

**THE EFFECTS OF FREE PRIMARY EDUCATION ON PUPIL
PERFORMANCE IN SELECTED SCHOOLS IN SUGOI
ZONE, TURBO DIVISION, KENYA**

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DECLARATION

I, ESTHER J TEMUGE declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature

.....

ESTHER J TEMUGE

DATE:

.....10/12/2009.....

APPROVAL

This is to acknowledge that this Report has been under my supervision as a university supervisor and is now ready for submission.

Signatures


.....

MR.SAMANYA B

SUPERVISOR

Date


.....

DEDICATION

This work is affectionately dedicated to my beloved husband Daniel K Kittony, my children Caroline, Sharon, Ezra, Dorothy, Faith and Naomi for their support patience and understanding during this period of study not forgetting all those who constantly wished me success.

AKNOWLEDGEMENT

My gratitude first goes to God who has given me the strength and courage to undertake this research.

I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am grateful to my supervisor who tirelessly went through my work and inspired me to dig deeper into the core of the matter. His kind criticism, patience and understanding, assisted me a great deal.

I am indebted to my friends who gave me encouragement in time of difficulties. Thanks also go to all those lecturers who impacted professionalism into my work.

I wish to thank my family for their love, financial support and inspiration during my stay in Kampala International University (K.I.U).

Finally, I would like to thank all my respondents and those within a short notice without which this work would not have been possible.

DEFINITION OF TERMS AND ACRONYMS

The following terms were defined in the context of this research;

Acronyms

ASAL-Arid and Semi Arid Areas

EFA-Education For all

FPE-Free Primary Education

GOK-Government of Kenya

NERs-Net Enrolment Ratios

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ABSTRACT

The study was carried out in five selected primary schools which include; Seiyot primary, Cheramei, Chebarus, Sokyot and Leseru primary schools. The research looked at the effects of free primary education on the academic performance of pupils in Turbo Division, Uasin- Gishu West District Kenya. In an attempt to achieve the above, three objectives were developed. The objectives were; determining the level of free primary education, effects of free primary education on performance and investigating the factors driving to FPE poor performance.

The first objective sought to investigate the performance levels of free primary education. The findings revealed that huge portions of the tax receipts to payment of debts affected the level of free primary education.

“Without additional investments... a quality education is difficult to achieve and dropout rates and illiteracy are likely to increase (GoK, 2005)”. The second objective sought to investigate the effects of free primary education on performance and the findings revealed teachers and pupils supported the fact that over crowding in their schools has resulted to poor academic performance with 20 (100%) of teachers and 28 (93.3%) of pupils agreeing to that school facilities are not enough to accommodate high numbers of pupils in their schools. 15 (75%) of the teachers agreed that there is a teacher ratio imbalance while 28(93.3%) pupils also agreed that there is an imbalance in the teacher-pupil ratio which caused poor performance. 20 (100%) of teacher respondents agreed with the fact that there are inadequate scholastic materials in their schools while 28 (93.3%) of their pupils agreed too that they lack enough scholastic materials. The drop out rate was high in the zone where Leseru primary school had a drop out percentage of 26, followed by Seiyot with 18.5, Sokyot had 7.3, Cheramei with 6.8 and lastly Cherabus with the lowest of 0.5. Monthly payments could not be met by the amount allocated from the government, and are not usually made in a timely

manner. The school still lacks cement flooring in the classrooms, covered windows or enough furniture for the pupils.

72% of the respondents agreed with the statement that The parents of the pupils can not afford transport fares for their children to come to school. Also 60% of the respondents agreed with the view that the parents don't buy food for the pupils in the school. More still another 60% were also of the view that the parents don't buy uniforms for the pupils in the school. Schools are understaffed and the teachers are poorly motivated and overworked which has led to teachers' deliberate neglect of their work. The teachers complained that there is a 1: 100 teacher students ratio in some schools in the zone.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns have been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans. (Okwach Abagi, 1999)

During the 2002 general elections, the National Rainbow Coalition (NARC) made the provision of free primary education part of its election manifesto. Following its victory, on January 6, 2003 the Minister for education, Science and Technology (MoEST) launched the free primary education (FPE) to fulfill NARC's election pledge. Fees and levies for tuition in primary education were abolished as the government and development partners were to meet the cost of basic teaching and learning materials as well as wages for critical non-teaching staff and co-curricular activities. The government and development partners were to pay Kshs. 1,020 for each primary child in that year. The FPE did not require parents and communities to build new schools, but they were to refurbish and use existing facilities such as community and religious buildings. If they wished to charge additional levies, school heads and

committees had to obtain approval from the MoEST. This request had to be sent to the District education Board by the Area education Officer, after a consensus among parents through the Provincial Director of education, a fairly lengthy and tedious process. (MoEST, 2003)

As a result of the free primary education, the situation of the teaching force in most of the districts is generally bad. Teachers complain of increased pupil teacher ratios. Many primary schools are understaffed as a result of the free primary education programme. This does not augur well for the quality of education being delivered. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the PTAs and this has also seriously affected the pre-school units. (Commonwealth Education Fund and Elimu Yetu Coalition, 2003)

1.2 Statement of the problem

Although the cost-sharing policies of the previous decade have now been understood to be a significant cause of the high drop out and low quality of primary schools in Kenya, the new policy of free primary education will be likely to affect pupils' performance more as the research will investigate.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to investigate the effects of free primary education on pupils' performance in selected schools in Sugoi zone, Turbo division, Kenya.

1.3.2 Specific objectives were to;

1. To determine the level of free primary education.
2. To determine the effects of free primary education on performance.

3. To investigate the factors driving to FPE poor performance.

1.4 Research questions

1. What is the level of free primary education in Kenya?
2. What are the effects of free primary education on performance?
3. What are the factors driving free primary education negatively?

1.5. Significance of the study

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

At the macro level, informed decisions in policy formulations and in the building of the institutions aimed improving free primary education might be made basing on the findings from research.

At the micro level, the local community leaders may adopt the recommendations put forth, and use the findings to address issues concerning pupils' performance.

The research will help researchers and academicians to increase on the available literature for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one.

2.1 Performance level of free primary education

2.1.1 Government implementation

In 2002, 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, 2005)”. 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)”.

2.1.2 Government goal

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).

2.1.3 Performance

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 impact 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 (GER) 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).

2.1.4 Facilitation

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 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. (Republic of Kenya and United Nations, 2003)

2.1.5 Management

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 without these being addressed adequately.

2.2 Effects of free primary education on performance

Over crowding

Initially, in most districts, except those in the ASAL (Arid and Semi-Arid Lands), enrolments almost doubled showing a radical change during the 2002-03 period. After that the situation reverted to what it had been before. It was estimated that around one to two million school age children were enrolled. The high levels of enrolment resulted to over crowding among schools which caused suffocation not only to pupils but also teachers. (Glewwe, P and Kremer, M, 2005)

Imbalanced pupil teacher ratio

An increase in enrolment to public schools at the beginning of 2003 resulted to unbalanced pupils to teacher ratios in classes. Five years after the policy, the numbers of children attending public schools has increased but the quality of education has stayed the same if not deteriorated in most schools in the region. One of the major reasons for governments to adopt the policy was to allow access to education to all. Poverty is rampant in most developing countries, Kenya inclusive and the initial impact of the policy has been the influx of children and increased enrolments into schools. The influx of pupils with low teacher ratios has stagnated pupils academic achievement all over the country. (Ayieke A, 2005)

Inadequate scholastic materials and poor environment

There are inadequate scholastic materials in primary schools in the country. School performance is below average and very few students qualify for intakes into national or secondary schools which are attributed to lack of materials. Though this was the same in the past, it has not improved with the new policy. While quality of education can be equated to the availability of reading materials, or the number of teachers in a school, the Kenya system grades school on their performance in the national exams. Countries like Nigeria reported high illiteracy levels in 2003 despite implementing FPE on an off since the 1950s. Poor learning environment has been cited among other reasons for this performance. (World Bank, 2004)

High drop out rates

The high drops out rates are a response, not only to the very high levies, but also to the quality of education that is being offered following the government intervention. As a result of high enrolments, there was

overcrowding in classes and the supply of teaching and learning materials have undergone a severe strain. Since the early 1970s school materials distribution had been centralized through the Kenya Equipment Scheme; it has now become difficult to dispatch the necessary materials and equipment to most of the primary schools. Distribution problems are compounded by the variety of the topography and the long distances. Consequently, many of the schools have gone without basic teaching and learning materials for a greater part of the free primary education era. (Ayieke A, 2005)

Inadequate funding

Free primary education resulted into creation of many public schools. The influx rates in many schools education sector has been affected as Kenya devotes huge portions of the tax receipts to payment of debts. This has undermined the country's ability to finance vital investments in human capital and infrastructure. Inadequate funding was acknowledged by the education office and by all the schools. The government has however committed huge portion of its budget to education, but the needs exceed the resources. The government budgets still include anticipated donor funding. The facilities in most schools are overstretched. This has put a stress in many areas including health and sanitation.

Only one school (Migwani AIC) has adequate classrooms, space and other learning facilities, though urgent repair and maintenance are needed. Like other schools though, they need to rely on external funding to progress on capital development. The government funding on the general-purpose account is aimed at repair and maintenance and not construction of new structures. (Mukudi, E, 2004)

2.3 Factors driving free primary education negatively

High poverty levels of Kenyans

The rise in the level of poverty in Kenya (the 1997 Economic Survey indicates that 46.8% of Kenyans live below the poverty line) is one of the major factors which discourage parents from investing in their children's education. Parents, and by extension, many communities, are not in a position to meet the ever-increasing cost of schooling adequately. Further, as a result of the introduction of the cost-sharing policy in 1988, parents are expected to meet 95% of recurrent costs of their children's education. Since the level of poverty has also gone up in the country and the costs of education and training at all levels have continued to rise, many Kenyans are unable to meet the cost of education and can no longer have access to education (Abagi, 1997; MoE, 1996)

As the level of poverty rises, child labor has become crucial for family survival. Child labor is increasingly employed in domestic activities, agriculture, and petty trade rural and urban Kenya. Poor households, and in some cases children themselves, have to carefully analyze the opportunity costs of education. As a result, parents have continued to send their children, particularly daughters, into the labor market—mainly as domestic workers in urban centers. Meanwhile, boys from the coastal region and in rich agricultural areas abandon school in order to earn money as beach-boys and tea or coffee pickers, respectively. In a situation where parents and children have negative attitudes towards education or do not see its immediate benefits, the consequence is a high drop-out rate. (Abagi, 1997)

Lack of enough Trained Teachers

As mentioned earlier, the increase in pupil numbers as a result of UPE has raised the challenge of the need for more teachers. (Ishumi, A. 1994)

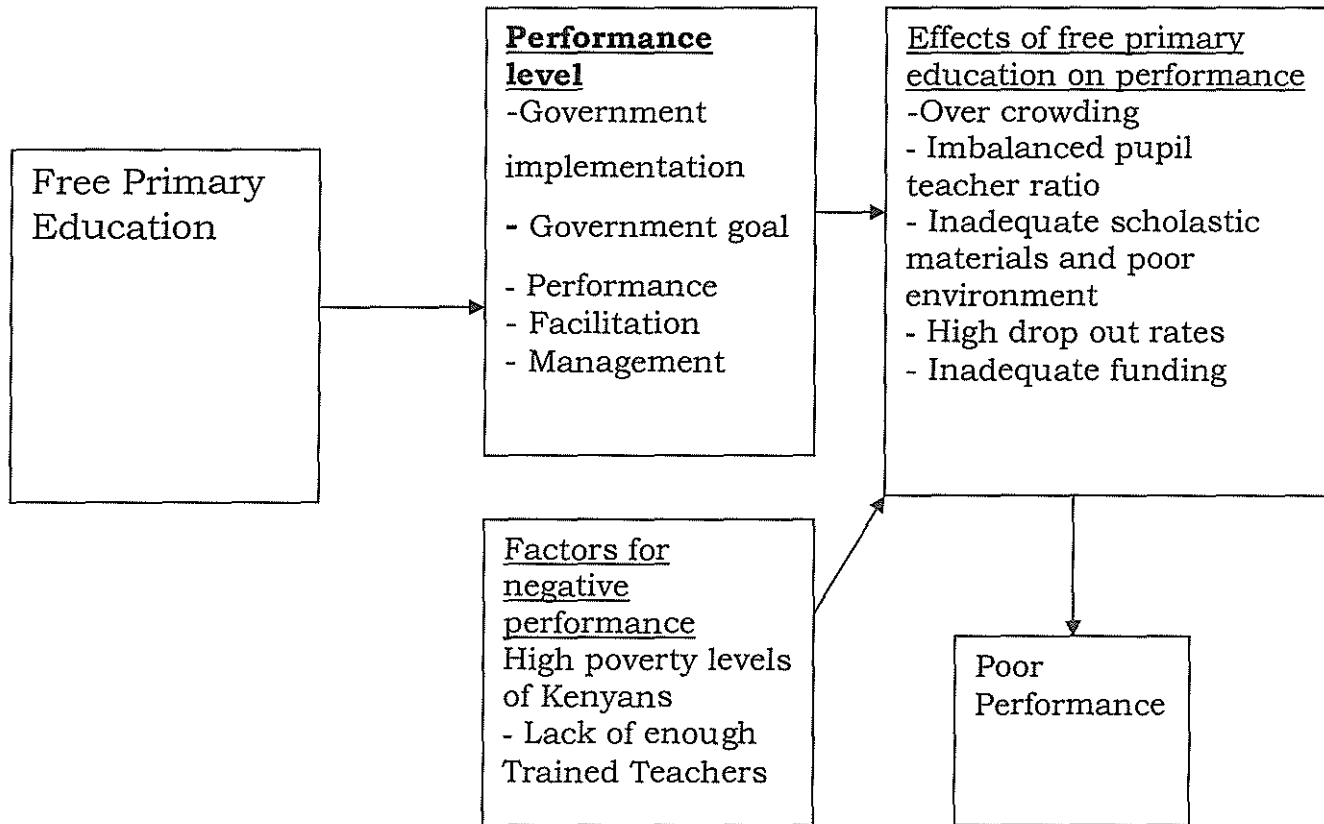
Government has done some work in this regard and a number of teachers have been trained and upgraded, however, the teacher-pupil ratios are still poor. For example in 1996 the ratio was 1:37.62 and by 1999, this had declined to 1:63.63. Also, the number of untrained teachers is still high. For example, in 1989 only 52.2% of the teachers had been trained but by 2001 this had risen tremendously to 75%. In effect, 25% of the primary school teaching force is still untrained. This coupled with the poor teacher-pupil ratio certainly creates pressure on the school system. It is for this very reason that the Ministry of Education and Sports has acknowledged the role and place of distance education in meeting this gap. (Heyneman, 1980)

Conclusion

The implementation of FPE, like similar interventions by previous governments, has been a matter of political expediency rather than a well thought out and planned reform. The NARC government, like its predecessors, did not carry out a situation analysis prior to the implementation of FPE. The consequence: poor quality education as a result of overcrowding, lack of teachers and of learning materials. The inefficient administration at the MoEST, which attempts to deal with problems relating to funding and infrastructure in an ad hoc manner, only serves to exacerbate the situation. With these challenges, similar to those faced by previous governments, the attainment of UPE will continue to be illusionary.

Conceptual Frame work

The effects of free primary education on pupils' performance in selected schools in Sugoi zone, Turbo division, Kenya.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methods that the researcher used to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

3.1 Research Design

This study follow used a descriptive research design because the researcher used one Division in the District as a case study. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data on the parenthood practices.

3.2 Study Population

The study was carried out in Sugoi zone, Turbo Division, Uasin-Gishu district, Kenya. The study involved students, teachers and community members.

3.3 Sample Framework

3.3.1 Sample Size

A total of sixty respondents were used from the total population of the schools which will be used for this study as illustrated by the table 3.1

Table 3.1: Categories of Sample

Categories of Respondents	Sample
Teachers	20
Students	30
Community members	10
Total	60

3.3.2 Sample Technique

Using a convenient sampling technique, a total of fifty respondents was picked at random to participate in this study.

3.3.3 Sample Procedure

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher was then be given permission by the authority to access information from the school.

3.4 Methods for Data Collection

3.4.1 Instruments

Questionnaires

These were used to collect information from all the respondents that is, students, teachers and community members.

Interview

The interview was used to get information from community members since some of them do not know how to write which is a must to answer questionnaires.

3.4.2 Sources of Data

This study used both primary and secondary data:

Primary data was collected using Questionnaires and Interview Guides, which was given to students, Parents and Teachers respectively.

Secondary data was got through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data Processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding various responses given to particular questions that lacked coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

3.6 Limitations

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.

The research was also perceived, as intrusive/invasive especially when questions on funding were raised. Some respondents did not understand English and the local language had to be used.

There was lack of enough funds to facilitate the whole research process as it included more trips than expected

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.0 Introduction

This chapter is a presentation, analysis, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study which included determining the level of free primary education, effects of free primary education on performance and investigating the factors driving to FPE poor performance.

The results are presented in tables and in form of frequency counts and percentages.

4.1 Background characteristics of respondents

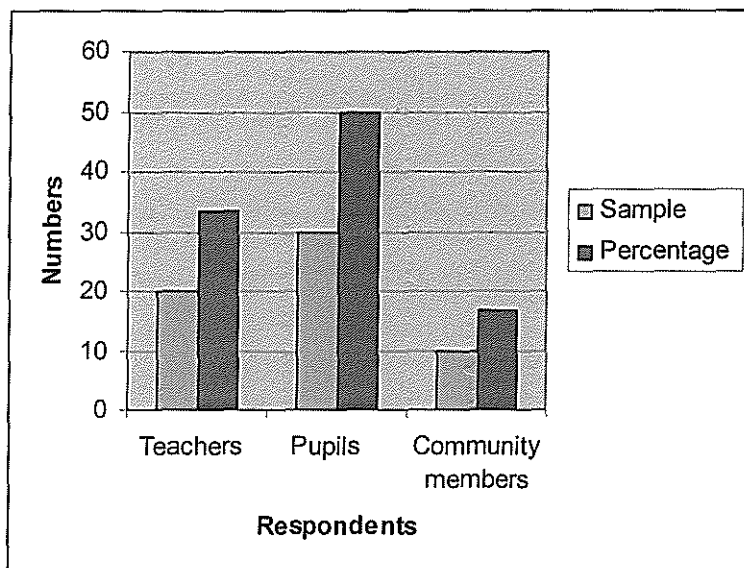
The study covered 50 purposively selected respondents of whom 20 were teachers, 30 are students and 10 were community members. Gender balance was followed where 25 (50%) are male and 25 (50%) are female.

Table 4.1: Category of Respondents

Categories of Respondents	Sample	Percentage
Teachers	20	33.3
Pupils	30	50
Community members	10	16.7
Total	60	100

Source: Primary data

Figure 4.1: illustrates the category of respondents



Source: Primary data

Table 4.2: Gender of Respondents

Gender	Frequency	Percentage
Male	25	50%
Female	25	50%
Total	50	100%

Source: Primary data

Profile of teachers

Table 4.1: profile of Teachers

Respondents	Frequency (f)	Percentage (%)
Sex		
Male	10	50
Female	10	50
Total	20	100
Age		
18-25	6	30
26-35	10	50
36 and above	4	20
Total	20	100
Academic level		
Certificate	10	50
Diploma	8	40
degree	2	10
Total	20	100

Source: Primary data

Sixty (20) questionnaires were distributed to the teachers and were all filled and returned which represents 100 % of the total number of questionnaires that were distributed.

The age category of the respondents were divided into four groups that is 18-25 years were 6 [30%], 26-35 yrs were 10 (50%) and lastly 36 yrs and above were 4 (20%).

The academic level of the respondents was divided into three categories that is, certificate, diploma and degree. 10 (50%) of the respondents had certificates, 8 (40%) had diplomas and 2 (10%) of the respondents had degrees.

Interviews were also carried on with some teachers as questionnaires were collected back.

Table 4.2: profile of Pupils

Respondents	Frequency (f)	Percentage (%)
Sex		
Male	15	50
Female	15	50
Total	30	100
Age		
Under 13	6	20
14-16	20	66.7
16 and above	4	13.3
Total	30	100
Academic level		
Form 6	10	33.4
Form 7	10	33.3
Form 8	10	33.3
Total	30	100

Source: Primary data

The study covered 30 purposively selected pupils of whom 15 (50%) were male and 15 (50%) were female.

According to age, pupils under 13 years were 6 representing (20%), 14-16 were 20 (66.7%) and 16 and above were 4 (13.3%) respectively.

The researcher made sure that pupils were selected purposively for better results. 10 (33.4%) were selected from form 6, 10 (33.3%) were selected from form 7 and 10 (33.3%) were selected from form 8.

Table 4.3: profile of community members

Respondents	Frequency (f)	Percentage (%)
Sex		
Male	5	50
Female	5	50
Total	10	100
Age		
25-35	4	40
36 and above	6	60
Total	10	100
Academic level		
No qualification	6	60
certificate	3	30
Diploma	1	10
Total	10	100

Source: Primary data

The study covered 10 randomly selected community members of whom 5 (50%) were male and 5 (50%) were female. All the respondents among community members were selected equally to balance gender.

Concerning the age, members aged 25-35 were 4 representing (40%) and age 36 and above were 6 (60%).

4.2 Performance level of Free Primary Education

4.2.1: Implementation

The researcher using secondary data from the material by (Glewwe, P and Kremer, M. 2005) has discovered that Kenya is heavily indebted, forcing the government to devote huge portions of the tax receipts to payment of debts. This has undermined its ability to finance vital investments in human capital and infrastructure. While the Kenyan government has increased the education budget since FPE to 36%, around 90% of the cost is spent on salaries and benefits, leaving very little for other essential inputs. On average, governments in low-income countries spend 34 times more on students in tertiary education than in education). In Kenya, there are complaints that FPE is getting more attention than universities where enrolment exceeds resources and in postgraduate centres where students do not receive research grants. As table 4.4 below shows, the government is already having financing gaps and will rely on donor funding for the next three years.

4.2.2 Financing

“Without additional investments... a quality education is difficult to achieve and dropout rates and illiteracy are likely to increase (GoK, 2005)”. In 2005, the majority of voters in Kenya rejected a draft constitution, which could have entrenched human rights.

Table 4.4: Indicative Financing Gap (KSH Million)

Financial year	2005/0 6	2006/0 7	2007/20 08	2008/0 9	2009/1 0	Total
Net *GoK Current Fund	86792.0	91131.6	95,688.2	99,515.7	103,496.4	476,623.9
GoK Development Funding (Net) 842	842.	842	842	842	842.	4,210.0
Total GoK Funding	87,634.0	91,973.6	96530.2	100357.7	104338.4	480833.9
Total Donor Funding	6,979.1	6546.5	4557.7	2350.0	1708.4	22141.7
Total Funding Available	94,613.1	98520.1	101087.9	102707.7	106046.7	502975.5
Total Proposed Investment	96,544.9	105338.0	112628.5	113343.0	115557.2	543411.6
Financing Gap	1931.9	6817.9	11540.5	10635.3	9510.5	40436.1

Source: Government of Kenya: MOEST, KSSP

GoK: Government of Kenya

KSH: Kenya Shilling. At the time of the study, 1 US Dollar (\$) = 65 KSH

4.2.3 Management

Respondents were asked how free primary education is managed and this was the response.

Through an extra interview with Mr.Magonddu, the head teacher Seiyot primary school, *“The MOEST gives guidelines on FPE policies, which are channeled down to the School Management Committees (SMC). MOEST also advises on teachers, parents and students roles. The District Education Officer (DEO) is in charge of education matters in the district and is assisted by the Area Education Officers (AEO) in the various divisions in the district. The Teacher Advisory Committee (TAC) has been set up to play an advisory role to the teachers and the SMC. Under FPE policy, the teachers’ role is curriculum implementation as per the approved syllabus. Teachers also support school management through membership in the SMC. Parents are regarded as stakeholders in the new policy”.*

Mr.Magonddu further said that; parents are to assist in school management through PTA meetings and the board membership; they are to assist in providing physical infrastructure, which is not offered by government under FPE. He called upon to help in counseling and instilling discipline to the pupils. The SMC is responsible for managing funds, settling disputes in the school or making recommendations to the DEO, conducting tendering interviews/approvals for supplies and receiving school supplies.

To note: However lack of clear guidelines was noted through the confusion between the government, parents and teachers.

4.3 Effects of free primary education on pupil performance

4.3.1 Over crowding

In this study the researcher wanted to find out if there was any link between over crowding and the poor performance of free primary education.

Therefore the study sought to investigate how over crowding has affected the academic performance.

Table 4.5: shows the level of over crowding

Question		Response			
		Agree	Disagree	Not sure	Total
1	The school has a large number of pupils	50	0	0	50
2	The school class rooms do not accommodate the big number of pupils in the school.	47	3	0	50
3	Due to over crowding, some pupils suffocate during classes	45	5	0	50
4	The school compound does not accommodate high numbers of pupils co-curricular activities	49	1	0	50
5	The school library is too small for the pupils	50	0	0	50

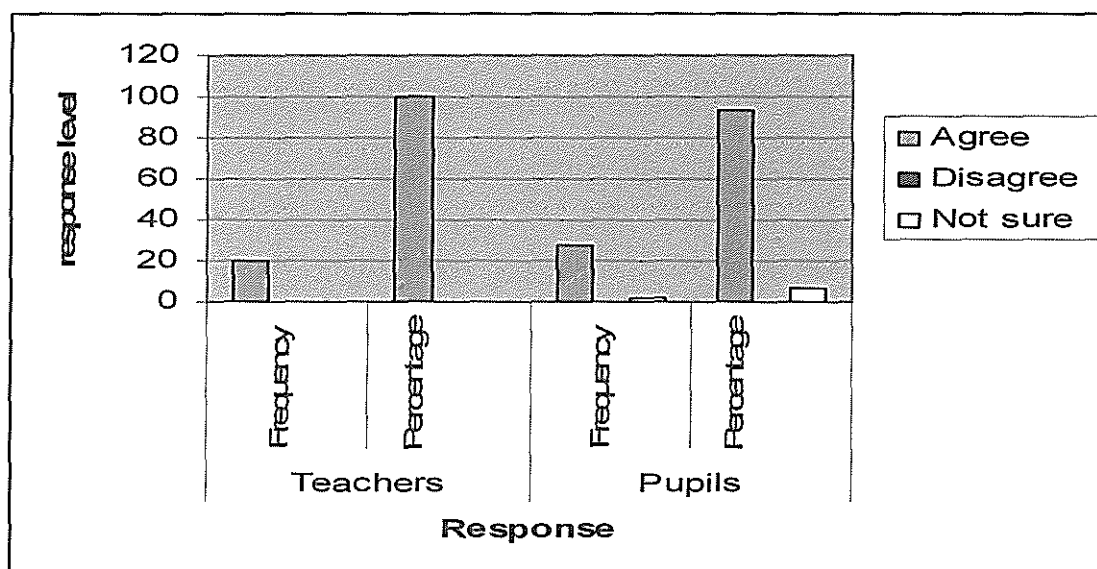
Source: Primary data

Table 4.6: shows the total response in relation to over crowding

Response	Teachers		Pupils	
	Frequency	Percentage	Frequency	Percentage
Agree	20	100	28	93.3
Disagree	0	0	0	0
Not sure	0	0	2	6.7
Total	20	100	30	100

Source: Primary data

Figure 4.2: illustrates the response level to over crowding



Source: Primary data

According to an interview with the community members, FPE was introduced in recognition of its importance as a basic right of all Kenyan children, but an influx of students at the beginning of 2003 in all the schools ended up causing over crowding which affected their pupils' performance.

Table 4.6 above shows that teachers and pupils supported the fact that over crowding in their schools has resulted to poor academic performance with 20(100%) of teachers and 28(93.3%) of pupils agreeing

to that school facilities are not enough to accommodate high numbers of pupils in their schools.

According to the inspector of schools, Turbo division; “some schools have very poor infrastructure and urgently needs support in capital for development of classrooms and furniture acquisitions. Some schools’ have a very low enrolment thus making government funding very low. The communities around the schools are poor and very uninterested in supporting the schools and blame the government for not taking a special interest in the community. The schools have not been able, until recently, to actively engage the parents and explain what free education means and expected parents’ roles. The government has not been very timely in disbursing the funds allocated to the school, delaying procurement and payments to non-teaching staff.

Basing on the above findings, the free primary education scheme has proved to be a huge venture for the government forcing it to neglect the schools needs, leading to poor pupils’ performance.

4.3.2 Imbalanced teacher pupil ratio

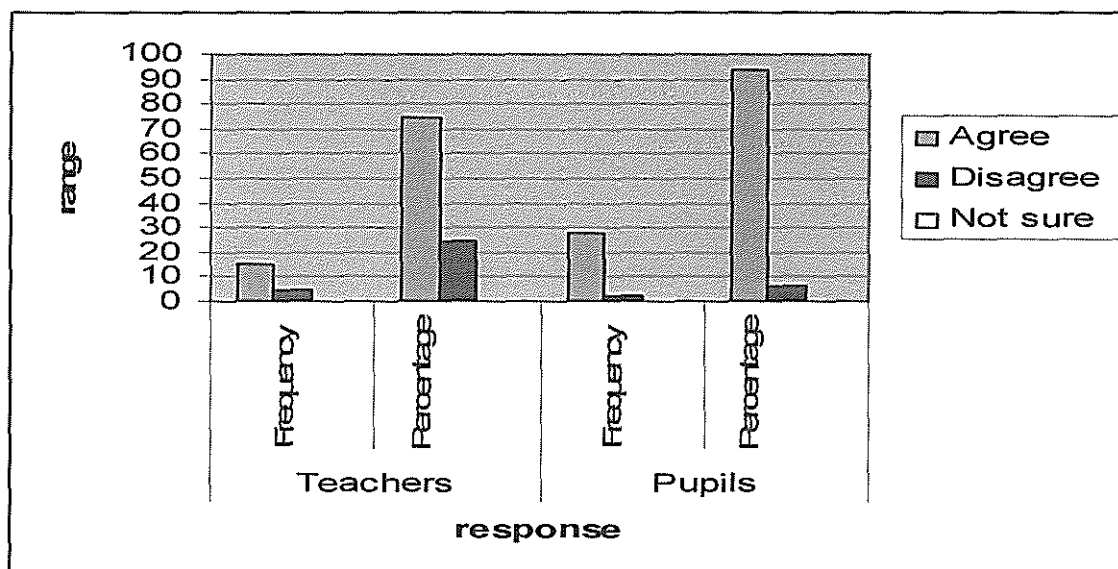
Respondents were asked whether there is an imbalance in the teacher pupil ratio and their response was as below;

Table 4.7: shows the response on teacher pupil ratio

Is there an imbalance in the teacher pupil ratio?	Teachers		Pupils	
	Frequency	Percentage	Frequency	Percentage
Agree	15	75	28	93.3
Disagree	5	25	2	6.7
Not sure	0	0	0	0
Total	20	100	30	100

Source: Primary data

Figure 4.3: illustrates responses on teacher pupil ratio



Source: Primary data

Table 4.7 above shows that were in agreement with an imbalance in the teacher-pupil ratio. 15 (75%) of the teachers agreed that there is a teacher ratio imbalance while only 5(25%) disagreed. The reason for the disagreement is that some schools had high drop out rates which relieved teachers from the huge load of work. 28(93.3%) agreed that there

is an imbalance in the teacher-pupil ratio which caused poor performance.

4.3.3 Inadequate scholastic materials and poor environment

Respondents were asked whether scholastic materials were adequate for the pupils and their response was as below;

Table 4.8: shows the response on the inadequacy of scholastic materials and poor environment.

There are inadequate scholastic materials	Teachers		Pupils	
	Frequency	Percentage	Frequency	Percentage
Agree	20	100	28	93.3
Disagree	0	0	2	6.7
Not sure	0	0	0	0
Total	20	100	30	100

Source: Primary data

According to Mr.Kirama, an education consultant and a parent in Seiyot primary school, the overall performance of schools in Sugoi is below average and has declined in the last five years since the new education policy. The government's key concerns on FPE include quality and relevance, and internal and external efficiencies within the education system. While most schools' performance has dropped in the last three years, only a few have managed to improve though they are also below average in the past and attributed a portion of their sudden poor performance to the poor scholastic materials.

Pupils attributed their general poor performance to unfavorable learning materials and environment. Most of our schools have very poor structures of semi permanent buildings with mud floors and leaking roofs. The lack of covered windows also makes it difficult for us to study during heavy winds or distract students from outside activities. The schools do however rely on the large open windows as the only source of lighting in the classrooms.

According to table 4.8, 20(100%) of teacher respondents agreed with the fact that there are inadequate scholastic materials in their schools while 28(93.3%) of their pupils agreed too that they lack enough scholastic materials.

Basing on the above findings, it is certified that free primary education has affected pupils' academic performance in that the system has failed to be sustained by the stake holders leading to a poor quality education system.

4.3.4 High drop out rates

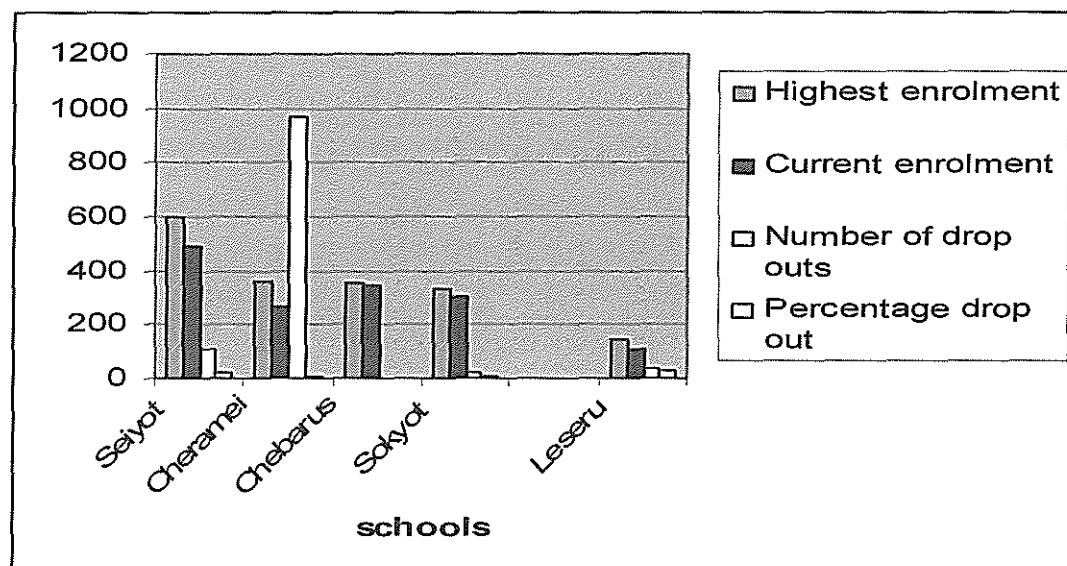
Respondents were asked whether schools in the zone incurred high drop out rates and their response was as below;

Table4.9: Overall dropout range in Sugoi since 2008

School	Highest enrolment	Current enrolment	Number of drop outs	Percentage drop out
Seiyot	600	489	111	18.5
Cheramei	361	264	972	6.8
Chebarus	352	350	2	0.5
Sokyot	329	305	24	7.3
Leseru	146	107	39	26.7

Source: Government of Kenya: MOEST, KSSP: Dropout Range is the difference between the highest and lowest enrolment recorded.

Figure 4.4: illustrates schools enrolment and retentions



Source: Government of Kenya: MOEST, KSSP

Table 4.9 above shows that the drop out rate was high in the zone where Leseru primary school had a drop out percentage of 26, followed by Seikyot with 18.5, Sokyot had 7.3, Cheramei with 6.8 and lastly Cherabus with the lowest of 0.5.

According to the inspector of schools; Turbo division, *"there was an influx of students at the beginning of 2003 in all the schools in Sugoi zone. The numbers doubled in some classes but at the end of the year, the patterns had started to shift. However two public schools stood out."* Seikyot Primary has maintained a stable enrolment rate in the past five years, while Cherabus Primary has seen a steady increase since 2000. These two schools also had the best performances in KCPE. All the other schools in the study have seen a decline in their enrolment rates. Student retention has been a big challenge in the overall FPE policy.

Though some schools' attendance records are not kept, dropout ranges from the schools records indicate poor student retention. Transfers to other schools or simply, dropping out of school were the main causes of reduction in enrolment. Reasons for transfer included; family reunion in other schools, to private sector, to get schools closer to home or to evade poor standards in particular schools. Some students dropped out due to loss of interest, inability to afford basic requirements like school uniforms or illness. A few schools were greatly affected by the HIV pandemic, and had many children from single parent families. HIV remains the biggest killer in Kenya after malaria.

Basing on the records and responses in table 4.9 above, the zone has incurred high drop out rates which have led to a poor academic environment hence poor pupils' academic performance.

4.3.5 Inadequate funding

According to the head teacher of Sokyot primary school, the annual funds allocated to running the school (GP account) are not realistic owing the needs of the school. Monthly payments cannot be met by the amount allocated, and are not usually made in a timely manner. The school still lacks cement flooring in the classrooms, covered windows or enough furniture for the pupils. The government funding breakdown is as follows:

Table 4.10: Sokyot primary school Funding

Sokyot primary	Total government enrolment	Amount allocated to IM (63.7%)	Amount allocated to G.P (36.3%)	G.P amount per month
305	4786.2	3048.8	1737.4	144.8

Source: Government of Kenya: MOEST, KSSP

The head teacher Sokyot primary school through an extended interview said that repair and maintenance costs of the school make it impossible to engage in other activities like field trips or purchase of external exams for training and self-evaluation.

He further stated that the school has experienced problems in the inconsistency of government provision of funds, which has affected timely procurements and payments to support staff, leaving the school to juggle with its accounting records. The school has seen an increase in enrolment but the funding is still not sufficient to cover the expenses. The school is understaffed and the teachers are poorly motivated and overworked. Some parents have relaxed since the new education policy and even refuse to perform basic obligations like buying school uniforms. The students' performance has been affected by new students and with increased class sizes.

Responses from pupil raised concern about classrooms without windows or cemented floors which the school cannot fix under the funds allocated for maintenance.

Through an interview with community members, though the parents would like to contribute more to the school, with the new policy, authorization is needed from the District Education Board (DEB) every time parents have to make any payments to schools and this takes time. This restriction has led to parents' withdrawal with their support.

Basing on the above primary and secondary information, it is proved that free primary education system has had an impact on pupils' academic performance in that there is reluctance in the system from both the government and other stake holders.

4.4 Factors driving free primary education negatively

4.4.1 High poverty levels

According to Abagi, (1997) he observed that since the level of poverty has also gone up in the country and the costs of education and training at all levels have continued to rise, many Kenyans are unable even to meet the extra supplements needed for their pupils' education.

Therefore in relation to Abagi's literature, the study sought to investigate how poverty has contributed to a negative trend in the performance of free primary education.

Through questionnaires, teachers responded as follows;

Table 4.11: High poverty levels of parents on the performance of free primary education

	Items	Agree	Not sure	Disagree
1	The parents of the pupils can not afford transport fares for their children to come to school.	72%	0%	28%
2	The parents don't buy uniforms for the pupils in the school.	60%	2%	38%
3	The parents don't buy food for the pupils in the school.	60%	0%	40%
4	Parents don't want to contribute money for the text books of their children.	53%	7%	40%

Source: Primary data

72% of the respondents agreed with the statement that The parents of the pupils can not afford transport fares for their children to come to school. Also 60% of the respondents agreed with the view that the parents don't buy food for the pupils in the school. More still another 60% were also of the view that the parents don't buy uniforms for the pupils in the school.

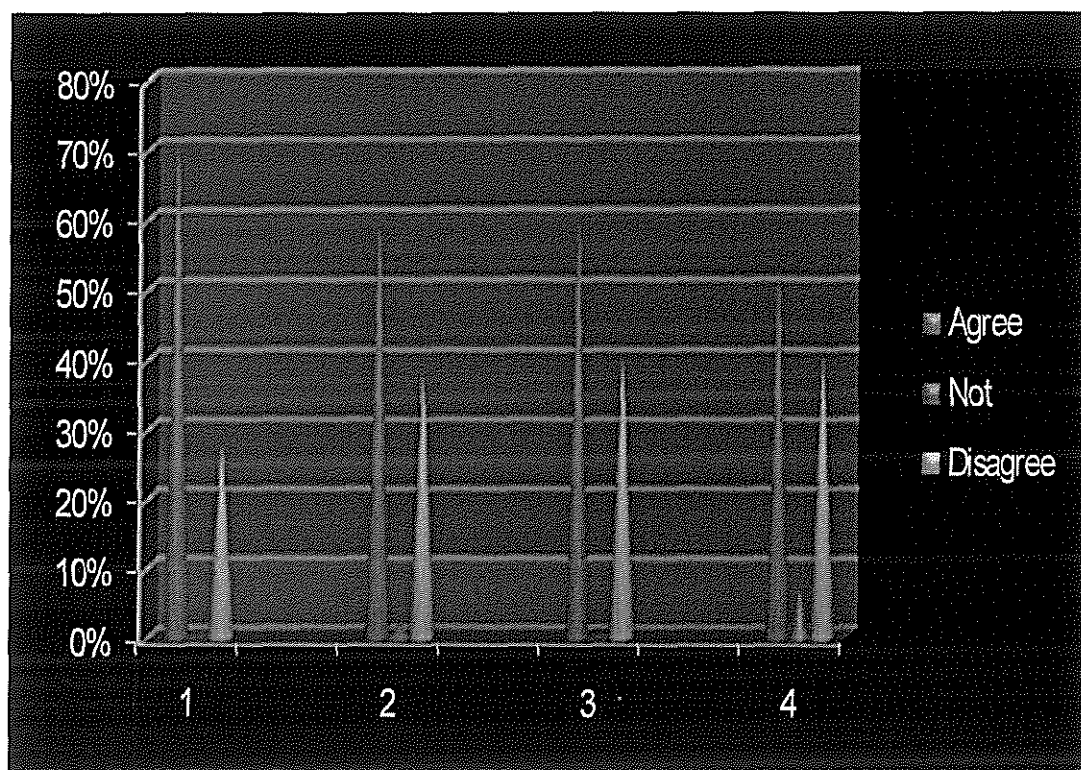
4.3.2 Lack of enough trained teachers

Table 4.12: Response on the Lack of enough Trained Teachers on the implementation of free primary education

	Items	Agree	Not sure	Disagree
1	There are no teachers for some subjects in the school.	80%	-	20%
2	The teachers the school has are not qualified to teach the pupils	70%	-	30%
3	The teachers in the schools are not trained to handle the big number of pupils in classes	64%	-	36%
4	The teachers in the school lack the motivation to teach the pupils.	67%	-	33%

Source: Primary data

Figure 4.5: illustrates teachers' response on parents' high poverty levels and performance of free primary education



Source: Primary data

Results from table 4.11 and chat 4.5 above; show that 72% of the respondents agreed with the statement that The parents of the pupils can not afford transport fares for their children to come to school. Also 60% of the respondents agreed with the view that the parents don't buy food for the pupils in the school. More still another 60% were also of the view that the parents don't buy uniforms for the pupils in the school.

According to teachers, schools have experienced problems in the inconsistency of government provision of funds. It has affected timely procurements and payments to support staff, leaving the school to juggle with its accounting records. The school has seen an increase in enrolment but the funding is still not sufficient to cover the expenses. Schools are understaffed and the teachers are poorly motivated and

overworked which has led to teachers' deliberate neglect of their work. The teachers complained that there is a 1: 100 teacher students ratio in some schools in the zone.

Table 4.13: qualification of teachers and the implementation of free primary education

	Items	Agree	Not sure	Disagree
1	Some teachers in this school do not have the required qualification to teach pupils	80%	-	20%
2	Some teachers in this school are forced to teach subjects they are not qualified to be teaching	60%	-	40%
3	Some teachers' qualifications are not up to date with the current curriculum being implemented.	56%	-	44%

The results from table III above show that 80% of the respondents agreed with the assumption that some teachers in this school do not have the required qualification to teach pupils. Also another 60% of the respondents agreed with the view that some teachers in this school are forced to teach subjects they are not qualified to be teaching. And finally 56% of the respondents agreed with the opinion that some teachers'

qualifications are not up to date with the current curriculum being implemented.

Basing on the above information extracted from primary and secondary sources in Sugoi zone, the research has discovered that it is not only the governments weakness that driven free primary education negatively but other stake holders inclusive of teachers, parents and pupils have too contributed.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study was carried out in five selected primary schools which are; seikyot primary, cheramei, chebarus, sokyot and Leseru primary schools. The research looked at the effects of free primary education on the academic performance of pupils in Turbo Division, Uasin- Gishu West District Kenya. In an attempt to achieve the above, three objectives were developed. The objectives were; determining the level of free primary education, effects of free primary education on performance and investigating the factors driving to FPE poor performance.

5.1 Summary of the major findings

The first objective sought to investigate the performance levels of free primary education. The findings revealed that huge portions of the tax receipts to payment of debts affected the level of free primary education.

“Without additional investments... a quality education is difficult to achieve and dropout rates and illiteracy are likely to increase (GoK, 2005)”.

The second objective sought to investigate the effects of free primary education on performance and the findings revealed teachers and pupils supported the fact that over crowding in their schools has resulted to poor academic performance with 20(100%) of teachers and 28(93.3%) of pupils agreeing to that school facilities are not enough to accommodate high numbers of pupils in their schools.

15 (75%) of the teachers agreed that there is a teacher ratio imbalance while 28(93.3%) pupils also agreed that there is an imbalance in the teacher-pupil ratio which caused poor performance.

20(100%) of teacher respondents agreed with the fact that there are inadequate scholastic materials in their schools while 28(93.3%) of their pupils agreed too that they lack enough scholastic materials.

The drop out rate was high in the zone where Leseru primary school had a drop out percentage of 26, followed by Seiyot with 18.5, Sokyot had 7.3, Cheramei with 6.8 and lastly Cherabus with the lowest of 0.5.

Monthly payments could not be met by the amount allocated from the government, and are not usually made in a timely manner. The school still lacks cement flooring in the classrooms, covered windows or enough furniture for the pupils.

72% of the respondents agreed with the statement that The parents of the pupils can not afford transport fares for their children to come to school. Also 60% of the respondents agreed with the view that the parents don't buy food for the pupils in the school. More still another 60% were also of the view that the parents don't buy uniforms for the pupils in the school.

Schools are understaffed and the teachers are poorly motivated and overworked which has led to teachers' deliberate neglect of their work. The teachers complained that there is a 1: 100 teacher students ratio in some schools in the zone.

5.2 Conclusions

From the findings of the study it was concluded that lack school facilities like desks, learning materials like books and accommodative library affects the performance of free primary education

Also from the findings of the study it can be concluded that the qualification of teachers affects the performance of free primary education.

Lastly from the findings of the study the researcher has come to the conclusion that poverty also affects negatively the performance of free primary education in that parents can not afford to buy their children some scholastic materials that are required for their children to attend school.

5.3 Recommendations

Previous reports on FPE have been government directed and have in many instances dwelt on the successes based on the increase of students in schools and upholding the rights of the children as a government commitment through FPE. Other reports have focused on implementing FPE on a rights based approach (using the five "A"s). While the above reports have contributed to the continued discussion on FPE, key issues on quality and funding still remain inadequately addressed. This study was based on the assessment of FPE in Migwani location. The study applauds the government's commitment to attain EFA in Kenya but also acknowledges that embarking on the study recommendations would require decisive policy making. While it takes time to implement changes, the NARC government through enactment of the FPE policy has already demonstrated its capacity to take bold actions. This study recommends the following actions in line with reviewing quality, funding, enrolment and empowering the stakeholders.

Enhancing Community Participation

One of the greatest challenges of the FPE policy is that most of the beneficiaries and stakeholders do not understand the policy guidelines. The government should develop simple but clear guidelines that should be shared with all stakeholders. They should include guidelines on the government's role and the parents and schools obligations in the policy. They should also give directions on matters related to access to schools, admission criteria and transfer guidelines. Another important aspect would be to give outline of the retention and quality assurance strategies in place. These guidelines should be included in the sensitization campaign packages and distributed to communities and schools.

Dealing with the Enrolment Rates

Private schools should be supported in the region, as the government public schools cannot accommodate all the school age children. Individuals and organizations that are running private school or that can venture into this sector should be encourages through tax incentives. Due to the difference in learning and teaching in the two sectors, private and public schools in the region should continue to engage in joint activities including examinations and educational programs like public speaking, spelling competitions and sporting activities.

Reviewing School Funding

The Government should review the current funding policy to allow for flexibility within the instructional materials and general-purpose accounts. By allowing flexibility, School management committees and other stakeholders will become involved in accountability and will decide on how to best use these funds to prioritize on school needs. Currently, the funds can only be used for the intended purposes. This policy, dictated by national regulations can only be overridden by appeals to the

District Education Board, which schools report, takes time to make decisions, and is not always favorable to schools.

Enhancing the Quality of Education

The quality of education has not improved despite the additional textbooks and reading material in the schools in the study. It was evident through the study that schools were understaffed and that teachers were overloaded with work and de-motivated. Teachers in the schools visited teach all subjects, leaving none to specialize in particular fields. The government should employ more teachers to balance the current unfavorable teacher to pupil ratios. The government should also change the maximum ratio allowed of teacher to pupils from 1: 50 to a more reasonable and manageable ratio that will enhance attention to students. There is also a need for teachers to be retrained since the performance in the region has deteriorated despite the additional learning materials.

5.4 Suggestions for further research

More research should be done on the effect of Free Primary Education on the academic performance of pupils.

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APPENDIX I: TRANSMITAL LETTER



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Website: www.kiu.ac.ug

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

DATE:

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR

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:

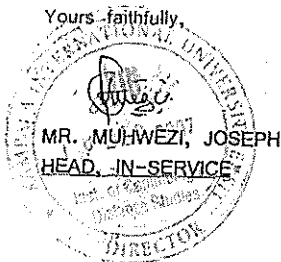
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Case Study:

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
DIRECTOR

APPENDIX II: QUESTIONNAIRE FOR THE STUDENTS.

Dear Respondent,

I am student of Kampala International University carrying out an academic research on the topic “the effects of free primary education on pupils’ performance in selected schools in Sugoi zone, Turbo division, Kenya.” you have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: Do not write your name anywhere on this paper.

Personal Information:

Sex

Male ☐

Female ☐

Age

Under 13 ☐

14-16 ☐

16 and above ☐

Academic level

a) Level 6 ☐ b) Level 7 ☐

c) Level 8 ☐

STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
4	3	2	1

Note: Indicate the number of your response

1. Over crowding

a	The school has a large number of pupils	
b	The school class rooms do not accommodate the big number of pupils in the school.	
c	Due to over crowding, some pupils suffocate during classes	
d	The school compound does not accommodate high numbers of pupils co-curricular activities	
e	The school library is too small for the pupils	

2. Is there an imbalance in the teacher pupil ratio ()

3. Do you have enough?

(a) Learning materials ()

(b) Furniture ()

4. Do pupils drop out of school frequently? ()

5. Do your parents afford uniforms and food? ()

6. Do you have enough teachers? ()

APPENDIX III: QUESTIONNAIRE FOR THE TEACHERS.

Dear Respondent,

I am student of Kampala International University carrying out an academic research on the topic “the effects of free primary education on pupils’ performance in selected schools in Sugoi zone, Turbo division, Kenya.” you have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: Do not write your name anywhere on this paper.

Personal Information:

Sex

Male ☐

Female ☐

Age

25-35 ☐

36 and above ☐

Academic level

a) Certificate ☐ b) Diploma ☐

c) Degree ☐

1. What is your understanding of FPE?

2. What was the performance level of the FPE Policy in relation to;

(a) Government implementation

(b) Government goal

(c) Performance

(d) Facilitation

(e) Management

3. Has enrolment increased or decreased in your school?

4. What are the causes of the; (a) Increase (b) Decrease?

5. Where did those who left the schools go to.

6. Where are the new comers from and who were they (new students, former drop outs, age gender etc)

7. What were the reasons for the increase or decrease?

8. How has the decrease/Increase affected (a). Teaching (b). Classroom environment

(c). teacher performance and motivation

9. How has FPE been implemented in your school

10. What are the major sources of FPE funding to your school

11. How were the teachers prepared?

12. Are there any current preparation/training/resource materials for teachers/schools on FPE?

13. How has FPE affected quality of education in the school?

APPENDIX III: INTERVIEW SCHEDULE FOR THE COMMUNITY

1. What is your understanding of FPE (b) what has been your source of information about FPE?
2. What was the motivation behind the FPE Policy
3. What is your role in FPE as a community member/parent?
4. Has enrolment increased or decreased in schools
5. What are the causes of the; (a) Increase (b) Decrease?
6. Where did those who left the schools go to.
7. Where are the new comers from and who were they (new students, former drop outs, age gender etc)
8. What were the reasons for the increase or decrease?
9. How has the new policy affected access to schools?
10. How has the decrease/Increase affected (a). Teaching (b) Classroom environment
(c). Teacher performance and motivation
11. What are the major sources of FPE funding to your school (b) Do you think it is sufficient (c) Have you been called upon to contribute more
12. Are there any current preparation/training/resource materials for teachers/schools on FPE?
- 13 How has FPE affected quality of education in the region?
- 14 What are the major achievements and challenges of FPE?
15. Do you have any other information related to the topic that we have not tackled?

MAP OF KENYA

