

**FACTORS INFLUENCING EFFECTIVE IMPLEMENTATION OF FREE
PRIMARY EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KENYA: THE
CASE OF KASARANI DIVISION**

BY

CHEGE ROSEMARY WANGUI

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OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE
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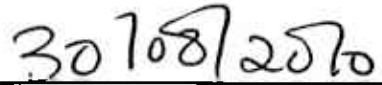
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DECLARATION

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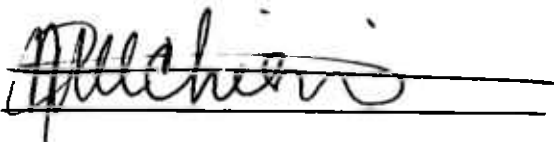


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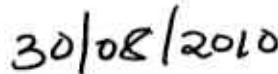


Date

This research project report has been submitted for examination with my approval as a University Supervisor.



MS PATRICIA MUCHIRI
LECTURER
DEPARTMENT OF EXTRA-MURAL STUDIES,
UNIVERSITY OF NAIROBI.



Date

DEDICATION

This work is dedicated to my dear children Peter and Jacqui.

ACKNOWLEDGEMENT

I wish to express my heartfelt gratitude to all the university lecturers who participated in the course of my study. Special thanks go to my project supervisor MS Patricia Muchiri for her consistent guidance, understanding and encouragement. Am also grateful to the Municipal Education Officer Kasarani division and the entire staff of the education office for their assistance in carrying out the study. Much thanks to all the headteachers who participated in this study for taking their time to respond to the questionnaires.

Much thanks to my dear children, Peter and Jacqui for all the patience, prayers and support. I am heavily indebted to my parents Simon Chege and Virginia Wanja for laying a profound foundation for a cream future and also for teaching me the value of hard work.

I would also wish to thank Mrs. Jane Kimemia, the principal St Anne's' Lioki Secondary school for her support all through. Last but not least I would like to appreciate all my colleagues and friends for being great resource persons and encouragement in the course of the study.

To you all who made this work a success, I say thank you very much.

ABSTRACT

Free Primary Education (FPE) refers to an education that involves no financial burden to the parents of the pupils. This means that no fees or levies are charged and there should be no hidden costs to hinder any pupil from benefiting. This research sought to investigate factors influencing effective implementation of Free Primary Education in public primary schools in Kenya, the case of Kasarani Division. It also aimed at determining the extent to which each factor imparts on effective implementation of FPE. The study will be significant in that it may provide useful information in which decisions touching on effective implementation of FPE may be addressed by the Government and other stakeholders in the education sector.

Target population was 25 public primary schools in Kasarani division. It was a census study covering the entire population hence no sampling was done. This study used a questionnaire to collect data from the headteachers of these public primary schools. The data was entered and analyzed using descriptive statistics analysis by computing frequencies, percentages and correlated using Spearman's Rank Correlation.

The data findings indicated a high pupil-teacher ratio (69-60:1) in majority of the schools surveyed (50%). There was also a very high influence of pupil-teacher ratio on effective implementation of FPE as indicated by the correlation of 1.00. The survey indicated that majority of the schools (62.5%) had inadequate physical facilities whose influence was at 0.460. Teaching and learning resources and materials were adequate in majority of the schools (54.2%) whose influence was at 0.666. Training and capacity development had been given in majority of the schools (84%). However the survey indicated that in majority of the cases (83.3%), only 50-59% of the staff had gone through any training and capacity development since FPE began. The influence level was at 0.962.

From the findings of the study it is concluded that the factors pupil: teacher ratio, physical facilities, teaching/learning resources/materials and training and capacity development influence effective implementation of FPE in Kasarani division. The levels of influence varied from moderate, high and very high. The influences were positive in all instances meaning that presence of these factors boost effective implementation of FPE.

Basing on the findings of the study, the researcher recommends improvement of staffing in these schools as well as physical facilities that were found to be inadequate. Notably inadequate were sanitary facilities and absence of libraries in majority of the schools. There should also be more improvement in capacity building of teachers. Funds should also be allocated according to the needs of the schools and not per pupil as it is currently the case, to enable purchase of more instructional materials and improve the existing physical facilities.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome.
ASAL	Arid and Semi-Arid Lands.
DFID	British fund for International Development.
EFA	Education For All.
FPE	Free Primary Education.
FPESP	Free Primary Education Support Project.
GER	Gross Enrolment Rate.
GOK	Government of Kenya.
HIV	Human Immune Deficiency Virus.
KANU	Kenya African National Union.
KRTs	Key Resource Teachers.
Kshs	Kenya Shilling.
MEO	Municipal Education Officer.
MOE	Ministry of Education.
MOEST	Ministry of Education Science and Technology.
NARC	National Rainbow Coalition.
NDP	National Development Plan.
NER	Net Enrolment Ratio.
NGO	Non-governmental Organization.
OPEC	Organization of Petroleum Exporting Countries.
SIDA	Swedish International Agency.
TACs	Teacher Advisory Centers.

TSC	Teachers Service Commission.
UDHR	Universal Declaration of Human Rights.
UNESCO	United Nations Education Scientific and Cultural Organization.
UNICEF	United Nations International Children's Fund.
UPE	Universal Primary Education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Kenya has made significant strides in its education sector. These have been driven by the desire to harness the benefits that accrue from education. The 1990's in the Kenya's education history represent a period of resurgence of interest in the education sector. Increased policy attention to Universal Primary Education (UPE) in the period came in the wake of the Jomtien World Conference on Education for All (1990) in Thailand, whose resolutions reiterated the right of every child to education and emphasized the duty of every state Government to provide education for all its citizens. It also drew attention of Governments of the need to focus attention on the right of the disadvantaged and vulnerable groups, for example, girls, children out of school and children especially in difficult circumstances. The Children Act No. 8 of 2001 further reiterates this (MOEST, 2003).

The government at independence was committed to provide Free Primary Education (FPE) as a long term plan. Priority was given to secondary schools as the best way of allocating and using the limited resources that were available for education to produce middle and high level skilled professional manpower. The Kenya Education Commission of 1964-1965 (Ominde Report) supported the objective of giving every child a minimum of 7years of free UPE. Bogonko (1992) informs us that the first steps towards free primary education were not taken until 1971. The then president Jomo Kenyatta abolished tuition fees for the economically marginal districts of the country. By July

1973, primary school pupils in Marsabit, Isiolo, Samburu, Turkana, Garrisa, West Pokot, Mandera, Wajir, Tana River, and Lamu districts were enjoying free education (Sifuna, 1990). In December 1973, another presidential decree made education free for the first 4 years of primary school education throughout the country in the public schools. This was a follow-up of the Ominde recommendations of 1964. Consequently, enrolment increased from 1.8 million in 1973 to 2.8 million in 1974. The Gachathi Report (1976) recommended the extension of the removal of fees to the full seven years of primary education by 1980. Though the recommendations of the report were not implemented, then President Daniel Arap Moi declared free primary education in 1978 (Bogoko, 1992).

The policy was implemented with some degree of success until the effects of a declining economy and donor conditionality compelled the government to introduce levies. The introduction of cost sharing measures in 1988 under the Structural Adjustments Programs in the provision of social services including education, when the majority of the beneficiaries were experiencing rising poverty levels, influenced the degree of affordability, hence access to this service (Stephen, 2008). While the population had been on a steady increase, there had not been a corresponding expansion or improvement of infrastructure or service delivery. This was attributed to the effects of cost sharing, in addition to the introduction of hidden levies like activity fees. This was compounded by poverty induced inability of most parents to access private education services. It is against this back drop that the National Rainbow Coalition (NARC) government introduced FPE in January 2003 as a fulfillment of one of its campaign pledges in December 2002 through the Ministry of Education Science and Technology (MOEST).

This marked the third attempt to FPE since independence. The objectives of FPE policy are three-fold; Expand access, improve the quality, and enhance the retention, as well as address the prevalent challenges facing the sub-sector (MOEST, 2003). This can only be attained through increased availability of resources to cater for teaching/learning process and increased educational outputs, strengthening the institutional arrangements for effective delivery of primary education, and monitoring and evaluation.

Consequently, enrolment in January 2003 increased by 1.5 million in the 1700 public primary schools in Kenya. The introduction of FPE has led to significant educational achievements. It was a major milestone in the country's education system as it opened the doors for children, who would have otherwise missed a chance to access education and improve their lives (UNESCO, 2005). Expanded access to primary schooling is of fundamental importance to Government's strategy of poverty reduction initiative. The Government has set itself to reducing poverty by 30 percent by 2010. The provision of primary education is central to the implementation of poverty reduction strategy since the acquisition of basic literacy skills will expand access of Kenyans to employment opportunities and sustainable livelihoods. Further, the development of human resource is key to sustaining the country's economic growth. Universal access to primary education is therefore the most effective strategy for ensuring equity both in education system and in available opportunities for survival (MOEST, 2003).

1.2 Statement of the Problem

Kasarani division is in the Nairobi North district of the Nairobi province. It is made up of 25 public primary schools, all of which are slum-oriented according to the Municipal Education Officer (MEO), Kasarani division. This makes these schools large and hence stretching the existing facilities. Despite this, the program has been implemented with some degree of success. The goals of expanding access and enhanced pupil retention were noted to have been achieved in Kasarani division according to the MEO. The current enrolment stands at 33,553 pupils and a text book ratio of an average of 1:1 in upper primary and 1:2 in lower primary in the 25 public primary schools (MEO Kasarani, December, 2009).

This has gone a long way to ensure pupils are retained in schools. However, the goal on quality education has not been effectively realized, six years down the line as evidenced by the high pupil- teacher ratio which stands at an average of 60-69:1, with the highest at 70:1 against the ideal ratio of 1:40 (MEO Kasarani, December, 2009). Physical facilities are strained too especially the provision of sanitary facilities in these schools. There is therefore need to determine those factors that need to be put in place to ensure that all the goals of FPE are effectively realized. This study therefore aimed at examining those factors that influence effective implementation of the FPE program in Kasarani division of Nairobi province, Kenya.

1.3 Purpose of Study

The purpose of this study was to investigate the factors influencing effective implementation of FPE in Kasarani Division of Nairobi Province, Kenya.

1.4 Objectives of the Study

The objectives of the study were;

1. To examine how pupil- teacher ratio influences effective implementation of FPE in Kasarani Division of Nairobi Province.
2. To establish the extent to which availability of physical facilities/infrastructure influence effective implementation of FPE in Kasarani Division of Nairobi Province.
3. To assess how teaching and learning resources/materials influence effective implementation of FPE in Kasarani Division of Nairobi Province.
4. To determine how training and capacity development influence effective implementation of FPE in Kasarani Division of Nairobi Province.

1.5 Research Questions

1. How does pupil- teacher ratio influence effective implementation of FPE in Kasarani Division of Nairobi Province?
2. To what extent does the availability of physical facilities/infrastructure influence effective implementation of FPE in Kasarani Division of Nairobi Province?
3. How does teaching and learning resources/materials influence effective implementation of FPE in Kasarani Division of Nairobi Province?
4. How does training and capacity development influence effective implementation of FPE in Kasarani Division of Nairobi Province?

1.6 Significance of the Study

The findings of the study may have practical implications towards the implementation of FPE program in the country. The findings will be crucial to the Ministry of Education in that it will be formative evaluation whose findings could contribute to better the implementation process. It may hence provide a feedback to the policy developers so that they can evaluate its successes and failures. The findings will also be important to the headteachers in documenting the issues they consider crucial for successful implementation of the policy, and hence be able to address them to the respective authorities. The study may also add to knowledge bank in the area of educational policy implementation. It may also form a base for other researchers wishing to undertake a similar study.

1.7 Scope of the Study

This study covered all the public primary schools in Kasarani division of Nairobi province.

1.8 Limitations of the Study

According to Best and Kahn (2001), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The main limitation of the study was the fact that the study involved the headteachers in the public primary schools in Kasarani division only. Though the DEOs, teachers, pupils and parents are key stakeholders in the implementation of FPE, they were not involved in the study. This was due to time and financial constraints.

1.9 Assumptions of the Study

The study assumed that primary school head teachers are trained as school administrators and so able to identify various crucial factors surrounding the implementation of FPE. The study also assumed that public primary schools in the division were well prepared for the implementation of FPE.

1.10 Definition of Significant Terms

Administration: refers to the process of implementing policy decisions and regulating the day-to-day operations of a section of an organization, for example, a school, or an office.

Education: refers to the total process of developing human ability and behavior. It is therefore an organized and sustained instruction design to communicate a combination of knowledge, skills and attitudes valuable for all the activities of life. It is also said to be a social process, in which one achieves social competence and individual growth, carried on in a selected and controlled institutional setting.

Effective implementation: refers to achievement of the objectives of the FPE program that is, expand access, improve the quality, and enhance retention, as well as addresses the prevalent challenges facing the sub-sector.

Effective teaching: refers to formal instruction that produces successful achievement of set goals and objectives.

Enrolment: refers to the total number of pupils registered in a given school in a particular year.

Primary Education: refers to the first 8 years of formal learning in primary school preceding secondary education.

Public Primary School: refers to a school that is owned and controlled by the government.

Quality Education: refers to education provided when all the basic requirements for effective teaching/learning to occur are adequately present. These include recommended teacher: pupil Ratio and pupil: classroom ratio, instructional materials, physical facilities, motivated teachers, among others.

Stakeholder: refers to anybody with direct or indirect interest in education. For example, pupils, parents, ministry of education, headteachers, among others.

Zone: refers to a local administrative area made up of several schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviewed the literature on FPE in Africa, the concept of implementation, background of FPE in Kenya, and factors that influence effective implementation of FPE in Kenya. The section also reviewed literature on measures of effective implementation of FPE in Kasarani division.

2.2 An Overview of FPE in Africa

After independence, African countries sort to invest in education as it was the most appropriate tool for achieving desired socio-economic and political development. According to Sifuna (1990), education in Africa had two main objectives. These were furnishing future manpower with requisite skills and knowledge, inculcating values that enrich lives and maintaining cohesive productivity.

To achieve the objectives highlighted above, governments opted for different education models, one of them being social demand approach, commonly known as FPE. This is that education that shifts the burden of fees from the parents to the community as a whole. As illustrated by Chiuri and Kiumi (2005), FPE was the favorite education model for most African governments as it ensured that everybody got educated to include economically disadvantaged pupils, as did not discriminate anyone. It recognizes education as a basic human right, which should be provided by governments to their citizens.

However, FPE brought a high demand for education whenever implemented. This caused strain on available resources despite the fact that the program had significant socio-economic advantages. Govender and Farlam (2004), state that the quality of teaching in many countries embracing FPE began to deteriorate as unqualified and untrained teachers were hired. These teachers lacked skills necessary for good quality instruction hence resulting in low quality education. The aforementioned is illustrated by Govender and Farlam (2004), in a World Bank study indicating Africa had 2.5million teachers in 2004 while additional 1.36million teachers were needed to realize UPE by 2015. Highlighting the case of Uganda, as one of Africa's most successful FPE programs, Govender and Farlam (2004) noted Uganda had 17 percent untrained teachers and 57 percent who needed upgrading in the year 2004. This was because excessive demand for education could only be handled by hiring a large number of teachers without professional training.

Education demand across the continent resulted in facilities being rendered inadequate. Pupils subsequently began learning in the open, under trees or in makeshift structures. Learning materials such as textbooks and reference materials were overstretched thus resulting in low quality education. Education challenges brought about by FPE in Africa are observed in the Ghanaian program. This is a pioneer program that happens to be one of the most successful in the continent. However, the Ghanaian FPE program has been regarded with skepticism by a UNESCO (1987-1998) study, which investigated the success of the program. The study found out that parents did not consider education to be free as propagated by the Ministry of Education in Ghana. After reviewing the quality of education in Ghana, UNESCO realized that education in Ghana's rural areas was lower in

quality than that of urban areas. This was attributed to inadequate textbooks, poor teaching skills, excessive loss of instructional time, an overloaded syllabus, poor supervision and lack of motivation for teachers in public schools.

2.3 Background of Free Primary Education in Kenya

In Kenya, FPE has been geared towards economic growth and acceleration of the development process. For this reason the political party (KANU) used it as a pre-election pledge in 1963. A political transition took place in Kenya after the December 2002 general elections, when KANU that had ruled since independence lost to the then opposition party (NARC). During its campaigns, NARC promised to offer free primary education. And true to its promise, after taking over in December 2002, through the Ministry of Education Science and Technology (MOEST), the NARC government introduced FPE in January 2003 (UNESCO, 2004). The response was overwhelming as expected in a country where a substantial proportion of children were out of school. Total pupil enrolment in public primary schools increased from 6.06million in 2002 to 7.4million in 2004 and has continued to increase (MDGs Status Report-2007). In most schools, the headteachers found themselves with more children to enroll than their capacity could hold. Due to the limited space and facilities, the heads turned away many children. Of course, many parents were disappointed they kept moving from one school to another as they sought places for their children (UNESCO, 2003).

Since the government had not given an age limit, even those who were “over-age” were enrolled and this worsened the congestion in schools. Given this background, scholars and key stakeholders have raised pertinent issues related to the FPE policy. While there is a consensus that this is an appropriate policy addressing the problem of declining

primary school enrolment in Kenya, a serious concern has been raised on the way the government has implemented the policy. For example, after the (political) declaration of the policy, school heads were expected to implement it without prior preparations. On the ground, school heads and education officers were caught unawares. Indeed, the government was itself unprepared for the policy because it was started on a short notice (Mwiria, 2004).

In implementing the FPE, the government provides grants to schools for buying teaching/learning materials/resources, repairs and maintenances, besides paying for teachers' salaries (MOEST, 2003). To provide guidance, a taskforce was set up in January 2003 to make recommendations on the FPE implementation. This was followed by a National Conference on Education in November 2003. At the same time, to support the FPE initiative, UNESCO was asked by MOEST to finance and carry out an assessment study to collect the much-needed data on the initial experiences in the implementation of the policy (UNESCO, 2004).

The assessment study found that free education program faces several challenges. Increased pupil population, shortage of teachers, need for clear guidelines on age of admission and placement of over-age learners, need for broad consultation with key stakeholders were sighted as some of the challenges attending to FPE. It was particularly noted that the implementation of the program without prior consultation or preparation of teachers and the subsequent communication to sensitize the various stakeholders on their roles were highlighted as hampering the smooth implementation of the FPE program.

However, it has been noted that the introduction of FPE program in 2003 differed from the previous such attempts in several respects. First it was an election pledge which the new governing party (NARC) had to honor, unlike the previous which were as a result of presidential decrees. Secondly, though it was an election promise like the 1963 KANU Manifesto, it was implemented immediately the new government came to power. Third, there appeared to be real political will to implement the program. Fourth, the donors came to the rescue of the government and contributed substantial resources. The World Bank, for example gave a grant of Kshs 3.7 billion, while the British Government through the Department for International Development (DFID) gave Kshs 1.6 billion. Indeed, the British Government has donated Kshs 7billion since the introduction of FPE. Other donors included the Organization of Petroleum Exporting Countries Kshs 1.2billion, Swedish Government Kshs 430 million and UNICEF Kshs 250 million.

Fifth, compared to previous such attempts, it is being implemented in a much more realistic manner with schools being given specific amounts of money based on the enrolment levels (Kshs. 1,020 per pupil), according to Elimu Yetu Coalition (2003). The creation of the Ministry of Basic Education by the Coalition Government after the 2007 elections is also expected to help in the implementation process. This Ministry has been identified as crucial in the implementation of FPE in the neighboring countries of Tanzania and Uganda (Elimu Yetu Coalition, 2003).

2.4 The Concept of Implementation

According to Kerzner (2003), implementation is the fourth phase in a project's life cycle which integrates the project's product/service into the existing organization. He goes on

to emphasize that proper implementation involves developing a comprehensive time plan for various activities; estimate meticulously the resource requirements; define properly the interlinkages between various activities and specify cost standards. Dwyer (2004) also informs us that the implementation/execution phase is when the rubber hits the road for the project. It is about leading and motivating people, and coordinating human and other resources to carry out the plan. Wysocki (2003) concurs by informing us that execution of the project plan is equivalent to authorizing your staff to perform the tasks that define their respective jobs. Control and monitoring during project implementation is very vital. Controlling a project is about ensuring that its objectives are met by monitoring and measuring progress regularly to identify variances from the plan, and taking corrective action when it is needed (PMBOK, 2000).

Control and monitoring play a key role in making the project happen, and the effectiveness of implementation can both support or challenge control and effective monitoring. PMBOK (2000) goes on to describe the processes involved in the implementation of a project as performing the activities on the plan; quality assurance; team development; information distribution and stakeholder management. The purpose of implementation phase is to provide the means, facilities, materials, and personnel for producing the end product (Angus et al, 2000). They continue to emphasise that the goal of the implementation phase is to produce the completed design in accordance with the plan.

2.5 Pupil-Teacher Ratio

Pupil-Teacher Ratio refers to the average number of pupils per teacher at a specific level of education in a given school year. According to the Report of the National Conference on Education and Training held at KICC (27th -29th Nov, 2003), the teacher resource is one of the most important inputs into the education system. Being the locus of classroom instructional activity and curriculum delivery, they are a critical determinant of the quality of education offered. It was further noted that the distribution and utilization of the teacher resource in the Kenyan educational system has major equity implications. The pupil-teacher ratio is a contributing factor to classroom management since it determines the span of control of each teacher in a given class.

High pupil-teacher ratio leads to feedback problems due to difficulties for the teacher to access pupils frequently, regulate the number of questions a teacher could set in assignments, continuous assessment tests and end of term examinations. Individualization of programs also become difficult as the teachers' span of control is overstretched. Eshiwani (1983) found out that where the class size was 20% in excess of the normal 40 pupils, this tended to have a negative effect on the pupils' achievements. Mogere (1997) found that the larger the class, the lesser the learners were involved in work and the greater the likelihood of engaging in "deviancy". According to UNESCO (2004), free education led to unprecedented increase in enrolment which in-turn affects the teacher-pupil ratio, consequently leading to the decline in the quality of education.

Overcrowded classrooms lead to lack of interaction between the teachers and learners. Wragg (1990) states that, the quality and quantity of teacher-pupil interaction is a critical dimension of effective classroom teaching. Children are curious to find out many things and this implies that their needs have to be catered for to facilitate healthy physical and mental development. Pupil-centered learning is paramount to any kind of learning. Learning should be through all senses such that the teachers should use teaching aids and encourage pupils to write their own. This may not be possible where the class size is big.

Solid learning depends on pupils' enjoyment of the work and appreciation of its utility and purposes. Therefore, it is necessary for each pupil to arrive at the truth themselves either through their sense or by reasoning and advocating methods that foster learning by experience (Wragg 1990). Effective curriculum implementation entails a process whereby a teacher spends planned periods of time with each child at regular intervals. When much of the planning is for a small group, the teacher is able to keep in mind specific intended outcomes, and s/he can adapt her/his approach and "match" the work to different children easily.

The teachers' professional practice is frequently described in terms of two major and apparently separate tasks: one task is instruction: it involves the selection and sequencing of appropriate lesson content, the transmissions of knowledge, skills and attitude, and the provision of feedback to pupils about their learning progress. The other task is classroom procedures to facilitate the work of the class and dealing with threats and disruptions to classroom order. Both of these key functions in curriculum implementation cannot be

accomplished in cases where the teacher is dealing with bloated classrooms. Without the recommended teacher-pupil ratio of 1:40, then the FPE objective of quality education cannot be easily achieved.

2.6 Physical facilities

The school's physical facilities/ infrastructure contribute an important component of the learning environment. These facilities include administrative offices, classrooms, libraries, stores, desks, sanitary facilities and the school playground. According to Bell et al (1996), these resources are important because the school uses them to advance the learning opportunities offered to the pupils. Anandu (1990) asserts that physical facilities are vital for both teachers and pupils in the teaching/learning situations. Any trace of inadequacy leads to frustrations and the motivating factor in terms of comfort diminishes.

Physical facilities that are important in curriculum implementation include classrooms, libraries, sanitary facilities and playgrounds. Good classroom arrangement is important because it can help a teacher to cope with complex demands of teaching many students. Nafula et al (1998) adds that modern teaching environment entails some key characteristics in its physical setting. First of all it requires space for movement. This enables students to physically change their groupings during a lesson. The activities recommended in the syllabus also require space for writing, drawing and experimenting. To accomplish these tasks, desks and tables are needed in the classrooms. Michael (1992) concurs with Nafula on the importance of physical facilities in curriculum implementation. He points out that a teacher should have a classroom of his/her own. A classroom of your own means that you create an atmosphere that reflects your character

and what you have to offer the pupils who come to you. It helps you use wall displays as teaching aide. It means that you can manage the practical supply of learning materials better.

Storage space is crucial too in curriculum implementation. Good teaching depends on having the equipment you need ready when you need it. Stocks of equipment are build-up over the years; some bought, some made, and some acquired. New syllabuses usually contain recommendations of items to acquire and things to make. All these need to be stored. There is need for adequate chalkboard and display space in the classrooms too. This is because most teaching and learning activities require enough space for demonstrations by both the teachers and the pupils as well as plenty of room to display children's work. (Wanjala, 1999) observes that lack of adequate physical facilities like libraries and classrooms affect students' performance. He points out that enough classrooms facilitate good teaching units. Insufficient classrooms make the teaching units very large. Large class size leads to difficult work both in preparation and in marking. It also strains the textbooks usage consequently adversely affecting the students' performance. In the study UNESCO (2005), most schools did not have adequate classrooms to accommodate the large number of pupils enrolled under FPE. The classrooms were generally congested and there was hardly space for movement; the classrooms were in poor condition and lighting was poor as many classrooms depended only on sunlight. It was noted, though, that with FPE, many schools had started doing repairs on classrooms using the money given for maintenance. Adequate physical facilities enable achievement of increased access and quality in the FPE program.

2.7 Teaching and learning materials

Teaching and learning materials form the medium through which teaching is carried out. Teaching and learning materials can be divided into two categories: those used by students and those used by teachers. Materials used by the teachers are important because they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching. They include the syllabi, the teachers' guides, chalkboard, wall maps, chalk, globes, supplementary readers, stationery and pictures. Those used by students include exercise books, textbooks, geometrical sets and atlases.

The availability of teaching and learning materials is very crucial in the advancement of education. They motivate the teachers as they enable them prepare adequately for the lessons while teaching aids enable them explain concepts better. The instructional materials also provide an opportunity for teachers to move towards more active and pupil-centered teaching methods and away from the teacher-centered methods. They enable students read ahead of teachers and hence participate more in class and make them enjoy doing their homework (MOEST, 2003). On this note, the republic of Kenya (1976) states, "Books and other materials are the basic tools of education development. They must therefore be available to the learner in adequate quality and quantities. They must also be available at the time they are required".

Republic of Kenya (1988) claims that the teaching and learning materials should be planned and utilized in the most effective manner to bring about efficient provision of quality and relevance in education. The importance of teaching and learning materials is further highlighted by Mungai (1992). He states that resources have been in use from the

earliest times. Today teachers still depend on teaching tools to make their teaching more effective and even more interesting. This view is echoed by Nyamok (1997) who states that if a teacher uses the teaching materials effectively, he will be able to use the time thus created for other educational activities. Viewed this way, teaching materials will never replace the teachers' instructional activities but rather they will make it possible to further increase the quality of their instructional activities. Adequate resources take care of learners' individual differences and they encourage learners to participate during the teaching/learning process. This makes learning more interesting to the learners and the learners are made active during the learning process. Ouma (1987) supports this view by saying that, "Resources encourage learners to participate in the learning process, motivate their character for individual differences and enable learners to gain experience by using their senses".

Appropriate printed media facilitate effective learning in the school. They assist the learners to learn at their own pace. Once a school has got enough textbook, a teacher can give many exercises to the learners without writing them on the chalkboard. This saves him/her time of talking and making too many preparations. Most of the materials arouse learners' instructions once they appear interesting (Ellington, 1986). The school requires resources to enable it implement its various educational tasks. Mbamba (1992) points out that, educational resources can be defined as anything in the school or its environment that may be organized for use in the process of teaching and learning. Resources are vital inputs needed to effectively conduct instructional activities at all levels of the educational system. Material resources include, those items so designed, modified and prepared to

assist teaching and learning operations (Ibid). This is an indication that adequate teaching/learning resources are vital if the quality of education has to improve.

According to the study by UNESCO (2005), provision of instructional materials including textbooks was identified as one of the major achievements of the FPE program particularly through reducing the cost burden of education on parents and thus leading to an influx of pupils to schools. However, it was noted that the FPE grants disbursements were not done on time as most schools started receiving the funds either 2nd or 3rd term of 2003, implying most pupils had limited access to textbooks in the 1st term. However, the government has continued to support provision of teaching /learning materials through provision of grants released into textbook accounts operated by each public primary school. Adequate teaching and learning materials ensures high attendance rates, less absenteeism and ‘continuous learning’ leading to improved quality (MOEST, 2003).

2.8 Training and Capacity Development

Training and capacity development refers to the refresher courses or seminars meant to make a teacher keep abreast of current trends in education.

2.8.1 In-service Teacher Training

In-service teacher training has its origin in the independence era. The first National Development Plan (1964-1970) proposed that there should be one Teacher Advisory Centre (TAC) in every District. The TACs were set up to upgrade the performance of untrained teachers who had been hired to cope with unprecedented increase in enrolment following the introduction of FPE in 1973. A TAC is a form of resource center set up to

benefit a definite number of local schools and the teachers. Currently, TACs are set up at the zonal level. Lodiaga (2001) puts it that, it organizes resource for learning and teachers in- service courses.

Thornbury (1973) states that, a TAC is a meeting place for two or more people concerned with learning with the aim of receiving pieces of professional advice. The TAC sprang up from the assumption that on completion of college training, a teacher is not fully endowed with all the skills needed in the teaching profession given that education systems are dynamic. Shiundu et al (1992) adds that constant teacher in-serving is very necessary as it fills the gaps which were not filled during the times of teacher training. TACs offer both academic and professional support for teachers. They also act as the resource centers and focal points for the in-service of teachers. Ayot (1982) points out that the TAC is mainly used for updating teachers in the use of the necessary equipment. It also enables them to handle modern audio-visual aids. New teachers may use the centers as a means of obtaining support from experienced teachers, while experienced teachers may also bring themselves up-to date with new developments in educational ideas. The TAC also functions as a research center. The teachers in local areas are expected to organize themselves and use the center facilities to carry out research in primary teaching methods. Using the results of their research, they may initiate their own programmes and try to use locally available teaching aids. Their findings may be first passed to the classroom teachers who after testing them, then make the necessary modifications (Ibid). Republic of Kenya (1976) emphasized the role played by in-service teacher training in the provision of quality education. Olembo et al (1992) states that the

importance of in-service education programs for the qualified teachers is supported by the fact that they offer the quickest way of introducing changes and improvement in primary schools. This is due to the changes considerably during his/her career due to demand of new curricular and methods of teaching. Consequently, in-service teacher education is necessary to enable teachers face the challenges of these needs.

For effective implementation of FPE, the government identified the need for in-service to enable teachers to use the new textbooks, lesson planning, multi-grade teaching, multi-shift teaching and managing large classes. It would at the same time enable them address special needs of new entrants, who included HIV/AIDS orphans, over-age pupils, children from the streets, children of pastoralist families, among others (MOEST, 2003). In-service training was intended to use a combination of off-job and on-job methods for continuity. It required having various teacher development and support systems at zonal, cluster and school level. The use of school subject panels and cluster level meetings in the core curriculum objectives, as well as focusing on the key actors responsible for making systems work was emphasized. Headteachers are expected to have a critical quality assurance role in their schools, which should reinforce the teacher development efforts of their Key Resource Teachers (KRTs). Teachers are to be supported through effective advisory services (classroom observation, feedback and mentoring) carried out by Zonal TAC Tutors and Quality Assurance officers. All this is aimed at improving the quality of teaching and hence quality of education offered.

2.8.2 Headteachers' Training in Financial management skills.

The donor community received FPE with a lot of enthusiasm. The World Bank, for example, gave a grant of Kshs 3.7 billion, while the British Government through DFID gave Kshs 1.6 billion. Other donors included the OPEC 1.2 billion, Swedish Government through SIDA Kshs430million and UNICEF Kshs250 million. Indeed, the British Government has donated Kshs7billion since the introduction of FPE. Funds tricked down to school level where the actual implementation of the FPE is taking place through the headteachers and other stakeholders. Glatter (1989) puts it that emphasis should be placed on the need for schools to be more accountable to the tax payers. The management of finance in education is concerned with the cost of education, sources of income to meet the costs, and spending of income in an objective manner Okumbe (1998). The responsibility of collecting and accounting for the money in the school is upon the school committee. The head teacher is however the accounting manager of the school besides being the secretary of the school committee, as a teacher appointed by the TSC to administer and manage the school on behalf of the ministry.

Accounting should be fully integrated in the financial programs of a school. This is the maintenance of essential records in which all financial transactions of the school are summarized. It encompasses the interpretation of all financial activities. This guards the school funds from loss, theft, waste or misuse. This is done by the head teacher in public primary schools, being the financial manger. After accounting, the headteacher is required to ensure that auditing is done by Ministry of Education officials. This is vital as it indicates whether the headteacher followed the necessary legal mandate as per the

vote heads. Olembo et al (1992) says that the school committee should be conversant with the principles governing sound financial management. The education act (1980) further spells out in particular that a good record keeping and inventory should show all physical resources in the possession of the school, are required, utilized, registered, maintained and expended. Without these records the headteacher will not provide any documentary proof of any transactions relating to the management of the school resources. The head teacher as the financial manager is concerned with three major financial management processes: budgeting, accounting and auditing. He is the lead person in planning, directing and coordinating of school activities.

Financial accounting system should provide information necessary for management and operation of the school. The head teacher is to provide and keep safely various books of account for example receipt books, log books, financial ledgers, monthly statements and cash analysis (Republic of Kenya 1999). Omer (1996) in his research findings on the administrative training needs of secondary school head teachers reported that, accounting procedures, auditing, budget preparations, resource acquisition, purchasing and allocation of resources, investment and enrolments, banking receipts and acquisition of public funds, has more to do with training. Financial implications that accompany the implementation of FPE programme poses a new challenge to head teachers. The government implemented the strategy without carrying out costs analysis to determine how much each child needs. The decision to award the Kshs.1, 020 per child was therefore arbitrary. It disregarded the previous estimation on actual unit cost of primary education (Republic of Kenya, 1998). On this end, the government aimed at providing

training in financial management to headteachers to ease in the implementation of FPE. According to T.S.C Teacher's Image Magazine (2005), for effective implementation of the FPE program, headteachers in public primary schools require adequate training in financial management skills, as our Teacher Training Colleges do not prepare teachers effectively to be prospective heads. Financial management in schools is indeed a management skill just like in any other organization that needs to be enhanced constantly through training. (Kilonzo, 2007).

2.9 Primary Net Enrolment Rate (NER)

This is the enrolment of the official age-group for a primary school expressed as a percentage of the corresponding population/ as a percentage of eligible official school age population (6-12 years) (UNESCO, 2004). The rate shows how enrolment of pupils in public primary schools was in a given year. When high it indicates a high enrolment and vice versa when low. It is therefore used to measure success in terms of enrolment.

2.10 Pupil: Classroom Ratio

This is a number that indicates the average number of pupils per classroom. In this case a classroom is defined as a room where pupils have lessons in a school (MOEST, 2003). A high ratio indicates crowded classrooms. As noted earlier in the section of pupil- teacher ratio, this inhibits proper teacher-pupil interaction. This ratio is therefore a measurable indicator of quality education being offered. A low pupil- classroom ratio ensures that a teacher is able to offer individualized attention to all pupils especially the weak ones.

2.11 Conceptual Framework

The conceptual framework gives the relationship between variables in a research study.

Figure 1 represents the diagrammatical framework for the study showing factors that influence effective implementation of FPE in Kasarani division.

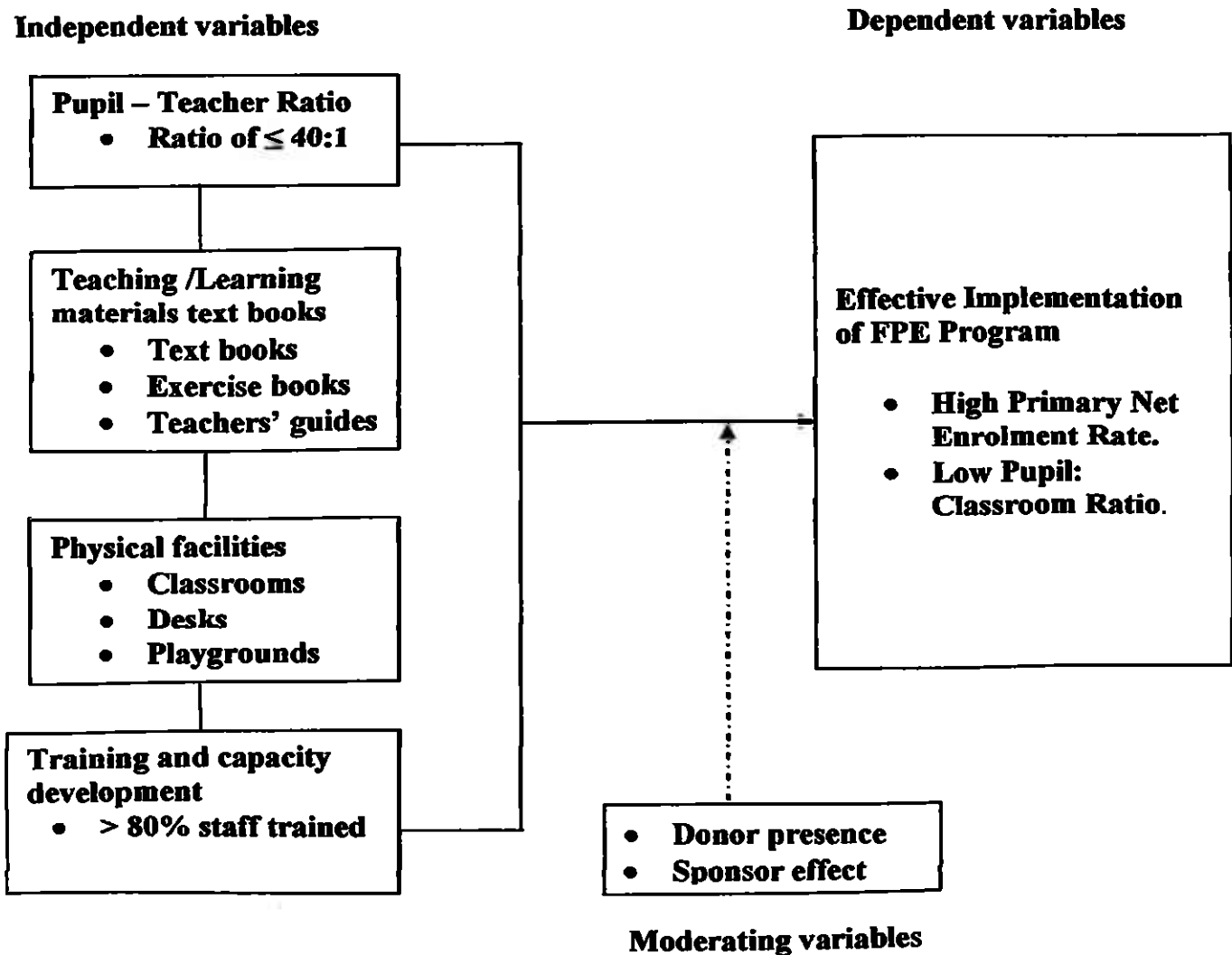


Figure 1: Conceptual Framework

Figure 1 indicates that dependent variable in this study was effective implementation of FPE whose sub- variables were high primary Net Enrolment Rate (NER) and low pupil: classroom ratio. These were used to measure effective implementation of FPE in

Kasarani division. The independent variables were pupil- teacher ratio, availability of physical facilities, teaching and learning materials/resources and training and capacity development. The figure shows that all the independent variables work together towards the achievement of effective implementation of FPE.

2.12 Summary of Literature Review

This section highlighted FPE in other African states and the main challenges encountered and how it compares with the Kenyan context. It also highlighted the background of FPE in Kenya and how the programme differs with previous other similar programs. The concept of implementation and its importance in a project were also detailed. The section finally highlighted the variables that influence effective implementation of FPE as well as those variables used to measure effective implementation of FPE in Kasarani division.

While existing studies explain the changes in government policy on the provision of FPE since independence and the importance of the variables that lead to effective implementation of basic education, attention has not been focused on the adequacy of education resources that commensurate with the rate of enrolment. Emphasis has been laid on reviewing the education system and not on the implementation process. Consequently, there exists a significant information and advocacy gap as concerns effective implementation of FPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the research methodology that was used in carrying out the research. It highlighted the research design, target population, sample size and sampling procedure, the research instrument for data collection, reliability and validity of the instrument, operational definition of variables, data collection and data analysis techniques.

3.2 Research Design

According to Gall D.M et al (1989), research design is the process of creating an empirical test to support or refute a knowledge claim. The research design was a descriptive survey. The rationale behind the adoption of this approach is based on the fact that it best explores the variables involved in the study, as supported by Gujendra et al (1981). The researcher investigated the current situation of events among headteachers in terms of factors influencing effective implementation of FPE without manipulating any variable.

3.3 Target Population

Target population refers to all the members of a real or hypothetical set of people, events, or objects to which researcher wishes to generalize results of the research (Borg and Gall, 1989). The target population of this study was all the public primary school headteachers in Kasarani division of Nairobi province. The division has two zones namely Kahawa and Ruaraka, with a total of 25 public primary schools, plus one special school. Of the 25 primary schools, 3 have 5 streams, 8 have 4 streams, and 9 have 3 streams while 5

have 2 streams each (MEO, Kasarani). For the purpose of this study, all the 25 headteachers in the primary schools were taken as the population of this study. The population comprised of both male and female headteachers. All these schools are also described as slum-oriented, as majority of the pupils come from neighbouring slums.

3.4 Sample Size and Sampling Procedure

The researcher did not make an attempt to sample the population. This is because it was a census study covering the entire population of 25 headteachers which was small enough to work with to collect the data required.

3.5 Research Instrument

This study used a questionnaire to collect data from the headteachers of these public primary schools. A questionnaire was preferred in this study because the headteachers who participated are literate and therefore capable of answering the items adequately. The questionnaire contained 20 questions. It was divided into three sections. Section A contained questions soliciting for information on the name of the school, size of the school and gender of the headteacher. Section B of the questionnaire contained items that solicited information concerning Factors Influencing Effective Implementation of FPE. The questions were both structured and open ended to obtain suggestions from the respondents. Section C solicited information on effectiveness of FPE implementation while section D had questions on general comments.

3.6 Validity of the Research instrument

The items in the questionnaire were tested for content validity. To test for this, the items were ordered from general to specific and were related to the research questions. A pilot

study was also carried out prior to the actual study. Given that the entire population in Kasarani Division was used for the study, 4 schools were selected for pilot study from the neighboring Starehe Division. The headteachers from these primary schools were therefore used for piloting the instrument. These schools were randomly selected. The results of the pilot study were discussed with the respondents and the supervisor for correction of wrongly structured questions and to check ambiguity. Items found to contain ambiguous language were restructured.

3.7 Reliability of the Research Instrument

To test the reliability of the instrument, the researcher employed the split-half method. Frankel (2000) states that, the split-half method can be used to establish internal consistency during pre-testing. The items were divided into two halves of even and odd numbered items. Results from one half were compared to results from the other half. From the correlation coefficient obtained by comparing one half of the test items to the other half, the reliability of scores for the total test was then moderated using the Spearman-Brown prophecy formula to obtain a correlation co-efficient as follows:

$$\text{Reliability of scores on total test} = \frac{2(\text{Reliability of half test})}{1 + (\text{Reliability of half test})}$$

Mugenda and Mugenda (1999) assert that a high reliability coefficient implies that the items in the instrument correlate highly among themselves and there is a consistency among the items measuring the concept of interest. According to Frankel (2000), for research purposes, the reliability coefficient should be at least .70. The reliability

coefficient from the pilot study was found to be .89. Therefore, it was considered high enough.

3.8 Data Collection Procedures

The researcher sought for permission from the Municipal Education office in Nairobi and reported to the MOE Kasarani Division for permission to visit the schools. The respondents were informed in advance about the visit. The questionnaires were then administered personally by the researcher to the respondents to ensure full and prompt response. The researcher then went personally to collect them on an agreed date.

3.9 Data Processing and Analysis

After data collection, the questionnaires were checked for completeness. During data processing and analysis the researcher examined raw data in order to find linkages between the research objectives and the outcomes with reference to the original research questions. The data was entered and analyzed by descriptive statistics analysis by computing frequencies and percentages and correlated using Spearman's Rank Correlation Coefficient in SPSS Version 12 software and data presented in tables. The software was chosen because it is the most widely used package for analyzing survey data. Besides being the most used package, the software had the advantage of being user friendly. It could also be easily used to analyze multi-response questions, cross section and time series analysis and cross tabulation; (i.e. relate two sets of variables) and also be used alongside Microsoft Excel and Word packages. The final study report data was compiled in Microsoft Word with Tables formatted in Microsoft Excel and results presented in tables of frequencies and percentage analysis and correlation.

3.10 Operational Definition of Variables

Operational definition is a description of a variable, term or object in terms of specific process or set of validation tests used to determine its presence and quantity. The following table summarizes the operational definition of variables as was used in this study and how they were measured;

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Table 3.1: Operationalization of variables

Variables	Indicators	Measurement values	Measuring Scale	Type and Tools of Analysis
To examine how pupil: teacher ratio influences effective implementation of FPE in Kasarani Division of Nairobi province.				
Independent Variable Pupil: Teacher Ratio.	Very High High Medium Normal	Over 70:1 69 – 60:1 59 – 50: 1 ≤ 40:1	Ordinal	Descriptive statistics using Frequencies Percentages, cross-tabulations and tested using Spearman's Rank Correlation Coefficient
Dependent Variables Primary School NER.	Very High High Medium Low	45-41% 40-36% 35-31% 30-26%	Ordinal	
Pupil: classroom ratio	Very High High Medium Low	>60:1 59-55:1 54-50:1 49-40:1	Ordinal	
To establish the extent to which availability of physical facilities/ infrastructure influence effective implementation of FPE in Kasarani Division of Nairobi province.				
Independent Variable Physical facilities	Very adequate Adequate Inadequate Unavailable	Categories	Ordinal	Descriptive statistics using Frequencies Percentages, cross-tabulations and tested using Spearman's Rank Correlation Coefficient
To assess how Teaching and Learning resources/ materials influence effective implementation of FPE in Kasarani Division of Nairobi province.				
Independent Variable Teaching/Learning resources /materials.	Very adequate Adequate Inadequate Unavailable	Categories	Ordinal	Descriptive statistics using Frequencies Percentages, cross-tabulations and tested using Spearman's Rank Correlation Coefficient
To determine how training and capacity development influence effective implementation FPE in Kasarani Division of Nairobi province.				
Independent Variable Training and Capacity Development	Excellent Very good Good Average Below average	>80% 79- 70% 69 – 60% 59 – 50% Below 50%	Ordinal	Descriptive statistics using Frequencies Percentages, cross-tabulations and tested using Spearman's Rank Correlation Coefficient

3.11 Summary

This section outlined the research design that was used for this study as descriptive survey. The target population was also identified as all the headteachers in the 25 public primary schools in the Kasarani Division of Nairobi province. There was no sampling of the population as the entire population was small enough to be used to solicit for the data required. The questionnaire tool was used to solicit for data from the headteachers, which were hand-delivered and then collected at an agreed date. Validity and reliability of the research instrument was tested on four schools in the neighbouring Starehe division. Content validity was tested through the pilot study by discussing the results with the respondents and the supervisor for correction of wrongly structured questions. Reliability was also tested by use of split-half method which was found to have been 0.89. The section also outlined the operational definition of variables as was used in this study and how they were measured. Finally, the data analysis techniques were outlined as descriptive statistics using frequencies and percentages and tested using Spearman's Rank Correlation Coefficient via the use of Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

Chapter Four is the detailed information on the characteristics of survey respondents, the descriptive statistical data presentation, analysis and interpretation of the study findings. It contains important statistical correlation coefficients and the analysis plan as laid out in Chapter Three. It also presents the interpretation of findings of what the results mean. Each research objective has been addressed individually.

4.2 Questionnaire Return Rate

The survey was conducted in 25 public primary schools in Kasarani division. Of the 25 questionnaires presented to the headteachers, 24 were received back. This represented a 96% return rate.

4.3 General Information of the Respondents

The respondents were required to give general information on gender, name of the school and number of streams in the school.

Information on gender of respondents is summarized in Table 4.1 as follows:

Table 4.1: Gender of Respondents

Gender	Frequency	Percentage
Male	10	40.0
Female	13	52.0
Total	23	92.0

From Table 4.1, 10(40.0%) of the respondents were males and 13 (52.0%) were females out of the 23 survey questionnaires that had the item responded to.

Table 4.2 gives the summary of the number of streams in the schools surveyed.

Table 4.2: Number of Streams in Schools

Number of streams	Frequency	Percentage
Five Streams	1	4.0
Four Streams	3	12.0
Three Streams	8	32.0
Two Streams	9	36.0
One Stream	1	4.0
Total	22	88.0

In table 4.2, only 1 school was found to have five streams. The rest of the schools had the following number of streams; 3 (12.0%) of the schools had four streams, 8 (32.0%) had three streams, 9 (36.0%) had two streams and another 1 (4.0%) school had one stream of the 22 public primary schools that responded to this item.

4.4 Pupil: Teacher Ratio and Effective Implementation of FPE

This section presents the findings of objective 1, pupil-teacher ratio and effective implementation of FPE as was found out in Kasarani division.

Table 4.3 gives a summary of the percentages of the number of pupils in the schools

Table 4.3: Number Pupils in Schools

Number of Pupils	Frequency	Percentage
1501-2000	7	28.0
901-1501	9	38.0
500-900	5	18.0
Total	21	84.0

From table 4.3, 28.0% of the schools that responded to this item had 1501-2000 pupils, another 38.0% had 901-1500 pupils and the last category also represented by 28% had between 500-900 pupils in schools in the descending order. This indicates that majority

of these schools had a pupil population of between 901-1501. This means that there is a high enrolment in these schools and hence achievement of the goal of FPE of expanding access to primary school education.

Table 4.4 summarises information on the percentage representation of the number of teachers in the schools.

Table 4. 4: Number of Teachers in the Schools

Number of Teachers	Frequency	Percentage
36-40	1	4.0
31-35	4	16.0
26-30	6	24.0
21-25	5	20.0
16-20	5	20.0
10-15	2	8.0
Total	23	92.0

Table 4.4 indicates that only 1 school representing 4.0% had 36-40 teachers, 16.0% had between 31-35 teachers, 24.0% had 26-30 teachers, and 20.0% each had 21-25 and 16-20 teachers respectively with 8.0% of the schools having between 10-15 teachers. Given that majority of the schools were found to have between 901-1501 pupils, this number was found to be inadequate for effective implementation of FPE as it compromises on quality of education offered.

Table 4.5 summarizes information on percentage representation of pupil: teacher ratio in the schools.

Table 4.5: Percentage Analysis Pupil: Teacher Ratio in the schools

Pupil- Teacher ratio	Frequency	Percentage
≤40:1	3	12.5
59-50:1	8	33.3
69-60:1	12	50
Over 70:1	1	4.2
Total	24	100.0

Table 4.5 shows that majority of the schools surveyed (50%) have a teacher-pupil ratio of between 69-60:1, 33.3% had a ratio of between 59-50%, 12.5% had ≤40:1 and 4.2% over 70:1. This ratio of between 69-60 is high for effective implementation of FPE as it makes it difficult to offer quality education due to high span of control by the teacher.

Table 4.6 summarizes information on correlation of pupil: teacher ratio and effective implementation of FPE.

Table 4.6: Symmetric Measures of Correlation of Pupil: Teacher Ratio and Effective Implementation of FPE

Ordinal by ordinal	Approx. influence
Spearman correlation coefficient	1.000

From Table 4.6, the Spearman's Rank Correlation Coefficient indicates a level of influence of 1.000. This means that the level of influence of pupil-teacher ratio in effective implementation of FPE is very high in Kasarani division.

Table 4.7 gives information on percentage representation of the opinions of the respondents on the importance of pupil: teacher ratio in effective implementation of FPE.

Table 4.7: Importance of Pupil- Teacher Ratio in effective implementation of FPE

Importance of Pupil: Teacher Ratio	Frequency	Percentage
Agree	6	24.0
Strongly Agree	18	72.0
Total	24	96.0

Table 4.7 indicates that a total of 72.0% of the respondents strongly agree that pupil-teacher ratio influence effective implementation of FPE with only 24.0% agreeing. There was no respondent who disagreed with the question. This means that majority of respondents felt that pupil-teacher ratio is an important factor for effective implementation of FPE in Kasarani.

The reasons given by the respondents to support the responses included that there is need to have a low pupil- teacher ratio to enable teachers pay close attention to all especially the weak ones and slow learners are accorded individual attention. Majority of the respondents also felt that a low pupil- teacher ratio contributes to improving the quality of education and the learning process.

4.5 Physical Facilities and Effective Implementation of FPE

This section presents the findings of research objective 2, availability of physical facilities and effective implementation of FPE in Kasarani division.

Table 4.8 gives information on percentage representation of availability of physical facilities in the schools.

Table 4.8: Percentage Analysis of Physical Facilities in schools

Physical facilities	Frequency	Percentage
Unavailable	3	12.5
Inadequate	15	62.5
Adequate	6	25
Total	24	100.0

Table 4.8 shows that a total of 62.5% of the schools had a general inadequacy of physical facilities, 25% reported that some facilities were not available while 12.5% indicated that the facilities were adequate. This means that majority (62.5%) had inadequate physical facilities. This therefore interferes with provision of quality education as it especially means that the classes are crowded.

Table 4.9 summarizes information on correlation of physical facilities and effective implementation of FPE.

Table 4.9: Symmetric Measures of Correlation of Physical Facilities and Effective Implementation of FPE

Ordinal by ordinal	Approx. influence
Spearman correlation coefficient	0.460

From Table 4.9, Spearman correlation Coefficient indicates a correlation of 0.460. This means a moderate level of influence of these facilities in effective implementation of FPE in Kasarani division.

Table 4.10 summarises information on percentage representation of opinions of respondents on importance of physical facilities in effective implementation of FPE.

Table 4.10: Importance of Physical Facilities in effective Implementation of FPE

Importance of Physical Facilities	Frequency	Percentage
Agree	5	20.0
Strongly Agree	19	76.0
Total	24	96.0

From Table 4.10, 20.0% of the respondents agreed that physical facilities are important in effective implementation of FPE while 76.0% strongly agreed. This indicates that majority of the respondents were of the opinion that these facilities are crucial in effective implementation of FPE in Kasarani division.

Varied reasons were given to support the responses. Majority of the respondents felt that physical facilities like adequate desks and enough classrooms provide conducive atmosphere and enhances proper learning. They also felt that pupils perform better when learning under comfortable facilities that protect them from harsh climatic conditions. Another reason given was that adequate classrooms assist in decongestion of classes and enable teachers have pupils that are manageable. One respondents also noted that

facilities like playgrounds are a prerequisite for learners to enjoy being in school and that such facilities support all-round development of pupils

4.6 Teaching and Learning Resources/Materials and Effective Implementation of FPE

This section gives the data findings of objective 3, teaching and learning resources in effective implementation of FPE in Kasarani.

Table 4.11 summarizes information on percentage representation of teaching and learning resources/ materials in the schools.

Table 4.11: Percentage Analysis of Teaching and Learning Resources and Materials in schools

Teaching and learning resources	Frequency	Percentage
Inadequate	10	41.7
Adequate	13	54.2
Very adequate	1	4.1
Total	24	100.0

From Table 4.11, 54.2% of the respondents indicated that the schools had adequate of most of teaching and learning resources, 41.7% had inadequate while 4.1% had very adequate of most of the these resources. This means that majority of the schools are able to offer quality education as it makes instructional process easier and enjoyable for both the teachers and pupils. This in turn ensures effective implementation of FPE in Kasarani division.

Table 4.12 gives information on correlation of teaching/learning resources/materials and effective implementation of FPE.

Table 4.12: Symmetric Measures of Correlation Teaching and Learning Resources/Materials and Effective Implementation of FPE

Ordinal by ordinal	Approx. influence
Spearman correlation coefficient	0.666

Table 4.12 shows a Spearman Correlation of 0.666 of teaching and learning resources and effective implementation of FPE. This means that the level of influence of these resources is high in Kasarani division.

Table 4.13 summarises information on percentage representation of the opinions of the respondents on the importance of teaching and learning materials in effective implementation of FPE.

Table 4.13: Importance of Teaching and Learning Materials in effective implementation of FPE

Importance of Teaching and Learning Materials	Frequency	Percentage
Agree	2	8.0
Strongly Agree	22	88.0
Total	24	96.0

From Table 4.13, 8.0% of the respondents agreed that teaching and learning materials are important in effective implementation of FPE while 88.0% of strongly agreed. This indicates that majority of the respondents strongly agree that these resources are critical in effective implementation of FPE in Kasarani division.

The reasons given to support the ratings by majority of the respondents were that: teaching and learning materials are important in the instruction of pupils and aid teachers

in gathering knowledge; facilitate the implementation of FPE; help improve on the academic performance; make learning easier as they enable learners do more work on their own/ improves capacity to do home work and assure effective learning; contribute to improving quality of education; enhance the use of all senses in the learning process and they also enhance the learners' understanding of the subject matter.

4.7 Training and Capacity Development and Effective Implementation of FPE

The following were the findings of the research objective 4, training and capacity development and effective implementation of FPE in Kasarani division.

The key areas where the in-service training of teachers had been provided according to the majority of the respondents included the following: Syllabus interpretation; Teaching Methodology; Life Skills; Empowerment of Teachers to Manage FPE; Child Abuse; Gender Equality; Guidance and Counselling; Co-Curricula Activities; Handling subjects such as English language, Kiswahili, science and mathematics, ; HIV/AIDS Prevention and Control; Creating Child Friendly Schools; New Teaching Methods like double shift, (alternative teaching methods); Methodology of handling large classes; How to cope with general challenges of FPE and Quality Teaching.

Majority of the headteachers were found to have received training and capacity development in areas of Financial Management; HIV/AIDS Prevention and Control; Life Skills; Gender Mainstreaming; Art of Leadership; Book Management; Procurement Procedures especially of instructional materials; Management of school Resources to

include human resource; Education Management and Administration; Creating good relationship between the stakeholders of FPE implementation and General Accounting.

Table 4.14 gives information on whether there has been any training and capacity development in the schools since FPE began.

Table 4.14: Percentage Analysis on whether there has been any training and capacity development in schools

Presence of Training and Capacity Development	Frequency	Percentage
No	3	12.0
Yes	21	84.0
Total	24	96.0

Table 4.14 indicates that 84.0% of the respondents accepted there had been training and capacity development since FPE began, while only 12.0% responded to having had no training since FPE began. This indicates an excellent performance that goes a long way in ensuring empowerment of these important stakeholders in effective implementation of FPE.

Table 4.15 summarizes information on percentage representation of training and capacity development in the schools.

Table 4.15: Percentage Analysis of Training and Capacity Development in schools

Presence of Training and Capacity Development	Frequency	Percentage
59-50%	20	83.3
69-60%	4	16.7.0
Total	24	100.0

From Table 4.15, the largest percentage of staff trained (83.3%) is between 59-50%. Only 16.7% of the schools had 69-60% of their staff trained since FPE began. This means that in the majority of the schools, only an average number of staff has been given any training and capacity development since FPE started. This percentage is small to assure quality education is offered and hence effective implementation of FPE in Kasarani. This is because there is need to induct the teachers on methodology of implementing any new education program for success to be assured.

Table 4.16 gives information on correlation of training and capacity development and effective implementation of FPE.

Table 4.16: Symmetric Measures of Correlation of Training and Capacity Development and Effective Implementation of FPE

Ordinal by ordinal	Approx. influence
Spearman correlation coefficient	0.962

Table 4.16 indicates a Spearman Correlation of 0.962. This means that is a very high level of influence of training and capacity development in effective implementation of FPE in Kasarani division.

Table 4.17 summarises information on opinions of the respondents on the importance of in-service training of teachers in effective implementation of FPE.

Table 4.17: Percentage Analysis on the importance of In-Service Training of Teachers in effective implementation of FPE

Importance of In-Service Training of Teachers to FPE	Frequency	Percentage
Disagree	1	4.0
Agree	4	16.0
Strongly Agree	19	76.0
Total	24	96.0

Table 4.17 shows that 4.0% of the respondents disagreed that in-service training is important in effective implementation of FPE, 16.0% agreed it is important while 76.0% strongly agreed. This means that majority of the respondents are of the opinion that training and capacity development is a critical factor in effective implementation of FPE in Kasarani division.

The reasons given included: It equips teachers with capacity to handle large number of pupils due to high enrolment as a result of FPE and enable them accept all and treat them equally. It also ensures improvement on the capacity of teachers through new teaching techniques and how to handle overage children as well as the street children. It also

provides opportunity for skills development to manage emerging challenges and enable teachers update themselves with the changing trends in education hence ensures quality assurance prevails in education. Such training was quoted to be important since teachers were not prepared for FPE too.

Table 4.18 gives information on opinions of the respondents on the importance of headteachers training financial management in effective implementation of FPE.

Table 4.18: Percentage Analysis on importance of Head Teachers' Training in Financial Management in effective implementation of FPE

Importance of Head Teachers' Training in Financial Management	Frequency	Percentage
Agree	3	12.0
Strongly Agree	20	80.0
Total	23	92.0

From Table 4.18, 12.0% of the respondents agreed that headteachers training in financial management is important in effective implementation of FPE while 80.0% strongly agreed. This indicates that majority of the respondents feel that such training is very important to assure effective implementation of FPE in Kasarani division.

The reasons given for the responses by majority of the respondents were the following; It helps improve financial management capacity; contributes to development of schools' infrastructure; ensures delivery of quality assurance in education; improves

implementation of government policies and enhances transparency and accountability in the expenditure of education funds.

One respondent indicated that they strongly feel a professional should handle financial matters in the schools since accounting is a profession. He continued to emphasise that head teachers are not trained to in accounts in Teacher Training Colleges and hence need for professionals.

4.8 Results of the General comments on effective implementation of FPE in Schools

The respondents were required to give suggestions on how they would rate implementation of FPE in their schools as well as give suggestions on what could be done to ensure effective implementation of FPE country wide.

Table 4.19 gives observations on opinions of the headteachers concerning how they rated implementation of FPE in their schools.

Table 4.19: Rating of Implementation of FPE in Schools

Rating of Implementation of FPE in schools	Frequency	Percentage
Not Effective	3	12.0
Fairly Effective	19	76.0
Effective	2	8.0
Total	24	96.0

Table 4.19 indicates the rating of implementation of FPE was as follows; effective 8% of the respondents, fairly effective 76% and not effective 12%. This indicates that majority of the respondents (76%) felt that implementation of FPE was fairly effective, 12% of the

respondents felt that it is not effective while 8% felt that it is effective in Kasarani division.

The reasons given to explain these responses were varied. Majority of the respondents felt that FPE has increased access to education, improved enrolment rate, increased accessibility to instructional materials such as textbooks and exercise books especially by pupils from poor backgrounds, improved learning environment, and has brought improvement in infrastructure in the schools. Some felt that since FPE began, majority of the pupils are rated average which could even improve if enough text books and other teaching and learning support materials are provided at the right time.

One respondent particularly noted that FPE has produced many young boys and girls who have become useful people in the society. Other respondents cited the issue of funds not being released in good time, classes being too large for proper learning, high pupil: teacher ratio, poor conditions of infrastructure and inadequate funds as hampering achievement of the goals of FPE.

4.9 Suggestions on How to Better the Implementation of FPE

The respondents gave several suggestions on implementation of FPE could be improved. Majority of the respondents felt that to move to the effective option, more teachers should be employed. This they felt will help to improve on the quality of education offered. Majority also felt that schools' infrastructure should be improved especially increasing classrooms, playgrounds, sanitary facilities as well as build libraries which they noted to be lacking in most of these schools. This will help to decongest the classes. Majority

were also of the opinion that more funds should be allocated to schools to buy instructional materials to ensure a pupil: text book ratio of 1:1 to and to improve the infrastructure.

They also felt that such funds should be remitted in good time and should be allocated according to the needs of the schools since each one has unique challenges.

One respondent felt the need to actively involve other stakeholders like parents. This was cited to be crucial especially in offering guidance and counselling to the pupils to counter indiscipline in schools. These respondents also noted the importance of more collaboration between the schools and the Government through MOE. This they felt could ensure that their challenges are addressed fast.

One respondent also cited the importance of involving community leaders in tracking children not in school. In deed majority of the respondents cited the importance of involving all the stakeholders for there to be success. Majority of the respondents also noted the need to have more capacity building on all staff and review of the policy to counter the myriad challenges encountered.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

Chapter Five had information on detailed summary of findings of what were done and found out, conclusions, recommendations and suggested areas of further research. Recommendations are the actions researcher put forward to policy makers, planners, researchers and other development stakeholders based upon the data findings.

5.2 Summary of Findings

The data findings indicated that majority of the schools had a high pupil- teacher ratio. Teacher- pupil ratio was also found to have a very high influence in effective implementation of FPE in Kasarani division.

Majority of the schools surveyed had inadequate physical facilities. These facilities were found to have a moderate level of influence of effective implementation of FPE in Kasarani.

Teaching and learning resources/ materials were observed to be adequate in majority of the schools surveyed. These resources had a high level of influence on effective implementation of FPE.

The data findings showed an average number of teachers have gone through training and capacity development since implementation of FPE began. This variable also influences effective implementation of FPE according to a very high extent.

The opinions of the respondents on the importance of pupil-teacher ratio, availability of physical facilities, teaching and learning resources and training and capacity development in effective implementation of FPE in Kasarani indicated that majority of the respondents strongly agreed that these variables are important for the success of the program.

The general comments of the respondents showed that majority of the respondents felt that FPE program is fairly effectively implemented in Kasarani division.

5.3 Discussion

The pupil: teacher ratio influences effective implementation of FPE through primary school net enrolment rate and pupil: classroom ratio. It was found that most schools had not attained the recommended pupil: teacher ratio of 40:1 because about half of the schools (50%) were having a pupil: teacher ratio of 69-60:1 and another 33.3% a pupil: teacher ratio of 59-50:1. This means there is a high span of control by teachers in majority of the schools. This interferes with effective teacher- pupil interaction. According to report on National Conference on Education held at KICC (27th- 29th Nov, 2003), the teacher is the locus of classroom instructional activity and curriculum delivery and hence a critical determinant of quality of education offered. High pupil: teacher ratio leads to feedback problems due to difficulties for the teacher to access pupils frequently,

regulate the number of questions a teacher could set in assignments, continuous assessment tests and end of term examinations.

Mogere (1997) in his study on causes of continued decline in performance in schools also observes that the larger the class, the lesser the learners were involved in work and the greater the likelihood of engaging in “deviancy”. Overcrowded classrooms lead to lack of interaction between the teachers and learners. This is because the quality and quantity of teacher- pupil interaction is a critical dimension of effective classroom teaching. It was also observed that the level of influence of pupil- teacher ratio was very high at a Spearman correlation coefficient of 1.000. This proves the importance of adequate teachers if quality is to be offered by FPE. The opinions of the respondents on importance of pupil- teacher ratio in effective implementation of FPE supports this too with majority being of the opinion that it is a crucial factor if quality education is to be offered. Therefore, improvement towards the recommended pupil- teacher ratio could greatly improve quality of education offered and hence effective implementation of FPE.

Physical facilities also influence effective implementation of FPE through the same sub-variables of primary school net enrolment rate and pupil: classroom ratio. It was found that most of the schools had inadequate physical facilities with majority of the schools surveyed (62.5%) showing inadequate physical facilities. Physical facilities that are crucial in curriculum implementation include classrooms, desks, libraries, sanitary facilities and playgrounds. Adequate classroom space enables a teacher to cope with complex demands of teaching many pupils. It also enables pupils to change their

groupings during a lesson. The activities recommended in the syllabus also require space for writing, drawing and experimenting. To accomplish these tasks desks and tables are needed in the classrooms. Crowded classrooms hinder space for movement and make the teaching units very large. This leads to difficult work in both presentation and marking. Library facilities allow pupils to have access to supplementary readers that enhances their understanding of subject matter taught in class.

Playgrounds are crucial to enable pupils have physical development from sporting activities. Enough playgrounds therefore assure all- round development of pupils. Such playgrounds should also be safe for pupils to use. Enough storage space is important for safe storage of school property especially books and stationery and sporting materials. Anandu (1990) in his study on factors affecting the implementation of 8-4-4 school curriculum in primary schools observes that physical facilities are vital for both teachers and pupils in teaching/ learning situations. Wanjala (1999) in his study on factors causing poor performance in Moi Girls- Isinya also observes that lack of adequate physical facilities like libraries and classrooms affect students' performance. He emphasises that enough classrooms facilitate good teaching units. Insufficient classrooms make teaching units very large leading to difficult work both in preparation and in marking. It also strains the textbook usage consequently adversely affecting the quality of education offered. The level of influence of physical facilities was observed to be moderate at 0.460 Spearman correlation coefficient. The respondent's opinions support this too with majority being of the opinion that these facilities are very important for effective implementation of FPE in Kasarani division.

Teaching and learning resources/materials influence effective implementation of FPE through influencing its sub-variables primary school net enrolment rate and pupil: classroom ratio. These teaching and learning resources/materials include text books, exercise books, teachers' guides, stationery, chalk and chalkboard, wall maps, pictures, and syllabi among others. From the study, majority of the schools (54.2%) were found to have adequate teaching and learning resources while 41.7% of the schools had inadequate teaching and learning resources. This was in agreement with what the researcher found from the review of documents at the MEO's office as majority of the schools were found to have had a pupil: text book ratio of 1:2.

Availability of these materials is very crucial in the advancement of education. They motivate the teachers as they enable them prepare adequately for the lessons while teaching aids enable them explain concepts better. The instructional materials also provide an opportunity for teachers to move towards more active and pupil-centered teaching methods and away from teacher –centered methods. They also enable pupils read ahead of teachers and hence participate more in class and make them enjoy doing their homework. Adequate teaching/learning resources are also noted to take care of learners' individual differences and they encourage them to participate during the teaching/learning process. Ouma (1987) in his study on the impact of teaching aids on performance supports this view by observing that resources encourage learners to participate in the learning process, motivate their character for individual differences and enable learners to gain experience by using their senses. Nyamok (1997) in his study on the role of teaching materials in academic performance also observes that if a teacher

uses teaching materials effectively, they will be able to use the time thus created for other educational activities. The level of influence of these resources was noted to be high at 0.666 Spearman correlation coefficient. This was also supported by the opinions of the respondents majority were of the opinion that the resources are very important for effective implementation of FPE in Kasarani. This proves the importance of these resources especially for assurance of quality education in FPE.

The study observed that training and capacity development had been given to the staff with 59-50% of the staff trained at 84.0% and 69-60% of the staff trained at 16.0%. This indicates that in the majority of schools (83.3%), only 59-50% have gone through training since FPE began, while 16% of the schools only have had 69-60% of the staff going through training and capacity development. This shows that an average number of staff has gone through training and capacity development since the start of FPE. In-service training of teachers is important for implementation of FPE. This enables them to use new text books, plan lessons, do effective multi-grade and multi-shift teaching and manage large classes that came up with increased enrolment after FPE started. It was also important to enable them address special needs of new entrants who included HIV/AIDS orphans, over-age pupils, children from the streets, children of pastoralist families, among other challenges. Majority of the headteachers have also gone through training in financial management among other areas as noted earlier in the previous chapter. This is crucial to enable them manage the FPE funds in a transparent and accurate way. This is because as heads of these public primary schools, they are the financial managers and should safeguard the funds entrusted to them as well be accountable. Capacity development in financial management is particularly important

because as it was found that our Teacher Training Colleges do not effectively prepare teachers to be prospective heads. The study found that these areas have been covered by those who have gone through any training.

Omer (1996) in his research findings on administrative training needs of secondary school headteachers also observes that accounting procedures, auditing, budget preparation, resource acquisition, purchasing and allocation of resources, investment and enrolments, banking receipts and acquisition of public funds has more to do with training. Kilonzo (2007) in his study on headteachers related factors in the implementation of FPE supports this view by noting that financial management in schools is indeed a skill just like in any other organization that needs to be constantly enhanced through training. The level of influence was very high at 0.962 Spearman correlation coefficient, showing the importance of training and capacity development especially for assurance of quality education.

5.4 Conclusions

From the findings of the study, the researcher concludes that pupil- teacher ratio is an important factor that influences effective implementation of FPE in Kasarani division. It was found that this factor has a very high level of influence. Given that majority of the schools had a high pupil-teacher ratio, provision of quality education was found to have been compromised.

Physical facilities are concluded to be crucial too for effective implementation of FPE in Kasarani division. Though the level of influence was found to be moderate, these

facilities were found to be inadequate in most of the schools and are still rated very important to enable realization of the goal of quality education by FPE.

Teaching and learning resources/materials influence effective implementation of FPE in Kasarani, the researcher concludes. Majority of the schools were found to have had adequacy of these resources and a high level of influence of these resources.

Training and capacity development also influence effective implementation of FPE in Kasarani division. While majority of the schools reported to have had training and capacity development since FPE began, only an average number of staff has actually received such training. The level of influence was very high.

5.5 Recommendations

The researcher makes the following recommendations for action with regard to this study findings;

Improvement of staffing in schools as the pupil- teacher ratio was found to be high in most of the schools. This has a negative impact in effective implementation of FPE in Kasarani division given that adequate teachers is a critical factor for there to be effective learning and hence assurance of quality education. There is therefore need to employ more teachers to have the ideal ratio of 40:1. This will go a long way in ensuring that quality teacher-pupil interaction is maintained always.

There should also be improvement of capacity building of all teachers. This can be done by ensuring that all teachers are given refresher training on the implementation of the

program. This is a critical element as it exposes the teachers to the content of a new curriculum and required pedagogical approaches thereby making the teachers own the program. This is very necessary especially as it emerged that the FPE program was started without any prior preparation of teachers.

Improvement of schools' physical infrastructure is needed too to improve the basic physical facilities especially classrooms, library and sanitary facilities. This will enable comfort and motivation to both the pupils and teachers as these were found to be inadequate in most schools.

Funding for FPE should also be provided in good time and allocated according to the needs of the schools and not per pupil as it is currently done. The government should also provide additional funding for infrastructure development and purchase of instructional materials. This will improve pupil: textbook ratio to 1:1 and hence effective and quality classroom instruction. These instructional materials are crucial as they provide an opportunity for teachers to move towards more active and pupil-centered teaching methods and away from the teacher-centered methods.

5.6 Suggestion for Further Research

The researcher makes the following suggestion on areas for further research;

1. Impact of FPE on quality of education.
2. Teachers' motivation factors
3. Implementation of free secondary education.

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APPENDICES

APPENDIX A

LETTER OF TRANSMITTAL

University of Nairobi,

Department of Extra- Mural Studies,

P.o. Box 30197,

Nairobi.

Dear Sir/Madam,

I am a postgraduate student from the University of Nairobi undertaking a research study in Kasarani division of Nairobi province. The study is to investigate factors influencing effective implementation of free primary education in Kasarani division of Nairobi province.

I am kindly requesting you to assist me in this endeavor by filling in all the sections of the attached questionnaire, as honestly as possible.

Thank you for your co-operation.

Rosemary Wangui Chege.

M.A project planning and management student.

Department of extra-mural studies,

University of Nairobi.

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

Dear Respondent,

This questionnaire is aimed at collecting information on factors influencing effective implementation of FPE by headteachers in public primary schools in Kasarani division of Nairobi province, Kenya. The information you give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items to the best of your knowledge and as truthfully and honestly as possible. The information you give will be held in total confidence and used only for the purpose of the study.

You are kindly requested to complete this questionnaire by indicating your honest response by placing a tick (✓) against your opinion and filling in the blanks by giving the details required.

Section A: Personal Information

1. Please indicate your gender.

Female ()

Male ()

2. Give the name of your school (optional) _____

3. How many streams does your school have? _____

Section B: Factors influencing Effective Implementation of FPE program.

Pupil-Teacher ratio.

4. What is the number of pupils in your school?
 1. 501-901
 2. 901-1501
 3. 1501-2000
 4. Over 2000

5. How many teachers do you have in your school?
 1. 10-15
 2. 16-20
 3. 21-25
 4. 26-30
 5. 31-35
 6. 36-40

6. What is the pupil-teacher ratio in your school?
 1. over 70:1
 2. 69-60:1
 3. 59-50:1
 4. $\leq 40:1$

7. Pupil- teacher ratio is important in the implementation of FPE program.

Strongly Agree	()
Agree	()
Neutral	()

Disagree ()

Strongly Disagree ()

Please explain your answer. _____

Physical Facilities.

8. Indicate the adequacy of the following facilities in your school.

Facility	Very adequate	Adequate	Not adequate	Not available
Classrooms				
Toilets				
Playground				
Water				
Library				
Desks				
Store				
Administrative offices				

9. Physical facilities are important in effective implementation of FPE.

Strongly Agree ()

Agree ()

Neutral ()

Disagree ()

Strongly Disagree ()

Please explain your answer. _____

Teaching and Learning Materials.

10. Indicate the adequacy of the following teaching and learning facilities in your school.

Facilitv	Very Adequate	Adequate	Not Adequate	Not Available
Textbooks				
Teachers' guides				
Chalk				
Stationery				
Syllabi				
Chalkboard				
Exercise books				
Supplementary readers				
chalkboard				
maps				

11. Teaching and learning materials are important in effective implementation of FPE

Strongly Agree ()

Agree ()

Neutral ()

Disagree ()

Strongly Disagree ()

Please explain your answer. _____

Training and Capacity Development.

12. Have teachers in your school to include you been given any training and capacity development since FPE program began?

YES ()

NO ()

13. What is the percentage of teachers to include you who have gone through any training and capacity development since FPE program began? _____

14. What areas has the training focused on?

15. In-service training of teachers is important in effective implementation of FPE.

Strongly agree ()

Agree ()

Neutral ()

Disagree ()

Strongly disagree ()

Please explain your answer.

16. Headteachers training in financial management is important in effective implementation of FPE.

Strongly agree ()

Agree ()

Neutral ()

Disagree ()

Strongly disagree ()

Please explain your answer

Section C: Effectiveness of the Implementation of FPE program.

17. What is the current net enrolment rate in your school?

- 1. 45-41% ()
- 2. 40-36% ()
- 3. 35-31% ()
- 4. 30-26% ()

18. What is the pupil: classroom ratio in your school?

- >60:1 ()
- 59-55:1 ()
- 54-50:1 ()
- 49-40:1 ()

Section D: General Information on effective implementation of FPE program.

19. How do you rate the implementation of FPE in your school?

- Effective ()
- Fairly Effective ()
- Not Effective ()

Please explain your answer above.

20. What do you think could be done to ensure effective implementation of FPE program country wide?

THANK YOU FOR YOUR COOPERATION

APPENDIX C

PROFILE OF PRIMARY SCHOOLS SURVEYED

RUARAKA ZONE

1. Baba Dogo primary school	- 4 streams
2. Daniel Comboni primary school	-5 streams
3. Drive-in primary school	-3streams
4. GSU primary school	-2 streams
5. Kariobangi North primary school	-4 streams
6. Marura primary school	-4 streams
7. Mathare 4A primary school	-4 streams
8. Mathare North primary school	-3 streams
9. MM Chandaria primary school	-4 streams
10. Muthaiga primary school	-4 streams
11. Ngunyumu primary school	-3 streams
12. Thika Road primary school	-3 streams

KAHAWA ZONE

1. Githurai primary school	-5 streams
2. Kahawa primary school	-3 streams
3. Kahawa Garrison primary school	-3 streams
4. Kamiti primary school	-3 streams
5. Kasarani primary school	-3 streams
6. Kenyatta University primary school	-3 streams
7. Kiwanja primary school	-2 streams
8. Mahiga primary school	-5 streams
9. Mararui primary school	-2 streams
10. Murema primary school	-2 streams
11. Njathaini primary school	-4 streams
12. Roysambu primary school	-4 streams