

**IMPACT OF FREE PRIMARY EDUCATION TO THE ACADEMIC
PERFORMANCE OF PUPILS IN SELECTED PRIMARY
SCHOOLS IN WAJIR - SOUTH, KENYA.**

BY

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May Allah be with them


Amen

DECLARATION

I Abdi Adan Ibrahim declare that the work contained in this research report is my own and has never been submitted either whole or in part for any award in any Institution / University

Signed  29/4/2020

ABDI ADAN IBRAHIM

Signature of supervisor 

SENTAMU CISSY

Date..... 29/04/2020

DEDICATION

This piece of work is mostly and kindly dedicated to my beloved wife Saadie Hassan. and my Children Suhelyla Abel Adan for the love and guidance they showed me whenever I could leave home to come to school. Not forgetting my primary school teachers who encouraged me a lot to join university. And the memorable word he could always tell me. "You are a university material". Really these words gave me a lot of morale until the end.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

According to Drucker 1993, Allis etal, 1996, education is defined as key to future economic prosperity.

According to Drever, education is a process in which and by which the knowledge, character and behaviour of the young are shaped and modified”

According to Rodden “Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, social and spiritual powers of the human being, according to individual and social needs and directed towards the union of the educate with his creator as the final end”.

Free primary education is a process by which the government provides education to primary school children with out their parents incurring expenditure or paying school fees. Before, education was not free and parents were paying school fees and buying incentives for their children, but struggle and their performance is impressive. Then later the government made the education free for primary school children which make the situation different according to teacher’s perception.

The declaration of free primary Education (January, 2003) was in recognition of education as a basic right of all Kenyan children as articulated in the recently enacted children’s Act (2001). The declaration also sought to address the limited progress towards the attainment of Free primary education (F.P.E) witnessed in the last decade.

The task force has attempted to develop a frame work to facilitate the smooth implementation of free primary education, it is recognized that attainment of universal

Primary education by the target data of 2005 remains a national commitment under free primary education, the government will continue to finance the teachers wage bill, train and recruit new teachers as required and pay the salaries of essential non-teaching staff where applicable. The government will also provide to all public primary school the required basic learning/ teaching materials such as text books, exercise books, pencils, chalk and dusters.

On the other hand, parents and local communities will continue to meet their natural obligations such as school uniforms, basic hygiene items and feeding since a hungry malnourished child cannot learn effectively. Where there is need to renovate, expand learning facilities or construct new schools, partnerships among stakeholders will be called for.

The first step towards the implementation of free primary education (F.P.E) was the abolition of all kinds of fees, levies and user charges that have for decades kept a large number of children and dropped out of school. The task force report charts the way forward for tackling issues related to: curriculum support, human resource physical facilities, needs of the disadvantaged children, public information media relations and advocacy and financial and other resources needed for the implementation of free primary education.

The financial implication of free primary education (F.P.E) have been categorized as immediate (up to June 2003) and medium term (FY 2003 / 2004)

BUDGETARY ALLOCATION (FY 2003 / 2004)

Area	In Ksh up to June	In Ksh FY 2003/2004
Curriculum	5,483,471,825	5,219,394,900
Special need Education curriculum	413,989,372	413,989,372
Physical facilities	5,00,000	2,998,988,500
Needs of disadvantaged group	1,249,489,750	149,489,750
Media Desk	2,542,000	1,093,000
In service Training	500,000,000	1,500,000,000
Inspector vehicle/ motor	256,500,000	256,000,000
Total	7,910,992,947	10,538,955,522

Mobilization of finances and other resources will be done through Government of Kenya (G.O.K), universal primary education support fund, non-governmental organizations (NG.Os), communities and well wishers.

One of the major goals of the Kenya Governments development strategy is the attainment of Free primary education (F.P.E). This was first articulated in sectional paper number 10 of 1965 on African socialism in which the government committee it self to eradicating ignorance, poverty and disease.

To accelerate the attainment of Free primary education (F.P.E) the government declared free primary education in 1974 from standard 1 to 4.

Fees were later abolished in all primary schools in 1978. Following the abolition of fees, access to primary education increased and gross enrolments soared to over 100% in 1989. however, high environments were grossly affected by the cost sharing policy introduced as part of the structural adjustment programmes as it hindered many children especially from economically marginalized groups from accessing primary education. The

government once again re-affirmed her commitment of achieving universal primary education (UPE), through the preparation of a country assessment report in 1999 which spelt out strategies for the attainment of Free primary education (F.P.E).

The world declaration on education for all (Jomtien, 1990) to which Kenya is a signatory re-affirmed the governments commitment to the realization of universal primary education. The world summit for children (1990) committed nations to the achievement of education for all (EFA) by year 2015. After Jomtien the Government set up mechanisms government further set the year 2005 as the target date for the attainment of universal primary education.

The universal primary education goal was provided with a further impetus when in 2001 parliament enacted the children's Act which recognizes education as a basic right to all children. The act reaffirms that it is there responsibility of the parents and the government to provide education to the child. To push the agenda for the attainment of universal primary education forward the government declared primary education free in January 2003.

Following the declaration, the country has experienced unprecedented influx of children to schools. Consequently, increased demands have been placed on the education sector for the provision of learning/ teaching materials and environment, additional, teachers and physical facilities, a burden that cannot be borne by the government alone.

In order to enhance collaboration and build consensus on free primary education, the minister for education, science and technology subsequently convened a stakeholders meeting on 10th January 2003. During this meeting the stake holders gave the government overwhelming support in its decision to provide free primary education. Minister then appointed a task force with representation from government ministers and stakeholders to identify the various needs for implementation of free primary education and also advice the ministry on strategic for such implementation.

1.1 Statement of the problem

Free primary education has no impact to the academic performance of pupils in selected primary schools in Wajir south District, Kenya

1.2 Hypothesis

It was hypothesised that:

- (i) There was poor performance after free primary education in Wajir – south District.
- (ii) Poor performance was due to shortages and lack of motivation of teachers.
- (iii) Poor performance was due to negligence of the government to the rural schools in terms of distribution of resources.
- (iv) Poor performance was due to teachers' workload as a result of high population of pupils in class leading to poor attention and evaluation before national examination.

1.3 The objective of the study

1. This study was aimed at finding out the impact of free primary education with regards to general academic performance of the pupils.
2. The study was aimed at suggesting ways in which free primary education can improve the academic performance of pupils.

1.4 Significance of the study

This study was meant to help all primary school teachers especially So Wajir - south District teachers, education officers and ministry of education to develop awareness for the impact of free primary education to the academic performance of the pupils

It was meant to help inspectors of schools and District education officers to try and find out the problem of teachers, regarding the work load and to help them where necessary. Furthermore, it was meant to notify the National curriculum Development centre and the

ministry of education in the planning and equal distribution of resources and man power to all schools in the country.

1.5 Limitations

- 1) While on research, the researcher experienced some difficulties in the course of study. Money was a problem to travel to some schools in Wajir South District to collect the required data.
- 2) It was difficult to find the offices of the head master and education officers open in order to get some information. Therefore I had to frequent the offices and their homes

1.6 Abbreviation

BOG — Board of Governors

F.P.E — Free Primary Education

GOK — Government of Kenya

NGO — Non Governmental Organization

MOEST — Ministry of Education, Science and Technology

CHAPTER TWO

RELATED LITERATURE

The big bang approach to expansion of primary and secondary education has created a missing link between improved access to education and learning outcomes.

Amid efforts to attain universal primary education by 2015, the main agenda of the education ministry has been to enroll as many pupils as possible consequently; the number of primary school has risen from 18,900 in 2002 to about 25000 last year.

Enrolment increased from six million pupils to nearly eight million last year. Where as the bulk of pupils is enrolled in public primary schools, private and non-formal institutions have nearly 700,000 pupils.

The problem is that high enrolment in primary school has stretched the secondary sector to a situation where form one selection has become a Night mere to most parents.

Ms Felistus Kinyanjui (2008), an education researcher at Kenyatta University, says poor transition from primary to secondary school is a major concern because demand has out stripped supply.

The main observation is that there are more pupils completing primary school than can be observed in high schools” she says.

The point Kinyanjui4aises is that education is no longer a channel for upward mobility, but a tool of increasing inequality.

It is slowly dawning on education planners that it is not years of schooling that count but improving learning. According to education minister Sam Ogeri (2008) about half of Kenyans aged between 15 and 25 years can not read and write

Many primary school leavers do not attain basic literacy skills. Studies by the unesco's international institute of education planning (2008) indicate that at standard six, nearly 60 percent of pupils do not have basic reading skills in English and Kiswahili "Reading literacy levels among standard six pupils are poor judged against the standards set by Government experts", says the report.

The report says the factors that affect performance are related, to socio-economic status and location of the school.

However, it could be explained that children from higher socio economic background have context books and other reading materials. They receive better parental support and have access to a better learning environment in school and at home.

"In contrast, children from low socio-economic status would be associated with high incidences of absenteeism due to poor health and domestic chores", say the report. The researcher concluded that the aspects reflected unfair and unequal education system. Five years after abolition of school fees, most public primary schools especially those in rural areas and urban slums, are still ready for children. There is high demand for more classrooms, teachers and school materials.

"In most countries, there has been no capital development plans for construction and rehabilitation of classrooms and most schools are in a state of despair", says a World Bank report on the status of free primary education in Sub-Saharan Africa.

Lack of learning facilities has made teaching unattractive and too often, forced children to absent themselves from school to drop out altogether.

Beside economic pressure, raising student achievement in most schools will not be easy. Where as more than 90 percent of school children enter primary school and two thirds complete the cycle, only about half master basic learning skills.

Teachers are not motivated and as a result, the syllabus is not completed in time or at all.

According to Unesco (2008), low pay for teachers in comparison to salaries paid to civil servants has affected quality of education by reducing the prestige of the teaching profession.

In some areas that posted extremely low performance in reading among standard six pupils, absenteeism of teachers is very high.

The challenge to provide quality education and retain children in school is complicated by cultural factors that encourage sexual harassment, an unfriendly learning environment for girls, child labour and teenage marriages.

In Wajir - south district, the enrolment is increasing due to free primary education but analysis shows that pupils are performing poorly in Kenya certificate of primary examination (K.C.P.E). In the year 2002 S district enrolled 15,795 pupils ie. 8,833 boys and 7,962 girls. By the year 2007 enrolment increase to 12,149 boys, 10,970 girls, which adds up to 24, 117 pupils.

However, on the side of academic performance Wajir South district had a general mean score of 239.37 in K.C.P.E 2003 with 1167 candidates. By the year 2008 the mean score dropped to 236.27 with 1698 candidates. Moreover, selected primary school results reflects that there is drop in performance after free primary education. For example Kul - Alley primary school had a mean score of 286.85 in K.C.P.E 2002 and 252.52 in K.C.P.E 2007. Lehiely primary school had a mean score of 260.7 in K.C.P.E 2002 and 222.64 in K.C.P.E 2007. El - Adow primary school had a mean score of 216.82 in K.C.P.E 2002 and 187.73 in K.C.P.E 2007 Kul - Alley primary school had a mean score of 230.22 in K.C.P.E 2002 and 213.54 in K.C.P.E 2007.

Out of 1698 candidates who were registered for K.C.P.E 2007, only 573 were admitted to Primary school. This shows that 33.75% were admitted to secondary school and 66.25% were not admitted.

According to the data collected, this decline in performance was as a result of high enrolment of pupils with shortages and lack of motivation of teachers and other reasons explained above.

CHAPTER THREE

3.0 Methods of investigation

AREA OF STUDY

The research was carried out in four schools in Wajir - South district, Kenya for easy transport and communication.

(A) LEHIELEY PRIMARY SCHOOL

(B) EL - ADOW PRIMARY SCHOOL

(C) KUL - ALLEY PRIMARY SCHOOL

3.1 Respondents

The researcher used teachers to collect the data and more than five teachers were consulted from each school.

3.2 Instruments

For the purpose of data collection, the researcher used:

1. Questionnaire
2. Casual interviews
3. Observation

3.3 Procedure of data collection

The researcher visited the schools and ask the head teachers for permission to carry out the research in the particular schools. Teachers concerned met to make appointments and arrangements. In some cases teachers were given questionnaires. The researcher expected the teachers to give the responses on the same day though others took few days to respond.

3.4 Methods of data analysis

Data collected from the questionnaires will be tabulated and treated in simple frequency counts. The frequencies of responses in each question was completed by computing into percentage and used descriptively to establish the impact of free primary education to the academic performance of pupils.

Observation and interviews will be used to support the responses on the questions.

CHAPTER FOUR

PRESENTATION OF DATA

4.0 Introduction

The general task of this research was to find out the impact of free primary education to the academic performance of pupils in selected primary schools in Wajir - South district, Kenya.

After the collection of data and some analysis the results are hereby presented hypothesis by hypothesis.

4.1 Free primary education is regarded as having no impact on academic performance

Table 4.1.1: Shows the percentage of teachers who found the free primary education as having no impact to the academic performance. And those who found it to have impact on academic performance.

SCHOOLS	TEACHERS WHO FOUND IT HAVING NO IMPACT	%	TEACHERS WHO FOUND HAVING IMPACT	%
A	3	15	2	10
B	2	10	3	15
C	2	10	3	15
D	5	25	0	0
TOTAL	12	60	8	40

Out of 20 teachers 12(60%) found that free primary education has no significant impact to the academic performance of pupils while 8(40%) found that it has significant impact to the academic performance.

4.1.2 There is free primary education in selected primary schools in Wajir – South district, Kenya

Table 4.1.2: Shows the percentage of officers who responded YES and those who responded NO towards free primary education in selected primary schools in Wajir South District, Kenya.

OFFICERS	THOSE WHO RESPONDED YES	%	THOSE WHO RESPONDED NO	%
Head teachers	6	24	2	8
Zonal officers	5	20	5	20
School inspectors	4	16	3	12
TOTAL	15	60	10	40

4.1.3: Ways in which free primary education can improve the academic performance of pupils.

Table 4.1.3: Shows the percentage of teachers who support the suggested ways of improving academic performance and those who opposed.

Suggested ways	Those who support	%	Those who opposed	%
Employment of more teacher to reduce work load	15	30	5	10
Construction of enough class rooms	10	20	7	14
Teachers to work actively despite the problem they face	10	20	3	6
TOTAL	35	70	15	30

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The main task of this research was to find out the impact of the primary education to the academic performance of pupils in selected primary schools in Wajir South District, Kenya.

5.0 Summary of findings

The result of the research carried out in Wajir South district in four (4) selected schools revealed that:

- a) Free primary education has no significant impact to the academic performance of pupils.
- b) High workload of teachers contributed to the decline in performance,
- c) Scarcity of classrooms led to overcrowding in class which resulted to poor performance.
- d) Illiteracy of the parents, leaving children to the government by expecting everything free contributed a lot to poor performance

5.1 Conclusion

From the above study, findings, the researcher concludes that free primary education has no impact to the academic performance due to some factors. One of them is that the governments made the education free but failed to construct enough classrooms per pupils' ratio.

Another factor among many is that the governments failed to employ teachers who act as man power to uplift the standard of education.

5.2 Recommendation

- 1) The researcher recommended that quality of education should be improved by the government under free primary education.
- 2) It was recommended by the researcher that the government should employ more teachers to reduce the work load.
- 3) The researcher suggests that the government should construct enough classrooms, survey schools depending on the environment of pupils.
- 4) The researcher recommended that teachers should work actively despite the problems they face to verify the standard of education.
- 5) The researcher recommends that more research be carried out on impact of free primary education to the academic performance of pupils.

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APPENDIX A

Questionnaire for teachers

NAME:

SCHOOL/ INSTITUTION

DATE:

QUALIFICATION GRADE

(P 1, P2, P3) tick the relevant one

1. When was free primary education started in Kenya?

(a) 2000

(b) 2003

(c) 1999

(d) 2007

2. Did your school benefit from free primary education fund?

(a) Yes

(b) No

(c) I do not understand

(d) None of the above.

3. What was the total population of your school before the start of free primary education?

.....

4. What was the population of your school currently?

.....
.....

5. What was the mean standard score of your school in K.C..P.E performance before the start of free primary education?

.....
.....

6. What was the mean standard score of your school in K.C.P.E performance currently?

.....
.....

7. Did the free primary education have any impact to the academic performance of pupils in your school?

(a) Yes

(b) No

8. If yes which kind of impact?

(a) Positive

(b) Negative

9. In your own opinion, how do we improve academic performance under free primary education?

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

APPENDIX B

Transmittal letter

Abdi Adan Ibrahim

P.O. BOX 5675

Wajir - South

TEL: +254713340663

10TH DEC 2009

**TO:
THE HEAD TEACHER**

LEHIELEY PRIMARY SCHOOL

P.O. BOX

Wajir - South

Dear Sir,

RE: EDUCATIONAL VISIT

I kindly submit a request to your esteemed office regarding visit to your institution.

I am an undergraduate student pursuing Bachelor of education in early Childhood and Primary Education at Kampala International University. I am working on a research **(Impact of Free Primary Education To the academic performance of pupils in selected primary schools in Wajir - south District, Kenya)** which will be handed in at the end of my studies. I have selected your institution such that your staff may be my respondents in answering some of the questions and filling in the questionnaire form.

Therefore, I humbly request for your co-operation from your office to enable me finish the research in time.

Thanks in advance

Yours faithfully,

.....

Abdi Adan Ibrahim

