

EFFECT OF FREE PRIMARY EDUCATION POLICY ON THE QUALITY OF  
TEACHING IN PRIMARY SCHOOLS IN KISII CENTRAL DISTRICT, KENYA.

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A Research Project submitted to Graduate School in partial fulfillment of the  
requirements for the award of the Degree of Master of Education of Egerton  
University.

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## DECLARATION AND RECOMMENDATION

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This is my original work and has not been presented for Degree or Diploma in this or any other College or University.

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Date 02/11/09

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### RECOMMENDATION

This Research Project Report has been submitted for examination with my approval as a University Supervisor.

Signature 

Date 2/11/09

**Dr. A.K.Sang**

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## **DEDICATION**

To my loving husband Samuel Frank N. Owinyi and our children Morgan Owinyi and Jennifer Nakhabi, for their support, prayers and patience while I was undertaking this study.

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## ABSTRACT

The Government of Kenya (GOK) embarked on reforms aimed at jumpstarting the economy in order to reduce the level of poverty in the society, in January 2003. Among the strategies proposed and implemented by the GOK to reduce poverty was the provision of Free Primary Education (FPE) to all children in Kenya. Whereas FPE was successfully launched in many parts of the country, it brought with it many changes and challenges that demanded intervention by the Ministry of Education(MOE), with the support of development partners and other players. During the launching of FPE in 2003, discussions were inclined towards Public primary schools, whereas their co-participants; Private primary schools could also have been affected in different ways. This study sought to investigate the effect of FPE policy on the Quality of teaching in both Public and Private primary schools. The study was conducted among head teachers and class teachers from selected primary schools in Kisii Central District. A cross sectional survey design was employed. The target population consisted of 445 head teachers and 3,650 class teachers in Kisii Central District. The sample included 84 head teachers and 168 class teachers who were sampled randomly. 84 schools: 57 public and 27 private used in the study, were selected using proportionate stratified sampling. Questionnaires for Head Teachers and Class Teachers were used to collect data. Data collected from this study was analysed using descriptive statistics. The findings of this study are hoped to help school managers to improve the quality of teaching in their schools. They are also expected to assist education policy makers to revise the FPE policy and move towards offering quality education to all Kenyan children. The major finding of this study was that FPE policy had a negative effect on the quality of teaching in both public and private primary schools. The findings further indicated that after the introduction of FPE policy, Text Book Pupil Ratio, Pupil Teacher Ratio and Teacher qualifications changed and this had a negative effect on the quality of teaching in primary schools. Based on these findings the following recommendations were made; it is necessary to train and employ more teachers in primary schools, the GOK should provide Text books to children in private schools and MOE should be firm on rules governing the starting and running of private schools to enhance quality teaching in all primary schools in Kenya.

TABLE OF CONTENTS

DECLARATION AND RECOMMENDATION..... ii

COPYRIGHT.....iii

DEDICATION.....iv

ACKNOWLEDGEMENT.....v

ABSTRACT.....vi

TABLE OF CONTENTS.....vii

LIST OF TABLES.....x

LIST OF FIGURES.....xii

LIST OF ABBREVIATIONS AND ACRONYMS.....xiii

CHAPTER ONE.....1

INTRODUCTION.....1

1.1 Background to the Study.....1

1.2 Problem Statement.....4

1.3 Purpose of the Study.....5

1.4 Objectives of the Study.....5

1.5 Research Questions.....5

1.6 Significance of the Study.....6

1.7 Scope of the Study.....6

1.8 Assumptions and Limitations of the Study.....7

1.8.1 Assumptions.....7

1.8.2 Limitations.....7

1.9 Definition of Terms.....8

CHAPTER TWO.....9

LITERATURE REVIEW.....9

2.1 Introduction.....9

2.2 Free Primary Education (FPE).....9

2.3 Challenges Posed by FPE Implementation to Primary Schools..... 13

2.4 Enrolment Trends in Primary Schools.....13

2.5 Quality of Teaching..... 18

2.5.1 Pupil-Teacher Ratio (PTR)..... 20

2.5.2 Textbook- Pupil Ratio (TPR).....	21
2.5.3 Teacher Qualification (TQ).....	22
2.6 Conceptual Framework.....	24
<b>CHAPTER THREE.....</b>	<b>26</b>
<b>RESEARCH METHODOLOGY.....</b>	<b>26</b>
3.1 Introduction.....	26
3.2 Research Design.....	26
3.3 Location and Target Population.....	26
3.3.1 Location.....	26
3.3.2 Target Population.....	27
3.4 Sampling Procedures and Sample Size.....	27
3.4.2 Sampling Procedures.....	27
3.4.1 Sample Size.....	28
3.5 Instrumentation.....	28
3.5.1 Validity.....	28
3.5.2 Reliability.....	29
3.6 Data Collection Procedures.....	29
3.7 Data Analysis.....	29
<b>CHAPTER FOUR.....</b>	<b>31</b>
<b>RESULTS AND DISCUSSIONS.....</b>	<b>31</b>
4.1 Introduction.....	31
4.2 Characteristics of the sample.....	31
4.2.1 Distribution of primary schools in urban and Rural areas.....	32
4.3 Results, Interpretations and Discussions.....	33
4.3.1 Objective One.....	33
4.3.2 Objective Two.....	38
4.3.3 Objective Three.....	41
4.3.4 Objective Four.....	44
4.3.5 Objective Five.....	48
4.3.6 Objective Six.....	50
4.4 Summary of the Findings.....	53



<b>CHAPTER FIVE</b> .....	60
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b> .....	60
5.1 Introduction.....	60
5.2 Summary.....	60
5.3 Conclusions.....	61
5.4 Recommendations.....	61
5.5 Recommendations for Further Research.....	63
<b>REFERENCES</b> .....	65
<b>APPENDIX A: Head Teachers' Questionnaire</b> .....	71
<b>APPENDIX B: Class Teachers' Questionnaire</b> .....	77

## LIST OF TABLES

Table 1: Average Performance Index in KCPE in Kisii Central District.....	4
Table 2: Recurrent and Development expenditure of MOEST 98/99-02/03Ksh. Millions).....	12
Table 3: Percentage Change in Primary Enrolment Rates in Kenya (1991-1999).....	14
Table 4: Number of Primary Schools by Type (1998-2002).....	15
Table 5: Primary School Enrolment by Type (1995-2002).....	18
Table 6: The Sample Population of the Study.....	27
Table 7: Summary of Data Analysis Procedures.....	30
Table 8: Average Enrolment in Public and Private Primary Schools in Kisii Central District.....	35
Table 9: PTR before and after the introduction of FPE in Kisii Central District.....	36
Table 10: PTR by Division in Kisii Central District.....	37
Table 11: TPR before and after the introduction of FPE in Kisii Central District.....	38
Table 12: The Level of Staffing in Public and Private Schools from 2001-2007.....	41
Table 13: Number and Percentage of Teachers by Qualification Grades.....	42
Table 14: The Length of Teaching Duration of Teachers in 2007 (in years).....	43
Table 15: Number and Percentage of Teachers by Age Bracket.....	44
Table 16: Responses on whether PTR affects the Quality of Teaching in Primary Schools.....	44
Table 17: The Average Number of Tests Given to Pupils per Term from 2001 to 2007.....	45
Table 18: PTR in Public and Private Primary Schools in Kisii Central District.....	46
Table 19: Responses on whether TPR affects the Quality of teaching in Primary Schools.....	49

Table 20: Average Text Book Pupil Ratio in Public and Private  
Schools from 2001-2007.....50

Table 21: Responses on whether TQ Affects the Quality Teaching in  
Primary Schools in Kisii Central District..... 51

Table 22: Challenges Posed by FPE on the Quality of Teaching in  
Public Primary Schools.....55

Table 23: Challenges Posed by FPE on the Quality of Teaching in  
Private Primary Schools.....56

## LIST OF FIGURES

Figure 1: A Diagrammatic Representation of the Variables: a Conceptual Framework.....	25
Figure 2: Distribution of Primary Schools in Urban and Rural Areas.....	32
Figure 3: Enrolment in Public and Private Primary Schools in Kisii Central District.....	34
Figure 4: Percentage of Class Size in Public and Private Schools in Kisii Central District.....	47

## LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education for All
FPE	Free Primary Education
GER	Gross Enrolment Rate
GOK	Government of Kenya
IMF	International Monetary Fund
KAU	Kenya African Union
KCPE	Kenya Certificate of Primary Education
MDG	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NARC	National Rainbow Coalition
NGO	Non-Governmental Organization
PRSP	Poverty Reduction Strategy Paper
PTR	Pupil- Teacher Ratio
TPR	Textbook- Pupil Ratio
TQ	Teacher Qualifications
UNDP	United Nations Development Programme
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children Education Fund
UPE	Universal Primary Education
SERSAS	Southern Regional Seminar in African Studies
SPSS	Statistical Package of Social Sciences

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Education is widely recognised as a vehicle through which national development goals can be achieved. It plays an important role in human development through the process of empowering people to improve their well-being and to participate actively in nation building. Education strengthens people's abilities to meet their needs and those of their family members by increasing their productivity and potential to achieve higher standards of living and thereby improve their quality of life (Republic of Kenya, 2000). One of the Millennium Development Goals advanced by United Nations Development Programme (UNDP), and which lays more emphasis on the need for equity and access to education is Goal number two which calls for achieving Universal Primary Education with the target of ensuring that, all boys and girls complete a full course of primary schooling by the year 2015 (UNDP,2005).

According Gall et al (2006), the government subsidizes education in most developing countries. Access to education therefore determines who benefits from the subsidies. Because financing education represents a substantial share of government budgets in both industrial and developing countries, the education system is effectively a major conduit for the distribution of public funds. Furthermore education affects people's life chances as adults in terms of earning capacity as well as social mobility. Therefore equity in education and especially education opportunities influences the future distribution of income, wealth and status in the society (Republic of Kenya, 2000).

Beyond its economic significance, education is widely viewed as good in itself and indeed a basic human right (Republic of Kenya, 2003). The Government of Kenya (GOK) is a signatory to the recommendations of the Jomtein World Conference of Education for All (EFA) of 1990 and the World Forum in Dakar of 2000 towards achievement of Universal Primary Education (UPE) (Otieno, 2003). The GOK in January 2003 embarked on reforms

aimed at jumpstarting the economy in order to create additional jobs, improve governance and reduce the level of poverty in the society. Among the strategies proposed and implemented by the GOK to reduce poverty in the country is the provision of Free Primary Education (FPE) (Republic of Kenya, 2003). For this reason FPE is often a focus of public policy debate.

According to Republic of Kenya (2005), to deny a person his right on the grounds of either tribe or financial ability has been found to be unconstitutional. The government therefore is required to make a decision with reference to quality, efficiency and equity with regard to FPE in Kenya. The onset of FPE focused basically on state schools and its main objective was to have all children in school and hence equity was partly enhanced. FPE pulled many children from home to school raising the Gross Enrolment in primary schools from 5.8 million in 2002 to 7.2 million in 2003 (Republic of Kenya, 2003).

Otieno (2003) argues that large gains in primary school enrolment were achieved in the first two decades after independence. The trend reversed in the next two decades, lowering the Gross Enrolment Rate (GER) to 82 % by 1994. Republic of Kenya (2001) supports this assertion by positing that after the high enrolment of two post-independence decades, there has been a reversal at the pre-primary, primary and secondary levels of education characterised by low enrolments, high level of dropouts, low completion rates and poor transition rates from one level of education to the other and the problem is attributed to high cost of education. Otieno (2003) adds that poverty levels and staffing problems were reasons behind unsatisfactory performance in the primary school system.

According to MOEST (2005), there are still many challenges facing the education sector after the introduction of FPE. This includes: inadequate facilities such as, instructional materials, classrooms, water and sanitation. Others are low levels of information technology and staff to meet the demands of the increasing enrolment. There are also challenges in sustaining the quality of teaching and learning, correcting the uneven distribution of teachers between over-enrolled schools and the sparsely populated ones. It is for these reasons that most parents have opted to take their children to Private primary

schools, increasing the enrolment in these schools and posing similar challenges there (UNESCO, 2005).

This change in enrolment in private primary schools in search for quality education by informed parents has forced many managers to look for appropriate methods to maintain their academic standards. Notable factors determining Quality teaching include: a manageable class size, availability of teaching material such as Schemes of work, Lesson plans, Lesson notes, Pupils' performance records, Text books, qualified teachers and good management among others.

The most common approach to ensure quality teaching and learning is by creating competition among pupils and institutions through a common examination (MOEST, 2005). It is for this reason that children keep shifting from one school to another. Most factors that affect the quality of teaching in schools have been looked into by many researchers and education experts, except for those that are directly linked to the introduction of FPE policy in Kenyan schools. This include: Text book-Pupil ratio (TPR), Pupil-Teacher ratio (PTR) and Teacher Qualifications (TQ). A study is therefore important to establish the effect of FPE on the quality of teaching in public and private schools looking at these three indicators of quality teaching.

Kisii Central District in Kenya is reported as one of the most populated districts in the country (Republic of Kenya, 1999). It is therefore expected that there are many children going to school after the implementation of FPE in 2003. According to MOEST (2005) the total number of children enrolled in primary schools in the district rose from 123,292 in 2001 to 146,303 in 2005. Apart from a high population index in the district, Kenya Certificate of Primary Education (KCPE) results reveal that, Kisii Central District performs below average indicating that there is a problem that touches on quality of education that needs to be investigated. Table 1, gives a summary of the performance index of Kisii Central District in KCSE from 2001 to 2007.



**Table 1:****Average Performance Index in KCPE in Kisii Central District (2001-2007)**

<b>YEAR</b>	<b>Public Primary Schools' Mean Mark</b>	<b>Private Primary Schools' Mean Mark</b>
<b>2001</b>	248	267
<b>2002</b>	242	254
<b>2003</b>	235	266
<b>2004</b>	243	249
<b>2005</b>	240	252
<b>2006</b>	233	250
<b>2007</b>	238	248

**Source:** Republic of Kenya (2008)

Generally candidates from Kisii Central District have been performing poorly over time. The mean mark reduced further in both public and private primary schools when FPE was introduced. It is therefore paramount to look into the challenges posed by the implementation of FPE to primary schools in the district and offer possible solutions to ensure consistency in offering quality education to all Kenyan children.

### **1.2 Problem Statement**

The introduction of FPE in Public primary schools is perceived to have brought with it some effect on the quality of teaching in primary schools. As highlighted in the background, it is clear that among other indicators of quality teaching; Pupil Teacher Ratio, Text-Book Pupil Ratio and Teacher Qualifications are contributing factors to the teaching quality in primary schools. The perceived effect of FPE policy on the quality of teaching has resulted to some parents transferring their children to private schools. This has in effect

posed a similar challenge in the private schools. So far there is no evidence of research on the Effect of FPE on quality teaching in Kisii Central District. This study therefore sought to determine the effect of FPE policy on the quality of teaching in public and private primary schools with regard to Pupil Teacher Ratio, Text-Book Pupil Ratio and Teacher Qualifications as indicators of quality teaching.

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

The purpose of this study was to find out the effect of FPE policy on the quality of teaching in public and private primary schools in Kisii Central District, Kenya.

### **1.4 Objectives of the Study**

The following specific objectives guided the study:

- i). To find out the effect of FPE on Pupil Teacher Ratio in public and private primary schools, in Kisii Central District, Kenya.
- ii). To find out the effect of FPE on Text-Book Pupil Ratio in public and private primary schools, in Kisii Central District, Kenya.
- iii). To find out the effect of FPE on Teacher Qualifications in public and private primary schools, in Kisii Central District, Kenya.
- iv). To find out if Pupil Teacher Ratio had an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.
- v). To find out if Text-Book Pupil Ratio had an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.
- vi). To find out if Teacher Qualifications had an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.

### **1.5 Research Questions**

The Research Questions were:

- i). What is the effect of FPE on Pupil Teacher Ratio in public and private primary schools, in Kisii Central District, Kenya?

- ii). What is the effect of FPE on Text-Book Pupil Ratio in public and private primary schools, in Kisii Central District, Kenya?
- iii). What is the effect of FPE on Teacher Qualifications in public and private primary schools, in Kisii Central District, Kenya?
- iv). Did Pupil Teacher Ratio, Text-Book Pupil Ratio and Teacher Qualifications have an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.
- v). Did Text-Book Pupil Ratio have an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.
- vi). Did Teacher Qualifications have an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.

### **1.6 Significance of the Study**

The findings of this study are anticipated to be useful to economists, planners and administrators of education for better management of primary schools in the country. All the findings are hoped to assist the Ministry of Education (MOE) to carry out in-service courses for teachers to ensure quality in teaching. The findings are expected to assist MOE to make appropriate recommendations on the appropriate curriculum designs that will assist in curbing the challenges posed by FPE to both public and private primary schools. Lastly the findings are hoped to stimulate further research on the appropriate techniques to be used to ensure that children in primary schools receive equal privileges of FPE and to ensure quality teaching in all primary schools in Kenya. The goals of education cannot be accomplished without a concomitant concern for all the stakeholders of education. This study non-exclusively looked at the public and private institutions' readiness to curb the challenges posed by FPE policy and provide measures of solving underlying problems to address the issue of the quality of teaching in primary schools fully.

### **1.7 Scope of the Study**

This study was planned to range from 2001 to 2007 FPE policy experiences of both public and private primary schools' stakeholders to see the effect of FPE which was introduced in

2003. The study focused on the effect of FPE policy on the quality of teaching in primary schools. The conclusions made on the selected schools were generalised to the rest of the schools with similar characteristics. The study was conducted in eighty four schools among the head teachers and class teachers of the selected schools from all the nine divisions in Kisii Central District, to ensure consistency.

## **1.8 Assumptions and limitations of the Study**

### **1.8.1 Assumptions**

The study was carried out based on the following assumptions:

- i) That any change in enrolment after the introduction of FPE was as a result of FPE.
- ii) That the pupils in the selected schools had similar Socio-Economic characteristics.
- iii) Quality teaching was influenced by FPE.

### **1.8.2 Limitations**

- i) Some of the schools sampled could be lacking updated records on the concerns of this study.
- ii) The findings of this study were generalized with caution to the selected schools in Kisii Central District, Kenya.

### 1.10 Definition of terms

The following were operational definitions to the study:

**Effect-** A condition caused by something. In this study this refers to the condition caused  
By FPE policy on selected indicators of quality teaching.

**Efficiency in education-** achieving all the specified objectives of schooling that make a  
pupil to be academically, socially, physically, psychologically and  
spiritually healthy.

**Enrolment trends-** The number of pupils admitted in a school from time to time.

**Equity in education-** The right of all to education, and fairness and social justice in the  
manner in which educational opportunities are distributed among various  
social groups.

**Free Primary Education Policy-** An officially accepted kind of education programme  
chosen to be used by a government whereby parents do not pay directly  
for education. The government caters for the learners needs using  
taxpayers' money and grants from other institutions.

**Implementation of FPE-** Making changes in education that a government has agreed on,  
by putting FPE into practice.

**Private Primary Schools-** Primary schools which are run by individuals, Non-  
governmental organizations (NGOs) or religious organizations.

**Public Primary Schools-** Primary schools, which are financed mostly by the state and  
managed by government officials.

**Pupil-Teacher Ratio-** The average number of pupils per teacher at a given period of time.

**Quality of teaching –** High standard teaching determined by the ratio of pupils to teachers,  
the ratio of text books to pupils and the qualification of the teaching  
staff.

**Teacher Qualification-** The age, teaching experience and qualification grades of teachers  
that make them have suitable knowledge, experience and skills for  
teaching.

**Text-book Pupil Ratio-** The average number of pupils per text-book at a particular time.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This section reviews literature related to FPE and the running of primary schools in Kenya. The main concepts addressed were: FPE, Challenges posed by FPE implementation on primary schools, Enrolment trends in Primary schools and Quality of teaching in the view of: Pupil Teacher Ratio, Text-Book Pupil Ratio and Teacher Qualifications. The chapter ends with a presentation of a conceptual framework of the study.

#### 2.2 Free Primary Education (FPE)

The Millennium Development Goals (MDG) progress report attributes the success of the Kenyan Government to its decision to introduce free primary education (The East African Standard, July 26, 2003) since one of the MDG was to ensure the being of Universal Primary Education by 2015 (UNDP, 2005). First steps to FPE in Kenya were not taken until 1971 when President Jomo Kenyatta abolished tuition fees for economically marginalized districts of the country (Bogonko, 1992). The trend reversed in the next two decades (1980s and 1990s), lowering GER to 84%. This reversal was due to increased cost of education and poverty levels. This decrease is also attributed to Kenya's previous policy of cost-sharing and differential geographical access to educational facilities (Republic of Kenya, 2002).

Republic of Kenya (1998), explains that, Parents and guardians are unable to pay the direct fees and charges which allow their children to attend school, as well as meet the indirect costs, that often have significant implications for being able to sustain even the most basic of livelihood. Indeed it is the application of cost sharing and cost recovery strategies and the detrimental effects of structural adjustments during the 1980s and early 1990s that held down the enrolment levels. Nevertheless, now in terms of legal obligations a majority of countries have a commitment to provide FPE.

Enrolment in primary level declined from 95.4% in 1988 to 76.7% in 1997. This reveals a positive relationship between decrease in enrolment and the policy change, which led to substantial withdrawal of government funding of education in the 1990s following the implementation of cost sharing policy in Kenya (SERSAS, 2002). Only a few countries in Africa have achieved Universal Primary Education (UPE). According to Mutua and Namaswa (1992), it is Nigeria and Tanzania that have been closer to achieving UPE. They further assert that for a country to achieve UPE there are two pre-requisites; one, it should be understood that for various reasons, not all citizens of a country will go to school due to social, cultural, and economic factors. Secondly, education should be compulsory, where every citizen with school-going age children is compelled by law to send them to school. It is therefore necessary to make education free and compulsory if countries have to achieve UPE.

The children's Act in UNICEF (2001), recognises that education is a basic human right that every child must enjoy and therefore has to be protected to this end. According to section 7(2) of Article 8 of the children's Act of Kenya, 2001:

*“Every child shall be entitled to free basic education which shall be compulsory in accordance with Article 28 of the UN Convention on the Rights of the Child” (UNICEF, 2001).*

The GOK has abolished levies and extra tuition met by parents and implemented FPE programme in public schools, in order to guarantee increased access to education countrywide (Republic of Kenya, 2003). During 2002/2003 financial year, the GOK at a cost of KSh.3.6 billion, planned to meet the basic cost of teaching and learning materials, wages of non-teaching staff and co-curricular activities for each pupil (Republic of Kenya, 2003).

Republic of Kenya (2003), states that parents and communities are expected to meet the cost of the pupil's clothing, food and health care. MOE has provided guidelines on the participatory roles in primary school development for the government, parents, teachers, communities, political leaders, private sector and other development partners (Republic of

Kenya, 2005). Until 2003, when the President announced FPE, parents had to pay for a variety of things. On top of the basic tuition fee, there were charges for textbooks, water, electricity and maintenance depending on the policy of the individual school. This was the second attempt to introduce the policy in the post-colonial Kenya, after the first attempt back in 1970's failed to take root. The renewed efforts were a strategy by the government to comply with the United Nations (UN) demand on the children's rights on education.

Studies carried out between 2000 and 2003 on education; indicate that investment in primary education in developing countries yield higher social returns than those in any other higher levels of education (Brian, 2004). In the public investment program of 1993/94-1995/96, it is stated that the education system was to be programmed to provide education as a human right as far as possible and allow for both public and private participation in meeting the cost of achieving this objective (Republic of Kenya, 1993). This has been complimented by Republic of Kenya (2001), which states that the government's highest priority in the middle and long term, will be to ensure affordable and equitable access to education, through collaboration with the private sectors, NGOs and development partners to provide additional education facilities.

The private sector is key contributor at the Poverty Reduction Strategy Paper (PRSP) consultation at the district level as well as the National consultative framework for PRSP (Republic of Kenya, 2002). As cited by Odada and Odhiambo (1989), Noormohamed and Opondo (1983) argue that parents are already bearing a heavy burden in educating their children at the primary school level although education at this level is supposed to be free. The level of expenditure by parents varies according to the category of school; whether maintained, aided, community or high cost.

According to Republic of Kenya (2003), public expenditure in the social sector increased by 18.3 %, from Ksh.79, 415.92 million to Ksh.93,975.46 million during the year 2002/2003. The increase in expenditure was attributed mainly to the implementation of FPE programme, initiated to achieve Universal access to primary education (Republic of



Kenya, 2003). According to Republic of Kenya (2003), MOEST recorded the highest expenditure in 2002/2003 fiscal year, constituting 70.7% of the total central government Social sector expenditure. Following Table 2, below, the budget estimates of MOEST increased tremendously by 17.9% from Ksh. 56, 335.71 million in 2001/2002 to Ksh. 66, 417.93 million in 2002/2003 fiscal years..

**Table 2:**

**Recurrent and Development Expenditure of MOEST 1998/1999-2002/2003 (Ksh. Millions).**

<b>Expenditure</b>	<b>1998/1999</b>	<b>1999/2000</b>	<b>2000/2001</b>	<b>2001/2002</b>	<b>2002/2003</b>
<b>Recurrent</b>	43,233.60	45,896.00	47,740.77	53,733.39	61,603.48
<b>Development</b>	1,523.00	660.20	758.67	2,597.32	4,814.44
<b>Total</b>	<b>44,756.60</b>	<b>46,556.20</b>	<b>48,499.44</b>	<b>56,330.71</b>	<b>66,417.92</b>

**Source:** Republic of Kenya (2003)

Local government Expenditure on education accounted for 36.0% of its increase in social service between 1999/2000 fiscal years and 2002/2003. It also provided budgetary support towards the provision of education (Republic of Kenya, 2003).

This expenditure trend reflects the government's priority attached to education as a component of core poverty programs since the introduction of FPE. In order to meet the expected costs of FPE policy's main objective, a supplementary budget of Ksh. 2,469.85 million was approved by parliament in 2003. This resulted in a phenomenal increase in primary education recurrent expenditure from Ksh. 742 million in 2001/2002 to Ksh. 3,321.65 million in 2002/2003 (Republic of Kenya, 2003). As reported by Jenkins (2003) the people who really benefited from FPE implementation were the poor, as they were not able to afford education due to the levies and various constraints that were there before.

### **2.3 Challenges Posed by FPE Implementation on Primary Schools**

Having a policy in place is one thing and having it implemented effectively is another. Implementation consists of the process of putting into practice an idea, program or set of activities and structures new to the people expected to change. Many attempts at policy change have concentrated on legislation and “on-paper” changes rather than the real changes and the FPE policy is no exception. Quite a lot of good things have happened since the pronouncement of FPE, but not without challenges. Like many other developing countries, it has not been an easy road for Kenya in its bid to implement the FPE policy, let alone the universal one (Bogonko, 1992). Some of the hindrances include an outburst in enrolments visa-a-vis a stagnant teacher supply and lack of finances to expand the physical facilities. Despite the improvement in GER it did not reach 100% and above. This shows that there were specific issues that were not addressed (MOEST, 2003).

A report by Otieno (2003) states that the major challenges facing Kenya’s education sector relate to its financing, regional disparities in access, high wastage rates, relevance, quality and reducing child labor. Although the programme introduced in January 2003 has increased enrolment, the quality of teaching and learning has declined due to inadequate facilities.

According to Otieno (2003), following an unpublished study by Action Aid (Kenya), many parents and teachers have complained about a serious decline in tuition due to class overcrowding and a lopsided Teacher-Pupil ratio. The study, which sought to assess the impact of FPE policy on selected pastoralist communities, attributes the problem to the fact that FPE was hurriedly introduced to fulfill a pre-election pledge by NARC. Politics is thus hurling primary education in Kenya

### **2.4 Enrolment Trends in Primary Schools**

For several years, the government’s aim has been to achieve 100% enrolment rate in primary schools, and reduce the disparities in access to and quality at all levels of education. However, according to the Republic of Kenya (1999), only eighty-five percent

of persons aged 6-15 are in school. Since independence, there has been a marked expansion in access to schooling. The 1960s, 1970s, and 1980s were three decades of improving access in Kenyan education sector. In 1960 the GER was 47% in primary education; by 1980 it had grown to 90% (Knight & Sabot, 1990). This trend began to change in the 1990s. In 1989 it was 91% and then fell to 82% in 1994 (Turn, 1996). The main reason cited for this decline is the private cost of education. Most low-income and middle-income groups were not able to do so (Deolalikar, 1999).

**Table 3:**

**Percentage Change in Primary Enrolment Rates in Kenya, 1991-1999**

<b>Year</b>	<b>Enrolment</b>	<b>% Change</b>
1991	5,455,996	-
1992	5,563,987	1.9
1993	5,428,396	-0.02
1994	5,557,008	2.37
1995	5,544,998	-0.22
1996	5,597,656	0.95
1997	5,764,855	2.99
1998	5,919,721	2.69
1999	5,867,603	-0.88

**Source:** Derived from Republic of Kenya (2000).

Table 3, shows an unstable change in enrolment in primary schools that was witnessed in the 1990s. Following a report given by Siwolo (2005), in the past 15 years the number of private schools has been increasing as the enrolment in the institutions. Due to various shortcomings of public schools such as compromised quality of education, class overcrowding and inadequate facilities, many parents have lost faith in public education and turned to private schools. As proposed by the patron of Kenya Private Schools' Organization; Gachukia (2005), the Government is supposed to harness the Private sector's initiative as stated in Session Paper No.1 of 2005, by allocating idle land to private

education providers to build schools and providing other incentives like the Government guaranteeing those who want to get loans from the international financiers.

Republic of Kenya (2003) indicates that, the total number of educational institutions increased marginally by 1.9% from 50,127 in 2001 to 51,085 in 2002. Primary schools were 37.4 % of the institutions in 2002 (Republic of Kenya, 2003). Table 4 gives a record of the number of primary schools by type between 1998 and 2002.

**Table 4:**  
**Number of Primary Schools by Type (1998-2002).**

Type/Year	1998	1999	2000	2001	2002
<b>Public</b>	16,971	17,054	17,381	17,544	17,683
<b>Private</b>	385	569	1,236	1,357	1,441
<b>Total</b>	<b>17,356</b>	<b>17,623</b>	<b>18,617</b>	<b>18,901</b>	<b>19,124</b>

**Source:** Republic of Kenya (2003)

This gives a clear indication that new schools keep coming up year after year. It is therefore expected that more schools were established to cater for the massive enrolment of pupils after the introduction of FPE policy. This might have led to the mushrooming of private schools, since many parents sought for places in these schools searching for quality education, with the assumption that they were less affected. For some schools it was time for them to expand facilities where there was space and for others it was time to enjoy the money coming in despite having no space for expansion (Jenkins, 2003).

Following a report by Republic of Kenya (1999), regarding private and informal schools: there is an increasing number of private schools in the country, majority of them being situated in the urban centers. These schools have significantly increased access to education, especially at the primary school level. Following the trend in other countries, Kenyans have moved towards cheaper primary schools in a drive to open up private education to middle income families. Considering the case in the South East Asia, while

the average private primary schools charges \$7,000-\$8,000 a year, beyond the means of most parents, there are new model schools which ask for \$3,000. This is a blueprint that can easily be replicated and could help families to opt out of the state system (UNICEF, 2001).

The market of schooling is taking a different dimension in Kenya (Sarmistha, 2007). While the public providers typically dominate the supply of schooling, they are increasingly being challenged by the growing number of private school providers. Riddell (2003), observed that to some extent supply of private schooling would reflect the corresponding demand situations in the village schooling market. In respect to this, the parental choice of private schools as against public schools will be determined by among other factors; the quality of public schools as reflected in teaching as well as infrastructural facilities offered.

Kingdom (1996), supports Riddell by commenting that, for given income/ parental education and child characteristics, parental choice of private schools could be a response to the shortcoming of public schools, if any, which in turn may induce private providers to supply the services missing otherwise. Therefore, the local public infrastructure plays an important role not only on the location choice of private schools but also in explaining the quality of schooling.

Most challenges came about in primary schools after the introduction of FPE following an increase in enrolment in both public and private schools. This is backed by theories of school enrolment that outline the importance of the perception of school quality in schooling decisions (Lavy 1992; Buchmann 2000; Schafer 2004). If less money means poor quality, then the positive incentive of reduced cost would be negligible. By eliminating fees, Kenya had aligned itself with donor options which had shifted in favor of free primary schooling in the EFA era.

Kenya also joined an increasing number of its African neighbours including Malawi, which had abandoned fees as early as 1994. Fees had also been abolished in Uganda in 1997,

Tanzania in 2001 and Zambia in 2002 (Riddell, 2003). In all these countries fees was abolished as a result of Presidential Pledges and the change in policy was made quite fast. This sudden change in policy however did not come free of challenges as little preparation was made for the sweeping reform (Schmidt, 2006).

Particularly in Kenya, many challenges related to compromised quality and enrolments have been reported by some stakeholders and also as indicated by this study. Overcrowding of pupils, Indiscipline of pupils, inadequate facilities, pupil absenteeism, high drop-out rates, uncooperative parents, inadequate testing of pupils, inadequate Guidance and Counseling, increased orphan/single-parent children and understaffing were the major challenges affecting the quality of teaching in public schools. In private schools; Overcrowding of pupils, fees defaulters, high teacher turnover, uncooperative parents, inadequate textbooks and inadequate facilities were the major challenges affecting the quality of teaching.

A study in Mali shows that all these factors are significantly related to school attendance and enrolment (Birdsall & Orivel, 1996). Evidence from South Africa shows that a reduction in the number of pupils per teacher improves the probability of children being enrolled and remaining in school longer, improves test scores and encourages parents to invest more on their children's education (Case & Deaton, 1999). In general, measuring quality changes is difficult because changes in quality often co-vary with other factors. If quality increases without an increase in price of education, then enrolment will increase as well, which will either dilute the quality improvement or make it necessary to limit the amount of education provided (Schultz, 1999). Similarly changes in the costs of education are shown to lead to changes in school quality. Countries with low expenditure in education but high enrolment typically suffer from reduced quality and have difficulty ensuring the completion of the primary cycle (Schmidt, 2006).

As reported by Ochieng (2005), the government's FPE programme has made a big impact on primary school enrolment countrywide. The Kenya Human Development report

indicates that primary school enrolment rose to 88% in 2004. The improvement was most dramatic in Nyanza province where the enrolment rose to 115.9% from the previous 62 % (Republic of Kenya, 2004). Enrolment in the various levels is characterised by gender, region and income disparities. In 2000 National GER in primary education was 87.6 % (Republic of Kenya, 2001). As shown in Table 5 below, primary school GER rose by 4.2% to 6,314,600 in 2001 from 6,155,500 in 2000. This constitutes 91.2% of primary school going age population. Further analysis reveals that standard one constitutes 15.3% of the pupil population, declining to 13.7% in standard four and 8.0% in standard eight (Republic of Kenya, 2002).

**Table 5 :**

**Primary School Enrolment by Type (1995-2001).**

<b>YEAR</b>	<b>PUBLIC</b>	<b>PRIVATE</b>	<b>TOTAL</b>
<b>1995</b>	5,037,572	498,828	5,536,400
<b>1996</b>	5,049,125	548,575	5,597,700
<b>1997</b>	5,109,528	567,772	5,677,300
<b>1998</b>	5,209,248	710,352	5,919,600
<b>1999</b>	5,275,941	788,359	6,064,300
<b>2000</b>	5,259,330	856,170	6,115,500
<b>2001</b>	5,367,410	947,190	6,314,600

**Source:** Republic of Kenya (2002)

In Kisii Central District, the enrolment of primary school pupils rose from 114,683 in 2000 to 123,292 in 2001. In 2005, public primary schools in the district enrolled 129,619 pupils while private primary schools enrolled 16,684 pupils totaling to 146,303 pupils (MOEST, 2005).

## **2.5 Quality of Teaching**

Access to quality education is what keeps pupils in schools to which they have gained access. Unless quality is attended to from the beginning, high enrolment rates will not

necessarily lead to an educated population (Lavy, 1992). Following the definition given by the Republic of Kenya (1999), Quality in education emphasizes enrichment in the process and outcome of learning achievement. It is not mere passing of examinations or certification, but the development of independent, analytic, creative potential of the individual. Theories of school enrolment outline the importance of the perception of school quality in schooling decisions (Buchmann, 2000).

Republic of Kenya (2003), explains that, in an effort to improve the quality of education and training, the government of Kenya has had five National Education Commissions since 1963 and is currently undertaking further reforms. The two complementary goals of the current reforms process are to improve the quality and internal efficiency of the education system at all levels. As indicated in the Republic of Kenya (2001,) with regard to quality and relevance, concern continues to be raised on the failure to satisfactorily inculcate a modern scientific culture, imbue learners with desirable social skills and values. This is attributed to the inadequacies in the provision and maintenance of essential physical facilities, instructional and research materials and human resource capacity. The ministry's strategy for primary education was to expand primary education facilities by both the public and private sectors so that all children of primary school age can have access to quality education (Republic of Kenya, 1993). FPE policy has however compromised the quality of education against the objective of UPE (Brian, 2004).

Kingdom (1996), carried out a study in India and found out that, there was little difference in performance between public and private aided schools, however he says that; private aided schools performed significantly better. The effects of school choice (access to both public and private aided schools) on quality of schooling however remain virtually unexplored in the Indian context. He further argues that the entry and location of new private schools not only depends on the presence of failing state schools but also on the variation on the levels of public capital and infrastructure. In particular, more developed villages close to district headquarters are more likely to have private schools.



Parents prefer to have their children to learn where there is quality education. There are some indicators that are associated with the provision of quality education including TPR, PTR, teacher training & qualification, pupils' performance, teaching and learning equipment and materials, finances and ratio of pupils to support staff (Bowmol & Blinder, 1988).

As explained by Waithaka (2005), a child should not be exposed to a classroom situation that is likely to lead to frustration and poor performance. Parents must assess the ability of the school to meet the child's need with regard to: the structure of the environment, the activities given to children, the individual attention the child requires, the child's need for an environment that fosters creativity and the child's readiness to participate in discussions and the child's special abilities, talents and sociability. For children who need more individualised attention the child-teacher ratio should be lower; parents must seek to know the maximum number of children assigned to one teacher. These are the indicators of quality teaching. In this section, some of these indicators including: Pupil-Teacher ratio, Textbook-Pupil ratio and teacher qualifications are discussed.

### **2.5.1 Pupil-Teacher Ratio (PTR)**

Pupil- Teacher Ratio is the average number of pupils per teacher at a given period of time. The PTR is used to measure the level of human resource input in relation to pupil population size (UNESCO, 1998). Teachers are thus an important resource in that they are the persons who guide and direct pupils' learning experience. Quality teaching demands that teachers have reasonably sized classes. The ministry of education recommends a Pupil-Teacher ratio of 35:1 which would give the teacher adequate time to give personalised attention to each pupil; to supervise class work and to mark examinations and books. Moderate numbers would also allow the teacher time to plan lessons and execute their plans more efficiently (MOEST, 2003).

In 1990, the GOK bowed to the decade of pressure from the World Bank and the International Monetary Fund (IMF) to reduce government funding in the sector of education. In this respect, one of the recommendations of these two institutions was the

resizing of the civil service (including teachers) through retrenchment to enhance efficiency (SERSAS, 2002). Although the cost sharing policies of the previous decade have now been understood to be a significant cause of high dropout and low quality of primary schools; the new FPE policy will be likely to lead to a tradeoff between a dependence on parents and a dependence on external finance to meet the bills (Riddell, 2003). Further increases in pupil enrolment and the natural attrition among teachers through death and retirement from service implied that more teachers would be recruited in the subsequent years. Yet the World Bank policy of restructuring the civil service through retrenchment led to suspension of teacher recruitment in 1998 (SERSAS, 2002). This forced the total number of the teaching force in primary schools to stagnate and the PTR to go up with time (Akala, 2002).

Discipline is regarded as the key to success in any organization and especially in learning organizations. Informed parents will always scrutinize a school's reputation before taking their children to learn in that school. It has been a tradition for private schools to perform well in their Kenya Certificate of Primary Examination (KCPE) because of the adequate attention given to pupils by teachers and the discipline of both pupils and teachers due to their lesser numbers. Therefore most parents opt to have their children in these schools because of discipline and performance (Mutumbai et al., 2000).

Elsewhere, Stockard and Mayberry (1992), argue that any possible virtue of a large school is cancelled out by the difficulties of maintaining an orderly learning environment. Cotton (1999), also indicates that, small schools have lower incidences of negative social behaviour. As reported by Republic of Kenya (2000), the majority of private schools have established high standards of quality education and although they charge high fees, they have increased access and standard setting in academic achievement and thus it is necessary that they be supported.

UNESCO (2005) reports that; following the implementation of FPE, classrooms were congested, teachers were unable to teach well and pupils were unable to concentrate. Pupils

were so squeezed that it was hard to move freely in the classrooms hence it was easy for pupils to cheat in exams and constant close body contact also provoked disputes and petty quarrels. There were increased cases of theft because teachers could not maintain tight control over large classes. Indiscipline is becoming common especially among over-age pupils. It also states that discipline has seriously deteriorated because of large numbers of pupils and teacher shortage.

### **2.5.2 Text book-Pupil Ratio (TPR)**

A report by Republic of Kenya (1999) states that, the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials have a direct bearing on the quality of education as they determine how effectively the curriculum is implemented. The reporters observe that quality in education cannot be achieved and sustained if the resources and facilities are not available in sufficient quantity and quality.

According to Psacharopoulos and Woodhall (1985) there is a relationship between pupil achievement and availability of textbooks. Textbooks are seen to be the most cost-effective means of improving academic achievement and increasing the efficiency of schools. The most appropriate ratio of textbooks to pupils is 1:2. As argued by Eshiwani (1993), Instructional materials are some of the key components that must be considered in discussing the future quality of education in Kenya. A rapid population growth combined with recession; adversely affect the quality of education. If this quality is to improve then tough decisions must be made regarding the minimal facilities required to ensure it and how best to manage those facilities.

### **2.5.3 Teacher Qualifications (TQ)**

UNESCO's definition of a teacher runs,

*'A person directly engaged in instructing a group of pupils.'* (Bogonko, 1992, p.46)

However, high quality education calls for a sufficient supply of well-trained teachers. Williams (1979), argues that even where modern gadgetry has been brought in to improve the effectiveness of learning, we still find that in every school system the direct personal contact between a pupil and a teacher remains the linchpin of the educational process.

By the time FPE was being introduced in 2003, teacher recruitment had been frozen way back in 1998 by the GOK. It is generally believed that for quality education to evolve and be sustained the question of teachers is a central factor (Bogonko, 1992). However, teacher shortage has been an inherent problem in many countries in the world over, hence overcoming current and prospective shortages of teachers looms as one of the biggest hurdles facing countries that are attempting simultaneously to expand rapidly and to improve their educational systems (Arnold & Bowman, 1965).

As indicated by Republic of Kenya (1999), among the determinants of quality education are the availability of qualified and motivated teachers and other educational personnel. Studies by the institute of international Education in Stockholm lend support for the view that in developing countries teachers' effectiveness is associated with the amount of training (Hussein, 1977). It is imperative to have a well-qualified and highly motivated teaching force, capable of understanding the needs of learners and the curriculum, in order to implement it effectively. As regards untrained teachers, serious time-lag effects have often been mitigated by high rates of wastage and turnover among such teachers (Williams, 1979).

This is particularly true among young teachers who may be given only temporally appointments and may then choose between regular training, possibly on in-service basis and leaving teaching all together. In turn such people may themselves see teaching only as a temporally staging post, which will give them the opportunity to improve their qualifications through part-time study or to look around for other more remunerative employment (Hussein, 1977). At independence there was a major shortage of trained teachers forcing the GOK to hire so many untrained teachers. In 1960s the PTR increased from 31:1 in 1966 to 34:1 in 1970 and 50:1 in 1986 (Bogonko, 1992).

Considering this kind of trend, Republic of Kenya (1988) suggested that there was need to have an annual intake of teachers to in-service courses rather than once after every three

years, with an aim of reducing the number of untrained teachers as well as increasing the overall production of qualified primary school teacher. The number of trained teachers in Kenya naturally increased in the course of time from 32,929 in 1970 to 52,132 in 1974 and further to 62,729 in 1978 and 82,983 in 1983. By 1990, the figure had risen to 121,461 (Bogonko, 1992).

With respect to what is agreed is the linchpin of educational quality; the teachers, Ridell (2003) points out the fact that, teachers do not only require training but also supervision and support. They also need the respect of the communities whom they serve. Most teachers enter the profession because they do not see any other alternative apart from unemployment, which also impacts negatively on the public perception and status of the profession. This therefore follows that, there are issues that go beyond training of the teachers and have to do with reinforcement and support given to them.

## **2.6 Conceptual Framework**

A conceptual framework is a structure showing how the variables in a study are related to one another. Therefore some larger framework within which to assess education's economic contribution seemed essential before proceeding. If expenditures on education were thought to be a kind of investment in human capital, then the allocation of resources to education became an investment problem, in which rates of return to education had to be compared with rates of return to alternative types of investment (Arnold & Bowman, 1963).

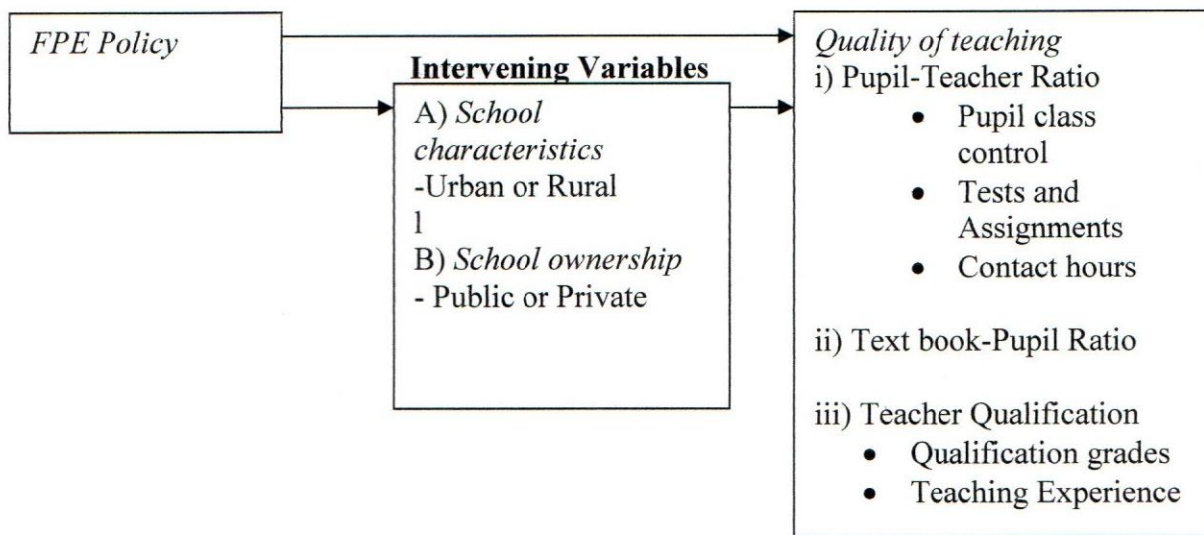
FPE was implemented in Kenya in 2003 and there was a cost involved hoping to have all children in school. This is where the FPE policy posed a threat to the quality of teaching in both Public and Private primary schools considering the changes in enrolment in Kenya. We should not be satisfied by just the fact that more children were occupying places in public schools as reported by Republic of Kenya (2003), but rather consider the problems associated with large masses of pupils in school in order to achieve the aims of education. Educational quality is both elusive and difficult to achieve with anything like rapidity that

physical educational expansion like enrolment can more rapidly achieve. Strategic plans can be laid out, using key indicators, what is meant by quality for instance the percentage of qualified teachers, TPR, PTR, increase in learning achievement etc (Riddell, 2003).

Considering the variables involved in this study there was a close relationship between FPE implementation and the quality of teaching looking at PTR, TPR and qualifications of teachers as quality indicators. This applied to both public and private primary schools. However there were intervening variables such as the school characteristics: -whether boarding or day, single sex or mixed and urban or rural as well as school ownership; public or private that could affect the effect of FPE implementation on the quality of teaching. The intervening variables therefore were seen to control the effect of the independent variable on the dependent variables. The PTR raised concerns such as discipline among pupils and teachers; the number of assignments and tests given to pupils in a term and the contact hours between individual pupils and teachers in respect to the quality of teaching in schools. Whereas the TQ included; Age, Qualification grades and Teaching Experience of teachers. The relationship between all these variables is illustrated in Figure 1.

### Independent Variable

### Dependent Variables



**Figure 1: A Diagrammatic Representation of the Variables; a Conceptual Framework**

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter discussed the methodology used in this study, the research design, location, target population, sample size, sampling procedures and data analysis procedures. The methodology selected for this study was hoped to yield reliable results for effective recommendations at the end of the study.

#### 3.2 Research Design

This was a Cross Sectional Survey design because of the greater possibility of obtaining large samples since it involved collection of data at the same place in time, from a random sample. It also included sub-populations (Wiersma, 1991). It was carried out within a naturalistic occurrence of an on-going phenomenon. The researcher examined the effect of naturalistically occurring treatment after it had occurred and did not have direct control of the independent variables; this was because the variables studied were natural, hence no treatment was given to the respondents before the study (Kathuri & Pals, 1993 and Frankfort & Nachmias, 1996).

#### 3.3 Location and Target Population

##### 3.3.1 Location

The study was conducted in Kisii Central District; Nyanza province in the republic of Kenya. The study area is bordered by; Nyamira district to the North, Gucha district to the South, Bomet district to the East and Rachuonyo district to the West. This location was appropriate for the study because it was densely populated (Republic of Kenya, 1999). There are nine divisions in the district namely; Keumbu, Marani, Mosochi, Suneka, Masaba, Kiogoro, Kiamokama, Getembe and Kegogi with a total of 445 primary schools of which 312 were public and 133 were private (MOEST, 2005). According to Republic of Kenya (2001), during the last National population Census in 1999, the population of Kisii Central District was brought to 491,786 persons, with an annual growth rate of 2.19%.

### 3.3.2 Target Population

The target population consisted of all primary school head teachers and class teachers in Kisii Central District, who were 445 head teachers and 3,650 class teachers. Head teachers were suitable for the study since they were hoped to have records of their teachers, pupils and teaching & learning materials in their respective schools. Class teachers were hoped to provide information on the quality of teaching since they were expected to monitor the teaching process in their respective classrooms. The sample consisted of 84 head teachers and 168 class teachers selected from 57 Public and 27 Private primary schools in Kisii Central District. Different schools were used to enable the researcher have a good representation of the quality of teaching in both public and private primary schools. The sample population for the study is shown in Table 6 below:

**Table 6:**

**The Sample population of the Study**

Type Of School	Strata Size	Proportion	No. Of Schools	Respondents Per School	Sample Size
Public	312	0.7	57	3	168
Private	133	0.3	27	3	84
<b>Total</b>	<b>445</b>	<b>1.0</b>	<b>84</b>	<b>-</b>	<b>252</b>

**Source:** Researchers' own computation.

### 3.4 Sampling Procedures and Sample Size

#### 3.4.1 Sampling procedures

Proportionate Stratified Sampling was used to identify 90 schools included in the study although only 84 schools responded as shown in Table 5, after which Equal Allocation Stratified Sampling was introduced to each strata to draw 252 respondents for the study. The sample units were selected from each school using random numbers. From each of the sampled schools, only one head teacher and two class teachers were included in the study. This technique gave all head teachers and class teachers in the district an equal chance of being included in the study.



### **3.4.2 Sample size**

84 schools were selected depending on the type of school and its location, one head teacher and two class teachers from each selected school were included in the study. This drew respondents from each division to give a sample of 252 respondents for the study. The sample was appropriate because it was likely to offer reliable results within the time allocated for the study and it fell within the researchable sample size of (20-50) for minor sub groups (Kathuri & Pals, 1993). And according to Borg and Gall (1983), 100 subjects were ideal for such a population. 252 subjects were used since this was hoped to give a good representative ness of the population of 4,095 and it also catered for non-response.

### **3.5 Instrumentation**

Two questionnaires were used to collect the required data namely: Head Teachers' Questionnaire and Class Teachers' Questionnaire. The respondents were given case numbers that were indicated on the instruments for easy coding. The researcher with the help of Egerton University supervisors constructed the questionnaires. After which they were pilot tested on an independent group of primary schools' head teachers and class teachers who did not take part in the study to check their reliability and validity.

In the Questionnaire for Head Teachers, Section A; solicited background information while the other sections solicited information on enrolment, textbooks, staffing and management challenges to respond to the objectives of the study. The Class Teachers' Questionnaire solicited information on enrolment and quality of teaching in the classroom. The respondents were left to respond to items in the Questionnaire independently. Items were both open ended and closed response types. The open-ended items gave the respondents freedom to respond, whereas the closed response items were used to facilitate consistency of responses for easy analysis.

#### **3.5.1 Validity**

Validation of the instruments was achieved by having the researcher's supervisor, other researchers and other research experts review the items in the questionnaires. This was to

ensure that items in the instruments cover all the objectives systematically. Content validity was determined to establish representativeness of the items with respect to Pupil Teacher Ratio, Text-Book Pupil Ratio and Teacher Qualifications to measure the quality of teaching in primary schools (Wiersma, 1991).

### **3.5.2 Reliability**

Reliability was established after a pilot test that was carried out on an independent group of head teachers and class teachers who did not take part in the study. The items were considered reliable since they were consistent. A measure of internal consistency was used to establish whether the items used in the instruments were reliable thus, to estimate the extent to which all items in the instruments measured the same general factors of quality teaching (Deobold 1979).

### **3.6 Data Collection Procedures**

To generate data for this study the researcher sought permission from the District Education Officer of Kisii Central District through the Graduate school of Egerton University. The researcher then visited the sampled schools on different days to establish rapport and made appointments with the school managers. The researcher applied direct contact to explain the purpose and significance of the study, clarify points, answer questions and motivate respondents to answer questions carefully and truthfully (Deobold, 1979). The researcher administered the instruments in person. The respondents were given adequate time to respond to the questionnaire items. In cases of non-response, the researcher used the available responses to analyse data. The researcher collected information from the respondents on the dates agreed upon through direct contact to cater for partial responses and refusal to reply.

### **3.7 Data Analysis**

Data on Text-Book Pupil Ratio, Pupil Teacher Ratio and Teacher Qualifications that was generated from this study was organised and then analysed descriptively. Raw data was summarised using means, frequencies and percentages. Descriptive statistical tools were

used to describe groups of subjects. Statistical Package for Social Sciences (SPSS) version 11.5 in windows aided in data analysis. The data analysis was helpful in achieving the posited research objectives. Table 7 gives a summary of data analysis procedures.

**Table 7:**

**Summary of Data Analysis Procedures**

<b>Question</b>	<b>Independent Variable</b>	<b>Dependent Variable</b>	<b>Statistical Tools</b>
i). What is the effect of FPE on Pupil Teacher Ratio in public and private primary schools, in Kisii Central District, Kenya?	FPE	Pupil Teacher Ratio in public and private primary schools, in Kisii Central District, Kenya.	-Frequencies -Means -Percentages
ii). What is the effect of FPE on Text-Book Pupil Ratio in public and private primary schools, in Kisii Central District, Kenya?	FPE	Text-Book Pupil Ratio in public and private primary schools, in Kisii Central District, Kenya.	-Frequencies -Means -Percentages
iii). What is the effect of FPE on Teacher Qualifications in public and private primary schools, in Kisii Central District, Kenya?	FPE	Teacher Qualifications in public and private primary schools, in Kisii Central District, Kenya.	-Frequencies -Means -Percentages
iv). Did Pupil Teacher Ratio, Text-Book Pupil Ratio and Teacher Qualifications have an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya?	Pupil Teacher Ratio, Text-Book Pupil Ratio and Teacher Qualifications	Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.	-Frequencies -Means -Percentages

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

The results of data analysis are presented in this chapter. The chapter describes qualitative data generated from the study using descriptive statistics. The results of analysis are presented in tables, line graphs and bar graphs.

The objectives were:

- i). To find out the effect of FPE on Pupil Teacher Ratio in public and private primary schools, in Kisii Central District, Kenya.
- ii). To find out the effect of FPE on Text-Book Pupil Ratio in public and private primary schools, in Kisii Central District, Kenya.
- iii). To find out the effect of FPE on Teacher Qualifications in public and private primary schools, in Kisii Central District, Kenya.
- iv). To find out if Pupil Teacher Ratio had an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.
- v). To find out if Text-Book Pupil Ratio had an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.
- vi). To find out if Teacher Qualifications had an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.

The Research Questions were formulated from the above objectives and thus the objectives are a mirror to the questions.

#### 4.2 Characteristics of the sample

The schools were sampled using Proportionate Stratified Sampling, while the respondents were selected using the Simple Random Sampling technique. A total of 90 schools were sampled out of which 84 schools participated while 9 were used for piloting. 6 schools did not avail the questionnaires and therefore not included in the data analysis. A total of 252

questionnaires were collected. 168 respondents were sampled from public schools while 84 were from private schools.

#### 4.2.1 Distribution of Primary Schools in Urban and Rural Areas

The study could not be fair, without considering the number of schools situated in urban and rural areas, since the indicators used to analyze the quality of teaching are greatly influenced by the schools' location. The study established that a 76% of public schools are situated in the rural, while 24% are in urban areas. Whereas in the case of private schools 35% are situated in the rural, while 65% are in the urban areas. The local public infrastructure plays an important role, not only in the location choice of schools but also explains the quality of schooling.

This is a long established pattern principally because widespread poverty in rural areas presents barriers to children's education, which means that they enter school at an already disadvantaged ground since dealing with social and economic problems that inhibit their learning may prove to be a nightmare to them. There is a 'profoundly close' relationship between poverty and academic attainment, such that the more socially disadvantaged the community served by a school is, the very much more likely it is that the school will appear to underachieve (Lupton, 2004). Figure 2 gives the general distribution of primary schools in rural and urban areas in Kisii Central District.

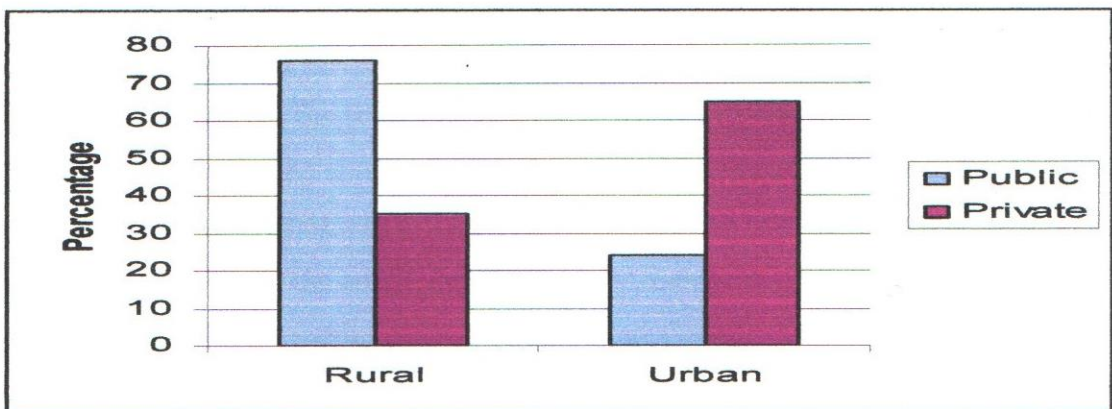


Figure 2: Distribution of Primary Schools in Urban and Rural Areas

Source: Field Data

Figure 2 shows that, most of the public schools are situated in the rural areas while a big number of private schools are situated in the urban areas. Just as indicated by Sarmistha (2007), the market for schooling is taking a different dimension in Kenya. While public school providers typically dominate the supply of schooling, they are increasingly being challenged by the growing number of private school providers. It is thus true to say that the entry or location of new private schools not only depends on the failing quality of public schools but also the variation in the levels of public capital and infrastructure. In particular, more developed villages close to district headquarters are more likely to have private schools, while remote villages deprived of many of the public infrastructural facilities are generally overlooked by the private providers.

### **4.3 Results, Interpretations and Discussions**

The organization of this section is by objectives of the study.

#### **4.3.1 Objective One**

The objective under study here was to find out the effect of FPE on PTR in public and private primary schools, in Kisii Central District, Kenya. The PTR was measured by eliciting information on:

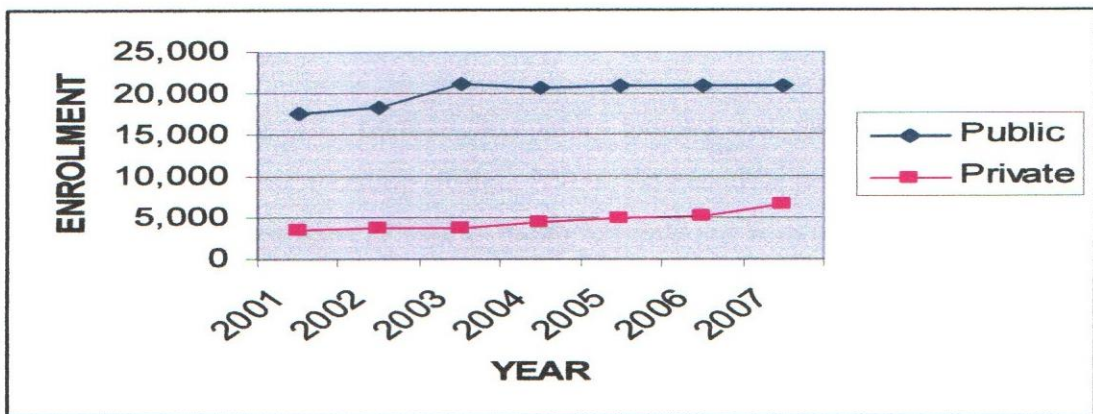
- i) Pupil enrolment and
- ii) Staffing profile

##### **4.3.1.1 Pupil Enrolment in Kisii Central District**

While public providers of education dominate the supply side, a growing number of private providers are entering the schooling market frequently giving to coexistence of public and private providers in the same locality. Republic of Kenya (2001) records show that the sample area has a total of 445 primary schools. Thus the schools visited represent 19.1 per cent of the schools in the study area. This study found out that after the initial increase in enrolment in 2003 in public schools within Kisii Central District, the enrolment in these schools dropped in the subsequent year from 21,187 to 20,840 and it began increasing slowly with time, the rate of increase was very low compared to that of private schools. In

the 57 public schools sampled, enrolment had increased from 17,608 and 18,295 in 2001 and 2002 respectfully to 21,187 in 2003. It shows a drop of 1.7% in 2004 having the enrolment of 20,830 and then a slight increase of 0.4% in 2005 having the enrolment of 20,914 then 20,965 and 20,993 is seen in, 2006 and 2007 respectfully. On the other hand, in the 27 private schools sampled, the enrolment has been increasing slowly from 3,653 and 3,835 in 2001 and 2002 to 3,910, 4,563, 4,965, 5,298 and 6,743 in 2003, 2004, 2005, 2006 and 2007 respectfully.

This is supported by findings of a study carried out by UNESCO (2005), who found out that public schools were beginning to experience a decline in enrolment due to dropouts and to a lesser degree transfers to private schools. Overcrowding of classes is one major challenge that affected both public and private schools. Most schools do not have adequate classrooms to accommodate the large numbers of pupils enrolled after the implementation of FPE. In some public schools, a classroom meant for 40 pupils had over 80 pupils. Some private schools especially those in the rural did not have standard classrooms, hence even if they had manageable enrolment, a room meant for at most 20 pupils, had more than 35 pupils and hence affecting the quality of teaching. The enrolment data in the studied schools is represented in Figure 3;



**FIGURE 3: Enrolment in Public and Private Primary Schools in Kisii Central District**

Source: Field Data

Considering the case in public schools, analysts have said that; if a decrease in school fees or the removal of it is complemented by a decrease in the quality of teaching and learning, then the positive incentive of reduced quality will be mitigated by the negative incentive of reduced quality (Schaffer,2004). On average every public school in the district had, 321 pupils in 2002, 372 and 369 in 2003 and 2007 respectively. While private schools had 142 in 2002 145 and 250 in 2003 and 2007 respectively. The average enrolment from 2001 to 2007 for both public and private primary schools is shown in Table 8;

**Table 8:**

**Average Enrolment in Public and Private Primary Schools in Kisii Central District**

<b>YEAR</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Public</b>	309	321	372	365	367	368	369
<b>Private</b>	136	142	145	169	184	197	250

**Source:** Field Data

As access expands, the balancing of subjects in public schools in the government will become trickier as it will be required to meet quality whilst intake improves. This can be met by integrating into the basic school curriculum provision, for the development of creativity by children with skills that will enable them to contribute to society, by having access to both formal and non-formal employment opportunities and to continue learning through out life.

Studies carried out in other parts of the country indicate that, gains in enrolment and equity are small and may not be lasting (Ridell, 2003). This result is postulated to be driven in part by the fact that elimination of fees in public schools has resulted in perception of reduced quality, limiting the benefits of primary schooling and therefore restricting enrolment growth in these schools. This in turn leads to the expansion of the private sector to offer quality education to attract more children out of public schools. Access to quality education is what keeps pupils in schools to which they have gained access. Unless quality is attended to from the beginning, high enrolment rates will not necessarily lead to an educated



population. As access expands, the balancing act for government will become trickier as it will need to meet quality whilst intake improves (Lavy, 1992; Buchmann, 2000; Schafer, 2004).

#### 4.3.1.2 PTR in Kisii Central District

PTR is an arithmetic mean and therefore a simple average involving the total number of pupils and that of teachers in a school at a given time (Mulkeen, 2005). The specific indicators were; number of pupils verses the number of teachers before and after the introduction of FPE. The average PTR before the implementation of FPE was 35:1 and that of after FPE was 41:1 in Public schools, while that of private schools was 25:1 before FPE and 28:1 after FPE.

**Table 9:**

**PTR Before and After the Introduction of FPE in Kisii Central District**

PUBLIC SCHOOLS		PRIVATE SCHOOLS	
Before FPE	After FPE	Before FPE	After FPE
<b>35:1</b>	<b>41:1</b>	<b>26:1</b>	<b>28:1</b>

**Source:** Field Data

Results in table 9, indicate that PTR in both public and private primary schools increased after the introduction of FPE thus FPE policy had a positive effect on the PTR in primary schools.

Based on the enrolment of each of the 84 studied schools and the number of teachers, Getembe division had the highest PTR of 46:1 followed by Mosochi with 44:1 and the least was Kiogoro with 34:1 in public schools after the introduction of FPE. In private schools, the highest PTR was that of Getembe at 34:1 and the least was Masaba at 24:1 after the introduction of FPE. Schools in the rural areas recorded the lowest PTR in both private and public primary schools because they had fewer pupils.

Due to the large influx of pupils in primary schools, a serious teacher shortage was experienced. Most classes were too large to be handled by a single teacher. On average the PTR was 41:1 in public schools and 28:1 in private schools. This had a lot of implication on the quality of teaching in primary schools. This is further supported by UNESCO (2005), who found out that; teachers were not able to give individual attention to the learners owing to the large numbers of pupils versus limited teachers, thus compromising quality. The national PTR stands at 39:1 (TSC,2006).

According to TSC (2006), the PTR variation in Kenya ranges from 9:1 to 72:1 and some classes have more than 100 pupils after the implementation of FPE. The major reason given for the varying PTR is the shortage and imbalance in the distribution of teachers across the country. Although there are sufficient qualified teachers in Kenya, there could be disparities in distribution both across and within regions. Table 10 shows the PTR of every division.

**Table 10:**  
**PTR by Division in Kisii Central District**

DIVISION	PUBLIC SCHOOLS		PRIVATE SCHOOLS	
	Before FPE	After FPE	Before FPE	After FPE
<b>Keumbu</b>	35 :1	42 :1	29 :1	30 :1
<b>Marani</b>	33 :1	40 :1	28 :1	28 :1
<b>Masaba</b>	34 :1	41 :1	24 :1	24 :1
<b>Mosocho</b>	37 :1	44 :1	26 :1	28 :1
<b>Suneka</b>	35 :1	40 :1	24 :1	26 :1
<b>Kiamokama</b>	33 :1	38 :1	25 :1	26 :1
<b>Kiogoro</b>	30 :1	34 :1	25 :1	25 :1
<b>Getembe</b>	40 :1	46 :1	30 :1	34 :1
<b>Kegogi</b>	35 :1	41 :1	26 :1	28 :1
<b>AVERAGE</b>	<b>35:1</b>	<b>41:1</b>	<b>26:1</b>	<b>28:1</b>

**Source:** Field Data

The national trend of teacher distribution within regions was also experienced in the area of study as those divisions that were in urban centers had more teachers than those in rural areas. However going by enrolments the PTR of public schools in divisions situated in urban areas were higher than their counterparts in rural areas. Of all the three indicators of quality discussed in this paper, PTR is the only indicator in which private schools have an advantage over public schools, given that it is desirable for teachers to teach a fewer number of children in a class. However Mulkeen (2005), argues that the PTR indicator could be misleading being an average it fails to take class size into account. He suggests that PTR makes sense if it is interpreted with class size.

#### 4.3.2 Objective Two

The objective under study here was to find out the effect of FPE on TPR in public and private primary schools, in Kisii Central District, Kenya. The TPR was measured by eliciting information on:

- i) Pupil enrolment
- ii) Number of Text books per subject

The specific indicators were; number of text books versus the number of pupils before and after the introduction of FPE. The average TPR before the implementation of FPE was 1:19 and that of after FPE was 1:4 in Public schools, while that of private schools was 1:6 before FPE and 1:8 after FPE as shown in table 11;

**Table 11:**  
**TPR Before and After the Introduction of FPE in Kisii Central District**

PUBLIC SCHOOLS		PRIVATE SCHOOLS	
Before FPE	After FPE	Before FPE	After FPE
<b>1:19</b>	<b>1:4</b>	<b>1:6</b>	<b>1:8</b>

**Source:** Field Data

UNESCO (2005) explains that the GOK's target in the provision of text books under FPE was to ensure a TPR of 1:3 in the core subjects in lower primary and 1:2 in upper primary. According to the study findings the overall TPR in public schools was good after FPE than before since it lies between 1:3 and 1:4 in all subjects. However private schools had a TPR of between 1:6 and 1:10 in all subjects after the introduction of FPE. The GOK found it necessary to provide textbooks to public primary schools to cater for the numbers after FPE, while private schools' managers maintained the number of textbooks despite the increase in enrolment after the introduction of FPE. The introduction of FPE therefore disadvantaged pupils learning in private schools.

#### **4.3.2.1 TPR in Kisii Central District**

Text books are the core instructional materials required by a learner for both teaching and learning to be effective. The availability of text books alone is not however enough but rather the availability of text books in the correct proportion to pupils in class. The most recommended ratio of text book to pupils is 1:2 in all subjects (UNESCO, 2005).

All public schools studied received funds for the purchase of books reducing the TPR from 1:18 in 2002 to 1:6 in 2003 and further to 1:2 in 2006. This is supported by UNESCO (2005) who suggests that provision of textbooks was identified as one of the major achievements of FPE programme. This indicates that the GOK had realized that textbooks were vital in providing quality education. This is further supported by Psacharopoulos and Woodhall (1985) who suggest that there is a relationship between pupil achievement and availability of textbooks.

The study established that Private schools on the other had suffered a major blow since they kept on increasing in enrolment without sufficient text books. This was because most libraries in private schools were stocked with text books that were useful in previous syllabuses. Acquiring text books for the new syllabus that took off in 2005 was still a challenge to most private schools owing to the cost of purchasing these books.

A study carried out in Philippines on textbooks indicate that textbooks are the most explicit manifestation of national education, philosophy and the expression of national political orientation. The access of students to textbooks has an impact on the effectiveness of the education system and the educational opportunities available to students. The importance of textbooks as a tool in the learning process has also been recognized by the government (MOE, Youth and Sports, 1999).

There has been a number of long standing problems in the distribution and utilization of textbooks under the FPE programme in public schools. This includes the procurement and receipt, financial reporting, communication links between the central and regional offices and links between planning and financial management functions (UNESCO, 2005). In order to further ensure the delivery of education services it is important to create a special education fund and local government units for the purpose of providing additional financial support for educational facilities among them being the procurement of enough textbooks in both private and public schools.

MOE, Youth and Sports (1999), states that the funding of textbooks for the educational needs was being funded by three different bodies in Philippines. The government's objective was to attain a TPR of 1:1 for grades I-IV. Through a combined effort of the three bodies, this was achieved by 1999. The Kenyan government can emulate this and recognize that the utmost priority must be accorded to provision of quality textbooks to revitalize the standards of primary schooling. This is because some schools that were involved in the study use textbooks meant for higher level classes for lower level classes.

This study established that there are inadequate guidelines in the termination of textbooks requirement distribution and ineffective utilisation of available textbooks. This is because there is lack of coordination of agencies and inadequate planning to manage the risks in the implementation of FPE that led to procurement of textbooks in excess of the actual requirement in some schools and inequitable distribution of books. Schools situated in the urban areas have a better TPR than those in the rural areas.

### 4.3.3 Objective Three

The objective under study here was to find out the effect of FPE on TQ in public and private primary schools, in Kisii Central District, Kenya.

TQ were measured by eliciting information on the teachers' profile considering:

- i) Teacher qualification grades
- ii) Teaching experience of teachers and teachers' age bracket

#### 4.3.3.1 Teachers' Profile in Kisii Central District

Teachers are very important in schools. This is supported by Bogonko (1992) who says that for quality education to evolve and be sustained, the question of teachers is a central factor. There were 743 teachers of which 512 were in public schools and 231 were in private schools in 2007. The number of teachers in public schools has been fluctuating since 2001 to 2007, while that of private schools has been increasing with time. This shows that more teachers had left the teaching service in public schools than those who were employed, while private schools had employed more teachers with time. Teacher attrition has been considerable while untrained teachers are not being hired in public schools; however private schools especially those situated in rural areas have relied primarily on untrained teachers. Table 12 gives the number of teachers in the sample schools.

**Table 12:**

**The Level of Staffing in Public and Private Schools from 2001-2007**

YEAR	2001	2002	2003	2004	2005	2006	2007
<b>Public</b>	518	508	530	521	523	512	512
<b>Private</b>	147	138	151	169	178	183	231
<b>Total</b>	<b>665</b>	<b>646</b>	<b>681</b>	<b>690</b>	<b>701</b>	<b>695</b>	<b>743</b>

**Source:** Field Data

Apart from the number of teachers in the district, the study looked at the composition of teachers in relation to their ages, qualification grades and teaching experience. It further found out that these factors played a role in the quality of teaching in schools. Mulkeen

(2005), adds that; apart from training and teacher qualifications, there is more to obtaining quality teaching in schools. These include ; teacher deployment policy, teacher utilisation, teacher management and supervision and teacher motivation.

**4.3.3.2 Teacher Qualification Grades**

When considering qualification grades the study looked at whether the teachers in various schools were trained or untrained. It also looked at the various grades the teachers were in whether; P1, P2, S1, S2, ATS 3, ATS 2 or ATS 1. Most of the teachers in both public and private schools were trained, except that private schools employed more untrained teachers after FPE than before, probably because the GOK has been employing trained teachers and the private schools have been losing the trained teachers to public schools. This to an extent has affected the quality of teaching in private schools.

The Percentage of teachers by Qualification grade is shown in Table 13 below; the portion of untrained teachers has been reducing with time in public schools since in 2001 they comprised of 15% dropping to 4% in 2004 then further to 1% in 2007, whereas it has been increasing in private schools which were having 20% in 2001 rising to 42% in 2004 then 48% in 2007.

**Table 13:  
Number and Percentage of Teachers by Qualification Grades**

Year	PUBLIC			PRIVATE		
	Untrained	P1,P2	S1,ATS	Untrained	P1,P2	S1,ATS
2001	77(15%)	394(76%)	47(9%)	29(20%)	118(80%)	(0%)
2002	36(7%)	371(73%)	102(20%)	35(25%)	104(75%)	(0%)
2003	21(4%)	339(64%)	197(32%)	69(46%)	82(54%)	(0%)
2004	21(4%)	323(62%)	177(34%)	71(42%)	98(58%)	(0%)
2005	10(2%)	251(48%)	262(50%)	82(46%)	96(54%)	(0%)
2006	10(2%)	230(45%)	256(50%)	88(48%)	95(52%)	(0%)
2007	5(1%)	261(51%)	246(48%)	112(48%)	121(52%)	(0%)

Source: Field Data

The study also established that 24% of the trained teachers who were teaching in public school had or were furthering their studies at local universities pursuing degree courses.

#### 4.3.3.3 Teaching experience of teachers and teachers' age bracket

The study established that, 73% of teachers in public schools had taught for more than five years while only 33% of teachers in private schools had taught for more than five years. This indicates that the quality of teaching in private schools was compromised by having many inexperienced teachers unlike public schools. This also shows that the rate of teacher turnover was higher in private schools than in public schools. Table 14 gives a summary of the period of time that the current teachers in the study area had taught.

**Table 14:**

**The Length of Teaching Duration of Teachers in 2007 (in years)**

	PUBLIC(N=512)				PRIVATE(N=233)			
	≤ 1	2-4	5-7	7 ≥	≤ 1	2-4	5-7	7 ≥
<b>Frequency</b>	10	128	174	200	105	51	56	21
<b>Percentage</b>	2%	25%	34%	39%	45%	22%	24%	9%

**Source:** Field Data

The trend of teachers' age brackets in public schools indicates that a large percentage of teachers are old, while those in private schools are young both before and after FPE. This indicates that the teachers in public schools were more experienced than those in private schools going by age. Table 15 gives the age brackets of teachers from 2001-2007. Results in tables 14 and 15 indicate that TQ in both public and private primary schools was affected after the introduction of FPE since teachers with lower grades were increasing with time. Thus FPE policy had a negative effect on the TQ in primary schools.



**Table 15:****The Number and Percentage of Teachers by Age Bracket**

Year	PUBLIC			PRIVATE		
	≤30	30-40	41-55	≤30	30-40	41-55
2001	52 (10%)	245(47%)	221(43%)	97(61%)	41(26%)	21(13%)
2002	41(8%)	239(47%)	228(45%)	99(64%)	32(21%)	23(15%)
2003	47(9%)	242(46%)	241(45%)	103(66%)	35(22%)	19(12%)
2004	38(7%)	237(55%)	246(38%)	115(65%)	39(22%)	21(13%)
2005	35(7%)	250(48%)	238(45%)	120(65%)	43(23%)	21(12%)
2006	39(8%)	212(43%)	248(49%)	132(69%)	38(20%)	20(11%)
2007	36(7%)	216(42%)	260(51%)	145(60%)	75(31%)	21(9%)

**Source:** Field Data

**4.3.4 Objective Four**

The objective under study here was to find out if Pupil Teacher Ratio had an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya. Table 16, gives a summary of the responses given on whether PTR affected the quality of teaching after the introduction of FPE.

**Table 16:****Responses to whether PTR affects the quality of teaching in primary schools**

SCHOOL	YES	NO
<b>PUBLIC (N=57)</b>	98%	02%
<b>PRIVATE (N=27)</b>	96%	04%
<b>AVERAGE (N=42)</b>	<b>97%</b>	<b>03%</b>

**Source:** Field Data

Following the results, 97% of the respondents indicated a positive response to whether or not PTR affects the quality of teaching in their schools. Results in Table 20 indicate that PTR has an effect on the quality of teaching in primary schools. This is because from the study, there are varying figures of PTR in both public and private primary schools and the

major reason given for this is that there is a shortage and imbalance of teachers. Haddad (1978) noted that, a higher PTR had a negative impact on the quality of teaching in schools. The specific indicators were; number of pupils verses the number of teachers. The other indicators of quality that depended on PTR were; the number of tests and assignments given to pupils per term, Teacher-Pupil contact, and whether teachers marked all assignments given to pupils.

Due to the high PTR, the study found out that teachers in public schools were unable to take full control of classes since indiscipline was rampant unlike in private schools where teachers could control the pupils due to their slightly smaller numbers. According to the study, indiscipline was rampant in public primary schools because some pupils were admitted in classes that were lesser for their ages, hence threatened their younger counterparts. Most children in public schools were either orphaned or from single parent families of which the respondents indicated that, they did not get proper parenting, hence bringing about indiscipline which posed a threat to the quality of teaching in these schools.

The relatively high PTR in public schools also affected the quality of teaching by virtue that teachers were not able to mark all assignments given to pupils. The study found out that only 43% of class teachers said that teachers marked all assignments in public schools while in private schools they were 88%. Further the study found out that, the number of tests given to pupils in public schools per term had reduced from 3 before FPE to 2, while in private schools they remained at an average of 4 before and after FPE. This is shown in Table 17;

**Table 17:**

**The Average Number of Tests Given to Pupils per Term from 2001 to 2007**

<b>Subject/Year</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>PUBLIC</b>	4	4	3	2	2	2	2
<b>PRIVATE</b>	5	4	4	4	4	4	4

**Source:** Field Data

Wangalachi (2005), comments that MOEST recommends a PTR of 35:1, while Akala (2002) says that the World Bank recommends a PTR of 40:1. Going by the MOEST recommended PTR; the PTR of 41:1 in public schools was rather too high. Republic of Kenya (1999) supports Wangalachi by stating that a PTR of 35:1 would give a teacher ample time to give personalized attention to each pupil, to supervise class work and mark books and examinations. Wangalachi further suggests that, quality teaching and learning demands that, teachers have reasonably sized classes. Comparing the number of tests given to pupils in public and private schools therefore it is clear that, public schools have limited tests than private schools due to the large number of pupils in public schools after the implementation of FPE in 2003. The findings of this study indicate that PTR has a role in enhancing quality in teaching. The PTR of both public and private schools is shown in Table 18;

**Table 18:**

**PTR in Public and Private Primary Schools in Kisii Central District**

YEAR	2001	2002	2003	2004	2005	2006	2007
<b>PUBLIC</b>	34:1	36:1	40:1	40:1	40:1	41:1	42:1
<b>PRIVATE</b>	25:1	26:1	26:1	27:1	28:1	29:1	29:1

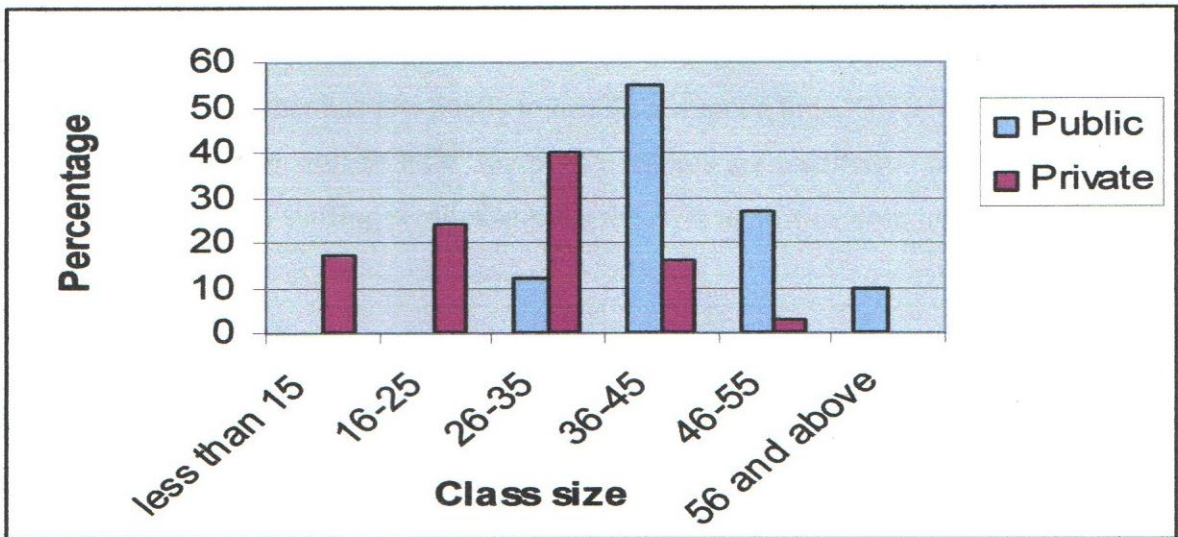
**Source:** Field Data

Some researchers like Conant (1995), argue that in order to be cost effective and to offer a sufficiently large and varied curriculum for quality purposes, it is vital to have a large number of pupils in a school. He further says that, ‘small schools’ was the number one problem in education. However Cotton (1996), disagrees with Conant’s view by positing that; small schools are superior to large schools on most measures and equal to them in the rest. This holds true for both elementary and secondary students of all ability levels and in all kinds of settings.

On the contrary, Monk (1992), argues that the strength of the relationship between school size and quality in education diminishes as schools become larger. Hence increases in the

size of very small schools are associated with greater curricular gains than increases in size of larger schools.

Burke (1987), crowns it all by saying that size and achievement of quality is not clear though most research indicate that small schools facilitate higher achievement when looked at, in the view of how many pupils share one teacher and how many pupils share one text-book. Hence this takes us back to the quality measures studied in this study. In addition to their training, qualifications, teaching resources and other variations, teachers are generally more effective with smaller rather than larger class sizes. A smaller class size is desirable because it facilitates for better access of pupils to the teacher and provides an opportunity for better achievements of teaching objectives hence enhancing quality in teaching. Figure 4 shows the percentage of classes of a given size in public and private schools in Kisii Central District after the introduction of FPE.



**Figure 4: The Percentage of Class Sizes in Public and Private Schools in Kisii Central District.**

Source: Field Data

As shown in Figure 4, classes with fewer pupils were found in Private schools having classes ranging from 1 to 55, having no class with more than 55 pupils; whereas public

school classes were relatively large having classes ranging between 26 and above 56 having no class with less than 26 pupils. The most common class size for public primary schools was 36-45 with 54%, while it was 26-35 with 40% for private primary schools. The results of class size and those of PTR in the region are agreeing since the PTR in public schools was 41:1 which is in the bracket of the most common class size of 36-45 and the PTR in private schools was 28:1 which is in the bracket of 26-35 which was the popular class size in private schools.

Going by these results therefore, it is important for every school and especially public schools to look at its staffing level, class sizes and try to harmonise their PTR by employing more teachers to lower the PTR to 35:1 or even lesser to ensure quality in teaching. It is true that when a teacher handles fewer pupils at a time in class, the teacher is able to offer individual attention to pupils and thus able to identify each learner's weak points. This will in turn enable the teacher to attend to individual learners with reference to their abilities and special needs. Conclusively therefore it is less likely that schools with less pupils per class and smaller PTR will have pupils who are redundant, overlooked or isolated. Interpersonal relationships between pupils and teachers are more likely to be positive when a teacher has few pupils to handle at a given time. Given that private schools are seen to be doing well in PTR, the public schools are challenged to consider revising their enrolments and staffing profiles to bring the PTR to 35:1 or even lesser.

#### **4.3.5 Objective Five**

The objective under study here was to find out if Text-Book Pupil Ratio had an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.

Results in Table 19, indicate that TPR affects the quality of teaching in primary schools. This was because 92% of the respondents indicated a positive response to whether TPR affects the quality of teaching. Hence TPR affects the quality of teaching in both public and private primary schools. Analysis of data related to provision of textbooks and their

effectiveness in teaching also assisted the researcher to get an answer to the posited question.

**Table 19:**

**Responses to whether TPR affects the Quality of Teaching in Primary Schools**

<b>SCHOOL</b>	<b>YES</b>	<b>NO</b>
<b>PUBLIC (N=57)</b>	94%	06%
<b>PRIVATE (N=27)</b>	90%	10%
<b>AVERAGE (N=42)</b>	<b>92%</b>	<b>08%</b>

**Source:** Field Data

The challenge of bringing about FPE support systems is not sufficiently developed. When the support needs to be given to that access, which is afforded with sufficient text-books on one hand, is negatively counter-poised with poor quality on the other end because other measures that enhance quality have not been addressed adequately.

The TPR in public schools reduced from 1:18 in 2002 to 1:2 in 2007, while that of private schools increased from 1:6 in 2002 to 1:8 in 2007. This affected the quality of teaching in private schools. teaching in public schools a great deal. The average TPR in public and private schools is shown in Table 20.

The only challenge pertaining public schools was on the book-procurement procedures which were found to be cumbersome and time consuming. UNESCO (2005), also found out that, head teachers spent a lot of time attending to meetings on text-book selection and distribution instead of spending that time in their schools teaching or running their schools. This affected the quality of teaching in primary schools after the introduction of FPE.

**Table 20:****The Average TPR in Public and Private Schools from 2001-2007**

	2001	2002	2003	2004	2005	2006	2007
<b>Public</b>	1:20	1:18	1:6	1:4	1:3	1:2	1:2
<b>Private</b>	1:6	1:6	1:8	1:8	1:8	1:8	1:8
<b>Average</b>	<b>1:13</b>	<b>1:12</b>	<b>1:7</b>	<b>1:6</b>	<b>1:6</b>	<b>1:5</b>	<b>1:5</b>

**Source:** Field Data

UNESCO (2005) explains that the GOK's target in the provision of text books under FPE was to ensure a TPR of 1:3 in the core subjects in lower primary and 1:2 in upper primary. According to the study findings the overall TPR was good after FPE than before since it lies between 1:2 and 1:5 in all subjects. However private schools had a TPR of between 1:6 and 1:10 in all subjects and this was a major set back to the quality of teaching in private schools. The study results show that most pupils in public schools had access to text-books after the implementation of FPE for the first time. Hence the findings of this study indicate that TPR has a role in enhancing quality in teaching.

#### **4.3.6 Objective Six**

The objective under study here was to find out if Teacher Qualifications had an effect on the Quality of Teaching in public and private primary schools, after the introduction of FPE in Kisii Central District, Kenya.

Table 21, gives the responses given to whether teacher qualifications had an effect on the quality of teaching in primary schools after the introduction of FPE. 94% of the respondents indicated that Teachers' training level affected the quality of teaching, 64.5% accepted that age mattered and 70% said that the teaching experience had an effect on the quality of teaching. Hence, results in Table 21, indicate that TQ have an effect on the quality of teaching in primary schools.

**Table 21:****Responses to whether TQ affects the quality of teaching in primary schools**

Factor	Teacher's Training		Teacher's age		Teaching experience	
	YES	NO	YES	NO	YES	NO
Public (N=57)	91%	9%	72%	28%	72%	28%
Private (N=27)	97%	3%	57%	43%	68%	32%
Average (N=42)	94%	6%	64.5%	35.5%	70%	30%

**Source:** Field Data

Republic of Kenya (1988), suggest that teachers' qualifications play an important role in enhancing quality education. They further recommend that there is need to have an annual intake of teachers to in-service courses with an aim of reducing untrained teachers as well as increasing overall production of qualified primary school teachers. Hence we can confidently conclude that teacher qualification affects the quality of teaching in both public and private primary schools. From this study, more than 50% of the respondents from both public and private primary schools in the study area agreed that Age, experience and Qualification grades of teachers affected the quality of teaching in a school as shown in table 22.

The trend of employment of teachers in the study area is not different from that of Zambia as discussed by Riddell (2003). He says that teacher attrition has been considerable, while untrained teachers are not being hired by government school; however, community schools have relied primarily on unqualified teachers of who mostly are untrained. As much as age is seen as a factor here, it is possible that a staff dominated by young teachers explains a higher turnover rate than that dominated by older teachers. When the teacher turnover rate is high the quality of teaching tends to be low due to inconsistency and discontinuity in teaching. Private schools are seriously hit here because trained teachers only seek for employment in these schools for a short period, awaiting employment by the government. In order to improve the teaching quality therefore the MOE should look for ways of



accommodating all trained teachers in terms of enumeration whether they are teaching in public or private schools.

The study found out that there were more young teachers in private schools than in public schools after the introduction of FPE. Young teachers are taken to be less qualified than older ones. This is because they are assumed to be learning how to be effective in teaching while carrying out the exercise and thus require more guidance and direction, while older teachers know or seem to know what they are doing and thus require less guidance and direction (Mulkeen, 2005). This contradicts scholars like Akyempong and Lewin (2002) who argue that young teachers are more qualitative than older teachers because young teachers tend to be more obedient to the administration than older ones, and hence they are likely to implement the curriculum as required than their counterparts who seem to continue with what they are used to despite changes in the curriculum. In either way, since there was a difference in the ages of teachers employed after the introduction of FPE, the quality of education was affected in one way or another.

The study found out that the teacher turnover rates in private schools were quite high than in public schools after the introduction of FPE and thus affecting the quality of teaching in these schools. Considering the teachers' qualification grades, this study established that, most of the teachers in both public and private schools were trained, except that private schools employed more untrained teachers after FPE than before, because the GOK has been employing trained teachers to teach in public schools facing out untrained ones thus, private schools have been losing the trained teachers to public schools. This too has affected the quality of teaching in private schools.

Apart from schools being owned by different entities differing in the composition of teachers in relation to teacher experience, schools situated in rural areas are also affected since most of the teachers who had taught for less than seven years were more pronounced in rural schools than in urban schools. This could be explained by what Lockheed and Verspoor (1991) suggest. They say that rural schools may have fewer qualified teachers

since they sometimes have less experienced teachers as the more experienced find their way to move to the more desired schools in urban areas.

The findings of this study therefore indicate that teacher qualification grades, experience and age have a role in enhancing quality in teaching in one way or another. To meet the challenges posed by FPE on the quality of teaching in the region, there is a very urgent need to rationalize the recruitment and deployment of teachers especially between urban and rural areas. There is also the need to work out more staffing norms or criteria at the school level, so that private schools as well as public schools can participate in offering quality education through qualified and experienced teachers to the children who prefer learning in these schools.

#### **4.4 Summary of the Findings**

The study had six objectives and six questions. In this summary, the findings of the study are presented with the aim of briefly addressing each of the objectives and questions.

The study found out that FPE had a negative effect on PTR in public and private primary schools, in Kisii Central District, Kenya since the PTR changed significantly. Results from this study indicate that the PTR in both public and private primary schools increased after the introduction of FPE thus affecting the quality of education negatively. This was with respect to having calculated the PTR to be 34:1 before FPE and 41:1 after FPE in public schools and 26:1 before FPE and 28:1 after FPE in private schools.

It also found out that FPE had a positive effect on TPR in public and a negative effect on the TPR in private primary schools, in Kisii Central District, Kenya. Results from this study indicate that the TPR in public schools improved tremendously after the GOK provided text books to these schools while that of private primary schools worsened since the school managers were not ready for the challenges following the introduction of FPE. This was with respect to provision of having calculated the TPR between the variables

under test to be 1:18 before FPE and 1:3 after FPE in public schools and 1:6 before FPE and 1:8 after FPE in private schools.

The success of any educational system depends to a large extent on the availability, adequacy and quality of teaching and learning resources. Therefore the study was interested in finding out the effect of FPE policy on the quality of teaching with regard to PTR, TPR and TQ. To get information regarding the subject of study, the study went into seeking information regarding the general challenges of FPE from which the relevant information was picked and used for discussion.

This study established that after the implementation of FPE, the number of children who were anxious, angry or vulnerable was much in public schools than in private schools. Some pupils in public schools had severely disturbed behaviour and so these pupils were disruptive in lessons, found it difficult to concentrate, were sometimes aggressive towards other pupils and even staff, found it difficult to accept rules and struggled to get through the school day smoothly on regular basis. The emotional needs of the pupils more generally had a wider impact on the teaching and learning quality since the staff spent most of their time solving issues consuming teaching time.

Tables 22 and 23, give a comparison of the responses given by the respondents in public and private primary schools on the challenges posed by FPE to the quality of teaching. It is therefore important to note that all schools (both public and private) are affected by the policy changes in education since they share quite a number of things like curriculum, syllabus, examinations etc. This information was elicited by asking the head teachers and class teachers to indicate the challenges affecting them by rating the statements designed to elicit both positive and negative responses. The researcher used the responses given to draw conclusions on the effect of FPE policy on the quality of teaching. A 5- point Likert scale was constructed and used to record these responses (**SA**-Strongly, **A**-Agree, **U**-Undecided, **D**-Disagree **SD**-Strongly Disagree).

**Table 22:****Challenges Posed by FPE on the Quality of Teaching in Public primary schools**

PUBLIC (N=171)					
Management Challenge	SA	A	U	D	SD
Overcrowding of pupils	10%	90%	-	-	-
Indiscipline of pupils	73%	27%	-	-	-
High teacher turnover	7%	23%	10%	60%	-
Indiscipline of teachers	-	-	-	100%	-
Fees defaulters	-	-	-	-	100%
Inadequate facilities	82%	18%	-	-	-
Inadequate text books	-	-	-	10%	90%
Uncooperative parents	100%	-	-	-	-
Understaffing	100%	-	-	-	-
Inadequate tests and assignments	5%	75%	6%	14%	-
Inadequate contact hours with pupils	96%	4%	-	-	-
High dropout rates	20%	37%	-	43%	-
Pupil Absenteeism	88%	12%	-	-	-

**Source:** Field Data

Elsewhere, Stockard and Mayberry (1992), observed that behaviour problems are so much greater in large schools that any possible virtue of large size is cancelled out by the difficulties of maintaining an orderly learning environment. Cotton (1999), complements this observation by stating that; small schools have low incidences of negative social behaviour. The pattern of findings favoring small schools indicate that, not only do students in small schools have higher attendance rates as compared to those in larger schools, but also students who change from large schools to mall schools generally exhibit improvement in attendance (Bates, 1993).

In this study private schools were seen to have fewer pupils than public schools and the results on behaviour patterns and school attendance favored pupils in private schools owing

to their small numbers. It is thus evident that people seem to learn, to change, to behave and to grow in situations in which they feel that they have some control, some personal influence and some efficacy.

**Table 23:**

**Challenges Posed by FPE on the Quality of Teaching in Private primary schools**

PRIVATE(N=81)					
Management Challenge	SA	A	U	D	SD
Overcrowding of pupils	-	85%	-	15%	-
Indiscipline of pupils	-	45%	-	55%	-
High teacher turnover	87%	13%	-	-	-
Indiscipline of teachers	-	-	-	92%	8%
Fees defaulters	90%	10%	-	-	-
Inadequate facilities	80%	12%	-	8%	-
Inadequate text books	81%	17%	-	02%	-
Uncooperative parents	78%	20%	-	2%	-
Understaffing	21%	72%	-	7%	-
Inadequate tests and assignments	2%	48%	-	50%	-
Inadequate contact hours with pupils	-	75%	-	25%	-
High dropout rates	-	12%	-	80%	8%
Pupil Absenteeism	35%	30%	-	30%	5%

**Source:** Field Data

Results in Tables 22 and 23 indicate that, generally; overcrowding of pupils, inadequate facilities, uncooperative parents, understaffing, inadequate contact hours with pupils and pupil absenteeism are the common challenges facing both public and private schools. In public schools; high drop-out rates had 57% positive response, pupil absenteeism had 100% and inadequate tests and assignments had 80%. On the other hand in private schools; high teacher turn-over had 100% positive response, fees defaulters had 100% and inadequate text books had 98%. To most teachers, these were draining atmospheres in

which to work, more demanding at personal level than simply delivering their services. Teachers had serious pupil welfare issues to worry about as well as academic outcomes. This implied that FPE policy has posed quite a number of challenges to the quality of teaching in both public and private primary schools.

Results of this study are similar to those of a study carried out in Malawi which shows that, the elimination of school fees in primary schools had negative impacts including deterioration of discipline of pupils, larger class sizes and less parental involvement and upkeep of school classrooms. While in Uganda some observers have pointed to a loss of National vision at the Macro level and the corrosion of pupil, teacher and parent relations at the more micro level as well as teacher professionalism. Whilst the enrolment expansion was remarkable, the quality of education even the value of education has deteriorated. Thus by 1997, more than half of the teachers were untrained, compared with 13% before the introduction of FPE. 55% of primary enrolment are over-age thus requiring non-formal education Similarly in Tanzania, after FPE was announced in 2001, enrolment increased bringing with it challenges like: severe shortages of classrooms, desks, instructional materials and teachers' housing, and insufficient number of teachers (Riddell, 2003).

However Lupton (2004), observes that schools where good leadership and teaching are; appear to overcome the problems of a disadvantaged context. Contextual challenges can therefore be overcome by excellent management and highly skilled and hard working teachers. Lupton however suggests that, achieving quality is difficult, even where good professional practice is in place, and that it may require additional resources.

Considering the PTR in these schools, the study found out that, there was no much difference between the PTR of urban and rural schools but narrowing down to PTR by school ownership, the urban/rural PTR differences were apparent when public and private schools were considered separately. In urban areas, public schools had a higher PTR of 46:1 compared to 37:1 in rural public schools. The opposite was true for private schools where urban schools had a PTR of 27:1 and 32:1 in rural private schools.

Addressing the disparity in PTR is a major challenge for education policy makers because; many factors contribute to lower educational participation in rural areas. On the demand side, rural children may be less interested in attending school. First, the opportunity costs of attending school are often higher in rural areas. Many rural households are dependent on their children for help at busy times of the agricultural year e.g plant and harvest times (Lockheed & Verspoor, 1991). Second, schools are usually designed to follow rigid schedules and often expect children to be in school fully without engaging in any economic activity. Third, parents to children in rural areas have often a lower level of education and may attach a lower value to schooling (Taylor & Mulhall, 2001).

Lockheed & Verspoor (1991), further comment that, governments may find it more difficult to offer quality education services in rural areas since, first, teachers prefer to teach in urban areas and as a result rural schools may be under-staffed. Apart from being under-staffed, rural schools may have fewer qualified teachers. Sometimes rural schools have less experienced teachers as the more experienced find their ways to move to the more desired schools in urban areas. Second, where teachers walk long distances to school, they may tend to start lessons late and finish early. Even when the teachers are teaching, the quality of their work may be lowered since teachers in rural schools have less access to support services and fewer opportunities to attend in-service courses. Third, Supervision of such schools may be minimal due to transport difficulties. Finally, because parents tend, in general, to be less educated, they are less likely to monitor the quality of teaching or to take action if the teaching is of poor quality.

Apart from PTR and composition of teachers in urban schools and rural schools, the study established that the TPR was relatively good in urban schools than in rural schools. This is because in urban Public schools the TPR was ranging from 1:1 to 1:2 while in rural public schools it was ranging from 1:2 to 1:5. On the other hand, urban private schools had their TPR ranging from 1:4 to 1:7 while that of rural private schools was ranging from 1:6 to 1:12. of all the indicators used to assess quality in teaching by this study therefore, PTR is the only indicator in which rural public schools have an advantage over urban public

schools, given that it is desirable for teachers to teach fewer numbers of children. However in private schools, urban schools are better off than rural schools in terms of PTR, TPR and teacher qualifications. It is therefore true as Lupton (2004), asserts that schools in disadvantaged areas present a problem for policy makers since their academic performance is well below the national norm. They also do less in inspections. She says that explanations for the low quality problem in deprived areas lies within the schools themselves accounted by poor management and professional practice.

Taylor and Mulhall (2001), observed that governments may find it more difficult to supply quality education service in rural areas ; first because teachers prefer to teach in urban areas as a result rural schools are left with empty posts ; second, most schools in rural areas demand that teachers walk very long distances to be there meaning that, they reach school already tired and exhausted hence affecting the quality of teaching. They are supported by Lockheed and Verspoor (1991), who suggest that, even when teachers in rural schools are seen to be teaching, the quality of their work may be lower since fewer opportunities to attend in-service courses. The findings of this study indicate that most teachers in rural public and private schools were relatively young and new in the profession as compared to their counterparts in urban schools.

The study found out that FPE had an effect on TQ in public and private primary schools. The researcher found out that after the introduction of FPE unqualified teachers were being employed to teach pupils in both public and private primary schools following the increase in enrolment. The study found out that FPE had an effect on TQ in public and private primary schools, in Kisii Central District, Kenya. This was with respect to provision of having calculated the percentages of trained teachers to be 93.8% before FPE and 96.9% after FPE in public schools and 66.6% before FPE and 63.2% after FPE in private schools. Generally the PTR, TPR and TQ had negative effect on the quality of teaching in private schools, where as in public schools, PTR and TQ had a negative effect to quality teaching while TPR had a positive effect since the TPR in public schools was at 1:2 which is acceptable.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the study, conclusions drawn and recommendations based on the conclusions.

#### 5.2 Summary

This study sought to investigate the effect of FPE on PTR, TPR and TQ as well as find out the effect of PTR, TPR and TQ on the quality of teaching in primary schools after the introduction of FPE. This study's basic premise was that; it was possible and important to enhance quality of teaching in both public and private primary schools in Kisii Central district. This was because an effective PTR, TPR and TQ would help to enhance quality in teaching. This study therefore provides empirical information on the role of TPR, PTR and TQ in enhancing the quality of teaching in the district.

Literature review consisted of documentation of other research findings on effective teaching in primary schools for example, UNESCO (2005), indicate that following the implementation of FPE, classrooms were congested, teachers were unable to teach well and pupils were unable to concentrate. There were increased cases of theft because teachers could not maintain tight control over large classes. Indiscipline was becoming common especially among over-age pupils. It also states that discipline has seriously deteriorated because of large numbers of pupils and teacher shortage.

The success of FPE depends on getting access to quality education through quality teaching. Research employed Cross Sectional design. The study was conducted in Kisii Central District and out of 445 schools in the district, 84 schools were selected using proportionate stratified sampling. Primary data was collected using head teachers' and class teachers' questionnaires. Data collected was analysed using descriptive statistics. The major finding was that FPE had a negative effect on the quality of teaching in both public and private primary schools since change in TPR, PTR and TQ affected the quality of

teaching negatively in private primary schools as PTR and TQ affected public schools' quality of teaching negatively after the introduction of FPE.

### **5.3 Conclusion**

Based on the findings of the study, a number of conclusions were drawn.

**5.3.1** Enrolment in public schools is slightly high although it had dropped slightly after the initial influx of pupils in 2003, thus the PTR is at 41:1. This implies that the pupils are too many for the teachers to offer quality services hence affecting the quality of teaching. The PTR has been increasing systematically in private schools putting it at 28:1. Classes in public schools are overcrowded bringing about indiscipline of pupils since teachers are unable to control them and thus affecting the quality of teaching greatly.

**5.3.2** The level of teacher turnover is high in private schools because the government through the Teachers' Service Commission has been employing trained teachers who have been teaching in private schools previously to public schools. This has a negative effect on the quality of teaching in private schools because there is lack of continuity in the services of teachers and leaving the private schools with less qualified teachers.

**5.3.3** The TPR in public schools is recommendable because the government has been disbursing funds for the purchase of books, while private schools' TPR is still wanting since its now at 1:8 instead of the recommended 1:2 and thus affecting the quality of teaching in these schools. Also most private schools did not have sufficient facilities such as; standard class-rooms, teaching and learning materials as well as qualified teachers also contributing to compromised quality of teaching.

### **5.4 Recommendations**

From the findings of the study, the following recommendations are suggested:

#### **5.4.1 Reduction of Tax paid by Private Schools**

Private schools should be treated as co-participants in providing education to the Kenyan child. To make education affordable to all children, therefore taxes paid by private schools

should be reduced for the managers in these schools to find it convenient to reduce fees paid by pupils in these schools. This will in return encourage more parents to take their children to private schools to reduce the population in public schools and hence try to bridge the gap between the rich and the poor in the society.

#### **5.4.2 Building of New Classrooms**

New classrooms should be built in schools that have extremely high enrolment, to cater for large numbers of pupils. In the case of public schools, the government should find a way of constructing more class rooms in schools that are over enrolled or allow the school managers to solicit building funds from parents. Apart from having the class rooms in place, the government should also find the appropriate classroom size and ensure that all operating schools (both public and private) have classrooms of the desired size.

#### **5.4.3 In-service Courses for Teachers**

Teachers should be taken through in-service courses on techniques like Multi-grade and double-shift teaching and ways of instilling discipline. The government should also give guidelines of employing teachers in private schools to reduce the teacher turnover rates in these schools and to ensure that all teachers employed in private schools are trained and well paid. The GOK through MOE should also examine the factors causing the imbalance of teachers and consider the following ways in which it may be corrected:

- Adjusting the teacher training output
- Regulation (upward or downward) of school intake and enrolment
- Changes on who is an acceptable teacher in both public and private schools
- Introduction of new policies in relation to teacher retention and loss
- Use of different policies on replacement of temporally teachers and attraction back of teachers who have resigned.
- Adjusting of the average length of courses for teacher trainees.

#### **5.4.4 Distribution of Text-books to Private Schools**

The MOE should consider distributing text-books to private schools or make the instructional textbooks affordable for children in these schools, since pupils in these schools do not have access to adequate text- books.

#### **5.4.5 Retention of Pupils in schools**

There was a noticeable decline in enrolment after 2003, to have all children access education, the MOE should look for ways of ensuring that the children who are enrolled in primary schools are retained in these schools till they complete the primary school level.

#### **5.4.6 Adhering to Rules Governing Private Schools**

The MOE should construct rules governing the construction and running of private schools to enhance quality in teaching and should put machinery in place to ensure that these rules are followed. It may consider deregistering schools that do not meet all the essentials of establishing a school. Along with this, the MOE should set minimum standards of primary school buildings, so that buildings which constitute a safety hazard to pupils and staff are improved or closed. The inspectorate should thus monitor such standards and advise on improvement where appropriate.

### **5.5 Recommendations for Further Research**

EFA and Millennium Development Goals are lauded by International Development Organizations, NGOs and Individual countries are both necessary steps for development and in the case of education, an issue of human rights provision. There are two important focus areas that emerge from these documents: Universal access to primary education and quality. One technique that Kenya and other African governments have adopted to meet UPE is the elimination of fees in primary and secondary schools. This Study gives clues as to how much elimination of fees in public schools affects the quality of teaching in both government aided and private owned schools in the context of Kisii Central District, Kenya.

Given the important role of education and provision of FPE in Kenya, research is worth undertaking to establish the contribution of Free Secondary Education (FSE) in the country before the country encounters overwhelming challenges in its education sector.

It is a fact that there are many indicators of quality teaching. These are for example; availability of classrooms, libraries, government policies among others, but to what extent do these factors affect the quality of education in a school?

The GOK has gone further to introduce FSE without handling the many issues emerging from FPE, Research is therefore necessary to establish how the GOK intends to assure its people of quality education and how prepared is the government ready to deal with issues of quality in secondary schooling?

Finally but not least the MOE should look for appropriate techniques to be used to ensure that children in all primary schools receive equal privileges of FPE to ensure quality teaching and learning in all primary schools in the country.

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## APPENDIX A

### Head Teachers' Questionnaire

Dear Sir/Madam,

A study is being conducted on challenges posed by Free Primary Education Implementation on the quality of teaching in primary schools. Your school has been selected for this study and you as one of the participants in this study. Please respond to all questions appropriately. Your honest response will be highly appreciated. The information you provide will be used for research purposes only and be treated with confidentiality.

Thank you in advance.

Yours faithfully,

Owinyi Christine K.

### SECTION A) Background Information

1). What is your gender? [Indicate your response using a tick (√)]

Male       Female

2). What type of school are you managing? [Indicate your response using a tick (√)]

i  Public       Private

2). Where is your school located? [Indicate your response using a tick (√)]

Urban       Rural

3). Who is the sponsor of your school?

Government (District Education Board)

Individual

Church

Non-Governmental Organization

4). Indicate the Division and Zone of your school.

a) Division \_\_\_\_\_ b) Zone \_\_\_\_\_

5). In which year was the school established? \_\_\_\_\_

6). How do you raise money to run the school?

i) \_\_\_\_\_

ii) \_\_\_\_\_

**SECTION B) Enrolment data**

7). How many students are currently in your school? \_\_\_\_\_

8). How many new pupils have you enrolled in classes 2-8 since January, 2003?  
\_\_\_\_\_

9). How many pupils have left your school before sitting for their KCPE since January, 2003? \_\_\_\_\_

10). Indicate the number of streams in each grade from 2001-2007.

GRADE	2001	2002	2003	2004	2005	2006	2007
1							
2							
3							
4							
5							
6							
7							
8							
<b>Total</b>							

11). Indicate the number of pupils enrolled in each grade from 2001-2007.

GRADE	2001	2002	2003	2004	2005	2006	2007
1							
2							
3							
4							
5							
6							
7							
8							
<b>Total</b>							

**SECTION C) Data on text books**

12). Please briefly describe the procedures that you employ in purchasing textbooks for your school \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

13). Indicate the current number of textbooks per subject per grade.

Class-Subject	1	2	3	4	5	6	7	8	Total
English									
Kiswahili									
Maths									
Science									
Social studies									
<b>Total</b>									

14). Approximately how many text books did you have in each subject( for all classes) from 2001 to 2007?

Subject	2001	2002	2003	2004	2005	2006	2007
English							
Kiswahili							
Maths							
Science							
Social studies							

15) Please state the problems you encounter while acquiring these books (if any)

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**SECTION D) Data on Teacher profile and Staffing**

16).Indicate the level of staffing from 2001-2007

YEAR	2001	2002	2003	2004	2005	2006	2007
Male teachers							
Female teachers							
<b>Total</b>							

17). Indicate the length of teaching duration by indicating the number of teachers in each bracket from 2001 to 2007.

Teaching duration	2001	2002	2003	2004	2005	2006	2007
1 and less years							
2-4 years							
5-7 years							
More than 7 years.							

18. Please give the current profile of your teachers as indicated in the following table.

Initials of teacher's names	Age	Gender	Qualification	Years of experience	TSC or PTA

**SECTION E) Management Challenges**

19 a). The following are suggested challenges posed by FPE to primary schools. To what extent are they applicable to your school? Indicate your response using a tick (✓) once for each challenge in the rating scale shown on the right. SA= Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

CHALLENGES	SA	A	U	D	SD
Overcrowding of pupils					
Indiscipline of pupils					
Teacher turnovers					
Indiscipline of teachers					
Fees defaulters					
Inadequate facilities					
Inadequate text books					
Uncooperative parents					
Understaffing					

b) Please elaborate on each of your response above:

- i) Overcrowding of pupils \_\_\_\_\_
- ii) Indiscipline of pupils \_\_\_\_\_
- iii) Teacher turnovers \_\_\_\_\_
- iv) Indiscipline of teachers \_\_\_\_\_
- v) Fees defaulters \_\_\_\_\_
- vi) Inadequate facilities \_\_\_\_\_
- vii) Inadequate text books \_\_\_\_\_
- viii) Uncooperative parents \_\_\_\_\_
- ix) Understaffing \_\_\_\_\_



20). Apart from the ones listed above, what other challenges are you facing as a manager in this school?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_
- v) \_\_\_\_\_

21). What have you done as a manager to solve each of the above mentioned challenges?

CHALLENGE	SOLUTION

22). Do the following factors contribute to the quality of teaching in your school? Indicate your response using a tick (√).

No.	Factor	Yes	No
i	Pupil-Teacher Ratio		
ii	Textbook-Pupil Ratio		
iii	Teacher's Training Level		
iv	Teacher's Age		
v	Teacher's Teaching Experience		

23). Considering the situation in your school, what do you think the government should do to assist Primary education providers to ensure quality in teaching?

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## APPENDIX B

### Class Teachers' Questionnaire

Dear Sir/Madam,

A study is being conducted on challenges posed by Free Primary Education Implementation on the quality of teaching in primary schools. Your school has been selected for this study and you as one of the participants in this study. Please respond to the questions given below. Your honest response will be highly appreciated. The information you provide will be used for research purposes only and be treated with confidentiality.

Thank you in advance.

Yours Faithfully,

Owinyi Christine K.

### SECTION A) Background Information

- 1). What is your gender? [Indicate your response using a tick (✓)]  
 Male       Female
- 2). What type of school are you teaching in? [Indicate your response using a tick (✓)]
  - i  Public       Private
  - ii  Boarding     Day             Boarding & Day
  - iii  Boys only  Girls only     Boys & Girls
- 3). Where is your school located? [Indicate your response using a tick (✓)]  
 Urban       Rural
- 4). Who is the sponsor of your school?  
 Government (District Education Board)  
 Individual  
 Church  
 Non-Governmental Organization
- 5). Indicate the Division and Zone of your school.  
a) Division \_\_\_\_\_      b) Zone \_\_\_\_\_

6). Which class are you are in charge of? \_\_\_\_\_

**SECTION B) Information on Enrolment**

7). Please indicate the number of pupils enrolled in your class in the table below showing Repeater from the next class and new students;

Enrolment	
Repeaters	
New Students	
Total	

**SECTION C) Information on the Quality of teaching**

8). Approximately how many pupils from your class do you interact with at personal level per day for either counseling or academic consultation? [Indicate your response using a tick (√)]

- None                       6-10  
 1-5                          More than 10

9). Indicate the number of tests given to your pupils per term since 2001 to 2007 in every subject.

Subject/Year	2001	2002	2003	2004	2005	2006	2007
Mathematics							
English							
Kiswahili							
C.R.E							
Social Studies							
Science							

10) The following are suggested challenges posed by FPE to primary schools. To what extent are they applicable to your class? Indicate your response using a tick (✓) once for each challenge in the rating scales shown on the right. SA= Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

CHALLENGE	SA	A	U	D	SD
Inadequate tests and assignments					
Inadequate contact hours with pupils					
High dropout rates					
Pupil Absenteeism					

11). Apart from the ones listed above, what other challenges are you facing as a Class teacher regarding the quality of teaching in this school?

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_

12 Do the subject teachers mark all exercises/ assignments given to pupils in your class?

Yes       No

13). If the answer for No. 12 above is NO, what do you think is the reason?

\_\_\_\_\_

\_\_\_\_\_

14). Please give suggestions that you think need to be addressed in order to ensure quality in teaching in your school.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_