

**FACTORS INFLUENCING IMPLEMENTATION OF FREE PRIMARY
EDUCATION PROGRAMME IN MBEERE NORTH DISTRICT, KENYA**

BY

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DECLARATION

This research report is my original work and has not been presented for a degree award in any other University

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DEDICATION

This research is dedicated to my wife Casty and my four children Dennis, Winnie, Kenneth and Vincent for their inspiration, support, encouragement and understanding throughout the research period and to my parents for making me pursue education at a very young age.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EFA	Education for All
FPE	Free Primary Education
KANU	Kenya African National Union
KIE	Kenya Institute of Education
MDGs	Millennium Development Goals
MOEST	Ministry of Education, Science and Technology
NARC	National Alliance Rainbow Coalition
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education

ABSTRACT

The purpose of this study was to determine the factors influencing the implementation of free primary education in Mbeere North District. The objectives of the study were to; determine the effect of availability of learning and teaching resources on the implementation of Free Primary Education (FPE), establish the effect of teacher pupil numbers on the implementation of FPE, determine the effect of fund allocation on the implementation of FPE and to establish the effect of management on the implementation of FPE. A descriptive survey design was used and 184 respondents comprising of 20 head teachers and 160 teachers from 20 primary schools, 3 quality assurance and standards officers and 1 administrator were used. Data was collected using questionnaires and interview schedules. Statistical Package For Social sciences was used for data analysis and descriptive statistics was used to analyze quantitative data and tables were used to present data. The study established that the availability of teaching and learning resources influenced the implementation of FPE to some extent as lack of some materials as textbooks and exercise books made it difficult for the learning process to continue smoothly. The study established that the teachers workloads was also a major influence of FPE implementation as most of the schools did not have enough teachers and enrolment levels had increased with the introduction of FPE. Further, the effective learning was a challenge as the teachers complained of the high number of pupils who needed much more attention that could be provided. The study established that allocation of funds affected the implementation of the FPE as the amount allocated per child by the Government was not adequate. The study also established that management influenced the implementation of FPE as the respondents indicated that the procurement of goods was done according to the Procurement Act and funds were to a large extent managed without corruption. It is recommended that the Government should increase the allocations for the purchase of the teaching and learning resources for effective implementation of FPE; the Government should post more teachers to Mbeere North District for effective implementation of FPE; the Government should consider increasing funds allocation towards the FPE and head teachers need to be trained on financial management for effective implementation of FPE.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (World Bank, 1998). UNESCO (2005) argues that the level of a country's education is one of the key indicators of its level of development. In realization of the important role which education plays as an agent of National development and globalization, there has been agitation for more functional and qualitative education all over the world. This agitation and concern for quality education is reflected in the inauguration of Education for All (EFA) in Jomtien (Thailand) in 1995 and Dakar in 2000 (Government of Kenya, 2005). This was followed by a meeting called by the 56th General Assembly of the United Nations to discuss the implementation of the Millennium Development Goals (MDGs) number 2 which is achieving universal primary education.

Free primary education (FPE) was viewed as a step toward achieving universal basic education and as part of scaling up poverty reduction. The removal of school fees contributed to poverty reduction by ensuring universal access to basic education, which in turn could help break the cycle of poverty. Schooling costs for families are a major constraint to achieving UPE (UNESCO, 2005). Direct costs can include general fees, examination fees, salary top-ups, textbooks, materials, uniform, feeding, transportation, sports and culture. Indirect costs are the opportunity cost of labour at home or work. By eliminating direct costs of schooling, families could send their children to primary school, thus increasing demand.

However, at the global level the United Nations came up with a target that all member states should achieve. They include: ensuring that by the year 2015 all children particularly girls, children in difficult circumstances and those belonging to the ethnic minorities have access to a complete free compulsory and good quality primary education; ensure that the

learning needs of all young people and adults are in line with the MDGs; eradicate extreme poverty and hunger, and achieve universal primary education by 2015 (UNESCO, 2001)

Kenya as one of the signatory countries was compelled to implement this UNESCO (2001) mandate to provide high standard and good quality primary education for every child. In 2003 president Kibaki launched the Free Primary School Education (FPE) as strategy to bring quality education to every child. The key concerns for the government were access, retention, equity, quality and relevance, and internal and external efficiencies within the education system (Achoka, Odebero, Maiyo & Mualuko, 2007). The Government has since shown her commitment to the provision of quality education and training as a human right for all Kenyans through the introduction of Free Primary education despite acceptance of the teething problems.

The journey to the provision of free primary education can be dated back to 1974 before it was later scrapped by the Moi regime as a result of the structural adjustment programme (Sifuna, 1990). However, a political transition that took place in Kenya after the December 2002 elections when the political party (KANU) that had ruled since independence lost to the opposition party National Rainbow Coalition (NARC). Just before the elections, the major opposition parties formed a coalition (NARC) that eventually won. During its campaigns, NARC promised to offer free primary school education. And true to its promise, after taking over in December 2002, through MoEST, the NARC government introduced FPE in January 2003. And as was expected in a country where a substantial proportion of children were out of school, the response was overwhelming (Asyago, 2005). According to UNESCO's assessment report of FPE in Kenya after the introduction of FPE in Kenya in 2003, an additional 1.5 million children were able to attend schools for the first time (UNESCO, 2005). The free primary initiative had been key in enhancing access, retention and quality at the primary level as propagated by the Ominde Education Report (Government of Kenya, 1964). The challenge that emerged for the government was to ensure that pupils graduating from primary school access secondary education. However, today it is reported that more and more students are dropping out of school leading to the questions as to what are the challenges facing the effective implementation FPE in Kenya.

Studies from other countries have shown that the implementation of FPE has faced many challenges. Omotayo, Ihebereme and Maduewesi (2008) identified the challenges as poor implementation strategy, management and lack of quality assurance as responsible factors for the failure to realize the goals of UBE (Omotayo, Ihebereme and Maduewesi, 2008). According to Egwu (2009), other problems facing primary education are: wide disparity between the expected school enrolment and the actual enrolment. Poor management of information leads to conflicting statistics about the number of primary schools. Other challenges according to Omotayo et al., (2008), include: financial problems, incompetent teachers, overcrowded classrooms, narrow curriculum content, high rate of drop-outs and lack of quality control. These problems then led to the decline in standard at all levels of Education.

1.1.1 Free Primary Education in Kenya

In January 2003, less than a month after assuming office, the new Kenyan government led by President Kibaki acted to fulfill one of its major election pledges by launching a Free Primary Education (FPE) programme. The initiative had a straightforward, but ambitious, purpose: to make primary schooling accessible to all young Kenyans of appropriate age, wherever they lived and whatever their family circumstances. A cost-sharing scheme, introduced during the late 1980s as part of an IMF-promoted structural adjustment programme, was abandoned; henceforth, the public schools were required to provide primary education entirely free of all user charges.

The 2003 programme (FPE 2003) was not the first initiative directed at the achievement of free, universal primary education in Kenya. There had been two predecessors: the first in 1974, launched by President Kenyatta (FPE 1974); the second in 1979, launched by President Moi shortly after he assumed office following Kenyatta's death (FPE 1979). Response to both initiatives was immediate and massive: in 1974, the Grade 1 intake shot up by more than 150 percent; in 1979, it increased by more than 60 percent. Very quickly, however, these impressive initial gains were heavily eroded, largely as a consequence of their negative effects on quality. Dropout from both the 1974 and 1979 intakes, and likewise from their successors, was huge. By the time the 1974 intake reached Grade 5 it

had lost 55 percent of its original members; while over the same span, losses from the 1979 intake amounted to 45 percent. Both programmes brought about substantial enrolment increases in the Grade 1 intakes, but by the time the cohorts reached the higher grades their impact had virtually disappeared. (Oketch and Rolleston, 2007; Somerset, 2009). Neither programme came near to achieving universal participation over the full primary cycle. In its election manifesto during the run-up to Independence in 1963, the incoming government had promised free education for a minimum of seven years (Sifuna, 2007). But universal access remained, in Mukudiø (2004) phrase, a 'persisting illusion'

The FPE (2003) initiative focuses on attaining Education for All (EFA) and was referred to as Universal Primary Education (UPE). Key concerns are access, retention, equity, quality, relevance, internal and external efficiencies within the education system (MOEST, 2005). The Ministry of Education (MOE) is mandated with this mission and it works with the stakeholders, to provide, promote and coordinate quality lifelong education training and research for Kenyans sustainable development and responsible citizenry. The ministry is responsible for providing appropriate regulatory framework, developing policies and guidelines, providing support, mobilizing resources for education sector inputs and coordinating human capital development through education and training. The decision by the NARC Government to provide free education to all the children of Kenya was a noble, but challenging to undertake.

The removal of school fees contributed to poverty reduction by ensuring universal access to basic education, which in turn could help break the cycle of poverty. The implementation of free primary education is viewed as the first step towards achieving Education for All (EFA) and some of the Millennium Development Goals (MDGs). It is a significant intervention in Sub-Saharan Africa, which is lagging behind in achieving universal primary education (UPE) (UNESCO, 2005). During the 1990s many countries, including Kenya, eliminated primary school fees in order to provide their people with free primary education. The results were dramatic: by reducing the direct costs to households, enrolment increased by sizable margins (King, 2005). The challenge that Kenya now faces is to reform their educational systems to accommodate the increase in enrollments so that

schools can provide good-quality primary education to all. In Kenya free primary education was a central issue in the political discussions that led to multi-party elections or the transition to multi-party democracy.

Free primary education was the key election issue on which the NARC government came into power. Key issues in introducing FPE included maintaining the social contract with the electorate, establishing quality education, and developing the capacity to implement and sustain FPE. The starting point for free primary education in Kenya was such that the gross enrollment rate rose from 50% in 1963 to 115% in 1987 before dropping to 85% in 1995. The government is responsible for covering the costs of facilities, textbooks, materials, and salaries. The government provides per capita grants to schools. Feeding programmes are provided only in the arid and semi-arid areas and in the City slums. But the provision of free primary education has not been without challenges ranging from i) overcrowding, ii) declining education standards due to large teacher pupil ratio, iii) shortage of teachers and iv) mismanagement of FPE funds (Otieno and Colclough, 2009).

1.2 Statement of the Problem

A few countries in Africa have implemented the free education policy before Kenya with mixed cases of success, problems and challenges. Some countries have challenged the policy, with Nigerians labeling UPE in the 1980 as the 'Unfulfilled Promise Education' (Csapo, 1983). In Malawi for instance the FPE led to overcrowding in classes besides an acute shortage of teachers. It is equally noted that the introduction of FPE led to declining quality of education in majority of the implementing countries such as Nigeria, Malawi among others (Csapo, 1983).

Several researchers have questioned why poor pupils are still enrolled in fee-paying non-state schools in spite of existing policies of free primary education (FPE) in several countries in sub-Saharan Africa (Tooley, Dixon and Stanfield, 2008; Adelabu and Rose, 2004). These researchers argue that this situation contradicts the widely accepted notion that free public education is a necessary means to realizing the Millennium Development Goals (MDGs). Tooley *et al* (2008) emphasize that even in the more recent success stories

such as in Kenya where FPE has been declared a success in widening participation, the reality of a fee-paying private education sector that charges low fees and sets out to meet the needs of the poor is an indication of inadequacies of state education.

The increase in enrolment has occurred in the background of unexpanding infrastructure and support facilities (GoK, 2005). This has seen several facilities being overstretched, including the human resource which is actually thin on the ground. The Free primary education was not adequately planned and resourced and thus had the consequences of increased drop-out and falling educational quality as is illustrated in Table 1 where the performance is below average.

Table 1.1 K.C.PE Candidates in Mbeere North District (2007-2011)

Year	Boys	Girls	Total	Annual Percentage Growth rate of Candidates
2007	1,003	1,034	2,037	-
2008	922	983	1,905	-6.48
2009	932	947	1,879	-1.36
2010	877	970	1,847	-1.70
2011	969	1,081	2,050	10.99
Annual Average	940.6	1003	1943.6	0.36

Source:DEO Office-Mbeere North, Researcher's Computations (2012)

From the experience of other countries and similar to the current situation in Kenya, this study seeks to determine the challenges facing the implementation of FPE in Mbeere North District, Kenya. While these studies highlight the challenges of FPE implementation, most of the studies were on the management challenges. Further, the studies were carried in other districts but not Mbeere North District. In this study the researcher sought to establish the challenges facing the implementation of FPE in Mbeere North District.

1.3 Purpose of the Study

The purpose of this study was to determine the challenges facing the implementation of FPE in Mbeere North District.

1.4 Objectives of the Study

The objectives of the study were:

1. To determine the influence of availability of learning and teaching resources on the implementation of FPE in Mbeere North District
2. To establish the influence of teachers workload on the implementation of FPE in Mbeere North District
3. To determine the influence of funds availability on the implementation of FPE in Mbeere North District
4. To establish the influence of schools management on the implementation of FPE in Mbeere North District

1.5 Research Questions

The research questions of the study were:

1. What is the influence of availability of learning and teaching resources on the implementation of FPE in Mbeere North District?
2. What influence does the teacher's workload have on the implementation of FPE in Mbeere North District?
3. What is the influence of funds availability on the implementation of FPE in Mbeere North District?
4. What is the influence of schools management on the implementation of FPE in Mbeere North District?

1.6 Significance of the Study

It is hoped that this study will provide valuable insights to the government, head teachers of primary schools, development partners and the communities on the effects and challenges likely to be encountered during the implementation of the FPE initiative.

The findings of the study will provide the Ministry of Education with data on how primary school head teachers are implementing FPE. In turn, the Ministry of Education may be in a position to analyze these strategies and establish their effectiveness, in order to take effective measures regarding the implementation of FPE at school level.

By investigating the challenges faced by head teachers, the government is likely to be in a position to come up with strategies to improve the managerial skills of head teachers in order to be more effective in the implementation of the programme.

To the head teachers and teachers, the study could act as a self-assessment tool. Head teachers and teachers could benefit from the study in that they are likely to acquire information to guide them on the need to sharpen their skills in dealing with challenges of FPE for example through further training. The study will contribute through the development of fresh knowledge which the head teachers can use to deal with the emerging challenges in the course of the implementation of free primary education.

The study will assist education planners and enable Quality Assurance Officers during their visits to schools to give proper guidance to the schools managers on the best approaches of handling the emerging challenges while implementing the FPE programme. Study findings will assist the donors and other well-wishers in assessing the level of needs in the implementation of the programme. The study will also add to the body of knowledge of primary education management and education change management besides filling gaps in research which could prompt other researchers to do similar studies in other regions or levels of education.

1.7 Basic Assumptions of the Study

The study was carried out on the basis of the following assumptions:

- i) That all the respondents gave genuine, truthful, and honest responses to the questionnaires.
- ii) Those public primary schools administrators faced challenges related to the implementation of free education primary programme.
- iii) The information obtained from the study will represent the target population

1.8 Limitations of the Study

The study was limited by the fact that it is not possible to control some intervening variables. For example, there could have been variation in the capacity of the head teachers due to experience and training. Some have more work experience and can handle the challenges better than others and therefore the generalization of findings to all schools needed to be considered basing on this possible diversity. To overcome this, the researcher employed random sampling technique and collect data from a large proportion of respondents.

In data collection, the study relied on questionnaires, which included self-assessment measures for head teachers. As pointed out by Sharma (2008), research has shown that individuals tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits. This means that some head teachers may overrate their competence in some areas of school management, which may lead to the wrong conclusion that implementation of free primary education is not being faced with challenges. To overcome this, the researcher collected data from teachers, and Quality Assurance and Standards Officers to see whether they corroborated information given by head teachers.

The study was conducted over a short period of time the researcher may not collect a lot of data for the study

1.9 Delimitations of the Study

The study was restricted to implementation of FPE in Mbeere North District only. This is because since the introduction of the FPE in 2003, the district has had a continuous trend in poor academic performance in KCPE examinations over a number of years as compared to other districts in Kenya. Attention focused on public primary schools in the district. The study covered those people directly involved in implementation of FPE policy. They include the teachers and the head teachers and the quality assurance and standards officers. The study assessed the teaching/learning resources, availability of funds, the teacher workload and management. By so doing, it was possible to collect data on teaching and learning resources, funds, management and teachers shortage.

1.10 Definition of Significant Terms

- Challenge** Refers to problems or difficulties encountered in the process of implementing free primary education, which could negatively impact on quality of education.
- Implementation** Refers to the carrying out or execution of a given plan, in this case the free primary education policy in a successful manner. In implementing the free secondary education policy, the head teacher coordinates various activities and manages the material and human resources in the school in such a way that the policy is effectively implemented.
- Free Primary Education** Refers to the waiver of all forms of contributions to education by the parents in the primary school level. The government shoulders the financing of education. This applies to the public schools only.

1.11 Organizations of the Study

The research is organized into five chapters. Chapter one which is the introduction focuses on the general background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study and definition of significant terms. Chapter two contains literature review and reviews relevant literature on the FPE, rationale of FPE, funding for FPE, availability of teaching and learning resources, theoretical and conceptual frameworks. Chapter three consists of methodology and highlights research design, target population, sampling techniques, data collection instruments and data analysis techniques. Chapter four contains data analysis, presentation and interpretation of the results analyzed and is organized following research objectives. Lastly, Chapter Five summarizes the findings of the study, discussion, conclusions and recommendations based on the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A few countries in Africa have implemented the free education policy before Kenya with mixed cases of success, problems and challenges. Some countries have challenged the policy, with Nigerians labelling UPE in the 1980 as the *Unfulfilled Promise Education* (Csapo, 1983). Understanding the challenges facing the implementation of FPE policy will be an important aspect of this study. To review, overview of FPE the challenges of FPE policy in Kenya, it will be vital to look at the history of the education system, the government motivation towards the policy changes, the effects on funding, availability of teaching and learning resources, teachers workload due to high enrolment, and the management of the FPE at the school level. It will be necessary also to review experiences of countries already operating the new policy. The theoretical and conceptual frameworks of the study are reviewed in the chapter.

2.2 Overview of Free Primary Education

The initial adjustment and revitalization of education in Kenya in early 1980s was due to internal and external forces. The World Bank and the international community wanted the government to cut expenditure and adhere to structural adjustments programmes while the social sector oriented professionals (including teachers) wanted allocation of more resources to make education more effective (IPAR, 1999). The world conference on EFA held in Jomtien, Thailand and the Dakar Conference, in Senegal (2000) have sparked a paradigm shift in the education sector. Education quality and gender disparity have been barriers to accessing education (Boyle et al, 2002). For every 100 boys out of school, there are 115 girls in the same situation (State of Worlds Children 2006). UNICEF notes sadly that one out of every five girls in school is unable to complete primary education; moreover, countries charging fees tend to have the largest number of girls out of schools

(Save the Children, 2005). The government argues that compulsory FPE is the first solution to ensuring an equal chance to boys and girls to attend schools.

Universal Primary Education has, since 2000, been a goal for most countries worldwide. World Bank (2004) notes that when fees were abolished in Malawi (1994), enrolments went up by 51% and in Uganda they went up by 70% in 1996. Cameroon (1999) saw an increase from 88% to 105% while in Tanzania (2001); rates soared from 57% to 85%. In Kenya, the rates went up by 104% after the new policy was introduced in 2003 (MOEST, 2005). Though the government continues to quote these success figures, dropout rates in public primary schools have increased due to unfriendly learning environments, poverty levels, child labour and impact of HIV/AIDS (Ayieke, 2005). Other factors affecting enrolment include limited number of schools within easy walking distance, absence of female teachers and failure to provide separate toilet for female students (World Bank, 2004). Limited numbers of schools offering the full cycle of primary education and perceived low returns for schooling in labour markets are other factors. The current FPE system suffers from high rates of wastage through dropouts and repetitions (GoK, 2005).

Lessons from massive expansions of primary schools in the 1980s and 1990s show that expanding rapidly can compromise quality, reflected in high enrolments but low achievements (WDR, 2007). After the introduction of FPE in Kenya, an additional 1.5 million students were able to attend schools for the first time (MOEST, 2005). The World Bank emphasizes on improving the balance between expanding primary education enrolment and ensuring a minimum standard. While citing the cases of Morocco and Namibia, it stated that, "many of the large number of adolescents completing primary education do not know enough to be literate and numerate members of the society (WDR, 2007). Congestion in classes, unbalanced PTR and poor infrastructure has affected the quality of education with some parents moving children to private schools. Some Kenyans believe that teachers who did not receive fees from parents did not feel as accountable for working hard (Tooley, 2004). While the government continues to receive credit on the increase in enrolment and availability of textbooks in schools, with pupil to textbook ratio

at 2:1 in some schools (MOEST, 2005), the EFA global monitor reports that the quality of education remains poor in most in sub-Saharan countries including Kenya. Nigeria has implemented FPE on and off since the 1950s and by 2003, literacy level was still at 55% (Ajetomobi and Anyanwale, 2005).

2.3 Free Primary Education in Africa

One of the most widely heralded educational policy reforms of the past few years has been the elimination of primary school fees in countries where pupils and parents have been responsible for such costs. Consistent with the goals of Education for All (EFA), international organizations and national governments in many Sub-Saharan African countries have joined together to increase access to schooling by abolishing fees and other mandatory contributions.

The Shanghai conference of 2004 on Primary Education for Poverty Reduction concurred that most government policies on FPE were political initiatives implemented hurriedly with little time for detailed planning. Kenya, Malawi and Lesotho were cited as emergent multiparty democracies where FPE was a key election issue that propelled new governments into power. The Malawi president pushed for FPE despite opposition and suggestions that to implement it in phases. He claimed FPE would provide immediate political capital, regime legitimacy and was the surest route for the new government, which had inherited a bankrupt state to secure rapid extensive state-directed international support (Kendall, 2007). In Tanzania, zone workshops for elaboration of the poverty reduction strategy plans allowed Tanzanians a channel to express the importance of education and helped government make it a priority. Tanzanians in earlier FPE trials in 1970s had labelled the UPE policy *“Ualimu Pasipo Elimu”* which means Teaching without Education (Wedgwood, 2007). This more recent participatory nature of decision-making in Tanzania has made parents more supportive of the system and reduced misconceptions. The Kenya government formed a stakeholder forum, which later formed a task force that discussed/reviewed the FPE policy and reported to the government (Tomasevksi, 2006). UPE in Kenya was a political expediency rather than a planned education reform as such,

problems related to adequate funding allocations are being accommodated in an *ad hoc* manner (Mukudi, 2004). The Kenya FPE raises questions of sustainability due to its lack of appropriate planning, slowness to deliver, poor quality of education and the failure to incorporate the lessons learned in the past five years.

In Nigeria the desire for high standard and good quality primary education for every child led to the introduction of the Universal Basic Education (UBE) (UNESCO, 2001). In 1999 president Obasanjo launched the Universal Basic Education (UBE) as strategy to bring quality education to every child. Omotayo, Ihebereme and Maduewesi (2008) identify poor implementation strategy, management and lack of quality assurance as responsible factors for the failure to realize the goals of UBE (Omotayo, Ihebereme and Maduewesi (2008). According to Egwu (2009), other problems facing primary education in Nigeria are: wide disparity between the expected school enrolment and the actual enrolment. Poor management of information leads to conflicting statistics about the number of primary schools. One source put it at 54,434 public primary schools another source from school census put the number at 87,941 and an enrolment figure of 24,422,918. Out of which males are 13,302,262 (55%) while female figure is 11,120,649 (45%), indicating gender imbalance of (83.6%). The inability of the country to meet the target set, according to Omotayo, Ihebereme and Maduewesi (2008) include: financial problems, incompetent teachers, overcrowded classrooms, narrow curriculum content, high rate of drop-outs and lack of quality control. These problems then led to the decline in standard at all levels of Education.

In Uganda, Education for All (EFA) was launched in 1997. This resulted into the increase of primary school enrolment figures from 2.7 million pupils in 1996 to 5.3 million in 1997, and to 7.2 million in 2007. Even though this was followed by a drastic increase in the number of teachers and classrooms, the current official average pupil-to-teacher ratio is 51:1. The reality, however, is that in many classrooms in various schools across the country, there are over 70 pupils in one classroom (Nakabugo et al. 2007). This is a characteristic of many developing countries and there is lack of reliable statistics in many such contexts. At national levels, in many developing countries educational policies are

designed to reduce class sizes, yet funding arrangements may encourage larger classes because the more students, the more fees the school receives.

In Tanzania, the free primary education was introduced through the Poverty Reduction Strategy Paper (PRSP) that spells out how the government will redirect money that would have gone to debt servicing toward areas like education and health. The PRSP made an explicit connection between debt relief and poverty reduction through the medium of primary schooling. It stated that educational access would be enhanced through the elimination of school fees: the government will abolish primary school fees in order to ensure that children, especially from poor families, will have access to primary school education (United Republic of Tanzania, 2000).

The plan, PEDP, is a five-year effort (2002-2006) to improve both educational quality and access

in Standards 1-7 through the mechanisms outlined above in the *Joint Staff Assessment*. It is considered by some observers to be the most significant intervention in the primary education sector in the last two decades because of the impressive gains in enrollment, provision of textbooks, and classroom construction that have occurred between 2002 and 2006 (HakiElimu, 2005).

2.4 The Free Primary Education Programme in Kenya

Since independence in 1963, the Government of Kenya (GOK) has regarded education as one of the crucial factors for national development and committed itself to providing universal primary education (UPE). It was in the 1970s that this commitment took the form of free primary education (FPE) for the first time; in 1974, FPE was partially implemented to cover children in Standards 1 to 4 and then extended to Standards 5 to 7 in 19781. This initiative brought a dramatic increase in primary school enrollments, and the gross enrollment rate (GER) increased from 47 percent in 1963 to 115 percent in 1980.

The oil crisis in the 1970s and the proceeding economic recessions in the 1980s, however, forced the government to launch structural adjustment programmes (SAPs), along with

support from the World Bank and IMF. The government introduced a cost sharing policy in 1989 as part of the SAPs, and suspended the FPE policy. Under this policy, the government was to train and employ teachers while communities were to construct physical facilities and to ensure their maintenance. Tuition, examination fees, the cost of textbooks, and other activities were to become responsibility of parents. This policy change resulted in a drop in enrollment by approximately 20% between 1989 and 1995 due to the inability of parents to bear the economic burden of education (Sifuna, 2007).

Economic performance remained very poor from the early 1990s until the early 2000s due to weak macroeconomic management, slow progress in structural reforms, and failure to address governance issues (Sifuna, et al., 2007). Because of these failures, coupled with the political turmoil stemming from the 1992 and 1997 elections, Kenya lost credibility in the international community and experienced a fall of international aid back to the level before 1980. As a result, the education system almost collapsed, and the quality of education suffered in ill-equipped school facilities. In December 2002, the domination of one political party, which had ruled the country since independence, came to an end. Being confronted with the enormous challenge of reconstructing the economy, the new government quickly embarked on strengthening its poverty reduction efforts, and addressing the governance and economic management issues.

The government has emphasized the importance of education, recognizing the close links between poverty alleviation, economic growth, and human development. The FPE policy implemented in January 2003 was one of the political campaign pledges. School fees have been abolished, and the government now bears the education costs calculated on a per pupil cost basis. The Kenya Education Sector Support Programme (ESSP), a five-year investment programme, aims at delivering quality equitable education and training to all Kenyans as guided by the broad principles stipulated in the Economic Recovery Strategy (ERS), Millennium Development Goals (MDGs), and EFA (Ministry of Education, 2005). Unlike many other countries such as Uganda, Kenya's education system is not decentralized to the district level and the per-pupil capitation grant is transferred directly from the Ministry of Education to schools to purchase textbooks and run schools under the

FPE programme. The enrollment jumped by 22% in the first year of FPE implementation alone. The net enrollment rate rose from 64% to 76% between 1999 and 2004.

In many sub-Saharan African countries, including Kenya, there is a primary school leaving examination that determines whether a pupil can complete a primary cycle and become eligible for entry into a secondary school. Thus, even if the FPE programme enables a pupil to stay in primary school, a pupil may not obtain a primary education certificate unless she or he passes the Kenya Certificate of Primary Education (KCPE) exam. The score a pupil obtains on the KCPE will ultimately determine the kind of secondary school s/he can attend. Known as a country with strong aspiration for education, Kenya witnesses pupils who transfer schools or repeat classes in order to obtain high scores on the KCPE in their final grade (Sawamura, 2006). To prepare for the KCPE exam at a low cost, some pupils even stay in a public school during the lower grades, and then transfer to a private school that charges substantial fees in the upper grades. In education systems that have clear learning outcomes publicized by a uniform examination, standards for school choice tend to be uniform and explicit. In pre-FPE Kenya, public schools used to charge different fees, and these fees were positively correlated with KCPE exam scores

(Lloyd et al., 2000). The FPE programme prohibits public schools from charging fees, and parents are now able to send their children to literally any public school they like within a possible range of commuting. Under these circumstances, good-performing public schools have experienced a massive inflow of pupils. As a result, many parents have expressed their worries about the declining quality of education in crowded schools, and some parents subsequently transferred their children from public to private schools. In fact, the number of private primary schools increased by approximately 38 percent in the first three years of FPE implementation, from 1,441 in 2002 to 1,985 in 2005, while that of public schools rose only by 1.6 percent from 17,589 in 2002 to 17,864 in 2005 (Central Bureau of Statistics, 2006).

After four years of FPE implementation, however, there has been no empirical study examining the dynamics of schooling in Kenya. Whereas the FPE programme has

expanded public school choice, less attention has been paid to the quality assurance and equity of the education system. If the system exacerbates disparity in the quality of education between public and private schools, the expansion of educational access by the poor will not contribute to equity in the overall education system. Freedom of choice given may be limited to the extent that poor population may not have substantial school choice in essence and may rather activate a function of education to reproduce inequality. The FPE in Kenya may test the given freedom of choice and its relation to the contrasting value of equity.

2.5 Challenges of Free Primary Education

2.5.1 Availability of Teaching and Learning Resources

No meaningful teaching takes place without adequate resource materials. This implies to curriculum implementation as well. Supply of adequate learning/teaching materials such as text books, teaching aids and stationery should be made available in order to enable teachers to play their role satisfactorily in the curriculum implementation process. Stakeholders must provide physical facilities such as classrooms, workshops and equipment in order to create an environment in which Implementation can take place. The availability and quality of resource materials and the availability of appropriate facilities have a great influence on curriculum implementation (Government of Kenya, 2010)

A study carried out by Mbaabu (1983) revealed that lack of physical facilities, materials, equipment and tools were among the major problems that primary schools are faced with in Kenya. The study found out that in most schools classes had over 50 children. This study revealed that free education at the primary level brought about problems related to over-enrolment, lack of physical facilities, and inadequate teachers. This study will find out whether, with the introduction of free secondary education, similar challenges are experienced in Primary schools in Mbeere North District.

2.5.2 Teacher shortages

Odhiambo (2005) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers. Teachers therefore need to be well managed. The head teachers' responsibility in human resource management involves: Leading and motivating staff; delegating responsibilities effectively; and conflict management.

With increased number of students as a result of free primary education, teacher student ratio is likely to be high, leading to increased workload for teachers. This is likely to pose a challenge to head teachers, who are expected to ensure that the quality of education is not compromised. Poor staffing and provisioning have also adversely affected the attainment of UPE in Kenya. Many schools are grossly understaffed. There have been conflicting estimates of the extent of the teacher shortage with the government claiming that the number of teachers needed is 45, 000 while the Kenya National Union of Teachers puts the estimate at 60,000 (Kimani, 2008). UNICEF estimates a required 31,000 teachers (UNICEF, 2005). Despite the obvious evidence of inadequate personnel audit mechanisms, the undisputed point is that there is a huge teacher shortage for primary schools. The teacher shortage is even more severe in remote rural schools. The 2006 *Economic Survey* reported that the teacher-student ratio in Kenya rose from 1:40 in 2003 to 1:44 by 2005 (GoK, 2006). The situation is grimmer for schools in the arid and semi-arid areas, as well as those in the slums of urban areas, where the ratio could be as high as 1:100

(UNICEF, 2005). Teaching and learning resources are also in short supply in most schools. The UNICEF (2005) report, while decrying the dismally low rates of participation in northern Kenya, also painted a grim picture of the lack of educational resources: Dangerously overcrowded facilities compound the problem. At a boarding school in nearby Lodwar, lucky students sleep four to a single bed, while the less fortunate spread blankets outside. At Lokichoggio Girls' Primary School, there is one book for every three

students. Latrines are overflowing, and the closest water supply is a kilometer away (Anami, 2010).

Under such circumstances, school authorities have to make hard choices between spending the little money they have on teaching and learning facilities or on hiring teachers. Oft times, head teachers have resorted to diverting funds for supplies and construction to hiring more teachers (Fleshman, 2005). The irony, however, is that while schools struggle with teacher shortages, the country has a large pool of unemployed teachers. It is estimated that over 40,000 qualified teachers are unemployed (Anami, 2010). Since 1998, the government has imposed a freeze on the hiring of teachers. This has been partly a response to fiscal pressures following the increase of teachers' salaries in 1997, as well as part of the wider Public Sector Reform Programme (PSRP) initiated in the early 1990s under the Structural Adjustment Programme (Mutahaba and Kiragu, 2002).

The rapidly growing number of children in school brought about an increase in the number of pupils per teacher or per class. Taking into consideration the inefficient utilization of teachers in the education system before free primary education (Abagi and Odipo 1997), this could have been improved by intervention. Large classes often emerged in the lower grades of many schools, but the increase of pupils did not occur uniformly across the district as many parents had already been sending their children to the schools that perform well in KCPE. Actually, in many well-performing public schools in Nairobi, a good number of wealthy parents worried about declining quality and transferred their children to private schools or boarding schools in provincial towns when free education was introduced.

The followings were key challenges free primary education intervention faced: because of acute teacher shortages, teachers were forced to combine classes for a number of grades. Some schools had to introduce double shifts to cater to the increased enrolments. Too few classrooms were available to divide the classes; teachers were less motivated due to increased workloads and the scrapping of extra tuition, which was a major source of their income. This contributed to a decline in the quality of education as it also provided teachers with additional time to complete the syllabus; it is rather difficult for teachers to

effectively manage large classes. Teacher pupil interaction was minimal, resulting in a disadvantage for slow learners.

A study by Gatheru (2008) on challenges related to the implementation of FPE in Narok District established that due to the rising number of pupils enrolling in schools, teachers were sometimes overwhelmed and not able to give individualised attention to pupils. Teachers could not mark pupils' assignments and this contributed to a decline in academic performance. This study will find out whether similar challenges are being experienced at the primary schools in Mbeere district school level.

2.5.3 Funding for FPE

The previous government of President Moi was targeted by aid cut offs and often because of corruption (State of the Right of Education Worldwide, 2006), it was impossible to tell whether the government will continue receiving external funding with its record. Previous school levies included, registration fees, textbooks, activity fee, caution money, payments for teachers /support staff hired by school committees, development funds, school trips, teachers tours and internal exam fees. The new policy only covered textbooks and tuition fees. While it has discouraged schools from charging other expenses, school committees are having problems supplementing these other costs. Parents refused to pay levies due to this notion of free education. The current education is not totally free. Kattan (2006) notes that fees continue to be collected (sometimes illegally) in a third of the countries with an official policy against fees. "Because public funding was/and is insufficient to cover for direct and indirect costs of schools (in Uganda, Tanzania, Zambia and Mauritania), the definition of free education was reduced to *fee free*" education (Tomasevski, 2006). Kenya abolished school levies since 2003 and has seen an upsurge in GER as in the case of its neighbours; Uganda, Tanzania, Ethiopia and Rwanda. User fees negatively affect attendance rates in Kenyan schools with 31% of students' absenteeism attributed to school fee related issues (Mukudi, 2004). The World Bank urges that abolishing fees should be part of a broader government commitment to attaining FPE.

To ensure smooth implementation of FPE programme, the government supported by development partners had to avail huge amounts of money. Free Primary Education idea was indeed a welcome relief to the parents and no wonder that is why the idea also went down very well with the donors. It was encouraging that the World Bank had to avail a grant of Kshs. 3.9 billion towards FPE, British government gave Kshs 1.6 billion for the project with the treasury on its part pumping Kshs. 2.8 billion to kick start it (Kenya times 6th April, 2003). United Nations Children Education Fund (UNICEF) gave 192.5 million to benefit 450,000 girls and boys in standard 1-3. It also provided learning and teaching materials in 8 districts including Nairobi (East Africa standard 16 Jan 2003). In April 2003, the Ministry of Education disbursed 3 billion. Each pupil was allocated Kshs. 633, Kshs 498 to be spent on instructional material while Kshs.135 to be spent on other operational costs in school. The task force on implementation of FPE came up with a figure showing financial implication for implementation of FPE.

Free Primary Education is in serious trouble following cases of massive fraud at the Ministry of Education. Some donors have now stopped funding FPE until those who have stolen the free education money are arrested and prosecuted. The British government stopped funding FPE saying, it would not resume unless the over Kshs. 100 million stolen from the Kitty in June was recovered and the thieves prosecuted. Clearly, this is a serious hindrance to the provision of universal free primary education and if the trend continues, then it will be difficult for the government to achieve millennium development goals.

Head teachers play a major role in the management of all school financial activities, which involve the disbursement of money. The money is obtained through various sources such as fees. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The head teacher is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of free secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2005). It is not clear whether

this arrangement is friendly to the schools, and the study sought to find out the challenges being experienced in financial management.

2.5.4 Management of FPE

The primary education department of the Ministry of Education caters for the largest number of pupils in Kenya's education system. To manage this massive number requires management skills, appropriate organization and adequate human and material resources Otembo, Waga and

Karagu (1992 cited by Nyaega, 2011). The Ministry of Education Science and Technology (MOEST) is responsible for the provision of administrative and professional services in education at the National Provincial and District level. The management of primary schools at the local level is organized in such a way that the authority from the headquarters in Nairobi is delegated to Provincial, District and Divisional Education's office. Head-teachers, school committee and parents association have organizational functions in the management of primary education at individual school levels.

The Kamunge report (Government of Kenya, 1988) recommended that the school committee should establish sub-committees (to guide and support heads of schools in the management of such schools). Therefore, head-teachers must be persons with appropriate academic professional qualifications, experience, ability, competence, integrity and initiative if the country is to realize millennium development goals especially in the education sector. They must also have undergone courses in institutional and financial management. In view of these observations the committee recommended that; the appointment of head-teacher and other management be based on institutional management training, and on proven competence and possession of appropriate qualifications and relevant experience.

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Onyango (2001)

states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. With the introduction of Free Secondary Education, schools could have registered over-enrolment, which means that the resources available in schools are constrained. The head teacher is also responsible for the school facilities.

Bell and Rhodes (2002) noted that school facilities include the administrative office, staff rooms and offices, classrooms laboratories, workshops, equipment, stores libraries, hostels, staff houses and the school grounds. In order for a school to advance the learning opportunities offered to the pupils, it has to adequately utilize the facilities available. It is the responsibility of the headteacher to ensure that there is adequate classroom space to enable the teaching-learning process take place without any hitches. He should ensure that the facilities are used efficiently and effectively. The school grounds e.g. play grounds should be safe and well maintained.

Verspoor (2008) argues that increases in public spending will be inadequate to generate increases in education attainment and learning achievement unless accompanied by reforms that aim at a more efficient use of available resources and find sources of additional funding. He advises that well-structured Public-Private Partnerships (PPPs) can help diversify the sources of financing and provision. Mbugua cited in Chabari (2010) says that one of the duties of the head teachers in Kenya is to develop the school's physical facilities. She argues that in dealing with physical facilities, a headteacher has to bear in mind where to house the educational programme, the population to be served by the facility and ensure that financial resources are readily available for the school expansions.

2.6 Theoretical Framework

The study was based on two theories namely the human capital theory and the systems theory. The human capital theory was formulated by Adam Smith. Slavin (1996) defines human capital as the acquired skills of an individual education, training, and work habits. Human capital theory is the most influential economic theory of western education, setting

the framework of government policies since the early 1960s. It is seen increasingly as a key determinant of economic performance.

The system theory was developed by biologist Ludwig Von Bertalanffy. LittleJohn (1983) defines a system as a set of objects or entities that interrelate with one another to form a whole. Systems theory is basically concerned with problems of relationships, of structures, and of interdependence, rather than with the constant attributes of object. The systems theory views an organization as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people, finance from their environment and putting back into that environment the products they produce or the services they offer. This theory is based on the view that managers should focus on the role played by each part of an organization; rather than dealing separately with the parts (Hannagan, 2002).

Human capital theory influence government's commitment to invest in education through establishment of learning institutions at all levels and financing of education. After the attainment of independence in 1963; the Kenya government lacked the personnel needed to replace the Europeans in the civil service and other sectors of the government. The government therefore undertook to provide education as a way of creating a pool of human resource to promote economic growth.

The setting up of education commissions and prioritizing education needs in the subsequent development plans; proves the government's effort to invest in her people. The declaration of Free Primary Education (FPE) in 2003 is a milestone in Kenya government's effort to invest in human capital. The systems theory maintains that an organization or a school does not exist in a vacuum. It does not only depend on its environment but it is also part of a larger system such as the society or the economic system to which it belongs.

The systems approach is concerned with both interpersonal and group behavioural aspects leading to a system of cooperation (Koontz, 2001). Plomp and Pelgrum (1993) noted that an educational system is a complex system comprising of subsystems at different levels; these are macro (state), meso (school) and micro (classroom and the student) levels. At

each of these levels, educational decisions are influenced by different actors, for example, at the school level the school committee, the head teacher, teachers, and parents make certain decisions and give opinions on the management of the school.

The system theory emphasizes unity and integrity of the organization and focuses on the interaction between its component parts and the interactions with the environment. It suggests that organizations must be studied as a whole taking into consideration the interrelationships among its parts and its relationship with the external environment. Schools are open systems hence they respond to the external influences as they attempt to achieve its objectives. The implementation of the free primary education is an example of a change from the outer environment.

2.7 Conceptual Framework

A conceptual framework describes how main variables in research studies are related. The study will be guided by the following conceptual Framework

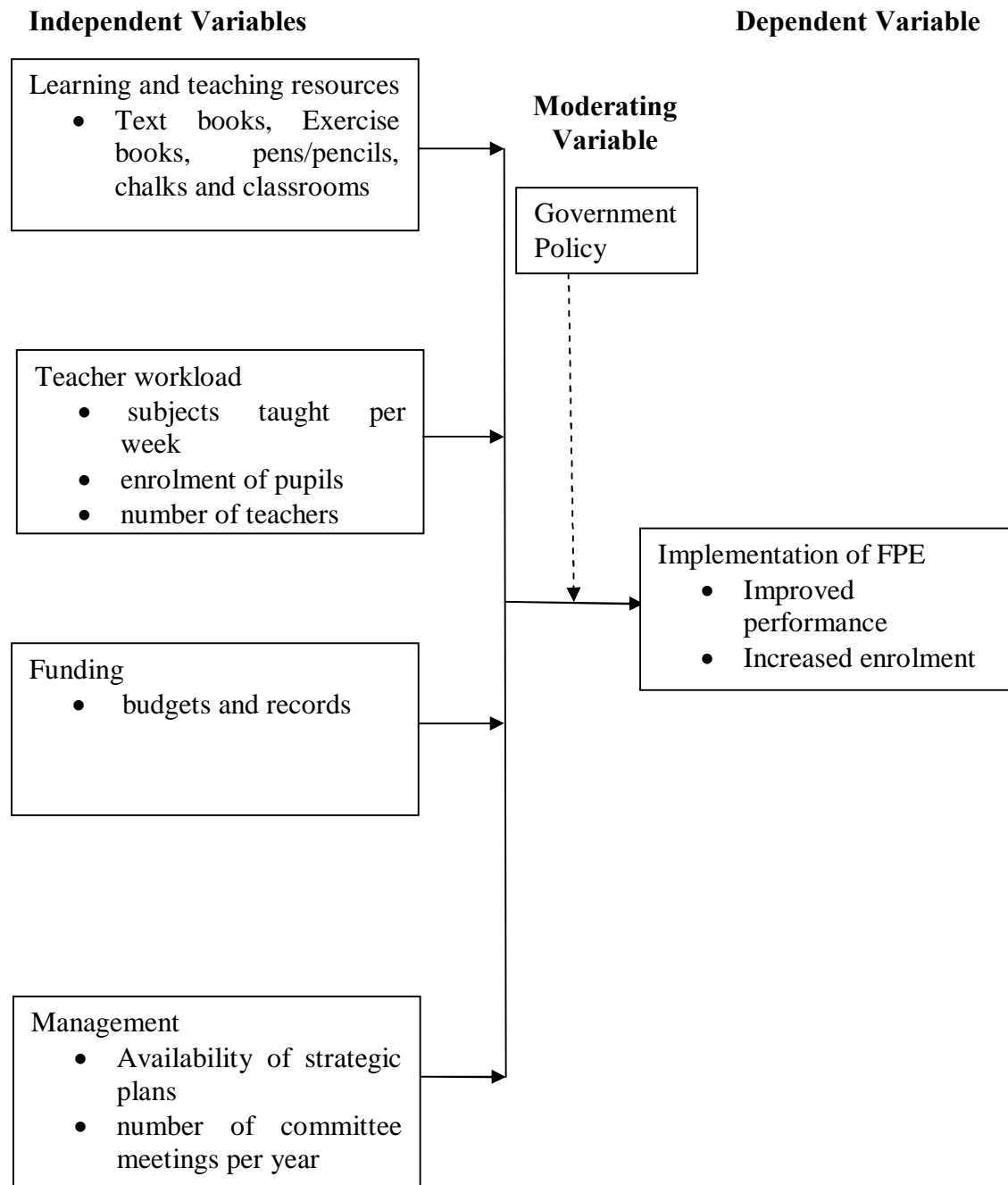


Figure 1: Conceptual Framework.

2.8 Knowledge Gap

The literature review has shown that the implementation of FPE is limited in Kenya unlike other countries in Africa where there has been increased enrolment of pupils since the

introduction of the programme. The review highlighted factors which are perceived to influence the implementation of FPE and enrolment of pupils in the primary schools. However, there is limited information on the factors influencing the implementation of FPE in Mbeere North District in particular hence there is a knowledge gap. This study will therefore assist in filling this gap by investigating factors which influence the implementation of FPE in Mbeere North District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methods which were used to conduct the study focusing on research design, target population, sample and sampling procedures, research instruments, data collection and data analysis.

3.2 Research Design

This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Mugenda and Mugenda (2003) on the other hand gives the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study fitted within the provisions of descriptive survey research design because the researcher collected data and report the way things are without manipulating any variables.

3.3 Target Population

Population is any group of individuals who have one or more characteristics in common that are of interest to all researchers. Mugenda and Mugenda (2003) defines a population as an entire group of individuals, events or objects having common observable characteristics. However a target population according to Kothari (2004) is the total number of respondents in the total environment of interest to the researcher. The target population for this study consisted of all the public primary schools in Mbeere District. According to the statistics from Mbeere North District Education office, there are 94 public primary Schools with a population of 24,203 pupils. The target population of study was 839 teachers and 3 Quality assurance and 2 administration officers in the district making a total of 842 individuals as indicated in table 3.1

Table 3.1 Target population

Strata	Population	Percentage
Teachers	839	99.4
Quality officers	3	0.4
Administrators	2	0.2
Total	844	100

3.4 Sampling Procedure and Sample Size

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample the smaller the sampling error (Gay, 1992). Gay (1992) recommends that when the target population is small (less than 1000 members), a minimum sample of 20% is adequate for educational research. The study used simple random sampling to select 20 primary schools in the district. All the 20 head teachers and 160 teachers from the sampled primary schools were included in the study. Simple random sampling method was then used to sample 8 teachers from each of the sampled schools. The study also sampled the 3 quality Assurance and standards officers and one administrator. This resulted in a sample size of 184 respondents. This formed 22% of the target population, which is in line with Gay (1992) recommendation.

3.5 Data Collection Instruments

The main tools of data collection for this study were questionnaires and interview schedules. Questionnaires were used for data collection because it offers considerable advantages in the administration. It also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. The questionnaires were used to collect data from head teachers and teachers.

The questionnaire for head teachers comprised of five sections. Section 1 collected data on the background information of head teachers. Each of the other four sections collected data on information related to the challenges faced in the effective implementation of FPE in relation to adequacy of teaching and learning resources, the teacher workload, adequacy of school finances and the management. The questionnaire comprised of both close-ended and open-ended items.

The questionnaire for teachers comprised of four sections: Section one collected the background information of teachers. Each of the other three sections collected information related to the challenges faced in the implementation of FPE in relation to adequacy of teaching and learning materials, students enrolment, and adequacy of school finances.

Interview schedules were used to guide interviews conducted with the quality assurance and standards officers on the challenges facing the implementation of FPE in Mbeere North District. The interview guides contained items covering all the objectives of the study.

3.6 Pilot Study

Before the actual data is collected, the researcher conducted a pilot study in schools in the neighboring Division among six head teachers who were not included in the final study population. From each of the schools where the six head teachers are stationed, four teachers was randomly selected for the pilot study. Therefore, the pilot study participants were 6 head teachers and 24 teachers, giving a total of 30 respondents, which is the minimum number of cases required for conducting statistical analysis as recommended by Mugenda and Mugenda (2003). The purpose of the pilot study was to enable the researcher to ascertain the reliability and validity of the instruments, and to familiarize him with the administration of the questionnaires therefore improve the instruments and procedures.

3.6.1 Reliability of Instruments

Mugenda and Mugenda (2003) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The pilot study

enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. Split-Half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the Spearman Brown Prophecy formula. The coefficient indicates the degree to which the two halves of the test provide the same results and hence describe the internal consistency of the test. According to Kiess and Bloomquist (1985) a minimum correlation coefficient of 0.65 is recommended as it indicates that an instrument is reliable.

3.7 Validity of Instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 2003). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. All assessments of validity were subjective opinions based on the judgment of the researcher (Wiersma, 1995). The pilot study helped to improve face validity of the instruments. According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. As such, the researcher sought the assistance of his supervisors, who, as experts in research to help improve content validity of the instrument.

3.8 Data Collection Procedure

A research permit was obtained from the Ministry of Education after approval by the university. Thereafter the office of the District Education Officer for Mbeere District was contacted before the start of the study. The researcher personally administer the questionnaire to the teachers and the head teachers and interview the quality assurance and standards officers. The selected head teachers were visited in their schools and the questionnaires administered to the respondents. The head teachers and teachers were given about one week to fill in the questionnaires after which the filled-in questionnaires were

collected. Face-to-face interviews were then conducted with the quality assurance and standards officers.

3.9 Methods of Data Analysis

After all data was collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, which was corrected in order to improve the quality of the responses. After data cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences version 17. The research yielded both qualitative and quantitative data. Qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gray (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous (chance) findings. On the other hand, quantitative data was analyzed using various statistics including measures of central tendency and dispersion. Simple descriptive statistics was employed to analyze quantitative data. The statistics used included frequency counts, means and percentages. The results of data analysis was presented using frequency distribution tables and bar graphs.

3.10 Ethical Issues

The researcher first sought permission to conduct a study from the school administration in Mbeere North District before embarking of the actual data collection. The researcher also sought to assure the respondents of their confidence with the information and the fact that the information was only used for the intended purpose only. Respondents were also briefed on their right to decide to take part in the study or not.

3.11 Operationalization of Variables

The implementation of FPE is operationalized in Table 3.2.

Table 3.2 Operationalization of Variables

Objectives	Type of variables: Independent	Indicators	Measurement scale	Tools of analysis	Type of analysis
To determine the effect of availability of learning and teaching resources on the implementation of FPE in Mbeere	Teaching and learning resources	The quantity, learning, teaching and learning materials such as text books, revision books and syllabus	Interval	Means Percentages	Descriptive
To establish the effect of teacher pupil ratio on the implementation of FPE in Mbeere	Teacher pupil ratio	The enrolment rate, the number of teachers as compared to pupils in a class	Ordinal Ratio	Means Percentages	Descriptive
To determine the effect of fund allocation on the implementation of FPE in Mbeere	Funds allocated	Allocated funds as compared to the amount required by the school budget	Ratio	Means Percentages	Descriptive

To establish the effect of management on the implementation of FPE in Mbeere	Management	The ability to manage the resources given both capital and human, strategic plan, frequency of meeting per year, existence of accounting systems	Ordinal	Means Percentage	Descriptive
	Dependent Effective implementation of FPE	Improved performance Increased enrolment	Ratio	Means Percentage	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter covers analysis, presentation and interpretation of data. The first section of the chapter presents the demographic data of the respondents. The second section presents data on the factors influencing implementation of free primary education in relation to the availability of learning and teaching resources in primary schools in Mbeere District. Third section of the chapter covers data on the factors influencing implementation of free primary education in relation to teacher pupil ratio, in Mbeere District. Finally, Fourth section covers data on the influence of fund allocation on the implementation of FPE in Mbeere North District.

4.2 Response rate

The researcher distributed 184 questionnaires and 165 were duly completed and returned representing 90 percent response rate as indicated in table 4.1

Table 4.1 Response rate

	Frequency	Percentage
Response	165	90
Non-response	19	10
Total	184	100

4.2 Demographic Data

The study sought demographic data of the respondents including gender, level of education, and work experience. The results are shown in Table 4.2

Table 4.2 Gender distribution of respondents

	Frequency	Percentage
Male	78	47.3
Female	87	52.7
Total	165	100.0

The table shows the gender composition of the respondents. Out of the 165 respondents, 78 (47.3%) were males while 87(52.7%) were females.

The study sought to find out the education levels of head teachers, teachers, DQASOs and the administrator in the study. A cross tabulation was used to show the distribution of position of the various categories of education officers and their corresponding levels of education in Mbeere North District.

Table 4.3 Cross tabulation on position held and level of education of respondents

Education level	position held				Total
	Head teachers	Teachers	DQASOs	Admin	
secondary school	2	31	0	0	33
tertiary college	10	88	1	0	99
university degree	4	22	2	1	29
post graduate	0	4	0	0	4
Total	16	145	3	1	165

Table 4.3 shows the education qualification of the respondents. Out of the 16 head teachers sampled, 10(62.5%) had tertiary college education,4(25%) had degree qualification. Out of the 145 teachers sampled, 88(60.7%) had certificate, 22(15.2%) had university degree,4(3.0%) had Masterø degree. Two out of the three DQASOs officers interviewed had bachelorsø degree. The only administrator interviewed had a bachelorsø degree qualification.

Head teachers require adequate experience and skills so that they can provide support to the teachers who are directly involved in the implementation of FPE. Other school administrators such as DQASOs, and administrators also need various skills and

experience in order to cope with the demands of their management tasks. Such skills can be attained through formal training, and it is encouraging to note that most of the head teachers in primary schools in Mbeere North District had Diploma and bachelors degrees while all the DQASOs and administrators had either bachelors or Masters degree qualification.

The DQASOs, the administrator, head teachers and teachers were asked to indicate their work experience in the Mbeere North district, to which they responded as shown in Table 4.4.

Table 4.4 Distribution of work experience of respondents

	Frequency	Percentage
Less than 3 years	27	16.4
3-5 years	32	19.4
5-7 years	39	23.6
Over 7 years	67	40.6
Total	165	100.0

Table 4.4 shows that out of the 165 respondents 27(16.4%) had worked for less than 3 years at their current work stations in Mbeere district, 32(19.4%) had worked for 3-5 years, 39(23.6%) had worked for 5-7 years and the majority 67(40.6%) had worked for more than 7 years.

Based on these results, it can be concluded that majority of the respondents, 106(64.2%) had worked for 5 or more years, so they had enough experience in the implementation of FPE which was introduced in 2002, and were in a position to give useful insights into the challenges experienced in implementing FPE in primary schools in Mbeere district.

4.3. The influence of availability of learning and teaching resources on the implementation of FPE in Mbeere North District.

The first research question sought to find out the influence of availability of learning and teaching resources on the implementation of free primary education in Mbeere North District. To determine this, the teachers were asked to indicate the type of learning and teaching resources that were commonly used by pupils and teachers in their schools. The results are shown in Table 4.5.

Table 4.5 Frequency distribution of learning and teaching resources

	Frequency	Percentage
Textbooks	12	7.5
Exercise books	37	22.9
Chalks	44	27.3
Pens/pencils	48	29.9
Classrooms	20	12.4
Total	161	100.0

Table 4.5 shows that pens and pencils 48(29.9%) and chalks 44 (27.3 %) are the most frequently used learning and teaching resources in majority of the primary schools in Mbeere North District. They were followed by exercise books and classrooms at 37(22.9%) and 20(12.4%) respectively.

Textbooks were the least at 12(7.5%). A key finding is that most of the pupils lack textbooks which are very important in the learning and teaching process. If such facilities are inadequate then the school fails to provide quality education hence affecting implementation of FPE. Besides the government, it is the responsibility of the school administration and parents to ensure that there are adequate textbooks to enable the teaching-learning process to take place smoothly. As such there is need to fully involve the parents in school administrative matters so as to provide solutions to such challenges.

The teachers were then asked if the learning and teaching resources were adequate in their primary schools and their responses were shown in Table 4.6.

Table 4.6 The adequacy of learning and teaching resources for free primary education in Mbeere North District

	Frequency	Percentage
Adequate	42	26.1
Enough	27	16.7
Inadequate	92	57.2
Total	161	100.0

Table 4.6 shows that majority of the teachers 92(57.2%) indicated that learning and teaching resources were inadequate in the primary schools while 42(26.1%) indicated that learning and teaching resources were adequate.

The inadequacy of learning and teaching resources could make it difficult for head teachers and teachers to perform their administrative and teaching functions effectively.

On his part, the administrator said that school head teachers face increasing administrative difficulties which influenced the learning and teaching process negatively. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks, poor or sometimes non-existent maintenance and repairs, over-crowded classrooms, and poor communication infrastructure. Shortage of these resources could compromise the quality of primary education in the district.

For instance, inadequate classrooms would mean overcrowding and hence making the classroom environment unfavorable for learning. The DQASOs concurred with the teachers by noting that most of the primary schools had inadequate learning and teaching resources in the District. They added that free primary education had made the situation worse because of rise in enrolment in all the primary schools in the District.

Further the teachers were asked to indicate whether they agree or disagree that availability of learning and teaching resources influenced the learning process in Mbeere North District. The results are shown in Table 4.6

Table 4.7 Influence of learning and teaching resources

	Frequency	Percentage
Strongly agree	71	44.1
Agree	36	22.4
Neutral	26	16.1
Disagree	20	12.4
Strongly disagree	8	4.9
Total	161	100.0

Table 4.7 shows that out of the 161 respondents 107(66.5%) agreed that learning and teaching resources influenced learning process. Only 8(4.9%) of the teachers strongly disagreed that learning and teaching resources influenced learning and teaching process in Mbeere North District.

4.4 The influence of teacher’s workloads in the implementation of free primary education in Mbeere North District

The second research question sought to find the influence of teacher pupil ratio in the implementation of free primary education in Mbeere North District. The introduction of free primary education was aimed at improving enrolment and retention rates in primary schools. The study aimed at establishing the enrolment numbers in primary schools in Mbeere North District and their influence on learning and teaching resources. In order to understand the pupils’ enrolment levels and how this impact on learning and teaching resources in primary schools in Mbeere, the respondents was asked to provide data on pupils’ enrolment in their schools. The teachers were asked to state whether they managed to attend to all the pupils during their classroom lessons. Their responses are shown in Table 4.7.

Table 4.8 Frequency of responses on teachers' attendance to pupils

	Frequency	Percentage
Yes	59	36.6
No	102	63.4
Total	161	100.0

Table 4.8 shows that 102(63.4%) of the teachers indicated that they did not have sufficient time to attend to individual needs of the pupils, another 59(36.6%) said that they were able to attend to pupils.

Table 4.9 Frequency distribution of pupils' population per class

	Frequency	Percentage
20-30	11	6.8
31-40	50	31.1
41-50	64	39.8
Over 50	36	22.3
Total	161	100.0

Table 4.8 shows that majority of the primary schools in Mbeere North District, 100(62.1%) had more than 40 pupils in one classroom. Another 50 (31.1%) schools had enrolment of between 30 and 40 pupils per class while a mere 11 (6.8%) schools had below 30 pupils per class. This shows that the primary schools recorded a high enrolment levels which can be attributed to the introduction of free primary education. While this is commendable, it would be a problem if learning and teaching resources such as classrooms, writing materials, reading materials and teachers were not increased to match such improved enrolment. Such increased enrolment caused overcrowding in classes.

One of the DQASOs on her part noted that ðFPE meant more pupils especially those from poor backgrounds gaining access to basic education.

Table 4.10 shows that 102(63.4%) of the teachers said that they did not have close attention to the pupils due to the high enrolment numbers per class. Another 59(36.6%) said they were able to attend to all the pupils. This shows that most of the schools had overcrowded classrooms which affected the effectiveness of the teacher hence affecting the quality of education.

The study further sought to find out whether the number of teachers in the schools influenced the teaching and learning process. The DQSOs in an interview, stated that the issue of staffing in Mbeere North District had become worse with the introduction of FPE, in fact one of them noted that “the rise in enrolment is not commensurate with staffing, also the few teachers in primary schools, also lacked enough time to give individual attention to pupils as required due to increased workloads”.

This was strengthened by the teachers’ responses concerning the number of teachers per school in Mbeere North District as presented in table 4.10

Table 4.10 Teachers per primary school in Mbeere District

	Frequency	Percentage
Below 10	138	85.7
11-20	18	11.2
21-30	5	3.1
Total	161	100.0

Table 4.9 shows that majority of the primary schools 138(85.7%) in Mbeere North District had less than 10 teachers while 18(11.2%) of the schools had between 11-20 teachers. A mere 5(3.1%) of the schools had 21-30 teachers.

This was an indication that the number of teachers did not match the increased enrolment occasioned by FPE. The DQASOs was asked how they deal with shortage of teachers to ensure that the standards of education are maintained and pupils benefit from FPE. He said that they encourage the head teachers to partner with parents to employ teachers on contract basis.

4.5 The influence of schools funding on learning and teaching in Mbeere North District

The third research question sought to find the influence of funds to the learning process in Mbeere North District. The head teachers were asked to indicate the source of funds for teaching and learning in their schools.

Table 4.11 Distribution of source of funds for teaching and learning

	Head teachers	Percentage
Government	10	62.5
NGOs	2	12.5
CDF	3	18.75
Well wishers	1	6.25
Total	16	100.0

Table 4.11 shows that most of the Head teachers 10(62.5%) said that funds for teaching and learning resources come from the Government,2 head teachers (12.5%) said funds come from NGOs,3(18.75%) said funds come from the CDF and 1 head teacher (6.25%) said teaching and learning resources are funded by well wishers.

The head teachers were further asked if the funds allocated to their schools were adequate, and their responses are shown in Table 4.12

Table 4.12 The extent to which the funds allocated to each student are adequate

	Frequency	Percentage
No extent	4	25.0
Small extent	7	43.75
Moderate extent	5	31.25
Large extent	0	0.0
Total	16	100.0

Table 4.12 shows that most of the head teachers, 7(43.75%) said that funds allocated to their schools by the government were adequate to a small extent,4(25%) said to no extent. Other 5 head teachers (31.25%) said to moderate extent. None of the head teachers said that government funding was adequate to a large extent. The head teachers were very quick to note that, despite the inadequate funds allocated to schools, the government was not timely in disbursing the funds allocated to their schools, delaying procurement and payments to non-teaching staff, and expenses, including security men, communication bills and emergency expenses.

Additionally, the head teachers said that the government does not cater for the pre-school learning which is important towards early child development.

On their part, the Administrator and DQASOs noted that the Head teachers were facing serious challenges to meet their budgets indicating that funding was inadequate. They proposed that there was need to increase the allocation of funds for FPE per pupil.

The head teachers were asked how they cope with inadequate funds especially for learning and teaching resources. One of them said that, he uses PTA funds, organizes small fundraisings or even acquires teaching and learning resources on credit from suppliers which he pays whenever funds are availed by the Government.

Another head teacher noted that, Schools Management Committees felt that they were seriously constrained to improve the state of learning facilities due to the government's ban on any additional school levies. At the same time, conditions laid down to request for approvals to institute new levies are so cumbersome that they hesitate to embark on the process.

4.6. The influence of schools management on the implementation of FPE in Mbeere North District.

The fourth research question sought to find out the influence of management on the implementation of FPE in Mbeere North District.

The head teachers were asked to indicate whether they procure for learning and teaching resources according to the procurement act.

Table 4.13 Procurement for learning and teaching resources according to the requirements of the procurement act

	Head teachers	Percentage
Yes	12	75.0
No	4	25.0
Total	16	100.0

Table 4.13 shows that out of the 16 head teachers, 12(75%) indicated that they follow the procurement act in acquiring learning and teaching resources for their respective schools. Another 4 head teachers, which translated to 25% admitted that they did not follow the procurement act in acquiring learning and teaching resources.

The head teachers were further asked to indicate the extent to which FPE funds is managed without corruption. The findings are shown in Table 4.14.

Table 4.14 The extent to which FPE funds is managed without corruption

	Head teachers	Percentage
No extent	1	6.25
Small extent	3	18.75
Moderate extent	4	25.0
Large extent	8	50.0
Total	16	100.0

Table 4.14 shows that, 8(50%) of the head teachers indicated that FPE funds is managed without corruption to a large extent,4(25%) noted that FPE funds is managed without corruption to a moderate extent. Only one head teacher indicated that FPE funds are managed without corruption to any extent.

However, during the interviews the head teachers said that the government had not engaged them and management committees in training opportunities on management of FPE funds. This partly contributed to mismanagement of FPE funds.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, summary of the main findings, discussion and conclusions are drawn and recommendations are made and areas for further research are given. The overall purpose of the study was to examine factors influencing the implementation of FPE in Mbeere North District.

5.2 Summary of the findings

A summary of the findings is given below.

5.2.1 The influence of availability of learning and teaching resources on the implementation of FPE

A key finding of the study was that the commonly available learning and teaching resource was pens and pencils at 29.9% and the biggest challenge was textbooks at 7.5%. This poses a challenge given the importance of textbooks in the learning process. This can be attributed to the fact that FPE funds are meant to buy textbooks, exercise books and other writing materials and schools end up purchasing the affordable items like pens and pencils and avoid buying more expensive items like textbooks.

This shows that parents have relaxed and left the role of acquiring books to the schools. This is a concern that requires attention from all education stakeholders in Mbeere North District.

Another finding of the study is that most of the head teachers and teachers (57.2%) described the availability of learning resources as inadequate. The study further established that 16.7% of the head teachers and teacher described the availability of learning resources as enough. The results also showed that according to 26.1% of the respondents, the resources were adequate.

Further, 66.5% of the respondents agreed that availability of learning and teaching resources influences the implementation of FPE. This explains the importance of learning and teaching resources and thus the need to avail such resources for effective teaching and learning in Mbeere North District.

5.2.2 The influence of schools funding on learning and teaching in Mbeere North District

Another key finding was that 62.5% of the Head teachers said that funds for teaching and learning resources come from the Government. This is a challenge given that the government may not be in a position to provide for all learning needs. There is need to involve the community in running schools, especially given that FPE funds are allocated to schools according to their enrolment levels.

Inadequate funding was acknowledged by the Administrator, all the DQASOs and by all the Head teachers. The government has however committed huge portion of its budget to education, but the financial needs of the schools exceed the resources allocated.

The study also revealed that, facilities in most of the schools are overstretched due to increased enrolment occasioned by FPE.

5.2.3 The influence of teachers' workloads in the implementation of free primary education in Mbeere North District

The study found that majority of the teachers 102(63.4%) did not have sufficient time to attend to individual needs of the pupils due to increased workloads.

The study also found that majority of the primary schools 138(85.7%) in Mbeere North District less than 10 teachers while 18(11.2%) of the schools had between 11-20 teachers.

5.2.4. The influence of schools management on the implementation of FPE in Mbeere North District.

The study further found that, 50% of the head teachers managed FPE funds without corruption to a large extent, 25% managed the funds without corruption to a moderate extent.

5.3. Discussion of the results

A discussion of results is given below.

5.3.1 The influence of availability of learning and teaching resources on the implementation of FPE

The study found that the commonly available learning and teaching resource was pens and pencils at 29.9% and the biggest challenge was textbooks at 7.5%. The study also found that the available facilities were inadequate.

This findings support the study carried out by Mbaabu (1983) who revealed that lack of physical facilities, materials, equipment and tools were among the major problems that primary school head teachers are faced with in Kenya. The study found out that in most schools classes had over 50 children. This study revealed that free education at the primary level brought about problems related to over-enrolment, lack of physical facilities, and inadequate teachers.

5.3.2 The influence of teachers' workloads in the implementation of free primary education in Mbeere North District.

The study found that majority of the teachers did not have sufficient time to attend to individual needs of the pupils due to increased workloads.

This seems to support findings by Odhiambo (2008) who noted that the increased number of students as a result of free primary education affected the teacher students ratio leading to increased workload for teachers. This was a challenge to head teachers, who are expected to ensure that the quality of education is not compromised.

Similarly the findings are supported by another study by Gatheru (2008) on challenges related to the implementation of FPE in Narok District which established that due to the rising number of pupils enrolling in schools, teachers were sometimes overwhelmed and not able to give individualized attention to pupils. Teachers could not mark pupils assignments.

5.3.3 The influence of schools funding on learning and teaching in Mbeere North District.

According to a study by Odhiambo (2001), FPE funds are obtained through various sources such as fees. This study found that most of the Head teachers said that funds for teaching and learning resources come from the Government.

5.3.4. The influence of schools management on the implementation of FPE in Mbeere North District.

Head teachers play a major role in the management of all school financial activities, which involve the disbursement of money. This study found that, 50% of the head teachers managed FPE funds without corruption to a large extent, 25% managed the funds without corruption to a moderate extent. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives.

The head teacher is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of free secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2005).

5.4 Conclusions

The following conclusions were made.

The study established that the availability of teaching and learning resources influenced the implementation of FPE to some extent as lack of some materials made it difficult for the learning process to continue smoothly. However, the effective learning was a challenge as the teachers complained of the high number of pupils and needed much more attention that could be provided. This may have affected the implementation of the FPE. The study also established that allocation of funds affected the implementation of the FPE as the amount allocated by the government was not adequate. However, the parents come in order to contribute to the extra needs. The study also established that the management influenced the implementation of FPE as the respondents indicated that the procurement of goods was done according to the Procurement Act and fund was to a large extent managed without corruption.

5.5 Recommendations

The following recommendations were made.

1. The study established that the availability of teaching and learning was not enough. The study recommends that the government should increase the allocations for the

purchase of the teaching and learning resources for effective implementation of FPE

2. The study recommends that the government should post more teachers to Mbeere North District for effective implementation of FPE.
3. The study established that funds allocation per child was not enough as the funds allocated could not meet the needs of the school. The study recommends that the government should consider increasing the allocation towards the FPE.
4. Finally, the study established that the management influenced positively the implementation of FPE in Mbeere North District. The study recommends that the management of schools should be encouraged adopt good management practices in primary schools for effective implementation of FPE.

5.6 Suggestion for Further Studies

The following suggestions for further studies are made.

It is suggested that similar studies should be replicated in other parts of the country.

While there are other factors which affect the implementation of FPE, the study examined only resources, teacher-pupil ratio, funds allocation and school management. Therefore, it is suggested that further studies should be done on other factors affecting the implementation of FPE in Mbeere North District.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi,
School of Distance and Continuing Education,
P.O. Box 30197 ó 00100,
Nairobi.

Date: _____.

Dear Respondent,

REF: FILLING OF QUESTIONNAIRE

I am a Master of Arts in Project Planning and Management student at the University of Nairobi. I am required to submit as part of my course work assessment, a research project report on "Challenges facing the implementation of free primary education in Mbeere North District". I am kindly requesting you to assist me in this study by filling the attached questionnaire to the best of your ability as it applies to you.

Please be assured that the information you provide will be used solely for academic purposes and all responses will be treated confidentially.

Thank you very much for your time.

Yours faithfully,

David Kilichu Ntuara

Reg. NO: L50/62128/2010

APPENDIX 2: QUESTIONNAIRE FOR HEADTEACHERS

Instructions:

Please provide the information requested below

Section One: General Information

1. What is your gender?

Male Female

2. What is your marital status?

Married Single

Divorced Separated

3. State age bracket you belong

Below 25 years 25 ó 30 years

31 ó 35 years 36 ó 40 years

41 ó 45 years Over 45 years

4. State your level of education

Secondary school Tertiary College

University Degree Post graduate

Other (specify) _____

5. How long have you been in the present station of work?

Less than 3 years 3 ó 5 years 5 ó 7 years Over 7 years

6. What is the population of the pupils in your school?

Less than 500 500 ó 1000 Over 1000

Section Two: Effect of Availability of Learning and Teaching Resources on Implementation of FPE

7. How would you describe the availability of learning resources for free primary education in Siakago Division?

Adequate [] Enough [] Inadequate []

8. Who is responsible for the provision of the learning resources in your region?

Ministry of Education []

Non Governmental Organization []

Any other (specify) _____

9. State the extent to which you agree with the following statements with regard to learning materials on a scale of strongly agree to strongly disagree

Learning materials	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teaching and learning materials readily available					
Government provides all the learning resources					
The school has enough teaching and learning materials					
The parents are forced to provide teaching and learning materials due to insufficiency					

Section Three: Effect of Teacher Pupil Ratio on the Implementation of FPE

10. How many streams are there per class in your school?

One [] Two [] Three [] Four [] Five [] More than five []

11. On average how many pupils are there per class?
20 ó 30 pupils [] 31 ó 40 pupils [] 40 ó 50 pupils [] Over 50 pupil []

12. How many teachers are there in the school? _____

13. Are you able to comfortably look the students work with ease?

Yes [] No []

14. If _____ no, _____ explain _____ your
answer _____

15. Explain how the teacher-student ratio has affected the implementation of FPE? _____

Section Four: Effect of Fund Allocation on the Implementation of FPE

16. Is every child allocated the recommended amount of money?

Yes [] No []

17. If no how much has the school received per pupil? _____

18. To what extent are the funds allocated to each student enough?

No extent [] Small extent []

Moderate extent [] Large extent []

Very large extent []

19. If not enough where does the school get extra funds to run the school activities?

From parents [] Other well wishers [] NGOs []

20. Has the allocation of funds affected the implementation of FPE in your school?

Yes [] No []

21. Explain your

answer _____

Section Five: Effect of Management on the Implementation of FPE

22. To what extent is the management of FPE effective?

No extent [] small extent []

Moderate extent [] Large extent []

Very large extent []

23. To what extent is the FPE funds managed without corruption?

No extent [] small extent []

Moderate extent [] Large extent []

Very large extent []

24. Does the school procure for goods and services according to the requirement of the Procurement Act? Yes [] No []

25. Explain your

answer _____

26. In your opinion has the management influenced the FPE performance in your school? _____
