

**Enrolment in Free Primary Education and the  
Academic Performance of Pupils  
In Primary Schools in Ang'urai  
Division, Teso District  
Kenya**

**A Research Submitted to the Institute  
of Continuing and Distance Studies in  
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JUNE 2007.**

## TABLE OF CONTENTS

Table of contents.....	i
Declaration.....	ii
Dedication.....	iii
Approval .....	iv
Acknowledgement.....	v
List of tables.....	vi
List of graphs.....	vii
Abstract .....	viii
<b>Chapter one</b>	
Introduction .....	1
Background of the study.....	1
Statement of the problem.....	2
Purpose of the study.....	2
Objectives of the study.....	3
Significance of the study.....	3
Scope of the study.....	4
Definition of terms.....	5
Limitations of the study.....	6
<b>Chapter two</b>	
Review of related literature.....	7
<b>Chapter three</b>	
Methodology.....	10
<b>Chapter four</b>	
Presentation of findings.....	12
<b>Chapter five</b>	
Conclusion and recommendations.....	31
<b>Bibliography.....</b>	<b>34</b>
<b>Appendices.....</b>	
Transmittal Letter.....	35
Questionnaire.....	38
List Maps .....	52
Curriculum vitae.....	53

### **DECLARATION**

This research report is my original work and has been presented for the award of a bachelors degree in education

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Signature:.....

### APPROVAL

I confirm that the research report here in was done by this student under my supervision as the institution supervisor.

Name supervisor: Kule Julius Warren

Signature:.....

## **DEDICATION**

I dedicate this research work to my beloved wife Rachael and my children Iyzakk, Ismael and Dawood.

## **ACKNOWLEDGEMENT**

My sincere gratitude goes to the following personalities:

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## LIST OF TABLES

Table 1.1	Summary on profile of pupils.....	12
Table 1.2	Summary on profile of teachers.....	13
Table 2.1	Summary on total enrolment.....	15
Table 2.2	Summary on enrolment by gender.....	17
Table 2.3	Summary on boy enrolment .....	18
Table 2.4	Summary on girl enrolment .....	19
Table 3.0	Performance from sample schools.....	20
Table 3.1	Increased enrolment.....	21
Table 3.2	Decreased performance.....	22
Table 4.1	Summary on achievements of FPE.....	23
Table 4.2	Challenges of FPE.....	26
Table 4.3	Strengthening FPE programme.....	29

## LIST OF GRAPHS

FIG 2.1. Summary on percentage enrolment per school.....	16
2.2 Summary on Percentage enrolment by gender.....	18
2.3 Summary on Percentage boy enrolment 2003 – 2006.....	19
2.4 Summary on percentage girl enrolment 2003 – 2006.....	19
3.0 Performance from sample school 2003 – 2006.....	21
3.1 Distribution by percentage on increased enrolment in FPE....	22
3.2 Distribution by percentage on decreased performance.....	23
4.1 Summary on achievements of FPE.....	25
4.1.1 Analysis of Achievements of FPE by percentage.....	25
4.2 Challenges of FPE by percentage.....	28
4.2.1 Summary on challenges of FPE by percentages.....	28
4.3 Strengthening FPE by percentage.....	30
4.3.1 Summary on strengthening of FPE program by percentage..	30



## **ABSTRACT**

Kenya has experienced a rapid expansion of the educational system partly due to the high Government expenditure on education. Despite high level of expenditure on education, primary school enrolment has been on the decline since early 1990s and until 2003 when gross primary school enrolment increased to 104 percent after introduction of FPE. However with an estimated net primary enrolment rate of 77 percent, the country is far from achieving universal primary education(UPE).The worrying scenario is that the allocation of resources within the education sector seems to be ineffective as the increasing expenditure on education goes to recurrent expenditure (to pay teachers salaries).Kenya's Poverty Reduction Strategy Paper (PRSP) and the Economic Recovery Strategy for wealth and Employment creation(ERS) outlines the educational targets of reaching (UPE) by 2015.The Government is faced with budget constraints and therefore the available resources need to be allocated efficiently in order to realize the education targets. The paper uses Budget Negotiation Framework (BNF) to analyze the cost effective ways of resource allocation in the primary education sector to achieve UPE and other education targets. Budget Negotiation Framework is a tool that aims at achieving equity and efficiency in resource allocation. A survey was done across four provinces basing on population and economic activities. In each province, four districts were sampled and ten primary schools from each district selected. Interviews were conducted to assess the impact of FPE. General findings from the analysis showed that Universal primary education by the year 2015 was feasible for Kenya. The results also showed that with a more cost effective spending of education resources, increased trained teachers, enhanced text book supplies and subsidies targeting the poor, the country could realize higher enrolment rates than what has been achieved with free primary education.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the study.**

Kenya's development challenges have for a long time been poverty, ignorance and disease. Additional challenges have been identified as HIV/ AIDS and globalization. According to the current National Development plan NDP (2002-2008), the development goals include the implementation of the eight millennium development Goals (MDGs), among which is to Achieve universal primary education.

It is against this back drop that the Kenyan government at the beginning of 2003 began the implementation of the compulsory FPE program, much to the delight of a wide cross-section of people of Kenya.

It is well known that education has the capacity to improve the quality of life and to develop the intellectual capacity of a nation, which is a most valuable resource. This is particularly important at this particular moment in times as the country aims to position itself to achieve sustainable economic growth and poverty reduction through effective management. It will be increasingly important for the Kenyan work force to be literate, numerate , trainable skilled and flexible so as to effectively participate in nation building and seize the opportunities globalization presents. Prior to the implementation of FPE, the rates of enrolment at the primary level were below 50 percent.

## **Statement of the problem**

Kenya's FPE policy which was implemented in January 2003 opened up opportunities for the disadvantaged and marginalized who had never enrolled in school or had dropped out because they could not afford the costs.

This mass influx has come with its challenges which a rise from large numbers of children in school, which include the possibility of over crowding in classrooms, shortage of facilities and insufficient human resources. Besides, selection of pupils to national schools has dropped because the low marks scored at KCPE cannot enable them join national or provisional schools. This means that they end up in district schools where overcrowding is once again experienced in classes.

All these have combined and contributed to the general poor academic performance in public primary schools in national exams.

## **Purpose of the study**

The general aims of the study was to:

Investigate how enrolment in free primary education has affected the academic performance of primary school pupils in Ang'urai Division in Teso District.

## **The objectives of the study**

The specific objectives of the study were:

- 1.0 To determine the profile of respondents in terms of
  - 1.1 Pupils
    - 1.1.1 Age
    - 1.1.2 Gender
  - 1.2 Teachers
    - 1.2.1 Age

1.2.1 Gender

1.2.2 Marital status

1.2.3 Academic qualification

1.2.4 Professional Qualifications

2.0 To determine significant relationship between enrolment and academic performance.

3.0 To determine the level of effect of FPE in terms of;

3.1 Achievements

3.2 Challenges

4.0 To explore the issues to be addressed to strengthen F.P.E

### **Significance of the study**

The findings of the study will help the;

#### **a) Government in;**

1. Providing reliable data for strategic planning
2. Public policy formulation and system performance monitoring
3. Assessing the changes needed as part of the reform in improving the education system.

#### **b) Society;**

The study will provide the society with information on the role it has to play in partnership with the government in ensuring FPE programme is a success.

#### **c) Future Researchers;**

The study will provide literature for future researchers with interest to assess the impact of FPE in society.

## **THE SCOPE OF THE STUDY**

The study was carried out in Ang'urai Division, Teso District, Western Province.

The study was to cover time from January 2003 to January 2006.

It involved children at the age of 12 to 14 years, teachers and parents of the selected primary schools.

## **DEFINITION OF TERMS**

For the purpose of the study, the following terms are defined operationally.

**Enrolment** - Joining school

**Performance** – Achievements in class

**Free Education** – Learning without paying any levies

**A Drop- out-** A person who leaves school before finishing a course

## **LIMITATIONS OF THE STUDY**

In the course of carrying out the research the following constraints were encountered.

1. Collection of data was a problem as it involved moving to the extreme ends of the environment which was not an easy task considering the terrain of the division which is hilly and rugged.
2. Some respondents' unwillingness to fill the questionnaire in time.
3. Financial constraints cannot be left out. The typesetting, printing, editing, binding of the final report required financial commitment which was not easy to come by. Visiting the various websites chewed the better part of the money which posed a big constraint. Occasionally, some websites could not easily open.
4. The computer virus was the greatest constraint. You could type and save your work today and on visiting another cybercafé for printing only to be told that the diskette is contaminated and so you are taken back to square one.

## CHAPTER TWO

### Review of Related Literature

According to Zachary Ochieng (2005) Daily Nation, introduction of free primary education has led to the deterioration of performance in the public primary schools, formally considered academic giants. The hurried introduction of FPE by the National Rainbow Coalition, NARC four years ago has compromised quality standards in public schools. Touted as the greatest achievements of the NARC administration, the policy has seen previously winning public schools being out shone by private ones patronized by the rich in a country where 56% of the population live below the poverty line. The scenario is well illustrated better by considering the recently released results of last year's Kenya Certificate of Primary Education, KCPE – the qualifying examination for joining secondary schools. Out of the top 100 candidates nationally, only one came from a public primary school while the rest came from the private schools.

According to parents as well as education experts (2006) Daily Nation, amid the falling standards, there is a growing worry that education will soon remain a preserve of the rich, whose children go to private schools with highly qualified teachers and all the requisite facilities. Students from these schools are also the ones who secure positions in the best secondary schools in the country and equally make it to the Universities leaving their counterparts from the public schools with no option but to drop – out.

According to the education Assistant minister, Dr. Kilemi Mwiria (2004) Kenya Times, all the places in national secondary schools, the best in the country have been taken by pupils from the rich private schools, who accounted for only 10 percent of the total KCPE candidates.

According to the International Finance Corporation IFC (2002), The Business of Education; A look at Kenya's private education sector, in



the 2001 secondary school intake, public primary schools in Nairobi sent only 16 pupils or 11.5 percent to national schools while private schools sent 123 or 88.5 percent.

According to Dr.Davy Koech, former chairman commission of education inquires, (2006) Daily Nation, Kenyans should admit that there is a problem of accessibility. The children of the rich will continue to have access to quality education because private schools that they attend employ graduate teachers while their counterparts in public schools are taught by both trained and untrained teachers.

According to Mrs. Ruth Namulundu, Headmistress, Olympic primary school, (2006) The East African Standard, the school has been performing poorly since the introduction of FPE because of a host of problems.

Firstly, there are so many pupils in each class as opposed to 40 previously. The pupil teacher ratio is the highest; 80:1 and the school has a shortage of teachers, she laments. The situation in Olympic is reflected in many other public primary schools Countrywide and confirms the unpleasant reality that while Kenya struggles to achieve the education for all (EFA) goals, the quality of learning remains wanting for children attending public funded schools.

According to Mr. Joseph Okumu the headmaster Hawinga primary school in Western Kenya (2006) Kenya Times, he cites overstretched facilities as the cause of poor performance in public primary schools. The number cannot just cope with the existing facilities. If this is allowed to continue, public schools will be no more. While the enrolment in the country's 18000 primary schools has increased with about 2 million more children joining school, it has not been with quality. Faced with overflowing classes, teacher shortage and inadequate facilities, many schools are unable to comprehensively implement the curriculum.

According to Gordon Brown, the British chancellor of the Exchequer(2006) East African Standard, in his recent visit to Kenya, he had a chance to gauge the system when he toured Olympic primary school.

While praising the Kenyan government for introducing free primary education, he however noted that the challenges to the success of the system remained real namely the strengthening of the existing infrastructure by building additional schools and training more teachers.

According to Francis Ng'ang'a the (KNUT) secretary (2006) East African Standard, there is a shortage of 60,000 teachers countrywide. Since 2001, the government has only replaced 7,500 teachers who leave the service through natural attrition annually. Besides the falling academic standards in public primary schools, poor transition to the secondary schools remain a major concern in Kenya like any other sub – Saharan African countries.

According to UNESCO's Education for all Global monitoring report(2005): The quality imperative, 35 countries, 22 of them in the sub – Saharan Africa are very far from achieving the six EFA goals , five years after the Dakar forum. That being the case, Kenya is not the only country dogged by the impediments to the attainment of EFA goals. In Nigeria, experts argue that the universal Basic Education (UBE) programme introduced in 1999 to provide compulsory and quality education at primary school and junior secondary school level may collapse due to inadequate funding, lack of enough qualified teachers and poor infrastructure.

## **CHAPTER THREE**

### **METHODOLOGY.**

#### **Introduction.**

This chapter deals with research design, population and sample data collection procedure and data analysis.

#### **Research design**

In this research, descriptive method of research was used through the use of questionnaire.

#### **Population**

The target population was Head teachers, Teachers, pupils from selected primary schools in Ang'urai Division Teso district and members of the public.

The population was sampled by use of lottery method.

Four schools were sampled from the four zones in the division.

Four head teachers, eleven teachers and five pupils each from the four schools were sampled. Ten members of the public (parents) were sampled in the division.

#### **Data collection Instruments**

Questionnaire was designed to collect the desired data from the sited schools. Questionnaires were used since they saved a lot of time. There were also prepared tables with details of the required data.

#### **Data collection procedure**

The first was to get a letter from the college to allow the researcher to carry on the investigation. Then the questionnaire was prepared. The questionnaires were distributed and collected later. All data collection was solely done by the researcher.



### **Data presentation**

Data was presented using tables and graphs

### **Data analysis**

The data was analyzed using percentages and quantitatively presented in tables and graphs.

## CHAPTER FOUR

### ANALYSIS AND PRESENTATION OF FINDINGS

#### Introduction

This chapter gives an overview of the researcher's findings. The findings are presented under the following headings

#### A. Profile of respondents

On the profile of pupils, it was observed that the age at which most pupils sat for their KCPE examination was higher than usual. As can be shown from table 1.1, the frequency of the age between 14 and 16 years was comparatively higher than 11 – 13, the age at which pupils mostly sat for their KCPE examinations. This could be attributed to the fact that most of the children who had opted out of school, did come back following the introduction of FPE. It can also be shown that the number of girls was higher than that of boys as can be shown from table 1.1, the boy-girl ratio was 2:3 i.e. for every two boys sampled there were three girls.

**Table 1.1 ON PROFILE OF PUPILS**

School	Sex		Age in years		
	Male	Female	9 – 10	11 – 13	14 - 16
Kosenyi	3	2	1	1	3
Aboroi	2	3	1	2	2
Akolong	1	4	0	0	5
Mwari	2	3	0	2	3
TOTAL	8	12	2	5	13

On the profile of teachers, it was observed that the ratio of male to female teachers was 7:5 i.e. for every 7 male teachers, there were five female teachers. This could be attributed to the fact that female teachers were still few in the profession due to the gender disparity that used to be there. The girl child's place was in the kitchen.

**TABLE 1.2 ON PROFILE OF TEACHERS**

School	sex		Age in yrs			Marital status		Academic qualif.			Prof. qualify.			Teaching exp in years				
	M	F	20 -29	30 -39	> 40	Married	Not married	KCSE	KACE	Bed	P1	S1	Grad	0-5	6-10	11-15	16-20	>20
Kosenyi	2	4	5	1	-	5	1	4	2	0	4	2	0	2	2	-	1	1
Aboroi	3	3	4	2	-	6	0	5	1	0	5	1	0	3	2	-	0	1
Akolong	4	2	4	2	-	6	0	3	2	1	3	2	1	4	1	-	1	-
Mwari	5	1	3	2	1	5	1	2	2	2	2	2	2	3	1	-	1	1
TOTAL	14	10	16	7	1	22	2	14	7	3	14	7	3	12	6	0	3	3

It was also shown in table 1:2 that most staffrooms constituted married personnel as can be shown by the ratio of the married to unmarried which was 11:1. Most of the teachers were in their productive age bracket of 20 – 29.

### **B. Enrolment.**

From table 2.1, enrolment increased from 1544 in 2003 to 1671 in 2006. This represented 8 percent increase.

This increase could be attributed to the fact that all those children who had earlier on dropped out from school for lack of fees or poverty made come backs since it was free education.

The table also shows that, as per school, enrolment continued to rise every other year by about 4-5 percent.

This is summarized in fig 2.1

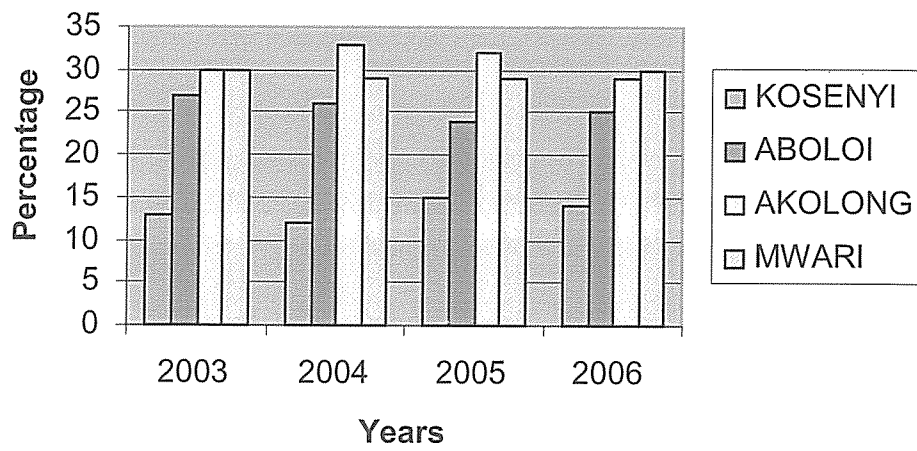
**Enrolment per school by percentage.**

**Table 2.1 SUMMARY TABLE ON TOTAL ENROLMENT**

SCHOOL	2003	2004	2005	2006	TOTAL
KOSENKI	198	206	252	274	930
ABOLOI	418	430	419	420	1687
AKOLONG	463	550	555	477	2045
MWARI	465	492	508	500	1965
TOTAL	1544	1678	1734	1671	6627



**FIG. 2.1 SUMMARY ON PERCENTAGE  
ENROLMENT**



**TABLE 2.2 SUMMARY ON ENROLMENT BY GENDER.**

	2003		2004		2005		2006	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
KOSENKI	102	96	115	91	131	121	178	96
ABOLOI	207	211	198	232	205	214	219	201
AKOLONG	224	239	255	295	269	286	244	233
MWARI	230	235	242	250	249	259	250	250
TOTAL	763	781	810	868	854	880	891	780

Percentage: 49% 51% 48% 52% 49% 51% 53% 47%

### **C. Enrolment by Gender.**

On enrolment by gender as shown in table 2.2 divisionally, there was near attainment of gender parity in enrolment. However a part from 2006 when total boy enrolment was greater than the girl enrolment, the other years indicated that girl child enrolment was higher than the boy child by about 3-4 percent as shown by the difference in boy-girl enrolment by percentage. This could be attributed to the fact that contrary to the earlier social - cultural perception that it is better to educate a boy than a girl and that a girl may be required to stay out of school so as to care for young siblings, exacerbated by the increasing prevalence of HIV/AIDS, which continues to leave more children orphaned, girl child rights to education is being realized. This is summarized in figure 2.2.

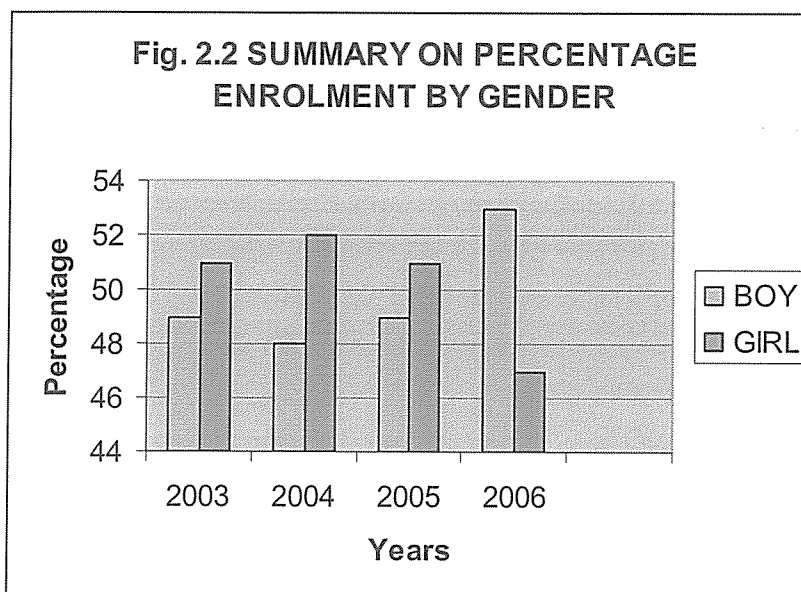
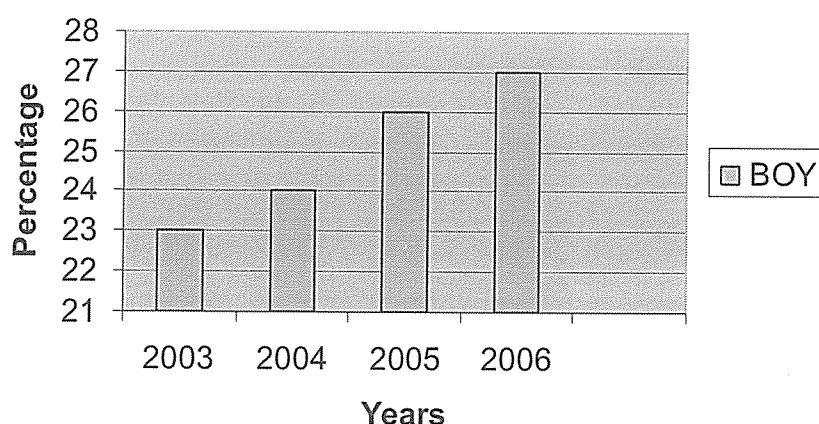


Table 2.3 indicated that boy child enrolment rose marginally from 763 in 2003 to 891 in 2006. This was 8 percent increase. This is summarized in figure 2.3. On other hand table 2.4 indicated that girl child enrolment was erratic rising from 781 in 2003 to 868 in 2004 and 880 in 2005 before dropping to 780 in 2006. This slight drop could be attributed to circumstances like pregnancies since the program opened door to even old girls enrolment in school. This is summarized in figure 2.4

**Table 2.3 SUMMARY TABLE ON BOY ENROLMENT.**

SCHOOL	2003	2004	2005	2006
KOSENKI	102	115	131	178
ABOLOI	207	198	205	219
AKOLONG	224	255	269	244
MWARI	230	242	249	250
TOTAL	763	810	854	891
Percentage	23%	24%	26%	27%

**Fig 2.3: SUMMARY ON PERCENTAGE BOY ENROLMENT 2003 - 2006**

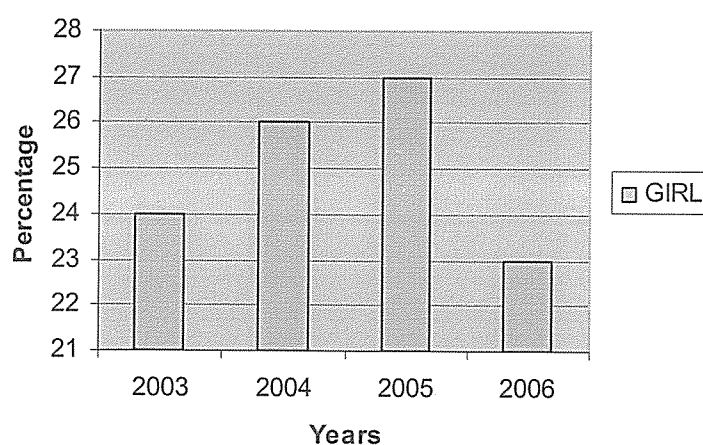


**TABLE 2.4 SUMMARY TABLE ON GIRL ENROLMENT.**

SCHOOL	2003	2004	2005	2006	TOTAL
KOSENKI	96	91	121	96	404
ABOLOI	211	232	214	201	858
AKOLONG	239	295	286	233	1053
MWARI	235	250	259	250	994
TOTAL	781	868	880	780	3309

PERCENTAGE 24% 26% 27% 23%

**Fig 2.4: SUMMARY ON PERCENTAGE GIRL ENROLMENT 2003 - 2006**

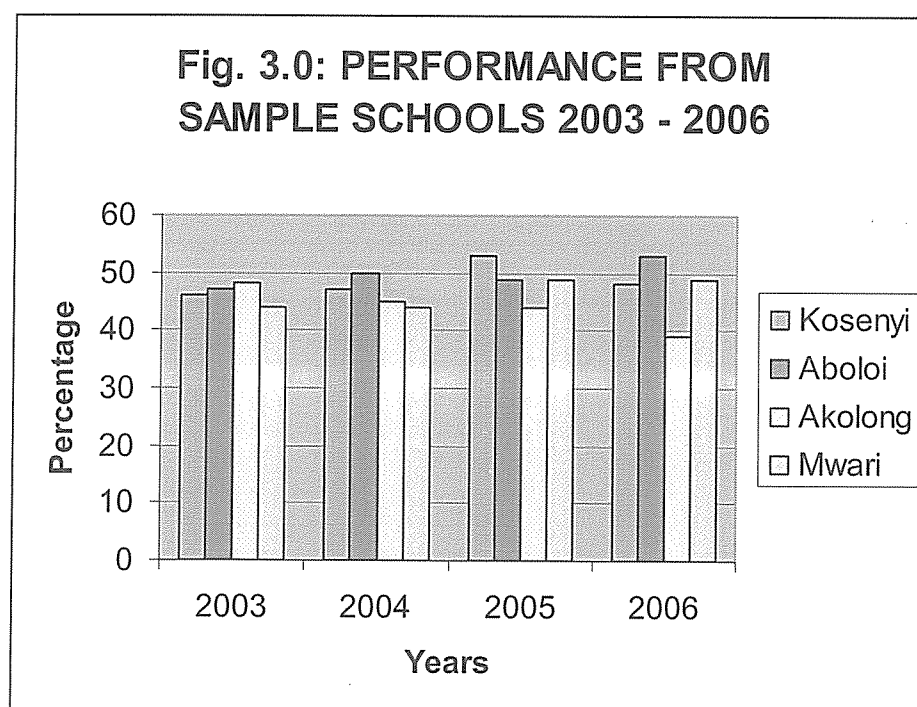


**TABLE 3.0 ON PERFORMANCE FROM SAMPLE SCHOOLS**

SCHOOL	YEAR	ENROLMENT			MEAN SCORE	% M.S
		Boys	Girls	Total		
KOSENYI	2003	12	06	18	230	46%
	2004	10	13	23	234	46.8%
	2005	09	11	20	267	53.4%
	2006	11	12	23	238	47.6%
ABOLOI	2003	15	13	28	235	47%
	2004	17	17	34	250	50%
	2005	18	17	35	243	49%
	2006	11	13	24	265	53%
AKOLONG	2003	24	15	34	238	47.6%
	2004	24	28	52	224	44.8%
	2005	24	19	42	218	43.6%
	2006	17	19	35	197	39.4%
MWARI	2003	21	18	39	220	44%
	2004	33	23	56	222	44%
	2005	23	14	37	246	49%
	2006	18	22	40	247	49%
TOTAL		287	261	548		

### D. Performance

In Table 3.0 on standard eight enrolment and performance, there was erratic performance as per school as can be seen in the rise and fall in mean score. It was also seen that performance had been substantially below average as can be seen in figure 3.0.



### E. Enrolment and Performance

On enrolment and performance, it was very clear that enrolment in the FPE program had increased as indicated in table 3.1.

**TABLE 3.1 INCREASED ENROLMENT IN FPE**

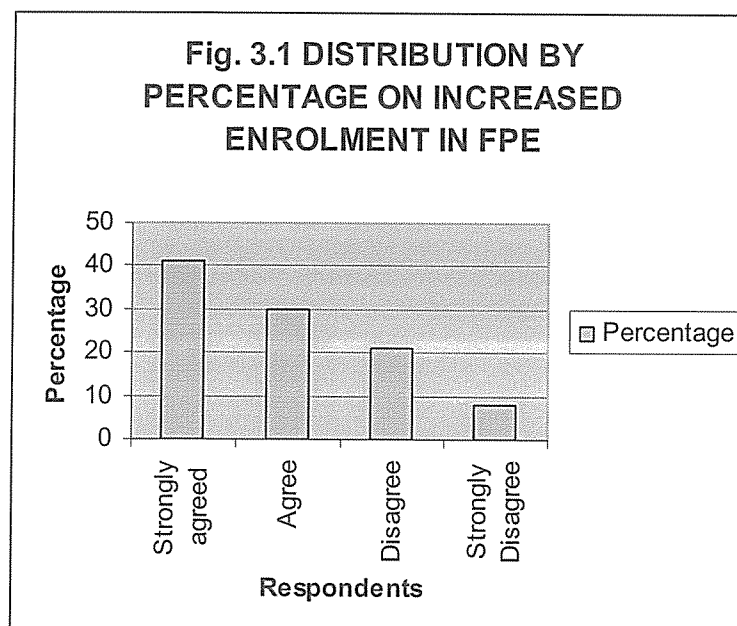
SAMPLE NO	STRONGLY AGREED	AGREE	DISAGREE	STRONGLY DISAGREE
35	584	420	298	119
PERCENTAGE	41%	30%	21%	8%

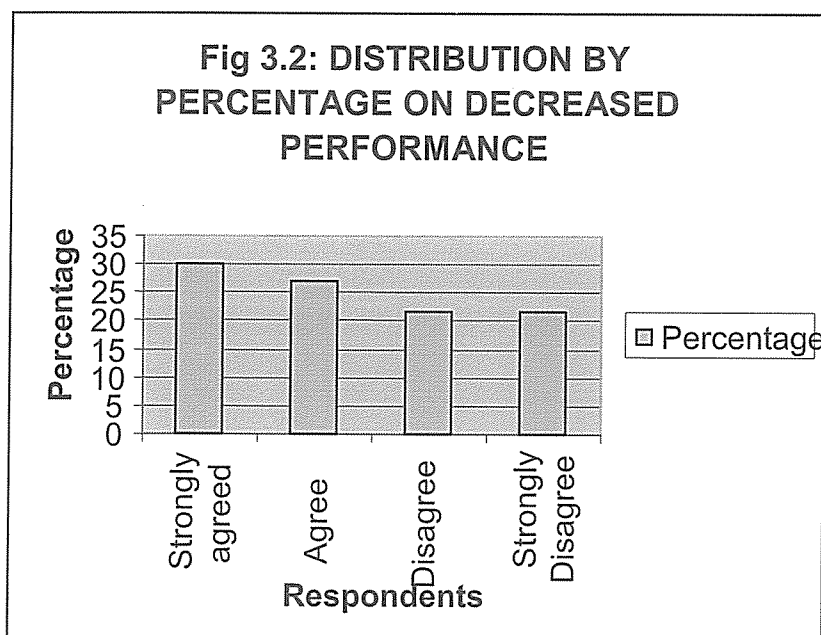
41 percent of the respondents strongly agreed that enrolment in FPE program had increased.30 percent agreed, 21 percent disagreed while 8 percent strongly disagreed. It was also observed that on the other hand, increased enrolment had contributed to decreased performance in FPE program as indicated in table 3.2.

**TABLE 3.2 DECREASED PERFORMANCE IN FPE**

SAMPLE NO	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
11	76	69	54	54
PERCENTAGE	30%	27%	21.5%	21.5%

30 percent of the respondents strongly agreed that enrolment in FPE program had contributed to lowered performance, 27 percent agreed to it while 21.5 percent each disagreed and strongly disagreed respectively as summarized in fig. 3.1 and fig. 3.2.





A comparison on enrolment and performance revealed a correlation coefficient of -0.4. This was a moderate correlation which indicated that an increase on enrolment had an inverse effect on performance.

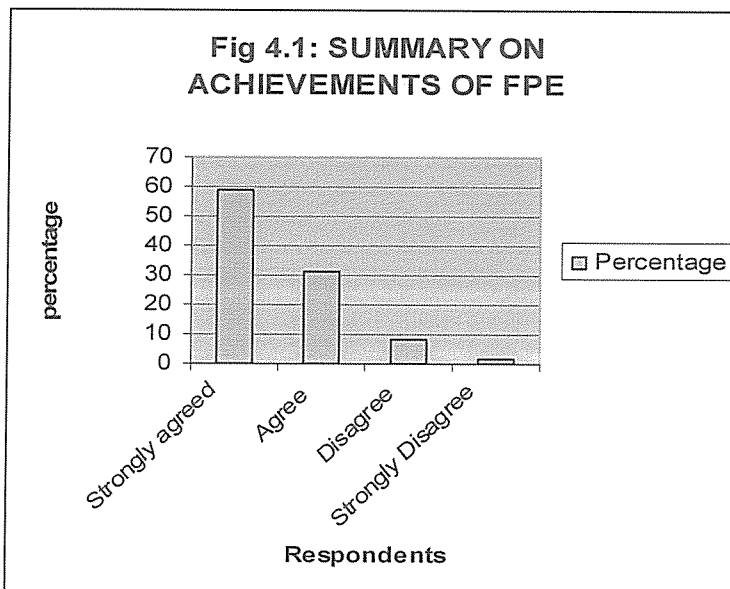
#### **F: Achievements of free primary education**

On achievements of FPE, from the population interviewed 59 percent strongly agreed that FPE program had something to be proud off, 31 percent agreed that FPE had made some achievements while 8 percent disagreed as can be seen in the table 4.1. This is summarized in figure 4.1.

**TABLE 4.1 SUMMARY ON ACHIEVEMENT OF FPE**

SAMPLE NO	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
10	27X4	18X3	7X2	3X1
TOTAL	108	57	14	3
PERCENTAGE	59%	31%	8%	2%





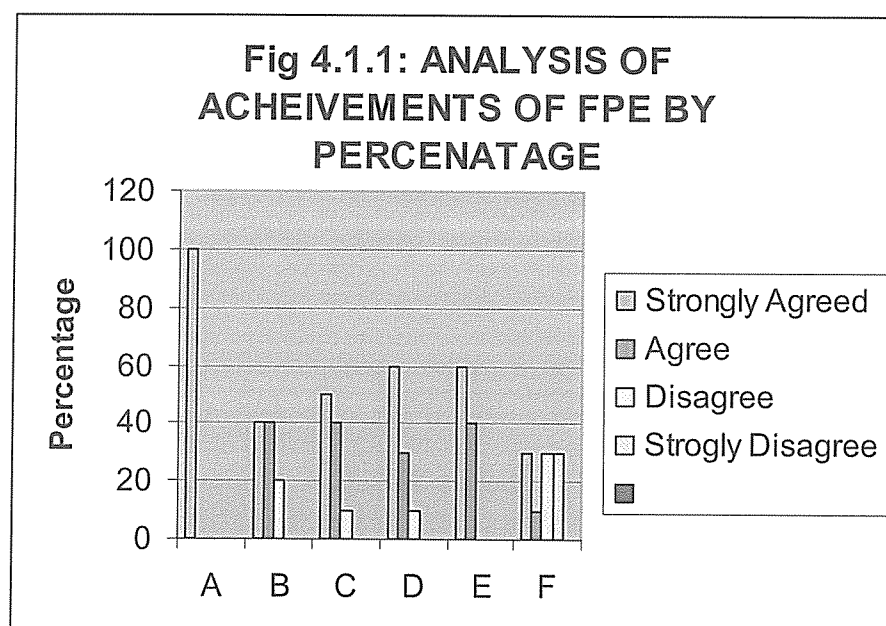
A look at fig 4.1.1 reveals that 100 percent of the population strongly agreed that FPE had led to increased enrolment in public primary schools. 40 percent strongly agreed that street children had reduced since the introduction of FPE and another 40 percent agreed so while 20 percent disagreed that street children had reduced since the introduction of FPE. On decreased child Labour, 50 percent of the interviewed strongly agreed that child Labour had reduced since the introduction of FPE. This meant that most victims of child Labour had found themselves in FPE classrooms. 40 percent agreed and 10 percent disagreed with the same. On girl child enrolment, 60 percent agreed that girl child enrolment had increased, 30 percent strongly agreed so while another 10 percent disagreed. On children's right to education, 60 percent strongly agreed that the rights of children to education were being realized. Those parents found not taking their children to school would be prosecuted in the court of law had seen this strongly observed. Another 40 percent of those interviewed agreed that the children's right to education were being realized.

That in rare cases, it was seen that child nutrition had improved with introduction of FPE. This was seen as not popular as represented by 30 percent, 10 percent, 30 percent and 30 percent respondents strongly agreeing, agreeing and strongly disagreeing respectively.

In summary it was observed that FPE had the following achievements:

- There was increased enrolment in public primary schools
- Child Labour had reduced
- Street children had also reduced
- Girl child enrolment had increased
- The children rights to education were now realized

This is summarized in fig 4.1.1



Where;

A is increased enrolment in public primary schools

B Child Labour had reduced

C Street Children had reduced

D Girl child enrolment had increased

E The children rights to education was now realized

F Improved nutrition

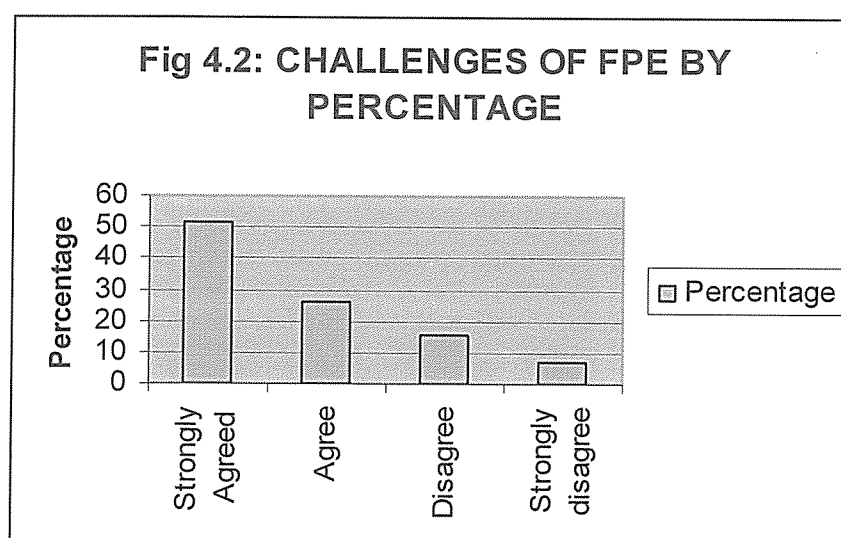
## G: CHALLENGES OF FPE

It was observed FPE program had its challenges as can be seen from Table 4.2

**TABLE 4.2 SUMMARY ON CHALLENGES OF FPE**

SAMPLE NO	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
10	22X4	15X3	13X2	12X1	
TOTAL	88	45	26	12	171

From the population interviewed, 51 percent strongly agreed that FPE had its challenges. 28 percent agreed to it, 14 percent disagreed and 7 percent strongly disagreed. This is illustrated in the figure 4.2.



On, performance 70 percent of the interviewed strongly agreed that FPE had increased enrolment which had lowered performance in public primary schools. 20 percent agreed to it while 10 percent disagreed.

On facilities, it was observed that FPE had led to lack of adequate facilities due to increased enrolment. This was confirmed by 60 percent of the respondents who strongly agree to it, 20 percent

agreeing and 10 percent each disagreeing and strongly disagreeing respectively.

On policy and guidelines on FPE, 60 percent agreed that there was no clear policy and guidelines on FPE, 10 percent strongly agreed with 20 and 10 percent disagreeing and strongly disagreeing respectively.

On the aged going to class, it was observed that FPE had actually led to very old people joining class one. This was confirmed by 50 percent interviewees who strongly agreed 40 percent agreeing and 10 percent disagreeing.

It was also noted that there was cumbersome procurement procedures in most primary schools. This was attested by 60 percent respondents who strongly agreed and 30 percent disagreeing. On early childhood education, it was observed that FPE program had failed to address this issue as it was still the duty of parents to pay their early childhood education teacher, this was seen as a challenge since some parents would keep their children at home for lack of money to enroll them for ECD classes until they attain the age for joining class one where education is free. This in itself affects quality of education.

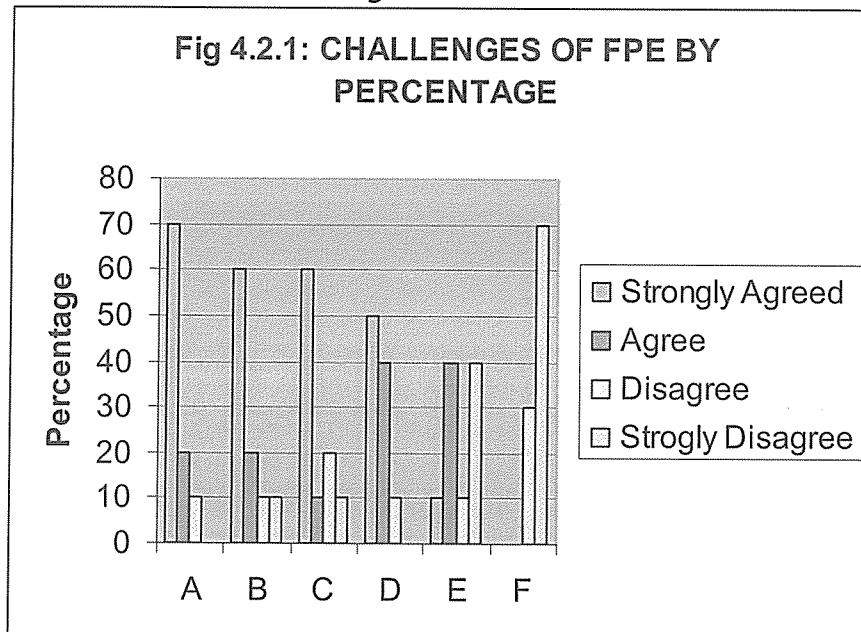
It was also observed that non-formal education is not included in FPE program .This was confirmed by 70 percent respondents who strongly disagreed that non-formal education is included in FPE and another 30 percent who disagreed.

In a nut shell, the following were seen as challenges of FPE:

- Lowered quality of education due to increase enrolment
- Lack of adequate facilities in rural areas due to increased enrolment

- There was no clear policy and guidelines on FPE
- It has led to the aged go to class blotting classes unnecessarily.
- There is cumbersome procurement procedure in most primary schools.
- In ability to incorporate ECE in FPE.
- Inability to incorporate NFE in FPE

All this can be summarized in fig.4.2.1



Where;

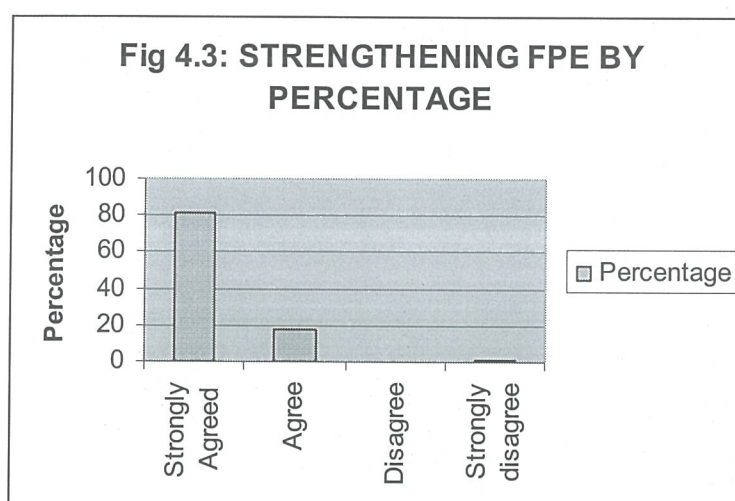
- A. lowered quality of education due to increase enrolment
- B. Lack of adequate facilities in rural areas due to increased enrolment
- C. There was no clear policy and guidelines on FPE
- D. It has led to the aged go to class blotting classes unnecessarily.
- E. There is cumbersome procurement procedure in most primary schools.
- F. In ability to incorporate ECE and NFE.

## H: STRENGTHENING FPE PROGRAM

**TABLE 4.3 strengthening FPE SUMMARY.**

SAMPLE NO	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
	AGREE			DISAGREE	
10	21X4	06X3	0X2	1X1	
TOTAL	84	18	0	3	103

On strengthening FPE 82 percent strongly agreed that there was need to strengthen FPE with 17 percent agreeing to it, and a negligible percentage about 1.0 percent strongly disagreeing as shown in fig. 4.3.



Among issues to be addressed to strengthen FPE, were:

Need for clear policy and guidelines. From the population interviewed, 90 percent strongly agreed on the need to have clear policy and guidelines in FPE if the program was to succeed with 10 percent agreeing to it. On the media, 80 percent strongly agreed that the media should be used intensively to disseminate FPE policies. 10 percent agreeing while another 10 percent strongly disagreed.

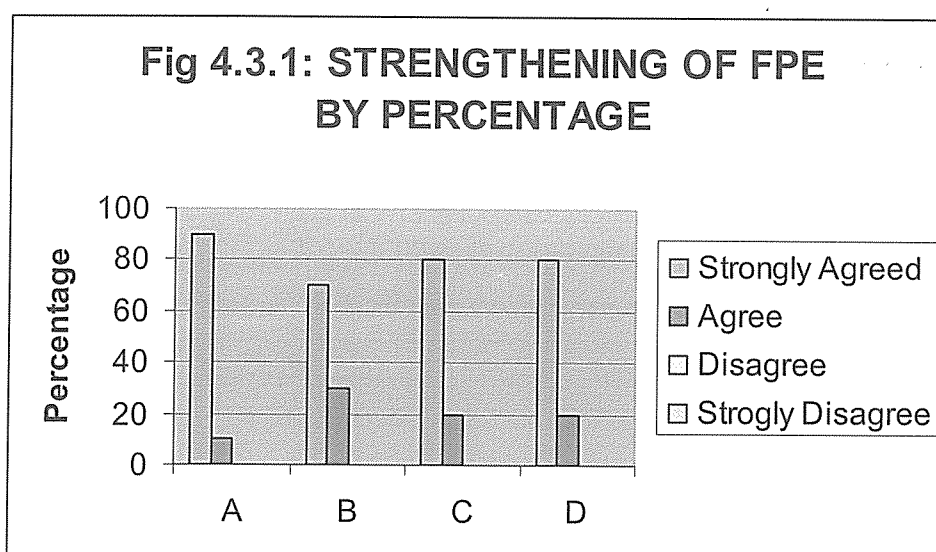
On procurement criteria, 70 percent strongly agreed that there was no clear procurement policy criteria and so for sustainability of the program, there was need to have clear procurement policy criteria. 30 percent agreed to it.

On Admission, Retention and Completion process for all pupils in FPE program, 80 percent of the interviewed strongly agreed that there was need for the same if the pupils were to benefit from the program while 20 percent agreed to it.

In summary therefore on issues to explore so as to strengthen FPE program the following were sited:

- Need to have clear policy and guidelines
- The media to be used intensively to disseminate FPE policy.
- FPE program need clear procurement policy criteria
- There is need to take interest in admission, retention and completion process for all pupils in FPE program.

This is summarized in fig. 4.3.1.



Where;

- Need to have clear policy and guidelines
- The media to be used intensively to disseminate FPE policy.
- FPE program need clear procurement policy criteria
- There is need to take interest in admission, retention and completion process for all pupils in FPE program.

## **CHAPTER FIVE**

### **CONCLUSION**

From the statement of null hypothesis that free primary education has not increased enrolment and lowered academic performance of pupils in primary schools. This research has shown that introduction of FPE programme has indeed lowered academic performance of pupils in primary schools. To step up and perhaps make free primary education feasible and sustainable, it was found necessary that the government needed to;

- Have a more cost effective spending of educational resources,
- Increase training of teachers to ensure constant supply of teachers in schools. This will alleviate the problem of work load on the teacher. This further ensures effectiveness and efficiency on the part of the teacher.
- Enhance textbook supply and subsidies targeting the poor.
- Have clear policy and guidelines.
- Use the media intensively to disseminate FPE policy.
- Take interest in Admission, Retention and Completion process for all pupils in FPE programme.

All the above cited if put in place would see FPE practical and feasible.

### **RECOMMENDATIONS.**

As a recommendation therefore, despite key issues highlighted as way forward above, it was also apparent that there could be certain additional underlying factors hindering achievement of the UBE by the Kenyan child. One of which was the biting poverty. This was seen as one of the constraints to the efficient delivery of the Kenyan education system. It was an open secret that the majority of Kenyans live in abject poverty, with this proportion of the population being placed at 56 percent.



According to the 2003 Human development report, the standards of living in Kenya have generally decreased, with the poor becoming poorer. Some poor parents cannot afford to provide the additional inputs required to sustain the children in school. These include stationary, school uniform and most importantly, food. Poverty is known to breed hunger and malnutrition. Hungry and malnourished children have reduced capacities to learn. These children have been shown to perform poorly.

Another factor is school absenteeism. This is attributed to ill health. Conditions experienced include malaria helminthes infections, diarrhea diseases as well as acute respiratory infections. These problems are more prevalent among the poor. Thus it is the poor children who are already malnourished and hungry who are further robbed of an opportunity to improve their future lives through acquisition of basic education, a situation more prevalent where the living conditions are squalid and overcrowded with poor drainage, limited or no access to safe drinking water and health facilities.

In order for the government to ensure that that there are more children retained in School, it needs to address these issues and to do so urgently. To combat short-term hunger,

1. The Government can co-ordinate, in collaboration with the relevant international agencies such as the world food program (WFP) and others.
2. The government can implement school feeding programs, whereby these children can be provided with breakfast or morning snacks. Research has shown that providing children with breakfast leads to improvement in schools attendance as well as greater performance in arithmetic.

3. Further the schools should be supplied with fortified foodstuff, especially salt, maize flour and cooking fat or oil with iodine , Iron and Vitamin A respectively.
4. Schools could also establish gardens to promote dietary diversity. This will enable the schools to provide mid-day meals as well .This will deal with the twin problems of protein-energy malnutrition as well as micronutrient deficiencies.
5. There should also be a adequate provision of safe drinking water and sanitation facilities especially for human waste disposal. This should be incorporated with the de-worming program. These would go along way towards reducing incidence of diarrhea and helminthes infection.
6. The local community should be involved in the implementation of the program as this establishes a sense of ownership among its members. They can participate in the building of necessary facilities such as pit latrine/toilets and establishment of the community /school gardens.

While the successful implementation of the school feeding program may seem a daunting undertaking, the benefits to be derived from it in the long run are immeasurable. It will among others go along way in:

1. Ensuring that Kenyan children stay in school long enough to acquire the knowledge and skills they require so as to effectively contribute to national building as productive workers, parents and citizens.
2. Enabling us give Kenyan children a fighting chance in the global playing field not just through availing primary education but also improving their health and nutrition.

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## **APPENDIX A**

### **TRANSMITTAL LETTER**

#### **KAMPALA INTERNATIONAL UNIVERSITY**

#### **FACULTY OF EDUCATION**

#### **TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

This is to introduce to you Mr. / Ms **VINCENT NUNDA AGUTU**

Registration No **BED/8975/51/DF**

Who is a student of our university in the faculty of education.

He/she is undertaking a research project which requires your input as part fulfillment for the completion of his/her program of study.

I kindly request you to avail all the necessary assistance.

Thank you.

With kind regards,

**PROFESSOR FAGBAMYE EMMANUEL**

**DIRECTOR ICDS**

**Kampala International University**

## APPENDIX B

### LETTER OF PERMISSION

JUMA P. ABDULLAHAZIZ  
BOX 276  
MALAKISI

DATE: .....

TO: .....  
THRO'  
THE DISTRICT EDUCATION OFFICER  
TESO DISTRICT

Dear Sir/Madam,

#### RE: PERMISSION TO COLLECT DATA

This is a request asking you to allow me to collect data from your station/office. I am a student of Kampala International University undertaking a resource project on Enrolment and academic performance of pupils in primary schools in Ang'urai Division of Teso District. This requires your input as part fulfillment for the completion of my program of study.

Thank you in advance.

JUMA ABDULLAHAZIZ.

## **APPENDIX C**

### **LETTER OF PERMISSION**

DISTRICT EDUCATION OFFICER  
TESO DISTRICT  
P.O. BOX 42  
AMAGORO

**20<sup>th</sup> June 2007**

### **TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**RE: PERMISSION TO COLLECT DATA**

Reference to the above, this is to inform you that **ABDULLAH AZIZ P. JUMA REG NO. BED/9055/51/DF** who is a student of Kampala International University has been granted permission to collect data from your school. He is undertaking a resource project on enrolment and academic performance of pupils in Angurai Division which requires your input on part fulfillment for the completion of his programme of study.

Please accord him all the assistance.

Yours faithfully,

**ELIUD WANASWA**  
**DEO TESO DISTRICT**

## APPENDIX D

### QUESTIONNAIRE FOR PUPILS

#### INTRODUCTION STATEMENT TO QUESTIONNAIRE.

This research aims at finding the effects of enrolment in primary schools and academic performance of pupils in Ang'urai Division of Teso District.

You are required to complete the questionnaire as accurate as you can by ticking where appropriate.

Thank you for your co-operation

#### PART A: DEMOGRAPHIC DATA

Please respond with a (✓) the one that applies to you only. All information given will be treated in confidence.

1. What is your home area?.....

2. Sex:            Female (   )                      Male (   )

3. what is your age?

Between 9 – 10 (   ) 11 – 13 (   ) 14 – 16 (   )

#### B: Enrolment

	Question	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1
1.	The number of pupils in your school now is more than before free primary				

	education.				
2.	You are 40 pupils or below in your class				
3.	You are 40 pupils and above in your class				
4.	Class1 – 3 have two streams per class				
5.	One teacher teaches one subject in your class				
6.	One teacher teaches two subjects in your class				
7.	One teacher teaches three subjects in your class				
8.	You learn mathematics daily in your class				
9.	You are given 10 questions and above as an exercise in mathematics				
10.	You are given 10 questions and below as an exercise in mathematics				
11.	Your mathematics exercise books are marked and returned daily				
12.	Your mathematics exercise				



	books are marked and returned after some days				
13.	You write composition once every week				
14.	Your English composition books are never marked at all				
15.	You only write English composition during end term exams				
16.	Some pupils learn under trees in your school				
17.	Class one pupils sit on the floor				
18.	The number of girls in your class is more than the number of boys				
19.	The number of boys in your class is more than the number of girls				
20.	The number of boys is equal to the number of girls in your class				

## APPENDIX E

### QUESTIONNAIRE FOR THE HEAD TEACHERS

#### INTRODUCTION STATEMENT TO QUESTIONNAIRE

This research aims at finding the effects of enrolment in primary schools and academic performance of pupils in Ang'urai Division of Teso District.

You are required to complete the questionnaire as accurate as you can by ticking where appropriate.

Thank you for your co-operation.

#### PART A: DEMOGRAPHIC DATA

Please respond with a (✓) the one that applies to you only. All information given will be treated in confidence.

1. Sex:                      Female    (    )      Male    (    )
2. Marital status:    Married    (    )      single    (    )
3. Age in years:      20 – 29    (    )  
                             30 – 39    (    )  
                             40 – 49    (    )  
                             50 and above (    )
4. Educational qualification:  

KCSE                      (    )  
KACE                     (    )  
BED                      (    )  
MA                        (    )

Any other (please specify) .....

## 5. Professional Qualification

Non-Professional teacher ( )

PI ( )

SI ( )

Untrained Graduate ( )

Graduate teacher ( )

Any other (please specify).....

## 6. Teaching experience

0 -5 years ( )

6 -10 years ( )

11 – 15 years ( )

16 – 20 years ( )

20 and above ( )

## PART B: Enrolment

	Questions	Strongly agree 4	Agree 3	Disagree 2	Strongly disagree 1
1.	The number of girls in your school is more than the number of boys.				
2.	The number of boys in your school is more than the number of girls				

3.	The number of boys is equal to the number of girls in your school.				
4.	Average class size for upper primary is 50 pupils and above				
5.	Average class size for upper primary is 50 pupils and below				
6.	Class 1 -3 in your school have two streams per class				
7.	Class one pupils sit on the floor				
8.	Class one pupils learn under tree				
9.	The number of pupils in your school is more than before free primary education.				
10.	You have some PTA hired teachers				
11.	Classrooms in your school are not enough.				

12.	Your teachers are not comfortable with the number of lessons				
13.	Marking of assignments and exercises by your teachers is regular.				
14.	Introduction of free primary education has led to increase in enrolment in your school.				
15.	Introduction of free primary education has had transfer of pupils to private schools.				
16.	Introduction of free primary education has led to transfer of pupils to public schools.				
17.	Transfer from public to private schools is because of the numbers in public primary classes				
18.	Transfer from private to public schools is because of quality education in public schools.				

	<b>C: Performance</b>				
19.	Performance in public primary school has generally dropped				
20.	Introduction of free primary education has improved quality of education				
21.	Std 8 candidates, since introduction of free primary education score higher marks than before.				
22.	The general discipline of pupils has now dropped.				
23.	Free primary education Programme success is subject to availability of finances.				
24.	Allocation of free primary education funds to your school is adequate				
25.	Free primary education money allocation is prompt				
26.	Free primary education				

	allocation to your school is always used accurately				
27.	There is allocation for textbooks, exercise books and pens.				
28.	There is allocation for hire of PTA teachers.				
29.	Co-curricular allocation is adequate				

## APPENDIX F

### QUESTIONNAIRE FOR THE PUBLIC

#### INTRODUCTION STATEMENT TO QUESTIONNAIRE

This research aims at finding the effects of enrolment in primary schools and academic performance of pupils in Ang'urai Division of Teso District.

You are required to complete the questionnaire as accurate as you can by ticking where appropriate.

Thank you for your co-operation.

### QUESTIONNAIRE FOR THE PUBLIC

#### PART A: DEMOGRAPHIC DATA

Please respond with a (✓) the one that applies to you only. All information given will be treated in confidence.

4. Sex:                      Female    (    )      Male    (    )

5. Marital status:   Married    (    )      single   (    )

6. Age in years:    20 – 29    (    )  
                             30 – 39    (    )  
                             40 – 49    (    )  
                             50 and above (    )

4. Educational qualification:

KCSE                      (    )  
KACE                      (    )  
BED                        (    )  
MA                         (    )

Any other (please specify) .....



## 5. Professional Qualification

Non-Professional teacher ( )

PI ( )

SI ( )

Untrained Graduate ( )

Graduate teacher ( )

Any other (please specify).....

## 6. Work experience

0 -5 years ( )

6 -10 years ( )

11 – 15 years ( )

16 – 20 years ( )

20 and above ( )

## D: Achievements of FPE

	Question	Strongly			Strongly
		Agree	Agree	Disagree	Disagree
		4	3	2	1
1.	FPE has led to increased enrolment in public primary schools				
2.	Street children have reduced since introduction of FPE				

3.	Introduction of FPE has led to decreased child Labour.				
4.	Girl child enrolment has increased since introduction of FPE				
5.	The right of children to education is realized				
6.	In some cases, child nutrition has improved since introduction of FPE <b>E: Challenges of FPE</b>				
7.	Increased enrolment has lowered quality of education				
8.	Introduction of FPE has led to lack of adequate facilities in rural areas				
9.	There is no clear policy and guideline on FPE				
10.	Introduction of FPE has led the aged go to class				
11.	There is cumbersome procurement procedure in most primary schools.				

12.	Early childhood education is included in FPE programme				
13.	Non - formal education is included in FPE programme <b>F: Strengthening FPE</b>				
14.	FPE programme need clear policy and clear guidelines.				
15.	The media should be used intensively to disseminate FPE policy.				
16.	For sustainability, FPE programme needs clear procurement policy criteria.				
17.	There is need to take interest in Admission, Retention and Completion process for all pupils in FPE programme.				

## **APPENDIX G**

### **ABBREVIATIONS AND ACRONYMS**

AIDS – Acquired Immune Deficiency Syndrome

BNF – Budget Negotiation Framework

ECE – Early Childhood Education

EFA – Education for All

ERS – Economic Recovery Strategy

FPE – Free Primary Education

HIV – Human Immunodeficiency Virus

KCPE – Kenya Certificate of Primary Education

KNUT – Kenya National Union of Teachers

MDGs – Millennium Development Goals

NARC – National Rainbow Coalition

NDP – National Development Plan

NFE – Non – Formal Education

PRSP – Poverty Reduction Strategy Paper

PTA – Parent Teacher association

UBE – Universal Basic Education

UNESCO – United Nations Educational Scientific and Cultural Organization

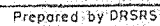
UNICEF – United Nations Children’s Fund

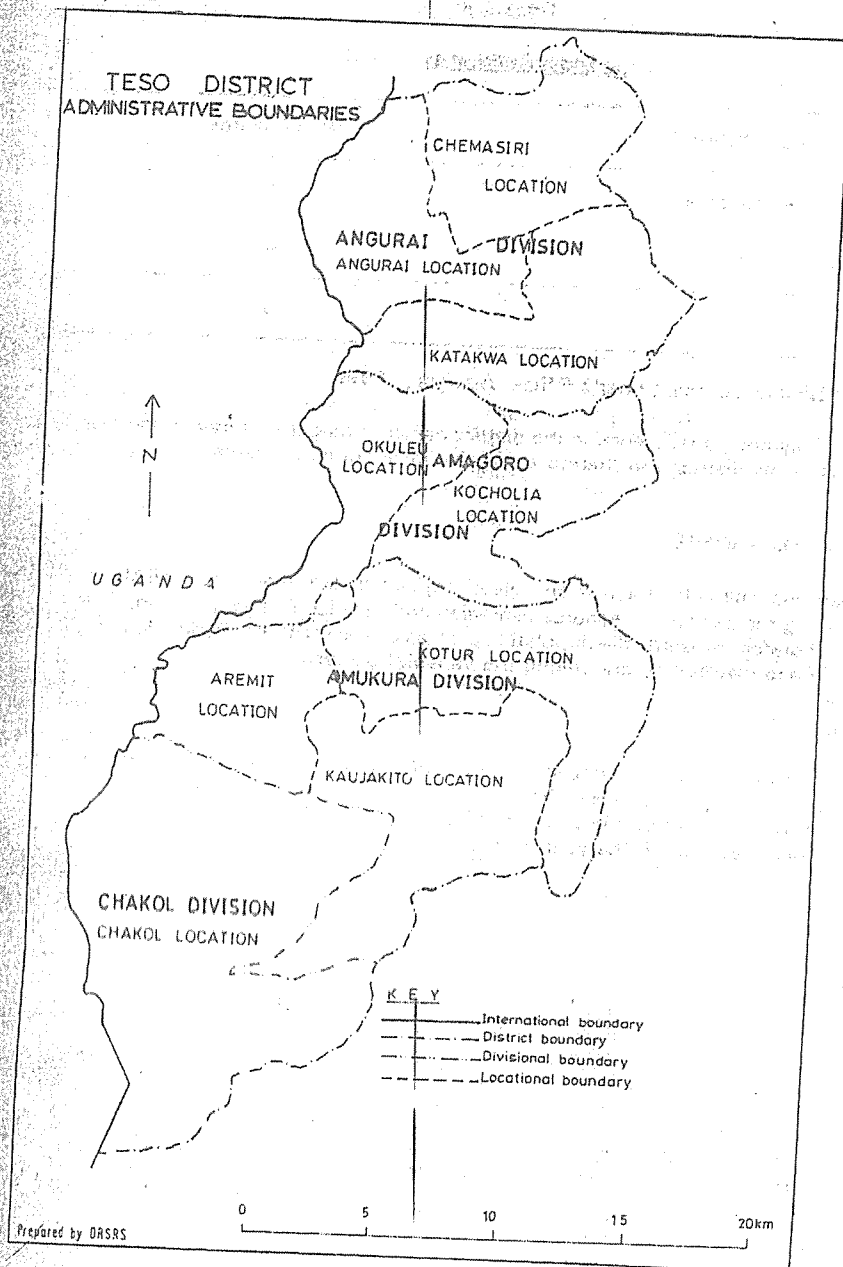
WFP – World Food Program.

## **LIST OF MAPS**

1. MAP OF KENYA
11. MAP OF TESO DISTRICT.

LOCATION OF THE DISTRICT





## CURRICULUM VITAE

### PERSONAL BACKGROUND

**NAME:** ABDULLAH AZIZ P. JUMA  
**REG NO:** BED/9055/51/DF  
**AGE:** 33 YEARS  
**GENDER:** MALE  
**CIVIL STATUS:** KENYAN  
**ADDRESS:** P.O BOX 238, KAMURIAI, KENYA.  
**DATE OF BIRTH:** 12/08/1974  
**CONTACT NO:** 0735563215 OR 0725463298

### EDUCATIONAL BACKGROUND

**COLLEGE:** KENYA SCIENCE TEACHERS' COLLEGE  
**SECONDARY:** ST PAUL'S AMUKURA HIGH SCHOOL, KENYA  
**ELEMENTARY:** KAMOLO PRIMARY SCHOOL  
IKAPOLOK PRIMARY SCHOOL.

### RESEARCH EXPERIENCE

#### DIPLOMA

Researched on physics '***Why Physics Is Not Liked By Students in High School'***

Technical Education "***The Challenges of Technical Education Teachers'***

Physical Education "***The Nature and Extend Of Soccer Hooliganism'***

