



# Teacher-Pupil Ratios and Pupils' Retention Rates versus Academic Performance in the Context of Free Primary Education: Empirical Evidence from Public Primary Schools in Lunga Lunga Subcounty, Kenya

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**Abstract:** When National Rainbow Coalition government in Kenya came into power in 2002 and subsequent Jubilee government in 2013, pupils' enrolment in primary school has been increasing every year. However, there has been contradicting studies on the influence of Free Primary Education on learners' performance of the KCPE in schools across the country. Thus, this study delved into exploring some of the FPE dynamics that are influencing the performance in such schools using the Lunga Lunga Sub County public primary schools. The specific objective of the study was to determine the influence of teacher-pupil ratios and pupils' retention rates on academic performance in public primary schools in Lunga Lunga Subcounty, Kwale County, Kenya. The study used a descriptive survey design with a target population of 41209 participants and a sample size of 27 head teachers and 354 pupils. The study stratified the schools and each stratum contributed 1 head teacher and 13 pupils. Data collection entailed questionnaires to collect data as descriptive and inferential statistics was used to analyse the data. The study findings show that Free Primary Education doubled teacher-pupils' ratios and possibly affected the ability of the teachers to effectively engage pupils in presentations, discussions, debates and simulations. The study found that the difference in pupils' retention rates versus their academic performance at 95% confidence interval was significant. The study recommends that the Ministry of education as the main stakeholder in management of public primary schools ought to initiate school retention programmes.

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## 1. Introduction

Among the educational goals in Kenya, as stated by the Kenya Institute of Curriculum Development (KICD) is economic development and technological advancement for both individual and the country (KICD, 2015). USAID (2001) report indicates that education develops democracies, sustains per capita income, stabilizes health and is important in conserving resources. The report also indicates that education is also important, as it is an investment in human skills required for faster

economic growth and social development, which, reduces social inequality.

Holla and Kremer (2008) argue that school fees are a major deterrent to achieving basic education for all. In pursuit of making basic education more accessible, many governments have made policies that have removed tuition fees paid to basic education institutions in order to improve school enrolment and sustainability of their citizens in basic education institutions. Removing tuition in basic education institution is seen as commitment of governments in implementing Dakar

Framework for Action Education for All (DEFA) which was adopted by the international community in Dakar, Senegal during the world education forum in 2000 (UNESCO, 2000). In the process of rolling out of free primary education from different countries and within each country, there are reported cases of problems that were encountered. Among the developed countries, USA's rapid increase in pupils' enrolment has negatively affected the education, especially in low-income urban areas. These areas experience teacher shortage, high rate of teacher retirement, increased teacher turnover rate and job dissatisfaction (Gimbert, Cristol & Sene, 2007).

In India, high pupils' enrolment caused congestion in classrooms, which affected concentration level in the classroom. The congestion over-stretched physical facilities (Riddell, 2004). Enrolment in public basic institution in Nigeria resulted in overcrowding in classroom, increased number of pupils a teacher handled and worsened the ratio of textbook sharing among the learners (Schultz, 2002 and Obasi, 2000).

From the year 2003, Free Primary Education has been existing in Kenya when tuition fees were abolished in all public primary school (GoK, 2006). Free primary education has achieved its objective of increasing the number of pupils attending school (Sifuna, 2007). However, free primary education is also creating many problems, which are witnessed in developing countries, which have implemented it (Sifuna, 2007). These include inadequate facilities used for instructional methods, managing in classrooms, high pupil to teacher ratios and pupil to textbook (Riddell, 2004; Sifuna & Sawamura, 2008; Muthara, 2012). According to Nyiwa (2012), free primary education has negative effect on KCPE results in Kathonzi Sub-County primary schools. This contradicts study findings by SEIA (2007) free education improved students' academic performance in Singapore. Although, in the course of literature review, the researcher did not encounter research done in LungaLunga on the impact of free primary education dynamics on the performance of Kenya Certificate of Primary Education (KCPE) among public primary school pupils in LungaLunga Subcounty, Kwale.

After independence, primary school level of education experienced retention challenges, low enrolment, and poor progression, which was widely associated with the high cost. (UNESCO, 2005). When National Rainbow Coalition came into power in 2002 and subsequent Jubilee government in 2013, pupils' enrolment in primary school has been increasing every year (GoK, 2006; GoK, 2009; Republic of Kenya, 2016). However, there has been contradicting studies on the influence of Free Primary Education on learners' performance of the KCPE in schools across the Country. More specifically, the school in Lungalunga subcounty have been reporting dismal performance viz-a-viz the national average performance. While different studies to different reasons including socio-cultural practices, the rates became glaring after the birth of the FPE. Academicians may use the theoretical concepts of human capital and Maslow's hierarchy of needs to argue about the causes

of such dismal performance. But gaps emerge as the human resource that is required to fix the issues is maintained at initial levels in many public primary schools in Lungalunga subcounty. Thus, this study delved into exploring some of the FPE dynamics that are influencing the performance in such schools using the Lunga Lunga Subcounty primary schools that are sponsored by the government. The specific objective of the study was to determine the influence of teacher-pupil ratios and pupils' retention rates on academic performance in public primary schools in Lunga Lunga Subcounty, Kwale County, Kenya.

## 2. Literature Review

Challenges of free basic education are not only confined to developing countries. In USA, for example, teacher supply is dictated by ever-rising pupils' population in public schools. The number of prospective teachers in USA has reduced drastically and teachers' attrition rate is equally high, especially for the areas of low-income households. This state of affairs in USA has been attributed to increasing pupils' school enrolment, retirement of teacher, reduced class size, teacher leaving teaching profession due to job dissatisfaction, low salaries, and inadequate administrative support and the effect on decision-making (Gimbert, Cristol & Sene, 2007). This effect becomes too heavy for the school administrators to hold based on the fact that they are not directly involved in teachers' recruitment. Unfortunately, the public-school scenarios create bureaucracy in addressing such pressing issues becomes a problem than a solution. This ultimately affects the effectiveness of the school management that is tasked with ensuring school academic performance.

Removing tuition in basic education institution is seen as commitment of governments in implementing Dakar Framework for Action Education for All (DEFA) which was adopted by the international community in Dakar, Senegal, during the world education forum in 2000 (UNESCO, 2000). There are reported cases of encountered challenges within the process of rolling out FPE in different countries and within each country. Among the developed countries, USA rapid increase in pupils' enrolment has negatively affected the education, especially in low-income urban areas. These areas experience teacher shortage, high rate of teacher retirement, increased teacher turnover rate and job dissatisfaction (Gimbert, Cristol & Sene, 2007).

In India, high pupils' enrolment caused congestion in classrooms, which affects concentration level in the classroom. This is as a result of the congestion in over-stretched physical facilities (Riddell, 2004). Enrolment in public basic institution in Nigeria resulted in overcrowding in classroom, increased number of pupils a teacher handles and worsened the ratio of textbook sharing among the learners (Schultz, 2002 and Obasi, 2000).

A study carried out by Van Scotter (2012) among teen students revealed that teachers were key role models to

learners slightly above the importance attached to parents. The study findings also indicated that 94% of the surveyed students pointed at parents as first role models with a closer 78% identifying themselves with teachers to foster their academic performance rather than the number in a classroom. This is the evidence that suggests the desire for students to develop unique social relationships with their instructors. McCabe (1995) supported that posting with a survey results among a sample of eleventh-grade students. This study is contrary to the view of associating number of students allocated to a teacher in a classroom. The creation of good relationships become inhibited by the larger teacher-pupil ratios as fewer students would prefer personal attachment with a teacher compared to a situation where they feel inadequate space for their accommodation.

Werunga, Chepkwony, Kihumba and Sindabi (2012) reports that application of Free Primary Education has caused a higher number of enrolment leading to high ratio of teacher-pupil resulting to indiscipline among pupils. It has also brought about relatively fewer facilities compared to the numbers of pupils and thus teachers give fewer items exams for pupils. This is attributed to increased teachers' workload and in turn lowers KCPE performance among pupils in Kaptama Division, Mt. Elgon District, Kenya. This is related to the efficiency that the school operations attain. The fewer teachers fail to organize for regular tests including classroom evaluation for effectiveness in educational measurement and evaluation. This makes the teachers to lack a basis of identifying the class weakness which would be worked out prior to the end term exams and more specifically, the national examinations.

From 2003, when FPE was established in Kenya, pupils' enrolment has tremendously increased (Republic of Kenya, 2007). According to Morumbwa (2006), pupils' enrolment rose to 20.6% of the previous years and KCPE performance was at an average mark of 245.5 out of 500 marks between the year 2003 and 2007. The abrupt increase in enrolment levels in schools presents a myriad of impediments including overcrowding due to lack of adequate classrooms or schools, the pupils-teacher ratio rapidly doubled between 2000 and 2004 resulting to overburdening teachers who in turn could not manage the rising numbers of pupils in a classroom (Republic of Kenya, 2006). The overburdened teacher fails to check the weaknesses among the pupils, fails to identify the strengths to be emphasized for effective teaching and learning. Poor and ineffective measurement and evaluation method leads to ineffective teaching and learning that culminates to poor academic performance among the pupils.

In Lungalunga Subcounty, the KCPE performance for the year 2017 stands at 217, which is far below the mean of the country. In the year 2011, there were 1374 candidates who sat for KCPE in Lungalunga Subcounty and only 40% gained admission to secondary schools mainly due poor performance and lack of enough secondary schools in Kwale County and Lungalunga in particular. The deteriorating academic performance is worth attention as a subcounty. While the influence of

the FPE is a nationwide phenomenon in academic outcomes, the subcounty is recording slightly below the national performance. The researcher, therefore, intends to carry out the study to examine the effect of FPE dynamics on performance of KCPE among pupils, which has not been done in Lungalunga or Kwale County. Truancy in school is a problem that cut across all countries regardless of their level of socio-economic development (Claes, Hooghe, & Reeskens, 2009). According to Reid (2005), truancy is complex type of behaviour that possibly has its origin from different sources which include the school, family and pupil. The social environment provided available in schools is of great importance. Poor interrelation between teachers-students or students-students are a risky cause of truancy (Attwood and Croll, 2006). Family background that also causes truancy include; students who receive less parental support in doing schoolwork, single-parenthood (Teasley, 2004; Strand and Granlund, 2014). These negative consequences of truancy lead poor academic performance among the learners (Hunt & Hopko, 2009).

According to the report by (Vaughn, Maynard, Salas-Wright, Perron, & Abdon, 2013), the most obvious effect for students' truancy has been associated with poor grades in America. Hunt & Hopko (2009) also reports that there exists positive relationship between truancy and risk of dropping out of school. The pupils' retention rates influence academic performance of a school in various ways. While the individual student attains own marks, the school mean score is the aggregate of the entire class that sat for the national examinations. Thus, rendition problems culminate to the dismal performance of the school. In a different approach, the poor retention of the students affects academic performance due to fluctuating class sizes where the size could be substantive and yet decline over time period in the course of the term.

Another study in South Africa reveals that the availability and implementation of the public schools' extra amount of money reforms and the emphasis on school management manuals of school management has not resolved the current problems for example absenteeism. There exist several issues of irregular class attendance that violates the set policies and legislations recommending proper FPE (Ambe & Badenhorst-Weiss, 2012). The main challenge towards the implementation of the regulations in Limpopo as spelt in the FPE section of the law (Livhuwani, 2012) is the unclear listing of the requirements of the school by the government. By matter of fact, apart from the challenge affecting the implementation, it also affects the intended academic performance. Additional findings revealed that the requisitions that were identified could not match the populations in the schools where the study took place.

Musanzikwa (2013) survey discloses a number of obstacles in financing the schools including conflict of interest, room to fail to stick to FPE procedures and complex and slow decision-making on requirements. Improper decision making in school management process caused crucial delays in school projects, for

example, toilets construction in one school on Gokwe North, followed a slow pace causing it to take many years in order to be complete. The results culminated to drop in academic performance. Other surveys highlight issues for example, conflict of interest where the obtained results indicated that management of the school held up the process of needs identification with interest to identify academic needs which was personal before the procedure of FPE (Shaw, 2010).

According to Komakech (2014), lack of clear academic requirements, disinterest in schooling, harassment in schools, hunger and long distance are some of factors that make learners to miss school. The study involved a sample of 278 respondents, 226 of who returned questionnaires completely filled from 17 secondary schools distributed in four districts of Ngora, Serere, Soroti and Kumi. This study shows, in day schools, students' absenteeism rate is 28.18% which is higher compared to 3.25% rate in boarding schools. The groups of students who missed school most came from; children from poor families, children who walk long distance to school, orphans, female students, students with disabilities, and children living with single parent. In spite the importance of this study findings, it failed to address how these factors relate to KCPE performance among pupils. This depicts the limitations of some of the existing studies. While the focus could have been on retention rates, the actual aspects such as class sizes that may affect retention rates are left unconsidered. It is based on such findings from the existing literature that the current study examined the relationship that exist between students' retention rates and performance in academics using Lulngalunga sub-county public primary schools as a target population.

On the other hand, Gordon (2011) opines that self-efficacy among teachers is a good indication that predicts their individual effectiveness in teaching. He also posits that confidence in one's self can appropriately explain the whole idea of self-efficacy. The teachers' confidence has an influence on the morale of the pupils. The teachers have a role to play for their pupils to be eager to grow through the teaching and learning that takes place. However, when pupils feel

uncomfortable with the teachers, they tend (pupils) to exhibit truancy habits that culminate to school drop-out. The effect of the truancy habits makes the academic performance of such children fluctuate with their frequency of school attendance.

### 3. Methodology

The study used a descriptive survey design with a target population of 41209 participants in the 89 public primary schools, which included 41120 pupils, and 89 head teachers in LungaLunga Sub County, Kwale County. The sample for the head teachers and pupils was determined using the table by Krejcie and Morgan. The sample size was therefore 27 head teachers and 354 pupils. The 27 schools were stratified, and each stratum contributed 1 head teacher and 13 pupils. This study used questionnaires to collect data. Descriptive statistics include frequencies, mean and standard deviation was used to analyze the data. Moreover, inferential statistics including the t-test was used. The analysis was done by the help of statistical package for social science (SPSS) version 20.0. The study findings were presented using frequency, percentages and distribution tables.

### 4. Results and Discussion

#### 4.1 Teacher-Pupils ratio and Academic Performance

##### 4.1.1 Classroom discussions and presentations

The study wanted to find out whether teachers engaged their pupils in in the teaching and learning process which included: presentations, classroom discussions, debates and simulations to improve performance in the classroom. Their responses were cross-tabulated with the influence of Free Primary Education on the performance in order to find out whether there was any crucial difference in the proportions. The results are shown in Table 1.

**Table 1: Influence of FPE on Pupils' Skills and Classroom Discussion Cross-tab**

		FPE effect on pupils' performance			Total
		Yes	No		
Engagement of pupils in discussion, presentations, simulation and debates to enhance performance in their English language	YES	Count	12	8	20
		%	60	40	100
	NO	Count	13	0	13
		%	100	0	100
Total		Count	25	8	33
		%	75	25	100

Source: Researcher, 2021

Table 1 indicates that the majority of the teachers did not engage pupils in discussions, presentations, simulations and debates in order to enhance their academic performance. The teachers' respondents were answering

the question whether Free Primary Education negatively affected the performance of the pupils.

### 4.1.2 Adoption of learner-centered approach

Additionally, respondents were asked whether their class had room for learner-centered teaching and

learning. The respondents' answers were cross-tabulated with their views on the influence of Free Primary Education on the performance of the pupils as shown in Table 2.

**Table 2: Adoption of learner-centered approach**

Whether class allows for learner-centred teaching and learning			FPE effect on pupils' KCPE performance		Total
			Yes	No	
YES	Count	20	8	28	
	%	71.4	28.6	100	
NO	Count	4	1	5	
	%	71.2	28.8	100.0	
Total		Count	24	9	33
		%	71.4	28.6	100

Source; Researcher, 2021

Table 2 indicates that the portion of respondents whose answer was negative to the allowance for learner-centered approach in class was the highest at 71.4% (20) in terms of agreeing to the question of whether the establishment of Free Primary Education in 2003 negatively affected academic performance of pupils.

### 4.1.3 Frequency of homework assignments in English language

The study examined how frequent the English language teachers allocated their pupils homework to be specific in the English language. The collected data was analyzed and the results presented using Table 3.

**Table 3: Frequency of homework assignments in English language**

Number of Times per week	Distribution	
	Frequency	Percent
Once	16	50.00
Twice	8	25.00
Thrice	4	12.10
Not often	5	12.90
Total	33	100.00

Source: Researcher, 2021

Table 3 shows that 16(50%) of the teachers who teach English language allocated homework in English language once per week. Nevertheless, 8(25%) of the respondents allocated homework twice per week and 4(12.10%) allocated the homework thrice per week. Respondents who attempted not to allocate homework often were 5(12.9%). Majority of the respondents said that they did not give homework assignment more frequently in a week so as to give them sufficient attention to the assignments that are submitted by the pupils.

### 4.1.4 Pupils' retention and Academic Performance

The study explored the pupils' retention rates and their academic performance using various aspects. The retention rates were assessed through the aspect of support from head teachers. The results were presented in different perspectives as follows.

Descriptive statistics on how retention rates of pupils in various schools versus their averages academic performance average in the past 5 years (2017-2021) is presented in Table 4.

**Table 4: Retention rates in the schools**

Retention rate	F	%	Average performance (KCPE)
Below 31%	1	3.03	256
31%-50%	6	18.18	234
51%-70%	6	18.18	278
71%-90%	7	21.21	302
Above 90%	13	39.39	301
Total	33	100.00	

Source: Researcher, 2021

Table 4 shows that majority of the principals 13(39.39%) indicated that the pupils' retention rates were above 90%. However, it is notable that there were variations in the retention rates where some 1(3.03%) were as slow as below 31%. It is also evident that the rates above 90% was over 13(39%) which implies a glaring state of pupils; retention in the public primary schools in Lungalunga subcounty.

A further analysis was carried out to find out the significance of the variations in the pupils' retention rates in the schools. The analysis entailed student-t-test that assessed if there were any significance differences in the rates. The result of the analysis is presented using Table 5.

**Table 5: One-Sample Test**

	T	Df	Sig. (2-tailed)	Test Value = 0		
				Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Retention	3.693	3	.034	15.15000	2.0936	28.2064
KCPE	18.332	3	.000	267.50000	221.0628	313.9372

Source: Researcher, 2021

Table 5 shows that the t-test scores for retention and KCPE performance were 3.693 and 18.332 respectively. This implies there were differences in the public primary schools between those who had better retention rates versus those with poor rates in relation to KCPE performance. The statistics shows that the significance levels for the two retention (.034) and KCPE (.000) were less than a p-value of .05, which makes the null hypothesis rejected. This implies that the difference in pupils' retention rates versus their academic performance was significant at 95% confidence interval.

The study quantitative findings were triangulated with the qualitative results through interviews with the principals. The interviewees showed the concern about retention and performance. One principal noted;

*We are concerned about how the pupils come to school because we understand that the consistency in school attendance influences their academic performance. This happens through the effect of missing out on some lessons, content covered in*

*classrooms, poor classroom participation and related effects. For instance, teaching a pupil who does not consistently attend classes means that you need to pull back every time these pupils come to class. This in itself is lots of timewasting. This affects even syllabus coverage and exam preparedness [KI 02].*

The study further analyzed the pupils' retention and KCPE performance through assessment of some identified statements about the influence from the teachers. The pupils were needed to rate their agreement level with the statements that linked their school retention and KCPE performance. The questionnaire item was measured on a 5-point Likert scale where 1 indicated 'strongly disagree' and 5 indicated 'strongly agree'. The analysis of collected data was done using descriptive statistics in frequencies and percentages as presented using Table 6.

**Table 6: Pupils' retention and KCPE performance**

Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	f	%	f	%	f	%	f	%	F	%	F	%
My school attendance affects syllabus coverage	4	1.50	23	8.65	33	12.41	87	32.71	119	44.74	266	100.0
My class attendance affects my competencies	12	4.51	22	8.27	43	16.17	59	22.18	130	48.87	266	100.0
My classroom participation influences my academic capabilities	11	4.14	36	13.53	45	16.92	76	28.57	98	36.84	266	100.0
My school consistency affects my level of teacher engagement	23	8.65	45	16.92	67	25.19	55	20.68	76	28.57	266	100.0
I'm more likely to perform better when I attend all classes	12	4.51	12	4.51	67	25.19	77	28.95	98	36.84	266	100.0
We are best guided by teachers when we attend classes throughout the term schedule	26	9.77	19	7.14	45	16.92	69	25.94	107	40.23	266	100.0

Source: Researcher, 2021

Table 6 shows that majority of the pupils 119(44.74%) strongly agreed with the statement “My school attendance affects syllabus coverage”. The table also shows that another significant portion of the pupils 87(32.71%) got along with the statement. Similarly, the table shows that most of the pupils strongly agreed with the statements “My class attendance affects my competencies 130(48.8%); My classroom participation influences my academic capabilities 98(36.84%); My school consistency affects my level of teacher engagement 76(28.57%); I'm more likely to perform better when I attend all classes 98(36.84%); and We are best guided by teachers when we attend classes throughout the term schedule 107(40.23%). The findings imply that the school attendance in consistency was important from the pupils' perspective.

## Discussions

The teachers' respondents were answering the question whether Free Primary Education negatively affected the performance of the pupils. This implies that Free Primary Education potentially affected the ability of the teachers to effectively engage pupils in discussion, presentations, simulations and debates (Strand and Granlund, 2014). The finding means that Free Primary Education affected the ability of teachers to effectively apply learner learner-centered teaching methods.

From the study findings, it can be deduced that Free Primary Education hindered the use of learner centered approach with negative implications on the performance of KCPE pupils. Majority of the respondents said that they did not give homework assignment more frequently in a week so as to give them sufficient attention to the assignments that are submitted by the pupils. It implies

that the increase in the population of the pupils as a result of Free Primary Education, potentially inhibited the frequency of issuing pupils with homework within a week (Komakech, 2014).

The study found that the difference in pupils' retention rates versus their academic performance was significant at 95% confidence interval. The findings conform to the positing of Vaughn, Maynard, Salas-Wright, Perron and Abdon (2013) that pupils' school retention is important in their academic outcomes. Moreover, according to Hunt & Hopko (2009), there exist positive relationship between truancy and risk of dropping out of school. The pupils' retention rates influence academic performance of a school in various ways. For Komakech (2014), lack of clear academic requirements, disinterest in schooling, harassment in schools, hunger and long distance are some of factors that make learners to miss school.

The findings show that the head teachers were keen on making follow ups to the pupils' homes for inquiries on their whereabouts when they failed to turn up to school. As such, the head teachers believe that some of the school retention issues are family determined. This is consistent with the positing of earlier researchers like Reid (2005) who opines that truancy is complex type of behavior that possibly has its origin from different sources which include the school, family and pupil. The social environment provided available in schools is of great importance. According to Attwood and Croll (2006), poor relationships that exist between teachers-students or students-students are a risky cause of truancy. Family background that also causes truancy include; students who receive less parental support in doing schoolwork, single-parenthood (Teasley, 2004; Strand and Granlund, 2014). For Hunt and Hopko

(2009), these negative consequences of truancy lead poor academic performance among the learners.

The study findings show that the pupils' school attendance consistency was important from the pupils' perspective. This is the description of school pupil's retention. The trends in on and off from classroom and school for the pupils affected KCPE performance among the public primary schools' pupils in Lungalunga subcounty. The findings support the argument of Attwood and Croll (2006) on how learning in school is highly affected by school and classroom attendance of the learners.

The quantitative findings were supported by the principals who synonymously noted that the school consistency was key in enabling good KCPE performance in public primary schools in Lungalunga subcounty. The findings corroborate with the existing literature on what Shaw (2010) points as problems such as conflict of interest from which the results showed that the management of the school delayed the needs identification process with personal interest to examine academic needs before the FPE procedure hence the elements including retention being left behind. For Komakech (2014), lack of clear academic requirements, disinterest in schooling, harassment in schools, hunger and long distance are some of factors that make learners to have attendance inconsistencies.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

The study concludes that Free Primary Education doubled teacher-pupils' ratios and possibly affected the ability of the teachers to effectively engage pupils in presentations, discussions, debates and simulations. The finding means that Free Primary Education affected the ability of teachers to effectively adopt learner-centered methods of teaching, which include strategies such as presentations and discussions. The study found that the difference in pupils' retention rates versus their academic performance at 95% confidence interval was significant. The finding showed some of the reasons why some head teachers were keen on making follow ups to the pupils' homes for inquiries on their whereabouts when they failed to turn up to school. The findings imply that the school attendance in consistency was important from the pupils' perspective.

### 5.2 Recommendations

The study recommends that the Ministry of education, as the main stakeholders in management of public primary schools, ought to initiate school retention programmes. Parents, sponsors and the school community ought to also help these primary schools by providing conducive environment which enable the pupils stay in schools which is affected when they lack basic needs.

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