

UNIVERSITY OF NAIROBI

FALCULTY OF ARTS

DEPATRMENT OF SOCIOLOGY

**The contribution of community support to the provision of quality
education in public primary schools in Starehe Division, Nairobi**

M.A PROJECT REPORT

BY

ELIZABETH KANINI KIAMA

University of NAIROBI Library



0472149 4

**MASTERS OF ARTS IN RURAL SOCIOLOGY AND COMMUNITY
DEVELOPMENT**

Bd 356177

AFR
LB
1564
•K4K5

Declaration

This project is my original work and has not been presented in any other university for the award of a degree or any other award. No part of this work should be reproduced without prior permission of the author and the University of Nairobi.

NAME : ELIZABETH KANINI KIAMA

REGISTRATION NUMBER: C50/P/8813/2006

Signed: Kiama E

Date: 27/10/2011

This M.A project has been submitted for examination with my approval as the University of Nairobi supervisor.

NAME: DR. BENSON AGAYA

Signed: Benson Agaya

Date: 27/10/2011

Acknowledgment

First I give glory to God who is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us.

Secondly I give great honor and thanks to Dr. Benson Agaya for his relentless efforts and encouragement towards the completion of this project.

I am also so grateful to my children James, Allan, Jonathan and Emanuella who gave me their love and everything in their power to see that my dream was realized.

Am also grateful to the head teachers, PTA chairpersons, teachers and pupils of all the public primary schools which were involved in the study. Without their contribution, this study would never have been completed.

The Divisional advisor of Starehe division was particularly helpful and also the staff of the Nairobi City Council Education department.

Thank you all.

TABLE OF CONTENTS

TOPIC	PAGE
Declaration	i
Acknowledgement	ii
Table of contents	iii
List of acronyms	vi
List of tables, charts and graphs	viii
Abstract	ix
CHAPTER ONE	
1.0 Introduction	1
1.1 Background	1
1.2 Statement of the problem.....	4
1.3 Research Questions.....	8
1.4 Goal and Objectives of the study.....	8
1.5 Significance of the study	9
1.6 Scope and Limitations of the study.....	10
1.7.0 Definition of Terms	11
1.7.1 Community	11
1.7.2 Quality Education	12
1.7.3 Academic Performance	12
1.7.4 Community support in Education	12
1.7.5 Public Primary Schools	13
CHAPTER TWO	
2.0 Literature review	14

2.1	Introduction	14
2.2	Role of community to provision of Quality Education	14
2.3	Constraints to community support in public primary schools	18
2.4	Contribution of communities to provision of quality education	20
2.5	Theoretical Framework	23
2.6	Conceptual Framework	26
2.7	Operational Indicators of Variables	28
CHAPTER THREE		
3.0	Methodology	29
3.1	Introduction	29
3.2	Research Design	29
3.3	Study site	29
3.4	Units of Analysis	29
3.5	Units of Observation	30
3.6	Sources of data	30
3.7	Sampling Methods	30
3.8	Tools and Techniques of Data Collection	31
3.9	Data Processing and Analysis Techniques	31
CHAPTER FOUR		
4.0	Findings and data analysis	32
4.1	Respondents	32
4.2	Location of the schools	33
4.3	Objective 1	34
4.4	Objective 2	49

4.5	Objective 3	54
4.6	Objective 4	60
CHAPTER FIVE		
5.0	Summary, conclusions and recommendations	64
5.1	Summary	64
5.2	Conclusions	66
5.3	Recommendations	68
REFERENCES.....		70
APPENDICES		74

LIST OF ACRONYMS

CBO	Community Based Organization
CMS	Church Missionary Society
DA	Divisional Advisor
ECD	Early Childhood Education
EFA	Education for All
FPE	Free Primary Education
GOK	Government of Kenya
KANU	Kenya African National Union
KNEC	Kenya National Examinations Council
KPLC	Kenya Power and Lighting Company
KUPPET	Kenya Union of Post Primary Education Teachers
KESSP	Kenya Education Sector Support Programme
KCPE	Kenya Certificate of Primary Education
MOEST	Ministry of Education Science and Technology
MOE	Ministry of Education
MDGs	Millennium Development Goals
MSIP	Mombasa Schools Improvement Programme
MYSA	Mathare Youth Sports Association
NARC	National Alliance of Rainbow Coalition
NGO	Non Governmental Organization
NCC	Nairobi City Council
OAU	Organization of African Union
PTA	Parents Teachers Association

SMA	School Management Authorities
SMC	School Management Committee
SACMEQ	South African Consortium of Monitoring Education Quality
TIQET	Totally Integrated Quality Education and Training
UPE	Universal Primary Education
UN	United Nations
UNESCO	United Nations Education Social Cultural Organization
UNICEF	United Nations Children’s Educational fund

LIST OF TABLES

Table 1	Sampled public primary schools in Juja Road Zone
Table 2	Sampled public primary schools in Central Zone
Table 3	Location of sampled schools in Juja Road Zone
Table 4	Location of sampled schools Central Zone
Table 5	School development programs
Table 6	Facilities in the school
Table 7	Conditions of sanitary facilities
Table 8	Conditions of classrooms
Table 9	Class sizes
Table 10	Effects of school conditions on learning environment

LIST OF CHARTS

Chart 1	Parents/guardian attendances of school meetings
---------	---

LIST OF GRAPHS

Chart 1	Household economic level
---------	--------------------------

ABSTRACT

The purpose of this study was to establish the contribution made by local communities in their support to the provision of quality education in public primary schools in Starehe Division, Nairobi. Collaboration in the provision of quality education between the government of Kenya and the local communities is known to have developed gradually from colonial times when the CMS missionaries settled at Rabai in Mombasa. Since then, successive governments in independent Kenya have attempted to provide free basic education since 1974 to the current FPE program which was introduced in 2003 by the Kibaki administration being a fulfillment of pre-election pledges.

In this collaboration, the government and development partners were to provide teachers, tuition fee and teaching and learning materials to all public primary schools. On the other hand the local communities and parents were to take the children to school, provide them with school uniforms and food provide a conducive environment at home and school, provide supplementary teaching and learning materials, motivate both teachers and pupils and expand the existing infrastructure to accommodate the expanded number of pupils.

Researches on the FPE program have shown that the government and development partners have fulfilled their pledges but the provision of quality education has remained a challenge. In the light of this, the study sought to answer the question of what contribution community support and participation had made in the provision of quality education in public primary schools in the division. The main study objective sought to establish the contribution that had been made by community support in the provision of quality education in public primary schools.

A survey study design was adopted for the study and 12 out of 31 public primary schools in the division were involved. Purposive sampling was used to select the teachers and pupils who together with the education Divisional Advisor were the key informant to the study. Interviews were done on the PTA chairpersons and the head teachers. Direct observation of each of the 12 school was also carried out. The data was analyzed qualitatively and due to comparative analysis, the SPSS data analysis method was used and the data represented using graphs, tables and charts.

The study found out that the parents and communities had taken the children to school but they had not clearly understood their partnership role in the FPE program. This was cited as a

hindrance to parental and community support in the provision of quality education in public primary schools in Starehe division which was reported as weak. Various economic and social factors were also cited as hindrances to community support and participation. The weak community support was reported to have contributed negatively to the provision of quality education in the division.

The study suggested that there was need for efforts to be made by the Ministry of Education to set up community education forums to sensitize and mobilize the communities on issues pertaining to the importance of education. There was also need to set up community programs that could assist them support schools without having to rely on donors and individual development partners.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

The concept of community support and collaboration in education in Kenya is as old as the first settlement of the CMS Missionaries at Rabai near Mombasa. At this time though, the communities had little influence in schools since missionaries had control over all affairs regarding schools (Raje, 1973). It was not until the 1930s that Africans started the independent schools when communities got more involved. They gave financial support to schools and engaged in planning for instructional programs (Handbook of Inspection of Institutions, 2003). Historically therefore, education in Kenya has been provided through partnership and collaboration between the government, development partners, households, communities, civil society organizations and private sector.

Provision of quality education has been of primary concern to the government of Kenya since independence. One of the goals of the struggle for independence was to offer free basic education to all Kenyan children in conformity with the trends already established across most African countries at the time (GOK, 1988). In 1960, the African heads of State met in Addis Ababa, Ethiopia and adopted a recommendation on Universal Primary Education (UPE) as agreed in the 1948 United Nations (UN) conference on education. When Kenya attained independence in 1963 and was accepted as a member of the Organization of African Unity (OAU), the UPE recommendation became an education policy. Following a presidential directive in 1974, payment of school fees in primary school levels 1-4 was abolished. The same policy was introduced for levels 5-7 in 1980 and level 8 in 1985 at the inception of the 8-4-4 system of education (GOK, 1988).

The 1999 Koech Report on the expanded 8-4-4 system of education however, revealed that parents and communities were overburdened by school levies that catered for expansion of infrastructure, maintenance and other needs in schools including long lists of text books and other learning materials (TIQET 2000). On winning the December 2002 general elections, the NARC government was committed to easing the burden of parents and thus reintroduced Free

Primary Education (FPE) in 2003 being a fulfillment of the pre- election pledges. Enrolment of primary school pupils rose from 5.9 million in 2002 to 7.4 million in 2004 and 8 million pupils in 2006. Levies that previously hindered children especially from vulnerable groups from accessing education were removed. The government promised to provide instructional materials, teachers and quality assurance services through the Ministry of Education (MOE). Parents and communities were not required to build either new classrooms or schools but refurbish existing ones by using locally available materials. If the school administration needed to charge extra levies there was to be consensus between the school administration and parents. Approval was to be sought from the Provincial Director of Education (PDE) through the District Education Board (DEB) or Area Education Officer (AEO) (KESSP 2005).

The role of parents and communities in supporting the FPE initiative was reiterated by the President in a press statement in December 2004 emphasizing that parents were also responsible for taking all school going children to school, providing them with food and school uniforms and also motivating them to learn (GOK, PPS 2004). Apart from maintaining school facilities, the president further pointed out that parents should ensure transparency and accountability in financial and resource management in the schools (GOK, PPS 2004).

While there is consensus that FPE was an appropriate policy addressing the problem of declining primary school enrolment in Kenya, a serious concern has been raised by scholars and policy-makers on the way the government implemented the policy in terms of unpreparedness of both the head teachers and the class teachers (UNESCO, 2005). The dissemination of information on free primary education by the government lacked a comprehensive communication strategy and as a result the school administration and communities were thrown into confusion regarding their specific roles in the traditional collaboration of providing quality education. According to a survey done by UNESCO in 2005 on the challenges that were being faced by FPE, communities and parents understood that the government was supposed to provide for all the school needs of the pupil.

According to researchers, standards of education in public primary schools had gone down due to constraints associated with FPE (Ochieng, 2005). Families and communities that were economically better endowed had withdrawn their children from public primary schools to higher performing private primary schools where parents engaged qualified teachers, provided

requisite facilities for the learners, ensured accountability and transparency of school finances and offered advisory services. This supportive parental and communities role which was reiterated in the 2004 presidential press statement on the implementation of FPE had not been understood and had a negative impact on provision of quality education in public primary schools. This was confirmed by UNESCO (2005) in their studies on internal and external efficiencies of education in the context of FPE initiative which revealed that public primary schools were being faced with challenges of overflowing classes, teachers' shortages, and inadequate facilities and infrastructure. This had raised fears of low standards of quality education in public primary schools in the FPE era. (Ochieng, 2005 in Daily Nation, 2009) Ochieng further noted the glaring absence of public primary schools in the top 100 schools in National KCPE examinations results since the inception of FPE. This brought into sharp focus the role of various stakeholders in the provision of quality education and especially the role of communities in their contribution to quality education in public primary schools.

The survey done by UNESCO in 2005 on the challenges that were being faced by FPE revealed that provision of instructional materials by the government had promoted provision of quality education. However, disparities had emerged in terms of equity, access and retention depending on economic conditions of households, social- cultural practices of communities and political goodwill or support of the administration. This was particularly in urban slums and Arid and Semi-Arid Lands (ASAL) areas where provision of quality education remained a challenge to the government.

Slums and other informal settlements dominate the Starehe division where dwellers face a variety of social and economic challenges that tend to undermine provision of quality education. The government together with development partners such as Plan International, World Vision local NGOs and Religious Based Organizations (RBOs) support community education initiatives in this area. Regardless of this support, poor performance in KCPE national examinations is persistent. According to the Nairobi City Council examination analysis 2008/ 2009, best performing public primary school in the division ranked number 46 out of 192 schools in order of merit (NCC, 2010). In view of this the study sought to investigate the part played by the contributions of parents and communities in the provision of quality education in public primary schools in the division.

1.2 Statement of the problem

Provision of quality education in public primary schools in Kenya has remained a big challenge to the stakeholders even after the introduction of Free Primary Education (FPE). However, even though the importance of quality education in the FPE policy has been acknowledged, quantitative expansion of school enrolment has been given more emphasis as opposed to a more qualitative education (Sawamura and Sifuna,2005). Researchers and various reports among them the South African Consortium for Monitoring Education Quality (SACMEQ) have suggested that the falling standards of quality education in public primary schools require interventions from both community and education stakeholders so as to provide additional instructional materials, teachers and expand the existing infrastructure especially in the slums, low income urban and ASAL areas.

Community support for education is a major principal in policy initiatives that focus on provision of quality education and attainment of EFA 2015 objectives. This support and participation is particularly important in the context of Universal Primary Education (UPE) for improvement of access, retention, equity, relevance and external and internal efficiencies within the education sector (GOK, 2006). The government's desire to achieve UPE and EFA goals by 2015 has been undermined in several ways leading to considerable regional disparities in the country (MOEST, 2005) The Arid and Semi Arid Lands (ASAL) and urban slums have particularly been affected (MOEST, 2005).

The Session Paper No.1 2005 on Education and Training observed that schools in these areas face serious challenges of overcrowding, poor learning environment and inadequate facilities among other issues. The Session paper again records that in the urban slums school going children are still out of school, school managements are generally weak and they face internal inefficiencies that tend to aggravate low pupil participation. In Starehe Division, these challenges have adversely affected provision of quality education according to the NCC 2008/2009 Education Department examination analysis (NCC 2010).The government of Kenya has attempted to counter these problems by keeping to their FPE pledges, working with partners, parents and communities.

Among other problems facing FPE as reported in the Session Paper, is the diminished community support due to a misconstrued role viz a viz that of government in the FPE initiative. The hurry in which the National Rainbow Coalition (NARC) government implemented the FPE led to confusions on the specific roles of different stakeholders. In 2005, a UNESCO report revealed that parents were no longer attending class meetings due to the notion that education was absolutely free. The Parents and communities had therefore abandoned the children to the teachers and the school development programs to the head teachers. Apparently as expounded in the 2004 FPE guidelines, the intention of the FPE initiative was that parents and communities embrace the responsibility to send the children to school support them with necessary provisions and provide a friendly environment for teaching and learning.

In a community survey report released and published by DIGNITAS project in June 2008, education comes third after food and rent in the order of priorities among the residents in Mathare area. This survey also reported that schools here have severe shortages of teaching and learning materials where in a few schools the teachers do not have the text books on the subjects they teach. The KESSP monitoring and evaluation report published in 2005 confirms that poor learning environment manifested by among other things shortage of desks adversely affects learning in the slums and low income urban areas. This KESSP report recorded that in some urban areas, classrooms do not have desks and the children sit on the floor. The report also documented the inadequacy of infrastructure and shortage of permanent classrooms particularly in slum communities as challenges to provision of quality education. The report added that the existing infrastructure in these schools was generally poor due to lack of investment capital, poor construction standards and inadequate maintenance.

According to the FPE 2003 guidelines, parents and communities are required to pool their resources and refurbish existing classrooms using locally available materials. In a survey done by the Kenya National Examinations Council (KNEC) in collaboration with the United Nations Education Social Cultural Organization (UNESCO) in 2003 on the implementation of FPE, it was documented that FPE had stifled community initiatives to fund education due to lack of proper policy framework for community support in school educational programs. The situation arose from the initial perception created by the ministry of education that under the FPE

program, the school administration was not allowed to collect any monies from the parents since the government would take care of public primary schooling fully (KNEC, UNESCO 2005).

In an effort to provide quality education, the government of Kenya provides teachers to all public primary schools through the Teachers Service Commission (TSC). A national survey on teacher distribution carried out by the Ministry of Planning and National Development in 2007 revealed that the national average Teacher Pupil Ratio (TPR) stood at 47:1 against the recommended 40:1 (GOK, 2007). The MOE in 2007 recorded that high TPR is one of the challenges that have greatly affected provision of quality education in the FPE initiative (Kenya Vision 2030, 2007). The City Council of Nairobi's Education Department, Staffing Section showed that TPR in public primary schools in the city of Nairobi is between 51:1 and 42:1 with Starehe Division having 45:1 (NCC, 2010) The records also shows that the average number of classes in the school (SCR) in Nairobi's public primary schools range from 43 to 82 with Starehe Division having an average of 45 classes. The fact that the TPR and SCR in Starehe division was lower than other divisions in the city who recorded better national examination performances strengthened the search for the role of communities and their contribution in the provision of quality education in this area.

The *Observer* column on education observed the lack of parental interests in serving as SMCs or PTA members especially in low income communities where poverty and literacy levels are a challenge (The Observer, 2010). Most residents of the Starehe division have low incomes, unfriendly social environment and literacy level challenges. This has compromised the role of the PTAs and SMCs in public primary schools which is to complement government's efforts in the implementation of educational programs by making sure that school finances and resources are properly managed. They also reinforce the role of the school administration, communities and parents in protecting learning materials from theft and unnecessary waste. (The Standard, 2010). However, the 2009 MOE textbook survey revealed that 5.8 million textbooks were lost in the first years of the FPE program. Most of these textbooks were lost through burglaries and arsons apart from the ordinary wear and tear or careless handling by pupils.

The PTAs and SMCs are also responsible for mobilizing human and materials resources for school expansion, provision of additional teaching/learning materials and engagement of

additional teaching and non-teaching staff (GOK, MOEST 2005). However, Sifuna observed that PTAs and SMC's complained of being unable to recruit additional teachers due to lack of funds resulting from the ban on extra levies in public primary schools by the government at the inception of FPE (Sifuna, 2007). The school funds released by the government were sent directly to the School Instructional Materials Bank Account (SIMBA) and General Purpose Account (GPA), public primary school bank accounts and used as directed by the Ministry of Education. Since the PTAs were representatives of communities and parents in the schools, these challenges suggested that there existed gaps in the performance of community roles in contributing to provision of quality education.

In their program, '*Teachers for Mathare*,' the Dignitas (2010) project survey reported that there were schools in the area which had classes consisting of over 20 children all of whom did not have a single textbook in a given subject. The coordinator of the project reported in the survey that in some of the schools, the teachers did not have textbooks on the subjects they taught. In regard to this, the chairperson of the MOE Starehe Division Committee for Education had been recorded in the same survey as having lamented that some teaching and learning materials remained in the divisional offices long after they had been disbursed by the Ministry of Education. In the Mathare slums, which occupied nearly 40% of the Starehe division, financial parental support for education had been recorded in the report as not a priority. (DIGNITAS Project Report, 2010). It was the aim of the study to find out the contribution of parents and communities in the provision of quality education even in the face of such challenges.

A report by the Quality Education Framework recorded that poor parental support is among the significant factors that contribute to low quality education. Other drawbacks include dependence on unqualified teachers, non completion of syllabuses, inadequate teaching/ learning resource materials and unfriendly learning environment (Quality Education Framework 2010). In relation to Starehe division, reports by UNESCO (2005) showed that the government and other development partners had attempted to counter these problems by keeping to their FPE pledges (KESSP, 2007). This suggested that the current poor academic performance in Starehe division could only be related to inadequate parental and community support in the role of supporting the government and other development partners in provision of quality education. Failure to perform their roles according to the FPE guidelines would create a gap in the provision of quality

education which further gave reason for an investigation into the contribution of communities and parents in supporting the provision of quality education in public primary schools.

1.3 Research questions

The questions in this study were as follows:-

- What is the role of communities in the provision of education in public primary schools in Kenya?
- What role do the communities play in support of education in public primary schools in Starehe Division?
- What are the constraints to community support in the provision of quality education in public primary schools in the division?
- What impact has been made by communities in the provision of quality education in public primary schools in Starehe Division?

1.4 Goal and objectives of the study

The aim of this study was to analyze the contributions of local communities to the provision of quality education in public primary schools in Starehe Division, Nairobi.

The following were the objectives:-

1. Assess the role of communities of Starehe division in contributing to the provision of quality education in public primary schools.
2. Find out the contribution of community support to the provision of quality education in public primary schools in Starehe division.
3. Identify the constraints to community support in the provision of quality education in public primary schools in Starehe division.
4. Identify interventions that could strengthen and sustain community support in the provision of quality education in public primary schools in Starehe division

1.5 Significance of the study

It was noted in the study that since the inception of the FPE program in 2003, many studies had particularly focused on the milestones covered by the government in the implementation of the program and the challenges that had faced by the initiative. This was in view of the increase of the public primary school pupils' enrolment that rose from 5.9 million in 2002 to 8 million in 2006. This study focused on the contribution of communities as key stakeholders in the provision of quality education and also the implementation of FPE, an area that had been omitted in the various studies.

While commenting on the implementation of the program, Sifuna (2005) particularly questioned its efficiency in offering quality education and argued that FPE had focused on achieving the quantitative 2015 EFA objectives other than providing quality education. This was the same question raised by UNESCO in the same year in a study that recorded the lack of preparedness of key stakeholders in the implementation of FPE, in this case, the school administration, class teachers and communities at the inception of the program. The confusion especially by the parents on their specific role was noted as having had serious effects on provision of quality education especially in public primary schools as compared to the private primary schools as was evident in the KCPE national examination performances since 2003.

Other studies by UNICEF, KNEC, and GOK through KESSP on the successes, failures and challenges of the initiative also recorded the confusion of roles that were meant especially to be fulfilled by the communities in the joint collaboration of providing quality education in public primary schools. None of these studies specifically investigated the contribution of the communities who in essence forms the very foundation of support for provision of quality education (World Education Forum, 2007). In respect of this, the study will add notable knowledge to the existing literature on FPE on the contribution of community support and participation in the implementation of the program.

The significance of this study is drawn from the general agreement among researchers that community support and involvement on implementation of educational programs contributes to provision of high quality education which translates to better academic performance. Since the inception of FPE in 2003, there has been confusion over the role of communities and parents in

public primary schools especially regarding additional monies for school expansion and provision of teaching/learning materials. In a survey done by KNEC in collaboration with UNESCO in 2005 not only were the parents and communities unclear on their role in FPE but the teachers also were not sure of the role of the ministry viz a viz that of the community and parents in school development programs.

Since the study focused on the contribution of community support to the provision of quality education in public primary schools, the findings would allow for suggestions to strengthen and sustain community involvement in the implementation of FPE. Such strategies and approaches could see development partners focus on community mobilization, sensitization and education. The importance of this expectation is built on the premise that community based educational programs promote the capacity of parents to foster their children's educational development without which their children may become low performers and could also drop out of school among other things (Bernard Van Leer Foundation, 1988). Such is the significance of the study.

1.6 Scope and limitations of the study

The study was carried out in Starehe division, one of the educational divisions of the Nairobi City Education Department. The division has 31 public primary schools and approximately 20 private primary schools as registered by the City Council. The City Education Department has divided Starehe Division into two administrative zones, Central with 16 public primary schools and Juja Road with 15 schools. The study was carried out in 6 schools in Central Zone and 6 schools in Juja Road Zone. Schools in the Central zone are to the south of Murang'a and Juja roads into the city center. Those in Juja Road zone are to the north of Juja Road spreading towards Outer Ring Road.

The PTA chairpersons represented the communities and parents in their capacities as chairpersons and head teachers represented the school communities and doubled as secretaries to the PTAs. The key informants of the study were the divisional education advisor and the teachers and pupils of the selected public primary schools.

The study faced limitations in terms of time lines due to the pressure of work and tight time table schedules that public primary schools adhere to. Challenges were also experienced from the PTA chairperson respondents who were difficult to locate for interviews and as a result the researcher

took more time to gather data than had been planned. The study also gathered information from class eight pupils only and those from lower and middle primary were represented by their teachers. Parents/guardians and community were not directly interviewed but were represented by the PTA Chairpersons.

1.7.0 Definition of terms

1.7.1 Community

Since the late 19th century, the term community has been given different definitions that range from a group of people living in a particular geographical area to a defined social telecommunication markets (Hogget, 1997). Frazer, (2000) defined the term from the social theory perspective as a value that amalgamates solidarity, commitment, mutuality, trust, liberty and equality of an entity where the parties develop peculiar attachments that identify them with certain characteristics (Frazer, 2000).

In the study, the term 'community' has been functionally used to amalgamate a geographical and social-political entity that closely corresponds to the description of a "neighborhood". Emphasis has been laid on the interrelations that develop from memberships of living in a common place, having common interests and union. The area in reference here is an inclusive community that has been cut out from a larger national social-political reference of Starehe Division. The reference of community is in terms of the people who live near the schools, partners in school development in various capacities and the parents whose children attend the public primary schools.

1.7.2 Quality Education

At the 1990 World Declaration on Education for All in Jomtien Thailand, quality education was described using three main principles namely equity, relevance and access. The Darkar Framework for Action (2000) added essential learner characteristics to the description. These were healthy motivated pupils, competent teachers who use active pedagogies, relevant and equitable resources and allocation of the same.

In Kenya, the Ministry of Education sees quality education as a proper implementation and integration of holistic curriculum approaches that provide for acquisition of knowledge, skills

and attitudes for a sustainable future (MOE, 2007). It is generally measured by its ability to equip learners with skills to live as useful members of the society as well as preparing them for further life-long learning (MOEST 2003). It is therefore an efficient delivery of curriculum based activities whose value is tested by the Kenya National Examinations Council through the KCPE National examinations at the end of every eighth year of primary school education.

1.7.3 Academic performance

The viewpoint of Academic performance in this study is closely related to that of Johnson (1979) who linked the description to Bloom's Taxonomy (1956) that classifies learning into three domains namely Cognitive, Affective and Psycho- Motor. Academic performance of the primary school pupil in the study was defined on the basis of scores and grades obtained from Kenya National Examinations Council's KCPE, National Examinations assessment who lays assessment on the Bloom's Taxonomy.

The general view of contributions posted on *the eHow* enquiry website see academic performance as referring to how a learner accomplishes their tasks and studies. It is determined through scores, grades and proper participation which can be measured by consistency in class attendance, performance in standardized tests, participation in co-curricular activities and pupils overall behavior.

1.7.4 Community support in education

The study defines Community support in education from the viewpoint of community participation and contribution in the provision of quality education. Community support in the study was functionally used from the viewpoint of partnerships between the government, development partners and the communities as laid down in the FPE (2003) guidelines and the KESSP (2005) document on the funding of public primary schools' educational programs more so the FPE.

1.7.5 Public Primary Schools

Public primary schools in Kenya refer to government funded schools that are governed by Kenya educational policies as implemented under the mandate of the Ministry of Education. They use a similar curriculum prepared at the National Curriculum Development Center, Kenya Institute of

Education and approved by the MOE. They are provided with tuition fees, teachers and free teaching learning materials by the government under the Free Primary Education initiative (GOK, MOEST 2003). All Kenyans are eligible for admission at the age of six years or older and they run for a span of eight years after which the pupils sit for the certified KCPE national examination which is prepared by the KNEC.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews and analyzes both published and unpublished literature that relate to the goal of the study which was to analyze the contributions of local communities to the provision of quality education in public primary schools in Starehe Division, Nairobi. The chapter also reviews literature relevant to the specific objectives of the study and also presents the theoretical framework and the conceptual framework used to conduct the study.

2.2 Role of communities in the provision of quality education

The two variables of the study namely community support and quality education have a historical interrelationships dating from independence to which the Ministry of Education guidelines (2003) on FPE indicates that communities are responsible for public primary schools located in their neighborhoods even when in essence these schools are state institutions. In stating this the government of Kenya concurred with UNESCO (2005) on the statement that *the richest investment that a community can have on sustainable development is focusing on the young generation, fostering leadership qualities and talent building through quality education.* In respect of this, public primary schools in Starehe Division belong to the community in which they are situated.

Provision of quality education in public primary schools in Kenya demands that communities must support the government's efforts in recruitment, retention, attendance and completion levels of pupils and other motivational factors which together make way for high educational achievement (MOE, KESSP, 2007). Involvement of communities in provision of education is a major principal in policy initiatives that focus on attainment of EFA and UPE objectives. Community support and participation is particularly important in the improvement of access, retention, equity, relevance and external and internal efficiencies within the educational institutions (GOK, 2006).

Even though researchers have not agreed on the question of whether community partnerships in school alone could affect learners' educational achievement, they all agree that educational achievements are highly enhanced by parental support and partnerships. This is due to proven facts that lack of community participation negatively affects the very aspects that promote high achievement such as parental understanding of their children's interests, provision of guidance and discipline as well as acceptance (Crook, 2007). These aspects work together with proper implementation and integration of holistic curriculum approaches to allow for acquisition of knowledge, skills and attitudes in the provision of quality education (MOE, 2007)

There is also a general consensus among researchers that when a community is supportive to the school administration, there is usually a marked improvement in school performance, discipline of the pupils, retention, completion and also access to school. While contributing to the issue of community support to schools, Crook (2006) added that, when there is a hostile relationship between the community and the school, the reverse is experienced. He singled out parents, local governments and other stakeholders and said that they had a major role to play in the learners' academic achievement. He added that there was need for parents in particular to support and understand their children's interests, provide guidance and discipline as well as praising them when they do well. Crook conclusively said that when communities and local authorities work closely with the schools in educational projects the pupils' achievement levels are raised in many ways (Crook, 2006).

The question of whether community partnership in school in itself can affect educational achievement is an issue of discussion among researchers. However they all agree that children learn better when their parents and other family members are interested in learning and are involved in school and education since parental participation increases the potential for classroom learning and supports teaching in many ways (UNICEF, 2005). A research report done by the Mombasa School Improvement Program (MSIP) in Mombasa- Kenya in 1999, which investigated educational achievement among primary school pupils documented an immediate better performance in National primary schools examinations when community support was strengthened (Anderson and Nderitu ,1999).

Postlethwaite et al (1992) added that community involvement in school improves the relevance of schooling and emotional stabilities among learners when reinforced by other factors. Parental

support in school educational programs which ranges from classroom visits to tutoring, text book evaluation and staff evaluations improves communication between the school and family, and keeps parents informed on how to help children succeed (Massachusetts Advocacy Center, 1988). Again, community involvement and commitment to school learning programs increases recruitment, retention, attendance and completion levels of pupils and contributes highly to progressive levels of quality education (UNICEF, 2005).

However, there has been a global concern on the importance of family and community support of quality education in the 21st Century (UNESCO, 2005). Reports by various social scientists have noted the serious loss of traditional 'community' and collective life that characterize neighborhoods, workplaces and schools (Epstein, 1982). Epstein agrees that there has been a fragmentation of community and that learning institutions have experienced isolation from the neighbors, family and community in the 21st century. This is partly because the community pursues different interests and feels lethargic over school activities finding no reason for partnership which can only succeed when everyone involved embrace a single mind to collaborate and achieve a common objective. He feels that in the 21st century, people have lost a good reason for partnerships since they want to fulfill their self interests.

In his book *Community Education and Development*, Ishumi (1981) laments the isolation of schools from community in Tanzania and describes the relationship as a "*divorce of the participants from the society it is supposed to be preparing for*". He further argues that a school is only seen to belong to a community if there is a good relationship between the two. That relationship should bring cultural and economic interaction without which by all standards the school is a stranger to the community. Ishumi cites the sentiments of Gaius Petronius a renowned 1st century Roman satirist, who in his writings had referred to the lack of harmony between schools and the community as *a long standing divorce*. Ishumi attributes low achievement and high drop-out rates found especially among the poor and marginalized youth in Tanzania to lack of proper relationship between community and the school. He argues that in order to realize proper implementation of educational curriculum, comprehensive networking between the community and the school administration is necessary. This collaboration he says brings harmony that enhances educational achievement through provision of quality education.

Nevertheless, the global concern on the importance of family and community support notwithstanding, the Multi-grade Teachers Handbook (UNICEF,2005) gave practical contributions made by parents and communities in school development and added that this had lead to increased participation in school activities (UNICEF, Philippines, 2005). In a UNESCO report in 2005 Dyskra and Kusita (1997) were cited as having addressed community participation in Cambodia and said that community activities in schools had been strengthened through formal bodies that oversaw clusters of schools. The cluster schools in Cambodia were developed in the 1990s and the main objective was to address imbalances between weak and strong schools. They were vehicles for training, sharing of resources and promotion of partnerships between schools and the communities. Citing Wheeler et al (1992) they said that the clusters provided schools and communities' representatives a forum to learn from each other. The cluster system in Cambodia had achieved great success and had enhanced community relationships with schools including promotion of infrastructure for schooling and improvement of quality of education.

The BRAC schools of Bangladesh had also been given as a good example of community and parental support in educational programs by Dyskra and Kusita. These schools worked together through village committees, churches and religious bodies. The government coordinated schools, set guidelines and regulations for operations. The teachers and communities on the other hand provided land, buildings and equipments, and also enrolled the pupils. In some communities the school committees were so active that they ensured pupils' attendance. Other stories of community success in education were in Madagascar, Fiji and Ethiopia (UNESCO, 2005).

Interesting studies on clusters in Thailand and India by Rajagopal and Sharma (1999) showed that the cluster system strengthened governments and community relationships. In India, the *Shiksha Karmi* program worked with community members to identify the children who were out of school and the teachers ensured that the children recruited stayed in school. This program was started in 1991 and by 1997 it had served 2,000 villages bringing 157,300 children to school. The program had faced a lot of problems from the 'caste' system of India but had nevertheless

recorded major success as a result of the partnerships that had been built with government, professional groups and communities.

Another success story of community role in provision of education was recorded in a research report by Miske (UNESCO,2005) entitled, *Improving Teaching and Learning in Malawi through Continuous Assessment* highlighted the effects of community and parental support in education as follows:

Parents in a community in Malawi learnt that teachers had no safe place to keep the learning materials they had developed to encourage pupils participation in learning. So the community bought doors for the school classrooms and the teachers' office. Parents from that community and 20 other communities in the same district began to provide boxes, rubber shoes and other materials to use with pupils in the mathematics classes. One teacher noted that this experience of parents' involvement with school at curriculum level was contributing to increased achievement and success of children in school.

This success story is among others that have been recorded to exhibit the effects of community and parental support and contribution in education.

2.3 Constraints to community support in public primary schools

The Ministry of Education guidelines outline public primary schools in Kenya as those schools which are under the FPE framework. They offer a primary education curriculum based on the universal Basic Education standards and are funded by the Government, development partners and communities (MOE, 2003). They are managed by the School Management Committees (SMCs) through Parent Teacher Associations (PTAs) (MOE, 2007). Public primary schools are headed by head teachers under who are deputy teachers. The Parents Teachers Association (PTA) members are elected by the parents of the school to form as links between communities and parents, and the school administration.

Communities have a lot of authority over public schools in many ways. The government of Kenya recognizes that communities are key stakeholders in provision of quality education and has therefore continuously urged school administrations to work closely with communities when making administrative decisions (The Occupational Outlook Handbook, GOK 2002 -2003). A

research report by HAKIJAMII, an economic and Social Rights Center indicate that communities depend quite a lot on the information from PTAs and SMEs as they make their administrative contributions. The report also records that as a result of this, the communities are not adequately organized to monitor disbursement and use of funds for there is no periodic audit by PTAs and community on school funds.

In addition to this, an educational column from *The Observer* (April, 2010) recorded that there was lack of parental interests in serving as SMCs or PTA members especially in low income communities where poverty and literacy levels are low due to stigma and ignorance. The DIGNITAS project (2008) reported that these parental characteristics where they were not interested in serving as PTA members were evident in most parts of Starehe Division where low income levels and high levels of poverty and unemployment were common. Those factors tended to reflect in low quality services available to the residents that included water, sanitation, medical care, schools, road network etc. Public primary schools in the slums therefore had persistent problems such as poor infrastructure including inadequate or rundown facilities, congestion, overburdened and demoralized staff and children who were unable to remain in schools due to sex, age and physical status (DIGNITAS, 2008)

In a report by Ochieng (2005) cited in the *Daily Nation* (2009) recorded that, at the inception of FPE in 2003 the government did not put in place any infrastructure to facilitate the implementation of the initiative. This gave rise to many problems that the government had not anticipated. First, over 2 million children joined the primary schools. The schools were overwhelmed by the numbers since the classrooms were not expanded, teachers were few and there were no additional desks and chairs for the newly enrolled pupils. Some classes had over 100 pupils against the average number expected by MOE which is 40:1 (Too, 2004). The second is that after realizing the quality of education in the public primary schools was going down, some parents transferred their children to private schools. As a result of poor quality education (measured in this case by poor performance in public primary schools), private primary schools have more children than they used to have at the inception of FPE in 2003. Aduda (2005) added that in some public primary schools, pupils sat on the floor and others had classes under trees. In some schools, teachers regretted that they could not master the faces of all the pupils due to their great numbers.

The Kenya National Examinations Council (2003) report on the implementation of FPE, noted that community initiative in education funding and support had died due to lack of proper guidelines on partnerships. The situation had been made worse by a perception created by the government that public funds collection towards school was not allowed (KNEC, UNESCO, 2005). Contributing to the same issue, Sifuna (2007) recorded that SMEs complained of being unable to recruit additional teachers through PTAs due to the ban on extra levies by the government. He added that, this had resulted to lack of additional learning material inputs which in many ways could help raise pupil's academic achievements (Sifuna, 2003).

An audit report by the Department for International Development revealed the numerous gaps and loopholes that were undermining provision of quality education with regard to acquisition and storage of instructional material. The September 2009 report indicated that in the first six years of FPE, an estimated 58 million books were purchased but only 36 million were in use (DFID, 2009). Over 5.2 million textbooks that cost an estimated cost of KSh.1.7 billion had been stolen. There was a high rate of tear and wear due to poor handling and storage of reading materials. (Education Sector Policy Overview Paper 2006)

Even though this report had a national outlook, it reflected the situation in Starehe division where communities were either uncooperative or uninvolved in education due to social, political and economic reasons. In a community survey published by the Dignitas project in 2008, most parents in Mathare slums considered their children's education in the third place after food and rent in the order of priorities. Public primary schools here had persistent problems of overcrowding, poor infrastructure and physical facilities (TIQET, 2002). The burden on the existing schools infrastructure being exacerbated by the increase of pupils due to FPE where over-crowded learners in the learning institutions had to share whatever was available. The Kenya Education Support Program (KESSP) in the 2005 monitoring and evaluation report confirmed this by recording the shortage of desks especially in urban areas where in some schools children were reported to have been sitting on the floor. The KESSP report also noted the dilapidated infrastructure and shortage of permanent classrooms particularly in such the slums and low income urban communities (KESSP, 2005).

2. 4 Contribution of communities in provision of quality education

The government of Kenya has been committed to the provision of quality education since the attainment of independence in 1963. In this endeavor, the communities are considered as major stakeholders in the realization of the objectives as emphasized in the Report on the Task Force on Implementation of FPE (MOEST, 2003). Communities in Kenya have contributed to education in many ways. In Starehe Division the GROOTS, a network of twenty six self help women groups within Mathare slums collaborate with CBOs, NGOs, health institutions, youth groups, schools and churches to improve lives through community education. They work with the youth and schools particularly to create awareness in emerging issues. (UNESCO, 2000) Y- Safe a fifteen member youth group that educates on HIV and AIDS through songs, drama and poems work with churches, schools and youth groups. MYSA is another youth group that encourages the youth to in extra curricula activities especially girls. Supporters of community groups in Starehe Division include Zain, Safaricom, KDA, KPLC, Blue Triangle and other individual donors (UNESCO 2005)

A research by the World Vision (2005) indicates that the community in some parts of Kibera slums takes water and offer manual labour as a contribution to school development activities in times of need (UNESCO, 2005). A people driven project, the Mathare –Mabatini was initiated by the area councilor in 2008 to deal especially with the challenge of access to quality education. The aim of this community project is to work with partners and stakeholders in education. The Slum dwellers have also initiated the Maji Mazuri Center that promotes among other things education and talent building. The organizers of this center works with schools and business organizations to uplift the community (UNESCO, 2000).

Apart from the provisions of FPE on individual pupils the government contributes to community based projects through the CDF. The government through the MOE has developed an investment strategy where they encourage schools to develop their own development plans (KESSP 2005) The development plans support schools financially, technically, improve infrastructure, enforce implementation, mobilize community support, monitor and evaluate progress and impact. This component is meant to enhance provision of quality education in overcrowded schools and poverty areas of the country especially in the slums such as Kibera, Mathare, Mukuru and others.

The November 2004 National Conference on education and Training saw the government reaffirm this commitment to support the provision of quality education by developing Education Sector and implementation policies that ensures provision of relevant quality education and training to Kenyans (Education Sector Policy Overview Paper, 2006). This would be achieved within the FPE framework that set yearly allocations for each learner amounting to an equivalent of US\$ 14 which is transferred directly to the School Instructional Materials Bank Account (SIMBA) or the General Purpose Account (GPA). These accounts are managed by the SMCs (MOE, 2007). In 2003/2004 the grant represented 12.5% of the government's recurrent budget for primary education. Much of the funding came from the World Bank and the UK department for International Development (World Bank and GOK, 2005). Other development partners who included religious organizations, NGOs and individual donors also made substantial investment in supporting community initiatives (UNESCO, 2005). (UNESCO, 2000)

In pursuit of quality education and to ensure that it is relevant to the needs of the nation, the primary school curriculum is guided by the country's eight national goals of education (GOK, 2002). The Kenya Handbook for *EFA 2000 and Beyond* describes quality education in terms of providing relevant curriculum content, having adequate facilities and resources, employing efficient and prudent resource management, adequate teaching/ learning materials and employment of proactive teaching methods designed to promote independent thinking and creativity, moral uprightness and ethics. The study borrowed from this description in that it viewed quality education as the all round learning experiences that take place in a formal school environment where planned learning instructions are given (GOK, 2007). However, many educators and education forums have attempted to describe quality education by using their own values and experiences and has made the view of this term rather broad (UNESCO, 2005).

The study also borrowed from the description of the Darkar Framework for Action (2000) which viewed quality Primary Education in terms of essential ingredients such as quality content, teaching and learning processes, learning environment and outcomes. To these ingredients, the ministers in the conference added gender sensitivity, child friendly schools/environment, child rights, life skills, health and educational resources. In his presentation entitled, "*Redefining of quality education in the Darkar Framework of Action on EFA*" in a UNESCO (2005) forum, Shaeffer followed up these descriptions by highlighting the importance of children's

participation in school life in a family focused school that is community based in philosophy and practice.

Educators have consistently identified parental and community involvement in schools as an indispensable asset in the critical mission of improving quality education in public schools (*Journal for Charleston County School District*, January, 2006). This involvement is a process consciously intended to create an enhanced condition of social, economic and psychological progress for a whole community. It relies on the community's initiatives and commitment as active participants in something they collectively believe to be for their common good and welfare (Ishumi, 1981) The process must be fully supported by the mass of the community; the parents, teachers, SMCs, local leaders, NGOs, education officials, local administration and influential persons in every activity being fully involved as partners (MOEST, 2003). It is evident that great emphasis had been laid on the critical contribution of community support in every national and international educational forum in as far as provision of quality education is concerned.

2.5 Theoretical Framework

The sociological perspectives of the study emphasize the significance of community dynamics and the supportive role of local communities in the provision of quality education. The study borrows heavily from the collective action theory which seeks to understand how groups of individuals are able to cooperate to overcome social dilemmas. It also relates to the ecological systems theory which seeks to understand how the development of young children is affected by quality and context of interrelationships in their habitat. The habitat considered in the study is the community at large, parents, school and the teachers.

Collective action theory supports the notion that inclusive community planning and decision making plays an important role in achieving community development. Gilbert (1989) argues that collective action rests on a special kind of interpersonal commitment or joint commitment where each party makes a mutual commitment to participate in the task. It has been argued for long in empirical studies and theoretical models that collective action is shaped by the interpersonal relations between prospective participants (McAdam and Paulsen, 1993). Those that make this kind of joint commitment demand from each other corrective action when there is an act that

negatively affects the completion of the task. The education policy in Kenya as laid out in the KESSP 2005 guidelines demand that the government provides free primary education in collaboration with stakeholders who include the community. The two parties of interest in the study are the school on one hand and the communities on the other, the joint venture being provision of quality education in public primary schools in Starehe Division.

Active participation is an important factor in collective action and requires that strategic or tactical establishment of communication channels and other linkages take place (McAdam and Paulsen, 1993). In this case, the school administrations should seek ways of engaging the community members in discussing issues in the school. In the light of this thought, Heberlein (1976), notes that community involvement results in better decisions and reduces the likelihood of community leaders making self-serving decisions. He argues that collective community decisions are more likely to be acceptable to the local people than individual decisions. He further states that community consultation has greater potential for success and change than individual action because it allows for the possibility of creative and unconventional solutions tailored to local needs that might have otherwise be un-thought of.

Cahn and Camper (1968) adds that participation in community decision making promotes dignity and self-sufficiency within the individuals. It also taps the energies and resources of individual members within the community and provides a source of special insight, information, knowledge, and experience, which contributes to the soundness of community solutions. The result is an emphasis on problem solving to eliminate deficiencies within the community (Christensen & Robinson 1980). When an individual makes decisions on behalf of community members, they feel overburdened by what they were not part of in the beginning and implementation of the process is hampered. Collective Action in community planning and development affairs is powerful in the sense that it pools together community members' individual strengths, therefore plays an important role in service achievement.

The study also relates to Bronfenbrenner's ecological systems theory which focuses on the quality and context of a child's environment. This theory looks at a child's development within the context of the system of relationships that form his or her environment. Bronfenbrenner argues that the interaction between factors in the child's maturing biology, his immediate

family/community environment, and the societal landscape fuels and steers his development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and the immediate environment, but also at the interaction of the larger environment as well. The study explores the family, school and neighborhood factors that have effect on the provision of quality education to the pupil, which according to Bronfenbrenner, could be seen as the *layers of environment* that affect the child's normal development.

This theory defines five complex "layers" of environment, each having an effect on a child's development. The *microsystem* layer is the closest to the child and contains the structures with which the child has direct contact. It encompasses the relationships and interactions a child has with the immediate surroundings (Berk, 2000) which include family, school, neighborhood, peers, and teachers, or child care environments. This level has bi-directional influences which have strongest and greatest impact on the child. However, interactions at outer levels can still impact the inner structures. The *mesosystem* layer provides the connection between the structures of the child's microsystem (Berk, 2000). It includes the connection between the child's teacher and his parents, between his church and his neighborhoods. The *exosystem* layer defines the larger social system in which the child does not function directly. Structures in this layer impact the child's development by interacting with some structure in their microsystem (Berk,2000). Parent workplace schedules or community-based family resources are examples. The *macrosystem* layer may be considered the outermost layer in the child's environment. While not being a specific framework, this layer is comprised of cultural values, customs, socioeconomic status, poverty, ethnicity and laws (Berk, 2000). The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers. For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's microsystem is likewise affected. The *chronosystem* layer encompasses the dimension of time as it relates to a child's environments. Elements within this system can be either external, such as the timing of a parent's death, or internal, such as the physiological changes that occur with the aging of a child.

As children get older, they may react differently to environmental changes and may be more able to determine more how that change will influence them.

The study focuses on the contribution of communities and parents to the provision of quality education. The community is seen as the immediate environment which Bronfenbrenner argues that has the greatest impact on a child's development. Acquisition of quality educational instructions in the study is seen as child development. All the five layers of the ecological systems theory encompasses the interactions that are expected to have effect on the pupil's educational achievements.

2.6 Conceptual Framework

The researcher used the conceptual framework below to show linkages between the two main variables of the study community support and quality education which were the independent and dependent variables respectively. This perspective is borrowed from sociologists Haralambos and Holborn who sees a conceptual framework as a tool that enables the researcher to find linkages between the existing literature and the research objectives.

The conceptual framework below explains the assumption of the study that there is a relationship between the two distinct variables of the study; community support as the independent variable and quality education as the dependent variable. Community support which in the study was seen as the contributions of the communities was seen in terms of resources and material mobilization, support on curriculum implementation and motivation of both teachers and pupils. When these three areas of support are adequately supported by the communities, quality education in public primary schools would be realized. If the communities do not adequately support the three areas, the reverse is realized.

Community support

Resource and Materials Mobilization

- ❖ Additional Instructional materials (Textbooks, Writing & drawing materials, stationery)
- ❖ Expansion of infrastructure (classrooms, playing fields, toilets)
- ❖ Development of new facilities
- ❖ proper budgets of school finances

Curriculum implementation support

- ❖ Additional teaching & non teaching staff
- ❖ Parental/ guardian interest and concern in curriculum & school matters
- ❖ security for teachers, pupils & materials
- ❖ parental support in homework
- ❖ completion of syllabuses
- ❖ development of co-curricular activities

Teacher and pupil Motivation

- ❖ Quality teaching and learning
- ❖ higher grades and scores in examinations
- ❖ safe & friendly learning environment
- ❖ high attendance & completion rates
- ❖ strong collaboration between school and community
- ❖ parents/ guardian gifts & handouts to teachers
- ❖ planned remedial classes for weak pupils

Quality Education

2.7 Operational Indicators of Variables

The independent and dependent variables will be operationalised as given below.

Variable	Description	Operational Measures
Independent Variable	Community Support	<p>Availed additional instructional materials and supplementary textbooks</p> <p>Supplementary stationery (pens, pencils, rulers, rubbers, sharpeners)</p> <p>Availed art materials (drawing paper, paints, brushes)</p> <p>Expanded infrastructure and new developments, classrooms (including additional desks)</p> <p>Playing grounds (including equipments such as balls)</p> <p>Adequate toilets especially for adolescent girls</p> <p>Motivational Initiatives for teachers and pupils</p> <p>Motivation for teaching and non- teaching staff(trips, lunches, teas, monies)</p> <p>Parental/guardian meeting attendance and participation (AGMs, school days, class, individual sermons by the teacher, sports days)</p> <p>Parental/guardian concern (helping in homework, providing uniform and lunches)</p> <p>Payment of extra levies such as for field trips, lunches, entertainment</p> <p>Voluntary service by parents/guardian in, budgeting, SMAs, PTAs donations, accounting</p> <p>Security measures for school and materials</p>
Dependent Variable	Quality Education	<p>Examination Performances</p> <p>Grades and scores</p> <p>Completion of syllabus</p> <p>Teacher qualification (trained vs untrained)</p> <p>Teacher pupil ratio</p> <p>Friendliness of School Environment</p> <p>Extra curricula Initiatives</p>

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter presents the study design and describes the site of the study. It also presents the units of analysis and observation, methods of sampling and data collection, the tools and techniques of data collection and the methods of analysis.

3.2 Design of the study.

A survey design was adopted for this study. The target population was the PTA chairpersons, head teachers, teachers and pupils of public primary schools in Starehe division. The educational divisional advisor was also used as a key informant. The study was carried out in this division since it had persistently posted poor performance in the KCPE national examinations as compared to other divisions in the city since the inception of FPE program. It was conducted in February 2011.

3.3 The study site

This study was carried out in Starehe Division which is one of the eight administrative divisions of Nairobi City Council. The division is divided into two zone, Central and Juja Road and has 31 public primary schools. It is situated in the area between Thika Road, Juja Road and Outer Ring Road. The western limits pass through the northern parts of Eistleigh to the eastern parts of the city of Nairobi to the Uhuru High way. The Mathare slums and other low income communities consist of nearly 50% of the division.

The respondents in this study were head teachers and PTA Chairpersons from 12 public primary schools. The City Council education Divisional Advisor, teachers and pupils were the informants. The schools were sampled based on the 2010 Nairobi City Council Education Department KCPE mean scores.

3.4 Units of analysis

The unit of analysis is defined by Earl Babbie (1999) as the major entity that is being analyzed in the study. It is the whom or what is being studied. In the study, the unit of analysis was

community contribution to the provision of quality education in public primary schools in Starehe Division, Nairobi.

3.5 Units of observation

Earl Babbie (1999) defines the unit of observation as the unit on which the researcher collects data. In the study, the units of observation were the selected public primary schools in Starehe Division.

3.6 Sources of data

The gathered data was basically from primary sources. The data was obtained from the PTA chairpersons and the head teachers of the 12 public primary schools and class teachers, pupils and the divisional advisor were the key informants.

3.7 Sampling methods

A purposive sampling procedure was used in this study with the expectation that the selected sample would represent the target group. Kombo and Tromp (2006) defines a sample as the finite part of a statistical population whose properties are studied to gain information about the whole. Sampling is also defined as a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

The public primary schools involved in the study were sampled based on the mean scores of the 2010 City Council Education Department KCPE results analysis. Three high performing and three low performing schools were purposely sampled from each of the two education zones.

There was one PTA chairperson and one head teacher for each school. Two class eight pupils, two from every school were purposively selected depending on the end of year examinations performances. One pupil was a low performer and the other a high performer. Two class teachers from every school one from a lower primary class and another from an upper primary class were also purposively selected. There was one Divisional Advisor for the entire division as provided by the City Council.

The following is the breakdown of sampled schools from both of the educational zones according to their mean scores.

Table 1: Schools in Juja Road Zone

High Performing Schools		Low performing Schools	
Primary School	Mean Score	Primary School	Mean Score
1. Muslim Primary	291.75	1.Valley Bridge Primary	215.20
2 .St. Teresa Primary	289.55	2. Kiboro Primary	183.65
3. Daima Primary	255.14	3. Pangani Primary	158.32

Table 2: Schools in Central Zone

High Performing Schools		Low performing Schools	
Primary School	Mean Score	Primary School	Mean Score
1. Parklands Primary	270.52	1.St. Brigids Primary	199.19
2. Moi Avenue	247.58	2. Islamia Primary	170.46
3. St. Peters Primary	220.91	3.Pumwani Primary	168.58

3.8 Tools and Techniques of Data Collection

Interview schedules were used to conduct face-to-face interviews with PTA Chairpersons and the head teachers of the 12 selected schools. The study also utilized interview schedules to conduct interviews with the Divisional Advisor, class teachers and the pupils as key informants.

In addition to the interview schedules the study also made direct observations of the schools and the observations were duly recorded in a field notebook.

The study also utilized secondary data. The sources of data were published and unpublished literature such as scholarly journals, books, reports, registers and charts. The study also obtained literature from electronic sources as websites.

3.9 Data Processing and Analysis Techniques

The information gathered was largely qualitative. In this respect, the data was coded according to related themes derived from the variables of observation and presented according to the respective study objectives. Simple descriptive statistics were used to analyze, present, and interpret the data.

CHAPTER FOUR

4.0 FINDINGS AND DATA ANALYSIS

4.1 Respondents

A total of 12 head teachers from 12 sampled schools participated in the study. 8 of the head teacher respondents were female while 4 were male. The head teachers are charged with the responsibility of the administration of the school. They are therefore the link between the communities, the state and the school.

A total of 8 PTA chairpersons from 12 sampled schools participated in the study. The Chairpersons of the school committees are charged with the responsibility of organizing the PTAs. The strength of the school committee is critical in the implementation of the school curriculum which translates to provision of quality education. Their role in school development programs is to create linkages between the school, communities and development partners, raise funds for the school, maintain discipline in the school, develop the school infrastructure, support co-curricular and creative activities and mobilizing the community to support the schools development programs (Handbook of Inspection for Institutions, Ministry of Education Science and Technology, 2003, GOK).

One Divisional advisor participated in the study. The role of the DA in public primary schools is to supervise educational programs on behalf of the City Education Department. The DA also attends the AGM meetings of every public primary school in the division on behalf of the City Education Department and communicates the council educational policies.

A total of 24 class eight pupils, 10 boys and 14 girls were involved in the study. Two pupils, one low performer and the other a high performer from each class. The high performing pupils indicated their class positions to be between positions 1 and 9 and the low performers indicated their class positions between 26 and 35.

A total of 20 class teachers, 2 from each school, one from a lower primary class and another from an upper primary class also participated in the study. 13 class teachers had an experience of between 1 and 6 years, 4 had between 7 to 12 years and 3 had between 13 to 25 years of experience.

4.2 Location of the schools

The study also considered factors that could allow for comparisons such as schools that were in the same area, with roughly similar communities and whose performances were different. Such examples in the study are St. Teresa and Kiboro Primary schools in Juja Road Zone which are located in the Mathare slums and only three hundred meters away from each other. The other example is St Peters and Islamia Primary schools which are in the same area of the Central Zone and are two hundred meters away from each other.

All the schools selected from Juja Road zone are within low income neighborhoods except Muslim primary and Pangani Primary that are located in middle income areas of Ngara and Pangani respectively. Three of the selected schools in Central zone are in the Central Business District (CBD) area except Parklands Primary which is in a middle class residential area. The analysis is given below.

Table 3: Analysis of school locations in Juja Road Zone

High Performing Schools			Low performing Schools		
School	Location	Social-economic status	School	Location	Social-economic status
St.Teresa Primary	Mathare Slums	Low class residential area	Valley Bridge Primary	Ngara	Middle class residential area
Muslim Primary	Ngara	Middle class residential area	Kiboro Primary	Mathare slums	Low class residential area
Daima Primary	Huruma	Low class residential area	Pangani Primary	Pangani	Middle class residential area

Table 4: Analysis of school locations in Central Zone

High Performing Schools			Low performing Schools		
School	Location	Social-economic status	School	Location	Social-economic status
Parklands Primary	Parklands	High class residential	Islamia Primary	Central Business District	Commercial Area
Moi Avenue Primary	Central Business District	Commercial Area	Pumwani Primary	Pumwani	Medium class residential
St. Peters Primary	Central Business District	Commercial Area	St. Brigids Primary	Pumwani	Medium class residential

Below are the findings and analyses of the of the study discussed as per the objectives.

4.3.0 The role of communities of Starehe division in contributing to the provision of quality education in public primary schools

4.3.1 Findings and Analysis

The role of communities and parents in the provision of quality education in public primary schools as laid down in the 2003 FPE policies and guidelines, is to take their children to school, provide them with food and school uniforms, expand and maintain existing infrastructure, make contribution in their respective schools in areas such as additional teachers and learning materials and motivate both teachers and pupils in teaching and learning. This role is of great importance to the nation as the government seeks to attain the EFA goals by 2015.

This was confirmed by the PTA chairpersons, the head teachers and the Divisional Advisor (DA) who agreed that the role of parents and communities was critical to laying the very foundations of education since they were the custodians of public schools in their neighborhoods. It is then the duty of every community to fully support the development programs of the school in their

neighborhoods, initiate their own programs for the school and supplement government's efforts in the provision of quality education.

The DA added that sending children to school was not the only thing that the communities and parents were supposed to do. Parents in particular were supposed to support curriculum delivery by funding field educational trips, supporting the school feeding programs, supporting and participating in co-curricular activities, motivating teachers, supporting pupils' discipline and attending all the meetings called by the school administration. In addition to this, the local communities were expected to collaborate with the provincial administration in addressing school matters such as pupil enrolment, attendance, truancy and school security. Bearing in mind their crucial role, the study set to find out how the support of communities to the schools had contributed in the provision of quality education.

Response to contribution of parents and communities were gathered from the following specific parental and community responsibilities:-

4.3.2 Supporting pupil's educational needs

It was noted by most PTA and head teacher respondents that parental and community support on individual pupil's educational needs was weak. The class teachers and the DA viewed the communities in Starehe Division as ignorant of school educational development activities and that most parents neglected their children's educational needs. This view was held by 66.67% of school head teachers who reported that local communities had done very little or nothing about the schools in their neighborhoods. However, 33.33% of the head teachers said that parents collaborated with teachers on school issues such as replacement of lost books, maintaining materials given to pupils, buying desks, maintaining school facilities, fencing the school, paying school levies and sending their children to school. 75% head teachers said that parents had kept away from school development issues and had abandoned their children to the teachers. This view was supported by 55% class teachers and 62.5% PTA chairpersons who said that parents had given their children minimal support in school.

The respondents were of the opinion that this weak support had contributed to poor provision of quality education in Starehe Division. However in a few schools, some parents and community members had supported needy pupils in such ways as providing them with supplementary books,

paying for their lunches and buying school uniforms for them. It was also noted that, in these schools, parents and community members had sponsored and readily participated in school improvement programs.

4.3.3 Enrolling pupil in schools:

It is the right of every school going age child in Kenya to be taken to school. Even though the government has provided tuition fee for every pupil, the parents play the role of taking their children to school and providing for them the school necessities. In this respect, 75% PTA chairpersons reported that parents had enrolled their school age going children to school. However, 62.5% of the chairperson respondents reported cases of dropping out especially frequent transfers of high performing pupils from low performing schools to high performing schools. Even though many parents in this division have low incomes and do not have a proper education, 37.5% of the PTA chairpersons noted that some parents offered support to schools by sponsoring vulnerable and needy pupils which boosted school enrolment and retention. 50% class teacher confirmed the high rate of transfer of high performing pupils from low performing schools to high performing schools. It is evident here that even when parents and guardians perform the role of ensuring that the children enroll in school, the problem arises in the event of retaining them especially when they are high performers.

4.3.4 Pupil school attendance, retention and completion

Following up from enrolment, the other role of parents and the community at large is to make sure that children attend classes regularly, are retained and completed school. Regarding this, 87.5% PTA chairpersons said that parents ensure that children attend school daily and 62.5% of them said that parents had not provided for the children's school necessities. 66.67% of the head teachers said that parents/guardians did not support school issues such as replacement of lost books, maintaining materials given to pupils, buying desks, maintaining school facilities, fencing the school, paying school levies and sending their children to school. 66.67% head teachers also said that parents keep away from educational issues and abandon their children to the teachers while 75% teacher agreed to this and said that parents did not follow up their children's class attendance and performance. Only 25% of parents were keen on their children's school attendance.

It was noted that the school feeding programs, which were found in 90% of the schools, boosted school attendance. 83.33% head teacher and 75% class teachers said that parents supported their children's school attendance by paying for their lunches which boosted completion rates in most schools. It was however observed by 41.67% head teacher that some parents contributed to truancy by being bad role models and irresponsible of their children's education which negatively affected regular school attendance.

4.3.5 Pupil repetition

According to the MOE school guidelines, repetition of pupils is discouraged except on special cases. The parents/ guardians make arrangements with the teachers to enroll the weak pupils for remedial classes. This extra tuition adds more work to the teachers and therefore parents pay some money to the school. These extra levies vary from one school to another. To avoid such cases, the teachers advise parents to take children to school at the right age starting with ECD education. However, 66.67% head teachers noted that parents were not keen on paying for extra tuition and preferred the teachers to do it without payment. 33.33% head teachers noted that parents in their schools were keen on payment of money for tuition. Strong support on the teacher boosted the teachers' morale and reduced class repetition.

4.3.6 Parental and guardian payment of school levies

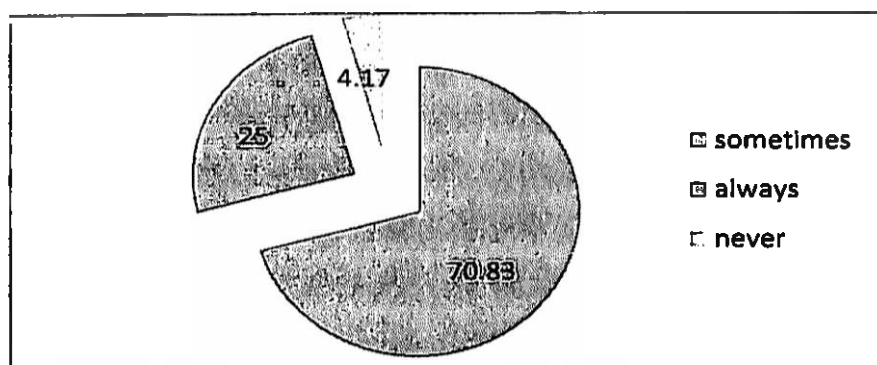
In the FPE program, parents and communities are supposed to support government's provision of quality education by paying for the extra needs of pupils and the school other than the tuition fee. However, 75% of class teacher agreed that the communities and parents are generally ignorant of the need to support of pupils' educational field trips, optional remedial coaching and recreational activities such as music, drama and sports. This indicates that only 25% of the teachers find the parents cooperative and they added that there existed a good relationship between them and the communities where they organized and participated in school open days, sports and prayer days together. Discipline of both teachers and pupils in these schools was very high and as a result the school performance is usually satisfactory.

4.3.7 Parental and guardian attendance of school meetings

There is a general agreement among researchers that children learn better when their parents and

other family members are interested in learning (UNICEF, 2005). In this regard, apart from parental/guardian contribution to pupils' education by providing them with a conducive learning environment at home and payment of school levies, they are also expected to attend all school meetings. However, the highest percentage of pupil respondents said that their parents did not attend school meetings regularly. The analysis is shown below.

Chart.1: Parent/guardian attendance of school meetings



According to pupil only a small percentage of parents and guardians did not attend school meetings at all. 17 pupils said that their parents did not attend meetings regularly. 6 pupils said that their parents/guardians attended class meetings all the time and that it made them feel encouraged and loved. Those pupils whose parents did not attend school meetings said that they felt rejected, angry and bitter. 4 out of the 6 children whose parents attended class meetings regularly were from high performing schools.

The respondents agreed that this parental role was weak. 66.67% head teachers said that most of the parents did not attend school meetings regularly. 62.5% of the chairpersons felt that many parents did not consider school meetings a priority. 75% of class teacher supported the respondents adding that this discouraged them.

4.3.8 Provision of school lunches

Nearly every public primary school in Starehe Division had a feeding program which requires that the parent/guardian pay 40 shillings for each child every month. The parents and communities were reported as having supported this program strongly by making financial and volunteer contributions. 91.67 % of head teacher respondents indicated that their schools had a

school feeding program. 87.5 pupil confirmed that they eat their lunch in school while 12.5 % did not. Those that did not eat in school said they had carried packed lunch or that their parents had not paid for the lunch. 58.33% of head teacher respondents and 75% teachers said that provision of lunches to the pupils especially the young nursery school and pre-unit pupils aided their attendance, retention and completion of school.

Direct parental and community supportive role on the pupil was found weak due to the irregular parental attendance of class meetings and lack of keen parental and guardian support for the teachers in paying school levies for the pupils. Some parents were also reported by the head teacher respondents as being bad role models to their children. The pupil school attendance was above average which the respondents related to the strong support on the school feeding program. Enrolment was also above average though 25% of class teachers reported cases of dropout and indiscipline. The school feeding programs were initiated by the MOE through the KESSP programs and it is not a parental community initiative. The support that the program has received from most of the parents cannot in itself suffice provision of quality education.

4.3.9 Development and maintenance of school infrastructure

According to the FPE, 2003 guidelines, the community is responsible for maintenance, repairs and expansion of existing school infrastructure so as to accommodate the expanded enrolment that resulted from the FPE initiative. The study noted that the role of parents and communities in expanding and maintaining existing school infrastructure as weak. Dilapidated school infrastructure created a bad teaching and learning environment. However, 8 pupils indicated that some facilities in their schools had been expanded. These included the deputy teacher's office, kitchen, pre-unit and the special children classes. Pupils from two high performing schools reported that their schools had converted some structures in the schools to be used as internet/movie and IRE rooms. One school had renovated the swimming pool and constructed modern toilets. New classrooms had been constructed in one high performing school in the Central zone.

The study reviewed that there was need for expansion and maintenance of existing infrastructure that lay overstretched since the inception of FPE. This was reported by 66.67% head teachers who said their schools needed more classrooms. 75% of them said they needed expansion and

refurbishing of general infrastructure in the school. 16.67% of the head teachers reported some repairs on classrooms that had been done through funding by donors who had been sourced by parents. 70% class teacher respondents reported that physical facilities in schools had deteriorated after the inception of the 2003 FPE initiative hence needed repair and renovations. The observation sheet recorded that 75% of the schools were characterized by poor infrastructure and needed major maintenance, repair and expansion.

Contributions made by communities towards infrastructure development that were mentioned included donation of land for expansion. This was reported in one school supported by a religious based organization. In slum schools well wishers donated desks and offered financial assistance for various development programs. In high performing schools, teachers noted that parents monitored on-going development programs.

Direct observation of schools revealed that 8 schools had stalled projects; 2 schools had ongoing developments while 7 schools had sponsors who worked with supervisors from the community having been appointed by the PTA. This indicates that parents and communities were not very active in school development programs as shown by the 10 schools (table below) that did not have any ongoing programs.

Table 5: Analysis of School Developments programs

Type of development	Schools with projects	Comments	Schools without projects	Comments
Ongoing development projects by parents and community	2	All were high performing	10	6 were low performing and 4 high performing
Ongoing development projects by sponsors or donors	7	4 were low performing 3 high performing	5	4 were low performing and 1 was high performing
Schools with stalled projects	4	Low performing	8	Low performing

The table below shows a comparison between those facilities that were provided by the government and those that were supposed to be made available by the communities and parents. In almost all the schools, the facilities that were provided by the parents and communities were less adequate than those provided by the government. Buses, vans, computer rooms and libraries were purchased by the community and parents so was the construction of the kitchen. The school inauguration plaque is erected by the PTA, the fields, water, electricity and the litter bins are provided by the City Council.

Table 6: Analysis of facilities in the schools

Type of facility in the school	Schools with the facility	Schools without the facility	Provider
Playing fields	11	1	City council/government
Computer room	8	4	Community/parents
Library	7	5	Community/parents
Water	12	0	City council/government
Electricity	9	3	City council/government
Buses	3	9	Community/parents
Vans	3	9	Community/parents
Kitchen	10	2	Community/parents
Plaques	8	4	City council/government
Litter bins	9	3	City council/government

In more than 60% of the schools directly observed, provision and maintenance of sanitary facilities which is a parental/ community role was recorded as strong. In all the schools, the girls had more toilets than the boys and also the ladies more than the men. The men's toilets were notably fewer in number because there were less male teachers in public primary schools in this division than female. However, it was observed that toilets in higher performing schools were

more and in better condition than in the low performing schools. This suggested that strong parental and community support in this role contributed to good learning environment and contributed positively to provision of quality education in these schools.

Table 7: Conditions of school sanitary facilities

Category of school	Categories and distribution of toilets					Comments on general condition
	Boys	Girls	Female teachers	Male teachers	Total	
High performing	2	5	2	2	11	All toilets were found clean
Low performing	2	4	2	1	9	About 25% of boys' toilets did not have doors
Low performing	1	3	1	2	7	All toilets were found clean
High performing	2	6	3	2	13	20% of girls toilets were found closed
Low performing	2	5	2	2	11	50% pupils toilets had broken doors
Low performing	2	3	1	1	7	All were found clean
high performing	1	4	2	1	8	School had a small field
Low performing	2	5	2	1	10	Were all poorly kept except for the teachers
Low performing	2	5	2	2	11	All were found clean
high performing	3	8	4	2	17	Were found clean
high performing	3	5	6	3	17	Were found clean
high performing	4	6	3	2	15	Were found clean

Following on the role of parents and communities to expand and maintain school infrastructure, there were some schools where the classrooms did not have doors and windows. This suggests an unfriendly and unsafe learning environment. This was mainly in the schools in the slums. The direct observation report was as follows:-

Table 8 : Condition of classrooms

Unit observed	Number of schools with the unit	Number of schools without the unit	Maintenance
Doors	10	2	Community/parents
Windows	10	2	Community/parents
Cupboards	9	3	Community/parents
Garbage bins	8	4	City Council
Blackboards	12	0	City Council/government

In addition to the observation above, out of the 12 schools observed, 50% of the pupils shared desks while 50 % had individual desks especially in upper classes. In 4 schools, the head teachers' offices as well as the staffroom were big enough. However, in 8 schools, the staffrooms and head teachers' offices needed expansion, repairs and furniture for the teachers. All these needs were supposed to be provided for by the parents and communities.

Education policy guidelines indicate that no children should be turned away from school. The parents and communities should do the necessary expansion so as to accommodate any overflow of pupils. The head teacher respondents gave the class sizes as ranging from 8 to 79 pupils. However about 62% of the classes had below 35 pupils which is in tandem with the recommended MOE's class size of 40:1. About 21% of the classes had between 40 and 48 pupils per class while 17% had over 65 pupils. This implies that in most of the schools in Starehe Division, there is no overcrowding in the classrooms. The pupils confirmed this when 58.3% of them said that large class size did not affected their performance while 37.5 % said that large classes negatively affected the teachers since there were a lot of books to mark.

4.3.10 Conditions of the school environment:

The type of teaching and learning environment prevalent in a school contributes either positively or negatively to provision of quality education. Observations and enquiries were therefore made on the class sizes, condition of existing structures in the school, cleanliness and school fencing.

About 60% of the schools observed had no flower beds while the rest had well maintained flower gardens. 10 schools had pavements while 2 did not have any. In 5 schools the pavements were clean and well maintained while in 5 schools the pavements needed to be repaired and in 2 they needed to be built. It was observed that the status of cleanliness in all the schools was good and satisfactory.

The observation sheet further sought general information on the roles played by the PTAs, SMCs, donors and the government in terms of taking care of the school environment. It was recorded that the SMCs and PTAs plays the biggest role in maintenance, supervision, handling donations and penalties on damages of school properties and materials.

The role of expansion, repairs and maintenance of the school infrastructure is the responsibility of parents and communities. 75% PTA chairpersons said that there was need for infrastructure development in the schools. 88.33% head teachers said that their schools needed repairs and maintenance. 62.5% pupil commented that there had not been any expansion or renovation in their schools since their entry in the school. In most schools therefore parental and community support in this respect was noted as weak.

4.3.11 Provision of supplementary teaching and learning materials

All the respondents admitted that the government provided text books and stationery to pupils through the FPE program. But it was the responsibility of parents to buy supplementary materials for their children and also make sure that they take good care of the textbooks given to them. The parents also participated in school instructional management committee (SIMC) whose responsibility is to select the books to be purchased by the school.

In 9 out of 12 schools observed, instructional materials were in good condition. They were not necessarily new but, were covered and tidy. However, better instructional materials were observed in high performing schools than low performing schools. In 3 of the schools, textbooks

and charts were torn and untidy. 2 schools did not have any meaningful teaching aids and materials. In 2 schools, the parents and community had initiated a book funding project.

4.3.12 FPE and provision of supplementary teaching and learning materials

The study recorded confusion of different roles played by different development partners in the provision of additional teaching and learning materials. 88.33% of head teachers noted the lack of clear guidelines and blamed the lack of support of parents and communities to the failure of MOE to explain clearly the duties of each development partners at the inception of FPE. 75% teachers concurred with this report but observed that most of the teaching and learning materials available in the schools were generally tidy and covered.

The FPE program required that the parents/guardians provide their children with additional learning materials to boost easier completion of syllabus and homework. However, 87.5% of the chairperson's respondents said that most parents were confused about their role in the FPE program and therefore did not readily buy their children additional learning materials. The same case applied to the teaching aids and facilities. Only 12.5% respondents had experienced involvement of communities and parents in this area. 75% teachers added that the communities are not concerned with learning materials because of the notion that the government provided everything the pupils needed through the FPE program. They therefore provided little of the required additional learning materials claiming that education was free. Lack of additional teaching and learning materials slowed down the completion of the syllabus and did not motivate the teachers and therefore negatively affected quality education.

4.3.13 Hiring of additional teaching and non- teaching staff

PTAs and SMCs in public primary schools play the role of engaging additional teaching and non- teaching staff. However, 75% of head teacher respondents reported that there was need for both additional teaching and non teaching staff in their schools. 75% chairpersons indicated that they had not engaged any additional teachers, support staff or volunteers in their schools. It was noted that many schools did not have a strong financial base for engaging additional teachers and workers. However, those schools that were supported by religious organizations did not have shortages of teachers. They were among 25% of the head teachers who reported that they had

adequate teachers and workers. One school reported that they had volunteers from religious based organizations.

4.3.14 Motivation of teachers and pupils

Rewards and appreciation for both teachers and learners after every KCPE national results are a great motivation regardless of the school's divisional placement. 83.33% head teachers reported that the PTAs did not release finances to encourage both the teachers and the pupils willingly. This translates to low teacher morale and consequent poor curriculum delivery. 62.5% PTA chairpersons also reported poor response on the part of the parents in rewarding best pupils and also the best improved, organizing educational tours for the pupils and motivating teachers by either offering them teas and lunches or tokens of appreciation. 80% of the teacher respondents said that parental motivation for teachers and pupils in their schools was weak. However, 20% of the teachers noted that there was motivation in their schools and the parents had a positive attitude towards them which notably boosted their morale. Teachers in one school reported that parents buy the teachers lunch once a term for motivation.

The head teachers generally reported that positive community support and participation positively affected examination performance and the lack of it lowered the school's mean score. 66.67% head teachers reported that some parents did not care much about the pupil's motivation or school issues but were keen to have their children sit for the KCPE examinations regardless of their educational needs.

There was general agreement among respondents that motivation of pupils and teachers was done differently from school to school and at different times depending on the available options. The kinds of motivations mentioned were paying for teacher's lunches and teas, taking them for trips and employing additional teachers. Other forms of motivations mentioned were renovations of the school infrastructure and organizing of educational trips for pupils. The teachers also said that they were motivated when parents assisted with homework, paid for national and local examinations on time and when they did not withdraw high performing pupils to the academies and high performing public primary schools.

4.3.15 Direct and indirect support on curriculum implementation

It is the role of parents and communities to set up strong School Management Committees (SMCs) and Parents Teachers Associations (PTAs) that can mobilize parents and communities to support the school curriculum. However, as indicated by 75 % head teacher respondents said that parents and communities did not play any significant role in curriculum issues. The parental roles that indirectly support the curriculum are the provision of additional learning materials, payment of school levies and assisting pupils with homework. However, 75% of teachers said that parents and communities neither provided pupils with necessary additional materials nor supported teachers in syllabus coverage by assisting pupils to do their homework. Nevertheless, the teachers said they encouraged parents and communities to get involved in curriculum issues by attending class meetings and being sensitive to the pupils needs.

Recreation activities which include games and art activities are an important aspect of qualitative curriculum delivery. The lack of it affects pupils' performance output as agreed by educators. 75% head teachers observed that most parents were not interested in these activities even though the pupils needed sports item and uniforms for sports and also funds for games and other activities. 75% of the PTA chairperson respondents also reported that most parents and teachers did not take co-curricular activities seriously citing tight time table schedules and the need to concentrate on examinable subjects. It was recorded that some parents discouraged their children from participating in co- curricular activities citing waste of study time. 80% teacher supported and said that parents and communities did not support co- curricular activities.

In the few schools where co curricular activities were supported, talents were tapped, games facilities expanded and overall performance of pupils promoted. A notable example was in football where some pupils had played in national junior football tournaments. Weak support of co- curricular activities in the schools was suggested by teachers as a contributory factor to provision of poor quality education in Starehe division.

4.3.16 School security and discipline

4.3.16.1 Security:

In Starehe Division, only 10% of the schools had perimeter walls despite the fact that most schools are in the slums. 90% of the schools were unprotected from the neighborhoods and other

schools were surrounded by bushes and kiosks that made the school environment insecure. Visitors did not necessarily report to the office because most of the schools were in open spaces and there was no proper security personnel.

This was a clear indication of weak support by parents and communities in school development programs. An unfriendly learning environment is one of the factors that translate to provision of low quality education. The role of the community and parents was to ensure a safe and friendly learning environment both in the classrooms and the school compound. For example, the classrooms should have proper doors, windows, enough desks, cupboards, clean walls and so on. The school compound and infrastructure should be clean and safe and this can only happen if the parents offer financial support to the school. Most of the households as indicated 65% of the head teacher's respondents were reported as low income earners who did not participate in development programs of the school due to poverty, irresponsibility and illiteracy.

4.3.16.2 Discipline:

Bad social influence from the neighborhoods was noted by 66.67% head teacher respondents as a major hindrance to good discipline and provision of quality education in the schools. However, the local communities and parents had tried to assist by coming to school when called by the teachers, attending class meetings, and providing learning materials.

Most of the schools are located in neighborhoods with serious social problems such as crime, drugs and beer drinking. 37.5% of the chairpersons' respondents reported that parents were caught up with prevalent social problems of the area and so failed to be proper role models to their children. 41.33% of head teacher respondents reported they had a problem with discipline in their schools. However, most of the head teachers said they continuously urged the parents to cooperate with teachers when called to discuss indiscipline cases of their children.

4.3.17 Efficiency in school finances and budgets

The PTAs and the SMCs in school management are representatives of the community in school development programs and operations. They ensure that school funds are used as per budgets which are approved during AGMs. This is when budgets are read, questions raised and suggestions given by parents. 75% head teachers concurred that lack of proper management of school finances hampered development of school programs and therefore negatively affected

provision of quality education. All the head teachers said that they did not have enough finances to run the schools. In this respect also, More than 90% class teachers agreed that their school finances were well managed even though there was usually little available. However, lack of embezzlement of school funds was a strong input in the provision of quality education.

Even though parents and communities were supposed to mobilize resources for the school, only 37.5% PTA chairperson respondents reported the PTAs and SMCs in their schools as having been supportive on such issues as sourcing for and working with youth groups in activities such as maintaining the playgrounds and sensitizing parents to participate in various school repair works. In schools where there was this kind of support it helped in saving school funds which were used in other developments ventures in the school. 4 schools reported that they occasionally raised money by renting out certain rooms in the school. The committee members also participated in procurement and undertook certain audits to ensure zero tolerance on misuse of funds. 2 schools reported that the SMC had the responsibilities of drawing up the budgets where the chairman and treasurer were signatories and had strict supervision of school projects and finances. However, all the public primary schools are audited by the city education department of the City Council.

4.4.0: The contribution of community support to the provision of quality education in public primary schools

4.4.1: Findings and Analysis

The effects of communities' responses on the provision of quality education were established by recording observable facts and experiences of the respondents and informants. The study made assumptions that the communities and parents were already supporting or participating in school development programs in such areas as resources and material mobilization, curriculum support and implementation and motivation of both teachers and pupils as drawn in the conceptual framework. Examining these areas helped in making conclusions on whether the communities offered strong or weak support so as to establish the patterns of support and distinguish between provisions of high and low quality education.

4.4.2 Resources and material mobilization

4.4.2.1 Expansion of infrastructure, development and maintenance

The role of government and development partners in FPE viz a viz that of the communities and parents in primary schools' development was noted as a major source of confusion. This was in relation to the question of who was responsible for the expansion and maintenance of the school infrastructure. 41.67% head teacher respondents reported that the communities did not get involved with school development programs partly due to their misunderstood role in FPE. 50% head teacher respondents, most of them from low performing schools reported that there was need for urgent renovation and maintenance of their schools' infrastructure. This was confirmed by 60% class teachers who said that their schools required refurbishing.

Due to the FPE influx, some schools had inadequate classrooms and others still were poorly ventilated. In one low performing school, the head teacher feared that some classes may collapse on the pupils any time which may lead to fatalities. It was observed that the congestion of pupils in the classrooms created a poor teaching and learning environment. 2 schools recorded improved infrastructure due to parental and community input which had created a conducive teaching and learning environment hence high performance had been realized and maintained.

In all schools observed, the girls and ladies had more toilets than their boys and men counterparts. The reason given on the observation sheet was that girls required more privacy than the boys especially the adolescent girls and that the ladies were usually more than the men in every public primary school in Nairobi. However, most of the pupils' toilets were clean except in a few schools where they were dirty or broken down. The reason given for this was that there were inadequate finances to engage additional non- teaching staff to clean them.

All the head teacher respondents except in 2 schools agreed that co-curriculum activity as an aspect of curriculum implementation faced a lot of challenges. This was in terms of lack of sports materials and size of playing grounds, religious inhibitions, ignorance and gender imbalance in public primary schools. This problem was aggravated by the teachers desire for high mean scores in the KCPE examinations commonly referred to as *mean score mania*.

The City Council of Nairobi was responsible for providing playing grounds, fields and games equipment to all public primary schools. The parents and communities on the other hand were

supposed to provide additional games equipment. In this regard, 41.67% head teacher respondents indicated that playing grounds and equipments were adequate and this was noted as a boost to co-curricular activities in these particular schools. 30% class teachers were of the opinion that playing grounds in their schools needed rehabilitation and that the games equipments were also inadequate. Some added that their playing grounds were too small to accommodate the pupils in the school and needed to be expanded. This was irrespective of the fact that the school class ratio (SCR) was reported satisfactory by 75% of the head teacher respondents interviewed. 25% of them however, reported overcrowding in the schools saying that they did not have enough grounds for recreation.

Development of Co-curricular activities were reported as facing challenges due to lack of support from the teachers, communities and parents except in 2 schools. Co-curricular activities in most schools were regarded as a waste of time for the examinable subjects. In the few schools where co-curricular activities were supported and encouraged, pupils were assisted in talent building in sports, drama and music. In addition, 55% teachers confirmed that their schools' playing grounds needed expansion without which, the teachers feared would have a negative effect on provision of quality education.

Only 2 schools out of the 12 observed had a perimeter wall around them and the respondents said that security was poor. The teachers were concerned that if not attended urgently, it would lead to theft of both personal and school property. In one of the schools whose neighborhood is the Mathare Valley community, the head teacher expressed concern of the frequent lose of school books which many times had been found in the hands of street vendors even with the school's stamp still visible.

The observation sheet recorded that in some schools where the community and parents were interested in school development, the schools had better infrastructure than in those where the communities and parents abandoned the school. The school class ratio (SCR) was however reported average but in schools where it was above average, the structures were strained due to increased FPE enrolment, pupils were squeezed in small classrooms causing an unfriendly teaching and learning environment. The SCR added positive note in that it was reported by 75% of head teacher respondent as satisfactory.

Some of the high performing schools reported that school management committee usually assisted in purchasing and repairing of desks, providing utensils, donating land for building schools and supervising ongoing projects. In the low performing schools, the PTA chairpersons were recorded as having expressed difficulty in convincing the communities to support the schools development.

4.4.2.1 Supplementary teaching/ learning materials:

Provision of supplementary teaching and learning materials by the parents was recorded as weak. It was reported by 75% head teacher respondents that it had not contributed much to the provision of quality education in their respective schools. However, 25% of them felt that parents and communities provided pupils with basic needs such books, pen, uniform and also had paid school levies. A few head teachers reported that they had engaged additional teachers and thus reducing high pupil teacher ratio which had enhanced overall school performance. On the other hand, 62.5% PTA chairperson respondents reported that their schools had inadequate non-teaching staff since the communities and parents had not provided finances to engage additional workers.

However, the head teacher respondents agreed that the government provided text books through the FPE program. But the study found out that there were inadequate supplementary textbooks, stationery and art materials in most schools. 45% teachers confirmed this by saying that communities and parents did not provide additional learning materials to their children. The head teachers reported that there was non- replacement of lost books by parents which had negatively affected teaching and learning. This had lead to delay in syllabus coverage and thus poor implementation of curriculum.

Even though the government provided learning materials to all the schools through the FPE program, 75% head teacher respondents reported that their schools lacked additional learning materials. They cited lack of parental support and cooperation in school development issues partly because parents had misunderstood their role in the FPE program hence did not participate in school development programs. This negatively affected teaching and learning in many ways.

The responses of community support and participation to the provision of additional teaching and learning materials by the community and parents was notably poor. Lack of additional

teaching and learning materials, as a parental responsibility led to poor syllabus coverage and consequent poor curriculum delivery. The study gathered that there was evident confusion on the FPE program and provision of teaching and learning materials as reported by 83.33% head teacher respondents. This shows that the communities had not fulfilled their role of providing the necessary additional teaching and learning materials as they ought to have done. This was confirmed by 55% class teachers.

4.4.3 Curriculum support and implementation

4.4.3.1 Attendance of class meetings

The general opinion on parental contribution to children's educational need was reported as weak even though only 4.17% pupil respondents said that their parents did not attend class meetings at all. 70.83 of the pupils said that their parents did not attend meetings regularly while 25% of them said their parents always attended meetings. Those that said their parents attended school meetings all the time said that they felt loved and encouraged to do well in school.

Parent/guardian attendance of meetings was reported average by 50% of the head teacher respondent. The poor attendance was attributed to illiteracy of most parents in the division. It was observed that when parents fail to attend meetings, it hindered achievement of school development programs. 75% head teacher respondents indicated that when parents and communities get involved in school development programs, it positively influenced the pupils' performance. They added that most of the parents were however ignorant of this fact. In schools where parents attended and participated in class meetings to discuss pupil class performances, supervised pupils' home work, suggested improvements in the school and assisted where possible, there was notable overall examination performance.

4.4.3.2 Concern and Payment of school levies

Parent/guardian payment of school levies was reported weak by 67.67% head teacher respondents and 33.33 % said it was satisfactory. 83.33% head teacher respondents argued that this dismal support and participation had been caused by misconstrued roles on the part of the parents and communities who had understood that FPE funds catered for everything that the pupils needed in school. The head teachers reported that when parents fail to pay these levies, the schools are not able to engage additional teachers, workers and perform other development

functions in the school. The pupils also missed out on innovative exposures that were experienced during educational trips and creative activities which added to high performance.

It was reported by 66.67 % head teacher respondents that parents and communities did not offer voluntary service. 25% of them however noted that some community members provided for the less fortunate pupils in the school. The PTA Chairpersons generally observed that examination performance had been adversely affected by the abandonment of learners to the teachers by their parents/ guardians. 62.5% chairperson respondents and 41.67% of head teachers observed that the local communities were generally not supportive to school development activities, curriculum implementation, material and resources mobilization and motivation of teachers and pupils. The DA confirmed this by saying that there was lack of strong communities' and parental support in the provision of quality education in public primary schools in Starehe Division. The effects of this were the poor examination results being experienced in the division. The DA felt that the weak community and parental support in their children's education discouraged both teachers and pupils. The DA said that zonal examination performance in the clusters where the communities and parents showed interest in education was better than in communities where they were ignorant of educational needs of their children. The DA further said that the community and parents in many parts of this division are more concerned with their children getting basic numeracy and literacy skills other than good examination results for further education and learning. The respondent also noted that communities here observe strict religious values at the expense of school activities. Some of the economically endowed persons did not contribute to school development programs since many of them did not have an education. These social inclinations resulted to isolation of schools from the communities.

Those opinions from the respondents suggested that parental and community support to school development activities in the schools was weak. There was weak community and parental support in parental attendance of meetings, payment of school levies and general concern for children's education which was a source of discouragement to both teachers and pupils. It was only in one school where the PTA chairperson reported that the community had started peace clubs and counseling of pupils. This initiative was supported by the Catholic and PCEA churches who cared for children with special needs.

4.4.3.3 Additional teaching and non- teaching staff:

Teachers in public primary schools were provided by the government. The head teachers supervised the running of the schools with the help of the PTAs/SMCs. In 65% of the schools, the teacher pupil ratio (TPR) was in tandem with MOE requirement. However, in 35% schools, the TPR was too high and had negatively affected teaching and learning.

Respondents from schools where non-teaching staff was adequate observed that there were enough funds to employ them. This was not the case in schools where the staff was inadequate, there the respondents cited financial constraints. In both cases, non teaching staff assisted with cooking and cleaning around the school thus providing a good teaching and learning environment.

4.4.4 Teachers and pupils motivation

4.4.4.1 Handouts

Appreciation to teachers and pupils regardless of examination results is meant to boost their morale and encourage them to work harder. 91.67% of head teacher respondents agreed that teachers get a lot of motivation from handouts and gifts given to them by parents and the PTAs. However, 83.33% of them had said that the PTAs were not keen in motivating teachers and pupils. In schools where parents and PTAs motivated and rewarded teachers and pupils, the head teachers had noted that there was improvement in teaching and learning resulting to good examination performance at zonal and national levels.

4.4.4.2 Collaboration between parents, communities and schools

A general observation in the study was that in schools where the local community and parents support and participation was strong, there was less indiscipline cases among pupils. 41.67% head teacher respondents reported problems of indiscipline where adherence to school rules was experienced only after punishments and involvement of parents. In 2 of the high performing schools supported by RBOs, there were strong religious values. Here, parents cooperated with teachers when taking pupils for educational tours and visits. This cooperation between parents, teachers and pupils enhanced discipline and consequently provision of quality education. Most of the class teachers reported lack of cohesion between parents and teachers but a few of them said

there was some motivation of teachers in their schools which greatly encouraged them and pupils to work hard.

4.5.0 Constraints to community support in the provision of quality education in public primary schools

4.5.1 Findings and Analysis

The study identified the challenges that faced community support and contribution in the provision of quality education on the basis of the families' economic backgrounds, social-cultural behaviors and political influences in the schools. In these factors were the challenges that hindered support on children's educational welfare, engagement of additional teachers, provision of additional learning materials, expansion of existing infrastructure and motivation to both teachers and pupils. A summary of findings is given below.

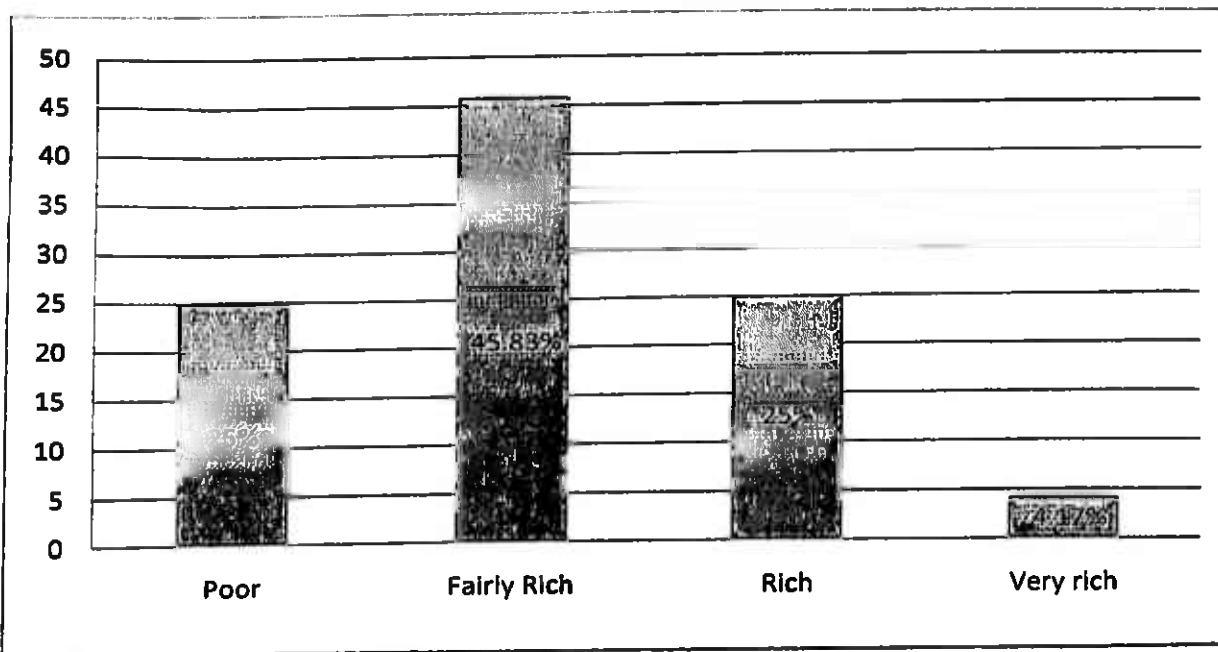
4.5.2 Economic factors:

The study recorded that parental and community support in the provision of quality education in public primary schools in Starehe division is hampered by low economic status of most families as indicated by 66.67% head teacher respondents. About half of the pupils were from average economic households as indicated by 45.83% of pupils. 25% of pupil respondents indicated that they were from poor families. Some of these poor families comprised of elderly grandparents hawking in order to care for their grandchildren. About 30% pupil respondents indicated that they were from rich and fairly rich households.

Economic levels had affected pupils' performances differently depending on whether they came from economically endowed families or not. Those from high economic households reported that their parents were able to take care of their basic school needs such as food, clothing and additional learning materials, avail electricity at home and also pay school levies which included educational trips and optional remedial tuition. The pupil from low economic households said they had been affected in school by frequent lack of basic school needs such as additional learning materials, school uniform, bus fare, money for the school lunches, money for optional remedial teaching and also lack of electricity at home leading to unfinished homework.

Struggles such as poverty, ignorance and illiteracy which resulted from low incomes made most families not to support or participate in school development programs. It was also noted that most parents kept small businesses and were too busy trying to make ends meet and were not able to give their children the required attention including attending school meetings as confirmed by 45% of teachers. The poor economic background adversely affected provision of quality education since some pupils lacked transport to school and also missed out on remedial classes. 10 out of the 12 schools surveyed had a school feeding program, but even then it required that the parents pay 40 Shillings per child per month. Some of the poor families were not able to pay that amount of money as indicated by 20% pupil respondents who indicated that they did not take the school lunches.

Graph 1: Households Economic Levels as indicated by pupil respondents



75% of the head teacher's respondents indicated that most of the families were low income earners who did not participate in development programs due to poverty, ignorance and illiteracy. The observation schedule recorded that 75% of PTA Chairpersons did not have a meaningful education and were themselves very difficult to locate for interview. Illiteracy on the part of the PTA chairpersons therefore created language barriers, some of them were not willing to talk about curriculum implementation, school development programs and issues on provision of quality education in their schools. However, as regards the economic level of families, low economic levels as a hindrance to provision of quality education was mentioned by 62.5% PTA

chairpersons. This was also the reason given as to why many parents did not volunteer to be school committee members.

It was also noted that a few parents had high incomes but could not by themselves support provision of quality education in the schools without the larger part of low income earning parents. When these parents got discouraged by the state of the public primary schools, they moved their children to the higher performing academies. In one high performing school supported by the Islamic religious community, the head teacher reported that the school received such transfers but was not possible to admit all the pupils. This school was a good example of the role of religious organizations in school development. This school does not receive the FPE funds and community and parental contributions were the main source of income in the school.

Lack of a strong economic base on the part of parents and community hindered support and participation hence poor support of school development programs. Ignorance and illiteracy on the part of the parents and PTA chairpersons reduced the confidence needed to monitor curriculum implementation and supervision of homework at home. It also reduced the desire of parents to prioritize educational issues.

4.5.3 Social factors:

The major social factors that constrained community support and participation in this division were illiteracy, language barrier, cultural inhibitions and parental ignorance. The observation schedule indicated that 75% of PTA Chairpersons did not have a proper education. This impacted negatively on the provision of quality education since they could not monitor the implementation of curriculum with confidence. It was also noted that most parents had assumed that the FPE program provided for all the needs in the school.

Some teachers also expressed concerns of broken families, early marriages, pupil transfers, high rate of transfer of head teachers from one school to another as hindrances to provision of quality education. In one low performing school, there had been five head teachers between 2009 and January 2011 when the data for this study was gathered. The head teachers inputs on the issue of social constrains faced by the parents and community as they support provision of quality education had the same sentiments as those of the teacher respondents. However some head teachers observed peer influence among parents who did not cooperate with the class teachers.

These parents were also noted as having misunderstood their role and limitations in the FPE program. It was noted that some parents played a passive role in school matters especially among the Islamic communities. This particular community was said to have been difficult to involve in school development and were usually unavailable for meetings. These sentiments were supported by 70.83% pupils who said that their parents had not played a significant role in their education, 60% class teacher added that the communities were not keen on school development programs while 50% head teacher respondents said that parents did not care about their children's education. 62.5% PTA chairpersons said that the communities in particular did not play any role in school development programs.

Other social factors that were mentioned by the head teachers which affected community and parents support included poverty, drug and substance abuse by pupils and parents, religious beliefs and misunderstood educational policies. The Divisional Advisor confirmed that the schools' neighborhoods had bad influence on the schools such as use of drugs which had resulted to indiscipline among pupil. This was supported by 65% class teachers who added that parents were bad role models to their children due to involvement with drugs and drinking. They also said that neighborhood influence was a hindrance to discipline and high performance in the schools. The DA mentioned religious interferences coupled with high levels of Illiteracy in the community, ignorance on the purposes of education, retrogressive social/cultural and religious practices, political interference and misunderstood government policy on FPE as challenges that faced provision of quality education in Starehe division.

4.5.4 Political factors:

The study found out that political interference was limited to tribalism and partisan contributions on school development in a few schools. It was also noted that some of the parents were refugees who did not consider themselves as part of the school development programs since they were not permanent residents in the country.

Other political factors which affected community support and participation in the provision of quality education included education policies on FPE which the MOE had not made clear to the parents and communities. Another policy factor that was recorded in the observation schedule was the high rate of transfer of head teachers and also school deputies to other schools. The same

also recorded a high rate of transfer of high performing pupils from low performing schools to high performing ones which was a discouragement to the teachers.

However, political influence, manipulation and interference were reported by 16.67% head teachers' respondents as minimal. The little interferences included inciting parents on school levies saying that FPE funds were enough for all school development programs and that anyone who asked for extra levies was wrong. In some communities, there were parents who were refugees and this made them not to take school development programs seriously because they were not permanent residents in the country. This greatly affected school performance and development. Mentioned was also lack of political goodwill from local politicians, and only 10% head teacher respondents noted some financial help from political leaders.

4.6.0 Interventions that could strengthen and sustain community support in the provision of quality education in public primary schools

4.6.1: Findings and Analysis

Interventions that could sustain communities and parental support in the provision of quality education were identified from records of direct observations made by the researcher and suggestions made by the respondent and informants. The suggestions were gathered on how different development partners in the FPE initiative such as MOE, donors, school administration, local community's leaders and administration can offer sustainable solution to communities and parental support in education.

4.6.2 Ministry of Education (MOE):

Most of the respondents were of the opinion that community education was crucial if community support and participation in the provision of quality education in public primary schools in Starehe Division was to be strengthened and sustained. The Divisional Advisor suggested that community education and mobilization would reduce the isolation of schools from the communities and create awareness on the importance of education. This would strengthen communities and parental support and participation in provision of quality education in the schools. This opinion was supported by 65% teachers who reported that social influence was a hindrance to pupil discipline in the schools and greatly affected pupil participation.

Due to the weak parental and communities' support and participation in school development functions, the DA suggested that the MOE should lay strategies to encourage parents to support and participate in school development programs since parental negligence, if not addressed, would continuously cause decline in school performance in Starehe Division. The DA also suggested that the Ministry should explain policy issues misunderstood at the inception of FPE.

75% head teacher respondent was of the opinion that community civic education would contribute to the sustenance of parental and community participation and support in schools. They suggested that opportunities should be created for parents to learn ways to sustain their support and participation in the school. 70% teacher added that the MOE could address sustenance of community support and participation by providing forums for parents and schools to present their grievances openly. The ministry should also provide educational advisors to schools consistently and explain education policies especially FPE through the mass media or any other functional forums. The ministry should also set up adult education programs to educate parents on the importance of being involved in their children's education.

The head teacher respondents reported that most parents were still confused about FPE and as a result parents did not fully support curriculum implementation especially the co-curricular activities. Community education would therefore allow for the MOE to reemphasize policy issues misunderstood at the inception of FPE and also provide forums for parents and school to present their grievances. Another suggestion was that the Ministry of Education could help address the challenges to community support by setting a program for parents' education days, providing facilitators to address challenges and involving parents and communities.

Another suggestion was that the government should establish advisory forums to sensitize parents on the importance of education. The parents should also be involved in planning school program of activities and projects and also hold frequent meetings and consultation between PTAs and teachers. This was suggested by 62.5% chairperson respondents who were of the opinion that the government had a duty to sensitize the community leaders on school management. Another popular suggestion was that the MOE should make sure that the parents' role in FPE is understood and also involve the school inspectorate staff to assess improvements needed in the schools.

4.6.3 Donors

The division is resident to many households with low economic status as reported by the respondents. In view of this, 75% chairperson respondents suggested that donors could help community members initiate income generating programs that would help them sponsor or support the vulnerable and needy pupils by funding and sustaining their education. 66.67% head teacher respondents supported this by saying that this would help develop the schools without necessarily waiting for donor and sponsor funds.

About 90% of the schools had a feeding program. However, not all the pupils were able to pay the 40 Shillings for the lunch every month. Most of the head teachers therefore felt that the donors should re- package the feeding program to include the very vulnerable in the society. The community members and the parents should be involved from the planning stages so that they are able to own the program. 75% chairperson respondents suggested that the donors could help the communities start income generating projects that they were able to run on their own.

4.6.4 School Administration

41. 67% head teacher respondents had reported that some parents were not good role models to the pupil. These parents had been caught up with drinking and drugs or other forms of crime common in the slums and low income areas. The suggestion by 66.67% head teacher respondents in relation to this was that the school administration could help sustain community support and participation by calling for frequent meetings that involve all education stakeholders including parents to gain more open avenues of communication between the community and the school.

To sustain parents and community support, the pupils said that teachers should make sure that parents attend school meetings regularly and mobilize uncooperative parents and School committee to call meetings with parents regularly. They also suggested that their parents should be invited to take part in hygiene clinics in school so that they can be attracted to school programs and also assist pupils handle health care related challenges.

4.6.5 Local administration and parents and communities

The DA pointed out that there was need for the PTA/SMCs and the local administration to help change the attitude of those parents who were negative towards the school. This would make them realize the importance of participating in school development issues such as in planning

and also having a sense of ownership for their children's education. 55% teachers added that communities and parental participation and support could be enhanced and sustained by inviting DOs, chiefs, adult educators and others to talk to parents and encourage them to be involved in school development programs. In this regard, 58.33% head teacher respondent suggested that the school head teachers should work closely with the local administration.

There were no cases of embezzlement of school funds recorded in the study but even then, a few of the respondents suggested that the administration should enhance transparency and accountability of school finances, consult frequently with stakeholders and create an open door for suggestions from parents and the communities to ensuring mutual relationship.

The DA was recorded as having said that some of the very rich members of the community do not care about educational issues. In line with this, the DA suggested that community support and participation in the provision of quality education could be enhanced by the PTAs/SMCs through looking for ways to mobilize the community especially those economically endowed parents who have negative attitudes towards education. At the same time, the DA proposed that educationists and councilors should be called to speak to parents during AGMs.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1.0 Summary

5.1.1 The role of parents and communities

The first role of parents and communities as laid down by the Ministry of Education was to take the children to schools and also provide them a conducive and safe learning environment at home and school. All the respondents agreed that most of the children had been taken to school. There were no serious cases of indiscipline though some head teachers reported that some parents were involved in alcohol and drugs and so were bad role models to their children. About 90% of schools did not have security since they did not have security walls.

The other role of parents and communities was to provide supplementary teaching and learning materials, provide additional teaching and non teaching staff. The government through the FPE program provided teaching and learning materials in all public primary schools. The respondents reported that this had been understood to mean that the government was to provide all the needs of the children and as a result only a few parents provided additional learning materials to the pupils. This also negatively affected financial contributions to engage additional teaching and non teaching staff.

Since every school is built by the government, the parents and communities are supposed to develop and maintain the existing infrastructure. Due the misunderstood role of parents and communities, most of the schools had dilapidated infrastructure. Schools with religious support had better infrastructure than those without and were also reported to have a better examination performance.

Another role was to provide motivation to both teachers and pupils. Many teachers confirmed that there was little motivation from parents in all areas. The parents were not keen in helping out with homework, paying school levies, giving handouts and appreciations and general interest in the child's education.

5.1.2 The contribution of community support

In relation to expansion and maintenance of infrastructure, the communities and parents were reported to have been unclear of their role. Most of the low performing schools reported that there was need for urgent renovation and maintenance of their schools' infrastructure. There were two high performing schools that recorded improved infrastructure which was due to parental and community support. This input had created a conducive teaching and learning environment hence high performance had been realized and maintained. Due to the FPE influx, some schools had inadequate classrooms and others still were poorly ventilated. It was observed that congestion of pupils in schools which had small classrooms and a high PTR created a poor teaching and learning environment. In these schools, there was need for additional teachers.

The study found out that there were inadequate supplementary textbooks, stationery and art materials in most schools. Parents were not keen in providing additional learning materials to their children. There was also non-replacement of lost books by parents which had negatively affected teaching and learning. This had led to delay in syllabus coverage and thus poor implementation of curriculum. Development of co-curricular activities faced challenges due to lack of support from the teachers, communities and parents. This was in terms of lack of sports materials and size of playing grounds, religious inhibitions, ignorance and gender imbalance in public primary schools.

All the respondents agreed that PTAs were not keen in motivating teachers and pupils. In schools where parents and PTAs motivated and rewarded teachers and pupils, there was improvement in teaching and learning resulting to good examination performance at zonal and national levels.

5.1.3 Constraints to community support

The constraints to community support were attributed to circumstances arising from a range of economic, social and political factors such as poverty, illiteracy, ignorance, retrogressive religious practices and misunderstood government policies.

Most of the residents of the division were noted as having low incomes and so unable to offer their children support in school. Illiteracy was also a major hindrance to parental and community

participation in school. Other social factors included lack of commitment to children's education and religious practices that hindered community focus on education.

It was however noted by all the respondents that the provision by the government/MOE and donors such as school structures, trained teachers, playgrounds and fields, teaching and learning materials and the school lunch initiative were average and good in some schools. This was a contrast to community support and contribution where their roles were reported in the greatest number of schools to have failed.

5.2.0 Conclusions

5.2.1 Support of resources and material mobilization

The role of parents and communities in the provision of resources and materials was clearly indicated by all the respondents as weak except in budgeting and financial management as no school reported any mismanagement. Other resources and materials were the school infrastructure and facilities and supplementary teaching and learning materials.

However, the high performing schools differed slightly from low performing schools in terms of material mobilization where the high performing schools had on-going projects, better toilets and the SMCs were more active than in low performing schools. The schools which had strong support from religious groups coupled with parental commitment had better instructional materials, higher discipline, motivated teachers and a friendly teaching and learning environment. This contrasted the schools that had poor community and parental support and participation which were notably low performing schools.

5.2.2 Support for implementation of curriculum

All the respondents were of the view that crucial areas of curriculum support were poorly supported by parents and communities. These areas were provision of additional teaching and non teaching staff, parental interest and concern in school issues, security for teachers, pupils and materials, parental support in homework and completion of syllabuses and development of co-curricular activities. Most of the respondents were of the view that quality teaching and learning in this division was compromised by lack of communities and parents support in making their

full contribution. This weak contribution of the parents and communities was seen as having a negative effect on the provision of quality education in Starehe division.

However, there was clear evidence that in schools where the communities and parents supported the teachers and contributed to school development, there was better performance and teachers were more motivated. It was also noted that in the schools where the communities gave support, the learning environment was better. One high performing school which reported excellent support from the religious community reported that it never receives the FPE funds yet there were modern toilets, a computer room and a swimming pool in the school. This was a good proof that when the parents and communities give a strong support to the school, there is provision of high quality education and when the reverse is the case, there is provision of poor quality education.

It was also noted that the government's policy on FPE had not been understood which was given as the reason why parents and communities kept off from their children's education. Illiteracy and lack of commitment to children's education were also found to be major hindrances to parental and community participation in the provision of quality education.

5.2.3 Motivating teachers and pupils

Community and parental support on motivation of teachers and pupils was found weak in almost all the schools. The areas were quality teaching and learning, securing of higher grades and scores in examinations, safe and friendly learning environment high attendance and completion, collaboration between school and community, motivational gifts and handouts to teachers and planned remedial classes for weak pupils. Poor curriculum delivery was attributed to low teachers motivation.

The provision of quality education in public primary schools as demonstrated above is dependent on communities and the schools fulfilling their role in three critical areas. These are: provision of the required resources and materials; support for implementation of curriculums, and motivation of teachers and pupils. This study observes that the community support in all these areas was inadequate in the case of public primary schools in Starehe division. Consequently the study concludes that the contribution of the communities was inadequate to guarantee the provision of quality education in public primary schools in Starehe Division.

5.3.0 Recommendations

5.3.1 Ministry of education

There is need to address illiteracy and lack of a proper education in Starehe Division which was found to be a major hindrance to community support in the provision of quality education in this division.

The ministry should also create forums where the communities and parents are sensitized on the usefulness of supporting educational programs and also their role as stakeholders in FPE.

The MOE should find ways to motivate teachers by reducing the PTR in schools where it is more than the recommended 40:1. The MOE should also set up mechanisms to work closely with public primary schools especially on the challenges of implementing the FPE.

There is need for new policies on the inclusion of community leaders and PTA/SMC chairpersons in the development of school curriculum. There should also be policies regarding the level of education of chairpersons in public primary schools and the positions should attract some remuneration so as to inspire them to take the duty seriously.

There is need for the MOE to consider involving religious bodies in public primary school management since high performing schools were noted to have RBO support.

5.3.2 Donors

There is need for donors to help community members initiate income generating programs that would help them sponsor or support the vulnerable and needy pupils by funding and sustaining their education.

The donors should re-package the feeding program to include the very vulnerable in the society.

The donors could help the communities start income generating projects that they were able to run on their own. The community members and the parents should be involved from the planning stages

5.3.3 School Administration

The school administration could help sustain community support and participation by calling for regular meetings that involve all education stakeholders including parents to gain more open avenues of communication between the community and the school.

The teachers should make sure that parents attend school meetings regularly by mobilizing uncooperative parents and School committee to call meetings with parents regularly.

Parents should be invited to take part in school hygiene clinics so that they can be attracted to school programs.

5.3.4 Local administration and parents and communities

Local administration to help change the attitude of those parents who were negative towards the school by inviting DOs, chiefs, adult educators and others to talk to parents and encourage them to be involved in school development programs.

Local administration should mobilize the community especially those economically endowed parents who have negative attitudes towards education. Educationists and councilors should be called to speak to parents during AGMs and other open forums.

5.3.5 Areas of further research

1. Investigation of strategies to increase the capacity of communities to support education in public primary schools in Starehe Division.
2. The relationship between adult literacy and the parental/community support to education in public primary schools among low income groups in urban areas

REFERENCES

Published books

- Bronfenbrenner U. (1979), *The Ecology of Human Development: Experiments by Nature and Design*, Cambridge, MA, Harvard University Press.
- Crook C.J.(1997).*Cultural Practices and Social Economic Resources Attainment. The Australian Experience*. West Point. CT Greenwood Press
- Epstein R. (1982), *Skinner for the Classroom: Selected Papers*, Champaign III, Research Press
- Gilbert, Margaret(1989) *On Social Facts* 10,Princeton University Press
- Ishumi Abel G.M.(1981) *Community Education and Development*, Kenya Literature Bureau, Nairobi, Kenya
- Kombo DK and Tromp DL (2006) Don Bosco Printing Press, Nairobi.
- Koech D. (1999) *Totally Integrated Quality Education and Training* Government of Kenya Government of Kenya. Government Printers, Nairobi
- Ministry of Education; Kenya Education Sector Support Programme (2005) Government of Kenya. Government Printers, Nairobi
- Orodho JA (2005) *Elements of Social Research Methods* Hurlifax Printers, Nairobi
- Raje V.(1973) *Post Colonial Education in Africa, International Incorporation*, Washington DC
- Rugh A and Bosset H. (1998) *Involving communities; Participation in the delivery of Education programmes*. Washington DC Creative Associates International Incorporation.
- Sessional Paper No.1 of 2005 on A Policy Framework for Education, Training and Research, Government Printer, Nairobi, Kenya.
- Too J.K. (2005) *Quality of Free Primary Education in Kenya. The Educator. School of Education*. Moi University, Moi University Press, Eldoret

Journals and magazines

Anderson, S.E & Nderitu, Shelomith.(2002) Decentralized support Services and community Partnerships for school Based teacher Development. The Mombasa School Improvement Project. *Improving Schools Through Teacher Development: Case Studies of the Aga Khan Foundation Projects in Eastern Africa.* The Netherlands & Zeitlinger.

Aduda D.(2005) *New Report Spells Out the Future Education.* The Daily Nation. Monday April, 2005 Nation Media Group Nairobi

Challenges of Implementing FPE in Kenya: Experiences from the Districts (2005) UNESCO,KCO Nairobi

Comprehensive Education Sector Analysis Report; Ministry of Education and Human Resource Department and UNICEF, KCO 1999

Dykstra, A.N,Kucita P.(1997) School Based Management Through Cluster Schools:A Case Study from Cambodia. In Sheldon Shaeffer, *Innovations in School- Based Management.* Dossier for Education for All: Making it Work Programme, New York/ Paris UNICEF/UNESCO

EFA Global Monitoring Report 2005. Education For All. *The Quality Imperative.* UNESCO 7 Place de Fontenoy. 75352 Paris. 075P. Education for All in Kenya; A National Handbook on EFA 2000and Beyond; Ministry of Education Science and Technology 2001

Handbook of Inspection of Institutions, Ministry of Education Science and Technology (2003) Government of Kenya, Nairobi

Johnson G.R (1979) *Developing communication Skills, A review research on Teaching,* Myais.fsktm.um.edu.my/7988/ schools

Kenya Vision 2030,Government of Kenya, Ministry of Planning and National Development and National Economic & Social council (2007) Office of the President, Nairobi, Kenya

Kenya Education Rights Center Magazine, HAKIJAMII, Economic and Social Rights Center Issue 5, April 2010.

Miske SJ (2003) *Proud Pioneers: Improving Teaching and Learning in Malawi through continuous assessment,* Washington DC: American Institute for Research

Kenya Education Support Programme (2007) Ministry of Education, Government of Kenya

Ministry of Education (1999) National Primary Education, Baseline Survey draft)

Nairobi City Council (2009) Education Department, Nairobi, Kenya

Postlethwaite, T.Neville, Ross Kenneth (1992) *Effective schools in Reading: Implications for Educational Planners*. The Hague, International Association for the Evaluation of Edition Achievements

Report on the Task Force on Implementation of Free Primary Education (2003), MOEST, Nairobi, Kenya

Report of the Presidential Working Party on Manpower Development for the Next Decade and Beyond (1988) Kamunge Report, Government of Kenya Report of the Presidential Working Party on Manpower Development for the Next Decade and Beyond; Government of Kenya 1988

Report on the Task Force on Implementation of Free Primary Education (2003) Government of Kenya. Government Printers

Rajagopal S. Sharma R.S (1999) *Learning from Experience. Some Dimensions of Community Participatioin the Shiksha karmi Programme*, Rajasthan

Sifuna, D N.(2003) in Ministry of Education, Free Primary Education. *Every Child in School* MOEST, Nairobi, Kenya

Sifuna, D N.(2007) Wajibu, *Journal of Social and Religious Concern, The Illusion of Universal Free Primary Education in Kenya*

Sawamura N., Sifuna DN, (2003) *Universalizing Primary Education in Kenya: Is it beneficial and sustainable?* Journal of International Cooperation in Education Vol. II Government of Kenya

The multi-grade Teachers Handbook; Department of Education, culture and sports in cooperation with UNICEF Philippines (1994) Manila

The Standard Newspaper Online, 30/9/ 2007)

The Observer, *Low parental interest hurting UPE* (4/4/2010)

UNESCO Education for All: *Education for All* (2005)

Website References

Bogenschneider T.S (1997) In Stewart Lee Consulting
<http://stewartleeconsulting.com/wordpress/?page>

City Council of Nairobi Education Department, Staffing Section (2010)
<http://www.nairobicity.go.ke>

DIGNITAS (2010) *Teacher for Mathare Initiative*, Nairobi, Kenya
beta.dignitasproject.org/TheMathareScopingReport.pdf

DIGNITAS(2008) *Community Scoping Report*, Mathare Valley, Nairobi, Kenya
beta.dignitasproject.org/TheMathareScopingReport.pdf

Journal for Charleston County School District, (January 2006)
www.findyouthinfo.org/contentpage/.aspx?<pid=120

Ochieng O.(2005) in Daily Nation Online 30/12/2009

World Education Forum,2000,*World Education Forum*(2007),Darkar Senegal
<http://www.unesco.org/education/efa/w>

APPENDICES

ANNEX 1:

INTERVIEW GUIDE FOR HEADTEACHERS

INTRODUCTION

My name is Elizabeth Kiama and I am a Masters Degree student in the Department of Sociology, Faculty of Arts of the University of Nairobi. I am aware that delivering quality education in public primary schools is a major concern in Kenya today. I am therefore interested in learning how communities can effectively support provision of quality education in public primary schools in Starehe Division.

I would also want to affirm that your involvement in this study is voluntary and that you are not under any compulsion to participate. There are also no direct personal benefits and should you choose to withdraw at any stage, you shall not incur any penalties. All the information that you give will be held with utmost confidentiality and will be strictly used for academic purposes.

Name of School _____

Performance: high () low ()

Gender: Male () Female ()

Headship experience (years) _____

1. What is your opinion on the state of support and participation of local communities and parents in development operations of your school?

(probe on the following)

Level of support and participation of communities and parents

2. Do the local communities and parents support the following areas of your school development operations?

(probe whether they support or not and if they do, the form of contribution that is given)

Infrastructure development and maintenance

Motivation of pupils and teachers

Provision of additional teaching and learning material

Development of Co- curriculum activities

3. How would you describe the role local communities and parents should play in school development programs in schools?

(probe whether they play their role in this school)

5. What is the current state of the following aspects in your school and how have they affected provision of quality education?

(Probe for adequacy and effects)

Text books, stationery and art materials

Teaching and non-teaching staff

Teacher and pupils motivation (clubs, remedial coaching, trips, monies, teas, lunches, certificates etc)

Financing and facilitation of co- curricular activities

Class sizes

School discipline

Existing school infrastructure and security

6. What is your opinion on the current state of the following school objectives?

(Probe on the support of the local communities and parents)

Pupil enrolment, attendance, retention, dropout rates, repetition

Transparency accountability and efficiency in school finances and budgets

Implementation of curriculum

7. What role has been played by the PTA and SMC in facilitating communities and parents participation in school development programs and operations?

(Probe for role played and any mobilization initiatives)

8. How has the current level of community support and participation in school development activities affected provision of quality education in your school?

(probe school attendance, motivation and examination performance)

9. What are the factors that affect community and parent support and participation in development programs and operations in your school?

(Probe the perceived economic levels)

Economic level and engagements, social impediments, political influences

11) What part do you think the following development partners can play in enhancing communities and parental support and participation in school development programs?

Ministry of Education, donors, Local Community and School Administration.

ANNEX 2:

INTERVIEW GUIDE FOR PTA CHAIRPERSONS

INTRODUCTION

My name is Elizabeth Kiama and I am a Masters Degree student in the Department of Sociology, Faculty of Arts of the University of Nairobi. I am aware that delivering quality education in public primary schools is a major concern in Kenya today. I am therefore interested in learning how communities can effectively support provision of quality education in public primary schools in Starehe Division.

I would also want to affirm that your involvement in this study is voluntary and that you are not under any compulsion to participate. There are also no direct personal benefits and should you choose to withdraw at any stage, you shall not incur any penalties. All the information that you give will be held with utmost confidentiality and will be strictly used for academic purposes.

Name of School _____

Performance: high () low ()

Gender: Male () Female ()

Duration of service (years) _____

1. What roles do the local communities play in school development operations of your school?

2. Do you think the parents of this school are keen in playing their parental role in supporting and participating in school development operations?

3. In your own view, in what ways do the response of local communities and parental support and participation in school development programs affect the provision of quality education in your school in the following areas?

Development of infrastructure and maintenance

Pupil and teacher motivation

Provision of Teaching and Learning materials

Development of Co- curriculum activities

4. State whether the local communities support the following areas of school development operations and indicate the current status.

(Probe for adequacy)

Additional teaching and learning materials (text books, stationery and art materials)

Additional teaching and support staff

Motivation of teachers and pupils

(Probe for motivational trips, monies, teas, lunches, certificate, lunches, clubs, remedial coaching etc)

Financing and facilitation of co- curricular activities

Maintaining appropriate class sizes

School discipline

Expansion of existing infrastructure and security in the school

5. What is your opinion on the current state of the following objectives in your school?

(Probe support of the local communities and parents in achieving objectives)

Pupil enrolment, attendance, retention, dropout, repetition

Transparency, accountability and efficiency in school finances and budgets

Implementation of school curriculum

6. What is your role in facilitating community support and participation in school development programs and operations?

(Probe for personal initiatives and that of PTAs and SMCs)

8. How has the level of community and parental support and participation in school development programs affected provision of quality education in your school?

9. What factors affect community and parental support and participation in development programs and operations in your school in the following areas?

(probe the perceived economic level of families)

Economic levels and engagements , social impediments and political interferences

10. Suggest ways in which the following development partners can do to strengthen community and parental participation and support in your school.

Ministry of Education Donors

Local communities

School administration

ANNEX 3

KEY INFORMANT INTERVIEW GUIDE

INTRODUCTION

My name is Elizabeth Kiama and I am a Masters Degree student in the Department of Sociology, Faculty of Arts of the University of Nairobi. I am aware that delivering quality education in public primary schools is a major concern in Kenya today. I am therefore interested in learning how communities can effectively support provision of quality education in public primary schools in Starehe Division.

I would also want to affirm that your involvement in this study is voluntary and that you are not under any compulsion to participate. There are also no direct personal benefits and should you choose to withdraw at any stage, you shall not incur any penalties. All the information that you give will be held with utmost confidentiality and will be strictly used for academic purposes.

PART A: PUPILS

Name of the school: _____

Performance: high () low ()

Gender: Male () Female ()

1. Do you attend school every day?
2. Give reasons for not attending school.
2. Who has encouraged you most to be in school?
3. What is your family economic level?
4. Which of the following conditions in the school has affects you MOST?
- 5 Write down any new or renovated buildings or in your school since you joined class one?
6. Is your class crowded?
7. Does your school have a feeding program?
8. Do you eat in school?
9. Do your parents come to school when they are asked to do so by the teachers?

PART B: TEACHERS AND DIVISIONAL ADVISOR

Name of School _____

Performance: high () low ()

Gender: Male () Female ()

Years experience in this school _____

1. Are parents and communities in your school committed to school development operations?
2. How do the responses of local communities and parents to school development programs affect provision of quality education in public primary schools?
3. What are the economic, social and political factors that affect community and parental participation in the operations of public primary schools in Starehe Division?
4. Comment on the contributions of the local communities and parents in the following areas such as:-

infrastructure development and maintenance, pupil and teacher motivation, provision of additional teaching/learning materials, provision of additional teaching and non- teaching staff, development of co- curriculum activities

5. Comments on the status of the following aspects in the school.

Textbooks, Stationery and art materials

Teacher proficiency and the non- teaching staff

Teacher/ pupil ratio and School /class ratio

School infrastructure playing grounds/ fields and games equipment

Parental/ guardian attendance of meetings in the school (AGMs, class, school days)

Parental/guardian commitment to payment of school levies

Teacher and pupil motivation

Parental/ guardian and community voluntary service (donations, cleaning, security, PTAs, SMAs and any other)

6. What support do the local communities and parents given in the following?

Pupil enrolment, attendance, retention, completion and repetition

Transparency accountability and efficiency in school finances and budget

Implementation of curriculum

Teaching and learning environment

7. What are the factors that you think affect community or parental support and participation in school development programs and operations in your school? Group them into economic, social and political factors.

8. What do you think is the greatest challenges to the provision of quality education in your school?

9. What do you think the following development partners can do to strengthen community support and participation in the provision of quality education your school?

Ministry of Education, donors, local community and provincial administration

10. In what ways can community participation and support to public primary schools in Starehe Division be enhanced and sustained?

11. Suggest ways in which the following development partners could deal with challenges facing community support and participation in public primary schools.

Ministry of Education

The donors

Role of community

The school administration

ANNEX 4: OBSERVATION GUIDE

This observation schedule will be used to observe conditions of various issues in the school in line with the variable descriptions of the study.

Observer _____

Name of the School _____

1. Instructional Materials (check condition)

Textbooks (new, old/torn, covered)

Exercise books (new, old/torn, covered)

Wall Charts (new, old/torn, covered)

2. Infrastructure Development

Are there any ongoing development (yes, no)

Are there any sponsors/supervisors (yes, no)

Are there any stalled projects (yes no)

If yes, give reason _____

Facilities by PTA

Name them _____

Buses (yes no)

Vans (yes no)

Kitchen (yes no)

Inauguration plaques (yes no)

Playing Fields (yes no) comment _____

Number of toilets girls () boys () comment _____

Number of toilets ladies () gents () comment _____

Flower beds comment _____

Pavements comment _____

Cleanliness of school compound comment _____

Playing grounds comment _____

Classrooms

Do they have doors? (Yes no) Comment _____

Do they have windows? (Yes no) Comment _____

Do they have cupboards? (Yes no) Comment _____

Do they have litter bins? (Yes no) Comment _____

Do they have blackboards? (Yes no) Comment _____

Desks (shared) (individual) comment _____

Head teachers Office (big) (Small) (average)

Staff room (big) (Small) (average)

(comment on furniture, cupboards/lockers)

Library (yes no) comment _____

Computer lab (yes no) comment _____

Water (yes no) comment _____

Electricity (yes no) comment _____

Litter bins (yes no) comment _____

Other notable issues