

**INSTITUTIONAL CHALLENGES AFFECTING FREE PRIMARY EDUCATION IN  
BELGUT CONSTITUENCY KERICHO COUNTY KENYA**

**BY**

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PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF  
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**DECLARATION**

I declare that this is my own original work and to the best of my knowledge it has not been submitted to any other institution of higher education; and that all sources I have utilized or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE.....*[Signature]*.....DATE *15/12/2020*.....

**Recommendation by the supervisor**

This research proposal is submitted for examination with my approval as the university supervisor.

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## **ACKNOWLEDGEMENT**

I would wish to thank My Family, Rose Maywa, Denis Mutai, Basy Rono, and the Gretsia University fraternity for giving me an opportunity to study in the university and acquire full education with adequate competency for the real world.

Secondly, I would like to thank my supervisor, Madam Sheila Tallam for Her Guidance while working on my project.

## **DEDICATION**

I would like to dedicate this research proposal to my loving Mum Rose Maywa, my husband Benard Yegon brothers Emmanuel and Denis and my sister Basy Rono who supported me financially throughout the journey.

## **ABBREVIATIONS**

APSI	:	Assistant Primary School Inspect
BOG	:	Board of Governors
CBO	:	Community Based Organization
DEB	:	District Education Board
DEO	:	District Education Officer
DFID	:	Department for International Development
ECD	:	Early Childhood Development
EFA	:	Education For All
FPE	:	Free Primary Education
GNP	:	Gross National Product
GOK	:	Government of Kenya
KIE	:	Kenya Institute of Education
MOEST	:	Ministry of Education, Science and Technology
NARC	:	National Rainbow Coalition
NGOs	:	Non-Governmental Organizations
PTA	:	Parents Teachers Association
PTR	:	Pupil Teacher Ratio
TSC	:	Teachers Service Commission
UNAID	:	United Nations Agency for International Development
UNESCO	:	United Nations Education Scientific and Cultural Organization

## ABSTRACT

Free primary education has contributed to many factors. Those factors tend to hinder the performance of the pupils in one way or another. Therefore, this study tend to identify how those factors affect learner's performance among the few selected schools. The main aim of this research project was an investigation those Institutional factors affecting Free Primary Education in Kenya; In Belgut constituency Kericho county. Free Primary Education is a policy that was introduced by a coalition of government known as National Rainbow Coalition (NARC).It took place in January 2003.NARC implementation of FPE has attracted the attention of many Kenyans, it was a landmark policy of decision the government of Kenya The education budget of the country increased by 18.4% to 70.1 million with the allocation of children to Free Primary Education program that left everyone happy. The objectives of the study were to: -(a)To investigate whether physical facilities (extra classrooms, workshops, desks, toilets, playground, land) affect the performance of the students and the implementation of Free Primary Education in Kenya.(b) Establish whether learning resources i.e. textbooks, chalks, writing materials are pertinent to the delivery of Free Primary Education.(c) Establish whether human resources i.e. availability of qualified teachers and other support staff affect Free Primary Education.(d) Investigate the financial handicap in facilitating the (FPE). The study used the ex-post facto design, self-administered questionnaires and informal interviews in data collection Prior to the main study, a pilot study was conducted which led to the modification of the research instruments .Descriptive statistics involving frequencies, percentages and pie charts were used to analyze the data.

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## **CHAPTER ONE: INTRODUCTION**

This chapter is all about the background of the study whereby the subject topic is introduced, statement of research problem, purpose of the study, conceptual framework, research questions, objectives of the study, significance of the study, elimination and limitation of the study and the theoretical concepts that will be useful in the study concerning the Institutional challenges affecting the free primary education.

### **1.1 Background of the Study**

The origin of Free Primary Education (FPE) can be traced back to the 1948 Declaration of Human Rights where basic education was recognized as a human right. The current FPE program was launched in 2003 and it led to an overwhelming enrolment of pupils at the primary level of education.

The free primary education in Kenya was introduced by the government coalition known as NARC (National Rainbow Coalition) with a lot of reaction across the country.

According to Ngaroga (2001), made observations concerning the presidential decree as one of the most dramatic political announcement since its introduction with increased enrollments in primary schools in the year 1973-January 1974 from 1.8-2.8 million. Learning has been one of the important sectors.

According to Rob et al.,(2004) The FPE, has been described as praiseworthy due to its effect on Gross Enrollment Rate which increased from 92%-104% between the year 2002-2003 which resulted to enrollment of 1.5 million children who were out of school.

Wafula (2002).The introduction of free primary education was one of government objective since the government attained independence in the year 1963.Therefore its implementation in the year 2003 became an achievement. This is evident in Sessional Paper No. 10 of 1965, hence re-affirmed the commitment of the government toward Free Primary Education(FPE).The investment on human resource enables individuals to effectively participate in the national development process. Investing in education plays an important role in the development of through the empowering of people with knowledge and skills so as to improve their wellbeing and participate actively in nation building. Education is important in

the economic growth, social development and a principal of improving and developing the welfare of individuals (World Bank, 1990).

Wanabali Daily Nation January (22<sup>nd</sup> 2003).The attainment of education has been one of the achievement of the World. This global emphasis on education has been deliberate because studies,the great liability of every society is when there are many children and adult who are literate. Implementation of the free primary education (FPE) is an has been advocated by various organizations in different forums especially those dealing with development and human rights. This has also been a point of reference at various national policies, which have continued to guide the provision of education in many countries including Kenya.

The concept of FPE when education rights were declared as a basic right for all by the United Nations(UN) in 1948 .(Mukathe 1999) .Therefore education needs to be equally administered means to all irrespective of social class, gender, color, religion, ethnic group and race . The 1948 declaration was further stressed at the 16th session of the United General Assembly held between 1961 and 1962, which was identified that illiteracy is the main barrier to the social and economic growth of the third world countries, Kenya included (Micheni, 1993).

The concern of FPE has had a lot of international focus throughout the 1990's notably at the World Summit for Children (1990), the United Nations Conference on Environment and Development 1992, the International Conference on Women (1995), the mid-term meeting at the International Conference on Child Labour (1997). The international discourse clearly highlighted by the United Nations millennium development goals signed by 189 UN members' states also committed the global community to achieving universal primary education by the year 2015. And, in order to achieve this objective, it is imperative for all boys and girls to complete a full cycle of primary schooling. The Department For International Development (D.F.I.D) commenting on universal primary education identified Education For All (EFA) as very important human right. This was in a conference on Education for all which was held in Thailand, which emphasized that quality education empowers people in transforming their lives and the societies they live in hence producing important people such as doctors and engineers. The same department stressed on the equity to eliminate educational disparities (World Conference on EFA, 1990). Therefore Education for all aims at producing quality education for children and even adults globally.

The 1990 Jomtien forum on EFA committed governments, civil society international donors and agencies to the development of quality basic education for all. It advocated for an

education that takes account of the needs of the poor and the most disadvantaged, including working children, those living in the remote areas and nomads, ethnic and linguistic minorities, children, young people and adults afflicted by armed conflict. Education is important to all peoples such as those who are HIV/ AIDS victims, sufferers in terms of, hunger, unhealthy and with children who need special needs. Eddah Gachukia is among the people who contributed to the development of education she says, “Without special attention to the handicapped poverty pockets, culturally affected children, especially girls, UPE would be incomplete” (East African Standard March 10th 2003).

The Ministry of Foreign Affairs of Japan (2003). The Dakar Conference known as the improvement of childhood care, equal education and assessment of free education program for all the young and the adults in the World led to increased number of adult to about 50% hence improved the quality of education. The EFA goals were further stressed in the Dakar World Conference in April 2000. The member countries were required to pursue measures to ensure the acquisition of education for all to all people of the world by 2015. The forum also ranked education as a foundation for higher living standards and democracy in societies. The two conferences acknowledged that in as much as the countries of the world declared.

The FPE therefore does not affect teachers alone but also the learner in terms of producing good results in Belgut constituency Kericho county .It has negative impacts on the academic performance of the students you will find that children have no time to engage in important practices which create knowledge, skills and also cognitive growth. In most schools there is widespread failure with respect to the teachers and the teaching profession. The issues concerning free primary education should be dealt with since the learners are being disadvantaged in terms of knowledge acquisition due to class congestion ,hence meeting every learner is not easy .The management skills ,the managers also are part of it ,they find it hard to cope with the system .Many schools have an overwhelming increase in the enrollment hence increased congestion of class rose from 40-70 without the change of facility .The main aim of the FPE was to ensure that all children access education and to reduce fee load of the parents and the poor communities.

**Table 1 : Net projections on teachers shortage 2016-2019**

<b>TRACHER SHORTAGE PROJECTIOS 2016-2019</b>			
<b>YEAR</b>	<b>NUMBER OF TEACHERS</b>		
	<b>POST PRIMARY</b>	<b>PRIMARY</b>	<b>TOTAL</b>
<b>2016</b>	<b>54,545</b>	<b>40,807</b>	<b>95,352</b>

<b>2017</b>	<b>61,122</b>	<b>40,455</b>	<b>101,577</b>
<b>2018</b>	<b>68,492</b>	<b>40107</b>	<b>108599</b>
<b>2019</b>	<b>76,752</b>	<b>39,761</b>	<b>116,513</b>

Source: DEO'S Office Kericho County

In the table above, it shows that there is great demand of the teachers as per the implementation of Free Primary Education (FPE). Public schools experience the shortage of teachers due to the enrollment of the learners.

### **1.2 Statement of the Problem**

The main objective for doing this research is to ensure that all the barriers that affect performance of the pupils are outweighed. These problems not only affect education sectors but almost the parents too. Some of the problems includes; congestion in classrooms, inadequate resources and teacher to pupil ratio.

Due to realization that the congestion of the students affect the performance of the students, the research will have to find if it's through the introduction of free primary education.

The researcher found out if the issue of teaching resources such as pencils, pen textbooks, and exercise books really affect the performance of the pupils in terms of producing quality grades.

The researcher found that the ratio of teacher to pupils affect the performance of the students in Belgut constituency Kericho county.

Despite the fact that the study was been done, they didn't focus on my independent variables, also there is less data concerning the study done by different researchers, yet it is a problem.

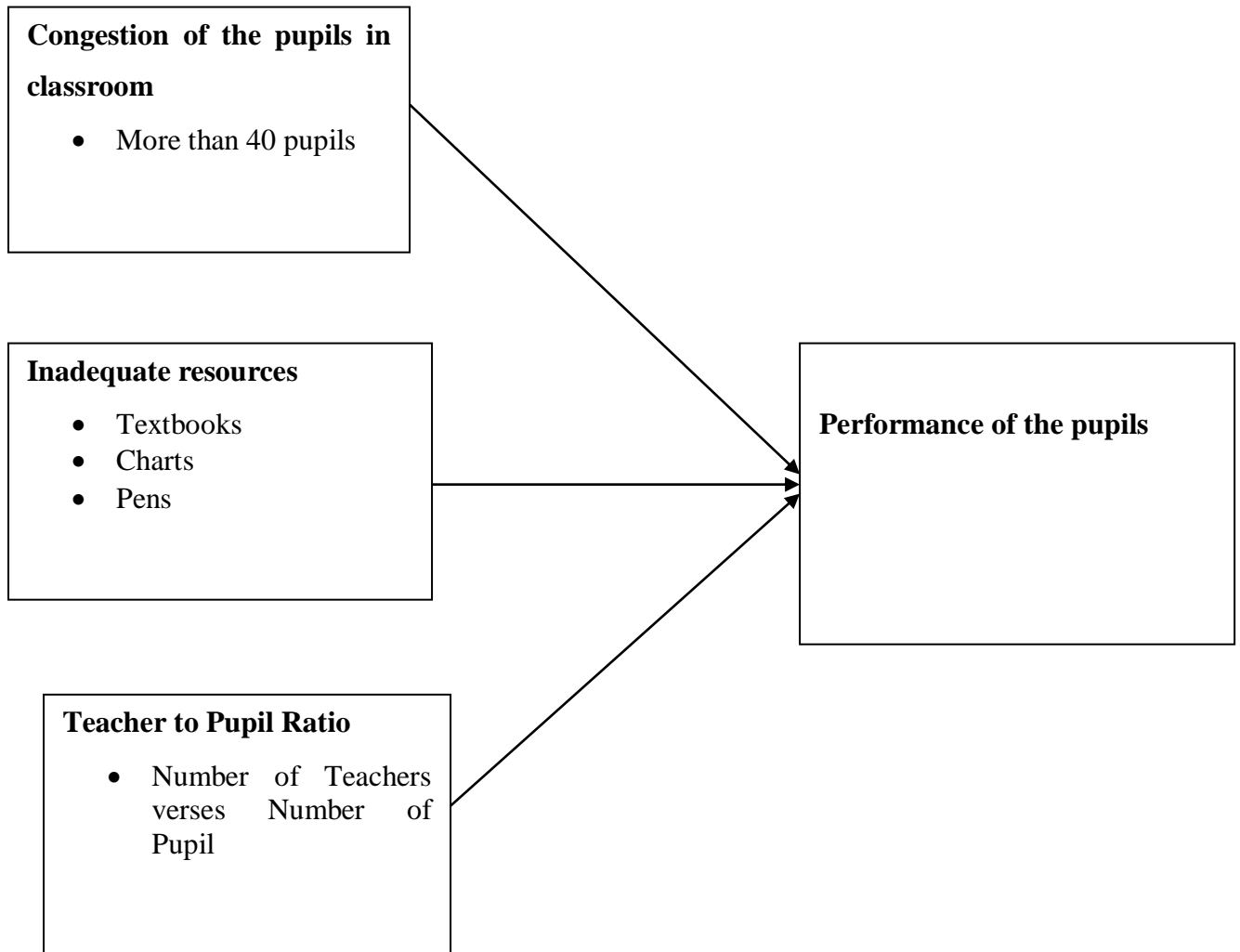
### **1.3 Purpose of the Study**

The purpose of the study is to access the challenges affecting free primary education in Belgut constituency Kericho County.

## 1.4 Conceptual Framework

**Independent Variable**

**Dependent Variable**



**Figure 1 : Conceptual Framework**

## **1.5 Research Question**

☛ The researcher will have to find out how the pupils who are more than 40, will affect their performance, Inadequate resources such as textbooks, pens will affect the performance of the pupils in what ways and how the ratio of the pupils and teachers will impact their performance.

### **1.5 Research questions**

1. Is there any effect of inadequate resources on pupil's performance?
2. Does the ratio of pupil to teacher affect learner's performance?
3. What are the consequences of pupils' congestion on their performance?

## **1.6 Objective of the Study**

### **1.6.1 General Objective**

The main aim of the study is to find out Institutional challenges facing free primary education in Belgut Constituency, Kericho County Kenya.

### **1.6.2 Specific Objective**

1. To identify the teacher-pupil ratio on the performance of the students.
2. To find out the availability of resources
3. To find out the effect of resources availability of resources on performance of the pupils.

## **1.7 Significant of the Study**

The findings were used to create awareness to parents, communities and even the government. This helps in giving guidance to the parents especially where they are needed to give support to the school.

The results were therefore be used to advice the government to work hand in hand with other stakeholders to ensure that the education sector produces quality learners.

The results were enable every pupil to understand their role and responsibility in ensuring that their dreams come true.

The ministry of education was in a position to use recommendations and findings to ensure that there is conducive learning process.

The results were also be useful to the teachers since they will cope with the changes that will benefit them at large.



The outcome was benefit the future researchers as the will acquire knowledge and skills on various issues concerning the Free primary Education.

### **1.8 Delimitation of the Study**

The study was carried out in Belgut constituency and the public schools there; the study focused on public primary schools and excluded private academies, which also influenced primary education in the study. The study mainly focused on the FPE program but overlooked other school factors that have impinged the achievement of its effective implementation.

It was not be possible to visit all primary schools thus the study was limited to a representative sample of schools.

### **1.9 Limitation of the study**

1. Time shortage, there was no enough time to conduct the research since the area of study is wide yet the researcher had to be in her working station carrying out daily duties and at the same time required to collect data from various institutions.

2. Insufficient funds, since a lot of funds was needed to travel to various institutions also the stationaries to be used needed fund to be produced.

### **1.10. Assumption of the Study**

The following assumptions were made while carrying out the research:-

- i. The respondents provided truthful and honest responses to the items in the questionnaires and interview schedules.
- ii. Increased support from the government and other stakeholders would facilitate the FPE program.
- iii. School administrators and committees have been properly in serviced on financial management particularly on procurement, record procurement, record keeping and auditing of funds allocated to them.
- iv. All schools have proper policy guidelines and a clear insight on how to implement the FPE program in their schools.
- v. That parents and pupils are enthusiastic about the FPE program.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Introduction

According to the world declaration of EFA — Jomtien (1990) forum, held more than 40 years ago, nations of the world, speaking on universal declaration of Human Rights asserted, “Everyone has a right to education”. Despite efforts by countries around the globe, to ensure the right to education for all, the following persists; 100 million children (60 million girls) have no access to primary education. 960 million adults (2/3 women) are illiterate, Vi of world adults have no access to printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, adopt to social and cultural change, more than 100 million children and adults fail to complete basic education programs, millions more satisfy attendance requirement but do not acquire essential knowledge and skills.

The Dakar Framework for Action (2000) Article I of EFA spells out the purpose for meeting basic learning needs. Every person, child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both learning tools, (literacy, oral expression, numeric problem solving) and basic learning content (knowledge, skills, values and attitudes) required by human beings to be able to survive, develop their full capacities, live and work in dignity, participate fully in development, improve the quality of their lives, in order to make informed decisions and continue learning.

EFA: “an expanded vision and a renewed commitment”; entails more than a recommitment to basic education as it now exists. It is an expanded vision that surpasses present resource levels, institutional structures, curriculum and conventional delivery systems while building on the best of the current practices. It encompasses:-

- i) Universal access and promotion of equality.
- ii) Focus on learning.
- iii) Broadening the means and scope of basic education, enhancing environment for learning and strengthening partnership.

During the World Education Forum in Dakar Senegal in April 2000 by the World Communities, a consensus was reached that, by the year 2015 all children should have access to and complete, free and compulsory primary education of good quality (Ministry of Foreign

Affairs of Japan 2000). It also strove to ensure equitable access to life skills program. The conference also resolved to eliminate gender disparities in primary and secondary education by 2005 and improve all aspects of education quality. The Kenyan Government having ratified the above recommendations had to act and instill the free primary education program.

## **2.2. Free Primary Education**

This kind of education allows children access to education without discrimination whereby the government has introduced free program for all. Teacher to pupil ratio, is a method used to determine the teachers adequacy, it is used to determine the number of students that are allocated to a teacher in a given educational level. It also shows the workload of the teacher in a particular educational level together with a number of teaching manpower for learners enrollment. MOEST (2004), shows that current free primary education has led a significant increase in primary school enrollment in the country from 5.9 million in 2002 to 7.2 million in the year 2003. Consequently the number of enrolled pupils surpassed the available human resources such as teachers adequacy and the physical resources such as textbooks in the 16000 primary schools in Kenya. The Teacher to Pupil ratio rose from the recommended 1:40 pupils per class to 1:60 which was difficult to deliver lessons in the classroom for teachers. He further say that it reached a point whereby teachers were forced to teach in shifts.

Republic of Kenya (ROK;2005) Says that if there is a teachers shortage together with Board of Management(BOM).Therefore there should be hiring of the new teachers under temporary basis since all teachers have been trained equally. The study will tend to find the adequacy of human resources especially teachers and how it affects the performance of the pupils. It was also discovered that there is very strong positive significant relationship between the resource availability and academic performance in schools that are well equipped with learning resources performed better than those with less resources.

MOEST (2005) explain the importance of ensuring that there is adequate resources so that educational program is effectively implemented. If there is classroom congestion learning cannot take place to the required standards hence poor performance of the pupils. Technology could address some of these issues by providing additional instructional time, by letting the lesson be tailored to the learner and completing teacher's knowledge (Aker et al.2010) says that resources availability could be used to complement classroom activities.

Fonseca and Conboy (2006) say that, the unavailability of resources hinders the construction of a culture or success.

Professor Richard Stanley Peters, in his book “Ethics and Education”, clarify education as a concept and that it is never a finished process and it is worthwhile because it produce something of value. He further say that it is the transmission of knowledge, skills and values that enables individual to develop into a good member of the society, therefore education should be worthwhile in terms of knowledge and experience which will help the child to tolerate to his or her society. Free Primary Education together with the performance of the learner cannot be interfered with congestion, inadequate resources and ratio of teacher to pupils.

UNESCO (2005) large class size notwithstanding, teachers continue to grapple with increased heterogeneity among the pupils who were enrolled in schools in Kenya. There was also school dropout since the parents never cared about the education of their children, this is as a results of human resources that could not gather for all the pupils.(Miller.2005) says that research the low level of commitment to education appear to relate to drop out.

Duflo, Hanna, and Ryan (2010) their study, they say that linking teacher pay to attendance increased the attendance and scores of the learner. There are key potential issues that hinder the underlying competencies targeted by the curriculum. The other worry is the preparedness of the learner is that the pay-for-performance may put teachers into penalty whose learners are less prepared at the start. Taking an example of learner from poor background, they may be less prepared than a learner from the rich family because their parents are not educated. Therefore, the difficulty of monitoring teachers may be due to the pay to attendance program.(Avvisati et al 2010) came up with the program that encouraged parents to take part in their child’s school education and they found good results on it. The program emphasized on the importance of the parent involvement in their children’s education.

Socrates (497-399 BC) Plato (428-348 BC) and Aristotle (386-322 BC) tried to find the solution to the problem of developing a stable society which also fostered the creative talents and freedom of individuals within it. Consequently from Greece, the model for the educated citizens was transplanted through the Hellenistic world.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter contains research approach together with research design, location of the study, the population, sample size and sampling procedure, description of the instrument, data collection and analysis procedures.

### **3.2 Research Approach**

It entails both qualitative and quantitative approaches that will be used by the researcher.

Qualitative approach ,this was been used to analyze description, interpretation and evaluation of information that comes from quantitative approach to bring out the new number of pupils who have the resources such as the textbooks, pens, desk and those also lack it was used to analyze the ratio of teacher to pupils.

Quantitative approach was used to analyze the numerical data through the use of numbers, tables list and statistical test

### **3.3 Research Design**

The researcher used cross-sectional sections to collect data in detailed form through the following; observations and questionnaire.

The researcher was also use ex-post design, Ary, Jacob, and Razavieh(1972) says that the basic purpose of the ex-post is to discover the relationships among variables whereas that careful investigators prefer to speak functional rather than casual relations. He the studies the independent variables in retrospect for their effect on dependent variables. The researcher was observe the dependent variables.

The independent variables such as resources availability together with human resource such as teacher to pupil relation that affect the performance of the learner could be handled.

### **3.4 Population of Study**

The researcher had to use a random sampling method because it is easiest way to get response.

The researcher had to pick few schools randomly whereby she will be required to visit.

### **3.5 Target Population**

The target population was The target population of the study constituted of 20 Headteachers, 35 Teachers . The target population was therefore 60 respondents..

### **3.6 Sample Technique**

There are two types, probability and non-probability, the researcher prefer non-probability since some of individuals have no chance of being selected, it is cheaper and more convenient method which is useful for explanatory research.

Non-probability sampling method includes, convenient sampling whereby participants are selected based on their availability and willingness to take part hence useful results are obtained.

### **3.7 Research Instrument**

The sample to be used by the researcher was the head teacher, teachers, school committees and the students. The information was obtained concerning the availability of resources and the learner's enrollment in line with the free primary education.

Teacher's questionnaire were concerned with their opinions on ways that should be taken by the government in ensuring that there is quality education for all the learners.

The school committee's questionnaire was to provide relevant information concerning the school finance together with their relationship with the head of the school concerning the program of FPE.

Learner's questionnaire concerns the availability of resources such as desks exercise books and the learning environment if it is conducive for the learning.

### **3.8 Data Collection Technique**

The researcher was to obtain a letter that will give her permission to access the selected institutions.

The letter was obtained from the District Education officer whereby the permission was asked officially from the head of institution through a written document for the researcher to be allowed to carry out her research officially.

The researcher was required to visit the randomly selected schools to orient herself with the head of the institution at the same time she will be required to issue the questionnaires

Some of the questions were issued to the head teacher, teachers and the learners. The questionnaire were collected after which was analyzed.

### **3.9 Data Analysis**

Data was been analyzed quantitatively .questionnaires was checked for completeness then coded and entered in the computer using statistical package for social sciences. It was analyzed using descriptive statistics such as frequencies and percentages.

### **3.10 Ethical and Logistical Consideration**

According to Mugenda and Mugenda (1999) ethical considerations are important for any research. In this study, the research ethics were reviewed by an Ethics Board to ascertain ethical guidelines for conducting the research so that ethical values are not violated. She also informed the sub-county director of education and the county commissioner. Researcher observed confidentiality and acknowledged all author's she got information for the study.

## CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION OF FINDINGS

### 4.1 Introduction

This chapter presents and discusses the findings of the study. The study investigated the factors affecting free primary education in rural public primary schools in Belgut constituency Kericho County. The data were collected and interpreted in relation to the research objectives.

### 4.2 Instrument Return Rate

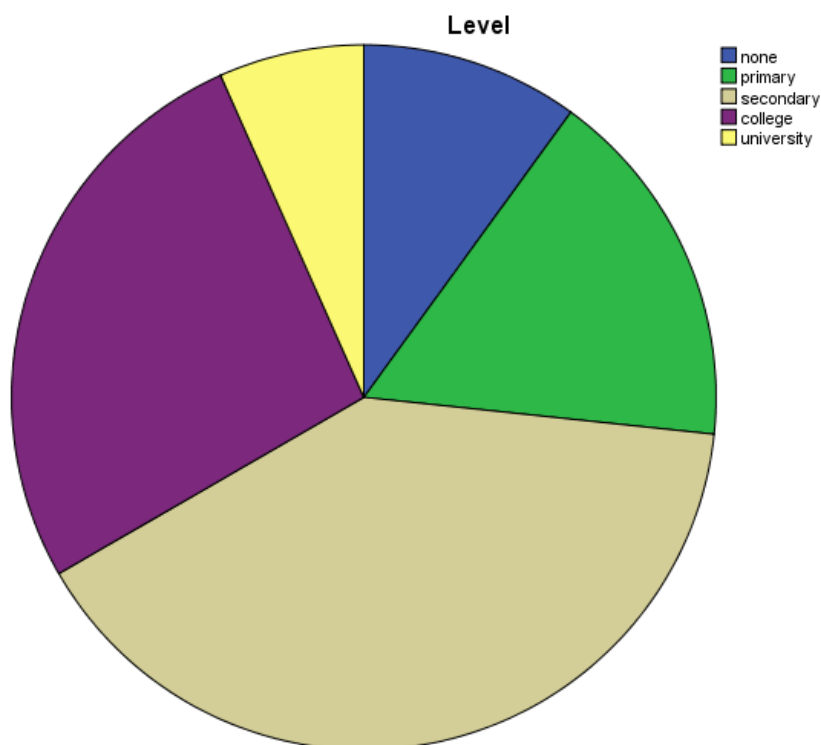
The sample consisted of teachers, head teachers, for the study and thus administered 60 questionnaires, a focus group discussion and an interview schedule. All the 35 questionnaires from the teachers (58.3%) were returned and 20 head teachers (33.33%) (A total of 5 questionnaires were returned from all respondents (8.33%) thus representing return rate and therefore satisfactory for the purpose of the study. Figure 4.1.1

### 4.3 Level of Education

**Table 2 : Level of Education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	6	9.7	10.0	10.0
	primary	10	16.1	16.7	26.7
	secondary	24	38.7	40.0	66.7
	college	16	25.8	26.7	93.3
	university	4	6.5	6.7	100.0
	Total		60	96.8	100.0
Missing	System	2	3.2		
Total		62	100.0		





**Figure 2 : Level of Education**

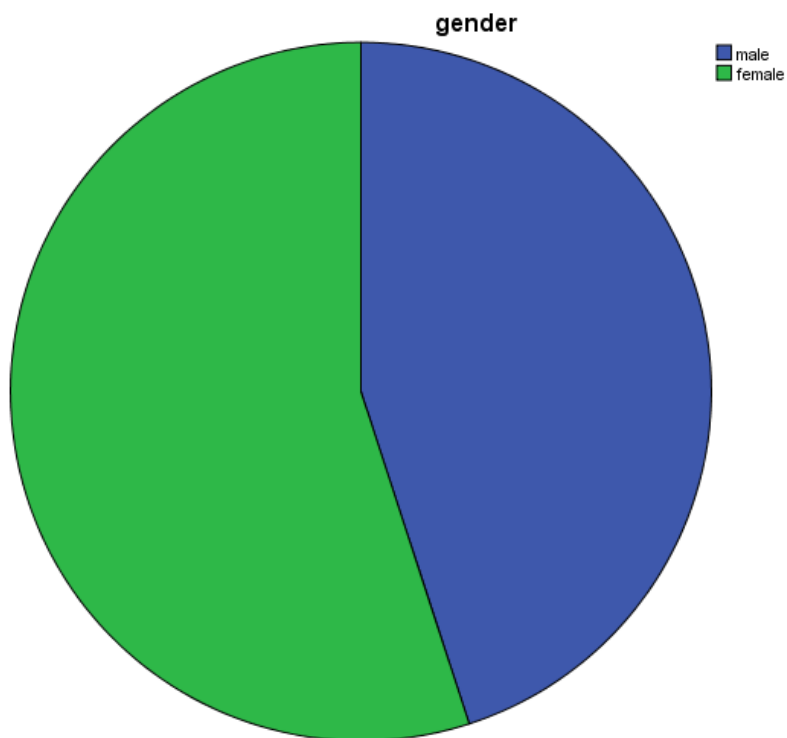
The findings shows that there were few learners in primary school, which shows that there was high number of dropout as a result of many factors such as early pregnancies resulting to poor performance of the learners.

#### 4.4 Gender respondent

**Table 3 : Gender respondent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	27	43.5	45.0	45.0
	female	33	53.2	55.0	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

The study findings showed that 45% of the head teachers were male. 55% were Female teachers showing that female were more than male teachers in the teaching profession. The finding shows that girl child have been given more priority than male child. The respondents ‘gender was not to answer any research question but to give insights into the respondents in the sample. The chairpersons in the sampled schools were all male.



**Figure 3 : Gender respondent**

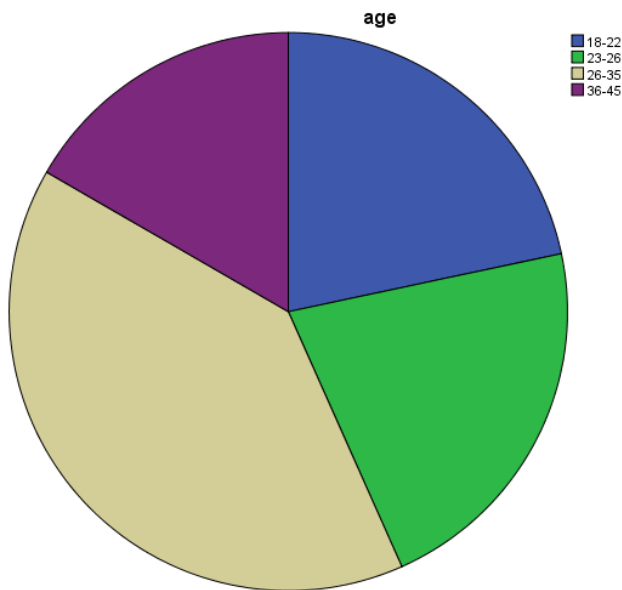
**Figure 4.1.2**

#### **4.5 Age of respondent**

Age is a factor that has been observed to affect the performance of teachers and also their working environment. Hence, the researcher sought to find out whether the age factor influenced the working capability of a teacher. The findings were as shown in Table 4.

**Table 4 : Age of respondent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-22	13	21.0	21.7	21.7
	23-26	13	21.0	21.7	43.3
	26-35	24	38.7	40.0	83.3
	36-45	10	16.1	16.7	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		



**Figure 4 : Age of respondent**

The findings shows that all the head teachers were above 40 years of age. These findings show that educational management requires expertise. Therefore, implementation of FPE program in schools required extensive experience. Further, the researcher then sought to find out whether the academic qualification of the respondents influenced their ability to implement Free Primary program since the level of education is an important factor in the job competence of the employees.

From the findings, implementation of Free Primary Education program was unlikely to be determined by the academic qualification of an individual since in-service courses on educational management are offered to teachers.

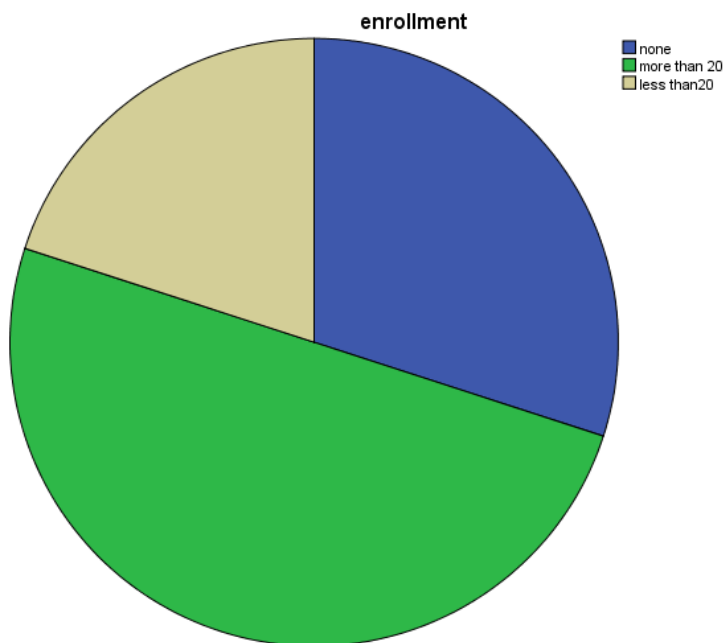
Ali (2003), states that ideally, education trains manpower for the economy, helps to fully develop the potential of individuals and helps such individuals consummate employment opportunities.

#### **4.6 FPE and Pupils' Enrolment and Retention Rate**

The increase in enrolment as a result of FPE has had huge consequences for schools. From 2003 – 2008, the population of students attending primary school increased up to 2.3 million pupils, translating to a national increase of the pupils each term.

**Table 5 : Enrolment and Retention Rate**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	18	29.0	30.0	30.0
	more than 20	30	48.4	50.0	80.0
	less than20	12	19.4	20.0	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		



**Figure 5 : Enrolment and Retention Rate**

(Barasa, 2009). Rural schools were more affected in that teachers even resulted to a multishifting structure because there were many too students to handle. Enrolment, retention, completion and progression rates are a major challenge and concern of the millennium development goal on education. .

It was evident that the difference between the enrolment of pupils in the sampled schools in 2001 and 2013 shows that after the introduction of FPE enrolment levels of pupils increased. These findings concur with the Free Primary Education Assessment by UNESCO (2004)

report that states that –new enrolments were primarily those who had never been in school before and/or those who had dropped out due to lack of school fees. The study also established that pupils absented themselves from school due to being given domestic duties especially during the planting period, harvesting seasons and dry spells. This denied the pupils sufficient exposure to curriculum or opportunity to learn which significantly influenced their academic achievement.

#### 4.7 Resources

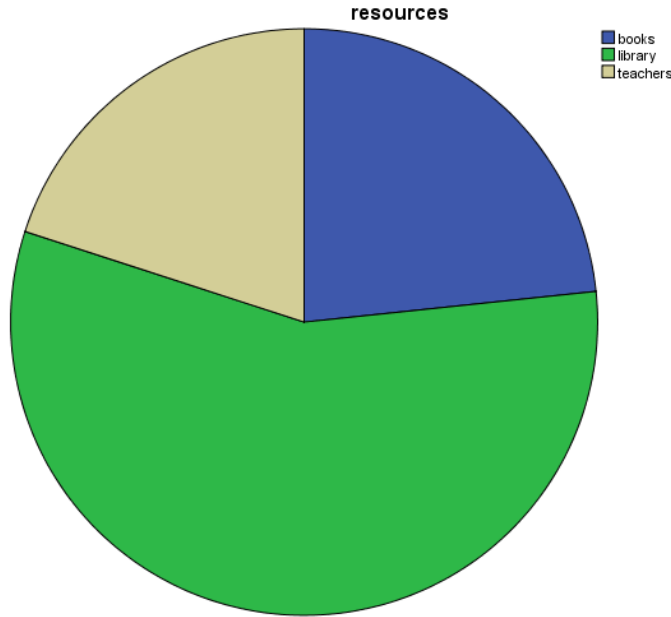
The researcher then sought to establish how resources affect the performance of the learner.

**Table 6 : Resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Books	14	22.6	23.3	23.3
	Library	34	54.8	56.7	80.0
	Teachers	12	19.4	20.0	100.0
	Total	60	96.8	100.0	
Missing	System	2	3.2		
Total		62	100.0		

According to the teachers, implementation of Free Primary Education was faced by various factors; most of them (36.7%) indicated that increased teacher pupil ratio has hindered effective implementation of FPE since teachers lacked enough time to give individual attention to pupils due to the increased numbers that could not match the available teaching staff. Pupil-teacher ratio refers to the average number of pupils per teacher at a level of education specified in a given school year, based on headcounts of pupils and teachers, while the recommended pupil to teacher ratio of 40:1 (MoE, 2007). Domestic problems also kept children away from school due to high poverty levels in rural areas, they ended up preferring employment over learning. Other factors included age, feeding program, class repetition and distance from home to school.

The findings were in line with World Bank report, (2005b) which states that the greatest barrier to enrollment and retention was the direct costs of books and learning materials, followed by, opportunity costs, low value of education and poverty.



**Figure 6 : Resources**

These findings agreed with Too (2005) who states that teachers had complained of increased pupil-teacher ratio. Many primary schools were understaffed as a result of the free primary education program. Such class sizes in public schools made it difficult for the teachers to teachers effectively as compared to their counterparts in private schools who handled smaller numbers of pupils.

School heads were also asked to report the extent to which FPE funds were disbursed efficiently to their schools. 66.6 percent disagreed compared to 33.4 percent who agreed with this statement as indicated in Table 4.15. Interviews with the DEO revealed that the FPE funds were not sufficient in schools and are not afforded to schools in time. The UNESCO (2005) report on FPE stated that the FPE grants disbursements were not done on time, as most schools started receiving the funds either in the second or third terms of 2003, implying most pupils had limited access to textbooks in the first term.

**Table 7 : Disbursement of FPE funds**

FPE funds are disbursed efficiently	Frequency	Percent
Disagree	8	50.0
Agree	4	25.0
Strongly Agree	4	25.0

N = 16

The MoE (2010) revised the formulae to disburse funds to schools since they had fewer textbooks per pupil ratio so as to increase the resource funds. This required that schools submit their Textbook-Pupil Ratios (TPR) data to the District Education Officers (DEOs) and Municipal Education Officers (MEOs) each term. However study findings showed that schools did not undertake the exercise or submit this information to the authorities and therefore continued to lose on more funding. However, for any funds allocated to the schools, the DEO visits the schools to make sure the funds were used for the intended purpose. Record keeping in the schools was also a challenge since school managements were not fully sensitized on accountability and transparency.

One objective of the study was to establish the adequacy of physical facilities and the learning environment of the schools for both teachers and pupils. These facilities include space and sanitary provisions for the girl child which was a factor that impacts on their attendance and overall performance. Study participants disagreed that physical facilities were adequate 50.0 percent. Respondents who indicated -neutral and -agree were 25.0 percent as illustrated in Table 8

**Table 8 : Adequacy of Physical Facilities According to Respondents**

<b>Adequacy of Physical Facilities</b>	<b>Frequency</b>	<b>Percent</b>
Disagree	8	50.0
Neutral	4	25.0
Agree	4	25.0
<b>Total</b>	<b>16</b>	<b>100.0</b>

Wachira (2011) states that the learning environment including classrooms and other school facilities has an impact on the learning outcomes. Learning is hampered if the facilities are inadequate or inappropriate. Sanitary units help in the physiological well-being of the learners. In regard to whether the schools had an enabling environment for both teachers and pupils, 25.0 percent disagreed

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This section presents a summary of findings and conclusions of the study. The researcher also gives recommendations based on the study findings.

### **5.2 Summary of Findings**

The study sought to find out whether the number of students who enrolled in the beginning of the year completed school. Findings indicated that pupils who registered in the beginning of the school year were still in school. There were observed variations where students would leave the school and these factors varied from domestic problems/ poverty, distance from home to school, children's age, school population and availability of resources. School heads indicated that a large number of students were enrolled but did not complete class.

However they indicated that the retention and completion rates had not improved compared to before the introduction FPE.

Study findings indicate that Physical facilities and learning materials are an important component of a quality education. The study sought to determine the impact of FPE on the adequacy of these facilities where respondents indicated that these were a challenge. For instance provision of sanitary towels to improve the attendance of the girl child was observed to have been poorly implemented. The enabling environment was also indicated to be a challenge to fully implement FPE because schools lacked necessary facilities that would enhance the environment of the learners and teachers. For long durations with no sufficient impact to the school. Learning materials such as textbooks though available required that students share them in class and this limited teachers in giving home assignments.

Funds at most times arrived late when the term had commenced and led to pupils missing out on maximizing the use of learning materials. Secondly, the management capacity of the governance mechanisms in rural primary schools was also indicated as a factor that had impact on the management and use of the funds once in the responsibility of the school governance organs. For instance lack of record keeping skills for accountability purposes. Thirdly, the resources cannot comprehend the necessary facilities and materials required by the schools due to the high number of pupils enrolled. Fourth, lack of participation was also



identified as a hindrance to implementing, for instance lack or poor participation of parents in the development activities of their local public primary schools.

### **5.3 Conclusions**

Free primary education aimed at children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. The quality of education was an indicator of achieving this goal but since its inception, the FPE has faced a myriad of challenges. These challenges can be observed among rural schools and marginalized areas which have continued to lag behind their urban counterparts. Delayed disbursement of funds and poor participation, poor management and governance has hampered the implementation of FPE.

### **5.4 Recommendations**

Based on the study findings the researcher makes the following recommendations;

- 1 The government should undertake an education and awareness exercise among primary school management bodies on FPE implementation.
- 2 The government should provide clear policy guidelines on how parents and community could provide physical facilities like classrooms, toilets, desks and water points. Emphasis must be made that no child should be locked out of school because of parents' failure to participate in development activities.

### **5.5 Suggestion of further studies**

- 1 This study should be replicated in other constituencies in the country for comparison of the results.
- 2 A study should be done on the institutional factors that hinder effective of Free Primary Education

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## **Appendix: Transmittal letter**

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR INSTITUTION

Dear respondent,

My name is Chelangat Vilevia from Gretsia University undertaking Bachelor of Education Arts and taking research on the ACCESSEMENT OF CHALLENGES AFFECTING FREE PRIMARY EDUCATION IN BELGUT CONSTITUENCY KERICHO COUNTY.

I chose your Institution to do my research in your Institution since I saw it valuable. The main aim of writing this letter is to request you to avail yourselves during the day I will be presenting my questionnaires to you. The information will be for academic purpose and it will be kept confidential.

Thank you in advance.

Yours faithfully

Chelangat Vilevia

**APPENDIX III: QUESTIONNAIRE TO THE HEADTEACHER**

Vilevia is a student in Grets University undertaking Bachelor of Education ARTS conducting her research concerning the challenges brought about by the FPE and its impact on the students' performance.

Your participation is of great value and every information provided is confidential and it is of great impact to education.

1. Your name/signature should not appear anywhere in the questionnaire

2. Name of the .....

3. Highest level of education

(a) Masters-degree level.....

(b) Degree level.....

(c) Diploma.....

4. Sex

(a) Male.....

(b) Female.....

Age

(a) 20-25.....

(b) 26-35.....

(c) 35 and above...

6. Do you think Free Primary Education cause classroom congestion?

YES ...

NO.....

7. (a) If yes what are some of the things that contribute to classroom congestion?

(b) If yes, briefly explain

.....

.....

9. Does FPE affect the enrollment of pupils?

YES...

NO.....

If no, explain the effects.

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

**SECTION B**

10. Are there ways that can be done to reduce classroom congestion?

YES..... NO.....

If no, what are your suggestions?

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

11. How many teachers are there in your school?

.....  
...

12. (a).How many pupils enrolled in your school this year?

NONE ..... MORE THAN 20 .....LESS THAN 20.....

.....  
...

(b) How many have dropped out of school?

NONE.....MORE THAN 20.....LESS THAN 20 .....

.....  
.....

What are some of ways you will use to ensure that there is availability of resources to boost the performance of the learner?.....

.....

Thank you for your cooperation.

### APPENDIX 3 QUESTIONNAIRE TO TEACHERS

Vilevia, is a student at Gretsia University taking Bachelor of Education ARTS, conducting research on the Assessment of factors affecting FPE in Belgut Constituency Kericho county. You have been randomly selected to participate in the study and it will be privilege acquiring information from you. The information will be kept confidential and highly appreciated for academic purposes.

Do not indicate your name/signature anywhere.

[Tick where necessary]

1. Name of your school.....

2 (a) Sex..... Age.....

3. (a) Do you have the pupils daily record?

YES.....NO.....

(b) What is the rate of absenteeism of learners?  
.....

4. What is the no of learners per class?  
.....  
.....

5. (a) How often do you listen to the challenges encountered by the learners?

NONE.....MONTHLY.....PER TERM .....WEEKLY.....

(b) If none give reasons.....  
.....  
.....

6. What are some of the government policies undertaken in schools to ensure that there are enough resources?

(a).....  
.....

(b).....  
.....

(c).....  
.....

(d).....  
.....

(i) Are they effective?

YES.....

NO.....

(ii) If no, explain briefly.

.....  
.....

.....7.Do you find it hard to deal with large number of learners?.....

YES.....NO.....

If yes, in what ways?.....

.....

.

Thank you for you cooperation

**APPENDIX 4: QUESTIONNAIRE TO THE PUPILS**

Dear respondent,

You have been selected to participate in the study of challenges affecting FPE in Kericho County by Vilevia, a student undertaking Bachelor of Education ARTS in Grets University. Your participation is highly valuable and all the information you will give will be confidential.

[Tick where appropriate]

1 .Name of your school.....

2.Sex.....(a) Male..... (b) Female.....

3.Age.....

4.Class you are.....

5.Do you have class congestion?.....

YES.....NO.....

6.Do you all have; (a) textbooks..

YES.....NO.....

If no,how many lack?.....

.....

(b)Desk.....

YES ..... NO.....

If no, how many learners lack desks?.....

7. How many toilets do you have?

Girls...NONE, 2 ,3,4,5 .6.7.8 above 8

Boys.....NONE..2 ,3,4,5 ,6,7 ABOVE 8

Does your teachers attend the lessons?

YES.....NO.....

Thank you for your cooperation