

**FREE PRIMARY EDUCATION POLICY AND ACADEMIC
PERFORMANCE OF PRIMARY SCHOOLS IN MOSIRO
ZONE, NAROK NORTH DISTRICT, KENYA**

BY

GRACE LANOI NKUKUU


BED/20100/72/DF

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF
BACHELOR OF EDUCATION IN EARLY CHILDHOOD
AND PRIMARY EDUCATION OF KAMPALA
INTERNATIONAL UNIVERSITY**

AUGUST 2010

DECLARATION

I, Grace Lanoi Nkukuu, declare that this research work has never been submitted to any other university or any other learning institution for the award of any degree.

Signature 

Grace Lanoi Nkukuu

Date ...18/8/2010.....

APPROVAL

This is to certify the this study was conducted under my supervision as the allocated
University supervisor

Signature 

Ssekajugo Derrick

Date..... 18/28/10

DEDICATION

This entire work is dedicated to Tutayo, Sainet and to my sponsor Joanna for all the support..

ACKNOWLEDGEMENT

I extend my sincere gratitude to my supervisor Mr. Ssekajugo Derrick for his invaluable supervision and guidance. Special consideration goes to the staff of Ong'ata Naado primary school for the support and courage.

LIST OF ABBREVIATIONS

FPE – Free Primary Education

EFA – Education For All

FPESP- Free Primary Education Support Programme

NER- Net Enrolment Rate

ASALS- Arid and Semi Arid Lands

SIMBA- School Instruction Management Book Account

GPA- General Purpose Account

SMCs-School Management Committees

SIMCs- School Instructional Materials Committees

TABLE OF CONTENTS

DECLARATION.....	I
APPROVAL.....	ii
ACKNOWLEDGEMENT.....	iv
LIST OF ABBREVIATIONS	v
TABLE OF CONTENTS	vi
<i>ABSTRACT</i>	1
CHAPTER ONE.....	2
1.0 INTRODUCTION	2
1.1 BACKGROUND TO THE STUDY	2
1.2 STATEMENT OF THE PROBLEM	3
1.3.0 OBJECTIVE OF THE STUDY	5
1.3.1 GENERAL OBJECTIVE	5
1.3.2. SPECIFIC OBJECTIVES	5
1.3.3 RESEARCH QUESTIONS	5
1.4 SIGNIFICANCE OF THE STUDY	5
1.5 SCOPE OF THE STUDY	6
CHAPTER TWO.....	7
LITERATURE REVIEW.....	7
2.0 Introduction	7
2.1 CAUSES OF ESTABLISHMENT OF FREE PRIMARY EDUCATION	7
2.3 EFFECTS OF FREE PRIMARY EDUCATION.....	12
2.3.1 CHALLENGES FACING FREE PRIMARY EDUCATION PROGRAMS.....	14
2.3.2 SOLUTIONS TO THE CHALLENGES	15
CHAPTER THREE.....	19
METHODOLOGY	19
3.0 INTRODUCTION.....	19
3.1 RESEARCH DESIGN	19
3.2 POPULATION OF THE STUDY.....	19
3.3 STUDY SAMPLE	19
3.4 RESEARCH INSTRUMENTS	19

QUESTIONNAIRE.....	19
INTERVIEW METHOD.....	20
3.5 RESEARCH PROCEDURE	20
3.6 DATA ANALYSIS AND INTERPRETATION.....	20
3.7 LIMITATIONS OF THE STUDY	20
CHAPTER FOUR	21
4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	21
4.1.0 Introduction	21
4.1.1 Data analysis and processing.....	21
4.1.2 Teachers.....	22
Teachers Analysis.....	26
Pupil’s Analysis.....	28
CHAPTER FIVE	31
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	31
5.0 Introduction	31
5.1 Discussion	31
5.2 Conclusions	33
5.3 Recommendations	34
APPENDIX I.....	38
LEARNERS’ QUESTIONNAIRES:	38
DEAR RESPONDENT,	38
PUPILS’ QUESTIONNAIRE	38

ABSTRACT

This research study was intended to establish the effectiveness of free primary education in Kenya with Mosiro zone within Narok North district serving as an illustrative example. In the gathering of secondary source information, all other scholars' works viewed relevant to the study were utilized.

The study employed a descriptive design since much of this study was qualitative in nature. Questionnaires and interview guides were used to collect data from the key informants. It was revealed from the findings of the study that although free education policy has enabled pupils who would have not otherwise joined school, a perceptible influx of pupils was noted on its introduction. The increased enrolment of new students has therefore brought with it challenges. Recommendations were made and these called for government intervention by endeavouring to give free and quality education that serves the needs of the citizenry through:

Ensuring that funds released for the free primary programme are well managed, it therefore needs to continuously audit the financial reports even if it calls for employment of independent auditors. Increase to cater for emerging financial quagmires like the global credit crunch. In this regard a trust fund should be established to cushion the programme against hard financial times this will ensure that the programme is sustainable. Seminars to sensitize parents and teachers on the importance of the programme and ways they can help in making it a success.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The government introduced the Inclusive Education in line with the millennium development goals which aims that by 2015 all children in developing countries should finish primary school (UNDP, 2003). The high number of pupils who enrolled to the new program has necessitated research to find out how effective the program is in ensuring that quality education is available to those enrolled under it.

1.1 Background to the study

Most schools in Kenya were under the colonial government and missionaries before independence, save for a few that were under Africans known as independent schools that gave an education based on the African perspective of what should entail an education. These schools were also based on African independent churches based on an African religion values. Emphasis was on provision of technical skills to indigenous Kenyans. However, after independence, the government focused on the development of skills by indigenous Kenyans to replace the expatriates and also made attempts to increase enrolment for Kenyan children.

This effort was due to the realization that provision of education and training to all Kenyans was fundamental to overall development because education and training is the key to wealth creation and self-esteem. It is through education that one learns to value himself/herself and enhance the ability to preserve and utilize the environment for productive gain and sustainable livelihoods.

Having promised to eliminate poverty disease and ignorance at independence in 1963, and subsequently Sessional Paper No. 10 of 1965 through on African Socialism and its Application to Planning in Kenya, the government invested and continues to invest heavily in education and training through various initiatives.

Provision of education and training to all Kenyans is fundamental to the success of the government's overall development strategy. First, the long-term objective of the government is to provide every Kenyan with basic quality education and training.

Second, the government aims to develop quality human resource that is central to the attainment of national goals for industrial development.

Third, the realization of universal access to basic education and training ensures equitable access to education and training for all children, including the disadvantaged and vulnerable groups. Fourth, education is necessary for the development and protection of democratic institutions and human rights.

Since 1963, education and training in Kenya has expanded considerably. However, the determination to provide education and training to all Kenyans has over the years experienced some challenges. These challenges have been addressed through establishment of commissions, committees and task forces.

1.2 Statement of the problem

Kenya's development challenges have, for a long time, been poverty, ignorance and disease. Additional challenges have been identified as HIV/AIDS and globalization. According to the current National Development Plan (2003-2008), the development

goals include the implementation of the eight Millennium Development Goals, among which is to “achieve universal primary education” It is against this backdrop that the Free Primary Education (FPE) program is being implemented.

It is well appreciated that education has the capacity to improve the quality of life and to develop the intellectual capacity of a nation, valuable resource.

This is particularly important at this particular moment in time, when Kenya aims to position itself strategically in order to take advantage of new trade, business and investment opportunities. The country aims to achieve sustainable economic growth and poverty reduction, through effective management. It will be increasingly important for the Kenyan work force to be literate, numerate, trainable, skilled and flexible, so as to effectively participate in nation building and seize the opportunities globalization presents.

Prior to the implementation of the Free Primary Education (FPE), the rates of enrolment at the primary level were below 50%. Much as enrolment rates soared after the government’s declaration of this program, there are still cases of some children not attending school. This prompted the government to declare that any parents not sending their children to school, for whatever reason, would be prosecuted. However, this noble policy idea has not been smooth sailing; it has been encountered by several challenges:

The education for all (EFA) assessment report (UNESCO 2000) provides quite acute discrepancies in the quality of education offered by the free education program. It has

thus posed the question whether the program will meet the key roles for which education plays in human development.

The research study aimed to establish whether the free primary education is effective in providing an education that caters for the needs of the recipients and country at large.

1.3.0 Objective of the study

1.3.1 General objective

The general objective of the research was to establish the effectiveness of free primary education in Mosiro zone within Narok North district, Kenya.

1.3.2. Specific objectives

This study aimed at:

1. Examining the quality of education on introduction of free primary education.
2. Establishing the effectiveness of free primary education.
3. Determining the measures to be put in place to make it more quality.

1.3.3 Research questions

1. What is the quality of education on introduction of free primary education?
2. Is free primary education effective?
3. What measures ought to be in place to make it effective?

1.4 Significance of the study

The study was thought to benefit the following parties in the following ways:

The researcher got first hand information on the effectiveness of free primary education from students.

The government will benefit from the research as it will be able to assess its effectiveness, contrast the results with aims of the program and adopt more effective measures.

Schools in the area of study (i.e. Mosiro zone, Narok North district) will benefit from the research as the administrative bodies will adopt the proposed changes to ensure individual institutions benefit more from the program.

1.5 Scope of the study

The research was carried out between May and June 2010. It majored on the effectiveness of free primary education in guaranteeing a quality education. The respondents to the study were pupils, teachers, and administration of selected primary schools in Mosiro zone, Narok North district, Kenya

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gave reference to what other scholars have written concerning free primary education and their impact on the effectiveness of free primary education. The literature review in the study majored on free primary education and whether it's effective as a tool of achieving quality universal education for all children in line with millennium development goals.

The literature review helped the researcher with data compilation, statistics analysis as well as in understanding the problem. The materials used in the review included magazines and journals on free primary education, newspapers articles and education related websites over the internet

2.1 Causes of establishment of Free Primary Education

The government has recognized the strategic importance of improving the overall education level of Kenyans within the context of poverty reduction and economic growth. In this regard, education is not only a welfare indicator, but also a key determinant of earnings and, therefore, an important exit route from poverty. As a result, increased investment in education is one of the pillars of the government's overall economic recovery strategy.

In the Investment Programme for Economic Recovery Strategy (IP-ERS), the Government has identified a three-pillar strategy to meet its strategic objectives over the medium term (Ministry of Planning and National Development, 2004).

The second pillar puts emphasis on enhancing equity and reducing poverty among the Kenyan people. In order to address the issues of equity and poverty reduction, the government will continue to focus on providing an increasing share of its resources to education and health sectors. In the education sector, the government will continue to fund Free Primary Education Support Project (FPESP), while at the same time rehabilitating secondary school classrooms and laboratories and providing bursaries to poor bright students.

The Free Primary Education Support Programme (FPESP) addresses poor resource management in primary schools, inadequate in-servicing of teachers, poor learning environment due to overcrowding, inadequate facilities, poor health and sanitation, gender insensitive environments, barriers for those with special needs including the girls, and inadequacies in quality assurance. Due to these factors, many children do not attend school.

This commitment by the government is expected to lead to the achievement of Education for All (EFA) by 2015. Primary school Net Enrolment Rate (NER) is expected to increase from 86 percent in 2005 to 100 percent by 2015 and completion rate from 78 percent in 2005 to 100 percent by 2010. The government also expects to achieve gender parity at primary, secondary and university levels by 2015.

In order to achieve the above targets, there should be increased enrolment in urban slums, Arid and Semi Arid Lands (ASALs) and areas that have above than average poverty levels. Some of the indicators have been partially achieved after the Free Primary Education (FPE) initiative in 2003; for example, GER at primary school

level has increased from 88 percent in 2002 to 104 percent in 2005 whereas Net Enrollment Rate (NER) increased from 69 percent in 1999 to 86 percent in 2005.

However, in order to enhance access and equity and at the same time improve quality and relevance, the Ministry of Education must undertake the following programmes to guarantee the achievement of the outputs (Ministry of Education, 2005):

- Address primary school infrastructure with the aim of having all children access school within walking distance and achieve maximum class size of 50 in all schools;
- Expand school health, nutrition and feeding to cover more children;
- Improve provision of school instructional material to attain a textbook: pupil ratio of 1:1;
- Increase grants to non-formal schools;
- Enhance the provision of bursaries to students from poor households;

Build capacity for primary schools management and accounting systems, among others.

Focusing on one “road map” for the development of the education sector will significantly reduce duplication and inefficient use of resources, which often occurs when many projects and programmes are implemented without a clear long-term sector-wide development strategy. It will also ensure that resources are invested in programmes that have the greatest impact on improving access, equity, retention, quality and relevance of education for all Kenyans.

2.2 Quality of Free Primary Education

The Government has demonstrated some commitment to the Education For All. In order to operationalize the Sessional Paper through the Sector Wide Approach process, the Ministry of Education, with development partners and other stakeholders in education, have developed the Kenya Education Sector Support Programme (KESSP), which was launched in July 2005. The KESSP fits within the broader national policy framework as set out in the Economic Recovery Strategy and the Sessional Paper. Moreover, the implementation of KESSP is designed to be in line with the Medium Term Expenditure Framework and annual budget cycle. It will, therefore operationalize the budget for prioritized programmes which, when accomplished, will ensure that the goals and objectives as spelt out in the policy documents are attained in the next five years.

Focusing on one “road map” for the development of the education sector will significantly reduce duplication and inefficient use of resources, which often occurs when many projects and programmes are implemented without a clear long-term sector-wide development strategy. It will also ensure that resources are invested in programmes that have the greatest impact on improving access, equity, retention, quality and relevance of education for all Kenyans. The implementation of Free Primary Education is critical to the achievement of Education For All, which is a key objective under the Millennium Development Goals.

The government must therefore continue to invest heavily and sustain Free Primary Education in order to provide an all inclusive education and training to all Kenyans irrespective of their region of origin, income status, gender, religion and any other

disparities. Araujo Caridad, Francisco Ferreira, and Norbert Schady (2004). It must invest in people by expanding access to schooling, targeting the neediest and providing safety nets for the working poor, those unable to work and special vulnerable and marginalized groups.

Education can reduce social and economic inequality. Today, Kenya is characterized by large inequalities with respect to income distribution and this has constrained economic growth. As such, investment in education is an important strategy to address such inequalities, and thus facilitate faster economic growth.

Government involvement in education and training is, therefore, justified on the basis that human capital development has large social returns, and because the market can fail to provide socially optimal returns. Ministry of Education (2003)

For Kenya to achieve the desired economic growth targets and social development, a high priority needs to be placed on the development of human capital through education and training by promoting technical and vocational training, as well as the teaching of sciences and information technology.

Not only will the growth of the education and training sector contribute to economic growth and social returns, but it will also increase demand for more equitable education attainment, which is an important human welfare indicator by itself. Notwithstanding the challenges the sector is facing, the Ministry of Education is determined to improve access, equity, quality and relevance of education through better management of service delivery to all learners. Achievements in this sector

will, therefore, enhance economic growth, create more employment, guarantee sustainable development and hence ensure poverty reduction for the Kenyan people.

2.3 Effects of Free Primary Education

The introduction of Free Primary Education (FPE) in January 2003 following the passing of the Children's Act in 2001 has led to significant educational achievements. Through the Free Primary Education initiative, there has been an upsurge in enrolment at primary school level, which is already putting pressure on textbooks, other instructional materials as well as the infrastructure.

Enrolment at both public and private primary schools increased by 23 percent from 6.2 million in 2002, before Free Primary Education, to 7.6 million in 2005 (7.3 million in public schools and 0.3 million in private schools) with 350,000 in non-formal schools.

The success of Free Primary Education in increasing enrolment has raised Gross Enrolment Rate (GER) to 104.8 percent (girls 101.6% and boys 108.0%) compared to 93 percent in 2002. The Net Enrolment Rate stood at 82.5 percent in 2004 (girls 82.0% and boys 82.2%).

However, about 1.5 million children of school age are not in the formal school system. An estimated one million of these children live in Arid and Semi-Arid Lands (ASALs) and urban slums. Many of these children may opt not to enrol in formal primary schools for various reasons. Therefore, it is imperative to provide more alternative learning opportunities for the out of school children as well as create a

strong linkage with the formal education system. In this regard, the Ministry of Education has extended Free Primary Education grants to non-formal schools.

The provision of Free Primary Education grants has also enabled schools to procure learning and teaching materials. Over 9 million textbooks were purchased for the five major subjects in primary schools in 2003. Most of these textbooks were purchased after the schools received grants for Free Primary Education.

As a result of improved provision of textbooks, evidence from early studies show that student retention and attendance has improved, as teachers find it easier to teach, convey skills and knowledge more quickly and can give homework assignments. The performance indicators relating to examination results in the core subjects have also improved.

The School Instructional Management Book Account (SIMBA) and the General Purpose Account (GPA) have enabled head teachers, School Management Committees (SMCs) and School Instructional Materials Committees (SIMCs) to identify and procure needs-based material and improve on some infrastructure, thereby raising the quality of education. The management of these two accounts has also stimulated local decision-making and capacity building (Oxfam and ANCEFA, 2005).

The implementation of Free Primary Education, however, poses a major challenge to the financing of education in Kenya. The government and development partners have

sustained the programme through FPESP in the disbursement of the Free Primary Education grants to schools twice a year since the year 2003.

Free Primary Education has reduced the number of Early Childhood Development enrolment this has been a blow to Early Childhood Development teachers, whose remuneration is meagre and unstable already before the introduction of Free Primary Education. (Deininger, K. 2000) With parents increasingly reluctant to pay for ECD, Free Primary Education has made it even more difficult to mobilize resources from parents for ECD. Cases of increased job insecurity and ECD centres closures are on the rise, particularly in poor communities. (UNESCO, 2005).

2.3.1 Challenges facing Free Primary Education programs

Despite the good performance described above, free primary education program is experiencing a number of challenges such as overstretched facilities, overcrowding in schools - especially those in urban slums, high pupil-teacher ratios (PTRs) in densely populated areas, and high pupil to textbook ratios.

Others challenges include high cost of special equipment for children with special needs, diminished support by communities following the misconstrued understanding of their role vis-à-vis that of the government under Free Primary Education initiative, gender and regional disparities, increased number of orphans in and out of school as a result of HIV/AIDS, and poor management and internal inefficiency that negatively impacts on access, equity and quality.

The introduction of Free Primary Education has put pressure on teachers as some class sizes have increased to over 100 pupils and sometimes 120 in schools in urban

slums. The national PTR is 43:1, indicating that there are also some very small class sizes.

Teachers need to be properly deployed to redress the imbalances because large class size and lack of space and teaching facilities impact negatively on quality of education. Teachers are; key to improving learning in schools and, therefore, it is important to implement a more rigorous system of pre- and in-service teacher development in order to strengthen teacher quality.

The role of parents and communities in primary education is central and needs to be clarified. Prior to the introduction of Free Primary Education, it was the responsibility of parents to contribute to school building and maintenance, but most parents are currently under the impression that it is the government's exclusive responsibility to provide all the necessary resources to support the primary education sub-sector.

This misunderstanding needs to be addressed by undertaking certain actions, such as media campaign to highlight continuing household obligations.

2.3.2 Solutions to the challenges

For most people, equity is of intrinsic importance as a development goal in its own right. Moreover, a broad sharing of economic and political opportunities enhances economic growth and development because greater equity implies more efficient utilization of a nation's resources. Few, if any, of today's developed nations have developed by excluding the majority of their people from economic and political opportunities. At the same time, empowerment reinforces both economic and political dimensions of development.

It is important, therefore, for governments to provide and expand opportunities to those who are vulnerable, marginalized, discriminated and poor. There should exist, neither extreme poverty nor again excessive wealth among the citizens because both are consequences of inequality.

When evaluating inequalities of opportunities, education plays a significant role. It is an important determinant of individuals' income, health (and that of their children) as well as the capacity to interact and communicate with others.

Thus, inequalities in education account for inequalities in other important aspects of an individual. Despite this view that education is key in the well-being of an individual, there is considerable evidence of inequalities of opportunity in education in most developing countries.

For example, differences abound with respect to sex of the head of the household, geographical location of the household head, provision of instructional materials and examination results across population groups defined by parental education, region of residence and wealth.

In most countries, the possibility that the household head is uneducated is higher than average when she is a woman. In general, household heads are more likely to have no education when they are in rural areas than in urban areas.

In higher income areas, there are lower teacher absentee rates than the poorer areas and teacher attendance in rural areas is typically lower than in urban areas.

Although the introduction of Free Primary Education has contributed to increased numbers of children joining primary schools, children of communities in urban slums, pockets of poverty and other disadvantaged areas have not benefited as much from Free Primary Education as factors such as levies have kept them out of school.

While the primary school level participation rates are close to gender parity, there are wide gaps between participation rates at the secondary, Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) and university levels.

As such, challenges still remain in closing the gap between females and males as well as significant differences between females and males in drop-out, repetition, completion and transition rates.

In order to address these challenges, there is need to redress existing inequalities through targeted support programmes for girls, fighting against cultural practices and paying special attention to gender.

Also, there is need to embrace an affirmative action as a strategy to address existing inequalities in order to promote social equity through provision of basic education to all, including females, disadvantaged communities and the disabled.

2.5 Conclusions

Poverty has been cited as one of the major constraints to school enrolment and attendance. According to the 2003 UNDP Human Development Report, the standards of living in Kenya have generally decreased, with the poor becoming poorer. Officially 56% of the Kenyan population is classified as living below the poverty line.

This means some of the poor parents cannot afford to provide the additional inputs required to sustain the children in school. These include school uniforms, food and sanitary items (for girls).

Poverty also causes hunger and malnutrition, in turn reducing the children capacities to learn. These children have been shown to perform poorly in school, and the dropout rate among such group is quite high.

Enrolment of girls continues to lag behind compared to that of boys for a variety of reasons. The socio-cultural perception that it is better to educate a boy than a girl has had a great deal in influencing girl enrolment ratio in schools. It's even sad to note that even with introduction of FPE it has done little to change this perspective. However mostly affected areas are low developed and marginalised.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section dealt with the methods used to collect the data necessary to answer the research. It included:

3.1 Research design

The study used descriptive research design. The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study on its impact in the teaching process.

3.2 Population of the study

The population of study were: Area Education Officers, teachers, pupils and parents in Mosiro zone, Narok North district Kenya..

3.3 Study sample

With regard to above the study employed stratified sampling as follows:

- Pupils – 20 of the targeted sample.
- Teachers- 20 teachers in the targeted sample.
- Area Education Officer -1 of the targeted sample.
- Parents- 19 from the local area of the targeted sample size.

3.4 Research instruments

Questionnaire

Primary data was collected by use of questionnaire and interviews, filled by relevant parties to obtain ideas on what constitutes free primary education. These were designed in both open and closed ended form.

Interview method

This entailed face-to-face interactions with the administration in each school. Secondary data was obtained from the Ministry of Education, magazines, annual report records and other researches done to give other information required in the research.

3.5 Research procedure

The researcher had an introductory letter from the University which was presented to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. On acceptance by the authorities the major task of collecting data began.

3.6 Data analysis and interpretation

The information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents to locate omissions. Information obtained from the research study was presented and analyzed using tables.

3.7 Limitations of the study

In conducting this study, a number of challenges were encountered, these included:

- Some respondents were unwilling to freely share the information. At the lower levels because of fear of not knowing whether the information could go to their superiors with repercussions.
- Resource constraints of the researcher which included, financial and time were an impediment in fully realizing the research purpose.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1.0 Introduction

In this chapter an attempt is made to interpret and explain the findings. Also key information enables to relate to the specific objectives and give a clear picture of the results.

4.1.1 Data analysis and processing

Response rate

Table 1 on response rate

Planned no of response	60	100%
Actual response	38	63.3%
Non Response	22	36.7%

Source; field data (2010)

Table 2: Type of response

Type of response	Planned Response	Actual Response	Non- Response
Education officer	1	1	0
Parents	19	11	8
Teachers	20	14	6
Pupils	20	12	8
Total	60	38	22

Source; field data (2010)

4.1.2 Teachers

Age of respondents

According to study, 14% of the teachers who responded are below 30 years of age . This implies that they form the minority within the teaching staff. 43% of the respondents are between 31-35 years of age.29% of the respondents are between 36-45 years. 14% also of the respondents are above 46 years. This shows that the respondents cut across all the age groups.

Table 3: Distributions of staff by age

Categories	Number	Percentage
Below 30 years	2	14%
Between 31-35 years	6	43%
Between 36-45 years	4	29%
Above 46 years	2	14%
Total	14	100%

Source; field data (2010)

Majority of respondents represented by males with 56% this shows more than half of the respondents are men while female respondents were 44%.

Table 4: Distribution of staff by gender

Category	number	Percentage
Male	8	56%
Female	7	44%
Total	14	100%

Source; field data (2010)

4.1.3 Staff experience

From the research findings we can establish that 14% of the teachers have been teachers for less than 2 years, 43% of the teachers have been in the profession for 3-5 years, and 29% have worked for 6-10 years.14% have been in the profession for 11-15 years.

This shows that most of the teachers in school can boost the implementation of free primary education programme as they are young. Hence the information obtained was highly credible.

Table 5: Length of staff experience

Categories	Number	Percentage
0-2 years	2	14%
3-5 years	6	43%
6-10 years	4	29%
11-15 years	2	14%
Total	14	100%

Source; field data (2010)

4.2.0 Pupils

Out of the 20 target pupils, only 12 responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented 80%.

4.2.1 Category

Table 6: Category

Category	Frequency	Frequency (%)
Class five	1	0.84
Class six	3	25
Class seven	4	33.3
Class eight	4	33.3
Total	12	100

Source; field data (2010)

From the table above it can be seen that most of the respondents were from the upper classes.

4.2.3 Gender

Table 7: Gender distribution

Gender	Frequency	Percentage (%)
Female	8	66.7
Male	6	33.3
Total	12	100

Source; field data (2010)

From the field of study we realized that male pupils like their female counterparts are aware of the free primary initiative.

4.2.4 Age of Respondents

The results of the field study on age respondent from the selected school where 24 pupils responded revealed that 39% (ii) of the respondents were 18 years and above, while 39% of respondents were between 16-17 years, while 22% were between 14-15%. This is an indication that the sample comprised young students who are involved in the free primary education initiative as shown below.

Table 8: Distribution in years

Age bracket	Frequency	Cumulative % age
10-11	1	1
12-13	6	50
14-above	5	49
TOTAL	12	100

Source; field data (2010)

Teachers Analysis

4.2 Responses to whether free primary education effective

Out of 14 respondents 57 percent said that Free Primary education is important for a high number of school attendance while, 43 percent said it's not effective.

Table 9: Responses to whether free primary education is bearing on school attendance.

Response	Frequency	Percentage
Yes	8	57
No	6	43
Total	14	100

Source; field data (2010)

4.3 Response on whether pupils appreciate Free Primary Education

Majority of response represented by 83 percent indicated that most pupils do appreciate FPE while 17 percent indicated that pupils did not appreciate FPE.

Table 10 on response on whether students appreciate Free Primary Education

Response	Frequency	Percentage
YES	10	83
NO	4	17
Total	14	100

Source; field data (2010)

4.4 Response on whether more boys are enrolling to school than girls

57% of the respondents said that more boys were enrolling to school, while 43% of the respondents said more girls enrolled.

Table 11 on response on whether more boys are enrolling to school than girls

Response	Frequency	Percentage
YES	8	71
NO	6	29
Total	14	100

Source; field data (2010)

4.5 Response on whether tuition fees are a hindrance to pupil's attendance in school.

The findings imply that pupils are challenged by any fees levied in school, representing 86 percent, , while 14 percent shows that they do not have any challenge.

Table 12: Responses as to whether tuition fees are a hindrance to pupil's attendance of school?

Response	Frequency	Percentage
YES	10	83
NO	4	17
Total	14	100

Source; field data (2010)

Pupil's Analysis

Response as to whether free primary education is beneficial to pupils

Table 13 on response on whether FPE is beneficial to pupils.

Response	Frequency	Percentage
No	10	83
Yes	2	17
Total	12	100

Source; field data (2010)

Majority of response represented by 83 percent indicated that most pupils saw Free Primary Education as beneficial. While 17 percent indicated that they do not see it beneficial.

4.2 Responses to whether pupils are satisfied with the quality of education under Free Primary Education

Out of the 12 respondents 58 percent said that they were satisfied while, 42 percent said they were uncomfortable.

Table 14: Responses to whether pupils are satisfied with the quality of education under Free Primary Education

Response	Frequency	Percentage
Yes	7	58
No	5	42
Total	12	100

Source; field data (2010)

4.3 Response on whether the Ministry of Education is doing anything to rectify the situation on quality education

Majority of response represented by 83 percent indicated that the ministry of education was putting little effort in addressing the problems encountered under the free primary education programme. While 17 percent were of the view that the Ministry of Education was committed to solving the problems encountered.

Table 15 on response on whether the ministry is acting to improve quality of free primary education.

Response	Frequency	Percentage
No	10	83
Yes	2	17
Total	12	100

Source; field data (2010)

4.4 Response on whether fees levied at school impact on a pupils attendance to school.

58% of the respondents said that the levies paid by schools had great impact on attendance of pupils to school, while 42% of the respondents said the levies were not impacting on pupil's attendance.

Table 16: Response on whether fees levied at school impact on a pupils attendance to school

Response	Frequency	Percentage
Yes	7	58
No	5	42
Total	12	100

Source; field data (2010)

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there to.

5.1 Discussion

Academic economists and international development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life (Lucas, 1988; Barro, 1991; Mankiw, Romer and Weil, 1992; UNDP, 2003; World Bank, 2000). One of the eight Millennium Development Goals is that by 2015 all children in developing countries should finish primary school. Yet developing country students who finish primary school often perform poorly on academic tests (Glewwe and Kremer, 2005), and the value of a “low quality” education may be low. This raises the question: What can developing countries do to promote learning in their schools?

Success of the strategy – Three quarters of the pupils said the Free Primary Education strategy had been successful and that they had achieved an improvement in their work. Staff confirmed that they had seen improvement in 62% of the pupils.

Internal/external attributions of failure – 62% of the pupil sample attributed the causes of failure to attend school to matters outside their control; that is they blamed the government policies and other socio-economic factors.

Potential academic performance – 75% of the pupil sample estimated their academic potential as being much greater than their exam results or the teachers’ assessments would suggest to themselves, e.g. “because you can help yourself”, whereas the less able boys tended to blame external factors, over which they had no control, for example, “the paper was more difficult than usual”. The degree to which pupils felt external factors were important obviously influenced the extent to which they felt they had control over their own academic performance. This was particularly significant in the context of two other factors. Which is consistent with results from Pakistan (Alderman, et al., 2001) and the Philippines.

Within the school all pupils interviewed felt they were making progress, 80% felt valued as individuals by the Free Primary Education program and the school and 75% had a positive attitude to the school and their own work. The Free Primary Education program was trying to establish a culture of achievement where academic and non-academic achievement was valued.

The pupils in this research all had a positive approach to school attendance, in terms of gender stereotypes. All the pupils stated that it was OK to attend, not necessarily because one had no hindrances, but was ok. This was rather different to the findings of Mac a Ghail (1994). In the present study, 50% of the pupils said that they thought that socio-economic factors made a difference to how important or acceptable attendance to school would be. However, this referred mostly to a strongly held view that it was important to perform well in school even when attendance was hindered.

Once a pupil had an understanding of the factors to which he attributed success and failure it was possible to help him change to more positive ways of thinking. 62% of the pupil sample attributed lack of success to external socio-economic factors. This suggested that the pupils in this sample felt they lacked control over their own learning process and reflected the complex unit of issues that impact on teaching and learning. The mentoring process was used to encourage the boys to take responsibility for their own contribution to their learning and in so doing improve their academic performance.

5.2 Conclusions

Many studies have attempted to estimate the effectiveness of free primary school on pupils attendance, yet most have serious estimation problems that cast doubt on their results (Glewwe, 2002, and Glewwe and Kremer, 2006). Almost all existing studies are “retrospective,” that is based on data collected from schools as they currently exist (in contrast to data collected from a randomized trial). Yet even the best retrospective studies offer only limited guidance due to their estimation problems, the most serious being omitted variable bias (unobserved school, household and child characteristics that are correlated with observed school variables), and measurement error in school data. This has led to wide variation in the estimated impacts of key variables.

One of the eight Millennium Development Goals is that all children in developing countries should complete primary education. Much progress has been made toward this goal, but completing primary school does not ensure that students have attained basic literacy and numeracy skills. Indeed, there is ample evidence that many children in developing countries are not learning these skills despite years of school attendance. This raises the question: What can schools and communities do to

increase the learning that takes place in schools? Kenya exemplifies these issues. It has achieved universal primary completion, but many Kenyan primary school students perform poorly on academic tests.

5.3 Recommendations

On introduction of the free primary programme various positive realizations have been noted however it is prudent to note that we are still a long way from realizing a status where it serves its purpose as intended. Though free education policy has enabled pupils who would have not otherwise joined school, a perceptible influx of pupils was noted on its introduction. The increased enrolment of new students has therefore brought with it challenges.

Thus the government in its endeavor to give free and quality education that serves the need of the citizenry should undertake the following recommendations.

It should ensure that funds released for the free primary programme are well managed; it therefore needs to continuously audit the financial reports even if it calls for employment of independent auditors.

The current fund should also be increased to cater for emerging financial quagmires like the global credit crunch. In this regard a trust fund should be established to cushion the programme against hard financial times this will ensure that the programme is sustainable.

Seminars to sensitize parents and teachers on the importance of the programme and ways they can help in making it a success. Topics that can be pursued in such foras would be schools starting feeding programme, income generating projects that will shoulder some of the burden that the government takes.

Improvement of learning facilities that will ensure they are capable of handling the influx of new pupils' enrolment.

Integrating the programme with other countries offering free primary education should be pursued. Thus the wider consortium can help in finding viable solutions for present, emerging and future problems.

Arid and Semi Arid Areas Lands which are faced with a litany of problems should have special provisions that take care of their special needs.

REFERENCES

Abagi, O et. al. 2000, *Implementing the Report of the Commission of Inquiry into the Education System of Kenya (The Koech Report): Realities, Challenges and Prospects*, Nairobi, Institute of Policy Analysis SR No. 03/2000.

Abagi, O. 1999, *Education for the Next Millennium in P. Kimuyu, M. Wagacha and O. Abagi (eds.) Kenya's Strategic Policies for the 21st. Century: Macro and Sectoral Choices*, Nairobi, Institute of Policy Analysis & Research, 1999.

Abagi, O. 1998, *Status of Education in Kenya: Indicators for Planning and Policy Formulation*, Nairobi, Institute of Policy Analysis & Research.

Abagi, O.1997, *Public and Private Investment in Primary Education in Kenya: An Agenda for Action*, Nairobi, Institute of Policy Analysis & Research.

Abagi, O. et al. 1993 *Household Factors as Determinants of School Participation of Girls in Kenya: The Case of Nairobi and Siaya District*. Nairobi, African Academy of Sciences.

Coclough, C. 1999 *Primary Schooling and Economic Development*, Washington World Bank Staff Working Paper No. 399

Commonwealth Education Fund and Elimu Yetu Coalition, 2003, *Reform Agenda for Education Sector in Kenya*, Nairobi.

Deolalikar, A. B.2004 *Primary and Secondary Education in Kenya: A Sector Review*, Nairobi.

Government of Kenya and UNICEF, 1992 *Children and Women in Kenya: A Situation Analysis*_1992 Nairobi, UNICEF Kenya Country Office.

Ministry of Education Science and Technology, 2003, *Free Primary Education: Every Child in School*. Nairobi.

APPENDIX I

LEARNERS' QUESTIONNAIRES:

Dear respondent,

I am a student of Kampala International University collecting data in relation to the effectiveness of free primary education in Mosiro zone, Narok North District Kenya. The information you provide will only be used for academic purposes and will be kept confidentially by the researcher. No name or any personal particulars are required.

Pupils' Questionnaire

Tick Where Appropriate

Part One; Bio-Data For Respondents

A) SEX

Male

Female

B) AGE

Age bracket	Tick where appropriate
6-10 years	
11-13 years	
13 years and above	

C) Education level

Please indicate your class

Class	Tick where appropriate
Class 1-3	
Class 4-6	
Class 7-8	

Part Two

You are kindly requested to tick or fill as accurately and appropriately as possible.

1) Do you attend school always?

YES []

NO []

2) What is the total time you spend in school in a given term?

7 days []

14 days []

1 month []

2 months []

Whole term []

3) Is the education free?

YES []

NO []

Justify your answer.....
.....
.....

4) Have you benefited from free primary education?

YES []

NO []

5(a) If yes, what are the challenges that you have encountered on introduction of free primary education?.....

.....
.....

(b) If not, why.....

.....

6) What is the community's attitude towards free primary education?

.....
.....

7) Has the free primary education changed your life/created development?

.....
.....

8) Is the government doing enough to ensure that you do not drop-out or fail to attend school?

.....
.....

Thank you

APPENDIX 11

TEACHERS' QUESTIONNAIRE

Dear respondent,

I am a student of Kampala International University collecting data in relation to the effectiveness of free primary education in Mosiro zone, Narok North District Kenya.

The information you provide will only be used for academic purposes and will be kept confidentially by the researcher. No name or any personal particulars are required.

Tick where it's appropriate for you

Part One; Bio-Data for Respondents

A) SEX

Male

Female

B) AGE

Age bracket	Tick where appropriate
18-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
46 years and above	

C) Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Secondary education	
Tertiary/college level	
University level	

Part Two

You are kindly requested to tick or fill as accurately and appropriately as possible.

1) Do you attend school always?

YES []

NO []

2) What is the total time you spend in school in a given term?

7 days []

14 days []

1 month []

2 months []

Whole term []

3) Is the education free?

YES []

NO []

Justify your answer.....
.....
.....

4) Have your pupils benefited from free primary education?

YES []

NO []

(a) If yes how have they benefited?.....

.....
.....

(b) If not, why?.....

.....

5) What are the challenges experienced by teachers and school administration on introduction of free primary education?.....

.....
.....

6) What is the community's attitude towards free primary education?

.....
.....

8) Has the free primary education changed your life or created development?

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

9) Is the government doing enough to ensure pupils do not drop-out or fail to attend school?.....

.....

10) In your opinion, what measures should the government put in place to address the shortcoming of the free primary education programme?.....

.....

Thank you

APPENDIX III

AREA EDUCATIONAL OFFICER QUESTIONNAIRE

Dear respondent,

I am a student of Kampala International University collecting data in relation to the effectiveness of free primary education in Mosiro zone, Narok North District Kenya.

The information you provide will only be used for academic purposes and will be kept confidentially by the researcher. No name or any personal particulars are required.

Tick Where Appropriate

Part One; Bio-Data for Respondents

A) SEX

Male

Female

B) AGE

Age bracket	Tick where appropriate
31-35 years	
36-40 years	
41-45 years	
46 years and above	

C) Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Secondary education	
Tertiary/college level	
University level	

Part Two

You are kindly requested to tick or fill as accurately and appropriately as possible.

1) Do you inspect schools always?

YES []

NO []

2) After how long do you inspect individual school in a term?

7 days []

14 days []

1 month []

2 months []

Whole term []

3) Is the free primary education effective?

YES []

NO []

Justify your answer?.....
.....
.....

4) Have the pupils benefited from the effectiveness of free primary education?

YES []

NO []

If yes, in what ways have they benefited?.....

.....

If not, why.....

.....

.....

5) What are the challenges experienced by teachers and school administration on introduction of free primary education?.....

.....

.....

6) What is the community's attitude towards free primary education?.....

.....

.....

7) Has the free primary education changed pupil's attendance in schools?

.....

8) What challenges do you encounter in management of free primary education programme since inception?.....

.....

.....

9) What is the government doing to ensure that free primary education is effective?.....

.....

10) In your opinion, what measures should the government put in place to address the shortcoming of the free primary education programme?.....

.....

Thank you

APPENDIX IV
PARENTS' QUESTIONNAIRE

Dear respondent,

I am a student of Kampala International University collecting data in relation to the effectiveness of free primary education in Mosiro zone, Narok North District Kenya.

The information you provide will only be used for academic purposes and will be kept confidentially by the researcher. No name or any personal particulars are required.

Tick Where Appropriate

Part One; Bio-Data for Respondents

A) SEX

Male

Female

B) AGE

Age bracket	Tick where appropriate
18-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
46 years and above	

C) Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Primary education	
Secondary education	
Tertiary/college level	
University level	

PART TWO

You are kindly requested to tick or fill as accurately and appropriately as possible.

1) Does your child attend school?

YES []

NO []

2) What is the total time spent in school in a given term?

7 days []

14 days []

1 month []

2 months []

Whole term []

3) Is the education free?

YES []

NO []

Justify your answer?.....

.....
.....

4) Has your child benefited from free primary education?

YES []

NO []

If yes, what are the areas most improved since inception of free primary education?

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

If not why?.....

.....

5) Is the government doing enough to ensure that free primary education is effective?

.....
.....

6) What is your general attitude on the effectiveness of free primary education?.....

.....
.....

7) In your opinion, what measures should the government put in place to address the shortcoming of the free primary education programme?.....

.....

Thank you