

**FACTORS INFLUENCING PROVISION OF PRIMARY EDUCATION IN
NON-FORMAL SCHOOLS IN EMBAKASI DISTRICT, NAIROBI COUNTY**

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DECLARATION

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

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DEDICATION

This project is dedicated to my three children Samuel Kimani, Mary Wanjiku and Lucy Kanyi

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-arid Lands
EFA	Education for All
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
LCP	Low Cost Private Schools
MDGS	Millennium Development Goals
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NFE	Non Formal Education
NFEs	Non Formal Education school
TSC	Teacher Service Commission
UNICEF	United Nations Children’s Fund
US	United States

ABSTRACT

The purpose of this study was to investigate the factors influencing provision of primary education in non-formal education schools in Embakasi district. The following were the study objectives; to establish the level of education for the managers and teachers in non-formal schools; to determine the level of availability of the physical facilities, to establish whether instructional materials were adequate for the provision of primary education in non-formal schools and to seek strategies of improving provision primary education in non-formal schools.

This study adopted a descriptive research design. Purposive sampling was used to select 27 non-formal schools that have class eight. Simple random sampling was used to select 81 teachers. Stratified random sampling was used to select 6 boys and 6 girls per school making a total of 12 pupils from the 27 non-formal schools totaling to 324 pupils. The questionnaire was the main form of data collection tool. Three types of questionnaires were developed by the researcher for head teachers, teachers' and pupils in the NFE schools. To determine validity of the instrument, a pilot study was carried out. Reliability of the instrument was tested for the three questions and a correlation coefficient of 0.81 for the managers, 0.78 for the teachers and 0.80 for the pupils was obtained. Descriptive statistics were used to analyze data to give the percentages and frequencies. Computer software that uses Statistical Package for Social Sciences (SPSS) was used.

The study revealed that most of the school managers had attained a diploma level of education and some had a P1 level of education. It also revealed that there were untrained teachers. Physical facilities were reported to be inadequate by pupils. Teaching and learning materials were also reported to be inadequate. These results were supported by the teachers with majority of them indicating that exercise books were inadequate. On the strategies of improving provision of primary education in NFS slightly below half of the teachers felt that good administrative strategies would help in improvement of access, retention and performance of the schools.

From the findings of this study it can be concluded that: the level of education of the managers and the teachers was low, there should be qualified teachers and also in-service courses for the untrained teachers should be offered. Inadequate physical facilities hindered provision of primary education. There were no teaching and learning materials to enhance learning in the study area. The need for good administrative strategies and qualified teachers shows that most of the schools did not have qualified teachers.

In view of the conclusions of the study it is recommended that; the non-formal schools should strive to get qualified teachers and managers hence the government should enforce the education policies that require the school managers to have a specific qualification before heading a school. The government should enhance provision of physical facilities by financing non-formal schools to build more classrooms to ease congestion in the existing facilities. This will facilitate teaching and learning in the schools. KEMI should organize in-service training for teachers in

non-formal schools to equip them with the skills and knowledge on teaching methods, how to maintain school facilities and handle large classes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The 1990 Jomtien World Conference on Education for All (EFA) formed an important platform for countries of the world to reaffirm their commitment to the provision of education. The conference could be said to have marked the global highlight of educational concerns countries had been grappling with for in Kenya. The EFA declaration (Article noted the problem of access to educating particularly among vulnerable groups and in Article 5 states that “basic learning needs... should be met though a variety of delivery systems”. The EFA proclamation further asserted that basic education for all could only be attained if countries employed innovative expansion policies targeting especially those not benefiting from the already established formal education system. The World Education Forum, Dakar 2000, reiterating Jomtien, is concerned with the army of vulnerable and disadvantaged children not able to access and/or receive quality education. Dakar therefore comes up with targets to be achieved by 2015 (UNESCO, 2002). The essence of these two world meetings is that they put on the map the urgency for employing alternative measures to meet the dedication needs of those especially being denied one.

It is within the drive for “Education for All” (Commenced in 1990) that many developing countries seriously begun to embrace educational alternatives as a way of complementing formal school provision. Latin American countries

have excelled in developing alternatives within the formal school system (Torres, 1992, UNICEF, 1992). They developed two programmes namely Colombia's Escuela Nueva (EN) or (The New School) and Chile's Programa de las 900 Escuelas (Programme of the 900 Schools). The New School Programme has its roots in the Unitary School System of the early 1960s: a programme that was supported by UNESCO in several Latin American and African countries. The initiation and expansion of the programmes in the three countries were urged by the vision of the two programmes targeted the hitherto neglected groups that is the rural population in Columbia and in the case of Chile-the urban poor through flexible alternative approaches integrated in the overall education plan.

The Escuela Nueva (EN) programmes adopt what they term as an integrated approach. This entails concentrating on all the elements of education: i.e. (learners, teachers, community), to curriculum and pedagogical issues to other support mechanisms (Psacharopoulos et al 1993, Torres, 1992). Chile's programme of the 900 schools (P900) uses an integrated approach comprising seven components, geared towards improving quality and effectiveness of learning as well as including local communities in the process. The seven components stress on improving infrastructure and equipment, supporting teacher and enhancing educational materials (UNICEF, 1992). While funding and management of the EN and P900 programmes is shared by external agencies, the government NGOs and universities, the running of the

programmes is executed by the government. This arrangement enhances internal commitment and ownership in implementation. There is administrative and supervisory support from the centre with expertise from experts of the land. Good funding enables a wide geographic coverage and reaching of targets. The two programmes, EN and P900, have succeeded in reaching their targets external funding. The Free Primary Education (FPE) program introduced by the government of Kenya in 2003 raised the primary school enrollment from 5.8 million to about 8.6 million by 2012 recording a gross enrollment ratio of 115% (Kenya National Bureau of Statistics, 2012). This implies that all school-going age children were enrolled in schools. Prior to the introduction of the FPE scheme, excessive tuition fee, exorbitant user-charges and other school related costs had locked out of formal primary school 8-4-4-system over 3.2 million children of school going age. Most of those who got to enroll dropped out before completing class eight (EMIS, 2009).

Although FPE has brought the number of children in primary schools to approximately 8.6 million, this level is below the targeted 9.0 million. That 1.8 million children could not access school owing to the unaddressed differential needs that characterize their living conditions is a grim picture if the international development target of Education for All (EFA) is to be achieved in Kenya by the end of 2015. The increasing level of poverty evidenced by 52% of the Kenyan population subsisting below the poverty line is one of the major impediments in the attainment of EFA goals in the country.

In urban areas, the emergence and unprecedented growth of non-formal schools in the informal urban settlement points to the glaring needs of many pupils whose education is dictated by a number of factors. These non-formal schools come into play as alternatives that provide a flexible operational environment that takes into account the plight of many slum dwellers the majority of who are orphans, poor and, street children (Republic of Kenya, [RoK, 2012]).

The Mukuru kwa Njenga, Mukuru Kaiyaba, Mukuru kwa Reuben, Soweto, Sinai and other slums in Embakasi form a unique set of slums which are located in Embakasi District on the outskirts of Nairobi city and have acquired notoriety for violence and crime. Their presence has caused tension in the whole area due to insecurity. The slums almost entirely sit on government land save for a few areas, while the others are established on private land.

More often than not, land on which non-formal schools are built is too small to allow for necessary expansion. Infrastructure like electricity, water and sanitation are deficient when they exist at all. Most of these schools have classrooms with dusty floors and poorly ventilated. This environment easily transmits communicable diseases. Children crowd on benches and desks and as a result contaminate each other with colds, coughs, and skin and eye infections. This shows that pupils in non-formal schools in informal settlements of Nairobi learn poorly under unsanitary and unsafe conditions.

These conditions are made worse by the fact that pupils in non-formal schools come from deprived backgrounds (slums) that suffer from chronic food shortages, which has a bearing on their nutritional status. Such an environment does not augur well for the pupils' access to primary education in non-formal schools at this time.

This unpleasant situation of non-formal schools is aggravated by the fact that they are not registered by the Ministry of Education (MoE) since most of them are registered as self-help groups by the Ministry of Culture and Social Services. The MoE has recognized the critical role played by the Non formal Education currently referred to as Alternative Provision to Basic Education (APBE) in assisting the government of Kenya move towards the realization of EFA goals (Republic of Kenya, 2012).

Indirect cost of education, increasing levels of poverty in the country, institutional and other related factors also have contributed to non enrolment in formal schools. To fill in the gaps left by the inability of public and private primary schools to absorb all school going age children, the NFE schools have sprung up in earnest (Wabwoba, 2011). The non-formal educational schools have contributed significantly in assisting the government of Kenya move towards the realization of the EFA goals. Providing basic education to children in the non-formal schools has not been easy due to numerous challenges experienced.

A study in the slums of Nairobi, by International NGO Dignitas as quoted by Cheng and Kariithi (2008) found out that there are challenges that affect provision of quality education which include polluted environment, dilapidated facilities, worn-out textbooks and overcrowded classrooms. The schools also generally lack trained teachers and teaching and learning resources. These challenges have to be addressed if Kenya has to achieve EFA goals and Vision 2030.

For non-formal schools to be effectively utilised, something needs to be known about their numbers, education background, education provision and functions. Details are needed of the programmes, how they are offered, to whom and their viability for expansion and replication so that non-formal schools can be strengthened as an alternative learning approach complementing other structures in the overall basic education provision. The rationale for this study therefore is to identify factors that mitigate against the provision of primary education in non formal schools located in the informal settlement in Embakasi District, Nairobi County.

1.2 Statement problem

Despite the implementation of FPE Program 759,090 children (boys 351,277, girls 407, 813) were out of the formal school system in 2010 (MoE-EMIS, 2011). These children who could not access formal schools were enrolled in non-formal schools mainly located in the informal urban settlements of the

major towns and in the arid and semi-arid lands (ASAL) districts of Kenya and pockets of poverty in high potential areas across the country. Providing education to children in the non-formal schools has not been easy because these schools are not well equipped to provide quality education. Since they are not provided with teachers by TSC, they mainly employ those who are not trained.

The few trained ones who are employed are paid very low salaries. These schools also have volunteers who lack skills for teaching therefore their services to pupils may be limited to the subject they understand. The parents who enroll their children in non-formal schools mainly comprise of low level factory workers, single families, poor people and young men looking for employment. They are not able to provide facilities required for effective teaching and learning.

Also only a few schools receive governmental funds to purchase instructional material. These schools are also not considered in the school infrastructure programme under the Ministry of Education under which the formal schools are given funds either to construct new physical facilities or to renovate existing ones. It is this gap between the stated government objectives in the provision of quality education and the prevailing teaching and learning environment under which the NFS operate that this study sought to bridge through exploring the factors that hamper provision of primary education in non-formal schools.

1.3 Purpose

The purpose of this study was to investigate the factors influencing provision of primary education in non-formal education schools in Embakasi district.

1.4 Objectives of the study

The following were the objectives of the study:

- i. To establish the level of education for the managers and teachers in non-formal schools for the provision of primary education.
- ii. To determine the level of availability of the physical facilities in the non-formal schools for the provision of primary education.
- iii. To establish the adequacy of the instructional materials for the provision of primary education in non-formal schools in Embakasi district.
- iv. To seek strategies of improving provision of non-formal primary education.

1.5 Research questions

The following were the research questions of the study:

- i. What is the level of education for the managers and teachers of non-formal education primary schools?
- ii. What is the level of availability of physical facilities in non-formal schools for the provision of primary education?
- iii. What is the level of adequacy of instructional materials in non-formal schools for the provision of primary education?

- iv. What strategies need to be put in place to improve provision of non-formal primary education?

1.6 Significance of the study

The study provided research data that may form the basis for the government decision making regarding factors that limit pupils' participation in primary education in non-formal schools. The basic education Act of 2014 has put emphasis on ensuring improvement of access and quality in the provision of education. With the results from this study decision makers in the government may be in a position to discern the variables that are likely to impact negatively on participation of pupils in NFE schools.

The study may also provide the government with information on improvement in the management of non-formal schools in the informal settlements since they often attract unqualified and unpaid or under-paid teachers or volunteers. Hence the government may come up with ways of imparting skills to teachers and motivating them. The study may be useful to the economists and planners at the MoE who with the data at their disposal, may come up with ways on, how to improve physical facilities and teaching and learning materials in non-formal schools. They were also informed on ways of ensuring that pupil's learning environment is conducive. This study would also contribute to existing literature on NFE which is still limited and lead to improved awareness on the present status of NFE schools.

1.7 Limitations of the Study

Mugenda and Mugenda (2003) define limitations as an aspect of a research that may influence the results negatively but over which the researcher has no control. In the process of conducting this study, the researcher will not be in position to control the attitude of the respondents as some of them will have given socially acceptable responses to avoid criticism and thus giving shallow information for the study. Therefore the researcher assured the respondents of confidentiality before filling in the questionnaires.

1.8 Delimitation of the Study

The study confined itself to non-formal schools in one out of the nine districts in Nairobi that is Embakasi. It targeted managers, teachers and standard eight pupils. It was expected that the pupils in standard eight due to their age were able to comprehend issues that affect the sector. There are many people involved in the management and administration of non-formal schools whose views were not sought but would have contributed greatly to the understanding of the administrative factors influencing the provision of primary education.

1.9 Basic Assumption of the Study

In this study the following assumptions were made:

- i That all the informal schools in Embakasi County have class 8 pupils

- ii That the respondents selected for the study would answer all the question in the questions since they understand the language used.

1.10 Definition of significant terms

The following are definition of significant terms as used in the study

Education refers to the process of teaching /training and living in school and colleges through the process of imparting knowledge and skills.

Enrollment refers to the number of learners attending school in a given class or school.

Head teacher refers to persons appointed on basis of professional qualification capacity and teaching experience to head a learning institution.

Hinder refers to factors that restrict provision of basic education

Informal settlements refer to unplanned urban settlements.

Non-Formal Education refers to any organized education activity taking place outside the framework of the formal education system.

Non-Formal Schools refers to institutions that resemble formal schools in that they aim at transmitting basic education aptitudes and skills. However, non-formal schools differ in their organisation, financing, the programmes they offer and the clientele they target.

Physical facilities refers includes classrooms, toilets/latrines, desks and chairs and play ground for recreational activities

1.11 Organization of the Study

The study is organized into five chapters. Chapter one presents the introduction, the statement of the problem, purpose of the study, objectives of the study, research questions, the significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of significant terms and the organization of the study. Chapter two deals with literature review on physical facilities, teaching and learning resources, Teachers' motivation and working conditions, nature of land tenure, theoretical framework and conceptual framework. Chapter three presents the research methodology, target population, sample size and sampling procedures, research instrumentations, validity and reliability of instruments, data collection and data analysis technique. Chapter four presents data analysis, interpretation and presentation. Chapter five focuses on summary, conclusion and recommendations for policy and further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the literature related to the non-formal education system will be reviewed. The review started by describing the global overview of NFEs and the current situation of non-formal education in Kenya was reviewed. Professional and academic qualifications of teaching staff, physical facilities, instructional materials, empirical studies in non formal education and a summary of the literature review are discussed in this section. Finally the theoretical and conceptual framework underlying the study will be discussed.

2.2 Development of non-formal education

In the 1960s, the world all over held the assumption that education is the master key to unlock the door of development and modernization. They mostly depended on formal schooling as the sole vehicle of education. The belief was therefore that adopting the formal system of education would automatically provide answers to the third world's problems. As a result, almost all the developing countries in Africa, Asia and Latin America started concentrating on the formal education and allocating a large part of their national budget to formal education. Donor agencies were not left behind in this move and all their assistance in the countries was focused on the development of formal education, and non-formal approaches to education

were completely ignored. Coombs (1968), talks about the crises that arose in education in developing countries as a result of this. Some of these crises were: lack of educational equality; inadequate funds to run education programmes coupled with high cost of education and unemployment among school leavers.

In an attempt to solve these crises, Coombs (1968) advocated for the adoption of non-formal system of education and practices to help developing countries catch up with the rest of the world. The system was supposed to provide to as many people as possible applicable knowledge and skills, upgrade the competence of partially qualified individuals, and finally salvage the investment in primary and secondary unqualified and unskilled school leavers. Non-formal education gained popularity with the publication of the World Education Crisis: a system analysis (Oxford, 1968). Two other reports which were commissioned by World Bank and the United Nations Children's Fund (UNICEF) and prepared by the International Council for Educational Development (ICED) further popularized the concept of non-formal education. The two reports namely, two paths to learning for Rural Children and Youth (1973) and Attacking rural poverty: How non-formal education can help (1974), focused on how non-formal education can break the cycle of agricultural productivity, and at the same time improving on the general living conditions of the people. The conclusion in the two reports is that non-formal education has the potential to contribute to the development of rural areas.

Ahmed (1975) sees NFE as an instrument of social policy because it costs less and its curricula relates directly to the daily lives of the people. Studies conducted in Cuba, the former Soviet Union and the Peoples Republic of China and Nicaragua, and contained in a book by Bock and Papagiannis (1983) and quoted by Ekundayo (2000), shows that NFE is cost effective and educationally promising. The system shows reliable indicators of positive trends and comes out as a powerful instrument for economic growth, especially in the rural areas.

Advocates of the NFE have clearly articulated the role of this system of education in addressing the needs of the marginalized, the left out, the push-outs and those who have never been to school. In Coombs publication (1968), the emphasis is on the rural areas which he feels have been left out in development in the third world countries. He has raised the following question in his book: what might be done through NFE to help meet the minimum essential learning needs of millions of deprived rural children and adolescents and to help accelerate social and economic development in rural areas? Coombs attempts to answer this question and his emphasis is on the rural areas in the developing countries. What should be noted is the fact that what is true for the poor populations of the rural areas is also true for the people living in poor urban settlements in terms of development and educational needs. The need for NFE development may be more acute in poor urban settlements due to the growing migrations from rural areas to cities, lack

of internal efficiency in the current education system in Kenya and millions of other problems leading to push-outs and drop-outs.

In the report of the committee of culture and education (Europe, 2000), the parliamentary assembly recognizes the following as pertains to non-formal education; that the formal education system in any country alone cannot respond to rapid and constant technological, social and economic change in society, and that they should be reinforced by non-formal education practices. That NFE is an integral part of a lifelong learning concept that allows young people to acquire and maintain skills and abilities needed in order to adapt to a continuously changing environment. The parliamentarians urge all countries to recognize the training and skills acquired through non-formal approaches, and also recognize this system as *de facto* partner in the lifelong learning process through certification of its programs.

2.2.1 Global overview

The end of the Second World War marked the emergence of a new world order determined to protect humanity and preserve human freedom. It was an era of idealism that witnessed the nations of the world affirming the Universal Declaration of Human Rights that proclaimed among other declarations that “everyone has the right to education”(Lenhart, 2003). This affirmation of the right of all to equality and equity of provisions and dignity of humanity has remained a tenet guiding international discourse as revealed by the

international conventions and agreements over the years (Lenhart, 2003, Lenhart & Savolainen, 2002, UNESCO, 2002). Nation states of the world, Kenya included, have been signatories to these instruments therefore binding themselves to ensuring their implementation.

NFS in Africa largely depends on external funding and support coupled with some local initiative. In Sub Saharan Africa, there are different programmes that have been initiated to complement formal education. This study will focus on two programmes, Uganda's Complementary Opportunity for Primary Education (COPE) and Mali's Ecole du Village (EDV). COPE is a joint venture of the Government of Uganda and UNICEF and is executed by the ministry of education (Republic of Uganda/UNICEF 1997). EDV on the other hand is housed by an NGO and it is only now that the ministry of Basic Education has declared interest on the EDV model (UNICEF 1992).

Both Programmes provide condensed three year programmes designed to ease rejoinder back to the formal system. The learning centres are managed by the community and these members are supposed to oversee construction, ensure school attendance and so on. There is a strong gender emphasis practice that ensures that they form at least 50% of the total population. The school year and hours are also flexible to ensure maximum attendance by the learners. While COPE teachers are paraprofessional instructors, EDV utilizes adult

literacy trainers from the respective villages who are then given a one month refresher course.

Circumstances under which NFS children learn does not permit full-time daily attendance meaning that the content, load and duration of the curriculum is condensed. There is a stronger community “perspective” in the curriculum with the environmental needs and aspirations of pupils taken into consideration. The children are of different levels in terms of their educational background; hence the aim of the education is to provide them with life skills.

Non-formal education approaches in Africa have tilted towards provisions outside the formal school with varying degrees of linkages, formalized or not, with the later. A disadvantage with this arrangement is that children who aspire to join formal schools may fail to do so due to limited space in formal schools. Hence, the lesson here is that is important to think through the transition possibilities of these pupils in the planning stages of the provisions.

2.2.2 Current situation of non-formal education in Kenya

The report on the National Conference on Education (November 2003) noted that access and equity in the non-formal education sub sector in Kenya has for a long time been characterized by low participation rates and regional and gender disparities arising from a long history of neglect. The sessional paper No.1 of 2005 on policy Framework for education, Training and Research, echoes the same sentiments, but adds that the quality and relevance of NFE

programs in Kenya are affected by lack of a clear policy, a negative image, lack of clear transition mechanism, inadequate resources, unqualified teachers who often employ inappropriate methods, lack of teaching and learning materials, lack of quality assurance mechanisms, uncoordinated number of service providers. The NFE policy (2009) recognizes NFE as a complementary strategy to achieve EFA goals by 2015. The education Act (2013) stipulates Kenya's policy on non-formal education and recognizes a system as an alternative approach to basic education delivery.

2.3 Professional and academic qualifications of teaching staff

Most NFE school head teachers and teachers have no professional background on education. The teachers in these schools are employed and paid by the management body of the school unlike the formal school teachers who are paid by the government. Due to the poor economic background of the parents, these schools prefer employing untrained teachers who do not demand for high salaries. The few trained teachers are also poorly remunerated and as a result, the turnover is high. According to the MoE 2007 statistic booklet the teaching establishment in the 1,395 NFE institutions across the country, is typically made up of 65% untrained teachers. These data are based on the 2005 survey by UNICEF (GoK, 2007).

Lack of motivation and poor working conditions are also perceived as a problem (Tooley, 2007). Specific factors such as the years of teacher training

(initial and in-service), the teacher's verbal fluency, subject matter knowledge, having books and materials and knowing how to use them, teacher expectation of pupil performance, time spent on classroom preparation, and frequent monitoring of student progress are all key factors identified in some key research studies that have a positive bearing on the quality of teachers' performance and consequently, student achievement.

Wildish (2011) noted that teachers lack commitment and accountability since they are only in the school for a short while and then they move to greener pastures. School proprietors, however, may be reluctant to engage in teacher training, having experienced trained teachers leaving for more lucrative employment. Tooley, Dixon, & Stanfield (2008) also agree that quality improvements are desired in the school, in terms of teacher management, training and administration. These challenges on untrained teaching staff who therefore lack the basic pedagogic skills need to be addressed for effective provision of primary education in these NFE schools.

2.4 Physical facilities in the non formal schools

The image of a school is dependent on the quality of its infrastructure. In the United State of America research has revealed that pupils who attend well-maintained schools with good classrooms have a higher achievement than those who attend poorly maintained schools with poor classrooms (Bernstein 2006). US fund for UNICEF (2007) concurs with Bernstein that a school

should offer children some minimal level of comfort, a play ground, drinking water and decent sanitation of which many Non Formal (NF) schools do not offer. The schools with adequate facilities stand a better chance of providing education effectively. Classrooms are a place that pupils spend the greatest part of their day. They should therefore be conducive and comfortable environment for learning. Wabwoba (2011) observes that overcrowding in classrooms make it difficult for pupils to write. A teacher is also unable to move around the class to assist needy pupils and this affects learning and teaching process.

Most NFE schools lack physical facilities like classrooms, desks, tables, chairs, library, sanitary and playgrounds (Harma, 2008). Children learning under trees are more disadvantaged than those learning inside a classroom during adverse weather conditions like wet season and dry windy seasons which will definitely interfere with learning sessions. Games and sports are very important for children particularly after class lesson. A school without a playground is therefore not very well equipped when it comes to participation in co-curricula activities.

A study by Mugisha noted most schools of informal settlement in Nairobi are in rented premises with very poor structures and congested classrooms (Mugisha, 2008). Some of the available facilities are worn out and obsolete hence interfering with provision of quality primary education. Nabutola (2004)

noted that the government owns most of the land in the informal settlement which could already be in use like wayleaves for power, water, and sewerage or perhaps planned for a specific use like road reserves or other public utility but whose development project has not yet started. Some of it is owned privately for speculation or actual development that is still on the drawing board waiting funding, approval or feasibility. These are the lands upon which informal settlements sprout. They are unused or disused for long periods and hence easy targets for settlement for the homeless.

According to Kathuri and Juma (2007) schools situated in the informal settlement (slums) have difficulty in establishing permanent physical facilities due to lack of land ownership. According to Wildish (2011), the government should be involved with NFS since it can impact positively on the very real constraints on physical school standards that are dictated by the host environment. The government should explore ways of allocating land to school entrepreneurs and secure their property rights through issuance of title deeds in order for them to establish permanent structures. This study wishes to fill in this gap.

2.5 Instructional materials in non formal schools

The participation of pupils in primary education is dependent on provision of teaching and learning resources. Educational resources are universally reported as being low in all NFS. This encompasses: poor infrastructure;

appalling sanitation; lack of basic amenities; inadequate desks and chalkboards and minimal supply of books. From the study carried out by Cheng and Kareithi in Nairobi in Mathare informal settlements it was noted that, not only are the conditions for studying poor, but the provision of textbooks is highly inadequate, with one book for the teacher only or only two books for a whole class of 18 to 20 pupils being the common situation (Cheng & Kariithi, 2008).

Lack of teaching and learning resources which include textbooks for pupils and teachers, chalkboards for demonstrations, exercise books for learning process were found to be a common problem in most of NFE schools (Mugisha, 2008). Some of these items are very important to the learner, because without them one may not be able to follow the teaching process in the classroom. Good text books and learning materials are essential to good performance. They play a very important role in a child's learning process. The availability of text books and learning materials in particulars are associated with better students' outcomes and is especially beneficial to the disadvantaged pupils.

The parents who enroll their children in these schools, due to their economic background are not able to buy textbooks and exercise books for their children. These parents are also not able to pay school fees in full for the learning and maintenance of the schools. This gap between the required

instructional materials and the level of their availability needed to be filled. The literature on NFE in Kenya presents a bleak picture of largely unregulated non-state providers who, in response to people's high demand for education, charge service fees for attendance in schools that have few educational resources and which are staffed by a considerable proportion of untrained teachers.

2.6 Empirical studies in Non Formal Education

In Kenya, a variety of studies have been conducted with specific emphasis on non formal schools widening access to educational opportunity for all. This was attempted to an extent through the "Needs Assessment Survey" conducted by KIE in the year, 1994. The survey, conducted in a number of districts brought to the fore valuable information regarding characteristics of the provisions and general quality. It strongly recommended the need for an NFE policy as well as more ministerial involvement in the sector. The KIE survey however mainly concerned itself with elements of the schools such as human and physical resources but does not delve into what the learners want or the learning processes as the present study does.

Ekundayo (2001a) carried out a study on "Non-Formal Education in Urban Kenya in the major towns of Kisumu, Mombasa and Nairobi, funded by the German Technical Co-operation (GTZ). The study represents by far the widest coverage in that it studies 88 NFE schools in the three towns. The study

methodology is twofold. It entails document analysis of NFE studies and the actual survey where questionnaires were utilized. Classroom observations were done in a number of schools. Random sampling was used to select the schools. The study has a rather “top-bottom” approach in that it captures views of key informants such as proprietors, head teachers and education offices. Views of primary stakeholders, the learners and parents are not provided. This study was useful in addressing this gap.

2.7 Summary of the literature reviewed

This chapter reviewed relevant literature on factors hampering the provision of primary education in non-formal schools. The research sought to establish the status of physical facilities, instructional materials, professional and academic qualifications of teaching staff in Non Formal Schools. From the literature review there exists a knowledge gap on factors influencing provision of primary education in non-formal schools. These factors were as discussed in this chapter with literature from other authors.

2.8 Theoretical Framework

The theoretical framework of this study is derived from the Human Capital Theory developed by Schultz in 1961. Schultz was of the opinion that people invest in themselves for their future benefit. Education is seen as a process of investment in human capital, where costs are incurred. In the case of the non-formal education, providers must incur costs in terms of employing qualified

teachers and providing the necessary teaching and learning materials. Parents also must incur costs by paying schools fees and providing basic necessities for their children.

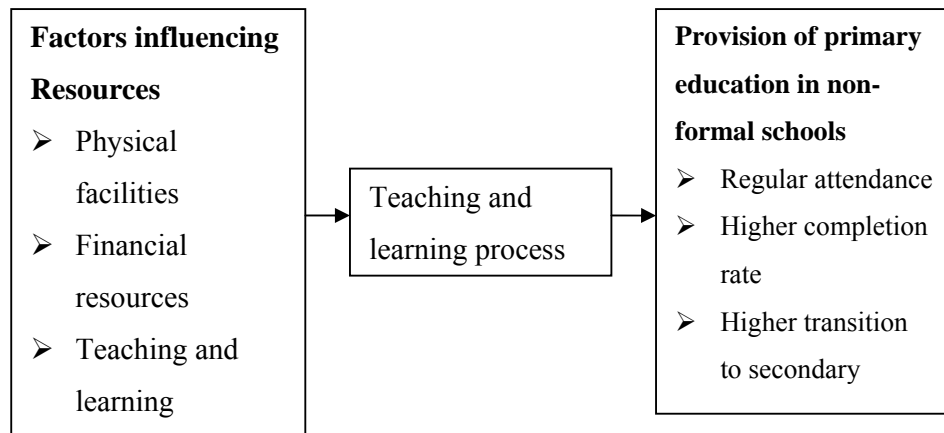
In view of the fact that communities where these schools are situated are economically disadvantaged, development partners as well as well wishers are expected to chip in, in cash or kind, to ensure that the children receive primary education. This way, children graduating from such a system will be beneficial to their communities and to themselves as individuals. This theory therefore emphasizes on present investment in order for individuals/communities to have future benefits such as an improved standard of living.

The theory formed an important theoretical framework for this study as it explains the relationship that exists between primary education and the various variables like, lack of trained teachers, lack of basic facilities required in any learning situation, lack of teaching and learning materials, and so on. All these require funds, hence the importance of NFE providers ensuring that they invest reasonably in education. Lack of the various aforementioned variables in an institution will result to a negative impact on the provision of primary education.

2.9 Conceptual Framework

In writing this project the researcher conceptualized the relationship between factors influencing provision of primary education in non- formal school. This is as presented in Figure 2.1.

Figure 2.1: Provision of primary education in the non-formal schools



The provision of primary education in the non-formal schools is dependent on the adequacy of the resources available and effective management of these resources. This study therefore followed the input-process-result framework where the inputs were human and material resources which the manager provided, guidance on their utilization in line with the educational policies. Effective supervision or management of these resources resulted in primary education manifested in the realization of improved access, retention levels as well as completion and transition rates to secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the procedures and strategies that were used in the study. The subheadings are research design, target population, sample size and sampling procedure, description of research instruments, validity and reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research design

A research design is a program that guides the researcher in collecting, analyzing and interpreting observable facts. This study adopted a descriptive research design. Mugenda and Mugenda (2003) define research design as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. This study adopted descriptive research design whereby questionnaires was administered to school managers/ head teachers, teachers and pupils to determine the challenges that hamper provision of basic education in non-formal education schools. The design allowed the researcher to collect views from the respondents to facilitate information on factors affecting provision of primary education.

3.3 Target population

According to the Ministry of Education Report (MoE, 2010) there are 41 non formal schools that are offering Kenya Certificate of Primary Education (KCPE) in Mukuru kwa Njenga, Mukuru Kaiyaba, Mukuru kwa Reuben, Soweto, Sinai and other informal settlement in Embakasi of which 27 schools are up to class eight. The target population for this study consisted of managers, teachers and pupils from the 41 non-formal schools offering basic education up to class eight. The total target population were 41 head teachers/managers, 394 teachers and 9783 pupils in NFSs in Embakasi District.

3.4 Sample size and sampling procedure

This study adopted both probability and non-probability sampling techniques. Embakasi District has 41 non-formal schools. With the help of the City Education Office and District Education Officer Embakasi, the researcher will obtain a list of all the non-formal schools in the district. To select the non formal schools to be visited, purposive sampling will be used that is all schools with class eight. Out of the 41 non-formal schools 14 of them do not have class eight. Purposive sampling was used to select 27 non-formal schools that have class eight. At the second stage simple random sampling of 3 teachers who included the class teacher, teacher counselor and discipline master were drawn from the 298 teachers from the 27 non-formal schools. Hence 81 teachers were selected. To select the number of pupils to be

interviewed per schools, class eight pupils from the selected schools were included. There are 740 class eight pupils. According to Mugenda and Mugenda (2003) 10-30% of the population can be picked from a large population. Stratified random sampling was used to select 6 boys and 6 girls per school making a total of 12 pupils from the 27 non-formal schools totaling to 324 pupils. The total sample will entail 27 headteachers, 81 teachers and 324 pupils.

3.5 Research instruments

The questionnaire was the main form of data collection tool and was administered to head teachers, teachers and pupils. Orodho and Kombo (2003) state that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the complete information. The questionnaires were used in the study as they require less time, are less expensive and permits collection of data from a wide geographical area (Orodho, 2005).

The researcher developed a questionnaire to obtain data on the challenges that hamper provision of basic education in NFE schools. Three types of questionnaires were developed by the researcher as follows; a questionnaire for head teachers in NFE schools, a questionnaire for teachers in the NFE schools and a questionnaire for pupils enrolled in NFE schools. The three

types of questionnaires consisted of a combination of open and closed-ended questions with 18 items for the first and second questionnaire while the third one had 11 items.

3.6 Instrument validity

Validity is the ability of an instrument to produce findings that are in agreement with theoretical or conceptual values (Amin, 2005). It is also the degree to which results obtained from an analysis of data actually represent the phenomenon under investigation (Orodho, 2004) or the degree to which a test measures what it purports to measure (Borg and Gall, 1989). An instrument may be said to be valid if it produces accurate results and measures what is supposed to be measured. Face validity refers to the likelihood that a question will be misunderstood or misinterpreted-testing a survey is a good way to increase the likelihood of face validity. To enhance validity of the questionnaire, Mulusa (1990) says, a pilot study should be conducted on a population similar to the target population. This was done in the neighbouring Kasarani District. Four schools were selected representing diverse location and size but with similar characteristics to those in Embakasi District. The pilot study was thus used to identify those items that could be misunderstood, and such items were modified accordingly, thus increasing face validity.

Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions, literature searches and pre-testing of open-ended

questions help to establish content validity (Wilkinson, 1991). The instruments were prepared in close consultation with the supervisors and ensure that the items in the questionnaire covered all the areas under investigation. The instrument were mainly concentrate on the factors influencing provision of primary provision in NFE schools and views of Head teachers and teachers in improving provision of primary education in NF Schools

3.7 Instrument reliability

Kombo and Tromp (2006) define reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument test-retest technique was used. This test-retest method involved administering the same instrument twice to the same group of subjects. The second administration will be done after a time lapse of one week after the first test. After the two tests were administered, the Pearson's product-moment correlation were computed to determine whether the scores on the two tests were correlate. The formula for determining correlation r is given below:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

Where, x is the score on test 1 while y is the score on test 2. According to Mugenda and Mugenda (1999), a correlation coefficient r, of 0.7 or more is considered appropriate. The Pearson Product Moment correlation formula was

used to correlate the scores from both test periods to obtain correlation coefficient of 0.81 for the managers, 0.78 for the teachers and 0.80 for the pupils. Hence the instruments were reliable.

3.8 Data collection procedures

The researcher obtained a permit from the National Council of Science and Technology and sought clearance from Director of City Education in consultation with the District Commissioner, District Education officer and the school principals. The researcher visited the selected schools and administers the questionnaires to the headteachers or managers, teachers and pupils. The respondents were assured of strict confidentiality in dealing with their responses. Headteachers' and teachers' were administered personally on agreed dates and collected immediately they finish completing. The pupil's questionnaires were administered by the researcher accompanied by the class teachers.

3.9 Data analysis techniques

After editing the data to identify spelling mistakes, wrong responses and those areas un-responded to, the researcher used tallying, coding scheme and code sheet in analyzing data collected. This data was then coded and entered into the computer and the data analysed using the Statistical Package of Social Sciences (SPSS). Calculations of frequency distribution and percentages were done. Data was presented in descriptive statistics and results in form of

frequencies and percentages. In case of qualitative data analysis, the questions was analysed thematically and represented in direct quotes or according to the emerging themes (Orodho, 2012).

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents a descriptive analysis of the data gathered on factors influencing provision of primary education in non-formal schools in Embakasi District, Nairobi County. Descriptive techniques were used to organize summarize and present in form of frequency tables and charts. The chapter contains a response rate, demographic data, this is followed by the level of education for the managers and teachers in non-formal schools; level of availability of the physical facilities in the non-formal schools; the adequacy of the instructional materials for the provision of primary education in non-formal schools and strategies of improving provision of non-formal primary education in Embakasi district.

4.2 Questionnaire return rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. The returned questionnaires were from 227 pupils, 81 teachers and 27 headteachers/ managers who were key informants. Analysis and data interpretation was based on these returns. Table 4.1 shows the questionnaire return rate.

Table 4.1

Questionnaire return rate

Respondent	Sample	Returned	Return Rate
Manager/ headteacher	27	27	100%
Teachers	81	81	100.0%
Pupils	324	227	70.0%
Total	432	335	

From Table 4.1, all the managers and teachers returned their questionnaires while as the 70.0 percent returned their questionnaires. Mulusa (1990) states that 50 percent return rate is adequate, 60 percent good and 70 percent very good. The return rate was hence considered good to provide required information for the purpose of data analysis.

4.3 Demographic data

4.3.1 Gender of the respondents

The respondents were asked to indicate their gender. Gender of the respondents is important to know the pupils who attended non-formal schools. This would assist the researcher in making recommendations to the government. Hence the results are as shown in Table 4.2.

Table 4.2

Gender of the pupils

	Frequency	Percent
Male	83	36.6
Female	144	63.4
Total	227	100.0

Majority of the pupils (63.4%) were female and 36.6% of them were male.

There are both male and female pupils in non-formal schools. The pupils were also asked to indicate their age. The results are as shown in Table 4.3.

Table 4.3

Age of pupils

	Frequency	Percent
12years	20	8.8
13 years	62	27.3
14years	103	45.4
15years	42	18.5
Total	227	100.0

Most of the pupils (45.4%) were aged 14 years while 27.3 percent of them were aged 13years while 18.5 percent are aged 15 years and 8.8 percent are of 12years old. There were no pupils aged below 12 years indicating that the

class there were pupils who knew the advantage of what they were receiving in the informal schools. The pupils were also asked to indicate where they lived. With majority of them living within Kayole, Dandora while others came from Mathare Slums, Soweto, Ruai and Mukuru kwa Reuben. This prompted the researcher to ask whom they lived with. The results are as shown in Table 4.4

Table 4.4

Pupils' responses with person they live

	Frequency	Percent
Both parents	140	61.7
Mother only	82	36.1
Father only	5	2.2
Total	227	100.0

Majority of the pupils (61.7%) said that they lived with both parents, 36.1 percent of them lived with mother only and 2.2 percent of them lived with father only. The researcher asked whether they had brothers, and sisters with most of them 46.3 percent of them had one brother, 44.9 percent of them had two sisters, 27.3 percent of them had one sister and none respectively. 18.1 percent of the pupils had two brothers, 9.3 percent of them had no brother and 8.8 percent of them had three and five brothers respectively. Hence this shows these children come from families with other children. The researcher then

sought to indicate the position in the family. The results are shown in Table 4.5.

Table 4.5

Birth position in the family

	Frequency	Percent
As an only child	5	2.2
First born	132	58.1
Last born	30	13.2
Second born	20	8.8
Third born	20	8.8
Fourth born	20	8.8
Total	227	100.0

Majority of the pupils (58.1%) were first born children in their families while 13.2 percent of them were last born children, 8.8 percent of them were second, third and fourth born children in their family and only 2.2 percent of them were an only child. This information is important since it would help the research know whether the parents taking them through non-formal schools were burdened by other responsibilities or they had no other choice. The pupils were asked to indicate their parents' form of income. The results are as shown in Table 4.6.

Table 4.6**Parents / guardians form of income**

Form of employment	Father		Mother	
	Frequency	Percent	Frequency	Percent
Informal employment	40	17.6	78	34.4
Casual	42	18.5	51	22.5
Formal employment	63	27.8	20	8.8
House wife	0	0	42	18.5
No Response	82	36.1	36	15.8
Total	227	100.0	227	100.0

Highest proportion (34.4%) of the pupils noted that their mothers were in informal employment while 27.8 percent of them said their fathers were in formal employment. 22.5 percent of them noted that their mothers were in casual employment, with 18.5 percent of them saying their fathers were in casual labour, and their mothers were house wives respectively. Hence this information is important as to why some pupils are out of school for school fees.

4.4 Level of education for the managers and teachers

Most NFE school head teachers and teachers have no professional background on education. The teachers in these schools are employed and paid by the management body of the school unlike the formal school teachers who are

paid by the government. Due to the poor economic background of the parents, these schools prefer employing untrained teachers who do not demand for high salaries. The few trained teachers are also poorly remunerated and as a result, the turnover is high. Hence this study wanted to establish the level of education for the managers and teachers in the non-formal schools for provision of primary education. The results are as shown in Table 4.7

Table 4.7

Level of education for the teachers and the managers in non-formal schools

	Teachers		Managers	
	Frequency	Percent	Frequency	Percent
Degree	0	0	8	29.6
Diploma	10	12.3	10	37.0
P1	26	32.2	8	29.6
P2	4	4.9	1	3.8
ECD	10	12.3	0	0
Untrained	20	24.7	0	0
In-service courses	10	12.3	0	0
Computer teacher	1	1.2	0	0
Total	81	100	27	100

From table 4.7 it is clear that most of the school managers (37.0%) had

attained a diploma level of education while 29.6 percent of them had a degree level of education and P1 respectively and only 3.7 percent of them who had a P2 level of education. Likewise the teachers were also asked to indicate their level of education, with 32.2 percent of them having a P1 level of education, 24.7 percent were untrained teachers, with 12.3 percent of them having attained a diploma level, ECD and in-service courses while 4.9 percent of them had a P2 level and one teacher had computer training. The researcher observes that the level of education of both the teachers and the managers may have an impact on the way deliver primary education in their respective schools. These results agrees with Wamahiu and Karugu (1992) who established that poor learning environments in schools and unqualified staff led to poor performance of majority of pupils in the national examinations in Kenya.

The teachers were also asked how many of their teachers had different qualifications with 95.1 percent indicating that in their respective schools the teachers had a P1 level of training, 74.1 percent had untrained teachers in their schools, while 59.3 percent of them had a diploma level of training, 49.3 percent had a ECD level of training, 29.6 percent were said to be P2 teachers and 24.6 percent were teachers doing their in-service course. The results were also supported by the school managers. The researcher observes that it is not always that the non-formal schools have qualified teachers but there are times they seek services of untrained form four leavers. These results corresponds

with those of MoE 2007 statistic booklet the teaching establishment in the 1,395 NFE institutions across the country, were typically made up of 65 percent untrained teachers. These data are based on the 2005 survey by UNICEF.

The researcher sought to know from the teachers the description of their work load in the school. The results are as shown in Table 4.8.

Table 4.8

Teachers' responses on the description of work load in the school

	Frequency	Percent
Sufficient	16	19.8
Overworked	55	67.9
Under worked	10	12.3
Total	81	100.0

Majority of the teachers (67.9%) indicated they were overworked, while 19.8 percent of them said the work was sufficient and 12.3 percent of them said they were under worked. The researcher observes that the teachers said they were overworked since some of them are not trained hence did not know how to plan their time. The researcher sought to know from the teachers the number of years they had taught in non-formal schools. The results are as shown in Table 4.9.

Table 4.9

Teachers' responses on number of years taught in non-formal schools

	Frequency	Percent
Below 5 years	60	74.1
5-10years	11	13.6
11-15years	10	12.3
Total	81	100.0

Majority of the teachers (74.1%) indicated that they had worked for below 5 years in the non-formal schools, while 13.6 percent of them had worked for between 5-10 years and 12.3 percent of them had worked for 11-15 years. The researcher observes the work turnover was high in non-formal schools. Hence majority of the teachers had worked for below 5 years.

The researcher then asked the teachers to indicate whether they were motivated to in their place of work. The results are as shown in Table 4.10.

Table 4.10

Teachers' responses on whether they are motivated in their work place

	Frequency	Percent
Yes	25	30.9
No	56	69.1
Total	81	100.0

Majority of the teachers (69.1%) indicated that they were not motivated in their work places while 30.9 percent were motivated at their work place. The reasons given by those who were not motivated in their work place was because they had a lot of work load, low salary and lacked extrinsic motivation. These results agree with Wildish (2011) who noted that teachers lack commitment and accountability since they are only in the school for a short while and then they move to greener pastures. They also agree with Tooley (2007) who also notes that lack of motivation and poor working conditions are also perceived as a problem by their teachers.

4.5 Availability of the physical facilities in the non-formal schools

The image of a school is dependent on the quality of its infrastructure. The schools with adequate facilities stand a better chance of providing education effectively. Classrooms are a place that pupils spend the greatest part of their day. They should therefore be conducive and comfortable environment for learning. The pupils and the school managers were asked to indicate the

availability of the physical facilities in their non-formal schools.

Table 4.11

Pupils' responses on availability of physical facilities

	Frequency	Percent
Library	164	72.2
Classrooms	83	36.6
Desks	104	45.8
Store	63	27.8
Toilet	21	9.3

N=227

Majority of the pupils (72.2%) indicated that the library was inadequate in their school while 45.8 percent of them said that desks were not available in their schools, 36.6 percent said that classrooms were inadequate in their school with 27.8 percent indicating the store and 9.3 percent said there were no enough toilets. The researcher also sought to know from the school managers / head teachers the availability of school physical facilities, with a majority 62.2 percent of them indicating they had enough classrooms, 53.6 percent of them indicating they did have enough library space and a few admitted to have very few toilets or none for the teachers. Hence teachers were forced to share with their pupils their toilets. These results would inhibit effective provision of primary education in non-formal schools. Wabwoba (2010) observed that overcrowding in classrooms make it difficult for pupils to write. A teacher is also unable to move around the class to assist needy pupils and this affects

learning and teaching process. While Harma, 2008 noted that most NFE schools lack physical facilities like classrooms, desks, tables, chairs, library, sanitary and playgrounds.

4.6 Adequacy of instructional materials in non-formal schools

Lack of teaching and learning resources which include textbooks for pupils and teachers, chalkboards for demonstrations, exercise books for learning process were found to be a common problem in most of NFE schools (Mugisha, 2008). Hence the researcher sought to establish whether instructional materials were adequate for the provision of primary education in non-formal schools in Embakasi District. The responses for the pupils are as shown in Table 4.12.

Table 4.12

Pupils' responses on inadequacy of instructional materials

	Frequency	Percent
Text books	186	81.9
Exercise books	166	73.1
Pencil / Biro pens	125	55.1
Class readers	63	27.8
Wall charts	82	36.1

N=227

Majority of the pupils (81.9%) indicated that there was inadequate in supply of textbooks, 73.1 percent said there was inadequate of exercise books and 55.1

percent said pencil/ biro pens were inadequate. About 36.1 percent of them noted they lack wall charts and 27.8 percent of them lack class readers. The researcher observes that in majority of the NFS in the study did not have enough instructional materials. The researcher further observes that the more the teaching and learning resources, the higher the performance of a school than the school with fewer resources. This means the availability or non-availability of resources promoted or hindered performance.

The researcher then enquired from the teachers whether there was enough teaching and learning materials for use for teaching various subjects. The results are as shown in Table 4.13.

Table 4.13

Teachers’ responses on adequacy of instructional materials

	Adequate		Inadequate	
	Frequency	Percent	Frequency	Percent
Exercise books	10	19.8	71	87.7
Chalk	65	80.2	16	19.8
Manilla papers	30	37.0	51	63.0
Erasers	57	70.4	24	29.0
Preparation books	16	19.8	65	80.2

N=81

Majority of the teachers (87.7%) noted that exercise books were inadequate while 80.2 percent of them noted that preparation books were inadequate in

their school and 63.0 percent of them said manila papers were inadequate in their schools. The only items that were said to be adequate were both the chalk (80.2%) and erasers (70.4%). Hence these results agree with the pupils results hence this would be inhibiting pupils from achieving their goals in these schools.

The teachers were asked to indicate what they use when there is no adequate supply. With majority of them indicating they ask the parents to buy, others noted that they strain with the little available and others were provided by the management of the school when need be. These results agree with those of Cheng & Kariithi (2008) on a study carried out in Nairobi Mathare informal settlements it noted that, not only are the conditions for studying poor, but the provision of textbooks is highly inadequate, with one book for the teacher only or only two books for a whole class of 18 to 20 pupils being the common situation.

4.6.1 Number of teachers

The pupils were asked to indicate whether they have enough teachers. The results are as shown in Table 4.14.

Table 4.14

Pupils' response on the number of teachers being enough for all subjects

	Frequency	Percent
Yes	206	90.7
No	21	9.3
Total	227	100.0

Majority of the pupils 90.7 percent noted that teachers were enough for all subjects and only 9.3 percent of them who noted that teachers were not enough for all subjects. In most cases pupils said that they lack a Mathematics teacher and English. The pupils were asked to rate the adequacy of the teachers in relations to the pupils population. Slightly below half (45.4%) of the pupils said the teachers were adequate with 36.1 percent of them being very adequate and 18.5 percent of them felt that the teachers were not adequate. The researcher then sought to know from the pupils the relationship they had with the teachers. The results are as shown in Table 4.15.

Table 4.15

Pupils' relationship with their teachers

	Frequency	Percent
Very good	28	12.3
Good	167	73.6
Fair	15	6.6
Bad	17	7.5

N= 227

Majority of the pupils (73.6%) indicated they had a good relationship with their teachers while 12.3 percent of them had a very good relationship, with 6.6 percent of them having a fair relationship and 7.5 percent had a bad relationship with their teachers. Majority of the teachers (90.9%) likewise also noted that they had a good relationship with their pupils and only a few 8.1 had a fair relationship. This implies that pupils and teachers had a good teaching and learning relationship. Hence the pupils were then asked to indicate what they liked most about their school. The results are as shown in Table 4.16.

Table 4.16

Pupils' response on what they like most about the school

	Frequency	Percent
Caring teachers	146	64.3
Learning	206	90.7
Feeding programme	21	9.3
The school is friendly	20	8.8

N= 227

Majority of the pupils (90.7%) indicated that they like the school most since they are able to learn, while 64.3 percent of them went to school since their teachers were caring, hardworking and understanding, 9.3 percent of them went to the school because of the feeding programme and 8.8 percent them was because of the school was friendly. The pupils were also asked to indicate their favourite subjects, with 63.4 percent of them liked Maths and science respectively, while 45.4 percent of them liked English and least subjects include Kiswahili and Social sciences. The reasons they liked the subject was because the teachers were friendly and they teach the subject well and help understand their work well and also to some the subjects were easy.

4.6.2 Pupils' attendance

The teachers were asked to indicate the attendance of pupils. Pupils' attendance in school would indicate whether they are willing to learn or

whether the delivery in class is not satisfactory. The results are as shown in Table 4.17.

Table 4.17

Teachers' responses on pupils' attendance in school

	Frequency	Percent
Regular	66	81.5
Irregular	15	18.5
Total	81	100.0

Majority of the teachers (81.5%) said that pupils in their school attended school regularly while 18.5 percent of them said pupils in their school were irregular. The reasons for irregular attendance were because of school fees problems. Although repetition was low in majority of the schools as indicated by 91.7 percent of them teachers, it was very high in other schools. This would have contributed to some children attending schools irregularly.

The teachers were also asked to rate the general performance of the pupils in Kenya Certificate of Primary Education Examination. The results are as shown in Table 4.18.

Table 4.18

**General performance of pupils in Kenya of Certificate of Primary
Education Examination**

	Frequency	Percent
Above average	35	43.2
Average	32	40.7
Below average	10	12.3
No Response	4	4.9
Total	81	100.0

Most of the teachers (43.2%) indicated that the performance of pupils is above average with 40.7 percent of them indicating that it was average and 12.3 percent of them were below average. The reasons given for the above answer were that those who were average their performance was influenced by their background, where they had challenges such as poverty, diseases, lack enough teaching and learning materials, lacked good coordination between pupils, teacher and parents and they lacked enough facilities. The researcher observes that there are different factors that affect pupils performance in KCPE.

When teachers were asked to indicate some of the vices that negatively impacted on access, retention and achievement in their school, the results are as shown in Table 4.19.

Table 4.19

Social vices that negatively impact access, retention and achievement in school

	Frequency	Percent
Child labour	30	37.0
Drug and substance abuse	42	51.9
Insecurity to and from school	24	29.6
Long distance	18	22.2
Early marriage	6	7.4
No Response	12	14.8

N =81

Slightly above half (51.9%) of the teachers said that drug and substance abuse were some of the social vices that negatively impacted on access, retention and achievement in school. With 37.0 percent of them indicating child labour, 29.6 percent citing insecurity to and from school, 22.2 percent long distance and 7.4 percent early marriages. Other vices include emergence of children gangs such as Gaza and Kingston. These results shows there is no conducive environment back at home for the children to be learning hence they tend to involve themselves with other illegal activities that may affect pupils performance.

4.7 Strategies for improving provision of non-formal primary education

Strategies/recommendations on improving provision of non-formal primary education are important so that the government agenda of free primary education can be beneficial to all school going children. This study sought to establish strategies that can be put in place for improving provision of non-formal education. The results are as shown in Table 4.20.

Table 20

Strategies for improving provision of non-formal primary education

	Frequency	Percent
Good administration	38	46.9
Qualified teachers	35	43.2
Provision of enough learning and teaching materials	34	42.0
Enough physical facilities	34	42.0
Motivating teachers	33	40.7
Sensitization of parents on parenting issues	30	37.0
Government should take responsibility of rehabilitating children involved in gangs and drug and substance abuse in the slums	30	37.0
Sensitization of the community on the importance of education and education policy	28	34.6

N= 81

Most of the teachers (46.9%) said that good administrative strategies would help in improvement of access, retention and performance of the schools,

while 43.2 percent of them felt that there was need to have qualified teachers and 42.0 percent also said that provision of enough learning and teaching materials, and enough physical facilities would also enhance access, retention and performance of the schools. Others felt that teacher motivation (40.7%) was important, sensitization of parents on parenting issues and 37.0 percent also felt that the government should take the responsibility of rehabilitating children involved in gangs and abuse of drugs and substance in the slum would also improve access, retention and performance of their respective schools. The other factor would be to sensitize the community on the importance of education and education policies put in place by the government (34.6%). The researcher observed enough physical facilities, learning and teaching materials, motivated and qualified teachers and sensitization of the community of the importance of education and education policy would enhance the provision of primary education in non-formal schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study and the conclusions drawn from the findings of the study. Finally recommendations made from findings and suggestions for further research are presented.

5.2 Summary of the study

The purpose of this study was to investigate the factors influencing provision of primary education in non-formal education schools in Embakasi district. The following were the study objectives; to establish the level of education for the managers and teachers in non-formal schools for the provision of primary education; to determine the level of availability of the physical facilities in the non-formal schools for the provision of primary education, to establish whether instructional materials are adequate for the provision of primary education in non-formal schools in Embakasi district and to seek strategies of improving provision of non-formal primary education. This study was derived from the Human Capital Theory developed by Schultz in 1961. Schultz was of the opinion that people invest in themselves for their future benefit. Education is seen as a process of investment in human capital, where costs are incurred.

This study adopted a descriptive research design. The total target population were 41 head teachers/managers, 394 teachers and 9783 pupils in NFSs in

Embakasi District. Purposive sampling was used to select 27 non-formal schools that have class eight. Simple random sampling was used to select 81 teachers. Stratified random sampling was used to select 6 boys and 6 girls per school making a total of 12 pupils from the 27 non-formal schools totaling to 240 pupils. The questionnaire was the main form of data collection tool. Three types of questionnaires were developed by the researcher as follows; a questionnaire for head teachers in NFE schools, a questionnaire for teachers in the NFE schools and a questionnaire for pupils enrolled in NFE schools. To determine validity of the instrument, a pilot study was carried in four pilot schools which helped the researcher to evaluate the validity, clarity of the questionnaires, suitability of language used in the instrument and the feasibility of study.

To test reliability of the instrument, test-retest technique was used. This test-retest method involved administering the same instrument twice to the same group of subjects after the Pearson Product Moment correlation formula was used to correlate the scores from both test periods to obtain correlation coefficient of 0.81 for the managers, 0.78 for the teachers and 0.80 for the pupils. Descriptive statistics were used to analyze data to give the percentages, frequencies and means. Data presented helped to explain the relationship between the variables of the study. Computer software that uses Statistical Package for Social Sciences (SPSS) was used.

Findings of the study:

Level of education for the managers and teachers

The study revealed that most of the school managers (37.0%) had attained a Diploma level of education while 29.6% of them had a degree level of education and P1. It also revealed that 32.2% of them having a P1 level of education, 24.7% were untrained teachers, with 12.3% of them having attained a diploma level. It also revealed from the teachers noted that 95.1% of teachers in their respective schools were P1 teachers and 74.1% were untrained teachers. Majority of the teachers (67.9%) indicated they were overworked and majority of them (74.1%) had worked for below 5 years in the non-formal school. Majority of the teachers (69.1%) indicated that they were not motivated in their work places.

Availability of the physical facilities in the non-formal schools

Majority of the pupils (72.2%) indicated that the library was inadequate in their school, 45.8% of them said that desks were not enough in their schools and 36.6% said had no enough classrooms. The results from the school managers contradicted that of the pupils with a majority 62.2% of the school managers indicating they had enough classrooms and 53.6% of them indicating they did have enough library space.

Adequacy of instructional materials in non-formal schools

Majority of the pupils (81.9%) indicated that there was inadequate supply of textbooks, 73.1% said there was inadequate of exercise books. This results were supported by the teachers with majority of them (87.7%) noted that exercise books were inadequate and 80.2% of them noted that preparation books were inadequate in their school.

Strategies of improving provision of non-formal primary education

Slightly below half of the teachers (46.9%) felt that good administrative strategies would help in improvement of access, retention and performance of the schools and 43.2 percent of them felt that there was need to have qualified teachers for provision of primary education.

5.4 Conclusions

From the findings of this study it can be concluded that:-

The level of education of the managers and the teachers is low. There were few qualified teachers and a lot of untrained teachers in need of in-service courses to ensure they are able to offer primary education in non-formal schools.

The analysis of the findings indicated that most non-formal schools in the study area did not have adequate physical facilities such as a library, desks and even classrooms.

There were not enough teaching and learning materials in the non-formal schools to enhance learning in the study area. Inadequacy of exercise books, textbooks and preparation books for the teachers can affect the deliverance of primary education.

The need for good administrative strategies and qualified teachers shows that most of the non-formal schools did not have qualified teachers.

5.5 Recommendations

In view of the conclusions of the study it is recommended that:-

The non-formal schools managers should strive to get qualified teachers and managers hence the government should enforce the education policies that require the school managers to have a specific qualifications before heading a school. This will enable them have qualified managers and teachers in non-formal school hence provision of primary education in these schools.

The government through the Ministry of Education Science and Technology, Department of Education 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. It should enhance provision of teaching and learning resources by cooperating all

non-formal schools and not to some as is the current situation. This will facilitate teaching and learning in the schools.

KEMI should organize in-service training for Teachers in non-formal schools for effective implementation of NFS. This will equip teachers and managers with the new skills and knowledge to improve on teaching methods, how to maintain school facilities and handle large classes.

5.4 Suggestions for further studies

The following were the suggestion for further studies

- i) A similar study can be carried out in other parts of the country on the factors influencing provision of primary education in non-formal schools
- ii) A research should be conducted to find out the influence of the type of school (NFS and FS) on the pupils performance
- iii). A comparative study on the factors influencing provision of primary education should be carried out between formal and non-formal schools

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APPENDICES

APPENDIX 1: LETTER TO THE RESPONDENT

Jane Kiarie
University of Nairobi,
P.O. Box 30197, Nairobi.

To: The Manager/ Director/ Headteachers
Non Formal Education Schools,
Nairobi.

Dear Sir/Madam.

REF: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a Master's of Education student at the University of Nairobi, carrying out research on **“factors influencing provision of primary education in non-formal schools in Embakasi District, Nairobi County”**. Your school has been selected to take part in this research study. I request you to respond to the items in the questionnaire honestly and accurately. Please do not write your name on the questionnaire. All information given in the questionnaire will be used for the purpose of academic qualification.

Kindly fill the section of the questionnaire relevant to you.

Thank you.

Yours faithfully

Jane Kiarie

APPENDIX II

**QUESTIONNAIRE FOR HEADTEACHERS/MANAGERS IN NON
FORMAL SCHOOLS**

Introduction

The following information is meant to assist the researcher in carrying out a study on factors influencing provision of primary education in non-formal schools in Embakasi District, Nairobi County. Please fill in all the required information as precisely as possible.

SECTION A

1. When was the institution established
2. How many children are in your school?
Girls Boys.....
3. How many teachers do you have?
FemaleMale.....
4. Is your school
Community owned? { } Private? { }
Other (specify).....
5. Indicate the number of physical facilities available in your school
Classrooms.....
Toilets: For boys For girlsFor teachers
6. Does the school have a library?
Yes { } No { }

7. Is there a school-feeding program in place?

Yes { } No { }

8. Do you have a school Management Committee in place?

.....
.....

9. What are the qualifications of your teachers?

Please provide the details on how many have achieved the following

Degree { } Diploma { }

P1 { } P2 { }

Any other (specify).....

10. Indicate the kind of support you get from any of the following

Organizations Religious organizations []

Non-governmental organizations [] UN agencies []

Individuals [] Parents []

Others(specify).....

11. How much do the children pay as fees per term?

.....
.....

13a) Do you have problems getting fees from parents?

Yes { } No { }

b) If yes, give reasons

.....

14. Approximately what percentage of parents are able to clear their fees as required?
15. What action do you take in the event of children not being able to pay fees?.....
16. Do the children have problems in acquiring school uniform?
 Yes { } No { }
17. What action do you take in the event of children not being able to have school uniform? Send them home. []
- Allow them to continue attending school without uniform. []
18. Tick other extra levies charged in your school other than fees.
 Extra tuition [] Teacher's entertainment []
 Others (specify).....

Thank you for your cooperation

APPENDIX III

QUESTIONNAIRE FOR NON-FORMAL EDUCATION TEACHERS

1. How many children are in your school?

Girls Boys

2. How many teachers do you have?

Female..... Male.....

3. Out of the above number, how many are employed by:

The Community The government.....

Other (specify).....

4. State the qualification of teachers:

Qualifications	No
M.Ed	
B.Ed	
Diploma	
P1	
P2	
Untrained	
Number attended in-service courses	
others	

5. How would you describe the work load in the school?

Sufficient [] Overworked [] Under worked []

6. How many years have you taught in non-formal schools?

Below 5 years [] 5-10 years [] 11-15 years []
16-20 years [] 21-25 years [] Above 25 []

7. a) Are you well motivated in your work place?

Yes [] No []

b) If no, give reasons for your answer

8. How can you describe your relationship with the pupils you teach?

Very good [] Good []

Fair [] Bad []

9. What is your relationship with the parents/ community?

Very good [] Good []

Fair [] Bad []

10. Do you get enough support from parents, especially in the area of discipline?

Yes [] No []

11. a) Are the following teaching materials you use for teaching various subjects adequate?

Exercise books adequate [] inadequate []

Chalk adequate [] inadequate []

Manila papers adequate [] inadequate []

Erasers adequate [] inadequate []

Preparation books adequate [] inadequate []

b) If no, what substitute is available for each?

.....
.....

12. a) How would you describe attendance of pupils in your school?

Regular [] Irregular []

b) If the answer for the above question is irregular, give reasons

.....
.....

13. a) How would you describe the dropout rate in your school?

Very high [] High [] Low []

b) If the answer to the above is very high and high, give reasons

.....
.....

15a) How would you describe the repetition rate in your school.

Very high [] High [] Low []

b) If the answer to the above is very high and high, give reasons

.....
.....

16a) In the Kenya Certificate of Primary Education Examination, what is the general performance of your pupils?

Above average [] Average below average []

b) For the above answers, give reasons

.....

.....

17. Tick the social vices listed below which you think have a negative impact on access, retention and achievement in your school.

Child labour [] Drug and substance abuse []

Prostitution [] Early marriages []

Unwanted pregnancies [] Insecurity to and from school []

Long distances to school [] Others(specify)

18. Give recommendation on what you think should be done to improve access, retention and performance in your school.....

Thank you for your cooperation

APPENDIX IV

**QUESTIONNAIRE FOR PUPILS ENROLLED IN NON FORMAL
EDUCATION SCHOOLS**

1. What is your gender? Male [] Female []
2. How old are you?
3. Where do you live?
4. Do you have:
 Both parents []
 Mother only []
 Father only []
5. How many brothers do you have?.....
6. How many sisters do you have?
7. What is your position in the family?
 As an only child []
 First born []
 Last born []
 Others(specify).....
8. Where do your parents/ guardians work?
 Father.....
 Mother.....
 Guardian
9. Do you stay with your parents? Yes [] No []
- a) Do your parents provide you with everything you need at home?

Yes [] No []

b) If no, state what you lack.....

10 Do you at times sleep hungry due to lack of food at home?

Yes [] No []

b. Other than your parents, who else has been supporting you financially?

.....
.....

Educational Background

1. a) Have you been to any other school apart from this one?

Yes [] No []

b) If yes, why did you transfer to this school?.....

2. What classes are you in?

3. How many are you in class?

Boys Girls.....

4. a) Do you have enough teachers for all subjects in your school?

Yes [] No []

b) If no, state the subjects where you have no teachers.....

5. How many classes are there in your school (e.g. standard 1,2,3, etc)?

.....

6. Do you consider the number of teachers in relation to student population adequate?

Very adequate []

Adequate []

Inadequate []

7. For the facilities listed below, tick the ones that are inadequate in your school

Classrooms [] Textbooks [] Class readers []

Desks [] Exercise books [] Store []

Library [] Pencils/ biro pens [] Wall charts []

Others (specify).....

8 How can you describe your relationship with your teachers?

Very good [] Good []

Fair [] Bad []

9 What is the relationship between your teachers and your parents/community?

Very good [] Good []

Fair [] Bad []

10 Do your teachers get enough support from your parents, especially in the area of discipline?

Yes [] No []

11. What do you like most about your school?

.....
.....

12. What don't you like about your school?

.....
.....

13a) Which are your favorite subjects in school?

.....
.....

b) Give reasons.....

14 a) Which subjects don't you like?

.....
.....

b) Give reasons for your answer


.....

Thank you for your cooperation

APPENDIX V

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1080** Date: **18th June 2013**

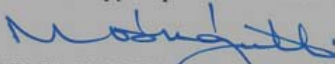
Jane Mbaire Kiarie
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **12th June, 2013** for authority to carry out research on *“Factors influencing provision of primary education in non-formal schools in Embakasi District, Nairobi County.”* I am pleased to inform you that you have been authorized to undertake research in **Embakasi District** for a period ending **31st August, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Embakasi District** before embarking on the research project.


On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.



DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Embakasi District.

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

APPENDIX VI
RESEARCH PERMIT

<p align="center">PAGE 2</p> <p>THIS IS TO CERTIFY THAT: Prof./Dr./Mr./Mrs./Miss/Institution Jane Mbaire Klarie of (Address) University of Nairobi P.O Box 92-0902, Kikuyu has been permitted to conduct research in</p> <p align="center">Location Embakasi Nairobi District County</p> <p>on the topic: Factors influencing provision of primary education in non-formal schools in Embakasi District, Nairobi County</p> <p>for a period ending: 31st August, 2013.</p>	<p align="center">PAGE 3</p> <p>Research Permit No. NCST/RCD/14/013/1080 Date of issue 18th June, 2013 Fee received KSH. 1000</p> <div style="text-align: center;">  </div> <p><i>Jane Mbaire Klarie</i> Applicant's Signature</p> <p><i>[Signature]</i> For Secretary National Council for Science & Technology</p>
--	--

<p align="center">CONDITIONS</p> <ol style="list-style-type: none"> 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 with-out prior appointment. 2. Government Officers will not be interviewed 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 <p align="center">GPK60553m(10/2011)</p>	 REPUBLIC OF KENYA RESEARCH CLEARANCE PERMIT
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(CONDITIONS—see back page)