EFFECT OF FREE PRIMARY EDUCATION ON ENROLLMENT IN PRIVATE SCHOOLS IN KENYA: A CASE OF KIAMBU MUNICIPALITY IN THE COUNTY OF KIAMBU, KENYA.

BY

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E55/13027/09

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES IN THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR AWARD OF THE DEGREE, MASTERS OF EDUCATION

KENYATTA UNIVERSITY
DECEMBER, 2011
DECLARATION

This Research Project is my original work and has not been presented for a degree or any other award in any university.

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DATE

This Research Project has been submitted for examination with our approval as the University supervisors.

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DATE

Department of Educational Administration, Planning and Curriculum Studies, Kenyatta University.
DEDICATION

Firstly, this research project is dedicated to the Almighty, God, who gave me physical and mental strength to undertake and accomplish this work in the prescribed period of time. Secondly, to my husband Waweru, my sons, Kamau, and Karanja and to my daughter Monika, for their sacrifice, inspiration and encouragement during my study period, without which I could not have made it to this level.
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Finally, the author would also like to absolve all individuals and institutions mentioned above for any errors of omission and/or commission or any interpretational error/s. For these, the author remains sorely responsible.
TABLE OF CONTENTS

DECEMBER, 2011 .................................................................................................................... 2
DECLARATION ......................................................................................................................... I
DEDICATION ........................................................................................................................... II
ACKNOWLEDGEMENT .......................................................................................................... III
TABLE OF CONTENTS ......................................................................................................... IV
LIST OF TABLES .................................................................................................................... VII
LIST OF FIGURES ................................................................................................................ IX
LIST OF ACRONYMS AND ABBREVIATIONS ..................................................................... X
ABSTRACT .............................................................................................................................. XI
CHAPTER ONE ...................................................................................................................... 1
INTRODUCTION ..................................................................................................................... 1
  1.1 BACKGROUND TO THE STUDY .................................................................................. 1
  1.2 STATEMENT OF THE PROBLEM .............................................................................. 5
  1.3 PURPOSE OF THE STUDY .......................................................................................... 6
  1.4 OBJECTIVES OF THE STUDY .................................................................................... 6
  1.5 RESEARCH QUESTIONS ............................................................................................. 6
  1.6 SIGNIFICANCE OF THE STUDY ................................................................................ 7
  1.7 LIMITATIONS AND DELIMITATIONS OF THE STUDY ........................................... 7
  1.8 ASSUMPTIONS OF THE STUDY ............................................................................... 8
  1.9 THEORETICAL FRAMEWORK FOR THE STUDY ..................................................... 8
  1.10 CONCEPTUAL FRAMEWORK ................................................................................. 11
  1.11 OPERATIONAL DEFINITION OF TERMS .................................................................. 12
CHAPTER TWO ...................................................................................................................... 13
LITERATURE REVIEW .......................................................................................................... 13
  2.1 INTRODUCTION ......................................................................................................... 13
  2.2 IMPORTANCE OF EDUCATION FOR ALL IN NATIONAL DEVELOPMENT .................... 13
  2.3 PROGRAMMES AND LEGAL FRAMEWORK THAT ENHANCE ACCESS TO FREE PRIMARY EDUCATION IN KENYA ............................................................. 16
  2.4 FACTORS THAT AFFECT SUCCESS AND/OR IMPLEMENTATION OF FREE PRIMARY EDUCATION OR UNIVERSAL PRIMARY EDUCATION ................................................... 19
    2.4.1 Inadequate Provision of Learning Materials – textbooks .................................... 20
    2.4.2 Teacher to Student Ratio and Class Size .............................................................. 21
TABLE 2.3: PRIMARY SCHOOL ENROLMENT BY STANDARD 2006 – 2010 ................. 24
  2.4.3 Overstretching of Physical Facilities in Schools ...................................................... 24
  2.4.4 Age Specific Data .................................................................................................. 25
  2.5 THE ROLE OF PRIVATE SCHOOLS IN PROVISION OF EDUCATION FOR ALL .......... 28
  2.6 FACTORS THAT AFFECT CHOICE OF ENROLMENT IN PRIVATE SCHOOLS ............ 33
  2.7 PERFORMANCE IN NATIONAL EXAMINATIONS BY BOTH PUBLIC AND PRIVATE SCHOOLS ........................................................................................................... 35
  2.8 FREE PRIMARY EDUCATION STUDIES FROM KENYA ............................................ 36
  2.9 SUMMARY .................................................................................................................. 38
CHAPTER THREE.........................................................................................................................40

RESEARCH DESIGN AND METHODOLOGY.................................................................................40

3.1 Introduction..........................................................................................................................40
3.2 Research Design ..................................................................................................................40
3.3 Location of the Study ..........................................................................................................41
3.4 Target Population ..............................................................................................................41
3.5 Sample and Sampling Techniques .....................................................................................41
3.6 Research Instruments .......................................................................................................42
3.7 Pilot Study ..........................................................................................................................43
   3.7.1 Validity of Research Instruments ..............................................................................44
   3.7.2 Reliability of the Research Instruments ..................................................................44
3.8 Data Collection Procedure ...............................................................................................45
3.9 Data Analysis and Presentation .........................................................................................46

CHAPTER FOUR.........................................................................................................................47

DATA ANALYSIS, PRESENTATION AND DISCUSSION................................................................47

4.1 Introduction ........................................................................................................................47
4.2 Demographic Characteristics of Respondents .................................................................48
4.3 Comparison of Enrollments in Primary and Public Primary in the Years 1999-2011 ............52
4.4 Changes Accompanying Enrollment in Private Primary Schools Following the Implementation of Free Primary Education ........................................................................................................58
4.5 Factors that Influence Enrollment in Private Primary Schools in FPE Era ............................61
   4.5.1 Tuition Fee and Other Charges ..............................................................................61
   4.5.2 KCPE Performance in Private and Public Schools ..................................................63
   4.5.3 Pupil-Teacher Ratios ............................................................................................65
   4.5.4 Teaching and Learning Resources ........................................................................66
   4.5.5 Physical Facilities ..................................................................................................67
   4.5.6 The Cause of the Pattern of Pupil’s Enrolment in Public Schools .............................68
4.6 Views of Head Teachers on Strategies to Improve Enrollments in Private Schools ..............70
4.7 Discussion of the Findings ..................................................................................................71
   4.7.1 Comparison of Enrollments in Primary and Public Primary in the Years 1999-2011 ....72
   4.7.2 Changes Accompanying Enrollment in Private Primary Schools Following the Implementation of Free Primary Education ........................................................................................................74
4.7.3 Factors that Influence Enrollment in Private Primary Schools in FPE Era ........................75
   Tuition Fee and Other Charges .......................................................................................75
   KCPE Performance in Private and Public Schools ..........................................................76
   Pupil-Teacher Ratios ......................................................................................................77
   Teaching and Learning Resources ...................................................................................78
   4.7.3.5 Physical Facilities .............................................................................................79
   4.7.4 The Cause of the Pattern of Pupil’s Enrolment in Public Schools .............................80
4.7.5 Views of Head Teachers on Strategies to Improve Enrollment in Private Schools ..........80
5.1 Introduction ........................................................................................................................81
5.2 Summary of the Research Findings ....................................................................................81
   5.2.1 Comparison of Enrollments in Primary and Public Primary in the Years 1999-2011 ....81
   5.2.2 Changes Accompanying Enrollment in Private Primary Schools Following the Implementation of Free Primary Education ........................................................................................................82
   5.2.3 Factors that Influence Enrollment in Private Primary Schools in FPE Era ....................83
   5.2.4 The Cause of the Pattern of Pupil’s Enrolment in Public Schools .............................85
   5.2.5 Views of Head Teachers on Strategies to Improve Enrollments in Private Schools .......85
5.3 Conclusions ........................................................................................................................85
5.4 Recommendations .............................................................................................................87
### LIST OF TABLES

Table 2.1 Summary of Candidates in Top 100 Positions in Public and Private Primary Schools in Selected Provinces in Kenya.........................22

Table 2.2 Number of Teachers, Gender and Pupil Enrolment by Sample Districts...........................................................................................................24

Table 2.3 Primary School Enrolment by Standard 2006-2010.........................................24

Table 2.4 Distribution of Primary School Pupils by Age.............................................26

Table 4.1 Response Rate............................................................................................48

Table 4.2 Highest Level of Education........................................................................50

Table 4.3 Category of Schools.......................................................................................52

Table 4.4 Number of Pupils and Teachers in the District...........................................53

Table 4.5 Views of Head Teachers on the Status of Enrolments in Schools Due to FPE........................................................................................................56

Table 4.6 Views of Head Teachers on Changes in the Enrollment of Private Primary Schools Following the Implementation of Free Primary Education...............58

Table 4.7 Head Teachers Views on the Changes that Has Accompanied Enrollment Enrollments in Private Primary Schools.........................................................59

Table 4.8 Head Teachers’ Views on Teachers’ Workload..............................................61

Table 4.9 Views of Head Teachers on the Feeding Programme and Transport............62

Table 4.10 Cost of, Transport, Tuition, Computer, Recreation and Feeding Programme.................................................................................................63

Table 4.11 KCPE Mean Grade Performances in Kiambu District..................................64

Table 4.12 Head Teachers’ Views on Whether Effect Of Performances.........................65

Table 4.13 Pupil-Teacher Ratios in Private and Public Schools....................................66

Table 4.14 Teaching and Learning Resources................................................................67

Table 4.15 Physical Facilities in Public and Private Schools.........................................69

Table 4.16 the Cause of the Pattern of Pupil’s Enrolment in Public and Private Schools........................................................................................................70

Table 4.17: The Views of Head Teachers on Strategies to Improve Enrollments in
LIST OF FIGURES

Figure 1.1.1 Private Primary Enrolment, 1999-2006 ........................................... 4
Figure 1.2 Conceptual Framework .................................................................. 11
Figure 2.1 Overall Pupil/Text Book Ratio by Class and Subject .................... 21
Figure 2.2 KCPE Results for Top Schools ...................................................... 23
Figure 2.3 Distribution of Pupils by Expected Age for Grade ....................... 27
Figure 4.1 Gender Information of Head Teachers in Public and Private Schools 49
Figure 4.2 Distributions of Head Teachers According to Teaching Experience 51
Figure 4.3 Numbers of Pupils and Teachers in the District .............................. 55
Figure 4.4 Views of Head Teachers on Differences in Enrollment Public and Private Schools .......................................................... 57
Figure 4.5 Teaching Methods Utilized By Teachers ....................................... 60
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATS</td>
<td>Approved Teacher Status</td>
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<td>DC</td>
<td>District Commissioner</td>
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<td>DEB</td>
<td>District Education Board</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>DFID</td>
<td>Department for International Development</td>
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<td>EFA</td>
<td>Education For All</td>
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<td>IFC</td>
<td>International Finance Corporation</td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>Ksh</td>
<td>Kenya Shilling</td>
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<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
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<tr>
<td>NARC</td>
<td>National Rainbow Coalition</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>OPEC</td>
<td>Oil Petroleum Exporting Countries</td>
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<td>Primary I</td>
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<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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</table>
ABSTRACT

Fees payment in primary schools in Kenya has been highly subsidized since independence culminating in the declaration and implementation of free primary education programs in 2003. As a result, enrolment in public primary schools increased. The enrolment statistics are well documented since they are used as a basis for financing. An enrolment level in schooling institutions is in most cases determined by a variety of both economic and non-economic factors (Psacharapolous & Woodhall 1985). Knowledge of the extent to which these factors influence enrolment in learning institutions is of great importance to Educational planners and policy makers. Educational policy makers must take into account the effect of factors such as tuition, uniform, culture geographical set up, social - economic and environmental factors and how they are likely to influence enrolment in schooling institutions. What is not known is the effect the free primary education in public primary school has had on enrollment in private primary schools and what that portends in policy decision-making. This study therefore sought to establish the effect of free primary education on enrollment in private schools in Kiambu Municipality District. Specifically the study sought to determine whether free primary education has affected enrollment in private primary schools in Kiambu Municipality District. The study also sought to find out factors that influence enrolment in Private Primary Schools in FPE era and recommend strategies which Private Primary Schools should adopt to improve the quality of education. The study employed an exploratory descriptive survey design. The study was based on the systems theory. The target population included 25 heads of private primary schools and 20 heads of public schools in Kiambu Municipality District. The study employed simple random sampling technique. In total the researcher sampled 4 private primary schools out of 25 in the whole district and 4 public schools out of 20 in the whole District; this represents a 20% sample size of the target population. In data collection, questionnaires, interview schedule and document analysis were used. Data were analyzed using descriptive statistics in accordance with the research questions. In addition, Data collected were analyzed using the Statistical Package for Social Science (SPSS). The results of the data analyzed were reported by use of tables and frequency distributions. The findings of the study were: The enrollments increased in public primary schools due to the introduction of free primary education which resulted to decreased enrollments in private schools, with poor performances and congestions in public schools, enrollments increased in private schools as noted in the year 2007, Provision of physical, teaching and learning resources in public schools has not been adequately provided, the physical, teaching and learning resources in private schools are adequate, cost of education in private schools is so prohibitive and out of reach for a majority pupils in poor households, the pupil-teacher ratios has no relationship with quality of , teachers in public schools are more academically qualified than teachers in private schools, feeding programmes retain pupils in schools, good performances in private schools forced the enrollments of pupils to go up in private schools and the method of teaching had an effect on performance and the general quality of education. Recommendations are: the study recommends for government’s intervention to insulate the poor from such high costs, to reduce the unit cost of education, the private schools should increase enrollments to optimal levels, public schools should bench mark on best management skills from private schools, government to subsidize private primary education by offering grants and bursaries,
public schools should provide more physical facilities to cater for more pupils by establishing new schools, and the government should encourage the establishment of more private schools.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Over the past decade several countries in Sub-Saharan Africa have abolished primary school tuition fees typically as part of renewed attempts to resurrect their education systems, which have been in decline, and even suffering reduced enrolments after the initial growth following independence. Whereas in the eighties and early nineties cost sharing had been a policy promoted by international financial institutions such as the World Bank, the direct and indirect costs became obstacles to their attendance and continued enrolment. Has the introduction of ‘free’ primary education (FPE) turned the tables on this decline (Riddell Abby 2003).

In liberalized market economies, the private sector is playing an increasingly bigger role in the delivery of services, including education. The growing preference, world-wide, for market mechanisms (and by implication, the private sector), in the provision of education is out of the realization that on the one hand, most governments (especially in the developing world) do not have sufficient resources for the provision and maintenance, and on the other, the private sector is more efficient in resource allocation and utilization.

The importance of education is articulated clearly in Article 26 of the Universal Declaration of Human Rights (1948) that recognizes the intrinsic human value of education, underpinned by strong moral and legal foundations. Where the right to education is guaranteed, people’s access to and enjoyment of other rights such as
development is enhanced (UNESCO, 2002). The Millennium Development Goals envisage all children having access to universal primary education. The 1990 World Conference on Education for All in Jomtien, Thailand set the goal of universal primary education to be achieved by 2000. The World Education Forum in Dakar in 2000 reaffirmed and extended the Jomtien commitment, bringing a welcome emphasis on schooling quality while acknowledging that universal primary completion had not yet been reached (World Bank, 2003).

First, the skills provided by basic education, such as being able to read and write, are valuable in their own right as a fundamental outcome of development. Second, education can help displace more negative aspects of human life. For example, free and compulsory primary education will reduce child labor. Third, education has a powerful role in empowering those who suffer from multiple disadvantages. Thus women who have benefited from education may simply survive better and longer than they would otherwise.

The move to launch free primary education was laudable and is undoubtedly the boldest move by the Government in addressing the needs of those not able to afford basic education. That the programme was launched without much prior preparation is a credit to the government: it mobilized resources on an interim basis and ensured learning went on uninterrupted even before budgetary provisions were provided for the programme. In this, however, are to be found the initial problems with the free primary education programme.
Following the FPE programme, enrolment surged from about six million to about 7.9 million pupils, resulting in a gross enrolment rate of 112% compared with 87.6% in 2002 (UNESCO, 2005). The subject of Free Primary Education continues to draw mixed reactions of major stakeholders; the government, parents and the donor community. Among the people negatively affected are the poor and those from semi-arid areas. The FPE programme has been riddled by problems since its inception hence the increased enrolment rates in the private schools. These include lack of clear guidelines on admission; hence, the entry of over-aged children; lack of consultation with key stakeholders such as teachers and parents; delay in disbursement of funds; and the expanding roles of Head Teachers (Mwaniki, 2008). This has seen the private sector take advantage of the shortcomings of the public schools by offering quality education to their pupils and hence increases in private school enrolment. There are a number of factors that could have resulted in enrolment increases for both public and private primary schools: A good percentage of able parents (about 5%) transferred their pupils from public primary schools to private ones on account of the deteriorating quality of education in public primary schools (Musinguzi, 2007).

It is now an acceptable fact that the Government alone cannot provide all the educational services required nationally in Kenya partly due to the limited Government resources. In fact the Government has acknowledged facing a dilemma in formulating a policy for resource allocation in education and training. The Ministry of Education(1998)states; “on the one hand there will be no real additional resources allocated to education and training
and on the other hand Government is committed to increasing access to education and training opportunities and setting more manageable costs to households.” This acknowledgement underlies the need to promote alternative avenues for provision of education. Enhancement of the role of the private sector in education entails the establishment of a policy that empowers the private sector and consumers of public service as stakeholders in education. This policy must also aim at creating and sustaining an environment that promotes the investment of private sector resources in education (Bishop, 1994).

Figure 1.1: Private Primary School Enrolment, 1999 – 2006

As shown in figure 1, enrolment in private schools increased from 187,966 in 1999 to 260,169 in 2005 and to 1.1 million in 2010. This increase is as a result of congested classes, lack of teaching staff and learning materials to mention but a few.
1.2 Statement of the Problem

The Government of Kenya seems to have concentrated more on the provision of quantity than quality education following its introduction of Free Primary Education in 2003. Several studies (Wako, 1995; Sifuna, 2003; EYC, 2003) have shown that Kenya has in the last three years been allocating approximately between 30% and 40% of her national income to education. Of this allocation, 53% is earmarked for primary education, of which 97% of these funds have been 'directed towards the payment of teachers' salaries (Saitoti, 2003:143). This has shown that the provision of other educational resources such as textbooks has not been given adequate attention.

Following the introduction of FPE, education quality has gone down in Public Schools due to large number of pupils in classes that made it difficult for the teachers to provide attention to all learners. Teacher shortage and enrolment of over-age learners are cited as other factors that have affected quality education in public primary schools. Teachers no longer give adequate assignments to the pupils because they cannot cope with the marking and teaching workload. This state of events has led to many parents seeking alternative education. The private sector comes in very handy because of their ability to offer quality education and therefore an alternative to the public school system.

Although the Public primary school net enrolment has recorded a massive increase during the three years (112% in 2003 compared to 87.6% in 2002), the private schools have also recorded increases in their enrolment averaging 5% during the same period of time (UNESCO, 2005). The best performing private schools charging moderate school fees
recorded an amazing 30% increase in their enrolment and had even had to turn away some applicants due to limited space (Mwaniki, 2008).

1.3 Purpose of the Study

The main purpose of this study was to establish the effect of free primary education on enrollment in private schools.

1.4 Objectives of the Study

The study was based on the following specific objectives:

(i) To analyze the enrolments of pupils in public and private primary schools in the years 1999-2010.

(ii) To find out whether free primary education has affected enrollment in private primary schools.

(iii) To establish the factors that influence/affect enrollment in private primary schools in FPE era.

(iv) To recommend strategies which private primary schools should deal with to improve the enrollments

1.5 Research Questions

The study was guided by the following research questions;

(i) How does the enrollments in primary and public primary compare in the years 1999-2010?
(ii) What change has accompanied enrollment in private primary schools following the implementation of free primary education?

(iii) What factors influence enrollment in private primary schools in FPE era?

(iv) What strategies can be adopted to improve the quality of education?

1.6 Significance of the Study

The study will be of benefit to Educational planners and policy makers. Educational policy makers must take into account the effect of factors such as tuition, uniform, culture geographical set up, social - economic and environmental factors and how they are likely to influence enrolment in schooling institutions. Scholars will also benefit from the study for it will contribute to the existing body of knowledge on role of the private sector in provision of education.

Furthermore the study will lay down the factors affecting choice of private primary schools which the Government can use to re-model and improve quality of education in public primary schools.

1.7 Limitations and Delimitations of the Study

The study findings applied to all primary schools in all urban districts in Kenya and also to the districts in less developed areas where the socio economic characteristics are similar to those in the study district. The same may not be the case to rural districts or even developed areas where significantly different factors influence consumer choice and
that the difference between private and public schools in terms of learning resources may be negligible in the entire country.

1.8 Assumptions of the Study

The study was modeled on the following assumptions:

i) That the study respondents will be willing to participate in the study.

ii) That the participating School Heads will provide the correct statistics on enrolment for four years before and four after introduction of FPE.

iii) Enrolment in private primary schools increased as a result of implementation of Free Primary Education (FPE).

iv) Performance in public primary schools deteriorated as a result of FPE.

1.9 Theoretical Framework for the Study

This study was based on the systems theory, systems approach and systems thinking.

a) Systems Theory - Systems Approach and Systems Thinking

Systems theory emphasizes that real education systems are open to, and interact with, their environments, and those they can acquire qualitatively new properties through emergence, resulting in continuing evolution (Banathy, 1996). It aims to specify possible courses of reactions and actions, together with their risks, costs and benefits. Four major concepts underlie the systems approach:
i) **Specialization**: An education system will be divided into smaller components allowing more specialized concentration on each component.

ii) **Grouping**: To avoid generating greater complexity with increasing specialization, it becomes necessary to group related disciplines or sub-disciplines.

iii) **Coordination**: As the components and sub-components of the education sector are grouped, it is necessary to coordinate the interactions among groups for efficiency.

iv) **Emergent Properties**: Dividing the education sector into subsystems, requires recognizing why the system as a whole is greater than the sum of its parts. Therefore to maintain increased enrolment in private schools we must not only concentrate on good examination results but on an all round conducive learning atmosphere inclusive of co-curricular activities.

Systems approach, developed independently of systems theory, applies systems principles to aid education decision-makers with problems of identifying, reconstructing, optimizing, and controlling the education sector, while taking into account multiple objectives, constraints and resources (Banathy, 2000).

System thinking is a mental model that promotes the belief that the component parts of a system will act differently when isolated from its environment or other parts of the system, and argues against Descartes’ Reductionist view. This is shown clearly whereby the private sector has been able to give quality education where the government has failed. Most of these entrepreneurs had been board of governors, committee members in
public schools and still hold the notion that quality education and good results is unattainable. But on establishing their own schools they had to prove quality education is attainable and hence increases enrolment in their schools. It includes viewing systems in a holistic manner, rather than through purely reductionist techniques.

Systems thinking acts as both an incentive and the means to integrating learning disciplines, once they have come into practice. Systems’ thinking is therefore the cornerstone by which learning organizations are able to think innovatively about their world (Senge, 1990).

In a competitive advantage, gaining means upgrading the organization of work, to match or surpass the competition. This implies developing schools with the capacity to perpetually upgrade their performance. Private schools have continued upgrading themselves and thereby increasing their enrolment.
1.1 Conceptual Framework

The study adopted the following conceptual framework.

*Fig. 1.2: Conceptual Framework*

Independent variables:  
- Tuition Fee  
- Teaching and Learning  
- Physical Facilities  
- Pupil-Teacher Ratio  
- KCPE Performance

Dependent variable:  
- Enrolment in Private Primary Schools

*Source: Researcher’s, 2011*

The study was modeled on the above conceptual framework that sought to inter-relate the major variables of the study. For example, the framework shows that enrolment in private
primary schools is determined by a wide range of factors that include; advent of free primary education, teaching and learning facilities, availability of physical facilities, tuition fee, and KCPE performance as well as the ratio of teacher-to-student in a classroom setting. What this means is that changes in any of the independent variables was as result in directional change in enrollment in private primary schools. Further, it was expected that changes in these independent variables had a combined effect on enrollment in private primary schools.

1.11 Operational Definition of Terms

The following terms are used in this study to carry or convey the meaning shown:

**Availability** - A situation whereby educational resource materials are being able to be obtained, acquired, seen or found easily in or around the school.

**Liberalized education system** - Enhanced autonomy for education service providers coupled with controls and supervision to enhance responsibility, and accountability towards compliance with the national philosophy and goals of education.

**Performance** - Manner or quality of functioning at KCPE level.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter contains literature review on the role of education in national development, policies on universal primary education, education for all and free primary education. It also reviews literature on the factors that affect enrollment in private schools as well as the role of performance in KCPE in determining enrollment in private primary schools.

2.2 Importance of Education for All in National Development

The importance of education is articulated clearly in Article 26 of the Universal Declaration of Human Rights (1948). This recognizes the intrinsic human value of education, underpinned by strong moral and legal foundations. Where the right of education is guaranteed, people’s access to and enjoyment of other rights such as development is enhanced (UNESCO, 2002).

First, the skills provided by basic education, such as being able to read and write, are valuable in their own right, as a fundamental outcome of development. Second, education can help displace more negative aspects of human life. For example, free and compulsory primary education will reduce child labor. Third, education has a powerful role in empowering those who suffer from multiple disadvantages. Thus women who have benefited from education may simply survive better and longer than they would otherwise.
Rogers and Ruchlin (1991), lists four broad benefits attributed to education. They are:

   a) Direct financial returns;
   b) Financial options;
   c) Hedging options; and
   d) Non-market returns.

The above benefits are primarily of a private nature since individuals reap most, if not all, of the economic returns.

Direct financial returns stem from the positive correlation that most researchers find between educational attainment and earnings (Ibid). Although part of this financial reward is undoubtedly due to ability, ambition, and a host of social-economic variables, no researcher has denied the positive role played by education (Ibid).

Financial options refer to the fact that each level of education prior to the highest achievable level provides an individual with the opportunity (the option) of acquiring yet additional education and reaping extra benefits attached to that education (UNESCO, 2005).

Education further provides a hedging option by increasing the probability that an individual will be able to adapt to the effects of technological change, either by remaining at a job and utilizing more sophisticated equipment or adapting to an entirely different job. Non-market returns result from all the do-it yourself type of work that a person can
perform as a result of his education. Filling one’s own income tax returns and helping one’s children with their homework are but two examples of such non-market activity.

Weisbrod (1998), enumerates three benefits that are primarily social because society reaps the benefits of individual’s education. As those benefits are external to the individual (they are not captured primarily by him), they are known as external benefits or externalities (Weisbrod, 1998). First, residence-related benefits stemming from the physical juxtaposition of the beneficiaries and the educated individual consists of several types: those accruable to the current family and the future family of the individual; those reaped by the individual neighbors; and those accruing to taxpayers at large (UNESCO, 2000).

Employment-related benefits refer to the effects of the educated individual on the overall productivity of his colleagues, in situations where production involves co-operative effort (Bishop, 1994).

Societal benefits stem from the fact that literacy is a prime requisite for an intelligent citizenry, for a smooth organization of economic activity and for economic growth (Rogers et al, 1991). Furthermore, education reduces the financial burden on society by minimizing the need for corrective and welfare services (Weisbrod, 1998).

Despite a range of methodological problems, there is a compelling body of international evidence that schooling improves productivity in rural and urban self-employment
Many of these benefits stem from literacy, which requires a minimum of five to six years of the full time primary education of good quality (UNESCO, 2000). Good primary education also has a positive impact on lower fertility rates, better diets and the earlier and more effective diagnosis of illness (Wako, 1995).

This micro-level evidence reveals the interconnections between the constituent parts of human development and makes a compelling contribution to the case for investing in education (Rogers etal, 1991). In addition, a new generation of economic growth models gives human resources a central position in increasing development returns (Weisbrod, 1998).

Defined in this way, education that is universal, attained by all, regardless of class or caste or gender, has a powerful impact in addressing social and economic barriers within a society and is central to realizing national development (Wako, 1995).

2.3 Programmes and Legal Framework that Enhance Access to Free Primary Education in Kenya

The launching of the free primary education programme in January 2003 by NARC (National Rainbow Coalition) was a landmark policy decision by the new Government. It even made serious its commitments by increasing the education budget by 17.4% to ksh.79.4 billion, with Ksh.5.6 billion specifically allocated to the Free Primary Education (FPE) programme (Elimu Yetu Coalition (EYC), 2003). As of June 2003, the Government had disbursed a total of Ksh.4.6 billion, with the first tranche of Ksh.519
million to the over 17,000 primary schools in January followed by two disbursements of Ksh.3 billion in April and 1 billion in June (Aduda, 2003).

The Government also gave Ksh.300 million for administration and inspection, with each District getting Ksh.2 million. Disbursements was made on the basis of enrolment levels (EYC, 2003).

The manner in which the Government has administered the programme is also commendable and is a clear break from the past especially with the allocation of Ksh.300 million for administering and monitoring the progress of implementation (UNESCO, 2005). The donor community has received the FPE policy with equal enthusiasm and has been quick to come to the aid of the Government. The World Bank gave a grant of Ksh.3.7 billion in June, 2003 while the British Government through the Department for International Development (DFID) had earlier given a grant of Ksh.1.6 billion to boost the programme (Aduda, 2003). Other donors include the organization of Oil Petroleum Exporting Countries (OPEC) (1.2 billion), the Government of Sweden (430 million) and UNICEF (250 million) (Daily Nation, July 10 2003. p. 5).

Granted, successful implementation of the programme could be hampered not just by logistical problems as seen in January but by the commitment of teachers who have been grumbling over unfulfilled promises of salary increments negotiated in 1997. The Government allocated an additional Ksh.4.2 billion for the second phase of the teachers’ salary award.
Two policy measures stand out in the government’s efforts to achieve universal primary education. The FPE policy and the children’s Act are crucial in providing legal backing for the enrolment and the FPE for reducing costs. The Government is therefore on the right track and needs to be supported. However, two concerns remain and should urgently be addressed (EYC, 2003). First, data shows that despite the FPE policy about 1.9 million children are engaged in child labour (Aduda, 2003). Out of this, 1.3 million of them are completely out of school, with the rest combining work and some form of education (Mwaniki, 2003). It will call for stringent measures to be taken on parents and respective employers to ensure that all eligible children are enrolled in school.

The Children’s Act should be a veritable instrument in ensuring the success of such drives. The second concern relates to providing secondary school places for children who graduate from primary schools. The increase in the number of pupils completing primary education is therefore likely to cause a serious strain on educational places. The Government should therefore move with speed to address this problem, which, if not tackled, will water down the gains made from the FPE programme.

Commendable as the policy is, the government should learn from the experiences of other countries that have produced similar policies aimed at enhancing the achievement of Universal Primary Education (UPE). In neighbouring Uganda, the drive to achieve UPE, with all the free primary education in place, is seriously threatened by poor pay, lack of housing for teachers while the quality of education is seriously in doubt given that there are classes with as many as over 100 pupils, while the failure to recruit more teachers has
resulted in pupil -teacher ratios of 300:1 in some areas (Musinguzi, 2007). These are the pitfalls that the Government had better take note of and introduce corrective measures before they crop up.

2.4 Factors that Affect Success and/or Implementation of Free Primary Education or Universal Primary Education

Every child has a right to education. The Children’s Act, which came into the force on 1st March 2002, puts this responsibility on the Kenya Government and parents. The Act, spells out the rights of all children and recognizes that education is a human right that every child must enjoy and has to be protected by law.

The NARC Government introduction of Free Primary Education (FPE) is a commitment to realize Universal Primary education (UPE) by 2005 and Education For All (EFA) by 2015. Launched by the Minister for Education on 6th January 2003, FPE is a response to the world conference on Education for All, held in Jomtien, Thailand in 1990 and the World Education Forum, held in Dakar-Senegal in 2000. The Government of Kenya, having accepted and signed the recommendations of these two international meetings, considers the attainment of UPE as a development strategy.

The following factors have influenced the implementation of FPE in Kenya. They include:
2.4.1 Inadequate Provision of Learning Materials – textbooks

In a study conducted by UNESCO (2005), most of the 162 sample schools visited had received FPE grants, ordered and received instructional materials as per the Ministry of Education, Science and Technology (MOEST) guidelines. However it was noted that the FPE grants disbursements were not done on time as most schools started receiving the funds either in second or third term, implying that most schools had limited or no access to textbooks in first term, 2003.

Sifuna (2003), noted that due to the recent curriculum review, schools had mainly procured the new textbooks for classes 1 and 5 and class 8 (which is an examination class), thereby rendering it inadequately prepared for the exams.

UNESCO (2004) also noted that teachers wasted a lot of time on procurement procedures of textbooks and recommended a central professional body at district or provincial level to oversee the activities. The procured books were also grossly inadequate compared to the student ratio as shown in the figure below from sampled schools in the country (UNESCO, 2003).
2.4.2 Teacher to Student Ratio and Class Size

As a result of the free primary education between the years 2003 and 2004 the student’s population rose by almost 40% (UNESCO, 2005). During the same period of time the Government increased the number of teachers by merely 6%, which was grossly inadequate compared to the number of students in class (World Bank, 2004). This has led to a poor learning environment whereby one teacher is responsible for teaching 50 - 100 students in a 40 minutes class lesson compared to the recommended average of 25 pupils as shown in the table below (UNESCO, 2005).
According to (Boy, 2006) over enrolment has caused poor performance in Public Primary Schools in Kenya. This is evident from the comparison by the Kenya National Examination Council results for 2008 and 2009 as presented below. The reality of teachers trying to teach over 100 pupils has become too common in public schools and has raised concern about academic standards and therefore questions the effectiveness of public schools.

Table 2.1: Summary of Candidates in Top 100 Positions in Public and Private Primary Schools In Selected Provinces In Kenya

<table>
<thead>
<tr>
<th>Province</th>
<th>No. of Candidates in Public Schools</th>
<th>No. of Candidates in Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast</td>
<td>20</td>
<td>93</td>
</tr>
<tr>
<td>Central</td>
<td>17</td>
<td>101</td>
</tr>
<tr>
<td>Nairobi</td>
<td>16</td>
<td>97</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>29</td>
<td>101</td>
</tr>
<tr>
<td>Western</td>
<td>57</td>
<td>66</td>
</tr>
<tr>
<td>Nyanza</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td>Eastern</td>
<td>29</td>
<td>94</td>
</tr>
</tbody>
</table>

Source: KNEC Examinations 2007
A comparison of the examination results released by the Kenya Examination Council for the year 2007 and 2006 respectively clearly reveals that public primary schools have continued to perform poorly academically as compared to their private counterparts.

The problem of high student teacher ratio is not unique to Kenya. When Uganda established the free primary education in 1997, they increased training and recruitment of teachers (Vreede, 2003).

Since the inception of Free primary Education enrolment in Primary Schools has risen from 5.9 Million in 2003 to 9.4Million in 2010, an increase of 30.6%. This translates to an annual increase of 3.8% over the last 8 years. In 2010, the enrolment in public and private schools was 8.3Million and 1.1Million respectively.

Table 2.2: Number of Teachers by Gender and Pupil Enrolment by Sample Districts
<table>
<thead>
<tr>
<th>District</th>
<th>Male teachers</th>
<th>Female teachers</th>
<th>Total</th>
<th>Pupil enrolment</th>
<th>Pupil teacher ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kajiado</td>
<td>46</td>
<td>113</td>
<td>169</td>
<td>11,715</td>
<td>1:88</td>
</tr>
<tr>
<td>Nairobi</td>
<td>53</td>
<td>362</td>
<td>417</td>
<td>18,071</td>
<td>1:62</td>
</tr>
<tr>
<td>Mwingi</td>
<td>70</td>
<td>91</td>
<td>172</td>
<td>6,966</td>
<td>1:58</td>
</tr>
<tr>
<td>Gucha</td>
<td>104</td>
<td>73</td>
<td>187</td>
<td>6,732</td>
<td>1:58</td>
</tr>
<tr>
<td>Kisumu</td>
<td>83</td>
<td>81</td>
<td>173</td>
<td>8,113</td>
<td>1:64</td>
</tr>
<tr>
<td>Kwale</td>
<td>94</td>
<td>115</td>
<td>278</td>
<td>12,220</td>
<td>1:62</td>
</tr>
<tr>
<td>Thika</td>
<td>83</td>
<td>100</td>
<td>182</td>
<td>7,962</td>
<td>1:61</td>
</tr>
<tr>
<td>Embu</td>
<td>69</td>
<td>209</td>
<td>288</td>
<td>8,913</td>
<td>1:49</td>
</tr>
<tr>
<td>Kericho</td>
<td>109</td>
<td>65</td>
<td>170</td>
<td>7,664</td>
<td>1:62</td>
</tr>
<tr>
<td>Total</td>
<td>701</td>
<td>1,210</td>
<td>1,946</td>
<td>88,356</td>
<td>1:56</td>
</tr>
</tbody>
</table>

Source: UNESCO (2005)

Table 2.3: Primary School Enrolment by Standard 2006 – 2010

<table>
<thead>
<tr>
<th>Class</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1231.3</td>
<td>1312.1</td>
<td>1316.1</td>
<td>1326.6</td>
<td>1468.5</td>
</tr>
<tr>
<td>2</td>
<td>1199.9</td>
<td>1216.3</td>
<td>1228.5</td>
<td>1289.9</td>
<td>1336.0</td>
</tr>
<tr>
<td>3</td>
<td>1122.2</td>
<td>1188.3</td>
<td>1180.6</td>
<td>1143.0</td>
<td>1250.8</td>
</tr>
<tr>
<td>4</td>
<td>1010.5</td>
<td>1093.8</td>
<td>1171.4</td>
<td>1149.7</td>
<td>1241.8</td>
</tr>
<tr>
<td>5</td>
<td>908.8</td>
<td>999.2</td>
<td>1082.0</td>
<td>1136.0</td>
<td>1167.6</td>
</tr>
<tr>
<td>6</td>
<td>848.7</td>
<td>908.4</td>
<td>979.5</td>
<td>1035.1</td>
<td>1120.1</td>
</tr>
<tr>
<td>7</td>
<td>785.8</td>
<td>831.0</td>
<td>903.8</td>
<td>954.1</td>
<td>1054.7</td>
</tr>
<tr>
<td>8</td>
<td>635.8</td>
<td>704.8</td>
<td>671.9</td>
<td>727.1</td>
<td>741.5</td>
</tr>
<tr>
<td>Total</td>
<td>7,742.2</td>
<td>8,253.8</td>
<td>8,563.8</td>
<td>8,831.4</td>
<td>9,381.2</td>
</tr>
</tbody>
</table>

Source: Ministry of Education

2.4.3 Overstretching of Physical Facilities in Schools

An analysis conducted by UNESCO (2005) indicates that a quarter of the sampled schools had a clean compound with ample space. But as a result of the FPE, the results indicate that a majority (60%) of public primary schools are crowded; with untidy compounds.

EYC (2003), established that generally, there were a range of classrooms in the schools visited; permanent, semi-permanent and mud-walled classes. In worst cases, which were common, pupils learn under trees because there are no classrooms. Lessons conducted
under trees are subject to weather conditions. For instance, lessons have to stop when it rains or when is too windy. Concentration is also difficult because of many distractions in open spaces (UNESCO, 2005). Overall, most schools do not have adequate classrooms to accommodate the large number of pupils enrolled under FPE.

Slightly less than half of the schools had poor visibility in the classrooms and the situation was worse in lower primary schools (EYC, 2003). Majority of the schools showed a noticeable variation in learning space and had poor acoustics (UNESCO, 2005). A large variation existed in the distribution of furniture where most of the lower grades in the majority of schools in Malawi had inadequate furniture suitable for both age and body size (UNESCO, 2002). The poor condition in provision of adequate furniture, visible chalkboards and visual aids can impact negatively on the pupils learning outcomes.

### 2.4.4 Age Specific Data

Following introduction of free primary education, the new entrants in class 1 in 2004 represented only 29.6% of the expected age group (UNESCO, 2005). This represents a 24.3% decline as shown in table 1. It is critical to note the proportion of pupils who were average for their grades – they constituted 11.6 per cent of the total enrolment (UNESCO, 2005). Within this group are pupils who should be in the fourth form of secondary education or in post-secondary institutions.
In a clear analysis in figure 2, it reveals that only a quarter of the pupils are actually in a grade that is suitable for their age, while 44 per cent are over-age for grade by two or more years (UNESCO, 2005).

Table 2.4: Distribution of Primary School pupils by age by grade in Sample Schools, 2004.

Expected Age for Grade and Over-Aged for Grade.

<table>
<thead>
<tr>
<th>Age for grade</th>
<th>Class</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td></td>
<td>29.6</td>
<td>53.9</td>
<td>14.6</td>
<td>19.3</td>
<td>19.9</td>
<td>20.0</td>
<td>15.2</td>
<td>22.5</td>
<td>24.8</td>
</tr>
<tr>
<td>1 + year</td>
<td></td>
<td>34.2</td>
<td>16.3</td>
<td>50.6</td>
<td>29.6</td>
<td>28.3</td>
<td>29.6</td>
<td>26.2</td>
<td>34.6</td>
<td>31.8</td>
</tr>
<tr>
<td>2-3 + years</td>
<td></td>
<td>25.0</td>
<td>19.0</td>
<td>21.9</td>
<td>34.8</td>
<td>36.5</td>
<td>38.9</td>
<td>49.8</td>
<td>38.9</td>
<td>31.8</td>
</tr>
<tr>
<td>&gt;=4 years</td>
<td></td>
<td>11.2</td>
<td>10.7</td>
<td>12.8</td>
<td>16.3</td>
<td>15.4</td>
<td>11.5</td>
<td>8.9</td>
<td>3.9</td>
<td>11.6</td>
</tr>
<tr>
<td>Column Total</td>
<td></td>
<td>100</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note: official entry age at class 1 is 6 years

Source: UNESCO (2005)

Figure 2.3: Distribution of pupils by expected age for grade.
This has a negative impact on their learning achievement. Among others, teachers indicate that the over-age pupils didn’t participate in classroom activities like asking or answering questions or reading aloud for fear of exposing their weaknesses; yet classroom participation is part of the learning process and enhances achievement (Aduda, 2003). Moreover, some of them were indisciplined and bullied younger pupils, especially the bright ones who they considered a threat (EYC, 2003).

Therefore it is recommended that the Government must develop FPE policy that clearly defines what FPE is all about; it should give direction on access, quality assurance, retention, completion strategies and admission criteria. It is also proposed that the FPE programme should be implemented within the broader Education for All (EFA) framework, which provides a holistic approach to education provision.
2.5 The role of Private Schools in Provision of Education for All

Many governments are committed to implementing education goals, including Universal Primary Education (UPE). However, most governments especially in developing countries are faced by resource constraints (KIPPRA Discussion Paper No. 76, December, 2007). The launching of the universal primary education in Nigeria in September, 1976, led to an explosion in primary enrollment making it very difficult for the Government to offer the needed funds (Bray, 1981). In instances where public expenditure on education is inadequate due to resource constraints, significant expansion in education may pose a great challenge to public education financing. In this case, there is need for the private sector to complement Government efforts in providing education (Sasole, 1999).

The private sector was the initiator of formal education in Kenya. The Church Missionary Society established the first formal school in Kenya in 1846. As a result of strong partnership between religious organizations and Government, the number of private schools and enrolment has equally increased over time (Government of Kenya, 2003 b). Following renewed national commitment to education through UPE and EFA goals since the 1990s, the private sector has expanded to include individuals, non-governmental organizations, private companies and others.

Although enrolment in both public and private primary schools has increased substantially in the recent past, a substantial number of school age pupils are still not in
school. On the other hand, although some of the pupils (under category of private schools) could be enrolled in non-formal schools (NFS), some of these schools lack infrastructure, qualified teachers and learning materials/teaching equipment. The non-formal schools are commonly found in major urban towns (Government of Kenya, 2003b) and arid and semi-arid lands, and are managed by communities, individuals, religious organizations and NGOs.

It is now an acceptable fact that the government alone cannot provide all the educational services required nationally in Kenya partly due to the limited government resources. In fact the Government acknowledged facing a dilemma in formulating a policy for resource allocation in education and training: 1997 – 2010 (1998), the Ministry of Education states; “on the one hand there will be no real additional resources allocated to education and training and on the other hand Government is committed to increasing access to education and training opportunities and setting more manageable costs to households.” This acknowledgement underlies the need to promote alternative avenues for success of education.

To enhance the role of the private sector in education, entails the establishment of a policy that empowers the private sector and consumers of public service, as stakeholders in education. This policy must also aim at creating and sustaining an environment that promotes the investment of private sector resources in education (Bishop, 1994).
It has been observed that, currently, the private sector is on the periphery with regard to education policy formulation, planning and management. In Kenya, the full potential of the private sector is not being fully exploited; as a result, the country is missing out on the full benefits of the synergies that would be generated through the forging of a complete partnership between the government and the private sector in the provision of Education (Aduda, 2003).

It’s therefore recommended that the various groups that make up the private sector be represented in all the national education policy making, planning, and regulatory organs, and that such representation be provided for in law.

As a provider of education and training services, the private sector has an obligation to ensure that high quality and relevance are maintained. The private sector has to be held accountable for meeting this expectation. The Ominde report recommended that private educational institutions be required to comply with the provisions and regulations governing the establishment and management of educational institutions in order to maintain high standards of education and training. As a result it’s recommended that the following measures should be put in place:

i) The pertinent categories of the private sector be represented in the examination boards of all related education and training bodies, and that such representation be provided for in law.

ii) Sitting of examinations offered by foreign examination bodies be entirely voluntary, and that, except for examinations required through international
conventions (such as IATA). It be made illegal for any educational and training institution in Kenya to compel its students to take an examination offered by a foreign examination (UNESCO, 2005).

The private sector has the capacity to contribute substantially in all forms of educational processes both in public and private institutions. The private sector is particularly important in providing industrial experience. In this regard, the Kamunge report (1988) recommended that modalities be worked out for trainees to gain industrial experience through a formalized industrialized attachment for both employer sponsored and self-sponsored students. In particular, industrial and business organizations should be encouraged to provide opportunities for industrial attachment for self-sponsored students. The commission observed that, whereas the private sector is reasonably involved in most of these processes within the sector itself, there is room for enhancing linkages within public institutions and organizations.

Therefore it’s recommended that the private sector be represented in all organizations and commissions, committees and task forces charged with the responsibility of curriculum development and training (Aduda, 2003).

Private sector contribution in research and development has primarily been restricted to in-house, and concentrated on Agriculture and Livestock. Although there has been collaboration in research and development between education and training institutions
such as the Universities and research institutions, on the one hand, and education and private sector, on the other, this collaboration has been limited (UNESCO, 2005).

The Government should therefore provide tax incentives to those private enterprises that collaborate with and fund bona fide education, training and research institutions and further strengthen intellectual property rights.

The private sector has been contributing to investment in buildings, roads, power supply, water and telecommunications to support education and training in both public and private education and training institutions. However, it must be acknowledged that provision of quality education and training infrastructure is an expensive undertaking. Because of this, such institutions are forced to charge high fees, and in addition, only entrepreneurs and organizations with vast resources can set up such institutions. In addition, they have to pay income taxes at the same rate as other businesses (World Bank, 2004).

It is believed that entry of more players in the industry is bound to be an important factor in lowering school fees charged by private education institutions (Sifuna, 2003). This will, in turn, increase access to education.

The Government should therefore form a special educational infrastructure lease scheme to enable the private sector to invest in educational facilities for lease by other providers. In addition, tax exemptions on bona fide educational and training equipment and learning
materials by bona fide education and training institutions that pay income tax (UNESCO, 2004).

Therefore several measures need to be taken with regard to private providers of education if private schools are to play an effective role in facilitating the achievement of Universal Primary Education and Education for All. These schools, especially the elite ones, have been inaccessible to most people because of the high fees charged. It is therefore necessary to set minimum standard fees that these private schools charge. Currently, because of lack of regulations, private schools offer facilities that are indeed luxurious and which are not directly related to education. In turn, they charge exorbitant fees for some of the services, facilities and food, which pupils can well do without.

Therefore, a policy that nurtures the involvement of the private sector is not only necessary, but also desirable.

2.6 Factors that Affect Choice of Enrolment in Private Schools

It’s no wonder that in a developing country like Kenya the conceptualization of the term school or education efficiency should take a process perspective as opposed to an outcome perspective. Thus, there is need to look deeply on the issue of “at what cost” does a parent meet the objectives of educating a child. As opposed to efficiency in national examinations only as school efficiency has to be pegged on how education as a system operates to meet its objectives; this is what we call a ‘holistic operation’ (Saitoti, 2003)
From a process perspective, some pertinent questions arise: What is the educational level of the parents?; What is the economic class of the family?; and what are the expectations of the parents to their child’s academic achievements?

Parents’ may also want to have answers to the following questions (Musinuzi, 2007): What educational Policies are in existence in a certain school? How are they implemented? How is school operating to meet the objectives of my child’s education? How many learners are catered for? What are the costs of learning? How are learners coping with the system – who repeat classes, who drop out of the system and who completes school? Are there constraints which affect learners’ active participation? What are the pupil-teacher ratios? How are pupils performing in school? What is the recent performance trend in the school? Answers to these questions are critical as they would indicate the type of choice a parent finally makes. The more favourable to stake-holders the answers are, the more likely a positive choice will be made.

Kenya's education has been very competitive in recent years. For many years, the country experienced a situation where many children could not get access to education at all levels; pre-school, primary, secondary and tertiary.

Due to the high demand and the acute shortage of places, competition during national examinations has almost become a matter of life and death (Musinguzu, 2003). To help meet this need, private investors have come in to establish schools to ease the pressure on
public schools. But unlike public schools, the private ones are managed differently, the focus being on producing quality results. They have relatively better facilities and are able to pay their teachers better.

The aforementioned has resulted to massive demand for private education as one is partly guaranteed of quality education compared to the public schools where quality continues deteriorating. There has been insufficient literature concerning this topic and the few have not answered the question: Do students from private schools perform poorly in comparison with those from public schools when they enter public secondary schools? If so, it has not established the causes or made proposals to remedy the situation.

2.7 Performance in National Examinations by both Public and Private Schools

The teachers and parents emphasis on examination results as an index of school efficiency is an indication of the existing policy and philosophy gap in education. The emphasis reflects the reality of a situation, in which parents are indifferent to curriculum, but are concerned with the steps schools and teachers take to improve children’s good performance in the KCPE. Similarly, the Ministry of Education and the politicians send direct or indirect signals to schools that children must pass this examination as a sign of a school’s efficiency or quality. This message is implicitly amplified by the mass media hype when they publish KCPE and highlight the schools, which have performed well. That the number of secondary schools is limited and that admission to them is based on the KCPE results exert pressure on schools’ management committees, children and parents to ensure that schools excel in the national examinations. In a nutshell, unlike the
curriculum centered professional educators who are likely to perceive the curriculum as an instrument in which a given social reality is constructed, teachers and parents are impressed by how their children perform in national examinations.

Given these factors, the private schools have come to out-perform the public ones in national examinations, especially at the Kenya Certificate of Primary Education (KCPE) level. Private schools have become a permanent feature of the country’s education system, and have tended to offer stiff competition to public schools. It is this good performance that has caused a lot of concern at the Ministry and among some stakeholders.

In the year 2009, private primary schools scooped more than 75% of the country’s best 100 primary schools, (Daily Nation, 3rd Feb, p.5 2010). Only a few public primary schools have been able to put up with the pressure from the ‘academies’; nearly all of them have a history of excellence from the past even before the private sector ventured into education (Daily Nation, 3rd Feb, p.2 2010).

2.8 Free Primary Education, Studies from Kenya

A study carried out by Elimu Yetu Coalition (2003) entitled ‘reform agenda for education sector in Kenya’ found out that 25% of primary-age-going schools were not attending school because of lack of school fees. The study found out that free primary education could be one of the channels for increasing enrolment and access to universal primary
school education. However, the study did not go further to find out the role of private investors in enhancing access to primary school education.

Musinguzi (2007) carried out a study on ‘challenges facing the private sector in provision of education’ and found out that the private sector has an important role to play in the provision of education in Kenya and that the Government must step in and support the private sector in its quest of providing universal primary education. However, Musinguzi did not delve into how FPE has affected enrolment in private primary schools. In addition, his study was broad and encompassed all private investors in education from primary to tertiary level. This study seeks to fill the apparent gap in the literature.

Mwaniki (2003) in his study ‘government paces in on Free Primary Education programme’ lauded the Government’s move of introducing free primary education. This study found out that the Government had increased enrolment in primary education by up to 15% as a result of Free Primary Education. Mwaniki identified the following as the main challenges facing implementation of free primary education: inadequate learning materials such as textbooks, high teacher-pupil ratio and overstretched facilities such as classrooms. As part of his suggestions for further study, Mwaniki recommended that a study be carried out to establish the effect of Free Primary Education (FPE) programme in enrolment in private primary schools. This study sought to do exactly that.

Keunne (2003) carries out a study on the enrolment number of pupils in the private schools before and after 2003. The results show that many schools in Kibera are growing increasingly in terms of pupils’ enrolments. Some of these schools like Dagoretti (School A) started in 1999 with a total of 45 pupils and they were able to enroll up to 500 pupils.
Another typical example is the Amaf School which started in 2003, the year of the introduction of Free Primary Education with a total of 15 pupils and which is able to enroll 600 pupils. Therefore, even though there is ‘free’ government education on outskirts of Kibera, parents still chose to pay fees in private schools. The rejection of government system is attributed to the quality of teaching, teachers’ attention and congestion in the classrooms among other reasons.

2.9 Summary

This chapter reviewed literature on FPE programme, its origin, effect on students, community, and national development, and impact of FPE programme on enrolment levels in primary schools. Statistics on pupil enrolment from 2003 to date have shown that FPE programme is healing an epidemic that had reached alarming proportions and continues to spread – illiteracy rate. Literature on attempts to successfully implement FPE programme in Kenya, challenges of the implementation have also been reviewed.

It has also been noted that the private sector plays a significant role as a partner in the provision and financing of education. In fact, increasing private sector involvement strengthens the capacity of the entire education sector. This happens most often when excess demand in poor and rural areas is met by the private community or NGO-managed schools. The need to appreciate and demand for private education has largely been driven by one trend - The increasing recognition of the value of education by individuals, families. The business sector and the society as a whole has led to a demand for higher quality in all components of education and a great willingness to pay for education.
A gap in literature has however been noted as regards the effect that the introduction of free primary education in public primary schools has had in urban private primary schools in Kiambu and Kenya in general.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology to be employed in carrying out the study on the effect of free primary education on enrollment in private primary schools. The chapter starts by describing the study design, target population, sampling for the study and data collection instruments and procedures. And finally, the chapter describes how the data collected were analyzed.

3.2 Research Design

The research design adopted in the study was a descriptive survey. According to Lockesh (1984), descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered, Verma and Beard (1981) assert that surveys provide information about population variables, for instance when data on pupils’ or teachers’ opinion on a variety of educational issues are sought. The descriptive survey is the most appropriate for this study because in the study, the researcher collected information on the state of affairs in the private schools, without manipulating any variables.
3.3 Location of the Study

The study was carried out in Kiambu Municipality District of Kiambu County, Kenya. Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be one that permits instant rapport with the informants. Kiambu Municipality District is chosen because it is accessible to the researcher.

3.4 Target Population

The target population for the study comprised of twenty five (25) private schools and twenty (20) public primary schools. The population of respondents was four Heads of private schools; four Heads of four public schools; and three District Education Officials.

3.5 Sample and Sampling Techniques

The Head Teachers of the private primary schools and public primary schools were the respondents who supplied primary data on enrollment in primary schools in the District. The study also interviewed one District Education Official.

Kerlinger (1975) argues that, “The main factor considered in determining the sample size is the need to keep it manageable enough. This enabled the researcher to collect detailed data at an affordable costs in terms of time, finances and human resource (Mugenda et al (1999).

The type of sampling used for this study was simple random sampling method. The researcher randomly sample 4 private primary schools out of the 25 schools in the
District and 4 public schools out of the 20 schools in the District. In total the researcher sampled 8 private primary schools out of 45 in the whole District; this represents a 20% sample size of the target population which is recommended by Gay (1992). As such, the units of analysis were 4 Head Teachers from private primary schools and 4 Head Teachers from public primary schools.

3.6 Research Instruments

Questionnaires, document analysis and interview schedule were used to obtain the required data for this study.

3.6.1 Questionnaires

The Questionnaires were used to collect data from Head Teachers and Education Officials. In developing the questionnaire items, the fixed choice and open-ended formats of the item were used. This format was used in all categories of the questionnaires. However, in the fixed choice item, it was involved “putting words” in the respondents’ mouth, especially when providing acceptable answers, there is temptation to avoid serious thinking on the part of the respondent. The respondent end up choosing the easiest alternative and provides fewer opportunities for self-expression. It is because of these reasons that it becomes necessary to combine this format of items with the open – ended response items.
The study employed both structured and open-ended questionnaire. The open-ended items ensured that the respondents give answers on certain issues in exactly the manner they perceive it. For example, an open item was given to the respondents on what they would recommend regarding enrolment in private primary schools and the role of the FPE programme.

3.6.2 Interview Schedule for District Education officer

Face to face interviews was carried out. In addition to issuing the questionnaires to the Heads of private primary schools, the researcher also interviewed the District Education Officers. The interview schedule particularly solicited for more information on the various managerial aspects and educational programmes employed by the private investors.

3.6.3 Document Analysis

The researcher used document analysis in the study. According to Kerlinger (1978) document analysis involves reviewing the contents of the target document with the aim of deducing some relevant data. This technique was used by the researcher to derive data on the enrolment rates among private primary schools in Kiambu since inception of free primary education and four years before inception.

3.7 Pilot Study

It is necessary that the research instruments are piloted as a way of finalizing them (Wiersma, 1985). This was vital as it enabled the reliability of the instruments to be
determined. As such, prior to carrying out the study, a pilot study was conducted in two primary schools in Kiambu Municipality District which were not involved in the actual study.

3.7.1 Validity of Research Instruments

According to Mugenda et al (1999) validity refers to the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The content validity of the instrument was determined by discussing the items in the instrument with the supervisors, colleagues and other lecturers in the department. The advice given by these people helped the researcher to improve the validity of the research instrument. Piloting was carried out to establish the reliability of the research instrument. For the research instrument to be considered valid, the content selected and included in the questionnaire must also be relevant to the variable being investigated (Kerlinger, 1978). The validity of what was contained in the questionnaires was assessed by the supervisors who are experts in the area.

3.7.2 Reliability of the Research Instruments

According to Mugenda et al (1999), the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instrument to be used in the study, the test-retest method will be used. The questionnaire was administered twice within an interval
of two weeks to two Heads of private primary schools and two Heads of public schools. To determine the coefficient of stability, Pearson product moment formula was used:

\[ r = \frac{N \sum xy - \sum x \sum y}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}} \]

Where \( r \) = Pearson’s Coefficient of Correlation Coefficient

- \( N \) = the number of respondents completing the questionnaires
- \( x \) = the scores of the first administration
- \( y \) = the scores of second administration after one week

This established the extent to which the questionnaires elicited the same responses every time it was administered. The researcher’s value of coefficient correlation \( r \) was 0.71 and hence the instruments were considered reliable for data collection.

3.8 Data Collection Procedure

The researcher got an introduction letter from the District Education Officer, (DEO) for Kiambu Municipality District. After this, the researcher booked an appointment with the sample schools through the Head Teachers to visit and collect data. The researcher then visited each of the schools and administers the questionnaires herself. The researcher also interviewed the DEO in his office. The respondents were given instructions and assured of confidentiality after they were given enough time to fill in the questionnaires. Thereafter, the researcher collected the filled in questionnaires. The researcher then visited each of the sample schools and interviewed the head teachers.
3.9 Data Analysis and Presentation

The data collected was coded and entered in the computer for analysis using the Statistical Package for the Social Scientists (SPSS). Data analysis procedures employed involve both qualitative and quantitative procedures. This was because both quantitative and qualitative data were gathered. Data was analyzed and reported using frequency distributions, means and percentages. Bell (1993) maintains that when making the results known to a variety of readers, percentages have a considerable advantage over more complex statistics. Borg and Gall (1983), hold that the most widely used and understood portion is the percentage. Data presentation was made by use of tables and frequency distributions tables to enhance clarity.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

Chapter four presents findings from the study that were attained by use of the methodology described in chapter three. The findings were presented, interpreted and discussed in connection with the effect of free primary education on enrollment in private schools in Kiambu Municipality.

The findings have been presented in sections as guided by the objectives of the study and mainly answer the research questions. The study sought information from Head Teachers in both public and private schools and the DEO using a questionnaires and an interview schedule.

Finally, the result findings were discussed in the light of the reviewed literature related to the effect of free primary education on enrollment in private schools in Kiambu Municipality. Data analysis, presentation of results and discussion of the findings were guided by the following research questions:

1. How does the enrollments in primary and public primary compare in the years 1999-2010?

2. What change has accompanied enrollment in private primary schools following the implementation of free primary education?

3. What factors influence enrollment in private primary schools in FPE era?

4. What strategies can be adopted to improve the quality of education?
The analysis of data and discussion of results is done under themes relevant to the study.

4.1 Questionnaires and Interview Guides Response Rate

The response rate was one hundred (100 %) out of the sampled population of eight respondents to the questionnaire and interview guide. There were a total of 8 questionnaires issued to Head Teachers of private and public schools. The interview guide was used with the DEO. This information is presented in Table 4.1.

**Table 4.1 Response Rate**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Issued</th>
<th>Responded to</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>8</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>DEO</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>9</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The response rate shown in Table 4.1 was high enough and the researcher felt justified to proceed with the data analysis.

4.2 Demographic Characteristics of Respondents

This section presents a demographic distribution of Head Teachers in both public and private schools which sought information about the gender, highest level of education, teaching experience and type of school.

The questionnaires administered to teachers in both private and public schools sought to establish their gender. The results are presented in Figure 4.1.
Figure 4.1 contains information on the gender of head teachers in private and public schools.

**Figure 4.1: Gender Information of Head Teachers in Public and Private Schools**

According to Figure 4.1, majority of Head Teachers (75%) in both private and public schools were male. Only 25% from each category of schools were female. It is thus evident from this data that leadership in education in both private and public schools is male dominated.

The distribution of qualified teachers in the primary system in Kenya is an important determinant factor of the quality of education offered in schools: Due to this importance attached to academic qualifications, the study gathered information on the academic qualifications of Head Teachers in both private and public primary schools and the information are presented in Table 4.2.
Data in Table 4.2 reveals the academic qualifications of head teachers in public and private schools. These qualifications are P1, ATS, Bachelor Degree and Masters Degree.

**Table 4.2: Highest Level of Education**

<table>
<thead>
<tr>
<th>Academic Qualifications</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>P1</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td>ATS</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

The results of findings shown in Table 4.2 clearly show that 25% of Head Teachers in public schools and half of them in private schools had attained academic qualification of ATS and P1 respectively. Half of Head Teachers in private schools and 25% in public schools had attained Bachelors’ degree. In addition, 25% of Head Teachers in public schools had excelled further for Masters Degree. This therefore indicates that although public primary schools Head Teachers had attained higher qualifications than their counterparts in the private primary schools, the respondents were qualified enough to offer quality education in primary schools.

The study sought to establish the teaching experience of Head Teachers in Public and Private primary schools. The findings are shown in Figure 4.2.

**Figure 4.2: Distributions of Head Teachers According to Teaching Experience**
The results shown in Figure 4.2 indicate that the majority of Head Teachers (25%) in both private and public primary schools had an experience of below five years while half in private and 25% in public schools had an experience of 11-14 years. Although no Head Teacher in private schools had worked for more than 15 years, most respondents could offer adequate information needed in making a wider comparison of enrollments in private and public as a result of FPE.
The study sought information on Head Teachers’ category in primary schools. The findings are shown in Table 4.3. The category of schools where Head Teachers worked includes day, boarding and combined day and boarding primary schools.

Table 4.3: Category of Schools

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Day</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Boarding</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Both day and boarding</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 shows that all public primary schools were day schools. However, half of private schools were boarding schools.

4.3: Comparison of Enrollments in Primary and Public Primary in the Years 1999-2011

The first research question sought to gather data to compare the enrollments of pupils in primary and public primary in the years 1999-2011. The researcher sought to determine the current status (period covering 1999-2011) of the pupils’ enrolments in both private and public schools in Kiambu Munispality. In addition, data on teachers’ employed in private and public primary schools were also gathered. Data obtained from the DEO’s office through the use of in-depth interview guide are presented in Tables 4.4.
Table 4.4 contains data on the enrollment of pupils in both private and public schools from the years 1999-2011. The Table also contains data on the teaching staff.

**Table 4.4: Number of Pupils and Teachers in the District for All the Years Shown**

| Year | Public Schools | | Private Schools | |
|------|----------------|------------------------|------------------------|
|      | Pupils | Teachers | Teachers | Pupils |
| 1999 | 8782 | 285 | 101 | 2362 |
| 2000 | 8746 | 280 | 103 | 2401 |
| 2001 | 8786 | 281 | 105 | 2554 |
| 2002 | 8694 | 282 | 107 | 2703 |
| 2003 | 11261 | 294 | 102 | 2313 |
| 2004 | 11941 | 198 | 99 | 2326 |
| 2005 | 11856 | 306 | 99 | 2379 |
| 2006 | 11834 | 319 | 97 | 2389 |
| 2007 | 12014 | 309 | 104 | 2701 |
| 2008 | 12514 | 321 | 105 | 2817 |
| 2009 | 12601 | 316 | 107 | 2834 |
| 2010 | 12594 | 381 | 107 | 2995 |
| 2011 | 12607 | 320 | 108 | 3001 |

**Source: District Education Office, Kiambu District (2011)**

Referring to Table 4.4, the data available from the DEO’s office show the enrolment of pupils in both private and public primary schools by year 2011. This was obtained and then recorded as per the document analysis checklist. The information shown in Table 4.4 reveals that enrollment in the previous five years prior to the advent of free primary education was almost stable at 8600 pupils in public schools with a teaching staff of 281.
Based on information in Table 4.4, the researcher plotted line graphs as shown in Figure 4.3 to depict the trends of enrollment in schools. Figure 4.3 was used to bring out the disparities in enrollment between primary and private schools.

Figure 4.3 shows a line graph with the number of pupils in the District from the year 1999-2011.
From Figure 4.3 it is clear that enrollments in public schools have been high.

The researcher also sought to gather information from Head Teachers on their views in the description of enrolment in schools as a result of the implementation of free primary education. The data gathered is presented in Table 4.5.

The status of enrollment included in the Table is whether enrollments dropped, increased or remained the same.
Table 4.5: Views of Head Teachers on the Status of Enrolments in Schools Due to FPE

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Public schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Dropped</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Increased</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Remained the same</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.5, all the Head Teachers in public schools were of the view that enrolment increased suddenly as a result of the introduction of free primary education since 2003. In addition, half of the Head Teachers in private schools said that there was a notable decrease in enrollment in 2003 when free primary education was introduced. Twenty five percent indicated that the enrollment increased while another 25 % of others indicated that there was no change in enrollment in advent of free primary schools.

Questionnaires administered with the Head Teachers sought to establish whether there have been differences in enrolment in the District before and after introduction of free primary education. This data is presented in Figure 4.4.

Figure 4.4 shows views of Head Teachers on whether there were differences in the enrollment in private and public schools.

**Figure 4.4: Views of Head Teachers on Differences in Enrollment in Public and Private Schools**
It was evident from all the Head Teachers in public schools and 75% of Head Teachers in private schools that a difference in enrollment was noted in both private and public schools as a result of free primary education.

For those Head Teachers who had indicated that differences in enrollments existed public and private schools were also required to account for such differences. It was noted from both the Head Teachers and the DEO that a demand in education increased in poor house-holds as a result of free education. Thus the waiver in tuition fee increased enrollments in public schools. However, in private schools, initially the enrollments decreased in 2003, but the enrollments increased slightly after 2007 and the trend has continued.
4.4: Changes Accompanying Enrollment in Private Primary Schools Following the Implementation of Free Primary Education.

The second research question sought for information on the changes accompanying enrollment in private primary schools following the implementation of free primary education. This information on whether there are changes in the enrollment of private primary schools following the implementation of free primary education is presented in Table 4.6.

Table 4.6 provides views of Head Teachers on whether there were changes in the enrollment of private primary schools following the implementation of free primary education.

**Table 4.6: Views of Head Teachers on Changes in the Enrollment of Private Primary Schools Following the Implementation of Free Primary Education.**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.6, majority of Head Teachers (75%) in both public and private schools indicated that there was a change in the enrollment in private schools following the implementation of free primary education. However, 25% said that there was no change in enrollment.
For those Head Teachers who indicated that there was change in enrollments in private primary schools following the implementation of free primary education, were also required to state such changes. Collected data are analyzed and presented in Table 4.7.

Table 4.7 provides views of head teachers on the changes that have accompanied enrollments in private primary schools. These changes are quality of teaching, discipline of pupils and tuition fee.

**Table 4.7: Head Teachers Views on the Changes that Has Accompanied Enrollment in Private Primary Schools**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Quality of Teaching</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Discipline of Pupils</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Tuition Fee</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.7 shows the Head Teachers’ responses on changes that have accompanied enrollments in private primary schools. 75% of head teachers in public schools said quality of education in public schools has been low. An equal proportion also said the discipline of pupils has been low. However, all the head teachers in private schools said quality of teaching, discipline of pupils and tuition fee has been high.

On the teaching methods utilized in private and public schools, the Head Teachers’ views are presented in Figure 4.5.
Teaching methods utilized by teachers in the delivery of curriculum in primary schools are shown in Figure 4.5.

Figure 4.5: Teaching Methods Utilized By Teachers

Figure 4.5 shows that the lecture method was commonly used in public schools while demonstration and discussion methods were rarely applied. However, 75% of the teachers in private schools used discussion methods. A further 25% of teachers used demonstration methods.

The implementation of FPE increased teachers’ workload. This scenario is shown in Table 4.8.

The situation on workload may have changed due to the introduction of free primary education. Data on whether the teachers’ work load increased, decreased or remained the same is indicated in Table 4.8.

Table 4.8: Head Teachers’ Views on Teachers’ Workload
### Responses

<table>
<thead>
<tr>
<th></th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Increased</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Decreased</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Remained the same</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings in Table 4.8 further reveal that all Head Teachers (100%) in public schools concur with the DEO that high enrolment occasioned by FPE has increased teachers’ workload. However, in private schools, half of Head Teachers in private schools indicated that the work load remained the same or was reduced.

### 4.5 Factors that Influence Enrollment in Private Primary Schools in FPE Era

The third research question sought for information on factors that influence enrollment in private primary schools in FPE era. These factors are tuition fee, KCPE performance, pupil-teacher ratio, and teaching and learning resources.

#### 4.5.1 Tuition Fee and Other Charges

The Head Teachers’ questionnaires attempted to find out the cost of education charged directly to the households in both private and public primary schools. First the study collected data on whether there are feeding programmes and transport in the schools. The results of Head Teachers’ responses are presented in Table 4.9. Data on private schools’ and public schools’ transport and feeding programme were collected and tabulated in the Table. The responses included those of Head Teachers in private and public schools.
Table 4.9: Views of Head Teachers on the Feeding Programme and Transport

<table>
<thead>
<tr>
<th>Responses</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lunch</td>
<td>Transport</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of Head Teachers (75%) in the public schools were of the opinion that feeding programme had not been initiated in public primary schools in the study area. However, in the private schools, all the Head Teachers involved in the study indicated that feeding programme has been entrenched into the school system just like any other programmes.

For those Head Teachers who had indicated that their schools offered lunch were asked to state the amount charged for the programme. Information collected is presented in Table 4.10.

Lunch, transport, tuition/development fee, computer and recreation fees were some of the programmes offered in primary schools. The amount charged per each category of programme is shown in Table 4.10.

Table 4.10: Cost of, Transport, Tuition, Computer, Recreation and Feeding Programme

<table>
<thead>
<tr>
<th>Response</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ksh 300-800</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Ksh 300-800</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>
An analysis of the aggregate cost per pupil in both the public and private schools showed that a pupil in public primary paid an average of Ksh.400 per term for meals only while a pupil in the private schools paid an average of Ksh.10,000 per term for lunch, transport, tuition, computer and recreation.

### 4.5.2 KCPE Performance in Private and Public Schools

The questionnaires administered to Head Teachers sought to find out the KCPE performance in Kiambu District. The findings of the study are indicated in Table 4.11.

Table 4.11 shows the pupils’ mean mark in both private and public schools. The comparison is between the years 1999-2005.

**Table 4.11: KCPE Mean Grade Performances in Kiambu District**

<table>
<thead>
<tr>
<th>Year</th>
<th>Private Schools</th>
<th>Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>370-400</td>
<td>401-410</td>
</tr>
<tr>
<td>1999</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>1999</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>2000</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>2001</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>2002</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>2003</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>
The data shown in Table 4.11 indicate that pupils in private schools recorded better KCPE results than pupils in the public primary schools. For instance, between the years 1999-2005, no pupil in the sampled public schools had scored a mean in excess of 270 marks as compared to the private primary schools with a mean of 410 marks.

The research through questionnaires used with head teachers and the interview schedule used with the DEO found out that performances in both private and public schools affect future enrolments in private schools as indicated in Table 4.12.

Table 4.12 reveals varied opinions from head teachers on whether performance had an effect on enrollments in both public and private schools.

**Table 4.12: Head Teachers’ Views on Whether Effect Of Performances**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

All the Head Teachers in private schools and 75% of head teachers in the public schools indicated that performances in both categories of schools had an effect on the enrolments in the private schools.
4.5.3 Pupil-Teacher Ratios

The researcher sought to gather information concerning the trends of pupil-teacher ratios in private and public schools in the years 1999-2011. The Pupil –teacher ratios as documented from the years 1999-2011 were computed from data obtained from teachers and pupils records in the District. Information concerning the trends of pupil-teacher ratios in private and public schools in the years 1999-2011 is presented in Table 4.13.

Table 4.13: Pupil-Teacher Ratios in Private and Public Schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils</td>
<td>Teachers</td>
</tr>
<tr>
<td>1999</td>
<td>8782</td>
<td>285</td>
</tr>
<tr>
<td>2000</td>
<td>8746</td>
<td>280</td>
</tr>
<tr>
<td>2001</td>
<td>8786</td>
<td>281</td>
</tr>
<tr>
<td>2002</td>
<td>8694</td>
<td>282</td>
</tr>
<tr>
<td>2003</td>
<td>11261</td>
<td>214</td>
</tr>
<tr>
<td>2004</td>
<td>11941</td>
<td>198</td>
</tr>
<tr>
<td>2005</td>
<td>11856</td>
<td>226</td>
</tr>
<tr>
<td>2006</td>
<td>11834</td>
<td>231</td>
</tr>
<tr>
<td>2007</td>
<td>12014</td>
<td>232</td>
</tr>
<tr>
<td>2008</td>
<td>12514</td>
<td>231</td>
</tr>
<tr>
<td>2009</td>
<td>12601</td>
<td>229</td>
</tr>
<tr>
<td>2010</td>
<td>12594</td>
<td>231</td>
</tr>
<tr>
<td>2011</td>
<td>12607</td>
<td>235</td>
</tr>
</tbody>
</table>

Information gathered by the researcher through document analysis as per Table 4.13 indicates that the pupil –teacher ratios were higher in public schools than in private schools through the period study. It was noted from the Table that in the year 2004, the
pupil –teacher ratio was the highest at 60:1 in public schools as compared with 23:1 in private schools.

4.5.4 Teaching and Learning Resources

The study sought to establish Head Teachers` response on adequacy of the teaching/learning materials available in schools since the implementation of FPE. The results of responses are contained in Table 4.14.

Teaching and learning resources includes text books, exercise books and teaching aids.

The adequacy of these resources in private and public schools are cited in Table 4.14.

Table 4.14: Teaching and Learning Resources

<table>
<thead>
<tr>
<th>Response</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adequate</td>
<td>Not Adequate</td>
</tr>
<tr>
<td>Textbooks</td>
<td>1  25</td>
<td>3  75</td>
</tr>
<tr>
<td>Exercise books</td>
<td>-</td>
<td>4  100</td>
</tr>
<tr>
<td>Teaching aids</td>
<td>1  25</td>
<td>3  75</td>
</tr>
</tbody>
</table>

The data in Table 4.14 indicate that majority of Head Teachers (75%) in public schools were of the opinion that the learning resources (textbooks, exercise books and teaching aids) were inadequate in all the sampled public schools. However, the situation of the learning resources was different in private schools. All the Head Teachers in private schools indicated that teaching and learning resources were adequate.

The DEO lamented that the availability and adequacy of teaching and learning resources has a major bearing on educational outcomes. The availability of enough text books and
other learning materials has been a challenge in public schools although the problem has been minimized by the provisions from the free primary education. Learning resources and materials are basic requirements for education and must be available to learners in adequate quantity and quality at the time they are required for proper implementation of the curriculum.

UNESCO (2004) also noted that teachers wasted a lot of time on procurement procedures of textbooks. In addition, the procured books were also grossly inadequate compared to high pupil-ratio (UNESCO, 2003).

### 4.5.5 Physical Facilities

The study sought to establish Head Teachers’ response on adequacy of the physical facilities available in schools since the implementation of FPE. The results of findings are presented in Table 4.15.
Table 4.15: Physical Facilities in Public and Private Schools

<table>
<thead>
<tr>
<th>Response</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adequate</td>
<td>Not Adequate</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Classrooms</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Libraries</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Desks</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Chalkboards</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Computer Lab.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Toilets</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

According to Table 4.15, Head Teachers indicated that there was a critical shortage of physical facilities in public schools. All the Head Teachers in public schools noted that classroom rooms, desks and toilets were not enough to cater for large enrollments in public schools. In addition, there were no public schools with a library and computer laboratories as indicated by all the head teachers in public schools. In private schools, all the physical facilities were adequate except in two schools without a library.

4.5.6 The Cause of the Pattern of Pupil’s Enrolment in Public Schools

The questionnaires sought views of Head Teachers on the cause of the pattern of pupil’s enrolment in public and private schools. Table 4.16 that included the information on the cause of the pattern of pupil’s enrolment in public and private schools was divided into two parts. A table on public and private schools set separately.

Table 4.16: The Cause of the Pattern of Pupil’s Enrolment in Public and Private Schools.

Cause of the Pattern of Pupil’s Enrolment Public Schools
<table>
<thead>
<tr>
<th>Cause/Reason</th>
<th>SD</th>
<th>D</th>
<th>UN</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Introduction of Free Primary Education</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Adequacy of teaching-learning resources</td>
<td>2</td>
<td>50</td>
<td>2</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>Adequate classrooms, and desks</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>-</td>
</tr>
<tr>
<td>High Pupil-teacher ratio</td>
<td>2</td>
<td>50</td>
<td>2</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>Good performance at KCPE</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>-</td>
</tr>
</tbody>
</table>
The Cause of the Pattern of Pupil’s Enrollment Private Schools

<table>
<thead>
<tr>
<th>Cause/Reason</th>
<th>SD</th>
<th>D</th>
<th>UN</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Introduction of Free Primary</td>
<td>1</td>
<td>25</td>
<td>1</td>
<td>25</td>
<td>-</td>
</tr>
<tr>
<td>Adequacy of teaching-learning</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Adequate classrooms, and desks</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>High Pupil-teacher ratio</td>
<td>3</td>
<td>75</td>
<td>1</td>
<td>25</td>
<td>-</td>
</tr>
<tr>
<td>Good performance at KCPE</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.16 reveals conflicting opinions of Head Teachers on what causes a drop or an increase in enrollment in the private and public schools. According to Table 4.18, the cause of high enrollment in public schools is introduction of free primary education which waived the tuition fee. The causes of continued enrollment in private schools are: Adequacy of teaching-learning, classrooms, and desks in private schools, good performance at KCPE in private schools, and High Pupil-teacher ratio in public schools.

4.6 Views of Head Teachers on Strategies to Improve Enrollments in Private Schools

The researcher sought for information on strategies of improving enrollments in private schools from head teachers and the DEO. This information is presented in Table 4.17.
The study noted that private schools are important in filling the gap left by public schools in terms of enrollments. Views on how enrollment can be enhanced are tabulated in Table 4.17.

Table 4.17: The Views of Head Teachers on Strategies to Improve Enrollments in Private Schools

<table>
<thead>
<tr>
<th>Strategies to Improve Enrollments in Private Schools</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower cost of education in private schools</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Provision of more teaching /learning resources to cater for more pupils</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Provision of more physical facilities to cater for more pupils</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>The government to subsidize private primary education (grants, bursaries)</td>
<td>6</td>
<td>73</td>
</tr>
<tr>
<td>Increase pupil-teacher ratios from 23:1 to 30:1 in private schools</td>
<td>7</td>
<td>88</td>
</tr>
<tr>
<td>The government to regulate the amount of tuition fees in private schools</td>
<td>3</td>
<td>38</td>
</tr>
</tbody>
</table>

The study identified the following strategies to improve enrollments in private schools:

(i) The Government should regulate the amount of tuition fees in private schools to be affordable to all the pupils, (ii) provision of more teaching /learning resources to cater for more pupils, (iii) provision of more physical facilities to cater for more pupils, and (iv) the Government to subsidize private primary education (grants, bursaries) and increase pupil-teacher ratios from 23:1 to 30:1 in private schools.

4.7. Discussion of the Findings
This section relates and interprets the results or findings of the study in the light of literature reviewed concerning the effect of free primary education on enrollment in private schools in Kiambu Municipality. The discussion of the findings was made under the ensuing sub-titles or themes as guided by the research questions of the study.
4.7.1 Comparison of Enrollments in Primary and Public Primary in the Years 1999-2011

The data available from the DEO’s office showed that enrollment in the previous five years prior to the advent of free primary education was almost stable at 8600 pupils in public schools with a teaching staff of 281. In the same period, the trends in private schools were different with an average of 2500 pupils and 107 teachers in 2002. However, this trend of enrolment changed with the introduction of free primary in public schools in 2003. The number of students increased from 8694 in 2002 to 11261 in 2003 in public primary schools. An analysis in enrollment in the private schools showed that the enrolment decreased from 2703 in year 2002 to 2313 in year 2003. This implies that some pupils in private schools detached to join public primary schools so that they can benefit from the free education offered by the Government. Data obtained from the DEO’s office showed that although the enrollment in public continued to increase in subsequent years, the increase was marginal, a deviation from the trend observed in 2003. Consequently, the schools sizes recorded enrollment of up to 70 students per class in public schools. These enrollments exceeded the recommended class sizes of 50 pupils.

Large classes have a negative effect on the teaching /learning process as teachers cannot adequately pay attention to slow learners or effectively carry out proper assessment of their pupils. In Uganda, the drive to achieve UPE, with all the free primary education in place, is seriously threatened by lack of adequate teachers while the quality of education is seriously in doubt given that there are classes with as many as over 100 pupils, while the failure to recruit more teachers has resulted in pupil -teacher ratios of 300:1 in some areas (Musinguzi, 2007).
In the private schools, a drastic increase of students was noted in 2007. This huge increase in enrollments has continued to be recorded up to date. However, even with the increased enrollments, the class sizes in private schools were far below 50 pupils. This trend could explain why there was an increase in enrolment in private schools and a reduction in public schools.

According to all Head Teachers in public schools, the enrolments increased suddenly as a result of the introduction of free primary education since 2003. The DEO concurred and attributed the increase in enrollment to the government’s waiver of tuition fee for all pupils in public schools. However, the head teachers in private schools revealed a notable decrease in enrollment in 2003 when free primary education was introduced.

Twenty five percent indicated that the enrollment increased while another 25 % of others indicated that there was no change in enrollment in the advent of free primary education. However, this trend has since reversed since the year 2007.

In the same study, it was evident from all the Head Teachers in public schools and 75% of Head Teachers in private schools that a difference in enrollment was noted in both private and public schools as a result of free primary education. On his part, the DEO through the key informant interview schedule said that the changes noted in enrollments ensured that pupils in all social economic backgrounds got access to the basic education. However, the rich and middle income groups preferred to take their children to private schools where facilities were adequate for all the pupils.

For those Head Teachers who had indicated that differences in enrollment existed in public and private schools and noted that a demand in education increased in poor house-
holds as a result of free education. Thus the waiver in tuition fee increased enrollment in public schools. However, in private schools, initially the enrollment decreased in 2003, but the enrollment increased slightly after 2007 and the trend has continued.

4.7.2 Changes Accompanying Enrollment in Private Primary Schools Following the Implementation of Free Primary Education.

From the result of findings, majority of Head Teachers (75%) in both public and private schools indicated that there was a change in the enrollments in private schools following the implementation of free primary education.

Head Teachers identified changes that have accompanied enrollment in private primary schools to include quality of education, discipline of pupils and tuition fees. The quality of education in private schools has remained high with that of public schools being very low. Quality of education is dependent on enrollment hence the DEO noted that implementation of FPE influenced the ability of the academic staff to offer quality teaching. According to the findings of the study, high enrolment in public schools increased the indiscipline cases of pupils. In addition, FPE programme never had a clear admission criterion and as result pupils of diverse educational background, some often over aged entered schools. The Head Teachers did not supervise pupils closely as before because of expanded role of managing FPE funds. 75% of Head Teachers in public schools agreed that pupils` discipline had deteriorated.

On the teaching methods used in private and public schools, the Head Teachers were of the views that the lecture method was commonly used in public schools while
demonstration and discussion methods were rarely applied. However, 75% of the teachers in private schools used discussion methods. A further 25 % of teachers used demonstration methods.

From the same study, it was revealed that the implementation of FPE increased teachers` workload in public schools. The findings revealed that all Head Teachers (100%) in public schools concurred with the DEO that high enrolment occasioned by FPE has increased teachers` workload. This means that the pupil –teacher ratio in all the sampled schools exceeded the recommended ratio of 40:1. However, in private schools, half of Head Teachers indicated that the work load remained the same or was reduced.

4.7.3 Factors that Influence Enrollment in Private Primary Schools in FPE Era

The findings of the study identified factors that influence enrollment in private primary schools in FPE era. These factors are tuition fee, KCPE performance, pupil-teacher ratio and teaching and learning resources.

Tuition Fee and Other Charges

From the result of findings, majority of Head Teachers (75%) in the public schools felt feeding programme had not been initiated in public primary schools in the study area. However, in the private schools, all the Head Teachers involved in the study indicated that feeding programme has been entrenched into the school system just like any other programmes. According to the DEO, the potential of school feeding programme as a strategy for enhancing retention has been demonstrated over the years in private schools. It was also noted that no school in public primary category offered transport for pupils.
This implies that pupils in public schools may have commuted to school on foot regardless of the proximity of schools from their homes. This was different in private schools where pupils are generally dropped and picked to and from schools.

An analysis of the aggregate cost per pupil in both the public and private schools shows that a pupil in public primary pays an average of Ksh400 per term for meals only while a pupil in the private schools pays an average of Ksh 10,000 per term for lunch, transport, tuition, computer and recreation.

**KCPE Performance in Private and Public Schools**

The data collected through document analysis indicated that pupils in private schools recorded better KCPE results than pupils in the public primary schools. For instance, between the years 1999-2005, no pupil in the sampled public schools had scored a mean in excess of 270 marks as compared to the private primate schools with a mean of 410 marks.

According to the DEO, an important manifestation of schooling quality is better pupil performance in examinations. He maintained that inadequate preparation of candidates is the main cause of poor performance in examinations. This arises out of inadequate provision of the necessary teaching ad learning resources. In addition, the kind of weaknesses with pupils sitting for KCPE emanates from theoretical teaching, poor coverage of syllabi, and candidates not having enough time for revision.
The study through questionnaires administered to Head Teachers and the interview schedule used with the DEO found out that performances in both private and public schools affect future enrolment in private schools. All the Head Teachers in private schools and 75% of Head Teachers in the public schools concurred with the DEO’s views that performances in both categories of schools had an effect on the enrolment in private schools. The DEO asserted that good performances in private schools forced the enrollment of pupils to go up in such schools. However, this depended on the ability of parents to pay huge amounts of money for their pupils’ education in private schools.

For instance, in the year 2009, private primary schools scooped more than 75% of the country’s best 100 primary schools, (Daily Nation, 3rd Feb, p.5 2010). Only a few public primary schools have been able to put up with the pressure from the ‘academies’ a majority of which have a history of excellence from the past even before the private sector ventured into education (Daily Nation, 3rd Feb, p.2 2010).

**Pupil-Teacher Ratios**

As a result of the free primary education between the years 2003 and 2004, the student’s population rose by almost 40% (UNESCO, 2005) as compared to the increased number of teachers (6%) which was grossly inadequate compared to the number of students in class (World Bank, 2004). This has led to a poor learning environment whereby one teacher is responsible for teaching 50-100 students in a 40 minutes class lesson compared to the recommended average of 25 pupils (UNESCO, 2005).
This increase of enrolment as noted in the current study from data gathered in public and private schools in the years 1999-2011 through document analysis indicated that the pupil–teacher ratios were higher in public schools than in private schools through the period of study. It was noted from the interview with the DEO that in the year 2004, the pupil–teacher ratio was the highest at 60:1 in public schools as compared with 23:1 in private schools.

According to the DEO, low pupil ratios are associated with better performance in examinations. The DEO asserts that a low pupil-teacher ratio improves the quality of education since it gives better contact between the teacher and the pupil. However, these views are challenged by many existing studies which contend that the marginal contribution of low pupil–teacher ratios to effective learning is negligible. Studies have shown that there is no discernible relationship between the two variables. For instance, there are provinces in Kenya with low pupil/teacher ratio and low mean scores.

Teaching and Learning Resources

UNESCO (2004) noted that teachers wasted a lot of time on procurement procedures of textbooks and other teaching and learning resources. In addition, the procured books and such other teaching and learning resources were also grossly inadequate compared to high pupil-ratio (UNESCO, 2003).

These findings by UNESCO (2004) are supported by the current study findings which indicated that majority of Head Teachers (75%) in public schools were of the opinion that the learning resources (textbooks, exercise books and teaching aids) were inadequate in
all the sampled public schools. However, the situation of the learning resources was different in private schools. All the Head Teachers in private schools indicated that teaching and learning resources were adequate. The DEO lamented that the availability and adequacy of teaching and learning resources has a major bearing on educational outcomes. The availability of enough textbooks and other learning materials has been a challenge in public schools although the problem has been minimized by the provisions from the free primary education. Learning resources and materials are basic requirements for education and must be available to learners in adequate quantity and quality at the time they are required for proper implementation of the curriculum.

4.7.3.5 Physical Facilities

An analysis conducted by UNESCO (2005) indicates that a quarter of the sampled schools of public primary schools are crowded; with untidy compounds. Slightly less than half of the schools had poor visibility in the classrooms and the situation was worse in lower primary schools (EYC, 2003). Majority of the schools showed a noticeable variation in learning space and had poor acoustics (UNESCO, 2005).

From the study findings, majority of Head Teachers indicated that there was a critical shortage of physical facilities in public schools. All the Head Teachers in public schools noted that classroom rooms, desks and toilets were not enough to cater for large enrollments in public schools. In addition, there were no public schools with a library and computer laboratories as indicated by all the head teachers in public schools. In private schools, all the physical facilities were adequate except in two schools without a
library. The DEO added that lack of these facilities in the school has negative impact on the quality of education and also affect implementation of the curriculum.

4.7.4 The Cause of the Pattern of Pupil’s Enrolment in Public Schools

The study revealed conflicting opinions of Head Teachers on what causes of a drop or an increase in enrollment in the private and public schools. According to the study, the cause of high enrollment in public schools is introduction of free primary education which waived the tuition fee. The causes of continued enrollment in private schools are adequacy of teaching-learning; classrooms, and desks in private schools; good performance at KCPE in private schools; and high pupil-teacher ratio in public schools.

4.7.5 Views of Head Teachers on Strategies to Improve Enrollment in Private Schools

The current study identified the following strategies to improve enrollment in private schools: (i) The Government should regulate the amount of tuition fees in private schools to be affordable to all the pupils; (ii) provision of more teaching/learning resources to cater for more pupils; (iii) provision of more physical facilities to cater for more pupils; and (iv) the Government to subsidize private primary education (grants, bursaries) and increase pupil-teacher ratios from 23:1 to 30:1 in private schools.
CHAPTER FIVE
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, conclusions and recommendations drawn from the findings in connection with the effect of free primary education on enrollment in private schools in Kiambu.

5.2 Summary of the Research Findings

The study findings from analyzed data are presented under themes derived from research questions of the study. The collected data were analyzed and then results interpreted as well as discussed whose major findings include: -

5.2.1 Comparison of Enrollments in Primary and Public Primary in the Years 1999-2011

The study revealed that the enrollment was almost stable at 8600 pupils in public schools with a teaching staff of 281 in 2002. In the same period, the trends in private schools were different with an average of 2500 pupils and 107 teachers in 2002. However, this trend of enrolments changed with the introduction of free primary in public schools in 2003. The number of students increased from 8694 in 2002 to 11261 in 2003 in public primary schools. An analysis in enrollments in the private schools showed that the enrolments decreased from 2703 in year 2002 to 2313 in year 2003. The study showed
that the schools sizes recorded enrollments of up to 70 students per class in public schools. In the private schools, a drastic increase of students was noted in 2007. This huge increase in enrollments has continued to be recorded up to date. However, even with the increased enrollments, the class sizes in private schools are far below 50 pupils.

From the same study, all the Head Teachers in public schools were of the view that enrolments increased suddenly as a result of the introduction of free primary education since 2003. According to half of the Head Teachers in private schools, there was a notable decrease in enrollment in 2003 when free primary education was introduced. Twenty five percent indicated that the enrollments increased while another 25 % of others indicated that there was no change in enrollment in advent of free primary schools.

It was evident from all the Head Teachers in public schools and 75% of Head Teachers in private schools that a difference in enrollments was noted in both private and public schools as a result of free primary education.

5.2.2 Changes Accompanying Enrollment in Private Primary Schools Following the Implementation of Free Primary Education

From the current study, majority of Head Teachers (75%) in both public and private schools indicated that there was a change in the enrollments in private schools following the implementation of free primary education. The quality of education in private schools has remained high with that of public schools being very low. The study showed that high enrolment in public schools increased the indiscipline cases of pupils.

The findings show that the lecture method of teaching was commonly used in public schools while demonstration and discussion methods were rarely applied. However, 75%
of the teachers in private schools used discussion methods. The study also showed that all
Head Teachers (100%) in public schools and the DEO noted that high enrolment has
increased teachers’ workload. It therefore meant that the pupil –teacher ratio in all the
sampled schools exceeded the recommended ratio of 40:1. However, in private schools,
half of Head Teachers in private schools indicated that the work load remained the same
or was reduced.

5.2.3 Factors that Influence Enrollment in Private Primary Schools in FPE Era

5.2.3.1 Tuition Fee and Other Charges

The study noted that majority of Head Teachers (75%) in the public schools indicated
that that feeding programme had no been initiated in public primary schools. But in the
private schools, all the Head Teachers indicated that feeding programme has been in
operation. An analysis of the aggregate cost per pupil in both the public and private
schools showed that a pupil in public primary paid an average of Ksh400 per term for
meals only while a pupil in the private schools paid an average of Ksh 10,000 per term
for lunch, transport, tuition, computer and recreation.

5.2.3.2 KCPE Performance the Private and Public Schools

The study noted that pupils in private schools recorded better KCPE results than pupils in
the public primary schools. For instance, between the years 1999-2005, no pupil in the
sampled public schools had scored a mean in excess of 270 marks as compared to the
private primary schools with a mean of 410 marks.
The DEO attributed poor performance in public schools was to inadequate preparation of candidates as the main cause of poor performance in examinations. This arises out of inadequate provision of the necessary teaching ad learning resources.

All the Head Teachers in private schools and 75% of head teachers in the public schools and the DEO said that performances in both categories of schools had an effect on the enrolments in the private schools. The DEO asserted that good performances in private schools made the enrollments of pupils to go up in such schools.

5.2.3.3 Pupil-Teacher Ratios

The study indicates that the pupil –teacher ratios were higher in public schools than in private schools through the period study. It was noted from the interview with the DEO that in the year 2004, the pupil –teacher ratio was the highest at 60:1 in public schools as compared with 23:1 in private schools.

5.2.3.4 Teaching and Learning Resources

The study indicates that majority of Head Teachers (75%) in public schools said that the learning resources (textbooks, exercise books and teaching aids) were inadequate in all the sampled public schools. All the Head Teachers in private schools indicated that teaching and learning resources were adequate except the libraries.

5.2.3.5 Physical Facilities

The Head Teachers indicated that there was a critical shortage of physical facilities in public schools. All the Head Teachers in public schools noted that classroom rooms,
desks and toilets were not enough to cater for large enrollments in public schools. In addition, there were no public schools with a library and computer laboratories as noted all the Head Teachers in public schools. In private schools, all the physical facilities were adequate except in two schools without a library.

5.2.4 The Cause of the Pattern of Pupil’s Enrolment in Public Schools

The cause of high enrollments in public schools is introduction of free primary education which waived the tuition fee. The causes of continued enrollments in private schools include: Adequacy of teaching-learning, classrooms, and desks in private schools, good performance at KCPE in private schools and high pupil-teacher ratio in public schools.

5.2.5 Views of Head Teachers on Strategies to Improve Enrollments in Private Schools.

There were various views of head teachers on strategies to improve enrollments in private schools. These are: Lower cost of education in private schools, Provision of more teaching/learning resources to cater for more pupils, Provision of more physical facilities to cater for more pupils, The government to subsidize private primary education (grants, bursaries), Increase pupil-teacher ratios from 23:1 to 30:1 in private schools and The government should regulate the amount of tuition fees in private schools.

5.3 Conclusions

(i) Based on the results of the findings, several conclusions have been made as follows: enrollments increased in public primary schools due to the introduction of free
primary education. Initially this led to decreased enrollments in private schools. With poor performances and congestions in public schools, enrollments started to increase in private schools as noted in the year 2007.

(ii) It can also be concluded that even with the introduction of free primary education, provision of physical, teaching and learning resources has not been adequately provided. However, the physical, teaching and learning resources in private schools are adequate.

(iii) The cost of education in private schools is so prohibitive and out of reach for a majority pupils in poor households.

(iv) Whereas pupil-teacher ratios are believed to be an important factor on quality of education, there is no relationship between the two variables. It was also noted that teachers in public schools are more academically qualified than teachers in private schools. Hence qualification of teachers played minimal role in the performances pupils in both public and private schools.

(v) Enrolments of pupils in primary schools can be enhanced by factors other than availability of enough tuition fees. Feeding programmes retain pupils in schools. In addition, good performances in private schools forced the enrollments of pupils to go up in private schools.

(vi) The method of teaching had an effect on performance and the general quality of education.
5.4 Recommendations

Based on the results of the findings, several recommendations have been made.

(i) Private schools are known for the important role they play in supplementing the demand for education in Kenya. However, the cost of private education is so high and prohibitive for poor households. The study recommends for government’s intervention to insulate the poor from such high costs.

(ii) Low pupil-teacher ratios are associated with increased unit cost of education. To reduce the unit cost of education, the private schools should increase enrollments to optimal levels. This would automatically off load some pupils in public schools and mitigate unwarranted congestions in public schools.

(iii) Public schools should benchmark on best management skills from private schools.

(iv) Government to subsidize private primary education by offering grants and bursaries.

(v) Public schools should provide more physical facilities to cater for more pupils by establishing new schools.

(vi) The Government should encourage the establishment of more private schools by relaxing the current heinous conditions and procedures on initiating private schools.

5.5 Areas for Further Study

The current study has concentrated on establishing the effect of free primary education on enrollment in private primary schools in Kiambu Municipality. The study suggested that
another study be carried out to establish effect of subsidized secondary in private secondary schools in Kiambu.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR THE HEAD TEACHERS OF PRIVATE AND PUBLIC PRIMARY SCHOOLS

This questionnaire is for collecting data on the effect of free primary education on enrollment in private primary schools in Kiambu district. Data obtained will be handled in confidence for purely academic purposes. To enhance confidentiality do not enter your name or that of your school in the questionnaire.

Answer all questions by ticking and filling in the blanks as appropriate.

Please indicate;

1 Gender. Please tick. Male ☐ Female ☐

4. Highest level of education attained
   Form four (0-level) ☐ Form six (A-level) ☐
   College ☐ University ☐

5. Highest level of training
   Certificate ☐ Diploma ☐
   Bed ☐ Med degree ☐

   Any other (specify) ---------------------------------------------------------------

6. Work experience in years. ____________ Years

9. Type of school. Day ☐ Boarding ☐ Both day and boarding ☐
Kindly indicate the following statistics from your school record.

12. Number of pupils and teachers registered in the District for all the years shown.

<table>
<thead>
<tr>
<th>Year</th>
<th>Public Schools</th>
<th>Private Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils</td>
<td>Teachers</td>
</tr>
<tr>
<td>1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
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<tr>
<td>2001</td>
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<td>2002</td>
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<td>2006</td>
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<td>2007</td>
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<td>2008</td>
<td></td>
<td></td>
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<tr>
<td>2009</td>
<td></td>
<td></td>
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<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
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</tr>
</tbody>
</table>

13. Since the implementation of FPE, how would you describe;

   Enrolment of pupils.     Dropped [ ]   Increased [ ]   Remained the same [ ]

   (Probe for causes of increase)

14a) Have there been differences in enrolment in the District before and after introduction of free primary education?

   Yes □     No □

14b) if yes, account for such differences
15 a) Are there changes in the enrollment of private primary schools following the implementation of free primary education?

Yes ☐ No ☐

b) If yes, State the changes that has accompanied enrollment in private primary schools following the implementation of free primary education

……………………………………………………………………………………………
……………………………………………………………………………………………
……
…………………………………………………………………………………………….

c) Have the changes stated in b) above affected the quality of education in private schools

Yes ☐ No ☐

e) If yes how do the changes affect the quality of education in private schools?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……

16. Do you provide lunch in school? Yes ☐ No ☐
17. Indicate lunch charges per term. __________ Shillings. Or None ☐
18. Do you provide transport to school? Yes ☐ No ☐
20. Indicate other charges in shillings per year.
21. a) Indicate the school KCPE mean grade for the years shown.

<table>
<thead>
<tr>
<th>Year</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPE mean grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

b) What factors has led to this performance in a) above


c) How do the performances in public schools compare with that of the private schools?


d) Do the performances in both private and public schools affect future enrolments in private schools?

Yes ☐ No ☐

22 Indicate number of teachers in your school for the years shown.

<table>
<thead>
<tr>
<th>Year</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23 indicate the pupil-teacher ratio
| Year | Public Schools | | | Private Schools | | |
|------|----------------|-----|----------------|----------------|-----|
|      | Pupils | Teachers | Pupil-Teacher Ratio | Pupils | Teachers | Pupil-Teacher Ratio | |
| 1999 |        |          |                    |        |          |                    | |
| 2000 |        |          |                    |        |          |                    | |
| 2001 |        |          |                    |        |          |                    | |
| 2002 |        |          |                    |        |          |                    | |
| 2003 |        |          |                    |        |          |                    | |
| 2004 |        |          |                    |        |          |                    | |
| 2005 |        |          |                    |        |          |                    | |
| 2006 |        |          |                    |        |          |                    | |
| 2007 |        |          |                    |        |          |                    | |
| 2008 |        |          |                    |        |          |                    | |
| 2009 |        |          |                    |        |          |                    | |
| 2010 |        |          |                    |        |          |                    | |
| 2011 |        |          |                    |        |          |                    | |

24. Indicate the distribution of the qualification of teachers in your school.

- Untrained form four leavers
- Untrained graduates
- Trained primary teachers P1 P2 P3 P4
- Trained S1 teachers
- Trained graduate teachers
- Trained graduate teachers with post graduate qualification

25a) Since the implementation of FPE, how would you describe;

i. Pupils’ discipline. Improved [ ] Deteriorated [ ] (Probe for causes)

ii. Teacher’s workload. Increased [ ] Remained the same [ ]

    Decreased [ ] (Probe for effects of high PTR)
iii. Mode of instruction delivery. Led to use of;

iv. Lecture method [ ] Discussion [ ] Demonstration [ ]

(Establish implication of the method commonly used)

b) Adequacy of the following;

i. Textbooks Adequate [ ] Not adequate [ ]

ii. Exercise books Adequate [ ] Not adequate [ ]

iii. Teaching aids Adequate [ ] Not adequate [ ]

c) Adequacy of the following;

i. Classrooms Adequate [ ] Not adequate [ ]

ii. Libraries Adequate [ ] Not adequate [ ]

iii. Toilets Adequate [ ] Not adequate [ ]

iv. Desks Adequate [ ] Not adequate [ ]

v. Chalkboards Adequate [ ] Not adequate [ ]

vi. Computer Laboratory Adequate [ ] Not adequate [ ]

26. Indicate type of building structures under which learning take place.

Permanent ☐ Semi permanent ☐ Temporary ☐

27. Please, indicate your perception on the effect free primary education in public schools has had on enrolment in private school. Tick as appropriate.

Strongly Disagree (SD) Disagree (D)

Undecided (U) Agree (A) Strongly Agree (SA)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment has declined</td>
<td>SD D U A</td>
</tr>
<tr>
<td>Enrolment has remained the same</td>
<td></td>
</tr>
<tr>
<td>Enrolment has increased slightly</td>
<td></td>
</tr>
<tr>
<td>Enrolment has increased moderately</td>
<td></td>
</tr>
<tr>
<td>Enrolment has more than doubled</td>
<td></td>
</tr>
</tbody>
</table>

27. Please indicate the cause of reason for the pattern of pupil’s enrolment in your school.
<table>
<thead>
<tr>
<th>Cause/Reason</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of Free Primary Education</td>
<td></td>
<td></td>
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<tr>
<td>Availability of teaching learning resources</td>
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<td></td>
<td></td>
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<tr>
<td>Adequate classrooms, and desks</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>High Pupil-teacher ratio</td>
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<tr>
<td>Good performance at KCPE</td>
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</tbody>
</table>

28. What should be the government policy on private primary schools?  
   ………………………………………………………………………………………..  
   ………………………………………………………………………………………..  

29. Should the government support establishment and running of private primary schools so that they increase enrollment?  
   Why?  
   ………………………………………………………………………………………..  
   ………………………………………………………………………………………..  
   ………………………………………………………………………………………..

*END*
APPENDIX II
INTERVIEW SCHEDULE

The following questions will guide the researcher during the interview.

1. How many teachers and pupils are there in both Public and Private Schools in the District in the years 1999-2010?

2. Have there been differences in enrolment in the District before and after introduction of free primary education?

3. Has the advent of free primary education affected significantly enrollment in private primary schools?

4. Does the amount of tuition fee affect enrollment in private primary schools?

5. Does performance in KCPE affect enrollment levels in private primary schools?

6. Does availability of learning resources influence enrollment in private primary schools?

7. What strategies can be adopted to improve the quality of education?