

**FACTORS AFFECTING IMPLEMENTATION OF FREE  
PRIMARY EDUCATION IN PUBLIC PRIMARY SCHOOLS  
IN NAIROBI PROVINCE, KENYA.**

UNIVERSITY OF NAIROBI  
LIBRARY

**BY**

**JANE M. NJUGUNA**

**A Research Project submitted in partial fulfillment for the Degree of Master of  
Educational Administration and Planning.**

**UNIVERSITY OF NAIROBI.**

University of NAIROBI Library



0404762 7

**2005**

MC  
AFR  
LB  
1565  
'K4N5  
C. 8

## DECLARATION

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



Jane Muthoni Njuguna

This research project has been submitted for examination with my personal approval as the University Supervisor.



Prof. Lucy Wairimu Kibera

Department of Education Foundations.

University of Nairobi

## **DEDICATION**

This work is dedicated to my loving husband Anthony Kaninu and our dear son Victor Mimano.

## ACKNOWLEDGEMENT

The start and completion of this work would not have materialized without the input of various individuals, some of whom I may not be able to mention here. But nevertheless, I thank them.

Firstly I would like to thank most sincerely my dear parents, my father Njuguna and my mother Nyambura. Despite their meager income, they clearly understood the value of education. As a result, they gave me plus my siblings all that they had to see us through school. From them emanated the virtues of hard work, discipline and the zeal to excel in life. All my siblings namely, Waithera, Waweru, Mwangi, Wanjiru and Wamwehu have been of great inspiration in my academic work. I thank them all for their understanding and support.

I am greatly indebted to my devoted supervisor Professor Lucy Kibera, for the guidance, encouragement and intellectual critique of this work. She was always available, ready and willing to assist within and outside office hours on phone and in person. I extend this gratitude to all the faculty members in the Department of Educational Administration and Planning, University of Nairobi. In particular, Dr. Reche, Dr. Nyaga, Dr. Kinyua, Dr. Kasiera, Mr. Kanori and Mr. Wanafula. Their input formed a foundation for my research work.

Formatting, typing and editing of this work would not have come out as it without the tireless effort Damaris Wambui. I appreciate her willingness and commitment to assist

me whenever I needed her without expecting any favors from me. My colleagues Salome Koskei, Raphael Nyonge and Mulwa. By reading through the script and giving their honest critique, they made this project what it is.

My gratitude is extended to the officers in the Ministry of Education, Science and Technology who facilitated the issuance of the research permit, the Nairobi City Education office and all the participating schools. Their cooperation enabled me to carry out the field work with few hurdles. Last but not least, the Teachers Service Commission, for granting me study leave to pursue this course.

To Almighty God, I exalt your name. This far, you have brought me.

## ABSRTACT

This research aimed at investigating the factors affecting implementation of Free Primary Education (FPE) in Nairobi province, Kenya. It focused on five factors namely; teacher training / preparedness to implement FPE, availability, adequacy and appropriateness of facilities/equipment, teaching and learning materials, the effect of FPE on teachers' workload, the role of the inspectorate in the implementation of FPE programme, and teachers attitude towards implementation of FPE. Literature was reviewed on the basis of these factors.

The sample size was 10% of the target population of 190 schools. As a result, 19 public primary schools participated in the study. The data was collected by use of questionnaires administered to all the headteachers and 10 class teachers in each of the sampled school. Analysis was done using statistical package for social sciences (SPSS) and presentation done in frequencies and percentages.

The major findings of this study indicated that teachers and head teachers were not prepared/in serviced prior to its implementation. Teaching and learning facilities are not adequate to cater for increased number of pupils. Facilities for co-curricular activities have not been catered for.

Class teachers are few and overworked in view of the upsurge in the number of pupils. School inspectors are few and therefore not effective in their work. They lack training on how to advice teachers on emerging issues such as the challenges posed by FPE programme. Teachers and head teachers are however positive about FPE and view it as a programme that will enable more pupils to access primary education.

The researcher recommends consultation and training of all classteachers and headteachers about their role in the FPE programme, so that they can handle the new responsibilities that they now face for example accounting for head teachers and integrating overage pupils for the class teachers. The government and the community should invest in provision of facilities for teaching, learning and co curricular activities. A needs assessment be conducted in all public primary schools so as to provide the facilities as per the needs of every school. Ministry of Education, Science and Technology (MOEST) should step in and employ more teachers to ease teachers' heavy workload. More school inspectors should be employed by the MOEST and be provided with adequate facilities.

For further research, the researcher recommends that a similar research be conducted in a rural setting to present a balanced view of the findings. A study be carried out eight years after the completion of free primary education to assess the impact of free primary education on pupils' completion rates.

UNIVERSITY OF HAIROB  
EAST AFRICAN COLLECTION



## TABLE OF CONTENTS

<b>CONTENT</b>	<b>PAGE</b>
Title	i
Declaration	ii
Acknowledgement	iii
Abstract	VI
Table of content	viii
List of tables'	xii
List of figures	xiv
List of Abbreviations and Acronyms	xv
<b>1.0 CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background to the study	1
1.2 Statement of the Problem	8
1.3 Purpose of the Problem	11
1.4 Objectives of the Study	11
1.5 Research Questions	12
1.6 Limitations of the Study	12
1.7 Significance of the Study	12
1.8 Definition of Significant Terms	13

<b>2.0</b>	<b>CHAPTER TWO: LITERATURE REVIEW</b>	<b>15</b>
2.1	Introduction	15
2.2	The Concept of Free Primary Education	15
2.3	Educational Facilities	16
2.4	Teachers Workload	20
2.5	Teacher Training/ Preparedness	23
2.6	Inspection / Supervision of Teachers	26
2.7	Summary of Literature Review	27
2.8	Conceptual Framework	29
<b>3.0</b>	<b>CHAPTER THREE: RESEARCH METHODOLOGY</b>	<b>30</b>
3.1	Introduction	30
3.2	Research Design	31
3.3	Target Population	31
3.4	Sample of the Study / Sampling Procedure.	31
3.5	Research Instruments	31
3.6	Validity of Instruments	33
3.7	Reliability of the Instrument	34
3.8	Data Collection Procedure	34
3.9	Data Analysis Techniques	35

<b>4.0</b>	<b>CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION</b>	<b>36</b>
4.1	Introduction	36
4.2	Background Information	37
4.3	If Teachers are trained to implement Free Primary Education	41
4.4	Availability, Adequacy and Appropriateness of physical facilities	44
4.5	Teachers' workload and its effect on Free Primary Education	47
4.6	Role of the inspectorate in the implementation of Free Primary Education	52
4.7	Teachers' attitude towards implementation of Free Primary Education	57
4.8	Findings on the challenges in the implementation of Free Primary Education	61
<b>5.0</b>	<b>CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>64</b>
5.1	Summary of findings	64
5.2	Conclusions	66
5.3	Recommendations	67
5.4	Recommendations for further research.	69

**BIBLIOGRAPHY ----- 70**

**UNIVERSITY OF NAIROBI  
EAST AFRICAN COLLECTION**

**APPEDICIES**

Appendix A: Letter to the respondents ----- 78

Appendix B: Headteachers Questionnaire ----- 79

Appendix C: Teachers' Questionnaire ----- 91

Appendix D: Research Authorization ----- 104

Appendix E: Letter of Introduction from City Education Office ----- 105

Appendix F: Research Permit.....106

<b>LIST OF TABLES</b>	<b>PAGE</b>
Table 1: Questionnaire return rate	38
Table 2: Gender of teachers / head teachers	38
Table 3: Professional qualification of teachers/ head teachers	39
Table 4: Duration of service: teachers / head teachers	40
Table 5: Age of the school	41
Table 6: The size of the school	42
Table 7: Heateachers training / in-service	43
Table 8: Teacher training/in-service	44
Table 9: Availability of reference books	45
Table 10: Adequacy of stationary for teachers	46
Table 11: Adequacy of desks in classes	47
Table 12: Desk: Pupil ratio	47
Table 13: Presence/absence of school libraries	48
Table 14: Classteachers / Headteachers workload	49
Table 15: Teacher: Pupil ratio	50
Table 16: Frequency of assignments given by teachers and timely marking.....	51
Table 17: Responsibilities held by teachers in schools besides teaching --	52
Table 18: Effectiveness on performance of responsibilities by teachers --	53

Table 19: Frequency of school visits by inspectors prior to implementation...	54
Table 20: Frequency of school visits by school inspectors following implementation of Free Primary Education	55
Table 21: Classteachers' response on duties of school inspectors	56
Table 22: Headteachers' response on duties of school inspectors	57
Table 23: Rating of school inspectors by teachers and head teachers	58
Table 24: Headteachers' responses on the need for Free Primary Education	59
Table 25: Teachers' response on the need for Free Primary Education	61
Table 26: Classteachers role in the FPE programme.	62
Table 27: Teachers/head and teachers 'response on challenges facing Free Primary Education Programme	64

## LIST OF FIGURES

Fig 1	Conceptual framework of the study: Determinants of the Implementation of Free Primary Education -----	30
-------	--	----

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AIDS:</b>	Acquired Immune Deficiency Syndrome
<b>ATS:</b>	Approved Teacher status
<b>B.Ed:</b>	Bachelor of Education
<b>EFA:</b>	Education For All
<b>FPE:</b>	Free Primary Education
<b>GOK:</b>	Government Of Kenya
<b>KANU:</b>	Kenya African National Union
<b>KCPE:</b>	Kenya Certificate of Primary Education
<b>M.Ed:</b>	Masters in Education
<b>MOEST:</b>	Ministry Of Education Science and Technology
<b>PI:</b>	Primary Teacher One
<b>PC:</b>	Provincial Commissioner
<b>PDE:</b>	Provincial Director of Education
<b>PGDE:</b>	Post Graduate Diploma in Education
<b>PTR:</b>	Pupil Teacher Ratio
<b>SAPs:</b>	Structural Adjustment Programmes
<b>S1:</b>	Secondary Teacher One.
<b>TSC:</b>	Teacher Service Commission
<b>UN:</b>	United Nations



**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**UPE:** Universal Primary Education

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study.

Education is the cornerstone of economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. It also helps reduce poverty by mitigating its effects on population, health and nutrition by increasing the value of the labor offered by the poor (Marline et al. 1994:1).

Abagi (1998), notes that provision of educational opportunities especially basic education, has been an objective of many countries all over the world. Basic education has been considered as a right which nations have an indisputable responsibility to guarantee their citizens. The evidence is clear that education improves the quality of life, improves health and economic productivity. It enhances an individual's access to paid employment, promotes political awareness and participation, and facilitates the achievement of gender equality in society (Abagi O, 1998:1).

Many developing countries laid a lot of emphasis on primary education in their early stages of development. Denmark achieved universal primary education (UPE) in 1814, Sweden in 1842 and Japan in 1875 (Gaston, 1979:3). Many countries that have developed fast and have shown consistent annual growth in per capita income enjoy almost 100% primary literacy levels (Mbaru, E.A standard, Feb 8<sup>th</sup> 2004:18).

In the early sixties, the developing countries many of which consisted of a sea of mass of illiteracy, priority was given to UPE following the historic model of the developed countries whose developmental pyramids had been built from the ground up. Thus the educational ministers of Asia, Africa, and Latin America adopted the uniform goal to complete UPE within twenty years. By the close of 1970s, developing countries had broadened educational opportunities. However, their educational pyramids bore little semblance to what their ministers had envisaged at the regional educational conferences held in Karachi, Addis Ababa, Santiago-de-Chile and Tripoli in 1966(Coombs, 1985:69).

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

UN General Assembly resolved that 1979 was the international year of the child. It had in mind that the year would provide an opportunity for further action to promote the application of the declaration of the rights of the child, adopted twenty years earlier (Gaston, 1979:9). UNESCO like any other agencies of the UN attached particular importance to the following passage from the declaration on the rights of a child:

The child is entitled to receive education, which shall be compulsory at least in the elementary stages. He shall be given an education which will promote his general culture and enable him to, on a daily basis of equal opportunity, to develop his abilities, his individual judgment, and his sense of moral and social responsibility and to become a useful member of society (Gaston, 1979: 9).

By 1980, developing countries were still a long way from the universal primary education goal and it was doubtful if many countries would reach it by the year 2000 (Coombs, 1985: 70). Dakar Framework for Action,( 2000) notes that the International

community made commitments to basic education throughout the 1990s notably at the World Summit for children (1990), the World Conference on Human Rights (1993), the World Conference on Special needs Education Access and Quality (1994), the International Conference on Population and Development (1995), the Mid-Term Meeting of the International Consultative Forum on Education For All (1996), and the International Conference on Child Labor (1996) (Dakar Framework for Action, 2000).

Participants in the World Education Forum reaffirmed the vision of the World Declaration on EFA (Jomtiem, 1990) supported by the Universal Declaration on Human Rights and the Convention on the Rights of the child that;

All children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term. An education geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies (Dakar Framework for Action, 2000).

Worldwide, primary school enrolments increased by some 82 million since 1990. The figures symbolize the serious efforts of many countries to advance in the face of often-severe economic constraints and continued rapid population growth. At the end of the 1990s, developing countries had achieved net enrolment rates in the excess of 80%. There has been some improvement in primary school enrolment in many regions with the critical exception of sub-Saharan Africa (Dakar Framework for Action, 2000).

Education in many African countries is vulnerable to natural and human-made disasters that have hindered progress and in some cases, even rolled back the achievements already won. Many countries have experienced austere economic adjustment programmes, and increased debt burden, a skewed global system, poor governance and sometimes poorly used resources as well as drought and floods. These factors, combined with the impact of HIV-AIDS and armed conflict have continued to have devastating effects on education in Africa. Remarkable efforts have been made to ensure that every child gets access to quality basic education although by 1990, only ten African countries had achieved Universal Primary Education. Enrolment has increased considerably in many countries but it has not been adequate to accommodate rapid population growth and rural-urban migration, thereby giving an impression of being static relative to population size. Between 1990 and 1998, the net enrolment for boys increased by 9% to 56% and that of girls by 7% to 48% in sub-Saharan Africa (Elimu Yetu coalition, 2003).

However, these figures mask considerable regional variations. The most outstanding progress was in East Africa where enrolment was 70% for both boys and girls. In southern Africa, girls were 76% and boys 56%. By 1999, 40% of girls and 50% of boys were enrolled in West Africa and 50% of girls and 60% of boys in Central Africa (Dakar Framework for Action, Commentary, 1999).

In view of the above, the president of South Africa; Thabo Mbeki made the following remarks while opening the conference on Education for Africa renaissance on the 20<sup>th</sup> century,

If the next century is going to be characterized as a truly African century, for durable peace and sustained development in Africa, then the success of this project is dependent on the success of our education systems. For nowhere in the world has sustained development been attained without a well-functioning system of education, without an effective higher education and research sector, and without equality of education opportunity (Dakar Framework for Action, Commentary, 1999).

Aduda (Daily Nation, 6th Jan, 2003:6), while writing on “battling ignorance” noted that provision of UPE in Kenya started way back in 1960. Kenya National African Union (KANU) made the pledge in its campaign manifesto that helped it win the 1963 election. Earlier in 1961, African education ministers held the first conference in Addis Ababa under the auspices of on UNESCO to chart out the plan for development of education for their countries, which were just coming out of colonial rule. The key resolution was that all African countries would strive to provide UPE by 1980.

The attainment of independence in Kenya marked the beginning of a bigger challenge for the new government. The pressure to provide learning opportunities was so compelling that KANU government made education one of its top priorities in its first manifesto (Education Taskforce, 2003).

Saitoti. (2003) notes that to address the existing social cultural, economic and political needs, the Government appointed the Kenya Education Commission in 1964, under the

chairmanship of Ominde to advise the government on formulation and implementation of national education policy. The commission emphasized the need to provide UPE. This was however not implemented until 1974; covering the first four classes of primary education and extended from five to seven in 1979. This led to massive enrolments at this level. High enrolment in primary school reflected the initial influx of students in standard one in 1974 when primary school fees at that level was eliminated. By 1989, the gross enrolment had soared to 100%. In 1988, the Presidential Working Party on Education emphasized the need for cost sharing in education between the government, parents and communities due to the decline in government funding. The implementation of cost sharing in education in the face of rising poverty led to adverse effects on access, retention and quality of education (Saitoti, 2003).

Cost sharing officially marked the government's abandonment of 'free' and highly subsidized education. The government was to continue meeting salaries for teachers, education administration and fund some limited school facilities. Parents were to provide for tuition, books and examination fee while communities were to be responsible for putting up physical structures and ensure their maintenance (Elimu Yetu Coalition, 2003).

Cost sharing in education coincided with the introduction of a new system of education (8-4-4) which put more financial burden on the parents and communities whose ability to finance other basic social needs had already been greatly compromised by a contracting national economy (Deolalikar,1999). As a result, many children especially

from economically marginalized groups could not access primary education. Gross enrolment rates declined from 105.4% in 1989, to 87.6% in 2000 (Saitoti, 2003).

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

The 1999 census collected information from all persons aged 5 years and over relating to those who were at school, left school and never attended school. Results indicated that 35 per cent were attending school, 47 per cent had left school, while 18 per cent had never attended school. The percentage of the primary school-age population who had dropped out of school increased from 1 per cent in 1979, through 5 per cent in 1989 to 8 per cent in 1999 (Economic survey, 2003; 214).

The World Summit for Children (1990) committed nations to the achievement of EFA by the year 2015. At the summit, the Kenyan government further set 2005 as the target date for the achievement of UPE. The government once again reaffirmed its commitment of achieving UPE when in 1999 it spelt out strategies for the attainment of UPE. The UPE goal was provided with further impetus when in 2001, the parliament enacted the Children's Act, which recognizes education as a basic right to all children. The enactment of the Children's Act by parliament was of fundamental importance to education. For the first time the government legally bound itself to ensuring access to education to every child. The Act also spelt out the consequences for non-enrolment of children and therefore bound parents to ensuring that their children are in school.

Under the FPE programme, the government will continue to finance teachers wage bill, train and recruit new teachers as required and pay the salaries of essential non-teaching staff where applicable. The government will also provide all schools with the



required basic teaching and learning materials; other demands placed on the government sector which includes provision of additional teachers and physical facilities, a burden that cannot be borne by the government alone (Elimu Yetu Coalition, 2003).

Saitoti, (2003) notes that Kenya has realized momentous achievement in the education sector. The number of public primary schools has increased from 6,058 in 1963, to 7.2 million in 2003 with an extra 1.3 million enrolling in 2003. The enrolment ratio in primary level has increased from 50% in 1963 to 87.6% in the year 2000. With the introduction of FPE, gross enrolment has risen to 104% while the net enrolment rate is 89%. Saitoti also notes that Kenya faces serious challenges or gaps that need to be bridged in order to achieve the goal of EFA. The challenge facing the education sector with particular reference to UPE by 2005 and EFA by 2015 include issues of access, retention, equity, relevance, quality and finance (Saitoti, 2003).

## **1.2 Statement of the problem.**

The chaos that marred the implementation of FPE in its first week, confirms how desperate poor Kenyans were to have their children in school. Children jammed classrooms beyond capacity yet the number of teachers remains the same. Parents living or working in cities and urban areas took advantage of the confusion and withdrew their children from rural schools to seek admission in urban ones where levies had made it hard for them to enroll them. Others transferred children to schools that post better results (Nation team, Daily Nation, Jan 11<sup>th</sup>, 2003:15).

In Nairobi parents stormed schools with children demanding that they be admitted and provided with free learning materials including school uniform. At Olympic primary school in Kibera, riot police were called in when rowdy parents threatened to beat the school head teacher. The latter said that the school could not start working until the government disburses teaching and learning materials. Teachers interviewed said the new policy would first require additional classrooms, desks and other learning materials. Teachers suggested that they should provide budgets upon which the government would provide funds. They argued that schools have different budget lines as some had to pay bills for utility like water and electricity and even pay salaries for support staff (Nation team, Daily Nation, Jan 11<sup>th</sup>, 2003:15).

A long-standing shortage of teachers could be the key obstacle to the provision of free primary education. The education dilemma came in the second week of free basic education as head teachers in city schools met to examine the challenges of education reform. They warned that that the problem would be aggravated by the education minister's announcement that no more teacher's would be hired by the government .The meeting was told that many schools could admit more pupil's if teacher's were provided and facilities increased. Major issues raised included completion of tuition blocks under construction, implementation of a double shift system and funding (Nation Team, Daily Nation May 1<sup>st</sup>, 2003:1).

Although the government is committed to providing basic education, to achieve EFA goals, and UPE in particular, there does not seem to be any reliable demographic data

base especially at local and school levels to assist the MOEST in planning to achieve this target. Without such data, planning becomes haphazard and reactive rather than proactive (MOEST, 2003:30).

After one year of implementing free primary education, a number of problems have been cited. For instance, high enrolment and poor performance in the national examination. Huruma's Daima primary school is a case in point. In 2003, its mean grade in KCPE was 297 marks, a far cry from the over 300 marks grossed the previous year. The deputy head teacher said it is a very discouraging reality. She said the quality of education in public primary schools has become very poor which she attributed to inadequate teaching staff and learning facilities such as desks and classrooms. One teacher teaches more than 345 pupils in each class (Koigi J, 2004:1).

Although increasing enrolment and school effectiveness is desirable, tight budgetary constraints often force poor countries to choose between providing quantity in education before improving its quality. However, reaching the desirable level of enrolment without improving student achievement may not be meaningful (Lockheed et al, 1994:174). The quality of education in Kenya has been questioned. The lack of teaching materials, poor or lack of adequate supervision and low morale of teachers are among the factors cited for the poor quality of education (Abagi, 1999:8).

This study therefore hopes to investigate the preparedness of schools in the implementation of free primary education.

### **1.3 Purpose of the study.**

The purpose of the study was to carry out a survey on the factors affecting implementation of Free Primary Education programme in Nairobi Province, Kenya. Specifically the study assessed the preparedness/training of teachers, the teachers' workload, the availability and adequacy of educational facilities to implement the programme, the frequency and effectiveness of inspection of the programme and teachers' attitude towards the implementation of the free education programme.

### **1.4 Objectives of the study.**

The following were the objectives of the study.

- 1) To establish the effect of teachers preparation/ training and workload on the free primary education programme.
- 2) To assess teachers attitude towards the implementation of free primary
- 3) ~~Education~~ the availability and adequacy of facilities, equipment, teaching and learning materials and their appropriateness in enhancing effective implementation of the free primary education programme.
- 4) To assess the role of the inspectorate in the implementation of free primary education programme.

### **1.5 Research Questions.**

The research was guided by the following questions,

- 1) To what extent were the teachers prepared to implement the free primary education programme?
- 2) Did schools have adequate teachers and other educational resources to offer quality education?
- 3) What is the effect of teachers' workload on the implementation of free primary education in public schools in Nairobi?
- 4) How regular and effective are the school inspectors in assessing the implementation of the free primary education programme?
- 5) What are the teachers' attitudes towards the implementation of the free primary education programme?

#### **1.6 Limitations of the study.**

The focus of the study was on an urban setting and therefore the findings may not be relevant to the rural experience. Only the head teacher and the teachers were involved in the study. The non-teaching staff and pupils whose views may alter the findings of this study were however not included.

#### **1.7 Significance of the study.**

The findings of the factors that affect implementation of the free primary education programme may be useful to the policy makers in human resource planning, allocation and disbursement of funds to public primary schools in the country. The findings identified issues that need to be addressed with the goal of making the programme more effective. It is expected to assist teachers who are

the implementers of the programme to be more effective. Other researchers might find the recommendations of this study important in their pursuit of adding new knowledge to this area.

## **1.8 Definition of significant terms used in the study.**

### **Access:**

Refers to the availability of opportunity for primary schools and other educational institutions to admit school age children and the ability of such children to take up the opportunity and get enrolled.

### **Attitude:**

It is the positive or negative predisposition to think, feel, perceive and behave in a certain way towards a given situation.

### **Effective implementation:**

Putting in place programmes and strategies to ensure positive implementation of FPE.

### **Enrolment:**

The term is used to refer to the number of pupils who register as members of different grades at the beginning of every year.

**Free education:**

It is taken to mean an education, which involves no financial burden to the parents of the pupils. This means that no fees or levies are charged.

**Primary education:**

Refers to the first eight years of learning in the primary school in Kenya. This is the level of schooling that precedes secondary schooling.

**Public primary schools:**

Refers to government maintained primary schools. The government maintains such schools by, paying teachers' salaries, meeting the cost of education administration, and funding some school facilities.

**Class Teacher:**

Refers to a professionally trained teacher who is charged with the responsibility of teaching and is assigned a given class for instance class one.

## CHAPTER TWO

### LITERATURE. REVIEW

#### 2.1 Introduction.

This chapter reviews and presents research findings of other scholars and media reports on free primary education. It is organized thematically starting with the concept of free primary education, educational facilities, teachers' workload, and teacher training/preparedness, the role of supervision in education, the conceptual framework and the summary.

#### 2.2 The Concept of Free Primary Education.

The Kenya government recognizes primary education as the minimum basic education that should be made available to all Kenyans. In its efforts to fulfill this, the government abolished direct payment of fees from standard one to four in 1974, thereafter standard five and six by 1980, and up to standard eight in 1985(MOEST, 1988: 12). For a while, Kenyan children enjoyed free education until the mid 1980s when under the structural adjustment programme (SAPs), the government asked parents and communities to contribute towards their children's schooling (Aduda, Daily nation, January 6<sup>th</sup>:8).

In the face of cost sharing policy, households were supposed to meet about 95% of the recurrent expenditure. With the high level of incidence of poverty, most parents failed to meet this obligation (Abagi and Olweya, 1999:7). Poor families responded by enrolling fewer children or allowing them to drop out before completing their primary



education (GOK, 1999: 39). In order to address the problem of low enrolment, the government abolished cost sharing policy in primary schools on January 2003. As a deliberate effort to promote universal primary education, the government is providing free primary education and has reduced the cost of education to the household (GOK, September 2003: 6).

Free primary education has been defined as a programme that allows children to access education without discrimination. The obstacles that hinder children of school going age from accessing and completing primary education for example school levies have been removed by the government. Thus fees and levies for tuition have been abolished. As from January 2003, the government and development partners are meeting the cost of basic teaching and learning materials. (MOEST, 2003: 1).

### **2.3 Educational facilities.**

Since education constitutes an essential factor of development of human resources needed for any country's sustainable progress, no sacrifice can be more than necessary if it is made in favor of education, particularly basic education (UNESCO 1998: 11). Quality Education is a result of relevant curriculum content, adequate facilities and resources, efficient and prudent resource management, adequate teaching/learning materials, and teaching methods (MOEST, 2001: 280).

Ensuring that basic education is provided, provision of adequate, equitable and sustainable resources is the foremost challenge. This is mainly because many governments do not give sufficient priority to basic education in their national budgets

(Dakar Framework for action, 2000:14). Scarce resources have frequently been used for expanding systems with insufficient attention to quality improvements in such areas such as teacher training and materials development (Dakar Framework for Action 26<sup>th</sup> -28<sup>th</sup> April 2000).

UNIVERSITY OF NAIROBI  
EAST AFRICAN COLLECTION

Research has linked student performance to provision of adequate facilities. In Botswana, a survey of fifty-one primary schools revealed that students performed significantly better on academic tests when they had adequate classrooms, desks and books. When students must share a textbook or when they do not have a paper to write on, they do not perform well and more complex forms of instruction (such as students working in groups) become more complex (Lockheed et al 1994: 115). Education funding is a significant element in the provision of education. It is a major problem that faces any Government. Despite the problem, Campbell (1971:124) notes that money is useful if it is used to purchase a programme of teaching and learning. This money enables the services of personnel, buildings and equipment, the supplies and other items necessary to the operations of a school.

A serious constraint posed to efforts at expanding and equalizing educational opportunity is the severe lack of resources namely financial, physical and human. Certain groups in the population e.g. the handicapped may require certain special facilities and materials which may require certain special facilities and materials which many African governments cannot readily afford (UNESCO Africa 199:17).

Lockheed et al (1994:178) states that in a constrained financial environment, the primary education system must maximize its inputs for a given budget. This means that

schools must only add inputs that contribute significantly to learning, and must choose inputs that are least expensive relative to their educational contributions.

A nation's top leadership must be ready and committed to sending all children to school by providing resources and intellectual inputs while reaching out to other players like the civil society, donors and private sector for support (UNESCO, April-May, and 2003:90). In Chile's 1990s school education programme for the underprivileged, teachers complained that they were not provided with enough textbooks and didactic materials enough for classes of 35 students (Guttman, 1990:28).

With high levels of enrolment in Uganda's free primary education programme, quality education has deteriorated considerably as schools and teachers are hard pressed to cope without commensurate expansion of facilities. As a result, some learners are forced to sit on the floor and teachers do not attend classes regularly because of poor remuneration (East African standard, Monday, January 6, 2003:8).

One of the major causes of low quality education is lack of learning materials such as textbooks (Abagi, 1999:16). By 1999, the survey data indicated that on average, four primary school pupils shared one textbook in every subject offered. This has to change if the quality of education is to be improved. The ideal situation of pupil-textbook ratio is 1:1. However, due to economic constraints, the ratio should be 2:1 (Abagi 1999:14). Among the deficiencies in primary education highlighted in the Strengthening Access and Equity Report in Basic Education Appraisal report, was lack of accommodation suitable for the provision of primary education. Even where classrooms are provided.

they are of poor quality and in a deplorable state of repair. Often they lack basic furniture, toilets and drinking /washing water. Few schools have facilities for children with special needs (UNESCO, September, and 2001:14).

Inspection report carried out by the Education Taskforce chaired by Dr. Eddah Gachukia, confirmed that most of the existing physical facilities in public primary schools are in very poor condition and hence need rehabilitation. The Task Force also found out that there is increased high textbook ratio in spite of the Government's intervention. This has frustrated both teachers' and pupils' efforts to improve the quality of education (Mwihaki and Bwire, East African standard, Saturday 2. 2002:18).

Saitoti (2003:5) while writing on Educational Sector Review outlined the following measures which should be taken to improve access and retention in primary schools;

- Building adequate facilities for learning and welfare for children while in school such as, classrooms, laboratories, sports facilities and toilets.
- Providing adequate furniture so that children can find comfort while doing class
- Providing adequate teachers for schools so that children do not miss to be taught the whole day, month or term because of teacher shortage.
- Providing adequate teaching and learning resources such as textbooks, teachers guides, audio aids, visual aids, writing pens, rubbers mathematical sets etc for both teachers and pupils.

## **2.4 Teachers Workload.**

The quality of education and the learning achievement of students depend heavily on the competence, personality and dedication of the teacher. They also depend on the condition under which the teacher and students are working for example, whether the class size is manageable and its atmosphere conducive for learning (Coombs, 1985:117). Staffing an educational organization adequately is not just a matter of having all the staff positions filled. It is imperative that teachers are enabled through various personnel techniques to fit into the various job demands, which constantly changes due to curricular improvements and research effort (Okumbe, 2001:59).

(Lockheed et al, 1994:61)Primary level classes have relatively high number of pupils compared to industrialized countries. Students in large classes spend less time on task, they are often unruly, and teachers tend to emphasize on rote learning rather than problem solving skills. For these reasons, it may be worthwhile to reduce class sizes to no more than forty students Reducing the number of pupils per class is a popular policy intended to improve learning. Some countries like Turkey have targeted a class size of forty students. Students do learn better in classes of fewer than twenty students. However, reaching this level requires considerable expenditure and is not economically feasible for most developing countries (Coombs, 1985:179).

Class size effects cannot be just a matter of the number of children in a class. The number of children must have an effect on other classroom processes and activities which themselves bear more directly on learning. The most frequently offered suggestion is that the reduced number results in each child getting more teacher time. For each child, the other children in the classroom are part of their environment and the more children in a class, the greater the sources of distraction (Croll and Hastings, 1996:39).

Factors that have been instrumental in increasing the workload and responsibilities of the teachers are, they have to give the child an appropriate moral and social education, organize self-learning activities for each pupil, acts as examples and guides and also advise pupils (Rassekh and Vaidanu, 1987:105). Countries unable to expand their teaching force often tend to spread their teachers thinner and thinner over more and more students at the expense of quality. Thus in many cases, classes grow to grotesque proportions often with a distraught teacher to keep order, and with few essential supplies to boost their productivity (Coombs, 1985:117).

While it is uneconomical to have a pupil teacher ratio of less than 25:1, a pupil teacher ratio of more than 40:1 affects the quality of teaching. The commission recommended that the pupil teacher ratio in primary schools should be 40:1. Where there are fewer pupils in class, multi-grade teaching be applied while in cases where there are more than 40 pupils in class, shift teaching be applied (Republic of Kenya, 1999:284).

The teachers' role in the implementation of the free primary education programme is key to its success. It is expected that teachers should:

- Have adequate training and undergo in-service training supported by the Government on a continuous basis.
- Provide good quality education in line with the new curriculum.
- Prepare and use locally available resources and materials.
- Make schools gender responsive and child friendly learning environments.

- Serve as role models to pupils and to ensure discipline during school hours.
- Guide and counsel pupils during school hours and advice parents on children's
- Ensure pupils have all the necessary learning materials.
- Co-operating and supporting parents in their work (MOEST, 2003 May: 9).

A long-standing shortage of teachers could be the key obstacle to provision of free primary education (Daily Nation team, May 1<sup>st</sup>, 2003:2). This resulted from the freeze of employment of teachers by the Government in 1998(MOEST, 2003:4).

The MOEST (2003) current data on teachers and pupils show in public primary schools shows that there are 172,406 teachers distributed in 17,754 schools countrywide. The schools have a total of 196,935 classes. To realize the optimal utilization of teachers, the taskforce on the implementation of free primary education came up with the following

recommendations:

- Teacher needs assessment should be carried out based on new enrolment data in all schools,
- On the basis of the data obtained, studies and consultations be carried out to review the existing staffing norm, with a view to incorporating such factors as double shift, multigrade teaching and average pupil: teacher ratio,
- Rationalization of teachers be done for equitable distribution of workload.
- Zonal inspectors should facilitate the sharing of teachers in neighboring schools to ease workload,
- As a medium term the Government should consider some incentives for teachers with heavy loads.

The TSC secretary Mr. Ongwae in his executive remarks in the TSC journal vol.5 stressed that the free primary education has had far-reaching effects on the teaching fraternity. This is because the pupil population grew suddenly by 1.3 million while the supply of the human resource remained the same. He noted that the shortage of teachers continues to be a major concern to the TSC and stakeholders. Free primary education demands development of long term strategies to improve the teaching/learning standards in schools by employing and deploying teachers in order to maintain acceptable pupil/teacher ration in class (MOEST 2003:4).

Teachers in their joint message during the World Teachers' Day pointed out that they make untiring efforts as they prepare today's child for the future. Their professional commitment, despite sometimes poor working conditions, limited resources and inadequate remuneration, has helped the world move forward. They appealed to all stakeholders in education to renew their commitment to support teachers who are the core of the education system. They also noted that no meaningful social change or education reform could truly be brought to fruition without the active participation of teachers as partners (UNESCO, 1999:25).

### **2.5 Teacher training / preparedness.**

Teachers are essential players in promoting quality education in schools because they are catalysts of change. Teachers at all levels of education system should have access to training and on-going professional development, including through open and distance



learning, so that they can be able to participate locally and internationally in decisions affecting their professional lives and teaching environments (UNESCO, 2000: 20).

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

The training of educational personnel should be a continuous process. Such training should encompass pre-service training and short-term seminars or workshop programmes. The latter should be organized on a regular basis for the purpose of updating workers skills and therefore improving performance in identified areas of need (UNESCO, 1992:61).

Quality education cannot improve without a critical look at teachers' practices. The in-service training workshops give teachers a personal and professional boost. It allows them to use new materials and inject some more life and participation in their classrooms (Guttman, 1990:27). Educational management has no choice as to whether to train teachers and other employees or not. This is because the competence of employees will never last forever due to such factors as curriculum change, technological change, transfers and promotions (Okumbe, 2001: 84).

Education reform processes tend to maintain the classical scheme of incorporating teachers when the proposal has already been defined, counting teachers only as potential trainees and implementers, thus ignoring the importance of teachers' knowledge, experience and active participation in the reform process (Guttman, 1990). The shortage of well-trained teachers was identified in the 1964-70 development plan as a major obstacle to achieving universal primary education. The plan emphasized the need of expanding teacher-training facilities in order to reduce the number of untrained teachers, and meet the demand of a rapidly expanding primary education system.

Likewise, the two consecutive development plans namely (1970-74) and (1974-78), also emphasized the need to raise the quality of teacher education in order to improve the quality of primary education (Otiende et al, 1992:133-136).

The education assistant minister Mr. Mwiria notes that in some countries, teachers are recalled for in service training every five years as a condition for continued employment. He cited South Africa where teachers are called to share their expertise with wit their colleagues at workshops, in classrooms through peer teaching (Mwiria. Sunday Nation 14, 2004: 15). In Britain, teachers emerging from programmes are only slightly better equipped for the demands that will confront them than their predecessors thirty years ago. This reflects the static teacher training force itself out of touch to some degree with recent developments in schools. In Britain the return of adult learner to the classroom meant that schools were dealing with more sophisticated clientele than in the past. Staff development meant is essential for the school to meet the wider responsibilities it is now expected to fulfill (Wilson, 1988: 11).

With the free primary education programme, it is necessary to develop a system of providing opportunities to teachers to undergo in-service courses on a continuous basis. Apart from increased enrolment, more children from different backgrounds will be going to school, thus more special needs and over-age children. In towns and cities, more street children who may have been exposed to drugs and subjected to emotional stress are likely to go to school. As a result, students needs have increase tremendously and teachers will require new skills and knowledge to tackle the rising demands (TSC Kenya, 2003:4-20).

Hardworking, high quality teachers are the pillars of a successful education system. High quality can only mean well trained. The question of teacher training should therefore be a priority if quality is to be enhanced and maintained as we embrace free primary education (Okoth et al, East African standard Monday January, 6,2003:2). When we educate the teacher, we improve the chances of children in schools being better educated. The better educated the citizenry, the greater the likelihood of its contributing to overall societal development (Obanya, 1999:18). Teachers need to be prepared to handle the surge in numbers. Findings report that new learners under the free primary education programme are likely to have worked as touts, housekeepers or street urchins, who have developed a level of independence unlikely to fit in a formal disciplined set up (Nation Team, Daily Nation, February 28; 11).

## **2.6 Inspection / Supervision of teachers.**

The tasks of supervisors have become more overwhelming, because the number of teachers and schools to be inspected has increased dramatically during recent decades. While the number of inspectors has not followed the same trend. Consequently there is lack of staff and supervisors complain that they have too many schools to supervise (UNESCO, 1997: 26).

Lack of effective monitoring of activities and programmes within the education sector have contributed immensely to the deterioration of services within the sector. In India, teachers complain that their difficulties are not heard and appreciated by the authorities of the state government. The inspectoral authorities on the other hand.

observe that local bodies do not take sufficient interest in education and do not care to implement the inspection reports (Shulka, 1983:149).

In Kenya by 1991, with only 225 vehicles for some 600 supervisory staff, inspectors rarely visited schools because of limited transportation, bad roads and bad weather. As a result, many schools remained unvisited for a long time (Lockheed and Verspoor, 1991:121). Supervisors should be able to communicate their ideas and intentions clearly and precisely. Teachers want to express to the supervisors their opinions about job assignments, working conditions, and other matters relating to their interest in curriculum and instruction. A two-way communication system is therefore, necessary for both the supervisor and the supervised for exchange of opinions in order to enhance instructional effectiveness (Okumbe, 1998:180). One month after the implementation of the free primary education programme, one of the emerging challenges was lack of effective inspection of the programme. (Siringi, Daily Nation, Thursday February 6<sup>th</sup> 2003: 11)

## **2.7 Summary of Literature Review.**

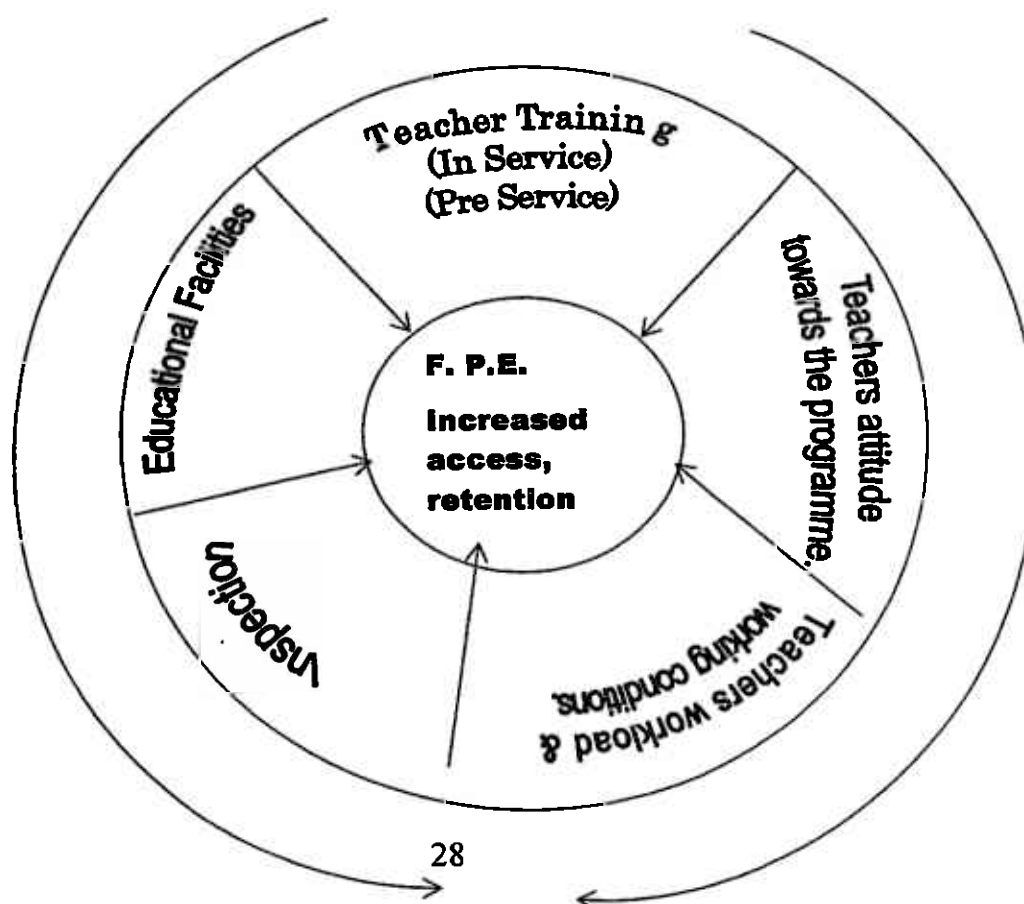
Literature reviewed seems to suggest that teachers' workload has an impact on the effectiveness of teachers in their work. It is imperative that the ideal ratio of 1:40 in the developing countries be observed here in Kenya if learners are going to reap maximum benefits from the FPE programme. Further, literature has emphasized that there is need for continuous updating of pedagogical skills of teachers. This is because the teacher is the one who often implement any educational reforms. In-service training would be helpful to teachers if they were to have a positive attitude and appreciate

reforms in the education sector. Finally, literature stressed importance of sufficient skills and knowledge, monitoring /supervision of FPE in order to correct any discrepancies noted and to ensure that the desired results of for instance, access, enrolment and retention of pupils in the school system.

## 2.8 Conceptual Framework of the study: Determinants of Implementation of Free Primary Education.

The conceptual framework is in the form of a wheel model and is derived from literature review. It suggests that there is a relationship between the following factors in the effective implementation of FPE programme namely; teacher training/preparedness, provision of educational facilities, teachers' attitude towards the FPE programme, teachers workload and working conditions and inspection. The five spokes of the wheel represent these factors. For the wheel to rotate, the spokes must work in harmony. Likewise, for the free primary education to be realized all these factors must be given due attention. Once this is done, access to primary education, retention and completion rates is likely to be realized. The relationship of these variables and their expected influence on achievement of free primary education is presented in fig 1.

**Fig I:** Depicts the relationships that were investigated and their effects on FPE.



## **CHAPTER THREE.**

### **RESEARCH METHODOLOGY.**

#### **3.1 Introduction.**

This chapter describes the research design and presents the target population or subjects under study, sample of the study, sampling techniques, research instrumentation, piloting of the instruments, data collection procedure and data analysis techniques.

#### **3.2 Research Design.**

This study is an ex-post facto research. Ex-post facto research is used to explore possible cause and effect relationship among variables that cannot be manipulated by the researcher. This study is ex-post facto in design because the researcher investigated independent variables such as age, sex, teaching experience, administrative experience and training in retrospect for the possible relationship to and effect on the dependent variable namely, the implementation of the FPE programme. Kerlinger (1973:379) defined ex-post facto design as a system of empirical inquiry in which the scientist does not have direct control of the independent variables because their manifestations have already occurred or because they are inherently not manipulability. The ex-post facto design is recommended for educational and social research since many research

problems in social and educational researches do not lead themselves to experimental inquiry (Kerlinger, 1973: 392).

### **3.3 Target Population**

The target population of the study consisted of all the head teachers and teachers in public primary schools in Nairobi province. There are 191 public primary schools with a total of 3389 teachers of whom 638 are males and 3389 are females. Of the 3389 teachers, 191 of them are head teachers (Staff data by 2003 from the city council. education department: 22). Therefore the target population comprised of 191 head teachers and 3198 teachers.

### **3.4 Sample of the study / Sampling procedure.**

According to Best and Kahn (2002:19), the ideal sample should serve as an adequate representation of the population about which the researcher wishes to generalize and be selected economically in terms of subject availability, expense in both time and money, and complexity of data analysis. In view of this, 10% of 191 schools were randomly sampled for the purpose of this research. Random sampling was used because all the 191 schools had the same probability of being chosen. The researcher therefore used a sample of 19 schools. Random sampling was further used to select 10 teachers from each school in the sample. All the head teachers in the sampled schools were included in the research.

### **3.5 Research Instruments.**

The data of this study was collected using questionnaires. There was one set of questionnaire for the head teachers and another set for the teachers. The questionnaire for the head teacher was divided into three sections. The items in section one, sought the background information of the respondents and the school such as age, gender, academic qualification, administrative experience, age of the school, the pupil's population and the number of teachers in the school.

The second section of the questionnaire had statements, which sought information on the implementation and importance of the free primary education programme, training/ in servicing of teachers and the role of the inspectorate. In this section, the Likert summated rating method was used. Each statement in the Likert scale was followed by five responses. These responses were: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). The respondents expressed their response towards each of the items by ticking only one response.

The third section of the questionnaire was comprised of open-ended questions. The open-ended questions solicited in-depth information from the respondents to supplement discussion on and interpretation of quantitative data. The respondents provided written answers to the questions raised.

Likewise, the questionnaires for the teachers were divided into three sections. The items on section one sought background information on of the respondents and the



school such as, the gender, academic qualification, teaching experience, the location of the school (zone), and the size of the school.

The second section of the questionnaire had statements that sought information on the free primary education programme, the role of the teacher in the programme, training of teachers on the FPE programme and the role of the inspectorate. Each statement in the Likert scale was followed by five responses. These responses were, Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). The respondents expressed their response towards each of the items by ticking only one response.

The third section of the questionnaire was comprised of open-ended questions. The open-ended questions sought in-depth information from the respondents to supplement discussion and interpretation of quantitative data. Respondents provided written answers to the questions raised. The advantage of using a questionnaire in this research was that questions for each respondent were framed the same way therefore allowing uniformity for all the respondents.

### **3.6 Validity of Instruments.**

To enhance validity of the instrument, a pre-test (pilot study) was carried out on a population similar to the target population. The validity of the research instruments in this study was determined by carrying out a pilot study. Piloting the instruments enhanced the dependability, accuracy, and adequacy of the instrument. The purpose of piloting was to find out whether the items in the instruments were clear to the respondents, the instruments were precise and comprehensive enough to provide the

anticipated type of data, and determine whether the research objectives were being fulfilled (Isaac and Michael, 1981). After analyzing the responses of the pilot study, it was necessary to revise and modify a few instruments. Piloting of research instruments was done in five schools not included in the main study. The five schools in Nairobi Province were be randomly sampled the five were however not part of the study of the sample under study. This was ensured by excluding the schools used during the pilot study from the random sample.

### **3.7 Reliability of the Instrument.**

The split half method was used to establish the coefficient of internal consistency of the research instrument. This method involved splitting the statements/items into two halves (odd and even items). All odd numbered items were then placed in one subset while the even numbered were placed in another subset. Each of the two subsets was treated separately and scored accordingly. The two subsets were then correlated using Pierson's Product Moment Correlation Coefficient and this was taken to be an estimate of reliability. To adjust the correlation coefficient obtained between the two halves, Spear-Brown prophecy formula, indicated below was be applied

$$r_{xx_1} = \frac{2r_{oe}}{1+r_{oe}}$$

Where  $r_{xx_1}$  = the reliability of the original test.

$r_{oe}$  = the reliability coefficient obtained by correlating the scores of odd numbered statements with the statements with the scores of the even statements.

### **3.8 Data Collection Procedure.**

A research permit to conduct the study was obtained from the office of the President. A copy was presented to the Provincial Director of Education (P.D.E's) office, another copy to the Provincial Commissioner's (P.C) office and another to the City Education office, Nairobi. The Director of City Education then granted permission for the research to be conducted and issued an introductory letter to the headteachers of the participating schools. The headteachers of these schools were visited by the researcher to inform them of the study and administer the research instruments to them and the class teachers. The questionnaires were then collected at an agreed date.

### **3.9 Data Analysis Techniques.**

After fieldwork, the data collected by the use of questionnaires was coded and summarized. The data was further analyzed and interpreted to provide meaningful and final results. The frequencies were converted to percentages. The researcher analyzed data and presented it in percentages and frequencies as presented in chapter four.

## CHAPTER FOUR

### 4.0 DATA ANALYSIS, PRESENTATION, AND INTERPRETATION.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

#### 4.1 INTRODUCTION.

The chapter has analyzed and presented data on basis of the objectives of the study. The first part of this chapter describes the demographic and background information of both head teachers and teachers in terms of: gender, academic qualification, teaching experience, size of the school and the age of the school, while the second part of the chapter deals with analysis and interpretation of the selected variables and the corresponding research questions.

Information was gathered by use of questionnaires which were administered to the headteachers and teachers of the sampled schools. The study targeted 19 headteachers and 152 classteachers (20% of the target population). All the headteachers (19) and 152 classteachers responded. Information in table 1 shows that 80% of the sampled teachers and 100% head teachers responded to the questionnaire

**Table 1: Questionnaire Return Rate**

<b>Respondents</b>	<b>Delivered</b>	<b>Returned</b>	<b>%</b>
Teachers	190	152	80%
Head teachers	19	19	100%
<b>Total</b>	209	171	90%

#### 4.2: Demographic data of teachers.

Information about the gender of teachers/head teachers was sought. Their responses are contained in table 2.

**Table 2: Gender of teachers / Head teachers**

Gender	Teacher		Head Teacher	
	Frequency	%	Frequency	%
Male	38	25	8	42.1
Female	114	75	11	57.9
Total	152	100	9	100

The findings of the study revealed that there is gender imbalance of the teaching staff in favor of women. This phenomenon may be attributed to the fact that many female teachers seek for transfer to Nairobi upon marriage where their spouses work.

Teachers/head teachers' professional qualifications play a significant role in their effectiveness at work and in how they handle challenges which may arise. teachers/head teachers were asked to indicate their professional qualification. Their responses are contained in table 3.

**Table 3: Professional Qualification of Teachers/ Head teachers.**

Qualification	Class Teachers		Head Teachers	
	Frequency	%	Frequency	%
P1	66	43.5	-	-
S1	20	13.0	03	15.8
ATS	57	37.4	11	57.9
DIPLOMA (ED)	09	6.1	03	15.8
B.ED	-	-	02	10.5
M.ED	-	-	-	-
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

**KEY: Category of Teachers.**

P1-Primary Teacher One

S1-Secondary Teacher One.

ATS-Approved Teacher Status.

The findings of the research revealed that all the classteachers interviewed were trained teachers with professional qualification ranging from P1 to Diploma. The majority of them (43.5%) having P1 qualification. The teachers qualification therefore may not be a major constraint in the implementation of FPE as most of them have basic qualification for teaching primary schools. The headteachers on the other hand had higher qualifications ranging from S1 to B.ED. A majority of them (57.9) had Approved Teacher Status (ATS). Most of the headteachers attributed their high professional qualification on the duration in service before headship, which enabled them to slowly rise up the ladder.

The working experience of teachers/head teachers was sought in this research. This was based on the assumption that teachers/head teachers with a longer working experience may be more exposed to many challenges facing primary education and therefore their opinions may not be biased. Their responses on duration of service are contained in table 4.

**Table 4: Duration of service teacher / Head teacher.**

Duration	Teacher		Head teacher	
	Frequency	%	Frequency	%
Less than a Year	03	02	-	-
1-10 Years	34	22.4	06	31.5
11-20 Years	68	45	11	57.9
21-30 Years	41	27	02	10.5
Over 30 Years	06	04	-	-
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

Findings from table 4 indicate that most of the classteachers (45%) had worked for between 11-20 years. A good number (27%) had also worked for between 21-30 years. Most of the Headteachers (57.9%) had worked for between 11-20 years. A significant number, (31.51%) had worked for between 1-10 years. This indicates that all classteachers and headteachers have had adequate experience in teaching experience in the teaching profession therefore it is not a not a factor in the implementation of FPE programme.

**Table 5: Age of the school.**

The class teachers and head teachers were asked to indicate the time their school has been in existence. Their responses are contained in table 5.

<b>Range Years</b>	<b>Frequency</b>	<b>%</b>
1 – 10 Years	2	10.5
11 – 15 Years	5	26.3
16 – 20 Years	2	10.5
Over 21 Years	10	52.6
<b>Total</b>	<b>19</b>	<b>100</b>

The results in table 5 revealed that only about 10.5% of the schools sampled in this study are below 10 years old. Most of the schools about 52.6% have been in existence for over 21 years. This indicates that most of the schools sampled for this study have been in existence for long and are therefore useful and reliable for the study. The age of the school is therefore not a factor in the implementation of FPE since most of the schools (52.6%) are over 21 years old.

To find out if schools had the capacity to enroll many pupils, teachers/head teachers were asked to indicate the number of streams in their schools. Their responses are in table 6.



**Table 6: The size of schools.**

Streams	Teachers		Head Teachers	
	Frequency	%	Frequency	%
Single	17	11.3	01	6.7
Double	58	38.3	05	26.7
Triple	56	36.5	09	46.6
Four	21	13.9	03	13.3
Five	-	-	01	6.7
Above 5	-	-	-	-
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

The findings on table 6 revealed that about 38.3% of the schools studied were double streamed while about 36.5% had three streams according to the teachers. Headteachers indicated that 26.7% of the schools were double streamed while 46.6% of the schools had three streams.

#### **4.3 Teacher training to implement FPE programme.**

Whenever changes are anticipated in any organization, training of the employees becomes of paramount importance. In view of this, teachers/head teachers were asked to indicate if they were trained to implement free primary education programme. Their responses on training/in-service are found in table 7 and 8.

**Table 7: Head teachers' Training/in service.**

Sub - Items	Rating Scale					Total	Total
	SA	A	U	D	SD	%	Frequency
Head teachers were in – serviced prior to the implementation.	6.7 %	33.3%	-	46.7%	13.3%	100	19
	01	06	-	09	03		
Workshops and seminars have continually been organized to update teachers on the progress of FPE.	13.3%	66.7%	13.3%	6.7%	-	100	19
	03	12	03	01	-		
Teachers continued to be in serviced on the FPE programme.	6.7%	66.7%	20%	6.7%	-	100	19
	01	13	04	01	-		
More workshops should be organized for head teachers.	66.7%	26.7%	-	6.7%	-	100	19
	13	05	-	01	-		

**Key: SA - Strongly Agree**  
**A - Agree**  
**U - undecided**  
**D - Disagree**  
**SD - Strongly Disagree.**

The responses in table 7 revealed that most headteachers (46.7%) disagreed that they were in-serviced prior to the implementation of the FPE programme, while 66.7% of them agreed that workshops and seminars should be organized on a continuous basis

After looking at head teachers' responses on whether they were in serviced before implementation of FPE, attention shifted the analysis of teachers' answers on the same. Their views are presented in table 8.

**Table 8: Teacher Training/ In-service.**

Sub - Items	Rating Scale					Total	Total
	SA	A	U	D	SD	%	Frequency
Teachers were in – serviced/trained prior to the implementation.	2.1%	20%	6.6%	26.1%	45.2%	100	152
	03	30	10	40	69		
Workshops and seminars have continually been organized to update teachers on the progress of FPE.	1.1%	23%	3.9%	50%	22%	100	152
	02	35	06	76	33		
Head teachers also organize and facilitate in – house training of teachers.	07%	15.7%	14.8%	33.9%	28.6%	100	
	11	24	23	51	43		
During training, teachers' views on various issues concerning the FPE programme were sought.	07%	13.5%	22%	35.5%	22%	100	152
	11	21	33	54	33		
Teachers appreciate the training offered during the workshops.	14.8%	20.9%	18%	14.1%	32.2%	100	152
	23	32	27	21	49		
More workshops should be organized for head teachers.	74%	11.1%	0.9%	13%	01%	100	152
	112	17	01	20	02		

From the findings on table 8 it is evident that most of the classteachers (45.2%) strongly disagreed that they were in-serviced prior to the implementation of the FPE programme. The majority of the teachers (50%) concur that workshops and seminars have not been organized to update teachers on the progress of FPE. Most of the teachers (74%) strongly agree that more workshops should be organized. These findings indicate that for the FPE programme to succeed, training of teachers and headteachers must be given due consideration.

#### **4.4 Availability, adequacy and appropriateness of physical facilities to implement FPE.**

The classteachers and the headteachers were to indicate the effect that the implementation of the FPE has had on selected school facilities. Their responses on availability of reference books are contained in table 9.

**Table 9: Availability of reference books**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
Yes	53	34.9
No	99	65.1
<b>Total</b>	<b>152</b>	<b>100</b>

The findings indicate that most teachers (65.1%) did not have enough reference books as opposed to a few (34.9%) who indicated that they had enough. They also indicated that some internally examinable subjects such as creative arts P.E have no reference books except syllabuses. This implies that implementation of FPE may be hindered due to inadequate provision of reference books, which will in turn affect the quality of education. This may eventually lead to the education standards being compromised. These findings agree with earlier recommendations by the minister of education, Saitoti (2003: 5), that adequate

teaching and learning resources such as teacher guides, audio aids, visual aids should be provided for teachers in order for them to discharge their duties well.

With regard to FPE, head teachers were asked to indicate their responses on whether they had been provided with adequate stationary. Their responses on provision of stationary are contained in table 10.

**Table 10: Adequacy of stationary for teachers.**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
Yes	5	26.3
No	14	73.7
<b>Total</b>	<b>19</b>	<b>100</b>

The findings indicate that majority of the headteachers (73.3%) were not provided with adequate stationary. They also expressed their dissatisfaction with the quality of the stationary provided. The responses show that provision of stationary is inadequate. This can hinder effective implementation of the free primary education programme.

Following the implementation of FPE, there was an increase in the number of pupils who sought admission in schools. Teachers and head teachers were therefore asked if schools have adequate desks for all the pupils. Their responses are in table 11.

**Table 11: Adequacy of desks in classes**

<b>Responses</b>	<b>Teachers</b>		<b>Head Teachers</b>	
	<b>Frequencies</b>	<b>%</b>	<b>Frequencies</b>	<b>%</b>
Yes	45	29.6	4	21.1
No	107	70.4	15	78.9
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

Findings from table 11 show that the class teachers and the head teachers concurred on the fact that pupils did not have enough desks. 70.4% and 78.9% respectively.

Teachers and head teachers were further asked to indicate the desk: pupil ratio. Their responses are contained in table 12.

**Table 12: Desk: Pupils' ratio**

Ratio	Teachers		Head Teachers	
	Frequencies	%	Frequencies	%
1:3	21	13.8	3	15.7
1:4	54	35.5	6	31.6
1:5	77	50.7	10	52.6
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

Findings from table 12 revealed that the desks: pupils' ratio was mostly 1:5. This was confirmed by 50.7% teachers and 52.6% headteachers. These findings indicate that desks have not been provided to cater for the increase in the number of pupils following the implementation of FPE programme. These findings agree with earlier ones by Abagi (1999: 14) who noted that one of the deficiencies in primary education was lack of accommodation suitable for the provision of primary education. Even where classrooms are provided, they are of poor quality often lacking basic furniture like desks.

For pupils to benefit fully from FPE programme, availability of libraries in all schools is vital. Teachers and head teachers were therefore asked to indicate if there schools had libraries. Their responses are presented in table 13.

**Table 13: Presence/absence of school libraries.**

Ratio	Teachers		Head Teachers	
	Frequencies	%	Frequencies	%
Yes	43	28.3	7	36.8
No	109	71.7	12	63.2
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

These findings indicate that most schools do not have libraries. About 63.2% headteachers and 63.2% teachers revealed this. Teachers indicated that pupils carry their own books to school, while others indicated that in the few schools where there are libraries, they had old outdated books that do not add any value to teachers and learners. Lack of or poorly equipped libraries can affect implementation of FPE programme by compromising the quality of education offered to learners.

#### 4.5 Teachers' teaching load and its effect on FPE

For FPE to be efficient, availability and workload of teachers must be addressed. Overworked personnel cannot be efficient. In view of this, class teachers and head teachers were asked to indicate their workload per week. The analysis is presented in table 14.

**Table 14: Class teachers' / Head teachers' workload.**

Lessons	Teachers Responses		Head Teachers Responses	
	Frequencies	%	Frequencies	%
20 - 25	4	2.6	-	-
26 - 30	22	14.8	-	-
31 - 35	50	33	5	26.3
36 - 40	70	45.8	14	73.7
41 and Over	6	3.8	-	-
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

Findings revealed that following the implementation of the free education program, 70% of the teachers and 73.7% of the head teachers, indicated that teachers taught between 36 and 40 lessons per week. This is above the recommended workload of 35 lessons per week. On the other hand, class teachers indicated that most of them (45.8%) teach between 36-40 lessons per week. The responses show that most head teachers and class teachers have a big workload which may affect the quality of work that they carry out. These findings agree with earlier ones by Lockheed et al. (1994:61) and Republic of Kenya, (199:284)

For teachers to render quality services to pupils, the teacher: pupil ratio should not exceed the recommended ratio of 1:40. To find out how the situation is in schools after the implementation of FPE programme. The analysis is presented in table 15.

**Table 15: Teacher: pupil ratio**

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

<b>Range of ratio</b>	<b>Frequency</b>	<b>%</b>
Less than 1:40	01	5.3
1:41 – 1:45	2	10.5
1:46 – 1:50	2	10.5
1:51 – 1: 55	4	21.1
1: 56 – 1:60	6	31.6
1:61 – 1: 65	2	10.5
1:66 – 1: 70	2	10.5
<b>Total</b>	<b>19</b>	<b>100</b>

The findings revealed that the teacher: pupil ratio is way above the recommended ratio of 1:40. In 31.5% schools in Nairobi, the ratio is between 1:56 to 1:60. However it was noted that this is an average. In the lower classes, the ratio was as high as 1:70 but this was not the case in upper class which reported a lower ratio (in some cases less than 1:40). The findings



on table 10 clearly indicate that the pupil teacher ratio is way above the recommended one and may therefore have an effect on the Implementation of FPE. These findings agree with earlier findings by Lockheed et al. (1994: 61) who noted that primary level classes are very large in most developing countries, particularly in urban schools. Students in large classes spend less time on task, they are often unruly, and teachers spend more time on rote learning than problem solving skills. For teachers to be effective in their work, Republic of Kenya (1999:284) reported that having a pupil teacher ratio of 1:40 is the ideal. The commission recommended that the pupil teacher ratio be 40:1. UNESCO (2003: 9), also noted that with the free and compulsory education underway, it has brought to the fore the challenge of quality. With classes originally meant for 40 children now accommodating up to 80 children, such as Nairobi slums, there is a real concern that it will impact negatively on the quality of teaching.

In order to rate the performance of pupils, teachers should give and mark assignments in time. In view of this, teachers were asked to indicate how often they give and mark assignments. The analysis is presented in table 16.

**Table 16: Frequency of assignments given by teachers and timely marking.**

<b>Responses</b>	<b>Teachers</b>		<b>Head Teachers</b>	
	<b>Frequencies</b>	<b>%</b>	<b>Frequencies</b>	<b>%</b>
Yes	26	17.3	5	26.3
No	126	82.7	14	73.7
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

Most of the Teachers (82.7%) revealed that they hardly gave and marked assignments on time, while 73.7% headteachers also concurred. They revealed that this was the case especially in the lower classes where the pupils' population was high. A small percentage of teachers in upper primary may occasionally give and mark assignments on time. These findings agree with earlier findings by Coombs, (1985:117) that countries unable to expand their teaching force often tend to spread their teachers thinner and thinner over more and more students at the expense of quality. Thus in many cases, classes have increased to grotesque proportions often with a distraught teacher to keep order, and with few essential supplies to boost their productivity.

No job description however detailed can be said to be exhaustive. This also applies to the teaching profession where teachers find themselves with other responsibilities in school besides teaching. In view of this, teachers were asked to indicate the other responsibilities they carried out. The data is presented in table 17.

**Table 17: Responsibilities held by teachers in school besides teaching.**

Responsibilities	Frequency	%
Deputy Teacher	01	0.9
Senior Teacher	01	0.9
Head of panel (subject) & Key resource teacher.	15	9.6
Class teacher	30	19.7
Head of Guidance & Counseling.	28	18.5
Involved in co-curricular activities	65	42.6
All 3, 4, 5 & 6	12	7.8
<b>Total</b>	<b>152</b>	<b>100</b>

Teachers indicated that they are assigned other responsibilities apart from teaching. For example being deputy headteachers, senior teachers, heads of panels, class teachers, heads of guidance and counseling, co-curricular activities. Majority of them (42.6%) indicated that they were involved in co-curricular activities in addition to teaching.

Faced with many responsibilities apart from teaching, teachers were asked to state whether they perform them effectively. Their responses are presented in table 18.

**Table 18: Effectiveness on performance of responsibilities by teachers.**

<b>Responses</b>	<b>Frequency</b>	<b>%</b>
Yes	57	37.5
No	95	62.5
<b>Total</b>	<b>152</b>	<b>100</b>

Class teachers (62.5%) revealed that they do not perform other responsibilities adequately. This is because it is difficult for them to balance time for class work and other responsibilities. These findings indicate that Teachers are not effective while carrying out other roles assigned to them apart from class work. This means therefore that FPE is not holistic because more emphasis is given to class work at the expense of other core areas which are equally important. The findings agree with earlier recommendations by the education taskforce on the implementation of free primary education (2003) that since human resources is an important factor in the implementation of free primary education, the existing shortfalls of teachers must be carefully assessed and appropriate action taken. The task force also stressed that it is necessary to develop all cadres of staff continually for effective service delivery, in order to cope with emerging challenges.

#### 4.6 Role of the inspectorate in the implementation of FPE.

To enhance the quality of education, the role of the inspectorate is vital. The inspectorate is charged with the responsibility of monitoring activities and programmes within the education sector. Classteachers and headteachers were asked if school inspectors had visited their school two years prior to the implementation of the FPE programme and whether they visited schools after FPE was implemented.

Bearing in mind that the inspectorate plays a very significant role in education, teachers and head teachers were asked whether school inspectors had visited their school prior to the implementation of FPE programme. Their response is presented on table 19.

**Table 19: Frequency of school visits by inspectors prior to implementation of FPE.**

<b>Responses</b>	<b>Teachers</b>		<b>Head Teachers</b>	
	<b>Frequencies</b>	<b>%</b>	<b>Frequencies</b>	<b>%</b>
Yes	81	53.3	11	57.9
No	71	46.7	8	42.1
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

The findings in table 19 indicate that 53.3% teachers and 57.9% headteachers confirmed that inspectors visited schools prior to the implementation of FPE programme.

School inspectors are charged with the responsibility of quality control in schools by offering guidance to the teaching staff on the curriculum and any changes in the education system or structure among others. Teachers and head teachers were therefore asked to indicate whether

school inspectors visited schools following the implementation of FPE programme. The analysis is summarized in table 20.

**Table 20: Frequency of school visits by inspectors following the implementation of FPE.**

Responses	Teachers		Head Teachers	
	Frequencies	%	Frequencies	%
Yes	142	93.3	19	100
No	10	6.7	-	-
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

Findings from table 20 also indicate that school inspectors visited the schools following the implementation of FPE. This was confirmed by 100% headteachers and 93.3% teachers.

Findings from both table 18 and 19 reveal that school inspectors visited the schools prior to and after the implementation of FPE programme. This may be attributed to the fact that the schools are all in Nairobi province, which is the capital city of Kenya. This being the case the infrastructure is good and the schools are accessible by the school inspectors.

School inspectors are charged with many responsibilities among them, inspecting school facilities, organizing school activities, checking on the education standards, vetting books used by teachers and pupils, organizing co curricular activities and checking on teachers' workload. Teachers were therefore asked to state if school inspectors carry out these duties always, often, occasional or never. Their response is analyzed in table 21.

- KEY: AL - ALWAYS**  
**OF - OFTEN**  
**OC - OCCASSIONARY**  
**NE - NEVER**

**Table 21: Classteachers response on duties of school inspectors.**

Number of times	Rating Scale (%)				Total	Total
	AL	OF	OC	NE	%	(F)
Inspecting the school facilities and suggestions for improvement.	13%	20%	42%	25%	100	152
	20	30	64	38		
Organizing in-service courses for the teacher.	02%	18%	43%	37%	100	152
	03	28	65	56		
Checking on maintenance and improvement of education standards.	22%	35%	30%	13%	100	152
	34	52	46	20		
Vetting books used by teachers and pupils and advising.	22%	19%	41%	18%	100	152
	33	29	62	28		
Organizing co-curriculum activities.	08%	11%	29%	52%	100	152
	12	17	44	79		
Checking on teachers' workload and advising on transfers.	2%	14%	17%	67%	100	152
	03	21	26	102		

Head teachers were also asked to state if school inspectors carry out these duties always, often, occasionaly or never. Their response is analyzed in table 22.

**Table 22: Headteachers' response on duties of school inspectors.**

Frequency of tasks carried out by school inspectors.	Head Teachers				Total	Total
	AL	OF	OC	NE	(%)	(N)
Inspecting the school facilities and suggestions for improvement.	16%	26%	58%	-	100	19
	03	05	11			
Organizing in-service courses for the teacher.	-	6%	47%	47%	100	19
	-	01	09	09		
Checking on maintenance and improvement of education standards.	06%	26%	68%	-	100	19
	01	05	13	-		
Vetting books used by teachers and pupils and advising.	16%	21%	42%	21%	100	19
	03	04	08	04		
Organizing co-curriculum activities.	16%	31%	06%	47%	100	19
	03	06	01	09		
Checking on teachers' workload and advising on transfers.	06%	06%	35%	53%	100	19
	01	01	07	10		

Information in table 21 showed that, 42% classteachers and most of the headteachers (58%) in table 22 confirmed that school inspectors inspected school facilities occassionary. In terms of organizing co curricular activities, 43% class teachers and 47%headteachers indicated that this was only done occassionary. In terms of organizing co curricular activities, class teachers and head teachers indicated that this is hardly ever done with the former at 52% and the later at 47% confirming this.

The fact that school inspectors rarely carry out their duties as is expected is a factor that can affect the implementation of FPE programme. These findings agree with Mr. Siringi's (Nation, 6th: 2003:1) that after the implementation of the free primary programme, one of the emerging challenges is lack of effective inspection of the programme.

Teachers and head teachers rated school inspectors' performance in view of their duties in table 21 and 22. The analysis of their response is in table 23.

**Table 23: Rating of school inspectors by teachers and head teachers.**

Rating	Teachers		Head Teachers	
	Frequencies	%	Frequencies	%
Poor	81	53	9	47
Fair / Average	71	47	10	53
Excellent	-	-	-	-
<b>Total</b>	<b>152</b>	<b>100</b>	<b>19</b>	<b>100</b>

Data analyzed in table 23 confirmed that head teachers (53%) and 47% teachers rate school inspectors' performance fairly in relation to their duties. Head teachers noted that the inspectors are very few and the number of schools is overwhelming, they also noted that due to the nature of their work, (a lot of documentation and filling returns) their work is more in the office than in the field. However, 53% of the teachers and 47% of the head teachers rated them as poor. They indicated that school inspectors are usually out to harass teachers rather than offer advice. These findings agree with earlier findings by UNESCO, (1997:26) that, the tasks of supervisors have become overwhelming. This is because the number of teachers and schools to be inspected has increased dramatically during recent decades, while the number of inspectors has not followed the same trend. Consequently there is lack of staff and supervisors complain that they have too many schools to supervise.



#### 4.7. Teachers attitude towards implementation of FPE.

With regard to the need for FPE, head teachers were asked to indicate their responses on whether pupils have benefited from the programme, if FPE has assisted pupils to access education, if pupil retention has improved and if FPE has minimized cases of absenteeism. Their responses using the rating scale are outlined in table 24.

**Table 24: Head Teacher's responses on the need for FPE**

Sub - Items	(%)					Total %	Total (N)
	SA	A	U	D	SD		
FPE is essential in all public primary schools.	68%	32%	-	-	-	100	19
	13	06	-	-	-		
All stakeholders were informed about FPE prior to its implementation.	-	05%	27%	47%	21%	100	19
	-	01	05	09	04		
Pupils in my primary school have benefited from FPE.	42%	42%	11%	05%	-	100	19
	08	08	02	01			
FPE has enhanced access to primary education.	42%	48%	05%	05%	-	100	19
	08	09	01	01	-		
FPE has enhanced retention of pupils in schools.	27%	36.7 %	05%	27%	05%	100	19
	05	07	01	05	01		
FPE has enhanced completion.	05%	32%	27%	09%	27%	100	19
	01	06	05	02	05		

<b>Key:</b>	<b>SA</b>	<b>-</b>	<b>Strongly Agree</b>
	<b>A</b>	<b>-</b>	<b>Agree</b>
	<b>U</b>	<b>-</b>	<b>Undecided</b>
	<b>D</b>	<b>-</b>	<b>Disagree</b>
	<b>SD</b>	<b>-</b>	<b>Strongly Disagree.</b>

Information from table 24 showed that, 68% head teachers strongly agree that free primary education is essential in public primary schools.

Like the head teachers, teachers were also asked to indicate their responses on whether pupils have benefited from the programme, if FPE has assisted pupils to access education, if pupil retention has improved and if FPE has minimized cases of absenteeism. Teachers' response is in table 25.

**Table 25: Teachers' responses on the need for FPE**

Sub - Items	(%)					Total %	Total (N)
	SA	A	U	D	SD		
Pupils in this school have benefited from FPE programme.	27%	59%	4%	07%	03%	100	152
	41	89	06	11	05		
FPE has assisted pupils' access primary education.	49%	43%	08%	-	-	100	152
	75	65	12	-	-		
Due to FPE pupils' retention rate has improved.	23.5%	36.3%	18.3%	16.5%	5.4%	100	152
	36	55	28	25	08		
FPE has assisted in minimizing cases of absenteeism.	20%	36%	08%	22%	14%	100	152
	30	54	12	35	21		

From table 25, it is clear that 59% teachers perceive FPE programme as a positive move by the government to provide basic education to all. Most of them (49%) also concur that FPE has assisted pupils to access primary education. Teachers however hold divergent views in terms of pupils' retention rate and FPE's impact on absenteeism. These findings agree with earlier findings by (Dakar Framework, 2000) that, all children, young people and adults have a human right to benefit from a basic education that will meet their basic needs in the best and fullest sense of the term. Such an education should be geared to tapping each individual's talents and potential, and developing learner's personalities, so that they can improve their lives and transform the society.

For teachers who are the implementers of FPE to “own” and appreciate the programme, they should be well informed about the programme prior to its implementation, appreciate the role defined for them, feel empowered in their role and their opinions should be sought. Data on teachers’ role in FPE programme is in table 26.

**Table 26: Classteachers’ role in FPE programme.**

Sub - Items	(%)					Total %	Total Frequency
	SA	A	U	D	SD		
Teachers are well informed about their role in the FPE programme.	03%	10%	32%	47%	08%	100	152
	05	15	49	72	11		
Teachers appreciate the role defined for them.	22%	35.7%	27.8%	2.5%	12%	100	152
	33	54	42	04	18		
Teachers feel empowered in their role in the programme.	02%	25%	20%	24%	29%	100	152
	03	38	31	36	44		
Policy makers have sought teachers’ opinion on their role.	4.6%	05%	18%	31.6%	40.8%	100	152
	07	08	27	48	62		

- Key:** SA - Strongly Agree  
A - Agree  
U - Undecided  
D - Disagree  
SD - Strongly Disagree.

From the findings in table 26, classteachers revealed that most of them (47%) were not well informed about their role in the free primary education programme. About 40.8% of them strongly disagree that policy makers had sought their opinion on their role. Teachers however differ on whether they feel empowered in their role in the programme. Based on the above findings, it can be concluded that teachers feel left out as stakeholders in the FPE programme. They feel that their opinions have not been sought, and as a result, they do not "own" the programme. These findings agree with earlier findings by (Guttman 1990: 27) who observed that education reform processes tend to maintain the classical scheme of incorporating teachers when the proposal has already been defined, counting teachers only as potential trainees and implementers, thus ignoring the importance of teachers' knowledge, experience and active participation in the reform process.

#### **4.8 Findings on the challenges in the implementation of Free Primary Education.**

Some challenges that have been found to affect implementation of FPE programme in schools were noted down by the respondents. The summary of their responses are tabulated in table 27.

**Table 27: Class teachers/ head teachers response on challenges facing FPE programme.**

<b>Challenges</b>	<b>Class teacher</b>		<b>Head Teacher</b>	
	<b>Frequency</b>	<b>%(N)</b>	<b>Frequency</b>	<b>%(N)</b>
Lack of adequate Facilities/equipments	140	16	14	14.6
Overcrowding	120	13.8	12	12.5
Heavy workload for teachers	142	16.3	18	18.7
Frequent admission and transfer of pupils through out the year	110	12.6	04	04.2
Co-curricular activities have been neglected	135	15.5	16	16.7
Parents/community has neglected their role in their children's education.	98	11.3	17	17.7
Lack of training for education staff on emerging issues such as how to integrate overage pupils due to FPE.	126	14.5	15	15.6
<b>TOTAL</b>	<b>(N) 871</b>	<b>100%</b>	<b>(N) 96</b>	<b>100%</b>

Class teachers (16%) and head teachers (14.6%) cited lack of adequate facilities/equipment as a main challenge in the implementation of FPE programme. Again, 13.8% classteachers and 12.5% head teachers concurred that overcrowding in classrooms is a challenge in the implementation of free primary education. Most of the schools visited had the same old classrooms. No new classrooms were found to have been constructed or under construction in response to the increase in enrolment due to the FPE programme. The existing classrooms are the same old ones with some pupils sitting on the floor in some schools such as Kibera and Joseph Kangethe.

Heavy workload was also rated as a challenge by 16.3% of class teachers and 18.7% head teachers. Findings revealed that the teacher: pupil ratio was way above the recommended ratio of 1:40. In 31.5% schools in Nairobi, the ratio was between 1:56 to 1:60 while in the lower classes, the ratio was as high as 1:70.

Although it featured as the least serious challenge, frequent admission and transfer of pupils throughout the year was indicated as a challenge that deserves attention. Earlier reports had indicated that following the implementation of FPE, parents were transferring their children from rural schools to urban public schools. This was confirmed by 12.6% class teachers and 4.2% head teachers. Within the city, parents withdrew their children from private schools to public the schools which posted good results such as Olympic.

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

Both the class teachers (11.3%) and head teachers (17.7%) also pointed out that the parents and the community has not supported the programme. They cited the negative attitude of the community towards education support as a challenge in the implementation of FPE.

Finally, Class teachers (14.5%) and head teachers (15.6%) felt that following the implementation of FPE programme, they need to be trained on emerging issues for instance, how to handle overage children who have enrolled in schools as a result of the free primary education programme.

## **CHAPTER FIVE**

### **5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.**

#### **5.1 Summary of Findings.**

The chapter has presented summary of the research findings namely: if teachers were prepared/trained prior to the implementation of FPE, whether schools have adequate educational resources, the effect of FPE on teachers' workload, whether the inspectorate has been carrying out its duties efficiently and the trend in performance in Nairobi schools since introduction of FPE programme.

Findings revealed that most Head teachers (46.7%) have not had any training/were not in serviced prior to the implementation of FPE programme. Teachers' on the other hand stated that seminars and workshops have continually been organized to update teachers on the progress of Free Primary Education since its implementation.

Research findings revealed that Headteachers and class teachers have a positive attitude towards FPE programme and they view it as one that will enhance children's access to education.

Majority of the head teachers (73.3%) confirmed that teachers did not have adequate stationary. Most of the classteachers did not have enough reference books. Classteachers and the headteachers concurred on the fact that pupils do not have enough desks. 70.4% and 78.9% respectively. Most teachers (65.1%) did not have enough reference books.



Teachers' workload is way above the recommended workload of 35 lessons per week. Both teachers (45.8%) and (73.7%) headteachers, indicated that teachers teach between 36 and 40 lessons per week. Pupil: teacher ratio is way above the recommended ratio of 1:40. A number of schools in Nairobi (31.5%) had a ratio of 1:56 to 1:60.

Class teachers (42%) and most of the headteachers (58%) confirmed that school inspectors inspect school facilities occasionally. In terms of organizing co-curricular activities, classteachers and headteachers indicated that this is hardly ever done with the former at (52%) and the latter at (47%). When rating the performance of school inspectors, 53% head teachers rated them fairly. However, 53% of the teachers and 47% of the headteachers rated them as poor.

## 5.2 Conclusions.

Teachers and headteachers feel that they do not 'own' the FPE programme mainly because they were not prepared/in serviced prior to the implementation and their views were not sought.

Teachers and headteachers have a positive attitude towards FPE and they view it as a program that will enable more pupils to access primary education.

Teaching and learning facilities are not adequate to cater for the increase in the number of pupils following the implementation of FPE. Facilities for co-curricular activities have not been catered for in the FPE programme.

Class teachers are few and overworked in view of the upsurge in the number of pupils following the implementation of FPE. As a result, teachers are not carrying out other duties assigned to them efficiently.

Like teachers, school inspectors are few and therefore not effective in their work because work is overwhelming. They also lack training on how to advise teachers on emerging issues, for instance how to integrate overage pupils in school following the implementation of FPE program.

### **5.3 Recommendations.**

(1). There is urgent need for teachers and headteachers to be more informed / trained about their role in the FPE program. For them to 'own' the FPE program, they should also be consulted on issues that affect them. Headteachers need training in respects such as, basic accounts so that they can handle the new responsibilities that they now face in relation to school finances. The MOEST can do this by organizing workshops for headteachers who can in turn inform the teachers. This will ensure that teachers who are the implementers of education reforms "own" and appreciate the program.

(2). Inadequacy of teaching and learning facilities implies that unless the provision of these facilities is improved, implementation of FPE program will remain a challenge. MOEST can facilitate this by ensuring that the facilities are supplied on time, and in adequate numbers in all the schools.

(3). A needs assessment should be conducted in all public primary schools so as to provide the facilities as per the needs of every school.

(4). School equipment scheme should be revived and be charged with the responsibility of distributing the facilities. The funds allocated to every pupil per year need to be reviewed so that more funds can be availed to schools. The funds should be disbursed in time to all schools in order for headteachers to buy all the facilities that teachers need.

(5). Funds for co-curricular activities should also be availed to all schools so that pupils can benefit from an education that caters for the whole person.

(6). Heavy workload for teachers implies that they may not be effective in their work. FPE program may continue to face challenges of offering quality education unless MOEST steps in and employs more teachers to ease the teachers' heavy workload.

(7). For school inspectors to carry out their duties effectively, more should be employed by the MOEST. They should also be provided with the facilities they need so as to carry out their duties well. They also need in service training so that they can be in a position to offer guidance to teachers especially on FPE.

#### **5.4 Recommendations for Further Research**

The researcher suggests that the following areas require further research:

- In order to give a balanced view of the factors affecting the implementation of free primary education programme, this study be replicated in a rural setting.
- A study be carried out eight years the implementation of free primary education to assess the impact of free primary education on completion.

## BIBLIOGRAPHY

Abagi. O, (1988). National Legal Framework in Domesticating Education as a Human Right in Kenya. Sessional paper no.2 Institute of policy analysis and research. Nairobi, Kenya.

Abagi and Olweya (1999). Achieving Universal Primary Education in Kenya by 2015. Discussion paper no.017/9. Institute of policy analysis and research. Nairobi, Kenya.

Aduda.D, (2003). May 6<sup>th</sup> Daily Nation, Battling ignorance, Nairobi.

Best and Kahn (2002). Research in Education 7<sup>th</sup> Ed.  
New Delhi: Ally and Bacon.

Campbell L (1971). Introduction to Education Administration.  
Boston: Ally and Bacon.

Coombs,P.H (1985: 69). The World Crises in Education.  
New York: Oxford University Press,

East African Standard, (2002). Saturday February 2nd, (2002: 18) Nairobi.

East African Standard, (2003). Monday, January 6<sup>th</sup>, (2003:8) Nairobi.

Daily Nation, (2003). March 3<sup>rd</sup> (2003; 5) Nairobi.

Daily Nation, (2004). February 28<sup>th</sup>, (2004; 11) Nairobi.

Croll and Hastings, (1996). Effective Primary Teaching.

Great Britain: David Fulton.

Delioakar, A.B. (1999). Primary and Secondary Education in Kenya. (A sector review in Kenya). Nairobi. Unpublished research report.

Elimu Yetu Coalition (2003). Reform Agenda for Education Sector in Kenya. Nairobi: UNICEF.

GOK, (2003). Economic Survey : Central bureau of statistics, Nairobi.

GOK, (1999). Totally Integrated Education and Training. (Report of the commission of inquiry into the education system in Kenya). Nairobi: Government Printers.

GOK, (2003). Education Sector Review Strategic Plan. Nairobi: Government Printers.

GOK, (2003). Free Primary Education: Every Child in School. Nairobi. MOEST.

GOK, (2003). Report of the Taskforce Implementation of Free Primary Education. Jomo Kenyatta Foundation: Nairobi.

Gaston.M (1979). The Child's Right to Education. Nairobi. UNESCO.

Guttman C (1990). All Children can learn. London: UNESCO.

Isaac and Michael (1981). Handbook in Research and Development; for Education and Behavioral Sciences 2nd ed. San Diego. Edits publishers.

Kerlinger.F.N (1973). Foundations of Behavioral Research.

New Delhi: Surjeet publication.



Kibaki.E.M (2003). National Conference on Education.KICC Nairobi. Kenya.

Koigi.J (2004). The weekly Advertiser January 12<sup>th</sup>-26<sup>th</sup>.Nairobi.

Lockheed and Verspoor (1991). Improving Primary Education in Developing Countries. London: Oxford University press.

Marlaine.M (1994). Improving Primary Education in Developing Countries.  
London:Oxford University Press.

Mauno, (1992). Book of Readings on Educational Management. UNESCO, Harare.

Mulusa (1988). Evaluating Educational and Development Programmes.  
University of Nairobi: CADE.

Mwiria Kilemi, (2004). Sunday Nation, Nairobi.

Nachmias and Nachmias (1996). Research Methods in Social Sciences.  
5<sup>th</sup> ed. Edits Publishers, San Diego.

Nation Team 2003, Daily Nation, 6<sup>th</sup> January, (2003; 6) Big Rush as Children Grab Free School Slots. Nairobi.

Nation Team 2003, Daily Nation, May 1<sup>st</sup> (2003; 1) Teacher Shortage Blamed For Chaos. Nairobi.

Ogotho and Ogodo (2003). East African Standard, Monday January 6<sup>th</sup>. (2003: 2) Nairobi.

Okoth and Ogodo (2003). East African Standard, Monday 6<sup>th</sup> (2003: 2) Nairobi.

Okumbe.J.A (1998). Educational Management Theory and Practice.

Nairobi University Press, Nairobi.

OkumbeJ.A (2001). Human Resources in Educational Organizations. (An educational perspective). Educational development and research bureau. Nairobi.

Otiende, Waruhiu and Karugu(1992) Education and Development in Kenya. (A Historical Perspective). London, Oxford University press.

Obanya Pai (1999). The Dilemma of Education in Africa. Dakar, UNESCO.

Rassekh and Vaideanu (1987). The Contents of Education,

UNESCO.

Saitoti.G (2003). How Far we Have Come Since Independence and What Still Needs to be done, Nairobi. MOEST.

Saitoti.G (2003). Meeting the Challenges of Education and Training During the 21<sup>st</sup> Century in Kenya. Nairobi. MOEST.

Siringi.S (2003:6) Daily Nation, Thursday February 6th, (2003; 11) Myriad Challenges Remain. Nairobi.

Sulka.P.D (1983). Educational Management Theory Practice in India. Vikas Publishing House: New Delhi.

TSC (2003). Free Primary Education.vol.5, Nairobi.

UNESCO, (1999). Dakar Framework for Action Commentary Dakar: UNESCO.

UNESCO. (2000). Dakar Frame work for action. Dakar, UNESCO.

UNESCO (2003). Education For All. News issue I no. v, Nairobi.

UNESCO (2003). International Review on Education vol. 49. London. UNESCO.

UNESCO (2001). Strengthening Access and Equity in Basic Education.(Republic of Kenya).Nairobi: UNESCO.

UNESCO (2000). World Education Forum. Forum no. 39. UNESCO.

UNESCO (1982). UNESCO statistical yearbook.UNESCO.

UNESCO (1997). Current Issues in Supervision: A Literature Review

UNESCO (1998). Supervision and support in Asia vol.11.

UNESCO and UNICEF (1999). World teachers' day.UNESCO: UNESCO. Nairobi.

UNESCO (1991). The World Declaration on Education for All.vol.1:UNESCO.

UNICEF (2003). Watoto Wetu "From Bill to Act". Nairobi:UNICEF.

Wilson (1988). Appraising Teaching Quality. Britain, Hodder and Stoughton.

## APPEDIX A

### LETTER TO THE RESPONDENTS.

Jane M Njuguna,  
University of Nairobi,  
Dept. of Educational Administration & Planning,  
P.O BOX 92,  
Kikuyu.

Dear Sir/Madam.

### RE: QUESTIONNAIRE ON THE IMPLEMENTATION OF FREE PRIMARY EDUCATION PROGRAMME.

I am carrying out a research on the above topic in order to gather information, which might improve the implementation of the FPE in public primary schools.

I would be grateful if you could answer truthfully the questions in the questionnaire and also share your experiences with me. Your responses will be treated with confidence.

Kindly complete all sections of the questionnaire. Your input and support towards this research is very important towards the implementation of free primary education programme in the country.

Thank you,

Yours Faithfully, Jane Muthoni Njuguna

## APPEDIX B

### HEADTEACHERS QUESTIONNAIRE

This questionnaire is part of a research project investigating factors affecting the implementation of free primary education programme in Nairobi province, Kenya. This questionnaire is divided into three sections. Please complete each section as instructed. Do not write your name or any other form of identification. All the information on this questionnaire will be treated in confidence.

#### Section A

Please respond to each item by putting a tick (✓) next to the response applicable to you.

1. What is your gender?

Male [    ]

Female [    ]

1. What is your highest academic qualification?

Diploma/SI education [    ]

Approved Teacher Status [    ]

University Degree (B.ED) [    ]

B.A/B.SC with PGDE [    ]

Masters Degree (M.ED) [    ]

2. For how long have you been a head teacher? \_\_\_\_\_ Years \_\_\_\_\_ Months.

3. For how long have you been a head teacher in this school? \_\_\_\_\_ Years.  
 \_\_\_\_\_ Months.
4. Where is your school located (zone)? \_\_\_\_\_
5. Please indicate the size of your school.
- |                    |        |
|--------------------|--------|
| Single streamed    | [    ] |
| Double streamed    | [    ] |
| Triple streamed    | [    ] |
| Four streamed      | [    ] |
| Five streamed      | [    ] |
| Above five streams | [    ] |
7. For how long has your school been in existence? \_\_\_\_\_ Years.
8. What is the total number of pupils in your school? \_\_\_\_\_
9. What is the total number of teachers in your school? \_\_\_\_\_

**Section B**

Use the table below to indicate your opinion or feelings towards the items that follow.

Please put a tick (✓) next to the response that best describes your opinion.

- |                |       |
|----------------|-------|
| Strongly Agree | (SA). |
| Agree          | (A).  |
| Uncertain      | (U).  |
| Disagree       | (D).  |



Strongly Disagree

(SD).

**Statements**

<b>Need for free Primary Education</b>		<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1.	FPE is essential in all public Primary schools					
2.	All stakeholders were well informed About FPE prior to its implementation					
3.	Pupils in my school have benefited From FPE					
4.	FPE has enhanced access to primary education					
5.	FPE has enhanced retention of pupils in schools					
6.	FPE has enhanced completion					

<b>In-service training on FPE programme.</b>						
1.	Head teachers were in-serviced prior to the implementation of FPE programme.					
2.	Workshops and seminars have continually been organized to update teachers on the progress of FPE					
3.	Teachers have continued to be in serviced on the FPE programme					
4.	More workshops should be organized for head teachers					

**Information on Inspection of schools following the introduction of F.P.E.**

11. Has your school been visited by inspectors following the introduction of free primary education?

Yes  No

12. If yes how many times have they visited your school?

---

---

13. How do you rate the performance of inspectors in relation to their duties?

---

---

**Section C**

**Information on teachers' workload.**

1. On average, how many pupils do you have in each class?

CLASS	NO. OF PUPILS
STD 1	
STD 2	
STD 3	
STD 4	
STD 5	
STD 6	
STD 7	
STD 8	

2. What is the pupil: teacher in your school?

---

---

3. How many lessons does each teacher teach per week?

---

---

4. How many subjects does each teacher handle?

---

---

5. (a) Are teachers able to give and mark assignments on time?

Yes  No

(b) Explain your answer.

---

---

6. What is your opinion regarding teachers workload following the implementation of the free primary education programme?

---

---

**Information on availability of material resources (for pupils).**

7. What is the teacher: textbook ratio in your school?

---

---

8. (a) Is the ratio in (8) above appropriate for learning?

Yes  No

(b) Explain your answer.

---

---

9. How many exercise books does each pupil get at the beginning of the year?

---

---

10. Is the number of exercise books in (10) above adequate for all pupils?

---

---

11. Are pupils provided with any other stationery? If so please outline them.

---

---

12. Do you think the stationery is adequate?

Yes

No

**Information on material resources (for teachers).**

14. What is the teacher: reference books ratio in your school?

---

---

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

15. How many chalkboards are there in each class?

---

---

16. How many boxes of chalk do teachers get per week?

---

---

17. (a) Is the amount of chalk given to teachers per week adequate?

Yes

No

(b) Explain your answer.

---

---

18. Are the teachers provided with any other stationery? If so, please list them down.

---

---

**Information on availability of other facilities.**

19. How many classrooms are there in your school?

---

---

20. What is the average number of pupils per class?

---

---

21. (a) Does your school have enough desks?

Yes  No

(b) Indicate the number of pupils that are sharing a desk in your school?

---

---

22. Does your school have a library?

Yes  No

23. If you have a library, is it well stocked with books for pupils and teachers?

(i) Books for teachers                      Yes                       No

(ii) Books for Pupils                      Yes                       No

24. Does your school have a staff room?

---

---

25. If your answer in (24) is yes, what is your comment about its size?

---

---

26. Does your school have a playfield?

Yes                       No

27. (a) If there is a playfield, is it adequate for the school?

Yes                       No

(b) Explain your answer.

---

---

28. (a) Does your school have enough room for future expansion?

Yes

No

(b) Explain your answer.

---

---

29. List the challenges you have encountered while implementing the free primary education programme.

(i) 

---

---

(ii) 

---

---

(iii) 

---

---

(iv) 

---

---

(v) 

---

---

(vi) 

---

---



---

(vii)

---

---

(viii)

---

9. Give your views and suggestions on how implementation of free education can be improved.

(i)

---

---

(ii)

---

---

(iii)

---

---

(iv)

---

---

(v)

---

---

(vi)

---

---

(vii) \_\_\_\_\_  
\_\_\_\_\_

(viii) \_\_\_\_\_  
\_\_\_\_\_

**(THANKYOU)**

## APPEDIX C.

### TEACHERS QUESTIONNAIRE

This questionnaire is part of a research project investigating factors affecting the implementation of free primary education (FPE) programme in Nairobi, Kenya this questionnaire is divided into three sections. Please complete each section as instructed. Do not write your name on the questionnaire or any other form of identification. All the information will be treated with confidence.

#### Section A.

Please respond to each item by putting a tick (✓) next to the response applicable to you.

1. What is your gender?

Male [ ]

Female [ ]

2. What is your highest level of academic qualification?

Diploma/ S I teacher [ ]

Approved Teacher Status [ ]

University Degree/B.ED [ ]

BA / BSC. With PGDE [ ]

Masters Degree (M.ED) [ ]

3. For how long have you been a teacher? \_\_\_\_\_ Years \_\_\_\_\_ Months.

4. For how long have you been a teacher in this school? \_\_\_\_\_ Years \_\_\_\_\_ Months.
5. Where your school is located (zone)? \_\_\_\_\_
6. Please indicate the size of your school.
- |                    |       |
|--------------------|-------|
| Single streamed    | [   ] |
| Double streamed    | [   ] |
| Triple streamed    | [   ] |
| Four streamed      | [   ] |
| Five streamed      | [   ] |
| Above five streams | [   ] |

**Section B**

Use the table below to indicate your opinion or feelings towards the items that follow.

Please put a tick (✓) next to the response that best describes your opinion.

- |                   |         |
|-------------------|---------|
| Strongly Agree    | [S A ]  |
| Agree             | [ A   ] |
| Uncertain         | [ U   ] |
| Disagree          | [ D   ] |
| Strongly Disagree | [S D ]  |

Statements.

Need for free primary education		SA	A	U	D	SD
1.	Pupils in this school have benefited from the FPE programme.					
2.	FPE has assisted pupils to access primary education.					
3.	Due to FPE the pupil retention rate has improved.					
4.	FPE has assisted in minimizing cases of absenteeism					

Role of the teacher in the programme.		SA	A	U	D	SD
5.	Teachers are well informed about their role in the FPE programme.					
6.	Teachers appreciate the role defined for them.					
7.	Teachers feel empowered in their role in the programme.					
8.	Policy makers have sought teachers' opinion on their role.					

Training/ in-service on the FPE programme.		SA	A	U	D	SD
9.	Teachers were trained in- serviced prior to the implementation of the programme.					
10.	Workshops /seminars have continually been organized to update teachers on the progress of the programme.					
11.	Head teachers also organize and facilitate in-house training of teachers					
12.	During training, teachers' views on various issues concerning the FPE programme are sought.					
13.	Teachers appreciate the training offered during the workshops.					
14.	More workshops and seminars should be organized for teachers.					

**Information on inspection of schools following the introduction of FPE programme.**

15. Were you trained/in – serviced prior to the implementation of the FPE programme?      Yes       No

16. Have school inspectors ever visited your school?  
Yes       No

17. If Yes, what type of assistance did they give you?  
\_\_\_\_\_  
\_\_\_\_\_

18. How would you rate the performance of inspector in relation to their duties?  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION C.**

**Information on teachers' workload.**

1. (a) Which class (es) do you teach? Tick appropriately and,  
(b) Indicate the number of pupils in each class.

<b>CLASS</b>	<b>NO. OF PUPILS PER CLASS</b>
Std 1	
Std 2	
Std 3	
Std 4	
Std 5	
Std 6	
Std 7	
Std 8	

2. In your opinion, is the class size ideal for teaching and learning?

---

---

3. How many lessons do you teach per week?

---

---

4. How many subjects do you handle?

---

---

5. (a) Are you able to give and mark all the assignments on time?

Yes  No

(b) How many assignments do you give per week?

---

---

(c) How many are you expected to give?

---

---

6. Apart from teaching, which other responsibilities do you carry out in school?

---

---

7. (a) Do you perform the responsibilities in (6) above efficiently?

Yes  No



(b) Explain your answer?

---

---

**Information of the availability of material resources.**

8. (a) Do you have adequate reference books for all the subjects that you teach?

Yes

No

(b) Explain your answer?

---

---

9. Does the number of reference books affect your teaching?

Yes

No

(b) Explain your answer?

---

---

10. How many chalkboards are there in each class?

---

---

11. Do you think the chalkboards per class are adequate?

---

---

12. (a) Are you provided with writing materials?

Yes  No

(b) If Yes, are the materials adequate?

Yes  No

(c) Explain your answer?

---

---

13. Please list down any other type of stationary you are provided with.

---

---

15. What is your comment about the stationary provided?

---

---

16. Do you have adequate reference books per class to enable you prepare for your lessons adequately?

Yes  No

(b) Explain your answer?

---

---

17. (a) Do pupils have adequate text books?

Yes  No

(b) Explain your answer?

---

---

**Information on the availability of other facilities.**

18. How many classrooms are there in the school?

---

---

19. Are the classrooms adequate for the all pupils?

Yes  No

20. (a) Does the school have enough desks?

Yes  No

(b) Indicate the number of pupils who are sharing one desk?

---

---

21. Does your school have a library?

Yes  No

22. (a) If Yes, is it well equipped?

Yes  No

(b) Explain your answer.

---

---

Is there a staff room adequate for all the teachers?

Yes

No

(b) Explain your answer.

---

---

List down the co curricular activities that pupils engage in.

---

---

Does the school have enough facilities for the co-curricular activities?

Yes

No

(b) Explain your answer.

---

---

26. Which challenges have you encountered as you implement the FPE program?

(i) \_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

(iii) \_\_\_\_\_

\_\_\_\_\_

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

(iv) \_\_\_\_\_

\_\_\_\_\_

(v) \_\_\_\_\_

\_\_\_\_\_

(vi) \_\_\_\_\_

\_\_\_\_\_

(vii) \_\_\_\_\_

\_\_\_\_\_

(viii) \_\_\_\_\_

\_\_\_\_\_

27. Give your views and suggestions on how implementation of Free Primary Education can be improved?

(i) \_\_\_\_\_

\_\_\_\_\_

(ii)

---

---

(iii)

---

---

(iv)

---

---

(v)

---

---

(vi)

---

---

(vii)

---

---

(viii)

---

---

**THANK YOU.**

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: "EDUCATION", Nairobi

Telephone: Nairobi 334411

When replying please quote

Ref. No. MOEST 13/001/34C 147/2  
and date



JOGOO HOUSE "B"

HARAMBEE AVENUE

P.O. Box 30040-00100

NAIROBI



14th June ..... 20..04

Jane Muthoni Njuguna  
P.O. BOX 30197  
NAIROBI

Dear Madam

RE: RESEARCH AUTHORISATION

Please refer to your application for authority to conduct research on 'Factors affecting the implementation of free - Primary Education in Nairobi Province, I am pleased to inform you that you have been authorised to conduct research in Nairobi Province for a period ending 31st December, 2004.

You are advised to report to the Provincial Commissioner and the Provincial Director of Education, Nairobi before embarking your research project.

You are further expected to avail two copies of your research report to this Office upon completion of your research project

Yours faithfully

T. MOTURI  
FOR: PERMANENT SECRETARY

CC

The Provincial Commissioner  
Nairobi

The Provincial Director of Education  
Nairobi



# CITY COUNCIL OF NAIROBI



TELEGRAMS "SCHOOLING"  
TELEPHONE: 224281  
EXT: 2426/2590

EDUCATION DEPARTMENT

CITY HALL ANNEXE  
P.O. BOX 30298  
NAIROBI

REF NO.....GL/NC/141 VOL. I/64

18th June, 2004

All Headteachers  
City Council Primary Schools  
NAIROBI

RE: RESEARCH AUTHORITY

This is to certify that Jane Muthoni Njuguna of the University of Nairobi is authorised to visit Council Schools for the purpose of carrying out a research titled 'Factors affecting the Implementation of Free Primary Education in Nairobi Province for period ending 30th August, 2004.

Therefore you are instructed to facilitate this research in your school.

A handwritten signature in black ink, appearing to read 'James M. Kiburi'.

JAMES M. KIBURI  
SENIOR EDUCATION OFFICER 'A'  
For: DIRECTOR OF CITY EDUCATION

Page

Page

Research Permit No. MCE/S/13/001/340-147

Date of issue: 21st June, 2001

Fee received: KSh. 500



*[Handwritten signature]*  
Regional Secretary  
Ministry of Education  
Science and Technology

UNIVERSITY OF NAIROBI  
EAST AFRIC COLLECTION