

**SCHOOL BASED FACTORS INFLUENCING PROVISION OF QUALITY
FREE PRIMARY EDUCATION IN MAKINDU SUB-COUNTY IN MAKUENI
COUNTY, KENYA**

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Award of the Degree of Master of Education in Educational Administration**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university

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DEDICATION

I dedicate this work to my husband John Makau, to my son Kevin Makau and my daughters Joan Mueni and Valeria Mutanu. I also dedicate this study to my dear parents Geoffrey and Ann, and my brother Jackson Matata.

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ACRONYMS AND ABBREVIATIONS

CDF	Constituency Development Fund
EFA	Education for All
EFA	Evaluation of Educational Achievement
FPE	Free Primary Education
ILO	International Labor Organization
MDGs	Millennium Development Goals
MoEST	Ministry of Education Science and Technology
NGOs	Non-Governmental Organizations
SAPs	Structural Adjustment Policies
SIMs	Second International Mathematics Study
UNESCO	United Nation Education Scientific and Cultural Organization
UNICEF	United Nation International Children Education Fund
UPE	Universal Primary Education

ABSTRACT

The study sought to investigate the factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya. The study was guided by the following objectives: to determine the extent to which administrative experience of head teachers, professional qualification of teachers, provision of physical facilities, provision of teaching and learning resources influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya. The study was based on systems theory which emphasizes that system implementation should be used proactively to help improve a program as well as retroactively to judge its value. The study employed descriptive research design. The target population of the study was 788 teachers and 65 head teachers of 65 public primary schools in Makindu sub-County. The sample comprised of 30 head teachers and 150 teachers. Questionnaires and observation checklist were used to collect data. The quantitative data was analyzed using descriptive statistics such as percentages, frequencies, mean and standard deviation assisted by Statistical Package for Social Sciences (SPSS) while the qualitative data from the open-ended questions in the questionnaire was analyzed thematically using content analysis. The study found that head teachers were punctual in executing the ministries policies and teachers' experience helps them in ensuring quality education in the school. The study also found that teachers' qualification and their level of in-service training influenced their performance. The study further established that physical facilities such as adequate teaching aids- charts, adequate library books, adequate reference books, availability of sanitary facilities in the school and availability of water in the school affect quality of free primary education to a very great extent. The study also established teaching and learning facilities such as well-equipped library facilities, adequate desks and general furniture and provision of teaching and learning facilities improve the quality of education to a great extent. The Kenyan government should also build more primary schools to cater for the high pupils' enrolment and in addition employ more teachers to handle the large number of pupils in primary schools. This will improve the teacher-pupil ratio which is currently very high and as a result the quality of education will improve.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is often viewed as one of the primary drivers of economic development. It has an impact on individual productivity, employment economic growth and social equity when looked at as an investment (Mathooko, 2009). Education, and particularly primary education, also promotes sustainment of Education For All and other Millennium Development Goals (Heyneman, 2003). It's thus this value and benefits of education that explains why developing nations aided by developing partners invested a lot of money in education aiming at achieving MDG's of UPE by 2015.

Developed countries like USA and Japan have a large pool of highly skilled human resources. This has enabled them to not only exploit local natural resources but also to identify and negotiate for other countries' resources. Primary school education is the fundamental ingredient for creating economic development. In the United States it has been more important than increased capital in accounting for worker productivity and US economic growth (Smith, 2003).

Many developing countries laid a lot of emphasis on primary education in their early stages of development. Denmark achieved Universal Primary Education (UPE) in 1814, Sweden in 1842 and Japan in 1875 UNESCO (2010). Many countries that have developed fast and have shown consistent annual growth in per capita income enjoy almost 100% primary literacy levels (Mbatia, 2004). According to Fullan

(2008), studies in California found that, instructional materials especially textbooks and library activities are consistently related to quality of education as they are a source of essential information and the basis for examination and appraisal. Olsen (2006) reported on their analysis of text book use in Canada that students reported using textbooks often and scored significantly better on achievement tests.

Worldwide, primary school enrolments increased by 82 million since 1990. This symbolized the serious efforts to advance in the face of often severe economic constraints and continued rapid population growth. At the end of the 1990s developing countries had achieved net enrolment rates in the excess of 80%. There has been some improvement in primary school enrolment with the critical exceptions of sub-Sahara in Africa (UNESCO, 2010).

Over the past decade several countries in sub-Saharan Africa have abolished primary school tuition fees typically as part of renewed attempts to resurrect their education systems (UNESCO, 2005). Whereas in the eighties and mid-nineties, cost-sharing had been a policy promoted by international financial institutions, the direct and indirect costs to parents of their children's education became obstacles to their attendance and continued enrolment.

One of the major stumbling blocks on the delivery of quality education is lack of enough textbooks and instructional materials. Without textbooks; the skills, concepts and content required by the curriculum cannot be taught (Ghana education sector report, 2004). UNESCO asserts that improvement in the quality of education

depends to a great extent on whether relevant text books and other learning materials can be made available to teachers and students (Oakes & Saunders, 2002).

The EFA Summary Report (2010) notes that the 2015 deadline for achieving the goals of Education for All (EFA) conference passed, many countries have not achieved the individual and development targets rolled out in Jomtiem, Thailand in 1990 and reaffirmed in Dakar, Senegal in 2000. According to the report, Kenya is among the 44 countries in the sub-Saharan Africa that did not achieve Universal Primary Education (UPE) by the year 2013 as initially planned (World Bank Report. (2015).

The implementation of FPE program witnessed an increase in enrollment in primary schools nationally. A record of 8.4 million children registered in various schools across the country of FPE (Wamukuru, 2014). The number of pupils exceeded the available human and physical facilities in the 18,000 public schools. The teacher-pupil ratio steadily increased from the recommended 1:40 pupils per class to between 1:60 and 1:90 pupils per class (MOEST, 2010).

Wamukuru (2014) noted that Kenya has realized momentous achievements in the educations sector. The number of public primary schools increased from 6,058 in 1963 to 7.2 million in 2003 with an extra 1.3 million enrolling in 2003. The enrollment ratio in primary has increased from 50% in 1963 to 88.6% in 2013. Free Primary Education (FPE) has raised gross enrolment to 104% and net enrolment rate is 91%.

The teaching force in most districts in Kenya is not effective. Teachers complain of increased pupil-teacher ratios. Many primary schools are understaffed. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the Parents Teachers Associations (PTAs). In addition, these problems are contributing significantly to high school dropout rates and have seriously affected the inflow of pupils in primary education (Sifuna, 2005). Due to the culture of fear inculcated by the former regimes and inept administration at the MoEST headquarters, the official rhetoric is that FPE is working smoothly when in reality it is not. This has casted doubts on quality of education provided by FPE and its role in national development.

School infrastructure does influence the quality of various elements of the education process. The size and organization of classrooms can also influence the instructional method of teachers for instance arranging seating in a circle to enable maximum interaction instead of lecturing children sitting in rows. Children's learning is influenced by the availability of textbooks and learning materials, the space and furniture available for studying. The availability of toilets affects attendance and absenteeism amongst both boys and girls. In a rural school project in Kenya, developing school infrastructure to be safe and inviting has been a priority alongside teacher capacity building (UNICEF, 2010). This has demonstrated encouraging results with pass rates for grade six students rising from 46 percent in 2003 to 62 percent in 2009.

Cheruiyot (2006) in a recent study in Kenya stated that about 67% of primary schools had adequate text books and availability of teachers guide was rated at 60.7%. Cheruiyot (2006) argued that pupils who had their own text books were more likely to perform better than those who had no text book or had to share with two or more other pupils.

Public primary schools (PPS) in Makindu sub-County Makueni County, Kenya like in most parts of the country have witnessed a steady increase in pupil enrollment. There has been an upward trend with pupils' enrolment increasing from 21,828 in 2007 to 24,871 in 2014 (DEO Makindu, 2014). Although studies have cited the presence of resource constraint such as inadequacy of financial resources, teachers instructional materials, teaching facilities as well as basic amenities necessary for quality learning environment (MOEST, 2003) on the other hand overcrowding, increasing class size, unhealthy learning environment, poor professional development of teachers and poor instructional methods have been linked to declining education quality in Kenya (UNESCO, 2010; Mathooko, 2009). Classroom environments and sanitation facilities are still challenging to the teaching and learning processes in many of these schools.

Apart from high pupil teacher ratio, in some of the public schools, pupils still learn under trees. In other schools the teachers cannot master all the pupils' names due to their great numbers. Despite the government efforts to provide for teachers and other resources the head teachers should be held accountable for the performance of schools. This is because it is through the head teachers that the learning environment,

resources, teachers and other stakeholders can be made to contribute towards effective teaching hence raising learner’s performance. May be the situation will improve when the government expands the resources and employs more teachers, though as to when this will happen is highly debatable (Ayoo, 2002). Table 1.1 shows KCPE mean scores level in Makindu Sub-County compared to other Counties.

Table 1.1 KCPE mean score for the last three years

Sub-county	2014	2013	2012
Makindu	267.3	266.2	262.1
Kathonzweni	277	274	270
Makueni	279	278	272

Source: District Education Office, Makindu County

From Table 1.1, for the last three years public primary schools in Makindu sub-county have been performing poorly in national examinations compared with adjacent sub counties of Kathonzweni and Makueni. The study seeks therefore to find out the factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County.

1.2 Statement of the problem

Since the re-introduction of Free Primary Education in Kenya in 2003, several factors have been cited to affect the provision of quality free primary education. Acute shortages of teachers, physical facilities, instructional materials and learning

space have been noted as some of the major resources constraints (Oketch and Somerset, 2010). The government of Kenya has shown commitment to the provision of quality education and training as a human right for all Kenyans in accordance with the Kenyan law and the international conventions, such as the Education for All. The textbooks are still a problem as many pupils end up not replacing lost books due to lack of proper replacement policies in many of the schools. As such public primary schools in Makindu sub-county have not been performing well in National Examination as shown in Table 1.1 and therefore the need for this study.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To determine the extent to which administrative experience of head teachers influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.
- ii. To establish how professional qualification of teachers influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.
- iii. To assess the extent to which physical facilities influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.

- iv. To establish how provision of teaching and learning resources influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.

1.5 Research questions

The study sought answers to the following research questions:

- i. To what extent does administrative experience of head teachers' influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya?
- ii. How does professional qualification of teachers' influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya?
- iii. To what extent do physical facilities influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya?
- iv. How does provision of teaching and learning resources influence the quality of free primary education in Makindu Sub-County in Makueni County, Kenya?

1.6 Significance of the study

To the stakeholders in the Ministry of Education and policy makers, this study may act as a source of information on how to improve quality free primary education. The findings of this study may also benefit the head teachers in Kenya. By using analyzed results, head teachers will clearly understand the factors influencing quality free primary education and be conversant with the best solutions in regards to quality education.

The study findings are expected to be of great importance to various researchers who will be involved in policy making. The report of this study will be easily acquired in the library and it may equip the learners with more knowledge and relevant information on factors influencing provision of quality free primary education in Kenya. The study may also make a myriad contribution to the literature on factors influencing provision of quality free primary education in Kenya which will be part of articles that may be helpful to researchers who want to further on their study in the same field.

The findings of the study may assist in providing data and information for proper planning and decision making in the Ministry of Education, local leadership, CDF administration and NGOs. Other researchers may apply the recommendations of this study in pursuit of adding new knowledge in the area of study area. The head teachers and the school committees may use the findings in the schools strategic plans which may help improve on the quality of education in their schools.

1.7 Limitation of the study

The researcher encountered various limitations that hindered access to information that the study seeks. The researcher also experienced problems such as lack of availability of some of the teachers since they were busy in their daily teaching schedule. To mitigate this, the questionnaires were issued during break times when they have a resting break. The respondents targeted in this study were reluctant in giving information fearing that the information being sought might be used to intimidate them or print a negative image about them or the school. The researcher

handled this by carrying an introduction letter from the University to assure them that the information they give would be treated with confidentiality and would be used purely for academic purposes.

1.8 Delimitation of the study

This study was limited to head teachers and teachers in public primary schools in Makindu Sub-County who were the respondents. It specifically focused on the factors influencing the provision of quality free primary education in Makindu Sub-County.

1.9 Basic assumptions of the study

The researcher assumed that the respondents were honest, cooperative, factual (objectivity) and trustworthy in their response to the research instruments. The study also assumed that there were no serious changes in the composition of the target population that would have affected the effectiveness of the study sample.

1.10 Definition of significant terms

The following are the definitions of significant terms used in the study:

Enrolment refers to the number of pupils who register as members of different grades at the beginning of every year in primary schools.

Free Education refers to provision of primary education by the government of Kenya which involves no financial burdens to the parents of the pupils.

Head teacher refers to someone in charge of a school

Performance refers to the academic achievement of the individual pupil through examinations taken at the end of the academic year.

Public Primary School refers to government maintained schools by paying teachers' salaries, administration and funding school facilities.

Quality refers to the standard of primary education that has exception high standards, consistency, meeting the stated purpose and values.

1.11 Organization of the study

The study is organized into five chapters. Chapter one contains the introduction to the study. It presents background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, basic assumption of the study and the definition of significant terms. Chapter two reviews the literature including an overview of quality education, head teachers administrative experience, qualification of teachers, physical facilities and the learning resources. The chapter also contains the theoretical review and conceptual framework of the study. Chapter three covers the research methodology of the study. The chapter describes the research design, target population, sample size and sampling procedure, tools and techniques of data collection procedure, pre-testing, data analysis techniques and finally ethical considerations. Chapter four of the study covers data analysis and presentation and discussions. Chapter five covers summary, conclusion and recommendations.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature an over view of the rationale for Free Primary Education. The chapter covered an overview of quality education, head teachers administrative experience, qualification of teachers, physical facilities and teaching resources influence on quality education. Theoretical review and conceptual framework were also covered in this chapter.

2.2 An overview of quality education

The concept of ‘educational quality’ as it relates to education within the developing world has been subjected to increasing debate, beginning initially with the World Declaration on Education for All (EFA) at the Jomtien Conference in 1990. It identified quality as a prerequisite for achieving the fundamental goal of equity. While access to education has been the primary focus of earlier declarations Joel and Jeffery (2007) recognized the quality of education as a prime determinant in the attainment of Education for All. The definition of quality set out learner characteristics (health, motivation), enabling inputs(teachers and human resources, among them), as well as dimensions of teaching and learning that contribute to literacy, numeracy, life skills and social benefits (Joel and Jeffery, 2007). While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase

in children's cognitive development by improving the quality of their education (Memon & Bana, 2005)

The inclusion of universal education in the millennium development goals in goal two is an indication of world nations concern for giving quality education to all targets age groups (Steer and Wathne, 2009). Quality education hence is thus becoming a major concern and an endeavor for many developing countries. Some scholars have defined quality of education in terms of the extent to which and the manner in which aims and functions of education are achieved and realized. Aims are the anticipated effects of learning and functions refer to what the schools are expected to accomplish (Vedder, 1994). Quality of education is seen to decline and it manifests itself in low pass rates, high dropout rates, underdeveloped skills where pupils leave schools still unable to read, write and unready for self-employment or being employed.

2.3 Head teachers administrative experience and quality education

Head teachers administrative experience refers to the number of years one has been a head teacher. According to the Teachers Service Commission (2012) head teachers and deputy head teachers have duties and responsibilities at a school level. These duties include planning the learning process, administrative matters and maintain standard procedures in the school. The head teacher is to be punctual in executing the Ministry's safety policy in the school by giving the pupils information and guidance activities on topics as safety on the roads, security and health. The head teacher will maintain the standard procedures of teaching, including guiding teachers in building

a syllabus, executing new programs, and follow-up of pupil's achievements. The head teacher will maintain the standard procedures of the educational work, including a civilian-social education; decorating the school for feasts and festivals; and handling connections with other institutions (Memon & Bana, 2005).

Apart from supervision head teachers provide professional support for teachers'. According to Fullan (1992), Memon and Bana (2005) some of the ways of providing professional support include: provision of teaching learning resources, creation of a conducive learning environment, provision of information and opportunities for professional development (up gradating, discussion groups, seminars and induction programs). This study sought to establish whether head teachers in Makindu Sub-County carried out these roles in their endeavor to improve the quality of Free Primary Education.

An effective and efficient headteacher must possess the technical, human and conceptual skills in order to be a good organizer, (Ngaroga, 2001). Technical knowledge and skill include understanding and being proficient in using specific activity such as a process, technique, or procedure. The headteachers should be equipped with relevant know- ledge and skill to perform administrative duties which include planning daily routine, among other duties. This implies that headteacher need to be trained to equip them with the relevant skills and techniques to prepare them to be effective in implementation of educational policies. A headteacher who accepts that people are the key to successful implementation of policies and changes, is cognizant of the barriers that

people place between themselves and the changes required and is able to gain a lot from others (Ngaroga, 2001).

With the introduction of free primary education in Kenya many headteachers were found off guard; they had not been prepared for the change and so they found it challenging. Many schools had an overwhelming increase in enrollment while others witnessed mass exodus. Average class sizes rose from 40 to 70 while the facilities remained the same. It is notable that in Kenya today, approximately 50% of all the country's primary schools are housed in temporary and/or semi-permanent buildings; others are on split sites. The declaration of free primary education witnessed the rise in student enrollment which in turn posed a challenge to many of these headteachers who did not know how to handle the situation.

These changes required changes in the administration skills of school heads. Orora (1997) points out that a change agent is a person who attempts to influence proposed change and its adoption as well as decisions in a direction which beneficiaries have indicated desirable. An advisory committee on supply and education of teachers observe that education service has been operating in a climate of rapid change and that this climate is likely to continue to the foreseeable future (Glatter1988). Such a rapid change requires a continuous process of training and development on the part of all those involved in the education system in order to improve the quality of education in our primary schools

This view is supported by Wideen (1987) who pointed out that headteachers need continued professional growth and development in order to be competent and be able to influence others for better performance. School managers are judged with the responsibility of interpreting educational policies to the parents and other stakeholders; they are also responsible for obtaining, directing and utilizing resources available for successful implementation of education policies and programs. This study was designed to explore the extent to which administrative experience of head teachers influence provision of quality education in Makindu Sub-county in Makueni County, Kenya.

Currently the Ministry of education and the teacher education and professional development (TEPD) program supported by USAID has established professional centers in teacher training colleges where tutors share experiences about teaching and learning however their experiences is expected to trickle down to schools through their graduates on employment. This study therefore is out to establish where whether primary school head teachers provide professional support to teachers and its influence on teaching and learning. It also seeks to investigate whether schools have established linkages with teacher colleges and other learning institutions with a view of raising the standards of education in their schools (UNESCO, 2009).

2.4 Qualification of teachers and quality education

Teachers are one of the most important factors in helping children to learn. Unfortunately teachers are frequently poorly prepared for their task. Little attention emphasis or energy has been put into teachers training and qualifications. Teacher's selection and training as tended to favour general training and knowledge of essential pedagogical skills that help students to learn (UNICEF, 2000). Ongoing professional development and recurrent teachers training is a critical part of building the teacher's capabilities and appropriate instructional style. Investing in teachers training is an assure way of having indirect impact on the quality of the students education (UNICEF, 2009).

Special attention is therefore given to teachers because of their centrality in attaining and maintaining quality education. recruiting well-qualified individuals into teaching, providing them with relevant training, and providing incentives for effective job performance have been the cornerstone of Developing Middle Countries (DMC)s' goals for improving quality education. A common concern across many DMCs is that teaching is considered a low-status career hence people choose it as their last resort. Moreover, well-qualified teachers may have increasing alternative employment opportunities in other sectors of the economy.

Teachers` qualification tends to affect behavior positively but policies to improve qualification of teachers in developing countries go unsupported (World Bank, 2009). Teacher education programs in Kenya are of low quality and lack relevance to School needs (Gurney, 2007). In Kenya the current policy stipulates that a Primary

school teacher should be able to teach all the seven subjects in the primary school curriculum (MOEST, 2010). The teachers are trained in eight subjects which does not promote mastery of content in the respective subjects and does not consider the entry grades at KCSE results in the respective subjects.

2.5 Physical facilities and quality education

Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence quality of education (Brock & Cammish, 2007), as have various aspects of teaching and learning processes. Teaching practice and behavior can particularly influence a pupil's decision. Smith (2003) found that in some schools in Zimbabwe's Southern Province teachers did not prepare lessons, had no schemes of work, and left pupils assignments unmarked.

Adequate classroom to accommodate the large number of pupils enrolled under the FPE programmes is needed. For instance, when classrooms are generally congested and there is hardly any space for free movement during lessons in many of these schools quality education will not be achieved (UNICEF,2010).

The main concerns of the physical classroom space include safety and accessibility to learning, arrangement of furniture and the teachers' use of physical resources. Adequate space allows the teacher and student to plan a display of work, and facilitate group work by an improved movement in class (Ngware, Oketch & Ezeh, 2008). Research has shown that a well-organized classroom permits more positive

interactions between teachers and children, reducing the probability that challenging behaviors will occur (Michaelowa, 2009).

The way in which children perceive their surrounding greatly affects how they will perform, therefore, it is imperative that instructors and administrators thoroughly examine the physical space with an eye towards making improvement that will benefit the teaching and learning there in (Brittany, Allen & Katre Hussiek, 2011). Miske and Dowd (2009) referred to the physical environment of the classroom as the 'silent curriculum', meaning that the space in the classroom has power to facilitate and enhance the learning process in ways similar to those of the overt curriculum.

Lizettee (2010) indicated that sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls. All girls should have access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school, or if they are in a poor state of repair, then many children would rather not attend than use the alternatives.

2.6 Teaching and learning resources and quality education

Evidence suggests that textbooks are a central part of classroom life in much of the world, although more so in some subjects like Languages and Mathematics than in like Physical education (Webster, 2010). Their availability thus is a great factor that

impacts on quality of education as documented in several studies in Africa on positive effects of text books on learning achievements (UNESCO, 2005). National and international research has established the overall educational importance of textbooks and instructional materials. In California, textbooks and instructional materials are particularly important because they are the primary means through which students gain access to the knowledge and skills specified in the State Content Standards that are at the heart of California's K-12 education system. In the US, for example, teachers spend 70 to 90 percent of the total instructional time delivering content in text books (Ampiah, 2008).

In Nicaragua and Philippines testing in early 1980's found that students with text books scored higher, by about one-third of a standard deviation, than students without those resources (Lockheed, 1993) and in an experiment in Philippines in thirty schools it was found that provision of text books significantly reduced dropouts (Global Monitoring Report,2005). Books are thus in short essential to achieving the goal of Education for All. However students have limited access to them despite millions of dollars that have been spent on programs of books provision (Montagnes, 2010).

Teaching and learning materials play a major role in the education system, (Okwach & George, 1997). Under the FPE programme, every pupil is entitled to free writing materials e.g. pencils, pens and exercise books. All in all textbooks in many of public primary schools is being shared in the ratio of one textbook to five pupils. Sharing of textbooks affects performance since the pupil have no access to the books while at

home and many have to do their homework early in the morning the next day when in school. This says something about the amount of work the teachers have to give to the pupils. Shortages of supplementary reading books greatly influences learning, if they are inadequate then the quality of education is compromised (World Bank, 2009)

World Bank in particular stated that the availability and use of text books was one of the most consistent indicators of achievement (Heyneyman et al, 1978; Heyneman and Loxey, 1983; Fuller, 1987). Text books support educational development and quality upgrading has been recognized by the governments throughout developing world through their development partners (World Bank, 2009). Lockheed and others (1986) reported on their analysis of longitudinal data (entailing pretests and posttests to study text books use in Thailand).

2.7 Summary of related literature review

According to Memon & Bana (2005) quality of education is prerequisite for achieving the fundamental goal of equity thus there is an increase in children's cognitive development by improving the quality of their education. According to the Teachers Service Commission (2012) and Memon and Bana, (2005) head teachers have duties and responsibilities in executing the Ministry's safety policy in the school. UNICEF (2009) indicated that investing in teachers training is a sure way of having indirect impact on the quality of the student's education. Brock & Cammish, 2007, Smith (2003), Ngware, Oketch & Ezeh, 2008 and Brittany, Allen & Katre Hussiek, 2011 linked physical facilities with quality education.

2.8 Theoretical framework

The study will use the systems theory approach which emphasizes that system implementation should be used proactively to help improve a program as well as retroactively to judge its value. Developers of this approach relied on a systems approach to education in which decisions are made about inputs, process and outputs. Kurt Lewin (1947) explains interrelationship between parts of system and their contribution of school system which when harmonized achieve the set goals. In general systems theory, a system is any collection of interrelated parts that together constitute a larger whole. These components, or elements of the system are intimately linked with one another, either directly or indirectly, and any change in one or more elements may affect the overall performance of the system.

The systems' approach is designed to analyze the quality of primary education situations on the basis of the great majority of modern educational-related developments. It recognizes the potential of individual members of the organization to plan and exploit their capabilities. Also to encourage them to articulate the policy guidelines provided by the Ministry of Education in order to implement and use the available resources effectively. As a result they are able to achieve the organization goals (Orodho, 2005). The dynamics of quality education depends on education inputs such as provision of adequate TSC teachers, adequate learning physical facilities, availability of adequate funds, and effective procurement policy of instructional resources.

2.9 Conceptual framework

A conceptual framework is a model that presents and explains the relationship between various variables. In a conceptual framework there are two types of variables: dependent variable and independent variable. In this study, the independent variables experience of head teachers, qualification of teachers, provision of physical resources and provision of teaching and learning resources while the dependent variable is Quality Free Primary Education.

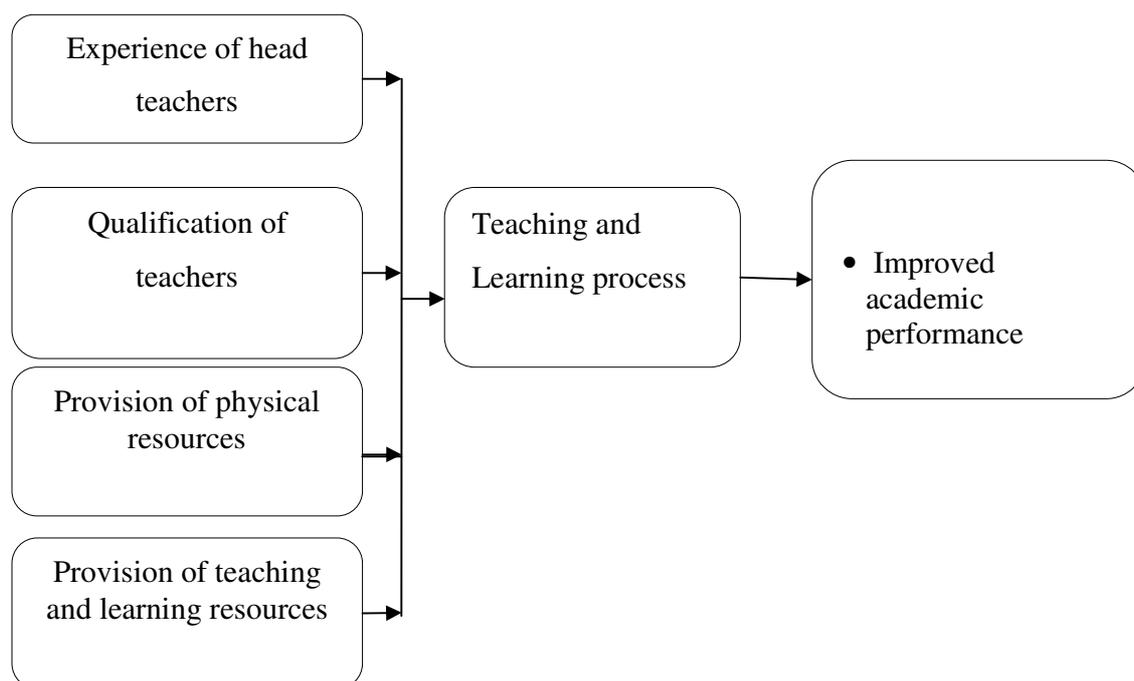


Figure 2.1: Conceptual framework

Quality free primary education can be influenced by several factors. The framework presents the factors that influence provision of quality free primary education; the

independent variables are administrative experience of head teacher, qualification of teachers, physical facilities and teaching / learning resources. The process in the framework is the teaching and learning the dependent variable is the quality free primary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design, the target population, sample size and sampling procedures, research instruments, validity of the instruments and reliability of the instruments, data collection procedures and data analysis techniques and ethical considerations.

3.2 Research design

The study used descriptive research design to establish the factors influencing provisions of quality free primary education in Makindu sub-County in Makueni County, Kenya. According to Cooper and Schindler (2003) descriptive study is concerned with finding out who, what, where and how of the variables, which is the concern of this research. Kothari (2004), descriptive research is concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation. The design is preferred since the study intends to collect comprehensive information through descriptions which was helpful for identifying variables and making sure that there is minimum bias in the collection of data and to reduce errors in interpreting the data collected. This assisted the researcher in describing the phenomenon under study. The study employed the survey design since the researcher intends to get the precise information and make conclusive results regarding the factors influencing provisions of quality free primary education.

3.3 Target population

According to Mugenda and Mugenda (2003) population refers to a complete census of all items or people in a researcher's area of study. The target population composed of 788 teachers and 65 head teachers of 65 public primary schools in Makindu sub-County in Makueni County, Kenya (Sub County Commissioner, Makindu County, 2015).

3.4 Sampling size and sampling procedure

According to Mugenda and Mugenda (2003), at least 10% to 30% of the target population is adequate, for social science research. Siegel (2003) defines simple random sampling as a subset of a statistical population in which each member of the subset has an equal probability of being chosen. Out of the target population of 65 schools in Makindu sub-County in Makueni County in Kenya, 20 schools were randomly selected making up 30% of the school population. From each selected public primary school, the head teachers were selected by census. A teacher from each class was picked randomly at a specific time of the day. The sample population of teachers was 150 determined using the following formula taken from Kothari (2004). This added up to a sample size of 180 respondents.

$$n = \frac{z^2 \cdot N \cdot \theta_p^2}{(N - 1)e^2 + z^2 \theta_p^2}$$

Where; n = Size of the sample,

N = Size of the population and given as 788,

e = Acceptable error and given as 0.05,

σ_p = The standard deviation of the population and given as 0.5 where not known,

Z = Standard variate at a confidence level given as 1.96 at 95% confidence level.

Table 3. 1: Sample population

	Population	Frequency	Percentage
Head teachers	65	30	30.7
Teachers	788	150	20.3
Total		180	51

3.5 Research instruments

The study used two instruments for the purpose of data collection. These were questionnaires and observation checklist. The study used According to Bryman (2004) a researcher needs to develop instruments with which to collect necessary information. For this study, the researcher developed and administered questionnaire and observation checklist. Questionnaires were used because they can be completed at the respondents' convenience, and they offer assurance of anonymity among other advantages.

Head teachers questionnaire composed of part A on biodata and part B on areas such as the influence of administrative experience of head teachers', professional qualification of teachers, physical facilities influence and teaching/learning resources on quality of free primary education. **The teachers' questionnaire** had two sections,

section one sought demographic information about the respondents while section two sought information about the influence of head teachers administrative experience, qualification of teachers , physical facilities and teaching and learning facilities on quality of free primary education.

The questionnaires included closed and open-ended questions. Closed ended questions were used in an effort to conserve time and money as well as to facilitate an easier analysis as they are in immediate usable form, while the open-ended questions encouraged the respondent to give in-depth information without feeling held back in revealing of any information.

This study also used an **observation checklist**, which guided the researcher in making the relevant observation by concentrating on key issues such as classrooms, computer laboratory, computers, libraries, textbooks, furniture, latrine/toilets and playing fields. Kothari (2004) observes that observation checklist is a key data collection instrument especially where observation is the most appropriate method.

3.6 Validity of the instruments

The researcher measured the content validity which according to Mugenda and Mugenda (2003) is measured by making use of professionals or experts. The researcher sought assistance from the supervisors, peers and other university lecturers, who are experts in research to ensure the content validity of the instruments. Modification of themes was made with the guidance of the supervisors where necessary. This helped to improve the content validity. A pilot study was done to pretest the instruments. The researcher randomly picked two schools, that were

not part of the sample population and hence was not used in the data analysis. Through pretesting, the ambiguous questions were rectified to help come up with high content validity.

3.7 Reliability of the instruments

According to Cooper and Schindler (2003) reliability is a measure of the degree to which research instrument yield consistent results or data after repeated trials. In this study a pilot study was conducted to ensure reliability with 10 respondents from the two primary schools which were not included in the study. In order to test the reliability of the instruments, internal consistency techniques was applied using Cronbach's Alpha. The alpha value ranges between 0 and 1 with reliability increasing with the increase in value. A construct composite reliability co-efficient (Cronbach alpha) of 0.6 or above, is considered adequate (Rousson, Gasser & Seifer, 2012). A coefficient of 0.7 in this study was considered acceptable reliability. Reliability coefficient of the research instrument was assessed using Cronbach's alpha (α) which is computed as follows:

$$\alpha = k/k-1 \times [1 - \frac{\sum (S^2)}{\sum S^2 \text{sum}}]$$

Where:

α = Cronbach's alpha

k = Number of responses

$\sum (S^2)$ = Variance of individual items summed up

$\sum S^2 \text{sum}$ = Variance of summed up scores

3.8 Data collection procedures

Before collecting data, the researcher obtained an introduction letter from the university then a permit from National Commission of Science, Technology and Innovation. The researcher also informed the Sub County Education Commissioner, Makindu Sub County of the intention to carry out research in the area. The researcher booked appointments with head teachers of sampled schools to organize in advance the most appropriate time to collect data from them as well as teachers. The researcher administered questionnaires to the respondents in person on the agreed dates and time.

3.9 Data analysis techniques

According to Orodho (2003) data analysis is the process of systematically searching and arranging filed notes, data and other materials obtained from the field with the aim of increasing one's own understanding and to enable one to present them to others. Before analysis, data was cleaned by checking for logical consistency. Then coding which involved converting responses to numbers before entering the data. The quantitative data was analyzed using descriptive statistics such as percentages, frequencies, mean and standard deviation assisted by Statistical Package for Social Sciences (SPSS) version 21. According to Martin and Acuna (2002) SPSS is able to handle large of amounts of data. The qualitative data from the open-ended questions in the questionnaire was analyzed thematically using content analysis and presented in prose form.

3.10 Ethical considerations

Considering that the research subjects in qualitative research interviewing are human beings, Fontana & Frey (1994) suggest that great care must be taken to prevent harm to these people. In this research, consent was obtained, firstly, by talking to the school head teachers, to gain their trust, support and permission to conduct the research in the schools. The nature of the research was explained to them and several questions on anonymity and confidentiality were answered. The participants were reassured that their identities remained confidential.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings. This chapter presents analysis of the data on the analysis on factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya. The chapter also provides the major findings of the study and discusses those findings and results against the literature review chapter. The researcher made use of frequency tables to present data.

4.2 Response rate

The study targeted a total of 180 respondents, 30 head teachers and 150 teachers. However, only 125 respondents responded, 27 head teachers and 98 teachers, and returned their questionnaires as shown in Table 4.1.

Table 4.1: Response rate

	Head teachers		Teachers		Total	
	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
Responded	27	90	98	65.3	125	69.7
Non respondent	3	10	52	34.7	55	30.3
Total	30	100	150	100.0	180	100.0

From the Table 4.1, it can be deduced that 90% of head teachers and 65.3% of teachers responded forming a response rate of 69.7%. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting and a rate of 60% is higher; therefore, this response rate is adequate for analysis and reporting.

4.3 Demographic information

Demographics are characteristics of a population such as gender, age, race, ethnicity, education level, profession, occupation, income level, and marital status. The Demographic Information sought in this study was gender, professional qualification, year of experience and the length of service the head teacher/teacher had been in the current school.

4.3.1 Gender of the of the teachers and head teachers

Gender refers to the state of being male or female. In this study, teachers and their heads were asked to state their gender and the results are as shown in Table 4.2

Table 4. 2: Gender of of the teachers and head teachers

	Head teachers		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	22	81.5	43	43.9	65	52
Female	5	18.5	55	56.1	60	48
Total	27	100	98	100	125	100

From the Table 4.2, it can be observed that, 81.5% of the head teacher's respondents were male while only 18.5% of the head teacher's respondents were female. Similarly, 43.9% of the teacher's respondents were male while 56.1% of the teacher's respondents were female. This implies that majority of head teachers are male while female teachers are slightly more than male teachers are.

4.3.2 Age bracket of the respondents

Age is the amount of time during which a person has lived. The age of a teacher is likely to influence his or her perception and performance. The respondents in this study were requested to state their age and the results are as shown in Table 4.3

Table 4. 3: Age bracket of of the teachers and head teachers

	Head teachers		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
less than 30 years	1	3.7	17	17.3	18	14.4
30 - 39 years	8	29.6	11	11.2	19	15.2
40 - 49 years	16	59.3	69	70.4	77	61.6
50-59 years	3	11.1	8	8.2	11	8.8
Total	27	100.0	98	100	125	100

The study found that the majority of the respondents were between 40 - 49 years (61.6%), 15.2% were aged 30 - 39 years, 14.4% were aged less than 30 years and 8.8% were aged between 50-59 years. This shows that majority of the employees are middle aged. 59.3% of the head teachers were between 40 - 49 years, 17.3% less

than 30 years, 11.1% were between 50-59 years while only 3.7% were less than 30 years. In addition, 70.4% of the teachers were between 40 - 49 years, 17.3% were less than 30 years, 11.2% were between 30 - 39 years, while only 8.2% were between 50-59 years.

4.3.3 Teaching experience

Teaching refers to the number of years that the teacher / head teacher has been teaching .The study sought to find out the period the respondents had been teaching and found the following results as shown in Table 4.4

Table 4.4: Teaching experience of the teachers and head teachers

	Head teachers		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 2 years	0	0	7	7.1	10	7.89
3-4 years	0	0	12	12.2	25	19.74
Over 4 years	27	100	80	81.6	90	72.37
Total	27	100.0	98	100.0	125	100

According to the findings, all head teachers had over 4 years of experience. On the other hand, 81.6% of the teachers had over 4 years of experience, 12.2% had between 3-4 years of experience 7.1% had Less than 2 years of experience. In totality, 72.37% of the respondents indicated that they had taught for over 4 years, 19.74% of the respondents had taught for 3-4 years and 7.89% had taughtfor less than 2 years.

4.3.4 Education level

The level of education is the highest level of education attained by the respondent. The study also sought to establish the highest level of education of the respondents by asking them to the results are as shown in Table 4.5.

Table 4. 5: Education level of the teachers and head teachers

	Head teachers		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
P1	7	25.9	47	48.0	54	43.48
Diploma	15	55.6	31	31.6	46	36.96
Degree	5	18.5	20	20.4	25	19.2
Total	27	100.0	98	100.0	125	100

According to the findings, the majority of head teachers 55.6% had a diploma, 25.9% had a P1 certificate, while 18.5% had a degree as their highest level of education. On the side of teachers, majority 43.48% had had a P1 certificate as their highest level of education, 31.6% had a diploma while only 20.4% had a degree as their highest level of education.

4.4 Head Teachers administrative experience and quality education

Administrative experience is the number of years one has been in active administration.

4.4.1 Head teachers administrative experienced to discharge their duties

The study sought to establish whether head teachers were experienced in executing their duties. By asking the teachers; Is the head teacher in your school experienced in executing their duties? The results were as shown in Table 4.6

Table 4.6: Head teachers administrative experienced to discharge their duties

Response	Frequency	Percentage
Yes	71	72.4
No	29	29.6
Total	98	100

From the table 4.6 it can be deduced that, 72.4% of the teachers believed that their head teachers had enough administrative experienced to discharge their duties while 29.6% of the teachers were of the contrary opinion. Similar findings were reported by Memon and Bana (2005) who concluded that the head teachers must have skills to carry out their duties respectively. They summarized the duties as planning the learning process, administrative matters and maintain standard procedures in the school.

4.4.2 How experience helps head teachers ensure quality of education

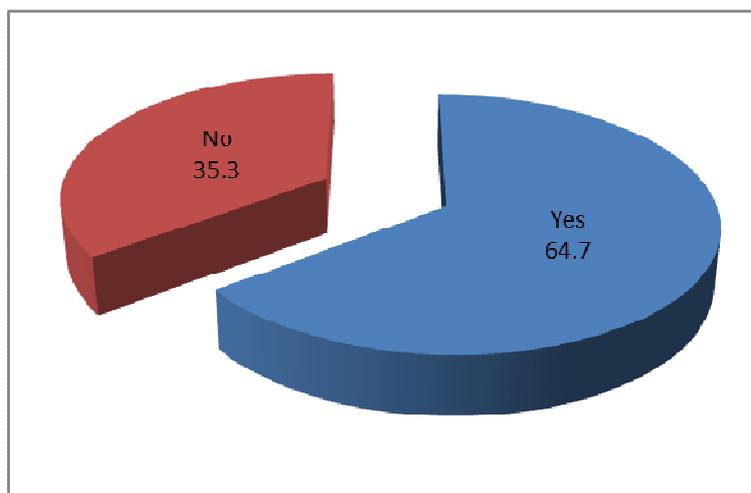
The study also sought to determine how experience helps head teachers in ensuring quality education in this school. The study found that head teachers use previous

experience, managerial skills and professional expertise to ensure that there is quality education in their schools. The head teachers indicated that they maintained maintain high standard procedures of the educational work, including a civilian-social education; decorating the school for feasts and festivals; and handling connections with other institutions. Teachers Service Commission (2012) also concluded that experienced head teachers are more likely to ensure there is quality education in public primary schools.

4.4.3 Head teachers improved experience

The study sought to determine is the head teachers thought they could provide better services if they improved on their experience. The results are as summarized in Figure 4.1.

Figure 4. 1: Head teachers improved experience



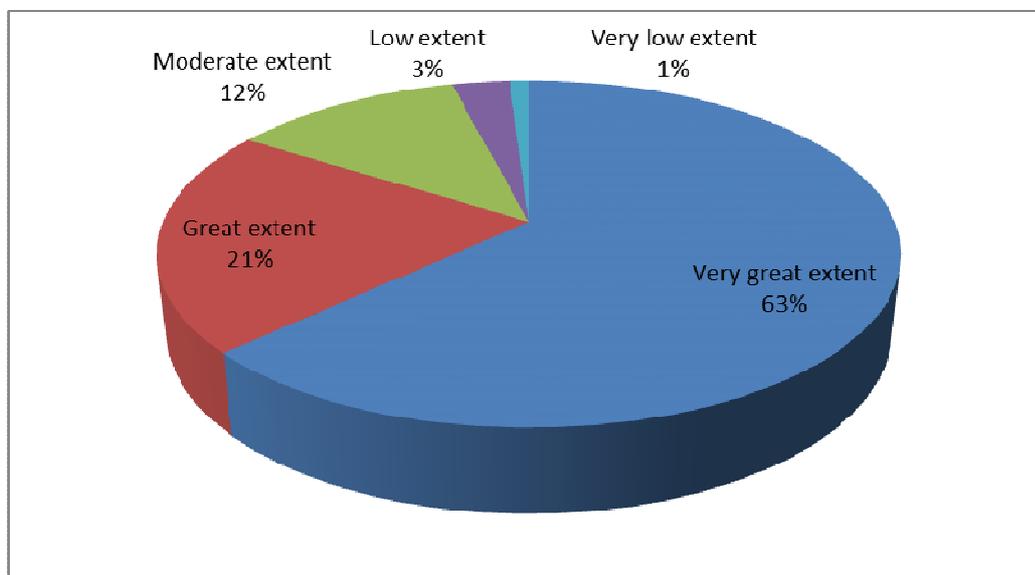
From the findings in Figure 4.1, majority of the head teachers indicated that they would improve the services offered with more experience 17 (64.7%) while 10

(35.3%) indicated that they the services would not be significantly improved. This was more prevalent among the aged teachers who felt that they had already offered enough. This is in agreement with Memon and Bana (2005) that quality services improve with increase in experience.

4.4.4: Head teachers experience and provision of quality free primary education

The study ought to determine from the teachers' extent to which head teachers experience affect provision of quality free primary education. The results are summarized in Figure 4.2

Figure 4.2: Head teachers experience and provision of quality free primary education



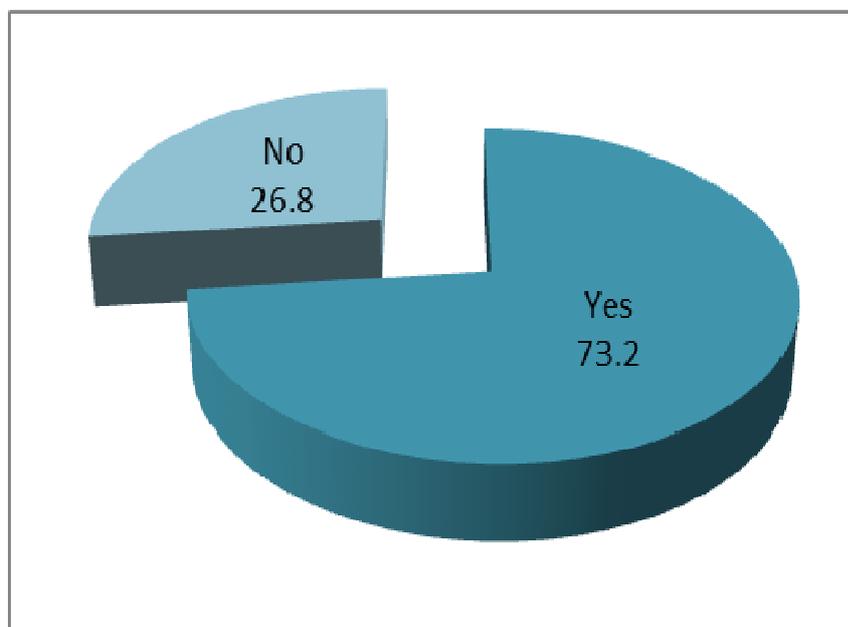
From Figure 4.2, it can be concluded that majority of the teachers 62 (63%) agreed that head teachers experience affect provision of quality free primary education to a great extent, 20 (21%) to a great extent and 12 (12%) to a moderate extent. In

addition, 3 (3%) of the teachers agreed that head teachers experience affect provision of quality free primary education to low extent while only 1 (1%) agreed that head teachers experience affect provision of quality free primary education to a very low extent.

4.5 Qualification of teachers and quality education

Qualification of teachers is the general training and knowledge of essential pedagogical skills that help students to learn. The study also sought to determine whether teachers qualification affect their performance. The head teachers were asked if teachers' qualification affect their performance and the results are summarized in Figure 4.3

Figure 4. 3: Influence of qualification of teachers on quality education



The study found that majority 20 (73.2%) of head teachers concurred that teacher’s qualification influenced their performance while only 7 (26.8%) indicated that qualification had no effect on performance. The findings are in line with World Bank (2009) report on teachers’ qualification and performance.

The study also sought to determine the same from the teachers and the following results were obtained as shown in Table 4.7

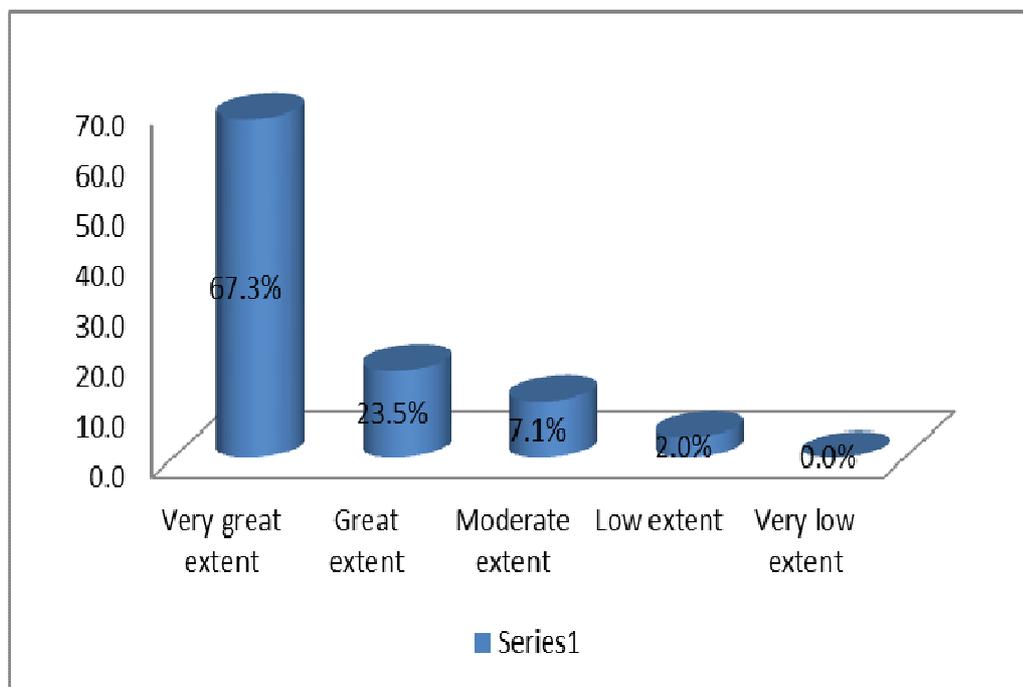
Table 4. 7: Influence of qualification of teachers on quality education

Response	Frequency	Percentage
Yes	76	77.6
No	22	22.4
Total	98	100.0

From Table 4.7, it can be observed that majority of the teachers 77.6% believe that teachers qualification affect the quality of education while a lower 22.4% believe that teachers qualification is not necessary for quality education in public primary schools. Similar findings were reported by head teachers with 73.2% concurring with World Bank report (2009) and only 26.8%disputing.

When asked to state the extent to which teachers’ qualification affects provision of quality free primary education in Makindu Sub-County, teachers responded as summarized in Figure 4.4.

Figure 4. 4: Extent of teachers' qualification effect on quality of free primary education

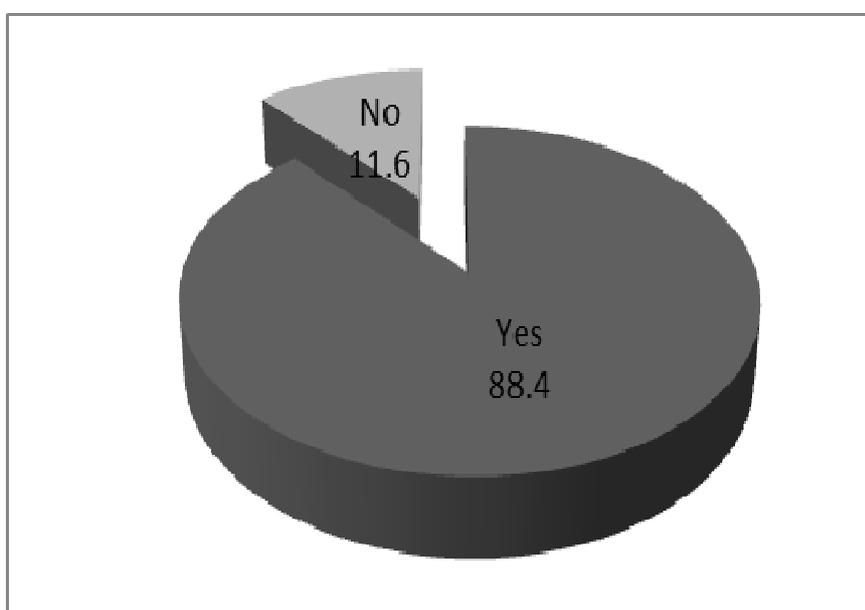


From Figure 4.4, it can be deduced that majority of teachers 66 (67.3%) believe that teachers' qualification affects provision of quality free primary education to a very great extent, 23 (23.3 %) to a great extent, 7 (7.1%) moderate extent, and 2 (2%) to a low extent. None of the teachers indicated that teachers' qualification affects provision of quality free primary education to a very low extent. Similar findings were made by UNICEF (2009) who concluded that teachers' training is a sure way of having quality education of the students in primary schools in sub-Sahara Africa.

4.5.1 Effect of level of in-service training on teachers' performance

The study also sought to establish how level of in-service training affect teachers' performance. The head teachers were asked if the level of in-service training affect teachers' performance and the results are as summarized in Figure 4.5.

Figure 4.5: Whether level of in-service training affects teachers' performance



From Figure 4.5 majority of the head teachers as indicated by 24 (88.4%) said that the level of in-service training affected their performance as indicated by 3(11.6%) said that their level of in-service training had no effect on their performance. The study further sought to establish the ways through which the teachers engage with their students in the classroom. The respondents attested that, one of the major ways of engagement was through participatory learning, they also indicated that they are friendly to pupils during learning sessions which makes the pupils to feel at home while respondents to questions or to seek clarification during learning. The

respondents also said that pupils are given time to respond. UNICEF (2009) reported that professional development and recurrent teachers training is a critical part of building the teacher's capabilities and appropriate instructional style. Investing in teachers training is an assured way of having indirect impact on the quality of the students education.

4.5.2 Teacher's qualification and teacher: student relationship

Teacher student relationship refers to how the teacher and the students relate in classroom and outside the classroom. The study asked the teachers to state the extent to which they believe teachers qualification affect teacher-student relationship. The results are as shown in Table 4.8.

Table 4.8: Teacher's qualification and teacher: student relationship

Response	Frequency	Percentage
Very great extent	58	59.2
Great extent	21	21.4
Moderate extent	11	11.2
Low extent	6	6.1
Very low extent	2	2.0
TOTAL	98	100.0

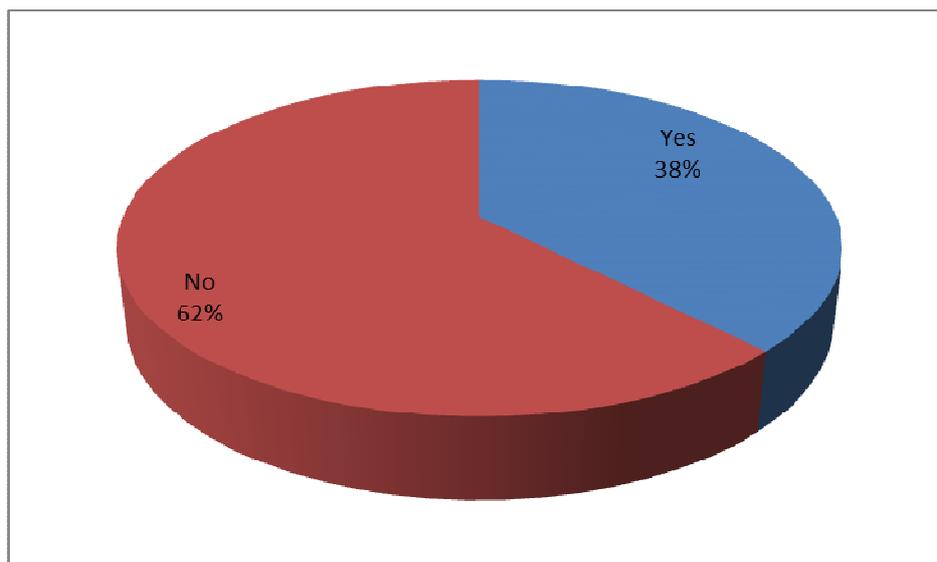
From Table 4.8, it can be concluded that, 59.2% of the teachers believe that the qualification of the teacher affects their relationship with the student, 21.4% of the teachers believe that qualification affect to a great extent while 11.2% affect the

relationship to a moderate extent. However, 6.1% of the teachers indicated that, qualification of the teacher affects their relationship with the student to a low extent while 2.0% of the teachers indicated that qualification affects the relationship to a very low extent. These findings concurred with Gurney, (2007) who observed that teachers' training aims at equipping them with skills which tends to affect their behavior positively and that qualification of teachers helps them have a cordial relationship with their learners.

4.6 Physical facilities and quality education

Physical facilities refer to resources such as classroom space, textbooks, desks and blackboards, furniture and adequate teachers' resources. The study sought to determine from the teachers if the school has enough resources such as classrooms and desks and found the following results summarized in Figure 4.6

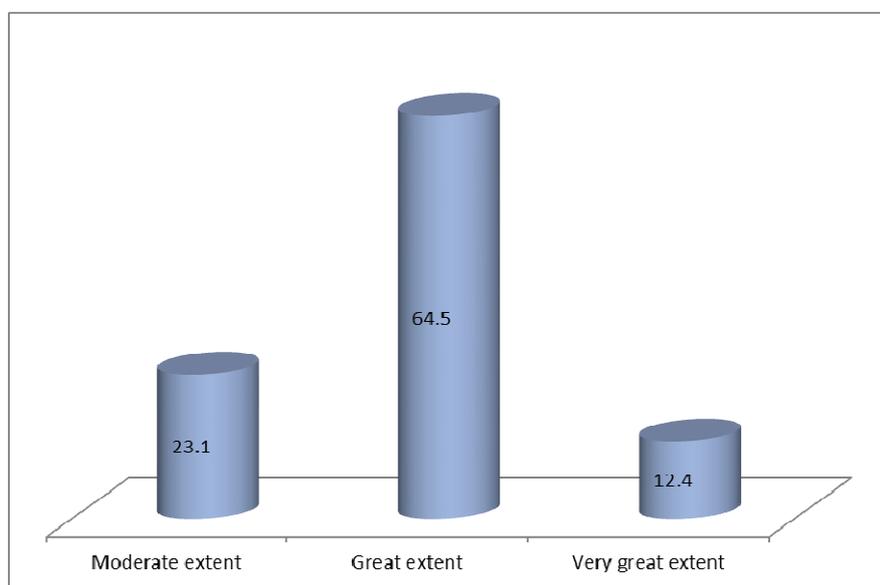
Figure 4.6: Adequacy of physical facilities



From Figure 4.6, majority of the teachers 61 (62%) were of the view that schools do not have adequate Physical facilities, while a lower 37 (38%) believe that the schools have adequate facilities. The researcher also made the same observation since some classes had too many pupils and some schools did not have enough playgrounds given the number of students. Similar findings were observed by World Bank (2009), who observed that many schools in the sub-Sahara Africa do not have adequate resources to enable the teachers deliver quality education.

The study sought to establish from teachers the effect of Physical facilities on provision of quality free primary education and the results are as shown in figure 4.7

Figure 4.7: Extent to which physical facilities affect quality of free primary education



The majority of the teachers indicated that physical facilities affect quality of free primary education in your school to a great extent as indicated by 63 (64.5%), 23 (23.1%) said to a moderate extent while 12 (12.4%) said that physical facilities affect quality of free primary education in your school to a very great extent. Brock and Cammish (2007) attested that availability of resources such as textbooks, desks and blackboards has been found to influence quality of education.

4.6.1: Attributes of physical facilities on quality of free primary education

Attributes of physical facilities are the facilities available in the specific school. The study further sought to establish the extent to which the following attributes of physical facilities affect quality of free primary education and the results are summarized in Table 4.9.

Table 4.9: Attributes of physical facilities on quality of free primary education

Attributes	Frequency	Percentage	Mean	Std. Dev.
Availability of sanitary facilities in the school	12	12.2	4.714	.123
Availability of water in the school	11	11.2	4.572	.211
Adequate playgrounds for pupils	9	9.2	4.391	.603
Spacious classrooms	10	10.2	4.429	.567
Adequate textbooks	6	6.1	4.208	.183
Adequate library books	14	14.3	4.879	.103
Adequate reference books	13	13.3	4.767	.112
Adequate teaching aids- charts	15	15.3	4.971	.107
Adequate chalk	8	8.2	4.367	.592

From the findings, the study found that adequate teaching aids- charts, adequate library books, adequate reference books, availability of sanitary facilities in the school and availability of water in the school affect quality of free primary education to a very great extent as shown by mean scores of 4.971, 4.879, 4.767, 4.714 and 4.572 respectively. The head teachers also indicated that spacious classrooms, adequate playgrounds for pupils and adequate chalk affects the quality of free primary education to a great extent as shown by mean scores of 4.429, 4.391, 4.367 and 4.236 respectively. Lizettee (2010) indicated that sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. He also added that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls.

In addition, the study sought from the teachers the extent to which physical facilities affect quality of free primary education and the results are as summarized in Table 4.10.

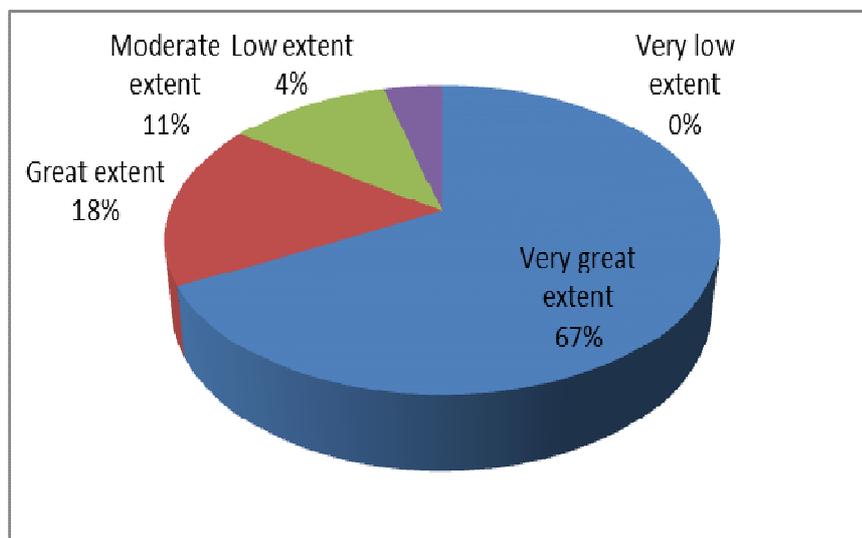
Table 4. 10: Extent to which physical facilities affect quality of education

	Frequency	Percentage
Very low extent	5	3.85
Low extent	2	1.92
Moderate extent	17	13.46
Great extent	82	65.38
Very great extent	19	15.38
Total	125	100

From the findings, the study found that, 65.38% of the teachers indicated that physical facilities affect quality of education to great extent, 15.38% very great extent, 13.46% moderate extent, 3.85% very low extent and 1.92% to a low extent. The findings were consistent with Ngware, Oketch and Ezeh (2008) who stated that physical facilities permits more positive interactions between teachers and children. Similarly, Miske and Dowd (2009) referred to the physical environment of the classroom as the ‘silent curriculum’, meaning that it has the power to facilitate and enhance the learning process.

The study also sought to establish from the teachers the extent to which sanitation facilities affect class attendance and the findings are as summarized in Figure 4.8

Figure 4. 8: Extent to which sanitation facilities affect class attendance



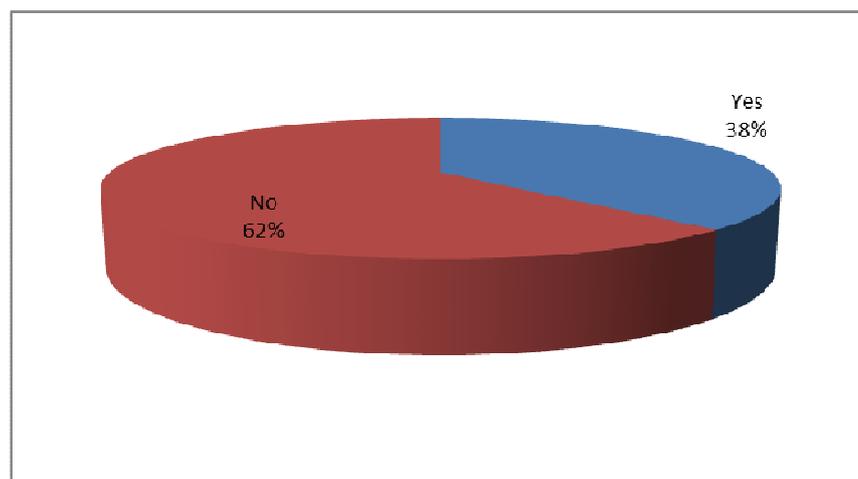
From Figure 4.8, majority of the teachers 66 (67%) indicated that sanitation facilities affect class attendance to a very great extent, 18 (18%) to a great extent, 11 (11%)

moderate extent, 4 (4%) indicated that sanitation facilities affect class attendance to a very low extent. The researcher also observed that some schools did not have adequate sanitary facilities and pupils had to wait for longer on queues to access the facilities. The findings are consistent with Lizettee (2010) who indicated that sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools school attendance being negatively affected.

4.7 Teaching and learning facilities and quality education

Teaching and learning facilities are resources necessary for effective implementation of teaching and learning process they include, textbooks, equipped library facilities, computers and so on. The study also sought to establish from the teachers if the school has enough textbooks. The results obtained are summarized in Figure 4.9

Figure 4.9: Availability of text books, computer and library facilities in schools



From the findings, the study established that majority of the teachers 61 (62%) said there were no enough text books in the schools while 27 (38%) were of the view that there were enough text books in the schools. The researcher observed that some schools had libraries though majority were under stocked while others did not have libraries at all. In addition, some schools had computers, which were mainly used in the offices and occasionally by the pupils Similarly, UNICEF (2009) had observed that many public primary schools in Sub-Sahara Africa do not have adequate learning resources among them textbooks.

The study also enquired the extent to which availability of textbooks affect quality of free primary education in primary schools. The findings from the teachers are summarized in Table 4.11.

Table 4.11: Extent to which availability of textbooks affects quality of free primary education

	Frequency	Percentage
Very great extent	66	67.3
Great extent	17	17.3
Moderate extent	11	11.2
Low extent	4	4.1
Very low extent	0	0.0
Total	98	100

From the finding most of the teachers, 67.3% indicated that availability of textbooks affect quality of free primary education to a very great extent, 17.3% very great extent, 11.2% moderate extent while 4.1% said low extent. The findings concur with Lizettee (2010) that availability of textbooks highly influences learning in public schools.

The study also sought to determine from the head teachers the extent to which Availability of enough textbooks, library facilities, well-equipped computer facilities, textbooks for teachers influence Quality of Free Primary Education. The findings are as summarized in Table 4.12.

Table 4.12: Attributes of teaching and learning resources on quality of free primary education

Attribute	Frequency	Percentage	Mean	Std. Dev.
Availability of enough textbooks	10	37	4.714	.123
Adequate and well-equipped library facilities.	5	18.6	3.862	.402
Provision of adequate and well equipped computer facilities	4	14.8	3.731	.237
Presence of textbooks only as material medium for teachers impairs performance	8	29.6	4.408	.982

From Table 4.12 the head teachers indicated that availability of enough textbooks affected the quality of free primary education in schools to a very great extent as shown by a mean score of 4.714. The study also revealed that presence of textbooks only as material medium for teachers affects performance; adequate and well equipped library facilities and provision of adequate and well equipped computer facilities affect the quality of free primary education in schools to a great extent as shown by mean scores of 4.408, 3.862 and 3.731 respectively. Textbooks support educational development and quality upgrading has been recognized by the governments throughout developing world through their development partners (World Bank, 2009).

When the teachers were asked to respond to the attributes of teaching and learning resources and the extent to which they affect quality of free primary education, the results are as shown in Table 4.13.

Table 4. 13: Attributes of Teaching and Learning Resources on Quality of Free Primary Education

Attribute	Frequency	Percentage	Mean	Std. Dev.
Availability of enough textbooks	30	31	4.831	.057
Adequate and well-equipped library facilities.	19	19	3.528	.137
Provision of adequate and well equipped computer facilities	21	21	3.692	.104
Presence of textbooks only as material medium for teachers impairs performance	28	29	4.327	.718

From Table 4.13 it shows that availability of enough textbooks affected the quality of free primary education in schools to a very great extent as shown by a mean score of 4.831. The study also revealed that presence of textbooks only as material medium for teachers affects performance; adequate and well-equipped library facilities and provision of adequate and well-equipped computer facilities affect the quality of free primary education in schools to a great extent as shown by mean scores of 4.327, 3.528 and 3.692 respectively. World Bank (2009) made the same observation that learning resources are key in delivering quality education.

The teachers were also asked to state the extent to which teaching and learning resources affect quality of free primary education and the results are summarized in Table 4.14.

Table 4.14: Extent to Which Teaching and Learning Resources Affect Quality of Free Primary Education

	Frequency	Percentage
Very low extent	5	3.85
Low extent	7	5.77
Moderate extent	17	13.46
Great extent	72	57.69
Very great extent	24	19.23
Total	125	100

From the findings, majority of the head teachers and teachers indicated that teaching and learning resources affect quality of free primary education in your school to a great extent as shown by 57.69%, 19.23% great extent and moderate extent 13.46%. 5.77% also said that teaching and learning resources affect quality of free primary education in their school to a low extent while 3.85% indicated very low extent. On the rate of enrollment after the introduction of free primary education, the respondents said the rate of enrollment has greatly improved. They also attested that the enrollment rate grew up with most classes being over occupied.

4.8. Rate of enrollment

The study also sought to investigate the rate of enrollment in schools after the introduction of free primary education. The findings are shown in Table 4.15

Table 4.15: Rate of enrollment in schools after the introduction of free primary education

	Frequency	Percentage
Remained unchanged	1	1.92
More than doubled	18	65.38
Doubled	9	32.69
Total	27	100

From the findings, majority of the headteachers revealed that enrollment rate was more than double as shown by a response rate of 65.38%, 32.69% said doubled while only 1.92% said the enrollment rate remained unchanged. Ngware, Oketch and Ezech (2008) concurred that there has been high influx of new enrolments in public primary schools since the launch of free primary education in Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary, conclusion and recommendations of the main findings on the factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.

5.2 Summary of the study

Education, and particularly primary education, also promotes achievement of all of the other Millennium Development Goals. However since the re-introduction of Free Primary Education in Kenya in 2003, several factors have been cited to have been influenced by the acute shortage of teachers, physical facilities, instructional materials and learning space have been noted as some of the major resources constraints. The textbooks are still a problem as many pupils end up not replacing lost books due to lack of proper replacement policies in many of the schools. As such, this study sought to investigate the factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.

The study was guided by the following objectives: to determine the extent to which administrative experience of head teachers, professional qualification of teachers, quality free primary education, physical facilities influence and teaching and learning resources on the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya. The study applied the systems theory as the theoretical framework, which emphasizes that system implementation should be used

proactively to help improve a program as well as retroactively to judge its value. The study employed descriptive research design which is concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation. The target population of the study was 788 teachers and 65 head teachers of 65 public primary schools in the 65 primary schools in Makindu sub-County. The sample consisted of 30 schools, 30 head teachers and 150 teachers.

The instruments for data collection were questionnaires and observation checklist. Validation of the instrument was done through the assistance of the supervisors, peers and other university lecturers, who are experts in research to ensure the content validity. Reliability was determined using Cronbach's Alpha which gave a coefficient of 0.79 for the head teachers and 0.82 for the teachers. The quantitative data was analyzed using descriptive statistics such as percentages, frequencies, mean and standard deviation assisted by Statistical Package for Social Sciences (SPSS) while the qualitative data from the open-ended questions in the questionnaire was analyzed thematically using content analysis.

On the Head Teachers administrative experience and quality education, the study found that the head teachers were experienced in executing their duties at 72.4%. The study also established that head teachers would improve the services offered if they had more experience at (64.7%) while head teachers and teachers experience helps them in ensuring quality education in the school. The study further revealed that head teachers maintained high standard procedures of the educational work,

including a civilian-social education; decorating the school for feasts and festivals; and handling connections with other institutions.

The study found that the services provided to the school by head teachers and teachers were greatly dependent on their experience and this affected provision of quality free primary education.

The study found that head teachers concurred that teacher's qualification influenced their performance. In addition, majority of the teachers also indicated that teachers qualification affect the quality of education. Further, the study found that level of in-service training influenced teacher's performance to a great extent. On the extent to which teacher's qualification affects teacher-student relationship, the study found that qualification of the teacher affects their relationship with the student both inside and outside the classroom.

The study further noted that poor relationship has a negative effect on the quality of education they provide to the pupils. The study also found that one of the major ways of engagement was through participatory learning, friendly to pupils during learning sessions which makes the pupils to feel at home while responding to questions or to seek clarification during learning and that pupils are given time to respond. Finally, it was established that, teachers' qualification affects provision of quality free primary education to a very great extent.

The study established that many public primary schools do not have adequate Physical facilities. In addition, sanitation facilities affect class attendance to a very great extent. The study also found that, physical facilities affect quality of free primary education in schools to a great extent. The study established that adequate teaching aids- charts, adequate library books, adequate reference books, availability of sanitary facilities in the school and availability of water in the school affect quality of free primary education to a very great extent. The study also revealed that spacious classrooms, adequate playgrounds for pupils and adequate chalk affect the quality of free primary education to a great extent. On whether the schools have enough resources for learning, the study found that the number of desks and textbooks were less compared to the number of pupils in their respective schools which are the key reasons for pupils' absenteeism from school.

The study established that the majority of primary schools did not have enough textbooks while both teachers and head teachers concurred that the availability of textbooks affect quality of free primary education to a very great extent. On the attributes of teaching and learning resources and the extent to which they affect quality of free primary education, the study found that availability of enough textbooks affected the quality of free primary education in schools the most. It was revealed that presence of textbooks only as the learning material for teachers impairs performance, adequate and well equipped library facilities and provision of adequate and well equipped computer facilities affect the quality of free primary education in schools to a great extent. Well-equipped library facilities, adequate desks and general

furniture and provision of teaching and learning facilities improve the quality of education to a great extent. It was also revealed that sanitation facilities, textbooks availability and well-equipped computer facilities improve the quality of education to a great extent. Moreover teaching and learning resources affect quality of free primary education in your school to a great extent.

The head teachers rating of enrollment in schools after the introduction of free primary education shows the rate of enrollment has greatly improved and that most classes were congested. The study finally found that enrollment rate was more than double in Makindu Sub-County in Makueni County, Kenya.

5.3 Conclusions

The experience of head teachers' influence the provision of quality free primary education support through provision of professional support such as learning resources, creation of a conducive learning environment, provision of information and opportunities for professional development such as up grading, discussion groups, seminars and induction programs impacts on teaching and learning. In addition, maintaining high standard of educational work and handling connections with stakeholders and other institutions, Connections with parents and committee and other public institutions influence the quality of education. The study also concludes that by maintaining close relationship with parents and school committee members, the quality of education to the pupils improves. The study concludes that teachers' qualification and their level of in-service training influence their performance through participatory learning, being friendly to pupils during learning

sessions which makes the pupils to feel at home while responding to questions or to seek clarification during learning.

The physical facilities are not enough in most schools which negatively affects the quality of free primary education in schools to a great extent. Adequate teaching aids- charts, adequate library books, adequate reference books, availability of sanitary facilities in the school and availability of water in the school affect quality of free primary education to a very great extent. Spacious classrooms, adequate playgrounds for pupils, adequate chalk and adequate books affect the quality of free primary education to a great extent.

The teaching and learning resources affect quality of free primary education in your school to a great extent. However, many schools do not have adequate resources such as textbooks and desks, which are the key reasons for pupils' absenteeism from school. The presence of textbooks as only the material medium for teachers impairs performance, adequate and well-equipped library facilities and provision of adequate and well-equipped computer facilities affect the quality of free primary education in schools to a great extent. It concludes that well-equipped library facilities, adequate desks and general furniture and provision of teaching and learning facilities improve the quality of education to a great extent.

Finally, the study deduced that the rate of enrollment has greatly improved and that the enrollment rate grew up with most classes being congested. The enrollment rate was more than double in Makindu Sub-County in Makueni County, Kenya.

5.4 Recommendations

The head teacher should ensure that their schools have adequate resources such as text books and well equipped libraries as this affects the quality of free primary education. The head teachers should also ensure that their schools have adequate physical facilities such classrooms, desks, playgrounds and sanitation facilities as they have been found to affect class attendance and the quality of free primary education. The head teachers' should provide professional support to teachers such as learning resources, creation of a conducive learning environment, provision of information and opportunities for professional development such as seminars and induction programs as these greatly influences teaching and learning.

Parent`s Teacher`s Association and other school related bodies, should be strengthened so that they could contribute to the provision of physical facilities in primary schools. The provision of more physical facilities in schools will reduce pupils' absenteeism from school and improve their scores in Kenya Certificate of Primary Education.

The Ministry of Education and other educational stakeholders should enforcement laws to guide the head teachers on the planning of schools. Especially the development of physical facilities since their availability influences quality of FPE positively. The ministry should also ensure that the head teachers have adequate experience as this positively influences the quality of free primary education.

The Kenyan government should also build more primary schools to cater for the high pupils' enrolment and in addition employ more teachers to handle the large number

of pupils in primary schools. This will improve the teacher-pupil ratio which is currently very high and as a result the quality of education will improve. The government, parents and the local community should mobilize resources to put more classrooms and furniture to be used by pupils in schools. Finally, supervision of schools by head teachers should be encouraged as this provides an opportunity for internal criticism and improvement and improvement by teachers.

Teachers training institutions such as universities and other tertiary colleges should work hand in hand with the government, head teachers and other educational stakeholders to ensure that they offer quality training to teachers to instill the required skills to handle learners. The teacher training should be all round. This is because the qualification of the teachers has been found to affect their relationship with the learners as well as the quality of education. In-service training for teachers should also be emphasized to ensure that teachers are updated on the current curriculum and modern methods of teaching to ensure there is quality education in public primary schools.

5.5 Suggestions for further research

The researcher recommends the following areas for further research; effect of physical facilities on the quality of Free Primary Education in primary schools, influence of financial resources of a schools on the quality of free primary Education in primary schools.

The study also recommends that another study be done on school-based factors influencing quality of free primary education in public primary schools in Makindu

Sub-County in Makueni County, Kenya. Research should also be undertaken in a wide area to establish the influence of head teachers on the quality of Free Primary Education in public primary schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Caroline N. Matata,
University of Nairobi,
Department of Educational,
Administration and Planning,
P.O. Box 30197-00100,
Nairobi, Kenya.
4/12/2015

To
The Head teachers,

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH.

I am a postgraduate student at the Nairobi University pursuing a Master of Education in the Department of Educational Administration and Planning. I am currently undertaking a research on: **School Based Factors Influencing Provision of Quality Free Primary Education in Makindu Sub-County in Makueni County, Kenya**

I am pleased to inform you that your school has been selected to participate in the study. The identity of respondents will be treated with utmost confidence and the data provided will be used for academic purposes only.

Yours faithfully,

Caroline N. Matata

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS

INSTRUCTIONS

Kindly answer the following questions by ticking in the appropriate box or filling the space provided. Do not indicate your name anywhere on the paper.

Name of the School _____

Section A: Background information

1. What is your gender Male [] Female []
2. what is your highest level of your professional qualification
P1 [] Diploma [] Degree [] Others (specify).....
3. For how long have you been a teacher? Tick appropriately.
Less than 2 years [] 3-4 years [] Over 4 years []
4. For how long have you stayed in this school?
Less than 2 years [] 3-4 years [] Over 4 years []

Section B

Head Teachers administrative experience and quality education

5. Is the head teacher in your school experienced in executing his/her duties?
Yes [] No []
6. To what extent do you think the head teachers experience in execution of duties affect provision of quality free primary education in Makindu Sub-County?
Very great extent [] Great extent [] Moderate extent []
Low extent [] Very low extent []

Qualification of teachers and quality education

7. Does qualification influence the quality of education given to the students?
Yes [] No []
8. To what extent does teacher's qualification affect teacher: student relationship?
Very great extent [] Great extent [] Moderate extent []
Low extent [] Very low extent []
9. To what extent do you think teacher's qualification affect provision of quality free primary education in Makindu Sub-County?
Very great extent [] Great extent [] Moderate extent []
Low extent [] Very low extent []

Physical facilities and quality education

10. Does your school have enough resources such as classrooms and desks?
Yes [] No []
11. Does your school have enough sanitation facilities?
Yes [] No []
12. To what extent do sanitation facilities affect class attendance in the school?
Very great extent [] Great extent [] Moderate extent []
Low extent [] Very low extent []
13. To what extent do Physical facilities affect quality of education?
Very great extent [] Great extent [] Moderate extent []
Low extent [] Very low extent []

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Introduction

Kindly answer the following questions by ticking in the appropriate box or filling the space provided. Do not indicate your name anywhere on the paper.

Name of the School _____

Section A: Background information

- 1. Please indicate your gender Male [] Female []
- 2. Please indicate your age _____
- 3. Indicate your highest level of your professional qualification
 P1 [] Diploma [] Degree []
 Others (specify).....
- 4. Teaching experience. Tick appropriately.
 Less than 2 years [] 3-4 years [] Over 4 years []
- 5. For how long have you stayed in this school?
 Less than 2 years [] 3-4 years [] Over 4 years []

Section B

Head teachers' administrative experience and quality education

- 6. How does your experience help you in ensuring quality education in this school?

- 7. Do you think more experience will improve the way you provide services to the school? Yes [] No []

12. What other physical facilities affect the quality of education?

13. To what extent do physical facilities affect quality of free primary education in your school?

To a very great extent [] To a great extent []
 To a moderate extent [] To a little extent []
 To no extent []

Teaching/learning materials and quality education

14. To what extent do the following attributes teaching and learning resources affect quality of free primary education in your school? Use a scale of 1-5 where 1= very great extent, 2= great extent, 3= moderate extent, 4= little extent and 5 = not at all

	1	2	3	4	5
i. Availability of enough textbooks					
ii. Adequate and well equipped library facilities.					
iii. Provision of adequate and well equipped computer facilities					
iv. Presence of textbooks only as material medium for teachers impairs performance					

15. How can you rate the enrollment in schools after the introduction of free primary education?

Doubled [] More than doubled []

Remained unchanged [] Reduced []

THANK YOU.

APPENDIX IV: A SAMPLE OF OBSERVATION CHECKLIST

Resource	Availability	Remarks
Classrooms		
Computer Laboratory		
Computers		
Libraries		
Textbooks		
Furniture		
Latrine/Toilets		
Playing fields		

APPENDIX V: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Ref. No. **NACOSTI/P/16/25433/9138**

Date:

4th April, 2016

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NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*School based factors influencing head teachers provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **1st April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

**SCHOOL BASED FACTORS INFLUENCING PROVISION OF QUALITY
FREE PRIMARY EDUCATION IN MAKINDU SUB-COUNTY IN MAKUENI
COUNTY, KENYA**

Caroline N. Matata

**A Research Project Submitted In Partial Fulfillment of the Requirements for
Award of the Degree of Master of Education in Educational Administration**

University of Nairobi

2016

DECLARATION

This research project is my original work and has not been presented for a degree in any other university

.....

Caroline N. Matata

E55/78664/2012

This research project has been submitted for examination with our approval as university supervisors.

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DEDICATION

I dedicate this work to my husband John Makau, to my son Kevin Makau and my daughters Joan Mueni and Valeria Mutanu. I also dedicate this study to my dear parents Geoffrey and Ann, and my brother Jackson Matata.

ACKNOWLEDGMENTS

I wish to thank our Almighty Father for His favour and Mercy upon me throughout undertaking this project of Degree of Master of Education in Educational Administration. My special gratitude goes to my supervisors, Dr. Ursulla Okoth and Mr. Edward Kanori and all other lecturers in the Department of Educational Administration and Planning for their understanding and diligent guidance in the development of this project. I wish to appreciate my head teacher Cornelius Mwilu for granting me permission whenever I needed. Further, I wish to acknowledge all the head teachers and teachers in Makindu sub county who spared their precious time to make this study a success. Special appreciation goes to my dear family, John, Kevin, Joan, Valeria, my brother Jackson and Mum thank you for your love, perseverance and motivation. I also wish to thank my late dad for giving me the best base in education. I thank Rachel Maina for her professional and invaluable work in typing this project in the most competent and dedicated manner. Thank you.

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ACRONYMS AND ABBREVIATIONS

CDF	Constituency Development Fund
EFA	Education for All
EFA	Evaluation of Educational Achievement
FPE	Free Primary Education
ILO	International Labor Organization
MDGs	Millennium Development Goals
MoEST	Ministry of Education Science and Technology
NGOs	Non-Governmental Organizations
SAPs	Structural Adjustment Policies
SIMs	Second International Mathematics Study
UNESCO	United Nation Education Scientific and Cultural Organization
UNICEF	United Nation International Children Education Fund
UPE	Universal Primary Education

ABSTRACT

The study sought to investigate the factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya. The study was guided by the following objectives: to determine the extent to which administrative experience of head teachers, professional qualification of teachers, provision of physical facilities, provision of teaching and learning resources influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya. The study was based on systems theory which emphasizes that system implementation should be used proactively to help improve a program as well as retroactively to judge its value. The study employed descriptive research design. The target population of the study was 788 teachers and 65 head teachers of 65 public primary schools in Makindu sub-County. The sample comprised of 30 head teachers and 150 teachers. Questionnaires and observation checklist were used to collect data. The quantitative data was analyzed using descriptive statistics such as percentages, frequencies, mean and standard deviation assisted by Statistical Package for Social Sciences (SPSS) while the qualitative data from the open-ended questions in the questionnaire was analyzed thematically using content analysis. The study found that head teachers were punctual in executing the ministries policies and teachers' experience helps them in ensuring quality education in the school. The study also found that teachers' qualification and their level of in-service training influenced their performance. The study further established that physical facilities such as adequate teaching aids- charts, adequate library books, adequate reference books, availability of sanitary facilities in the school and availability of water in the school affect quality of free primary education to a very great extent. The study also established teaching and learning facilities such as well-equipped library facilities, adequate desks and general furniture and provision of teaching and learning facilities improve the quality of education to a great extent. The Kenyan government should also build more primary schools to cater for the high pupils' enrolment and in addition employ more teachers to handle the large number of pupils in primary schools. This will improve the teacher-pupil ratio which is currently very high and as a result the quality of education will improve.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is often viewed as one of the primary drivers of economic development. It has an impact on individual productivity, employment economic growth and social equity when looked at as an investment (Mathooko, 2009). Education, and particularly primary education, also promotes sustainment of Education For All and other Millennium Development Goals (Heyneman, 2003). It's thus this value and benefits of education that explains why developing nations aided by developing partners invested a lot of money in education aiming at achieving MDG's of UPE by 2015.

Developed countries like USA and Japan have a large pool of highly skilled human resources. This has enabled them to not only exploit local natural resources but also to identify and negotiate for other countries' resources. Primary school education is the fundamental ingredient for creating economic development. In the United States it has been more important than increased capital in accounting for worker productivity and US economic growth (Smith, 2003).

Many developing countries laid a lot of emphasis on primary education in their early stages of development. Denmark achieved Universal Primary Education (UPE) in 1814, Sweden in 1842 and Japan in 1875 UNESCO (2010). Many countries that have developed fast and have shown consistent annual growth in per capita income enjoy almost 100% primary literacy levels (Mbatia, 2004). According to Fullan

(2008), studies in California found that, instructional materials especially textbooks and library activities are consistently related to quality of education as they are a source of essential information and the basis for examination and appraisal. Olsen (2006) reported on their analysis of text book use in Canada that students reported using textbooks often and scored significantly better on achievement tests.

Worldwide, primary school enrolments increased by 82 million since 1990. This symbolized the serious efforts to advance in the face of often severe economic constraints and continued rapid population growth. At the end of the 1990s developing countries had achieved net enrolment rates in the excess of 80%. There has been some improvement in primary school enrolment with the critical exceptions of sub-Sahara in Africa (UNESCO, 2010).

Over the past decade several countries in sub-Saharan Africa have abolished primary school tuition fees typically as part of renewed attempts to resurrect their education systems (UNESCO, 2005). Whereas in the eighties and mid-nineties, cost-sharing had been a policy promoted by international financial institutions, the direct and indirect costs to parents of their children's education became obstacles to their attendance and continued enrolment.

One of the major stumbling blocks on the delivery of quality education is lack of enough textbooks and instructional materials. Without textbooks; the skills, concepts and content required by the curriculum cannot be taught (Ghana education sector report, 2004). UNESCO asserts that improvement in the quality of education

depends to a great extent on whether relevant text books and other learning materials can be made available to teachers and students (Oakes & Saunders, 2002).

The EFA Summary Report (2010) notes that the 2015 deadline for achieving the goals of Education for All (EFA) conference passed, many countries have not achieved the individual and development targets rolled out in Jomtiem, Thailand in 1990 and reaffirmed in Dakar, Senegal in 2000. According to the report, Kenya is among the 44 countries in the sub-Saharan Africa that did not achieve Universal Primary Education (UPE) by the year 2013 as initially planned (World Bank Report. (2015).

The implementation of FPE program witnessed an increase in enrollment in primary schools nationally. A record of 8.4 million children registered in various schools across the country of FPE (Wamukuru, 2014). The number of pupils exceeded the available human and physical facilities in the 18,000 public schools. The teacher-pupil ratio steadily increased from the recommended 1:40 pupils per class to between 1:60 and 1:90 pupils per class (MOEST, 2010).

Wamukuru (2014) noted that Kenya has realized momentous achievements in the educations sector. The number of public primary schools increased from 6,058 in 1963 to 7.2 million in 2003 with an extra 1.3 million enrolling in 2003. The enrollment ratio in primary has increased from 50% in 1963 to 88.6% in 2013. Free Primary Education (FPE) has raised gross enrolment to 104% and net enrolment rate is 91%.

The teaching force in most districts in Kenya is not effective. Teachers complain of increased pupil-teacher ratios. Many primary schools are understaffed. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the Parents Teachers Associations (PTAs). In addition, these problems are contributing significantly to high school dropout rates and have seriously affected the inflow of pupils in primary education (Sifuna, 2005). Due to the culture of fear inculcated by the former regimes and inept administration at the MoEST headquarters, the official rhetoric is that FPE is working smoothly when in reality it is not. This has casted doubts on quality of education provided by FPE and its role in national development.

School infrastructure does influence the quality of various elements of the education process. The size and organization of classrooms can also influence the instructional method of teachers for instance arranging seating in a circle to enable maximum interaction instead of lecturing children sitting in rows. Children's learning is influenced by the availability of textbooks and learning materials, the space and furniture available for studying. The availability of toilets affects attendance and absenteeism amongst both boys and girls. In a rural school project in Kenya, developing school infrastructure to be safe and inviting has been a priority alongside teacher capacity building (UNICEF, 2010). This has demonstrated encouraging results with pass rates for grade six students rising from 46 percent in 2003 to 62 percent in 2009.

Cheruiyot (2006) in a recent study in Kenya stated that about 67% of primary schools had adequate text books and availability of teachers guide was rated at 60.7%. Cheruiyot (2006) argued that pupils who had their own text books were more likely to perform better than those who had no text book or had to share with two or more other pupils.

Public primary schools (PPS) in Makindu sub-County Makueni County, Kenya like in most parts of the country have witnessed a steady increase in pupil enrollment. There has been an upward trend with pupils' enrolment increasing from 21,828 in 2007 to 24,871 in 2014 (DEO Makindu, 2014). Although studies have cited the presence of resource constraint such as inadequacy of financial resources, teachers instructional materials, teaching facilities as well as basic amenities necessary for quality learning environment (MOEST, 2003) on the other hand overcrowding, increasing class size, unhealthy learning environment, poor professional development of teachers and poor instructional methods have been linked to declining education quality in Kenya (UNESCO, 2010; Mathooko, 2009). Classroom environments and sanitation facilities are still challenging to the teaching and learning processes in many of these schools.

Apart from high pupil teacher ratio, in some of the public schools, pupils still learn under trees. In other schools the teachers cannot master all the pupils' names due to their great numbers. Despite the government efforts to provide for teachers and other resources the head teachers should be held accountable for the performance of schools. This is because it is through the head teachers that the learning environment,

resources, teachers and other stakeholders can be made to contribute towards effective teaching hence raising learner’s performance. May be the situation will improve when the government expands the resources and employs more teachers, though as to when this will happen is highly debatable (Ayoo, 2002). Table 1.1 shows KCPE mean scores level in Makindu Sub-County compared to other Counties.

Table 1.1 KCPE mean score for the last three years

Sub-county	2014	2013	2012
Makindu	267.3	266.2	262.1
Kathonzweni	277	274	270
Makueni	279	278	272

Source: District Education Office, Makindu County

From Table 1.1, for the last three years public primary schools in Makindu sub-county have been performing poorly in national examinations compared with adjacent sub counties of Kathonzweni and Makueni. The study seeks therefore to find out the factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County.

1.2 Statement of the problem

Since the re-introduction of Free Primary Education in Kenya in 2003, several factors have been cited to affect the provision of quality free primary education. Acute shortages of teachers, physical facilities, instructional materials and learning

space have been noted as some of the major resources constraints (Oketch and Somerset, 2010). The government of Kenya has shown commitment to the provision of quality education and training as a human right for all Kenyans in accordance with the Kenyan law and the international conventions, such as the Education for All. The textbooks are still a problem as many pupils end up not replacing lost books due to lack of proper replacement policies in many of the schools. As such public primary schools in Makindu sub-county have not been performing well in National Examination as shown in Table 1.1 and therefore the need for this study.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To determine the extent to which administrative experience of head teachers influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.
- ii. To establish how professional qualification of teachers influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.
- iii. To assess the extent to which physical facilities influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.

- iv. To establish how provision of teaching and learning resources influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.

1.5 Research questions

The study sought answers to the following research questions:

- i. To what extent does administrative experience of head teachers' influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya?
- ii. How does professional qualification of teachers' influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya?
- iii. To what extent do physical facilities influence the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya?
- iv. How does provision of teaching and learning resources influence the quality of free primary education in Makindu Sub-County in Makueni County, Kenya?

1.6 Significance of the study

To the stakeholders in the Ministry of Education and policy makers, this study may act as a source of information on how to improve quality free primary education. The findings of this study may also benefit the head teachers in Kenya. By using analyzed results, head teachers will clearly understand the factors influencing quality free primary education and be conversant with the best solutions in regards to quality education.

The study findings are expected to be of great importance to various researchers who will be involved in policy making. The report of this study will be easily acquired in the library and it may equip the learners with more knowledge and relevant information on factors influencing provision of quality free primary education in Kenya. The study may also make a myriad contribution to the literature on factors influencing provision of quality free primary education in Kenya which will be part of articles that may be helpful to researchers who want to further on their study in the same field.

The findings of the study may assist in providing data and information for proper planning and decision making in the Ministry of Education, local leadership, CDF administration and NGOs. Other researchers may apply the recommendations of this study in pursuit of adding new knowledge in the area of study area. The head teachers and the school committees may use the findings in the schools strategic plans which may help improve on the quality of education in their schools.

1.7 Limitation of the study

The researcher encountered various limitations that hindered access to information that the study seeks. The researcher also experienced problems such as lack of availability of some of the teachers since they were busy in their daily teaching schedule. To mitigate this, the questionnaires were issued during break times when they have a resting break. The respondents targeted in this study were reluctant in giving information fearing that the information being sought might be used to intimidate them or print a negative image about them or the school. The researcher

handled this by carrying an introduction letter from the University to assure them that the information they give would be treated with confidentiality and would be used purely for academic purposes.

1.8 Delimitation of the study

This study was limited to head teachers and teachers in public primary schools in Makindu Sub-County who were the respondents. It specifically focused on the factors influencing the provision of quality free primary education in Makindu Sub-County.

1.9 Basic assumptions of the study

The researcher assumed that the respondents were honest, cooperative, factual (objectivity) and trustworthy in their response to the research instruments. The study also assumed that there were no serious changes in the composition of the target population that would have affected the effectiveness of the study sample.

1.10 Definition of significant terms

The following are the definitions of significant terms used in the study:

Enrolment refers to the number of pupils who register as members of different grades at the beginning of every year in primary schools.

Free Education refers to provision of primary education by the government of Kenya which involves no financial burdens to the parents of the pupils.

Head teacher refers to someone in charge of a school

Performance refers to the academic achievement of the individual pupil through examinations taken at the end of the academic year.

Public Primary School refers to government maintained schools by paying teachers' salaries, administration and funding school facilities.

Quality refers to the standard of primary education that has exception high standards, consistency, meeting the stated purpose and values.

1.11 Organization of the study

The study is organized into five chapters. Chapter one contains the introduction to the study. It presents background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, basic assumption of the study and the definition of significant terms. Chapter two reviews the literature including an overview of quality education, head teachers administrative experience, qualification of teachers, physical facilities and the learning resources. The chapter also contains the theoretical review and conceptual framework of the study. Chapter three covers the research methodology of the study. The chapter describes the research design, target population, sample size and sampling procedure, tools and techniques of data collection procedure, pre-testing, data analysis techniques and finally ethical considerations. Chapter four of the study covers data analysis and presentation and discussions. Chapter five covers summary, conclusion and recommendations.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature an over view of the rationale for Free Primary Education. The chapter covered an overview of quality education, head teachers administrative experience, qualification of teachers, physical facilities and teaching resources influence on quality education. Theoretical review and conceptual framework were also covered in this chapter.

2.2 An overview of quality education

The concept of ‘educational quality’ as it relates to education within the developing world has been subjected to increasing debate, beginning initially with the World Declaration on Education for All (EFA) at the Jomtien Conference in 1990. It identified quality as a prerequisite for achieving the fundamental goal of equity. While access to education has been the primary focus of earlier declarations Joel and Jeffery (2007) recognized the quality of education as a prime determinant in the attainment of Education for All. The definition of quality set out learner characteristics (health, motivation), enabling inputs(teachers and human resources, among them), as well as dimensions of teaching and learning that contribute to literacy, numeracy, life skills and social benefits (Joel and Jeffery, 2007). While the notion of quality was not fully developed, it was recognized that expanding access alone would be insufficient for education to contribute fully to the development of the individual and society. Emphasis was accordingly placed on assuring an increase

in children's cognitive development by improving the quality of their education (Memon & Bana, 2005)

The inclusion of universal education in the millennium development goals in goal two is an indication of world nations concern for giving quality education to all targets age groups (Steer and Wathne, 2009). Quality education hence is thus becoming a major concern and an endeavor for many developing countries. Some scholars have defined quality of education in terms of the extent to which and the manner in which aims and functions of education are achieved and realized. Aims are the anticipated effects of learning and functions refer to what the schools are expected to accomplish (Vedder, 1994). Quality of education is seen to decline and it manifests itself in low pass rates, high dropout rates, underdeveloped skills where pupils leave schools still unable to read, write and unready for self-employment or being employed.

2.3 Head teachers administrative experience and quality education

Head teachers administrative experience refers to the number of years one has been a head teacher. According to the Teachers Service Commission (2012) head teachers and deputy head teachers have duties and responsibilities at a school level. These duties include planning the learning process, administrative matters and maintain standard procedures in the school. The head teacher is to be punctual in executing the Ministry's safety policy in the school by giving the pupils information and guidance activities on topics as safety on the roads, security and health. The head teacher will maintain the standard procedures of teaching, including guiding teachers in building

a syllabus, executing new programs, and follow-up of pupil's achievements. The head teacher will maintain the standard procedures of the educational work, including a civilian-social education; decorating the school for feasts and festivals; and handling connections with other institutions (Memon & Bana, 2005).

Apart from supervision head teachers provide professional support for teachers'. According to Fullan (1992), Memon and Bana (2005) some of the ways of providing professional support include: provision of teaching learning resources, creation of a conducive learning environment, provision of information and opportunities for professional development (up gradating, discussion groups, seminars and induction programs). This study sought to establish whether head teachers in Makindu Sub-County carried out these roles in their endeavor to improve the quality of Free Primary Education.

An effective and efficient headteacher must possess the technical, human and conceptual skills in order to be a good organizer, (Ngaroga, 2001). Technical knowledge and skill include understanding and being proficient in using specific activity such as a process, technique, or procedure. The headteachers should be equipped with relevant know- ledge and skill to perform administrative duties which include planning daily routine, among other duties. This implies that headteacher need to be trained to equip them with the relevant skills and techniques to prepare them to be effective in implementation of educational policies. A headteacher who accepts that people are the key to successful implementation of policies and changes, is cognizant of the barriers that

people place between themselves and the changes required and is able to gain a lot from others (Ngaroga, 2001).

With the introduction of free primary education in Kenya many headteachers were found off guard; they had not been prepared for the change and so they found it challenging. Many schools had an overwhelming increase in enrollment while others witnessed mass exodus. Average class sizes rose from 40 to 70 while the facilities remained the same. It is notable that in Kenya today, approximately 50% of all the country's primary schools are housed in temporary and/or semi-permanent buildings; others are on split sites. The declaration of free primary education witnessed the rise in student enrollment which in turn posed a challenge to many of these headteachers who did not know how to handle the situation.

These changes required changes in the administration skills of school heads. Orora (1997) points out that a change agent is a person who attempts to influence proposed change and its adoption as well as decisions in a direction which beneficiaries have indicated desirable. An advisory committee on supply and education of teachers observe that education service has been operating in a climate of rapid change and that this climate is likely to continue to the foreseeable future (Glatter1988). Such a rapid change requires a continuous process of training and development on the part of all those involved in the education system in order to improve the quality of education in our primary schools

This view is supported by Wideen (1987) who pointed out that headteachers need continued professional growth and development in order to be competent and be able to influence others for better performance. School managers are judged with the responsibility of interpreting educational policies to the parents and other stakeholders; they are also responsible for obtaining, directing and utilizing resources available for successful implementation of education policies and programs. This study was designed to explore the extent to which administrative experience of head teachers influence provision of quality education in Makindu Sub-county in Makueni County, Kenya.

Currently the Ministry of education and the teacher education and professional development (TEPD) program supported by USAID has established professional centers in teacher training colleges where tutors share experiences about teaching and learning however their experiences is expected to trickle down to schools through their graduates on employment. This study therefore is out to establish where whether primary school head teachers provide professional support to teachers and its influence on teaching and learning. It also seeks to investigate whether schools have established linkages with teacher colleges and other learning institutions with a view of raising the standards of education in their schools (UNESCO, 2009).

2.4 Qualification of teachers and quality education

Teachers are one of the most important factors in helping children to learn. Unfortunately teachers are frequently poorly prepared for their task. Little attention emphasis or energy has been put into teachers training and qualifications. Teacher's selection and training as tended to favour general training and knowledge of essential pedagogical skills that help students to learn (UNICEF, 2000). Ongoing professional development and recurrent teachers training is a critical part of building the teacher's capabilities and appropriate instructional style. Investing in teachers training is an assure way of having indirect impact on the quality of the students education (UNICEF, 2009).

Special attention is therefore given to teachers because of their centrality in attaining and maintaining quality education. recruiting well-qualified individuals into teaching, providing them with relevant training, and providing incentives for effective job performance have been the cornerstone of Developing Middle Countries (DMC)s' goals for improving quality education. A common concern across many DMCs is that teaching is considered a low-status career hence people choose it as their last resort. Moreover, well-qualified teachers may have increasing alternative employment opportunities in other sectors of the economy.

Teachers` qualification tends to affect behavior positively but policies to improve qualification of teachers in developing countries go unsupported (World Bank, 2009). Teacher education programs in Kenya are of low quality and lack relevance to School needs (Gurney, 2007). In Kenya the current policy stipulates that a Primary

school teacher should be able to teach all the seven subjects in the primary school curriculum (MOEST, 2010). The teachers are trained in eight subjects which does not promote mastery of content in the respective subjects and does not consider the entry grades at KCSE results in the respective subjects.

2.5 Physical facilities and quality education

Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence quality of education (Brock & Cammish, 2007), as have various aspects of teaching and learning processes. Teaching practice and behavior can particularly influence a pupil's decision. Smith (2003) found that in some schools in Zimbabwe's Southern Province teachers did not prepare lessons, had no schemes of work, and left pupils assignments unmarked.

Adequate classroom to accommodate the large number of pupils enrolled under the FPE programmes is needed For instance, when classrooms are generally congested and there is hardly any space for free movement during lessons in many of these schools quality education will not be achieved (UNICEF,2010).

The main concerns of the physical classroom space include safety and accessibility to learning, arrangement of furniture and the teachers' use of physical resources. Adequate space allows the teacher and student to plan a display of work, and facilitate group work by an improved movement in class (Ngware, Oketch & Ezeh, 2008). Research has shown that a well-organized classroom permits more positive

interactions between teachers and children, reducing the probability that challenging behaviors will occur (Michaelowa, 2009).

The way in which children perceive their surrounding greatly affects how they will perform, therefore, it is imperative that instructors and administrators thoroughly examine the physical space with an eye towards making improvement that will benefit the teaching and learning there in (Brittany, Allen & Katre Hussiek, 2011). Miske and Dowd (2009) referred to the physical environment of the classroom as the 'silent curriculum', meaning that the space in the classroom has power to facilitate and enhance the learning process in ways similar to those of the overt curriculum.

Lizettee (2010) indicated that sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls. All girls should have access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school, or if they are in a poor state of repair, then many children would rather not attend than use the alternatives.

2.6 Teaching and learning resources and quality education

Evidence suggests that textbooks are a central part of classroom life in much of the world, although more so in some subjects like Languages and Mathematics than in like Physical education (Webster, 2010). Their availability thus is a great factor that

impacts on quality of education as documented in several studies in Africa on positive effects of text books on learning achievements (UNESCO, 2005). National and international research has established the overall educational importance of textbooks and instructional materials. In California, textbooks and instructional materials are particularly important because they are the primary means through which students gain access to the knowledge and skills specified in the State Content Standards that are at the heart of California's K-12 education system. In the US, for example, teachers spend 70 to 90 percent of the total instructional time delivering content in text books (Ampiah, 2008).

In Nicaragua and Philippines testing in early 1980's found that students with text books scored higher, by about one-third of a standard deviation, than students without those resources (Lockheed, 1993) and in an experiment in Philippines in thirty schools it was found that provision of text books significantly reduced dropouts (Global Monitoring Report,2005). Books are thus in short essential to achieving the goal of Education for All. However students have limited access to them despite millions of dollars that have been spent on programs of books provision (Montagnes, 2010).

Teaching and learning materials play a major role in the education system, (Okwach & George, 1997). Under the FPE programme, every pupil is entitled to free writing materials e.g. pencils, pens and exercise books. All in all textbooks in many of public primary schools is being shared in the ratio of one textbook to five pupils. Sharing of textbooks affects performance since the pupil have no access to the books while at

home and many have to do their homework early in the morning the next day when in school. This says something about the amount of work the teachers have to give to the pupils. Shortages of supplementary reading books greatly influences learning, if they are inadequate then the quality of education is compromised (World Bank, 2009)

World Bank in particular stated that the availability and use of text books was one of the most consistent indicators of achievement (Heyneyman et al, 1978; Heyneman and Loxey, 1983; Fuller, 1987). Text books support educational development and quality upgrading has been recognized by the governments throughout developing world through their development partners (World Bank, 2009). Lockheed and others (1986) reported on their analysis of longitudinal data (entailing pretests and posttests to study text books use in Thailand).

2.7 Summary of related literature review

According to Memon & Bana (2005) quality of education is prerequisite for achieving the fundamental goal of equity thus there is an increase in children's cognitive development by improving the quality of their education. According to the Teachers Service Commission (2012) and Memon and Bana, (2005) head teachers have duties and responsibilities in executing the Ministry's safety policy in the school. UNICEF (2009) indicated that investing in teachers training is a sure way of having indirect impact on the quality of the student's education. Brock & Cammish, 2007, Smith (2003), Ngware, Oketch & Ezeh, 2008 and Brittany, Allen & Katre Hussiek, 2011 linked physical facilities with quality education.

2.8 Theoretical framework

The study will use the systems theory approach which emphasizes that system implementation should be used proactively to help improve a program as well as retroactively to judge its value. Developers of this approach relied on a systems approach to education in which decisions are made about inputs, process and outputs. Kurt Lewin (1947) explains interrelationship between parts of system and their contribution of school system which when harmonized achieve the set goals. In general systems theory, a system is any collection of interrelated parts that together constitute a larger whole. These components, or elements of the system are intimately linked with one another, either directly or indirectly, and any change in one or more elements may affect the overall performance of the system.

The systems' approach is designed to analyze the quality of primary education situations on the basis of the great majority of modern educational-related developments. It recognizes the potential of individual members of the organization to plan and exploit their capabilities. Also to encourage them to articulate the policy guidelines provided by the Ministry of Education in order to implement and use the available resources effectively. As a result they are able to achieve the organization goals (Orodho, 2005). The dynamics of quality education depends on education inputs such as provision of adequate TSC teachers, adequate learning physical facilities, availability of adequate funds, and effective procurement policy of instructional resources.

2.9 Conceptual framework

A conceptual framework is a model that presents and explains the relationship between various variables. In a conceptual framework there are two types of variables: dependent variable and independent variable. In this study, the independent variables experience of head teachers, qualification of teachers, provision of physical resources and provision of teaching and learning resources while the dependent variable is Quality Free Primary Education.

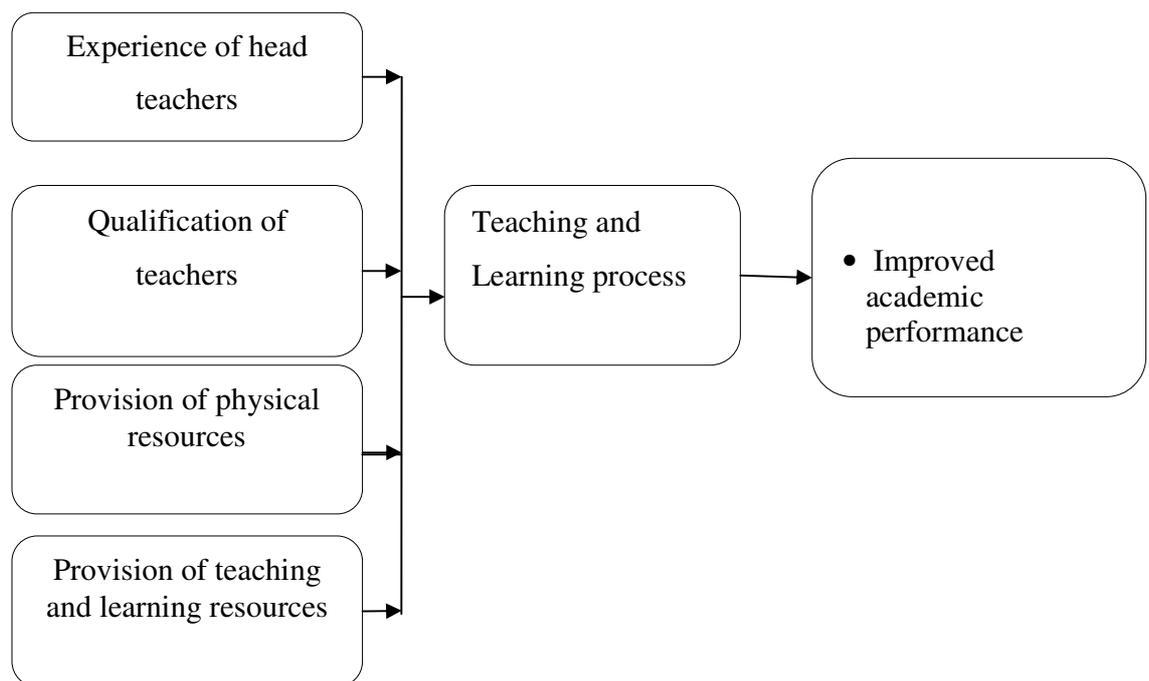


Figure 2.1: Conceptual framework

Quality free primary education can be influenced by several factors. The framework presents the factors that influence provision of quality free primary education; the

independent variables are administrative experience of head teacher, qualification of teachers, physical facilities and teaching / learning resources. The process in the framework is the teaching and learning the dependent variable is the quality free primary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design, the target population, sample size and sampling procedures, research instruments, validity of the instruments and reliability of the instruments, data collection procedures and data analysis techniques and ethical considerations.

3.2 Research design

The study used descriptive research design to establish the factors influencing provisions of quality free primary education in Makindu sub-County in Makueni County, Kenya. According to Cooper and Schindler (2003) descriptive study is concerned with finding out who, what, where and how of the variables, which is the concern of this research. Kothari (2004), descriptive research is concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation. The design is preferred since the study intends to collect comprehensive information through descriptions which was helpful for identifying variables and making sure that there is minimum bias in the collection of data and to reduce errors in interpreting the data collected. This assisted the researcher in describing the phenomenon under study. The study employed the survey design since the researcher intends to get the precise information and make conclusive results regarding the factors influencing provisions of quality free primary education.

3.3 Target population

According to Mugenda and Mugenda (2003) population refers to a complete census of all items or people in a researcher's area of study. The target population composed of 788 teachers and 65 head teachers of 65 public primary schools in Makindu sub-County in Makueni County, Kenya (Sub County Commissioner, Makindu County, 2015).

3.4 Sampling size and sampling procedure

According to Mugenda and Mugenda (2003), at least 10% to 30% of the target population is adequate, for social science research. Siegel (2003) defines simple random sampling as a subset of a statistical population in which each member of the subset has an equal probability of being chosen. Out of the target population of 65 schools in Makindu sub-County in Makueni County in Kenya, 20 schools were randomly selected making up 30% of the school population. From each selected public primary school, the head teachers were selected by census. A teacher from each class was picked randomly at a specific time of the day. The sample population of teachers was 150 determined using the following formula taken from Kothari (2004). This added up to a sample size of 180 respondents.

$$n = \frac{z^2 \cdot N \cdot \theta_p^2}{(N - 1)e^2 + z^2 \theta_p^2}$$

Where; n = Size of the sample,

N = Size of the population and given as 788,

e = Acceptable error and given as 0.05,

σ_p = The standard deviation of the population and given as 0.5 where not known,

Z = Standard variate at a confidence level given as 1.96 at 95% confidence level.

Table 3. 1: Sample population

	Population	Frequency	Percentage
Head teachers	65	30	30.7
Teachers	788	150	20.3
Total		180	51

3.5 Research instruments

The study used two instruments for the purpose of data collection. These were questionnaires and observation checklist. The study used According to Bryman (2004) a researcher needs to develop instruments with which to collect necessary information. For this study, the researcher developed and administered questionnaire and observation checklist. Questionnaires were used because they can be completed at the respondents' convenience, and they offer assurance of anonymity among other advantages.

Head teachers questionnaire composed of part A on biodata and part B on areas such as the influence of administrative experience of head teachers', professional qualification of teachers, physical facilities influence and teaching/learning resources on quality of free primary education. **The teachers' questionnaire** had two sections,

section one sought demographic information about the respondents while section two sought information about the influence of head teachers administrative experience, qualification of teachers , physical facilities and teaching and learning facilities on quality of free primary education.

The questionnaires included closed and open-ended questions. Closed ended questions were used in an effort to conserve time and money as well as to facilitate an easier analysis as they are in immediate usable form, while the open-ended questions encouraged the respondent to give in-depth information without feeling held back in revealing of any information.

This study also used an **observation checklist**, which guided the researcher in making the relevant observation by concentrating on key issues such as classrooms, computer laboratory, computers, libraries, textbooks, furniture, latrine/toilets and playing fields. Kothari (2004) observes that observation checklist is a key data collection instrument especially where observation is the most appropriate method.

3.6 Validity of the instruments

The researcher measured the content validity which according to Mugenda and Mugenda (2003) is measured by making use of professionals or experts. The researcher sought assistance from the supervisors, peers and other university lecturers, who are experts in research to ensure the content validity of the instruments. Modification of themes was made with the guidance of the supervisors where necessary. This helped to improve the content validity. A pilot study was done to pretest the instruments. The researcher randomly picked two schools, that were

not part of the sample population and hence was not used in the data analysis. Through pretesting, the ambiguous questions were rectified to help come up with high content validity.

3.7 Reliability of the instruments

According to Cooper and Schindler (2003) reliability is a measure of the degree to which research instrument yield consistent results or data after repeated trials. In this study a pilot study was conducted to ensure reliability with 10 respondents from the two primary schools which were not included in the study. In order to test the reliability of the instruments, internal consistency techniques was applied using Cronbach's Alpha. The alpha value ranges between 0 and 1 with reliability increasing with the increase in value. A construct composite reliability co-efficient (Cronbach alpha) of 0.6 or above, is considered adequate (Rousson, Gasser & Seifer, 2012). A coefficient of 0.7 in this study was considered acceptable reliability. Reliability coefficient of the research instrument was assessed using Cronbach's alpha (α) which is computed as follows:

$$\alpha = k/k-1 \times [1 - \frac{\sum (S^2)}{\sum S^2 \text{sum}}]$$

Where:

α = Cronbach's alpha

k = Number of responses

$\sum (S^2)$ = Variance of individual items summed up

$\sum S^2 \text{sum}$ = Variance of summed up scores

3.8 Data collection procedures

Before collecting data, the researcher obtained an introduction letter from the university then a permit from National Commission of Science, Technology and Innovation. The researcher also informed the Sub County Education Commissioner, Makindu Sub County of the intention to carry out research in the area. The researcher booked appointments with head teachers of sampled schools to organize in advance the most appropriate time to collect data from them as well as teachers. The researcher administered questionnaires to the respondents in person on the agreed dates and time.

3.9 Data analysis techniques

According to Orodho (2003) data analysis is the process of systematically searching and arranging filed notes, data and other materials obtained from the field with the aim of increasing one's own understanding and to enable one to present them to others. Before analysis, data was cleaned by checking for logical consistency. Then coding which involved converting responses to numbers before entering the data. The quantitative data was analyzed using descriptive statistics such as percentages, frequencies, mean and standard deviation assisted by Statistical Package for Social Sciences (SPSS) version 21. According to Martin and Acuna (2002) SPSS is able to handle large of amounts of data. The qualitative data from the open-ended questions in the questionnaire was analyzed thematically using content analysis and presented in prose form.

3.10 Ethical considerations

Considering that the research subjects in qualitative research interviewing are human beings, Fontana & Frey (1994) suggest that great care must be taken to prevent harm to these people. In this research, consent was obtained, firstly, by talking to the school head teachers, to gain their trust, support and permission to conduct the research in the schools. The nature of the research was explained to them and several questions on anonymity and confidentiality were answered. The participants were reassured that their identities remained confidential.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter discusses the interpretation and presentation of the findings. This chapter presents analysis of the data on the analysis on factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya. The chapter also provides the major findings of the study and discusses those findings and results against the literature review chapter. The researcher made use of frequency tables to present data.

4.2 Response rate

The study targeted a total of 180 respondents, 30 head teachers and 150 teachers. However, only 125 respondents responded, 27 head teachers and 98 teachers, and returned their questionnaires as shown in Table 4.1.

Table 4.1: Response rate

	Head teachers		Teachers		Total	
	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
Responded	27	90	98	65.3	125	69.7
Non respondent	3	10	52	34.7	55	30.3
Total	30	100	150	100.0	180	100.0

From the Table 4.1, it can be deduced that 90% of head teachers and 65.3% of teachers responded forming a response rate of 69.7%. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting and a rate of 60% is higher; therefore, this response rate is adequate for analysis and reporting.

4.3 Demographic information

Demographics are characteristics of a population such as gender, age, race, ethnicity, education level, profession, occupation, income level, and marital status. The Demographic Information sought in this study was gender, professional qualification, year of experience and the length of service the head teacher/teacher had been in the current school.

4.3.1 Gender of the of the teachers and head teachers

Gender refers to the state of being male or female. In this study, teachers and their heads were asked to state their gender and the results are as shown in Table 4.2

Table 4. 2: Gender of of the teachers and head teachers

	Head teachers		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	22	81.5	43	43.9	65	52
Female	5	18.5	55	56.1	60	48
Total	27	100	98	100	125	100

From the Table 4.2, it can be observed that, 81.5% of the head teacher's respondents were male while only 18.5% of the head teacher's respondents were female. Similarly, 43.9% of the teacher's respondents were male while 56.1% of the teacher's respondents were female. This implies that majority of head teachers are male while female teachers are slightly more than male teachers are.

4.3.2 Age bracket of the respondents

Age is the amount of time during which a person has lived. The age of a teacher is likely to influence his or her perception and performance. The respondents in this study were requested to state their age and the results are as shown in Table 4.3

Table 4. 3: Age bracket of of the teachers and head teachers

	Head teachers		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
less than 30 years	1	3.7	17	17.3	18	14.4
30 - 39 years	8	29.6	11	11.2	19	15.2
40 - 49 years	16	59.3	69	70.4	77	61.6
50-59 years	3	11.1	8	8.2	11	8.8
Total	27	100.0	98	100	125	100

The study found that the majority of the respondents were between 40 - 49 years (61.6%), 15.2% were aged 30 - 39 years, 14.4% were aged less than 30 years and 8.8% were aged between 50-59 years. This shows that majority of the employees are middle aged. 59.3% of the head teachers were between 40 - 49 years, 17.3% less

than 30 years, 11.1% were between 50-59 years while only 3.7% were less than 30 years. In addition, 70.4% of the teachers were between 40 - 49 years, 17.3% were less than 30 years, 11.2% were between 30 - 39 years, while only 8.2% were between 50-59 years.

4.3.3 Teaching experience

Teaching refers to the number of years that the teacher / head teacher has been teaching .The study sought to find out the period the respondents had been teaching and found the following results as shown in Table 4.4

Table 4.4: Teaching experience of the teachers and head teachers

	Head teachers		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Less than 2 years	0	0	7	7.1	10	7.89
3-4 years	0	0	12	12.2	25	19.74
Over 4 years	27	100	80	81.6	90	72.37
Total	27	100.0	98	100.0	125	100

According to the findings, all head teachers had over 4 years of experience. On the other hand, 81.6% of the teachers had over 4 years of experience, 12.2% had between 3-4 years of experience 7.1% had Less than 2 years of experience. In totality, 72.37% of the respondents indicated that they had taught for over 4 years, 19.74% of the respondents had taught for 3-4 years and 7.89% had taughtfor less than 2 years.

4.3.4 Education level

The level of education is the highest level of education attained by the respondent. The study also sought to establish the highest level of education of the respondents by asking them to the results are as shown in Table 4.5.

Table 4. 5: Education level of the teachers and head teachers

	Head teachers		Teachers		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
P1	7	25.9	47	48.0	54	43.48
Diploma	15	55.6	31	31.6	46	36.96
Degree	5	18.5	20	20.4	25	19.2
Total	27	100.0	98	100.0	125	100

According to the findings, the majority of head teachers 55.6% had a diploma, 25.9% had a P1 certificate, while 18.5% had a degree as their highest level of education. On the side of teachers, majority 43.48% had had a P1 certificate as their highest level of education, 31.6% had a diploma while only 20.4% had a degree as their highest level of education.

4.4 Head Teachers administrative experience and quality education

Administrative experience is the number of years one has been in active administration.

4.4.1 Head teachers administrative experienced to discharge their duties

The study sought to establish whether head teachers were experienced in executing their duties. By asking the teachers; Is the head teacher in your school experienced in executing their duties? The results were as shown in Table 4.6

Table 4.6: Head teachers administrative experienced to discharge their duties

Response	Frequency	Percentage
Yes	71	72.4
No	29	29.6
Total	98	100

From the table 4.6 it can be deduced that, 72.4% of the teachers believed that their head teachers had enough administrative experienced to discharge their duties while 29.6% of the teachers were of the contrary opinion. Similar findings were reported by Memon and Bana (2005) who concluded that the head teachers must have skills to carry out their duties respectively. They summarized the duties as planning the learning process, administrative matters and maintain standard procedures in the school.

4.4.2 How experience helps head teachers ensure quality of education

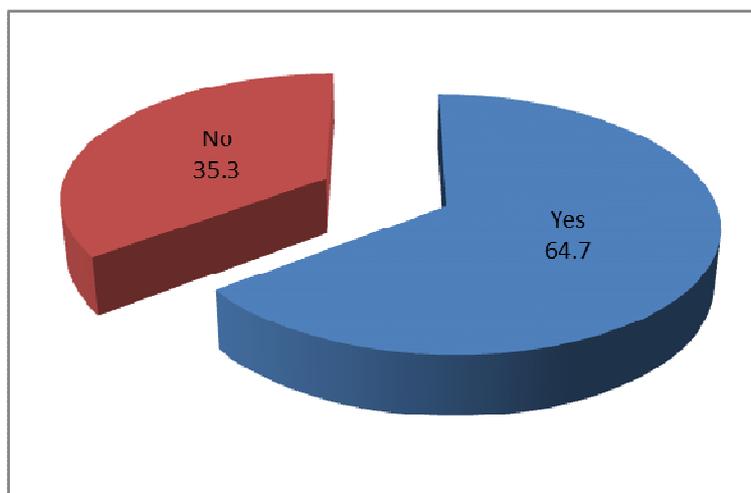
The study also sought to determine how experience helps head teachers in ensuring quality education in this school. The study found that head teachers use previous

experience, managerial skills and professional expertise to ensure that there is quality education in their schools. The head teachers indicated that they maintained maintain high standard procedures of the educational work, including a civilian-social education; decorating the school for feasts and festivals; and handling connections with other institutions. Teachers Service Commission (2012) also concluded that experienced head teachers are more likely to ensure there is quality education in public primary schools.

4.4.3 Head teachers improved experience

The study sought to determine is the head teachers thought they could provide better services if they improved on their experience. The results are as summarized in Figure 4.1.

Figure 4. 1: Head teachers improved experience



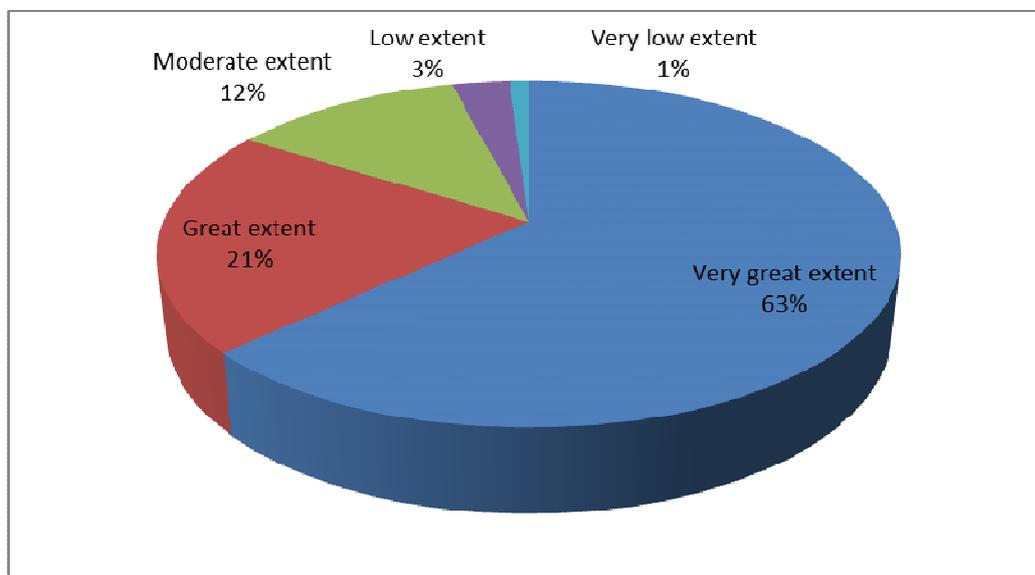
From the findings in Figure 4.1, majority of the head teachers indicated that they would improve the services offered with more experience 17 (64.7%) while 10

(35.3%) indicated that they the services would not be significantly improved. This was more prevalent among the aged teachers who felt that they had already offered enough. This is in agreement with Memon and Bana (2005) that quality services improve with increase in experience.

4.4.4: Head teachers experience and provision of quality free primary education

The study ought to determine from the teachers' extent to which head teachers experience affect provision of quality free primary education. The results are summarized in Figure 4.2

Figure 4.2: Head teachers experience and provision of quality free primary education



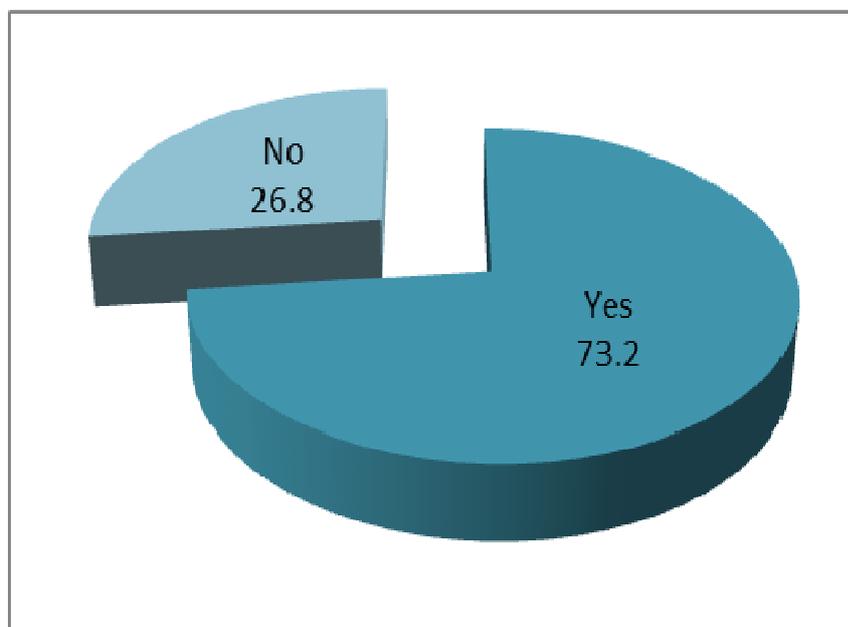
From Figure 4.2, it can be concluded that majority of the teachers 62 (63%) agreed that head teachers experience affect provision of quality free primary education to a great extent, 20 (21%) to a great extent and 12 (12%) to a moderate extent. In

addition, 3 (3%) of the teachers agreed that head teachers experience affect provision of quality free primary education to low extent while only 1 (1%) agreed that head teachers experience affect provision of quality free primary education to a very low extent.

4.5 Qualification of teachers and quality education

Qualification of teachers is the general training and knowledge of essential pedagogical skills that help students to learn. The study also sought to determine whether teachers qualification affect their performance. The head teachers were asked if teachers' qualification affect their performance and the results are summarized in Figure 4.3

Figure 4. 3: Influence of qualification of teachers on quality education



The study found that majority 20 (73.2%) of head teachers concurred that teacher’s qualification influenced their performance while only 7 (26.8%) indicated that qualification had no effect on performance. The findings are in line with World Bank (2009) report on teachers’ qualification and performance.

The study also sought to determine the same from the teachers and the following results were obtained as shown in Table 4.7

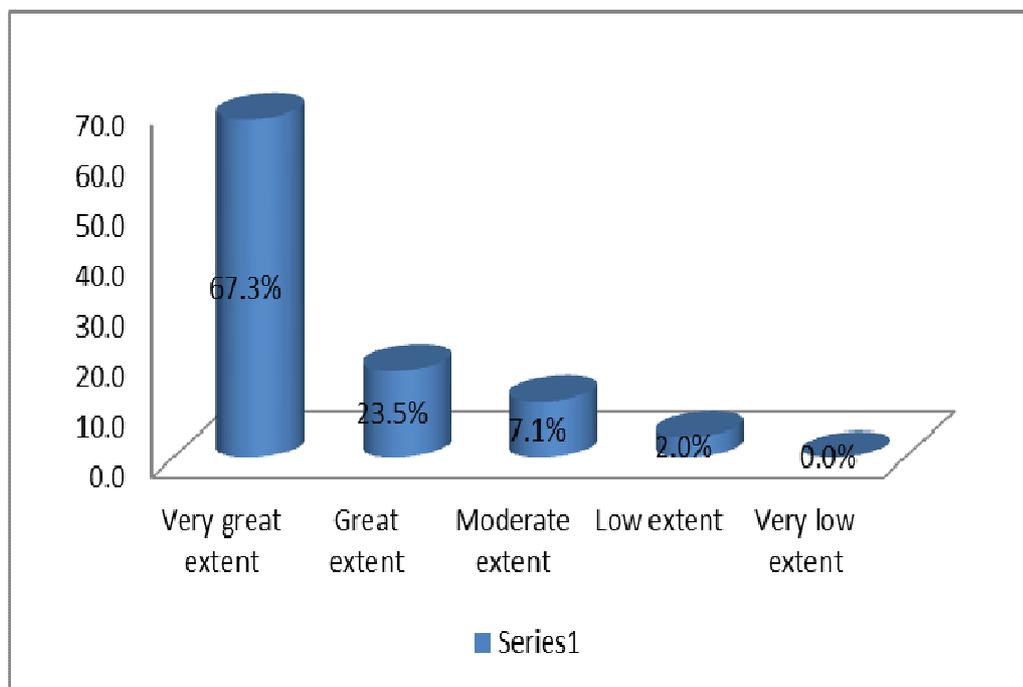
Table 4. 7: Influence of qualification of teachers on quality education

Response	Frequency	Percentage
Yes	76	77.6
No	22	22.4
Total	98	100.0

From Table 4.7, it can be observed that majority of the teachers 77.6% believe that teachers qualification affect the quality of education while a lower 22.4% believe that teachers qualification is not necessary for quality education in public primary schools. Similar findings were reported by head teachers with 73.2% concurring with World Bank report (2009) and only 26.8%disputing.

When asked to state the extent to which teachers’ qualification affects provision of quality free primary education in Makindu Sub-County, teachers responded as summarized in Figure 4.4.

Figure 4. 4: Extent of teachers' qualification effect on quality of free primary education

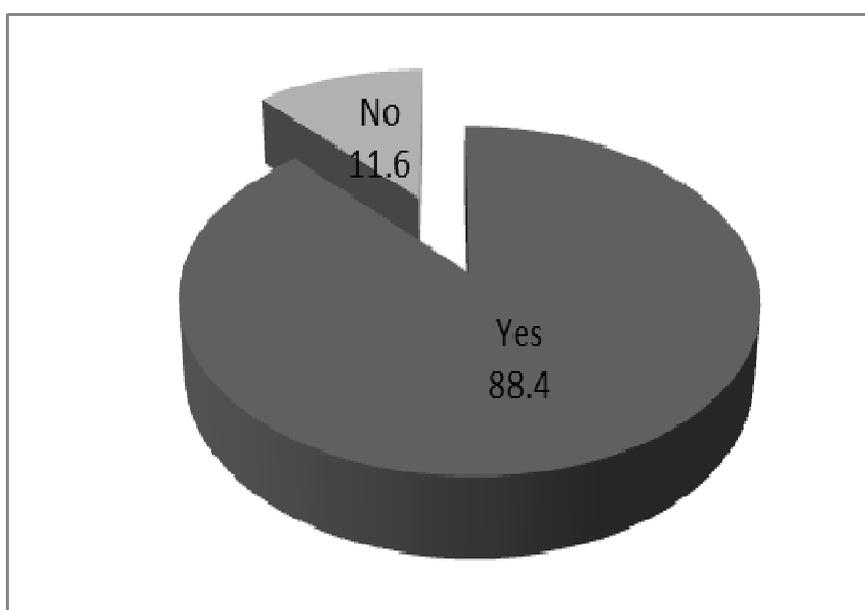


From Figure 4.4, it can be deduced that majority of teachers 66 (67.3%) believe that teachers' qualification affects provision of quality free primary education to a very great extent, 23 (23.3 %) to a great extent, 7 (7.1%) moderate extent, and 2 (2%) to a low extent. None of the teachers indicated that teachers' qualification affects provision of quality free primary education to a very low extent. Similar findings were made by UNICEF (2009) who concluded that teachers' training is a sure way of having quality education of the students in primary schools in sub-Sahara Africa.

4.5.1 Effect of level of in-service training on teachers' performance

The study also sought to establish how level of in-service training affect teachers' performance. The head teachers were asked if the level of in-service training affect teachers' performance and the results are as summarized in Figure 4.5.

Figure 4.5: Whether level of in-service training affects teachers' performance



From Figure 4.5 majority of the head teachers as indicated by 24 (88.4%) said that the level of in-service training affected their performance as indicated by 3(11.6%) said that their level of in-service training had no effect on their performance. The study further sought to establish the ways through which the teachers engage with their students in the classroom. The respondents attested that, one of the major ways of engagement was through participatory learning, they also indicated that they are friendly to pupils during learning sessions which makes the pupils to feel at home while respondents to questions or to seek clarification during learning. The

respondents also said that pupils are given time to respond. UNICEF (2009) reported that professional development and recurrent teachers training is a critical part of building the teacher's capabilities and appropriate instructional style. Investing in teachers training is an assured way of having indirect impact on the quality of the students education.

4.5.2 Teacher's qualification and teacher: student relationship

Teacher student relationship refers to how the teacher and the students relate in classroom and outside the classroom. The study asked the teachers to state the extent to which they believe teachers qualification affect teacher-student relationship. The results are as shown in Table 4.8.

Table 4.8: Teacher's qualification and teacher: student relationship

Response	Frequency	Percentage
Very great extent	58	59.2
Great extent	21	21.4
Moderate extent	11	11.2
Low extent	6	6.1
Very low extent	2	2.0
TOTAL	98	100.0

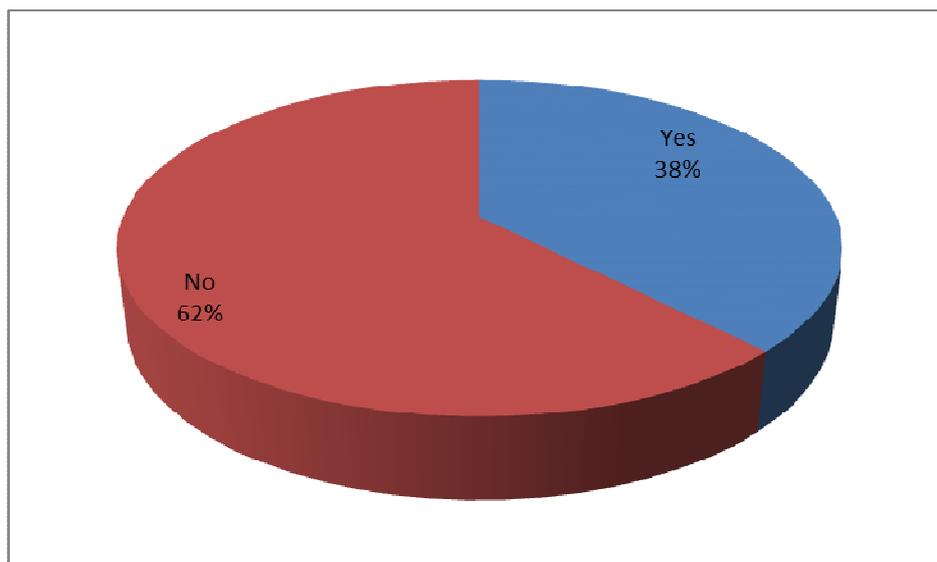
From Table 4.8, it can be concluded that, 59.2% of the teachers believe that the qualification of the teacher affects their relationship with the student, 21.4% of the teachers believe that qualification affect to a great extent while 11.2% affect the

relationship to a moderate extent. However, 6.1% of the teachers indicated that, qualification of the teacher affects their relationship with the student to a low extent while 2.0% of the teachers indicated that qualification affects the relationship to a very low extent. These findings concurred with Gurney, (2007) who observed that teachers' training aims at equipping them with skills which tends to affect their behavior positively and that qualification of teachers helps them have a cordial relationship with their learners.

4.6 Physical facilities and quality education

Physical facilities refer to resources such as classroom space, textbooks, desks and blackboards, furniture and adequate teachers' resources. The study sought to determine from the teachers if the school has enough resources such as classrooms and desks and found the following results summarized in Figure 4.6

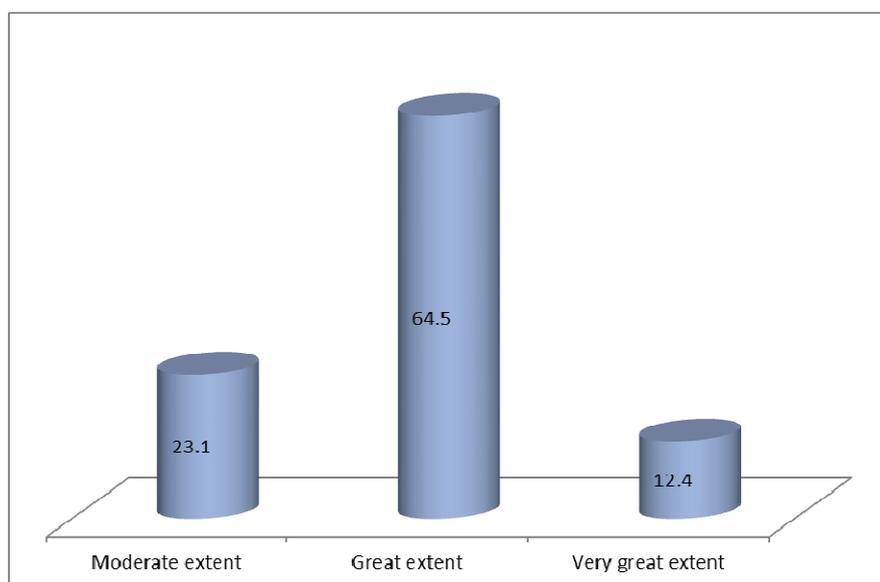
Figure 4.6: Adequacy of physical facilities



From Figure 4.6, majority of the teachers 61 (62%) were of the view that schools do not have adequate Physical facilities, while a lower 37 (38%) believe that the schools have adequate facilities. The researcher also made the same observation since some classes had too many pupils and some schools did not have enough playgrounds given the number of students. Similar findings were observed by World Bank (2009), who observed that many schools in the sub-Sahara Africa do not have adequate resources to enable the teachers deliver quality education.

The study sought to establish from teachers the effect of Physical facilities on provision of quality free primary education and the results are as shown in figure 4.7

Figure 4.7: Extent to which physical facilities affect quality of free primary education



The majority of the teachers indicated that physical facilities affect quality of free primary education in your school to a great extent as indicated by 63 (64.5%), 23 (23.1%) said to a moderate extent while 12 (12.4%) said that physical facilities affect quality of free primary education in your school to a very great extent. Brock and Cammish (2007) attested that availability of resources such as textbooks, desks and blackboards has been found to influence quality of education.

4.6.1: Attributes of physical facilities on quality of free primary education

Attributes of physical facilities are the facilities available in the specific school. The study further sought to establish the extent to which the following attributes of physical facilities affect quality of free primary education and the results are summarized in Table 4.9.

Table 4.9: Attributes of physical facilities on quality of free primary education

Attributes	Frequency	Percentage	Mean	Std. Dev.
Availability of sanitary facilities in the school	12	12.2	4.714	.123
Availability of water in the school	11	11.2	4.572	.211
Adequate playgrounds for pupils	9	9.2	4.391	.603
Spacious classrooms	10	10.2	4.429	.567
Adequate textbooks	6	6.1	4.208	.183
Adequate library books	14	14.3	4.879	.103
Adequate reference books	13	13.3	4.767	.112
Adequate teaching aids- charts	15	15.3	4.971	.107
Adequate chalk	8	8.2	4.367	.592

From the findings, the study found that adequate teaching aids- charts, adequate library books, adequate reference books, availability of sanitary facilities in the school and availability of water in the school affect quality of free primary education to a very great extent as shown by mean scores of 4.971, 4.879, 4.767, 4.714 and 4.572 respectively. The head teachers also indicated that spacious classrooms, adequate playgrounds for pupils and adequate chalk affects the quality of free primary education to a great extent as shown by mean scores of 4.429, 4.391, 4.367 and 4.236 respectively. Lizettee (2010) indicated that sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. He also added that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls.

In addition, the study sought from the teachers the extent to which physical facilities affect quality of free primary education and the results are as summarized in Table 4.10.

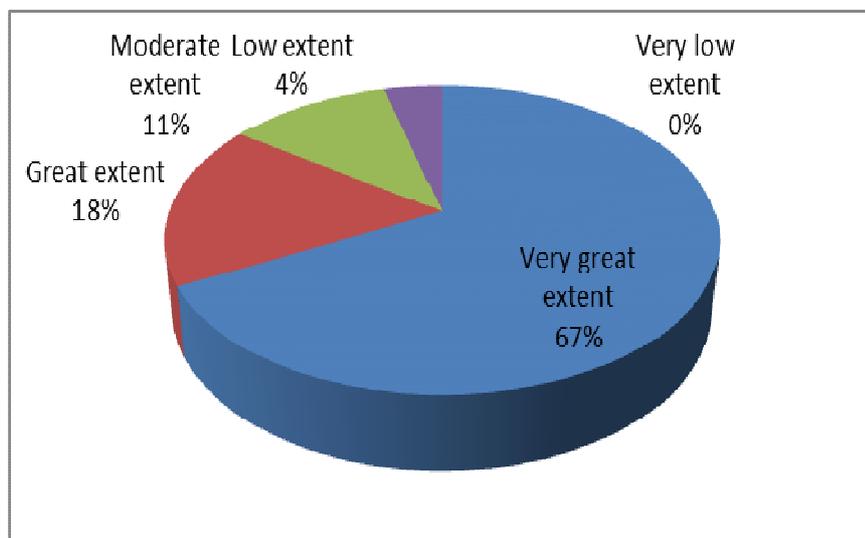
Table 4. 10: Extent to which physical facilities affect quality of education

	Frequency	Percentage
Very low extent	5	3.85
Low extent	2	1.92
Moderate extent	17	13.46
Great extent	82	65.38
Very great extent	19	15.38
Total	125	100

From the findings, the study found that, 65.38% of the teachers indicated that physical facilities affect quality of education to great extent, 15.38% very great extent, 13.46% moderate extent, 3.85% very low extent and 1.92% to a low extent. The findings were consistent with Ngware, Oketch and Ezech (2008) who stated that physical facilities permits more positive interactions between teachers and children. Similarly, Miske and Dowd (2009) referred to the physical environment of the classroom as the ‘silent curriculum’, meaning that it has the power to facilitate and enhance the learning process.

The study also sought to establish from the teachers the extent to which sanitation facilities affect class attendance and the findings are as summarized in Figure 4.8

Figure 4. 8: Extent to which sanitation facilities affect class attendance



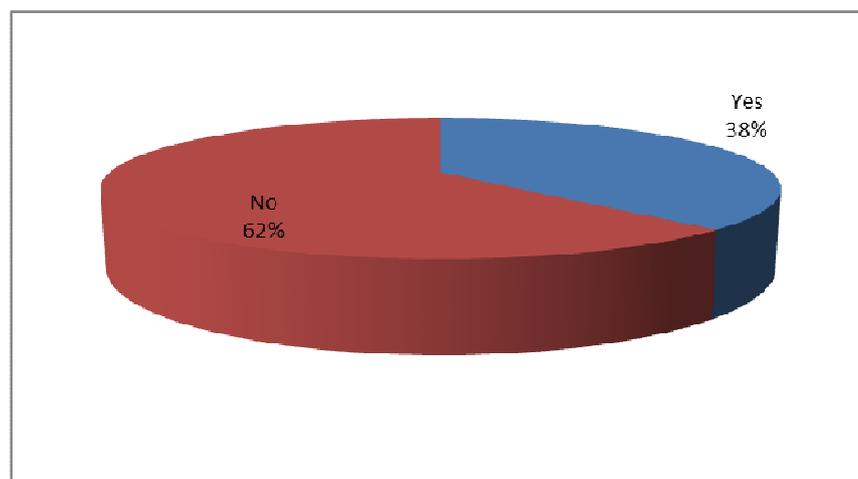
From Figure 4.8, majority of the teachers 66 (67%) indicated that sanitation facilities affect class attendance to a very great extent, 18 (18%) to a great extent, 11 (11%)

moderate extent, 4 (4%) indicated that sanitation facilities affect class attendance to a very low extent. The researcher also observed that some schools did not have adequate sanitary facilities and pupils had to wait for longer on queues to access the facilities. The findings are consistent with Lizettee (2010) who indicated that sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools school attendance being negatively affected.

4.7 Teaching and learning facilities and quality education

Teaching and learning facilities are resources necessary for effective implementation of teaching and learning process they include, textbooks, equipped library facilities, computers and so on. The study also sought to establish from the teachers if the school has enough textbooks. The results obtained are summarized in Figure 4.9

Figure 4.9: Availability of text books, computer and library facilities in schools



From the findings, the study established that majority of the teachers 61 (62%) said there were no enough text books in the schools while 27 (38%) were of the view that there were enough text books in the schools. The researcher observed that some schools had libraries though majority were under stocked while others did not have libraries at all. In addition, some schools had computers, which were mainly used in the offices and occasionally by the pupils Similarly, UNICEF (2009) had observed that many public primary schools in Sub-Sahara Africa do not have adequate learning resources among them textbooks.

The study also enquired the extent to which availability of textbooks affect quality of free primary education in primary schools. The findings from the teachers are summarized in Table 4.11.

Table 4.11: Extent to which availability of textbooks affects quality of free primary education

	Frequency	Percentage
Very great extent	66	67.3
Great extent	17	17.3
Moderate extent	11	11.2
Low extent	4	4.1
Very low extent	0	0.0
Total	98	100

From the finding most of the teachers, 67.3% indicated that availability of textbooks affect quality of free primary education to a very great extent, 17.3% very great extent, 11.2% moderate extent while 4.1% said low extent. The findings concur with Lizettee (2010) that availability of textbooks highly influences learning in public schools.

The study also sought to determine from the head teachers the extent to which Availability of enough textbooks, library facilities, well-equipped computer facilities, textbooks for teachers influence Quality of Free Primary Education. The findings are as summarized in Table 4.12.

Table 4.12: Attributes of teaching and learning resources on quality of free primary education

Attribute	Frequency	Percentage	Mean	Std. Dev.
Availability of enough textbooks	10	37	4.714	.123
Adequate and well-equipped library facilities.	5	18.6	3.862	.402
Provision of adequate and well equipped computer facilities	4	14.8	3.731	.237
Presence of textbooks only as material medium for teachers impairs performance	8	29.6	4.408	.982

From Table 4.12 the head teachers indicated that availability of enough textbooks affected the quality of free primary education in schools to a very great extent as shown by a mean score of 4.714. The study also revealed that presence of textbooks only as material medium for teachers affects performance; adequate and well equipped library facilities and provision of adequate and well equipped computer facilities affect the quality of free primary education in schools to a great extent as shown by mean scores of 4.408, 3.862 and 3.731 respectively. Textbooks support educational development and quality upgrading has been recognized by the governments throughout developing world through their development partners (World Bank, 2009).

When the teachers were asked to respond to the attributes of teaching and learning resources and the extent to which they affect quality of free primary education, the results are as shown in Table 4.13.

Table 4. 13: Attributes of Teaching and Learning Resources on Quality of Free Primary Education

Attribute	Frequency	Percentage	Mean	Std. Dev.
Availability of enough textbooks	30	31	4.831	.057
Adequate and well-equipped library facilities.	19	19	3.528	.137
Provision of adequate and well equipped computer facilities	21	21	3.692	.104
Presence of textbooks only as material medium for teachers impairs performance	28	29	4.327	.718

From Table 4.13 it shows that availability of enough textbooks affected the quality of free primary education in schools to a very great extent as shown by a mean score of 4.831. The study also revealed that presence of textbooks only as material medium for teachers affects performance; adequate and well-equipped library facilities and provision of adequate and well-equipped computer facilities affect the quality of free primary education in schools to a great extent as shown by mean scores of 4.327, 3.528 and 3.692 respectively. World Bank (2009) made the same observation that learning resources are key in delivering quality education.

The teachers were also asked to state the extent to which teaching and learning resources affect quality of free primary education and the results are summarized in Table 4.14.

Table 4.14: Extent to Which Teaching and Learning Resources Affect Quality of Free Primary Education

	Frequency	Percentage
Very low extent	5	3.85
Low extent	7	5.77
Moderate extent	17	13.46
Great extent	72	57.69
Very great extent	24	19.23
Total	125	100

From the findings, majority of the head teachers and teachers indicated that teaching and learning resources affect quality of free primary education in your school to a great extent as shown by 57.69%, 19.23% great extent and moderate extent 13.46%. 5.77% also said that teaching and learning resources affect quality of free primary education in their school to a low extent while 3.85% indicated very low extent. On the rate of enrollment after the introduction of free primary education, the respondents said the rate of enrollment has greatly improved. They also attested that the enrollment rate grew up with most classes being over occupied.

4.8. Rate of enrollment

The study also sought to investigate the rate of enrollment in schools after the introduction of free primary education. The findings are shown in Table 4.15

Table 4.15: Rate of enrollment in schools after the introduction of free primary education

	Frequency	Percentage
Remained unchanged	1	1.92
More than doubled	18	65.38
Doubled	9	32.69
Total	27	100

From the findings, majority of the headteachers revealed that enrollment rate was more than double as shown by a response rate of 65.38%, 32.69% said doubled while only 1.92% said the enrollment rate remained unchanged. Ngware, Oketch and Ezech (2008) concurred that there has been high influx of new enrolments in public primary schools since the launch of free primary education in Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary, conclusion and recommendations of the main findings on the factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.

5.2 Summary of the study

Education, and particularly primary education, also promotes achievement of all of the other Millennium Development Goals. However since the re-introduction of Free Primary Education in Kenya in 2003, several factors have been cited to have been influenced by the acute shortage of teachers, physical facilities, instructional materials and learning space have been noted as some of the major resources constraints. The textbooks are still a problem as many pupils end up not replacing lost books due to lack of proper replacement policies in many of the schools. As such, this study sought to investigate the factors influencing provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya.

The study was guided by the following objectives: to determine the extent to which administrative experience of head teachers, professional qualification of teachers, quality free primary education, physical facilities influence and teaching and learning resources on the provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya. The study applied the systems theory as the theoretical framework, which emphasizes that system implementation should be used

proactively to help improve a program as well as retroactively to judge its value. The study employed descriptive research design which is concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation. The target population of the study was 788 teachers and 65 head teachers of 65 public primary schools in the 65 primary schools in Makindu sub-County. The sample consisted of 30 schools, 30 head teachers and 150 teachers.

The instruments for data collection were questionnaires and observation checklist. Validation of the instrument was done through the assistance of the supervisors, peers and other university lecturers, who are experts in research to ensure the content validity. Reliability was determined using Cronbach's Alpha which gave a coefficient of 0.79 for the head teachers and 0.82 for the teachers. The quantitative data was analyzed using descriptive statistics such as percentages, frequencies, mean and standard deviation assisted by Statistical Package for Social Sciences (SPSS) while the qualitative data from the open-ended questions in the questionnaire was analyzed thematically using content analysis.

On the Head Teachers administrative experience and quality education, the study found that the head teachers were experienced in executing their duties at 72.4%. The study also established that head teachers would improve the services offered if they had more experience at (64.7%) while head teachers and teachers experience helps them in ensuring quality education in the school. The study further revealed that head teachers maintained high standard procedures of the educational work,

including a civilian-social education; decorating the school for feasts and festivals; and handling connections with other institutions.

The study found that the services provided to the school by head teachers and teachers were greatly dependent on their experience and this affected provision of quality free primary education.

The study found that head teachers concurred that teacher's qualification influenced their performance. In addition, majority of the teachers also indicated that teachers qualification affect the quality of education. Further, the study found that level of in-service training influenced teacher's performance to a great extent. On the extent to which teacher's qualification affects teacher-student relationship, the study found that qualification of the teacher affects their relationship with the student both inside and outside the classroom.

The study further noted that poor relationship has a negative effect on the quality of education they provide to the pupils. The study also found that one of the major ways of engagement was through participatory learning, friendly to pupils during learning sessions which makes the pupils to feel at home while responding to questions or to seek clarification during learning and that pupils are given time to respond. Finally, it was established that, teachers' qualification affects provision of quality free primary education to a very great extent.

The study established that many public primary schools do not have adequate Physical facilities. In addition, sanitation facilities affect class attendance to a very great extent. The study also found that, physical facilities affect quality of free primary education in schools to a great extent. The study established that adequate teaching aids- charts, adequate library books, adequate reference books, availability of sanitary facilities in the school and availability of water in the school affect quality of free primary education to a very great extent. The study also revealed that spacious classrooms, adequate playgrounds for pupils and adequate chalk affect the quality of free primary education to a great extent. On whether the schools have enough resources for learning, the study found that the number of desks and textbooks were less compared to the number of pupils in their respective schools which are the key reasons for pupils' absenteeism from school.

The study established that the majority of primary schools did not have enough textbooks while both teachers and head teachers concurred that the availability of textbooks affect quality of free primary education to a very great extent. On the attributes of teaching and learning resources and the extent to which they affect quality of free primary education, the study found that availability of enough textbooks affected the quality of free primary education in schools the most. It was revealed that presence of textbooks only as the learning material for teachers impairs performance, adequate and well equipped library facilities and provision of adequate and well equipped computer facilities affect the quality of free primary education in schools to a great extent. Well-equipped library facilities, adequate desks and general

furniture and provision of teaching and learning facilities improve the quality of education to a great extent. It was also revealed that sanitation facilities, textbooks availability and well-equipped computer facilities improve the quality of education to a great extent. Moreover teaching and learning resources affect quality of free primary education in your school to a great extent.

The head teachers rating of enrollment in schools after the introduction of free primary education shows the rate of enrollment has greatly improved and that most classes were congested. The study finally found that enrollment rate was more than double in Makindu Sub-County in Makueni County, Kenya.

5.3 Conclusions

The experience of head teachers' influence the provision of quality free primary education support through provision of professional support such as learning resources, creation of a conducive learning environment, provision of information and opportunities for professional development such as up grading, discussion groups, seminars and induction programs impacts on teaching and learning. In addition, maintaining high standard of educational work and handling connections with stakeholders and other institutions, Connections with parents and committee and other public institutions influence the quality of education. The study also concludes that by maintaining close relationship with parents and school committee members, the quality of education to the pupils improves. The study concludes that teachers' qualification and their level of in-service training influence their performance through participatory learning, being friendly to pupils during learning

sessions which makes the pupils to feel at home while responding to questions or to seek clarification during learning.

The physical facilities are not enough in most schools which negatively affects the quality of free primary education in schools to a great extent. Adequate teaching aids- charts, adequate library books, adequate reference books, availability of sanitary facilities in the school and availability of water in the school affect quality of free primary education to a very great extent. Spacious classrooms, adequate playgrounds for pupils, adequate chalk and adequate books affect the quality of free primary education to a great extent.

The teaching and learning resources affect quality of free primary education in your school to a great extent. However, many schools do not have adequate resources such as textbooks and desks, which are the key reasons for pupils' absenteeism from school. The presence of textbooks as only the material medium for teachers impairs performance, adequate and well-equipped library facilities and provision of adequate and well-equipped computer facilities affect the quality of free primary education in schools to a great extent. It concludes that well-equipped library facilities, adequate desks and general furniture and provision of teaching and learning facilities improve the quality of education to a great extent.

Finally, the study deduced that the rate of enrollment has greatly improved and that the enrollment rate grew up with most classes being congested. The enrollment rate was more than double in Makindu Sub-County in Makueni County, Kenya.

5.4 Recommendations

The head teacher should ensure that their schools have adequate resources such as text books and well equipped libraries as this affects the quality of free primary education. The head teachers should also ensure that their schools have adequate physical facilities such classrooms, desks, playgrounds and sanitation facilities as they have been found to affect class attendance and the quality of free primary education. The head teachers' should provide professional support to teachers such as learning resources, creation of a conducive learning environment, provision of information and opportunities for professional development such as seminars and induction programs as these greatly influences teaching and learning.

Parent`s Teacher`s Association and other school related bodies, should be strengthened so that they could contribute to the provision of physical facilities in primary schools. The provision of more physical facilities in schools will reduce pupils' absenteeism from school and improve their scores in Kenya Certificate of Primary Education.

The Ministry of Education and other educational stakeholders should enforcement laws to guide the head teachers on the planning of schools. Especially the development of physical facilities since their availability influences quality of FPE positively. The ministry should also ensure that the head teachers have adequate experience as this positively influences the quality of free primary education.

The Kenyan government should also build more primary schools to cater for the high pupils' enrolment and in addition employ more teachers to handle the large number

of pupils in primary schools. This will improve the teacher-pupil ratio which is currently very high and as a result the quality of education will improve. The government, parents and the local community should mobilize resources to put more classrooms and furniture to be used by pupils in schools. Finally, supervision of schools by head teachers should be encouraged as this provides an opportunity for internal criticism and improvement and improvement by teachers.

Teachers training institutions such as universities and other tertiary colleges should work hand in hand with the government, head teachers and other educational stakeholders to ensure that they offer quality training to teachers to instill the required skills to handle learners. The teacher training should be all round. This is because the qualification of the teachers has been found to affect their relationship with the learners as well as the quality of education. In-service training for teachers should also be emphasized to ensure that teachers are updated on the current curriculum and modern methods of teaching to ensure there is quality education in public primary schools.

5.5 Suggestions for further research

The researcher recommends the following areas for further research; effect of physical facilities on the quality of Free Primary Education in primary schools, influence of financial resources of a schools on the quality of free primary Education in primary schools.

The study also recommends that another study be done on school-based factors influencing quality of free primary education in public primary schools in Makindu

Sub-County in Makueni County, Kenya. Research should also be undertaken in a wide area to establish the influence of head teachers on the quality of Free Primary Education in public primary schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Caroline N. Matata,
University of Nairobi,
Department of Educational,
Administration and Planning,
P.O. Box 30197-00100,
Nairobi, Kenya.
4/12/2015

To
The Head teachers,

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH.

I am a postgraduate student at the Nairobi University pursuing a Master of Education in the Department of Educational Administration and Planning. I am currently undertaking a research on: **School Based Factors Influencing Provision of Quality Free Primary Education in Makindu Sub-County in Makueni County, Kenya**

I am pleased to inform you that your school has been selected to participate in the study. The identity of respondents will be treated with utmost confidence and the data provided will be used for academic purposes only.

Yours faithfully,

Caroline N. Matata

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS

INSTRUCTIONS

Kindly answer the following questions by ticking in the appropriate box or filling the space provided. Do not indicate your name anywhere on the paper.

Name of the School _____

Section A: Background information

1. What is your gender Male [] Female []
2. what is your highest level of your professional qualification
P1 [] Diploma [] Degree [] Others (specify).....
3. For how long have you been a teacher? Tick appropriately.
Less than 2 years [] 3-4 years [] Over 4 years []
4. For how long have you stayed in this school?
Less than 2 years [] 3-4 years [] Over 4 years []

Section B

Head Teachers administrative experience and quality education

5. Is the head teacher in your school experienced in executing his/her duties?
Yes [] No []
6. To what extent do you think the head teachers experience in execution of duties affect provision of quality free primary education in Makindu Sub-County?
Very great extent [] Great extent [] Moderate extent []
Low extent [] Very low extent []

Qualification of teachers and quality education

7. Does qualification influence the quality of education given to the students?
Yes [] No []
8. To what extent does teacher's qualification affect teacher: student relationship?
Very great extent [] Great extent [] Moderate extent []
Low extent [] Very low extent []
9. To what extent do you think teacher's qualification affect provision of quality free primary education in Makindu Sub-County?
Very great extent [] Great extent [] Moderate extent []
Low extent [] Very low extent []

Physical facilities and quality education

10. Does your school have enough resources such as classrooms and desks?
Yes [] No []
11. Does your school have enough sanitation facilities?
Yes [] No []
12. To what extent do sanitation facilities affect class attendance in the school?
Very great extent [] Great extent [] Moderate extent []
Low extent [] Very low extent []
13. To what extent do Physical facilities affect quality of education?
Very great extent [] Great extent [] Moderate extent []
Low extent [] Very low extent []

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Introduction

Kindly answer the following questions by ticking in the appropriate box or filling the space provided. Do not indicate your name anywhere on the paper.

Name of the School _____

Section A: Background information

- 1. Please indicate your gender Male [] Female []
- 2. Please indicate your age _____
- 3. Indicate your highest level of your professional qualification
P1 [] Diploma [] Degree []
Others (specify).....
- 4. Teaching experience. Tick appropriately.
Less than 2 years [] 3-4 years [] Over 4 years []
- 5. For how long have you stayed in this school?
Less than 2 years [] 3-4 years [] Over 4 years []

Section B

Head teachers' administrative experience and quality education

- 6. How does your experience help you in ensuring quality education in this school?
.....
- 7. Do you think more experience will improve the way you provide services to the school? Yes [] No []

12. What other physical facilities affect the quality of education?

13. To what extent do physical facilities affect quality of free primary education in your school?

To a very great extent [] To a great extent []
 To a moderate extent [] To a little extent []
 To no extent []

Teaching/learning materials and quality education

14. To what extent do the following attributes teaching and learning resources affect quality of free primary education in your school? Use a scale of 1-5 where 1= very great extent, 2= great extent, 3= moderate extent, 4= little extent and 5 = not at all

	1	2	3	4	5
i. Availability of enough textbooks					
ii. Adequate and well equipped library facilities.					
iii. Provision of adequate and well equipped computer facilities					
iv. Presence of textbooks only as material medium for teachers impairs performance					

15. How can you rate the enrollment in schools after the introduction of free primary education?

Doubled [] More than doubled []

Remained unchanged [] Reduced []

THANK YOU.

APPENDIX IV: A SAMPLE OF OBSERVATION CHECKLIST

Resource	Availability	Remarks
Classrooms		
Computer Laboratory		
Computers		
Libraries		
Textbooks		
Furniture		
Latrine/Toilets		
Playing fields		

APPENDIX V: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Ref. No. **NACOSTI/P/16/25433/9138**

Date:

4th April, 2016

Caroline Ndinda Matata
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School based factors influencing head teachers provision of quality free primary education in Makindu Sub-County in Makueni County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **1st April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

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


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

