

The declaration on education as a basic human right was articulated in article 26 of the Universal Declaration of the Human Rights (UDHR) by the United Nations in 1948. Through this declaration UDHR proclaimed free and compulsory primary education, which led to the establishment of Education For All (EFA), being a global goal. Being a fundamental right free primary education fights against illiteracy, ignorance and diseases. Kenya has been committed to the pursuit of the EFA goal through the introduction of Universal Primary Education (UPE) and Free Primary Education (FPE) since the 1970s. Kenya introduced FPE in two phases, which is in the year 1974; and in the year 2003. In both phases school fees in all public primary schools was abolished. This has led to increased access to primary education resulting to increase in enrolment to 8.3 million children by 2007. The success of implementing UPE and FPE initiatives was rooted in the total commitment and performance of the teacher. It is the teacher skill, creativity and attitude in the teaching/learning process that dictates the level of learner performance during curriculum implementation.

Free Primary Education in Kenya



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Implementation of Free Primary Education in Kenya

Teacher Performance in the Implementation of Free Primary Education



978-3-8484-9152-0

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0436144 0

Impressum/Imprint (nur für Deutschland/only for Germany)

Bibliografische Information der Deutschen Nationalbibliothek: Die Deutsche Nationalbibliothek verzeichnet diese Publikation in der Deutschen Nationalbibliografie; detaillierte bibliografische Daten sind im Internet über <http://dnb.d-nb.de> abrufbar.

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Coverbild: www.ingimage.com

Verlag: LAP LAMBERT Academic Publishing GmbH & Co. KG
Heinrich-Böcking-Str. 6-8, 66121 Saarbrücken, Deutschland
Telefon +49 681 3720-310, Telefax +49 681 3720-3109
Email: info@lap-publishing.com

Approved by: Nairobi, University of Nairobi, 2011

Herstellung in Deutschland (siehe letzte Seite)

ISBN: 978-3-8484-9152-0

Imprint (only for USA, GB)

Bibliographic information published by the Deutsche Nationalbibliothek: The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie; detailed bibliographic data are available in the Internet at <http://dnb.d-nb.de>.

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Publisher: LAP LAMBERT Academic Publishing GmbH & Co. KG
Heinrich-Böcking-Str. 6-8, 66121 Saarbrücken, Germany
Phone +49 681 3720-310, Fax +49 681 3720-3109
Email: info@lap-publishing.com

Printed in the U.S.A.

Printed in the U.K. by (see last page)

ISBN: 978-3-8484-9152-0

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**FACTORS INFLUENCING TEACHER PERFORMANCE ON
IMPLEMENTATION OF FREE PRIMARY EDUCATION IN CITY
COUNCIL PRIMARY SCHOOLS IN NAIROBI PROVINCE, KENYA**

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**A Thesis Submitted in Fulfillment of the Requirements for the Award of the
Degree of Doctor of Philosophy in Curriculum Studies, University of Nairobi**

2011

DEDICATION

This work is dedicated to my children Dorice, Jesse, Samuel and Dan. May it be a great inspiration to them in their search for knowledge.

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to all those who willingly rendered their assistance in this study; first, are my supervisors Prof. Gerald N. Kimani and Prof. Genevieve Wanjala for their time, dedication, sound comments, suggestions and their expertise in guiding me throughout the study.

My special gratitude goes to the University of Nairobi, Deans' Committee who sponsored this study, providing a research grant which enabled me undertake the study. Sincere thanks go to the staff of UNESCO, Jomo Kenyatta (UoN Library), Jogoo House 'B' Resource Centre and World Bank Library who assisted me in literature search for information and other ideas which were useful to this study.

My appreciation goes to all my colleagues in the Department of Educational Administration and Planning, School of Education at large, and the College of Education and External Studies who offered valuable advice and encouragement. I owe further gratitude to all the head teachers, deputy head teachers, and teachers of all the public primary schools I visited during the data collection session. The success of this work is partly due to their co-operation, understanding and willingness to give information. Special thanks go to Tabitha who efficiently typed this thesis.

My special gratitude goes to my dear husband Abraham Imonje and our children Dorice, Jesse, Samuel and Dan who were always there for me, providing constant encouragement, inspiration, and, were patient enough during the busy period of the study. My success is also theirs.

Lastly I owe my parents Salaphina Khamuru and Lawrence Mukabwa, a debt of gratitude for their sacrifice in educating me and encouraging me to pursue further education. My success in education is because of them.

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ABBREVIATIONS AND ACRONYMS

ASDE	African States in Development of Education
APA	American Psychological Association
ASAL	Arid and Semi – Arid Lands
BEFA	Basic Education For All
CCN	City Council of Nairobi
CCPS	City Council Primary Schools
CHE	Commission of Higher Education
CPE	Certificate of Primary Education
CRE	Christian Religious Education
DFAAR	Dakar Framework of Action Assessment Report
DFID	Department For International Development
DQAS	Directorate of Quality Assurance and Standards
ED	Education Department
EFA	Education For All
FPE	Free Primary Education
FPESP	Free Primary Education Support Project
FTI	Fast Track Initiative
ERSWEC	Economic Recovery Strategy for Wealth and Employment Creation
GERSWEC	Government Economic Recovery Strategy for Wealth and Employment Creation
GER	Gross Enrollment Rate
GoK	Government of Kenya
GHC	Geography, History and Civics
IP-ERS	Investment Programme for Economic Recovery Strategy
IRE	Islamic Religious Education
ICT	Information Communication and Technology
KANU	Kenya African National Union
KESSP	Kenya Education Sector Support Programme
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examinations Council

MALP	Monitoring Achievement in Lower Primary
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
MDGs	Millennium Development Goals
NER	Net Enrolment Ratio
NRCS	National Research Coordinators
ORC	Overcoming Resistance to Change
PCS	Performance Contracts
PCSC	Performance Contract Steering Committee
PTR	Pupil Teacher Ratio
SACMEQ	Southern African Consortium for Monitoring
	Education Quality
SAPs	Structural Adjustment Programmes
SbTD	Schoolbased Teacher Development
SEP	School Empowerment Programme
SOEs	State Owned Enterprises.
SCD	School – based Curriculum Development.
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences Programme
TSC	Teachers’ Service Commission
UDHR	Universal Declaration of Human Rights
UCFPE	Universal, Compulsory and Free Primary Education
UPE	Universal Primary Education
UPE	Universal Primary Education
UN	United Nations
USAID	United States Agency for International Development
UNESCO	United Nations Educational, Scientific and
	Cultural Organization
WEF	World Education Forum
WCOTP	World Conference of Organizations of Teaching Profession

ABSTRACT

The Free Primary Education (FPE) initiative was first declared in Kenya in 1974 and re-declared in January 2003. The implementation of FPE led to an increase in the enrolment of pupils in public primary schools which grew from 5.2 million pupils in 2002 to 8.3 million pupils by 2008 (Republic of Kenya, 2008). This increase in enrolment led to overcrowding, overstretched facilities and teaching materials, and high pupil-teacher ratios (Republic of Kenya, 2005). In such a situation, the question was: how were the teachers able to perform their classroom duties and responsibilities with such increase in enrolments?

The purpose of the study was to investigate the factors that influenced teacher performance in the implementation of FPE in City Council Primary Schools (CCPS) in Nairobi province since 2003. The objectives of the study were:

to examine the ways in which increased enrolments, availability of materials, physical facilities and equipment; teacher qualification and training, deployment of teachers, and abolition of fees on tuition; have influenced teacher performance in the implementation of FPE in City Council Primary Schools in Nairobi province since 2003.

Descriptive survey research design was employed for this study. Stratified, simple random and purposive sampling techniques were used in selection of schools, head teachers and teachers. Ninety nine (99) City Council Primary Schools were selected. Ninety nine (99) head teachers, four hundred and sixty (460) teachers were selected for the study. Research instruments for data collection included head teachers' interview schedule, teachers' questionnaire, observation schedule, and document analysis guide.

The findings of the study revealed large classes of over 100 pupils that were brought about by increase in enrolment. Overcrowding in the classrooms; overloading and overworking of teachers was reported by 87.8% of teachers. The teaching – learning materials were adequate, showing a Pupil: Textbook ratio of 1:1 in Mathematics, and 1:2 in English, Kiswahili, and GHCRE and 1:4 in Science. Facilities such as playfields, sanitation blocks, classrooms and classroom spaces were inadequate. Teachers (80.0%) and all head teachers had attained a professional status of "P 1" certificate level. All head teachers reported that they had teacher shortages. Head teachers (90.0%) reported a decline in teacher morale caused by the abolition of fees on tuition and user charges.

Recommendations from the findings included; policy guidelines on enrolment and cross-transfers of pupils should be drawn in relation to age, class size and teacher establishment.

Adequate facilities including classrooms and classroom space, desks, and sanitation blocks needs to be put in place. The content and duration of in-service courses should be reviewed to reflect on methodologies and child centered skills during the implementation of FPE. Recruitment of teachers should be considered to ease teaching loads in large classes in City Council Primary Schools. Tuition for weak pupils needs to be resumed, with incentives that can reinforce teacher performance in City Council Primary Schools.

The areas for further research from the findings of the study included a study on factors that influence equity in teacher deployment, and the influence of tuition on pupil performance in public primary schools in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

The aim of Universal Primary Education (UPE) was to provide access to quality education for individual learner development as well as the social, economic and political development of the country (Hanushek, 2005). Delivery of quality UPE as a basic right for all requires effective implementation of the curriculum and instructional programme. Such delivery is facilitated by professional commitment, training and experience of the teacher, availability of teaching /learning materials, physical facilities, equipment and resources. When the above variables are addressed, the outcome is quality learning which is manifested in improved pupil performance.

The concept of EFA is derived from the declaration on education as a basic human right that was articulated in article 26 of the Universal Declaration of Human Rights (UDHR) by the United Nations in 1948 (UNESCO, 2000). In this article, the UDHR proclaimed free and compulsory primary education as a basic right to all (UNESCO, 2000). The need for a free and universal education was again stressed in 1977 during the assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) (1977). Focusing on compulsory education, the assembly declared that, the youth of the world have an inherent right to participate in a free education system (WCOTP, 1977).

In March 1990, the international community put education on the global agenda during the world conference on EFA in Jomtein, Thailand (MoEST, 2003). During that conference, all participating nations pledged to provide primary education for all children. The conference further emphasized that it was the duty of every participating government to focus on the right to education especially for the disadvantaged and vulnerable groups such as girls and children in difficult circumstances. At the Jomtein conference (1990), EFA and UPE were recognized as a fundamental human right (UNESCO, 2002).

Attainment of EFA has remained a big challenge to most African countries such as Kenya, Ethiopia, Botswana, Lesotho and Swaziland (UNESCO, 2000; 2003). In response to this challenge, the World Education Forum (WEF) was held in Dakar, Senegal (26-28 April 2000) to review advances in basic education in the 1990's and reinvigorate the commitment to EFA. Consequently, the participating countries set themselves on the challenge of achieving UPE by the year 2015 (UNESCO, 2002).

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In Kenya, the government has been committed to fighting the three enemies of development, namely: poverty, ignorance, and disease. In pursuit of the EFA goal, the Government of Kenya (GoK) adopted a policy of providing education to all citizens regardless of the economic, social and political pressure (Republic of Kenya, 2005). Education has been viewed as a fundamental strategy for human capital development and a crucial means of enhancing the quality of life (MoEST, 2003). Policy documents such as National Development Plans, Economic Surveys and Sessional Paper No. 1, 2 and 6 of 1988, 1999 and 1996 respectively have emphasized the role of education for all Kenyans. The attainment of UPE has been a top priority in GoK's development strategy and is a means to achieving EFA.

To accelerate the realization of UPE, the GoK, in 1974, declared Free Primary Education (FPE) from standard one to standard four (Republic of Kenya, 2003). Four years later in 1978, GoK abolished fees in all public primary schools in the country, which led to increased access to primary education resulting in an increase in enrolment to 2, 994, 894 pupils in 1978 from 2, 705, 878 pupils in 1974 (Ministry of Education, statistics section, 1978). In Nairobi province, by the end of 1988, there were 181 City Council Primary Schools (CCPS) with an increased enrolment of 138, 925 pupils up from 112, 234 pupils in 1978 (Republic of Kenya, 2003). This increase in enrolment had implications on teacher performance (Republic of Kenya, 2003).

However, enrolment rate was affected by the onset of Structural Adjustment Programmes (SAPs) which introduced the cost sharing policy in 1988. This policy grossly affected enrolments and embedded costs on parents who had to meet the cost of tuition, teaching - learning materials, activity fees and examination fees. Thus, many children from economically marginalized groups could not attend primary school.

Consequently, in 2003, the GoK in pursuit of the UPE, re-introduced FPE as a commitment toward achieving UPE by the year 2005 and realization of EFA by 2015 (Republic of Kenya, 2002; 2005). Attaining UPE is one way of ensuring that all Kenyan children eligible for primary schooling have the opportunity to enroll and remain in school to learn, and acquire quality basic education, skills and training (Republic of Kenya, 2003).

The implementation of FPE was critical to the attainment of UPE and the realization of the EFA goal. The success of implementing the FPE initiative and achievement of UPE and EFA was rooted in the total commitment and performance of all stakeholders especially the teachers (Republic of Kenya, 2003). Teacher resource is one of the most important inputs for quality learning outcomes (Republic of Kenya, 2005) which are intertwined in teacher performance. Kerr (1968) stated that reform in the education sector can be achieved through the full measure of teacher involvement and commitment, as the teacher is at the heart of the implementation process.

Bishop (1985) further asserted that, though specialists and experts may select the objectives and plan the general advance; teacher skills and attitude count for a great deal more in curriculum renewal, than the procedures in charge of content and methods. It is the teacher's creativity in the classroom which dictates the level of learner performance during curriculum implementation.

Pratt (1994) argues that although the three key players in curriculum innovation and education reform include superintendents, principals and teachers; whatever the talents of superintendents and principals may be, education reform and curriculum innovation will stand or fall by the actions of the individual teachers in the classrooms. Shiundu and Omulando (1992) state that it is the role of the teacher to ensure that the programme is successfully implemented through organizing learning experiences, managing the learning environment, utilizing the instructional strategies and materials as per the stated objectives and goals; all for the benefit of the pupils. Hence, for better teacher and pupil performance, there should be a congenial working environment with adequate resources that facilitates competent teaching (Shiundu and Omulando, 1992).

According to the Master Plan in Education and Training (1997-2010) teacher performance, morale and motivation can be raised by providing the physical facilities and instructional materials necessary for quality learning. Thus, a qualified and highly motivated teaching force is a prerequisite for the promotion of high achievement and performance among the pupils (Republic of Kenya, 1998).

Although the success of implementing the FPE initiative was rooted in the total commitment and performance of the teacher (Republic of Kenya 2003); the declaration of FPE came along with challenges of the influx and increase in enrollment of pupils into public primary schools all over Kenya. This increase in enrollment infringed on the performance of the teacher. For instance, primary school enrollment grew from 6,062, 742 pupils in 2002 to 7,159, 524 pupils in 2003; 7,394,762 pupils in 2004 to 7,597,285 pupils in 2005; 7,632,113 pupils in 2006; to 8,330, 148 pupils in 2007 (Economic Survey, 2008; MoE statistics section, 2008; Republic of Kenya, 2008). The Gross Enrolment Rate (GER) for boys and girls in 2007 was 110.7 percent and 104.4 percent respectively, indicating a higher proportion of boys enrolled in public primary schools. The Net Enrolment Rate (NER) increased from 86.5 percent to 91.6 percent in 2007. Although the continued rise in NER indicates progress towards realizing the Millennium Development Goals (MDGs) on UPE, the increase in enrolments impacted on teacher performance.

During the period of 2002 to 2007, the number of registered KCPE candidates rose from 528,906 candidates in 2002 to 644,816 candidates in 2004; 671,550 candidates in 2005 to 688, 254 candidates in 2006; and 704, 918 candidates in 2007 (Republic of Kenya 2007; KNEC, 2008).

Such increased enrollment led to challenges relating to access and equity, and pressures in the following areas, as reported in Sessional Paper Number 1 of 2005:

- i. Overstretched facilities and teaching materials;
- ii. Overcrowding in classrooms and schools especially in urban areas such as Nairobi, Nakuru, Kisumu and Mombasa;
- iii. High pupil – Teacher Ratio (PTR) in densely populated areas;
- iv. High cost of special equipment for children with special needs;
- v. Poor learning environments;
- vi. Diminished community support following the misconstrued role Vis-a Vis that of the government in the implementation of FPE initiative;
- vii. Lack of appropriate sanitation; and,
- viii. Teacher shortages and uneven distribution of teachers.

Although the government had put in place a demand driven teacher recruitment policy, the government, through the Teachers Service Commission (TSC) declared a freeze on employment of teachers due to financial strain and economic pressure. The only allowance in recruitment of teachers was by replacing teachers who exit service through natural attrition. This led to a growing demand to recruit more teachers to cope with the demands occasioned by FPE (KESSP, 2005; Economic Survey, 2004; 2005; 2006; 2007; 2008).

The introduction of FPE in 1974 and 2003 respectively, affected Nairobi province just as it did to the other provinces. Although trends in FPE enrolment are lower in Nairobi province when compared with the other seven provinces, as can be observed from table No. 1; it should be noted that Nairobi province's geographical and physical size is small, and densely populated. The province contains diverse distribution of public primary schools in the urban, slum and rural set up environment (Republic of Kenya, 1998). The province has a mixed economic and social distribution due to the mixed cadre of inhabitants and their different social class levels; influenced by the industrial and technological development and expansion of the city. The province has the largest slum areas (Kibera, Mathare, Embakasi, Mukuru Kwa Njenga, Kayaba, Korogocho) with low quality education features that have made it to be categorized among the Arid and Semi Arid (ASAL) areas (MoEST, 2004). Nairobi province is bordered by rural areas with lower quality education as compared to the relatively high standard of education found in public primary schools in its central divisions that make up the city centre (SACMEQ II, 2000). These features make the province significant for study to find the factors that influenced teacher performance in the implementation of FPE in CCPS in Nairobi Province since 2003 to 2008.

Table 1.1**Trends in Enrolment in Public Primary Schools in 8 provinces**

Province	No. of Districts	Year					
		2002	2003	2004	2005	2006	2007
Coast	7	387875	486629	556013	585543	600041	643355
Central	8	816264	904770	910806	903638	882429	888236
Eastern	13	158529	1309807	1371680	1379909	1378210	1480629
Nairobi	3	177208	217167	229252	237858	234819	319000
Rift Valley	22	1500659	1779789	1833990	1951235	1998277	2185052
Western	8	883501	1054694	1101162	1143972	1122557	1273510
Nyanza	13	1089804	1339895	1321901	1324239	1334597	1441735
North Eastern	4	48902	66773	69958	70891	81182	98629

Source: Republic of Kenya: Statistical Abstract 2008, pp. 19

With the FPE initiative, Nairobi province recorded the highest percentage (48.1%) of the average national class increase, although provincial analysis indicated that Rift Valley province had the highest enrollment followed by Eastern and Nyanza (MoEST statistics section, 2004). The public primary schools gross enrollment for Nairobi province revealed the following trends; 177,208 pupils in 2002; 217,168 pupils in 2003; 229,252 pupils in 2004; 237,858 pupils in 2005; 234,819 pupils in 2006; and 319,000 pupils in 2007 (MoEST Statistics Section, 2008; Republic of Kenya, 2008). The impact of the implementation of FPE led to a certain closure of certain schools including Olympic Primary in Kibera slum as highlighted by the media, due to the enormous enrollment rate of mixed cadre of children from rural, urban and slums areas of the province. This increase in enrollment led to overcrowding, high PTRs, overstretched materials and facilities (Economic Survey 2004; 2005; 2006; Republic of Kenya, 2005).

With increased enrolments, the number of teachers declined by 5.4 per cent from 180,860 teachers in 2001 to 171,033 teachers in 2005 (Economic Survey 2006). Nairobi province CCPS had 4,174 teachers instead of the approved teacher establishment of 4,865 (GL/NC 433/VOL.II/1/76/2005). This worsened with the freeze in employment of teachers by Government,

natural attrition and long illnesses among teachers. Hence, there was a demand for more teachers to cope with the challenges of increased enrollment occasioned by the implementation of FPE.

The shortage of teachers in CCPS forced teachers to handle two classes at the same time, especially at lower primary level. This was worsened by the current teaching policy which demands that a primary school teacher should be able to teach all the five integrated subjects in the primary school curriculum (Republic of Kenya, 2005).

Teachers, in 20% of the CCPS in Nairobi province have had to handle a PTR of 100 pupils and beyond whose admission included over age youth, street children, abandoned orphans, house helps and children with special disabilities (UNESCO, 2005). This mixed cadre and the challenges brought by increased enrolments infringed on the performance of the teacher. Thus, it was crucial to find out how the teachers have been able to perform their classroom duties and responsibilities while implementing FPE. How were teachers able to cope with the workload with the increase in enrolments?

1.2 Statement of the Problem

With the declaration and implementation of FPE, there was increase in enrolment which brought pressure in the teaching / learning process. This pressure caused by the increase in enrolment infringed on teacher performance. The questions that emerged on teacher performance, with the influx of the children into the CCPS (caused by the declaration of FPE in 2003), included: what made teachers able to perform their instructional work, class management, and pupil assessments especially in subjects which required a lot of marking and individual pupil attention, such as Mathematics, English, Kiswahili and Science? With large class sizes of high PTRs of 1:70 to 1:100, how were teachers able to carry out their classroom teaching and monitor the learning levels in basic skills for each individual pupil effectively? How were teachers able to cope with the teaching of large classes of pupils ?

1.3 The Purpose of the Study

The purpose of this study was to investigate the factors that have influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003.

1.4 Objectives of the Study

Specifically the objectives of this study were:

- i. To examine the ways in which increased enrollment has influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003.
- ii. To determine the extent to which the availability of materials and facilities has influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003.
- iii. To establish how teacher characteristics has influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003.
- iv. To establish the extent to which staffing levels of teachers by TSC has influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003.
- v. To identify ways in which the abolition of fees on tuition has influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003.

1.5 Research Questions

The following were the research questions of the study:

- i. In what ways has increase in enrollments influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003?

- ii. To what extent has the availability of physical facilities and teaching-learning materials influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003?
- iii. To what extent have teacher characteristics influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003?
- iv. To what extent has staffing levels of teachers influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003?
- v. In what ways has the abolition of fees on tuition influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003?

1.6 Significance of the Study

Delivery of quality education requires effective implementation of the curriculum which is facilitated by the teacher. Therefore, the results of this study are significant in highlighting a comprehensive overview on teacher performance in the midst of increased enrolments, high PTRs and related challenges of implementing FPE since 2003. The results of the study revealed the constraints facing teachers in their performance in relation to availability of physical facilities, teaching – learning materials, teacher commitment, experience, training and qualification; and congenial learning environment during the implementation of FPE.

The Directorate of Quality Assurance and Standards, the Teachers' Service Commission and the Director of Basic Education in the Ministry of Education, School Committees, Parent / Teacher Associations, head teachers and teachers themselves; can use the results of the study to make decisions on the factors and aspects that influenced teacher performance. Such decisions can be applied in the process of ensuring quality in teacher performance and teacher service delivery. The GoK can use the results of this study to develop a routine check on the implementation of UPE and EFA. This is because a successful implementation of FPE is a major step in achieving UPE and EFA.

The documentation of this study contributes to curriculum theory in a way that it forms a basis and a point of reference in decision making for curriculum scholars, developers, implementers, educationists, policy makers and other stakeholders concerned with matters of teacher and educational development.

1.7 Limitations of the Study

The following were the limitations of the study:

Some of the visits to observe teacher lessons in the specific subjects of English, Kiswahili, Science and Mathematics did not achieve the intended objectives of observation in a natural learning environment as some teachers' pre-planned lessons, and presented them earlier before the researcher went in for observation, defeating the logic of a true natural teaching environment. Some teachers gave information that was biased, false and exaggerated.

The researcher did not have a specific tool to verify the authenticity and validity of such information. To ensure credibility of the data the researcher made extra impromptu visits to the schools, to do more class lesson observation out of which the needed information was compared. To deal with biased information the researcher relied on information from actual observation and compared it to the information given by the respondents. Hence, with the triangulation method of having a variety of instruments in data collection, information that was doubted was confirmed and proved by checking through the various instruments for verification.

1.8 Delimitation of the Study

The study was conducted in CCPS in Nairobi province which is currently divided into eight districts; and initially at the time of data collection it was divided into eight administrative divisions; and each division had two zones leading to sixteen zones. This study did not consider the current boundary divisions of the eight districts, but considered the old Nairobi province of one district, one province with the eight administrative divisions. The study was conducted in CCPS in the eight divisions of the province.

Selection of the CCPS took into consideration the geographical set of the schools to include rural, urban and slum for purposes of representativeness in the sample population. Standard one, two, three and four teachers formed the unit of analysis for the study; as challenges of increased enrolment were initially felt at the lower primary level. Private primary schools were not involved in the study.

The factors of investigation that the study focused on during the investigation included enrolment and class levels, teacher work load, pupil-teacher ratios, teacher motivation staffing levels, adequacy of learning materials and facilities, teacher professional qualifications, training and experience, and abolition of fees on tuition.

1.9 Assumptions of the Study

In this study it was assumed;

- that there were increased enrolments in lower primary section in CCPS;
- that the presence of the observer (researcher) in the classroom would not significantly influence the teachers' lesson presentation and class organization;
- that all respondents would give honest and accurate information upon which the study findings were based.

1.10 Definition of Significant Terms used in the Study

The following are the significant terms defined as used in the context of this study;

Affect refers to an action that produces an effect or change in someone.

City Council Primary Schools refers to public primary schools under the management of Education Department in Nairobi City Council.

Effect refers to change produced by an action or cause. It is a result or outcome of some happening or event. In the context of this study, the term "affect" is used as a verb, and the term "effect" is used as a noun to denote the way the implementation of FPE has had an impact on teacher performance in CCPS in Nairobi province.

Enrolment refers to the numbers or class sizes; and names of pupils formally registered on admission at different levels in public primary schools.

Free primary Education refers to education that allows access to all children to attend learning / education institutions without major cost implications on the parents and pupils.

Impact refers to the effects or influence of the implementation of FPE on teacher performance.

Implementation refers to a stage whereby the already developed curriculum package / programme taken to the teachers and pupils in their respective public primary schools for execution, action, use or consumption.

Nairobi City Council refers to a body mandated by the local government to control and manage social and economic institutions; and services in Nairobi province.

Performance refers to the act of doing a piece of work, duty or undertaking a responsibility according to an established method, procedure, system, rules, code or regulation.

Teacher characteristics refers to teacher gender, age, professional / academic qualifications, training and experience

Teacher Performance refers to the way in which a teacher does his/her work in both teaching and administrative tasks, duties and responsibilities while he/she is in the CCPS in Nairobi province.

Universal Primary Education refers to basic education that is accessible to all children in primary schools.

1.11 Organization of the Study

This study is organized into five chapters. Chapter One consists of the background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter Two is on literature review. It consists of the introduction; international perspectives on UPE; UPE in Africa; development of universal and free primary education in Kenya; implementation of free primary education and teacher performance in CCPS; provision of materials, facilities, equipment, personnel and teacher performance; theoretical bases for curriculum development; and the conceptual framework.

Chapter Three is on research methodology. It consists of the introduction, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures, challenges encountered when carrying out the survey, and data analysis techniques.

Chapter four contains data analysis and interpretation of raw data based on the purpose of the study, specific objectives of the study and research questions. Chapter Five consists of the summary, conclusions and recommendations of the study based on the analysis and interpretation of the data. Bibliography and the appendices formed the last section of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature on: overview on the development of EFA UPE and FPE from the international, regional (Africa) and national (Kenyan) perspectives; increased enrolments and teacher performance; availability of materials, physical facilities and equipment and teacher performance; teacher qualification and training, and teacher performance; deployment of teachers, teacher supply and demand in relation to teacher performance; indicators of teacher performance and the implementation of FPE; policy evolution in the development EFA, UPE and FPE in Kenya; curriculum implementation models; theoretical basis for the study; and conceptual framework. This review provides a vital link upon which data collected was interpreted and analyzed.

2.2 Global Perspectives on the Development of Education For All

The concept of Education for All (EFA) is derived from the declaration on the basic right to education that was articulated in article 26 of the Universal Declaration of Human Rights (UDHR) in 1948 (MoEST, 2000). The UDHR proclaimed free and compulsory primary education as a basic human right (UNESCO, 2000). The need for a free and universal education was stressed in 1977 during the assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) (WCOTP, 1977). Focusing on compulsory education the assembly declared that the youth of the world have an inherent right to participate in a free and universal education system. Hence universal education was declared for all children (WCOTP, 1977).

In March 1990, the international community again put education on the global agenda during the World Conference on Education For All (WCEFA) in Jomtein, Thailand (MoEST, 2003). The goals of EFA which emanated from this 1990 world conference on education in Jomtein were reiterated in Dakar during the 2000 workshop on Framework of Action Assessment Report on EFA. The Dakar Framework of Action Assessment Report (DFAAR) (2000) had the following three EFA goals:

- i. To ensure that by 2015, all children have access to a completely free and compulsory education of good quality;
- ii. Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on access to and achievement in basic education of good quality; and,

- iii. Improve all aspects of the quality of education and ensure excellence for all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills;

With these DFAAR global goals on EFA, national governments all over the world were expected to domesticate these goals according to their situations, needs and realities (MoEST, 2000). The heart of EFA activities were at the country level; although EFA was a global commitment and a strategy for the development and provision of quality basic education for all (MoEST, 2000).

The Jomtein declaration (1990) sought to revive the international community's commitment to developing education as a fundamental human right – “every person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic learning needs” (UNESCO, 2002). Consequently, DFAAR (2000) global goals provided an opportunity to assess the progress made in the attainment of EFA, since the Jomtein declaration (1990); and the prospects for developing quality education for all in the 21st century.

The DFAAR (2000) noted that despite notable efforts by world governments to ensure the right to education for all, the targets set at Jomtein in 1990 had been slower than anticipated in relation to achieving EFA. The DFAAR (2000) on EFA further revealed that the development of EFA in sub-Saharan Africa faces major macro- socio economic problems such as increased poverty, mounting debt burdens, HIV and AIDS pandemic, poor economic growth, wars and civil strife, rapid population growth, increased environmental degradation, globalization and widening economic disparities among and within nations.

However, the DFAAR (2000) on EFA reaffirmed governments and international agencies on the commitments made to Jomtein EFA goals; and once again recognized education as a fundamental human right that was key to sustainable development and peace; within and between countries, in the 21st century. The DFAAR emphasized on the need for action by national governments in Africa; and the whole world in rededicating themselves towards the attainment of UPE and EFA goals and targets. Through its six goals, the DFAAR provided national governments, international and bilateral development agencies and non-government organization with a reference and a guide to developing specific strategies to achieve the development of quality basic education for all. It was noted that African governments have not consistently emphasized EFA goals and targets since each country's independence due to political pressures and upheavals (UNESCO, 2002). Such political pressures have interfered with the trends in the achievement of EFA.

Although African governments have tried to embrace the initiative of free and universal primary education; attainment of EFA has remained a big challenge in countries such as Kenya, Ethiopia, Botswana, Lesotho, Swaziland, Uganda and Nigeria (Coombs, 1972; UNESCO, 2000; 2003). In African countries, the indication towards achieving quality EFA show declining trends as more children have no access to basic education (MoEST, 2000). Problems of low quality of education, illiteracy, low completion rates; irrelevance, expensive and expansive curriculum; low achievement (attainment) rates, high cost of education, and low community participation have affected the achievement of EFA goals.

In Kenya, the government has been committed to fighting the three enemies of development, namely; poverty, ignorance, and disease. In pursuit of this goal, the GoK has adopted a policy of providing education to all citizens regardless of economic, social and political pressure (Republic of Kenya, 2005). Education has been viewed as a fundamental strategy for human capital development and a crucial means for enhancing the quality of life (MoEST, 2003). Over the three decades, the GoK has invested in education in line with the national policy spelt out in the 1965 Sessional Paper No.10 on African Socialism and its Application to Planning in Kenya (Republic of Kenya, 1965).

The national plan on UPE and EFA in Kenya is a culmination of diverse and coordinated policy initiatives and implementation strategies that the GoK, as a signatory to Jomtein (1990), and DFAAR (2000) on EFA, has consistently pursued. The DFAAR (2000) on EFA revealed that in the past decade, Kenya witnessed a renewed government commitment to EFA goals. Since then, there had been considerable increase in investments in education and training by the GoK; international partners and donors; private investors; civil society; parents and communities. Hence, in the past decade, the education sector in Kenya has been on the development path in spite of the challenges and constraints facing education. This has been evident in the GoK's re-declaration of FPE in the year 2003.

The implementation of FPE in Kenya was critical to the attainment of UPE and realization of the EFA goal. The success of implementing the FPE initiative, and the achievement of UPE and EFA, was rooted in the total commitment and performance of all stakeholders, especially, the teacher (Republic of Kenya, 2003; 2005). Consequently, the achievement of EFA goal on "improvement of all aspects of quality education; and ensuring excellence of all; so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills", centres on the work done by the teacher in the classroom. Yet, teacher performance has never been an issue in all the international conferences supported by UN in the last three decades (MoEST, 2000). The teacher is at the centre of the implementation of all FPE,

UPE and EFA goals and targets; and yet the gap in teacher performance in achieving measurable learning outcomes has not been addressed.

2.3 Development of Free Primary Education in Bangladesh

According to a Report on Primary Education in Bangladesh produced by Bangladesh Bureau of Education Information and Statistics (BANBEIS) and Bangladesh Ministry of Women and Children Affairs (MWCA); to be delivered at the third Summit on South Asian Development hosted by South Asian Society for Regional Cooperation (SAARC) (May 19, 2005); in Bangladesh the expansion of primary education is crucial, just as it is in other developing nations within South Asia and beyond. Bangladesh's low literacy rate of 39% (Chowdhury et al, 47) is one of the many low development indicators that remind us how far our nation has yet to go in its pursuit of sustainable development.

Primary education has been a priority in Bangladeshi politics since independence from Pakistan in 1971: basic measures to implement universal primary education were taken from the outset. However up until recent times, enrollment, as well as government spending on the education sector, has remained very low; little progress was seen in the primary education sector throughout the 1970s and 80s. Additionally there have been problems of inequity and access. The 70s and the 80s saw a marked gender disparity in enrollment levels as well as attendance, completion, literacy rates and achievement levels. Marginalized and disadvantaged groups in general—particularly the rural and urban poor—have had significantly less access to education than other groups. The Bangladesh government is proud that its education programs dramatically improved in the 1990s, especially during the latter half of the decade. The 90s saw a rekindled dedication to the expansion of primary education and as a consequence the Bangladeshi primary education system experienced significant enhancement during this period.

A large part of the renewed commitment was a direct result of the 1990 World Conference on Education for All (WCEFA), which encouraged all participating nations to expand their vision to meet goals in the education sector, especially the goal of making primary education universal. Following this conference, donors in Bangladesh invested in the education sector much more heavily and NGOs increased their involvement in assisting the Bangladeshi government in meeting its primary education goals. The Government of Bangladesh itself took many initiatives in the years following the WCEFA, including: the 1993 Compulsory Primary Education Act, which made the five-year primary education program free in all government schools and declared education for girls in rural areas free through grade eight; the establishment of the ministry for

Primary and Mass Education in 1992, which set as its objective the universalization of primary education as well as the limitation of the gender- and poverty-gaps; demand-side interventions such as the Female Stipend program, the Food for Education (FFE) program; and most recently the Primary Education Development Program (PEDP II), a six-year program beginning in the year 2000 which aims to increase access, quality and efficiency across the board in the primary education sector. These measures have resulted in impressive gains in the achievement of Bangladesh's primary education goals. Nationwide enrollment rates have sharply increased, dropout rates have gone down, significant progress has been made in raising equality of access between different geographic and socioeconomic groups, and the gender gap has literally been removed at the primary level.

2.4 Development of Free Primary Education in Sub-Saharan Africa

During the 1990s many countries including Lesotho, Malawi, Rwanda, Uganda and Tanzania, eliminated primary school fees in order to provide their people with free primary education. The results were that all four countries increased enrollments by sizable margins. In Tanzania, Rwanda, Lesotho, Malawi, and Uganda, free primary education (FPE) was viewed as a step toward achieving universal basic education. The removal of school fees ensured universal access to basic education. It is a significant intervention in Sub-Saharan Africa, which is lagging behind in achieving universal primary education (UPE). Relevant contextual similarities among the four countries included the fact that all are emergent multiparty democracies.

In Tanzania, Malawi, Rwanda, and Lesotho, free primary education was the key election issue on which the new government came to power. All countries have, or have had until recently, high poverty, illiteracy rates, low primary enrollment and completion rates. Differences among the countries included scale (population size, density, GDP, GDP per capita, foreign debt, and foreign aid) and the FPE starting point (i.e., organization structures, national enrollment rate--NER, institutional capacity, and school ownership). Local, social and cultural differences within each country are as great as those among the countries and provided differing FPE contexts.

Malawi was the first of the four countries to start working toward UPE, by abolishing school fees grade by grade in 1991. FPE was launched for all grades by September 1994 after an election campaign where the strategy changed to "the big bang" approach for all grades at the same time. Uganda had a sleeping UPE policy from 1987, but not until relative stability in 1997 was FPE

implemented, following the new government's manifesto. Uganda also used "the big bang" approach. FPE was in the constitution of Lesotho, but instability delayed implementation until 2000, after the 1999 elections, Lesotho adopted a sequential strategy, phasing in from grade.

The public response to FPE in all the four countries was overwhelming and created access shock. Enrollments jumped by 68 percent in the first year in Malawi and Uganda, and 75 percent in Lesotho (grade 1 only). This led to overcrowded classrooms; double and triple shifts; and shortages of teachers, textbooks, and materials. Many enrolled are over-age pupils who should have been taking adult education. None of the systems were geared up for the logistic implications of FPE. Ministries, supported by international agencies, put in place in-service teacher and paraprofessional training and retrained teachers for large classes; multi-grade teaching in small schools. There was implementation of crash classroom construction programs and, in the case of Lesotho, temporary tents, particularly using community involvement as a lead-in to participation in school management. FPE was implemented concurrently with other reforms: curriculum reform, provision of textbooks and other materials, and the use of local languages in education, Poverty Reduction Strategy Papers (PRSPs), Medium-Term Expenditure Frameworks (MTEFs), civil service and local government reforms. These add to the burden of change, but PRSPs/MTEFs together with Heavily Indebted Poor Countries (HIPC), do ensure a protected resource envelope and increased funding for primary education.

Primary school tuition was eliminated in Tanzania in 2002, but families still have to pay for uniforms, testing fees and school supplies. The elimination of tuition has led to a massive increase in the number of children enrolled in primary schools. There has been a lack of resources for additional teachers, classrooms and books. Moreover, families must pay for books, uniforms, and for enrollment fees for students beginning with Form 1 (the equivalent of the first year of high school). There are also reports of children not attending school because of poorly paid teachers demanding enrollment money from them.

In Rwanda, education level remains low despite implementation of the policies such as mandatory education for primary school (6 years) and lower secondary schooling (3 years) that is run by state schools. The children are not required to pay school fees for the mandatory schooling. A Rwandan is expected to complete an average of 10.6 years of education. However, the mean number of years that a Rwandan spends on education is 3.3 years, which is lower than the expectation. It is also lower than the average years of schooling in developed countries and Sub-Saharan Africa, which are 10.0 years and 4.5 years respectively.

The number of Rwandans admitted into schools has increased from 2001 to 2008, but the facilities and resources have not increased at the same rate. Enrollment in primary school almost doubled over the decade with an average annual growth rate of 5.4 percent between 1998 and 2009, to reach almost 2.2 million students in 2008. However, enrollment growth slowed in 2007/08 with a total increase of only 40,000 students, compared to an increase of 160,000 students in 2005/06. Surprisingly, no significant increase is apparent following the implementation of the fee-free primary education policy in 2003/04, implying that factors other than school fees play a role in the decision to send a child to school. In 2008, around 71 primary level pupils are taught in a single classroom and within the secondary school level for Rwandans, around 5 students shared 1 textbook on average. An average primary school teacher has to handle around 62 students as the class size increases at a faster rate as compared to the number of teachers employed. The schools in the more remote rural areas also find it tough to attract teachers. The constraints are aggravated by the fact that supplementary reading materials were inadequate, particularly for the lower primary school grades.

The FPE outcomes so far include, first and foremost, increased access, especially from the poorer quintiles of the population; and increased provision of textbooks, classrooms, and teachers, with a very considerable scale of change in Rwanda, Tanzania, Malawi, Uganda, and Lesotho. The challenge these countries now face is to reform their educational systems to accommodate the increase in enrollments so that schools can provide good-quality primary education to all.

2.5 Development of Free Primary Education in Kenya

Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation. Abagi (1999) reported that this has been in response to a number of concerns. Among the main concerns have been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans.

The Kenya government policy to achieve Universal Primary Education (UPE) has to be seen within developments in the wider international context. The Universal Declaration of Human Rights, adopted in 1948, declared that “everyone has a right to education.” The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. It noted, “that to serve the basic needs for all, requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems, while building on the best in the practices”.

The Free Primary Education Declaration of the 1970s

In the 1963 elections, when the Kenya African National Union (KANU) became the ruling party, it published a manifesto entitled, What a KANU Government offers you. This manifesto committed the party to offering a minimum of seven years of free primary education. In the 1969 election manifesto the party again re-echoed its commitment to providing seven years of free primary education. It was emphasized that it was the KANU Government’s guiding principle to give priority in educational programmes to areas which were neglected during the colonial rule so that every Kenyan could share fully both in the process of nation building and in enjoying the fruits of government labour. In the more sparsely populated areas, the government pledged to continue its programme of building primary and secondary schools so that every child in those districts which had a low-average enrolment would get an opportunity to attend school. The government fees remission programme was to be continued in favour of these areas. In 1971, a presidential decree abolished tuition fees for the districts with unfavourable geographical conditions since these were said to make the populations in these areas poor. These included such areas as North-Eastern Province, the districts of Marsabit, Isiolo and Samburu in Rift Valley Province; Turkana, West Pokot, Baringo, Narok, Elgeyo-Marakwet and Olkejuado in Rift Valley Province, as well as Tana River and Lamu in Coast Province.⁴

A second presidential decree on 12 December 1973 during the celebration of the so-called “Ten Great Years of Independence” claimed to have brought the country close to achieving “universal free primary education.” The directive provided free education for children in standards I-IV in all districts of the country. It went further and provided a uniform fee structure for those in standards V-VII in the whole country. This fee was Kshs. 60/- per child per annum. Subsequent directives went further and abolished school fees in primary education.

The aim of the free primary education programme was to provide more school opportunities, especially for the poor communities. The argument was that the payment of school fees tended to prevent a large proportion of the children from attending school. The presidential decree providing free education in the early classes was one of the most dramatic political pronouncements of the Kenyatta era since it took planners and the public unaware. The financial implications as well as the various methods for its introduction were not subjected to close scrutiny. In January 1974, the Ministry of Education had to rethink its priorities in order to cope with the staggering rise of pupil enrolment. Enrolment in standard one rose by a million above the estimated figure of about 400,000. The total enrolment figure for standards one to six increased from 1.8 million in 1973 to nearly 2.8 million in January 1974 (Muhoho, 1975).

At the time of the abolition of school fees no counter measures were announced about how to replace the lost revenue. Initially, primary schools were at a loss as to what they could do about this lost revenue, and after failing to get clear directives, school management committees resorted to raising school revenue under the guise of a "building levy." Ostensibly this was aimed at putting up new facilities. With the enlarged enrolment, a country-wide building programme had to be launched to cope with extra classes. Many schools were not aware of the new places needed. In some schools as many as five extra streams came into being. The building levy varied from one district to another, but in most cases, it turned out to be higher than the school fees charged prior to the decree. This frustrated many parents who had little alternative but to withdraw their children.

Initially, in most districts, except those in the ASAL (Arid and Semi-Arid Lands), enrolments almost doubled showing a radical change during the 1973-74 period. After that the situation reverted to what it had been before. It was estimated that around one to two million school age children did not continue attending school after the decree. The explanation was that many of the children who had enrolled dropped out, following the introduction of the building levy. Enrolments, even in districts that had experienced large infusions of new children, reverted to the situation before 1973.

The high dropout rates were a response, not only to the very high levies, but also to the quality of education that was being offered following the government intervention. As a result of high enrolments, there was overcrowding in classes and the supply of teaching and learning materials underwent a severe strain. Since the early 1970s their distribution had been centralized through the Kenya Equipment Scheme; it now became difficult to dispatch the necessary materials and equipment to most of the primary schools. Distribution problems were compounded by the variety

of the topography and the long distances. Consequently, many of the schools went without basic teaching and learning materials for a greater part of 1974.

With regard to the teaching force, at the time of the pronouncement, the country was already short of properly trained teachers. In 1973, the teaching force stood at 56,000 teachers, out of whom 12,600 were professionally unqualified. In 1974, an additional 25,000 teachers were needed for the new classes. By 1975, the number of unqualified teachers stood at 40,000, out of a teaching force of 90,000 teachers.

With such a teaching environment, high dropout rates in primary education became inevitable. The newly instituted building fund, which was meant to be a purely spontaneous reaction to an emergency, became a permanent feature. Beyond the recruitment of more unqualified teachers, the government played a very minor role in the implementation of “free primary education.” If anything, it was quite satisfied that school committees had successfully implemented the programme with minimal cost on its part. Overall, the effect of government intervention in primary education and the implications arising out of it made primary education much more expensive than before (Sifuna, 1990).

The Free Primary Education Intervention of 2003

During the 2002 general elections, the National Rainbow Coalition (NARC) made the provision of free primary education part of its election manifesto. Following its victory, on January 6, 2003 the Minister for Education, Science and Technology (MoEST) launched the Free Primary Education (FPE) to fulfill NARC’s election pledge. Fees and levies for tuition in primary education were abolished as the government and development partners were to meet the cost of basic teaching and learning materials as well as wages for critical non-teaching staff and co-curricular activities. The government and development partners were to pay Kshs. 1,020 for each primary child in that year. The FPE did not require parents and communities to build new schools, but they were to refurbish and use existing facilities such as community and religious buildings. If they wished to charge additional levies, school heads and committees had to obtain approval from the MoEST. This request had to be sent to the District Education Board by the Area Education Officer, after a consensus among parents through the Provincial Director of Education, a fairly lengthy and tedious process (MoEST, 2003).

Before the NARC pronouncement the number of primary schools in the country had increased steadily from 14,864 in 1990 to 18,901 in 2001/2 representing a 27.2% increase. Enrolment in absolute terms had also gone up from 5,392,319 to 6,314,726, being a 17.1% rise over the same period. The percentage of girls' enrolment also increased in the same period to 49.3%, implying that gender parity in enrolment in primary schools at the national level had nearly been achieved. Primary school Net Enrolment Ratios (NERs), however, showed a very disturbing picture in the North Eastern Province (mainly inhabited by pastoralist communities) where boys constituted 16.5% and girls 9.8%, with an average of 13.4% for the province.

Following the NARC intervention in January 2003, it was estimated that the NER rose from around 6,314,726 to 7,614,326 by the end of the year, representing a 22.3% increase nationally. It was also estimated that another 3 million children were not enrolled in school. Despite the various logistical problems that seem to be hampering a successful implementation of the FPE, the policy sounds commendable as it has meant cushioning children from poor socio-economic backgrounds, especially girls from failing to participate in primary education or dropping out of school due to lack of fees and other school levies. Overall, the policy intervention could prove determinative in the efforts to achieve UPE and EFA.

However, while free primary education has increased participation, it has at the same time created considerable problems. It has exacerbated the problem of teaching and learning facilities. As a result of the high influx of new pupils, classrooms are congested. Many of the preliminary surveys seem to show that the existing facilities make a mockery of the free education programme. Many school management committees feel that they are seriously constrained to improve the state of learning facilities due to the government's ban on school levies. At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process (Sifuna, 2003).

As a result of the free primary education, the situation of the teaching force in most of the districts is generally bad. Teachers complain of increased pupil teacher ratios. Many primary schools are understaffed as a result of the free primary education programme. This does not augur well for the quality of education being delivered. Many school management committees are of the opinion that as a result of the ban of levies, they are unable to recruit extra teachers through the PTAs and this has also seriously affected the pre-school units.

Ironically, these problems are contributing to high school drop out rates, just as they did during the 1974 free primary education intervention. They have also seriously affected the inflow of pupils in primary education in the second year of FPE implementation. Districts that registered over 20% increase in enrolment in 2003, hardly recorded more than 5% of standard one enrolment this year. Most of the logistical problems bedeviling the implementation of free primary education intervention, such as lack of facilities and teachers, are well known to the educational administrators in the country. But due to the “culture of fear and silence” inculcated by the former KANU regime, coupled by an inept administration at the MoEST headquarters, the official rhetoric is that the FPE is working smoothly.

Apart from the logistical problems in the implementation of FPE, the key question remains: is the programme sustainable? In the 2003/04 financial year, the government increased its education budget by 17.4% to Kshs.79.4 billion, with over Kshs. 7.6 billion specifically allocated to the FPE programme. The donor community, which received the FPE policy with high enthusiasm, was quick to assist the government. The World Bank, for example, gave a grant of Kshs. 3.7 billion, while the British government through the Department for International Development gave Kshs. 1.6 billion. Other donors included the Organization of Petroleum Exporting Countries (OPEC) Kshs. 1.2 billion, the Swedish government, Kshs. 430 million and UNICEF Kshs. 250 million.⁹ It goes without saying that such donor funding is usually temporary.

The current cost of FPE is way beyond the normal education budget allocation. It is also a fact that the country’s economy has not been performing well in recent years and cannot support the realisation of the UPE goals without the infusion of outside funds. For the country to sustain universal access, there will be a need for economic growth to generate public funds for education. Otherwise, prioritizing UPE is most likely to take away from the provision for other sectors of education as well as from the health sector.

2.6 Implementation of Free Primary Education, Increased Enrolment and Teacher Performance

To accelerate the realization of UPE, the GoK in 1974, declared Free Primary Education (FPE) from standard one to standard four (Republic of Kenya, 2003). Four years later in 1978, the GoK abolished fees in all public primary schools in the country, which led to increased access to primary education resulting in an increase in enrolment to 2, 994, 894 pupils in 1978 up from 2, 705, 878 pupils in 1974 (Ministry of Education, statistics section, 1978). In Nairobi province, by

the end of 1988, there were 181 City Council Primary Schools (CCPS) with an increased enrolment of 138, 925 pupils up from 112, 234 pupils in 1978 (Republic of Kenya, 2003). This massive enrolment had implications on teacher performance (Republic of Kenya, 2003).

However, this high enrolment rate was affected by the onset of Structural Adjustment Programmes (SAPs) which introduced the cost sharing policy in 1988. This policy grossly affected enrolments with its embedded costs ; parents had to meet the cost of tuition, teaching - learning materials, activity fees and examination fees. Thus many children from economically marginalized groups could not attend primary school education.

Consequently, in 2003, the GoK in pursuit of the UPE policy re-introduced FPE as a commitment toward achieving UPE by the year 2005, and realization of EFA by 2015 (Republic of Kenya, 2002; 2005). Attaining UPE is one way of ensuring that all Kenyan children eligible for primary schooling have the opportunity to enroll and remain in school to learn, and acquire quality basic education, skills and training (Republic of Kenya, 2003).

The implementation of FPE was critical to the attainment of UPE and the realization of EFA goal. The success of implementing the FPE initiative and achievement of UPE and EFA was rooted in the total commitment and performance of all stakeholders especially the teachers (Republic of Kenya, 2003). Teacher resource is one of the most important inputs for quality learning outcomes (Republic of Kenya, 2005) which are intertwined in teacher performance. Kerr (1968) stated that reform in the education sector can be achieved through the full measure of teacher involvement and commitment, as the teacher is at the heart of the implementation process. Bishop (1985) further asserts that, though specialists and experts may select the objectives and plan the general advance; teacher skills and attitude count for a great deal more in curriculum renewal, than the procedures in charge of content and methods, it is the teacher's creativity in the classroom which dictates the level of learner performance during curriculum implementation.

Pratt (1994) argues that although the three key players in curriculum innovation and education reform include superintendents, principals and teachers; whatever the talents of superintendents and principals may be, education reform and curriculum innovation will stand or fall by the actions of the individual teachers in the classrooms. Shiundu and Omulando (1992) state that it is the role of the teacher to ensure that the programme is successfully implemented through organizing learning experiences, managing the learning environment, utilizing the instructional strategies and materials as per the stated objectives and goals; all for the benefit of the pupils. Hence, for better teacher and pupil performance, there should be congenial working environment with adequate resources that facilitates competent teaching (Shiundu and Omulando, 1992).

According to the Master Plan in Education and Training (Republic of Kenya, 1998) teacher performance, morale and motivation can be raised by providing the physical facilities and instructional materials necessary for quality learning. Thus, a qualified and highly motivated teaching force is a prerequisite for the promotion of high achievement and performance among the pupils.

Although the success of implementing FPE initiative was rooted in the total commitment and performance of the teacher (Republic of Kenya, 2003); the declaration of FPE came along with challenges of the influx and increase in enrollment of pupils into public primary schools all over Kenya. These increase in enrollment infringed on the performance of the teacher. For instance, primary school enrollment grew from 6,062, 742 pupils in 2002 to 7,159, 524 pupils in 2003; 7,394,762 pupils in 2004 to 7,597,285 pupils in 2005; 7,632,113 pupils in 2006 to 8,330, 148 pupils in 2007 (Economic Survey, 2008; MoE statistics section, 2008; Republic of Kenya, 2008). The Gross Enrollment Rate (GER) for boys and girls in 2007 was 110.7 and 104.4 percent respectively, indicating a higher proportion of boys enrolled in public primary schools. The Net Enrollment Rate (NER) increased from 86.5 percent to 91.6 percent in 2007. Although the continued rise in NER indicates progress towards realizing the Millennium Development Goals (MDGs) on UPE, the increase in enrolment impacted on teacher performance.

During the period of 2002 to 2007, the number of registered KCPE candidates rose from 528,906 candidates in 2002; 644,816 candidates in 2004; 671,550 candidates in 2005; 688, 254 candidates in 2006 and 704, 918 candidates in 2007 (Republic of Kenya, 2007; KNEC, 2008). Such increased enrolments led to challenges relating to access and equity. Increase in enrolment led to pressures such as overstretched facilities and teaching materials; overcrowding in classrooms and schools especially in urban areas such as Nairobi, Nakuru, Kisumu and Mombasa; high Pupil – Teacher Ratio (PTR) in densely populated areas; lack of appropriate sanitation; teacher shortages and uneven distribution of teachers (Republic of Kenya, 2005).

Although the government had put in place a demand driven teacher recruitment policy, the government, through the Teachers Service Commission (TSC) declared a freeze on employment of teachers due to financial strain and economic pressure. The only allowance in the recruitment of teachers was the replacement of teachers who exit service through natural attrition. This led to a growing demand to recruit more teachers to cope with the demands occasioned by FPE (KESSP, 2005; Economic Survey, 2004; 2005; 2006; 2007; 2008).

2.7 Provision of Materials and Physical Facilities; and Teacher Performance in the Implementation of Free Primary Education

Significant increase in primary school enrolments following the introduction of FPE led to a sharp rise in the numbers of pupils; which led to a major backlog of infrastructure as stated in KESSP (2005). Physical facilities and instructional materials are an important factor in pupil attendance and achievement. Fuller (1986) reported that availability of instructional materials and physical facilities makes the teaching task easy; and is related to achievement of the learners.

Introduction of FPE in 2003 and the influx of pupils into public primary schools put additional pressure on existing school infrastructure. There was a shortage of classrooms; leading to poor learning conditions, and overcrowding that were not conducive to good learning (MoEST, 2003). Hence, the issue of infrastructure affected effective teacher action in the classroom during the implementation of FPE.

SACMEQ II study (2000) in Kenya revealed that the provision of quality basic education should be supported with efficient systems of delivery; and that the teaching- learning process, and pupils' learning achievements can be influenced by inputs such as teacher characteristics, availability of resources, classroom and school environment; and curriculum characteristics. In a study done by MoEST (2004) on Monitoring and Evaluation of FPE in the three provinces of Rift valley, Western and Eastern; the findings revealed that increase in enrolment was evidenced by inadequate facilities and materials such as classrooms, desks, toilet facilities; and textbooks were over-stretched with a sharing ratio of between 1:5 and 1:7 in most classes. Furthermore, the issue of teacher shortage had caused some teachers to handle two classes, in lower primary- class 1 and 2 at the same time; which had an adverse impact on the provision of materials, facilities, and equipment and teacher performance. In the Economic Survey (2006), it was reported that the decline in the number of teachers in the period from 2001 to 2005 was by 5.4 percent from 180,860 in 2001 down to 171,033 in 2005 due to natural attrition.

In the preceding years of the implementation of FPE in Kenya, Maasai's (1984) study revealed that the expansion of enrolments due to the FPE initiative made it difficult for the GoK to maintain the levels of efficiency and quality in the education system. This is because facilities such as classrooms, teaching materials could not keep pace with the expanding numbers of pupils and the low recruitment of teachers; which made it difficult to meet the challenges of the implementation of FPE. About 75.5% of the respondents in Maasai's study blamed the poor performance on inadequate teaching due to lack of learning materials, facilities; and understaffing

leading to high PTR of 1:60. Sharing of textbooks ranged as high as 7 pupils per text book (Maasai, 1984).

Comparably, Maasai (1984) did not consider the factors that influence teacher performance in the implementation of FPE in the 1970s but rather looked at just the effects of FPE in general.

However, with the introduction of FPE in the year 2003, the Free Primary Education Support Project (FPESP) focused on the provision of instructional materials for use by the teachers and the pupils rather than the physical facilities. In the context of FPESP, instructional materials comprised of textbooks for pupils, stationery for pupils, teaching guides, manuals, reference books, chalks, dusters, and supplementary readers for the teachers (World Bank, 2003). According to the World Bank (2003) report, funds for instructional material provision was based on a unit cost of Kenya Shillings 650 per pupil per annum and the individual school funds allocation was based on the school enrollment. MoE and MoEST decided on the minimum package of stationery that a pupil requires in a year to include: 12x 64 page exercise books, 3HB pencils, 1 eraser, 1 sharpener and a ruler (for lower primary pupils - class 1 to 4); pupils in upper primary – class 5 to 8 - received 12 x 120 page exercise books, 3 bic biro pens, a ruler and a geometrical set. The anticipated textbook sharing was one textbook for every three pupils (1:3) in lower primary; and one textbook for every two pupils (1:2) in upper primary by 2006 with an eventual textbook sharing ratio of 1:1 in all classes, by 2010 (World Bank, 2003).

MoEST and MoE field surveys and monitoring studies (MoEST, 2004; 2005; MoE, 2005; 2006; 2007; 2008) conducted between the year 2004 and 2008 revealed that, provision of instructional materials had improved overtime whereby the national pupil textbook ratio ranged between 1:2 and 1:6. The sharing ratios per subject revealed a trend of 1:2 for English, 1:3 for Mathematics, 1:3 for Science, 1:4 for Kiswahili and 1:71 for GHCRE; in upper primary. In lower primary the sharing trends indicated 1:3 for English, 1:3 for Science, 1:4 for Mathematics, 1:5 for Kiswahili and 1:207 for GHCRE. Therefore, the national textbook pupil sharing was estimated to stand at 1:3 for both lower and upper classes. This meant that about 80 percent of the pupils had access to textbooks in all core subjects.

Although the studies by MoEST and MoE reported much on textbooks, little was reported on the provision of stationery including exercise books, physical facilities; and utilization of teachers' guides, reference books and supplementary readers which contributes greatly to teacher performance.

2.8 Teacher Gender, Age, Professional Qualification, Training and Experience in the implementation of Free Primary Education

The success of the FPE initiative and the achievement of EFA depend on having a well trained, well educated teaching force that is committed to continuous, professional development and life - long learning; in order to be able to face the challenges of new technologies and emerging issues (Republic of Kenya, 2005). It is crucial to have a dynamic, responsible and well coordinated system of pre-service and in –service training to equip teachers with skills and capacities to deliver the curricular and ensure continuous and sustainable improvement of the quality of education (Republic of Kenya, 2003).

Teacher education can also be defined as institutionalized educational procedures that are aimed at the purposeful and organized preparation, or further education of teachers who are engaged directly or indirectly in educational activity (Shiundu and Omulando, 1992).

Teacher education is carried out in colleges of education and it includes the professional preparation of the teacher and the study of academic disciplines that are related to professional preparation. The academic subjects are necessary for equipping the trained teacher with subject matter in the teacher's area of specialization. Pre-service teacher education refers to an education program charged with the task of producing well equipped individuals with academic and pedagogical skills for purposes of guiding standards in the learning process within the formal school system. The outcome of a teacher education programme is the production of teachers who are expected to manage the learning process and guide pupils into becoming responsible members of society. Hence, teacher education consists of both pre-service and in-service training components.

According to Shiundu and Omulando (1992), the nature of education and training has undergone a metamorphosis since the days of educators such as Pestalozzi, Froebel, Dewey and Herbert. Lockheed & Hanushee (1993) found out that teacher training levels were significant to performance in Brazil, hence teacher training colleges must be involved in research and experimentation, and become centers of innovations, Thus, the methodologies of training teachers should change from the traditional lecture mode that emphasize on content for contents' sake, towards building innovative skills in the teacher.

It was during the FPE era that teacher education curricular was revised in order to enable teachers to acquire relevant academic and professional skills to use in their performance. The revision of teacher education syllabus at primary school level was finalized in 2004.

During the implementation of FPE, the teachers had experienced a lot of challenges which included overcrowded classrooms, high PTR, admission of mixed cadre of pupils (maids, orphans over age, children living in the streets), poor learning environment, inadequate facilities (Republic of Kenya, 2005); Furthermore, the implementation of a free, compulsory and universal education meant increased workload for teachers in the school system. With the expansion in enrolment, the supply of teachers called for a change in training modes at teacher training colleges, hence, there was need to re-think the training modes in teacher education in order to enable the teachers to acquire professional skills mainly in: child - centered learning modes; contemporary and relevant experiences in using modern method of teaching; media and integrating Information Communication and Technology (ICT) in teacher education curricular.

Pre-service Teacher Education and Teacher Performance

Pre-service teacher education revised syllabus vol. 1 and 2 (MoEST, 2004) is the programme that teacher trainees go through during pre-service teacher training. Pre-service teacher training is generally a fully institutionalized scheme of training in which participant teacher trainees attend an institution on full time basis with a curriculum that consists of three main elements: subject area/ content area; professional preparation including principles and methodology of teaching at primary or secondary level, and philosophy, sociology curriculum theory as well as all elements of educational administration, planning and economics at higher levels of training; practice teaching or teaching practice duration of which differs from one teacher training college to the other. Teaching practice is a field experience which is useful as it gives the student teacher the opportunity to familiarize themselves with conditions under which they will work as a trained professional.

To ensure that teacher education concurs with the challenges that were necessitated by the implementation of FPE there was the revision of the teacher education syllabus. The revised teacher education syllabus was an improvement of the existing syllabus which was first introduced in 1986, and revised in 2004 (MoEST, 2004). The improvement was necessitated by the need to make the curricular reflect and respond to the changes in the education system and the society at large, as emphasized in the “Third Teacher Education conference, held in 1994 and the “conference” of the College Principals Association held in 2000.

The revised primary teacher education syllabus is currently divided into two volumes; with volume one having English, Kiswahili, Physical Education Social Studies, Creative Arts, Art and Craft, Music and Information Communication and Technology (ICT) whereas volume two consists of Mathematics, Science, Agriculture, Home science, Education, Christian Religious Education (CRE) and Islamic Religious Education (IRE) . Other issues addressed in the revised syllabus

include: harmonization of the teacher education curricular with the current revised primary school curricular; making the teacher education curricular manageable; evaluation by removing overloads and overlaps; infusing and integrating contemporary issues in order to make the curricular more responsive to the needs of the society; and, incorporating industrial and technological development.

In the attempt to harmonize the PTE syllabus with the revised primary and secondary school curricular; Geography, History and Civics (GHC) a combined course is taught as social studies. Aspects of business education have been integrated in mathematics and social studies, while aspects of mother tongue and drama has been incorporated in English and Kiswahili, library science has been integrated in English while guidance and counseling, special needs education and legal issues have been strengthened in the education section previously referred to as professional studies.

Introduction of the integration of some related aspects in the first year of the teacher education course, and specialization in the second year of the course have been done in order to make curricular more manageable, and rational. In order to respond to the contemporary issues in the society, the revised curricular has accommodated issues of HIV and AIDS, drug and substance abuse, environmental education, human rights, and gender awareness. In response to the modern advancement in technology, the revised curriculum has incorporated information communication and technology as a teaching / learning subject to all students undertaking teacher education course.

Such reorganization allows student teachers to study ten subjects, during the first year of the course. The ten subjects include mathematics English, Kiswahili, science, religious education, social studies education, creative arts, physical education and ICT. In the second year the students study core subjects and 4 elective subjects for either humanities or science categories to allow for specialization. The core subjects include English, Kiswahili, education, physical education and ICT. The electives are in two categories. Category A has science, home science, agriculture and mathematics. Category B has music, art and craft, social studies, and religious education. In the final examinations, a student teacher is required to sit for nine subjects including teaching practice. ICT is internally examined. There are three sessions of teaching practice – one in the first year and two in the second year.

Objectives of Primary Teacher Education and Teacher Performance

The objectives of the primary teacher education provide the knowledge, skills and attitudes that the teacher trainees will acquire in readiness to implement the curriculum in their subject areas, during the implementation of FPE. The question that arises includes; do these objectives for pre-service teacher education as outlined below provide knowledge and skill areas that enable the teachers to handle large classes of pupils and perform effectively? The following are the objectives found in the revised syllabus for the pre-service primary teacher education:

- i. To develop the basic theoretical and practical knowledge about the teaching profession so that the teacher's attitude and abilities can be lined towards professional commitment and competence.
- ii. To develop in the teacher the ability to communicate effectively.
- iii. To prepare teachers who can provide suitable learning opportunities;
- iv. To develop the teacher's communicative skills, potential and abilities to the maximum through a variety of creative learning experience;
- v. develop the teacher's sense of citizenship and national attitude; develop awareness of and appreciation for other national and international communities;
- vi. develop the teacher's ability in critical and imaginative thinking in problem solving and self-expression;
- vii. develop positive attitude to the moral and religious values of his /her community;
- viii. To create a national consciousness for educational excellence in every teacher.
- ix. To provide opportunities to develop special interests and skills and to promote initiative on the part of the teacher.
- x. To develop an awareness and appreciation of innovation in the fields of education and an ability to utilize them.
- xi. To develop an awareness of the principles which address good human relationship and use of these principles in their dealings with the children and the community.
- xii. To promote national unity, national development and social equality.
- xiii. To foster in the teacher an appreciation and respect for our rich and varied cultural heritage.
- xiv. To develop in every teacher awareness and appreciation of the role of technology in national development.
- xv. To develop in the teacher an awareness and appreciation for good health and environmental conservation.

The objectives above are a reflective of the training package through which teachers acquire pedagogical skills that should enable them to cope with heavy teaching load in large classes that have pupils of individual differences in age, ability, and social background.

Primary Teacher In- service Training and Teacher Performance

The introduction of FPE in January 2003 resulted in a significant increase in enrolment in primary schools rising from 5.9 million pupils in 2002 to 8.3 million pupils in 2007, with the GER for boys and girls being 110.7 percent and 104.4 percent respectively (Republic of Kenya, 2003; 2005; Economic Survey, 2008) However this phenomenal increase has presented the primary education sector with significant challenges, particularly to the teachers.

According to KESSP (2005) and Republic of Kenya (2005), in some districts, especially those in high potential and urban slums, teachers had to provide education to class sizes of 100 pupils and more, while in ASAL districts some schools had less than 15 children in a class. The new policy of inclusive education for vulnerable children and children with special needs posed more challenges for teachers. Many teachers needed skills to help them continue to provide a relevant and supportive service to all the children; The success of the FPE initiative and the achievement of EFA also meant having a well trained, well educated and highly motivated teaching force. It was therefore necessary that teachers remain committed to continuous professional development and lifelong learning.

Hence, the MoEST together with its development partner the World Bank, introduced the Free Primary Support Programme (FPESP) whose mandate was to assist in the implementation of FPE and help the teachers to cope with the diverse challenges and improve on the quality of education (World Bank, 2003). The purpose of the project was to improve pupil performance and retention through the provision of and better use of instructional materials; and capacity building (World Bank, 2003). One of the project outcomes was to have an increase in the proportion of children reaching desired standards of achievement in English, Kiswahili, Mathematics and Science in standards 2, 4 and 6 by 2006 (World Bank, 2003).

Through the World Bank partnership, the MoEST financed two in-service programmes – School based Teacher Development (SbTD) and School Empowerment Programme (SEP) and other proficiency courses to develop and implement relevant in-service courses for primary school teachers, who were to be re-trained in the new modes of teaching to enable them to meet the challenges brought about by the implementation of FPE. The purpose of the in-service courses was to help improve the quality of teaching and learning in public primary schools. The specific objective was to ensure that classroom teachers were able to use textbooks and other instructional

materials effectively and that they were able to deal with the emerging challenges of FPE including and the special needs of the pupils (World Bank, 2003).

The MoE conducted several studies on the impact of FPESP on the implementation of FPE. Among these studies was a study on End Term Evaluation on FPESP (2008) whose findings revealed that through in-service courses, 17,500 Kiswahili teachers, 17,500 Guidance and Counseling teachers, 47,271 Key Resource Teachers and 17,500 head teachers were re-trained through SbTD and SEP. The findings of MoE (2007) study on teacher training and development indicated that 83 percent of the head teachers were aware of the SbTD and SEP courses, objectives and entire programme.

All head teachers in this study reported that their teachers had undergone SbTD and SEP courses and there was now a difference in the way that the teachers carried out their duties and responsibilities, as they were more competent in terms of knowledge, skills and attitudes, more committed and proactive and 69 percent of the teachers in the same study supported the head teachers' view. The teachers further reported that SbTD and SEP courses had improved the way they now prepared lesson plans, schemes of work, ways of interacting with the pupils, classroom organization and practices, use of teaching – learning resources; they had acquired child-centered methodologies which had been used to improve pupil learning and achievement.

Consequently, in-service training courses had an impact on the professional development of the teachers. It was necessary than to affirm the contribution of the in-service training to teacher performance during the implementation of FPE.

2.9 Teacher Staffing Levels; Issues on Teacher Supply and Demand during the implementation of Free Primary Education

The pre-service teacher education course aims at equipping teachers with knowledge, skills and attitudes that can be applied in the teaching process. Teaching profession demands the involvement of learners in the learning process by the teacher. In order to ensure quality in education the Government is committed to providing qualified, competent and adequate teachers to all learning institutions in the country (Republic of Kenya, 2005). Furthermore, the provision of quality teachers at primary school level lays the foundation of education in the subsequent sub sectors- hence the need for teacher education whose aim is to produce adequate and qualified teachers for all primary schools.

Issues on teacher supply and demand have become persistent given with a lot of the teacher shortages. The policy of the Ministry of Education on primary school enrolment is that a class should not exceed fifty (50) pupils and that the ideal teacher- pupil ratio is 1:35 (Republic of Kenya, 1994). In the Kenya Vision 2030 (Republic of Kenya, 2007), the issue of recruitment of more teachers (up to 28000 teachers) has been emphasized in order to improve on teacher – pupil ratio; and attain the required national standard of 1:40.

Furthermore, Vision 2030 states that the first immediate challenge facing the education sector in Kenya's transformation to 2030 is how to meet human resource requirements for a rapidly changing and more diverse economy. Hence, the teacher shortage issues brought about by the implementation of FPE, make it difficult for the education sector to provide skills that will be required to steer Kenyans to the economic and social goals of vision 2030.

Although teacher shortage seems to be an issue in teacher supply and demand, statistics from the Ministry of Education indicates that the number of trained teachers rose by 5.9 percent from 162,072 teachers in 2006 to 171,643 in 2007 (Economic Survey, 2008) Yet, issues of teacher demand, distribution, supply and shortages prevail, in the midst of the challenges of increased enrolments facing teachers since the implementation of FPE (Republic of Kenya, 2005).

In the Kenya vision 2030, the GoK aims at phasing out the training of primary teachers and non-diploma teachers to pave way for diploma teachers at primary school in order to ensure that teachers with a high level of training and knowledge of modern teaching technologies are hired to enhance the quality of education in Kenya. In spite of all these issues, teacher shortage is a key challenge in this era of the implementation of FPE and needs to be addressed to ensure equity in teacher supply and distribution.

2.10 Indicators of Teacher Performance, and the Implementation of Free Primary Education in Kenya

According to Oxford English Dictionary “Performance” involves executing, carrying out, doing, achieving and attainment of the set ‘targets’ (Burchfield, 1989). It is that active behaviour that shows the possession of the ability to do a particular task (Mussen, Conger and Kagan, 1984). Teacher performance in this study included the ability of the teacher to execute, carry out or do administrative, teaching and other related tasks in the school during the implementation of FPE.

To measure performance there is need to identify the indicators of performance. Hence, in this study, the definition of performance indicators was adopted from USAID (1996), and it was referred to as the measures that describe how well a program is achieving its objectives (USAID, 1996). Performance indicators are at the heart of a performance monitoring system. The indicators define the data to be collected to measure progress and enable actual results achieved overtime to be compared with the planned results. The results from the comparison leads to performance based decisions about the program strategies and activities. According to USAID (1996), data collected on performance indicators assists in orienting and motivating the staff toward achieving results, and helps to report the results achieved by those involved in the programme. In order to evaluate the extent to which teachers were achieving FPE objectives it was crucial to consider their performance along with the challenges that came about with the implementation of FPE. In other words, how were teachers able to perform and produce the desired results?

Eshiwani (1983), identified factors that influence teacher performance to include, resources, equipment, facilities, teaching – learning materials, principles of school administration and management; teacher recruitment, commitment, morale, teacher professionalism, knowledge, experience and motivation; pupil- teacher ratio, pupil enrolment and class sizes. World Bank report (1987), states that the number of years of experience of a teacher was the most consistent, positive; and significant contribution to the learners’ academic achievement. Mortimore, Sammons, Stoll, Lewis and Ecob (1988) found out that schools in London had teachers who kept records of pupils’ work and organized lessons around one particular curriculum area. In support of this finding, Sadker and Sadker (2000) reported that good teachers consider certain aspects to be crucial in their performance; such aspects include: giving students sufficient time to practice; varying pupil activities and procedures; maintaining high pupil interest and engagement; actively monitoring pupil progress; and, providing clear academic feedback to relevant parties.

The pupil achievement is based on the dynamic interaction in the classroom between the teacher and the pupil and between the pupil and the materials (Koul, 2006). Koul (2006) continues

to argue that through classroom lectures and discussions, the teacher is able to discover a number of behavioral problems among the pupils, which forces the teacher to make decisions about the probable effects of classroom instruction on pupil behaviour in relation to instructional and program objectives, learning experiences and pupil change. The pupil behaviour is analyzed in terms of the pupil achievement, interest, attitudes, intelligence, motivation and personality (Koul, 2006). The teacher makes decisions about teaching methods and techniques and evaluates whether the instructional objectives have been realized (Koul, 2006). All the above aspects are reflected through teacher performance as the teacher implements the objectives of the programme.

However, teacher performance was affected by several factors during the implementation of FPE, as Bertram, Fotheringham and Harley (2000) reports that, the receptive levels of the teachers to the proposed innovation depends on questions such as; will the innovation increase their workload? Will the teachers have enough time to implement the innovation? How easy will it be for the teachers to evaluate the changes and show whether they are working? The significance of the teacher in the implementation of FPE can be discovered through analysis of their performance.

Teacher performance can be influenced by teacher characteristics. The policy research projects done in Kenya by the Southern African Consortium for Monitoring Education Quality (SACMEQ I and II) in 1998 and 2000 respectively, revealed that the quality of teaching largely depends on the teacher's academic background, duration of their pre-service training, the frequency of in –service training, teaching experience, availability of teaching – learning resources, teacher's motivation and incentives. A teacher's views on teaching, professional support and job satisfaction may greatly affect their work performance and quality of education. Although the SACMEQ I and II policy research studies have reported a lot on the teacher link with pupil achievements; these studies have not looked specifically at the effects of the implementation of FPE on teacher performance.

During data collection for this study, the issue of signing performance contract was increasingly highlighted. The question that was posed was: Should teachers sign performance contracts in the process of monitoring and evaluating their performance? Although issues on performance contracts maybe found in the entrepreneurial and business world, human resource and management sector, and in the private sector; the term "performance contract" has also found its way into the education sector which also deals with human resource and management issues; hence, the need to review literature on performance contracts the next section.

Performance Contracts and Teacher Performance in the implementation of Free Primary Education in Kenya

A performance contract is defined by the Performance Contract Steering Committee (PCSC) in Kenya, as a freely negotiated performance agreement between two parties that clearly specifies their matured performance obligations, intentions and responsibilities (PCSC, 2005). Performance contracts are known by different terms such as programme contracts, performance agreements, memorandum of understanding, contract plans, performance indicators, signal systems (Trivedi, 2007; Kobia and Mohammed 2007) and score card (Kiplagat, 2008). The concept of performance contracts is not new in the world. It was first introduced in State Owned Enterprises (SOEs) in France in 1967 (Trivedi, 2007). Since then it has been refined by the implementing nations to suite their specific needs (Trivedi, 2007). Performance contracts have been implemented in various countries as part of the public sector reforms to improve performance, achieve greater accountability and transparency, improve productivity, increase the autonomy of government agencies and reduce or eliminate reliance on the exchequer, as noted by the Performance Contract Steering Committee (PCSC, 2005) in Kenya.

Performance contracts were introduced in Kenya in 2003, by the GoK, when it was perceived that the performance of the public service in Kenya was wanting and lagged behind as far as the achievement of goals in various government sectors and ministries was concerned (Mburai, 2008). The GoK therefore introduced the implementation of Performance Contracts (PCs) to resolve the problem.

The GoK has taken serious the implementation of performance contracts since its introduction of PCs in 2003. At the end of each financial year the performance of all government agencies is evaluated against their commitments in their respective PCs (Daily Nation, May 28, 2008). The PCs evaluation results for ministries and government departments carried out for the year 2005 to 2006 (Trivedi, 2007), and 2006 to 2007 fiscal year (Otieno and Barasa, 2008) indicated that some departments were performing better than others. The results were based on a system of performance contract introduced in Kenya as part of the Government Economic Recovery Strategy for Wealth and Employment Creation ((GERSWEC), 2003-2007), (Trivedi, 2007). All government agencies including the universities, Ministry of Education, and Kenya Institute of Education participated.

The factors considered when designing a performance contract include:

- i. Organizational goals and objectives (Clary, Ebersten and Harlor, 2000) ;
- ii. Establishment of performance objectives and standards (Armstrong, 2006); and,

- iii. Clarification of performance requirements, target setting and reward management (Harrison, 2000).

The success of performance contracting rests on contextual features of the environment which include a performance oriented culture, effective communication (Clary, Ebersten & Harlor, 2000); accountability of results (Trivedi, 2007); competence and effective continuous performance improvement (Armstrong, 2006) ; adequate performance incentives (Aggrawal & Sawwick , 2003; and Bakar, 2000).

Consequently, teacher performance cannot escape being part and parcel of performance contracting. Teachers usually sign their contract with the Teachers' Service Commission (TSC); and their performance is monitored by the Directorate of Quality Assurance and Standards (DQAS) of the Ministry of Education. In spite of the DQAS monitoring and inspection of teacher performance, and in spite of the fact that a performance contract is a management tool that is used in setting clear organizational goals (Muthaura, 2007), determining priorities, monitoring progress and development of performance based incentive systems (Henrich, 2000); teachers being part of the public service in Kenya, form a sector of all those to be evaluated by this PC tool. PCs are meant to improve public management and programme outcomes (Heinrich, 2002).

Performance of duties by teachers is a measure of the public primary schools' productivity; and constitutes all core services and key activities. Productivity has significant impact on overall school organizational performance. The preparation of schemes of work, lesson plans, teaching notes, record of work, progress records, marking and checking of homework and other exercises, ensuring that learners are involved in lesson activities during instruction and presentation of lesson content in the classroom; defines the performance targets of each teacher in the public primary schools. Subject or course objectives and lesson objectives are specific indicators of performance, and represent areas of performance to be measured. Hence, 99.9 percent of what the teachers and head teachers engage in, in their day to day school routines falls in the category of what is measured by performance contracts. The teacher is at the centre of implementing the set targets for Kenya in the vision 2030, and performance contracting is one key measure that will enable the teacher to assess participation levels.

2.11 Policy Evolution in the Development of Universal Primary Education and Free Primary Education in Kenya

The GoK declaration of FPE was received as a policy issue, since this study was on the implementation of FPE, there was need to review issues on policy evolution in the development of a universal and free primary education to establish linkage in policy development in Kenya. Only policy issues that are related to the development of FPE were reviewed in this section. The GoK has reiterated the importance of education in eliminating poverty, disease and ignorance. Challenges facing the development of education as a whole and in particular, the provision of a universal and free primary education have been addressed through policy documents, commission reports, committees and task forces.

At independence, the report of the Kenya Education Commission (Republic of Kenya, 1965) sought to reform the education system inherited from the colonial government and make it more responsive to the needs of independent Kenya. In such a reform process, the GoK recognized the value of education and adopted the attainment of a universal primary education as one of its development strategy. The commission proposed an education system that would foster national unity, and the creation of sufficient human capital for national development. The recommendation of the commission were adopted and expressed in Sessional Paper Number 10 of 1965 on African Socialism and Planning.

The post-independence education development agenda was to eradicate ignorance, poverty and disease. Hence the development plans of 1966 - 1970 declared the government's aim to provide Universal Primary Education (UPE). To accelerate the realization of UPE, the government, in 1974, declared free education from standard 1 to standard 4. Four years later in 1978 fees was abolished in all primary schools in the country. According to Maasai (1984) the aim of the abolition of fees was to facilitate free and universal seven years education which created access to primary schooling for all Kenyan children regardless of their socio – economic background. This increased access to primary school education which led to massive enrolment of 2,994,894 pupils up from 2,705,878 pupils in 1974 in primary schools (Ministry of Education statistics, 1978; Maasai, 1984; Republic of Kenya, 2005).

Access to primary education was strengthened by the recommendations of the Report of the National Committee on Educational objectives and policies (The Republic of Kenya, 1976); which focused on re-defining Kenya's education policies and objectives; and led to the establishment of harambee secondary schools that catered for the influx of pupils graduating from primary schools with the introduction of FPE.

The GoK, then, introduced Structural Adjustment Programmes (SAPs) that led to the introduction of the cost sharing policy in 1989. SAPs led to expansion in the education sector, especially, together with the recommendations that were made through the Report of the Presidential Working Party on the Second University in Kenya (Republic of Kenya, 1981); led to removal of the advanced “A” level of secondary education; the establishment of the 8.4.4 system of education, and the establishment of the Commission for Higher Education (CHE); and the establishment of Moi University.

The setting up of these initiatives and structures aimed at providing access to the products of FPE and UPE so that they would attain the necessary skills for survival. The SAPs, together with the recommendation of the Report on “Sessional Paper No. on Education and Manpower Training for the Next Period and Beyond” (Republic of Kenya, 1988) focused on improving education financing, quality and relevance, and hence affected the implementation of the goals and objectives of FPE, UPE and EFA. This is because the cost-sharing and management of resources’ policy (Republic of Kenya, 1988) recommendations’ demanded that parents had to meet the cost of tuition, textbooks, activity and examination fee. This policy and recommendations thus, affected the enrollment and access to education, and the quality of teaching and learning, hindering pupils from economically marginalized groups from accessing primary school education. The defects in these policies made the GoK unable to address the objectives of UPE and FPE in relation to access and equity. Since the cost – sharing policy made education too expensive for the promotion of UPE, FPE and EFA, it was abolished by government (Republic of Kenya, 2003).

Consequently, the GoK re-affirmed its commitment to the realization of UPE as per the recommendations of the World Education for All conference in Jomtein, Thailand in 1990, and DFAAR (2000). The aims of the 1990 Jomtein conference were re-specified, and adopted as Millennium Development Goals (MDGs) in the year 2000 in both Kenya and the world. The provision of basic education was recognized as central in the world’s strategy to reduce the incidence of global poverty (Republic of Kenya, 2003). With these trends, in the year 2000, policy initiatives in Kenya focused on the attainment of EFA, and in particular UPE. The key concerns include access, retention, equity, quality, and relevance, and, internal and external efficiencies within the education system.

In 2003, the GoK re-declared free primary education as a commitment toward achieving universal primary education by 2005 and the realization of Millennium Development Goal (MDG) of UPE by 2015 (Republic of Kenya, 2005). Through the implementation of FPE, the government was committed to an education system that guarantees every learner the quality and relevant

education. Hence FPE is critical to the attainment of UPE as a key milestone towards realization of EFA Goal (Republic of Kenya, 2005).

The declaration of free primary education in Kenya caused an influx of children into schools. This posed challenges including the need to provide instructional materials especially textbooks, exercise books and stationery and capacity building through school based teacher development. Public primary schools faced teacher shortages, classes were too large to be handled by one teacher. There were high pupils – teacher ratios (UNESCO, 2005). All these challenges had implications on the teaching- learning process, as the teachers in this situation were not able to give individual attention to individual learners.

The GoK, through the National Conference on Education and Training held in November, 2004, developed sector policies and implementation strategies that has ensured that the challenges in entire education system have been dealt with; and that there is provision of relevant and quality education and training to Kenyans. Policy review in education in Kenya has culminated into the Kenya Vision 2030.

The vision 2030 (Republic of Kenya, 2007) is the country's new development blueprint covering the period 2008 to 2030, based on the premise that Kenya is a newly industrialized middle income country providing a high quality of life to all its citizens by the year 2030. As the country makes progress towards middle income status, it is expected to meet the UPE and EFA millennium development goals by 2015.

The Kenya vision 2030 aims at providing a globally competitive quality education and training reservedly for her citizens for development and enhanced individual well-being. The overall goal for 2012 is to reduce illiteracy by increasing access to education and improving the transition rate from primary to secondary schools, raising the quality and relevance of education, and increasing the school enrolment rate to 95 per cent. The specific strategy to be tackled in education include; modernizing teacher training, establish a teachers' recruitment programme to employ 28,000 more teachers to improve the quality of education and to ensure that all schools have adequate teachers, and to build at least one boarding primary school in each constituency to ensure that learning is not disrupted as people move from one place to the other.

Consequently, since independence and up to the development of vision 2030, the education sector has over the years faced challenges in its effort to implement a universal and free education, through FPE, UPE, and EFA. The challenges relate to areas of access, equity, quality and relevance. Hence, the issues emerging from the policy trends as Kenya transforms to vision 2030 include:

- i. Meeting human resource requirements for a rapidly changing and more diverse economy. In educational institutions there are teacher shortages, teacher education issues and teacher performance aspects that need to be tackled for higher productivity in the acquisition of relevant knowledge, skills and attitudes.
- ii. Standards of regions that lag behind in enrolment should be raised to bring them to par with other regions hence balance in equity and access that will reinstate the goal of a universal school enrolment to which Kenyans are committed.

In order for the education sector to be reformed, these issues have to be dealt with. But it all begins with providing a universal and free basic education to all, and an efficient and effective teacher performance, at the basic education level as conducted in this study.

2.12 Curriculum Implementation Models; and Teacher Performance in the Implementation of Free Primary Education

FPE implementation led to restructuring and replacement of infrastructure; reorganizing and adjusting teachers' attitudes; learning spaces; existing curricula and schedules. Implementation meant getting the teachers to shift from ways of organizing the existing program to the new FPE program. In order for the FPE implementation process to take place, teachers had to be clear about the purpose, nature and the benefits of the innovation (Fullan & Pomphret, 1977). Leithwood (1982) considers implementation to be a process involving the reduction of the differences between existing practices, and, practices suggested by the innovation or change agents. At the implementation stage, the new curricular, curriculum materials and equipment are made available to all schools which are within the jurisdiction of the curriculum development project.

In all levels of re-structuring, re-organizing, readjustment and replacement in curriculum implementation, Oluoch (1982) identifies sub-processes followed in the implementation of the curriculum and directly influence teacher performance during the implementation of FPE. The sub – processes include;

- i. Educating the teachers so that they understand, accept and internalize the philosophy behind the new ideas, materials and teaching methodology advocated in the new innovation. For the teachers to gain this understanding and acceptance, they have to go through specially designed educational programmes of pre-service and in-service courses.
- ii. Educating the teacher educator so that he/she understands the innovation. Teacher educators may include educational administrators, school inspectors, college tutors, teacher advisory centre tutors and the head teachers of the public primary schools.

- iii. Providing the necessary facilities and equipment. It is important to provide learning materials, such as textbooks, exercise books, rulers, pens, pencils, and laboratory and workshop materials. This is because the success or failure of curriculum implementation depends on the availability of these facilities and equipment.
- iv. Presentation of the new curriculum is a significant process of implementation which directly impacts on teacher performance as it is the stage of execution of the curriculum package by the consumers. This process includes re-organization of timetables, and the organization and orientation of in-services courses on the new innovation.
- v. Instituting appropriate assessment methods on the new ideas in the curriculum is significant in evaluating the effectiveness of the implementation process by the teacher.
- vi. Continuous support from school quality assurance officers, educational administrators and other educational authorities is necessary during implementation as curriculum implementation is a team process and has a bearing on teacher performance.

Overcoming Resistance to change Model (ORC)

ORC was advocated by Gross (1979). The model is based on the assumption that the future of a planned organizational change, is based on a leader's effort to overcome staff resistance to change, that is present just prior to or at the time of the introduction of the innovation such as FPE.

Staff members must be involved in the deliberations that initially create the program in order to avoid resistance; curriculum leaders should avoid resistance by allowing subordinates to participate in decision making about program change. This will make staff members to view the innovation as self- imposed and thus express their ownership and commitment to it.

Curriculum leaders using the ORC model realize that they must identify and deal with the concerns of the staff. In their research on the implementation of innovations in schools and colleges, Hall and Loucks (1978) grouped the teacher concerns into four (4) broad developmental stages as follows;

- i. Unrelated concerns: at this level, teachers do not perceive a relationship between themselves and suggested change. Change will not impact on their personal and professional domain.
- ii. Personal concerns: Individuals react to the innovation in relation to their personal situation. They are concerned with how the new program compares with the ongoing program - specifically to what they are doing. The teacher will be concerned with how they will teach the innovation.

- iii. Task- related concerns: concerns raised at this level relate to the actual use of the innovation in the classroom. How much time will be required for teaching this innovation? Will adequate materials be provided? What are the best strategies for teaching the new programs?
- iv. Impact related concerns: when reacting at this stage, a teacher is more concerned with how the innovation will impact on others and the school at large. They are concerned with how the new program will influence the students, colleagues and the community. He or she might want to determine the program's impact on what they are teaching.

All the four concerns can be addressed by curriculum leaders, keeping all staff informed of the innovation, and then, being involved in decision- making.

2.13 Summary of Literature Review

The review of related literature identified gaps in teacher performance in all areas of curriculum implementation. Issues concerning training, professional qualification, staffing levels of teachers, availability of teaching – learning materials, and physical facilities; all influence teacher performance, especially, during the implementation of an innovation or a new curriculum. The review indicated that teacher performance is mainly affected when there are increased enrolments that lead to large class sizes and high PTRs in an environment that overstretched resources and facilities. The effectiveness in the performance of the teacher is left questionable and with gaps.

2.14 Theoretical Basis for the Study

This study anchors on Ralph Tyler's theory of Curriculum Development. Tyler developed his theory in 1949 from Franklin Bobbit (1918)'s ideas of making educational programs efficient. Bobbit's ideas have their roots in the scientific management theory of Fredrick Taylor (1856-1917) which emphasized on maximum efficiency for high productivity. In the scientific theories, the most efficient methods of performance were key for the accomplishment of daily tasks.

Tyler used Bobbit's ideas to develop a rationale for reviewing, analyzing and interpreting curriculum and instructional programme for the school. Tyler's rationale is based on four fundamental questions as follows:

- i. What educational purposes should the school seek to attain?
- ii. What educational experiences can be provided that is likely to attain these purposes?
- iii. How can these educational experiences be effectively organized?
- iv. How can we determine whether these purposes are being attained?

Hence, for effective implementation of an instructional programme, Tyler provides four standardized appliances (derived from the four fundamental questions) for the teacher to

accomplish a task (perform) with great efficiency for high productivity (Pupil achievement). These include: objectives (lesson objectives, which are core in preparation for the lesson); selection of learning experiences (which provides the principles for selecting learning experiences and content); organization of learning experiences (which provides the principles for organizing learning experiences and content in order to have an effective interaction between the teacher and the pupils); and, evaluation of learning experiences (which helps the teacher to develop appropriate assessment and evaluation procedures to determine the learning outcome or the extent to which objectives have been achieved (determining productivity levels). These appliances are crucial indicators of performance from which the factors that influence teacher performance during the implementation of FPE were determined.

Tyler (1949)'s theoretical basis to curriculum development has become a prototype for later curriculum theories.

In support of Tyler's theory, Bertram, Fotheringham, and Harley (2000) report that the main factor in accounting for the difference between curriculum as a plan and curriculum as practice is the teacher. Bertram et al. (2000) further state that it is the teacher who interprets any curriculum or learning programme guidelines, chooses and designs activities, arranges the class in various ways, and interacts with learners through eliciting ideas and responses.

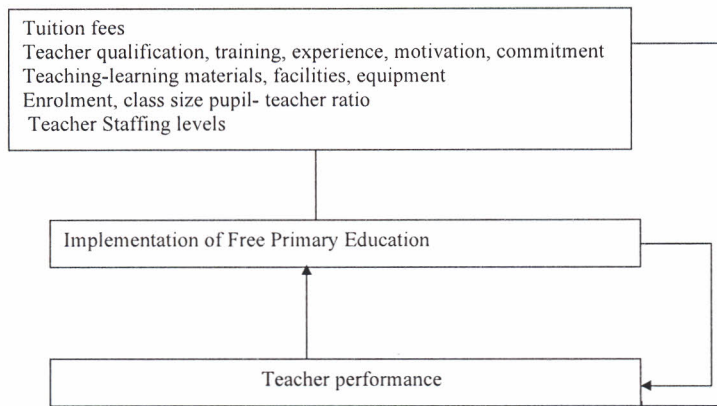
Therefore, this study anchors on the standard appliances given by Tyler (1949) for development and effective implementation of the curriculum. For the performance of the teacher to be deemed effective, one has to check it against the four appliances of Tyler. The appliances include preparation and achievement of the objectives, effective selection of learning experiences, effective organization of learning experiences, and effective evaluation of these learning experiences. These four appliances of Tyler formed the measure of the indicators of performance for the teacher in this study.

With the increase of pupils in CCPS during the implementation of FPE, teacher performance of the four appliances for effective learning was affected. The interaction between the teacher, pupils and the organized learning experiences seemed to be affected by the large number of pupils. Evaluation of learning experiences in subjects such as English, Kiswahili, Mathematics and Science for individual pupils during learning, with the increase in number of pupils seemed an issue that infringed on teacher performance. Hence, the need to investigate on how teacher was able to perform through the four appliances as given by Tyler, with large numbers of pupils.

2.15 The Conceptual Framework

Figure 2.1

Factors that Influence Teacher Performance in the Implementation of Free Primary Education



The conceptual framework shows the relationship and linkage that exists between the independent variables (teacher qualification, motivation and commitment, teaching-learning materials and facilities, teacher-pupil ratio, enrolment and class sizes, staffing facilities of teachers); and the dependent variable (teacher performance). The independent variables form the input through which the implementation process takes place to influence teacher performance. Change in the state of any independent variable influenced the dependent variable. The degree at which each independent variable contributed to change or development in the dependent variable, varied depending on the level at which the independent variable influenced the dependent variable. Thus, depending on the degree of influence of each independent variable on the dependent variable, the results of the implementation of FPE could be viewed as effective or ineffective. Hence, the effective implementation of FPE depend(s) on the way upon which each factor influenced teacher performance.

The indicators of teacher performance included, selection and organization of goals/objectives; selection and organization of learning experiences/content/activities; organization and management of learning environment; handling pupil's work and pupils' participation in class activities; monitoring and assessment procedures; and time – management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research methodology. It focused on the research design, target population, sample size and sampling techniques, research instruments, pilot study, instrument validity, instrument reliability, data collection procedures and data analysis techniques used in the study.

3.2 Research Design

Research design is the blue print that enabled the researcher to come up with solutions to research questions guided the researcher in all the stages of research. It helped to structure the collection, analysis and interpretation of data for this study.

This study employed descriptive survey design. This design obtains a precise and accurate description of the characteristics of the phenomenon, or a particular social group or individuals, and to determine the frequency with which some events or characteristics occur in the population or sample under study and the associations that exist among them (Majumdar, 2005). The design helps to draw valid general conclusions from the facts discovered, through measurement, classification, analysis, comparison and interpretation of data (Koul, 2006). Descriptive survey method allows collection of both qualitative and quantitative data, from a large number of people and relies on individual self – reports of their knowledge, experiences, opinions, perceptions, values, attitudes or behaviour on an existing or current phenomenon (Mertens,1998; Mugenda&Mugenda, 1999). The design determines important principles of knowledge and solution to significant problems through collecting data of what exists with respect to variables or conditions in a natural setting or situation (Gay, Mills & Airasian, 2006).

Consequently, descriptive survey design was deemed appropriate for this study because it enabled the researcher to collect in depth qualitative and quantitative data, from the current situation in a natural setting, on the factors that influence teacher performance during the implementation of free primary education. Descriptive design was relevant to this study because it was through examining the teachers' self-reports on their situation; through their perceptions, opinions, and behavior in class that useful information was collected on the factors that influence teacher performance during implementation of FPE. The nature of the study demanded that data be collected through the questionnaire, interview schedule, observation schedules and document study guide.

3.3 Target Population

The target population for this study consisted of all teachers in CCPS in all the eight divisions and sixteen zones in Nairobi province. There were 4,147 teachers in 191 CCPS in eight divisions of Nairobi province with a population of approximately 191,181 pupils (MoEST Statistics Section, 2008). The study was conducted in lower primary level – standard 1, 2, 3 and 4 which was the target level. The analysis of enrolment rates from national lists from MoEST, statistics section (MoEST, 1999-2008) indicated that in the initial years of the introduction and implementation of FPE, there was increased enrolment rates and high PTRs in lower primary section. It was the lower primary section which felt the pressure of the implementation of FPE due to the increased enrolments, without regard to the age and ability levels of pupils.

3.4 Sample Size and Sampling Techniques

For a descriptive survey research, the sample size depends on specific type of descriptive research involved and the size of population. In determining the sample size, Gay et. Al, (2006) suggests that, for descriptive research, it is common to select, 10% to 20% is the population size is around 1500, and 50% if the population is 500. In qualitative research, determining sample size will depend on the extent to which the selected participants represent the range of potential participants in the setting (Gay et.al., 2006). The second indicator for determining sample size will depend on the redundancy of the information gathered from the participants, for instance, when a researcher begins to hear the same thought perspectives and responses from the most or all of the participants, the researcher will know that little more is being learnt and additional participants are not needed, at least for the particular study under study, due to data saturation (Gay et.al., 2006). In determining the sample size for this study, the 10% and 50% rule were applied.

Sampling refers to taking a portion of a population or universe as representative of that population or universe (Kerlinger, 2000). The sampling techniques were the methods that were employed in selecting a representative portion from each of the population relevant to the study. The sampling techniques employed in this study included; two-stage stratified sampling; simple random sampling and purposive sampling.

For the two – stage stratified sampling; the strata were the provincial administrative divisions, zones and schools. Stratification leads to accuracy in precision especially when the strata are internally homogeneous (Gay et al., 2006). There were 191 CCPS from eight divisions and sixteen zones in Nairobi province. In the first stage of stratified sampling, schools were divided as per the

geographical set up based on either rural, urban or slum area. For each geographical set up, the schools were then selected through simple random sampling which ensured that in the defined population of CCPS, every school had the same independent chance and probability of being selected for the sample. Thus, the individual name of each school in each zone was written on a separate slip of paper. All the slips were placed in a container which was shaken thoroughly for the slips to mix up. Slips were selected from the container until the desired number of the sample of schools from the zone was selected.

In determining the sample size for the CCPS from each zone, 50.0% rule, as stated by Gay et.al. (2006) was used. Thus, a sample of 99 CCPS was selected from the sixteen zones in eight divisions of Nairobi province. Sampling of CCPS took into consideration the school's physical location of urban, rural or slum. The head teachers of the sampled schools also participated in the study.

In determining the sample size for the teachers the 10.0% rule as stated by Gay et. al. (2006) was employed. Stratified sampling was used in consideration of the streaming concept (single stream and double; and above stream schools). Simple random sampling was used to select two teachers from every class 1, 2, 3, and 4; of the double and above streamed schools. There were 16 CCPS with double and above streams at lower primary level, class 1, 2, 3 and 4. Hence 128 teachers were selected. Through purposive sampling, 332 teachers were selected from 83 schools which had one stream at class 1, 2, 3, and 4. One teacher was selected from each class. Hence, the total number of teachers who participated in the study was 460.

The study was conducted in 99 CCPS out of a total of 191 CCPS in the province. Teachers who participated in the study were 460 out of a total of 4,174 teachers. Head teachers (99) from the sampled the 99 CCPS participated in the study. See sample frame in table 3.1.

Table 3.1**Sample Frame for the City Council Primary Schools selected for the Study**

Division	Zone	Total No.of CCPS	Selected CCPS - 50% of total	Total No. of Teachers	Selected sample- Teachers - 10% of total	Sampled Headteacher s
Kasarani	Ruaraka	13	7	348	35	7
	Kahawa	11	5	347	35	5
Embakasi	Dandora	15	8	375	38	8
	Kayole	15	8	544	54	8
Westlands	Kilimani	12	6	282	28	6
	Parklands	14	7	500	50	7
Dagoretti	Riruta	12	6	253	25	6
	Waithaka	12	6	177	18	6
Langata	Karen	6	3	165	17	3
	Nairobi West	8	4	174	17	4
Starehe	Juja Rd	16	8	380	38	8
	Central	15	8	192	19	8
Makadara	Viwanda	12	6	250	25	6
	Buruburu	13	8	248	25	8
Kamukuji	Bahati	10	5	190	19	5
	Eastleign	7	4	156	17	4
Total		191	99	4581	460	99

3.5 Research Instruments

Four sets of instruments namely; a questionnaire, interview schedule, observation schedule and document study guide; were used to collect data for this study. The researcher, with the guidance of the supervisors, developed the interview and observation schedules according to the rules stipulated in Mertens (1998). The questionnaire was adapted from the questionnaires developed for SACMEQ I and II policy research studies for 1998 and 2000 in Kenya. All the instruments were first examined by the supervisors and further validated through a pilot study for relevant information in the items as per the objectives of the study.

Teachers' Questionnaire

The questionnaire for the teacher had open and closed ended items. The questionnaire was divided into four parts based on the purpose, objectives and research questions of the study. The first part of the questionnaire contained information on gender, age, level of education, training and experience of the teacher. The second and third part of the questionnaire consisted of information on issues of; increase in enrolment and pupil – teacher ratio since the implementation of FPE and teacher performance; information on provision of materials and facilities. The fourth part contained information on the abolition of all fees, levies, user charges on tuition fee, teacher tours and safaris. The questionnaire had 41 items.

Head teachers' Interview Schedule

The interview schedule for the head teacher was structured and elicited in –depth information on the process of implementation of FPE, strategies used in the implementation, and teacher performance. The interview schedule had 34 items.

Document Study Guide

Document study guide assisted in collecting in-depth information on issues of enrolment and teacher performance that needed confirmation and individualized review (Mertens, 1998). The relevant documents were studied in order to check and confirm the authenticity of the data collected; and elicit information relevant to the objectives of the study. Documents that were studied included syllabus, enrolment and admission records, progress records, policy documents, pre-service and in-service documents, circulars and memos on the implementation of FPE and teacher performance.

Observation Schedule

Observation of facilities, materials and actual lesson presentation was considered important by the researcher because it was envisaged that it could provide information on the behavior of the teachers in real and natural classroom situations. Through observation, one could classify and

record systematic descriptions on the specific behavior of the teacher while interacting with the pupils as well as the materials and facilities available during the implementation of FPE.

The observation schedule was structured with items that formed a guideline that could help overcome the biases introduced through observer subjectivity due to emotional involvement and selective perceptions or recall problems (Gay et al. 2006; Koul, 2006). Observation schedule helped to obtain a more accurate record of available materials and facilities; enrolment rates and relevant data in line with teacher performance. The observation was set to take place in a natural setting as much as possible so that it could not be influenced by the presence of the observer or by the measuring tool.

The observation schedule had two parts whose items were put in table format and not numbered. Part I had items that focused on observation of teacher records such as record of work, lesson plans, schemes of work and class registers; and an observation of the actual lesson presentation of 35 minutes in any two subjects in the category of Mathematics, English, Science, and Kiswahili (as basic subjects for numeracy and literacy skill development at this level) in class 1, 2, 3, and 4. It was of significance to this study to observe the class sizes and class activities, which helped to check on the interaction between the teacher and the pupils for purposes of assessing the performance levels of the teacher. Part II had items that focused on observation of availability of materials, facilities and equipment.

3.5.1 Instrument Validity

Validity is the degree to which the instruments measure what they are purported to measure (Gay et al., 2006). In this study, content validity (both item validity and sampling validity) of the instruments was established before conducting the actual study. Content validity is the degree to which a test measures an intended content area as per the objectives and research questions of the study (Gay et al. 2006). Item validity was concerned with whether items were relevant to the measurement of the intended content area. Sampling validity was concerned with how well the items sampled the total content area being measured. The experts (the two supervisors); and the specialists in the field of curriculum studies reviewed and verified the relevance of the items in the instruments in line with the study objectives and research questions. The instruments were piloted to measure content validity.

The instruments that were set for the pilot study included the questionnaire, interview schedule, observation schedule and document study guide. The aim of the pilot study was to determine if the instruments could elicit the type of data anticipated and also to determine whether the research objectives were being appropriately addressed. The pilot study thus, was carried out in order to check on the instruments' validity and reliability. Piloting was carried out between October 2007, and January 2008 (only when schools were in session).

Piloting was conducted in two divisions (Lang'ata, and Kasarani), four zones (Ruaraka, Kasarani, Kayole, and Langata West), four CCPS (Jogoo Road, Khalsa, Lang'ata West, and Kasarani). The divisions, zones and CCPS were selected through simple random sampling. The CCPS which were used in piloting from these zones were not included in the actual study. Different CCPS from the same zones and divisions where piloting took place were selected for the actual study. One teacher from each of the four classes (1, 2, 3, and 4) in each of the four CCPS was selected through simple random sampling to participate in the pilot study. Hence, sixteen teachers and four head teachers participated in the pilot study.

The results of the pilot study were analyzed and discussed with supervisors who made constructive criticisms and suggestions for improving some of items. The results of the pilot study assisted in the re-organization and re-structuring of the items and sections of the instruments. Grammar, language and writing style were also checked for ambiguity and clarity. More items were added in the interview schedule for the head teacher and the questionnaire for the primary school teacher.

Some of the areas of the content that needed readjustment were included; items that were ambiguous and inappropriate to the respondents which were checked their relevance to the content

of the study was determined; unnecessary repetition of content in some items in the instruments was checked and removed; questionnaire for the primary school teacher (part B) item 22 was added to read: does your school have a homework policy? Item 13 and 14 in the same section were revised. These improvements regulated the flow of items to become meaningful and significant to the content in the objectives and research questions of the study. In the interview schedule for the primary school head teacher; item 13 was rephrased to read; do you have shortage of teachers? If yes, how many are you short off? Items in the observation schedule were re-ordered for purposes of giving them a meaningful flow and continuity especially in the lesson observation section. A check on document study guide revealed that the listed documents were the most crucial in FPE implementation.

Ambiguities, bias, irrelevancies and errors in the instruments; were checked and corrected. The corrected version of the instruments enabled the researcher to elicit the type of data anticipated; and the information collected through the items addressed the objectives of the study.

3.5.2 Instrument Reliability

Reliability is the degree to which an instrument consistently measures what it is supposed to measure. Thus, a more important aspect of reliability is the consistency of scores obtained by the same individuals when re-examined with the same measuring instrument on different occasions, or with different but equivalent or parallel instruments on the same or different occasions, or under variable examining conditions (Majumdar, 2005). A data collection instrument must have the ability to consistently yield the same results with repeated measurements of the same group under the same conditions (Koul, 2006; Gay et al. 2006). The questionnaire for the primary school teacher is the only instrument that was exposed to reliability test. Through the teacher questionnaire, the researcher was committed to objectivity in all aspects of measurement. This is because the degree to which the measurement proved reliable was dependent upon how objectively teacher behavior and characteristics in relation to teacher performance, under study, were evaluated. Test- rest reliability was applied.

Test- retest reliability is the degree to which scores on the same test are consistent overtime. It provides evidence that scores obtained in a test at one time are the same or close to the same when the test is re-administered some other time. Thus, test-retest method was implored where the questionnaire was given to the respondents for the first time, and then, administered again after two weeks. The two sets of scores were computed and correlated using the Pearson r correlation coefficient, and the results were interpreted.

The Pearson r calculates correlation that deals with two sets of scores. The Pearson r formula that was used to compute the coefficient of correlation between the test and retest scores thus giving a reliability coefficient using the formulae as per Gay et al. (2006):

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

Where:

N = Total number of subjects

X = Raw scores of X

Y = Raw scores of Y

Σ = Symbol of summation

Σx^2 = The sum of the squares of x; square each score and add up all the squares

Σy^2 = The sum of the squares of y: square each score add up all the squares

$(\Sigma x)^2$ = Square of the sum x: add up all the scores and square the sum

$(\Sigma y)^2$ = Square of the sum Y: add up all the scores and square the sum

$\sqrt{\quad}$ = Square root symbol

X = Represents set of scores from first test

Y = Represents set of scores form second test

$$\Sigma x = 15$$

$$\Sigma y = 17$$

$$\Sigma x^2 = 55$$

$$\Sigma y^2 = 53$$

$$\Sigma xy = 57$$

The reliability coefficient was +0.83 which showed that the instruments were highly reliable. The spearman prophecy formula was used to balance the scores to give a consistent reliability level. The reliability results were examined, discussed and reviewed by the supervisors, in relation to the purpose, objectives, and research questions. Suggestions given were used to make adjustments in the instruments.

3.6 Data Collection Procedures

Before the process of data collection, the researcher obtained the research permit from Ministry of Science and Technology and a research authority letter from department of education of the City Council of Nairobi. Letters of introduction from the researcher were sent to all respondents of the selected CCPS. After two weeks, the researcher visited each of the CCPS. An introductory meeting with the purpose of creating rapport, confidence and removing suspicion was held with the respondents.

Respondents were assured of confidentiality of their names. Other visits were set to distribute questionnaires to the teachers who were given time to fill in the questionnaire. Observation of lessons was carried out on the day that the questionnaire was distributed to the teachers; after which the researcher collected the questionnaire. Interviews with the head teachers were carried out immediately after collecting the questionnaire. The documents listed in the document study guide were checked and analyzed as per the issues referred to in the guide.

3.7 Data Analysis Techniques

Raw data collected was cleaned. Both qualitative and quantitative raw data collected from the questionnaire, interview schedules, observation schedules and the document study guide were checked, edited, organized and coded by computer. The coded data was analyzed through the Statistical Package for Social Sciences Programme (SPSS), version 15.0. Data from the different items of the research instruments were analyzed depending on the type of data collected. For instance, items that elicited qualitative data in research question 1, 4 and 5; were organized in the various themes as per the study objectives; and analyzed through content analysis processes. Content analysis is a careful, detailed, systematic examination and interpretation of a particular body of material in an effort to identify patterns, themes, biases and meanings (Berg & Latin, 2008). Quantitative data collected in research question 2 and 3 were analyzed through inferential and descriptive statistics. The results were presented through tables and percentages to allow for data interpretation, conclusions and recommendations as per the, research questions of the study.

Through the data collection, analysis and interpretation; the following were identified as factors that influenced teacher performance; increased pupil enrolment; availability of materials and physical facilities; teacher qualification, experience and training; posting and deployment of teachers; and abolition of fees on tuition and other user charges. These factors formed the independent variables.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter deals with data presentation and discussion as per the objectives of the study. Content analysis was used to analyze qualitative data; whereas descriptive statistics were applied to the analysis of both the quantitative and qualitative data. Data presentation was done through percentages and tables. The interpretation and discussion of the findings was linked to the review of related literature and to practice. The themes discussed in this chapter include: instrument return rate; demographic information based on age, teacher qualifications, training and experience; increased enrolments, staffing levels of teachers; teaching facilities and materials; and abolition of fees on tuition and other user charges.

4.1.1 Instrument Return Rate

The instruments used in data collection consisted of the head teachers' interview schedule, the teachers' questionnaire, facility/class observation schedule and the document study guide. The head teachers' interview schedule, the observation schedule and document study guide were administered by the principal researcher. The teachers' questionnaire was administered by both the principal researcher and research assistants. Table 4.1 shows the results of the instrument return rate.

Table 4.1**Instrument Return Rate**

Instrument	Total Distributed	Total Returned	%
Facility/Class			
Observation			
Schedule	460	460	100
Head teacher			
Interview			
Schedule	99	96	97
Teacher			
Questionnaire	460	440	95.7

There were 99 head teachers' to conduct interviews with. Only 96 (97.0%) were interviewed, thus, 3 (3.0%) head teachers were not available for the interview. There were 460 copies of the teacher's questionnaire that were distributed. The copies returned were 440 (95.7 %). The less percentage of teacher's questionnaire (20) (4.3%) had defaults that included misplacement of questionnaires by some teachers; total unwillingness by some teachers to return questionnaires that were not filled in; and some questionnaires that had been returned were incomplete. All instruments returned included; 460 (100.0%) observation schedules, 96 (97.0 %) head teachers' interview schedules, 440 (95.7 %) teachers' questionnaires and 99 (100.0%) document guide schedules. Hence, 97.9% of the instruments were returned with data filled in as per the objectives of the study.

4.1.2 Demographic Characteristics of the Respondents

The demographic characteristics considered included Gender, age, professional qualifications, experience and training of the respondent. The third research question of this study was to determine the extent to which teachers' gender, age, professional qualifications, training and experience influenced teacher performance in the implementation of FPE in CCPS in Nairobi Province since 2003.

4.1.2.1 Gender Distribution among the Respondents

Most of the respondents, who responded to the questionnaire and interview schedules, were female more than male as indicated in table 4.2.

Table 4.2
Gender Distribution among the Respondents

Respondents	Gender			
	Male		Female	
	(N)%	(N)	(N)	%
Headteachers (N= 96)	15	15.6	81	84.4
Teachers (N=440)	73	16.6	367	83.4

Table 4.2 shows that 367 (83.4%) teachers out of the 440 teachers who filled the questionnaire were female as compared to 73 (16.6%) male counter parts. Similarly 81 (84.4%) of the 96 head teachers who responded to the items in the interview schedule were female as compared to 15 (15.6%) of the head teachers who were male. This indicates that gender bias and imbalance in teacher population in Nairobi province is still an issue. This finding is a common characteristic of urban public primary schools whereby female teachers seek for posting or are transferred to urban centres for marital reasons of joining their spouses who are in employment in the urban areas.

Hence in practice the female percentage has remained high in teacher population not only in Nairobi but also in other urban areas and towns. This is supported by a study done by SACMEQ 1 and 2 in Nairobi whereby the findings revealed that 86.1% of the teachers who participated in the study were female. Hence the need for a balanced distribution of female and male teachers in public primary schools for purposes of role modeling for the pupils and gender equality in the school system (SACMEQ 1 2000).

4.1.2.2 Age Category among the Respondents

The age category for the respondents varied between 20 to 60 years for the teachers and 31 to 60 years for the head teachers as indicated in table 4.3.

Table 4.3**Age Distribution among Teachers and Head teachers**

Age Group	Teachers	%	Head teachers	
	(N)		(N)	%
20 – 30	50	11.3	00	00
31 – 40	337	76.7	14	14.3
41 – 50	37	8.3	72	75.3
51 – 60	16	3.7	10	10.4
Total	440	100	96	100

Most (76.7%, 337) of the teachers were in the age bracket of 31 – 40 years while the majority (75.3%, 72) of the head teachers were in the age bracket of 41- 50 years. The age category shows the physical maturity rate of teachers who handle the pupils at lower primary and this could be linked to the level of experience that the teachers are having. This is also a pointer to the competency level and skill that the teachers had in handling pupils at this foundational level, which impacts on both teacher performance and pupil achievement. There was a good representation of teachers in the age bracket of 20 to 30 years; about 50 (11.3%) of the teachers which was a sign of new recruitment of young teachers into the profession. This category of 20 to 30 years may represent those who graduated from the teacher training colleges on the onset of free primary education.

Age bracket of 41 to 50 years was represented by 37(8.3%) of the teachers and that of 51 to 60 16 (3.7%) of the teachers, indicates those who have been in the service for long and maybe preparing for retirement. Most 72 (75.3%) of the head teachers were in the age bracket of 41 to 50 years, 14 (14.3%) were in the age bracket of 31 to 40 years indicating young administrators who had the energy to supervise the performance of the teachers in the implementation of FPE. There was a group among the head teachers which was in the age bracket of 51 to 60 years; about 10 (10.4%) of the head teachers, indicating experience and skill in administrative duties. The variation in age category among the teachers and head teachers implies an adequate mix in experience and skill that can be utilized to achieve effective performance and pupil achievement during the implementation of the FPE.

4.1.2.3 Teacher and Head teacher Academic Qualifications

This study was concerned with teacher characteristics, as they directly affect teacher performance. The variables checked under this teacher characteristics included teacher academic qualification, professional qualification, training levels and experience, as these variables influence pupil achievement. In SACMEQII study, it was revealed that the annual output of qualified teachers was about 10,000. Over the years there has been concern of poor performance of pupils in primary education which has been pegged on teacher qualification. To address this issue MoEST raised the minimum qualification of admission to primary teacher training colleges from grade ‘O’ to grade ‘C’ at ‘O’ level in order to attract trainees who could improve on the level of performance in primary education.

Hence, in support of the Ministry of Education initiative on issue of teacher qualification, there was need to examine teacher qualification, training and experience and its impact on teacher performance and pupil achievement in this era of the implementation of Free Primary Education. The findings of the study on this variables are indicated in tables below and discussed herein, as given by the respondents. Table 4.4 shows academic qualifications as attained by the teachers and head teachers at different levels.

Table 4.4
Academic Qualification of Teachers and Head teachers

Academic Qualification	Teachers		Head teachers	
	(N)	%	(N)	%
“O” Level	359	81.7	84	87.0
“A” Level	56	12.7	05	5.2
Diploma	15	3.3	01	1.3
B. Ed. Degree	10	2.3	06	6.5
Total	440	100	96	100

It is evident from table 4.4 that most (359) (81.7%) of the teachers and head teachers (84) (87.1%) had obtained the minimum academic qualification of having an ‘O’ level certificate. Table 4.5 shows that even those who had diploma (15) (3.3%) teachers, 01(1.3%) teachers, and “A” level-56 (12.7%) teachers and (05) 5.2% head teachers; and first degree holder 10 (2.3%) teachers and 06 (6.5%) head teachers; had attained ‘O’ level and passed. Hence, the academic standards of the teachers were high academically. What the study did not find out is the individual academic grades in every subject at ‘O’ level, ‘A’ level, diploma and under graduate level since the first academic

consideration for any training in Kenya as a primary school teacher is that one must attain at least a secondary school education; which implies 12 years of schooling with a firm foundation for basic education. This is what all teachers and head teachers in this study had acquired.

4.1.2.4 Teacher and Head teacher Professional Qualifications

The quality of teaching does not only depend on the teachers' academic background but also on the professional development of the teacher. The professional status of the teacher is revealed through the duration, and content covered during pre-service and in-service training, and the relevancy of the range of courses undertaken during in-service courses.

When the teachers and head teachers were asked to give their level of professional training; 80% of the teachers and all the head teachers had attained a professional status of certificate levels. The details of the professional levels are represented in table 4.3, which reveals an overlap in the level of professional status for teachers and head teachers. The overlap implies that apart from all head teachers having 'P' certificate, there are those who had to go further to attain a diploma, undergraduate, and postgraduate levels. The professional qualifications are shown in table 4.5.

Table 4.5
Professional Qualification of Teachers and Head teachers

Level of Professional Qualification	Teachers (N=440)		Head teachers (N=96)	
		%		%
P1	352	80	96	100
P3	37	8.3	00	00
S1	23	5.3	04	3.9
Diploma	15	3.3	07	7.8
Graduate	09	2.0	02	2.6
Graduate (B.ED)	04	1.0	25	26

Table 4.5 indicates all the teachers and head teachers were trained teachers, both "P1" level and higher levels of professional training such as S1, diploma, undergraduate and postgraduate teacher. In practice there are all these levels of professional teachers at the primary school especially with the introduction of school / based teacher training programmes at the university level; and advanced in-service courses through SMASSE, SEP, G & C by the Ministry of Education (Higher education and Basic education sections).

In practice, trained teachers are the pillars of any education system as the quality of their teaching depends on the knowledge, skills, attitudes and duration spends in training sessions. A World Bank research report on Educational change programmes in 21 countries reveals that successful educational change is built on effective and well designed teacher training programmes (Verspoor, 1989). The number of trained teachers in Kenya at the primary school level rose by 5.9 percent from 162, 072 teacher trainees in 2006 to 171, 643 teacher trainees in 2007 as cited in Economic survey (2008), and as represented by education statistics from MoE. These statistics further reveal that teachers at the grades of Approved, Si/Diploma, and P1 constitute 24.1 percent, 8.5 percent and 57.7 percent respectfully of the total trained primary school teachers. This being national percentages, are similarly related to the findings of these study in table 4.5 on professional qualification of teachers for one province under study. Hence, in 2007, trained teachers constituted 99.1 percent of the total number of primary school teachers (Republic of Kenya, 2008).

In Kenya, pre-service teacher training for primary school teachers lasts for an average of two years; and from table 4.5 both the head teachers and teachers had gone beyond the national average number of years of teacher training; which impacts on teacher competency and performance as well as learner achievement. The Ministry of Education (MoE) has guidelines on training of teachers in Kenya through pre-service and in-service sessions. According to these guidelines, MoE has a strong grip on teacher training as training of teachers has a strong impulse, and is directly linked to classroom teaching and pupil academic achievement. This is evidenced in studies done by MoE on Teacher Training and Development (2007), Midterm Report on Review of Quality Assurance and Advisory Services (2007), and SACMEQ series of studies from 2000 to 2008; Bruce (1993); and studies on education in Nigeria, Thailand and the Republic of Korea by the World Bank (2002); support issue of teacher competence and performance. These studies have indicated that teacher training affects classroom teaching, influences teacher – centered routines; and influences academic achievement as evidenced in school performance indexes.

SACMEQ II (2000) study findings supported the above factor by revealing that schools with teachers who had more professional training were estimated to perform better in mathematics than schools with untrained teachers or teachers who had little professional training. A World Bank research report on educational change programmes in 21 countries revealed that successful educational change is built on effective and well designed teacher training programmes (World Bank, 1989).

In Kenya, the number of trained teachers at the primary school level rose by 5.9 percent from 162, 072 teacher trainees in 2006 to 171, 643 teacher trainees in 2007 as cited in Economic survey (2008), and as represented by education statistics from MoE. These statistics further revealed that teachers at the grades of Approved, S1/Diploma, and P1 constitute 24.1 percent, 8.5 percent and 57.7 percent respectfully of the total trained primary school teachers. This being national percentages, are, similarly related to the findings of these studies in table 4.5 on professional qualification of teachers. Hence in 2007, trained teachers constituted 99.1 percent of the total number of primary school teachers (Republic of Kenya, 2008).

In-Service Training

The purpose of in-service courses as set out by MoE through INSET program and World Bank (2003) through the FPESP on capacity building, was to help improve the quality of teaching and learning in public primary schools; and to ensure that classroom teachers were able to deal with emerging challenges of FPE. In-service courses were meant to help improve teacher performance through which the pupils would reach the desired standards of achievement in English, Kiswahili, Mathematics and Science (World Bank, 2003).

In-service training for practicing trained teachers is important for skill improvement and acquisition of new knowledge for tackling emerging issues in education. With the phenomenal increase in enrolment of pupils during the implementation of FPE, teachers need skills to help them continue to provide relevant and supportive service to all children. The findings of this study revealed the number of teachers who attended in-service courses for their continuous professional development in new teaching approaches, knowledge and skills; determine attendance levels of teachers in in-service courses, and the significance of these in-service courses to the teachers.

When teachers were asked on whether they had attended in-service courses, 78.4% of the teachers responded "Yes" while 21.6% answered "No" to the same question meaning this latter group had not attended any in-service courses. This is possible depending on training duration, subject of training, logistical issues; and physical and administrative factors. Those teachers who answered "Yes" were asked about the number of courses they had attended, the responses are indicated in table 4.6.

Table 4.6**Number of In-service Courses attended by the Teachers**

Courses Attended	Teachers (N=440)	%
1	20	6.7
5	156	52
10	24	8
Few	40	13.3
Several	60	20
Total	440	100

The findings in table 4.6 indicate that majority (52.0%) of the teachers had attended up to 5 courses and a good number (13.3%) and (20.0%) of the respondents could not remember the number of courses attended but knew that they had attended “few” or “several” courses – which is still an indication that they attended in-service training. When the teachers were asked on the types of in-service courses that they had attended, the responses are indicated in table 4.20.

Table 4.7**List of the In-service Courses that were attended by the Teachers**

In-service courses	Teachers (N=440)%	
Attended		
Four life skills	1	0.3
Guidance /counseling/Hiv/Aids	6	2.0
Attitude / Behaviour change	3	1.0
Reading and oral skills/English language	9	3.0
Lower primary Teachers in-service course	11	3.7
Post-election violence course	8	2.7
Child empowerment in Maths/science & IT	13	4.3
Gender violence	2	0.7
Flexible learning in lower primary	26	8.7
Agriculture course	5	1.7
Kiswahili course	10	3.3
Stress management	14	4.7
Health and nutrition	5	1.7
Special needs education	33	11.0
Handling too many children in class	42	14.0
Diploma in ECDE/ECD	4	1.3
New curriculum implementation	16	5.3
Degree programme	3	1.0
Helping traumatized / emotional child	20	6.7
Preparation of schemes of work	40	13.3
Class management	36	12.0

Table 4.7 shows a varied spectrum of in-service courses that the teachers attended. All these courses are relevant in handling lower primary pupils and capable of preparing teachers who attended to handle children.

When the teachers were asked to list the ways in which they had improved as a result of going through in-service training, their responses were as indicated in table 4.8

Table 4.8**Teacher Responses on Areas of improvement after going through In-service Courses**

Area Improved	Teachers (N=440)	%
Preparation of schemes of work	200	66.7
Improved in quality of teaching	80	26.7
Patience with children	45	15.0
Development of positive attitude	15	5.0
Guidance and counseling skills	20	6.7
Class management	125	41.7
Help in traumatized-emotional children	50	16.7
Ability to identify children with special needs	10	3.7
Time management	38	12.7
Obtained knowledge in HIV/AIDS	18	6.0

The teachers had improved in areas such as preparation of schemes of work as stated by 66.7% of the teachers; quality of teaching (26.7%); patience with children (15.0%); class management (41.7%); time management (12.7%); helping children traumatized and emotional children (16.7%); as indicated in table 4.8. These responses reveal the ways in which in-service courses helped the teachers in their professional skill development thus, influencing teacher performance. The implication is that the knowledge, skills and attitudes attained by teachers during in-service courses, was used for effective service delivery in the implementation of the FPE programme.

This finding on in-service courses concurs with the findings in the study by MoEST (2007) on Mid-term Review Report, which revealed that 69.2% of the teachers reported that the SbTD course attended had improved their skills and knowledge. Similarly, 38.2% of the teachers reported that the course had made them more responsible to pupils while 23.1% of teachers reported that they had learnt to prepare better schemes and lesson plans.

The views of head teachers on the teachers' attendance of in-service courses were sought during the interview. From the head teacher responses, 100.0% of the head teachers reported that teachers in their schools had undergone in-service training through Key Resource Teachers ((KRTs)) training programmes, School based Teacher Development (SbTD) & School Empowerment Programme (SEP). Such similar reports emerged from the findings of the study by MoEST (2007) on "Teacher Training and Development" where 83.3% of head teachers reported that teachers received in-service training through SEP and SbTD programmes; whereas 88.9% of head teachers in MoEST (2007) study further reported that there was a difference in performance of KRT trained teachers and other teachers; especially, in the way they carried out their duties and responsibilities in schools. The MoEST (2007) report included the fact that teachers who went through in-service training were more competent in terms of knowledge; they were committed and proactive.

When the head teachers were asked on the number of teachers that attended in-service courses from the CCPS, all (100.0%) of the head teachers reported that most of the teachers had attended in-service courses depending on their subjects. Table 4.9 gives the responses as given by the head teachers on attendance of in-service courses by the teachers.

Table 4.9
Head teacher Responses on Teacher attendance of In-service Courses in some City Council Primary Schools

CCPS	Teachers Trained in In-service courses (N)	Teachers in the school (N)	%
Thawabu	20	40	50
Murema	12	25	48
Moi forces Academy	15	33	46
Catholic Parochial	10	16	63
Olympic	31	31	100
Ayany	29	29	100
Githurai	20	22	90.9

When the head teachers were asked ways in which the in-service training had improved teacher performance, 80.9% reported that the in-service courses had helped the teachers because

there was a difference in the way the teachers taught, handled and appreciated the pupils. Those who had attended in-service courses were more competent in terms of knowledge, skills and attitudes. The teachers were able to identify children with needs and refer them to the head teacher for further attention. The head teachers further reported that these teachers were able to understand the pupils better and could understand the factors that are affecting their learning. Hence in-service training had improved teacher skills and methodology approaches. Teachers had become more confident and professional in their performance.

Special Needs education

From the Observation schedule, it was observed that there were public primary schools in Nairobi province which had been selected to have a single section of children with special needs at the lower primary. Such schools included Githurai primary, Pumwani primary, and Jacaranda primary. Thus, the teachers who taught these pupils were the same teachers who were teaching the whole of lower primary section in the CCPS. Hence, there was need to find out whether they were prepared through in-service to handle children with special needs.

When the teachers were asked the extent to which the in-service training prepared them to handle special needs children, 47.5% of the teachers were prepared to some extent while 28.7% reported that they were prepared to a large extent. This reveals that the in-service courses were beneficial as the training helped the majority (76.2%) of the teachers on how to handle children with special needs. Furthermore, all (100.0%) head teachers complained that the teachers were not specifically trained in methods of special needs education, but were given general training; and that the time for in-service courses was too short; and that the heavy loaded teachers with overcrowded classes could not apply all skills obtained effectively.

4.1.2.5 Teacher and Head teacher teaching Experience

The head teachers and teachers were asked to indicate how long they have been teaching. The results indicated that most of the respondents were experienced teachers with all (100.0%) of the head teachers having taught for over 15 years; 65.1% of the teachers having taught for over 15 years and 34.9% of the teachers having taught for 1 year to 15 years. The last category of teachers was those who had just completed the pre-service teacher training courses and had been recruited into the teaching profession, these had a teaching experience of 1 to 15 years. SACMEQ (2000) study established that the national average of years of teaching experience in Kenya was 12.6 years with significant variation among the provinces. Hence experience is considered in terms of enhancing the mastery and application of pedagogical skills.

The quality of teaching does not only depend on the teacher's academic background but also on the professional development of the teacher. The professional status of the teacher is revealed through the duration, and content covered during pre-service and in-service training, and the relevance of the range of courses undertaken during in-service courses.

4.2 Analysis, Interpretation and Discussion of Data as per the Objectives of the Study

4.2.1 Results of the Operationalization of Teacher Performance

In this study, there were eight indicators of teacher performance (as drawn from the items in teacher questionnaire and class observation schedule) as follows: number of lessons taught per week; time in minutes spent in teaching per week; time in minutes that a teacher spend in lesson preparation per week; number of assignments given to pupils in four subjects in a week; number of tests given to pupils in four subjects in a term; teachers' rating of pupils' performance at end of term one examinations; teachers' overall satisfaction with the quality of teaching and learning in the school; and teachers extent of use of instructional materials set out in the inspectors' handbook. Results from analysis are shown in table 4.10.

Table 4.10**Correlation among the Variables showing Operationalization of Teacher Performance**

	Total score on TLRF	
	Pearson Correlation	Sig. (2-tailed)
Total number of lessons taught per week	-0.043	0.7
Time in minutes that is spent in teaching per week	-0.079	0.2
Time in minutes that is spent in lesson preparation per week	-0.039	0.3
Total number of assignments given per week in maths, english, kiswahili and science	0.035	0.8
Total number of tests given per term in maths, english, kiswahili and science	-0.030	0.8
Teachers rating pupils performance	-0.010	0.4
Satisfaction with the quality of teaching and learning in your school?	0.032	0.1
Extent of use of instructional materials as set out in the inspectors' handbook	0.55	0.000

Number of lessons taught per week

The respondents were expected to indicate the number of lessons that they taught per week. This was a proxy indicator of teacher performance with the assumption that the more the number of lessons taught per week, the lower the level of teacher performance, and the less the number of lessons taught, the more the level of teacher performance.

Time in minutes spent in teaching

The respondents indicated the time in minutes spent teaching each lesson in a subject and this was then multiplied with the number of lessons in that subject. The total time was then accumulated for the four subjects to obtain a measure of the time spent in teaching per week. This was a proxy indicator of teacher performance with the assumption that the more the time spent in teaching, the lower the level of teacher performance and the less the time spent on teaching, the higher the level of teacher performance

Time in minutes that teachers spent in lesson preparation per week

The assumption being that the more the hours teachers spent in lesson preparation, the higher will be their level of performance and the less the hours spent in lesson preparation, the lower the level of teacher performance.

Number of assignments given to pupils per week in Mathematics, English, Kiswahili and Science

The assumption was that the more the number of assignments given per week, the higher the level of teacher performance and the fewer the number of assignments given per week, the lower the level of teacher performance

Number of tests given to pupils per term in Mathematics, English, Kiswahili and Science

The assumption was that the more the number of tests per term, the higher the level of teacher performance and the fewer the number of tests given per term, the lower the level of teacher performance

Teachers' rating of pupils' performance at end of term one examinations

The teacher rated their pupils' performance in Mathematics, English, Kiswahili and Science at end of term one examination using the following rating scale: 5 (excellent); 4 (very good); 3 (good); 2 (fair); and 1 (poor). The teacher rating in all four subjects was accumulated to obtain teachers' perception of pupils' performance score which then was used as a proxy indicator of teachers' performance. The higher the teacher's perception of pupils' performance score, the higher the level of teacher performance and the lower the score, the lower the level of teacher performance

Teachers' overall satisfaction with the quality of teaching and learning in the school

The teachers overall satisfaction with the quality of teaching and learning in their school was measured using a rating scale: 5 (very satisfied); 4 (satisfied); 3 (indifferent); 2 (dissatisfied); 1 (very dissatisfied); 0 (not applicable). This rating was a proxy indicator of teacher performance in their school are likely to perform at a higher level while those who express a dissatisfaction are likely to perform at a lower level.

Teachers' extent of use of instructional materials set out in the inspectors' handbook

The teachers' extent of use of instructional materials in the inspectors' handbook was measured with a rating scale: 3 (to a large extent); 2 (to some extent); 1 (not all). This showed a proxy indicator of teacher performance with assumption that a teacher who express a higher extent of use of instructional materials set out in the inspectors handbook are likely to perform at a higher level while those who express a lower extent of use are likely to perform at a lower level.

4.2.2 Ways in which Increased Enrolment influenced Teacher Performance

The success of the implementation of FPE initiative was rooted in the total commitment and performance of the teacher (Republic of Kenya, 2003). Yet the declaration of FPE came along with the major challenges of the influx of children in public primary schools. Table 1.1 in chapter one shows the trends in enrollments in the provinces including Nairobi province. The trend in this table indicates an increase in enrolment in all the provinces since the implementation of FPE in 2003 to 2007. Table 4.6 indicates the increase in pupil enrolment rate and the percentage increases in the public primary schools in Kenya between 2002 and 2007.

Table 4.11**Increase in Pupil Enrolment Rate from 2003 to 2007**

Year	Enrolment Rate	Increase in enrolment	Percentage increase (%)
2002	6,062,742		
2003	7,159,524	96,782	1.4
2004	7,394,762	235,238	3.2
2005	7,597,285	202,523	2.7
2006	7,632,113	34,918	0.5
2007	8,330,148	698,035	8.4

As shown in table 4.11, pupil enrolment grew from 6,062,742 pupils (2002); 7,159,524 pupils (2003); 7,394,762 pupils (2004); 7,597,285 pupils (2005); 7,632,113 pupils (2006); to 8,330,148 pupils (2007) (MoE Statistical Abstract, 2008). This increase in enrolment (refer to table 4.11) affected teachers in their performance.

When teachers were asked the ways in which increased enrollment influenced the way they have been performing their duties and responsibilities in the classroom and in the school at large, the responses are indicated in table 4.12

Table 4.12**Teacher Responses on Ways in which Increased Enrollment Influenced Teacher Performance**

Ways in which increased enrollment influenced teacher performance	Teacher (N=440)	%
Large numbers of pupils hinders proper lesson preparation	236	53.6
Difficulties in attending to too many pupils and methods of teaching such as group work; which are not applicable	105	23.8
Lack of individual attention to the pupils	79	17.9
Overworking	62	14.1
Overcrowding leading to indiscipline	92	21.0
Coverage of syllabus is low due to large numbers of slow learners	51	11.5

The results given in table 4.8 indicated that majority (53.6%) of the teachers reported that large numbers of pupils in class had hindered proper preparation for the lessons and had pulled down teacher performance, 23.8% said that they had difficulties in attending to too many pupils and hence methods of teaching such as group work were not applicable; there was lack of individual attention of pupils as reported by 17.9% of the teachers; 14.1% of teachers reported that they were overworked; there was overcrowding in classrooms leading to indiscipline among the pupils, as reported by 21% of the teachers; coverage of syllabus was low due to slow learners, as reported by 11.5% of the teachers.

Thus, these findings concur with the findings of studies done on challenges facing the implementation of FPE by UNESCO (2005) and Report on Monitoring and Evaluation of FPE (Republic of Kenya, 2004) in the year 2003 and 2004. These studies found out that with the increased enrolments, there were teacher shortages and laxity among teachers in the implementation of FPE, and that head teachers relaxed in their supervisory duties, leading to decline in teacher performance of duties and responsibilities.

When the head teachers were asked on whether the introduction of FPE had increased teaching load of teachers and affected teacher performance, all (100.0%) of head teachers answered "yes", which, they said, became occasionally worse by cross transfer of pupils from one primary school to another. When head teachers were asked to state the ways in which increased enrolment had affected teacher performance, most (87.8%) of them reported that there were large classes of over 100 pupils, and that this made teachers to be stressed. Head teachers (40.5%) reported overloading and overworking of teachers. While lack of close contact between teachers and pupils as classes were overcrowded was reported by 42.6% of the head teachers. Head teachers (35.6%) reported that teacher morale went down as a result of handling large classes, resulting from increased enrolment (refer to table 4.6); and this led to low performance levels.

As a result of large classes, and admission of over age children from mixed cadres in the society, 43.7% of the head teachers reported that the attention by teachers to individual pupils reduced; and performance and discipline among pupils dropped. Thus, 34.5% of the head teachers reported that there were low performance levels that led to non-readers among pupils in reading, writing and arithmetic skills and processes. Head teachers (12.1%) said that teachers were seriously depressed, especially, in cases where they were meant to handle two classes at the same time (in situations where one class teacher was absent due to sickness, maternity leave or study leave or transfer, or any other social problems); which directly impacted on class control and class management skills.

When asked the kind of professional support that the head teachers give to the teachers so that they can perform effectively in such a situation; the head teachers' responses are indicated in table 4.13.

Table 4.13

Head Teacher Responses on Professional Support given to the Teachers

Professional Support	Head teacher (N=96)	%
Guidance and counseling issues	18	18.6
Allow teachers to attend in-service courses	65	68.1
Encourage team work among the teachers	20	21.2
Allow teachers to go for further studies in the areas of specialization	34	35.8
Allow teachers time off in incidences of stress and depression	14	14.8
Purchase relevant teaching and learning materials	19	20.0
Hire services of specialized artists to prepare teaching aids such as charts as per the content needs of individual teachers in the subject areas	11	11.2

The head teachers (18.6%) reported that they give the teachers guidance and counseling on issues facing them, allow the teachers to attend in-service courses – as reported by 68.1% of the head teachers; encourage teamwork among the teachers as reported by 21.2% of the head teachers; allow teachers to go for further studies in their subject areas – reported by 35.8% of the head teachers; allow teachers time off in incidences of stress and depression- as reported by 14.8% of the head teachers; and 20% of the head teachers said that they usually purchase relevant teaching / learning materials and hire the services of specialized artists to prepare charts and other teaching resources as per the needs of individual teachers.

4.2.3 Availability of Facilities and Teaching - Learning Materials and Teacher Performance

The second research question sought to determine whether the extent of availability of teaching and learning resources and facilities have influenced teacher performance in the implementation of FPE in CCPS in Nairobi Province since 2003. Physical facilities and instructional materials are an important factor in pupil attendance, learning achievement and teacher performance. Fuller (1986) reported that availability of instructional materials and physical

facilities makes the teaching task easy. In this study both the teachers were asked on the level of adequacy of learning materials, especially textbooks; and their views on distribution of these materials and facilities.

When asked about the availability and adequacy of facilities, the responses of the teachers are indicated in table 4.14

Table 4.14
Teachers' Responses on Adequacy Levels of Facilities

Facilities	Teacher Responses in percentage (%)			
	Very adequate	Adequate	Inadequate	Not available
Classrooms	5.6	40.6	48.9	4.9
Classroom space	4.9	55.1	40.0	0.0
Playfields	11.5	51.3	30.8	6.4
Sanitation blocks	10.9	34.9	55.1	0.0
Chalkboards	16.6	50.0	33.4	0.0
Pieces of chalk	20.5	66.7	12.3	0.0

Although the percentages on adequacy levels of facilities are high as indicated in table 4.14, there were inadequacies in the area of classrooms, classroom space and sanitation blocks as observed from the actual observation, during facility observation and lesson observation. These inadequacies were characterized by overcrowding in the classrooms and at sanitation blocks. This finding indicated insufficiency in facility levels which infringed on levels of teacher performance. Thus, these findings reveal that the teaching / learning environment without adequate facilities was not conducive for the teacher performance.

The teachers were also asked to indicate the state of their classrooms, classroom capacity, the number of desks per class; and the number of pupils per desk. In the analysis (both from the observation schedule results and teacher responses in the teacher questionnaire) most classrooms

were found to be permanent. The muddy and temporary classrooms were found to be in the slum schools. The classroom capacity still indicated that there were large class sizes, and overcrowding is still an issue. This was confirmed by the number of pupils per desk – with a percentage of 55.5% for 3 – 4 pupils per desk; and 5 and above pupils per desk with 16.7%. Large classes and overcrowding on desks influenced the teacher performance since teacher – pupil conduct during instruction was limited. The teacher could not attend to each pupil’s immediate need during the lesson hence dealing with individual pupil differences in learning were an issue. This was quite serious at standard 1 to 3 where the pupils needed to have a firm foundation in writing and literacy skills; and at standard 4 when dealing with writing of compositions; and other basic skills in aspects of language needed to be mastered. The teachers’ supervisory roles were limited with large class sizes and overcrowding on desks, hence teacher performance was also affected.

Availability of classroom furniture and equipment, which included sitting and writing places, teacher tables, chairs chalkboards, teacher guides, and wall maps; form an important input for quality learning. The dearth of these facilities hindered effective teacher performance, particularly, when classes were overcrowded. A suitable classroom environment endowed with sufficient furniture supports the teacher in the teaching process; and makes learning interactive. Teachers’ guides were a prerequisite for effective curriculum implementation. This fact was supported and concurs with the findings of studies such as SACMEQ I and II (1998 and 2000 respectively), and MoE (Client Satisfaction Survey, 2005) whereby 96.2% of the pupils indicated that textbooks were meant for better use, and better performance. The earlier observation on inadequacies in provision of textbooks by Maasai (1984) and MoEST (2003) had been overcome by provision of funds during FPESP for learning materials.

When the teachers were asked their views on availability, adequacy levels, and distribution of textbooks, and other learning resources; 67.9% of the teachers reported that textbooks were adequate, 16.7% of the teachers said textbooks were very adequate, and 14.1% of the teachers said textbooks were inadequate. Teachers’ responses indicated that the sharing ratio for the textbooks was 1:2 for Mathematics, 1:3 for Kiswahili and English, and 1:4 for Science. This finding concurred with the findings done by MoE (2008) on End Term Evaluation of FPESP, MoE studies on Client Satisfaction Survey (2005), Midterm Report on Review of Quality Assurance and Advisory Services (MoEST, 2007), and National Rapid Monitoring Report (MoEST, 2005); SIMMU on Monitoring of Instructional Materials (MoE, 2006). This finding on availability and adequacy of text books and other learning resources indicates that pupils in lower primary have access to textbooks for all core subjects at the agreed rate of 1:3 except in Religious Education which ranged from 1:5 to 1:6. Through the observation schedule, it was observed that the teachers

had some of the textbooks remaining in the cupboards, not being used because the number of textbooks overwhelmed the number of pupils; as observed in 42.3% of the CCPS' classes visited.

The responses of teachers on the teaching / learning materials are indicated in table 4.15.

Table 4.15

Teacher Responses on Adequacy Levels of Teaching – Learning Materials

Teaching / learning Materials	Teacher responses in percentage (%)			
	Very adequate	Adequate	Inadequate	Not available
Exercisebooks	17.9	62.8	19.3	0.0
Pencils / pens	9.0	56.4	25.6	9.0
Rulers	7.7	38.5	28.2	25.6
Geometry sets	7.7	12.8	25.6	53.9
Erasers	9.0	33.3	24.4	33.3
Teachers' guides	19.2	71.8	7.7	1.3
Wall maps	7.7	21.8	23.0	47.5
Library books	9.0	41.0	28.2	21.8

Table 4.15 shows high percentages on the adequacy levels of the teaching / learning materials. Although there are inadequacies in areas of wall maps, geometrical sets, erasers and library books; these inadequacy levels have lower percentages than those of significant items in the teaching/ learning process such as exercise books, pencils/pens, rulers, teachers' guides erasers and library books.

Moreover, 80.7% of the teachers reported that the pencils and exercise books were provided by the school. Hence, availability and high adequacy levels of the teaching / learning materials boosted teacher performance, especially in presentation of content during the lesson as observed in 83.4% of the CCPS.

When the head teachers were asked on availability and adequacy of teaching- learning materials, all (100.0%) of the head teachers said that the teaching – learning materials were adequate, and that the level of adequacy was quite high leading to a Pupil: Textbook ratio of 1:1 in

Mathematics, and 1:2 in English, Kiswahili, and GHCRE; and, except Science where the Pupil: Text book ratio was 1:4 in 65% of the CCPS visited. The head teacher's view on pupil: text book ratio was evidenced and confirmed through the findings made through the observation schedule whereby in about 85.0% of the CCPS' classrooms visited for lesson observation, there were no issues in sharing of textbooks.

Most (67.8%) of the head teachers commended the GoK for releasing funds for textbooks to the schools, which made the distribution of textbooks good. All (100.0%) of the head teachers agreed that availability of textbooks and adequate distribution of these textbooks had improved pupil performance and achievement. Pupils had access to the textbooks, which made learning very easy. Due to availability and high adequacy levels of textbooks, teacher facilitation and presentation of the content was done without any difficulty. This was witnessed during lesson observation where most (88.7%) of the teachers had "excellent" and "very good" in mastery of content and lesson development on the measuring tool.

Although there were challenges brought about by increased enrolments as earlier reported by the teachers and head teachers; all (100.0%) of the head teachers reported that availability of textbooks improved teachers' performance during instruction. Teachers were able to present the content without any difficulty; and pupils were able to do homework, class exercises and assignments. Consequently, 90.5% of the head teachers felt that the major task before them as administrators was to inculcate a reading culture in the pupils by encouraging the pupils to commit themselves to reading and utilizing textbooks.

However, 87.1 % of the head teachers reported that the level of adequacy of textbooks was affected by those pupils who transferred from one school to another and disappeared with the text books without clearing with the former school. Some parents did not bother to replace textbooks lost or torn by their children. Head teachers (30.1%) reported that negative attitudes by both teachers and pupils towards teaching and learning hindered better performance and the utilization of the materials leading to a decline in levels of achievement among the pupils.

Whereas studies coordinated by MoE did not report much on provision of stationery, exercise books, physical facilities, utilization of teachers guides, classroom space and chalkboards; this study dwelt on all these aspects that influenced teacher performance. Hence, from the findings of this study, access to textbooks influenced teacher performance. This was seen in the teachers' mastery of content and teaching procedures; which were "very good" due to availability and adequacy of textbooks.

4.2.4 Staffing Levels among Teachers in City Council Primary Schools; and Teacher performance

Issues on teacher supply and demand have become a key concern in the teaching learning process. This is attributed to the fact that the staffing establishment is the key to efficient timetabling and effective deployment of available staff (Wanjala, 2009). Demand for teachers has increased with the increase in enrolment during the free primary era which led to large class sizes and high pupil – teacher ratio of 50:1 and beyond contrary to PTR of 44:1 in 2002 (Economic survey, 2008). Pupil- teacher ratio is viewed as a measure of the quality of education. The lower the PTR, the closer the pupil: teacher contact, and hence, better performance. Where there is no equity in teacher distribution, the schools with more and better qualified teachers will tend to perform better than those without. Loss of teachers through natural attrition, retirements, desertions and transfers of service, to other sectors are indicators of potential ineffectiveness in the performance of those left behind (Wanjala, 2009).

The Teachers' Service Commission (TSC) recruits, deploys and accredits teachers in public primary schools through the Provincial Directors of Education (PDEs) and District Education officers (DEOs). The challenge facing the TSC has been to ensure equity in teacher distribution and to maintain a balance in the teaching force especially during this era of the implementation of FPE.

When the head teachers were asked to give the CCPS approved teacher establishments, current numbers of teachers in the schools and state if they have teacher shortages. The findings revealed that all (100.0%) of the CCPS had an establishment of between 45 and 50 teachers, and the current number of teachers in the schools ranged between 16 to 43 teachers.

All (100.0%) of the head teachers stated that they had teacher shortages. The teacher shortage number ranged between 3 teachers to 40 teachers. This range revealed that teacher shortage was a serious issue and implied that there was deficiency in teacher deployment by TSC in Nairobi province. Further the teacher shortage affected teacher performance and efficient service delivery in the schools. Issues on teacher shortage have been recurring since the implementation of FPE in its first phase in 1974 to 1980s, and even in this 2nd phase of 2003 to 2008 (MoEST, 2004: Republic of Kenya, 2003: and Masaai, 1984).

When head teachers were asked for their opinion on posting of teachers to their schools since the time FPE was introduced, their responses are in table 4.16

Table 4.16**Head teacher Responses on Teacher Staffing Levels**

Head teacher Responses	Head teacher (N=96)	%
Never had adequate numbers	62	64.8
Posting of teachers has never been frequently done	10	9.9
Very few teachers are posted	9	8.6
Slow insignificant posting of teachers by TSC	8	8.8
No replacement of teachers	7	7.9
Total	96	100

The responses of the head teachers in table 4.16 on posting of new teachers to the CCPS reveal that there were still issues in posting of the teachers. The results concur on the fact that there were never enough teachers posted to CCPS to curb the problem of teacher shortages. The following responses revealed that there were never adequate numbers even with the fact that there were high PTRs (64.8%); the posting has never been frequently done (9.9%); very few teachers are posted to CCPS in Nairobi province, as the slots given to the province by TSC are minimal compared to other provinces (8.6%); there was a high rate of outgoing teachers through transfers, retirees and death which could not measure to the slow insignificant posting rate of teachers by TSC, leading to teacher shortages (8.8%). No replacements were made; and the fact that there were those on study leave and maternity leave, widened the teachers shortage gap (7.9%).

Hence all (100.0%) of the head teachers reported that the posting exercise by TSC has not helped much to ease the loading of teachers; and thus had not had a significant influence on teacher performance, as teachers were still teaching up to 38 lessons out of the 40 lessons per week, with over 100 pupils per class. In the study by Masaai (1984), the respondents blamed poor performance on understaffing leading to high PTR of 60:1. It was of concern that 24 years after the study (Maasai, 1984); public primary schools were still facing serious teacher shortages, which was affecting teacher performance. It is therefore of concern that TSC should review the recruitment and balance policy to ensure appropriate staffing procedures, and equity in teacher distribution at the primary school level.

When teachers were asked on whether those teachers posted to their schools provided a balanced teaching force, 88.5% of the teachers answered “No” and 11.5% of the teachers answered

“Yes”. When asked for the number of teachers posted to their schools since the introduction of FPE, the results were as indicated in table 4.17.

Table 4.17
Teacher Responses on Staffing Levels

Teachers posted(N)	Teachers (N=440)	%
1 - 3	95	21.5
4 – 6	143	32.6
7 and above	171	38.9
None	31	7.0
Total	440	100

The responses in table 4.17 indicates that there are quite a number of teachers (7 and above) who have been posted to CCPs since 2003, to post 7 teachers is minimal to make an impact on teacher performance. It also shows that some schools did not have new recruits as indicated in the response of “none” for 7% of the respondents. When teachers were asked the extent to which the new postings assisted in performing their work, the results are indicated in table 4.18.

Table 4.18
Extent to which New Posting Assisted Teachers in their Performance

Extent(teacher responses)	Teachers (N = 440)	%
To a large extent	157	35.7
To some extent	176	40.0
Not at all	107	24.3
Total	440	100.00

The observations in table 4.18 indicate that posting of new teachers to the CCPS assisted teachers in performing their work to a large extent (35.7%); and to some extent (40%). Hence, in practice, when new teachers were posted to a school, the workload of teachers was eased to some level, and even the PTR went down to some extent. On the other hand, in schools where posting of new teachers was not done, it was possible that the responses of “not at all” (24.3%) were possible. Hence, the posting and deployment of new teachers to CCPS did not help much to ease the workload of the teachers since the numbers posted were minimal and the percentage of the

teachers who responded “to some extent” (40.0%) plus that of “not at all” (24.3%) is high, indicating that the posting of teachers did not have much influence on teacher performance; taking into consideration the increase in the number of pupils and large class sizes in CCPS.

4.2.5 Ways in which the Abolition of Fees on Tuition and User Charges influenced Teacher Performance

The issue of abolition of fees on tuition and other user charges was first felt in public primary schools in 1978. According to Maasai (1984) the aim of abolition of fees was to facilitate free and universal seven years education which created access to primary schooling for all Kenyan children regardless of their socio-economic background. This increased access to primary school education which led to a massive enrolment.

However, in the 1980s, the GoK realized that the burden for education was too heavy and through the cost – sharing policy of 1988, parents had to finance education, as free primary education was no longer considered. Yet in 2003, through the strategies of the taskforce on implementation of Free Primary Education, fees were again abolished in public primary schools.

In this study, therefore, teachers and head teachers were asked their views on the GoK’s initiative to abolish all fees, levies, user charges on textbooks, writing materials, tuition fee and user charges on teacher tours and safaris, during the implementation of FPE. Most (90.0%) of the head teachers reported that there was a decline in teacher morale as there were no incentives. This reaction reduced the performance of the teachers and led to demoralization among the teachers which affected the performance levels. No extra time could be accorded to the pupils especially in cases of large class sizes which made work difficult. The teachers’ responses on the abolition of fees are indicated in table 4.19.

Table 4.19

Teacher Responses on the Abolition of Fees on Tuition and User Charges

Teacher Responses	Teacher (N)	%
Weak children not attended	89	20.2
Demotivated teachers	176	40.0
Increased workload	175	39.8
Total	440	100

Table 4.19 shows the reasons that made teachers to have mixed reactions when abolition of fees on tuition and user charges was announced. The results indicate that the teacher reaction influenced teacher performance to the extent that the weak pupils were not attended to, as reported by 20.2% of the teachers. This implies reduced morale among the teachers which led to a decline in teacher performance. Generally the reaction of the teachers to abolition of fees was negative, and most (40%) of the teachers were demotivated, and relaxed in their performance as the incentives that they used to get through fees on tuition and other user charges was no more.

4.3 Summary of the Chapter

This chapter dealt with data presentation, interpretation and discussion. The focus of the discussion was based on the research questions of the study. The findings of the study revealed the extent to which each factor discussed influenced the performance of the teachers in the implementation of FPE since 2003 to 2008. The interpretation and discussion of the findings showed that the factors that influenced the performance of the teachers included increased enrolments leading to large classes; availability and adequacy of physical facilities and teaching/learning materials; teacher qualification, training and experience; staffing levels in of teachers; and abolition of fees on tuition and other user charges.

Discussion of the findings of the study revealed that there was a variation in the extent to which each factor contributed and influenced teacher performance. For instance, increase in enrolment led to overloading and overworking of teachers. This made the teachers stressful and their morale declined – leading to low performance levels.

Availability and adequacy of facilities, and teaching / learning materials; influenced teacher performance both negatively and positively. This is due to the fact that, although the levels of adequacy of the textbooks were high, the actual observation indicated that inadequacy levels of facilities were high- which infringed on the performance of the teachers.

Head teacher and teacher professional qualifications were high, and their knowledge, skills, attitudes and competency levels contributed highly to teacher performance. This was observed during lesson presentation whereby the teachers had good mastery of content. Furthermore, head teachers reported that teachers who had attended in-service courses were more competent and there was a difference in the way that these teachers taught, handled and appreciated pupils. The findings on staffing of teachers revealed that the effort by TSC to post new teachers to CCPS did not help to ease the workload of teachers because the numbers posted were minimal and insignificant to have an impact on teacher performance.

Furthermore, the abolition of fees on tuition and other user charges led to a decline in teacher morale as there were no more incentives for their hard work; thus, teacher reaction reduced teacher performance, and made the teachers not to avail extra time for tuition to the weak pupils.

Hence, from the interpretation and discussion of the findings on the objectives of the study; and from the literature review, the factors that have influenced teacher performance since the implementation of FPE in 2003, include; increased pupil enrolment; posting and deployment of teachers; availability and provision of physical facilities and teaching /learning materials; teacher professional qualification and experience; and abolition of fees on tuition and other user charges in CCPS in Nairobi province.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into the following sections: summary, conclusions, recommendations and suggestions for further research.

5.2 Summary of the Study

The purpose of this study was to investigate the factors that influence teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003. The specific objectives of this study included:

- i. To examine ways in which increased enrolments has influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003;
- ii. To determine the extent to which the availability of materials, and facilities has influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003;
- iii. To establish how teacher qualifications, training and experience has influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003;
- iv. To examine the extent to which staffing of teachers has influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003;
- v. To identify ways in which the abolition of fees on tuition and user charges has influenced teacher performance in the implementation of FPE in CCPS in Nairobi province since 2003.

This study was conducted in 99 CCPs. The study drew samples from eight divisions and sixteen zones in Nairobi province. Only City Council Primary schools were considered for the study. Teachers of the lower primary school section (standard 1, 2, 3 and 4) formed the core respondents of the study. There were 460 teachers who participated in the study. Head teachers of the sampled schools participated in the study. Data were obtained by means of questionnaires, interview schedule, observation schedule (both for lesson presentation observation, and facility observation) and document study guide.

The design for the study was descriptive survey. The study was basically qualitative in nature although quantitative data were collected through the teacher questionnaire, head teacher interview schedule; facility and lesson presentation observation schedule; and document study guide. Qualitative data was analyzed through content analysis by categorizing data into themes as per the objectives of the study. Quantitative data was analyzed through descriptive statistics by use

of frequencies, tables, and percentages, which were also used in the presentation of the data. Discussion of the data linked the findings to literature review and practice; as per the objectives of the study.

5.3 Summary of the Findings

The following is the summary of findings of the study as per the objectives of the study:

Ways in which Increased Enrolment affected Teacher Performance

There were large classes of over 100 pupils caused by increase in enrolment of as reported by the head teachers. These large classes caused overcrowding in the classrooms; overloading and overworking of teachers, which made teachers to be stressed, and this led to low performance levels.

Availability and Adequacy of Physical Facilities and Teaching/Learning Materials; and Teacher Performance

The teaching – learning materials were adequate, and that the level of adequacy was high leading to a Pupil: Textbook ratio of 1:1 in Mathematics, and 1:2 in English, Kiswahili, and GHCRE; except Science where the Pupil: Text book ratio was 1:4 in 65% of the CCPS visited.

The adequacy levels of the facilities such as playfields, sanitation blocks, classrooms and classroom spaces were low as seen through the actual observation of the facilities. The classroom capacity levels were high with large class sizes, and overcrowding was an issue. This was confirmed by the number of pupils per desk which was 5 and above, as reported by the teachers.

Teacher Gender, Age, Professional Qualification, Experience and Training; and Teacher Performance

Most (88.6%) of the respondents who filled the instruments (the questionnaire and interview schedules) were female. For instance, 390 (88.6%) teachers out of the 440 teachers who filled the questionnaire were female as compared to 50 (11.4%) male teachers. Similarly, 84 (87.5%) of the 96 head teachers who responded to the items in the interview schedule were female as compared to 12(12.5%) of the head teachers who were male.

The results indicated that most of the teachers and all (100.0%) of the head teachers had taught for over 15 years. Experience is significant in enhancing the mastery and application of pedagogical skills, thus, improves teacher performance overtime.

As far as professional training was concerned; all teachers and head teachers had attained a professional status of "P 1" certificate level. All the teachers and head teachers were trained teachers, both at "P1" level and higher levels of professional training such as S1, diploma, under graduate and postgraduate levels. Training was both at pre-service and in-service levels. Trained teachers are the pillars of any education system as the quality of their teaching depends on the knowledge, skills, attitudes acquired during training.

Staffing of Teachers, and Teacher Performance

All head teachers reported that they had teacher shortages. The teacher shortage numbers ranged between 3 teachers to 40 teachers. This range revealed that teacher shortage was a serious issue. Teacher shortage affected teacher performance and efficient service delivery in the schools. Head teachers' report indicated that they had never had adequate numbers with the fact that there were high PTRs, and that the posting has never been frequently done; and that very few teachers are posted to CCPS in Nairobi province, as the slots given to the province by TSC are minimal compared to other provinces.

Ways in which the Abolition of Fees on Tuition and User Charges affected Teacher Performance

Most of the head teachers reported that there was a decline in teacher morale as there were no incentives. Such decline in morale led to demoralization among the teachers which affected teacher performance in a way that no extra time could be accorded to the pupils who were weak in large class sizes.

5.4 Conclusions of the Study

The following were the conclusions from the findings of the study:

Ways in which Increased Enrolment affected Teacher Performance

Increase in enrolment of pupils in CCPS led to large class sizes and high PTR which resulted to overloading and overworking of teachers. These led to low teacher morale, as the teachers were not able to deal with large classes. Thus, with large class sizes, heavy teaching loads and class work, teachers found it difficult to perform their duties and responsibilities adequately.

Availability and Adequacy of Facilities and Teaching Learning Materials

Teaching-learning materials especially textbooks were adequate and in some cases very adequate, with a Pupil: Textbook ratio of 1:1 in Mathematics, and 1:2 in English, Kiswahili, and GHCRE; and, except Science where the Pupil: Text book ratio was 1:4 in 65% of the CCPS visited. Availability and provision of textbooks meant more access to learning and improved

teacher performance. However, teacher performance was influenced by the inadequacies in facilities in the area of classrooms, classroom space, desks, toilets or sanitation blocks and playfields. Thus, the teacher could not attend to each pupil's immediate need during the lesson, and dealing with individual pupil differences in learning was an issue. Hence, in such situation, the teachers' supervisory roles were limited and teacher performance was affected.

Teacher Gender, Age, Professional Qualification, Training and Experience; and Teacher Performance

All teachers who participated in the study had attained the minimum professional qualification of "P1" certificate and some had a bachelor's degree. Hence, the respondents were professionally trained. Most teachers had attended different types of in-service courses depending on their subjects, and the in-service courses had helped them to improve in their teaching skills and professional development. Thus, the teachers were more competent in terms of knowledge, skills and attitudes, and in the way that they performed their duties and responsibilities.

Staffing of Teachers; and Teacher Performance

Posting of teachers was not as frequent as expected by head teachers. The issue of teacher shortage was serious in CCPS in the province. The posting exercise by TSC did not help much to ease the loading of teachers because the slots given to the province during recruitment of teachers were minimal. Teacher shortage was worsened by teacher transfers, retirements, deaths, maternity and study leave – which took long for replacements to be done; which influenced teacher performance. Teacher performance was at its worst in situations where the teachers in the CCPS had to handle two classes at the same time, in the same class (this happened in cases where one of the teachers was either sick or absent due to unavoidable circumstances). Class management and discipline at such moments were difficult to maintain.

Ways in which the Abolition of Fees on Tuition and User Charges affected Teacher Performance

Abolition of fees on tuition and user charges led to a decline in teacher morale as there were no incentives. This reaction reduced the performance of the teachers. No extra time could be accorded to the weak pupils especially in cases of large class sizes, which affected pupil performance.

5.5 Recommendations of the study

The following recommendations were drawn from the findings of this study:

Increased enrolment influenced teacher performance in many ways. The issues of over enrolment, and cross- transfer of pupils from one school to another, made it difficult for teachers to perform effectively. It is therefore, crucial for guidelines to be drawn on issues of enrolment and cross- transfer. There should be policy guidelines on enrolment that should be strictly adhered to and addressed in relation to class sizes, availability and adequacy of facilities, and CCPS teacher establishments. Such guidelines should give direction on the enrolment of pupils who are over age. Such category of children should be advised by the MoE, accordingly.

The level of adequacy of textbooks was found to be quite high. However, the area of facilities and the entire CCPS infrastructure needs to be addressed. For priority purposes, classrooms and classroom space, desks, and sanitation blocks, among others, need to be put in place. This is because large classes and overcrowding of pupils over these facilities impacts on teacher performance.

There is need to examine teacher academic qualifications' in individual subject grades in English, Mathematics, Kiswahili and Sciences; as these are the core and essential subjects for intellectual and mental development of the pupils at the primary school where the graduates of the TTCs are posted to transmit the knowledge, skills and attitudes; in the same subjects. Vetting of students in academic qualifications in English, Mathematics, Kiswahili, and Science before admission into TTC will ensure quality entry standard into TTC, and better levels of performance by teachers when posted to CCPS.

The focus on content and duration of in- service courses should be checked. In - service courses that focus on issues affecting the implementation of Free Primary Education should be given priority and adequate time as far as coverage of relevant content is concerned. Transfer of teachers who have been in- serviced should be minimized so that such teachers can utilize the acquired knowledge from the in- service courses in the schools of their deployment for effectiveness in performance. MoE should consider having guidelines on the minimum number of courses a teacher should attend in a particular subject during in- service courses, in order to have a balance and set standard for the relevant knowledge, skills and attitudes to be attained for professional skill development.

Teacher shortage has been a major issue in CCPS since the implementation of FPE in 2003. Nairobi province has the minimum number of slots during teacher recruitment. The gap in teacher establishments in schools is enormous. Hence, issue of teacher supply and demand should be

addressed. Recruitment of more teachers will ease teaching loads and large class sizes in CCPS, and will help teachers to perform effectively. Thus, the challenge facing TSC is to ensure equity in teacher distribution and maintain an effective balance in the teaching force. This is an area that TSC needs to re-think, re-plan and carryout a thorough re appraisal because a teacher who is overloaded and overworked will remain stressed and will not be efficient, and hence, cannot perform effectively.

Issue of abolition of fees on tuition in CCPS influenced teacher performance. Head teachers reported that there was a decline in teacher morale which reduced the performance of teachers once the tuition fee was abolished. This abolition of tuition fee affected teacher performance in such a way that weak pupils were not attended to as teachers relaxed in their performance. Thus, there is need for the issue of tuition to be resolved to reinforce teacher performance in CCPS.

5.6 Suggestions for Further Research

The following are the areas drawn from the findings of this study and may be considered for further research.

- i. An investigation into the factors that cause fluctuation in enrolment rates and its impact on teacher performance in CCPS in Nairobi province.
- ii. An investigation into the influence of cross – transfers among pupils on pupil performance in CCPS in Nairobi province.
- iii. An investigation into the utilization of funds dispersed by MoE for construction of facilities and general infrastructure in CCPS in Nairobi province.
- iv. An investigation into the factors that influence equity in teacher deployment in public primary schools in Kenya.
- v. An investigation into the influence of tuition learning on pupil performance in public primary schools in Kenya.

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APPENDIX A

LETTER OF INTRODUCTION

Rosemary K. Imonje
Department of Education Administration and Planning
College of Education and External Studies
University of Nairobi
P.O box 30197
NAIROBI
25th May, 2008

Dear Sir/ Madam.

Ref: Data Collection Process

I am a lecturer at the University of Nairobi conducting research for my doctoral studies. The topic of research is on "Factors that influence teacher performance during the implementation of free primary education in public schools in Nairobi province Kenya". At the moment I am collecting data on the above area of research.

I kindly request you to assist me by availing the most relevant information as per the item in your relevant instrument of data collection; whether the questionnaire or interview schedule or observation schedule or document analysis guide.

Thanks so much for your cooperation

Yours faithfully

Rosemary k. Imonje.

APPENDIX B
INTERVIEW GUIDE FOR THE HEAD TEACHER

1. What is the name of your school, division and zone?
2. What is your age bracket?
3. What is your highest academic education level?
4. What is your highest professional /qualification?
5. How long have you been teaching?
6. How many years have you been a head teacher?
7. What was your reaction to the implementation of FPE in public primary schools in 2003 in comparison to what was initially happening in these schools?
8. There were several strategies that were set to facilitate the implementation of FPE in 2003. Are you aware of these strategies? To what extent have these strategies been implemented in your school?
9. What was the reaction of the teachers to the implementation of FPE in 2003.
10. In what ways did the implementation of FPE affect teacher performance especially at lower primary level?
11. What is the approved teacher establishment for the school according to the curriculum based establishment?
12. How many teachers do you currently have in the school?
13. Do you have shortage of teachers? If yes how many are you short off.
14. How many of your teachers have gone through in – servicing training?
15. How has the in-servicing training improved teacher performance especially in dealing 3with pupils with special needs?
16. How beneficial has been the training (in question 15) to the pupil performance?
17. Do you have a homework policy in your school?
18. If yes to question 17, how many homework assignments are given by the teachers per term in mathematics, English, Kiswahili and science?
19. How do you rate the quality of your teacher performance in mathematics, English, Kiswahili and science?
20. In your opinion has the introduction of free primary education increased the teaching load of teachers?

21. What can you say about the posting of teachers to your school since the implementation of FPE in 2003?
22. How has the posting exercise by TSC assisted in teacher performance in your school since 2003?
23. What professional support do you give to your teachers?
24. In which ways do you regard classroom and entire school activities as an important contribution in teacher performance?
25. What is the level of adequacy of learning resources you have received from the government/
26. What are your views to the distribution of teaching materials and facilities in the school?
27. What is the impact of the provision of learning resources and materials on pupil performance?
28. Overall, how satisfied are you with the quality of teaching and learning in your school?
29. How has the abolition of all fees, levies, user charges on textbooks, writing materials, tuition fee, increased teacher morale and performance in your school?
30. What problems have the teachers encountered in performing their duties and responsibilities and even in normal teaching sessions, since the implementation of free primary education?
31. How have the problems in question 29 impacted on the provision of quality free primary education?
32. What could be the possible solution to the problems in question 30. Above?
33. Overall, how satisfied are you with the progress in the implementation of free primary education programme in your school.
34. What is your comment on the attainment of UPE through the implementation of FPE by the year 2015?

Thank you for your cooperation and time given to the teachers to respond to the questionnaires.

APPENDIX C

QUESTIONNAIRE FOR THE TEACHER

INSTRUCTIONS

Please put a tick / fill in the blank space against the information most applicable to you.

Please answer all questions honestly.

PART A: Demographic Characteristics.

1. Indicate your gender? Male..... Female.....
2. School Zone..... Division.....
3. Indicate your age bracket (tick appropriately)
 - a). 20 - 30 years.
 - b). 31 - 40 years.
 - c). 41 - 50 years.
 - d). 51 - 60 years.
 - e). 60 - 70 years.
- 4). What is your highest academic education? (tick appropriately).
 - a). Primary School leaver.....
 - b). Secondary School leaver.....
 - c). College level (Indicate whether diploma / certificate).....
 - d). University level.....
- 5). Indicate your professional teaching qualification (tick appropriately).
 - a). P1 b). P2 c). P3 d). P4 e). S1 f). B.Ed g). untrained
 - h). M. Ed i). Other.....
- 6). For how long have you been a teacher (tick appropriately).
 - a). less than one year
 - b). 1 – 5 years.
 - c). 6 – 10 years.
 - d). 11 – 15 years
 - e). 16 – 20 years.
 - f). over 20 years.

- 7). Who is your employer? (tick appropriately).
- a). Teacher's Service Commission.
 - b). School Committee / Parents – Teacher Association.
 - c). Other (specify).....

PART B: Teaching and Learning (Process of Implementation of Free Primary Education and Teacher Performance).

- 8). Are you a class teacher (tick appropriately)
- a). Yes b). No.

9). Indicate with a tick the classes you teach regularly and also tick the subjects you teach in each of the classes.

Classes Taught Regularly	Number of pupils		Subjects taught			
	Boys	Girls	Kiswahili			
1						
2						
3						

10). Indicate the number of children in your class with the following challenges.

Type of challenge	No. of pupils with challenges		
	Std 1	Std 2	Std 3
Intellectually gifted / talented			
Visually Impaired			
Hearing Impairment			
Emotional Disturbance			
Physically Handicapped			
Other (specify)			

11. Have you attended pre-service teacher training course?

a). Yes b). No.

12). If yes to question 11 above, to what extent did the teacher training prepare you to handle children with special needs? **(tick appropriately)**.

a). To a large extent b). To some extent c). Not at all.

13). How many in-service courses have you attended?

.....

14). In line with question 13, list all the in-service courses that you have attended

.....

.....

15). To what extent has the in-service training improved you teaching and class management (especially in handling children with special needs)?

a). To a large extent b). To some extent c). Not at all.

16). In line with question 15, list areas you have improved in most as a result of going through an in-service course.

.....

.....

17). How many periods do you teach per day and how long are these periods?

Subject	No. of periods per day	No. of minutes per period

18). How many hours per week do you spent in lesson preparation?

.....

19). List all learning activities that you use during teaching.

.....

.....

.....

20). What teaching methods do you use most when you are teaching?

.....

21). To what extent do you give class exercises? (tick appropriately)

- a). To a large extent (at the end of every subject lesson in a day) b). To some extent (once in a while)
 c). Not at all .

22). Does your school have a homework policy? (tick appropriately).

- a). Yes b). No.

23. If yes to question 22, how many assignments do you give your pupils per week in the following subjects

Subjects	CLASSES		
	Std 1	Std2	St3
Mathematics			
English			
Kiswahili			
Science			

24. How many tests do you give per term in the following subjects.

Subjects tested	CLASSES		
	Std 1	Std 2	Std 3
Mathematics			
English			
Kiswahili			
Science			

25. How would you rate your pupils performance during end of 1st term examinations I the subjects listed below

Subjects assigned	Excellent	Very good	Good	Fair	Poor
Mathematics					
English					
Kiswahili					
Science					

26. List the specific reasons for the performance attributed in each subject in question 25. above:

- a) Mathematics
- b) English.....
- c) Kiswahili
- d) science

27. How has the implementation of free primary education influenced the way you have been performing your duties and responsibilities in the classroom and in the school at large?

.....

.....

.....

28. Overall, how satisfied are you with the quality of teaching/learning in your schools.

- a. very satisfied
- b. satisfied
- c. indifferent
- d. dissatisfied
- e. very dissatisfied
- f. Not applicable.

PART C: Provision of personnel, teaching-learning materials, facilities and equipment.

29. Indicate the adequacy of the teaching/learning materials and facilities in your school.

Resources	Very adequate	Adequate	Inadequate	Not available
No. of classroom				
Classroom space				
Playfields				
Sanitation blocks				
Chalkboards				
Chalk				
Exercise books				
Pupils textbooks				
Pencils/pens				
Rulers				
Geometrical sets				
Erasers				
Teachers guides				
Wall maps				
Library books				

30. Indicate by ticking the state of the classroom

- a. Permanent
- b. Temporary
- c. Muddy

31. Fill the most correct answer for each of the following questions:

- a. Classroom capacity (no. of pupils per class).....
- b. Furniture: number of desks per class
- c. Number of pupils per desk
- d. Numbers of exercise books per pupil
- e. Number of textbooks per subject, per class
 - i. mathematics – std 1 -----std 2 ----- std 3 -----
 - ii. English – std 1 -----std 2 ----- std 3 -----
 - iii. Kiswahili – std 1 -----std 2 ----- std 3 -----

iv. Science – std 1 -----std 2 ----- std 3 -----

f. Number of pupils sharing textbooks in the following subjects

i. Mathematics

ii. English

iii. Kiswahili

iv. Science

g. Indicate other tuition materials given to the pupils by school

.....
.....

32. to what extent do you use instructional materials as set out in the inspectors handbook

(tick appropriately)

a. to a large extent

b. to some extent

c. not at all

33. Do you have teachers who have been posted to your school since the introduction of free primary education in 2003? a). yes b). No.

34. If yes to question 33 above, how many new teachers do you have in your school?

.....
.....

35. To what extent has this posting of new teachers in your school assisted you in performing your work?

a). to a large extent b). to some extent c). Not at all.

36. List the ways in which teacher performance has been affected by the implementation of free primary education

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

PART D: Abolition of all levies, fees, user charges on textbooks, writing materials, tuition fee, teacher tours and safaris.

37. What are your views on the government's initiative to abolish fees on tuition, levies and user charges on teacher tours and safaris since the implementation of FPE in 2003?.

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.....
.....

38. How did the abolition of these charges and tuition fees affect teacher performance?

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.....

39. What problems have you encountered in your performance as a results of implementation of FPR since 2003?

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.....

40. What solutions would you offer to the problems in Q16 for successful implementation of FPE?

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.....

41. What other comments do you consider important in successful implementation of free primary education?

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.....
.....

Thank you for your cooperation.

**APPENDIX D
OBSERVATION SCHEDULE**

PART A: Lesson observation schedule

ITEMS	COMMENTS				
	Available	Not available	Final remarks		
Lesson preparation (20 marks)					
Schemes of work/goals/objectives					
Lesson plan (concurs with schemes of work/ objectives, sequence of content (10 marks)					
Teaching / notes (sequence of key issues) 10 marks					
Teaching aids/ materials (preparation, presentation and relevance to subject and lesson) 10 marks					
Lesson presentation / development 50 marks	Excellent	Very good	Good	Satisfactory	Poor
Mastery of content					
Methods of teaching					
Learner involvement					
Class organization					
Checking/marking pupils class work					
Assessment methods					

PART II: General observation on materials and facilities.

Class	State of class; permanent/muddy	No. of desks	No. of pupils per desk	Pupil- teacher ratio	Class size
1.					
2.					
3.					

Stationery: the following table shows number of textbooks per class and number of pupils sharing each textbook;

Class	Subjects									
	Kiswahili		English		Mathematics		GHCR		Science	
	No. of books	Sharing ratio	No. of books	Sharing ratio	No. of books	Sharing ratio	No. of books	Sharing ratio	No. of books	Sharing ratio
1.										
2.										
3.										

APPENDIX E

DOCUMENT STUDY GUIDE

TYPE OF DOCUMENT	AVAILABLE	COMMENTS
Policy document		
Syllabus		
Teacher staffing records		
Memo's on FPE and teacher performance		
Circulars, pre-service and in-service records		
Admission and enrolment		
Progress pupil reports		



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