THE NEGATIVE IMPACTS OF FREE PUBLIC SECONDARY EDUCATION ON DAY SCHOOL STUDENT'S ACADEMIC PERFORMANCE IN KISII CENTRAL, GETEMBE DIVISION - KANYA

BY

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A research project submitted in partial Fulfillment of the requirement for the degree of Bachelors of Education Science

Kampala International University

November 2010
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DECLARATION

I declare this work is as a result of my own research and it has never been submitted to any other institution for academic award.

CONCEPTER RABERA

Signed ........................................................................................................................................

Date .................................................................
ACKNOWLEDGEMENT

I would like to extend my sincere gratitude to MR. MOSES OCHEN for his valuable supervision and guidance which helped me to complete this dissertation.

More thanks to the staff of Kereri Girls Secondary school for being cooperative and availing me with relevant information for my research. Further to the ten head teachers of the ten public Secondary schools, the eighty class teachers, parents and student’s of the ten day secondary schools of Getembe Division for having given the relevant information for the success of this research.
ABSTRACT

Performance in Kenya Certificate of Secondary Education (KCSE) since the inception of free public day secondary education in the public day secondary schools have been decimal, a situation many said to be sad and wanting.

The students from the 50% population that lives below the poverty line attend day secondary schools – which form the basis of their education advancement.

The researcher will found out negative impacts of free public day secondary education and try to find out how the impacts have contributed to be decimal performance of the students.

Then necessary recommendations will be made to the Government of Kenya, the Ministry of Education, the Teachers' service Commission and the management committees to devise new methods and approaches in the implementation of free public day secondary education in order to achieve their educational goals for all.

The study will be carried out in ten public day secondary schools in Getembe Division, KISII central district – Kenya.
CHAPTER ONE

1.0 Background of the Study

Public day secondary schools in Kenya are run and funded by the government since the year 2007. Secondary in this context means form one to form four. Parents are involved in the management of schools. At the end of form four, the students sit for the Kenya Certificate of Secondary Education (K.C.S.E) — a qualifying examination for joining University.

Unfortunately, out of 100 candidates nationally, only ten came from public day secondary schools, while the rest from private schools and boarding schools as per K.C.S.E 2008 results where none came from Getembe Division in central Kisii schools.

The performance of public day secondary schools in Kenya and particularly in Getembe Division in central Kisii in recent years has been wanting and below that of their counterparts in Boarding schools.

The researcher decided to find out the negative impacts of free public day secondary education on the academic performance of students in the public day secondary schools in the division.

1.1 Statement of the problem.

The researcher would want to find out how the negative impacts of free public day secondary education have contributed to the decimal performance in both internal and national examinations — Kenya Certificate of Secondary Education.
1.2 Purpose of the study.

The study is aimed at finding out the negative impacts of free public day secondary education and how they have affected performance in these institutions.

1.3 Objectives of the study

1.3.1 General Objectives.

The study will find out the negative impacts of free public day secondary Education on the academic performance of students in the Division.

1.3.2 Specific Objectives.

The research aims to find how the negative impacts have contributed to poor performance of students from public day secondary schools since its inception. The researcher will also find out the specific areas in the curriculum that performed poorly and why.

1.4 Research Question.

Negative impacts of free public day secondary education.

How the negative impacts have contributed to dismal performance in public day secondary schools.

1.1 Statement of the problem.

The researcher would want to find out the negative impacts of free public day secondary education have contributed to the decimal performance in both internal and national examinations – Kenya Certificate of secondary Education.
1.3 Objectives of the Study

1.3.1 General Objectives.

The study will find out the negative impacts of free public day secondary education on the academic performance of students in the Division.

1.4 Research Question.

Negative impacts of free public day secondary education.

How the negative impacts have contributed to dismal performance in public day secondary schools.

1.3 Scope of the study.

The study will cover a range of issues — teachers, students, textbooks, desks/lockers, tuition rooms, latrine/toilets, indoor and outdoor activities, parents, the communities.

The study will be carried out in Getembe Division, central Kisii public day secondary.

1.4 Significance of the study.

The study will be beneficial to the following:

The government of Kenya will be made aware of the challenges of implementing free secondary education, so that it employs relevant methods to overcome the challenges.

The Teacher’s Service Commission will know the teacher—student ratio in the institution in order to enhance quality and achieve its stated objectives.

The study will help the teacher to know the challenges they will encounter in the process of teaching and learning and devise methods of overcoming them in order to achieve their objectives.

It will help the parents to know their roles.
DEFINITIONS OF TERMS.

1. Academic performance refers to marks obtained by the students in the Kenya Certificate of Secondary Examination or any timed examination.

2. Data refers to information that a researcher gathers from the survey.

3. Environment refers to the surroundings from where the researcher is to gather the information.

4. Instruments refers to means that are used to gather data from the field by the researcher.

5. Respondents refers to people from which the data is to be gathered from by the researcher.

6. Transmittal letter refers to a letter sent to the head teacher in charge of a school to allow the researcher to conduct research.

7. Questionnaire refers to a document that contains questions which will be given to the respondents to fill for the teacher’s information.
### LIST OF ACRONYMS AND ABBREVIATIONS.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>NARC</td>
<td>National Rainbow Coalition</td>
</tr>
<tr>
<td>IFC</td>
<td>International Finance Corporation</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All.</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and cultural organization.</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission.</td>
</tr>
<tr>
<td>UBE</td>
<td>Universal Basis Education</td>
</tr>
<tr>
<td>M.S.S.</td>
<td>Mean Standard Score</td>
</tr>
<tr>
<td>C.D.F.</td>
<td>Constituency Development Fund.</td>
</tr>
<tr>
<td>D.O.K.</td>
<td>Diocese of Kisii</td>
</tr>
<tr>
<td>E.L.C.K</td>
<td>Evangelical Lutheran Church of Kenya.</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>KISW</td>
<td>Kiswahili</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>CHM</td>
<td>Chemistry</td>
</tr>
<tr>
<td>PHYC</td>
<td>Physics</td>
</tr>
<tr>
<td>HIS</td>
<td>History</td>
</tr>
<tr>
<td>GEO</td>
<td>Geography</td>
</tr>
<tr>
<td>CRE</td>
<td>Christian Religious Education</td>
</tr>
<tr>
<td>AGR</td>
<td>Agriculture</td>
</tr>
<tr>
<td>B/S</td>
<td>Business studies</td>
</tr>
</tbody>
</table>
CHAPTER TWO

2 LITERATURE REVIEW

Although the government denies it, the hurried introduction of free day secondary education by the National Rainbow Coalition (NARC) two years ago has compromised quality standards in public schools. Touted as the greatest achievement of the NARC administration, the policy has seen previously award winning public secondary schools being outshone by private ones patronized by the rich in a country where 56 percent of the population live below the poverty line.

Nothing illustrates the grim scenario better than the recently released results of last year’s Kenya Certificate of secondary Education (KCSE)- the qualifying exam for joining University. Out of the top 100 candidates nationally, none came from a public day secondary school while the rest were from private and boarding schools. While releasing the results last year, Education Minister Pro. Samwel Ongeri denied that free day secondary education had compromised quality but could not explain why former academic giants from the public sector could not shine any more. He instead blamed the poor performance on some exam questions which he claimed were due to lack of completion of syllabus.

Amid the falling standards, parents as well as education experts are now worried that education will soon remain a preserve of the rich, whose children go to private schools with highly qualified and all the requisite facilities. Students from the schools are also the ones who secure positions in the best courses in the Public Universities in the country and eventually make it to better jobs, leaving their counterparts from the public day secondary schools with no option but to settle for lower competitive courses. Education Assistant Minister Prof. Olwenyi acknowledged that this year 60% of the places in the Public
Universities in the country have been taken by students from rich private schools, who accounted for only 10 per cent of the total K.C.S.E candidates.

Following the development. Alarm bells have been sounded. “The government should urgently address the issue because with the current trend, good quality education will remain a preserve of the rich,” observes Jenipher Otieno, a parent at Nairobi School. “Let us not bury our heads. Let us admit as Kenyans that we have a problem of accessibility. The children of the rich will continue to have access to quality education because the private schools that they attend employ graduate teachers while their counterparts in the public day secondary schools are taught by both trained and untrained teachers,” notes Davy Koech, a former chairman of one of the commission of education enquiries, whose reports were left to gather dust on the shelves.

The government’s denial withstanding, the negative impacts of the introduction of free education is there for all to see. For the past two years, Nairobi’s Olympic Secondary school – a perennial leader in the national examinations – has been out of the limelight, thanks to falling standards.

Ruth Namulundu, the school’s headmistress attributes its poor performance to a host of problems bedeviling the institution. “Currently we have about 80 students in each class as opposed to 40 previously. The student – teacher ratio is the highest – 80:1 and the school has a shortage of 20 teachers,” she lamented.

The situation at Olympic is replicated in many other day secondary public schools countrywide and confirms the unpleasant reality that while Kenya struggles to achieve education for all (EFL) goals, the quality of learning remains wanting for students attending publicly funded schools. Joseph Okumu, the headmaster of Hawinga day secondary school in Western Kenya, cites overstretched facilities as the cause of poor
performance in public schools. "The numbers just cannot cope with the existing facilities, if this situation is allowed to continue, public schools will be no more," he lamented.

The NARC government won the December 2002 transition elections on a number of platforms, including the introduction if free secondary schooling. While the enrollment in the country's 3700 secondary schools has increased, with about 2 million more students joining schools, it has not been matched with quality. Faced with overflowing classes, teacher shortage and inadequate facilities, many schools are unable to comprehensively implement the curriculum.

Admittedly, No additional classrooms have built to cater for increased numbers. There is also a major shortage of desks and in some urban areas, students take lessons while sharing desks while in some rural areas, students learn under trees. Joseph Karuga, the head teacher of one of the school's in Nairobi, which produced the only top candidate from a public school, echoes Okumu's sentiments. The increase in the number of students has affected many public schools that the resources cannot match the changes," he observes." The only way out is a complete overhaul of the entire system," says Okwach Abagai, an educational researcher and analyst.

During his recent visit to Kenya, the British Chancellor of the Exchequer Gordwin Brown had a change to gauge the system, when he toured Olympic school. While praising the Kenya government for introduction of free secondary education, he however noted the challenges to the success of the system remained real, namely strengthening of the existing infrastructure by building additional schools and training more teachers.

Though it was initially estimated that free secondary education would require only KES 4B ($155m). Each student is allocated about KES 1020 ($13.2) annually for books and
other requirements. The situation has been compounded by the government’s inability to employ teachers following a freeze on teachers employment in 1997. While the Kenya National Union of Teachers (KNUT), through its secretary general maintains that there is a shortage of 60,000 teachers countrywide, the government denies it.

But what cannot be gainsaid is that since 2004, the government has only replaced 7500 teachers who leave the service through natural attrition. “We do recognize shortage but I doubt whether they affect the whole country. What is needed is to remove teachers from overstaffed schools to those that are understaffed,” argued Mwiria.

Besides falling academic standards in public secondary school, poor transition from primary to secondary schools remain a major concern in Kenya, like in other sub-sahara African countries. The country has only 3700 secondary schools with more than 700,000 students. With the secondary enrollment expected to continue growing following the introduction of free education, more and more pupils are likely to join secondary school leading further blow to an education system that has been accused of not caring for students beyond the secondary level. Out of the 350,000 candidates who sat the KCSE examination last year, only 20,000 secured public university places.

With no other training opportunities available, the remaining 350,000 have no skills to participate in any meaningful development; will be forced to join the growing ranks of the unemployed. Experts now argue that it is a waste to have students in school for four years then dumped. For a long time, we have concentrated on access to secondary education without looking at the transition to universities. It is sad for us to waste 350,000 student’s. These are not miracle babies. We have lived with them all along. But
lack of forward planning has actually been our sin. Why didn’t we plan for them? Poses Koech.” The government has left middle level colleges and villages polytechnics to die, adds adda Abagi.

Still, the number of public secondary schools is unlikely to increase due to government policy requiring communities to expand and fully existing institutions, despite increased demand for secondary education. However, Mwiria says that in its sessional papers of 2004 demonstrates its commitment to the development of education and training, through sustained allocation of resources, whose purpose is to address the challenges of access, equity, teacher quality and utilization.

The education system in Kenya bears testimony to findings of UNESCO’s Education for All Global Monitoring Report: The quality imperative 2005. According to the report, 35 countries, 22 of them in the sub-Saharan Africa, are very far from achieving the six education for All (EFA) goals, five years after the Dakar Forum. That being the case, Kenya is not only country dogged by the impediments to the attainment of EFA goals. In Nigerian, experts argue that the universal Basic Education (UBE) programme, introduced in 1999 to provide compulsory and education at primary school and junior secondary school levels, may collapse due to inadequate funding, lack of enough trained teachers and poor infrastructure (15 February, 2005 – Zachary Ochieng).

The implementation of universal secondary education programme in Kenya was a matter of political expediency rather than planned education reform. No situation analysis and evaluation of both the quality and extent of secondary education preceded its implementation. As such, problems related to adequate funding allocation and infrastructure needs are being accommodated in an ad hoc manner (mukudi, 2004a, 10
free secondary education marked a discursive transition from the colonial era and Banda-era framing of education as a privilege to framing of education as a right. But free secondary education expectations without transforming practices or the relations of power and authority that they reflected. There was no significant change in administrative structures, in educational goals, or in daily educational practices following the free secondary education declarations.

Schools operated as they had before but with more students and more resource shortages. The Free secondary education policy officially removed school fees and several constraints to attendance (including language, uniforms, and corporal punishment). But it did not judging initial success or failure. It also left untouched the Banda-era model of basic education as a stepping stone to secondary school and then to paid employment” (Kendall, 2007, p. 289).

Free secondary education in Malawi played out quite differently in various regions of the country depending on ‘local and state histories, relations of power and authority, and survival strategies’ (p. 301). In Mphatso in the North, a strong education system had already been in place with active community and parental support. Free secondary was seen as a move to undermine the quality of and social order within their system, and the community refused to abide by several components of the free secondary education policy that disrupted this such as a ban on corporal punishment. In Chuma, the community had been favored by the previous government but with the entrance of new democracy, they felt unsupported and neglected by the new government. The community considered school to belong to the government and it was the government’s responsibility to fix it, and “if those in authority would not act, neither would the community” (p. 294). Teachers similarly felt abandoned and did not make efforts to teach. By many accounts,
learning was worse under Free Secondary Education than before. Finally in Mitengo in South, Western schooling was less common in the largely Muslim community.

The Free secondary education movement was a “symbolic gesture representing democratic change but schooling itself was decentered and had few real effects on people’s daily life or survival strategies” (p. 298) Pupil and teacher attendance was sporadic and the general feeling was a pathy towards schooling as more pressing problems existed (i.e health concerns, price subsidies) (Kendall, 2007)

In all, the Burundian government estimated that there would be 226,000 new enrollees, but at the time of the article, more than 500,000 children had enrolled (“Burundians flock to free schools,” 2005, September 19)

The government in Nigeria estimated that ^_. 4 million new students would enroll as a result of UPE in 1976, 8.2 million children turned up instead – nearly double the 4.7 million children in school as of 1973 (Federal Republic of Nigeria, 1979; (as cited in sunal et al., 1989).

“The provision of Free secondary education could turn into a poisoned chalice, if there is insufficient attention to quality, or to the contribution and job outcomes of being in secondary schools for four years “(king, 2005 p.433).

With a low quality education, the returns to free secondary education in Kenya are minimal. Those with a secondary education are not any better of than those who did not attend school at all (Villet, 2003, as cited in King, 2005).
CHAPTER THREE
METHODOLOGY.

3.0 Research Design.
The researcher employed a descriptive survey method to determine the negative impacts of free public secondary education on academic performance of the students in day schools. It made use of interviews and questionnaires. The focus was made on head teachers, parents and students from selected schools in Getembe Division. The students were selected randomly from each class.

3.1 Environment.
This study was conducted in sample selected public schools in Getembe Division, Central Kisii District. The District is found in Nyannza province located on the western part of Kenya, 100 kilometers from the provincial headquarters – Kisumu.

3.2 Sample selection and size.
The study being qualitative, every element in the population was given a non-zero change of being drawn in the sample. Ten schools in the Division were surveyed. A population of 10 head teachers, 40 class teachers, 20 parents and 160 students was reached.

3.3 Target population
The study target ten heads teachers – one from each school, 40 class teacher – each of the selected schools provided a teacher in charge of a class from form one to four. Also targeted were 160 students – 16 students from every selected school. The ratio of boys to girls was 1: 1.

Another group that targeted was 20 parents – one male and female from the selected school’s community.

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3.4 Research Instruments.

The study utilized research devised instruments which were independent interviews with students, class teachers, head teachers and parents. Questionnaires were also used in the study.

3.5 Data Collection Procedures.

Letters were sent to the head teacher asking for permission to conduct the study in their schools. Parents were selected randomly from the school community in the Division. The head teacher, class teacher were given questionnaires.

The researcher randomly picked a girl and a boy from each class in the selected schools, who were interviewed.

3.6 Statistical Treatment of Data

Frequency tables and percentages were used to determine the outcome of the research. After collecting data, the researcher analyzed it on the objectives of the study. The researcher interpreted the data in a qualitative analysis form.

3.7 Limitation of Study.

The head teacher, class teachers, parents and students were not ready to disclose all information since to them it was time wasting but after explaining to them how the study will be beneficial to them and the researcher they were able to provide the required information.

Funds were a big problem because preparing questionnaires and interview question for the respondents required money but my husband provided the funds.

The area of study was quite big that moving from one point to another collecting data required large sums of money which my husband provided.
CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Funds from the Government

The government of Kenya provides Ksh. 1020.00 to every student every year which is split into the following vote heads. The funds from the Government exclude construction of the additional classrooms and desks. The schools are advised to write proposals requesting for funds for the above from the C.D.F which are unreliable since of the many projects funded by the same kitty (.D.F). It was found that the allocation in the various vote heads does not merge the increasing number of students for instance supplementary text books allocation does not merge the enrollment. Currently, the book- students ratio in the lower forms (form one to two) is 1:3 and in the upper forms (form three to four) is 1:4

The standard ratio in the lower forms is 1:2 and in the upper forms is 1:1.

Currently, a desk is occupied by three students in the lower forms and two in the upper forms. A standard desk is supposed to accommodate one student.

The study showed that because of the limited funds for the activity vote head, the schools participate in few games – soccer, volley ball, netball and recently the schools introduced handball.

For instance in soccer the ratio of students to a single ball is about 300:1 and because of the limited space, normally the rule of the jungle is applicable.

1) Textbooks ............................................................... Ksh. 320.00
2) Pencils .................................................................... Ksh.14.00
3) Supplementary readers ................................................ Ksh. 40.00
4) Wall maps & charts .................................................... Ksh. 10.00
5) Chalk, dusters & registers ............................................. Ksh. 12.00
4.2 Students’ population in the ten public day secondary schools in 2006, 2007, 2008 & 2009

The study showed that before the implementation of FSE the mean score for the ten schools was better than after the implementation of FSE. The study found out that there was a sharp decline in the M.S.S in the examinable subjects in 2006, when FSE was first implemented (as indicated in 4.4). The study attribute that fall in performance to the enrollment which is swollen as shown in the table.
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>% INCR INCREASE IN 2006</th>
<th>% INCREASE IN 2007</th>
<th>% INCREASE IN 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYAURA</td>
<td>450</td>
<td>620</td>
<td>649</td>
<td>715</td>
<td>37.78</td>
<td>4.68</td>
<td>10.17</td>
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<tr>
<td>DARAJAMBILI</td>
<td>389</td>
<td>423</td>
<td>454</td>
<td>508</td>
<td>8.74</td>
<td>7.32</td>
<td>1.89</td>
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<td>NYAMBERA</td>
<td>419</td>
<td>512</td>
<td>525</td>
<td>610</td>
<td>22.20</td>
<td>2.54</td>
<td>16.19</td>
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<tr>
<td>NYANCHWA</td>
<td>289</td>
<td>423</td>
<td>493</td>
<td>521</td>
<td>46.37</td>
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<td>5.68</td>
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<tr>
<td>GETEMBE</td>
<td>250</td>
<td>324</td>
<td>350</td>
<td>406</td>
<td>29.60</td>
<td>8.02</td>
<td>16.00</td>
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<tr>
<td>KANUNDA</td>
<td>320</td>
<td>457</td>
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<td>NYOSIA</td>
<td>309</td>
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<td>425</td>
<td>463</td>
<td>28.80</td>
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<td>NYANKO</td>
<td>332</td>
<td>405</td>
<td>473</td>
<td>501</td>
<td>21.99</td>
<td>16.79</td>
<td>5.92</td>
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<tr>
<td>BOBARACHO</td>
<td>512</td>
<td>688</td>
<td>745</td>
<td>769</td>
<td>34.38</td>
<td>8.28</td>
<td>3.22</td>
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<td>KEGATI</td>
<td>600</td>
<td>712</td>
<td>745</td>
<td>779</td>
<td>18.67</td>
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<tr>
<td>TOTAL</td>
<td>3870</td>
<td>4962</td>
<td>5354</td>
<td>5865</td>
<td>28.22</td>
<td>7.90</td>
<td>9.54</td>
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</table>

The study showed that before the implementation of FSE the mean score for the ten schools was better than after the implementation of FSE. The study found out that there was a sharp decline in the M.S.S in the examinable subject in 2006, when FSE was first implemented.

Chemistry is the poorly performed subject; the study attributes the performance to the lack of facilities e.g laboratory, limited reference materials and lack of teachers teaching the subject.

NYAURA SECONDARY SCHOOL

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENTRY</th>
<th>ENG</th>
<th>KISW</th>
<th>MATH</th>
<th>CHEM</th>
<th>BIO</th>
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<td>2006</td>
<td>24</td>
<td>3.67</td>
<td>4.71</td>
<td>4.33</td>
<td>3.13</td>
<td>3.78</td>
<td>5.69</td>
</tr>
<tr>
<td>2007</td>
<td>88</td>
<td>4.63</td>
<td>4.50</td>
<td>4.05</td>
<td>4.67</td>
<td>4.32</td>
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<td>2008</td>
<td>41</td>
<td>4.78</td>
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<td>2009</td>
<td>87</td>
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<td>3.98</td>
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<td>3.45</td>
<td>4.54</td>
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23
4.5 Analysis.

The negative impacts of public secondary school ranges from lack enough teachers to merge the overflowing classes in order to implement the curriculum effectively and efficiently – 10% of the teachers are not trained, implying that they do not apply the current methodology in textbooks, desks, classrooms, latrines, supplementary books, pencils, rubbers, sharpeners, wall map charts, chalks, paint and balls. The funds allocated to the above to the above mentioned facilities are not enough to properly implement the curriculum and meet the educational goals. Lack of the facilities has led to decimal performance in the K.C.S.E.

Because of the pressures from the community about performance the school screen students to be promoted to from four one has to meet a minimum mark set by the schools.
CHAPTER FIVE.

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The study was aimed at finding out the negative impacts of FSE and how they have affected the student’s academic performance. The study has found out the negative impacts to FSE are increased enrollment (overflowing classes), lack of enough teachers and qualified ones, limited facilities—textbooks, desks, classrooms, latrines/toilets, supplementary revision books, maps, charts, chalks, paint, and balls.

These have adversely affected negatively the student’s academic performance in both internal and external examination.

Proper measure should be put in place to reverse the trend of the deteriorating in performance in the public student’s schools including building more classrooms, employing more qualified teachers, improving on the teaching-learning facilities—textbooks, chalk, wall maps, supplementary textbooks, desks, paint, rubbers, pencils, exercise books.

5.2 Recommendations.

5.2.1 To the Government.

The ministry of Education through the T.S.C. should employ enough teachers that the ratio of the student’s to a single teacher should be 40:1 so that the teachers can effectively and efficiently monitor the progress of each and every student.

It should allocate the funds to the construction of enough classrooms, desks and latrines/toilets and also increase the already existing vote heads to effectively implement the curriculum and the educational goals. It should also monitor how the teachers are implementing the curriculum through the area education officers periodically.
5.2.2 Teachers.

Should improve teaching aids which the Government can not provide through the allocation of the funds. They should assess the student’s performance periodically in order to know the weaknesses and strengths of the student’s and if possible have remedial teaching to assist the weak student’s. The teachers should use the available teaching – learning facilities effectively to benefit the learners.

5.2.3 Parent

They should meet the cost for construction of additional classrooms, desks and latrines/toilets due to the increased enrollment in the schools.

They should buy additional learning materials since the current ratio does not favour teaching – learning process.
REFERENCE:

BOOKS


PERIODICALS.

4. The Daily Nation (Kenya), 5th March, 2007

UNPUBLISHED MATERIALS

5. Lewis were (2006), school enrollment in Nyanchwa ward, kisii Central District Kenya

ARTICLES

6. Newsletter by Zachary Ochieng 15th feb 2009, kenya


8. Burundians flock to free schools, 2005 sep 19th


10. Csapo,1983,Nigeria


12. Villet 2008 as cited in King


15. Chimombo, 1993 as cited in Kadzamira and Rose, (003)
APPENDIXA.

TRANSMITAL LETTER FOR THE HEAD TEACHER.

The Head Teacher

..........................secondary school,
P.O BOX .........................,

Kisii- Kenya.

Dear Sir/ Madam,

I am a graduate student from Kampala International University and I would like to request for permission to conduct a research in your school in Central Kisii District-Getembe Division which is a requirement for the degree of bachelors in Education science.

I will be conducting the research on the month of may 2010.

Respectively yours

Conceper Rabera Oteyo

Noted by:

_____________________________________

_____________________________________

Supervisor
APPENDIX B.

QUESTIONNAIRE.
To be completed by the head teacher

Dear Sir/ Madam

You are kindly requested to answer / fill the question below to help Ms. Conceptor Rabera who is doing a research project on the topic “The negative impacts of free public secondary education on student’s academic performance” in sample selected schools in Central Kisii District – Kenya. This research is a partial fulfillment for the award of a bachelor’s degree in education science at Kampala International University. The information received from the questions will be treated with confidentiality and will be restricted to academic purposes only.

1. Sex  
   - Female □  
   - Male □

2. Age group  
   - 25-30 □  
   - 30-35 □  
   - 35-45 □  
   - 45-50 □  
   - 50-55 □

3. Which is your highest qualification?
a) Graduate (degree)

b) College DIP.

ATS IV

ATS III

ATS II

ATS I

c) A’ Level

d) O’ Level

e) Others (specify)

4. State the student population in the following years:

2006

2007

2008

2009

5. What is the size of the school in terms of streams per class
6. a) How many government employed teachers do you have in your school.

____________________________________________________________________

b) How many are employed by the board of governors.

____________________________________________________________________

c) How are these teachers paid?

____________________________________________________________________

____________________________________________________________________

7. What is the teacher-student ratio?

____________________________________________________________________

8. Which is the ministry's recommended teacher-student ratio?

____________________________________________________________________

9. Do students participate in extra-curriculum activities?

   No  ☐

   Yes ☐

If NO, why........................................................................................................

____________________________________________________________________

____________________________________________________________________

If YES which activities.

____________________________________________________________________

32
10. Do you have enough facilities for the activities mentioned in 9 above?
   No ☐
   Yes ☐

If NO, why?

11.(a) State the KCSE mean score for the following years

   2006 __________
   2007 __________
   2008 __________
   2009 __________

b.) State the KCSE mean score for the subjects in the table.

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12.a) State the number of toilets /latrines available for each group.

   Boys' __________
   Girls' __________

b) State the Ministry of Education and Health recommended ratio.

   Boys' __________
   Girls' __________
QUESTIONNAIRE.

To be completed by a class teacher

Dear Sir/ Madam

You are kindly requested to answer / fill the question below to help Ms Concepter Rabera who is doing research project on the topic “The negative impacts of free public day secondary education on students academic performance” in sample selected schools in Central Kisii District Kenya. This research is a partial fulfillment for the award of a bachelor’s degree in education science at Kampala International University. The information received from the Questionnaire will be treated with confidentiality and will be restricted to academic purpose only.

1. Sex  Female  []  Male  []

2. Age group  25-30  []

            30-35  []

            35-45  []

            45-50  []

            50-55  []

3. Which is your highest qualification?
   a) Graduate (degree)  []
   b) College DIP.  []
   c) ATS IV  []
e) Others (specify)........................

4. Which class are you teacher?---------------------

5. State the student's population in your class in the following years.

   2007 ______________________
   2008 ______________________
   2009 ______________________
   2010 ______________________

6. Do you have enough lockers / desks for students

   No  [ ]
   Yes [ ]

   If NO, state the other alternatives that are available for your students

   [ ]

7. Do you have textbooks for your students in every subject?

   No
   Yes

   If No, state the students - textbooks ratio in each subject.

   Maths ______________________
   English ______________________
Kiswahili
Biology
Chemistry
Geography
History
CRE

If yes, state the students – textbooks ratio in each subject.

Maths
English
Kiswahili
Biology
Chemistry
Geography
History
CRE

8.a) Other than textbooks, what does the government provide?


b) Are they enough for your

Students?
No

Yes

c) If No What do you recommend to the government