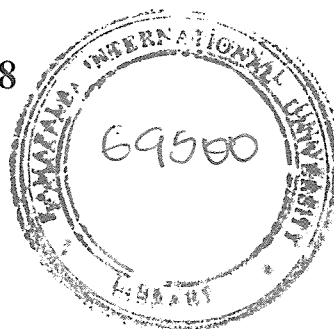


**THE INFLUENCE OF FREE PRIMARY EDUCATION  
AND SCHOOL FEEDING PROGRAMME ON  
PUPIL'S ENROLMENT IN GAKAWA  
EDUCATION ZONE,  
KENYA.**

RESEARCH DESSERTATION SUBMITTED TO INSTITUTE OF DISTANCE LEARNING IN  
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A BACHELOR  
OF  
ARTS DEGREE WITH EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

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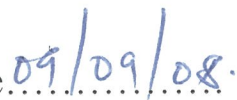
**AUGUST 2008**



### DECLARATION

I declare that this dissertation on “THE INFLUENCE OF FREE PRIMARY EDUCATION AND SCHOOL FEEDING PROGRAMME ON PUPILS ENROLMENT IN GAKAWA EDUCATION ZONE, KENYA,” is my work and has never been previously published or presented to Kampala International University, any other University or Institution of higher learning.

Signed..........  
**PATRICK MATHENGE**

Date..........

### APPROVAL

This dissertation has been submitted for examination with my approval as the university supervisor.

Signed:  .....

MISS NANKINGA YUDAYA

Date: 9/29/2008 .....

### DEDICATION

This work is affectionately dedicated to my wife Lucy Waruguru and my children Carol Gathigia, Robert Mathenge and Kelvin Kinyua for their support morally and materially, their patience and understanding during the whole period of my study at Kampala International University.

And

Our parents Felista Wangui Kinyua, John Mathenge and Mary Gathigia for their moral support, constant concern and encouragement to undertake and continue with this great task. May God bless them all.

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## LIST OF ABBREVIATIONS

|       |   |
|-------|---|
| ECDE: | Early childhood Development and Education |
| EFA:  | Education for All                         |
| FPE:  | Free Primary Education.                   |
| GOK:  | Government of Kenya                       |
| IM:   | Instructional Materials                   |
| KNUT: | Kenya National Union of Teachers          |
| MDGs: | Millennium Development Goals              |
| MOE:  | Ministry of Education                     |
| NARC: | National Rainbow Coalition                |
| NGO:  | Non-Government Organization               |
| SFP:  | School Feeding Program                    |
| SMC:  | School Management Committee               |
| TSC:  | Teachers Service Commission               |
| WEF:  | World Education Forum                     |
| WFP:  | World Food Program.                       |

## DEFINITION OF TERMS

**Free Primary Education** – (FPE) this is the provision of learning facilities to all public Primary Schools in Kenya by the government without charging the learners any fee.

**School Feeding Programme (SFP)** – This is the provision of meals to the public primary schools by the government or any organization.

**Enrolment:** Total number of pupils registered in a given school

**Hidden fees:** The extra charges collected by the public primary schools to supplement the FPE funds. Some of the hidden charges are illegal or not authorized by the education ministry.

**Private schools:** These are formal institutions of learning which are owned and funded by individuals or organizations such as churches.

**Public schools:** These are formal institutions of learning, which are owned and funded by the government or public. They are the ones that benefit from the FPE funds.

## **ABSTRACT**

The introduction in January 2003 of Free Education Primary Education in all public Primary Schools in Kenya was the climax of the heavy investment and importance that Kenya has laid on Primary education. The government also was obliged to honour the campaign pledge of the NARC party in the 2002 elections where they promised to introduce free and compulsory primary education for all public primary schools (NARC manifesto, 2002). The actualization of the pledge in January 2003 resulted in a sudden rise in public primary enrolment from 5.9. million in 2002 (Republic of Kenya, 2003) to 7.1. million in January.

The Government also invested in the provision of food to the schools through the support of World Food Programme (WFP) which donated food under the School Feeding Programme (SFP) in the arid and semi arid areas as well as pockets of poverty areas like urban slums.

The aim was to attract more pupils to school and also improve retention and completion rates.

This study therefore was an attempt to establish how the provision of FPE and SFP have impacted on pupil enrolment in Gakawa education zone and also identify the challenges that faced the provision of FPE and SFP in relation to influencing the pupils enrolment.

Descriptive research design was used in the study. A sample of 6 public primary schools was taken from a population of 12 schools using stratified and simple random sampling. Headteachers and teachers questionnaires with both closed and open-ended questions were used to collect data.

An analysis of these findings indicated that FPE and SFP have led to increased enrolment in the public primary schools in Gakawa zone. However both SFP and FPE funds were found to be inadequate.

.It was recommended that GOK increases the FPE funding in order for the schools to attract higher enrolment. The SFP was recommended to be fully funded to also include other components such as cooks, wages and cooking materials and to include all public primary schools. These findings are of great value to the GOK and other stakeholders in education in their endeavour to realize Education For All (EFA) by 2015 through FPE.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the study**

Year 2003 January saw the inception of Free Primary Education (FPE) in Kenya as a fulfillment of an election pledge made in 2002 December by the NARC party during the elections campaigns.

The FPE was not only a government development strategy, but also a response to recommendations on education made at the World Conference on Education for All (EFA); in Jomtien, Thailand in 1990 and at the World Education Forum (WEF) in Dakar, Senegal in 2000. In these conventions, the Kenya government committed itself to realizing Universal Primary Education (UPE) by 2005 and Education for All (EFA) by 2015. UPE is also one of the Millennium Development Goals (MDGs.)

For the above reasons the government of Kenya (GOK) launched FPE in all the 18,700 public primary schools on 6<sup>th</sup> January 2003. After the declaration of FPE in January 2003 an estimated 1.5 million more children enrolled and within that year the public primary school enrolment rose from 5.9 million in 2002 to 7.4 million in 2003 (Image, volume 4, 2003) and 7.6 million in 2006[Elimu News,2007].

School dropouts returned to school at mature age and were enrolled in different classes. Others came from the streets of cities and towns where they had been exposed to drugs and emotional stress. These and other special needs children from different back grounds enrolled in public primary schools. Many were unable to cope with the rather unusual programmed activities of the schools and soon went back to their initial lifestyles.

The government spent Kenya shillings 1,020 on each child in public primary schools every government year since year 2003 on FPE (Image, Vol. 4, 2005) These funds were remitted direct into the schools bank accounts and the funds were spent by the School Management Committees (SMC) according to the stipulated vote heads. Since the money was allocated according to the enrolment, large schools were allocated more than small and under-enrolled schools. Some of the small schools were even unable to fund some of the activities whose cost was not pegged on the enrollment, for example wages of workers and postal bills. Such small schools were also unable to expand their learning facilities and hence were not attractive to new entrants or pupils.

The national enrolment figures in public primary schools had been on the rise, from 5.9million in 2002 to 7.4 million in 2003, 7.6 million in 2005 and 7.8 million in 2006. The trend however had been

different or varying from one education administrative area (zone) to another and from one primary school to another in the same zone.

The provision of instructional materials such as textbook had been greatly improved since year 2003 in all public primary schools. The recommended textbook-pupil ratio was 1:3 in lower classes (standard 1-5) and 1:2 in upper classes (standard 6-8) respectively (Republic of Kenya, 2003) This ratio had already been achieved in most of the schools and the additional allocation of funds for this area was usually used to replenish the old and worn out instructional materials. The improved provision of books and other materials was meant to improve the quality of teaching and learning and thus improve the performance and retention rate. Despite this, not all schools had been able to attract more enrolment and in fact some of the schools had been recording a gradual drop in enrolment figures while the others had been recording a big rise in enrolment figures. Had the provision of instructional materials to the public schools by the GOK helped to improve enrolment in the schools?

The waiver of public primary schools levies on parents meant that the parents had to enroll their pupils without paying any money. Some schools were prior to the FPE demanding from parents between Ksh 1000-2500 per term. The free education thus attracted pupils from all corners of the social strata, from the homes casual labour market, streets and older members of the society (adult pupils). At the beginning other conditions such as school uniforms, bags, shoes and tuition support materials were relaxed at least to allow every interested pupil to get to school first. However gradually, it was found that the FPE funds allocated per pupils were not enough to cater for all the individual school needs. There also were introduced other hidden charges which were not included in the FPE vote heads. These included money to sustain SFP, construction of new classrooms, uniforms and extra tuition (also called coaching) where by the pupils had to pay extra money to allow for their teachers to teach them after class hours and during weekend and school holidays. These levies in some schools ranged from Ksh 200 to Kshs1000 per pupil depending on the individual school's needs. It was likely then that the extra charge or hidden fees in our public primary schools may have had an impact on the enrolment trends in these schools since the extra hidden charges were likely to discourage the enrolment of more children and also encourage the drop out of those who were unable to pay (Woki Munyui, 2005).

Provision of adequate academic staff (teachers) was a prime factors in influencing enrolment in our public schools (EFA, 2004; Image, Vol. 5 2004). This was because adequate supply of teachers allows for ample time for the teachers to prepare for effective teaching and learning. The teacher- pupil ration was also enhanced by the sufficient teachers available thus enhancing better and more contact time.

Inadequate teachers were therefore unlikely to effectively handle large classes without compromising the quality of teaching and learning. This in turn affected pupils' academic achievements (East African Standards, 2003) and hence discouraged more pupils from enrolling in such schools.

Adequate staffing on the other hand enabled the teacher to closely manage each and every learners needs and it also enhanced more teacher-pupil contact time. This encouraged better academic achievements and the school attracted more pupils or high enrolment. It was against this background that this study proposed to find out the level of staffing in FPE and its influence on enrolment.

My own experience as the officer in charge of education in Gakawa had revealed that there had been a general decline of enrolment in some public primary schools and this had raised concern bearing in mind that the FPE had reduced financial burden on the parents. The teacher- pupil ratio in the zone was 1:40 and about 5 out of the 12 public primary schools in the zone were on government funded School Feeding Program (SFP). This study was thus necessary and important in order that the research findings were to be used to help design an action plan and develop ways of improving the enrolment levels of the public schools in the zone.

### **Statement of the problem**

Following the inception of FPE in Kenya in January 2003, there was a sharp rise in enrolment of pupils that year in public primary schools all over the country. Since the introduction of FPE, the pupil enrolment level in public primary schools had emerged as an issue of concern among stakeholders and GOK.

The pupil enrolment in public Primary schools in Gakawa zone had been declining since year 2003 despite the provision of FPE funds and SFP food to the schools and the adequate staffing of teaching staff to many schools.

It was therefore the concern of education stakeholders in Gakawa zone whether the pupil enrolment in public primary schools in the zone was influenced by FPE and SFP.

### **General objective of the study**

The general objective of this study was to investigate the influence of Free Primary Education and School Feeding Program on enrolment of pupils.

### **The specific objectives of the study were:**

- i) To examine the influence of FPE on enrolment of pupils in Gakawa zone.



- ii) To investigate School Feeding Programmes and their impact on pupils enrolment in Gakawa zone.
- iii) To establish the challenges facing the provision of FPE and SFP in relation to pupil enrolment in Gakawa zone.

## **Research Questions**

In order to achieve the research objectives stated above, the following research questions will guide the study.

- i) To what extent had FPE influenced pupil enrolment in public primary Schools in Gakawa zone?
- ii) To what extent had SFP influenced pupil enrolment in public primary schools in Gakawa Zone?
- iii) What challenges were faced in FPE and SFP provision in relation to pupil enrolment in public primary schools in Gakawa zone?

## **Significance of the study**

The study was significant in that, it contributes to the expansion of knowledge required by the GOK and other stakeholders in their desire to provide FPE and EFA by 2015. It provides data about the factors that influence enrollment in public primary schools besides FPE or waiver of school fees in public primary schools.

The study findings provide information to be used by the zonal education officer who is also the researcher to not only advise the SMC and head teachers as well as the parents and other stake holders on ways of rectifying the negative enrollment trends in some schools. The study is also be of value to the NGOs working with the schools because it identifies areas that are key to influencing enrollment and are targeted by such agencies for funding.

The study is of significance to the provincial administration (sub chief, chief, district officer and the District Education Board) and the law enforcers because it exposes incidences of child abuse/child labour which keep children away from school contrary to the children's Act 2000 and FPE/EFA which emphasizes on free and compulsory basic education for all school-going age children in Kenya.

Generally then the study findings should assist in improving provision of FPE and EFA by the government and help improve pupil enrolment in all public primary schools in the zone.

### **Assumptions of the study**

The following were some of the assumptions during the study.

- All the 12 public primary schools were benefiting from the funds of FPE without any special preference or special allocations.
- All the respondents possessed the information sought in the questionnaires.
- FPE funds allocated for each school was utilized according to the GOK set guidelines and vote heads.

### **Limitations of the study**

Some respondents may not have been ready to give some of the information especially on hidden charges or extra [unauthorized] fees in public primary schools. Due to the transfer or turnover of some head teachers some background information from the schools may not have been adequately available or correct. Poor record keeping by some managers of the institutions resulted in inadequacy of the data and thus the study was based on the information they gave. Some respondents may not have been honest enough to respond to the questionnaires appropriately.

### **Scope of the study**

The study covered the period from which FPE was introduced (2003) up to the fifth year (2007). The study also involved all the 12 public primary schools in Gakawa zone, represented by a sample of 6 Schools. The study was on FPE and SFP and their influence on enrolment of pupils in public primary schools in Gakawa zone. Findings of this study were specifically generalized to this zone and could only be used for other zones in Kieni East division with caution. The study involved head teacher and teachers of public primary schools in Gakawa zone.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter reviewed literature related to the present study. It focused on literature from the zone comprising of research reports and statistics from the zonal education office. It also focused on reports from the Ministry of education (MOE) and TSC, other stakeholders in education such as Kenya National Union of Teachers (KNUT) and NGOs who worked amongst schools in the zone. The review provided the existing information on how FPE and SFP influenced pupil enrolment.

#### **FPE and its influence on enrolment**

After the declaration of FPE in Kenya in January 2003, an estimated 1.5 million more children enrolled in public primary schools and the enrolment rose from 5.9 million in 2002 to 7.4 million in 2003 (National Conference on Education report, 2003) The number had risen further to 7.6 million last year 2006 (Elimu News Vol. 1,2007).

The enrolment figures for Gakawa zone in 2002 were 3,972 pupils in public schools (Zonal Annual Report, 2002). Two schools had a total pupil population of less than one hundred pupils each. About 7 of them had a pupil population of below 300 each. However with the introduction of FPE their enrolment figure rose drastically with about 9 schools exceeding 300 pupils within the first term of the FPE (January to March 2003). All the 12 schools registered a rise ranging from 2 pupils in Burguret primary to 89 pupils in Nanyuki primary.

According to national figures (MOE, 2007) overall pupil enrolment in public primary schools rose by 28% since fees were abolished about four years ago. The Government estimated that 13 more pupils out of every 100 were completing primary school education, thanks to the FPE. (Elimu News issue No. 1, 2007) The completion rates nationally shot up by 13.4 percent between 2002 and 2004.

**TABLE 1: NATIONAL ENROLMENT IN PRIMARY SCHOOLS IN KENYA 2002-2004**

| Years       | 2002      |           | 2003      |           | 2004      |           |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|
|             | Boys      | Girls     | Boys      | Girls     | Boys      | Girls     |
| Total       | 3,143,000 | 2,988,000 | 2,988,000 | 3,653,500 | 3,810,400 | 3,574,400 |
| Grand total | 6,131,100 |           | 7,117,300 |           | 7,384,800 |           |

**Source:** Economic survey 2005, Central Bureau of Statistics

The table above reveals that there was a major upsurge in the enrolment, showing thus a great impact of the FPE. Under FPE, each pupil was allocated Ksh 1,020 a year, which was sent directly to schools for the purchase of exercise books, textbooks, chalk, dusters, rulers and other teaching and learning materials. Repairs and maintenance of physical facilities as well as travel and salary expenses for support staff like guards were also met by the FPE funds.

The government also gave Khs 10,000 to every public primary school to put up ramps to make the school friendly to children with physical disabilities. This was meant to encourage more enrolment especially of the physically challenged pupils. FPE had also ensured the provision of instructional materials to the Pupils in public primary schools all over the country. Textbooks and other instructional materials greatly contributed to meaningful learning which greatly enhanced motivation and interest in learning. Pupils were no longer sent home for books but they were able to go home with textbooks (Munyui, 2005) for home work and further reading. This helped to keep the child in school thus reducing the drop out and increased the retention rate.

FPE funds to public primary schools were pegged on the enrolment. Here small or poorly enrolled primary schools received smaller allocations than bigger and well enrolled schools. It was not clear how or whether the amount of funds, adequacy or inadequacy of the funds had any effect on any one of the schools enrolment.

Mismanagement of the FPE funds by the head teachers and SMCs through embezzlement; spending contrary to the provided vote heads and also colluding with the government auditors to cover up had led to the funds not benefiting the pupils. Schools ended up denying the pupils such facilities like instructional materials and the physical facilities like desks, toilets and classrooms were not maintained. Many parents had transferred their pupils from some schools where financial scandal involving FPE had resulted in declining performance, poor relationship between parents and teachers and general mismanagement.

The GOK had also set the guidelines for collection of any extra funds by schools in order to bridge the deficit created especially by the under allocation in some vote heads. However these guidelines were not followed because the heads did not put their proposals to the District Education Boards (DEB) which were supposed to recommend such levies. Parents also resisted to the extra charges and some ended up with drawing or transferring their pupils.

### **School Feeding Programmes (SFP) and its influence on enrolment**

During the GOK financial year 2006/2007 Ksh 202 million was allocated to the school feeding programmes. Special allocation of funds through FPE were given to schools in arid and semi-arid areas and pockets of poverty (Gakawa zone was an arid and semi arid area and some schools had benefited from such funds) to cater for School Feeding Programmes (SFP) in some schools. The money was to cover the cost of distributing food stuffs donated by the World Food Programme (WFP) to schools under the SFP and were found in arid and semi arid areas as well as pockets of poverty in urban areas, the slums. The SFP was meant to enhance enrolment in the high poverty index areas of Kenya where children had been kept out of schools mainly to enable them gather food for their family (Mwandikwa, 2007). The SFP was also meant to attract more school going age children back to school and also enhance their retention and completion rates (Session paper No. 1, 2005)

There were 5 schools in Gakawa zone which are on SFP. In 2001 when SFP started in this zone all the 12 schools were covered by the programme. Reduced funding from the donor resulted in the reduction of the schools covered from 12 to 5 in Gakawa zone.

A study done in 2005 “Education and Child Rights in Kieni, A situation analysis” (Munyui 2005) revealed that school attendance was very high [99 -100%] in schools with feeding programmes. However the study didn’t show whether enrolment [which is different from attendance] was at its highest in those schools which had feeding programmes.

Further more in some of the schools offering SFP the enrolment had been found to be falling while in other schools not offering SFP the enrolment had been on the rise According to a research report, African Journal of Food, Agriculture, Nutrition and Development [Daily Nation, March 13<sup>th</sup>2008] it was suggested that more schools should invest in school lunch programmes in order to improve academic performance, mental development and also boost enrolment, attendance and retention/completion rates. SFP saved children time for class and provided enough time for recreation

during lunch break and this in turn improved academic performance. The study thus intended to determine whether the SFP had been able to attract more children to enroll in the public primary schools. It will also expect to determine the enrolment trends in primary schools, which were not on SFP.

## **Challenges facing the provision of FPE and SFP in relation to pupil enrolment**

Pupil enrolment is the total number of pupils registered in a given school.

Enrolment of pupils in the schools had not been equitably done and even though the national enrolment figures in Primary schools rose from 5.9. million in 2002 to nearly 8 million in 2007 not all schools registered a rise in their enrolment. This was despite the fact that all of them received the FPE facilities mainly in form of grant and that many other schools received GOK /WFP subsidized food under SEP.( EFA project 2006).

It had been noted that pupil enrolment in schools was greatly influenced by the amount of fees charged and also by the health and nutrition programmes availed for the pupils within the school. The adequacy of the teaching staff and instructional materials also had a significant impact on enrolment. (Delivering Quality Primary Education and Improving Access).

The impact of HIV /AIDS in rural and urban areas, high supplementary or hidden charges in the so called Freed Primary Education together with inefficient school administration through headteachers and SMCs were also determining factors on a school's enrolment (Munyu' 2005) (GOK, UNICEF, 2005) (Image Vol. 4,2003).

The ministry of Education in Kenya recommends an idea class of 50 pupils in Primary Schools and 40 in Secondary Schools. Schools with an average enrolment per class, which is below this, are said to be under enrolled. There had been a proposal to merge such schools in order to fully utilize the teaching staff in such schools.

The GOK therefore directed that all fees in primary schools should be removed and that all children of school – going age be admitted to any primary school of their choice unconditionally.

Special funds under FPE were also set aside to cater for an expanded SFP to include more schools in arid areas and slums. It was through improved / increased pupils enrolment in primary schools that the GOK was to realize the Universal Primary Education (UPE) and the Education for All (EFA) by year 2015. The provision of free primary education and school feeding programme was meant therefore to initiate this dream by encouraging more children to enrolment in schools. It was the concern of the MOE, parents, SMC, teachers and other stakeholders in the zone whether the FPE and SFP had managed to improve enrolment in the schools as the initial objective was. They were also concerned about other factors that would have been negating this by reducing enrolment in some schools.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Introduction**

This chapter describes the research approaches that were adopted in this study. It covers the research design, study location, study population, sampling procedures sample size, data collection and analysis.

#### **Research design**

The study was a descriptive research type with emphasis on qualitative and quantitative study. The design was convenient in this study because it was meant to obtain information or data concerning the current status of the phenomenon (Kathuri and Pals, 1993,). In this study, the researcher proposed to determine the influence of FPE and School Feeding Program on pupil enrolment in public primary schools in Gakawa Zone since year 2003. The independent variables were FPE and School Feeding Program while the dependent variable was pupil enrolment. This design therefore enabled the researcher to establish the relationship between the dependent and the independent variables mentioned.

#### **Study location**

The study was carried out in Gakawa zone of Nyeri North district. The zone had 12 public primary schools. The least enrolled had 119 pupils and the highest enrolled had 673 pupils. The two schools were about 15 kilometers apart. The zone had been chosen by the researcher because from his experience as the officer in charge of education in the zone, he had realized that the pupil population in the public schools in the zone had been falling despite the provision of FPE in all the public primary schools and that some schools had continued to register a declining number of pupils every year while others had registered higher numbers. The reasons or factors influencing this enrolment were not known.



## Study population.

The study population was all the 12 public primary schools in Gakawa zone a sample of 6 schools was used to represent the study population. The zone had a pupil population of 4623 and 136 teachers. There were 12 public primary school head teachers.

## Sample procedures and sample size

Stratified sampling and simple random sampling was used to collect the sample size. By using stratified sampling technique the 12 schools were grouped into strata such that schools from Nanyuki unit, Wathituga unit and Mureru unit will formed separate stratum. Half of the schools were selected from each stratum by using simple random sampling in order to arrive at a sample, which was representative of the population. The advantage of stratified sampling was that, it ensured the inclusion into the sample, subgroups which otherwise could have been omitted entirely by other sampling methods because of their small numbers in the population (Mugenda and Mugenda 1999). In this case stratified sampling ensured that all the schools in each enrolment category were given a chance to be included in the sample. Simple random sampling was used because it gave each unit in the population an equal opportunity to be included in the sample (Kathuri et al, 1993). A total of 6 schools were selected to make the sample size. To get appropriate information on the schools, two teachers who had worked in the school for at least last 5 years and the head teacher of the school were the respondents in the study. The total sample size was selected as shown below.

**TABLE 2: SELECTION OF THE SAMPLE SIZE**

| Unit cohorts   | Number of schools | Number to be selected |
|----------------|-------------------|-----------------------|
| Nanyuki unit   | 4                 | 2                     |
| Wathituga unit | 4                 | 2                     |
| Mureru Unit    | 4                 | 2                     |
| <b>Total</b>   | <b>12</b>         | <b>6</b>              |

## Instrumentation/ Data collection tools

The instruments were aimed at collecting information on the influence of FPE and SFP on pupil enrolment patterns in line with the purpose and objectives of the study. In order to obtain this data, questionnaires for the head teacher and teachers with both open and close-ended questions were

developed to collect data from each. KCPE mean score results were used into represent the school's performance and were also used to show relationship between performance and enrolment trends.

### **Head teacher's questionnaire**

This questionnaire consisted of about 14 closed questions and about 23 open-ended questions developed in line with the purpose and objectives of the study. It collected information on FPE and SFP and their influence on pupil enrolment patterns in the school. The questionnaires were self administered.

### **Teacher's Questionnaire**

The teacher's questionnaire consisted of both closed and open-ended questions developed in order to collect the relevant information in line with the purpose and objectives of the study. It collected information on teachers' workload, class size, transfers, and dropout of pupils and it was be self-administered

### **Validity / Reliability**

The validity of the instruments was checked to ascertain their construction and content and whether the instruments would accurately represent the variables under study in line with the purpose and objectives of the study. The final instruments were then be developed in line with the supervisors comments.

To avoid the contamination of results, the instruments were pilot tested in 3 schools in Narumoru zone in Nyeri North district. This is an immediate neighboring zone whose schools are similar in characteristics to the actual sample schools. After piloting, the internal consistence procedures were used to determine the reliability of the instruments. This was determined from scores obtained from a single test administered to a sample of subjects. A score obtained in one item was correlated with scores obtained from other items in the instrument.

### **Data collection procedures**

Before proceeding to conduct the study, the researcher will obtain an introductory letter from Kampala International University. This will facilitated the issuance of a research permit from the ministry of education authorizing the researcher to carry out the research in public primary schools in Gakawa

zone. The researcher then visited the area education officer and the head teachers of the sample schools to introduce himself and seek for their consent to carry out the research in their schools. The researcher then arranged when to take the questionnaires to the respondents. The questionnaires were self administered. For accuracy and consistence of the information, the respondents were given one week to fill in the questionnaires. The researcher then collected them the same day of the following week

### **Data analysis**

The data collected from the head teachers and teachers was appropriately coded, scored and analyzed. Means, percentages and frequencies were obtained where appropriate. Tables and figures were used for the statistical data collected for easier analysis.

## CHAPTER FOUR

### DATA ORGANIZATION ANALYSIS AND DISCUSSION

#### Introduction

This chapter presents result obtained using the qualitative and descriptive statistics. The findings are presented in the form of tables numbered 4.1. to 4.22 and the implications of each discussed.

Headteachers and teachers questionnaires were used to collect data from the respondents while documents analysis was used to collect data on pupils' academic achievement, enrolment and staff establishment over the period covered in the study i.e. FPE years 2003-2007.

The results obtained, analyzed and discussed in this chapter are based on the specific objectives and research questions.

There are therefore 3 sections and each of them discusses the results and data analysis based on each of the 3 specific objectives and research questions mentioned above.

#### FPE and its influence on pupils enrolment

This section presents analyses and discusses data on the specific objective and research question on Free Primary Education and its influence on pupil enrolment as stated below.

#### FPE and enrolment trend in the primary schools.

Table 4.1 shows comparison on pupil enrolment in sample schools between years 2002 to 2007

| School     | Enroll 2002 | Enroll 2007 | % rise/decline   |
|------------|-------------|-------------|------------------|
| Mureru     | 572         | 450         | 21.33% decline   |
| Airstrip   | 86          | 290         | 237.20% increase |
| Guara      | 315         | 387         | 22.86% increase  |
| Nanyuki    | 279         | 550         | 97.13% increase  |
| Gatuanyaga | 248         | 200         | 19.35% decline   |
| Macharia   | 75          | 118         | 57.33% increase  |

The result shows that two schools registered a declining enrolment from 19.35% and 21.33 % during the period while four schools had an increase it enrolment ranging from 22.86% for the lowest to 237.20% for the highest increase. The results also show that even though all these schools received FPE funds two of them continued to reduce their enrolment. Therefore these could be other factors that were negatively influencing the enrolment in the two schools.

### FPE funds adequacy

All these school sampled indicated that they received FPE funds from the government. All the 6 sampled schools also indicated that the FPE fund received were inadequate to meet the School financial activities.

The table below shows how the schools addressed the inadequacy of the FPE funds.

**TABLE 4.2 How schools address the FPE funds inadequacy**

| Solution to inadequacy of FPE funds | No. of schools |
|-------------------------------------|----------------|
| Donation from NGO                   | 4              |
| Fundraising by stakeholder          | 4              |
| Parents are charged                 | 3              |

The table above shows that 4 out of the 6 schools sampled relied on donations from NGOs to rise the short fall in the FPE funds. Four of the schools still solicited for funds from the schools' stakeholders while 3 out of the six schools still got the funds from the parents. Therefore NGOs, stakeholders and the parents were used to meet the inadequacy. It is therefore clear that the parents are still charged money to fund the schools and that the Free Primary Education goal is yet to be accomplished. The government is therefore expected to reassess the allocations of Ksh 1020 per child per year with a view to increasing it and thus remove the burden that still is on the parent due to the inadequacy of FPE funds.

**Table 4.3. Inadequacy of FPE funds and its effect on enrolment**

| No of schools whose enrolment was not negatively affected by the inadequacy of FPE funds | No of schools whose enrolment was negatively affected by the inadequacy of FPE funds |
|--|--|
| 3<br>50 %  | 3<br>50%   |

Half of the sampled schools indicated that their schools enrolment was negatively affected by the inadequacy of FPE funds. Due to inadequacy of FPE funds, 3 schools indicated that the physical facilities were not improved and this kept pupils away from their schools. Parents were also charged to pay for the shortfall and they instead moved to other schools or withdrew out of school completely. It

is therefore clear from the data above that FPE has not fully managed to raise enrolment in the primary schools. Due to the inadequacy of the FPE funds to all school some schools are still not attractive to more pupils due to their poor infrastructure and collection of money from parents.

### **KCPE performance and enrolment**

**Table 4.4. Shows the average KCPE performance and pupil enrolment during the years FPE 2002 – 2006**

| Year | Total enrolment | Rise | Average KCPE performance |      |
|------|-----------------|------|--------------------------|------|
| 2002 | 1575            |      | 252.35                   |      |
| 2003 | 1758            | +183 | 266.95                   | Rise |
| 2004 | 1897            | +139 | 259.24                   | Drop |
| 2005 | 1919            | +22  | 249.58                   | Drop |
| 2006 | 1903            | -16  | 247.17                   | Drop |
| 2007 | 1995            | +16  |                          | Drop |

The table above has findings that indicate that the enrolment in the sample schools rose during years between 2002 and 2005. However in year 2006 the enrolment dropped by 16 pupils. This was attributed to the transfer of pupils to private schools due to the declining performance in the public schools. The decline in performance was well indicated in the findings presented in the table above. Except for the improved performance in year 2003, the first FPE year, the consequent years registered declining performance from 259.24 in 2004 to 249.58 in 2005 and 247.17 in 2006. The respondent indicated that the declining performance was a result of the declining teaching staff situation over the years of FPE.

Only 2 schools had registered a rising trend in KCPE performance over the years 2002 – 2006. However 3 schools had been registering a fluctuating performance index while only 1 school had dropped.

**Table 4.5. shows how the KCPE performance affected the enrolment**

| Effect     | No of schools |   | Type of effect  |
|------------|---------------|---|---|
| No effect  | 2             |   | The performance didn't influence the enrolment in any way                   |
| Has effect | 4             | 1 | Due to decline in performance above average pupils moved to private schools |
|            |               | 3 | Due to improved performance more pupils joined the school.                  |

From the table above 4 out of the 6 respondent schools believed that their performance in KCPE during the years 2002- 2008 affected the school enrolment. In 4 schools there had been a declining performance and this had forced the above average pupils to be transferred to the private schools around. However in the other 3 schools their improving performance had attracted more pupils to transfer or register in the schools thus raising their enrolment. In 2 schools out of the 6, the respondents believed that their performance didn't influence their enrolment.

Teaching stays adequacy and enrolment of pupils.

### **Teaching staff adequacy and enrolment of pupil.**

**Table 4.5 Teaching staff and number of classes during the year 2002 – 2007.**

| Year                | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | Staff adequate |       |
|---------------------|------|------|------|------|------|------|----------------|-------|
| Number of teachers  | 78   | 70   | 71   | 71   | 69   | 68   | Yes            | No    |
| Number of classes   | 54   | 57   | 62   | 64   | 64   | 68   | 4              | 2     |
| Surplus of teachers | 24   | 13   | 9    | 7    | 5    | 0    | 66.6%          | 33.3% |

From the table above the findings indicate that 66.6% of the respondents felt they had adequate staff while 33.3% believed their schools were inadequately staffed during those years of FPE. Its also clear from the table that during the year before FPE year (2002) the schools were over staffed by 24 teachers but the surplus continued to reduce to 13, 9, 7, and 5 in the next 4 years of FPE and by year 2007 there was no extra teachers. The teachers had reduced in number from 78 in 2002 to 68 in 2007. However the number of classes had risen by 14 from 54 in 2002 to 68 in 2007.

**Table 4.6 shows how the teaching staff status affected pupil enrolment**

| Staff status | No of schools | Effect on enrolment of pupils   |
|--------------|---------------|---|
| Inadequate   | 2             | Poor performance due to high workload of teachers makes pupils to move to other schools.                |
| Adequate     | 4             | There are no transfers to other schools.<br>There is good performance and pupil transfer to the schools |

From the above data 66.6% of the teachers believed that the adequacy of teachers in their schools had helped to improve the pupil's performance because their low workload led to improve the KCPE performance and this kept the pupils in the school. It also led to other pupils transferring to these schools. However 33.3.% of the respondents felt that the inadequacy of teachers in their schools led to declining enrolment due to their heavy workload and poor teaching which resulted in poor KCPE results This led the pupils to transfer to private schools or other better performing public schools.

### Effects of pupils transfer on enrolment

**Table 4.7. Shows the number of pupils who transferred in or out of the school during the years 2003 -2007**

| Number of pupils | School with transfers (in) | %  | Schools with transfers (out) | %    | Schools with rejoining pupils | %     |
|------------------|----------------------------|----|------------------------------|------|-------------------------------|-------|
| None             | 0                          | 0  | 0                            | 0    | 0                             | 0     |
| 1-20             | 0                          | 0  | 4                            | 16.7 | 2                             | 33.4  |
| 21-40            | 3                          | 50 | 1                            | 16.7 | 1                             | 16.7% |
| Over 40          | 3                          | 50 | 1                            | 16.7 | 3                             | 50    |

As the table above shows, 3 out of the 6 respondent schools had registered between 21-40 pupils transferring to the schools from other schools during the FPE period 2003 to 2007. Three other schools had over 40 pupils transferring to the schools during the same period. All the respondent schools had registered a given number of pupils transferring in, transferring out and also rejoining the schools from home after the introduction of FPE. Transfers out and dropout was also low with 66.7% of the respondents recording only 1 -20 pupils during the period of 5 years; however one respondent had a transfer / dropout of over 40 pupils. This they attributed to poor KCPE performance and also



understaffing. It was however strongly indicated by the respondents that a large number of pupils had rejoined school following the introduction of FPE .Over 50% of the respondents had registered over 40 pupils, who had rejoined school during these 5 FPE years (2003 – 2007).

### **Provision of FPE facilities to school and their impact on enrolment**

**Table 4.8. Below shows the adequacy of FPE facilities to the schools and their effect on pupil enrolment.**

| <b>Facilities</b> | <b>Adequate schools</b> | <b>Inadequate schools</b> | <b>Effect on pupils enrolment</b>   |
|-------------------|-------------------------|---------------------------|---|
| Text books        | 5                       | 1                         | Pupils have joined schools because the textbooks are free                                     |
| Classrooms        | 3                       | 3                         | Overcrowding in classes leads to transfer on and reduce new enrolment.                        |
| Toilets           | 4                       | 2                         | Poor quality has kept pupils and especially girls thus reducing enrolment                     |
| Water             | 2                       | 4                         | Pupils, keep way from school to avoid carrying water school or transfer to school with water. |

The table shows that 5 out of the 6 respondents had adequate textbooks for the pupils and they agreed that this adequacy had encouraged more pupils to enroll in their schools. However 1 respondent had inadequate textbooks and they felt that this had made pupils to transfer out to other schools. Half of the respondents indicated that they had adequate classrooms and this reduced overcrowding and also created room for more pupils to enroll. The other half however had a shortage of classroom which they felt had caused transfer out and also discouraged transfers in. In the provision of toilets, 66.7% of the respondents had adequate toilets and this they felt encouraged more pupils to enroll in their schools. But 33.4% of the respondents had inadequate toilets. They felt that this had caused dropout and transfer especially of girls and it also discouraged other pupils from enrolling in the schools. The water provision to the schools, according to table 4.8 was inadequate in 66.7% of the respondent schools. This negatively influenced enrolment in the schools because pupils disliked carrying of water to school or fetching water after classes from sources around the schools. This discouraged pupils from enrolling.

The data above therefore suggests that for the government to succeed in the provision of FPE to primary schools, there has to be funds especially set for the improvement of the classrooms, toilets and provision of water.

### Positive aspects in FPE impact on enrolment

The respondents argued that there were a number of aspects in FPE that helped to improve enrolment in their schools. These were given as in the table 4.9. Below.

| Positive aspects of FPE            | No of respondents | %     |
|------------------------------------|-------------------|-------|
| School feeding programme           | 9                 | 50%   |
| Improvement of physical facilities | 6                 | 33.3% |
| Provision of teachers              | 9                 | 50%   |
| Provision of learning materials    | 18                | 100%  |

All the respondents agreed that the continued provision of instructional materials to pupils and teachers greatly encouraged the enrolment of pupil in the school. The provision of teachers and the school feeding program were also found to be positive aspects in FPE that greatly encouraged pupils enrolment because this reduced the financial burden on the parents. The improvement of classrooms and toilets by the GOK through FPE had also positively influenced the pupils to enroll in the public primary schools.

### Negative aspects of FPE and their impact on enrolment

Table 4.10 below shows the areas where FPE impacted negatively in enhancing pupil enrolment in primary schools

| Negative aspects of FPE                     | No of respondents | %      |
|---|-------------------|--------|
| Inadequate funds to small schools           | 6                 | 33.3%  |
| Lack of GOK feeding programme               | 9                 | 50.0%  |
| Water and sanitation allocation             | 12                | 66.79% |
| Charging parents to meet FPE funds shortage | 3                 | 16.7%  |
| Worsening of the teacher –pupils ratio      | 12                | 66.70% |
| Inadequate allocation to build classroom    | 9                 | 50.00% |

As table 4.10. Shows 66.7% of the respondent schools felt the FPE didn't adequately address water and sanitation as well as the provision of teachers in order to improve enrolment. Half of the respondents felt that the failure by the GOK to provide food to some schools and also the inadequate

allocation for building of classrooms through FPE negatively influenced the enrollment. A small percentage of respondents 33.3.% argued that the funds allocated to schools were inadequate especially to the small schools and this helped to discourage more pupils to enroll in such schools. Another 16.7% felt that charging of parents extra money to supplement FPE funds also discouraged enrolment.

The above information therefore suggests that the GOK should look into the funding of small schools and probably allocate special funds for them to address their under funded areas, provision of water and sanitation facilities and the provision of the teaching staff should be prioritized in FPE in order to improve pupil enrolment.

### **Success of FPE in improving enrolment**

Below is Table 4.11 below is a summary of the responses by the teachers on the success of FPE in enhancing pupil enrolment.

| <b>Success</b> | <b>No of respondent</b> |       | <b>Reasons for the opinion</b>  |
|----------------|-------------------------|-------|---|
| Yes            | 17                      | 94.4% | Retention and completion rate has improved<br>Entry conditions were relaxed or removed<br>Pupils are not sent home for any funds    |
| No             | 1                       | 56%   | Pupils have transferred to private schools<br>The teacher – pupil ratio has worsened due to failure by GOK to employ more teachers. |

From the above table 94.4% of the respondents believed that FPE had succeeded to improve enrolment in public primary schools. This was through improving the retention and completion rate. It had also made it easy for pupils to join schools of their choice without conditions and that pupils were also not being sent home for extra money. However, 5.6. % of the respondents felt that FPE had failed in improving enrolment because pupils were still transferring to private schools and that the staffing satiation was worsening with the number of teachers reducing every year thus increasing the teacher pupil ratio and in the GOK therefore should address the staffing of teachers in the public the longrun this negatively affects the academic achievement of the pupils. Primary schools in order to improve pupil enrolment.

## Improvements to be made on FPE in order to enhance pupil enrolment

**Table 4.12. Below summaries the respondents view on how to improve FPE and hence enhance pupil enrolment**

| Area of improvement  | No of respondents | %     |
|--|-------------------|-------|
| Allocate extra funds for small schools                           | 2                 | 11.1% |
| Involve all schools in SFP funded by GOK                         | 10                | 55.6% |
| Improve the infrastructure (desks classrooms, sports facilities) | 16                | 88.9% |
| Improve sanitation (water, toilets)                              | 13                | 72.2% |
| Employ more teachers   | 16                | 88.9% |
| Provide more instructional materials (Exercise books and pens)   | 1                 | 5.6%  |
| Conduct libraries for schools                                    | 2                 | 11.1% |

Table 4.12 above indicates that FPE funds should be greatly increased to cater for infrastructure improvement in schools. This was according to 88.9% of the respondents. A similar response of 88.9% also argued that the employment of more teachers through FPE funding can greatly improve enrolment. Improvement of sanitation especially water and toilets was the third highly prioritized area of improvement in FPE in order for it to enhance enrolment. This was according to 72.2% of the respondents inclusion of all schools in the zone under SFP could also help improve enrolment according to 55.6% of the respondents. Allocation of extra funds to small schools and the construction of libraries could also help improve enrolment according to 11.1% of the respondents. It can therefore be concluded that according to the data above, FPE should address more deeply the improvement of infrastructure, employment of more teachers, improvement of sanitation feeding of all schools, construction of libraries and extra funding of small schools as well as increased funding of exercise books and pens in order to raise enrolment in public primary schools.

## SFP and its influence on pupil enrolment

This section presents analyses and discusses data on the specific objective and research question on School Feeding Programme and its influence on pupil enrolment as stated below.

Specific objective

- (i) To investigate school feeding programmes and their impact on pupils enrolment in Gakawa zone.

### Research Question

(i) To what extent have SFP influenced pupil enrolment in public primary schools in Gakawa zone?

### School feeding programme

Table 4.13. below shows data on the provision of School Feeding Programme as captured from the respondents All the sampled 6 schools were offering a feeding programme.

| Average period on SFP | No of schools | SFP sponsor | No of schools |
|-----------------------|---------------|-------------|---------------|
| One year              | 0             | GOK         | 4             |
| 2 -3 years            | 1             | NGO         | 0             |
| 4 -5                  | 0             | Parents     | 2             |
| Over 5 years          | 5             | Others      | 0             |
| Total                 | 6             |             | 6             |

The table above shows that 5 out of the 6 schools sampled had been on SFP even prior to the introduction of FPE. Only 1 school started SFP during the FPE period. Two out of the 6 sampled schools have their program funded by the parents while the other 4 get food from the GOK.

All the 18 respondents felt that SFP had a positive impact on the pupils enrolment and their responses are given in table 4.14 below.

| Impact created by SFP on enrolment        | No of respondents | Respondents % |
|---|-------------------|---------------|
| It had increased enrolment                | 12                | 66.7%         |
| It improved retention/ completion         | 12                | 66.7%         |
| It improved concentration and performance | 9                 | 50%           |
| Reduced absenteeism                       | 6                 | 33.3%         |

The table above thus indicates that the most important impact of SFP in schools was that it led to improve enrolment and also the retention / completion rates were raised. This was said by 66.7% of the respondents. There were 50% of the respondents who believed that SFP improved pupils' concentration in class and this further led to improved academic performance. According to 33.3% of the respondents SFP had reduced pupil absenteeism from school.

The enrolment data previously analyzed in section 4.2.1 showed that the enrolment in 4 out of the 6 sample school had increased during this period while in 2 schools the enrollment had declined. In one of the two schools, the SFP was offered by GOK while in the other the SFP was funded by parents.

### Positive aspects of SFP and their impact on enrolment

The respondents believed that there were certain positive aspects of the feeding programme that had helped improve the pupils enrolment. These are presented in table 4.15 below

| Positive aspects of SFP      | No of respondents | Percentage of respondents |
|------------------------------|-------------------|---------------------------|
| Nutritional value            | 6 out of 18       | 33.3%                     |
| Regularity in supply of food | 15 out of 18      | 83.3%                     |

From table 4.15 its clear that the 2 most important strong features of the SFP are the nutritional value of the food and that the food was supplied regularly and at all times. These factors helped to attract more pupils to enroll in the schools

### Negative aspects of SFP and their impact on enrolment

Table 4.16 below summarises the responses of the teachers from the sampled schools on the negative features of SFP that usually discourage pupils from enrolling in schools despite the provision of the food.

| Negative aspects of SFP   | No of respondents | Percentage of respondents |
|---|-------------------|---------------------------|
| Irregular supply of food  | 12                | 66.7%                     |
| Charging the parents for overhead costs (cooks, oil, fuel, cleaners, water) | 2                 | 11.1%                     |
| Delivery of the fuel and water, plates/spoons by pupils from home           | 4                 | 22.2%                     |

From the table above the most important negative aspect of the SFP in the school was the irregular supply of the food from the donor / source. This caused some interruptions on the continuity of the feeding and eventually led to negative impact on enrolment. Above 22.2% of the respondents, also felt that requesting the learners to carry firewood, water and plates from home was also negatively impacting on success of SFP to improve enrolment. A smaller percentage of the respondents 11.1% felt that the charging of parents extra money to pay for cooks wages , buying of wood fuel, cooking oil and other kitchen accessories discouraged the children of the defaulting parents from attending school.

### Success of SFP in improving enrolment

Below in table 4.17, is a summary of the response by the teachers on the success of SFP in enhancing pupil enrolment in public primary schools.

| Success | No of respondents | %     | Reasons for the opinion   |
|---------|-------------------|-------|---|
| Yes     | 12                | 66.7% | <ul style="list-style-type: none"><li>❖ Vulnerable children e.g. orphans, street children are able to enroll in school.</li><li>❖ Generally the enrolment has improved</li><li>❖ Retention and completion rates have improved</li></ul>   |
| No      | 6                 | 33.3% | <ul style="list-style-type: none"><li>❖ Only a few schools are given food by GOK although all schools deserve.</li><li>❖ The GOK doesn't meet all SFP costs</li><li>❖ Charging parents for SFP keeps children away from schools</li></ul> |

From the table 66.7% of the respondents agreed that SFP had succeeded to improve enrolment since even the disadvantaged children like orphans and street children were now able to join school and that the enrolment levels had generally risen. However 33.3% believed that the GOK hadn't succeeded to improve enrolment through SFP because not all public schools were on GOK programme. Infact only 5 out of the 12 schools in Gakawa zone are GOK funded on SFP. The respondents also argued that the GOK only gave food but left other things to be funded by the parents. The factor prevents the poor parents from taking their children to school and thus the enrolment levels are not maximized. From this data therefore it clears that the GOK should meet talk, the costs of SFP in the schools and also includes all public schools in the zone to the SFP because they are all within the same arid environment.

### Improvement to be made on SFP in order to enhance pupil enrolment

Table 4.18 below outlines the areas that the respondents thought should be improved in order for SFP to attract more pupils enrolment.

| Area of improvement                                      | No of respondents | Percentage |
|--|-------------------|------------|
| GOK to fully fund SFP                                    | 9                 | 50%        |
| Include all public primary schools                       | 6                 | 33.3%      |
| Improve the nutritional value                            | 3                 | 16.7%      |
| Improve supply regularity                                | 12                | 66.7%      |
| Educate stakeholders on owner ship and importance of SFP | 3                 | 16.7%      |

The data above indicates that 66.7.% of the respondents recommended the improvement of supply of food as the most important improvement to be made on SFP in order to enhance pupils enrolment. It was felt by 50% of the respondents that the GOK could improve pupils' enrolment though SFP by providing more funds to fully support SFP. As noted earlier in section 4.3.3. SFP faced problems in that while the GOK provided the food to the schools, the cooks were paid by parents and the parents also met the cost of fuel and other kitchenware. If the government could take over this burden from the parents, more children would enroll in schools. A further 33.3% of the respondents suggested that if all the public schools in the zone could be included in the GOK funded SFP the schools' enrolment would be improved. It was however noted that in one school where SFP has been funded by the GOK the enrolment had been declining over the last five years this was attributed to declining staffing and rise of private schools. The improvement of nutritional value of the food provided and the educating of the stakeholders on the importance of SFP were suggested as improvements on SFP that could improve enrolment in schools. This was according to 16.7% of the respondents.

#### **Challenges facing the provision of FPE and SFP relation to pupil enrolment in public primary schools in Gakawa zone**

This section presents analyses and discusses data on the specific objective and research questions on challenges facing FPE and SFP provision in relation to pupil enrolment in public primary schools in Gakawa zone.

#### **Challenges facing the provision of relation to pupil enrolment FPE in to improve enrolment**

The provision of FPE facilities to all public primary schools from year 2003 was meant to reduce the financial burden of the parents so that in return they would send their children to school and hence raise enrolment in primary school – as the GOK strived to achieve EFA and UPE by 2015. The FPE



however has faced some challenges during the five years of its existence and these challenges have negatively impacted on the schools enrolment.

**Table 4.19 below outlines the challenges facing FPE as raised by the respondents.**

| Challenges facing FPE                   | No of respondents | Percentage |
|---|-------------------|------------|
| Over crowding due to rise in enrolment  | 12                | 66.7%      |
| Inadequacy of teachers                  | 18                | 100%       |
| SFP not provided to all schools         | 6                 | 33.3%      |
| Inadequate funding of small schools     | 6                 | 33.3%      |
| Irregular disbursement of funds         | 18                | 100%       |
| Collections of extra funds from parents | 10                | 55.6%      |
| Inadequate physical facilities          | 18                | 100%       |
| Inadequate exercise books/ pens         | 3                 | 16.7%      |
| Mismanagement of FPE funds              | 3                 | 16.7%      |

The table above shows that there were 3 major challenges in the FPE s desire to improve enrolment in public primary schools in Gakawa zone. All the respondents said that inadequacy of teachers, inadequate physical facilities and irregular disbursement of FPE funds to school were the 3 major challenges facing FPE. Therefore if the challenges are faced and addressed by the GOK, the pupil enrolment would be enhanced. According to 66.7% of the respondents the rise in enrolment and therefore overcrowding in the inadequate classrooms was the second most important challenge facing FPE. Though only 2 schools in the sample had classes of over 50 pupils in average, its possible that there could be individual classes in the other schools where the enrolment would be over 50 pupils per class.

According to 55.6% of the respondents the collection of extra funds from parents was also a challenge to FPEs mission of enhancing enrolment. The GOK therefore needs to find out which areas funds are used on so that the government may add more funds to cater for such areas.

The provision of SFP to some schools and leaving out of others which are equally deserving and the underfunding of the poorly enrolled schools are other challenges which 33.3% of the respondents felt are likely to hamper the pupil enrolment.

The inadequate provision of writing materials (exercise books and pens) as well as the mismanagement of the FPE funds by the SMCS is also challenges facing FPE according to 16.7% of

the respondents. The respondents urged that exercise books and pens given to the learners do not last long enough to allow for replacement from the next funding. Other writing materials could be lost by the pupils before the next funding by the GOK. This made the parents to be forced to replace the books if the GOK has not sent the funds to schools and this kept the children away from school if they couldn't afford to buy the writing materials.

### **Challenges facing SFP in trying to improve enrolment**

The main objective of providing food to schools by the GOK was to enhance enrolment, retention and completion of primary education to pupils from arid and semiarid areas as well as pocket of poverty like urban slums. Gakawa zone is in an arid areas with below average annual rainfall being on the leeward side of Mt. Kenya.

According to the respondents to questionnaires on this study there were several challenges that faced SFP in trying to enhance enrolment.

Table 4.20 below shows the responses given by the teachers from the sample schools on the challenges feeding SFP in relation to influencing pupil enrolment.

| <b>Challenges facing SFP</b>            | <b>No of respondents</b> | <b>Percentage</b> |
|---|--------------------------|-------------------|
| Inadequate supply of food               | 18                       | 100%              |
| Irregular supply of food                | 18                       | 100%              |
| Charging of parents to meet other costs | 18                       | 100%              |
| Provision of SFP to all schools         | 10                       | 55.6%             |
| Refusal to carry food by pupils         | 6                        | 33.3%             |
| Inadequate funding of SFP               | 18                       | 100%              |
| Inadequate supply e.g water to school.  | 5                        | 27.8%             |
| Provision of balance diet               | 3                        | 16.7%             |

According to the data above there were 4 major challenges facing SFP in schools these were inadequate supply of food, irregular supply of the food by GOK, charging of parents to meet other costs in SFP and inadequate funding of SFP by GOK. All the respondents felt that the above challenges if addressed by GOK would reduce obstacles to SFP's improvement of enrolment.

According to 55.6% of the respondents the other major challenge is the failure by the GOK to provide all schools with SFP food.

All the schools in Gakawa zone have similar environmental characteristics and therefore deserve GOK funded food without discrimination. According to 33.7% of the respondents schools which fund their own SFP are faced with the challenge where the pupils decline to carry food to school. This could be caused by the fact that the pupils carry cold food which is of varying nutritional value and quality and the storage of the food is not ideal hence subject to tempering and stealing.

The other challenge according to 27.8% of the respondents was the lack of adequate and clean water in the school. This was found to enhance unhygienic practices of feeding and chances to outbreak of diseases such as cholera were high.

The other challenge prioritized by 16.7% of the respondents was the provision of balanced diet or food of nutritional values to the pupils especially those from parents – funded SFP where children carried food from home. This called for parent’s awareness in order for them to ensure that they served their children with food of balanced diet and also cheaply available but quality foods.

If the above challenges faced by SFP in the schools could be addressed with a view to solve them, then the feeding programmes would attract even more pupils to the schools.

### **Factors influencing pupil enrolment in the school**

Table 4.21 below outlines the factors influencing enrolment in the schools and how highly each factor was rated by the respondents.

| <b>Factors influencing enrolment</b> | <b>Frequency of mention</b> | <b>% occurrences</b> |
|--------------------------------------|-----------------------------|----------------------|
| FPE education                        | 18                          | 100%                 |
| S.F. Programme                       | 12                          | 66.7%                |
| Academic performance of school       | 9                           | 50%                  |
| Rise in population due to migration  | 6                           | 33.3%                |
| Teachers / pupil relationship        | 3                           | 16.7%                |
| Emergence of private school          | 6                           | 33.3%                |
| Low population growth                | 3                           | 16.7%                |
| Rise of commercial Agriculture farms | 6                           | 33.3%                |

Table 4.21 therefore shows that the provision of FPE to public Primary schools was the most important factor of pupil enrolment with 100% of the respondents mentioning it. The SFP was supported by 66.7% of the respondents and therefore was the second most important factor. A school’s

academic performance (in KCPE) was the third important factor of pupil enrolment with the support of 50% of respondents. Other factors in order to importance were rise in population due to migration and new settlements (33.3%) emergence of private schools (33.3%) rise of commercial agricultural farms around the schools (33.3%) teacher -pupil relationship (16.7%) and low population growth (16.7%).

The respondents finally suggested the following measures that would aid in maintaining and improving the enrolment of pupils in the primary schools of Gakawa zone

**Table 4.22 gives the measures and the frequency of each as mentioned by the respondents.**

| Measures suggested to help improve enrolment | Frequency of response | % response |
|--|-----------------------|------------|
| Maintain high academic performance           | 16                    | 89.9%      |
| Sustenance of SFP through GOK                | 9                     | 50%        |
| Improve physical facilities and sanitation   | 9                     | 50%        |
| Improve the staffing of schools              | 6                     | 33.3%      |
| Teachers and pupil motivation                | 6                     | 33.3%      |
| Sustain of FPE                               | 15                    | 83.3%      |

From table 4.22 above its suggested that the most important step to be taken in order to maintain or improve pupil enrolment is the maintenance of high academic performance (88.9% respondents) This therefore meant that so long as a school could perform well in national exams (KCPE) it was likely to attract higher enrolment. The second important measure was to sustain FPE where 83.3% of the respondents argued it would help maintain high enrolment.

Both provision of SFP by GOK and also the improvement of physical facilities and sanitation were ranked third each with 50% of the respondents saying the two steps would help improve enrolment in public primary school of Gakawa zone.

Lastly the improvement of staffing through employment of more teachers and better motivation of both teachers and pupils were rated by 33.3% of the respondents as steps that would help improve enrolment in the public primary schools.

## CHAPTER FIVE

### SUMMARY , CONCLUSION AND RECOMMENDATIONS

#### Introduction

The purpose of the chapter is to present the summary of the findings of the research, the conclusions and implications of these findings as well as to make recommendations arising out of the result of this study.

The study aimed at collecting data on the influence of FPE and SFP on pupil enrolment in public primary schools in Gakawa zone, Kenya. It also aimed at investigating the challenges faced by FPE and SFP in trying to improve pupils enrolment in Gakawa zone. Questionnaires for both the headteacher and two teachers from 6 sample schools were used for collections of the data. The questionnaires had both closed and opened ended questions. On the basis of the findings, conclusion and implications were drawn and recommendations made.

#### Summary of the main findings of FPE's influence on the influence of FPE on pupil enrolment

The study intended to investigate the influence of FPE on pupil enrolment regarding the influence Pupil enrolment in public primary schools in Gakawa zone, Kenya the study regarding the influence of FPE on revealed that most schools had raised their pupils enrolment over the period during which the GOK had offered FPE i.e. year 2003 – 2007. The average percentage rise in enrolment during the five years was 26.7% increase. A few schools were however found to be declining in enrolment despite having been benefiting from the FPE.

FPE funding to schools was found not to be enough to meet the cost of the regular school activities and therefore both donors and the parents were being involved in meeting the deficit or short fall from the GOK funds.

The schools KCPE performance during the first 5 FPE years had been noted to be declining. This was attributed to the declining staffing situation in the schools. Due to the poor performance by public schools, the pupils were transferring to private schools.

The schools academic performance was found to have a very significant role in influencing pupil enrolment. The provision of teachers to the schools during these five years had been worsening every successful year. However most schools felt they were stills adequately staffed though the teachers had reduced in number as the pupils increased.

The study also revealed that FPE had satisfactory provided the schools with textbooks while water was still inadequately provided to most schools. There was inadequacy of classrooms and this had resulted to overcrowding in some schools or in some classes within a school.

The study also revealed that FPE had some short- comings which had negatively affected pupils enrolment. These were mainly the provision of teaching staff was poor, water and sanitation were not prioritized in funding, SFP was inadequately and discriminating funded to selected schools and construction of classrooms was inadequately funded. The study finding indicates that FPE had very well succeeded in improving retention and completion rate and had reduced absenteeism from schools by the pupils.

The findings ranked the employment of more teachers, improvement of infrastructure and sanitation and inclusion of all schools in SFP as priority areas for improvement to make FPE attract more enrolment.

The study intended to investigate the influence of SFP on pupil enrolment in public primary schools in Gakawa zone, Kenya. The study findings showed that SFP greatly influenced the pupil enrolment in schools by increasing enrolment, raising retention and completion rates, class concentration and reduced pupil absentism / truancy.

There were 4 major challenges that faced SFP in trying to improve pupil enrolment in schools in Gakawa zone. These were inadequate and irregular supply of food to schools, inadequate funding of the programme by the GOK and the levying of parents to cater for the programme. Another major challenge was the provision of GOK food to only a few schools and leaving out others that equally deserved.

## **CONCLUSIONS**

Based on the result of this study, the following conclusions were made

The introduction of FPE led to increased enrolment in most public primary schools in Gakawa zone.

FPE funds allocation to schools was found to be inadequate and this had caused the parents to be charged for extra money.

There has been a declining academic performance by the public primary schools and this could be caused by the increased enrolment and the effect of the reduction in the number of teachers.

The study findings also led to the conclusion that there was a problem a shortage of classrooms and water in the school. These shortages could have led to the overcrowding and poor maintenance of sanitation facilities such as toilets.

The provision of SFP had led to increased enrolment in most public primary schools in Gakawa zone.

The levying of parents to fund SFPs in schools could have hindered better enrolment in primary schools. Some practices such as carrying wood fuels and water for cooking by the pupils could also tamper with the otherwise good idea of providing food to the learners in school.

Schools that are not given food by the GOK feel discriminated against as they are also in equally hardship environment as the assisted schools. Pupils are also likely to transfer from the parents - fund SFP school to the school where the GOK funds the SFP because the latter is less expensive to the parents.

It can be concluded from the research findings that the shortage of teaching staffing being experienced in the schools especially from year 2007 could begin to negatively affect enrolment in the public primary schools. The streamlining of FPE funds disbursement procedures to lead to efficient and adequate funding of school programs could lead to better enrolment in the schools because this would eradicate levying of parents and the infrastructure facilities would also be improved through these funds.

The unequal provision of SFP food to the schools in the zone could have led to unequal opportunities to enrolment of pupils because GOK funded program is less costly to the parents than the fully parents funded SFP. Thus pupils are likely to transfer to schools with GOK funded food programme where they would not be required to carry food to school everyday.

It can therefore be concluded that FPE and SFP have not adequately served the purpose they were meant that is to improve pupil enrolment and access to education by all by year 2015 (EFA) due to the challenges they have faced.

If these challenges are addressed through improved staffing of the schools, full funding of SFP in all schools by GOK and more funding of schools through efficient and adequate disbursement of FPE funds, the public schools would enroll more pupils from both the private schools and the drop outs who are in the child labour market in the zone.

## **RECOMMEDATIONS**

On the basis of the results of this study, the following recommendations are made:-

- 1) Employment of more teachers should be done in order to cater for the rising enrolment and to also ensure quality FPE.
- 2) Quality F.P.E. should be assured through the MOE improving on assessment visits to public primary school schools. This way better academics performance will be ensured.
- 3) The MOE should increase funding to schools in order to improve such areas like classrooms, water and sanitation and libraries.

- 4) The SFP should be expanded to include all the schools in the arid areas and the funding increased to cater not only for food but also for the other related chores like wages, fuel, water, utensils and kitchen.
- 5) From the schools, already under GOK feeding program the supply of food should be regularized in order to avoid breaks which usually cause interruption in curriculum program and performance since some pupils also keep away from schools when there is no food.
- 6) Motivation of teachers and pupils through incentives such as scholarship in order for them to appreciate the over enrolment in their schools.

### **Suggestions for further research**

On the basis of the findings of this study, the following areas are recommended for further research.

- i. The rise of commercial agricultural activities and its impact on enrolment of pupils in the zone should be researched to determine whether it impacts positively or negatively on pupils access to education.
- ii. The teacher / pupil relationship and its influence on enrolment in public primary schools.
- iii. The emergence of private schools and their impact on the delivery of quality education in public schools.



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## APPENDICES

### APPENDIX I:

#### Head teacher's Questionnaire

Dear Respondent,

You are kindly requested to fill this questionnaire as it seeks to find out the influence of FPE and School Feeding Program on pupil enrolment in public primary schools in Gakawa zone since year 2003. Your school has been chosen and you are requested to respond to the questions as honestly as possible. Your responses will be treated strictly confidential and will be used only for the intended research purposes. Tick the most appropriate option from the choices given or write your feeling in the spaces provided. Your positive response will be highly appreciated.

#### PART A

1. Name of School..... (Optional)

2. When was the school started? (Year).....

3. How long have you been the head of the school? (Years).....

4a) Provide the pupil enrolment data for the period given

| Year  | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|-------|------|------|------|------|------|------|
| Boy   |      |      |      |      |      |      |
| Girl  |      |      |      |      |      |      |
| Total |      |      |      |      |      |      |

b) Tick the most appropriate pupil enrolment trend indicated above

Rise ☐ Drop ☐ Fluctuating ☐ Constant ☐

5a) Does your school receive FPE funds? Yes ☐ No ☐

b) If yes, are they adequate? Yes ☐ No ☐

c) If the funds are inadequate, how do you address the inadequacy?

.....  
 .....

d) Does the adequacy/ inadequacy of the FPE funds affect the schools enrolment?

Yes ☐ No. ☐

e) If yes How?

.....

6a) Indicate the school's KCPE mean score for the years below

| Year       | 2002 | 2003 | 2004 | 2005 | 2006 |
|------------|------|------|------|------|------|
| Mean score |      |      |      |      |      |

b) Tick the most appropriate performance trend.

Rise ☐ Drop ☐ Fluctuating ☐ other ☐  
 c) Has the performance affected the school's enrolment Yes ☐ No ☐

If yes how.....

.....

.....

7. a) Please indicate the teaching staff and classes data below.

| Year               | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|--------------------|------|------|------|------|------|------|
| Number of teachers |      |      |      |      |      |      |
| Number of classes  |      |      |      |      |      |      |

b) Has the staffing been adequate? Yes ☐ No. ☐

c) How has this affected the pupil enrolment in the school?

.....

.....

.....

8a) How many pupils have rejoined (from home) your school since year 2003?

None ☐ 1 –20 ☐ 21- 40 ☐ over 40 ☐

b) How many pupils from your school have transferred or dropped out since year 2003?

None ☐ 1 –20 ☐ 21 –40 ☐ over 40 ☐

c) How many pupils have transferred to your school from other primary schools since

year 2003? None ☐ 1 – 20 ☐ 21 – 40 ☐ Over 40 ☐

9.a) What is the status of the following facilities as from year 2003? (Tick one)

- |                |          |                          |            |                          |
|----------------|----------|--------------------------|------------|--------------------------|
| i) Text books  | Adequate | <input type="checkbox"/> | Inadequate | <input type="checkbox"/> |
| ii) Classrooms | Adequate | <input type="checkbox"/> | Inadequate | <input type="checkbox"/> |
| iii) Toilets   | Adequate | <input type="checkbox"/> | Inadequate | <input type="checkbox"/> |
| iv) Water      | Adequate | <input type="checkbox"/> | Inadequate | <input type="checkbox"/> |

b) How has the status of each of the above in your opinion influence the enrolment in your school?

- i) Text books .....
- ii) Classrooms .....
- iii) Toilets .....
- iv) Water .....

c) Which aspects of FPE are likely to help improve pupil enrolment in your school?

.....

.....

.....

d) Which aspects of FPE are likely to negatively influence pupil enrolment in your school?

.....

.....

.....

10. a) In your opinion has the GOK succeeded through FPE to improve pupil enrolment in public primary schools Yes ☐ No ☐ Other (Specify) .....

a. Give reasons for your opinion in 10 (a) above.

.....

.....

.....

What improvements would you suggest to be made on FPE in order for pupil enrolment to improve?.....

.....

.....

## PART B

1. (a) Is your school on school feeding program? Yes ☐ No ☐

b) If Yes, how long has the school been on SFP?



39

One year

2- 3 years

4 –5 years

over 5 years

c) Who sponsors the program? GOK ☐ NGO ☐ Parents ☐ Other Specify.....

2 a) Does the SFP have any impact on the school's enrolment yes ☐ No ☐

b) If yes what impact does the program have on your school enrolment?

.....  
.....  
.....

3. a) Give the challenges that face SFP in trying to improve pupils enrolment in your school?

.....  
.....  
.....

b) What aspects of SFP are likely to help improve pupil's enrolment in your school?

.....  
.....  
.....

c) What aspect of SFP is likely to negatively influence pupil enrolment in your school?

.....  
.....  
.....

4 a) In your opinion, has the GOK succeeded through SFP to improve pupil enrolment in primary schools?

Yes ☐ No ☐ Other (Specify) .....

b) Give reasons for your opinion in 5 (a) above

.....  
.....  
.....

c) What improvements would you suggest on SFP in order to enable it attract higher pupil enrolment in your school?

.....  
.....  
.....

5a) which are the 3 most important factors influencing pupil enrolment in your school since year 2003? (List in order of importance)

1. ....
2. ....
3. ....

b) Name any other factors influencing the enrolment trend in your school since year 2003.

.....  
.....  
.....

6. Answer (a) or (b) whichever applies to your school

a) Your school's enrolment has been on a rising trend. Suggest measures to help maintain the trend

.....  
.....  
.....

b) Your School's enrolment has been on a dropping / fluctuating / constant trend. Suggest measures to help rectify the trend and improve the enrolment

.....  
.....  
.....

-Thanks you for the honest and timely response-

## APPENDIX II

### Teachers Questionnaire

Dear Respondent,

You are kindly requested to fill this questionnaire as it seeks to find out the influence of FPE and School Feeding Program on pupils enrolment in public primary schools in Gakawa zone since year 2003. Your school has been chosen and you are requested to respond to the questions as honestly as possible. Your responses will be treated strictly confidential and will be used only for the intended research purposes. Tick the most appropriate option from the choices given or write your feeling in the spaces provided. Your positive response will be highly appreciated

1. Name of the teacher.....(optional)

2a) How long have you taught in the school?(years).....

b) What is your workload per week?.....

3a) Is the workload manageable?    Yes ☐    No. ☐

b) Give reasons for your response in (a) above

.....  
.....

4a) what is the number of pupils in your class?

Below 20 ☐    21-29 ☐    30-39 ☐    40-49 ☐    over 50 ☐

b) Give reasons for this enrolment level .....

.....

5a) How is the pupils' attendance to lessons?

Very good ☐    Good ☐    Fair ☐    Poor ☐

b) Give reasons for your answer above.....

.....

6a) Are the pupils adequately provided with instructional materials/ textbooks?

Yes ☐    No ☐

b) To what extent has this influenced the class enrolment?

Greatly ☐    Oftenly ☐    Rarely ☐    Not at all ☐

7a) Does your performance as a teacher in your class have any impact on the school's enrolment?

Yes ☐    No ☐

b) If yes indicate the extent of the impact

Greatly ☐ Oftenly ☐ Rarely ☐ Not known ☐

8a) How is the school's performance in the national examinations (KCPE)?

Very Good ☐ Good ☐ Average ☐ Below average ☐

b) Does this performance have any impact on your class enrolment?

Yes ☐ No ☐

9a) How has FPE impacted on enrolment in your class?

Positively ☐ Negatively ☐ No impact ☐ Not known ☐

b) Give reasons for your answer in (a) above:.....

.....  
.....

c) Which aspect of FPE has the most influence on pupil enrolment in your school?

Teachers ☐ Instructional Materials ☐ Sanitation ☐ Food program ☐

10. a) Indicate below how FPE has addressed the provision of the following

Very adequate      Adequate      Fairly Adequate      Inadequate

- i) Text books .....
- ii) Classroom .....
- iii) Reference Books .....
- iv) Toilets .....
- v) Water .....

b). which aspects of FPE need to be improved in order to improve pupil enrolment in primary schools?

.....  
.....  
.....

11 a) Does the school have a lunch program for the pupils Yes      No

b) Does this influence the school's pupil enrolment? Yes ☐ ☐ No ☐ ☐

c) Give reasons for your opinion in 10(b) above .....

12 a) Outline the challenges, if any, that face the SFP in trying to improve pupil enrolment, in your school



.....  
.....  
.....  
.....

b) Are there improvements that can be made on the school's feeding programmes in order to attract higher pupil enrolment? Yes ☐ No ☐

c) If yes, please outline the improvements ☐

.....  
.....  
.....  
.....

13. In your opinion what are the benefits of SFP to your school?

.....  
.....  
.....

14. In your opinion, which are the 3 most important factors that have influenced the pupil enrolment trend in your school for the last 5 years? (List them in order of importance)

.....  
.....  
.....

-Thank you for the honest and timely response

**APPENDIX III**

**RESEARCH AUTHORISATION**

**AREA EDUCATION OFFICE**

**KIENI EAST DIVISION**

**P.O. BOX 29,**

**NAROMORU**

**30<sup>TH</sup> JUNE 2008**

**MATHENGE PATRICK MWANGI**

**KAMPALA INTERNATIONAL UNIVERSITY**

**P.O. BOX 20000,**

**KAMPALA**

**UGANDA.**

**Dear Sir,**

**RE: RESEARCH AUTHORISATION**

Following your application for authority to carry out research on Influence of FPE and SFP on pupil enrolment in Gakawa zone, Kenya; you have been authorized to carry out the research in the said area for a period ending 31<sup>st</sup> July 2008.

You are advised to report to the Zonal Quality Assurance and Standards Officer (ZQASO) and the headteacher of the primary schools you intend to visit before embarking on your research project.

Upon completion of your research project, you are expected to submit a copy of your research report to this office.

*Yours faithfully*

*J.W. KING'ORI*

*AEO, KIENI EAST DIVISION*

**C.C**

- 1) DISTRICT EDUCATION OFFICER, NYERI NORTH
- 2) THE Z QASO, GAKAWA
- 3) THE HEAD TEACHERS OF PRIMARY SCHOOLS, GAKAWA ZONE

