

**FREE PRIMARY EDUCATION: CONSTRAINTS
FACING ITS IMPLEMENTATION IN TIGANIA
CENTRAL DIVISION OF MERU NORTH
DISTRICT.**

By

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**A Research Project Report Submitted in Partial
Fulfillment of the Requirements for the award
of the Degree of Master for Education in
Educational Administration and
Planning.**

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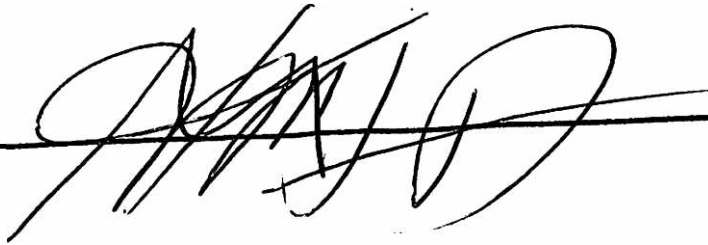
Declaration

This research proposal is my original work and has not been presented for award of degree in any other university.



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This project report has been submitted for award of degree with my approval as university supervisor.



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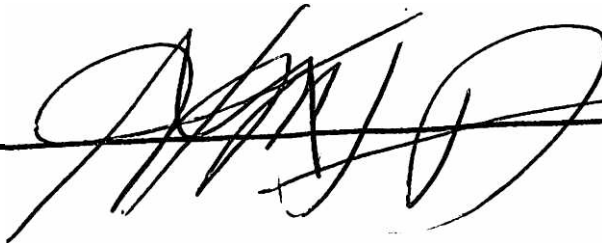
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Dedication

I dedicate this research work to my dear wife Lucieta, our sons Emmanuel and Linus and our dear parents for their love, support and inspiration to excel and further my studies. They have seen me through this study with genuine love, encouragement and unwavering support.

Abstract

This study was basically on constraints facing implementation of free primary education in Tigania Central Division of Meru North District .Since the introduction of FPE Programme in January 2003, many constraints had been cited in newspapers with regard to its implementation. Among these constraints cited include - shortage of teachers, delays in disbursement of funds and lack of physical facilities.

This research aimed at establishing the above and many other problems associated with FPE implementation .The study was divided into five chapters .In chapter one a lot has been said about the background of the problem since 1948 when the United Nations emphasized that education is a basic human right. Developments of universal education have been traced from then up to the time FPE was introduced in Kenya in January 2003 .

Specific problem areas were cited in the statement of the problem .These problems were registered immediately the programme implementation began .A big proportion of this information was derived from the newspapers and magazines since the programme was newly established and therefore had little documented evidence.

The study sought opinions from teachers and head teachers in regard to:

- Adequacy of funds provided by the government for implementation of FPE programme
- Adequacy of teachers, instructional resources and physical facilities for effective implementation of FPE programme.
- Preparedness of head teachers in financial management for effective implementation of FPE programme.
- Preparedness of teachers for effective implementation of FPE programme.
- Social – cultural and socio economic factors affecting FPE programme.

In chapter two, literature was reviewed as deeply as possible .The literature review was broken into sub headings, these were - Historical development UPE, Global challenges facing EFA, Financing of education by the government , Teaching and learning materials, Education management and FPE, Distribution and adequacy of teachers and Socio –cultural and socio-economic factors and F.P.E. The areas discussed were related to the objectives.

The research design used was ex-post facto. The researcher relied on past record of events and processes as they occurred. Questionnaires were administered to the involved teachers and then collected after two days.

The instrument validity and reliability was tested through piloting where eight head teachers and ten teachers were involved. These were not included in the final study. Professional advice on instruments was also provided by the university supervisor.

Data analysis was done using frequencies and then percentages. All the research questions were treated similarly. Demographic data of the respondents was also expressed in frequencies and percentages

Questionnaires for teachers and head teachers with questions based on the above objectives were administered to 23 Head Teachers and 169 teachers in Tigania Central Division. All the Head teachers returned their questionnaires but only 156 from the teachers were returned.

The researcher faced several limitations. The main one was getting data in regard to FPE.

The research found that there is a serious teacher shortage in the division, the funds provided and physical facilities are inadequate and there was several socio-cultural and socio-economic factors affecting FPE implementation. It also established that the teachers are prepared for FPE implementation and instructional materials are not a serious limiting factor.

In chapter five recommendations have been suggested. Among the recommendations include employment of more teachers, provision of physical facilities and increase in FPE funds. Also in this chapter areas of further research have been suggested. Since the study was limited to Tigania Central division, there is a suggestion that the study be replicated in a larger area so as to illicit a more accurate national perspective on the status of FPE implementation.

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List of abbreviations and acronyms

ATS. – Approved Teachers Status

AIDS – Acquired Immune Deficiency Syndrome

BEd – Bachelor of Education

CPE – Certificate of primary Education

EFA – Education for All

FPE – Free Primary Education

GER – Gross Enrolment Ratio

GDP – Gross Domestic Product.

HIV – Human Immunodeficiency Virus

ILO – International Labour Organisation

KACE – Kenya Advanced Certification Education

KCE – Kenya Certificate of Education

KIE – Kenya Institute of Education.

KJSE – Kenya Junior Secondary Education

MoEST – Ministry of Education Science and Technology

NARC – National Rainbow Coalition.

P1 - Primary teacher 1

P2 – Primary teacher 2

P3 – Primary teacher 3

PE-Physical Education

Prism - Primary School Management.

S1 – Secondary teacher 1

UNESCO – United Nations Education, Scientific and cultural organization

UNICEF – United Nations Children Education Fund

UPE – Universal Primary Education.

WCEFA – World Conference on Education for All

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

The 1948 United Nations Charter emphasized that education is a basic human right. It says that an enlightened citizenry provides the pillars upon which economic development and democratic systems thrive. This is further supported by Bams and Asunda, (1983) who say that hopes of achieving higher standards of living and even establishing independence in viable form seem to depend almost directly on the ability of each country to train men and women at all levels. United Nations, Scientific & Cultural Organization's (UNESCO) Director had this to say:-

"if children are excluded from access to education, they are denied their human right and prevented from developing their talents and interests in the most basic ways. Education is a torch which can help to guide and illuminate their lives. It is the acknowledged responsibilities of all governments to ensure that everyone is given the chance to benefit from it (Global Monitoring Report, 2003)

Literacy and provision of education has been key throughout the world. Studies have shown that an uneducated child or adult is a large liability to the society (Wanabali, Daily Nation Jan 22nd 2003). There is clear evidence that education improves health and economic productivity, enhances political awareness and participation and facilitates an achievement of gender equity in society (Psacharopoulous, 1973)

Universal Primary Education (UPE) has been advocated by many countries and organizations. The World Conference on Education held in Jomtein Thailand in 1990 was a major milestone in the international dialogue on the role of basic education in development. The impetus created by this conference has been reflected in a succession of international conferences supported by the UN in the last decade. These include among others World Summit for Children (1990), the World Summit for Population and Development (1995), the Fourth World Conference on Women (1995), the World Conference on Education (2000) and Fifth Conference on Women (2000) (Republic of Kenya 2001). The 1990 Jomtein education for all (EFA) declaration committed governments, civil societies and international donors and agencies to the development of quality basic education for all.

Ten years later World Conference on Education for All (EFA) was held in Dakar Senegal in April 2000. The Dakar Framework for action set specific targets with time for action. By the year 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities should have access to and complete free and compulsory primary education of good quality. Individual governments were to use the Dakar Framework for Action on EFA to develop their own specific programmes, plans and strategies in line with their own priorities, objectives, legal and policy frameworks.

The Kenyan government has always strived to implement UPE without success. Immediately after independence the Ominde Commission was established to address the imbalances which existed then. It recommended primary education for all children (Republic of Kenya, 1964). The Bessy report of 1972 recommended that major attention should be given to primary education and proposed many changes in the primary school curriculum (Republic of Kenya, 1972)

The government of Kenya through Sessional Paper No.10 of 1965 on African Socialism underscored the need to eradicate ignorance, poverty and disease (Republic of Kenya, 1965). In 1969 the government's election manifesto promised to offer FPE from standard one to seven. In regard to this the government, through a presidential decree abolished fees in districts with unfavourable geographical conditions in 1971. (Sifuna, 1990).

The presidential decree of 1973 abolished fee payment for classes one to four. The enrolment rose by 49%. Another presidential decree of (1978) abolished fee payment in all the classes in the primary school cycle. The governments' effort in support of UPE was also shown by the introduction of the school milk programme in 1979.

The National Committee on Educational Objectives and Policies (Republic of Kenya, report) of 1976 recommended the lengthening, of primary education cycle from seven to nine years. It was the Kamunge report of 1988 that formally embraced the cost sharing in schools due to pressure from donors through Structural Adjustment Programmes (SAPS). This policy worked against the UPE goal. (East African Standard 11th January 2003).

The Countries' Assessment Report of 1999 spelt out strategies for the attainment of UPE. In 2001, Children's Act was enacted by parliament and it became effective in March 2002. This gave an impetus to

UPE. The act says that education is a basic human right to all children and it's the responsibility of the parent and the government to provide education to the children (Republic of Kenya 2001).

In January 2003 Free Primary Education (FPE) was introduced by the Kenyan Government. The enrolment rose suddenly from 5.9 million to 7.9 million. Despite the programme putting back to class about 2 million children many challenges remain (Sunday Nation October 19th 2003) Mr. David Siele the Nyanza Provincial Director of education is reported in the above paper as having said 10% of the pupils who enrolled in primary schools under the FPE programme in January 2003 had dropped out.

According to statistics available from the MOEST, the total enrolment in primary schools rose by about two million in January 2003. There was gender imbalance with 3703 million boys enrolled at all levels compared to 3505 million girls, giving a sex ratio of 106; 100. The massive influx in enrolment during the implementation of free primary education policy by the government resulted in significant rise of the gross enrolment ratio from 92 to 104% of the school going age population. Consequently the pupil teacher ratio worsened from 34:1 in 2002 to 40:1 in the year 2003. It is however evident that a big proportion of pupils who join school in class one do not proceed to the next level or complete primary school, indicating high repetition or drop out rate. (MOEST 2003).

Statistics available from Meru North Education office show that there are 120,715 pupils in primary schools against 3, 185 teachers. This translates to pupils teachers ratio of about 40:1. However this is an ideal situation because the inequitable distribution of teachers make some schools have relatively high pupil teacher ratio compared to others. The Koech commission says that the ideal pupil teacher ratio should be 25:1 and says a ratio of 40:1 affects the quality of teaching (Republic of Kenya, 1999).

The government of Kenya implemented the FPE programme without carrying out a cost analysis to determine how much each child needs. The decision to award Kshs. 1020 per child per year was arbitrary. Many schools charged a higher figure for maintenance of pupils in school. Many complaints from schools show that the money fall far much below the needed amount (Sunday Nation October 19th 2003)

The Ministry of education report shows that in Meru North out of the 11248 pupils who joined class one in 1996 only 8,673 pupils completed class eight in 2003. Majority of those who dropped out where boys (3913 boys completed class eight as compared to 4,760 girls). The education personnel at the district

headquarters attributed this to child labour, circumcision of boys and girls, poverty levels and early marriages(MOEST, 2004)

Free Primary Education allows access to education without discrimination. The government has checked on the major obstacles that hinder children of school going age from accessing, and completing primary school education as in the case in many urban slums, rural areas and the arid and semi-arid areas.

Provision of education is a shared responsibility that requires partnership between the government and other stakeholders (Elimu yetu coalition, 2003. The lobby group, (Elimu yetu coalition) has accused parents leaders and churches of ignoring schooling. They have left school to rely on the meager government funding. As a result many pupils and schools have not benefited from Constituency Development Funds. Coalition coordinator for Nyanza Chris Owalla said rural schools were badly hit since free education funds were not enough, were being mismanaged and have been poorly governed through corruption (Daily nation May 1st 2006).

1.2 Statement of the problem.

Completion of primary education has a positive correlation with poverty alleviation, economic and social development (UNICEF, 1992). But to maintain all the pupils who join primary school up to the period of completion has been very elusive. About 10% of those pupils who enrolled in primary schools in Nyanza Province under the FPE programme finally dropped out. (Sunday Nation 19th October 2003).

The implementation of FPE programme in Kenya has been dogged by many problems. In January 2003 the director of Education Mrs. Naomi Wangai issued a circular, giving guidelines on how the programme was to be implemented. She suggested shifting system in the lower classes to take care of over enrolments (Daily Nation January 9th 2003) Professor Saitoti the then Minister for Education was quoted as saying the system is facing problems but they would handle them as they come (Daily Nation Jan 9th 2003).Immediately FPE was implemented, the media was awash with negative and positive information about the FPE Programme.

The main problem that characterised the FPE programme implementation was over enrollment as reported in Olympic primary school in Nairobi. Over age pupils enrolled in various primary schools countrywide. This was not marked by an increase in teaching staff (East African Standard, Jan 8th 2004).

From the statistics available from the MOEST the number of teachers has remained almost constant despite the sudden increase in enrolment (Appendix VI and VII). The 2003 K.C.P.E. results showed that performance in public primary schools had sharply dropped. Experts attributed this to large number of pupils which was not matched by an increase in teaching staff (East African Standard Jan 18th 2004). The then Minister for Education Science and Technology acknowledged that there is serious teacher shortage (Daily Nation Aug. 9th 2005).

Donors had insisted on having a teacher: pupil ratio of 1:50 but later they changed to 1:40. This means the number of teachers, most of whom are handling over 70 pupils under FPE programme needs to be increased. A World Bank official Mike Mills expressed concern that the quality of education might be compromised by the large numbers of pupils in primary schools (Daily Nation, Jan, 25th 2005).

Mr. Samuel Siringi an education columnist in Daily Nation Newspaper laments that:-

"Parents do not seem to understand what constitutes free primary education",

The expansion of classrooms is at standstill, and the number of teachers is barely adequate to handle the extra pupils. The funds fall short of individual budgets for primary schools in the country and the programme would be difficult to sustain should the donors pull out. He cites other problems as misappropriation of funds by the headteachers, unpreparedness of teachers, increased enrollment, which will affect the quality of education received (Sunday Nation Oct 19th 2003)

Prof. Saitoti the then Minister for Education Science and Technology said whereas FPE was successfully launched in all parts of the country two and half years ago, there still exists many challenges that demand immediate intervention by the government with the support of the development partners and other players. These challenges include inadequate facilities, including instructional materials, classrooms, water and sanitation. Others are low level of information technology and teaching staff to meet the demands of increasing enrolment. Sustaining the improved quality of teaching and learning and correcting uneven distribution of teachers between overenrolled schools and sparsely populated areas especially in the arid and semi arid areas. (The East African standard August 25th 2005).

A task force headed by Dr. Eddah Gachukia who is a renowned educationist was appointed in early 2003 to examine the implementation of F.P.E programme. It recommended that:-

- The government required Kshs. 22.4 billion between then and 2003/2004 fiscal year to fully implement its policy on FPE,
- The government needed additional 44,800 teachers to fully implement FPE programme.
- The government should properly distribute the teachers and their proper utilization through sharing of teachers by neighbouring schools,
- On text books the team recommended the ratio to be 1:3 in lower primary and 1:2 in the upper primary and that once bought the books should be retained in school for use by different cohorts as a strategy to minimize cost (Task force on FPE implementation 2003)

Unlike other ministries which train their managers and administrators at the Kenya Institute of Administration, very little is done by the ministry of education to equip the primary school managers with managerial skills. Head teachers are appointed from experienced classroom teachers who had excelled in their teaching subjects. The assumption here is that the teacher would automatically be transformed to an effective administrator. Koech commission recommends that appointment of headteachers and other managers be based on instructional management training and on proven competence and possession of appropriate qualifications and relevant experience. It also recommended in service training programmes for managers, teachers and curriculum implementers (Republic of Kenya 1999).

Abolition of user charges does not amount to 'free' education because someone must pay for other essential school supplies such as school uniform, proper housing and medical bills. Poverty and poverty related factors must be addressed as part of growth process for universal free primary education. Pupils from low economic back ground must be given top priority, as those in marginal and remote areas (Njeru, 2004). According to the Ministry of Education statistics, 3 million (31.8%) of the Kenyan children are out of school. This is attributed to the fact that 60% of Kenyans live below poverty line with no money to pay for school fees. (MOEST, 2003)

Experiences from North Eastern Kwale and Nairobi have shown that stake holders especially parents have withdrawn their support for FPE since it is "free". Some parents have abdicated their parental responsibility to their children while at school and thus affected enrolment and retention (UNICEF, 2005). In their study in the above areas UNICEF found that there is need for adequate

preparation of teachers to facilitate FPE implementation. They also found that there is a problem of lack of uniform and books, child labour, hunger and parents ignorance.

1.3 Purpose of the study

The purpose of this study was to highlight the constraints facing the implementation of free primary education (FPE) in Tigania Central Division of Meru North District. The study also sought the opinion of headteachers and teachers on the ways of improving the implementation of FPE programme.

1.4 Objectives of the study

The objective of the study were;

- To establish the adequacy of funds provided by the government for the implementation of FPE programme.
- To determine whether the teachers, instructional resources and physical facilities were adequate for effective implementation of FPE programme.
- To establish the preparedness of headteachers in financial management for effective implementation of FPE programme.
- To determine whether the teachers were well prepared to support the FPE programme.
- To find out whether socio-cultural and socio-economic factors impacted negatively on implementation of FPE Programme.

1.5. Research questions.

The leading research questions were;

- Are the funds provided by the government adequate for effective implementation of FPE programme?
- Is the number of teachers, instructional resources and physical facilities adequate for effective implementation of FPE programme?
- Are the head teachers well trained in financial management for effective implementation of FPE programme?
- Are the teachers well prepared to support the implementation of FPE programme?
- Are there some socio-cultural and socio-economic factors that affected effective implementation of FPE programme?

1.6 Significance of the study

The study has provided important information that will assist policy makers, and planners in the education sector to come up with alternative policies so as to improve the implementation process of FPE programme. The study has provided views and challenges that hinder effective implementation of FPE programme and measures to address these challenges have been suggested. The information provided is up to date and hence can be used by researchers and policy makers as a base of finding ways of achieving EFA by 2015.

The findings can be used as a base of monitoring and evaluation. The study has also provided information on human resource planning and allocation of the funds by the donors and the government. Future researchers on the same and related topics can build upon the information given.

1.7 Limitations

There were a number of limitations in this research.

1. The programme was newly launched and therefore there is limited data from which one can build upon.
2. Data on enrolment and number of teachers especially at the district level was scanty and at times non existent.

1.8 Delimitations

Delimiting is a process of reducing the study population and area to a manageable size. This study was delimited in terms of scope. The following were the delimitations:-

1. Only teachers and headteachers in public schools were involved. Other stakeholders were not involved although FPE affect them too.
2. Only Tigania Central Division was involved although there were other divisions in Meru North District. Tigania Central had its own unique conditions and economic zones ranging from tea zone, coffee zone and the lower zone suitable for cereals and cattle grazing.

1.9 Basic Assumptions.

There were two basic assumptions were made;

1. The responses from the respondents were truthful.
2. All schools had proper policy guidelines and clear insight on how to implement the FPE programme.

1.10 Definition of operational terms

Access refers to availability of opportunities for primary school and other educational institutions to admit school age children and willingness of these children to take up the opportunity and get enrolled.

Enrolment - refers to the number of pupils who register as members in the institutions at the beginning of the year.

Free primary education – refers to an Education that involves no financial burden to the parents of the pupils.

Socio-cultural factors - refers to beliefs and practices connected with culture of a particular group and these beliefs and practices affect FPE.

Socio - economic factors - refers to influences of economic activities of the community and economic status of the households in the community.

Universal primary education - refers to compulsory schooling for pupils in classes 1-8 (primary cycle)

1.11 Organization of the study

The study was divided into five chapters. Chapter one deals with background of the study, statement of the problem purpose of the study objectives of the study, research questions, significance of the study, limitations of the study, basic assumptions and definitions of operational terms. In chapter two the literature has been reviewed exhaustively. Chapter three has described how the study was carried out. In chapter four there is data analysis and interpretation and chapter five has dealt with summary, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

Literature review

In this chapter an attempt has been made to review as much related literature as possible. The review has been put under the following; Historical Development of Universal Primary Education, (UPE) Global Challenges Facing Education for All (EFA), Financing of Education by the Government, Teaching and Learning materials, Education Management & FPE, Distribution and adequacy of teachers and Socio cultural and socio – economic factors.

Historical Development UPE

Universal primary education is associated with formal education. All over the world education was a preserve of a few. In Egypt, Mesopotamia and India, formal education was a preserve of a priestly class which supplied scribes needed in government.

It was during renaissance that some of the tendencies which later developed into ideas of universal education can be gleaned (Mukathe, 1999). Education has been traditionally in the hands of religious groups or philanthropic organizations except where it was part of the business of private school (Phillips 1975). Consequently children were enabled to profit from these facilities. Universal education was realized through three movements (Mukathe, 1999).

1. Movement towards the deliverance of education through state power from church control.
2. The movement towards a wider dissemination of opportunities for education.
3. The movement towards the provision of both religious and secular education.

However, it should be noted that these tendencies had little impact on renaissance in education and its orientation which still remained elitist.

Another group of educationist (Lockheed and Verspoor 1991) say that modern public life education developed from two distinct educational traditions, one concerned with educating the elite and the other for educating the masses. Virtually all mass education systems were established with the aim of producing maximum levels of competence in general population. Disenchanted by the corrupt Roman Church with its tyranny, Martin Luther argued that;

"Personal salvation from the wrath of God comes in direct and mystical relationship between God and Man without the intermediary of any external church or priest or sacrament whatsoever".

He emphasized that education was essential for the ordinary duties of life in the home, the state and the church. He asserted that the state was to organize a system of free education. However, the rulers then were not converted to the idea.

Otiende and Sifuna (1992) say that Greeks were the first to realize that the society can be enriched by the development of the individuals who make up the society. They were also the first to realize that the preservation of the status quo alone was inadequate. Socrates (497 – 300 BC) Plato (428 – 348 BC) and Aristotle (386 – 322 BC) tried to find the solution to the problem of developing a stable society which also fostered the creative talents of freedom of individuals within it. Consequently from Greeks the model of educated citizen was transplanted through the Hellenistic World. Otiende and Sifuna (1992) further argues that the Roman influence in education is evident in the idea of a universal empire, the concept of law and the Pax Romana (Roman peace) which to this day underlies and guides global civilization, this is also held a lot in regard to universal education.

In the 17th century, John Amos called for Universal Education but despite his influence and the influence of some of his works particularly the Great Didactic, his call for universal education was a voice in the wilderness. In the 18th century French Philosophers impressed by scientific achievements of this century and the previous one viewed universal education as the surest means of delivering man from age long shackles of superstition by advancing reason. Their belief in progress brought about by human reason made them formidable advocates of universal education. These French philosophers included Diderot, Montesquiea, Condorset, Rouseau and Voltaire among others. But not all of them had articulate views with regard to universal education. Rouseau was not in favour of girl's education. Otiende and Sifuna, (1992). In 1790 a French thinker Mirabeau argued that it was necessary for all men to acquire worthy moral habits. Since morality, education and customs are closely linked, education of the people would improve both their moral habits and customs. Popular education would free people from ignorance and this would ensure lasting progress.

One of the founding fathers of American Republic, Thomas Jefferson held the view that education was an absolute necessity both for improvement of public morality and maintenance of liberty and equality. He proposed a scheme of elementary education for all and liberal and advanced studies for those person

whom nature has endowed with genius, these are the people called upon to guard the sacred deposit of the rights and liberties of their fellow citizens. The liberally educated guardians of liberty would form a new aristocracy, an aristocracy of talent as opposed to the old aristocracy whose merit consisted solely in the accident of birth. He believed that the general enlightenment brought about by universal education was the strongest guarantee for the survival of a democratic form of government. However, Jefferson's ideas could not be achieved because in his nation people were seen as tools; He himself was a slaveholder and he did not include slaves in his general scheme of universal education. Education offered to the slave was of inferior quality and was geared towards making them servants.

Among the American blacks, Du Bois played a big role in championing universal education. He argued that:

"Negroes should endeavour to give all their children the largest possible amount of general training and intelligence for the objective of true education is not to make carpenters but better men".

He advised parents to give their children the best education possible. The objective of education is to carry the child as far as possible in its knowledge of the accumulated wisdom of the world.

King Fredrick William III of Prussia was the first monarch to be converted to the idea of popular education; The desire to promote the prosperity of his people led him to transform the state of popular education. He created a ministry charged with the responsibility of inaugurating a state of education. Philips (1975) observed that in France, United Kingdom, United States of America and other advanced countries, there had been a good deal of heart searching about public responsibility for primary education. However it was not until the last decade of the century that system of universal publicly financed primary education was made operative. Compulsory schooling first appeared in these countries relatively late not at all (Mukathe 1999). In Prussia it started in 1806, Austria 1814, Greece 1844, various German states between 1724 – 1806, Japan 1872, France 1882, Belgium 1914, Britain and Netherlands in 1900. Ideology of education as a basic human right is an outgrowth of the revolution changes in thinking that have spread globally since the end of Second World War. After the Second World War emphasis changed and the public function of education became much more prominent (Gould, 1993).

In 1948 the United Nations Assembly agreed under article 26 that "everyone has the right to education". From then the countries which had won independence from the colonial powers inevitably sought to establish societies based on general notion of equity and human right and their support for a social

justification of public education was unquestionable (Gould 1993). UNESCO started sponsoring regional meetings to discuss the future of education in 1950's. In 1956 a UNESCO sponsored meeting was held in Lima to discuss free and compulsory education in Latin America and Caribbean. Asian countries met in Karachi in 1960 and in Tokyo in 1962. They set the goal of increasing Gross Enrolment Ratio (GER) from 70% to 90% by 1990. The Addis Ababa conference of 1961 set the goal for increasing GER for African countries (Lockheed 1991). Although the ministers for education of Asia, Africa and Latin, American countries committed their nations in the early 1960's to a strategy of building educational systems from the ground up starting with UPE, their strategy in action turned out to be the exact opposite. These countries expanded enrolments at much faster rate at the university and secondary level than the base of the system (Coombs, 1985).

In March 1990 World Conference on Education for All (WCEFA) was held in Jomtien Thailand. One of the recommendations of this conference was that every country was to assess the needs of its education programme and to design measures that might enable the realization of education for all (UNESCO 1992). It sought to revive the international communities' commitment to developing basic education for all as a fundamental human right. Education for All (EFA) is a goal and a strategy – a global commitment with national outlook that addresses the provision of quality basic education for all children, youth and adult, in a country. (Republic of Kenya, 2001). EFA is thus an inclusive concept that must encompass not only primary education but also early childhood education, literacy and life skill programme.

Ten years later the WCEFA held in Dakar, Senegal in 2000 provided an opportunity to assess progress made since Jomtien and the prospects for developing quality education for all in the 21st century. The Dakar Declaration noted that despite notable efforts by governments to ensure the right to education for all, the targets set at Jomtien in 1990 had not been met. The desire to revitalize education and training made the government of Kenya appoint a commission of inquiry into the Education system of Kenya in May 1998. This commission completed its work in 1999 and released it in March 2000 (Republic of Kenya, 2001). This commission recommended that universal primary education to be achieved by 2005 and after 2002 General elections, free primary education was launched in January, 2003. Earlier on in 2001, Children's Act had been enacted by the parliament and it became effective in March 2002.

2.2 Global challenges facing EFA

The Dakar Framework for Action geared towards the attainment of EFA underlines the importance of a literate citizenry for any country. It should be noted that education is a fundamental human right, it is the key to sustainable development, peace and stability within and among nations. Thus education is an indispensable means for effective participation in societies and economies of the 21st century which are affected by globalization.

Abagi (1998) noted that at the 1990 Jomtien WCEFA, it was observed that despite notable effort by countries around the world and over 40 years since the Universal Declaration of the Human rights, the following realities still exist.

- More than 100 million children including 60 million girls have no access to primary education.
- More than 960 million adults, 2/3 of which are women are illiterate.
- More than 1/3 of the world's adults have no access to printed knowledge, new skills and technologies that could improve the quality of their lives.
- More than 100 million children and countless adults fail to complete basic education programmes while millions more satisfy attendance requirements but do not acquire essential knowledge and skills.

Jomtien conference revealed existence of serious challenge of UPE. Studies conducted both in developing countries and Africa have confirmed that despite the growth in enrolment, primary sector still faces challenges relating to access, retention, equity, quality, relevance and financing. In many countries the sector is experiencing declining enrolments, high dropout rates, low transition and completion rates.

The UNESCO report (2003) says that a right to primary education is nothing if there is no access. When there is access, it is of poor quality, and then it is unlikely that the goal of EFA will be reached. The global community continues its search for ways in which access to good quality primary education can be provided universally.

The UNESCO report of 1991 on the universal declaration of human rights proclaim that everyone has a right to education, yet more than 40 years after the historic declaration was signed, the challenge of illiteracy and lack of basic education remain enormous. Today there are nearly one billion adults who are

illiterate in the world, more than one adult in every five, (UNESCO 2003). The right to education imposes an obligation upon states to ensure that all citizens have an opportunity to meet basic needs. The Dakar conference resolved that by 2015 all children in difficult circumstances and those belonging to ethnic minorities need to have access to and complete free and compulsory education of good quality.

2.3 Financing of Education by the government

The Kenyan economy has witnessed mixed performances since independence in 1963. In the period between 1964 and 1971, the Gross Domestic Product (GDP) grew at an average of 6.5 percent per annum. This was as a result of higher agricultural output due to expansion of agriculture and redistribution of agricultural land, industrialisation strategy based on import substitution and public sector participation in manufacturing. This slowed down remarkably during the oil crisis of 1972 – 79 which pushed the cost of imported inputs and raw materials which the economy relies on (Kenya Economic Survey 2000).

During the later part of 1980's and early 1990's the government intensified implementation of the structural adjustment programmes aimed at reviving economic growth. The emphasis during the period was on stabilization and enhancing the structural adjustment programmes that involved strict momentary policy, budget rationalisation and reduction in deficit. The government therefore came up with a strategy of cost sharing between the government and the consumers of education.

(Kenya Economic Survey, 2000).

The government has continued to give priority to education and has already mentioned that public spending on the sector has increased tremendously: The primary education share of the total education recurrent expenditure rose from 55 percent in 1955 to 57 percent in 1998. The government of Kenya introduced the cost sharing policy which has affected enrolment and dropout rates in all levels. The cost sharing policy has negated the realization of the policy objectives.

(Central Bureau of Statistics, 2004).

Economic survey report of Kenya 2001 on education sector show that education continues to dominate the recurrent expenditure (75.4% of the total recurrent expenditure of 2000/2001 financial year went to education sector). World Bank report of 1990 say that education output is the achievement of pupils and students in terms of acquisitions of useful knowledge skills and behaviour by tests or examination

results. Members of the public and government expect high future returns from education in form of educational output.

Countries that have implemented FPE for example: Uganda, Malawi, Tanzania and Zambia are experiencing problems with the funding which has resulted to teacher shortage, inadequate teaching and learning materials. (Arcadia Education Features 2003). In Kenya, with high enrolments the quality of education has deteriorated considerably as schools and teachers are pressed to cope with large number of learners that have increased disproportionately without similar expansion in facilities. (Sunday Nation 2nd May 2004). The paper also reported that the parents had paid millions of shillings to schools in order to cater for some services. This is a practice negating the spirit of FPE.

Namaswa and Mutua (1992) say that education is a prime mover in economic growth of a country. They note that education becomes an equalizer and a tool of social and economic development of individual and families and therefore countries should come up in support of the crucial role of education in economic development. Education for All should therefore be supported by all and sundry. Hallack (1969) says that in order to achieve educational targets funds must be available. In both developing and developed countries the public sector generally plays a paramount part in financing education.

2.4 Teaching and Learning Materials.

Shiundu and Omulando (1992) assert that learning environment should be healthy, safe and protective. This should include adequate water and sanitation facilities access or linkage with health and nutrition services, policies and code of conduct that enhance the psychosocial & emotional health of the teachers and learners education content and practices leading to knowledge attitude values and life skills needed for self esteem, good health and personal safety. Official documents show that about 50% of Kenyan live below poverty line and are therefore unable to access services like food, education, shelter and health. Household and communities have therefore been unable to invest and support the development of basic education. (Republic of Kenya 2001).

Prof. Saitoti the then Minister for education said two and a half years since free schooling was started many children are still out of school. These include orphans, child labourers, refugees, teenage parents abused and neglected children and those with special needs. He said reforms in the education

ministry had been started to address the problems. The reforms include curriculum development and teaching approaches such as multi-shift and multi-grade system, mobile schools and school feeding programmes, and teacher support, including training staff for mobile schools and in-servicing them. (The standard Aug. 25th 2005). The government has given an advantage to arid and semiarid areas where boarding schools have been benefiting from a deliberate double allocation of free primary education funds for each pupil to help keep the children in school. This has helped in getting more resources for teaching and learning purposes (Sunday Nation Oct. 19th 2003).

Basic education caters for the majority of school age children of 6-13 yrs. This level has been getting declining resources from the total government expenditure, compared to other levels of education. More public resources seem not to be going to instructional related activities (inputs) including textbooks, desks and feeding programmes. The bulk of available resources is going to the running of the secretariat at the ministry of education headquarters and in the districts and the teachers salaries. (Central Bureau Statistics, 2004).

Teacher shortage, inadequacy of teaching and learning materials and inadequate space has been experienced in all undeveloped countries which have introduced FPE. With high enrolment the quality of education has deteriorated considerably as schools and teachers are pressed to cope with large numbers of learners. As a result some learners are forced to sit on the floor and teachers do not attend classes regularly because of poor remuneration (Arcadia Education Features, 2003).

2.5 Education management and FPE

The Education sector faces problems which are occasioned by centralized bureaucratic structures and politicisation of education at national, provincial and school levels. Reforms in education management are urgently needed to move from highly centralized, standardized and common driven form of management to more decentralized and participatory one. The sector lacks a sound and sustainable management information system. (Republic of Kenya, 2001).

In the Daily Nation of May 13th 2005, Benson Ledama Laments that education has now become a tool for the rich. Despite the free primary education, we still find it difficult to send children to school because in some cases at least 100 of them will be congested in one classroom to be taught by one teacher. He continues to say that private schools seem to be managed better and therefore able

parents are taking their children to private institutions all the way from primary to university. Private schools are performing better than public schools which mean majority of the pupils in private schools will join secondary school and the public schools will only contribute a small number. Private universities are only admitting students from rich backgrounds due to high fees, where will Kenya end up? The rich will remain rich and the poor will remain poor (Daily Nation May 13th 2005)

An expert meeting on improving performance in primary education held prior to the Dakar Conference, identified four critical areas essential for achieving UPE.

- Improving the pedagogy of teachers (Focussing on the adoption of curriculum at the classroom level).
- Local governance (Strategies and options).
- Care and education for all children (the school should have a supportive environment)
- Monitoring progress and evaluation in primary education performance in effort to achieve UPE.

Prof. Maleche says it is not possible to expect the government alone to offer and manage basic education to all the citizens who need it. Experience and deliberations at past conferences and workshops have revealed that there are many agencies capable of handling certain basic Education for All programmes by far better than the government (Republic of Kenya report on EFA (1992). A recent study by the institute of policy analysis and research entitled "*Education financing in Kenya, Secondary School Bursary Scheme implementation and challenges*" says that the old system of bursary allocation where the money was directly sent to schools was highly abused. The bursaries were irregularly allocated to some students and that teacher and parents were never involved in the selection process. A shift in policy was therefore necessary. However the policy shift has created delays in disbursement of funds. The delays have been caused by controversies in the constituencies where members of parliament want their supporters nominated in the committees distributing the bursary funds. Prof. Saitoti the then Minister for Education explained that the new policy was expected to streamline the process of selecting the students and disbursing the funds and ensure that only deserving cases benefited. In the past there were cases where money was misused with some headteachers and school committees giving it to undeserving students (Daily Nations Oct. 20th 2003).

Misappropriation of funds by headteachers has been cited as a challenge to the FPE programme. Some teachers were said to be deliberately refusing to buy required materials, others were accused of diverting the funds to unintended purposes. The then T.S.C. secretary James Ongwae had this to say *"The government will not tolerate any form of slunder of public funds. Headteachers must put the funds to the right use or they lose their jobs"*. (Sunday Nations Oct 10th 2003).

Following the introduction of FPE Programme, the government started a programme to train headteachers in financial management. But this process has been faced with difficulties. In Meru South the headteachers rejected the course because they were opposed to being accommodated in a secondary school. The then Meru South DC said that five headteachers were likely to be interdicted for misuse of Ksh.230,000/= He said cases of funds misuse in primary schools were on the increase and that the course was meant to equip teachers with skills to manage the money prudently.

2.6 Distribution and adequacy of teachers

UNESCO report, 2003 states that the status, morale and professionalism of teachers should be enhanced. This is necessitated by the fact that teachers are essential in promoting quality education, whether in schools or in more flexible community based programmes. Somerset and Makau (1980) carried out a study in rural schools and Nairobi schools and found that there is a strong correlation between teaching methods and pupil performance at certificate of Primary Education (CPE) level. They also found that there is a strong correlation between the administration and the pupil performance in CPE.

Kilemi Mwiria (Daily Nation Feb 18th 2003) states that no education reform is likely to succeed without active participation and ownership of teachers. Teachers at all levels should be remunerated and be professionally trained. In the world Educational Report UNESCO (1991) it was stated that

"What is remembered of school in later life by most people is not the contents long ago absorbed or forgotten – but one or two teachers. It was the content which they taught that made a difference."

Bett (1986) found that major factors influencing performance in Kericho District were unequal distribution of graduate teachers and ineffective role played by the teachers.

HIV/AIDS pandemic has had a devastating effect on the education sector in general and in the participation of children in particular. UNESCO report, (2003) point out that the experience of the decade has shown that HIV/AIDS pandemic has had devastating effect on education system, teachers and learners,

particularly adverse effects on the girls. Stigma and poverty brought about the HIV/AIDS are creating new cases of children excluded from education and adult with reduced livelihood opportunities. Many teachers are infected or affected by HIV/AIDS thus unable to be effectively in their work. Another major problem is that the government is spending a lot of resources to take care of those infected with HIV/AIDS. Eliakin Sijenje of KNUT branch Kisumu lamented that AIDS was killing teachers in the District at an alarming rate. He urged the government to immediately fill vacancies created by teachers' deaths, resignations and retirements (Daily Nations Oct, 2nd 2003). Resources used to take care of HIV/AIDS cases could be used to boost public investment in education, especially at this time when cost and financing of education has been on the rise.

KNUT national chairman Mr. Ng'ang'a says the government need to employ 60,000 teachers to support the FPE programme because the quality of education is at stake following increased enrolment. However, independent estimate show that 34,000 teachers are needed (Sunday Nation Oct 19th 2003). While addressing a meeting of donors, the minister for Education Prof. Saitoti acknowledged the serious shortage of teachers and appreciated the shift by donors from their previous stand on teacher pupil ratio of 1:50 to 1:40. (Daily Nations Jan 25th 2005)

Teachers' distribution has been a key challenge. Teacher distribution is determined by curriculum based establishment by subject rather than by enrolment. Furthermore extraneous social considerations, eg marital status millitates against a rationalized deployment of teachers. This is an area of concern as schools in some areas are overstaffed while others suffer shortage. (Republic of Kenya 2001).

The government has started a programme to prepare teachers for the FPE programme. Prof. Mutahi, permanent secretary Ministry of Education has asked teacher training colleges nationwide to start equipping their learners with skills on emerging issues. This was immediately implemented by some colleges. The Highridge Teachers College principal Mrs. Margaret Ojuando says they have started multi-grade, shift teaching and multi-age groups teaching so as to equip the teacher effectively to cope with large classes. (Sunday Nation Oct, 19th 2003).

2.7 Socio – cultural and Socio – Economic Factors.

Some communities have regressive cultural practices that hinder access to education. In most African countries women stand out clearly as an educationally disadvantaged group. This is largely a function of many sex roles assigned to them and which have remained unrevised even in the face of modern development. (UNESCO 1991) Duncan (1989) in her studies "engendering school learning among boys and girls in Botswana" established that cultural views, values and expectations affected access to education and performance of students. She further affirmed that the girls were affected more. This was because the cultural values would be reflected in the structure of the school, teacher behaviour and expectations and even in school text books.

In 1988 Wamahu in her studies in Kwale District found that girls performed more tasks and had less time to do their supplementary reading for school as compared to boys. She also established that undertaking traditional roles by girls led to their irregular attendance of school and poor academic achievements.

Coleman (1968) observes that free schooling does not mean that costs of educating a child become zero for families of all economic levels. There are many families who could not afford even the fairest economic cost of keeping a child at school before and beyond a particular age-range. At relatively early age the child's labour becomes necessary for the welfare of the family. Thus we find that a large section of the school age population is unable to derive maximum benefit from education due to economic reasons.

Poor economic growth in Kenya in the last decade has led to persistent poverty among Kenyans. Official documents show about 50% of Kenyans live below poverty line and are therefore unable to access basic services like food, shelter and health. House holds and communities have therefore been unable to invest and support the development of basic education (National Development plan 1997 – 2001). This resulted in declining enrolment rates, increasing dropout rates and gender disparities where girls were married off at an early age in some communities. Other children who could not access education were employed as child labourers while others engaged in unwarranted behaviour such as prostitution. This exposed them to diseases such as HIV/AIDS.

People in low social- economic status have increased rapidly since 1994, prevalence was 58% in North Eastern, 57 % in Eastern and 42% in Nyanza. However, in 1997 it increased to 62% in Eastern, 63% in Nyanza and 31% in Central (Welfare monitoring survey 1997). The number of Kenyans in the low economic status increased from 3.5 million in 1972 to 11.5 million in 1994 and now it is estimated to be 15

million (Ministry of Finance and Planning 2001). Slow economic growth limit the amount of funds available for education by the government and households, parents therefore make preferential choices as regarding which gender and age of children to continue with education.

2.8 Summary of the literature review

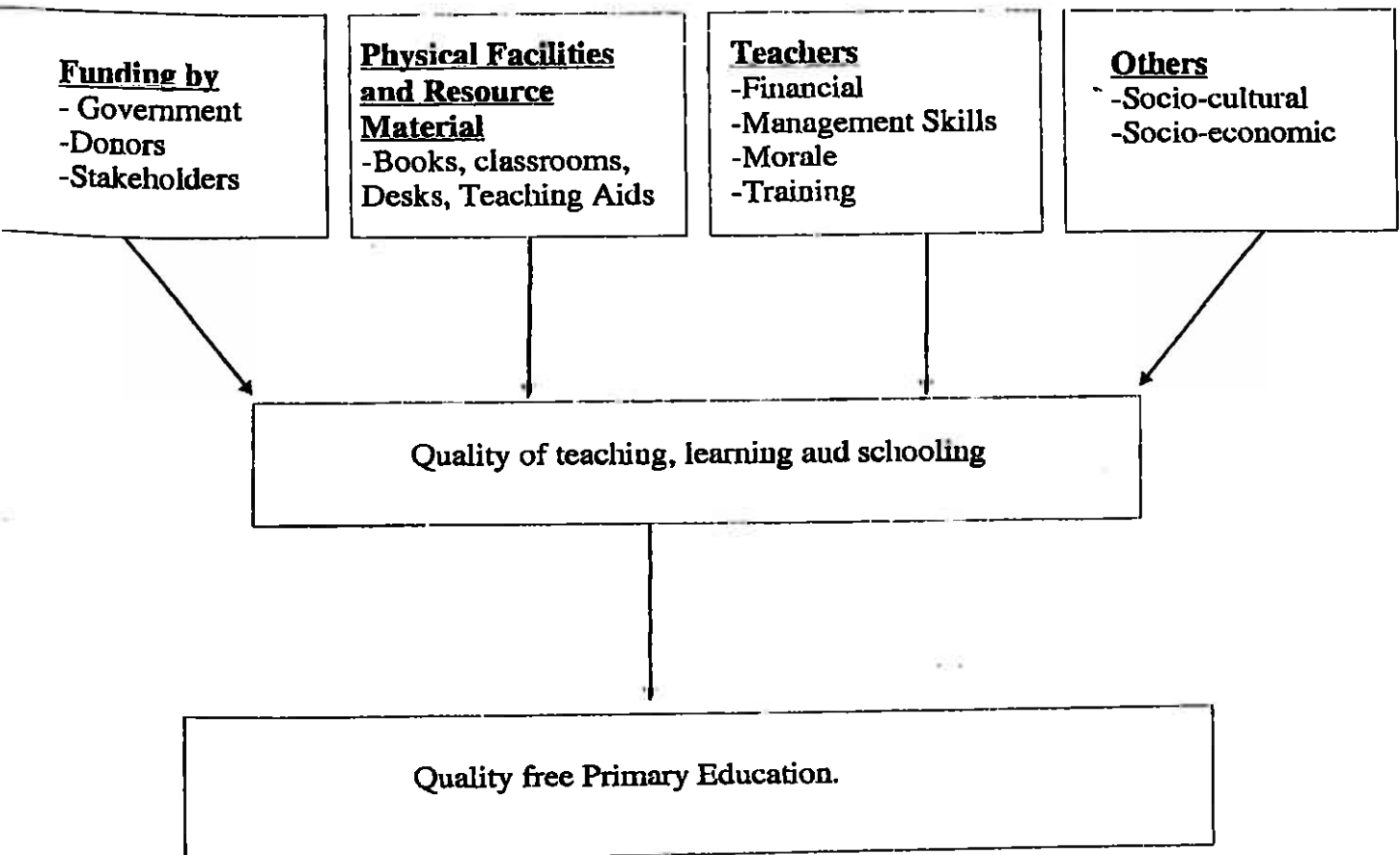
In the literature review many challenges facing free primary education have been cited. The challenges cited are similar in most countries. These challenges include shortage of teachers, classroom space, resource materials and negative support from the parents and other stakeholder. Since these challenges are similar in most countries they should be addressed globally to minimize their effect on access, equity, retention and relevance in education.

2.9 Conceptual framework

Free primary education cannot succeed if it does not get support from all comers. It is the success in implementation of Free Primary Education that will lead to attainment of Education for All and hence Universal Primary Education. For quality teaching and learning, several factors come into play. These include:-

- (I) Adequate funding by the government, donors and other stakeholders.
- (II) Availability of Personnel to manage and carry out instructional duties.
- (III) Other factors e.g. socio-cultural and social-economic factors.
- (IV) Availability of physical facilities and resource materials.

Figure 1: Conceptual Framework



CHAPTER THREE

3.0 Introduction

This chapter deals with research design, target population, sample and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.1 Research Design

According to Borg and Gall (1996) a research is a logical and valuable way of looking at the world. The research design used was ex-post facto. According to Collin and Marion (1986) ex-post facto design is a method of eliciting possible antecedents of events which have happened and cannot because of this fact be engineered or manipulated by the investigator. In this research, data was collected from members the teachers and head teachers by use of aquestionnaires in order to determine the current status of the population with respect to one or more variables. The research aimed at establishing the challenges that affect effective implementation of FPE programme and hence the researcher could not manipulate the casual factors. The researcher relied on past records of events and processes as they occurred.

3.2 Target Population

Target population is a large population from which a sample population is selected (Brinker 1988). The researcher chose head teachers and teachers of public primary schools in Tigania Central division as the target population. All the head teachers were involved in the research and only 169 teachers. The division has two education zones; Kiguchwa & Mikinduri education zones. Kiguchwa has 12 public primary schools and Mikinduri had 19.

The total number of teachers in Tigania Central division was 283, and 31 head teachers.

3.3 Sample and sampling procedure

A sample is a small population selected for observation (Best and Kahn 2002). The total number of headteachers in Tigania Central division was 31 and the teachers was 283. According to Best and Kahn (2002) the ideal sample should be large enough to serve as adequate representation of the population about which researcher wishes to generalize and small enough for be selected

economically – in terms of subject availability, expenses in both time and money and complexity of data analysis. Since the zone was small and the public schools were few, all the 31 head teachers were involved. Since there were 283 teachers, 169 (59%) teachers were be picked to participate in the study. This is per Krejcie and Morgan table of determining a sample size (Mulusa 1988). Simple random sampling was used to pick the teachers who participated in the study .At least half of the number of teachers in every school were randomly sampled to participate in the study.

3.4 Research Instruments.

The research instruments used were questionnaires. Wiersman (1986) asserted that the most suitable instrument for descriptive research is the questionnaire. There were two types of questionnaires, one for the headteachers, the other one for the teachers.

Each questionnaire had two sections. The first section was to establish general information about the teacher, the headteacher or the school. In the second section Likert (1967) summated rating method was used in the structuring of the questions. Likert found out that for practical reasons scores should have arbitrary weights consisting of integers. The respondents filled the questionnaires which were later collected by the researcher. The headteachers questionnaire had 5 items in section A to establish the demographic information about the headteacher. Section B had 12 items to establish the research questions. The teachers' questionnaire had 4 questions in section A to establish the demographic information about the teacher. Section B had 9 questions to establish the objectives.

3.5 Instrument validity

Borg & Gall (1989) define validity as the degree to which a test measures what it wants to measure. Expert advice from the supervisor was sought on ways to appraise the items in the questionnaire. A pilot study was carried out to appraise the items in questionnaires.

3.6 Instrument Reliability

Reliability is the degree of consistency that the instrument or procedure demonstrates. (Best and Kahn 2002). The researcher used split half technique to determine the coefficient of internal consistency. According to Mugenda and Mugenda (1999) several steps are involved:

1. The items were sampled from the domain of indicators that measured the variable.
2. The test was administered to the pilot group.
3. The items were grouped into odd number together and even ones together.
4. The score of odd numbered and even numbered was computed.
5. The odd numbered scores and even numbered scores were correlated using Pearson's Product – Moment Correlation.

Correlation coefficient of 0.75 was obtained. Spearman-Brown prophecy formula was used to calculate the reliability of the entire test which was found to be 0.81. Reliability coefficient values range from 0.00 (indicating no reliability) and 1.00 (indicating perfect reliability).

Equation used:

$$R_e = \frac{2r}{r+1} \quad \text{where } R_e = \text{Reliability of the entire test}$$

$$r = \text{Reliability co-efficient.}$$

3.7 Data collection procedures

Before the process of data collection, permission was sought from the Ministry of Education Science and technology. Brief introduction of the nature and importance of the research was done to establish a rapport with the respondents and the school community. Respondents were assured of confidentiality before administering the questionnaire. All the items in the questionnaire were duly filled up before they were collected.

3.8 Data Analysis.

The data was analysed using descriptive statistics. Each research question was analysed using frequencies and then percentages. For example the frequency of schools which do not receive enough FPE funds was established and then the percentage calculated. All the other research questions were treated similarly.

CHAPTER FOUR

Data analysis and interpretation

4.0 Introduction

In this chapter the data has been analyzed and interpreted as per the research questions and demographic information of head teachers and teachers. Each research question has been handled as deeply as possible.

4.1 Questionnaire Return rate

All the 23 questionnaires sent to the head teachers were returned duly filled up. Out of the 169 questionnaires distributed to the teachers, 156 (92.3%) were returned.

4.2- Demographic information of the respondents

In this part general information about the respondents is analyzed by use of frequencies and percentages.

4.2.1 Gender of teachers and head teachers

The respondents were asked to give their gender. The results are shown in the table 1 below.

Table 1 Gender distribution among teachers and headteachers

Gender	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Male	22	95.65	83	53.20
Female	1	4.35	73	46.80
Total	23	100.00	156	100.00

Table 1 shows that majority of the teachers, 83 (53.2%) were males whereas 73 (46.8%) were females. This is a fair distribution given that women have all along been disadvantaged in the provision of education services. However this is not the case among the head teachers, only one (4.35%) female was a head teacher. This shows that women should be encouraged to take leadership positions so that they can compete with men on the same footing. World Bank (1990)

explains that females face obstacles in accessing education which include lack of schools for only girls, household labour, increased likelihood of pregnancy and preparation for marriage.

4.2.2 Academic qualifications of head teachers and teachers

The respondents were asked their academic qualifications, the results are analyzed in table 2 below.

Table 2 Academic qualifications of head teachers and teachers

Qualification	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
C.P.E	0	0.00	1	0.64
K.CPE	0	0.00	3	1.92
KJSE	1	4.35	3	1.92
KCE	8	34.78	46	29.48
KCSE	6	26.09	73	46.79
KACE	6	26.09	21	13.46
Graduate	0	0.00	2	1.28
EACE	2	8.70	7	4.48
Total	23	100.00	156	100.00

Table 2 shows that majority of the head teachers had reasonable academic qualifications (above KCE). This is an indication that they can train and make good managers and therefore effectively implement FPE Programme. Majority of teachers (46.79%) also had form four level of education and therefore well equipped academically. A large proportion, 46.79% sat for KCSE under the 8.4.4 system of education and hence young, energetic and familiar with the 8.4.4 syllabus. However the teachers need to be encouraged to enroll for degree programmes to equip them better.

4.2.3 Professional qualification of head teachers and teachers

The respondents were asked to state their professional qualifications, the results are shown in table 3 below.

Table 3 Professional Qualifications of head teachers & teachers

Qualification	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
P3	0	0.00	2	1.28
P2	0	0.00	6	3.84
P1	10	43.48	115	73.70
S1	0	0.00	1	0.64
A.T.S	13	56.52	31	19.87
BED	0	0.00	1	0.64
TOTAL	23	100.00	156	100.00

Table 3 shows that all the head teachers and teachers were professionally trained. All the head teachers were either under P1 or ATS . This shows they can fully implement the FPE Programme given the necessarily exposure. Majority of the teachers were also in the PI or ATS group. However there were few who were under P3 and P2 status .These should be encouraged to attend courses so as to upgrade their status. UNESCO (2003) states that the status, morale and professionalism of teachers should be enhanced because teachers are essential in promoting quality education whether in schools or in more flexible community based Programmes.

4.2.4 Teaching experience of the head teachers and teachers,

The respondents were asked to state their teaching experience, the results are shown in the table below. This was meant to establish their preparedness in implementation of FPE programme.

Table 4 Teaching experience of the head teachers and teachers

Experience	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Below 5 years	1	4.35	48	30.76
6-10 years	0	0.00	18	11.53
11-15 years	7	30.43	32	20.51
Even 15 years	15	65.22	58	37.0
Total	23	100.00	156	100.00

The table 4 shows that majority of the headteachers had the necessary experience. Only one (4.35%) had experience which was below 5 years. This could have resulted due to an error in filling the questionnaires because for one to become a deputy head teacher one must have served as a class room teacher for a minimum of three years and to become a head teacher one must serve as a deputy head teacher for a minimum of five years. Majority of the teachers (30.76%) had little experience i.e. below 5 years but given that they are trained, young and familiar with the 8.4.4 syllabus, they could effectively implement FPE Programme .A reasonable proportion (37.2%) of the teachers had teaching experience of over 15 years .This group consists of mothers and fathers and therefore had the patience to handle large classes.

4.2.5 Head teachers' experiences as a Head teacher,

A question was posed to respondents in regard to their experience as head teachers. Their responses are tabulated in table five.

Table 5 Experience of head teachers

Experience	Frequency	Percent
Less than 5yrs	8	34.78
6-10 yrs	10	43.48
11-20yrs	3	13.04
20 hrs	2	8.70
Total	23	100.00

Table 5 shows that a large proportion of head teachers had reasonable experience. This is an asset in the implementation of FPE Programme .However 8 headteachers (34.78 %) had experience of less than 5

years .This was not a major problem provided they were exposed to management training to make them more effective in implementing FPE Programme

4.3 Factors Affecting Free Primary Education

The research aimed at established five objectives .In this section each objective is discussed.

4.3.1 Rating of the teachers preparedness towards FPE implementation as perceived by teachers and head teachers.

This objective was established by posing several questions in both teachers and headteachers questionnaires. The respondents were to asked to rate the preparedness using three levels, highly prepared, prepared and poorly prepared .The rating is as shown below in the table 6 below.

Table 6

Rating of preparedness of teachers towards FPE Programme by teachers and head teachers

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Highly prepared	2	8.70	61	39.10
Prepared	19	82.60	93	59.60
Poorly prepared	2	8.70	2	1.30
Total	23	100.00	156	100.00

Table 6 shows that the majority of teachers were prepared towards FPE implementation, According to the headteachers, only a small percentage, 8.7% was highly prepared but quite a big proportion of teachers, 39% felt that they were highly prepared. This could have been due to political euphoria that culminated into the introduction of FPE Programme .Many teachers were ready to welcome the Programme though suddenly introduced.

The indication here was that teachers fully supported the Programme despite the hiccups experienced in the implementation process .This also showed that teachers were concerned about the high number of children who could not access basic education due to high costs involved .In a similar study in Kasarani Nairobi ,Maina (2004) established that the teachers were enthusiastic.

A question was asked, about teachers who are class teachers and most of the teachers (95.5%) were found to be class teachers. Only 4.5% were not class teachers. This showed that there was a serious teacher shortage and therefore teachers are overworked. This could be a source of frustrations although they were prepared to implement FPE Programme. Owuor (1997) revealed that shortage of teachers is an administrative problem which must be solved for effective teaching and learning.

Number of pupils in class,

The class teachers were asked to state the number of pupils in their classes, the results are analyzed in table 7 below.

Table 7 Pupils per class

	Frequency	Percentages
20 AND BELOW	25	16.70
21 –40	39	26.20
Over 40-50	16	10.70
OVER 50	69	46.30
Total	149	100.00

Table 7 shows that majority of the classes have over 50 pupils in class .This is a sign of overcrowding in classrooms and this may affect the quality of teaching. However 42 .9% of teachers said their classes had 40 or less pupils .The task force on FPE implementation headed by Gachukia recommended classes of 50 pupils .The information in table 7 show that there was high enrollment in most schools after implementation of FPE Programme .This was also established by Maina (2005). This was a big challenge to the teachers. The enrolment was also rated by the class teachers using three levels, high moderate and low. The results are as shown in the table 8.

Rating of enrolment by class teachers after implementation of F.P.E programme,

The respondent were asked to rate enrolment after FPE implementation as high, moderate or low, the results are tabulated in table 8 below.

Table 8 Enrollment in all classes

Rate	Frequency	Percent
High	84	56.40
Moderate	64	43.00
Low	1	0.70
Total	149	100.00

The rating show that 56.4% of the class teachers felt that the enrolment was high and 43% felt it was moderate. This was also established by Machila (2004) and Otwani (2004) .The children whose parents could not afford direct costs got a chance to enroll in schools after implementation of FPE Programme. World Bank (1990) reported that children of poor families are less apt to enroll in school, and more apt to drop out than children of better off families.

4.3.2 Adequacy of teachers, instructional resources and physical facilities

This objective was established through several questions in the teachers and head teacher's questionnaires. Respondents were asked to rate the adequacy of the physical facilities and resource materials as whether adequate or inadequate.

Table 9: Impact of FPE on physical facilities and instructional materials

Aspects impact on;	Head teachers				Teachers			
	Adequate		Inadequate		Adequate		Inadequate	
	No.	%	No.	%	No.	%	No.	%
Classroom space	3	13.04	20	86.96	50	32.05	106	69.95
Toilets facilities	9	39.13	14	60.87	70	44.87	86	55.13
Text books	18	78.26	5	21.74	132	84.62	24	15.38
Pencils, rubber, etc	19	82.61	4	17.39	123	78.85	33	21.15
Field & PE facilities	4	17.39	19	82.61	54	34.62	102	65.38

Table 9 show that physical facilities such as classroom space, toilet facilities and field & P.E facilities were not adequate. The Ministry of Education recommends one toilet per every 25 pupils. The inadequacy could have resulted after implementation of FPE Programme. Inadequacy of physical facilities was also

established by Nduru (1993) Maina (2005) and Otwani (2004). Shundu and Omulando (1992) asserts that learning environment should be healthy, safe and protective.

Sanitation facilities should be accessible. Some schools had enough physical facilities, these could be due to lack of increase or litter increase in environment after FPE implementation. The ministry of Education also allocated some funds for construction of toilet facilities and water tanks in 2004 (MOEST). World Bank (1988) noted that dilapidated buildings, missing and broken desks, chairs and poor sanitation facilities are common in African schools especially in rural areas.

Instructional materials such as textbooks, pencils, rubber, mathematical sets, rulers and rubbers were found to be adequate. Maina (2005) had found that these resources were inadequate in Kasarani division. The study could have been based on information availed on the first year of implementation. Since the programme is on the third year of implementation, such materials could have accumulated over time leading to their adequacy and the programme could be stabilising.

Availability of physical facilities

Availability of the physical facilities was also rated by asking the head teachers and teachers to rate it as well equipped, fairly equipped and poorly equipped. The results are shown in table 10.

Table 10. Availability of physical facilities

Rating	Head teacher		Teachers	
	Frequency	Percent	Frequency	Percent
Well Equipped	4	17.39	7	4.49
Fairly equipped	13	56.52	113	72.44
Poorly equipped	6	26.09	36	23.08
Total	23	100.00	156	100.00

Majority of teachers felt that physical facilities were not enough (72.44%). A large proportion of head teachers (56.52) also had similar feelings. The above question was meant to summarise the general feeling among head teachers and teachers and therefore overall conclusion is that the physical facilities were not adequate.

Eshiwani (1988) says that the condition of the physical facilities is very crucial to provision of quality education. The classrooms lacked windows and doors in most schools. For safety of the books bought, headteachers have bought metallic boxes for storing books in their small offices. Maina (2005) and Machila (2005) also established that physical facilities were inadequate in Kasarani and Taveta division respectively.

Teacher Pupil Ratio

To establish the seriousness of the teachers shortage information was sought to establish teacher; pupil ratio. The teacher pupil ration was established in all schools visited and the results are in table 11.

Table 11: Teacher: Pupil Ratio

<u>Teacher: pupil ratio</u>	<u>No. of School</u>	<u>Percent</u>
Between 1:51 – 1:73	10	43.48
Between 1:41 – 1:50	5	21.74
Between 1:40 – 1:25	5	21.74
Below 1:25	3	13.04
TOTAL	23	100.00

The table 11 shows that 43.48% of the schools had teacher; pupil ratio of above 1:51. This is above the recommendation of the task force on Implementation of FPE headed by Eddah Gachukia. World Bank (2004) recommended teacher; pupil ratio of 1:40 for provision of quality education. Koech Commission said that the ideal teacher: pupil ratio should be 1:25 and says that a ratio of 1:40 affects the quality of teaching. Only 13:04% of the schools measure up to Koech Commission's recommendation.

Kilemi Mwiria, (Daily nation Feb 18th 2003 states that no education reform is likely to succeed without active participation and ownership of the teachers. Bett (1986) found that major factors influencing performance in Kericho district were unequal distribution of graduate teachers and ineffective role played by the teachers .The above table shows that there is a serious teacher shortage. Distribution of teachers is wanting.

Preparedness of head teachers in management for effective implementation of FPE Programme.

The objective on preparedness of head teachers in management was established through several questions in the head teachers' questionnaire.

Table 12: Major courses attended by head teachers

Courses	Frequency	Percent
Financial management	17	73.91
HIV/aid course	16	69.56
Guidance & counseling	11	47.83
Primary school management	9	39.13
Public relation	3	13.04
Personnel management	3	13.04
<u>Maturation & stress management</u>	<u>1</u>	<u>4.35</u>

Table 12 shows that all the headteachers had attended varied courses; Majority had attended financial management and HIV/AIDS courses. (73.9% and 69.56%) respectively .Okumbe (1998) says the function of educational management is to procure the resources necessary for the achievement of the objectives and World Bank (1990) recommends for training of managers at local levels for quality and high standard of education .

Koech report (1999) says that there should be in service training for managers and administrators regularly .Mutiria (2004) also found that head teachers had attended courses in management but it prepared them little in implementing FPE Programme. So there is a need for further training in financial management.

Course attendance in financial management as given by head teachers

A question was asked on whether head teachers had attended a course in financial management. It was found that most of the headteachers, 73.91% had attended a course in financial management .A small percentage 26.06% had not attended any such course. Koech commission report (1999) say that headteachers have no idea of most elementary sound of financial practice and also lack skills in financial management. Mutiria (2004) recommends for further training of administrators.

Preparation for FPE implementation by the financial courses attended as given by head teachers.

Table thirteen show how the head teachers were prepared by the financial courses attended. The head teachers had been asked to rate their preparedness by the courses attended.

Table 13 Preparedness of head teachers by the courses attended

Response	Frequency	Percent
Highly Prepared	5	29.41
Prepared	10	58.82
Poorly Prepared	2	11.76
Total	17	100.00

Table 13 shows that 29.41% of head teachers were highly prepared by the courses attended and 58.82% felt that it prepared them. Two (11.76%) felt that the course poorly prepared them. Some headteachers on the ground said that they didn't take the courses seriously because they were about to retire and there were ready people on hire to help them. balance the books during the auditing exercise. Olembo et al(1992)states that as financial controllers the head teachers must ensure proper budgeting and accounting is done with the help of the school bursar and accounts clerk. They must be conversant with accounting instructions and follow them strictly. Though funds were allocated for employing office support staff, most schools had not done so because the money was very little (Otwani 2004). Inadequacy of training in financial management was also established by Otwani (2004) and Mutiria (2004) In Busia and Meru Central respectively.

4: 3: 4 Ranking of challenges faced in implementing FPE.

The respondents were asked to rate the challenges they feel affect FPE implementation. The results are tabulated in table 14 below. The challenges were given in the questionnaire and they were required rate them as they perceive.

Table 14 **Ranking of challenges faced in implementation of FPE**

Challenge	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Understaffing	23	100.00	148	94.87
Inadequate funds	13	56.52	51	32.69
Community attitude(negative)	13	56.52	70	44.87
Inadequate Monitoring&Evaluation	6	26.09	31	19.87
Inadequate Teaching materials	3	13.04	29	18.59
Misappropriate of funds	2	8.70	24	15.38

The table 14 show the order of constraints faced by schools in implementing FPE Programme .The most serious is understaffing .There were schools with teacher pupil ratio of 1.73, 1:69 and 1:69 as shown earlier. Inadequacy of funds was also a big issue .This was really hurting small schools due to the mode of calculation and distribution of finances based on enrollment. For example, a school with 100 pupils would get Ksh 1500/= for activity since it is calculated at a rate of Ksh 15 per pupil .This amount could hardly handle the activities fee, that take place in school .A school with a population of 1000 pupils would get Ksh 15,000/= for the same. This problem applies in all vote heads.

Community attitude is also a big issue. Parents do not seem to understand what constitutes free primary education. They expect the government to come and construct new classrooms and meet all other hidden expenses. Amung'a (1997) Kibogy (2001) and Wanjohi (2002) also found that parents who constitute the community contribute highly to non enrolment.

Inadequate monitoring and evaluation was rated at 26.09% by headteachers and 19.87% by teachers.This is also an area of concern because incase of mismanagement of resources and funds, the little support given by the community would erode .

In his research Mutiria (2004) cited various problems experienced by education officers in the course of their duty, among these were;

- Lack of transport for the education offices
- Lack of support staff in their officers
- Understaffing

- Lack of parents and teachers seminars

Lack of equipment and teaching resources was lowly rated by the teachers and headteachers .As earlier cited, since the Programme was on the third year of the implementation, accumulation of these resources could have reduced their inadequacy as earlier cited by Maina (2005).

Misappropriation of funds was not a big issue since it was lowly rated, 8.7% by headteachers and 15.38% by teachers. The few cases cited could be due to lack of know-how in financial management. Training managers on financial management should be encouraged.

4.3.5

Rating of socio cultural and socio-economic factors affecting FPE implementation by teachers and head teachers.

The respondents were asked to rate social-economic and social- cultural factors that affect FPE implementation. The results are shown in the table below.

Table 15 Social – cultural and social economic factors affecting FPE

Factor	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Poverty Levels	18	78.26	134	85.90
Child labour	17	73.91	101	64.74
Circumcision Boys	16	69.57	98	62.82
Early Marriages	13	56.52	87	55.77
Circumcision of girls	9	39.13	56	35.90
Prostitution	3	13.04	15	9.62

The table 15 shows that poverty levels highly affect FPE implementation. Headteachers rated it at 78.90% and teachers at 85.90%. Abagi (1999), Republic of Kenya (2002) and Elimu Yetu Coalition (2003) also rated poverty levels highly as a factor in accessing basic education. There is a need for urgent measures to curb the escalating poverty levels to enable all achieve basic education to a certain level .

According to the ministry of education, 31.8% of the Kenyan children or 3 million are out of schools. This is attributed to the fact that 60% of Kenyans live below poverty line with no money to pay for

school fees (MOEST 2003). Effect of poverty levels was also established by Njeru (2004) and Machila (2005).

Child labour was also rated highly at 73.91% by headteachers and 64.74% by teachers. There is direct relationship between child labour and poverty levels. Children from poor families are used as a source of income by the parents. Respondents interviewed said that majority leave school at class five to go and seek employment as house helps or shamba boys. Abagi (1995) notes that completion rates have remained below 50% with the rate of girls worse than for boys. UNESCO (1994) attributes this to high cost of education, increasing levels of poverty in the country, various cultural factors and institution or school related factors. Machila (2005) also found child labour as a problem in influencing drop out and repetition rates in primary schools.

Circumcision of boys was highly rated as a socio-cultural factor influencing FPE in Tigania central division. Traditional ceremonies for circumcision of boys are common. Majority of boys rarely went back to school after the circumcision rites as they regarded themselves as "Men" capable of keeping a family and living an independent life. They normally go to seek for menial jobs in towns while others idle around market places chewing "Miraa". This is serious set-back to FPE implementation and the children's. Act should be enforced.

Early marriages were rated at 56.52% by headteachers and 55.77% by teachers. Early marriages could also be due to high poverty levels. Girls were married off so that parents get some resources or girls got married to escape poverty in their homes.

Circumcision of girls is rated at 39.13% by headteachers and 35.90% by teachers. This was a large proportion. Tigania central division is an area that has retained retrogressive cultural practices like circumcision of girls and traditional circumcision of boys. Once circumcised girls are either married off or they sought employment as house helps.

Prostitution was lowly rated as a social-economic factor effecting FPE. Head teachers rated it at 13.04% and teachers at 9.62%. This was mainly affecting schools around market places like Mikinduri, Mulika and Kigucwa markets. Poverty levels may influence prostitution. The rating is low but measures need to be put in to place to curb it from escalating

4.3.6 Recommendations from the teachers

Among the recommendations made by teachers, employment of more teachers, increasing FPE funds and disbursement of funds in time was rated highly. Other constraints are shown below.

Recommendation	Frequency	Percent
Employ more teachers	137	91.30%
Increase FPE funds	49	32.70%
Disburse the funds in time	40	26.70%
Increase salaries and motivation of teachers	32	21.30%
Introduce feeding programmes in day schools	21	14.00%
Increase bursary programmes in sec. schools	15	10.00%
Increased monitoring & evaluation	14	9.30%
Involve Provincial Administration	13	8.70%
Employment of support staff	12	8.00%
Introduction of courses & seminars	7	4.00%
Extend FPE to Sec. schools	5	3.30%

4.3.7 Recommendations from the head teachers

Just like teachers, head teachers also rated employment of teachers, increase in salaries and disbursement of the funds in time highly. This is shown below.

Recommendation	Frequency	Percent
Employ more teachers	16	88.90%
Increase teachers salaries	15	83.30%
Increase FPE funds	12	66.70%
Provide FPE funds on time	11	61.10%
Employment of support staff	9	50.00%
Frequent training in financial management	8	44.40%
Headteachers to be solely managers	7	38.90%
Allowances to be increased	6	33.30%
Introduce feeding programmes in schools	5	27.80%
Increased monitoring and evaluation	3	16.70%

CHAPTER FIVE

5.0 Introduction

This chapter deals with summary, conclusion, recommendations and suggestions for further research.

5.1 Summary

The study was guided by five objectives and research questions. The research questions were –

- Are funds provided by the government adequate for implementation of FPE Programme?
- Is the number of teachers, instructional resources and physical facilities adequate for effective implementation of FPE Programme?
- Are the head teacher well trained in financial management for effective implementation of FPE programme?
- Are the teachers well prepared to support the FPE programme?
- Are there some social-cultural and socio-economic factors that affect effective implementation of FPE programme?

It was found that the funds provided by the government are not adequate. Majority of the head teachers, 50.52% said funds are not adequate. Among the teachers, 32.69% thought the funds are source of constraint. Head teachers are better versed on the issue of funds since they are directly involved in handling financial matters. The issue of funds is more prominent on the small public primary schools. However it was noted by many that the money allocated to buying textbooks and resource materials is almost adequate. Head teachers were positive that if the government continued to give support to schools to acquire teaching and learning materials, the situation will improve tremendously and in the long run textbook pupil ratio of 1:1 will be achieved.

The number of teachers in the public schools is an issue. There is a serious shortage which should be addressed urgently. The situation on the ground shows that they are overworked and highly demoralized. But despite the heavy work load, teachers are prepared to support the programme. Head teachers rated the preparedness of teachers at 59.6% and teachers rated it at 82.6%. This shows the teachers are concerned about the inability of children to access basic education due to there inability to meet basic costs.

Among the recommendations from respondents about teachers were,

- employ more teachers
- introduce refresher courses for teachers
- increase teachers salaries and allowances and
- employment of support staff in their officers

Physical facilities were found to be inadequate. The physical facilities included classrooms, toilet facilities, P.E. facilities and fields. Majority of teachers and head teachers felt that these facilities were inadequate.

The headteachers were found to have attended several courses on management. Quite a large number, 88.23% felt that the courses on financial management prepared them well to handle financial matters. Majority said such courses should be regular.

Among the challenges cited in decreasing order of seriousness were;

- Understaffing in schools
- Inadequacy of FPE funds
- Negative attitude by the community
- Inadequate monitoring and evaluation
- Poorly equipped
- Inadequacy of teaching materials

Socio-cultural and socio-economic factors were also rated highly as having a negative impact on FPE implementation. Among these in decreasing the order of seriousness include;

- Poverty levels
- Child labour
- Circumcision of boys
- Early marriages
- Circumcision of girls
- Prostitution

5.2 Conclusion

From what was found in the research, there are constraints in the implementations of FPE programme in Tigania Central Division. The problems identified include shortage teaching staff and support staff in offices, inadequacy of FPE funds, inadequacy physical facilities, need for constant training of head teachers on financial management and negative impact of socio-cultural factors & socio-economic factors such as, child labour, poverty levels circumcision of boys and girls, early marriages and prostitution. Preparedness of teachers and resources materials were found to be almost adequate.

5.3 Recommendations

From the information gathered during the research the following recommendation are important:

- (a) There is a serious teacher shortage which should be addressed. The current situation where teachers who retire or die are replaced should be discarded and a national teachers recruitment by the Teachers Service Commission be carried out. The alternative here is allocation of a vote head for support staff which can be managed by school committees to hire teachers at the local level to ease the burden on teachers.
- (b) The physical facilities in schools are in a deplorable state. The government and other stakeholders should organize for a way of raising funds to put up these physical facilities. These facilities are long lasting though expensive and once built they could last for a long time.
- (c) The parents and other stakeholders should be sensitized on their roles in FPE implementation. Physical facilities like office furniture desks and chalkboards can easily be bought by the parents if they are sensitized from the national level.
- (d) The system of fund distribution where each child is awarded Kshs 1,020/= should be revised. The money is hardly adequate. The money should be raised upwards or vote heads increased.
- (e) Instead of the government giving cash to schools, it can revive the school equipment scheme which will be the sole supplier of teaching and learning material to schools. This would minimize misappropriation of funds at the school level.
- (f) There is need for regular servicing of head teachers and committee members on matters of financial management. Head teachers who manage large primary schools should have their classroom workload reduced so that their role becomes mainly managerial.

(g) There is a need to strengthen guidance and counseling department in primary schools so as to address negative socio-cultural and socio –economic influences, such as prostitution, early marriages and child labour.

(h) The Children's Act should be enforced .This can be done through chiefs and area leaders. This would address social-economic factors such early marriages circumcision of boys and girls and child labour.

5.4 Suggestions for further research

From the findings of the research, further research has been recommended in the areas below;

- Since this –study was limited to one division, there is need for a replication of the study using a larger area to illicit a more accurate national perspective on the implementation of FPE programme
- A further study can be done on the impact of FPE on quality of education offered in Kenya
- There is need to investigate further the future of FPE programme and its extension to the secondary level.

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APPENDIX I

University of Nairobi
Kikuyu Campus
P.O. Box 92
Kikuyu

The headteachers'
Tigania Central Primary Schools

Dear Sir/Madam,

RE: FREE PRIMARY SCHOOLS EDUCATION IN MERU NORTH DISTRICT.

I am a postgraduate student at the University of Nairobi pursuing a master degree in curriculum studies.

I am conducting research on the challenges of implementing free primary education in public primary schools in Tigania Central of Meru North District.

Your school has been selected to participate in the study. The respondents are the headteachers and teachers. The questionnaires are designed for the purpose of the research only and the responses will be treated with utmost confidentiality.

Your cooperation will be highly appreciated.

Yours faithfully,

Laaru Nicholas Murlanki.

APPENDIX II

University of Nairobi
Kikuyu Campus
P.O. Box 92
Kikuyu

**The Teachers'
Tigania Central Primary School**

Dear Sir/Madam,

RE: FREE PRIMARY SCHOOLS EDUCATION IN MERU NORTH DISTRICT.

I am a postgraduate student at the University of Nairobi pursuing a master degree in curriculum studies.

I am conducting research on the challenges of implementing free primary education in public primary schools in Tigania Central of Meru North District.

Your school has been selected to participate in the study. The respondents are the headteachers and teachers.

The questionnaires are designed for the purpose of the research only and the responses will be treated with utmost confidentiality.

Your cooperation will be highly appreciated.

Yours faithfully,

Laaru Nicholas Murianki.

APPENDIX III

Headteachers questionnaire

You are kindly requested, to complete this questionnaire indicating your honest responses by placing a tick () against your option and filling in the blanks (_____) by giving as many details as possible.

Section A (Background Information)

1. What is your gender?

- (a) Male ()
- (b) Female ()

2. What is your academic qualification.

- (a) C.P.E ()
- (b) K.C.P.E ()
- (c) K.J.S.E ()
- (d) K.C.E. ()
- (e) K.C.S.E ()
- (f) K.A.C.E ()
- (g) Graduate ()
- (h) Any other specify

3. What are your professional qualification.

- (a) P3 ()
- (b) P2 ()
- (c) P1 ()
- (d) S1 ()
- (e) ATS ()
- (f) B.Ed ()
- (g) Any other specify

4. For how long have been a teacher?

- (a) Below 5 years ()

- (b) 6 – 10 years ()
- (c) 11 – 15 years ()
- (d) 16 – 20 years ()
- (e) Over 20 years ()

5. For how long have you served as a headteacher?

- (a) Less than 5 years ()
- (b) 6 – 10 years ()
- (c) 11 – 20 years ()
- (d) Over 20 years ()

Section B

Please tick (✓) against the response of your choice for questions listed below.

1. How can you describe the teachers preparedness towards the implementation of FPE programme?

- (i) Highly prepared ()
- (ii) Prepared ()
- (iii) Ill Prepared ()

2. Did your school get an increase in enrolment following FPE Programme?

- (i) Yes ()
- (ii) No ()

3. What is the current student population in your school?

- (i) Less than 100 ()
- (ii) Between 100 – 300 ()
- (iii) Between 300 – 500 ()
- (iv) 500 - 700 ()
- (v) Over 700. ()

4. What is the impact of FPE on the following?

- (a) Workload to teacher ()
 - (i) Increase ()

- (ii) Remained the same ()
- (b) Classroom space
 - (i) Adequate ()
 - (ii) Inadequate ()
- (c) Toilet facilities
 - (i) Adequate ()
 - (ii) Inadequate ()
- (d) Textbooks
 - (i) Adequate ()
 - (ii) Inadequate ()
- (e) Pencil, rubber, ruler etc.
 - (i) Adequate ()
 - (ii) Inadequate ()
- (f) Field & PE facilities
 - (i) Adequate ()
 - (ii) Inadequate ()

5. How do you rate your school in terms of availability and adequacy of facilities in implementation of FPE programme?

- (i) Well equipped ()
- (ii) Fairly equipped ()
- (iii) Poorly equipped ()

6. Which of the following management courses have you attended? Tick () as many as applies to you.

- (a) Motivational & Stress management ()
- (b) Guidance & Counselling ()
- (c) Financial management ()
- (d) Human resource / Personnel management ()
- (e) Public relations ()
- (f) HIV/AIDS Course ()
- (g) Prism ()
- (h) Any other, specify ()

7. Have you attended a course in financial management?

- (a) Yes ()
(b) No ()

8. If your answer is (7) above is yes, tick how it has prepared you in FPE implementation.

- (i) Highly prepared ()
(ii) Prepared ()
(iii) Ill Prepared ()

9. The following are some of the constraints that have been highlighted as having an impact on implementation of FPE programme in schools. Tick those that apply in your school.

- (i) Poorly Equipped ()
(ii) Understaffing in schools ()
(iii) Inadequacy of teaching materials ()
(iv) Inadequate FPE funds ()
(v) Negative attitude by the community ()
(vi) Poor management of school funds ()
(vii) Inadequate monitoring & evaluation ()

10. The following are some of the socio-cultural and socio-economic factors that have an impact on implementation of FPE programme. Tick those that apply in your school

- (i) Early Marriages ()
(ii) Circumcision of boys ()
(iii) Circumcision of girls ()

(iv) Child labour ()
(v) Poverty levels ()
(vi) Prostitution ()

11. What is your exact -

- i) Students number ? _____
ii) T.S.C employed teachers number ? _____

12. In your own opinion, in what ways should the implementation of FPE be improved?

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

APPENDIX V

Teachers Questionnaire

You are kindly requested to complete this questionnaire indicating your honest response by placing a tick

() against your option and by filling in the black and giving as many details as possible.

Section A (Background Information)

1. What is your gender?

- (a) Male ()
(b) Female ()

2. What are your academic qualifications?

- (a) C.P.E ()
(b) K.C.P.E ()
(c) K.J.S.E ()
(d) K.C.E. ()
(e) K.C.S.E ()
(f) K.A.C.E ()
(g) Graduate ()
(h) Any other specify

3. What are your professional qualifications?

- (a) P3 ()
(b) P2 ()
(c) P1 ()
(d) S1 ()
(e) ATS ()
(f) B.Ed ()
(g) Any other specify

1. For how long have you been a teacher?

- (a) Below 5 Years ()
- (b) 6 – 11 Years ()
- (c) 11 – 15 Years ()
- (d) Over 15 Years ()

Section B

1. Are you a class teacher in any class?

- (a) Yes ()
- (b) No ()

2. If your answer in (1) above is yes, how many students do you have in your class?

- (i) 20 and below ()
- (ii) 21 – 40 ()
- (iii) over 40 - 50 ()
- (iv) Over 50 ()

3. How do you describe the number of pupils in your class after the implementation of FPE programme?

- (i) High ()
- (ii) Moderate ()
- (iii) Low ()

4. How are you prepared as a teacher to handle FPE Implementation?

- (i) Highly prepared ()
- (ii) Adequate ()
- (iii) Poorly prepared ()

5. What is the impact of FPE on the following in your school?

(a) Classroom space

Adequate ()

Inadequate ()

(b) Workload to teachers

Increase ()

Remained the same ()

(c) Toilet facilities

Adequate ()

Inadequate ()

(d) Textbooks

Adequate

Inadequate

(e) Pencils, rubbers, rulers, pens & mathematical sets

Adequate

Inadequate

(f) Field & P.E facilities

Adequate ()

Inadequate ()

6. How do you rate your school in terms of availability and adequacy of physical facilities for implementation of PFE programme?

(a) Well equipped ()

(b) Moderately equipped ()

(c) Poorly equipped ()

7. The following are some of the challenges that have been highlighted as having an impact on implementation of FPE programme in schools.

Tick those that apply in your school?

(a) Poorly equipped ()

(b) Understaffing in schools ()

(c) Inadequacy of teaching materials ()

(d) Negative attitude by the community ()

(e) Poor management school funds ()

(f) Inadequate monitoring & evaluation ()

(g) Inadequacy of FPE finds ()

(8) The following are some of the socio-cultural and social – economic factors that have an impact on implementation of FPE programme. Tick those that apply to your school

(i) Early Marriages ()

(ii) Circumcision of Boys ()

(iii) Circumcision of Girls ()

(iv) Child labour ()

(v) Poverty levels ()

(vi) Prostitution ()

9. In your own opinion what should be done by the government to make the FPE implementation successful?

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APPENDIX VII

TABLE FOR DETERMINING A SAMPLE SIZE FROM A GIVEN POPULATION.

<u>POPULATION SIZE</u>	<u>SAMPLE SIZE</u>
10	10
20	19
30	28
40	35
50	44
60	52
70	59
80	66
90	73
100	80
150	108
200	132
250	162
300	169
400	196
1500	306
2000	322
4000	351
5000	357
10,000	370
20,000	381
100,000	384

Source: R.v. Krejcie and D. Morgan, "Determining sample size for research activities educational and psychological measurement vol.. 30 no.3 1970

APPENDIX VII

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY Primary School Enrollment by Standard and Gender, 1999 – 2003.

Class	1999		2000		2001		2002		2003	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Standard 1	509.9	477.0	505.4	487.2	494.5	466.6	499.8	469.2	660.9	614.7
Standard 2	462.3	434.8	487.4	415.4	459.2	435.4	444.3	416.0	524.0	493.5
Standard 3	438.5	415.2	432.0	414.9	432.5	413.5	424.4	397.3	490.2	458.3
Standard 4	418.5	403.6	410.2	414.9	402.7	399.0	418.1	400.0	480.4	456.7
Standard 5	362.1	364.5	352.5	363.9	375.9	372.3	377.6	317.7	432.0	419.5
Standard 6	333.6	337.2	325.3	332.9	335.9	340.7	346.4	353.2	404.3	402.9
Standard 7	310.6	321.7	316.1	320.4	315.2	328.0	335.6	336.1	405.6	385.1
Standard 8	246.6	228.0	235.6	227.8	261.7	246.6	296.9	244.5	305.4	274.7
TOTAL	3,082.1	2,982.0	3,064.5	3,013.6	3,079.6	3,002.2	3,143.1	2,988.0	3,702.8	3,505.3
GRAND TOTAL	6,064.1		6,078.0		6,081.9		6,131.0		7,208.1	

* Provisional

** Includes revised private schools data returns

Source : Ministry of Education, Science and Technology.

Table/Number of primary school teachers by qualification and gender 1999 – 2003

Table 1.1 NUMBER OF PRIMARY TEACHERS BY QUALIFICATION AND GENDER :1999– 2003 (Numbers)															
	1999			2000			2001			2002			2003*		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
TRAINED															
Graduate	97	67	164	130	63	193	122	54	176	168	74	242	147	107	254
Approved	1,674	920	2,594	1,733	902	2,635	12,625	6,398	19,223	12,549	6,559	19,108	11,007	5,753	16,760
S1/Diploma	11,550	7,392	18,942	11,335	6,635	17,970	316	375	691	288	341	629	546	649	1,195
P1.....	71,147	54,343	125,490	69,338	51,662	121,000	74,288	53,250	127,538	74,076	53,098	127,174	75,597	54,188	129,785
P2.....	15,505	12,171	27,673	14,683	11,579	26,262	14,721	10,975	25,696	14,081	10,498	24,579	13,920	10,378	24,298
P3.....	2,513	2,788	5,301	2,261	2,685	4,946	2,027	2,401	4,428	1,859	2,201	4,060	1,818	2,154	3,972
Total	102,483	77,681	180,164	99,480	73,526	173,006	104,099	73,653	177,752	103,020	72,772	175,792	103,035	73,229	176,264
UNTRAINED															
K.A.C.E	—	—	—	—	—	—	—	—	—	—	—	—	24	28	52
K.C.E/K.C.S.E	3,511	1,785	5,296	3,350	1,719	5,069	1,313	492	1,805	911	342	1,253	958	359	1,317
K.J.S.E....	614	239	853	609	216	825	826	265	1,091	611	196	807	113	36	149
C.P.E/Others	184	155	299	—	—	—	131	81	212	114	71	185	519	321	840
TOTAL	4,309	2,139	6,448	3,959	1,935	5,894	2,270	838	3,108	1,637	608	2,245	1,614	744	2,358
GRAND TOTAL	106,792	79,820	186,612	103,439	75,461	178,900	106,369	74,491	180,860	104,658	73,380	178,037	104,650	73,972	178,622

* Provisional

** Data exclusively for public Schools and does not include teachers on study leave, disciplinary cases and those performing non-teachers duties.

Source: Ministry of Education, Science and Technology.

Table/Number of primary school teachers by qualification and gender 1999 – 2003

Table 1.4 NUMBER OF PRIMARY TEACHERS BY QUALIFICATION AND GENDER #1999 – 2003 (Numbers)															
	1999			2000			2001			2002			2003*		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
TRAINED															
Graduate	97	67	164	130	63	193	122	54	176	168	74	242	147	107	254
Approved	1,674	920	2,594	1,733	902	2,635	12,625	6,598	19,223	12,549	6,559	19,108	11,007	5,753	16,760
S1/Diploma	11,550	7,392	18,942	11,335	6,635	17,970	316	375	691	288	341	629	546	649	1,195
P1.....	71,147	54,343	125,490	69,338	51,662	121,000	74,288	53,250	127,538	74,076	53,098	127,174	75,597	54,188	129,785
P2.....	15,505	12,171	27,673	14,683	11,579	26,262	14,721	10,975	25,696	14,081	10,498	24,579	13,920	10,378	24,298
P3.....	2,513	2,788	5,301	2,261	2,685	4,946	2,027	2,401	4,428	1,859	2,201	4,060	1,818	2,154	3,972
Total	102,483	77,681	180,164	99,480	73,526	173,006	104,099	73,653	177,752	103,020	72,772	175,792	103,035	73,229	176,264
UNTRAINED															
K.A.C.E	---	---	---	---	---	---	---	---	---	---	---	---	24	28	52
K.C.E/K.C.S.E	3,511	1,785	5,296	3,350	1,719	5,069	1,313	492	1,805	911	342	1,253	958	359	1,317
K.I.S.E....	614	239	853	609	216	825	826	265	1,091	611	196	807	113	36	149
C.P.E/Others	184	155	299	---	---	---	131	81	212	114	71	185	519	321	840
TOTAL	4,309	2,139	6,448	3,959	1,935	5,894	2,270	838	3,108	1,637	608	2,245	1,614	744	2,358
GRAND TOTAL	106,792	79,820	186,612	103,439	75,461	178,900	106,369	74,491	180,860	104,658	73,380	178,037	104,650	73,972	178,622

* Provisional

** Data exclusively for public Schools and does not include teachers on study leave, disciplinary cases and those performing non-teachers duties.

Source: Ministry of Education, Science and Technology.

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. LAARU
NICHOLAS MURIANKI

of (Address) UNIVERSITY OF NAIROBI
P.O.BOX 30197 NAIROBI

has been permitted to conduct research in.....

.....Location,

MERU NORTH.....District,

EASTERN.....Province,

on the topic FREE PRIMARY EDUCATION

CONSTRAINTS FACING IMPLEMENTATION

IN TIGANIA CENTRAL DIVISION OF

MERU NORTH DISTRICT

.....

for a period ending 30TH AUGUST, 2006..

Research Permit No. MOST 13/001/36C 307
Date of issue 16.6.2006
Fee received SHS.500.00



For PERMANENT SECRETARY
MINISTRY OF
SCIENCE AND TECHNOLOGY

Applicant's
Signature

for Permanent Secretary
Ministry of
Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK 6055—3m—10/2003

(CONDITIONS—see back page)

MINISTRY OF SCIENCE & TECHNOLOGY

Telegrams: "SCIENCE TEC", Nairobi

Fax No.

Telephone No: 318581

When replying please quote

MOS&T 13/001/36C/307/2



REPUBLIC OF KENYA

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 60209-00200
NAIROBI
KENYA

16th May 2006

Nicholas Muriangi Laaru
University of Nairobi
P.O. Box 30197
NAIROBI

Dear Sir

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on '*Free Primary Education, Constraints Facing Implementation in the Tigania Central Division of Meru ~~Central~~ District*' *North*

I am pleased to inform you that you have been authorized to carry out research in Meru ~~South~~ *North* District for a period ending 30th August 2006.

You are advised to report to the District Commissioner and the District Education Officer Meru ~~Central~~ *North* District before commencing your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.

Yours faithfully

M. O. ONDIEKI
FOR: PERMANENT SECRETARY

Copy to: The District Commissioner – Meru North District
The District Education Officer – Meru North District