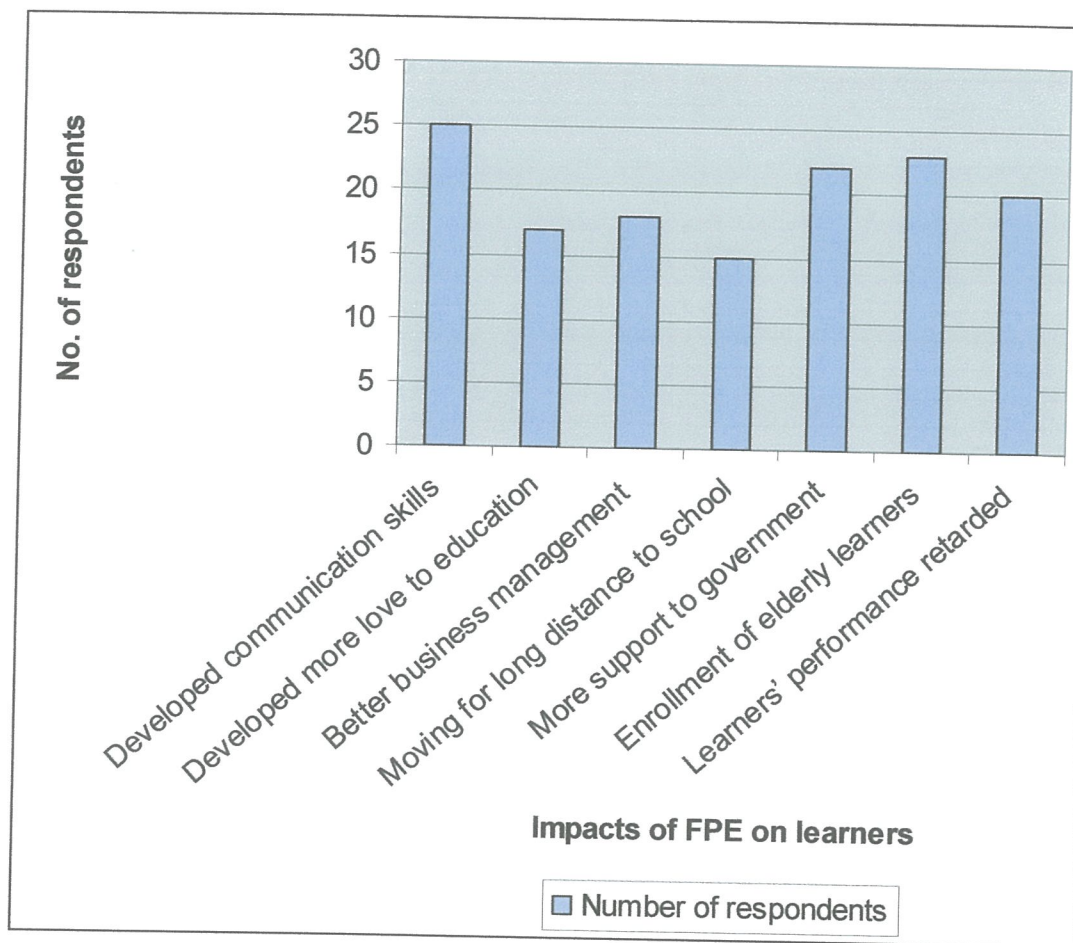
The study found out that; 25 respondents reported learned developed communication skills that made 17.9%, 17 reported that people developed more love for education that made 12.1%, 18 reported that those that attended FPE became better managers of their business that made 12.9%, 15 reported that learners travel for long distances that made 10.7%, 22 reported that the government got more support from the people that made 15.7%, 23 reported that older learners were enrolled, that made 16.4% and 20 reported that learners' general performance in many schools lowered that made 14.3% of the total number of respondents.

The information is presented in the table below.

Influence of FPE on learners and people	Number of respondents	Mean	Percentage
Developed communication skills	25	5.6	17.9%
Developed more love to education	17	8.2	12.1%
Better business management	18	7.8	12.9%
Moving for long distance to school	15	9.3	10.7%
More support to government	22	6.4	15.7%
Enrollment of elderly learners	23	6.1	16.4%
Learners' performance retarded	20	7	14.3%
Total	140	1	100%

Source: Researcher findings 2008

Table 4.2.1.1 Study findings on the influence of FPE on the learners and people in Kenya



Source: Researcher findings 2008

Figure 4.2.1.1 Bar graph shows study findings on the influence of Free Primary Education on learners

4.2.3 Analysis of study findings on the influence of FPE on learners and people in Kenya

Respondents reported that their communication skills tremendously improved because of the curriculum that was introduced in 2003. Emphasise us always based on improving the interpersonal relations between different individuals, through social work. Learners are now more responsive to teachers though they are congested in classrooms. In Unity

primary school, the director of studies reported that a standard one pupil can ably debate in class which was not the case before the introduction of the current curriculum.

More so, the increased enrolment has conspired of elderly learners who were very difficult to be found in primary schools. This is because more people have developed more attention to education due to mobilization by the government through various channels especially the media. In 2003, an 84 year old man was enrolled in Kericho region for standard one.

People who have business and have attended FPE have become better business managers since their communication skills have increased. Most of them have learnt how to speak English language thus business transactions are now more efficient. Aninjango a parent from Kayole Primary school praised his 22 years son who has just completed standard 8 that is crafts shop has developed due to his ability to communicate with clients.

Apparently learners move long distance to attend free education. Given that there are few private schools pupils move for over 20 kilometers a day in order to attend school. This is because more people have developed love for education.

Unfortunate to note the study established that learners' performance lowered with the introduction of FPE. Given the inadequate facilities such as classrooms, libraries, teachers, textbooks and chalk among others some classes spend a whole day without receiving a single teacher in some schools. This makes them to fail to complete their syllabi or receive incompetent teachers. This has finally lowered the performance. Abwao a teacher in Umoja Primary school related the recent poor performance to inefficiency of FPE system.

4.3.1 Study findings on the advantages and disadvantages of Free Primary Education in Kenya

The study established that FPE has a number of advantages and disadvantages as well. Advantages that were raised by the respondents include; more people accessed education, more teachers were employed, government policies further reached grassroots levels,

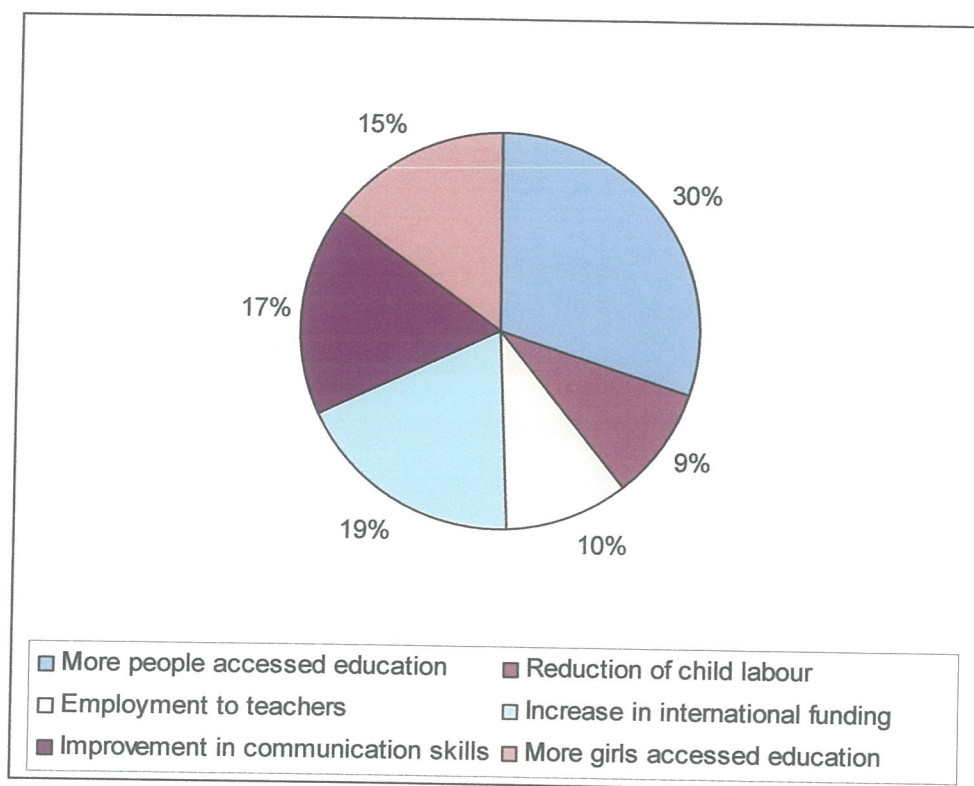
increase in international funding, improvement in the communication skills of the people, reduction of child labour.

The study established that respondents reported as follows on the advantages of FPE; 42 reported more people have accessed education, 13 reported reduction of child labour, 14 reported employment of more teachers, 26 reported increase in international fund to the ministry of education, 24 reported improvement in the communication skills of learners, and 21 reported more girls are joined school. This information is presented in the table below.

Advantages	Number of Respondents	Mean	Percentage
More people accessed education	42	3.3	30%
Reduction of child labour	13	10.8	9.3%
Employment to teachers	14	10	10%
Increase in international funding	26	5.4	18.6%
Improvement in communication skills	24	5.8	17.1%
More girls accessed education	21	6.7	15%
Total	140	1	100%

Source: Researcher findings 2008

Table 4.3.1.1 Shows the study findings on the advantages of FPE in Kenya



Source: Researcher Findings 2008

Figure 4.3.1.1 shows the study findings on the advantages of FPE in Kenya

4.3.2. Interpretation of study findings on the advantages of FPE in Kenya

The study established that 30% reported more people accessed education, 9.3% reported reduction of child labour, 10% reported employment of more teachers, 18.6% reported increase in international funding to ministry of education, 17.1% reported improvement in communication skills and 15% reported more girls were enrolled in schools.

4.3.3 Analysis of study findings on the advantages of FPE in Kenya

Basing on the Millennium Development Goal Programme of 2000 by the government of Kenya, over 60% of the people were realized to be illiterate (Ministry of Education, 2000). With introduction of FPE in 2003 more people joined schools as respondents reported thus an achievement.

The international organizations such as IMF and World Bank increased their funding to Kenya. The government of Kenya dedicated over 500 million Kenya shillings to central provision as part of international funding from IMF and World Bank. Education Administrative officers from Embakasi reported that extra funding was given to primary schools in the region that helped to extend education to various areas.

Respondents further reported that communication skills of learners improved. The teachers and parents from the five schools of study noted that now letters can socialize better because of an improved curriculum that was introduced in 2003.

More teachers were employed. Most teachers in the five schools of study were happy as some of them were unemployed before 2003. This was because there were few public schools with few learners to have all of them accommodated there.

Respondents further reported that child labour reduced drastically as children who were formally out of school were now in school. Learners who were out of school, positively responded that, they were saved of being taken as idlers and criminals.

4.3.4 Study findings on the disadvantages of FPE in Kenya

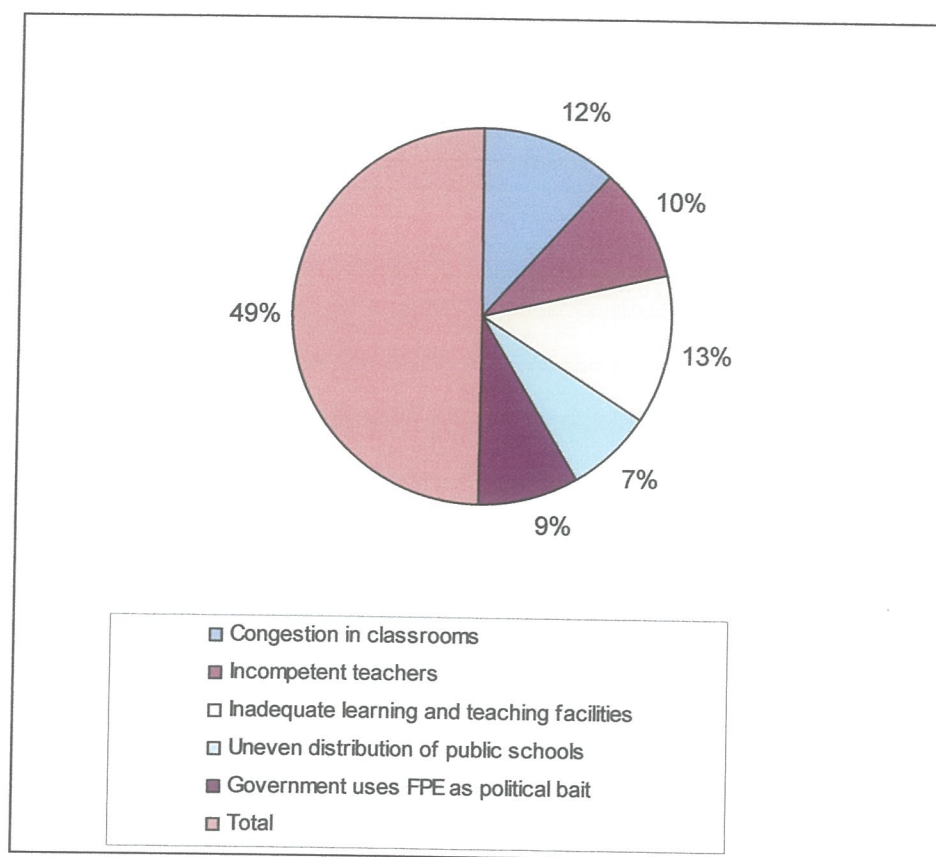
Respondents reported that FPE has failed to achieve some of the intended goals due to some limitations that have made it disadvantageous before some people. These include; congestion in classrooms, inadequacy of learning and teaching facilities, reluctance of teachers, enrollment of incompetent teachers.

The study established that; 36 respondents reported inadequacy of teaching and learning facilities that made 25.7%, 33 reported congestion in classrooms that made 23.6%, 27 reported recruitment of incompetent teachers that made 19.3%, 24 reported that government uses FPE as a political bait that made 17.1%, and 20 reported there is uneven distribution of public schools that made 14.3%. This information is presented in the table below.

Disadvantages of FPE	Number of Respondents	Mean	Ratio	Percentage
Congestion in classrooms	33	4.2	33:140	23.6%
Incompetent teachers	27	5.2	27:140	19.3%
Inadequate learning and teaching facilities	36	3.8	9:35	25.7%
Uneven distribution of public schools	20	7	1:7	14.3%
Government uses FPE as political bait	24	5.8	6:35	17.1%
Total	140	1	1:1	100%

Source: Researcher findings 2008

Table 4.3.2.1 Shows the study findings on the disadvantages of FPE in Kenya



Source: Research Findings 2008

Figure 4.3.2: Pie chart shows study findings on the disadvantages of FPE in Kenya

4.3.5 Analysis of study findings on the disadvantages of FPE in Kenya

The respondents reported that on introducing FPE in 2003 classrooms became so congested that even a teacher could not have enough teaching space. Many learners had to sit on the floor as the sitting facilities were also very few. Adong from Baraka primary school reported that learners used to fight for seats which disrupted the teaching sessions, learners became so much infected with airborne diseases such as cough and flu due to congestion thus absenteeism. Mbutela a classteacher of Standard two in Umoja primary school reported that they had to make tents in order to have teaching and learning space for the learners. This retarded the quality of education thus a disadvantage.

There was recruitment of incompetent teacher as the few who were available could not fully monitor and teach the high number of learners. Mrs. Mwangi an English teacher from Kayole primary school reported that the teacher-learner ratio rose from 1:50 to 1:80 learners. The government had to recruit more teachers with inadequate training, some of whom lacked good professional ethics. This accounts for high levels of school dropouts as learners become demotivated by some teachers.

There are inadequate teaching and learning facilities in Embakasi division primary. Respondents from Baraka primary school reported they have few desks and teachers lack of teaching at times such as, text books and other stationery among others..

4.4. Study findings on the solutions to challenges facing FPE in Kenya

The study suggested that the following may be done to improve the performance of pupils in FPE in Kenya. Respondents suggested that there should be environment for more teachers, provision of necessities to schools, construction of more schools more findings from abroad, parents should facilitate their children, government should intensify the fight against poverty and the available teachers should be given on the job training.

4.4.2 Interpretation of study finding on the challenges faced by FPE in Kenya.

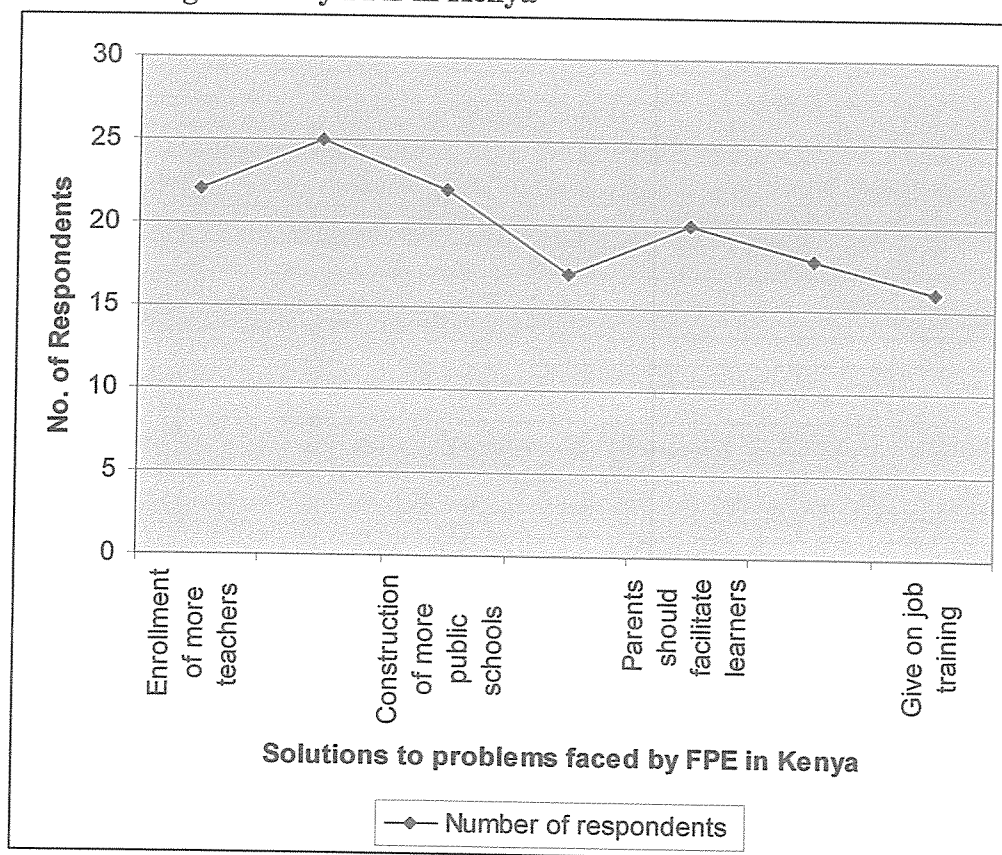
The study established that, 22 reported enrollment of more competent teacher that made 15.7%, 25 report provision of necessities to the public schools that made 17.9%, 22 reported construction of more schools that made 15.7%, 17 reported more funding should be sought from international funders that made 12.1%, 20 reported that parents should facilitate their children that made 14.3%, 18 reported that government should put more emphasis on poverty eradication strategies that made 12.9% and 16 reported teachers should be given on- the-job training, that meant 11.4 of the total respondents. This information is presented in the table below:

Solution	Number of respondents	Mean	Percentage
Enrollment of more teachers	22	6.4	15.7%
Provision of necessities in public schools	25	5.6	17.9%
Construction of more public schools	22	6.4	15.7%
More funding from international funding organization	17	8.2	12.1%
Parents should facilitate learners	20	7	14.3%
Government should emphasise on poverty reduction strategies.	18	7.8	12.9%
Give on job training	16	8.6	11.4%
Total	140	1	100%

Source: Researcher findings 2008

Table 4.4.1.1 shows the study findings on the solution to challenges faced by FPE in Kenya

Solution to challenge faced by FPE in Kenya



Source: Researcher findings 2008

Figure 4.4.1.1 a line graph shows study finding on the solution to challenges faced by FPE in Kenya

4.4.3 Analysis of study finding on the solution to challenge faced by FPE in Kenya

Respondent suggest that the government should enroll more teachers in order to reduce the teacher student ration. Adiambo from Koyole primary school reported that, at most each class should have forty five pupils in order to avoid congestion and to make teacher's work of making exercises easy.

Almost all the respondents consonantly agreed that public schools should be availed with necessities in order for learners to study amicably. Textbooks, chalk, desks, duster, cupboards, computers among others utensils should be given to school to enable learner to access any information they need for their academic prosperity. Awino from Adjumani primary school suggested their school is availed with a good library and textbooks teachers would perform better.

There should be construction of more public schools according to the study. It was established that they are few public schools and are not evenly distributed. This leads learners to more for long distance to and from the schools that demotivates them. Respondents from Baraka and Umoja primary schools suggesting that schools should be constructed between them to save learners of the long distance they traveled more over on foot.

More funding should give to the public school. The respondents reported that schools are poorly facilitated that they fail to maintain their learners in good studying conditions. They proposed that the IMF and World Bank should extend low interest loans to government of Kenya to enable of the growth FPE others suggested to the government to cooperate with international NGOs for grants to set up facilities to help children from poor background especially slum areas.

The parents/guardians that participated in the study appealed to them fellow parents' guardians so as to provide the basic necessities such as shoes uniform, food, study tour

fees among others to their children to supplement on that provided by the government. Ongom an E.A.O suggested that schools commit should coordinator with parents' guardian to have this done.

Also the respondents were of view that the government should emphasis on poverty reduction strategies. Different individuals should be given a capital to start different incoming generating activities through provision of low interest loans, provision of subsidies and political stability in different areas.

Teachers should be given on job training for those who are incompetent. This may include holiday programme where teachers upgrade their current knowledge. This would improve their schools so as to perform better.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction.

This chapter contains the general summary of the study, research views and acknowledge references were secondary data were sought.

5.1 SUMMARY OF THE STUDY.

The study investigated the abilities of primary school learners as regards reading , writing and communication skills in Embakasi division of Nairobi as regards of the free primary education that was introduced in January 2003. The study was carried upon the background that some limitations such as poverty, congestion in classrooms, incompetent teachers have led to literacy levels have persisted among the people. The study was guided by objectives that included to investigate the influence of Free Primary Education on learners and people, the advantage an disadvantages of free primary education and strategies upon which may be improved to attain its intended goals.

The study methodology was based on sample survey and cross sectional data designs. Data were sought through qualitative and quantitative data designs (primary data) secondary data were sought through documenting review from different libraries and internal surfing.

The study established that FPE influences learners in such ways that, learners developed communication skills, people developed more love for education, learners became better business managers, learners now move long distances to and fro school, the government boosts of more support from the people since the introduction of FPE, there has been enrollment of elderly learners and unfortunately some learners performance has retarded.

The study further established that FPE is advantageous in that more people have accessed education, there has been a reduction in child labour, more teachers have been employed, international funding has increased, improvement in communication skills of learners, and more girls have accessed school. However the study established that FPE is disadvantageous in that there is congestion in classrooms, recruitment of competent teachers, inadequate teaching and learning facilities, whenever distribution of public schools and government uses FPE as political bait to impose its major policies in to the people in disguise of education for instance money is swindled and government officials claim that they have invested in education yet it's not time.

The study suggested that ,there should be enrollment of more competent teachers, provision of necessities to schools, construction of more public schools, more finding from international finders like IMF and world bank, parents facilitate their children, government should emphasise poverty eradication strategies and giving on the job training to teachers to improve the skills.

5.2 CONCLUSION TO THE STUDY

The study there for concludes that, if FPE is to attain its intended goals where illiteracy was focused on in this study, there should be employment of competent teachers, facilitation of schools, mobilization of parents to cater for some scholastic needs of their children and mass mobilization of people .This is because the five schools of study were found to be poorly facilitated some incompetent teachers, learners walk for long distances among others. Limitation these have led to school drop out or absenteeism of learners thus some achieve less than accepted from FPE.

5.3 RECOMMENDATIONS.

From the study findings the researcher therefore suggests the following

There should be construction of more classrooms, libraries, and staff quarters in all public schools. This is because there is a lot of congestion that leads to absenteeism, dodging of lessons or study in unfavorable conditions that lessens concentration of learners.

The government should equip all schools with necessary learning materials. These should include textbooks for learners, feeding to learner, teacher welfare service motivate them among other. This could enable learners to have enough resource material to help them even when the teachers are not in classes.

The international financing institutions such as; IMF and World Bank should extend low interest loans to the government of Kenya. Through its budget should mobilize more funds for the purpose of developing FPE.

The teachers should be given on-the-job training to upgrade their scores. Those who lack qualification should be given the first priority and those who have but would like to upgrade should be next. At least if the government lacks money it may deduct the money from their salaries monthly.

Also should extend low interest loans to the people in order to start income generating activities to save money to dedicate it to children education. If parents and teachers consonantly join efforts they would achieve the FPE intended goals.

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APPENDICES

APPENDIX A: Questionnaire

Questionnaire for head teachers, pupils and inspector

Dean respondent,

The sole purpose of this questionnaire is to assist the researcher, Acham Merceline Adhiambo to establish the importance of Free Primary Education to the reduction of illiteracy levels in Kenya since its introduction in January 2003 to date. The information that you give will be treated with the high degree of confidentiality.

You are therefore required to tick or fill where you feel is appropriate for you.

1.0 SECTION 1. (Profile of respondent)

1.1 What is your gender?

a) Male ☐ b) female ☐

1.2 What is your martial status?

a) Married ☐ b) single ☐
c) Divorced ☐ d) widow/widower ☐

1.3 What is your level of education?

A) Primary level ☐ b) secondary level ☐
c) Tertiary level ☐

1.4 What is your working experience?

a) 0-10 years b) 11-15 years

c)16-20 years

d)21+ years.

1.5 What is your occupation?

a)Civil servant ☐

b)Casual labourer ☐

c)Self employed ☐

d)Unemployed ☐

SECTION 1I

Influence of free primary education on learners ability to read and write

1.1 I am able to read and write

a) Agree ☐

b) strongly agree ☐

c) Disagree ☐

d) strongly disagree ☐

1.2 Many peoples in our school are able to read and write.

a) Agree ☐

b) strongly agree ☐

c) Disagree ☐

d) strongly disagree ☐

Give reasons for your answer

1.4 Girls are able to read and write faster than boys

a) Agree ☐

b) strongly agree ☐

c) Disagree ☐

d) strongly disagree ☐

1.5 Lack of interest by pupils is solely responsible for their inability to read and write.

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
| c) Disagree | <input type="checkbox"/> | d) strongly disagree | <input type="checkbox"/> |

1.6 Inadequate reading and writing materials have discouraged many pupils from reading and writing.

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
| c) Disagree | <input type="checkbox"/> | d) strongly disagree | <input type="checkbox"/> |

SECTION III

Influence of free primary education to a learner's ability to acquire good communication skills (pupils)

2.1 I have developed good communication skills

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
| c) Disagree | <input type="checkbox"/> | d) strongly disagree | <input type="checkbox"/> |

2.2 Many pupils in our calls have developed good communication skills

- | | | | |
|----------|--------------------------|-------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
|----------|--------------------------|-------------------|--------------------------|

c) Disagree ☐ d) strongly disagree ☐

2.3 Girls communicate better than boys.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

2.4 The communicating language that is understood well by all learners is Swahili.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

2.5 Communication skills acquired increased learners ability to address big gathering.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

2.6 Learners who communicate in mother tongue in schools are punished .

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

2.7 Comment on your answer in 2.6 above.

2.8 I am a member of debiting club in our school.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

2.9 Every Saturday 7pm to 9pm there is interclass debt competition in our school.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

3. SECTION IV

Impact of free primary education to the reduction of poverty

3.1 There is large program for pupils in our school.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

3.2 Learners are given break fast in school.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

3.3 My parents diverts money meant for my school fees to business investment

a) Agree ☐

b) strongly agree ☐

c) Disagree ☐

d) strongly disagree ☐

3.4 Comment on your answer in (3.3) above

APPENDIX F.

Interview guide for the head teacher

Section 1

Impact of E.P.E on the learners' ability to read and write

1.1. Is there any reading / writing materials in your school?.

a) Yes ☐ b) no. ☐

1.2 Describe the types of learning / writing materials in (1.1) above

1.3 Is the girls more access to reading and writing materials than boys.

a) Yes ☐ b) No ☐

1.4. Do you have well trained teachers to teach learners how to read and write in lower primary?

a) Yes ☐ b) No ☐

Give comment.

1.5 Do you have library within the school compound?

a) Yes ☐ b) No. ☐

1.6 The library in my school is well equipped with reading and writing materials.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

1.7 The government supplies y school with text books, pens and other writing and reading materials on term basis.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

1.8 Give comments

.....
.....
1.9 Government provides enough funds for the debating club.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

1.10 Teachers who teach languages are enough.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

SECTION II

Influence of free primary education. On learners abilities to communicate (by the head teacher alone)

2.1 English is the official communicating language used in the school

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

2.2 Girls develop good communicating skills than boys.

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
| c) Disagree | <input type="checkbox"/> | d) strongly disagree | <input type="checkbox"/> |

Give reasons for your answer (2.2) above.

.....

.....

2.4 Government provides funds for drama festivals.

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
| c) Disagree | <input type="checkbox"/> | d) strongly disagree | <input type="checkbox"/> |

2.5 Government provides fund for debating activities.

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
| c) Disagree | <input type="checkbox"/> | d) strongly disagree | <input type="checkbox"/> |

2.6 The performance index in English and Swahili has increased.

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
| c) Disagree | <input type="checkbox"/> | d) strongly disagree | <input type="checkbox"/> |

2.7 comment on your answer in (2.6)

.....

.....

2.8. Language teachers are well remunerated.

- a) Agree ☐ b) strongly agree ☐
- c) Disagree ☐ d) strongly disagree ☐

2.9 Comment on your answer in (2.8)

.....

.....

Section (III)

Impact of free school to the reduction of poverty (headmasters)

3.1 Government provides funds for learners' lunch and breakfast.

- A) Agree ☐ b) strongly agree ☐
- c) Disagree ☐ d) strongly disagree ☐

3.2 Governments provides enough funds to cater for teachers welfare

- a) Agree ☐ b) strongly agree ☐
- c) Disagree ☐ d) strongly disagree ☐

3.3 Government provides funds for extra curriculum.

- a) Agree ☐ b) strongly agree ☐
- c) Disagree ☐ d) strongly disagree ☐

3.4 All learners wear full school uniform.

- a) Agree ☐ b) strongly agree ☐
- c) Disagree ☐ d) strongly disagree ☐

3.5 Teachers dress decently in good professional attire

a) Agree

☐

b) strongly agree

☐

c) Disagree

☐

d) strongly disagree

☐

3.6 comment on your answer.

APPENDIX G

Questionnaire for the classroom teacher

Section 1

Influence of free primary education on learner ability to read and write

All learners attend English lesson

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

1.1 Comment on your answer above

1.2 Learners attend Swahili lessons.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

1.3 There are enough writing and reading materials in our school

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

1.4 During the on going lesson a pupil who have not properly understood what is being taught can ask for better understanding skills such as excuse me in reading and writing class

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

1.5 In case class room reading/ writing lasting exercise is marked pupils pass them as excepted

a) Agree ☐

b) strongly agree ☐

c) Disagree ☐

d) strongly disagree ☐

1.6 Learners abuse the use of a question book

a) Yes ☐

b) No ☐

Comment on (1.7) above

SECTION (II)

Influence on free primary education to reduction of poverty level

2.1 Have all the learning materials such as pen pencil exercise book.

a) Agree ☐

b) strongly agree ☐

c) Disagree ☐

d) strongly disagree ☐

2.2 Learners put on clean uniform everyday.

a) Agree ☐

b) strongly agree ☐

c) Disagree ☐

d) strongly disagree ☐

2.3 Learners provided with lunch and breakfast.

a) Agree

☐

b) strongly agree

☐

c) Disagree

☐

d) strongly disagree

☐

Section iii

Influence of free primary education to the reduction of poverty level .

3.1 Learners have all the learning materials such as books, pens and desks.

a) Yes

☐

b) No

☐

3.2 Comment on your answer (3.11) above.

3.3 Learners no longer move long distance to school.

a) Agree

☐

b) strongly agree

☐

c) Disagree

☐

d) strongly disagree

☐

3.4 School bus transport learners to and from the school every day.

a) Agree

☐

b) strongly agree

☐

c) Disagree

☐

d) strongly disagree

☐

APPENDIX H

Questionnaire for inspectors

Section 1

Influence of free primary education and ability to read and write

1.1 Teachers provide with all teaching materials for teaching aid in reading and writing classes.

a) Agree ☐

b) strongly agree ☐

c) Disagree ☐

d) strongly disagree ☐

1.2 Teachers are frequently inspected to make sure they prepare good lesson plans

a) Agree ☐

b) strongly agree ☐

c) Disagree ☐

d) strongly disagree ☐

1.3 Explain how frequently you inspect schools.

1.4 Pupils pass end-term examination as you inspect them.

a) Agree ☐

b) strongly agree ☐

c) Disagree ☐

d) strongly disagree ☐

1.4 How do you try to over come problems of learners who can not write neatly well as you mark composition pupils

SECTION II

Influence of free primary on learners ability to communication

2.1 Teacher and learners communicate well in classes

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

2.2 During the on going lesson pupils use good communication skills such as excuse me, who asking a questions.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

2.3 Teacher use mobile to communicate with learners.

a) Agree ☐ b) strongly agree ☐

c) Disagree ☐ d) strongly disagree ☐

2.4 Comments on (2.3) above

.....

.....

2.5 How do you try to overcome problems of learners who can not express them selves

2.6 Explain how you communicate with head teachers.

2.7 There is a question box within the school

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
| c) Disagree | <input type="checkbox"/> | d) strongly disagree | <input type="checkbox"/> |

2.8 Efforts are made by curriculum develops to make ensure that learners know how to read and write in lower primary level

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
| c) Disagree | <input type="checkbox"/> | d) strongly disagree | <input type="checkbox"/> |

2.9 Comment on your answer (2.8) above.

2.10 Mention the entire problems you encounter to you duty.

2.11 How do you solve the problems in (2.10) above?

2.12 Mention some of the problems encounter with adult who enroll back in primary schools.

- | | | | |
|-------------|--------------------------|----------------------|--------------------------|
| a) Agree | <input type="checkbox"/> | b) strongly agree | <input type="checkbox"/> |
| c) Disagree | <input type="checkbox"/> | d) strongly disagree | <input type="checkbox"/> |

2.13 How do you advise teachers to deal with the above problems?



**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road - Kansang
P.O. Box 20000, Kampala
Tel: +256- 41- 266813 / +256- 41- 266814
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: 27TH APRIL 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MRS. ACHAM MERCELINE ADHIMBO

The above named is our student in 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:

... THE IMPACT OF FREE PRIMARY EDUCATION TO
... THE REDUCTION OF ILLITERACY ...

Case Study: ... EMBAKASI DIVISION, HAIROBI ...

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

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

Yours faithfully,

MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE

