

**UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK**

**TEACHERS' PERCEPTION ON THE QUALITY OF FREE PRIMARY
EDUCATION IN PUBLIC PRIMARY SCHOOLS: THE CASE OF KAMUKUNJI
SUB-COUNTY, NAIROBI COUNTY.**

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DECLARATION

Student declaration

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

Sign.....Date.....

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C50/88022/2016

Supervisor approval

This research project has been submitted for examination with my approval as the university supervisor

Signature.....Date

Prof. Robinson Ocharo

DEDICATION

This research project is dedicated to my loving husband and my children for their support. My mother who has been very instrumental during the entire course period, may the Almighty God bless you all abundantly.

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ABBREVIATIONS AND ACRONYMS

FPE:	Free primary education
GER:	Gross enrollment rate
KICD:	Kenya Institute of Curriculum development
KENPRO:	Kenya Project organizations
NARC:	National rainbow coalition
SPSS:	Statistical package for social sciences
UNICEF:	United Nations International Children Emergency Fund
UNESCO:	United Nation Educational, scientific and cultural organization
USA:	United States of America

ABSTRACT

Education in its broadest sense results from any /experience that affect the way in which one thinks feels or acts. In the narrowest sense education is the formal process by which society deliberately passes accumulated knowledge skills, customs and values from one generation to the next. The main objective of this study was to assess teachers' perception the on the quality of free primary education public primary in Kamukunji, Nairobi County- Kenya. The specific objectives were to find out teachers' perception on, the relevance of the content of the teaching curriculum; the impact of physical facilities and resources on the quality of free primary education, the effect of free primary education on students' academic performance, the learning outcomes in terms of knowledge, attitude and skills. The scope of the study was limited to the seven public primary schools in Kamukunji Sub County in Nairobi County. The study used descriptive research design. The target population was 313 teachers in the seven public primary schools in Kamukunji Sub County. The study employed multi-stage sampling comprising stratified random sampling and then used simple random sampling to select an appropriate sample size of 176 respondents. To obtain primary data, structured questionnaire were developed using open ended and closed questions. Interview guides were also used to interview the key informants. Statistical Package for Social Sciences (SPSS) was used for analysis and the findings presented in the form of tables. The study found out that the current curriculum has enough content and majority of the teachers in Kamukunji Sub County follow curriculum when teaching and making their teaching plan. Inclusiveness, competence nurturing, standard and curriculum that is learner centered enhances good performance. Availability, adequacy, status and accessibility of physical facilities were found to be key measures that boost performance in Kamukunji primary schools. High number of pupils qualified for high school in the region. The pupils' absenteeism rate was moderate. School attendance, high number of pupils joining high schools and public financing are key indicators of good performance. Knowledge and skills, pupils' discipline, and attitudes of pupils boost end results. Pupils with the three mentioned aspects tend to boost the education and they personally benefit by getting good high schools. There is need to have a new curriculum that is more comprehensive and inclusive. A curriculum that does not focus on only passing exams but equipping pupils with technical skills. The study recommends that national government to ensure that there are enough physical facilities and should be renovated at least yearly; primary school's management should have educative forums to inform those who fail to join high schools that they can make it even in technical and vocational centers. There is need to have good measures put in place to evaluate the learning outcome and the set objectives. Most of the primary schools are more focused on what the class eight performances will be hence forgetting the starting point which includes the set objectives, when the two are looked at, and then quality education which is sustainable to all can be enhanced.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Education boosts the economic, social and political development of any nation. Through education, social inequality is reduced, economic growth enhanced and general productivity of a country is realized (World Bank, 1999). Education is important to both the individual and nation. Acquisition of knowledge and skills influence the way a person thinks and acts. Through education, a society is able to pass customs, values, beliefs, knowledge and skills in form of generations. Therefore, it is termed as a formal process. Today, education is becoming a universal and critical component in people's life including areas where it had been rejected. It is a right everyone is worth despite the geographical location. Teachers are considered to be the most important professionals in the matrix of education. Investment in teachers is therefore, a critical factor that needs to be looked at keenly (Orodho et al.; 2013).

In North America, primary education is referred to as elementary education level and middle school is what follows. According to the Act (2009), the United States education is considered very important. In the year 2000, in four people, one enrolled in school at the age of three and above. In the international forums such United Nations Educational Scientific and Cultural Organization (UNESCO) World Conference at Jomtien, Thailand in 1990 and in Dakar Senegal in 2000, education for all has been a key agenda for discussion (UNESCO, 2005).

Africa has not been left so much behind on terms of trying to improve the education system. For instance, tuition fees for primary schools have been done away with in Sub-Saharan Africa. This has been a strategy of ensuring there are more enrollments following decline in number of pupils in schools. Before, cost sharing had been enhanced as a policy by international financial institutions where parents were involved in paying for their children schools fees. This hindered the increase in enrollment and attendance of school. Mostly, girls were major victims since majority of them dropped out of school as some got early marriages (Sifuna, 2005).

In Ghana, the World Bank and various agencies supported free primary education in 1996 as part of the Free Compulsory Universal Basic Education. However, it was not possible for the FPE to start the same year. In 2005, capitation grant was introduced in the whole

country to support FPE through education strategic plan. Between the year 2004/5 and 2006/7, the enrollment of primary schools' pupils was increased by 22% for the age group of 6-11 years (Nishimura et al.; 2009).

Free Primary Education was introduced in Malawi in 1994. This was an idea brought forth after national election was done and new leaders took over after multi-party elections. The pupils' enrollment increased to 3.4 million in 1994/1995 from 1.9 million in 1993/1994 hence indicating 79% increase in the first year of FPE inception. The introduction of FPE in Malawi was faced by challenges such as lack of enough teachers, infrastructures as well as teaching materials (Abbey, 2003).

In Kenya, free primary education is backed to have started in 1974 and later revisited in 1979. This is when free the government with an aim of bringing universal primary education initiated primary education. This was majorly targeted through millennium development goals of 2015. In 2003, the free primary education was introduced in Kenya. In 1971, the government of then led by president Mzee Jomo Kenyatta introduced free education in primary schools for seven years purposely focusing on arid and sub-arid regions in Kenya. These are areas that have lagged behind since days of colonial. In 1973, a subsequent presidential decree was proclaimed. Through this, free primary education was provided focusing on public primary schools. During this time, many public schools could not accommodate all the pupils and this made the government to introduce building costs with an aim of building more facilities. This became a burden to many families since the school levies introduced to them were too much as compared to the initial cost they incurred before introduction of FPE. Massive dropouts were witnessed hence forcing the government led by then President Kenyatta to abolish the program (Chuck, 2009). When President Daniel Arap Moi came to power in 1978, all the school levies that led to school dropouts were removed. More children enrolled again but unfortunately in 1970s and 1980s, during the economic recessions, the educational budget could not be maintained any more. Despite the efforts by the World Bank and International Monetary Fund regarding the economic adjustments with an aim of cost-sharing in schools, large declining in enrollments was witnessed in 1990s. Poor households could not afford school fees since it was so high and the pupils dropout came at 78% in 2001 from 95% in 1991 (Oketch and Rolleston, 2007).

Free Primary Education Program was then re-introduced in 2003. The rate of enrollment increased to 8.2 million in 2008 from 5.9 million in 2002 and this was 39% increment. More pupils could be able to complete the schools successfully and by 2007, it increased to 81%. More girls were able to get chances to pursue their educational goals and this started to bring gender parity in education (Chuck, 2009). Free primary education (2003) initiative focuses on attaining an education that is meant for all. It emphasized on quality, accessibility, equity, efficiencies and retention in the system of education (MOEST, 2005). Otach (2008) argues that many children were enrolled through the free primary initiative of 2003. Fees and extra levies in the education systems were done away with through the program.

There have been various challenges that have hindered the implementation of free primary education. These include teachers' shortage, classrooms congestion and inadequate physical facilities. More attention is paid on free primary education today following many attempts to actualize it. In Education for All (EFA), quality education is the sixth. The main concern and area of focus is the manner in which pupils are taught and the impact brought forth (Fehrler & Wechtler, 2007).

1.2 Statement of the Problem

The aim of Kenyan government since independence has been to ensure every child has an access to quality education. Since the re-introduction of FPE in 2003 by National Rainbow Coalition (NARC) government, 1.3 million children from poor background were able to access education after the abolishment of fees and levies for tuition (UNESCO, 2006).

However, FPE brought many challenges as well including overcrowded classrooms, inadequate infrastructure, few teaching materials and high pupil-teacher ratio. To realize effective learning, adequate resources that are relevant should be available. According to Sang and Kipsoi (2005), the quality of education in primary school is no more satisfying. Often, we have had complaints about the production of half-baked graduates who cannot take up challenging tasks. This incapability dates back to the poor foundation that was laid. It is therefore vital that pupils know why they are learning what they are being taught in order to improve the quality in education.

Quality basic education for all continues to be a global concern and a priority for all (Bruns Mingat & Rakotomalala, 2003). The focus is much more on the marginalized community, the poor and the children in rural areas because they are the most disadvantaged due to unavailability of resources or inadequacy of the same. Teachers are considered to be key contributors for pupils' performance. At the end of the course of study, the amount of pupil learning is a good measure for teaching. Teachers also have limited control over many other factors that impact pupils learning such as attitudes, learning skills and readiness to learn (Chakrabarti, 2008).

According to Coleman (2003), quality education is linked to the learning outcomes (outputs), specifically at the end of the cycle examination results of the respective child, improved general standards of a pupil in class subjects and in reading or improved conditions of service. These definitions are dependent on the perspective of the participant or stakeholder attempting to define. Quality is therefore related to school and class environment, the school system and social context in which the classroom is embedded. It is also inclusive of the relevant, efficient, special education and being accessible to all children irrespective of gender, ability or wealth. Quality education is also related to vibration of positive energy where participants especially the learner is eager to learn, understand and communicate the knowledge constructively. Quality education therefore requires a learning environment, which has adequate facilities and resources that are in good condition. According to Banda (2007), the influence of free primary initiative has lots of similarity in various countries. Most of the obstacles have been overcome by the abolishment of tuition fees. On the hand, increase in number of students has also brought challenges due to shortage of teachers and teaching materials. Some quality benchmarks have been undermined.

An important question to address therefore, regards if quantitative access has increased without decrease in the quality aspect. It is for this reason that the study focused on teacher's perception on quality of free primary education; a case of Kamukunji primary schools, Nairobi county.

1.3 Research Questions

- i. What is the relevance of the content of the teaching curriculum in public primary schools in Kamukunji Nairobi County?
- ii. What is the impact of physical facilities and resources on the quality of free primary education in public primary schools Kamukunji Nairobi County?

- iii. What are effects of free primary education on student's academic performance in public primary schools Kamukunji Nairobi County?
- iv. What are the learning outcomes in terms of knowledge, attitude and skills among pupils in public schools in Kamukunji Nairobi County?

1.4 Objectives of the Study

1.4.1 Main Objective

The main objective of this study was to assess teachers' perception on the quality of free primary education in public primary schools in Kamukunji, Nairobi County.

1.4.2 Specific Objectives

- i. To assess the relevance of the contents of the teaching curriculum in public primary schools in Kamukunji, Nairobi County
- ii. To establish the impact of physical facilities and resources on the quality of free primary education in public primary schools in Kamukunji, Nairobi County
- iii. To assess the effects of free primary education on student's academic performance in public primary schools in Kamukunji, Nairobi County
- iv. To assess the learning outcomes in terms of knowledge, attitude and skills among pupils in public primary schools in Kamukunji Nairobi county

1.5 Justification of the Study

This study aimed at investigating the teachers' perception on quality of free primary education; a case of Kamukunji primary schools, Nairobi County. In the past not everyone was able to afford school fees and other school amenities that are necessary for proper education, thus there was dismaying enrollment of pupils as well as an alarming rate of school drop outs due to lack of either of the above. The government of Kenya decided to ease this burden by introducing free education to public school so that even those that lacked were able to send their children to school.

This study offers suggestions regarding how educational quality problems can be solved. Ministry of Education Science and Technology will form key beneficiary and also Teacher Service Commission, Kenya National Examinations Council, KNUT and Kenya Primary Schools Heads Associations.

Teachers will directly benefit from the study findings of this study regarding what could work and why. It forms a basis for their decisions making. Furth more, teachers focus will be more directed based on social and economic needs.

This study offers reference material for future researchers in the field of education quality and also gives suggestions on possible areas for future research. The study findings may help policy makers to develop workable programs that would lead to improvement in the quality of Free Primary Education in public primary schools. The study may assist the school management in realizing the need for attitude change and also appreciate the innovativeness and improvisation practices that their teachers are practicing. This could re-energize them to improve the quality of education.

1.6 Scope and Limitations of the Study

The scope of the study was limited to the public primary schools in Nairobi County. The study focused on four variables that impact on quality of education following the implementation of the FPE policy. The variables include; contents in terms of curriculum, outcomes in terms of knowledge, skills and attitude, physical facilities and students' academic performance. The main respondents during the study were drawn from the sampled population of schools in the division; and they included teachers and key informants were head teachers.

1.7 Definition of Key Terms

Academic performance: Refers to the degree at which short- or long-term educational goals are achieved by the student, teacher and institution in general

Curriculum content: Refers to what is expected to be taught in accordance with the school system

Learning outcomes: This means the achievement made by learners as purposed by the program.

Physical facilities: Refers to structure and components of institutional capacity

Education: A system, which equip learners with capabilities to be productive economically and have livelihoods that are sustainable and enhance wellbeing of a person.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents a critical review of the existing literature that is relevant to perception of teachers on quality of free primary School. In detail the following themes have been discussed; history of FPE, relevance of content, physical infrastructure, academic performance, learning outcomes and quality of FPE

2.2 History of Free Primary Education

According to Ngaroga (2001), 1971 is the year that free primary education was attempted by the government. The president then Jomo Kenyatta who focused on marginalized regions by abolishing tuition fees did this. These regions included Lamu, Samburu, Turkana, Marsabit, Mandera, Wajir, West-Pokot and Tana-River. Boarding schools were also built and supported by the government in these regions. In order to bring more children and retain them in schools, a feeding programme was introduced in the mentioned areas. Through a presidential decree in 1973, free primary education was launched to be effective from standard one to four. Ngaroga (2001) assert that this programme was done without proper planning since even parents and key stakeholders were not aware. He therefore, termed it political. The programme outcome was effective since the enrollment raised to 2.8 million in 1974 from 1.8 million in 1973. The ministry of education had no option but to come up with strategies of controlling the increased number of pupils.

According to UNICEF & World Bank (2009), a waiver fees was extended in 1976 through Gachathi Report recommendation. The extension was aimed at having free primary education for seven years. Many schools faced lot of challenges since it had become a burden to them and this resulted many failings to achieving their foals due to high number of children in schools in contrary to teachers' ratio and number of materials.

According to Otach (2008), the National Rainbow Coalition (NARC) government in 2003 introduced free primary education focusing at the disadvantaged children by providing them with opportunities. High number of pupils was witnessed in primary schools providing a positive outcome of the implemented programme. Okwach & George (1997)

assert that school fees and other levies were done away with since they prevented many children from accessing the school. UNESCO (2005) argues that through this programme, 1.5 million children and more joined primary schools. This indicates that there were so many students who had not joined school by then.

From 1999, education systems have been gradually improving with the focus of millennium development goals. In 1999-2007, enrollment level of children in primary schools is said to have increased by 40 million more. In Sub-Saharan Africa, the general increase in enrollment was 16% from 58 percent to 74 percent. This was accompanied by commitment from international bodies which doubled purposely on basic education in 2002 as 2.1 billion to 2007 as 4.1 billion (UNESCO, 2009). The millennium development goals especially of universal health care were not achieved despite all such kind of sacrifices.

2.3 Relevance of Content of Teaching Curriculum

Curriculum acts as a guideline of what should be taught to learners and how it should be done. It enhances effective learning outcomes. It is viewed as a systematic approach upon which assessments and evaluations are based on. The curriculum forms basis for knowledge skills and values review. All the expectations and facts of how learning should be done are embedded in the curriculum that guides teachers and general learning institutions (UNESCO, 2016).

The curriculum is a critical part of education systems since it indicates the extent of inclusiveness of education policies. This enhances equality in the education sector. For quality learning to be well practiced, a structure must be in place, which is provided by curriculum. In addition, the articulation of lifelong competencies is enhanced by curriculum (UNESCO, 2016). The key aim of effective curriculum is to ensure learners acquire the required knowledge and skills to enable them to have comprehensive competencies that are meaningful to them and society. An effective curriculum is measured by the ability of learners to have personal, physical, social, emotional and psychological development.

Long-life learning competencies are supported through a well-formulated curriculum. In addition to competencies, respect, tolerance, inclusiveness, justice, conflict resolution

management measures, gender equality and human rights are reinforced through curriculum. Other than formal education process, the curriculum supports the thinking skills and encourages soft skills which make a complete person in terms of learning objectives. The curriculums available have been challenged for long by questions being asked regarding the effectiveness in terms of knowledge, skills and attitudes construction (UNESCO, 2017).

Barrett (2017) asserts that an effective curriculum is in line with state standards and reflects students' ambitions. Critical thinking and suitable communication skills are key aspects in 21st century that curriculum need to include. Due to diverse needs of today's students, a good curriculum is one that encourages students' innovations and creativity. Students' ability to have mortal skills enables them to apply the theoretical part of their studies and this is considered the most important outcome. Through curriculum, logic reasoning is enhanced and the students are able to solve social issues and come up with amicable solutions.

Even at its best, the curriculum is considered as incomplete as a teaching resource because we can never know if we are helping or hindering our learners. By designing our curriculum with a central concept in mind, we have merely created a framework on which to base our lessons. However, learner-centered is a key focus that should be emphasized by any curriculum. When teaching, personal experiences, goals and competencies should be considered. This is because all learners have different knowledge and skills that need to be boosted and these vary from one learner to the other. The ability to learn is actually what influences the learner to take such actions (Stabback, Male, Georgescu, 2011).

Since independence, Kenya has made one major curriculum reforms in 1963. The reform was not planned since it was accidental and political since no anticipation about it was done. The Presidential Working Party of the Second University of Kenya was set in 1981 with an aim of advising about second university inception in Kenya. Through this commission, the state was advised that education structure and curriculum required reforms. Therefore, this was put into consideration by the government and seven years system was abolished to let in 8-4-4 system into place. This system has been used since 1985 and various attempts to make changes have not been fruitful. Reviews have been made in 1990, 1992, 1995, 2003 and 2018. The curriculum being used is limited by its

rigidity and children abilities and interests are not put into consideration (UNESCO, 2017).

2.4 Free Primary Education on Physical Facilities

Brock & Cammish (1997) argue that quality of education has highly been influenced by availability of critical resources like desks, textbooks and blackboards. Pupils' behavior is highly influenced by teaching and learning processes. In a research by Smith, Brundrett & Burton (2003), some schools in Zimbabwe South Province were found to be performing unwell since lessons were not even prepared by teachers, schemes of work were unavailable and pupils' assignments were left unmarked. Such instances are linked to poor performance in most of schools across the globe and mostly in Africa.

According to Nekatibeb (2002), in Sub-Saharan Africa, environments for learning have not been conducive for long. This has been influenced by lack of proper planning, poor economic development and poverty. There is shortage of classrooms, learning materials and facilities in most of the schools. The author continues to argue that teachers are also not well paid and the little they get is not paid the right time. Teacher absenteeism has been witnessed due to lack of motivation. These teachers look for other avenues of getting income including using students labour and this affects mostly girls.

The rate of pupils' enrollment has tripled since the introduction of free primary education in Kenya. There has been no proportionate match between the increase of pupils and sanitation facilities in schools. 25 girls are supposed to use one toilet and 30 boys should use one toilet. This is the standard according to ministry of public health and sanitation (GoK, 2008). These standards have not been achieved in many schools up to date. According to UNICEF (2009), lack of sufficient sanitation facilities is in more than 60% of schools in Kenya. In schools where these facilities are available, there is still a problem of cleanness on them (UNICEF, 2009).

According to research conducted by KENPRO in 2010, one of the key challenges facing free primary school is learning materials in primary schools. According to the policy in the FPE programmes, every pupil should have free writing materials. The results indicated that there was a lot of learning materials sharing among pupils. For instance, five pupils used one textbook. Therefore, this affected the learning at home since it was

hard to carry a textbook. Supplementary reading books were also in shortage and teachers could not be able to give pupils a lot of assignment since no point of reference. Unavailability of classes also affected the FPE programme since there was a lot of congestion and pupils lacked spaces for even movement. Lighting the available classes was also an issue since pupils depended on natural light. Mats were used in some schools where desks were not enough. Pupils could sit on them and this affected their concentration and the ability to write. One of the factors that led to overcrowding was high influx of new pupils following FPE. Some who joined were past the required age for primary school enrollment. Desks were not adequate and most of the students were forced to sit on stones, mats and under tree especially those who were new. The old student could not sustain and most of them dropped out.

2.5 Free Primary Education on Academic Performance

In a survey done in Bangladesh by the World Bank indicated that four out of five children who went through five years of schooling did not achieve a learning achievement in primary schools. It was also noted that five percent of pupils in primary school qualified for minimum level of learning achievement. This is according to study carried out in sixty and more countries in regard to the monitoring and learning achievement (Greaney, Khandker & Alam, 1998).

According to Meyer (2014), education is a human right and anyone should access it despite background beliefs and cultures. The author continues to argue that it is not just education but quality education to all. Primary education is offered as the first stage in the education system both in developed and developing countries. Lewin (1999) assert that primary education comes after baby class, pre-school, pre-unit, primary schools both lower and upper and finally secondary education.

Kimenyi (2013) asserts that attending school and learning have great difference. Despite having free primary school education, children from poor background may still have hard time and may not value the education since attending school may not change their lifestyle in a short time. Ghana, India and Kenya have showed that public education systems can have great reforms following good performance of low-cost private schools. The author argues that it is critical having public financing in primary education though this does not guarantee a must in the delivery of quality education especially with

modalities there currently. The key issue is consideration of innovations for purpose of accountability and ownership of the education system by all.

2.6 Learning Outcomes

Educational systems are expected to provide quality and effective outcomes that are of great importance to individual and society at large. The learning outcomes reflect what the children know and this shows their competencies. In addition, they indicate the expectations of societies. Key components of educational outcomes include numeracy and literacy. More so, confidence of the learner, improved life skills, ability to solve problems and make sound choices are also key aspects of learning outcomes (Weimer, 2002).

In China, mathematics, writing and understanding reading were key areas where most of the children were seen to be incompetent. Life skills know how was also significantly less and this called for two-way learning process which involved teacher-learner. They were taught more on how to solve the society problem by applying their knowledge and skills learned in class. Research shows that very little learning take place in school despite having high attendance rate. In regard to reading class two stories in English, only three out of ten students in class three can do that. Reading a paragraph can be done so by slightly more than half of the class. At the same time, four out of one hundred pupils in class eight can only read class two stories. In terms of numeracy, 30 percent of class three pupils and 10 percent of class eight pupils cannot complete class two divisions successfully (Miller, Kelly & Zhou, 2005).

According to a lobby group, Elimu Yetu Coalition (2003), education is not man's basic need; however, it has come to be one of the unavoidable necessities in the current world. In Kenya most parents have braved the practice and always strive to give the best to their children. Quality and quantity do not go hand in hand. In the last years the Kenyan government has focused on spreading primary education across the country by introducing the free primary education program. The focus is increasing pupil's enrollment in primary schools. With a high enrollment of pupils, the resources are far much over stretched and the manpower is limited.

2.7 Quality of Education

Quality education encompasses the ability to equip learners with necessary knowledge and skills. The aim of providing quality education is to ensure that sustainable livelihoods are enhanced, societies are created which are democratic and peaceful and wellbeing boosted at all levels. Though there is variation in terms of learning outcomes due to various parameters, there are key elements that must be achieved as far as quality education is concerned. These include knowledge and skills, numeracy and literacy levels, prevention and awareness of diseases. All these are directed through scientific measures (Pithers & Soden, 2000).

When quality education is mentioned, there are key aspects that reflect it. These are children cognitive development, physical, social and psychological growth, and lastly emotional component. However, this is considered despite gender issues, race, ethnicity, location and socio-economic status. Quality education ensures children are well prepared in their lives in all areas. Through quality education, a conducive environment is created which help the children to learn and participate in healthy practices. By this, children become prepared to even face global issues and are able to deal with social issues like unemployment. The focus of quality education is not to only satisfy people's basic needs. There is more than that including enhancing sustainable development and promoting global peace. To have productive communities, young people need to have access to education which improves their competency through the acquisition of knowledge, skills and attitudes. This cannot be achieved as an individual, teachers and various stakeholders in the society need to help young people in the realization of human right so that they can be able to learn and be in line with the 21st century agenda. Therefore, a range of life skills need to be emphasized to learners to have a sustainable well-being and cohesion in the society (Rao, 2003).

Numeracy, life skills and literacy are key indicators of effective quality education. Therefore, this kind of education should show positive results in various areas of work by improving productivity as well increasing individual outcomes, bringing innovations through technologies and enhance wellbeing of people by promoting health and growth. The author continues to assert that informed parents tend to educate their children as compared to illiterate parents. Therefore, the rate of participation is key measure of quality education (Wekesa, 2013).

Kandie (2016) notes that Kenya has no doubt made tremendous progress in education. However, the quality of education remains a major challenge. This has led to the growth of a parallel private school education system that is gradually privatizing education countrywide. Unlike two decades ago when the average child went to a public school, today it is reported that 40 per cent of the poorest students in slums in Kenya attend private schools. This is puzzling, especially considering that primary education is fully funded by the government. The public sector is slowly ceding its responsibility for provision of education to the private sector, and a higher proportion of the household budget is now spent on a private education.

Kenya has also experienced a high dropout of students for the recent past. The reason behind this was high levies including tuition fees before introduction of effective free primary education. This programme faced challenges because of lack of teaching materials and few teachers. The presence of trained teachers posted more challenges since they were even allocated in arid areas. Therefore, the drop out increased since the trained teachers' interventions were less. There is 75 million and more children currently across the globe that are not enrolled in school. Sub-Saharan Africa and South Asia are key regions where these children are found. At the primary school age, girls are said to be the most disadvantaged over boys. Achievement is an indicator of educational quality. The system that produced achievement results is the only effective upon which the interpretations can be based. Issues like internal and external environmental factors may affect quality indicators and it is important to assess them. Therefore, this study examined the state of free primary education in Kenya (Lumen, 2013).

2. 8 Theoretical Framework

2.8.1 System Theory

The system theory was used to support the study. Biologist Ludwig Von Bertalanffy is the key proponent of the system theory. According to Little John (1983), a system is a whole made from many parts that interrelate together for a common purpose. Therefore, system theory explains about the structures relationships and is more concerned with problems of interdependence found in those structures. Through system theory, an organization is viewed like a social system with people who are guided by formal framework.

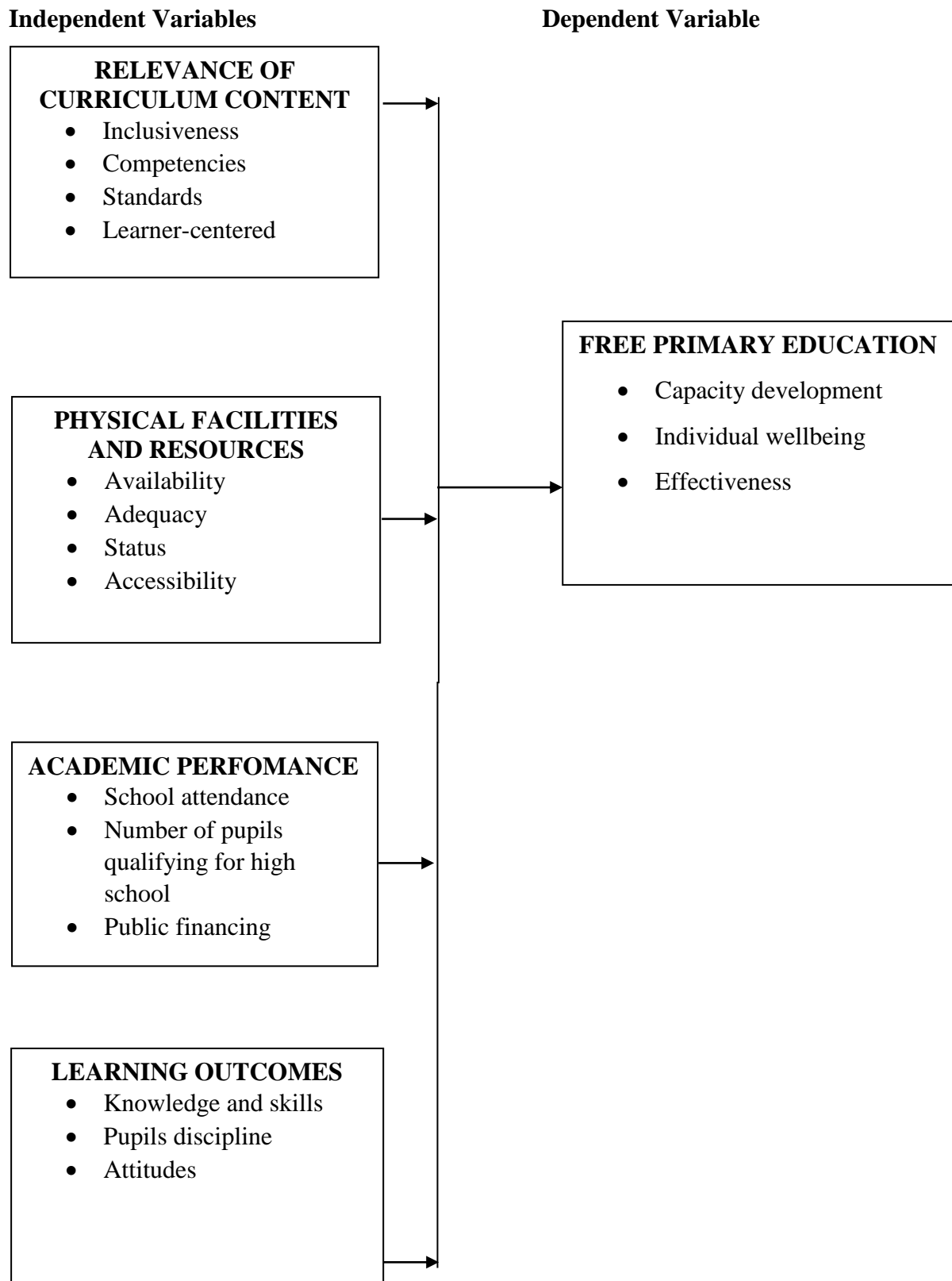
System theory looks at behavioral aspects of both the individual and groups. Education is a complex system with many components that make it functional at various levels. There are many factors that influence the education system including school committee, parents, government and other stakeholders. The implementation of the free primary education should be a concern for all stakeholders at all levels. Free primary education cannot succeed if it does not get support from all corners. It is the success in implementation of free primary education that will lead to achievement of education for all (Plomp and Pelgrum, 1993).

The system theory was important to the study since it indicates that education is not supposed to be left to one individual. All stakeholders are important for better realization of universal education. Despite the fact that government of Kenya emphasize on free primary education does not mean that parents will seat and watch. There is need of equal participation.

2.9 Conceptual Framework

According to Mugenda (2008), accompanied by visual or graphical depictions of the primary variables of significant importance in a study, the concise description of the phenomenon under study refers to a conceptual framework. Similarly, Young (2009) says that a diagrammatical representation showing the relationship between independent and dependent variables is known as a conceptual framework.

Figure 2.1: Conceptual Framework



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter comprised of research design, site of the study, unit of analysis and observation, target population, sample size and sampling technique, research methods, research instruments, data collection methods, data analysis, ethical considerations and reliability and validity.

3.2 Research design

The study adopted descriptive research design. This design describes characteristics, values, attitudes and behaviors of things and how they occur in a certain setting. Bryman and Bell (2003) assert that one of the concerns of descriptive study is determining the relationship between variables. According to Brown, Churchill & Peter (1993), variables associations and the description of the phenomena are the concern for descriptive studies.

3.3. Site of the study

Kamukunji is an area located in Nairobi County, Kenya. It is one of the seventeen constituents in Nairobi County. It comprises of five locations including Airbase, Eastleigh North, Eastleigh South, California and Pumwani. There are 41 primary schools in Kamukunji. With 34 of the schools being private and 7 of the remainder being public schools. They include; New Pumwani, Kimathi, Zawadi, Shauri Moyo, Our lady of mercy, Dr. Livingston and Muthurwa primary schools in Kamukunji. In total Kamukunji pupils population is estimated to be at 20,160 with the public schools registering 80 pupils per class. The primary schools have 313 TSC teachers.

3.4 Unit of analysis and Observation

The unit of analysis in this study is the teachers' perception on the quality of free primary education in public primary schools in Kamukunji, Nairobi County. The unit of observation is the teachers in seven listed public primary schools in Kamukunji.

3.5 Target population

According to Smith and Denton (2005), population refers to a huge collection of objects under the study from which samples are derived. The target population of this study comprised of 313 teachers in the seven primary schools in Kamukunji Nairobi County (Ministry of education Kamukunji Sub-County, 2018).

Table 3.1: Target population

Respondents	Frequency	Percentage (%)
New Pumwani	45	14.4
Kimathi	50	16
Zawadi	42	13.4
Shauri Moyo	39	12.5
Our lady of mercy	43	13.7
Dr. Livingston	48	15.3
Muthurwa	46	14.7
Total	313	100

Source: (Ministry of education Kamukunji Sub-County, 2018)

3.6 Sample size and sampling technique

According to Orodho (2009), sampling is the process of selecting, with an aim of fairly generalizing outcomes to the target population, units like people and organizations from the accessible population. Large sample reduces the probability of biases. Therefore, the study employed multistage sampling comprising stratified random sampling and then used simple random sampling to select an appropriate sample size already determined. Simple random sampling was done by picking paper which were written yes and no.

To select the sample size for this study, the researcher applied the formula suggested by Sekaran (2006) as indicated below.

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size

N = Target population (313)

e = acceptable margin of error of 5%

n= Sample size (176)

Table 3.2: Sample size

Respondents	Population	Sample size
New Pumwani	45	25
Kimathi	50	28
Zawadi	42	24
Shauri Moyo	39	22
Our lady of mercy	43	24
Dr. Livingston	48	27
Muthurwa	46	26
Total	313	176

Source: Researcher (2018)

3.7 Research methods

The study used qualitative and quantitative research methods. The specific qualitative research method that was used is individual interviews targeting key informants. The quantitative research method used is survey. The use of both methods provides a better chance to fully answer the research questions extensively and also evaluate the way in which the research findings can be trusted through coming up with inferences out of them. This means that the other makes the weakness of one method stronger. There is confidence that the researcher will gain critical and in-depth understanding while trying to balance the weaknesses of both. Using both qualitative and quantitative methods helps a researcher to come up with a more comprehensive research problem than when using just a single approach (Creswell, 2014). Quantitative method involved the use of numerical data and statistical tools were applied during data analysis. On the other hand, qualitative method was used to establish patterns based on research questions.

3.8 Research instruments

To obtain primary data, structured questionnaire was developed using open ended and closed questions. The research questions in a study were directly related to the statements or questions in a questionnaire. Interview guides were used to interview the key informants who comprised of all head teachers and heads of clubs and classes in the seven selected primary schools in Kamukunji.

3.9 Data collection methods

Self-administered questionnaires were issued to the participants to collect primary data. Since self-administered surveys typically cost less, the use of questionnaires over

personal interviews in descriptive studies is supported by Cooper and Schindler (2008). As such, to the participants, 176 questionnaires were self-administered. Additionally, research assistants together with the researcher carried out the survey by dropping and following up of the questionnaires. The secondary data was collected from journals, books and documents, which was used as literature to support the collected data. All relevant permits were obtained to authenticate the process of collecting data.

3.10 Data analysis

Data analysis involves process such as monitoring the entire data processing procedure, data entry, editing, and coding. After which they are prepared, edited, blank responses handled, coded, categorized, and keyed for analysis into the version 21 of Statistical Package for Social Sciences (SPSS), questionnaires initially been used to collect quantitative data. Particularly in the in production of tables, the SPSS was complemented by Microsoft excel. The qualitative data from key informants was also analyzed to support the quantitative data represented in form of objectives. This was done using quotes which are in italics and indented.

3.11 Ethical considerations

The moral standards were put into consideration in all the stages of the research design and methods of research. Care was taken to ensure that the research did not undertake for personal gain and that the participants were affected negatively in any way since the study involved human participants. Before carrying the study, an informed consent was given to the respondents to notify them about the research expectations and importance. Furthermore, before the research study began, research permits were obtained beforehand. The study observed ethical issues like fairness, voluntary participation, anonymity and confidentiality on the participants during the research.

3.12 Reliability and validity

According to Jack and Clarke (1998), the internal consistency, stability, and repeatability of a questionnaire comprise the definition of reliability. The measure as to whether what is purported to be measure, is actually being measured by a questionnaire refers to validity. Validity refers to the level of correlation between the realities of the world and the explanations of the phenomena (McMillan and Schumacher, 2006). In research, it is very important to demonstrate the validity of a developing measure, while absolute

validity is difficult to establish. Both content validity and construct validity will both used in this research. To ensure that the same closely ties to the conceptual framework for this study, as well as ensuring that each section assesses information for a specific objective, the questionnaires were divided into several sections for the current study. This was be done with the help of supervisors.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Response rate

The table below indicates the response rate showing the percentage of respondents who returned questionnaires and those who failed to.

Table 4.1 response rate

Response	Frequency	Percentage
Response	138	78.4
Non-response	38	21.6
Total	176	100

Source: Researcher (2018)

From table 4.1, 176 respondents were targeted but 138 (78.4%) filled in the questionnaires and returned. This formed a high response rate. 38 participants (21.6) were given questionnaires as well but did not return them. Therefore, the response rate was good for reporting.

4.2 Demographic Information

4.2.1 Gender

The table below shows the gender who participated in the study.

Table 4.2 Gender

Gender	Frequency	Percentage
Female	105	76.1
Male	33	23.9
Total	138	100

Source: Researcher (2018)

From table 4.2, more females (76.1%) participated in the study than males (23.9%). Majority being females indicate that primary schools in Kamukunji, Nairobi County have more female teachers. This may also mean that few males are enrolling for primary school teaching career. The teacher service commission may as well have employed more females in Kamukunji Sub-county.

4.2.2 Age

The table below indicates the age of the respondents who participated in the study.

Table 4.3 Age

Age (Years)	Frequency	Percentage
Below 25	4	2.9
26-30	8	5.8
31-35	15	10.9
36-40	13	9.4
41 and above	98	71.0
Total	138	100

Source: Researcher (2018)

From table 4.3, the majority of the respondents who were 71.0 percent were of 41 and above years. Those aged 36-40 were 9.4 percent, 31-35 were 10.9 percent, 5.8 percent had 26-30 years and below 25 were 2.9 percent. This means that majority of primary school teachers at Kamukunji sub county were old and experienced. It is important also to have more young teachers for diversity.

4.2.3 Level of education

Table below shows the level of education of the respondents who participated in the study.

Table 4.4 Level of education

Level of education	Frequency	Percentage
Certificate (P1)	30	21.7
Diploma	50	36.2
Degree	52	37.7
Masters	6	4.3
Total	138	100

Source: Researcher (2018)

From table 4.4, 37.7 percent were majority of respondents and had done up to degree level followed by 36.2 percent who had diploma, 21.7 percent had certificate and lastly those who had masters were 4.3 percent. This shows that teachers at Kamukunji Sub County got chance of advancing their education since most of them are trained as P1.

They may as well be favored by their proximity to most of universities in Nairobi city compared to those teachers in rural areas.

4.2.4 Period Worked

Table below shows the period the respondents have worked in their respective schools

Table 4.5 Period worked

Period worked	Frequency	Percentage
1-3	30	21.7
4-6	31	22.5
7-9	30	21.7
10 and above	47	34.1
Total	138	100

Source: Researcher (2018)

Table 4.5 shows that majority of the respondent were 34.1 percent and had worked in the area situated for above 10 years. 21.7 percent for 7-9 years, 22.5 percent for 4-6 years and 21.7 percent for 1-3 years. This indicates that most of the teachers had experience and this is a key aspect which is considered in making a teacher more competent and familiar with the subject matter.

4.2.5 Number of subjects teaching

Table below shows the number of subjects taught by every respondent.

Table 4.6 Number of subjects teaching

Number of subjects teaching	Frequency	Percentage
1-5	27	19.6
6-10	36	26.1
11 and above	75	54.3
Total	138	100

Source: Researcher (2018)

From table 4.6, 54.3 percent of the respondents taught more than 11 subjects. 26.1 percent 6-10 subjects and 19.6 percent taught 1-5. This indicates that that majority of the teachers in primary schools located at Kamukunji Sub County are overburdened by teaching many subjects. This may affect the quality of education negatively. According to Teacher

Service Commission guideline, a teacher is trained to teach all subjects and a teacher works with one single class for an entire academic year. The international standards reflect that a teacher should be able to teach all subjects but it depends with number of teachers available. It also depends with the school size.

4.3 Curriculum Content

4.3.1 Enough content in the curriculum

The researcher assessed if the curriculum had enough content and the responses recorded in table below.

Table 4.7. Enough content in the curriculum

Enough content in the curriculum	Frequency	Percentage
Yes	90	65.2
No	39	28.3
Not sure	9	6.5
Total	138	100

Source: Researcher (2018)

Table 4.7 indicates that 65.2 percent accepted that the current curriculum has enough content. 28.3 percent said no and 6.5 percent were not sure of the same. These findings indicate that primary school teachers in Kamukunji Sub County are comfortable using the current curriculum.

The head-teacher in the age category of 41 and above years and who was informed about curriculum said that:

“I like the current curriculum in the sense that knowledge is enhanced though skills are not well supported. And of course, knowledge is more important than skills in my opinion. With knowledge you can easily acquire skills.”

4.3.2 Follow of Curriculum

The researcher assessed if the respondents followed curriculum and the responses recorded in table below

Table 4.8 Follow of Curriculum

Follow of Curriculum	Frequency	Percentage
Yes	137	99.3
No	1	0.7
Total	138	100

Source: Researcher (2018)

From table 4.8, 99.3 percent indicated that they follow the curriculum while 0.7 percent said no. This means that most of the teachers in Kamukunji Sub County follow curriculum when teaching and making their teaching plan. Following curriculum to the latter ensures that pupils are taught the exact content required by the ministry of education and this boosts the quality of education.

4.3.3 Challenges in the curriculum

The respondents were asked to indicate the challenges they see in the curriculum. Majority said that there is inadequate materials for teaching, the syllabus is too wide to be covered within the given time, lessons by subject per week is not adequate, lack of enough training to the teachers handling the learners, overload in content in some subjects like social studies, abstract concepts which learners find difficult to understand e.g. Longitudes/Latitudes in social studies, lack of visual aids, not clear, not learner centered/doesn't take care of individual needs, means score oriented and not in line with Kenya vision 2030.

This means that the curriculum of primary school in Kenya has major issues that need to be rectified in order to have quality education. Changing curriculum is a task that takes long time and affects some group of pupils. There is expectation that the new system of education under piloting may promote quality education in Kenya.

A deputy head teacher who was a female and who has ever suggested change of curriculum was of the same opinion:

“The curriculum is too hectic and heavy for slow learners. It encourages shortage of teachers and advocate for over-enrollment. “The teacher to pupil ratio is 1:80. Teachers handle large classes and this affects the productivity.”

A male head teacher who was an expert in business studies said that:

“Subjects like Kiswahili needs more than five lessons per week, it does not address important issues such as business, Arts and music as compared to the previous one. Information technology knowledge is also not enhanced and the government is introducing laptop project!”

4.3.4 Curriculum content

Table 4.9 examined the respondents’ perceptions on the relevance of the contents of the teaching curriculum in public primary schools in Kamukunji, Nairobi County. Strongly agree represent 1 and strongly disagree 5.

Table 4.9: Curriculum content

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Weighted mean (%)
Inclusion in curriculum promotes quality education	34.8	58.7	5.1	1.4	1.4	85.66
Curriculum nurturing competencies	36.2	50.0	11.6	1.4	0.7	83.86
Curriculum brings effective teaching and learning	34.8	49.3	13.8	1.4	0.7	83.22
The curriculum that is learner centered	56.5	34.1	5.8	2.9	0.7	88.56

Source: Researcher (2018)

Four variables were used to measure teachers’ perception on relevance of curriculum content in the era of Free Primary Education. These were inclusiveness, competencies, effectiveness and learner centered. The assumptions behind the choice of variables were that, one; inclusiveness in the curriculum has a positive correlation with performance as supported by Richards & Finnigan (2015) who state that curriculum that is inclusive enhances equality and diversity in the education sector and the quality of learning is well practiced. Secondly, curriculum that natures competencies enhances performance and this is in agreement with UNESCO (2016) which argues that an effective curriculum is

measured by the ability of learners to have comprehensive competencies that are meaningful to them and society. Thirdly, curriculum brings effective teaching and learning and according to Barrett (2017) an effective curriculum is in line with state standards and reflects students' ambitions hence enhancing logic reasoning and the students are able to solve social issues and come up with amicable solutions. Lastly, a learner centered curriculum boosts the results and this is supported by Stabback, Male and Georgescu (2011) who state that when designing the curriculum, the learner centered concept should be in mind and this should go a long considering personal experiences and goals.

Contrary, the findings above indicate a positive perception on relevance of curriculum content where the numbers are high. Going by cell representative in the figure 4.1 below it is evident that the perception on the three variables though below 50 percent is tending towards positive. This could be as a result of teachers maintaining a balanced interaction between them and the pupils thus promoting effective learning. Balanced interaction enhances participation and it also ensures that the students are active at all times. Also, the teachers can assess the understanding abilities of their students when they interact with them in class. Through interaction in class, the students can learn how to interact with others in the social world in harmony. This level of inclusiveness is in agreement with the international educational standards which state that, a curriculum must enable every child to acquire the core academic curriculum and basic cognitive skills, together with essential life skills that equip children to face life challenges.

Figure 4.1 Cell performances on curriculum content perception

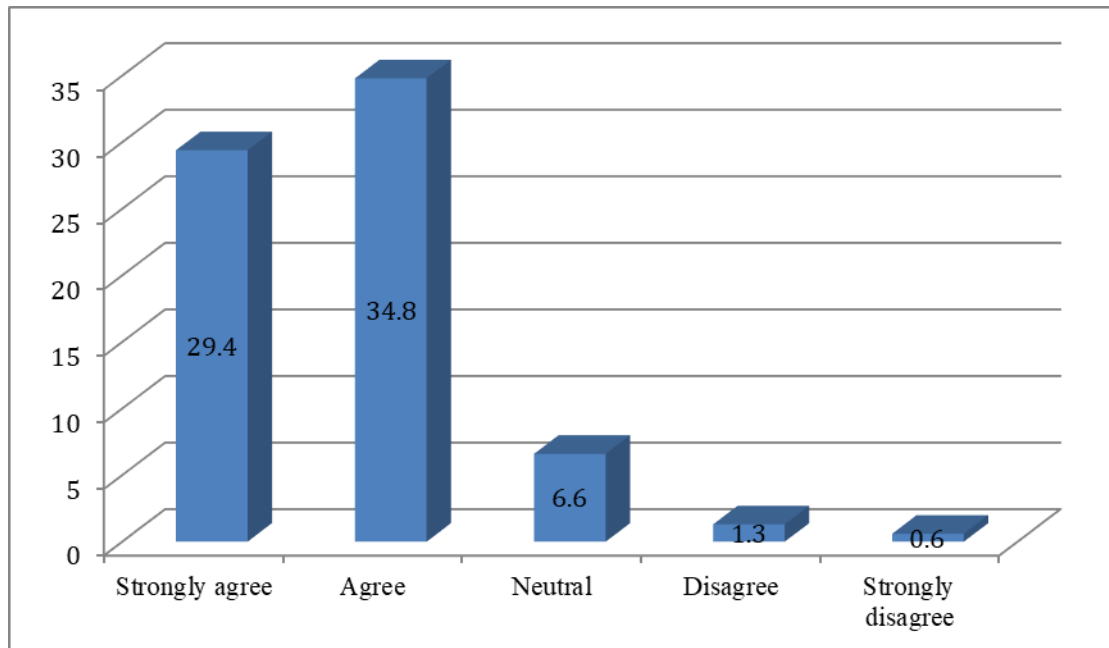
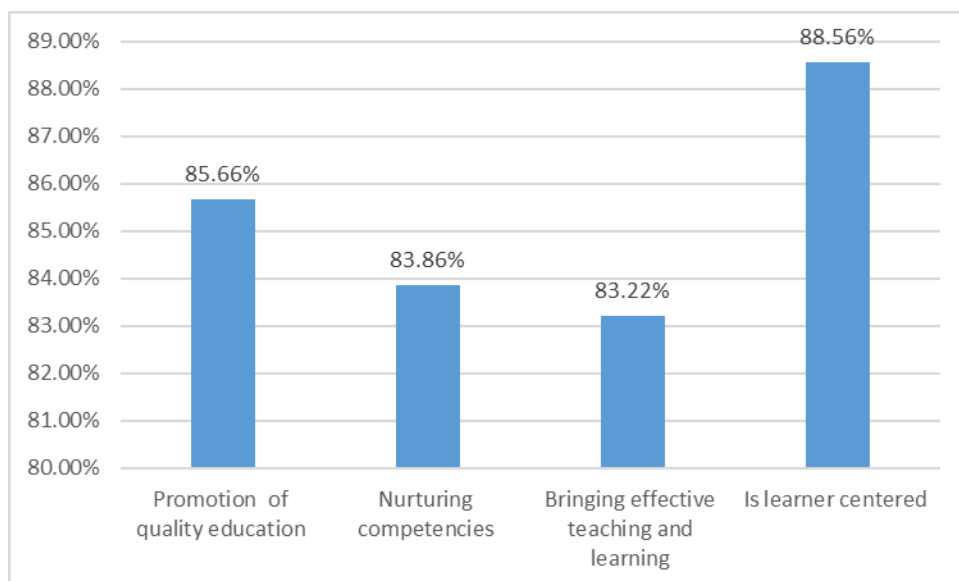


Figure 4.2 Variable performances on perception of curriculum content



While measuring the relevance of the contents of the teaching curriculum, four variables (promotion of quality education, nurturing competencies, bringing effective teaching & learning and being learner centered) were used and their performances are as indicated in Figure 4.2 above. It is clear that teachers were positive about the curriculum. This could be attributed to the fact that the current curriculum (8.4.4) has been in schools since 1985 which is a long period for the teachers to have embraced it. The introduction of Free Primary Education in 2003 therefore, did not affect the curriculum in any way. That is

why overcrowding of classrooms is one of the major cited impact of the Free Primary Education (Muyanga, Olwande Mweni and Wambugu 2010).

4.4 Physical Facilities and resources

4.4.1 Types of classrooms

Table 4.10 indicates the form of classrooms in Kamukunji Sub County primary schools as said by respondents

Table 4.10. Forms of classrooms

Forms of classrooms	Frequency	Percentage
Temporary	9	6.5
Permanent	125	90.6
Semi-permanent	4	2.9
Total	138	100

Source: Researcher (2018)

From table 4.10, majority of the respondents 90.6 percent said that their respective primary schools had permanent classrooms, 6.5 percent said temporary and 2.9 percent indicated semi-permanent. This means that most of the Kamukunji primary schools did not face a challenge of classrooms for instance if it rains, they could comfortable continue learning. This means that these classrooms are made of stones which make them permanent. For quality education to take place, the learning environment must be conducive and free from physical adversities like rain, excess heat, noise pollution and other distractions. According to the findings 90.6% of the respondents confirmed that the classrooms were permanent in structure hence fulfilling the international educational standards which state that the obligation to give primacy to the best interests of children and to ensure their optimum development requires that learning environments are welcoming, healthy, safe and protective. Children should never be expected to attend schools where the environment is detrimental to their health and well- being.

4.4.2 Status of classroom

Table 4.11 indicates the status of classrooms in Kamukunji Sub County primary schools as said by respondents.

Table 4.11. Status of classrooms

Status of classrooms	Frequency	Percentage
Very congested	46	33.3
Congested	76	55.1
Not congested	16	11.6
Total	138	100

Source: Researcher (2018)

From table 4.11, majority of the respondents 55.1 percent indicated that their classrooms were congested, 33.3 percent said very congested and 11.6 percent not congested. This indicates that despite having permanent classrooms in most of the primary schools, they are not enough to cater for the high number of pupils. Congestion affects the concentration of pupils and the teacher might not be able to attend to the pupils at individual level, for instance slow learners. This may end up affecting the quality of education since teachers did not arrest the challenges on time. According to international standards, a classroom should be sized in a 2:3 or 3:4 widths to length ratio constructed with appropriate materials that enhances durability. Long, narrow, style rooms are not acceptable.

The head of environment club who was a male and of age category of 26-30 years agreed that the status of classrooms was not good but suggested for repair:

“The status is dilapidated but serves purpose. They require repair for now and their appearance will change. For sure we have toilets but they need renovation since they are in pathetic situation, we have borrowed funds for the same but not able to get.” In fact, we would love to have modern toilet this time round.”

This means that most of the classrooms are constructed but failed to be maintained which make it costly to repair.

4.4.3 Boys toilet

Table 4.12 indicates the boys’ toilet in Kamukunji Sub County primary schools as said by respondents

Table 4.12 Boys' toilet

Boys toilet	Frequency	Percentage
1-5	31	22.5
6-10	29	21.0
11 and above	75	54.3
Not sure	3	2.2
Total	138	100

Source: Researcher (2018)

From table 4.12, majority of the respondents 54.3 percent indicated that their school had 11 and above boy's toilets. 22.5 percent said there are 1-5 toilets, 21.0 percent 6-10 and 2.2 percent were not sure. According to Ministry of Education report, there are 200 boys in New Pumwani, 500 in Kimathi, 470 in Zawadi, 504 in Shauri Moyo, 378 in Our lady of mercy, 349 Dr. Livingston and 442 in Muthurwa primary schools in Kamukunji. This shows that every toilet serves 20-50 boys. This indicates that toilets are not enough in most of Kamukunji Sub-county primary schools. According to international standards, every toilet should be used by 30 boys. Only new Pumwani primary school meets this standard.

4.4.4 Girls toilet

Table 4.13 indicates the girls' toilet in Kamukunji Sub County primary schools as said by respondents

Table 4.13. Girls' toilet

Girls toilet	Frequency	Percentage
1-5	12	8.7
6-10	43	31.2
11 and above	80	58.0
Not sure	3	2.2
Total	138	100

Source: Researcher (2018)

From table 4.13, majority of the respondents 58.0 percent indicated that their school had 11 and above girls' toilets. 8.7 percent said there are 1-5 toilets, 31.2 percent 6-10 and 2.2 percent were not sure. Proper sanitation is important in the enhancement of students' performance in school. According to Ministry of Education report, there are 262 girls in

New Pumwani, 713 Kimathi, 410 Zawadi, 450 Shauri Moyo, 420 Our lady of mercy, 299 Dr. Livingston and 400 Muthurwa primary schools in Kamukunji. This indicates that girls' toilets are not enough in most of Kamukunji Sub-county primary schools. According to international standards, 25 girls should use every toilet. No primary schools in Kamukunji meet this standard.

4.4.5 Enough desks

Table 4.14 shows if Kamukunji primary schools have enough desks

Table 4.14. Enough desks

Enough desks	Frequency	Percentage
Yes	47	34.1
No	91	65.9
Total	138	100

Source: Researcher (2018)

Table 4.14 shows that majority of the respondents 65.9 percent indicated that there are no enough desks in their schools while 34.1 percent said that the desks are enough. This means that desks are one of the physical facilities that is lacking in Kamukunji primary schools. For students to learn comfortably enough desks are required and this positively promotes the quality of education.

A male class teacher for standard 8, who had been complaining about security, argued that entirely the school lacked some important physical facilities and this affected the education quality:

“I feel that we should have a perimeter wall and a playfield. This school has never enjoyed these two.”

The male deputy head teacher of age category 36-40 stated that:

“We are urgently in need of computer lab and science lab for practical. We have been promised by the government and politicians for 5 years now and no development has been seen on the same.”

Therefore, there is a clear indication that Kamukunji primary schools require more physical facilities and renovations made on old ones to facilitate education effectively. Pupils need as well be taught on how to use various facilities for longevity purposes. The dilemma is whether the government really provides the funds for these facilities or they are provided only that the management misuses them.

4.4.6 Physical facilities and resources

Table 4.15 indicates the respondents' perception on the impact of physical facilities on Free primary education strongly agree represent 1 and strongly disagree 5

Table 4.15: Physical facilities and resources

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Weighted mean
Availability of physical facilities promotes quality education	52.2	37.7	2.9	6.5	0.7	86.8
Adequacy of physical facilities contributes to capacity development	31.2	58.7	5.1	4.3	0.7	83.08
Status of physical facilities affects quality education	31.9	49.3	10.1	5.8	2.9	80.3
Accessibility of physical facilities enhances quality education	48.6	42.8	6.5	0.7	1.4	87.3

Source: Researcher (2018)

Four variables were used to measure teachers' perception on physical facilities in the era of Free Primary Education. These were availability, adequacy, status and accessibility.

The assumptions behind the choice of these variables were that, availability of physical facilities in primary schools has a positive correlation with performance as supported by Brock & Cammish (1997) who state that quality of education has highly been influenced by availability of critical resources like desks, textbooks and blackboards. Two, adequacy of physical facilities boosts performance and according to Smith, Brundrett & Burton (2003), some schools in Zimbabwe South Province were found to be performing unwell since learning materials and classrooms were not adequate. Three, status of physical facilities affects the performance as explained by Nekatibeb (2002) that in Sub-Saharan Africa, environments for learning have not been conducive for long. There is shortage of classrooms and the few available are congested. This has been influenced by lack of proper planning, poor economic development and poverty. Lastly, according to KENPRO (2010) accessibility of physical facilities is important but this has been affected by high influx of pupils following the introduction of Free Primary Education. Therefore,

availability, accessibility, adequacy and status of physical facilities and resources do promote quality education in Public primary schools.

According to figure 4.3, on cell performance, most respondents agreed and strongly agreed to the fact that availability, accessibility, adequacy and status of physical facilities and resources have an impact on free primary education hence influencing the quality of education. Agree and strongly agree cells scored 34.1 and 34.1 while Neutral scored 4.4, disagree 3.1 and strongly disagree scored 1. These scores show that, teachers acknowledge that quality education in public primary schools can be achieved if physical facilities and resources are provided and in good state.

Figure 4.3 Cell performances on physical facilities and resources perception

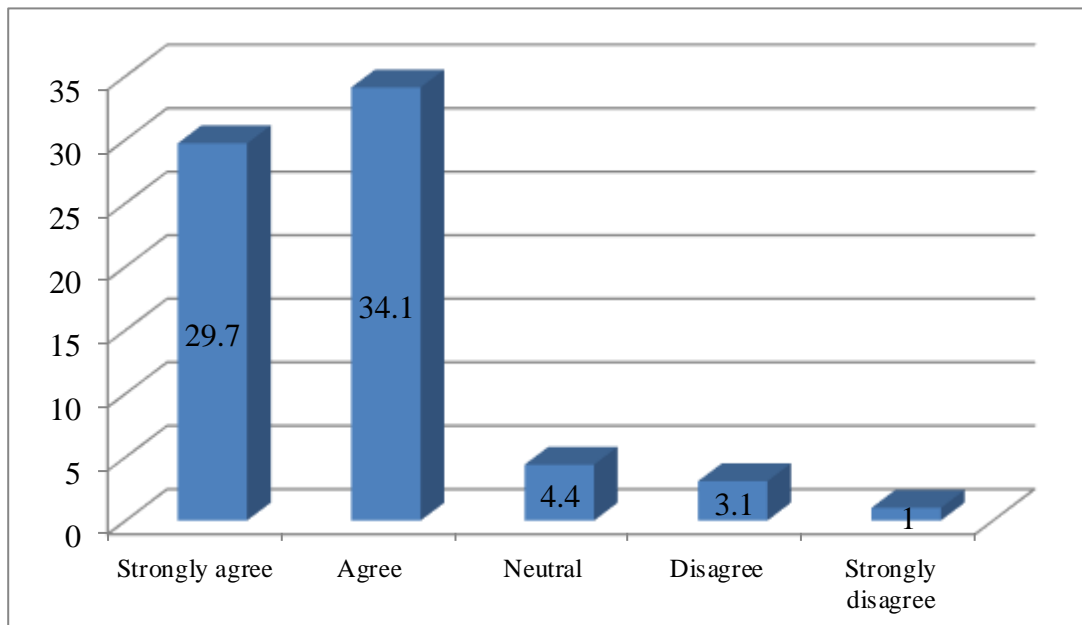
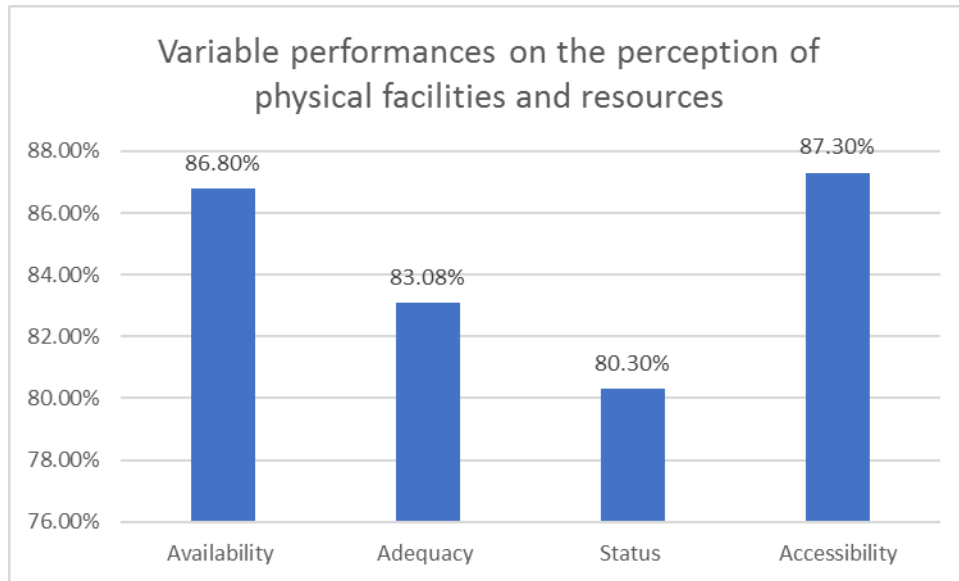


Figure 4.4 Variable performances on the perception of physical facilities and resources



While measuring the impact of physical facilities and resources on quality of free primary education, four variables (Availability, adequacy, status and accessibility) were used as illustrated in Figure 4.4 above. These findings show that, the teachers believed that physical facilities and resources do influence the quality of education in public primary schools. These facilities and resources include pupils having access to quality classrooms, books, toilets and enough desks. These facilities and resources enable pupils to learn comfortably without congestion, worrying about books and their classrooms shielding them from physical adversities which in return reflect quality education. These results can be attributed to the fact that free primary education has led to the population increase in primary schools due to high enrollment rate (Sifuna, 2005) putting pressure on the physical facilities and resources. Also, according to UNICEF (2009), lack of sufficient facilities is in more than 60 percent of schools in Kenya and for the available ones, cleanliness is a problem.

4.5 Academic Performance

4.5.1 Level of academic performance

The table below indicates rating by the respondents in term of level of education in their school

Table 4.16. Level of academic performance

Level of academic performance	Frequency	Percentage
High	7	5.1
Moderate	130	94.2
Low	1	0.7
Total	138	100

Source: Researcher (2018)

Table 4.16 shows that majority of the respondents 94.2 percent rated level of education in their schools are moderate while 5.1 percent as high and 0.7 percent rated low. This means that primary schools at Kamukunji Sub County performed well and produced competent pupils. The aspect that the teachers in this region are as well competent since most have degrees levels and could articulately shape the lives of pupils may contribute this.

4.5.2 Number of pupils qualifying for high school entry

The table below indicates rating by the respondents in term of number of students who qualify for high school entry.

Table 4.17 Number of pupils qualifying for high school entry

Number of pupils qualifying for high school entry	Frequency	Percentage
1-40%	12	8.7
41-70%	68	49.3
71-100%	58	42.0
Total	138	100

Source: Researcher (2018)

Table 4.17 indicate that majority of respondents 49.3 percent said that 41-70 percent of their students join high school. 8.7 percent of the respondents also lamented that 1-40% of their students get a high school entry and lastly, 42.0 percent said that 71-100 percent go to high school. This means that Kamukunji Sub County produces good number of

pupils who join high school. This indicates that there is proper provision of quality of education in the area. In 2017 KCPE results, New Pumwani primary school had 121 pupils joining high school, Kimathi primary school had 220, Zawadi 105, Shauri Moyo 144, Our lady of mercy 98, Dr. Livingston 100 and Muthurwa primary schools in Kamukunji had 82. All the primary schools had almost all pupils qualifying for high schools.

A female head teacher who was known for participating and supporting motivational talks in school said that:

“We have few who join national schools, moderate for provincial and most of them join district schools. For instance, last year (2017) we had 17 pupils joining national, 55 provincial and 109 district schools. In 2016, 8 qualified for national, 25 for provincial and 77 for district high schools. In 2017, three-quarter of the class also joined high school.”

4.5.3 Level of pupils’ absenteeism

The table below indicates the level of pupils’ absenteeism in Kamukunji Sub County primary schools.

Table 4.18 Level of pupils’ absenteeism

Level of pupils’ absenteeism	Frequency	Percentage
High	7	5.1
Moderate	68	49.3
Low	63	45.7
Total	138	100

Source: Researcher (2018)

Table 4.18 shows that 49.3 percent of the respondents said that the level of pupils’ absenteeism is moderate, 45.7 percent said low and 5.1 percent high. This means that pupils went to school as required and this is the reason why the performance was good.

4.5.4 Academic performance

Table 4.19 indicates the respondents’ perception on the effects of free primary education on student’s academic performance in public primary schools in Kamukunji, Nairobi County

Table 4.19: Academic performance

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Weighted Mean
School attendance affects the quality education	58.0	37.7	0.7	0.7	2.9	89.44
High number of pupils joining high school determines the quality of education	33.3	47.1	15.2	4.3	0	81.82
Public financing schools promotes quality education	43.5	39.9	9.4	4.3	2.9	86.68

Source: Researcher (2018)

Three variables were used to measure teachers' perception on academic performance of students in the era of Free Primary Education. These were attendance, numbers and financing. The assumptions behind the choice of variables were that, one; regular attendance of classes has a positive correlation with performance as supported by Atkinson (1998) who argues that class attendance is an integral part of a child's success in school, the rate at which children are absent from school is related to students' achievement. Two, smaller class sizes perform better as supported by Ruggles & Brower (2003) argue that smaller classes do seem to have positive effects on student achievement [as] they increase the amount of individual contact between students and teachers. Three, financing of school yields better results. This is supported by Belfield & Levin (2005) assert that financing of schools makes tuition affordable hence allowing pupils to study comfortably without worrying about school fees.

On the effect of school attendance, high number of students joining secondary and public financing on performance and quality of education, those who strongly agree scored high with 32.6 followed by agree with 30.1. These scores do show that teachers who were respondents perceive the three variables as being significant in promoting not only good performance but also quality education. This is in comparison with the neutral cell which scored 6.1, disagree 2.2 and strongly disagree 1.4. This is as shown in figure 4.5

Figure 4.5: Cell performances on academic performance perception

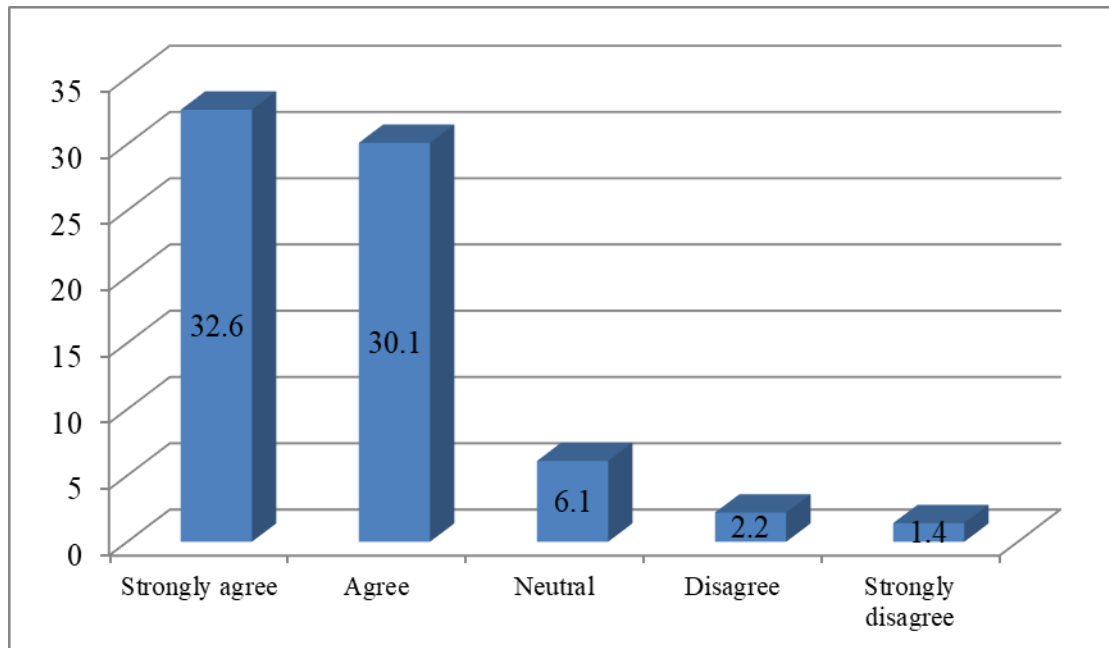
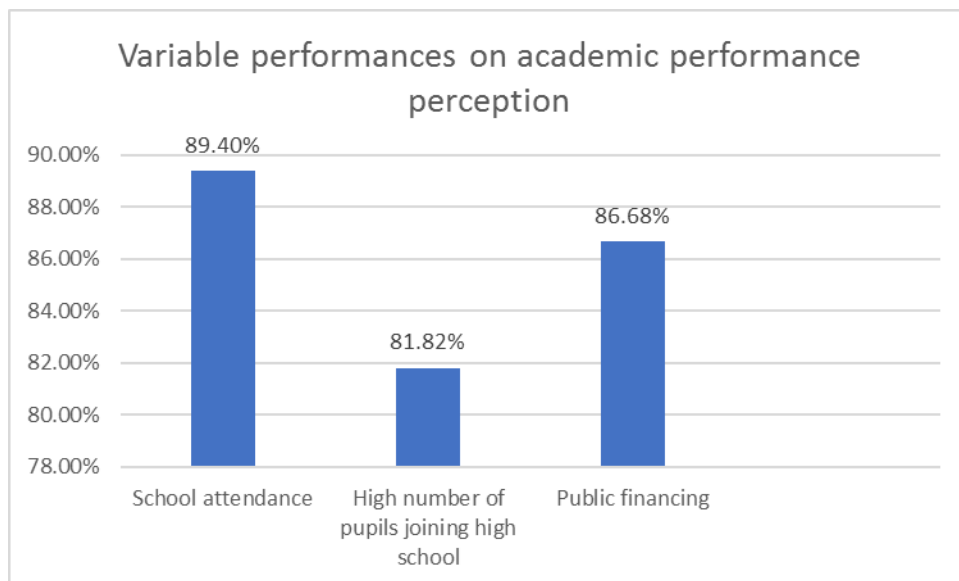


Figure 4.6 Variable performances on academic perception



While measuring academic performance perception, three variables (school attendance, high number of pupils joining high school and public financing) were used as shown in figure 4.6 above. The results show that, teachers perceive the three variables as having an impact on the academic performance of pupils. This could be associated to the fact that, school attendance ensures they don't miss out on the content taught. The rate of pupils' enrolment has tripled since the introduction of free primary education in Kenya in 2003 (Meyer, 2014). This explains why school attendance is key leading to the increased

number of pupils joining high school after sitting for Kenya Certificate of Primary Education which is always used to gauge how many pupils got the content in class and also, with many pupils in schools, there is need to improve the infrastructure, hire more teachers and equip the schools so as to accommodate the needs of the pupils thus the need for public financing.

4.6 Learning Outcome

4.6.1 Involvement in extra-curricular activities

The table 4.20 shows the responses of whether pupils were involved in the extra-curricular activities in Kamukunji Sub County primary schools.

Table 4.20 Involvement in extra-curricular activities

Involvement in extra-curricular activities	Frequency	Percentage
Yes	123	89.1
No	15	10.9
Total	138	100

Source: Researcher (2018)

Table 4.20 indicate that majority of the respondents 89.1 percent said that their pupils were involved in extra-curricular activities. 10.9 percent said they were not involved. This means that other than going class, the pupils in Kamukunji primary schools learnt various skills.

4.6.2 Level of discipline

The table 4.21 shows the rating of level of discipline by the respondents

Table 4.21 Level of discipline

Level of discipline	Frequency	Percentage
High	24	17.4
Moderate	110	79.7
Low	4	2.9
Total	138	100

Source: Researcher (2018)

Table 4.21 indicate that 79.7 percent of the respondents rated the level of discipline in primary school as moderate, 17.4 percent as high and 2.9 percent low. This means that Kamukunji primary schools’ pupils were well disciplined. Discipline is a critical aspect of enhancing quality education. Pupils who are highly disciplined tend to perform well in exams.

4.6.3 Creative things done by pupils

The respondents were asked to name creative things their students do other than class work. The following were the feedbacks: educational trips, games and sports, bead work especially std 5, drawing especially boys, weaving especially girls, painting, public speaking, physical education, debates, planting trees and washing their classrooms and Business-DLA club.

This is an indication that Kamukunji Sub County pupils are well knowledgeable by many things other than class work. This is important since when class work is combined with creative things like games and sports, more competencies are enhanced. This is actually in line with the campaign for technical skills by then government.

4.6.4 Learning outcome

Table 4.22 indicates the respondents’ perception on the learning outcome in terms of knowledge and skills among pupils in public primary schools in Kamukunji, Nairobi County. Strongly agree represent 1 and strongly disagree 5.

Table 4.22: Learning outcome

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Weighted mean
Knowledge and skills bring sustainable quality education	49.3	46.4	3.6	0.7	0	88.8
Pupils discipline contributes to quality of education	57.2	37.7	3.6	1.4	0	90.8
Attitude of the pupils promotes quality education and wellbeing	52.2	38.4	5.1	3.6	0.7	87.7

Source: Researcher (2018)

Three variables were used to measure the teachers' perception on learning outcomes of students in the era of Free Primary Education. These were knowledge and skills, pupils' discipline and attitude. The assumptions behind the choice of these variables were that, knowledge and skills have a positive correlation with performance as supported by Friedman et al.; (2016) argue that knowledge, life skills and literacy are key indicators of effective education which brings even innovations. Two, pupils discipline boosts the results and according Muyanga et al; (2010), pupils' behavior and discipline highly influences teaching and learning processes. Lastly, attitude of the pupils determine the performance and this is in support of Brekelmans, Wubbels & Den Brok (2002) and according to him, when pupils change their attitudes or behavior due to their impatience, they change their performance.

A male teacher who was also the head of sports pointed out that:

“The learning outcome in my school is effective because 181 students out of 287 have managed to join high school last year. 9 teams from our school reached county level in drama. Two teams reached national level in music. We had 12 participants in the county ball games teams. Therefore, this is an enough prove.”

The head of counseling department who was a female and of age category 41 and above also supported this by saying:

“There is huge number of parents coming to our school seeking vacancies and admissions. Our pupils also communicate very well in English.”

Learning outcomes in this study were also measured by examining the number of students who transited from primary to secondary schools. In this regard, 91.3% of the respondents reported that 59% of the pupils transitioned to secondary schools.

As pupils gain knowledge, they as well acquire essential life skills that enable them to face life challenges, make well-balanced decisions and develop a healthy lifestyle, good social relationships, critical thinking and the capacity for non-violent conflict resolution. These enlisted essential life skills go hand in hand with discipline to impact the quality of education as reported by 94.4 percent of the respondents.

Figure 4.7 shows cell performance on the perception of teachers on learning outcomes. Those who agreed scored high at 29.5. This shows that knowledge and skills as portrayed by the high numbers of students transiting to secondary schools. Pupils' discipline as displayed in their day to day interactions and the pupils' attitude play a role in enhancing good performance and depicting quality education. Also, strongly agree cell scored 3.8. The scores for the other cells were as low as neutral 2.9, disagree 1.3 and strongly

disagree 0.2. This therefore shows that learning outcomes can be gauged by looking at the pupils' discipline, attitudes, gained knowledge and skills (those transiting to secondary schools).

Figure 4.7 Cell performances on learning outcomes perception

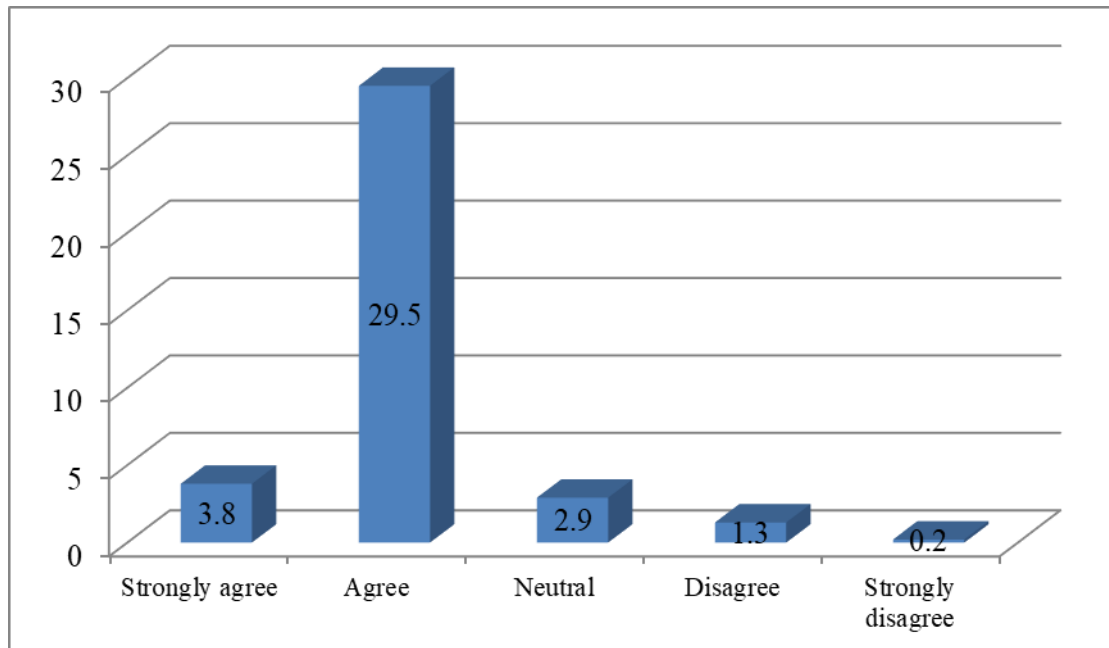
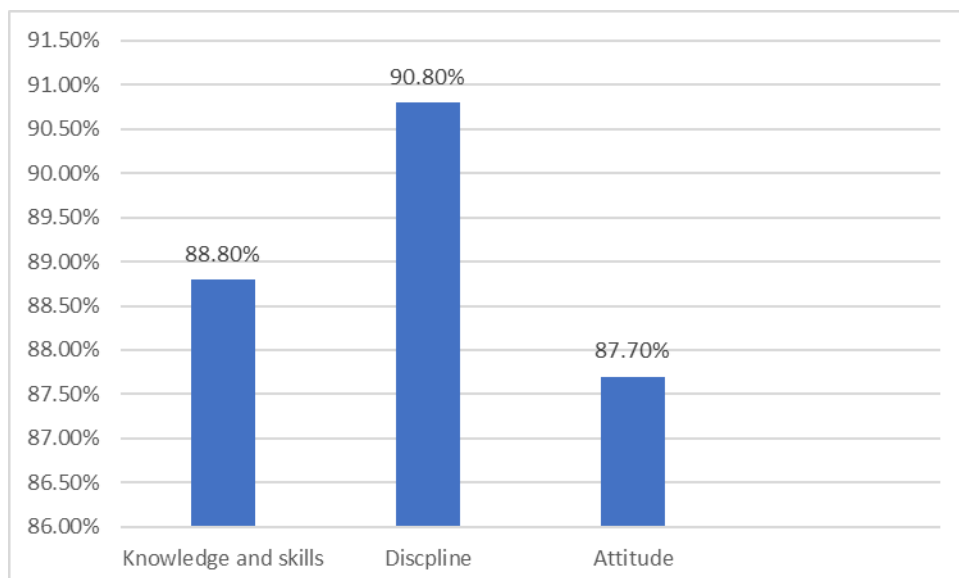


Figure 4.8 Variable performances on perception of learning outcomes



While measuring the teachers' perception on the learning outcomes, three variables (knowledge and skills, discipline and attitude) were used as indicated in figure 4.8 above. These findings do show that teachers are positive about the learning outcomes in the public primary schools. This can be explained by the fact quality education is linked to

learning outcomes (Conley & Picus, 2003). When knowledge and skills are attained, good discipline instilled and good attitude nurtured among pupils then this reflects quality education.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines the summary of findings, conclusions and recommendation of the study. It also provides areas for further study.

5.2 Summary of the findings

5.2.1 Relevance of Curriculum Content

The study found out that the current curriculum has enough content and majority of the teachers in Kamukunji Sub County follow curriculum when teaching and making their teaching plan. Some of the challenges in the curriculum include; inadequate materials for teaching, the syllabus are too wide to be covered within the given time, lessons by subject per week is not adequate. Inclusiveness, competence nurturing, standard and curriculum that is learner centered were used to measure teachers' perception on relevance of curriculum content in the era of Free Primary Education and study findings revealed that they a positive correlation with performance.

5.2.2 Free Primary Education and Physical Facilities and resources

The study also found out that most of the primary schools in Kamukunji primary schools had permanent form of classes though highly congested. Most of the schools also had 11 and above toilets for both girls and boys. Desks were not enough and this affected the quality of education. Availability, adequacy, status and accessibility of physical facilities were used to measure teachers' perception on physical facilities and resources in the era of Free Primary Education and study findings revealed that they a positive correlation with performance.

5.2.3 Free Primary Education and Academic Performance

Majority of the respondents rated level of education in their schools are moderate. This means that primary schools at Kamukunji Sub County performed well and produced competent pupils. High number of pupils qualified for high school in the region. The pupils' absenteeism rate was moderate. School attendance, high number of pupils joining high schools and public financing were used to measure teachers' perception on academic performance in the era of Free Primary Education and were seen to be key indicators of good performance.

5.2.4 Learning Outcome

Primary schools in Kamukunji Sub County involved their pupils in extra-curricular activities and this is one way of improving their academic performance. The level of discipline in the region was rated as moderate. Some of the creative things the pupils do other than class work includes; educational trips, games and sports, bead work especially std 5, drawing especially boys, weaving especially girls, painting, public speaking, physical education, debates, planting trees and washing their classrooms and Business-DLA club. Knowledge and skills, pupils' discipline, and attitudes of pupils were used to measure teachers' perception on learning outcome in the era of Free Primary Education and were seen to be key indicators of good performance.

5.3 Conclusions

The study concludes that the primary schools' curriculum in Kenya has enough content though it's has many loopholes. It has been criticized of being too wide and exam oriented. Despite few challenges, teachers use it to plan for what to teach. Curriculum developed with regard to the aspect of inclusiveness, learner centered and nurtures competence brings good results

Physical facilities are critical in the promotion of performance. Pupils feel comfortable when learning in non-congested classes, desks being enough, well maintained toilets and teaching facilities being adequate. At the same time, teachers' morale of teaching may be affected by lack of physical facilities. This can be explained by the fact that for proper quality education to be realized, availability, adequacy, status and accessibility of physical facilities should be enhanced. They highly determine the performance of students hence require special attention.

The students' academic performance determines whether the education is of good quality or not. High number of students joining high schools and other vocational centers is an indicator that education is being enhanced and literacy level increased. A learned nation has competitive advantage over others since there is strong human capital.

Finally, the study concludes that learning outcomes shows how effective the system of education is. It as well helps the planners in evaluating the curriculum and policies in place hence becoming a platform of making sound decisions and changes in the education systems.

5.4 Recommendations

There is need to have a new curriculum that is more comprehensive and inclusive. A curriculum that does not focus on only passing exams but equipping pupils with technical skills.

The study recommends that national government to ensure that there are enough physical facilities and should be renovated at least yearly to facilitate the school ongoing activities.

More concentration on student's performance should continue. Primary school's management should have educative forums to inform those who fail to join high schools that they can make it even in technical and vocational centers.

There is need to have good measures put in place to evaluate the learning outcome and the set objectives. Most of the primary schools are more focused on what the class eight performances will be hence forgetting the starting point which includes the set objectives, when the two are looked at, and then quality education which is sustainable to all can be enhanced.

5.5 Areas for further research

More research can be done on the following topics;

1. There is need to do the same study on other sub-counties across the country since the study findings cannot be generalized
2. Investigate the role of the parents in Free primary Education
3. Study on parents perceptions and expectations on Free Primary education
4. Evaluate the achievements and challenges of Free Primary School since its inception

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APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

RE: **RESEARCH QUESTIONNAIRE**

I am a postgraduate student at the University of Nairobi department of sociology and social work. I am pursuing Masters of Arts degree in sociology (Rural sociology and community development). As a requirement of my study, I am undertaking a research on teachers' perception on the quality of free primary education in public primary schools in Kamukunji, Nairobi County.

I kindly request you to provide me with the required information to the best of your ability by responding to the attached questionnaire as honestly as possible. I will treat the information provided with a lot of confidentiality and anonymity and the responses will only be used for academic purposes. No writing your names or contacts.

Thank you.

Yours faithfully,

Martha Biyaki.

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender (Tick one)

Female Male

2. Age (Tick one)

Below 25 years

26-30 years

31-35 years

36-40 years

41 and above years

3. Level of education (Tick one)

Certificate (P1)

Diploma

Degree

Masters

4. Period worked at this school (Tick one)

1-3 years

4-6 years

7-9 years

Above 10 years

5. Number of subjects you teach (Tick one)

1-5

6-10

Above 11

SECTION B: CURRICULUM CONTENT

6. Do you think the curriculum has enough content to equip pupils with the required knowledge and skills?

Yes

No

Not sure

7. Do you follow the curriculum when teaching?

Yes

No

8. Kindly name the challenges you have seen in the curriculum

.....

9. Kindly respond to the following statements by indicating the extent to which you agree or disagree by ticking the box that defines your answer best concerning curriculum content and its effects on quality of education in Kenya

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Inclusiveness in curriculum promotes quality education					
Curriculum that natures competencies improves quality of education					
Standards in the curriculum brings effectiveness in quality education					
The curriculum that is learner centered enhances quality education					

SECTION C: PHYSICAL FACILITIES

10. Most of your classrooms are of which form?

Temporary [] Permanent [] Semi-permanent []

11. What is the status of your classroom?

Very congested [] Congested [] Not congested []

12. How many boys' toilets are available in your school?

.....

13. How many girls' toilets are available in your school?

.....

14. Are there enough desks for pupils to use?

Yes

No

15. Kindly respond to the following statements by indicating the extent to which you agree or disagree by ticking the box that defines your answer best concerning physical facilities and its effects on quality of education in Kenya

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Availability of physical facilities promotes quality education					
Adequacy of physical facilities contributes to capacity development					
Status of physical facilities affects quality education					
Accessibility of physical facilities enhances quality education					

SECTION D: ACADEMIC PERFORMANCE

16. How can you rate the level of academic performance in this school?

High Moderate Low

17. How many pupils in average do qualify for high school entry?

.....

18. How is the level of pupils' absenteeism?

High Moderate Low

19. Kindly respond to the following statements by indicating the extent to which you agree or disagree by ticking the box that defines your answer best concerning academic performance and its effects on quality of education in Kenya.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
School attendance affects the quality education					
High number of pupils joining high school determines the quality of education					
Public financing in primary schools promotes quality education					

SECTION E: LEARNING OUTCOMES

20. Are pupils in this school involved in extra-curricular activities?

Yes

No

21. How is the level of discipline of the pupils?

High Moderate Low

22. Kindly name any creative things your pupils do other than classwork

.....

23. Kindly respond to the following statements by indicating the extent to which you agree or disagree by ticking the box that defines your answer best concerning learning outcomes and its effects on quality of education in Kenya.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Knowledge and skills brings sustainable quality education					
Pupils discipline contributes to quality of education					
Attitude of the pupils promotes quality education and wellbeing					

APPENDIX II: INTERVIEW GUIDES FOR HEADTEACHERS

1. How long have you been in this school?
2. Does the curriculum have enough content to equip pupils with the required knowledge and skills?
3. What are challenges do you find in the current curriculum?
4. What is status of physical facilities in your school?
5. Which physical facilities do you think this school needs most?
6. How is the level of academic performance in this school as compared to others?
7. How many students qualify for national, provincial and district schools?
8. Does the government fully support this school?
9. What other activities are pupils in this school engaged in other than class work?
10. What proves can you give to show that the learning outcome s in this school is effective?