THE IMPACT OF FREE PRIMARY EDUCATION ON INTERNAL EFFICIENCY IN LONDIANI DIVISION, KIPKELION DISTRICT - KENYA

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree or any other study programme in any other university.

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DEDICATION

This work is dedicated to my husband, Mr. Khamala, and my children Paul, Pauline and Precious

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In the process of weaving this report I benefited from the inputs of various people. First and foremost, I am indebted to my supervisors Dr N.Ogeta, the late Dr F.Gateru, Dr Itolondo and Dr Wycliffe Otieno who thoroughly guided me during the conceptualisation of the research problem and writing up of this entire report. My appreciation also goes to Prof. Oketch the lecturer for Research Methodology who gave me insights into research. I also thank all the lecturers in the Department of Educational Management, Policy and Curriculum Studies for their support during course work and departmental seminars. I sincerely thank Judith Wamocho, my master's classmate and friend for her unconditional support during and after course work.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

A.A.R.I	-	Average Annual Rate of Increase
A.R.I	-	Annual Rate of Increase
A.E.O	-	Area Education Officer
AIDS	-	Acquired Immune Deficiency Syndrome
ASALs	-	Arid and Semi-arid lands
A.T.S	-	Approved Teachers Status
D.F.I.D	-	Department for international development
E.C.D	-	Early Childhood Development
EFA	-	Education for All
F.Y	-	Financial year
F.P.E	-	Free Primary Education
G.D.P	-	Gross Domestic Product
G.E.R	-	Gross Enrolment Ratio
H.I.V	-	Human Immunodeficiency Virus
K.C.P.E	-	Kenya Certificate of Primary Education
KNUT	-	Kenya National Union of Teachers
MoEST	-	Ministry of Education, Science and Technology
N	-	Population
NARC	-	National Rainbow Coalition
N.E.R	-	Net Enrolment Ratio
O.D.A	-	Official Development Assistance
O.E.C.D	-	Organization for Economic Co-operation and Development
P.T.A	-	Parents Teachers Association
T.S.C	-	Teachers Service Commission
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children’s Education Fund
U.P.E	-	Universal Primary Education
W.B	-	World Bank

ABSTRACT

This study investigated the impact of Free Primary Education (FPE) on internal efficiency of public primary schools in Londiani Division of Kipkelion District. It is a well-known fact that education plays an important role in national development by equipping people with skills that improve their productive capacities. Primary education is particularly known to have a high social benefit, which is why the government of Kenya has been committed to the attainment of its national objective of providing universal primary education to all school- age children. The government's commitment can clearly be seen through the introduction of FPE in 2003, which saw enrolments surging from about 6 million to about 7.6 million by 2006. Unfortunately, cases of dropout and absenteeism still affect schools in Londiani Division, as is the case in other parts of the country. The objectives of the study were to determine the rates of enrolment, dropout and the patterns of absenteeism and the factors responsible for the rates and patterns so identified. The researcher also established the immediate short to medium term outcomes on acquisition and utilization of teaching learning resources, including any constraints faced by the administration in running the schools. This study was anticipated to be of immense significance to the policy makers in building corrective measures to ensure optimal provision of FPE. The study adopted descriptive survey design. Stratified random sampling was used to sample out nine (9) schools from a total of 41 schools. The researcher used two questionnaires which were issued to head teachers and class teachers of the selected schools. The reliability of the questionnaires was established by piloting the instruments in one school. This reliability was tested using the split-half method. The data collected were analysed using descriptive statistics with the help of SPSS. This involved computation of modes, and percentages. Data were presented descriptively using charts, frequency distribution tables and graphs. The findings of the study show that after the introduction of FPE enrolment in all schools went up in all classes. However, dropout cases started to rise after two or three years. Besides, there were many overage pupils who enrolled. The main factors which contributed to dropout and absenteeism included repeating classes, domestic chores, overage and underage, poverty, parental negligence, drugs and circumcision rites. Many schools had inadequate teaching staff, inadequate desks and toilets but the textbook-pupil sharing ratio was very good at an average of 1:2 in all the subjects except Social Studies. Besides, indiscipline of pupils and congestion in classrooms were also major constraints faced by teachers during the teaching-learning process. The researcher recommends that the government should look into other contributory factors to dropout and absenteeism other than fee payment. Also, schools and the Government should devise ways and resources to accommodate the overage pupils, sensitise the parents on the importance of educating their children and generate more funds from other sources to expand school facilities.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The government of Kenya is committed to ensuring provision of basic education to its citizens, both because it is a right as well as for the benefits that accrue to educational investment. In 1990, the Kenyan Government signed the World Declaration on Education for All (EFA), committing itself to: universalising access to education and promoting equity in education; broadening the means and scope of basic education; enhancing the environment for learning and strengthening partnerships in education. This is attested in the steps it has taken right from independence including attempts to provide free primary education (FPE) as a move towards provision of universal free education (UPE).

In regard to FPE, the government introduced it in January 2003 to show its commitment to universalising access to basic education for all children, as per the EFA 1990 resolutions. The implementation of FPE policy opened up opportunities for disadvantaged and marginalized children, especially girls who had never enrolled in schools or had dropped out because they simply could not afford the costs of education, more so direct costs or user charges levied by primary schools. In fact, the introduction of FPE is a step towards achieving one of the Millennium Development Goals (MDGs) which is to provide Universal Primary Education (UPE).

According to Allison (1983), UPE is an attractive policy because it not only caters for equity and social justice, but it also makes people more productive at the place of work and at home. Nevertheless, Organization for Economic Cooperation and Development

(OECD, 1983) points out that after years of quantitative expansion, there is bound to be both structural and organizational imperfections and social injustices, which can only be removed by seeking new approaches and qualitative improvements. Furthermore, OECD (1983) observes that lost educational opportunities are hard to retrieve and yet too many children leave school with their potential unfulfilled especially those from less privileged backgrounds.

According to a survey carried out by the Republic of Kenya (1979) to investigate educational trends after the abolition of school fees in 1974, it was found out that high enrolment only characterised the 1974 school year. By 1975, the situation characteristic of wastage prevailed causing a reduction in the class size. It was also found out that the abolition of school fees for the first four years of primary schooling did not start an era of completely free schooling. As a matter of fact, from 1974 through 1978, it was reported in the same survey, that primary schools collected an equipment levy and many others imposed fees in terms of building funds, activity, feeding schemes and so on. Due to these charges, retention of pupils in schools became difficult thereby prompting the President to abolish the payment of all fees from 1978 onwards (Republic of Kenya, 1979).

Nevertheless, research in a variety of countries suggests that high dropout rates typically occur due to a combination of factors. Bent, Rudyard, Kronenberg and Henry (1970) note that economic reasons play a role where young people are not able to attend school because of the poor condition of the family or because the family depends on the earnings which would have taken them to school. In non-industrialized countries, factors that influence high dropout rates include direct charges for acquiring education such as

inability to pay school fees. The other factors influencing high dropout rates in such countries include the opportunity cost of sending children to school and forfeiting their labour inputs, overcrowding in classrooms, long distances to school, non availability of text books and other instructional materials and the poor quality of schooling (Republic of Kenya, 1979). Psacharopoulos and Woodhall (1985: 112) point out that there is a direct effect of poverty on education as follows:

> Poor families will certainly find it difficult to pay fees, but even free education imposes a substantial financial burden through earnings foregone and out-of-pocket expenses for clothes, travel, books or materials. Moreover, poor families on the average tend to have more school age children than higher income families.

In reference to the citation above, the widely held view that increased spending on education will reduce wastage in schools may not really hold because there are other factors like opportunity cost that equally lead to wastage despite FPE.

Similarly, Nkinyangi (1977) points out that incidence of repetition and dropout is not to be interpreted as a result of educational inefficiency alone. He says that repetition and early school leaving are a demonstration of a general socio- economic disparity. Nkinyangi singles out parental education, occupation, and incomes as some of the measures for socio- economic status. He adds that social class may be the root to explaining the barriers, which operate to reduce educational participation of children from lower class origins relative to those from higher ones.

It is presumed that some of these factors have contributed to wastage in Kenya. In 2003, FPE was introduced and the same trend in high enrolments seen in 1974 was repeated. In 1973 according to Republic of Kenya (1979), primary enrolment was 1,816,616 pupils

and this rose to 2,734,398 pupils in 1974 representing an increase of 50.5%. Similarly, in 2002, school enrolment was 6,131,000 pupils and this rose to 7,208,100 in 2003 representing an increase of 17.56% (Economic Survey, 2004).

Given the aforementioned national rates on enrolment, one may ask what could be the situation in Londiani Division in Kipkelion District. Though data on primary schools enrolment for Kipkelion District was not available (Kipkelion District was curved out from Kericho District in 2007), data about Kericho District's primary schools' consolidated enrolment may provide a clue as to the situation on the ground as presented in Table 1.1.

Table 1.1: Primary School Enrolment in Kericho District by Gender from 2002-2006

	2002		**2003**		**2004**		**2005**		**2006**	
Class	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
1	9,930	9,489	12,400	12,418	14,150	14,168	12,612	12,249	11,302	12,049
2	9,055	8,387	11,058	9,441	11,458	9,441	10,398	9,886	10,390	9,886
3	8,394	8,117	9,441	8,766	9,441	8,766	9,449	9,205	9,451	9,205
4	8,575	8,742	8,768	8,708	8,768	8,708	9,546	9,185	9,546	9,185
5	7,456	7,580	8,708	8,213	8,708	8,213	8,216	8,216	8,216	8,287
6	6,799	7,101	7,439	7,795	7,439	7,795	8,057	8,115	8,054	8,115
7	6,742	6,796	7,512	7,302	7,512	7,302	8,986	8,935	8,986	8,935
8	5,548	5,207	6,072	5,760	6,072	5,760	6,775	6,206	6,775	6,206
Total	**62,499**	**61,419**	**70,843**	**67,921**	**72,593**	**69,671**	**74,039**	**71,997**	**72,720**	**71,868**
Grand total	**123,918**		**138,764**		**142,264**		**146,036**		**144,588**	

Source: MoEST Kericho District

Referring to table 1.1, the pattern of enrolment in Kericho District was almost similar to the national one, since there was an 11% increase in enrolment from 123,918 pupils in

2002 to 138,764 pupils in 2003. If data in Table 1.1 is consolidated further to reflect the overall flow of pupils from one class to another, it will appear as shown by Table 1.2.

Table 1.2: Flow of Pupils from One Class to Another in Kericho District from 2002-2006

	Classes							
Year	1	2	3	4	5	6	7	8
2002	**19419**	17442	16511	17317	15036	13900	13 538	10 755
2003	**24818**	**20499**	18207	17476	16921	15234	14814	11 832
2004	28318	**20899**	**18207**	17476	16921	15234	14814	11832
2005	24,861	20,284	**18,654**	**18,731**	16,432	16,172	17,921	12,981
2006	23,351	20,276	18,656	**18,731**	**16,503**	16,169	17,921	12,981

Source: Computed by researcher from MoE's records (Kericho District

As Table 1.2 indicates, all the classes posted an increase in enrolment in 2003 as compared to 2002 except class five and eight. A drop in the number of pupils joining class eight in 2003 could be explained by the fact that in Kenya, pupils are particularly forced to repeat classes especially in class seven in order for them to improve on their marks. Another observation from the table is the drop in enrolment in 2004 in all the classes. Class two recorded the highest drop from 24818 in 2003 to 20899 in 2004. A similar trend in the increase and drop in enrolment was noted in Londiani Division as presented in Table 1.3

Table1.1: Primary School Enrolment in Londiani Division by Gender 2002-2006.

	2002		2003		2004		2005		2006	
CLASS	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Standard 1	1,218	1,183	1,691	1,544	2,941	1,794	1,602	1,543	1,502	1,443
Standard 2	1,079	1,159	1,317	1,277	1,317	1,277	1,380	1,333	1,380	1,333
Standard 3	1,075	1,010	1,179	1,184	1,179	1,184	1,251	1,196	1,253	1,196
Standard 4	1,092	1,064	1,131	1,087	1,131	1,087	1,268	1,220	1,268	1,220
Standard 5	896	1,038	960	1,187	960	1,187	1,097	1,144	1,097	1,144
Standard 6	875	952	955	1,248	955	1,248	1,056	1,046	1,056	1,046
Standard 7	924	1,015	1,037	1,072	1,037	1,072	1,233	1,330	1,233	1,330
Standard 8	637	717	703	725	703	725	798	809	793	809
TOTAL	**7,796**	**8,138**	**8,973**	**9,324**	**9,223**	**9,574**	**9,647**	**9,631**	**9,582**	**9,521**
GRAND TOTAL	**15,934**		**18,297**		**18,547**		**19,278**		**19,103**	

Source: MoEST Londiani Division

Table 1.3 shows that boys and girls who enrolled in standard one in 2003 were 1,691 and 1,544 respectively. However, one year later, only 1,317 and 1,277 boys and girls were enrolled in standard two, which is a drop - out rate of about 22% and 17% for boys and girls respectively. Therefore, there was need to investigate the impact of FPE on internal efficiency in Londiani Division, Kipkelion District in terms of enrolment and wastage.

1.2 Statement of the Problem

Despite the existence of vast literature on the implementation of FPE in Kenya available in various research works, policy papers and other related documents, few studies known to the researcher have been done on the impact of FPE on the internal efficiency of public primary schools. Whereas FPE was meant to ensure that by 2015 children

everywhere will be able to complete a full course of primary schooling (Republic of Kenya and United Nations, 2003) by removing financial barriers to education, there still existed cases of wastage affecting schools in Londiani Division.

Due to a lot of resources being invested in primary education there is need for schools to operate optimally lest wastages, which were meant to be curbed, continue to inflict the sub-sector something which will raise doubts as to the ability of FPE as a critical tool to reverse drop-outs, absenteeism, among others. Also, given that primary education is a very important period in the educational development of an individual and the country as a whole, then the availability of opportunities as well as ability to complete are of greatest importance. That is why concerns in regard to the impact of any education policy on the optimal provision of the educational services are justified.

1.3 Purpose of the Study

This study investigated the impact of FPE on the internal efficiency of the primary education sub-sector with specific reference to the implementation of FPE in the public primary schools in Londiani Division, Kipkelion District with a view to suggesting measures to enhance the optimal provision of education during this era of FPE.

1.4 Specific Objectives

The specific objectives of this study were to:

i. Compare enrolment rates before and after the introduction of FPE in Londiani Division's primary schools in the period covering 2000-2007 years.
ii. Determine pupil dropout rates and patterns of absenteeism in the public primary schools in Londiani Division after the introduction of FPE.

iii. Identify the reasons contributing to the established trends in pupil dropouts and absenteeism and what measures schools had taken to reverse the trend.

iv. Analyse the constraints affecting the teaching/learning process following the implementation of free primary education.

v. Assess the provision of human and physical resources for the implementation of free primary education in Londiani Division.

1.5 Research Questions

Based on the statement of the problem, the following research questions were derived:

i. What were the enrolment rates before and after the introduction of FPE in Londiani Division's primary schools in the period covering 2000-2007 years?

ii. What were the pupil dropout rates and patterns of absenteeism in the public primary schools in Londiani Division after the introduction of FPE?

iii. What were the reasons for dropouts and absenteeism in the primary schools and what measures were schools taking to reverse the trend?

iv. What were the constraints affecting the teaching/learning process following the implementation of free primary education?

v. What human and physical resources did schools have for the implementation of free primary education in Londiani Division?

1.6 Significance of the Study

The researcher hoped that the findings of the study may be useful in the theory and practice of education financing and administration in Kenya. The findings showed the extent to which schools in Londiani Division were internally efficient. This is very crucial because the government of Kenya and other stakeholders were already spending

large amounts of financial resources on FPE. For instance, incidences of high wastage rates could be seen and therefore something has to be done so that the scarce national resources should not go into waste. In this regard, the teething problems that were identified should be instrumental to policy makers in building intervention strategies to ensure optimal provision of FPE.

The findings revealed school-based as well as gender-based disparities in retention or drop-out rates as well as in the challenges encountered in implementing FPE. These may be very useful in coming up with unique solutions to unique problems faced by the various schools. Also, the Kenya Institute of Education (KIE) and other concerned bodies may find the study outcomes instrumental in designing educational programmes to cater for learners with special attributes such as the over-age or under-age learners.

Further still, the findings would provide insights into gender-based differences that may exist in relation to drop-outs and retention rates. This may be very useful to various stakeholders involved in implementing gender-sensitive strategies to increase retention while reducing drop-outs. Finally, the study findings may not only become a useful reference material to other researchers but also to those interested in reading more on primary education during this era of FPE.

1.7 Delimitations and Limitations of the Study

Delimitations refer to the scope of the study while limitations are factors beyond the control of the researcher in the study area that may influence the outcome of the study.

1.7.1 Delimitations of the Study

The scope of this study covered the following aspects:

i. This study was confined to the analysis of the impact of FPE on internal efficiency in public primary schools within Londiani Division, Kipkelion District.
ii. The internal efficiency variables which the researcher concentrated on were the flow of pupils in terms of enrolment, dropout, repetition and absenteeism only.
iii. Also, the data was collected only from those respondents who were accessible during the time of study and these were the class teachers and the head teachers.

1.7.2 Limitations of the Study

The study was faced by the following limitations:

i. The problem of scanty data on pupil drop-outs and absenteeism in Londiani Division. Though the study covered the period 2000-2007, the data on absenteeism only covered the 2007 school year.
ii. Also, the researcher found it very difficult to collect data from the A.E.O in January 2008 due to post-election violence prevailing in the country immediately after the 2007 December General Elections.

1.8 Assumptions to the Study

The study was based on the following assumptions:

i. That the respondents were well informed of the FPE implementation process to give adequate and reliable responses.

ii. Schools received funds (Government grants) on time and that the funds were properly utilized for the purposes for which they were intended.

iii. Pupils (both boys and girls) could join any school of their choice and that obstacles to grade progress due to, for example, lack of fees were non-existent.

1.9 Theoretical and Conceptual Framework

The theoretical and conceptual frameworks underpinning the study were as follows.

1.9.1 Theoretical Framework

The study adopted the production function theory for education advanced by Psacharopoulos and Woodhall (1985). According to Psacharopoulos and Woodhall (1985) production is described as any process where certain elements are combined, through a certain technology to produce outputs. The elements that are combined are called inputs. In a more specific manner, Psacharopoulos and Woodhall (1985) point out that internal efficiency is concerned with relationship between inputs and outputs within the education system or within individual institutions. Output is often measured in purely quantitative terms such as the number of graduates or qualified school leavers produced in the education system. Input, on the other hand, include student characteristics, school related factors, and other community influences.

The production function theory was used in this study to provide a theoretical means of how to link up the inputs and outputs of this study. It provided a basis to show how the inputs affect or are supposed to affect the outputs.

1.9.2 Conceptual Framework

The researcher sought to investigate the relationships between internal efficiency variables particularly pupil drop outs and absenteeism and FPE besides the factors constraining the implementation process. Figure 1 exhibits the conceptual model.

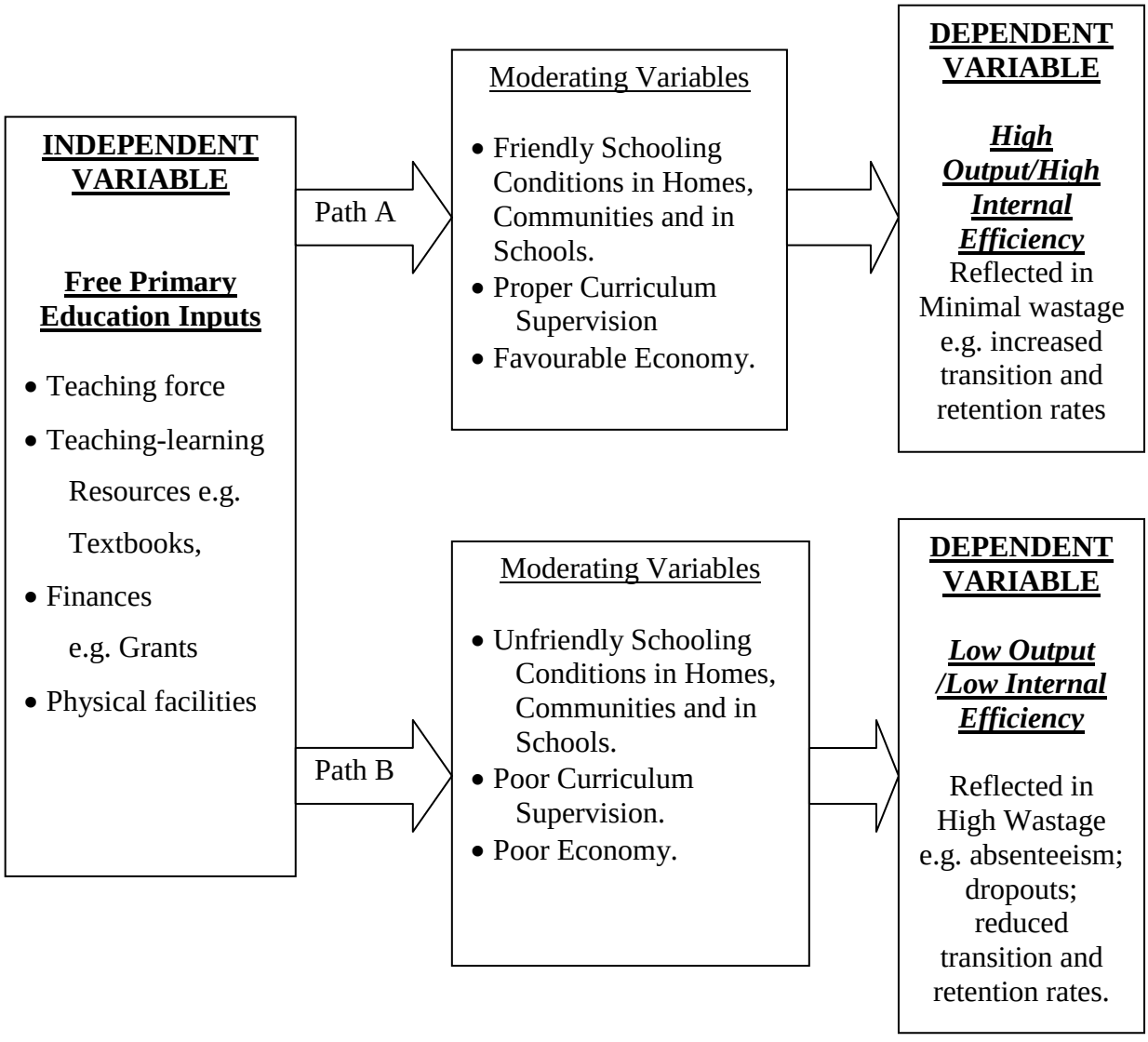

Figure 1.1: The Impact of Free Primary Education on Internal Efficiency of Schools

Source: Diagram based on the Production Function Theory by Psacharopoulous and Woodhall (1985)

As Figure 1.1 shows, the independent variable consists of the various inputs into the FPE implementation process such as teachers and physical resources while the dependent variable consists of a two-pronged outcome of FPE on schools' internal efficiency which can either be high internal efficiency (shown by Path A when conditions are favourable) or low internal efficiency (shown by Path B when conditions are unfavourable). For instance, if the challenges facing the implementation of FPE are not properly checked this will in turn negatively impact on the primary education's internal efficiency leading to low transition and retention rates, among other things.

However, the relationship between the independent variable and the dependent variable i.e. the impact of FPE on the internal efficiency of primary education sub-sector will also be influenced by an interplay of intervening/moderating variables such as measures adopted to cope with constraints facing FPE, parental/home factors and the prevailing economic conditions such as inflation levels

1.10 Operational Definition of Terms

Absenteeism: Refers to physical absence of the pupil from the classroom at the time the register is marked.

Attendance rate: Refers to the rate of presence at school per school term or year so as to enable the pupil to participate effectively in the school curriculum implementation and evaluation processes. This may be aggregated financially in terms of expenditures per pupil-year.

Cohort: Refers to a group of pupils entering a particular level of education at the same time, same grade or stage between the first (initial) and the final grade.

Dropout: Refers to a child who enrols in school but fails to complete the relevant level of educational cycle .At the primary level, this means that the dropout fails to reach the final grade, which is class eight.

Educational inputs: Refers to buildings, teachers' books, teaching materials e.t.c. which may be aggregated financially in terms of expenditures per pupil-year.

Educational output: Refers to the numbers of pupils who complete a given cycle of education. In this case it is the primary school cycle, which ideally takes eight years are promoted to the next class at the beginning of the School year.

Free Primary Education: Refers to a mode of financing education where the Government pays the tuition fees, provides teaching and learning resources but the indirect cost is met by the parents.

Grade/standard/class: These three terms will be used synonymously to refer to pupils' level of educational attainment

Internal efficiency: Refers to the proportion of pupils who complete primary cycle of education. The relationship between inputs and outputs when pupils flow through the grade structure of an educational system can help in deriving internal efficiency. When dropout and repetition rates are high before the end of an educational system then that portion of the education system is said to have serious internal inefficiency.

Lower primary: Refers to class one, two and three.

Opportunity Cost: Refers to the alternatives that entice pupils to withdraw from school

Over-age: Refers to a pupil who enters into school enrolment after the ideal age of that particular class.

Pupil-year: One pupil who spends one year at school is said to have spent one pupil-year.

Repeater: Refers to a child who has to repeat the same grade

due to examination failure, low attendance record, or for other reasons.

Rural schools: Refers to schools, which are located more than two kilometres from Londiani Township.

School Environment: Refers to pupil-teacher interaction, aspiration, motivation and participation in class and extracurricular.

Short term: Refers to a period of time not exceeding five years.

Under-age: Refers to a pupil who enters early into school enrolment. This is where a pupil has not attained the official age of entering a particular grade .In Kenya a grade I pupil should be six years old while grade 8 should be 13 years old.

Urban schools: Refer to schools, which are located within two kilometres of Londiani Township.

Wastage: Refers to incidences of repetition, absenteeism, and dropout in primary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This section reviews literature on FPE with specific reference to internal efficiency in public primary schools. The review is done under the following headings based on study objectives: a) The Concept of Internal Efficiency in Education; b) FPE in Sub-Saharan Africa; c) Enrolments in FPE; d) Pupil Dropouts and Absenteeism Patterns; e) Factors Influencing Pupil Dropouts and Absenteeism; f) Constraints Affecting Teaching/Learning in FPE; and, f) Provision of Human and Physical Resources

2.1 The Concept of Internal Efficiency in Education

Abagi and Odipo (1997) and Lerotholi (2001) point out that the internal efficiency of an education system is revealed by grade promotion, repetition and dropout rates. Lerotholi (2001) further asserts that the higher the promotion and completion rates, the better the system's efficiency. Galabawa (2003) also brings out what internal efficiency as follows:

> The internal efficiency of the system concerns maximising the relationship between inputs and outputs. There must be a constant quest on the part of managers of the education system to see whether the same out-puts in terms of enrolments, successful completers, or measured learning achievement - can be achieved with fewer financial or ' real resource' inputs; and whether greater outputs can be achieved by redeployment of the existing level of inputs. (p4)

Lerotholi (2001) concurs with the above citation and remarks that since internal efficiency is calculated on the basis of dropout, repetition and promotion rates, when dropout and repetition rates are high before the end of each education cycle, then that portion of the education system is said to have serious internal inefficiency. It is to this

end that the researcher sought to determine the enrolments and wastage in primary education during this era of FPE.

2.2 Free Primary Education in Sub-Saharan Africa

2.2.1 Historical Perspectives to Free Primary Education in Kenya

In Kenya, though initial attempts were made to introduce FPE in the ASALs in 1971, it was until 1974 when the government abolished school fees for the first four years of primary schooling (Republic of Kenya, 1979). During the implementation of FPE in 1974, Olembo (1982) points out some of the initial problems that were encountered when pupils flooded the schools. They included lack of physical facilities like classrooms and instructional materials.

In an attempt to solve some of the aforementioned problems, some school committees were reported to have employed several methods including demanding building funds as a condition for admission. As reported by Republic of Kenya (1979), enrolment in 1975 dropped sharply. This in essence went against the government's intention to provide greater access to primary schooling. This prompted the President to abolish the payment of all extra fees from 1978 onwards (Olembo, 1982). To ensure increased enrolment, in May 1979, Olembo reports that the Government distributed free milk and indeed this saw a very large increase in the total enrolment.

However, in 1986, the Government of Kenya issued a Sessional paper on Economic Management for Renewed Growth where it saw the introduction of cost sharing policy in all sectors of the economy. The purpose, as reported in Republic of Kenya (1986) was to reduce Government spending on sectors that could sustain themselves. In fact, it was

pointed out that he Government was spending a lot on education and therefore there was a need to control the expenditure so as to have it on manageable grounds.

As a result, in 1988, the Presidential working party on Education and Training was appointed by the Government of Kenya to study the education sector. The aim was to give suggestions on how education and training services could be provided within the economical constraints that were facing the country then. This saw the introduction of cost sharing policy where the Government was to finance the provision of educational administration and professional services while communities were to provide physical facilities such as books (Republic of Kenya, 1988).

However, the cost-sharing policy in Kenya was devastating especially to the poor households regarding schooling. The 1997 Human Development Report showed that the gross primary enrolment had reduced by 2% between 1995 and 1997. This saw the reintroduction of FPE in 2003 where the enrolment rose from 6,131,000 in 2002 to 7,208,100 in 2003 (Economic Survey, 2004). FPE was introduced to enable the country meet the Millennium Development Goals.

2.2.2 Free Primary Education in Other Sub-Saharan Countries

Kenya is not alone in its attempts to introduce FPE though belatedly as compared to some other countries in Africa like Malawi, Tanzania, Uganda, Zambia and Lesotho. Lerotholi (2001) reports that in Lesotho one of the challenges that affected schools was that books and stationery were delivered late and in many schools, the numbers were less than the enrolment. In a similar vein, Riddell (2003) did a comparative analysis of the

challenges and impacts of implementing FPE in Kenya, Malawi, Tanzania, Uganda and Zambia .In the analysis, it is clear that the countries have a lot in common despite having introduced FPE at different times.

Riddell (2003) asserts that among the five countries, Malawi was the first to introduce FPE in 1994, followed by Uganda in 1997, then Tanzania in 2001, Zambia in 2002 and finally Kenya in 2003. In 1994, Riddell reports that enrolment in Malawi increased by over 50% from 1.9 million in 1993/4 to about 3.2 million in 1994/5. The same pattern in high enrolments was seen in the other countries as shown by table 2.1

Table 2.1: Synopsis of 5 Countries' Experiences with FPE

Country	FPE Provision	Gross and Net Enrolment	Finance	Role of External Agencies
Kenya	January 2003 1.Free tuition and no school levies 2. Costs remain: uniforms and exam fees	GER NER 2000/1 94.0 68.5 2002 87.9 2003 115.0 Enrolment: 2002 6.0m 2003 7.2m	Education: from 29% to 36% of govt budget; 55% of this on primary education 6% of GDP	2003: WB approved $50m; DFID $21m; several other donors' smaller amounts, bridging immediate gaps in advance of strategic plan.
Malawi	October 1994 1. Free tuition, books, stationery. 2. Uniforms not compulsory	GER NER 1992 77.0 1996 138.0 67.0 2000/1 136.9 100.6 Enrolment: 1993/4 1.9m 1994/5 3.0m	Education: from 11% (1990/1) to 24% (1997) of govt budget; 65% of this on primary education 5.4% of GNP.	About 40% of primary education budget.
Tanzania	October 2001 1. Free tuition (7-10 yr-old first, then extended) 2. No mandatory cash contributions. 3. Uniforms not compulsory	GER NER 1999 63.0 46.7 2002 100.4 99.3	Education: 25% of govt budget; 62% of this on primary education 3.4% of GDP	Over 60% of primary education budget, not including direct budget support.
Uganda	January 1997 1. Free tuition (6-12yr-old) 2. Costs remain: clothing, school feeding scholastic materials and school fund contributions.	GER NER 1995 74.3 2000/1 135.8 109.5 Enrolment: 1996 2.7m 2002 7.2m	Education: from 12% (1992) to 25% (1998) of govt budget; 70% of this on primary education	Over 50% ODA
Zambia	February 2002 1. User fees abolished 2. Uniforms not compulsory 3. Fees can be levied by PTAs and boards, but no student can be denied an education because of cost	GER NER 2001 76.9 65.1* 2002 81.0 66.1 Enrolment: 2001 1.6m 2002 1.7m *68.5% including community school enrolment	Education: from 13.2% (1996) to 20.1% of govt budget; 56% of this on basic education 2% GDP on education	About 50% basic education budget; 27% of total education expenditure (2000)

Source: Riddell, 2003.

Given the revelations in Table 2.1, the researcher sought to determine the enrolments and wastage in primary education during this era of FPE in Kenya.

2.3 Enrolments in Free Primary Education

Bwonda and Njeru (2005), in their study on primary education in Kenya using time series data for the period between 1989 and 2002, looked at access and participation, internal efficiency and equity. The research basically adopted a desk-study orientation with secondary data providing the bulk of the information. This was obtained from existing literature, including policy documents, Government publications, MoEST Statistics and local and international professional reports. Primary data was obtained by conducting key informant interviews using guided interview, observation and discussion schedules and a questionnaire. The major respondents included key education stakeholders, parents and teachers from a sample of schools drawn from Nairobi province and Kajiado district. The findings include unsatisfactory levels of access and participation, internal inefficiencies and school wastage and over-age enrolments.

Besides, the media reported several cases of over- age pupils after the introduction of FPE in Kenya. For example, Kenya Times (February 3rd 2003) reported a case in Teso where a father joined standard seven claiming that he had dropped out of that class. On February 17th the same paper reported a case where two teenagers had joined nursery school. They could not be admitted into class one because they did not have the basic education necessary for entry into class one. The head teacher who recommended that they join ECD class said: “I felt the children would be intimidated when the class one pupils who are younger would answer questions with ease thus outshining them."

The enrolment of over-age pupils elicited mixed feelings among stakeholders in education. In particular, Kenya Times (January 23rd 2003) reported that teachers in Eastern Province had expressed displeasure at the rate at which adults were joining lower primary classes following the government's move on free education. KNUT officials in Embu town, called on the government to specify the age of pupils joining standard one adding that their training did not qualify them to handle adult literacy classes.

Besides, Saitoti (2003) lamented that despite the government and community efforts to enhance access to education, close to three million children of primary school age were still out of school. The net enrolment rate still stood at 89% despite FPE. In response to Saitoti's assertion, Digolo (2003: 4) said there is need to determine if there has been any increase in enrolment at all. The researcher sought to determine the enrolments and wastage in primary education during this era of FPE in Kenya.

The study done by Bwonda and Njeru (2005) on primary education in Kenya using time series data for the period between 1989 and 2002 was done in a period immediately before the introduction of FPE. To this end the researcher sought to determine if FPE led to increased enrolments as targeted by comparing enrolment rates before and after the introduction of FPE in Londiani Division in the period covering 2000-2007 years.

2.4 Pupil Dropouts and Absenteeism Patterns

UNESCO and MoEST (2005), in a study to find out the challenges of implementing FPE in Kenya, 162 schools were sampled out and it was noted that enrolment had increased from 74,410 in 2002 to 92,974 pupils in 2003. However, in 2004, a year after the FPE, enrolment dropped by 5% to 88,356 pupils. The study also found out that only a

quarter of the pupils are in a grade that is suitable for their age. It was noted that 44% are over-age for the particular grade by two or more years. The consequence of the above, as reported by the teachers that participated in the survey, was failure by such pupils to participate in classroom activities for fear of exposing their weakness. Furthermore, some of the pupils were indisciplined and they bullied younger pupils especially the bright ones whom they considered a threat.

Bwonda and Njeru (2005), in their study on primary education in Kenya using time series data for the period between 1989 and 2002, looked at access and participation, internal efficiency and equity. Their findings showed that there were increasing dropout rates, high repetition rates, low completion rates and declining survival rates. These findings denote internal inefficiencies in terms of primary school wastage that characterized trends in access to primary education between 1989 and 2002, a period immediately before the introduction of FPE. To this end the researcher sought to determine dropout rates and patterns of absenteeism in the public primary schools in Londiani Division after the introduction of FPE.

2.5 Factors Influencing Pupil Dropouts and Absenteeism

Abagi and Odipo (1997) give three broad factors behind low internal efficiency. They are:

1. ***Education policies and institutional processes***: Policies such as cost sharing had locked out pupils from poor households.
2. ***School based factors***: Some of the school-based factors that cause dropouts in many African countries include requirement for uniforms, textbooks, stationery, tuition and activity fee and overloaded curriculum.

3. ***Household and community-based factors:*** These include rise in poverty, which also leads to child labour for family survival. In this case, poor households have to critically look at the opportunity costs of education.

Digolo (2003) recommends that since Kenyan primary schools are characterized by high drop out rate, low progression rate and very low completion rate, both in - school factors and out - of - school factors need to be addressed in order to remedy the situation. He regretted that unless such factors are identified and dealt with squarely, no amount of political rhetoric, donor support or fee waivers will enhance access. In order to achieve UPE and EFA, Digolo (2003) goes on to say, there must be concrete action plans, which indicate the number of new schools to be built and the number of new streams to be added in the existing schools in order to expand places which shall be taken up by the reported 3 million children who are still out of school. The action plans should also address the effect of community factors such as level of household income, health and nutrition, socio -cultural attitudes and values, on access. In addition to access, the focus should also be on retention throughout each year and progression to the successive classes.

Wangalachi (2003) says that biting poverty is one of the constraints to the efficient delivery of the Kenyan education system where poor parents cannot afford to provide the additional inputs to sustain the children in school. She says that poverty is known to breed hunger and malnutrition and those hungry and malnourished children have reduced capacities to learn. She gives another major contributory factor to school absenteeism as morbidity where the already hungry and malnourished are further robbed of an

opportunity to improve their future lives through acquisition of a basic education. Girls in particular may be required to stay out of school so as to care for younger siblings whose parents may have succumbed to HIV/ AIDS scourge. In addition Daily Nation (January 16th 2003) reported that although the policy on free and compulsory primary education is welcome, there are some children who will not go to school for some reasons such as street children who do not have shelter, food and clothing and children from displaced families who do not have proper homes and a means of earning a living. Some were displaced by the ethnic clashes and have never found any permanent settlement.

Although there are various factors influencing the level of drop-outs and absenteeism as revealed by Abagi and Odipo (1997), Digolo (2003) and Wangalachi (2003) it was not known or documented as to whether they also affect Londiani Divison. Hence, the researcher sought to identify the reasons contributing to the established trends in pupil dropouts and absenteeism and what measures schools had taken to reverse the trend.

2.6 Constraints Affecting Teaching/Learning in Free Primary Education

FPE opens doors to many pupils to attend schools although this comes with a lot of challenges. In Kenya a study on the challenges of implementing FPE by UNESCO and MoEST (2005) established that although there was an initial increase in enrolment, public schools were beginning to experience a decline in enrolment particularly due to dropouts. Of the districts studied, Kericho, Kisumu and Mwingi reported the highest repetition rate of more than 10%. Besides, it was found out that the majority of the pupils are in classes that are not appropriate to their age (over-age). This poses a challenge to

these pupils when it comes to classroom interaction because they may feel out of place. Such an environment may not be conducive for learning.

In Malawi, Riddell (2003) points out that the rapid enrolment after the introduction of FPE was a constraint on the already weak system that prior to expansion had a pupil teacher ratio of 70:1. The main challenges in Malawi were quite similar to those, which were faced in other Sub-Saharan countries that had introduced FPE. They included pressure on classroom facilities, insufficient teachers and inadequate supply of instructional materials (Riddell, 2003). However, one of the impacts of FPE as shown by Riddell was the doubling of government recurrent expenditure given to education between 1990/1 and 1997. It rose from 11% to 24% and a major portion went to teachers' salaries. A similar trend applied to Kenya after the introduction of FPE. The recurrent expenditure rose from 47,599.60 million in 1999/2000 to 71,800.36 million in 2003/2004 (Economic Survey, 2004).

In Kenya, Elimu Yetu Coalition (2004) reveals that due to increased enrolments prompted by FPE, teachers were faced with swelling classes. In one of the schools, Elimu Yetu Coalition (2004) reports that:

> … teachers sit outside as the large classes of standard one pupils wait in anticipation. The teachers are demoralised and overworked due to the large classes they have to handle with very limited resources (p. 19).

Other than congestion as cited above, Elimu Yetu Coalition (2004) also asserts that shortage of teachers to effectively manage FPE is one of the biggest challenges facing FPE programme. It has been estimated that about 45, 000 additional teachers are required to manage the programme. However, the MoEST has employed only an additional

12,000 teachers. The argument has been that the salary bill for the ministry is too high and has to come down. However, the dilemma is how to balance the cost of teachers, and the recurrent budget in general, and the requirement of teachers in primary schools. The situation is made worse by the negative effect of HIV/AIDS pandemic on the teaching profession. These studies were done in 2004 and the situation as by 2007 was unknown particularly in Londiani Division. That is why the researcher sought to analyse the constraints affecting the teaching/learning process following the implementation of free primary education.

2.7 Provision of human and Physical Resources for FPE

Elimu Yetu Coalition (2004) assert that although the government capitation grant has made the implementation of FPE a bit easier, the demands from schools – especially those in poor areas – in terms of resources needed is far much higher. Although KShs 1,020 per child is a move in the right direction, this allocation is still inadequate and there is need to increase it. The increase in primary school enrolment as a result of FPE programme, as already discussed, has created considerable pressure on school facilities. It has particularly exacerbated the problem of lack of classrooms and desks. The problem was compounded by the following MoEST directive:

> FPE does not require parents and communities to build new schools. The government has stopped the building of new schools and is encouraging communities to improve, refurbish and use existing facilities such as community and religious buildings. Where necessary and possible, use locally available materials (MoEST, 2003:4).

As a result of this directive, parents and communities have not been willing or able to put up additional classrooms and facilities such as toilets and desks. Thus, in all the schools

visited it was reported that classrooms were congested as a result of a high influx of new pupils, following the free primary education programme. It is in relation to this that the researcher had to assess the provision of human and physical resources for the implementation of free primary education in Londiani Division.

2.8 Summary: Implications of Literature Review

The review of literature related to the impact of FPE on primary education's internal efficiency variables, particularly enrolments, drop-outs, absenteeism and resource use, identified knowledge gaps that this study sought to fill. The re-introduction of FPE was brought up as part of a series of education reforms in a bid to achieve EFA and the wider national development goals even though it had been tried as far back as the 1970s. FPE opens doors to many pupils as seen through rapid enrolments noted after introducing FPE. For example, in Lesotho, enrolment in standard one tremendously increased from 66,999 in 1998 to 120,000 in 2000 (Lerotholi, 2001).

Similarly, in Kenya, enrolment rose from about 6 million in 2002 to about 7.6 million in 2006. This indicates how much in need of education communities are and it is assumed that by making education free, children from poor families are included in the education system. This is an assumption because even with free education, cases of wastage still plaque primary schools. This is worth investigating because, in Kenya, Abagi and Odipo (1997) report that cost-sharing policy was a significant cause of wastage because it locked out of school pupils from poor households. Nevertheless, there appears to be other significant causes of wastage other than the financial factor. It is therefore the opinion of the researcher that making education free without considering the other

factors that may work to prevent pupils from going to school would not really produce the anticipated outcome.

Besides, a study carried out by UNESCO and the MoEST (2005) in Kericho district established that 78% of the pupils were over-age. However, only three schools from Londiani division were included in the sample. Hence, it is paramount for the researcher to increase the sample size and investigate both the in-school and the out-of-school factors that could be responsible for wastage.

Literature has also noted that there are significant challenges presented by the elimination of school fees. These arise from the larger number of children in school and include the possibility of over crowding in classrooms, shortages of desks and other equipment and supplies. Such environment may deter pupils from going to school. This study assumed that wastage could be curbed if the factors influencing it are well understood. It is for this reason that the impact of FPE on internal efficiency was investigated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter details the research design, target population and sample selection, research instruments and methods of data collection and analysis.

3.1 Study Design

This was a descriptive survey research. This design was appropriate because it involved collecting data in order to answer questions concerning the current status of subjects of the study (Gay, 1976). Kothari (1985) points out that descriptive survey is concerned with describing, recording and reporting conditions that exist or existed. In this particular regard, this study investigated the current status of FPE in terms of enrolment, dropout, repetition and absenteeism.

3.2 Study Variables

The variables of this study are three:

i. The independent variable consisting of the various inputs into the FPE implementation process which include teachers and physical resources

ii. The dependent variable consisting of the outcomes (whether high or low) of FPE on internal efficiency of schools in terms absenteeism, drop-outs, enrolment and repetition.

iii. The moderating or intervening variables such as parental factors and the prevailing economic conditions including poverty levels which influence the relationship between the independent variable and the dependent variable.

3.3 Study Location

The study was carried out in Londiani Division, which was one of the seven divisions of Kericho District but now Kipkelion District. The Division had 42 public primary schools spread in four zones which were Londiani, Sorget, Kedowa and Lemotit. The rationale for selecting Londiani Division was based on a number of facts: firstly, despite the introduction of FPE, cases of wastage still plaqued schools in the Division. Secondly, apart from the UNESCO and MoEST report (2005) on the Challenges of Implementing FPE, whose sample only included three schools from the division, no study had been carried out on the outcomes of FPE. Thirdly, the researcher's own knowledge of and interest in the area were equally contributory to the decision to base the research study on Londiani Division. Singleton (1993) observes that the ideal setting for any study is that which is directly related to the researcher's interest.

3.4 Target Population

Londiani Division had 42 public primary schools (41 public day primary schools and one boarding primary) with approximately 19,051 pupils, 534 class teachers and one Area Education Officer (AEO). Londiani zone had 12 schools which included the boarding school; Sorget had 14; Kedowa with eight and Lemotit with eight. The schools were further classified as urban and rural schools as presented in Table 3.1.

Table 3.1 Distribution of schools in Londiani Division

Zones	School Category			Subjects			
	Urban Schools	**Rural Schools**	**Total**	**Head teachers**	**Class teachers**	**AEO**	**Total**
Londiani	6	6	12	**12**	**151**	**-**	**163**
Sorget	2	12	14	**14**	**175**	**-**	**189**
Kedowa	2	6	8	**8**	**103**	**-**	**111**
Lemotit	2	6	8	**8**	**105**	**-**	**113**
AEO	**-**	**-**	**-**	**-**	**-**	**1**	**1**
Total	12	30	42	**42**	**534**	**1**	**577**

Source: Computed by Researcher from MoE's Records, Londiani Division

Referring to Table 3.1 the study targeted 42 head teachers and 534 class teachers of the 42 schools as well as the AEO of Londiani Division yielding a total population of 577 subjects for study.

Sampling Procedure and Sample Size

3.5.1 Sampling Procedure

The researcher used stratified random sampling as the sampling technique to facilitate sample selection from the subjects (head teachers and class teachers) of the 41 primary schools and the AEO. Gay (1976) notes that stratified sampling is the process of selecting a sample in such a way that identified sub-groups of a given heterogeneous population are fairly or proportionately represented in the final sample to be drawn.

Hence, to get the actual schools and consequently the subjects stratified sampling technique was used to select the schools to be included in each zone for study.

First, the schools were stratified according to zones and also in terms of rural versus urban. After stratifying, simple random sampling method was used to select the sample of schools from which the subjects were also randomly selected. In this case names of the schools per zone were written on pieces of paper, folded and placed in a basket (each zone separately). The papers were then shuffled for random selection. However, as for the AEO purposive sampling was applied being the only education officer in charge of the Division.

3.5.2 Sample Size

Gay (1976) recommends that for descriptive study, a sample size of 10% for a large population and 20% for a small population is considered minimum and this is influenced by factors such as availability of time and funds. On this strength, the researcher based the study on nine (22%) of the 41 primary schools targeted for study besides the one randomly selected for piloting the instruments. Except for the AEO, the same percentage (22%) was also applied to select the sample of subjects (head teachers and class teachers) of the various categories of schools, as shown in table 3.2.

Table 3.2: Distribution of Sample Sizes across School Categories

Zones	**School Category (22% of N)**			**Subjects (22% of N)**			
	Urban	**Rural**	**Total**	**Heads**	**CTs**	**A.E.O**	**Total**
Londiani	1	1	2	**2**	**33**	**-**	**35**
Sorget	1	2	3	**3**	**38**	**-**	**42**
Kedowa	1	1	2	**2**	**23**	**-**	**25**
Lemotit	1	1	2	**2**	**23**	**-**	**25**

AEO	-	-	-	-	-	1	**1**
Total	4	5	9	**9**	**117**	**1**	**127**

Source: Computed by Researcher from MoE's Records, Londiani Division

Referring to table 3.2, the total sample size was 127 subjects consisting of nine (7.1%) Head teachers, 117 (92.1%) class teachers and one (0.8%) AEO.

3.6 Research Instruments

The researcher had developed two research instruments: Questionnaires for Head teachers and class teachers as well as an Interview Schedule for the AEO. Questionnaires were used because they offer a considerable advantage in administration. Gay (1976) notes that a questionnaire is much more efficient because it requires less time, it is less expensive and it allows for the collection of data from a much larger sample. As for interviews, Laws (2003) clearly describes circumstances under which they will be most useful. These include a need to know about people's experiences or views in some depth, and the fact that the researcher is able to rely on information from a fairly small number of respondents. Since there is only one AEO in the Division, the researcher felt that it was appropriate to use an interview schedule.

3.6.1 Questionnaire for Head Teachers

The Head teachers' Questionnaire had six parts: Part A, B, C, D, E and F with both closed-ended and open-ended questions asked based on the various objectives of the study. The closed-ended questions required the respondent to provide facts on matters pertaining to FPE while the open-ended questions allowed them room to express their views about certain aspects of FPE.

In Part A the head teachers were to fill their general as well as bio-data relevant to the study; in Part B they were required to provide data about the patterns of enrolment before and after the introduction of FPE; in Part C they were required to give data on gender patterns in drop outs and absenteeism; in Part D, they were required to reveal the factors contributing to the drop outs and absenteeism; Part E required them to give views on the factors constraining the teaching-learning process during FPE; and, finally, Part F required them give views on the provision of physical resources for the implementation of FPE.

3.6.2 Questionnaire for Class Teachers

The class teachers' Questionnaire had both closed-ended and open-ended questions asked based on the various objectives of the study, with three parts: Part A, B and C. In Part A the class teachers were to fill their general as well as bio-data relevant to the study; in Part B they were required to provide data on gender patterns in drop outs and absenteeism; and, Part C they were required to reveal the factors contributing to the drop outs and absenteeism as well as remedial measures to cope with the problem.

3.6.3 Interview Schedule for the Area Education Officer (AEO)

The researcher intended to interview the Area Education Officer (AEO) to find out the outcome of FPE on internal efficiency of public primary schools in the division. With two parts, Parts A and B. Part A sought the AEO's bio-data relevant to the study while Part B sought data on various aspects about the implementation of FPE and its impact on the internal efficiency variables such as rates of enrolment drop outs, etc. The interview was to get the perception of the AEO on the internal efficiency indicators in the Division, as well as get aggregate data for the division, which may not be available at the school

level. Interview was to help in validating information obtained from the school and therefore be useful in overall triangulation.

3.7 Pilot Study

A pilot study was carried out in one of the schools in the Division which was finally excluded from the sample in order to measure the validity and the reliability of the research instruments and thereby seek suggestions on how to improve them. According to Moser and Kalton (1971) pre-testing the instruments will enable the researcher to determine the non-response rate to be expected, the suitability of the method of collecting data and the adequacy of the questionnaire.

3.7.1 Validity of Instruments

Validity of an instrument is the degree to which the instrument accurately measures what it purports to measure. Therefore validity measures the accuracy of the instruments in obtaining the anticipated data that can meet the objectives of the study (Kothari 2004). Validity is established by experts' judgment (Gay 1992). The researcher took the constructed instruments to some lecturers in the Department of Administration of Kenyatta University for review after which she acted on the recommendations they gave.

Finally, piloting was done to identify items in the research instrument that might have not elicited the relevant information. The instruments were scrutinized to determine if they addressed all the possible areas that they should. They were then modified in tuning up the questionnaire in readiness for actual data collection based on findings from the class teachers and head teacher's responses during the pilot study. Mugenda and Mugenda (1999) declare that validity enhances reliability of an instrument. Hence a valid instrument is reliable but a reliable instrument may not be valid.

3.7.2 Reliability of Instruments

The split-half method, which is a common type of the coefficient of internal consistency, was used to test the reliability of the class teachers' and head teachers' questionnaires. Nine questionnaires were used for this purpose. The questionnaires were divided into two equal halves taking the odd numbered items against the even numbered items. The scores of the halves were correlated using the split half measure of reliability. Then, the Spearman-Brown Prophecy formula for the full test was employed, based on the following formula expressed as:

$$r\,total\,test = \frac{2r split\,half}{1 + r split\,half}$$

The researcher's calculated value of r was 0.80. According to Orodho (2004), a coefficient correlation (r) of about 0.75 and above should be considered high enough to judge an instrument as reliable. This value was above what Orodho (2004) recommends and therefore the instruments were considered reliable to be used in data collection.

3.8 Data Collection Procedure

Before the researcher collected data from the field she had to fulfil some logistical and ethical considerations in research as follows.

3.8.1 Logistical and Ethical Considerations

The researcher applied to the Ministry of Education for the research permit. She then pre-tested the instruments and completed the sampling process to identify the subjects for study. The researcher knew the area well hence did not carry out a familiarization tour. The researcher introduced herself to the subjects before actual data collection to

create a rapport with them as well as get their consent to participate in the study. Then she explained the purpose of the study with assurance that the information they were to give was to be kept confidential and anonymous.

3.8.2 Distribution and Collection of Instruments

On the material day of collecting data the instruments were administered. The researcher delivered the questionnaires personally to the head teachers and the class teachers. Where the head teachers were absent, the deputy head teachers filled them instead. For those questionnaires the head teachers and class teachers were able to fill immediately (within one to two hours) the researcher collected them. Otherwise, for those who were not able to do it immediately an allowance of one week was agreed upon after which the researcher collected them.

However, the researcher was not able to interview the AEO in December, 2007 as planned due to the AEO's personal commitments. So the interview was postponed to January, 2008 but due to post-election violence, the interview could not be carried out.

3.9 Data Analysis

All the 9 (100% return rate) Head teachers returned duly filled up questionnaires while 102 (87.2% return rate) class teachers out of the targeted 117 also did so. This study generated both qualitative data (e.g. views from open-ended items) and quantitative data (e.g. data in form of closed-ended items amenable to statistical manipulation). Before the actual data analysis was done, the gathered data from the various instruments was scrutinized. The researcher transcribed all the open-ended questions and categorized

them in themes as per the objectives of the study while quantitative data was coded by using SPSS (Statistical Package for Social Sciences) software.

Data analysis was descriptive and statistical in nature, with the help of Statistical Package for Social Sciences to analyse the quantitative data. The statistics used were the mode and percentage. The analysed data were interpreted, discussed and inferences made. The findings were then presented using tables, charts and graphs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.0 Introduction

The purpose of this study was to establish the impact of free primary education (FPE) on the internal efficiency of public primary schools within Londiani Division of Kipkelion District. The study findings are presented under the following themes based on the specific objectives: (a) Respondents' Demographic Information; (b) Enrolments Before and After Free Primary Education; (c) Pupil Dropouts and Absenteeism Patterns; (d) Factors Influencing Pupil Dropouts and Absenteeism; and (e) Constraints Affecting Teaching/Learning in Free Primary Education.

4.1 Demographic Information about Respondents

Both Class teachers and Head teachers were required to provide information about their years of service and qualification to determine their suitability for the study.

4.1.1 Demographic Information about Class teachers

The demographic information of the class teachers is presented in Table 4.1.

Table 4.1: Demographic Information about Class teachers

Personal Data	***f***	**Percentage**
Teachers' Years of Service:		
<5 years	31	33.7
5-10	12	13.0
Over 10	49	53.3
Length of Time in Current Station:		
≤5 years	44	47.8
5-10	30	32.6
Over 10	18	19.6
Academic/Professional Qualification:		
P1	59	71.2
P2	4	4.8
P3	-	-
BED	4	4.8
ATS	13	15.6
Certificate (Special Education)	3	3.6

Results in table 4.1 indicate that majority of the class teachers, who were 49 (53.3%), had worked for over ten years even though a sizeable number who were 31 (33.7%) had worked for less than 5 years. This implies that all the teachers had experience covering the period before and after the introduction of FPE and therefore were in a position to provide the data required by the study.

Similarly, most of them who were 30 (32.6%) and 18 (19.6%) had served for 5-10 and over 10 years respectively in their current stations even if 44 (47.8%) had served for less than five years. This also implies that all of them were in a position to have some insights into the implementation of FPE in their schools. Also, the findings reveal that all of them had formally undergone a teacher training program implying that they were in a fairly better position to provide professional inputs about teaching-learning activities.

The distribution of the class teachers from all the schools which participated in the study is presented in Table 4.2.

Table 4.2: Distribution of Class teachers

Class	Frequency	Percentage
1	13	12.9
2	15	14.9
3	13	12.9
4	12	11.9
5	11	10.9
6	14	13.9
7	11	10.9
8	11	10.9
Total	**101**	**100.0**

Table 4.2 shows that 101 (99.0%) of the 102 class teachers who responded to the study indicated the classes they were in charge of. This meant that the data was collected all classes and was therefore fairly representative as well as more comprehensive.

4.1.2 Demographic Information about Head teachers

The Head teachers also provided information regarding their years of service as head teachers, their qualifications and length of time they had served in current stations. The results of the findings are presented in table 4.3

Table 4.3: Demographic Information about Head teachers

Personal Data	***f***	**Percentage**
Years of Service:		
<5 years	7	77.8
5-10	2	22.2
Academic/Professional Qualification:		
P1	4	44.4
BED	1	11.1
ATS	4	44.4
Length of Time in Current Station:		
≤5 years	8	88.9
5-10	1	11.1
Total	**9**	**100.0**

Source: Head teachers' questionnaire

Results in Table 4.3 show that the head teachers were formally qualified and had served for a reasonably long period of time, implying that their experience goes beyond the FPE era. This also meant that they were fairly in a better position to provide information about primary education before and after the introduction of FPE as targeted by objective one of the study which sought to compare enrolment trends before and after the FPE era.

4.2 Enrolments Before and After Introduction of Free Primary Education

Objective one of the study sought to determine enrolments before and after the introduction of FPE with a view to determining the internal efficiency of schools during the FPE era. The period under consideration covered enrolment trends from year 2000 to 2007. An Average Annual Rate of Increase (AARI) for a two-year period (2000-2002) before the introduction of FPE, a two-year period (2003-2004) and a five-year period (2003-2007) after the introduction of FPE were computed in order to compare the three periods.

The AARI was calculated as follows: First, the annual rate was calculated by taking the current enrolment minus the previous year's enrolment divided by the previous year's enrolment multiplied by 100. Then an average was calculated based on the number of years being considered. The head teachers provided data on enrolment rates which was subjected to AARI calculations while class teachers provided information on the age distribution of the pupils. The findings are presented as follows.

4.2.1 Head Teachers' Responses on Pre- and Post FPE Era

The information collected from head teachers covered enrolment trends from year 2000 to 2007. The Annual Rates of Increase (ARI) for class one to class eight were calculated and the findings are presented in the following tables and figures. Table 4.4 presents class one enrolment per gender and the annual rates of increase.

Table 4.4: Class 1 Enrolment Trends from 2000 to 2007

	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Boys	53.73%	49.62%	53.38%	57.59%	57.93%	53.49%	54.26%	52.80%
Girls	46.27%	50.38%	46.62%	42.41%	42.07%	46.51%	45.74%	47.20%
ARI	-	-0.75**%**	7.52**%**	25.87**%**	17.96**%**	1.26**%**	5.43**%**	-2.79**%**

Source: Head teachers' questionnaire

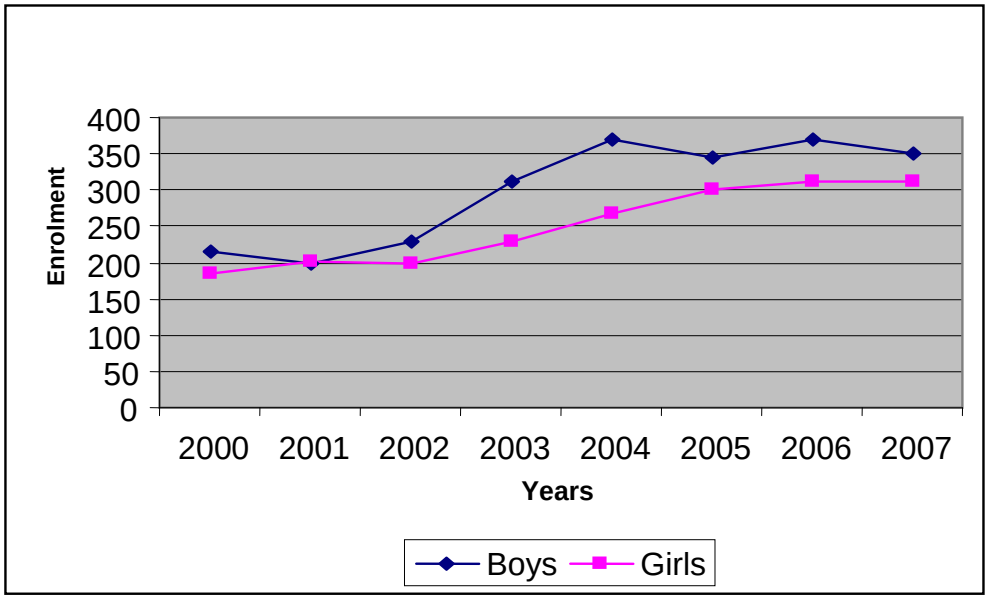

Fig 4.1: Class 1 enrolment trends from 2000 to 2007

Figure 4.1 drawn based on data on enrolment, reveals that class one enrolment revolved around 400 pupils and then rose sharply in 2003 when FPE was introduced in which case the number of boys was higher than the number of girls throughout the period. The enrolment reached a climax of 369 for boys in 2004 and 312 for girls in 2007. However, the enrolment for boys relatively fluctuated as it increased after which it remained higher (at over 350) as from 2004 while that of girls showed a continuously rising trend as from 2003 when FPE was introduced. The highest ARI as seen in Table 4.4, was recorded in 2003 (25.87%) while the lowest was in 2007 (-2.79%). The two-year pre-FPE AARI was 3.39% while the post-FPE was 21.92%. However, the post -FPE five-year period dropped to 9.55%. The AARI shows that the first two years of FPE recorded high increase in enrolment but the subsequent years registered a decline.

Table 4.5 presents class two enrolments per gender and the annual rates of increase while figure 4.2 summarizes the enrolment trend.

Table 4.5: Class 2 enrolment trends from 2000 to 2007

	2000	2001	2002	2003	2004	2005	2006	2007
Boys	52.57%	53.91%	51.34%	53.83%	53.35%	56.09%	50.51%	54.03%
Girls	47.43%	46.09%	48.66%	46.17%	46.65%	43.9.%	49.49%	45.97%
ARI	-	-9.29**%**	0.27**%**	5.38**%**	18.11**%**	-9.50**%**	17.66**%**	-4.26**%**

Source: Head teachers' questionnaire

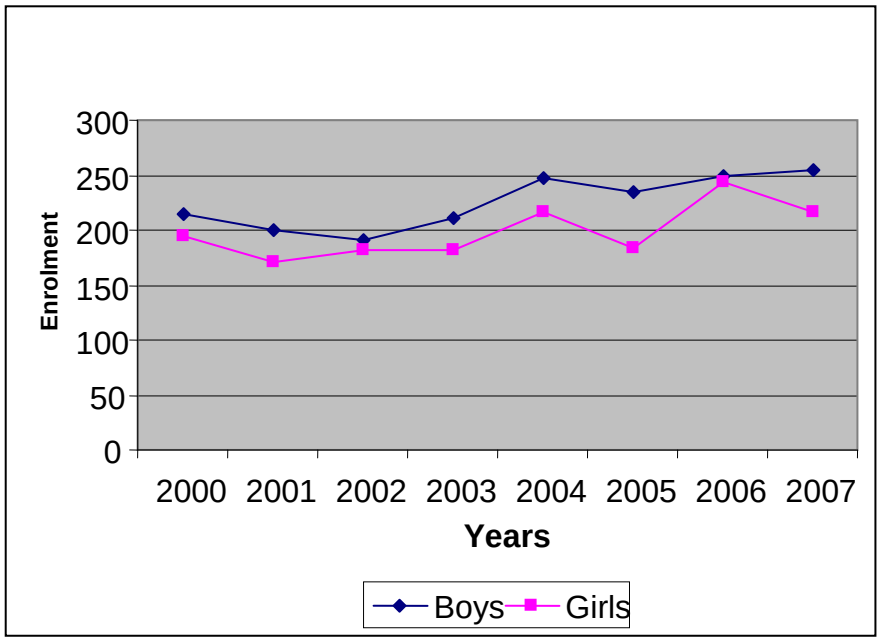

Fig 4.2: Class 2 enrolment trends from 2000 to 2007

Figure 4.2 shows that enrolment rates for class two pupils increased as from 2003 with the number of boys being higher than that of the girls whose enrolment fairly fluctuated than that of the boys as from 2004 which showed a tendency to stabilize at 250 pupils. The highest ARI was recorded in 2004 (18.11%) while the lowest was in 2001 (-9.29%) The two-year pre-FPE AARI was negative 4.51% indicating a drop in enrolment but the

post-FPE rose to 11.75%. However, just like in class one, the AARI for the five- year period declined to 5.48% indicating possible wastage.

Class three enrolments per gender and ARI are presented in Table4.6 while Figure 4.3 summarizes the enrolment trend.

Table 4.6: Class 3 enrolment trends from 2000 to 2007

	2000	2001	2002	2003	2004	2005	2006	2007
Boys	52.74%	47.87%	51.90%	51.74%	53.64%	52.61%	58.73%	49.77%
Girls	47.26%	52.13%	48.10%	48.26%	46.36%	47.39%	41..27%	50.23%
ARI	-	8.36%	-15.96%	18.04%	10.46%	7.04%	-3.86%	4.72%

Source: Head teachers' questionnaire

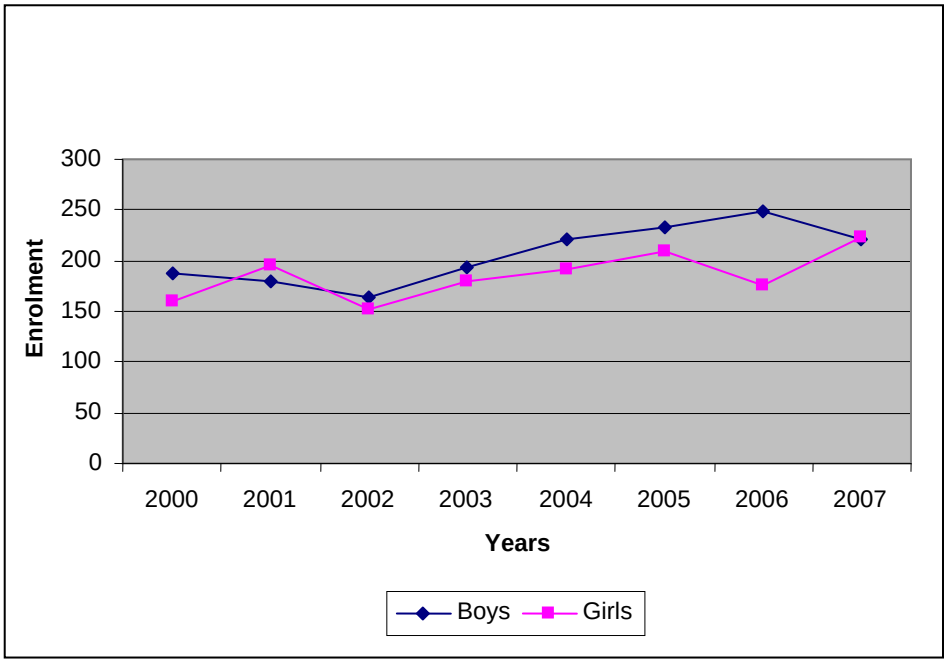

Fig 4.3: Class 3 enrolment trends from 2000 to2007

Figure 4.3 depicts a relatively stable enrolment trend in enrolment which rose slightly after 2003. In 2006 enrolment for boys in class three started reducing while that of girls which had initially gone down to a record low of 175 in 2006, started to rise steeply and

by 2007 showed signs of surpassing that of boys. The highest ARI was registered in 2003 (18.04%) while the lowest was negative 15.96% recorded in 2002.The two-year pre and post-FPE AARI was negative 3.8% and 14.25% respectively but that for the five-year period was 7.28%, a decline when compared with the two-year period after the introduction of FPE.

Class four enrolment trends are presented in Table 4.7 and Figure 4.4

Table 4.7: Class 4 enrolment trends from 2000 to 2007

	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Boys	48.38%	52.86%	50.92%	54.68%	61.21%	51.84%	53.70%	54.97%
Girls	51.62%	47.14%	49.08%	45.32%	38.79%	48.16%	46.30%	45.03%
ARI	-	-3.57%	9.76%	1.53%	5.14%	-6.32%	-4.60%	22.83%

Source: Head teachers' questionnaire

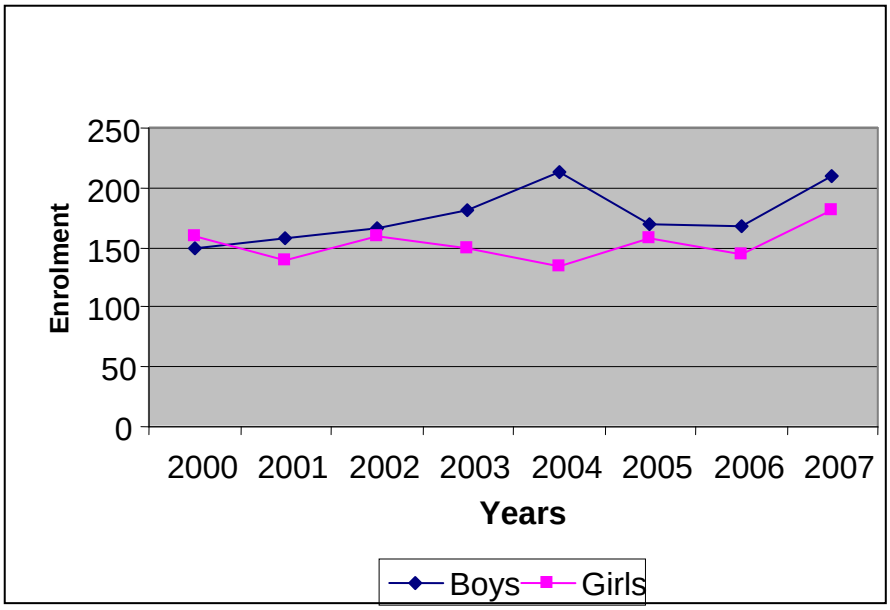

Fig 4.4: Class 4 enrolment trends from 2000 to 20'07

In class four, as shown by Figure 4.4, enrolment revolved around 300 pupils and then started rising in 2003 when FPE was introduced, reaching the peak in 2004. After that the enrolment started declining in 2005 through 2006 and then started rising again in which case the girls' enrolment was below that of boys. The AARI for the five-year period was slightly higher at 5.56% than for the two-year period which was 3.1% before and 3.34% after the introduction of FPE. Class five enrolment are presented in Table 4.8 and Figure 4.5

Table 4.8: Class 5 enrolment trends from 2000 to 2007

	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Boys	50.51%	47.73%	46.64%	49.87%	53.31%	54.94%	50.63%	53.33%
Girls	49.49%	52.27%	53.36%	50.13%	46.69%	45.06%	49.37%	46.67%
ARI	-	12.97**%**	-9.97**%**	33.22**%**	-12.59**%**	-6.63**%**	21.91	-5.06

Source: Head teachers' questionnaire

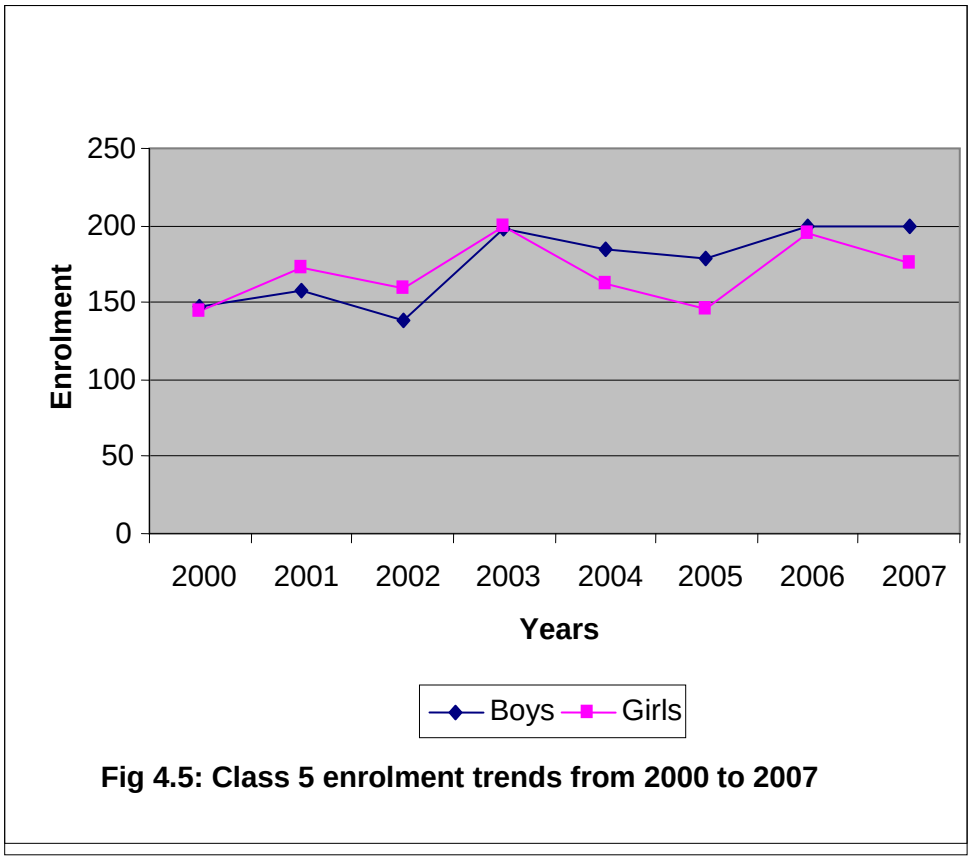

Fig 4.5: Class 5 enrolment trends from 2000 to 2007

Figure 4.5 indicates that before 2003 the enrolment for girls was higher than that for boys and the trend reversed after 2003. Also the general enrolment went up in 2003, fell in 2004 and 2005 and then rose slightly. However, the fall in enrolment was higher for girls than for boys. The highest ARI was registered in 2003 (33.22%) while the lowest was negative 12.59% in 2004. This was a massive drop in enrolment just a year after the introduction of FPE. An AARI computation indicates that the two-year post FPE period posted a high of 10.32% and this contrasted with the pre-FPE one which was only 1.5%. However, a five-year post FPE period recorded a decline. This implies that the FPE idea may not have met the wishes of some categories of pupils. Class six enrolment trends are presented in Table 4.9 and Figure 4.6

Table 4.9: Class 6 enrolment trends from 2000 to2007

	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Boys	51.60%	51.67%	51.46%	63.09%	52.03%	56.19%	52.74%	45.52%
Girls	48.40%	48.33%	58.54%	46.91%	47.97%	43.81%	47.26%	54.48%
ARI	-	-12.54**%**	14.00**%**	-10.23**%**	12.05**%**	-3.78**%**	4.83**%**	19.02**%**

Source: Head teachers' questionnaire

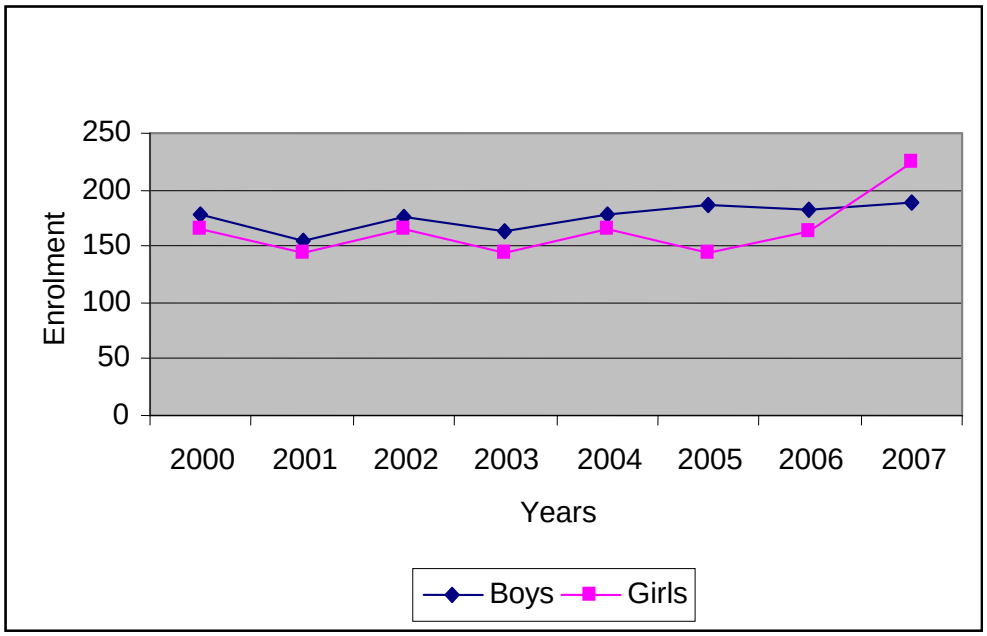

Fig 4.6: Class 6 Enrolment Trends from 200 to 2007

In class six, as figure 4.6 shows, enrolment fluctuated throughout the period despite a slight rise as from 2004. As the enrolment for boys were stabilising around 160 pupils that of the girls rose and surpassed that of the boys as from 2006. The AARI for the two-year period before and after FPE was quite low with both periods registering less than one percent increase. The five-year period recorded a higher increase of 4.38%. Table 4.10 and Figure 4.7 present class seven enrolment trends.

Table 4.10: Class 7 enrolment trends from 2000 to2007

	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Boys	43.28%	41.98%	53.65%	53.53%	53.39%	47.99%	52.82%	47.33%
Girls	56.72%	58.02%	46.35%	46.47%	46.61%	52.01%	47.18%	52.67%
ARI	-	-7.79**%**	3.79**%**	3.37**%**	-3.80**%**	5.37**%**	14.21**%**	1.17**%**

Source: Head teachers' questionnaire

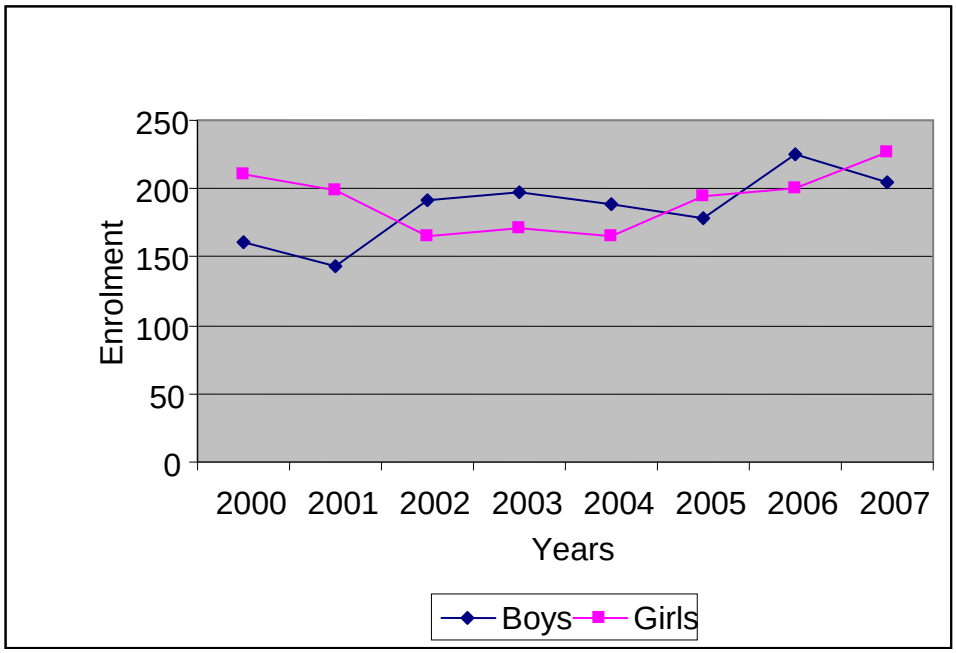

Fig 4.7: Class 7 enrolment trends from 2000 to 2007

In class seven, as results in Figure 4.7 reveals, before 2002 the number of girls was higher than that of the boys but it reversed afterwards except in 2005. Further still, contrary to increase in enrolment upon the introduction of FPE in 2003, the increase in enrolment in class seven was recorded as from 2005 for girls and 2006 for boys and did not rise as in lower primary. While the AARI for the two-year periods was a negative - implying there was no increase in enrolment, the five-year period registered a 4.06% increase. Class eight enrolment trends are presented in Table 4.11 and Figure 4.8

Table 4.11: Class 8 enrolment trends from 2000 to 07

	2000	2001	2002	2003	2004	2005	2006	2007
Boys	47.3 %	48.0%	43.10%	53.09%	69.96%	56.71%	49.42%	54.29%
Girls	52.7 %	52.0%	56.89%	46.91%	30.04%	43.29%	50.58%	45.71%
ARI	-	19.81**%**	-6.45**%**	4.74**%**	-8.23**%**	33.63**%**	-13.09**%**	21.62**%**

Source: Head teachers' questionnaire

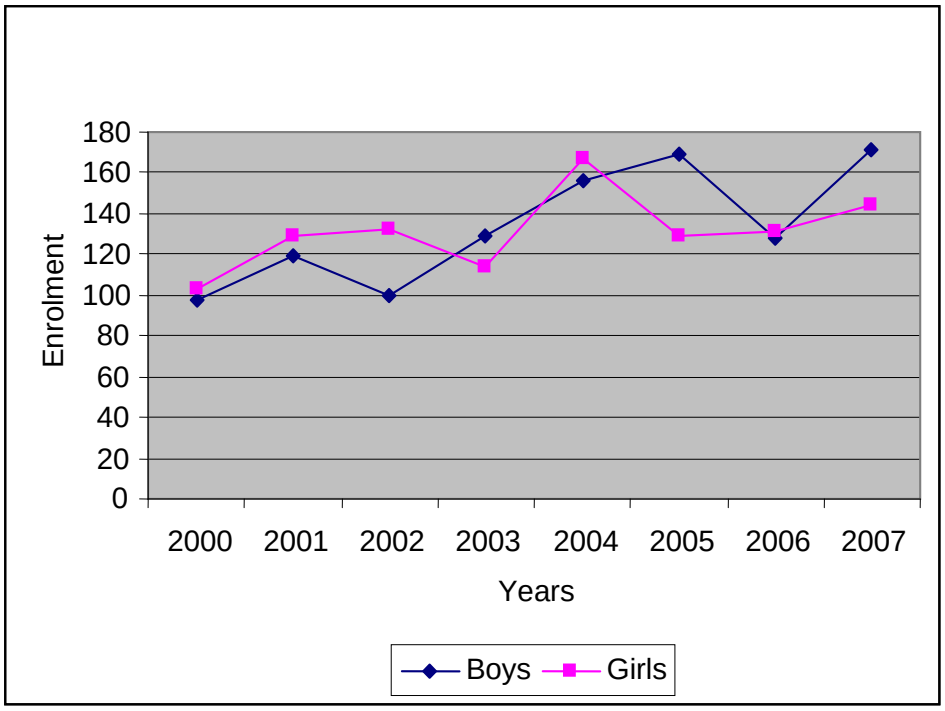

Fig 4.8: Class 8 enrolment trends from 2000 to 2007

Results in table 4.11, after and before the introduction of FPE, class eight enrolments for both boys and girls was fluctuating slightly, though there was increased enrolment as from 2003 when FPE came into being. Figure 4.8 also reveals that prior to 2003 the number of girls in class eight was higher than that of the boys, a trend which was

reversed after that. The AARI for the two -year period was negative but a five-year analysis yielded a 7.73% increase.

Table 4.12 is a consolidated computation of annual rates of increase (ARI) based on enrolment data in appendix E. The data shows the annual rates of increase for class one to eight from 2000 to 2007. The information in Table 4.12 was used to compute Average Annual Rates of Increase (AARI) that are presented in Figure 4.9

Table 4.12: Consolidated ARI for Class One to Class 8 from 2000 to 2007

CLASS	2000	2001	2002	2003	2004	2005	2006	2007
1	-	-0.75	7.50	25.87	17.96	1.26	5.43	-2.79
2	-	-9.29	0.27	5.38	18.11	-9.50	17.66	-4.26
3	-	8.36	-15.96	18.04	10.46	7.04	-3.86	4.72
4	-	-3.57	9.76	1.53	5.14	-6.32	-4.60	22.83
5	-	12.97	-9.97	33.22	-12.59	-6.63	21.91	-5.06
6	-	-12.54	14.00	-10.23	12.05	-3.78	4.83	19.02
7	-	-7.79	3.79	3.37	-3.80	5.37	14.21	1.17
8	-	19.81	-6.45	4.74	-8.23	33.63	-13.09	21.62

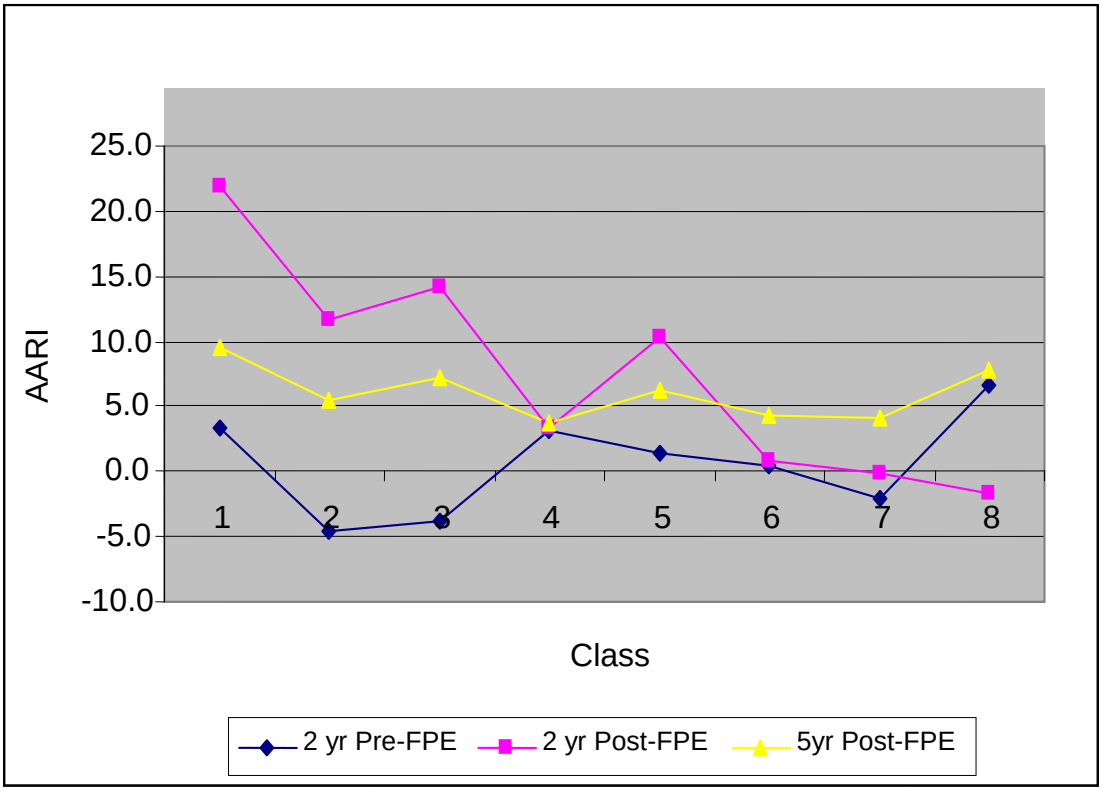

Fig 4.9: The AARI for Pre- and Post-FPE period

In overall, Figure 4.9 shows that though the enrolment rates in class one to eight were fluctuating in the period 2000 through 2007, it rose sharply for the first two years after the introduction of FPE especially for lower primary, class four and class five implying that the introduction of FPE elicited a positive response from parents. Class one recorded the highest two-year post FPE AARI of 21.92% but class seven and eight registered a negative of 0.22% and 1.75% respectively.

4.2.2 Age Distribution of Lower Primary Pupils in the Post FPE Era

Following the introduction of FPE, as results show in the previous sections, the largest enrolments were noted in lower than upper primary. Hence, the study sought to determine the age at which the pupils who enrolled in class one entered the school. Table 4.12 and figure 4.9 present the results of their ages.

Table 4.13: Age Distribution of Lower Primary Pupils in 2007

Ages (Years)	Class 1		Class 2		Class 3		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
≤5	5	6	-	-	-	-	**11**
6	104	99	9	4	-	-	**216**
7	115	74	53	51	-	-	**293**
8	58	33	67	50	57	60	**325**
9	27	13	41	35	84	70	**197**
10	25	5	41	19	61	50	**201**
11	19	-	6	2	33	33	**93**
12	5	-	2	1	7	2	**17**
13	6	-	3	-	3	1	**13**
14	2	-	-	-	-	2	**4**
Total	**366**	**230**	**222**	**162**	**245**	**218**	**1443**

Source: Class teachers' questionnaire

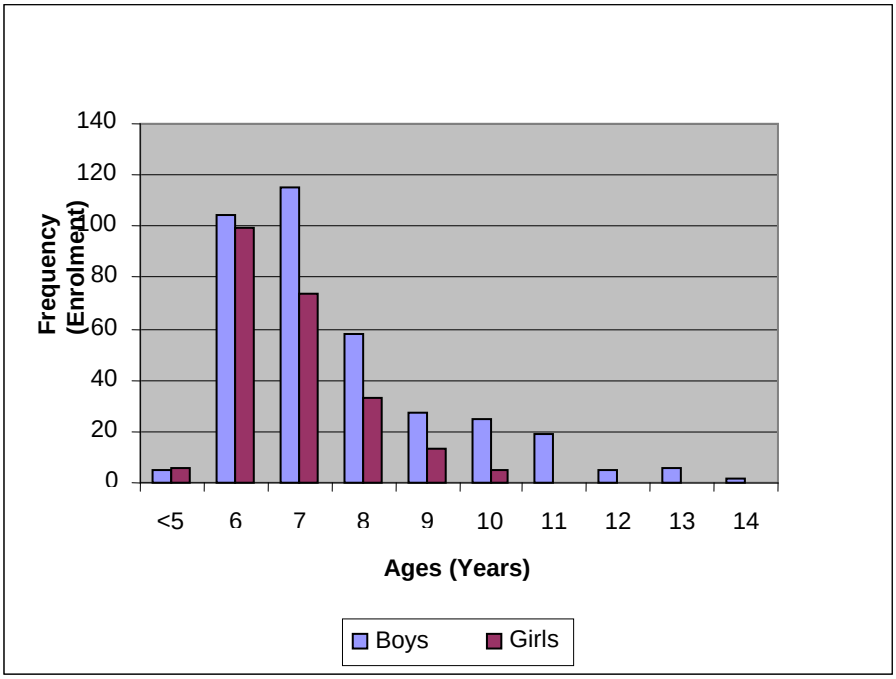

Fig 4.10: Age distribution of the 2007 class 1 pupils

As figure 4.10 indicates, majority of the class one pupils enrolled were in the range of six and eight years old, with the boys being the most enrolled, especially at seven years old. As if that is not enough, there were pupils enrolled whose ages ranged from nine to 14 years old, again the boys being the majority or the only ones especially in ages 11-14 years. Since the ideal age for a child to join class one is six years, then the results imply that there were overage pupils who joined class one following the introduction of FPE, the highest being 14 years old.

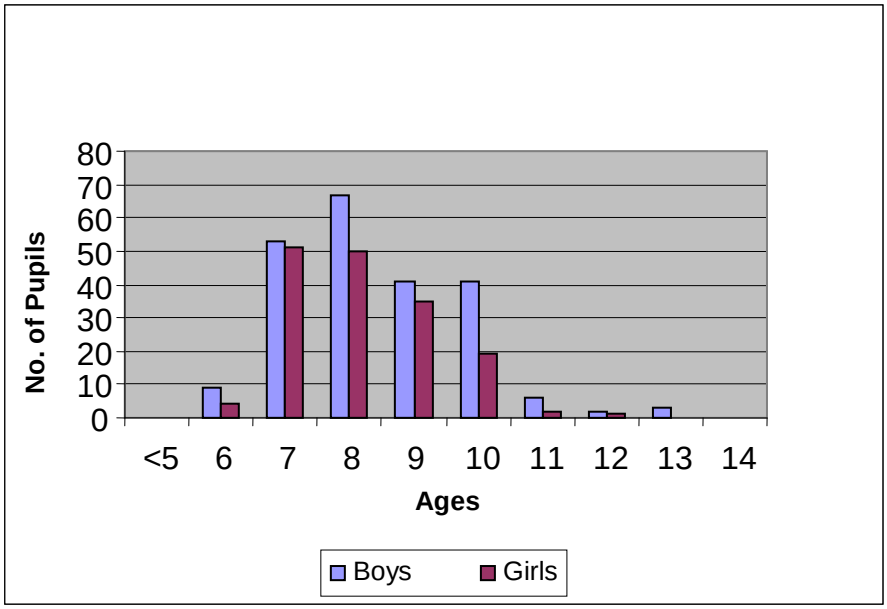

Fig 4.11: Age distribution of the 2007 class 2 pupils

Similarly to age trends in class one, figure 4.11 also indicates that majority of the Class two pupils enrolled were in the range of seven and 10 years old, with the boys being the most enrolled in all the age categories. Also there were pupils enrolled whose ages ranged from 11 to 13 years old, again the boys being the majority or the only ones especially in ages 13. Since the ideal age for a child to join Class two is seven years, then

the results imply that there were overage pupils who joined Class two following the introduction of FPE, the highest being 13 years old.

Figure 4.12 reflects the age distribution of class three pupils in 2007, with pupils' age starting from age eight years old.

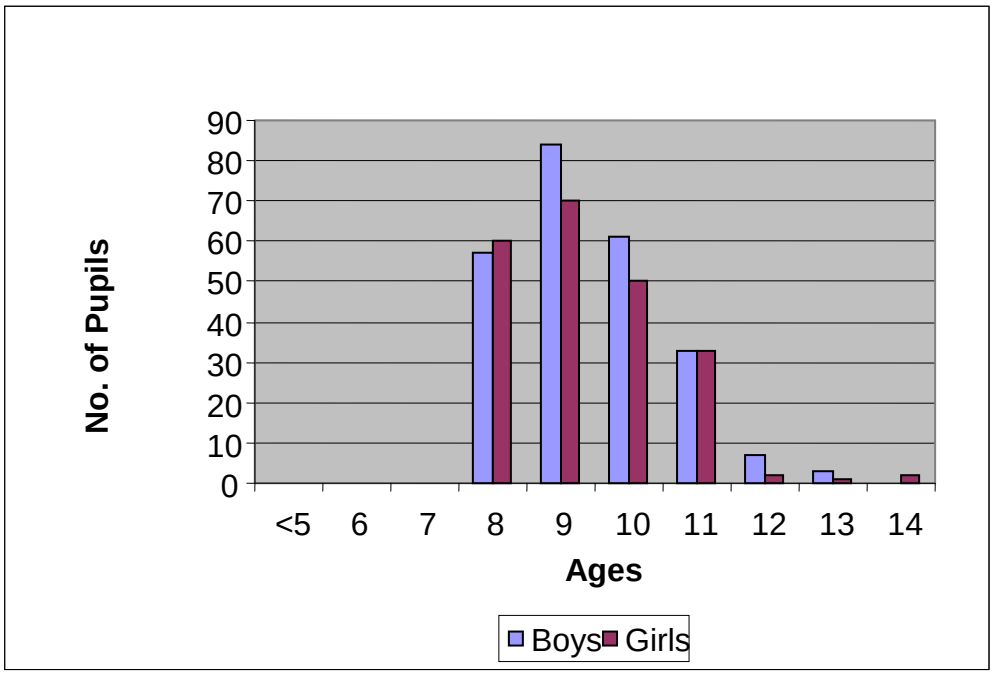

Fig 4.12: Age distribution of the 2007 class 3 pupils

According to figure 4.12, still the majority of the class three pupils enrolled were boys compared to the girls, in the range of eight and 11 years old, with age nine years recording the highest pupils. However, the proportion of pupils enrolled who were overage was lower than in class one and two.

4.2.3 Age Distribution of Upper Primary Pupils in the Post FPE Era

The study sought to determine the age at which the pupils were enrolled in upper primary. Table 4.14 presents the results of their ages.

Table 4.14: Age Distribution of Upper Primary Pupils in 2007 n=1863

Upper Class	**4**		**5**		**6**		**7**		**8**		
Gender	**B**	**G**	**B**	**G**	**B**	**G**	**B**	**G**	**B**	**G**	**TOTAL**
Underage	24	30	-	-	4	4	-	-	1	-	**63 (3.4%)**
Ideal Age	5	15	13	13	17	20	4	11	14	23	**135 (7.2%)**
Overage	141	144	196	184	171	156	220	209	147	97	**1665 (89.4%)**
Sub-Total	170	189	209	197	192	180	224	220	162	120	
Total	**359**		**406**		**372**		**444**		**282**		**1 863 (100.0%)**

Source: Class teachers' questionnaire

Referring to table 4.14, class five and seven did not have pupils who were underage and even class eight except for the one pupil. Otherwise class four had the highest proportion of pupils, being 54(85.7%), of the underage pupils. Figure 4.13 shows contrasts in the distribution among the ages of pupils

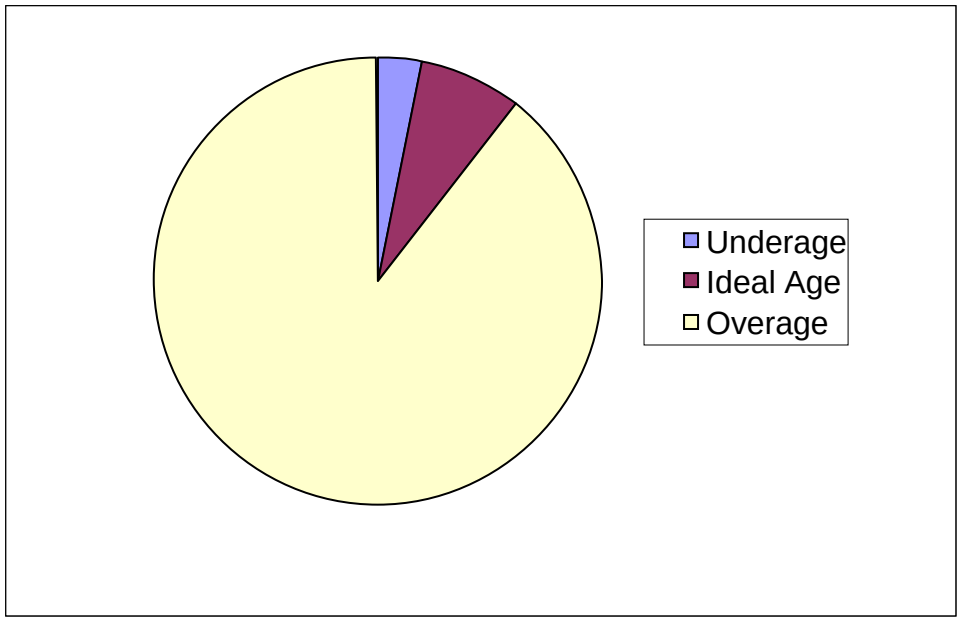

Fig 4.13: Age Distribution of Upper Primary Pupils in 2007

In overall, as figure 4.13 reveals, the proportion of overage pupils was higher by far being 1665 (89.4%) followed by those of the ideal age who were 135 (7.2%) and finally the underage 63 (3.4%). On the other hand, the researcher further sought to determine the distribution of the underage pupils in class 4 to 8 in terms of boys and girls as shown in table 4.15.

Table 4.15: Proportion of Pupils in Upper Primary who were Underage

UPPER CLASS	GENDER PER CLASS n=63					
	BOYS		GIRLS		TOTAL	
	f	%	*f*	%	*f*	%
4	24	38.1	30	47.6	**54**	**85.7**
5	-	-	-	-	**-**	**-**
6	4	6.4	4	6.4	**8**	**12.7**
7	-		-		**-**	**-**
8	1	1.6	-	-	**1**	**1.6**
TOTAL	29	46.0	34	54.0	**63**	**100.0**

Source: Class teachers' questionnaire

Class four had the highest percentage of underage pupils at 54 (85.7%) with girls leading the lot who were 30 (47.6%), followed by class six who were 8 (12.7%) and finally class eight which had 1 (1.6%). Therefore, the introduction of FPE also led to enrolment of underage pupils.

Further still, the study sought to determine the proportion of pupils with the ideal age as required by the Ministry of Education. Table 4.16 depicts the results.

Table 4.16: Proportion of Pupils in Upper Primary who were of the Ideal Age

UPPER CLASS	GENDER PER CLASS				n=135	
	BOYS		GIRLS		TOTAL	
	f	%	*f*	%	*f*	%
4	5	3.7	15	11.1	**20**	**14.8**
5	13	9.6	13	9.6	**26**	**19.3**
6	17	12.6	20	14.8	**37**	**27.4**
7	4	3.0	11	8.2	**15**	**11.1**
8	14	10.4	23	17.0	**37**	**27.4**
TOTAL	**53**	**39.3**	**82**	**60.7**	**135**	**100.0**

Source: Class teachers' questionnaire

Table 4.16 depicts a situation whereby the pupils with ideal age in class six and eight was 37 (27.4%) being the highest followed by those in class five who were 26 (19.3%), those in class four who were 20 (14.8%) and 15 (11.1%) for class seven. However, girls represented the highest number, being 82 (60.7%) of pupils with the ideal age for their class compared to boys who were 53 (39.3%). Class seven showed the lowest number of pupils with the ideal age.

Finally, the researcher determined the number of overage pupils per class and gender in upper primary. Table 4.17 shows the results of the findings.

Table 4.17: Proportion of Pupils in Upper Primary who were Overage

UPPER CLASS	GENDER PER CLASS				n=1665	
	BOYS		GIRLS		TOTAL	
	f	%	*f*	%	*f*	%
4	141	8.5	144	8.6	**285**	**17.1**
5	196	11.8	184	11.0	**380**	**22.8**
6	171	10.3	156	9.4	**327**	**19.6**
7	220	13.2	209	12.6	**429**	**25.8**
8	147	8.8	97	5.8	**244**	**14.7**
TOTAL	**875**	**52.6**	**790**	**47.4**	**1 665**	**100.0**

Source: Class teachers' questionnaire

Class seven, as Table 4.17 indicates, had the highest number of overage pupils who were 429 (25.8%) while class eight had the lowest at 244 (14.7%). Therefore, the introduction of FPE also led to enrolment of overage pupils in upper primary.

4.2.4 Comparison of Pupils' Age in Rural and Urban Schools

The study sought data on the age of the pupils who were enrolled in Londiani Division's primary schools covering primary schools in both rural (n=5) and urban areas (n=4). Results of the findings about the urban schools are shown in table 4.18.

Table 4.18: Comparison of Pupils' Age in Urban Schools n=783

	CLASS	4		5		6		7		8		
	GENDER	B	G	B	G	B	G	B	G	B	G	TOTAL
Underage	**f**	23	29	-	-	-	-	-	-	1	-	**53**
	%											**6.8%**
Ideal Age	**f**	-	2	1	6	3	4	4	4	10	16	**50**
	%											**6.4%**
Overage	**f**	52	61	66	69	88	82	88	99	49	26	**680**
	%											**86.8%**

Source: Class teachers' questionnaire

As findings in table 4.18 show, in the urban primary schools, the age distribution reveals that most of the pupils enrolled, who were 680 (86.8%), were overage with those with the ideal age being the least at 50 (6.4%), being slightly lower than the underage at 53 (6.8%). Class seven had the highest proportion of overage pupils with the girls leading the group.

This finding implies that schools had some pupils whose age was not ideal for the classes in which they were enrolled in hence impacting on the internal efficiency of the respective schools. For example, the overage ones may have felt out of place due to ridicule by the younger ones as results proved, thereby dropping out.

The study also focused on the pupils' age in the primary schools (five schools) in the rural areas in Londiani Division in kipkelion District. Results of the findings are shown in table 4.19.

Table 4.19: Comparison of Pupils' Age in Rural Schools n=1088

	Class	**4**		**5**		**6**		**7**		**8**		
	Gender	**B**	**G**	**B**	**G**	**B**	**G**	**B**	**G**	**B**	**G**	**Total**
Underage	**f**	1	1	-	-	-	-	-	-	-	-	**2**
	%											**0.2%**
Ideal Age	**f**	5	13	12	7	14	16	-	7	4	7	**85**
	%											**7.8%**
Overage	**f**	89	83	130	115	83	74	132	118	98	79	**1001**
	%											**92.0**

Source: Class teachers' questionnaire

Similarly, as findings in table 4.19 show, in the rural primary schools, the age distribution reveals that most of the pupils enrolled, who were 1001 (92.0%), were overage with those who were underage, being 2 (0.2%). Thus the primary schools in rural areas had extremes of the overage and underage pupils compared to those in urban areas. Incidentally, class seven had the highest proportion of overage pupils but with the boys and not the girls leading the group just like in the schools in urban areas.

4.3 Pupil Dropout Rates and Patterns of Absenteeism

The class teachers and head teachers were also required to reveal cases of dropout and absenteeism in the period 2000- 2007 to enable the researcher determine dropout rates and patterns of absenteeism before and after the introduction of the FPE as per research question number two.

4.3.1 Trends in School Dropout from 2000 - 2007

The head teachers were asked to provide details on the drop-out rates between the years 2000- 2007 for both lower and upper primary. Their responses were as follows:

Table 4.20: Lower Primary Dropout from 2000 - 2007

	2000	2001	2002	2003	2004	2005	2006	2007	Total
Boys	16	18	27	7	6	4	7	4	89 (55.6%)
Girls	16	7	14	8	2	-	12	12	71 (44.4%)
Total	32	25	41	15	8	4	19	16	160 (100.0%)

Source: Head teachers' questionnaire

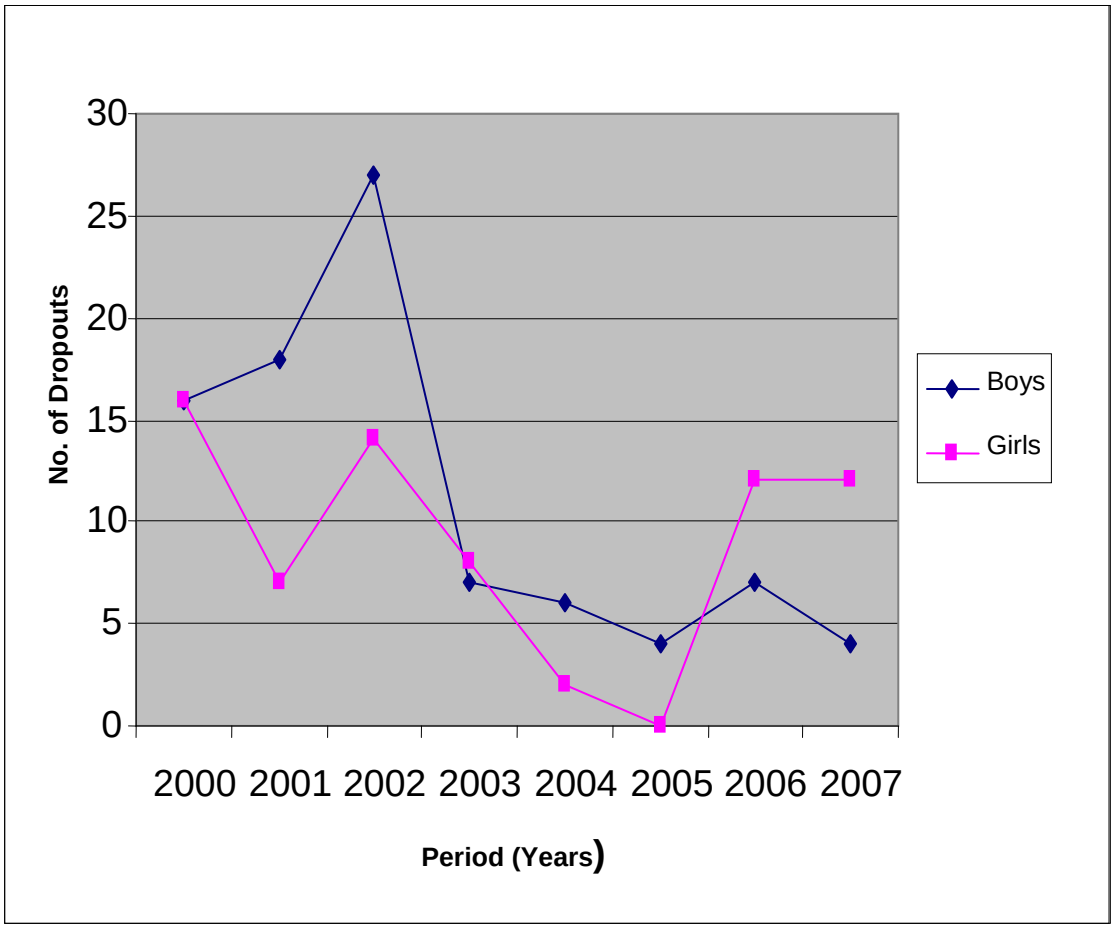

Fig 4.14: Lower primary drop-out trends from 2000 to 2007

Figure 4.14 shows that before 2003, the pupil drop out rates in lower primary classes were high though falling as from 2002, with the boys leading in the drop out rates. The fall continued to its lowest in 2005, when the girls recorded no drop out. However, after 2005 the drop out rate rose steeply with that of girls surpassing those of the boys. Finally, as the rate of the girls started stabilising in 2006 that of the boys started to fall again into year 2007.

Therefore, the results imply that despite the initial fall in drop-outs upon the introduction of FPE, the trend was reversed after the euphoria was over. This rise in drop-outs was

due to, among other factors, inability of facilities in schools to absorb all those who enrolled. It strained schools and therefore lowered their efficiency.

Table 4.21: Upper Primary Dropout Rates from 2000 - 2007

	2000	2001	2002	2003	2004	2005	2006	2007	Total
Boys	25	13	15	8	7	16	17	22	123 (46.8%)
Girls	24	17	15	4	12	15	26	27	140 (53.2%)
Total	49	30	30	12	19	31	43	49	263 (100.0%)

Source: Head teachers' questionnaire

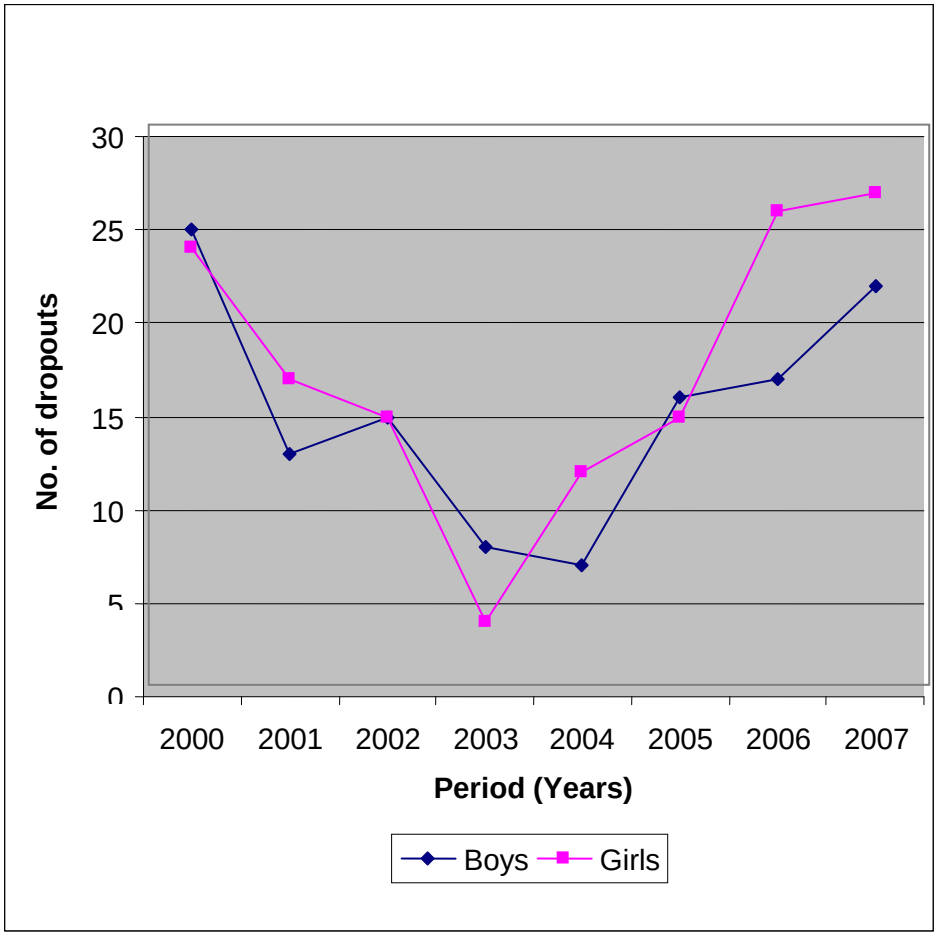

Fig 4.15: Upper primary dropout trends from 2000 to 2007

For the case of drop outs in upper primary, whereas there was a sharp decline in the rates with the lowest being recorded in 2003 for girls and 2004 for boys, there was a sharp rise in the rates immediately with those of the girls overtaking the boys in 2005. In a similar note, the results imply that despite the initial fall in drop-outs upon the introduction of FPE, the trend was reversed after the euphoria was over.

4.3.2 Trends in Absenteeism Patterns in 1st Term 2007

The class teachers were asked to indicate the patterns of absenteeism of the pupils in their classes in the three terms of 2007. Attendance of a pupil was recorded twice a day to reflect the morning and afternoon sessions. The data provided indicated that absenteeism was rife in term 1. The results of the findings were as shown in figures 4.15.

Table 4.22: First Term Absenteeism per Gender

	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Total**
Boys	26	20	15	30	40	16	60	10	**212 (47.2%)**
Girls	30	22	18	20	45	15	75	12	**237 (52.8%)**

Source: Class teachers' questionnaire

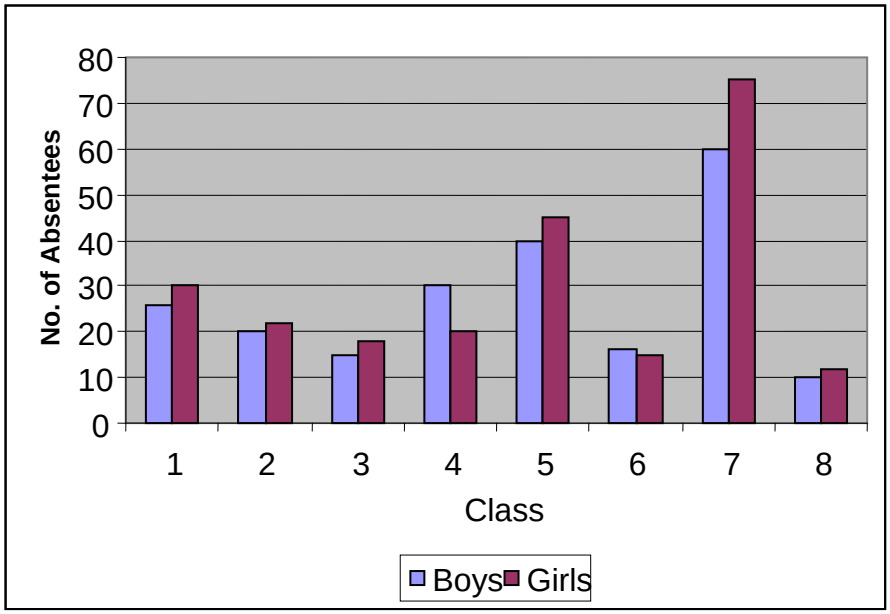

Fig 4.16: First Term Absenteeism per Gender

Figure 4.16 indicates that in term one, 2007 the pupils in class five and seven, both boys and girls had high levels of absenteeism. Generally, the girls who were 247 (53.8%), constituted the majority of the absentees as compared to boys who were 212 (46.2%).

4.3.3 Patterns of Absentees in 2nd Term2007

The data provided indicated that absenteeism was also rife in term two. The results of the findings were as shown in figure 4.17

Table 4.23: Second Term Absenteeism per Gender 2007

Gender Class	1	2	3	4	5	6	7	8	Total
Boys	27	20	16	26	40	16	60	10	**215 (52.7%)**
Girls	26	15	12	22	35	13	62	08	**193 (47.3%)**

Source: Class teachers' questionnaire

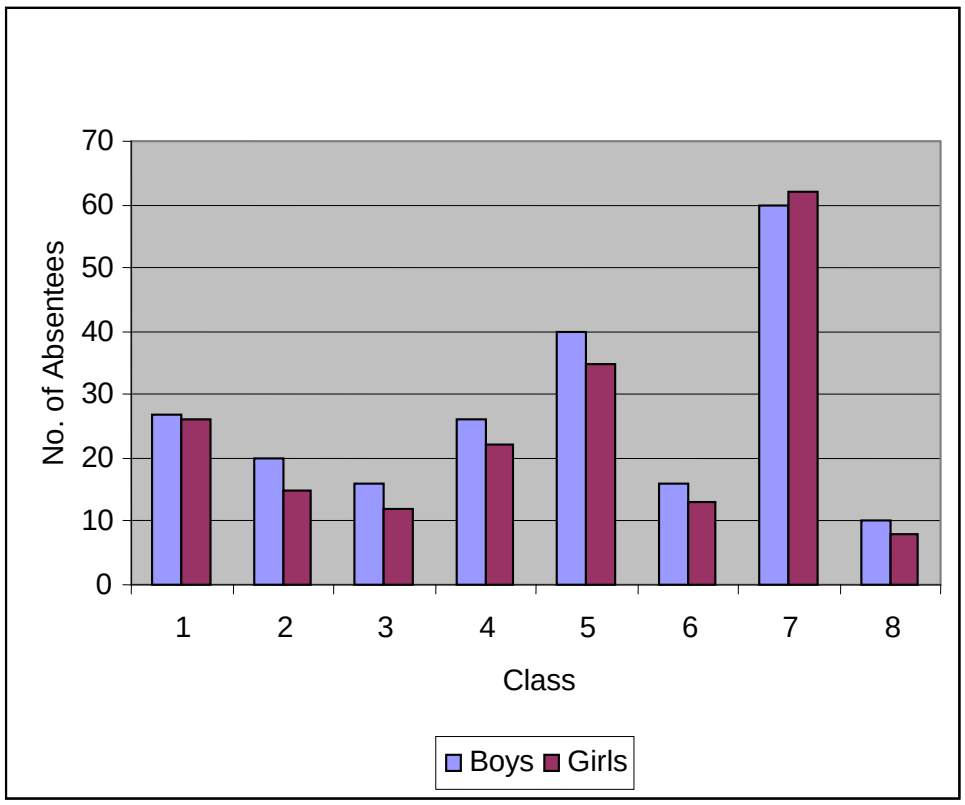

Fig 4.17: Second Term Absenteeism per Gender

Again, as figure 4.17 indicates, in 2nd term, 2007 the pupils in class five and seven, both boys and girls had the highest number of absentees followed by those in class four. However, the number of absentees reduced in class eight. This could be attributed to the fact that class eight is an examination class and pupils do not want to miss out on class work. Generally, contrary to absenteeism rates in term one, boys who were 215 (52.7%) constituted the majority of the absentees than the girls who were 193 (47.3%).

4.3.4 Patterns of Absenteeism in the course of the year

The class teachers were asked to describe the attendance of pupils in terms of the time of the week, term and year when the absenteeism was either high or low. The analysis showed that they were mainly absent at the beginning and end of the week; at the beginning of the term and at the beginning and end of the year.

4.4 Factors Influencing Pupil Dropouts and Absenteeism

The third research question sought to determine the school-based factors, community-based factors and home-based factors contributing to the established pupil dropout and absenteeism patterns. The head teachers' and class teachers' responses are presented as follows:

4.4.1 School-based Factors Influencing Absenteeism and Drop-Outs

According to the head teachers (H/Ts) and class teachers (CTs) the school-based factors influencing absenteeism and drop-out patterns are as presented in Table 4.24.

Table 4.24: Responses of H/Ts & CTs on School-based Factors Contributing to Absenteeism & Drop-Outs

	Factors	Head Teachers (n=9)	Class Teachers (n=60)
Leads to both Absenteeism & Drop-outs	Overage	6 (66.6%)	16 (26.7%)
	Ridicule	2 (22.2%)	20 (33.3%)
	Underage	3 (33.3%)	40 (66.7%)
	Congestion	4 (44.4%)	13 (21.7%)
Leads to Drop-outs only	Repeating	6 (66.7%)	22 (36.7%)
	Teachers' negative attitudes	1 (11.1%)	10 (16.7%)
	Pupils being slow learners	1 (11.1%)	-
	Pupil transfers	1 (11.1%)	-

Referring to table 4.24 the school based factors are divided into two. The first group of factors lead to both absenteeism and dropouts of pupils. The second group of factors are those ones which lead to dropouts only. As for the first group of factors leading to both absenteeism and dropouts of pupils, the responses of head teachers and class teachers about them are presented as shown by figure 4.18

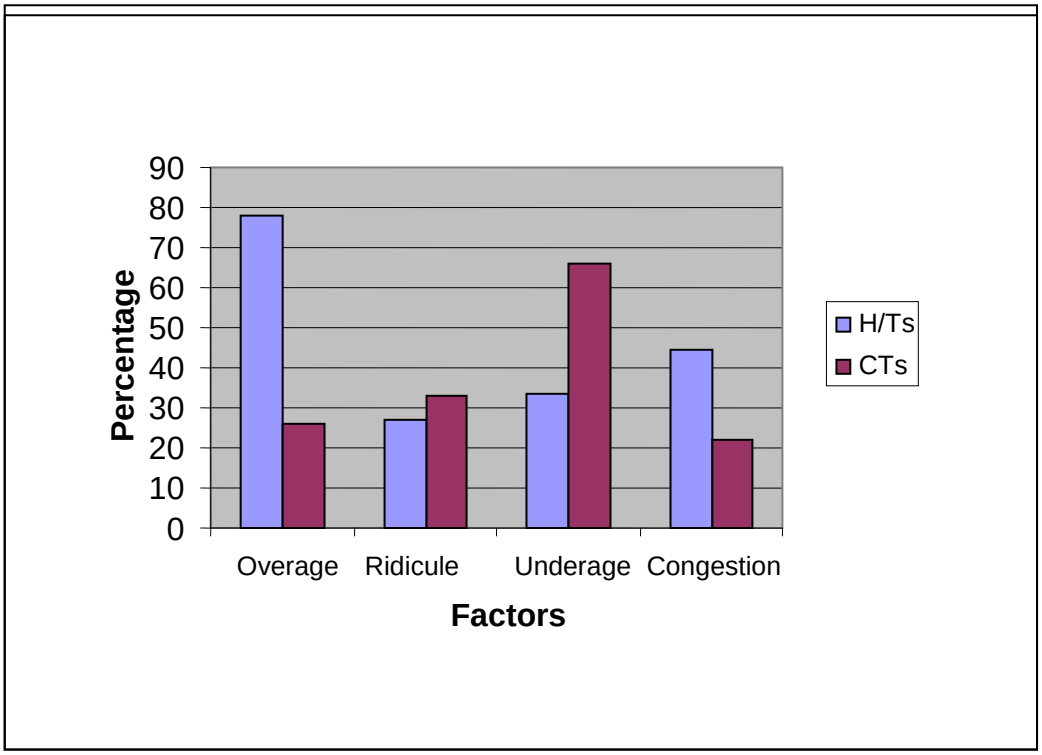

Fig 4.18: H/Ts & CTs on School-based Factors for both Absenteeism & Drop-outs

Figure 4.18 indicates that the leading factors for absenteeism and dropouts were that pupils were overage and underage followed by congestion in classes and the old pupils were ridiculed by young ones. However, as Table 4.23 and Figure 4.7 show, there was a disparity in the head teachers and class teachers' responses. Whereas six (66.6%) head teachers said that overage was the leading cause, 40 (66.7%) class teachers indicated that underage was the leading in causing absenteeism and dropouts. As for the factors leading

to dropouts only, the head teachers identified repeating of classes, teachers' negative attitudes towards old pupils, pupils being slow learners and transfers. But the class teachers identified repeating of classes and teachers negative attitudes as the reasons for dropouts. Figure 4.19 shows their responses.

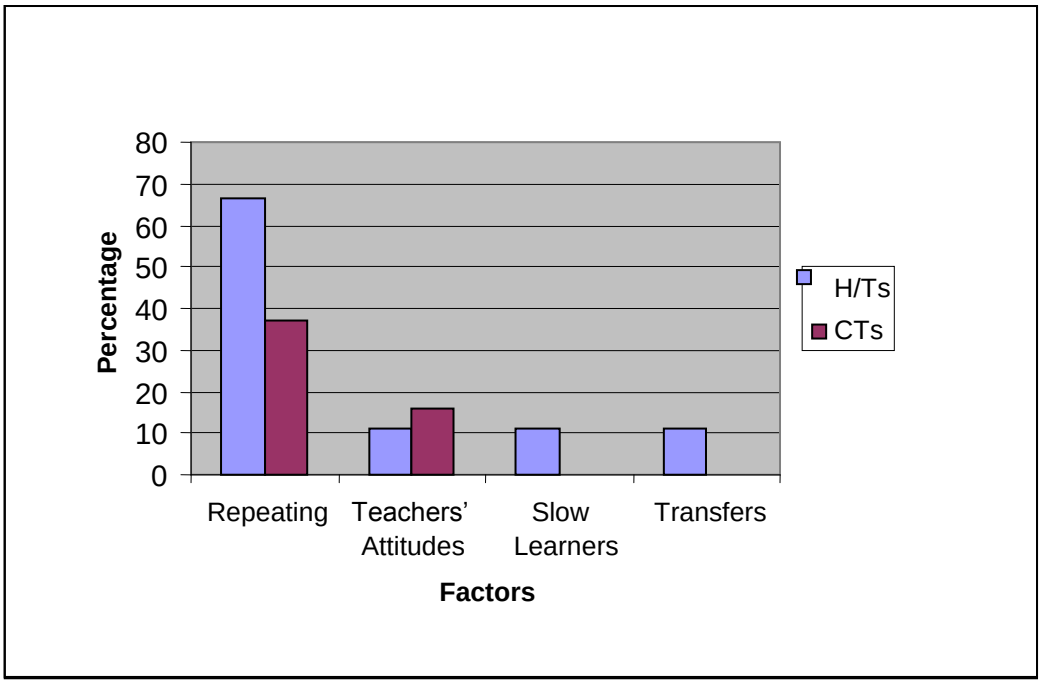

Fig 4.19: H/Ts & CTs on School Factors for Drop-outs only

According to the majority of the head teachers, who were six (66.7%) and class teacher who were 22 (37%) repeating of classes was the major reason as shown by Table 4.24 and Figure 4.18.The other reason identified by 10 (16%) class teachers compared to only one (11.1%) head teacher was negative teachers' attitudes towards overage pupils.

4.4.1.1 School-based Factors for Dropouts in Rural versus Urban Schools

The Head teachers' views on school-based factors influencing dropout and absenteeism in both rural and urban areas are presented in Table 4.25.

Table 4.25: H/Ts' Views on Factors for Dropouts & Absenteeism

Factors	Rural (n=5)	Urban (n=4)
Underage	4	2
Repeating	3	3
Ridicule	1	1
Overage	5	2
Inadequate classes	1	2
Teachers' attitudes	1	-
Inadequate textbooks	-	1
Inadequate desks	1	2

Referring to Table 4.25 the factors leading to pupil absenteeism and dropout rates were underage, repeating, ridicule, and inadequate classes among others. In addition, results in Table 4.25 indicate that overage, underage and repeating were key reasons for dropouts in rural schools as identified by five, four and three head teachers respectively. On the other hand, repeating was the key reason in urban schools followed by inadequacy of classes, inadequate desks, overage and underage as identified by three and two head teachers respectively.

Furthermore, whereas negative teachers' attitudes towards overage pupils led to dropouts in a school in a rural area, it did not affect those in urban areas. On the contrary, inadequacy of textbooks affected urban schools. Finally overage and underage of pupils

in schools led to more dropouts in rural schools while repeating, ridicule inadequacy of classes or desks affected urban schools more than rural ones.

4.4.2 Home-based factors

The researcher also sought to find out from the head teachers the home- based factors influencing dropout and absenteeism. Table 4.26 presents a summary of their responses

Table 4.26: H/Ts Views on Home Factors for Dropout and Absenteeism

Factors	Rural (n=5)	Urban (n=4)
Leads to both Dropouts and Absenteeism		
Child labour	3	2
Parental negligence	3	4
No schooling tradition	-	3
Hunger	2	2
Lack of shelter	4	2
Leads to Dropouts only		
No uniforms	3	2
Leads to Absenteeism only		1
Taking care of the sick	3	1
Pupils fall sick	3	3
Household chores	3	2

Table 4.26 shows that luck of proper homes in rural areas and parental negligence in urban areas as identified by four head teachers, were the major factors influencing dropout and absenteeism. Child labour, lack of school uniforms and taking care of sick relatives were more pronounced in rural areas than in urban areas. The class teachers too were required to give their views on home-based factors which are presented in Table 4.27

Table 4.27: Class Teachers on Home-based Factors for Dropout & Absenteeism

Factors	f (n=80)	%
Leads to both Dropouts and Absenteeism		
Drugs/alcoholism	24	30
Negligence of parents	57	71
Leads to Dropouts only		
Lack of uniforms	28	25
Leads to Absenteeism only		
Taking care of sick	37	46
Pupil falls sick	30	38
Household chores	47	59

Referring to table 4.27, the major contributors to dropout and absenteeism were parental negligence and household chores.

4.4.3 Community-based factors

Both the class teachers and the head teachers were required to indicate the community-based factors causing dropout and absenteeism. The head teachers' views are summarized in Tables 4.28 and 4.29

Table 4.28: HTs on Community Factors for Boys Drop-outs & Absenteeism

Factors	Rural	Urban
Factors for Drop-outs and Absenteeism	**f (n=5)**	**f (n=4)**
Drugs/alcoholism	2	3
Rites/circumcision	2	2
Factors for Drop-outs Only		
Gender biases	-	-

Out of four schools in urban areas as shown in Table 4.28, three were faced by drug problems affecting boys with none affecting specifically girls in urban and rural areas. Circumcision was a factor affecting both rural (2) and urban (2) boys. Table 4.29 summarises the factors influencing girl dropout and absenteeism.

Table 4.29: HTs on Community Factors for Girls Drop-outs & Absenteeism

Factors	Rural	Urban
Factors for Drop-outs and Absenteeism	**f (n=5)**	**f (n=4)**
Drugs/alcoholism	1	1
Rites/circumcision	3	2
Factors for Drop-outs Only		
Gender biases	3	-

Table 4.29 shows that alcoholism was not a major cause of absenteeism and dropout. However, circumcision rites, especially in the rural areas accounted for a higher number of absentees and dropouts having been highlighted by three of the head teachers. The views of the class teachers on community-based factors for gender dropout and absenteeism are presented in table 4.30

Table 4.30: CTs' on Community Factors for Gender Drop-outs & Absenteeism

Factors Leading to:	**Boys**	**Girls**
Both Drop-outs and Absenteeism	**f (n=80)**	**f (n=80)**
Drugs/alcoholism	18 (23%)	6 (8%)
Rites/ceremonies	6 (8%)	15 (19%)
Drop-outs Only		
Gender biases	5 (6.3%)	14 (18 %)
Child labour	20 (25%)	28 (35%)

Table 4.30 shows that girls were more affected by child labour, discrimination based on their gender and rites of passage. Boys, on the other hand, were more prone to drugs (23%) than girls (8%) thereby causing either absenteeism or dropout.

4.5 Measures Adopted by Schools to Reverse Pupil Dropouts and Absenteeism

The researcher sought to identify measures adopted by schools to reverse pupil dropout and absenteeism from the class teachers. Table 4.31 summarizes their responses.

Table 4 .31 Measures to Reverse Pupil Dropouts and Absenteeism

Measures	**Frequency**	**Percentage**
Constructing temporary classrooms	9	5.2
Using shift system to curb congestion	2	1.1
Expand other facilities	19	10.9
Stopped repetitions	24	13.8
Force parents to take children to school	49	28.2
Sensitise parents to take children to school	71	40.8
Total	**174**	**100.0**

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Table 4.31 shows that the majority (40.8%) had taken to sensitizing parents to take their children to schools while 28.2% said that the government should force parents to take their children to school. Besides, 13.8% reported that they had stopped repetition.

4.6 Constraints Affecting Teaching/Learning in Free Primary Education

The fourth research question sought to find out the constraints affecting teachers during the teaching and learning process, how severe they were and measures they were using to deal with some of the constraints.

Table 4.32: Severity of Challenges Faced by the Class Teachers

n=96

Challenge	SERIOUS		NOT SERIOUS		NOT A CHALLENGE	
	f	%	f	%	f	%
Congested classes	44	46	24	25	28	29
Inadequate textbooks	5	5	57	59	35	36
Inadequate stationery	9	9	46	48	41	43
Receiving grants late	18	19	38	40	39	41
Shortage of teachers	58	60	20	21	18	19
Inadequate desks	28	29	41	43	27	28
Inadequate toilets	51	53	21	22	24	25
Pupils' Indiscipline	50	52	27	28	19	20
Over-age pupils	39	41	33	34	24	25
Others	-	-	6		4	

The class teachers were asked to rate the severity of the constraints affecting teaching and learning in their schools. The majority as presented in table 4.32 (60%) rated shortage of teachers as being a serious constraint followed by inadequate toilets (53%),

pupil indiscipline (52%) and congested classes (46%). Other serious challenges included overage (41%), inadequate desks (29%) and receiving grants late (19%). From table 4.32 it is clear that teaching /learning resources were not among the serious constraints facing teachers. Only 5% said inadequate text books was a serious constraint while 9% said inadequate stationery. Besides, 29% did not find the issue of congested classes as being a challenge. Table 4.33 presents the head teachers' responses on the constraints affecting the teaching /learning process.

Table 4.33: Constraints according to the Head Teachers

Constraints	YES	NO
Congested classes	6	3
Inadequate textbooks	2	7
Inadequate stationery	3	6
Receiving grants late	6	3
Shortage of teachers	7	2
Inadequate desks	6	2
Inadequate toilets	6	2
Pupils' Indiscipline	5	4
Inadequate grants	3	6

Similarly the head teachers were asked to give the constraints affecting teaching and learning and the majority as shown in Table 4.33 (7) cited shortage of teachers, followed by inadequate desks and toilets (6) then congested classes and receiving grants late (6 and 3 respectively). The majority had enough textbooks (7) and stationery (6).Besides, the class teachers were required to give the measures that their schools had adopted in dealing with the problem of teacher shortage. Their responses are summarized in Table 4.34

Table 4.34: Measures to cope with teacher shortage

Measures	Frequency	Percentage
Combine classes	63	38.9
Employ more teachers	98	60.5
Using shift system	1	0.6
Total	**162**	**100.0**

Table 4.34 gives the class teachers' responses on the measures they were using to cope with the problem of teacher shortage. The majority (60.5%) said that more teachers were employed on temporary basis to assist while (38.9%) said they combined classes. Only (0.6%) recommended the use of the shift system.

Table 4.35: Employing more teachers

Funding more teachers	Frequency	Percentage
PTA	68	86.1
Government grants	6	7.6
Using volunteer teachers	1	1.3
School resources	4	5.1
Total	**79**	**100.0**

One of the measures of dealing with teacher shortage was employing of teachers on temporary grounds. Therefore the researcher wanted to find out how funding was done. A minority (1.3%) of the class teachers said they used volunteer teachers while the majority (86.1%) used PTA funds. This implies that parents were still shouldering some direct financial burdens.

4.7 Available Resources for Implementing Free Primary Education

The fifth research question sought to find out the available resources for implementation of FPE. Here, the researcher limited the resources to the adequacy of teachers and text books. The class teachers were asked whether their schools had enough teachers and 72.4% said they did not have while 27.6% said they had. The head teachers equally gave a similar response.

Table 4.36: Textbook-pupil Sharing Ratio

	Pupil: Textbook Sharing Ratio Per Subject				
Class	**Maths**	**Kiswahili**	**English**	**Science**	**Social Studies**
1	1:2	1:2	1:2	1:2	1:3
2	1:2	1:2	1:2	1:2	1:3
3	1:2	1:2	1:2	1:2	1:3
4	1:2	1:2	1:2	1:2	1:3
5	1:2	1:2	1:2	1:2	1:2
6	1:2	1:2	1:2	1:2	1:2
7	1:2	1:2	1:2	1:2	1:2
8	1:2	1:2	1:2	1:2	1:2

Generally the text book sharing ratio in the nine schools ranged between 1:1 and 1:4. The average ratio for Mathematics, Kiswahili, English and Science for class one to eight and Social Studies for class five to eight was 1:2 while Social Studies for class one to four was 1:3. These responses were given by the class teachers and the head teachers.

4.8 Discussion of findings

The findings are discussed under the following themes based on the research questions.

4.8.1 Enrolment trends before and after FPE

The research question whose findings are discussed was**:** *What were the enrolment rates before and after the introduction of free Primary Education (FPE) in the public primary schools in Londiani Division?*

4.8.1.1 Enrolment trends in Lower Primary before and after FPE

Before the introduction of FPE in 2003, enrolment showed a fluctuating trend with the highest percentage of 8.3% being recorded in class three in 2001.The least positive enrolment was 0.3% registered in 2002 in class two. Classes one and two recorded a drop in enrolment in 2001 while class three had a drop in 2002. Overall, enrolment rates in the lower primary were quite low. When FPE was introduced in 2003, enrolment in schools went up in all classes but class one had the majority of enrolees (540 pupils). When compared with class one enrolment in 2002 (429 pupils), there was 25.87% increase in enrolment.

Similarly there was a 5% increase in class two enrolments in 2003 but this enrolment kept fluctuating between 2004 and 2007. In fact, in 2005, class two enrolment dropped by 9.5%. A pre-FPE AARI analysis in lower primary indicated a negative rate of increase except in class one which was only 3.39%. This contrasts with the post-FPE period whose rates were quite high. For instance class one recorded a 21.92% increase. These results agree with Lerotholi (2001) who reported that when FPE was introduced in Lesotho in 2000, there was a tremendous increase in enrolment in class one. This simply

implies that FPE opens doors to many pupils to attend school. However, a five-year AARI declined and the causes of the drop in enrolment especially in 2005, as proved by this report were varied ranging from the home, community and the school.

4.8.1.2 Enrolment trends in Upper Primary before and after FPE

Before the introduction of FPE in 2003, enrolment in all the classes showed a fluctuating trend. For instance, in 2001, there was a 12.9% increase in enrolment in class five but dropped in 2002 by 9.9% Similarly, class eight had a 19.81% increase in enrolment in 2001 but dropped in 2002 by 6.4%. So the highest percentage in enrolment (19.81%) before FPE was registered in 2001 in class eight. On the introduction of FPE, class five recorded the highest percentage in enrolment of 33.22%. However, the following two years registered a drop. In fact the AARI for the first two years of FPE for class five dropped to 10.32% though it was still higher than the pre-FPE which was only 1.5%. In general, the post FPE enrolment rates were higher than the pre FPE ones.

4.8.1.3 Age Distribution of the Lower Primary Pupils

In terms of Age distribution, the majority of the pupils (69%) were overage (Table 4.12). Pupils as old as 14 got enrolled in lower primary. Only 21% were of ideal age in Lower Primary and this poses a challenge due to the big disparity in age. According to UNESCO and MoEST (2005) such over age pupils failed to participate in classroom activities for fear of exposing their weakness. This study found out that some overage pupils dropped out of school due to being ridiculed by other pupils.

4.8.1.4 Age Distribution of the Upper Primary Pupils

Similarly table 4.13 shows that there were many (89.4%) overage pupils in upper primary than in Lower Primary (69%). Those of ideal age (7.2) and underage (3.4%) were very few. Though these findings agree with those of UNESCO and MoEST (2005), on their being many overage pupils in primary schools, the proportion of overage pupils in this study is higher (89.4%) than that of UNESCO (44%). This explains why indiscipline cases were one of the major challenges facing teachers in the sample schools. Gender based analysis showed that there were more boys who were overage than girls as depicted in table 4.16.In terms of location, there were more overage pupils from rural areas (92%) as shown in table 4.17 and 4.18

4.8.2 Patterns of Dropout and Absenteeism after the Introduction of FPE

The research question whose findings are discussed was**:** *What were the pupil dropout rates and patterns of absenteeism in the pupils' primary schools in Londiani Division after the introduction of FPE?*

4.8.2.1 Patterns of Dropouts after the Introduction of FPE

The findings show that before the introduction of FPE there were high dropout rates in both lower and upper primary. In lower primary, before FPE, 2002 recorded the highest dropout of 42% of the total number of pupils that had dropped out between 2000 and 2002. However, with FPE, this trend was reversed in 2003/2004 years where dropouts in 2003 compared to 2002 went down by 65% from 41 pupils to 15. Unfortunately, it began to rise again in 2006. Of the total number of pupils that dropped out between 2003 and 20007, 2006 recorded the highest of 31% with the majority being girls.

In upper primary, a similar trend was noted with an initial drop of the number of dropouts in 2003 but started to rise again in 2004 with 2007 recording the highest of 32% in the post FPE period. According to Republic of Kenya (1979) a sudden increase in attendance often produces a rise in wastage since expansion in enrolments often brings many marginal pupils into the system. This could explain the steady rise in the number of dropouts after the introduction of FPE in 2003.

4.8.2.2 Patterns of Absenteeism after the Introduction of FPE

The class teachers were asked to state when the pupils were mainly absent from schools. The analysis showed that they were mainly absent at the beginning and end of the week, at beginning of the term and at the beginning and end of the year. Besides, tables 4.21 and 4.22 showed that absenteeism was rife in both term one and two. However, the majority of the absentees in first term were girls (53.8%) while boys were the majority in second term (52.7%). This trend could be attributed to some of the activities that are carried out in the course of the year such as circumcision and planting/harvesting of crops.

4.8.3 Factors Contributing to Dropouts and Absenteeism

The research question whose findings are discussed was**:** *What were the reasons influencing dropouts and absenteeism in the primary schools and what measures were the schools taking to reverse the trend?*

4.8.3.1Factors influencing dropout and absenteeism

There were both home-based and school-based factors that were identified. The home-based ones included parental negligence and this was a major cause of dropout and absenteeism in urban schools as given by five out of the five head teachers in the rural schools. Others were alcoholism and circumcision, family preference for boys to go to school and not girls, and domestic chores which mainly affected girls. Causes that equally affected both boys and girls were child labour, lack of school uniforms, sickness of the pupil and taking care of the sick siblings or relatives which mainly affected rural schools. Gender biases mainly affected rural girls as identified by three out of five head teachers while drug and alcoholism affected mainly urban boys (as identified by three out four head teachers). The head teachers also identified early marriages, poverty, slow learners, pregnancies, transfers and indiscipline as being factors influencing dropout and absenteeism. Surprisingly indiscipline was not a major cause of dropout though it was identified as one of the major challenges facing teachers.

The school -based factors identified by both the class teachers and head teachers included repeating, pupil being overage or underage for particular classes, congestion in classes and ridicule of the older pupils by their fellow pupils, inadequate classrooms, negative teachers' attitude and inadequate desks. This finding agrees with that of UNESCO (1987) who reported that pupils dropout of a grade because they are not ready for it. Some are too young or too old for that grade. It also with UNESCO and MoEST(2005) which found out that some of the causes of dropout were child labour and unfriendly learning environment Wangalachi (2003) also pointed out that girls may be required to stay out of school to care for the younger siblings.

Concerning text books, 93% of the class teacher said it was not a cause for dropout. This could be attributed to the provision of funds to schools by the government for the purpose of purchasing text books.

The most serious causes as identified by head teachers were overage (five out of five head teachers in rural, two out of four head teachers in urban), repeating (three out of five head teachers in rural and three out four head teachers in urban) and underage (four out of five in rural and two out of four in urban). Ridicule of the older pupils was not a major cause (one out of five head teachers singled it out in rural as well as i urban) of dropout. This could be attributed to the fact that majority of the pupils (89.4%) were overage and therefore they did not find a reason to ridicule one another. Those who suffered were the underage who were bullied by the older pupil especially if the younger one was bright.

4.8.3.2 Measures adopted by schools to reverse the trend.

The measures adopted by schools to reverse the pupil dropout and absenteeism included sensitizing parents on importance of taking children to schools and minimizing or completely stopping repetition of classes. Others included expanding school facilities and constructing temporary classrooms.

4.8.4 Constraints Affecting Teaching/Learning during FPE

The research question whose findings are discussed below was**:** *What were the constraints affecting the teaching/learning process following the implementation of Free Primary Education?*

The head teachers and the class teachers were asked to rate the severity of the challenges they were facing during the teaching and learning process. Both highly rated shortage of teachers as being a serious constraint (teachers-60%, head teacher-76%). This was followed by inadequate desks and toilets.

Indiscipline of the pupils was a major concern because only 20% of the class teachers said it was not a challenge. The rest (80%) said it was either serious (52%) or not serious (28%). Another serious constraint was congested classes. This report concurs with Riddell's (2003) who noted that pressure on classroom facilities and insufficient teachers were some of the major constraints that faced the implementation of FPE in Malawi.

4.8.5 The Human and Physical Resources for Implementing FPE

The research question whose findings are discussed below was**:** *What human and physical resources did schools have for the implementation of FPE in Londiani Division*

The head teachers were asked to say whether they had enough teaching staff and 72.4% said they had a problem with teacher shortage. Conversely the schools had a very good text book-pupil sharing ratio of 1:2. On coping with shortage of teachers, many schools (60.5%) employed more teachers whose funding came from PTA and government grants. Others resorted to combining classes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

In this section a summary of the major findings of the study are presented, conclusions drawn and recommendations for the study advanced based on the findings.

5.1 Summary of the Findings

The findings of the study are as follows:

5.1.1 Findings on Enrolments before and after Free Primary Education

1. After the introduction of free Primary Education enrolment in all schools went up in all classes but majority of the pupils who enrolled joined lower primary with class one leading with an AARI of 21.92%. Generally, the pre-FPE enrolment rates were lower than the post-FPE ones.
2. In overall the number of the boys who joined was more than the number of girls in all the classes.
3. There were cases of over age pupils getting enrolled especially in lower primary more so the boys. For instance, in class one, two and three, pupils as old as 14 years old got enrolled. Also, there were more overage pupils in rural than in urban schools.

5.1.2 Findings on Pupil Dropouts and Absenteeism Patterns

Before the introduction of FPE there were high drop out rates in lower and upper primary the trend which was reversed in 2003 / 2004 years. Unfortunately the drop out started to rise again after the enrolment slowed up.

5.1.3 Findings on Factors Influencing Pupil Dropouts and Absenteeism

1. The main factors which contributed to drop outs include repeating, pupils being over age and under age for particular classes, congestion in classes and ridicule of the older pupils e.g. from their fellow pupil. The other factors were: inadequate desks, inadequate teaching learning materials, pregnancies and early marriages for girls, poverty, transfers and laxity among parents. Generally, while overage affected mainly rural schools, repeating classes was a major factor in urban schools.
2. The community based factors influencing drop outs and absenteeism included alcoholism and circumcision which affected boys, family preference for boys and not girls to go to school as well as domestic chores which affected girls. The other factors which affected both boys and girls included child labour, lack of school uniforms, negligence of parents, sickness of the pupils, lack of school uniforms and hunger. However, in most schools head teachers said that most parents were becoming more responsible in schooling their children. Overall, lack of shelter and circumcision rites were the major factors in rural areas while parental negligence and use of drugs/alcohol mainly affected urban schools.
3. Gender-based disparities existed as far as the factor contributing to drop outs and absenteeism is concerned. For instance, over age, ridicules and under age affected girls more than boys. Repeating and congestion of classes affected boys more than girls. However, negative teachers attitude towards over age pupils had an equal impact on both boys and girls. Also girls were affected more by child labour, lack of school uniforms and parental negligence.

4. Repeating of classes was one of the serious problems in schools and a major contributor to dropout in lower and upper primary. In overall the number of boys who dropped out in upper primary was higher than that of the girls.

5.1.4 Findings on Measures Adopted to Reverse Dropouts and Absenteeism

1. The measures adopted by schools to reverse the pupil dropout and absenteeism rates included sensitizing parents on importance of taking children to schools, forcing parents to take their children to school, stopping / minimizing repeating, expanding school facilities and also constructing temporary classrooms as well as using shift system in those classes which faced the problem of congestion in classes.

5.1.5 Findings on Constraints Affecting Teaching/Learning in FPE

1. Many schools (72.4%) had inadequate teaching staff but the pupil-text book sharing ratio was very good. There was an average ratio of 1:2 in all the subjects except social studies which had 1:3. The other constraints affecting teaching learning processes were; congested classes, inadequate toilets, receiving grant late which were also claimed to be inadequate, indiscipline among the pupils, problem of coping with over age pupils, inadequate stationery, among other factors.
2. The measures the schools adopted to cope with the shortage of teachers included employing more teachers, combining classes and to a small extend using shift system besides controlling enrolment. On the aspects of employing more teachers the schools used PTA funds, the Government grants and other school resources. Some schools sometimes benefited from services of volunteer teachers.

5.2 Conclusions

The study was designed to analyse the impact of FPE on internal efficiency variables of absenteeism, enrolment and drop-outs in the public primary schools in Londiani Division, Kipkelion District. Based on the study findings the researcher concludes that there was an overwhelming positive response to FPE in terms of unprecedented increase in enrolments in all classes with the lower primary classes leading in the year 2003 when FPE was introduced. This implies that with the removal of economic barriers to education even marginal pupils, e.g the overage and underage pupils as well as those who initially dropped out end up joining school contributing to high gross enrolment rates (GER). Despite this euphoria in response to FPE, after two years of implementation the AARI for a five-year period went down implying that internal inefficiencies started setting in terms of drop-outs. This means that the education system was not prepared to cope with the upsurge in enrolments prompted by FPE.

On the internal efficiency variables, particularly absenteeism and drop-out, the findings also revealed a similar trend as enrolment. Before the introduction of FPE, there were high dropout rates in both lower and upper primary, the trend which was reversed after the introduction of FPE in 2003. Unfortunately, the dropout rates started to rise again after the FPE euphoria was over due to various factors ranging from school to home/parental and community factors. This implies that even with the introduction of FPE the problems of wastage still persisted despite an initial decline when FPE was introduced and therefore FPE can not solely be used as a tool to cope with those problems.

The findings on reasons for dropout and absenteeism boiled down to school-based factors, home / parental factors and community factors. The key school-based factors included inappropriate pupil age for a given class (particularly overage) and repeating classes; the home-based factors included poverty, parental negligence, early marriages, gender bias against girls and child labour; and, community factors included drugs and circumcision rites. These findings imply that the factors militating against reducing wastage in schools do not only emanate from schools but also from the parents and the community at large and therefore measures to arrest the situation should take into account all the school and out-of-school factors.

Though schools had devised some measures to reverse pupil dropout and absenteeism such as sensitizing parents on the importance of education, they could not on their own cope with the myriad problems confronting them some of which had roots in the community and yet they do not have the capacity to handle them such as drugs and circumcision rites.

On the constraints affecting the teaching-learning process including human (teachers) and physical facilities during the implementation of FPE, the findings revealed that despite the recommendable low textbook-pupil ratio of 1:2 on average in all the subjects except Social Studies which had 1:3, many schools (72.4%) had inadequate teaching staff prompting schools to not only employ more to cope with the shortage but also combine classes. The other constraints schools experienced affecting the teaching-learning process were congestion in classes, inadequate toilets, receiving grants late which were also claimed to be inadequate and indiscipline among the pupils. These

findings show that not only were the schools ill-equipped or prepared to cope with the upsurge in demand for education prompted by FPE but also the government.

5.3 Study Recommendations

Based on the study findings and aforementioned conclusions, the researcher gives out the following recommendations for educational policy, theory and practice.

5.3.1 Recommendations on Enrolments in FPE

1. Schools and the Government should devise ways and resources to accommodate the over age pupils who joined schools upon the introduction of FPE since some of them soon or later dropped out due to such factors like ridicule by the younger ones and even teachers. This would ensure that they can also achieve their education ambitions.

5.3.2 Recommendations on Pupil Dropouts and Absenteeism

1. The Government should realize that high dropouts and absenteeism rates were not only brought about by inability of parents to pay the school levies but also by other contributory factors which need to be addressed to achieve the targeted transition and retention rates.
2. Teachers should handle pupils carefully especially those who are over age. They should not ridicule them or degrade them because that will make them dropout of school due to humiliation.

5.3.3 Recommendations on Constraints Affecting Teaching/Learning in FPE

1. The Ministry should hire more teachers to counter the shortage being experienced in many schools.
2. Schools through the relevant administrators should keep an up-to-date data on enrolment to facilitate an accurate disbursement of funds from the Ministry for the purchase of the required teaching/learning materials.

5.3.4 Recommendations on Provision of Resources for FPE

1. More funds should be generated to expand school facilities such as the construction of toilets, more classrooms among other things to cope with increased enrolment and achieve high rates of retention.
2. To cope with congestion and inadequate desks, schools can use the shift system especially in lower primary.
3. There is need for the Ministry of Education to put in place close-monitoring mechanisms to ensure that FPE resources are efficiently used.

5.4 Recommendations for Further Research

This study came up with the following recommendations for further research:

1. Further research should be done on the impact of FPE on academic achievement in public primary schools.

2. Since this study focused on the impact of FPE on pupil flow in terms of enrolment, drop-outs and absenteeism as variables of internal efficiency, a study can be carried out on other variables of internal efficiency such as pre-primary to primary transition, primary school completion rates and even on enrolment in private primary schools.

3. Since this study was carried out in Londiani Division, Kipkelion District a similar study can be conducted in other areas of Kenya in a comparative perspective.

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APPENDIX A

LETTER OF INTRODUCTION

KHAMALA R NEKESA

Dear Respondent

I am a post graduate student in the School of Education in Kenyatta University currently undertaking research on the topic:

THE IMPACT OF FREE PRIMARY EDUCATION ON INTERNAL EFFICIENCY IN LONDIANI DIVISION, KIPKELION DISTRICT

You have been identified as one of the respondents. You are kindly requested to provide the information much needed for this study. Any information you give will be treated as confidential as anonymous, and shall only be utilized for the purpose of this study. Please respond to the questions by following the instructions given. You may not write your name or even of the school anywhere on the questionnaire.

Yours Faithfully,

KHAMALA R N

APPENDIX B

HEAD TEACHERS' QUESTIONNAIRE ON THE IMPACT OF FREE PRIMARY EDUCATION ON INTERNAL EFFICIENCY IN LONDIANI DIVISION

Please be free and honest to provide the information required which will not only be kept confidential and anonymous but also will be used strictly for the purpose of the study. Please complete all the parts.

Part A: General Information

Instruction: Please tick (√) appropriately

1. Years of service as a head teacher

   5 years or fewer ( ) 5-10 years ( ) Over 10 years ( )

2. Your highest academic/professional qualification

   P1 ( ) P2 ( ) P3 ( ) BED ( )

Others (Specify)……

3. How long have you been in the current station?

   Less than 5 years ( ) 5-10 years ( ) Over 10 years ( )

Part B: Enrolment Rates Before and After the Introduction of Free Primary Education

1. How many pupils were enrolled in school in the following years in lower primary? Fill the table below.

	PUPILS WHO ENROLLED IN LOWER PRIMARY		
	1	**2**	**3**

YEAR	Boys	Girls	Boys	Girls	Boys	Girls
2000						
2001						
2002						
2003						
2004						
2005						
2006						

2. How many pupils were enrolled in school in the following years in upper primary? Fill the table below.

YEAR	PUPILS WHO ENROLLED IN UPPER PRIMARY									
	4		5		6		7		8	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2000										
2001										
2002										
2003										
2004										
2005										
2006										

Part C: Gender Patterns in Pupil Dropout Rates and Absenteeism

1. How many pupils dropped out in the following years in lower primary? Fill in the table below.

YEAR	PUPILS WHO DROPPED OUT IN LOWER PRIMARY					
	1		2		3	
	Boys	Girls	Boys	Girls	Boys	Girls

2000						
2001						
2002						
2003						
2004						
2005						
2006						

2. How many pupils dropped out in the following years in upper primary? Fill in the table below.

YEAR	PUPILS WHO DROPPED OUT IN UPPER PRIMARY									
	4		5		6		7		8	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2000										
2001										
2002										
2003										
2004										
2005										
2006										

Part D: Causes of Pupil Dropouts and Absenteeism as well as Measures Taken to Reverse the Trend

1. How many pupils repeated a class in lower primary in the following years? Fill in the table below.

YEAR	PUPILS WHO REPEATED PER CLASS IN LOWER PRIMARY					
	1		2		3	
	Boys	Girls	Boys	Girls	Boys	Girls
2000						

2001						
2002						
2003						
2004						
2005						
2006						

2. How many repeated a class in upper primary in the following years? Fill in the table below.

	PUPILS WHO REPEATED PER CLASS IN UPPER PRIMARY									
	4		**5**		**6**		**7**		**8**	
YEAR	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
2000										
2001										
2002										
2003										
2004										
2005										
2006										

3. In your opinion, what are the school-based factors that cause pupils to drop out of school? Indicate using a tick (√) whether the factor affects boys or girls only or both sexes and it is not a cause at all in the spaces provided below.

CAUSE OF PUPILS DROP OUT	**BOYS**	**GIRLS**	**BOTH**	**NOT CAUSE**
Inadequate desks in schools				
Inadequate classrooms/congestion in classes				
Forced/several repetitions of classes				
Negative teachers' attitudes				

Pupil indiscipline				
Inadequate text books				
Pupil's age (younger for a given grade)				
Pupil's age (older for a given grade)				
Ridicule of older pupils by others				

Other causes of dropout? (Specify)……

……

4. In your opinion, what are the home/community based factors that cause pupils to drop out of school? Indicate using a tick (√) whether the factor affects boys or girls only or both sexes and it is not a cause at all in the spaces provided below.

CAUSE OF DROP OUT	**BOYS**	**GIRLS**	**BOTH**	**NOT CAUSE**
Drug abuse/alcoholism				
Initiation ceremonies e.g circumcision				
Gender socialisation e.g girls not to go to school				
Child labour				
Lack of school uniforms				
Taking care of sick siblings/family members				
Pupil himself/herself falls sick and drops out				
Negligence/laxity/apathy of parents				
Household chores				

Other causes of dropout? (Specify)……

……

……..

5. Using a tick (√) indicate, from among the responses given below, what should be done to alleviate the school-based causes of school dropout?

i. Expand school facilities [ ]

ii. Stop forced/several repetition of classes [ ]

iii. Others (Specify)…….

……

……

……

6. Using a tick (√) indicate, from among the responses given below, what should be done to alleviate the home/community-based causes of school dropout?

i. Chiefs to force parents to take the children to school [ ]

ii. Make primary education compulsory [ ]

iii. Prosecute parents who do not take children to school [ ]

iv. Enforce labour laws to stop children from working [ ]

v. Others (Specify)…….

……

……

……

Part E: Head Teacher's Views on the Constraints Affecting the Teaching/Learning Process Following the Implementation of FPE

1. What is the total number of teachers in the school?

a) Male_____ b) Female _____

2. Do you have enough teachers in your school?

Yes [ ] No [ ]

3. If you don't have enough teachers in your school, indicate using a tick (√), what of the following measures you take to cope with the shortage?

i. Combine classes [ ]

ii. Employ more teachers [ ]

iii. We use shift system [ ]

iv. Classes are left untaught [ ]

v. Others (specify)……..

vi. ……

4. If you employ more teachers, how have you managed to pay them?

i. Through PTA funds [ ]

ii. Using government grants [ ]

iii. Teachers are volunteers [ ]

iv. Others sources of funds (specify)……

v. ……

……..

5. Fill in the table below on utilization of text-books per class such that it shows the number of pupils per textbook.

SUBJECT	NUMBER OF PUPILS SHARING A TEXT-BOOK IN EACH CLASS							
	1	2	3	4	5	6	7	8
Maths								
Kiswahili								
English								
Science								
S. Studies								

Part F: Head Teacher's Views on the Provision of Human and Physical Resources for the Implementation of FPE

1. What constraints affect the teaching-learning process following the implementation of Free Primary Education?

CONSTRAINT	**YES**	**NO**
Receiving grants late		
Inadequate text books		
Inadequate stationery		
Shortage of teachers		
Inadequate classrooms/congested classes		
Inadequate desks		
Inadequate toilets		

Others (specify)……..

……

Thank you for your cooperation

APPENDIX C

CLASS TEACHERS QUESTIONNAIRE ON THE IMPACT OF FREE PRIMARY EDUCATION ON INTERNAL EFFICIENCY IN LONDIANI DIVISION

Please be free and honest to provide the information required which will not only be kept confidential and anonymous but also will be used strictly for the purpose of the study. Please complete all the parts.

A: General Information

Instruction: Please tick (√) appropriately

1. Years of service as a teacher

5 years or fewer ( ) 5-10 years ( ) Over 10 years ( )

2. Your highest academic/professional qualification

P1 ( ) P2 ( ) P3 ( ) BED ( )

Others (Specify)……

3. How long have you been in the current station?

Less than 5 years ( ) 5-10 years ( ) Over 10 years ( )

4. Specify the class to which you are a class teacher…….

Part B: Gender Patterns in Rates of Pupil Dropout and Absenteeism

1. What is the total number of boys in your class? ……..

2. What is the total number of girls in your class? ……..

3. How many pupils enrolled in your class at the beginning of both first and second term this year? Fill in the table given below.

	ENROLMENT		
	FIRST TERM	SECOND TERM	

GENDER	BOYS	GIRLS	BOYS	GIRLS	**TOTAL**
NUMBER					
TOTAL					

4. How many pupils dropped out of school from your class by the end of each of the two terms? Fill in the table given below.

	DROPOUTS				
	FIRST TERM		**SECOND TERM**		
GENDER	BOYS	GIRLS	BOYS	GIRLS	**TOTAL**
NUMBER					
TOTAL					

Part C: Causes of Pupil Dropouts and Absenteeism as well as Measures Taken to Reverse the Trend

1. How many boys repeated in your class at the beginning of the year? ……

2. How many girls repeated in your class at the beginning of the year? …….

3. In your opinion, what are the school-based factors that cause pupils to drop out of school? Indicate using a tick (√) whether the factor affects boys or girls only or both sexes and it is not a cause at all in the spaces provided below.

CAUSE OF PUPILS DROP OUT	**BOYS**	**GIRLS**	**BOTH**	**NOT CAUSE**
Inadequate desks in schools				
Inadequate classrooms/congestion in classes				
Forced/several repetitions of classes				
Teachers' negative attitudes				
Pupil indiscipline				
Inadequate text books				
Pupil's age (younger for a given grade)				
Pupil's age (older for a given grade)				

Ridicule of older pupils by others				

Other causes of dropout? (Specify)……
……

4. In your opinion, what are the home/community-based factors that cause pupils to drop out of school? Indicate using a tick (√) whether the factor affects boys or girls only or both sexes or it is not a cause at all in the spaces provided below.

CAUSE OF DROP OUT	**BOYS**	**GIRLS**	**BOTH**	**NOT CAUSE**
Drug abuse/alcoholism				
Initiation ceremonies e.g circumcision				
Gender socialisation e.g girls not to go to school				
Child labour i.e				
Lack of school uniforms				
Taking care of sick siblings/family members				
Pupil himself/herself falls sick and drops out				
Negligence/laxity/apathy of parents				
Household chores				

Other causes of dropout? (Specify)……

……

……..

5. Rate the frequency of dropouts as caused by the following school-based factors. Use the key given below.

KEY: SERIOUS (SR) NOT SERIOUS (NS)

NOT A CAUSE (NAC)

CAUSE OF PUPIL DROP OUT	**SR**	**NS**	**NAC**
Inadequate desks in schools			

Inadequate classrooms/congestion in classes			
Forced/several repetitions of classes			
Negative teachers' attitudes			
Poor school environment			
Inadequate text books			
Pupil's age (younger for a given grade)			
Pupil's age (older for a given grade)			
Ridicule of older children from others			

6. Rate the frequency of dropouts as caused by the following home/community-based factors. Use the key given below.

KEY: Very Frequent (VF) Frequent (F) Undecided (UN)

Infrequent (IF) Not at all (NA)

CAUSE OF DROP OUT	**VF**	**F**	**UN**	**IF**	**NA**
Drug abuse/alcoholism					
Initiation ceremonies e.g circumcision					
Gender socialisation e.g girls not to go to school					
Child labour i.e work to earn wages to sustain family					
Lack of school uniforms					
Taking care of sick siblings/family members					
Pupil himself/herself falls sick and drops out					
Negligence/laxity/apathy of parents					
Household chores e.g taking care of other children					

7. Using a tick (√) indicate, from among the responses given below, what should be done to alleviate the school-based causes of school dropout?

i. Expand school facilities [ ]

ii. Stop forced/several repetition of classes [ ]

iii. Others (Specify)…….

……

……

……

8. Using a tick (√) indicate, from among the responses given below, what should be done to alleviate the home/community-based causes of school dropout and absenteeism?

i. Chiefs to force parents to take the children to school [ ]

ii. Make primary education compulsory [ ]

iii. Prosecute parents who do not take children to school [ ]

iv. Enforce labour laws to stop children from working [ ]

v. Sensitise parents on importance of education [ ]

vi. Others (Specify)…….

……

……

……

9 On average what was the number of pupils who were absent in your class by the end of each of the two terms indicated? Fill in the table given below

	ABSENTEEISM				
	FIRST TERM		**SECOND TERM**		
GENDER	BOYS	GIRLS	BOYS	GIRLS	**TOTAL**
NUMBER					
TOTAL					

10. Using a tick (√) indicate the rate of frequency of absenteeism of pupils in terms of boys and girls at different times of the week, term and year

TIME OF THE YEAR		FREQUENCY OF ABSENTEEISM							
		High absenteeism		Low absenteeism		No pattern		No absenteeism	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
WEEK	Beginning								
	Middle								
	End								
TERM	Beginning								
	Middle								
	End								
YEAR	Beginning								
	Middle								
	End								

11. Fill in the number of pupils in your class who fall under the specified ages in the table below.

AGE OF PUPILS (IN YEARS)																					
5 and below		6		7		8		9		10		11		12		13		14		15 and Above	
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G

KEY: B-Boys G-Girls

12. Using a tick (√) indicate, from among the responses given below, the severity of the challenges you face as a teacher while carrying out classroom instruction.

KEY: VERY SERIOUS (VS) SERIOUS (SR)

NOT SERIOUS (NS) NOT A CHALLENGE (NAC)

CHALLENGE	VS	SR	NS	NAC
Congested classes				
Inadequate textbooks				
Inadequate desks				
Absenteeism/irregular attendance				
Indiscipline				
Problem of coping with over-age pupils				
Laxity/apathy of pupils				

Other challenges (Specify)……

……

APPENDIX D

AREA EDUCATION OFFICER'S INTERVIEW SCHEDULE ON THE IMPACT OF FREE PRIMARY EDUCATION ON INTERNAL EFFICIENCY IN LONDIANI DIVISION

Please be free and honest to provide the information required which will not only be kept confidential and anonymous but also will be used strictly for the purpose of the study.

Part A: General Information

Instruction: Please tick (√) appropriately

1. Years of service as an Area Education Officer …….
2. Your highest academic/professional qualification……
3. How long have you been in the current station?.....

Part B: Views on Implementation of FPE and its Impact on Internal Efficiency

Which zone within your division has the lowest and highest rates of wastage?

1. What do you think has caused the scenario identified in number?
2. What measures have you put in place to ensure pupils do not drop out of school?
3. Are the measures producing any positive impact? If, yes, what is the impact?
4. When FPE was introduced in 2003, which zone had the highest rate of enrolment?
5. Why do you think the enrolment soured in the zone identified in five relative to others?
6. What are the challenges that you face as you help to implement FPE in Londiani division?
7. Give recommendations on how such challenges can be addressed.

APPENDIX E – RAW DATA ON ENROLMENTS FROM 2000 TO 2007

Table 4.4: Class 1 Enrolment Trends from 2000 to 2007

	2000	2001	2002	2003	2004	2005	2006	2007
Boys	216	198	229	311	369	345	369	349
Girls	186	201	200	229	268	300	311	312
Total	402	399	429	540	637	645	680	661

Table 4.5: Class 2 enrolment trends between ’00 and ‘07

	2000	2001	2002	2003	2004	2005	2006	2007
Boys	215	200	191	211	247	235	249	255
Girls	194	171	181	181	216	184	244	217
Total	409	371	372	392	463	419	493	472

Table 4.6: Class 3 enrolment trends between ’00 and ‘07

	2000	2001	2002	2003	2004	2005	2006	2007
Boys	187	180	164	193	221	232	249	221
Girls	160	196	152	180	191	209	175	223
Total	347	376	316	373	412	441	424	444

Table 4.7: Class 4 enrolment trends between ’00 and ‘07

	2000	2001	2002	2003	2004	2005	2006	2007
Boys	149	157	166	181	213	169	167	210
Girls	159	140	160	150	135	157	144	182
Total	308	297	326	331	348	326	311	382

Table 4.8: Class 5 enrolment trends between ’00 and ‘07

	2000	2001	2002	2003	2004	2005	2006	2007
Boys	148	158	139	198	185	178	200	200
Girls	145	173	159	199	162	146	195	175
Total	293	331	298	397	347	324	395	375

Table 4.9: Class 6 enrolment trends between ’00 and ‘07

	2000	2001	2002	2003	2004	2005	2006	2007
Boys	177	155	176	163	179	186	183	188
Girls	166	145	166	144	165	145	164	225
Total	343	300	342	307	344	331	347	413

Table 4.10: Class 7 enrolment trends between ’00 and ‘07

	2000	2001	2002	2003	2004	2005	2006	2007
Boys	161	144	191	197	189	179	225	204
Girls	211	199	165	171	165	194	201	227
Total	372	343	356	368	354	373	426	431

Table 4.11: Class 8 enrolment trends between ’00 and ‘07

	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
Boys	98	119	100	129	156	169	128	171
Girls	103	129	132	114	167	129	131	144
Total	207	248	232	243	223	298	259	315

APPENDIX F – BUDGET

ITEM	COST
1. Travel	15,000
2. Stationary	20,000
3. Photocopying	10,000
4. Computer and Typing	30,000
5. Binding Services	20,000
6. Contingency	10,000
TOTAL	**105,000/=**

APPENDIX G – TIME SCHEDULE

ITEM	**2005**					**2006**								
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept
Proposal Writing 1st Draft														
Proposal: Corrections														
Departmental Seminar														
School Defense (Proposal)														
Piloting														
Data Collection														
Data Entry and Analysis														
Report Writing														
School Defense (Thesis)														
Submission														