

Factors influencing implementation of non formal education in non-formal primary schools in the informal settlements of Mukuru-Kwa Njenga Nairobi, Kenya

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Abstract:

The study aimed at establishing factors influencing the implementation of NFE in non formal schools of informal settlements of Mukuru Kwa Njenga, Nairobi Kenya. The study endeavoured to identify the challenges faced by NFE sector in non formal primary schools of Mukuru Kwa Njenga informal settlements. It also sought to establish the administrative challenges that head teachers face as result of lack of qualified and professional teachers, teacher turnover, teacher's attitude towards NFE, inadequate physical facilities and lack of teaching! learning resources. The study was based on A Theory of Change. The research design used in this study was descriptive survey. The study targeted 20 schools, in Mukuru Kwa Njenga, 20 head teachers, 120 teachers and 760 pupils. The target population was the NFSs of the informal settlements of Mukuru Kwa Njenga. The research instruments used was one set of questionnaire to the head teachers, teachers and students. In data collection twenty schools were used whereby one was used for piloting and nineteen for final study. The respondents were primary school heads of non formal schools, teachers and students of NFSs. The data was analyzed using frequencies and percentages. Among the challenges faced included inadequate academic and professional qualifications of teachers, teachers' turn over, teachers' attitudes, physical facilities and teaching learning materials on implementation of NFE. The head teachers were requested to suggest ways of solving the challenges facing the implementation of NFE curriculum. The data collected showed solutions like government to employ and post more teachers to the sector. Motivation of teachers should be through proper remuneration. The study recommended that the government should provide adequate facilities and finances for non-formal schools to build more classrooms and other social amenities like latrines and toilets to ease congestion in the existing facilities. The headteachers and teachers should have open sessions with the parents to educate them on the importance of education and parental support to their children. The Ministry of Education and the Teachers' Services Commission should ensure that there is even distribution of teachers in all schools in the country. The government should revise remuneration package for teachers in NFSs. These incentives will attract and retain teachers to the various geographical regions as they are expected to teach in any part of the country. The study also recommended that there should be provision of books and other teaching and learning resources in NFSs. The researcher recommends that for the implementation of NFE to be effective, there should be workshops for teachers and headteachers to equip them with the relevant skills and knowledge to improve on teaching methods, guidance and counselling services in schools.