

**COMMUNITY CHALLENGES AFFECTING THE
IMPLEMENTATION OF FREE PRIMARY EDUCATION
PROGRAMME IN KALOLENI DISTRICT, COAST PROVINCE**

By

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**A Research Project Submitted in Partial Fulfilment for the Requirements of the
Award of the Degree of Master of Education in Curriculum Studies**

University of Nairobi

2010

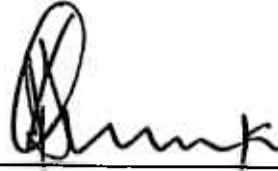
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DECLARATION

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



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This Research Project has been presented for examination with our approval as university supervisors.



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DEDICATION

To my wife Lilian, my children Faith, Victor and Davis and my brothers Johnson, Anthony and Ronald; you inspired me and gave me the reason to complete this study.

ACKNOWLEDGEMENTS

I wish to acknowledge the people who greatly contributed and inspired me to accomplish this research project. Sincere thanks to my supervisors Dr. Grace Nyagah and Mrs. Lucy Njagi for their constructive criticism and interest in the progress of this study. Thanks also to my lecturers in the department of Education, Administration and Planning who taught and guided me during my course work.

Appreciation goes to my wife for her moral and spiritual support and encouragement during the entire study period. Thanks too to our children who gave me support during the study and for allowing me to attend my studies.

I thank all those people who, through their own ways gave me moral and material support to the completion of this research project, especially those who assisted in editing and typesetting this report.

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
ERS	Economic Recovery Strategy
FPE	Free Primary Education
MDGs	Millennium Development Goals
MoE	Ministry of Education
NGO	Non-Governmental Organization
PRSP	Poverty Reduction Strategy Paper
PTA	Parents Teachers Association
SAPPROS	Support Activities for Poor Procedures of Nepal
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
UPE	Universal Primary Education

ABSTRACT

The purpose of the study was to investigate the challenges affecting the implementation of free primary education in Kaloleni district of Coast province. The objectives of the study were to: investigate the level of community involvement in development of public primary schools in Kaloleni district; assess the community cultural factors affecting implementation of Free Primary Education in Kaloleni district; and analyze the strategies employed by headteachers to improve the working relationships between the school and the community members for effective implementation of free primary education.

This study used the descriptive survey design. The target population was all the 95 head teachers, all the 984 teachers, all the 5807 pupils and their parents from the 95 public primary schools in Kaloleni District, and all the NGO/Church representatives in the district. The sample size comprised of 72 head teachers, 268 teachers, 340 pupils, 156 parents and 30 religious groups/NGOs.

Data was collected by use of questionnaires and interview schedules after being piloted in one school and produced the needed information.

Data was analysed using descriptive statistics such as frequency counts, means and percentages. The results of data analysis were presented using frequency distribution tables and bar graphs.

The study established that the parents were involved in the implementation of FPE in schools to a large extent, and they showed their support by providing funds,

teaching/learning materials and also by involving themselves in school activities when called upon to do so. It was established that parents played a great part in their children's education, but they did not always perform their roles as expected of them like checking the assignments given by teachers and providing good environment for studying at home. The study found out that community beliefs and practices like early marriages and teenage pregnancies affected the implementation of FPE, same as school-community relations.

Recommendations were made to ensure community participation in the implementation of FPE, chief among them being the encouragement of parents' involvement in their children's education and building good school-community relations. Head teachers should cultivate good relations between the school and school community; that the community is involved in school activities, and should hold open-air meetings to enlighten the community on the value of education for all children.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the cornerstone of economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. According to the World Bank (1998), education not only empowers individuals to live a better life, and one of their own choice, but also makes an enormous contribution to the development of a country. It mitigates among several other things, reduction in illiteracy, poverty and fertility, while at the same time improves nutrition and health, the productivity of labour and the quality of governance.

Due to the benefits accruing from investment in education as stated above, governments all over the world have been making efforts to improve their education systems. Education reform efforts in less industrialized countries aim at making education an effective vehicle for national development (Abagi and Odipo, 1997). Governments, policy makers, and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to the sector have maximum impact, and that cost-recovery measures are adopted (Abagi and Odipo, 1997).

Studies have demonstrated a number of ways through which community support influences curriculum implementation and academic performance of pupils. Henderson and Berla (2004) argue that the most accurate predictor of a

student's achievement in school is not income or social status, but the extent to which that student's family is able to: create a home environment that encourages learning; express high (but not unrealistic) expectations for their children's achievement and future careers; and become involved in their children's education at school and in the community. Henderson and Berla (2004) argue that when parents are involved in their children's education at home they do better in school.

Student achievement improves when parents become involved in their children's education at school and in the community. Steinberg (2006) shows that the type of parental involvement that has the most impact on student performance requires their direct participation in school activities. Steinberg's (2006) three-year study of 12,000 students in nine high schools in the US revealed that community involvement draws parents into the schools physically and are most effective in improving academic achievement through attending school programs, extracurricular activities, conferences, and 'back to school' nights. It was concluded that when parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.

Similarly, Eagle (1989) studied the effects upon student achievement of a number of family background factors and concluded that community involvement in school had the most significant positive impact upon student achievement. Snow, Barnes & Chandler (2001) in their two-year study of home and school influences on literacy achievement among children from low-

income families, found that the single variable most positively connected to all literacy skills was formal involvement in parent-school activities such as PTA participation, attending school activities, and serving as a volunteer. It is therefore clear that financial factors aside, community involvement has a significant impact on the success of a school in terms of academic achievement.

Studies have also been conducted in Africa on the role of community participation in education. In South Africa for instance, Singh, Mbokodi and Msila (2004) conducted a study on the effects of community participation on the educational success of their children. Their study revealed that community's support in provision of good learning environment, physical facilities and spiritual health is crucial in the success of the learner.

A series of studies by Lezotte (2001) showed that community involvement is one of the key correlates of effective schools. According to Lezotte's (2001) Effective Schools Model, community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents and other stakeholders together to support student learning and schools. Wright and Saks (2000) are of the opinion that inviting parents, members of the business community, and service organizations to identify academic goals and standards and quantify measures of progress sends the message that what students learn and how well they learn it is not an issue just for teachers and administrators but is a real priority for the community as well.

In 2003, the Kenya government declared primary education free and compulsory. The government policy on free primary education is in line with the Millennium Development Goals (MDG), Poverty Reduction Strategy Paper (PRSP) and the Economic Recovery Strategy (ERS) for Wealth and Employment Creation goal of achieving Universal Primary Education by 2015. Although Free primary Education policy means that the government takes over the responsibility of financing education, it does not mean that parents or the community is left without any role. Indeed, evidence is now beyond dispute that when schools work together with the community to support learning, like providing land, furniture, building material and volunteering work in schools, children tend to succeed not just in school, but throughout life (Cotton and Wikelund, 2005).

Community beliefs and practices is another set of factors that could influence the implementation of education programmes. Connor and Lake (1988) describe culture as a hidden, yet unifying theme that provides meaning, direction, and mobilization. Pupils and parents portray such a theme as a systemic relationship between their cultural beliefs and academic and social success. This dynamic relationship between individual and family beliefs and the school community is what Harrison (2006) suggests leads to critical connections where both the individual and society prosper together.

In Kenya, Ng'ethe (2004) found out that one of the main challenges facing the implementation of FPE in Kenya was societal attitudes toward education. Ng'ethe (2004) argues that when FPE was introduced, many parents developed

the belief that the government should entirely shoulder the load of education provision. They therefore withdrew their social support for schools like attending PTA meetings, reporting bad behaviours of students and providing proper counselling to them. Some parents withdraw their children from school and engage them in wage labour, which has resulted in reduced retention rates, (Theuri, 2006).

This study sought to establish the community challenges affecting the implementation of free primary education in Kenya, with specific focus on Kaloleni district of Coast province. The study was conducted in Kaloleni district, which is classified as a hardship area due to high poverty levels and persistent droughts (Republic of Kenya, 2008). Reports from the Kaloleni district education office showed that there were a number of factors that have a negative impact on education, such as child labour, early marriages, and retrogressive cultural and religious beliefs which hinder school attendance.

1.2 Statement of the Problem

The introduction of Free Primary Education by the Government of Kenya in 2003 was a move towards achievement of Universal Primary Education (UPE) goals. The Government and other development partners have endeavoured to provide finances and facilities for the realization of free primary education. However, the notion of free education does not imply that the community should not play any role in implementing the programme (Kiprono, 2009). Previous research by Ng'ethe (2004) shows that one of the challenges faced in

implementation of FPE is lack of adequate community support. Effective implementation of FPE programme, and the quality of education that takes place in our public primary schools, is largely dependent on the extent to which the community supports this programme by providing classes, furniture, uniforms, land and attending PTA meetings. The study therefore sought to identify the community challenges affecting the implementation of free primary education in Kaloleni Division of Kaloleni District, Coast province.

1.3 Purpose of the Study

The purpose of the study was to investigate the community challenges affecting the implementation of free primary education in Kaloleni district of Coast province.

1.4 Objectives of the Study

The objectives of the study were:

- i. To investigate the level of community involvement in the implementation of Free Primary Education in public primary schools in Kaloleni district.
- ii. To assess community beliefs and practices affecting effective implementation of free primary education in Kaloleni district.
- iii. To analyze the strategies employed to improve the working relationships between the school and the community members for effective implementation of free primary education.

1.5 Research Questions

The study was guided by the following research questions:

- i. What is the level of community involvement in public primary schools in Kaloleni district?
- ii. What are the community beliefs and practices affecting effective implementation of free primary education in Kaloleni district?
- iii. What strategies are employed to improve the working relationships between the school and the community members for effective implementation of Free Primary Education?

1.6 Significance of the Study

Findings of this study can help curriculum developers, teachers, learners and parents to understand the challenges influencing effective implementation of free primary education. The findings highlighted the support required from the community like provision of classes, uniforms, land and furniture which can directly benefit the learners. The Ministry of Education can benefit from the study as the findings indicate the community factors that affect implementation of free primary education, from which necessary public education drives can be designed to sensitize community members on their role in implementation of the FPE programme.

Curriculum developers can use the findings to expand the objective and content in the syllabuses. The study is of benefit to parents and community members

since findings showed how their support to FPE programme impacts on success of their children in school. The study is also of significance to school administrators and the school management committees (SMCs), as it established effective strategies for encouraging members of the community to support implementation of free primary education. In so doing, school administrators and SMC members can be able to promote good working relationships between schools and the community, leading to improvement of the quality of education in the district.

The study also added to the body of knowledge on how community support for effective curriculum implementation. Study findings have stimulated more research on Free Primary Education.

1.7 Limitations of the Study

The study was limited by the fact that it was not possible to control some intervening variables. For example, there can be variation in the capacity of the headteachers in implementation of FPE due to experience and training. Some have more work experience and could handle the challenges better than others and therefore the generalization of findings to all schools need to be considered basing on this possible diversity.

In data collection, the study relied on questionnaires, which included self-assessment measures for headteachers. As pointed out by Sharma (2008), individuals tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits. This means for example that some

headteachers may over-rate their competence in some areas of school management, or parents over-rated their participation in school activities and attitudes towards education.

1.8 Delimitations of the Study

The study was carried out in Kaloleni district of Coast province. This was because reports from the Kaloleni district Education Office showed that there were a number of factors that have a negative impact on education.

The factors that were considered included attitudes of parents toward education of their children, parental support to education of their children, community support to schools, and cultural practices affecting effective implementation of free primary education. These factors were selected for the study based on the fact that literature review revealed that such factors determined effectiveness of education systems (Epstein, 1997; Ng'ethe, 2004; Theuri, 2006; Snow, Barnes & Chandler, 2001).

Study participants included school administrators, teachers, pupils, parents, NGOs and religious groups. School administrators and teachers were involved in the study because they are the ones who implement free primary education policy on the ground, and are therefore aware of the community challenges experienced. Pupils were involved in the study because they are the beneficiaries of the free primary education programme, while parents were involved because they are expected to actively participate in provision of education for their children. Representatives of NGOs and religious groups

were selected because they are stakeholders in the community and served as key informants in the study.

1.9 Assumptions of the Study

In this study, the following assumptions were made:

- i. That the respondents were corporative and honest in responding to the questionnaire items.
- ii. That the respondents were available during the period of data collection when they were most needed.
- iii. That the respondents had no prior information about the study to be conducted to avoid pre- formed responses.

1.10 Definition of Terms

The following terms were used in the study as defined below:

Attitude refers to a learned, positively enduring predisposition to respond to a given object in a constantly favorable or unfavorable way.

Challenge refers to a demanding or problematic situation that faces a person or a group of people while working towards a goal.

Community refers to all the people who live in a particular area, country and so on.

Curriculum Implementation refers to the putting in to use the designated program of teaching in order to realise the program objectives.

Education refers to all circumstances leading to the development and growth of students' intellectual, social, moral and physical well-being.

Learning refers to the ultimate change of behaviour of the learner after having gone through a particular instructional programme

Parental involvement refers to the extent to which parents participate in various activities that are supportive of their children's education such as supervising homework, attending PTA meetings, providing a conducive learning environment at home and following up on the progress of their children at school.

Socio-cultural Factors refer to the community-related factors like attitudes, beliefs and practices that influence decisions by parents /guardians either to send their children to school or not.

1.11 Organization of the study

This study is organized into five chapters. Chapter one is on the introduction, background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, assumptions of the study, definition of terms and organization of the study. This is followed by chapter two on literature review which relates what has already been written about the study area. Under chapter two there are also the theoretical and conceptual frameworks. Chapter three gives details on research design, target population, sample size and sampling techniques, research instruments, reliability, validity, data collection procedure and data analysis techniques.

Chapter four presents background data of the respondents, level of community involvement in public primary schools, community beliefs and practices affecting FPE implementation, strategies employed by school administrators to foster good working relationships with community members and strategies employed to foster good working relationships with community members. Chapter five presents the summary of the study and the key study findings, conclusions of the study, results of the study, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. The chapter presents literature on parental involvement and school success, community attitudes towards education, role of headteachers in promoting school-community relations, and socio-cultural factors influencing implementation of FPE. Thereafter the theoretical framework and conceptual framework of the study are presented.

2.2 Parental Involvement and School Success

‘It takes a village to raise a child’ is a popular African proverb with a clear message: the whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child’s education, the broader community too has a responsibility to ensure high-quality education for all pupils (Roekel, 2008).

Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, pupils tend to earn higher grades, attend school more regularly, stay in school longer, and enrol in higher level programs. Researchers cite parent-family-community involvement as a key to addressing the school dropout crisis (Belfield & Levin, 2007) and note that strong school-family-community partnerships foster higher

educational aspirations and more motivated pupils (Barton, 2003). The evidence holds true for pupils at both the elementary and secondary level, regardless of the parent's education, family income, or background.

Rasinki and Fredrick (1988) concluded that parents play an invaluable role in laying the foundation for their children's learning. Zang and Carrasquillo (1995) similarly remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. Cotton and Wikelund (2005) capped it by asserting that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Thus, it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in parents –teacher associations, and help children develop plans for their future; children are more likely to respond and do well in school.

Schickedanz (1995) also reported that children of passive parents were found to perform poorly academically. Ryan (2005) reported that academic performance is positively related to having parents who enforce rules at home. The obviousness of the research findings reported in this study is that family involvement improves facets of children's education such as daily attendance, student achievement, behaviour, and motivation (Cotton & Wikelund, 2001). It is on this note that the study will find out whether parent involvement would play a role on students' academic performance.

Epstein (1997) developed a model in which he analysed how children learn and grow through three overlapping spheres of influence: family, school, and community. According to him, these three spheres must form partnerships to best meet the needs of the child. Epstein (1997) again identified six types of involvement based on the relationships between the family, school and community. These are: parenting skills, communicating, volunteering, learning at home, decision making, and collaborating with the community. He stressed that these six types of involvement need to be included to have successful partnerships (between the home and the school).

2.3 Community Attitudes towards Education

Community attitudes towards education largely determine the extent to which parents send children to school and their support of the schools. Berne and Stiefel (1984), in their framework for measuring equity in education, argue that access is the most basic equity concern because learning, regardless of the quality, cannot occur without access. If community members have negative attitudes toward education, it means that they will be reluctant to send children to school. Kaime (1990) notes that community participation in the implementation of an educational innovation is paramount and therefore community members need to be assisted to see the need for the innovation in meeting their needs.

Similarly, Neuman and Gallagher (2006) found that high level of academic failure among disadvantaged families and in some cultural communities is due partly to the parents' differing views of and attitudes towards school and partly to their limited ability to help their children in developing behaviours that are conducive to school learning and in engaging less in those that are not. Shumow, Vandell, & Posner (1998) argue that negative parental attitudes towards school deserve consideration because they also predict academic failure, adding that in fact, their predictive value is greater than that of the family poverty level.

2.4 Role of Headteachers in Promoting School-Community Relations

According to Olembo J. et al. (1982), a headteacher, as a public relations officer in school officially represents the school in activities that involve the community like parents' day and other co-curricular activities. The headteacher is therefore the mediator and co-ordinator of school community relationships. Spain, Drammond and Goodland (2006) notes that the school is a miniature community; it is a basic component of the much larger community. The way the school relates with the community is important. Spencer, Nolan, Ford and Rochester (1999) underscore the importance of school community relations. They highlight that schools were formed by society, within society and for society so that through its children, society would retain its identity and its viability. According to Spencer *et al* (1999), the concept of 'school' inherently embraces the interaction between communities and their teaching-

learning institutions. Hence, effective education is a function of community and school interaction.

Onyango (2001) emphasizes that it is the responsibility of the headteacher to promote school-community relations. Onyango (2001) highlights that headteacher should get community members to closely know the school, to share in its expectations, needs, problems and successes. Similarly, the headteacher should strive to work closely with the PTA. The PTA is also an important means of informing parents about school activities. It is also important for the headteacher to co-operate with teacher agencies or organizations in the community that renders important services to the students in the school.

Kiprono (2009) emphasizes that, the headteacher can bring the school closer to the community is through direct participation of the school in community functions and giving services to the community. For instance, the headteacher can allow the community to use the school plant and facilities for recreation, meetings, community lectures, and forums for discussions and cultural events. Therefore, the success of the school-community relations rests entirely, with the headteacher, who is the boundary between the school and the community it serves. The headteacher is the main point of contact between the school and the outside world.

2.5 Community Beliefs and Practices Influencing Implementation of FPE

Community beliefs and practices have a big influence on education. It is culture and attitudes that mould the society. However, some cultural beliefs and ways of life are so much out-dated in many Sub-Saharan African countries that they call for drastic change. The only agent for that change is education for all boys and girls alike. African communities largely have a male-preference attitude. Males are expected to be able to do wonders in the world of knowledge and technology while a woman's place is at home, keeping up with the livelihood of the family (World Bank, 2002).

Parents and other community members should give full support to their children's education. That requires a high level of awareness. However, parents in most cases lack such awareness as a result of not being exposed to education (Ng'ethe 2004). Most mothers, who usually communicate closely with their daughters, are illiterate. Their support to their children's education, especially daughters, is minimal. Mingat (2002) argues that children of mothers with formal education have an attendance rate of 71% compared to 47% for children whose mothers did not attend school. Avotri et al (1999) and Kasonde-Ng'andu et al (1999) strongly support the argument that parental education and support have a very positive influence on their children's participation in education.

The community as a whole has the responsibility of giving support to school programs, including the provision of adequate space, time and opportunities for

learning. In places where involvement in education affairs has gained roots, then results are quite encouraging for both boys and girls.

2.6 Summary of Literature Review

This chapter has presented a review of literature related to the study. The chapter has covered literature on parental involvement and school success, community attitudes towards education, role of headteachers in promoting school-community relations, and socio-cultural factors influencing implementation of FPE. Local studies reviewed, for example Ng'ethe (2004) and Kiprono (2009), looked at challenges facing implementation of FPE and established that lack of community support was a major challenge. These studies however did not give adequate attention to the factors hindering the community from supporting FPE, which leaves a research gap. Consequently, the proposed study can determine the community challenges affecting the implementation of free primary education in Kaloleni district of Coast province.

2.7 Theoretical Framework

The study is based on the Systems Theory by Ludwig Von Bertalanffy (1974). The theory attempts to explain and predict behaviour of the complete organization: its people, structure, environment and technology (Owens, 1981). According to the theory, a system is a collection of interrelated parts that function together to achieve a common purpose. The theory views a school as an open system that receives resources (inputs) from the environment and

transforms them into products (outputs). As an open system, the school receives inputs from its environment in form of people, finances and raw materials, which it utilizes in order to produce products, which are then released back into the larger society. The products or outputs are in this case the school leavers and the skills they have attained in school while the environment is the community (Owens, 1981).

Inputs from community are transformed through the educational process to outputs in form of educated graduates who should be absorbed in the job market. A system is composed of sub-systems or sub-units that work together in a division of labour so that the entire organization can achieve its goals. The ultimate goal is for all sub-systems to perform in ways that facilitate high productivity for the whole organization. According to the systems theory, if one sub-system fails, the whole system is put in jeopardy (Owens, 1981).

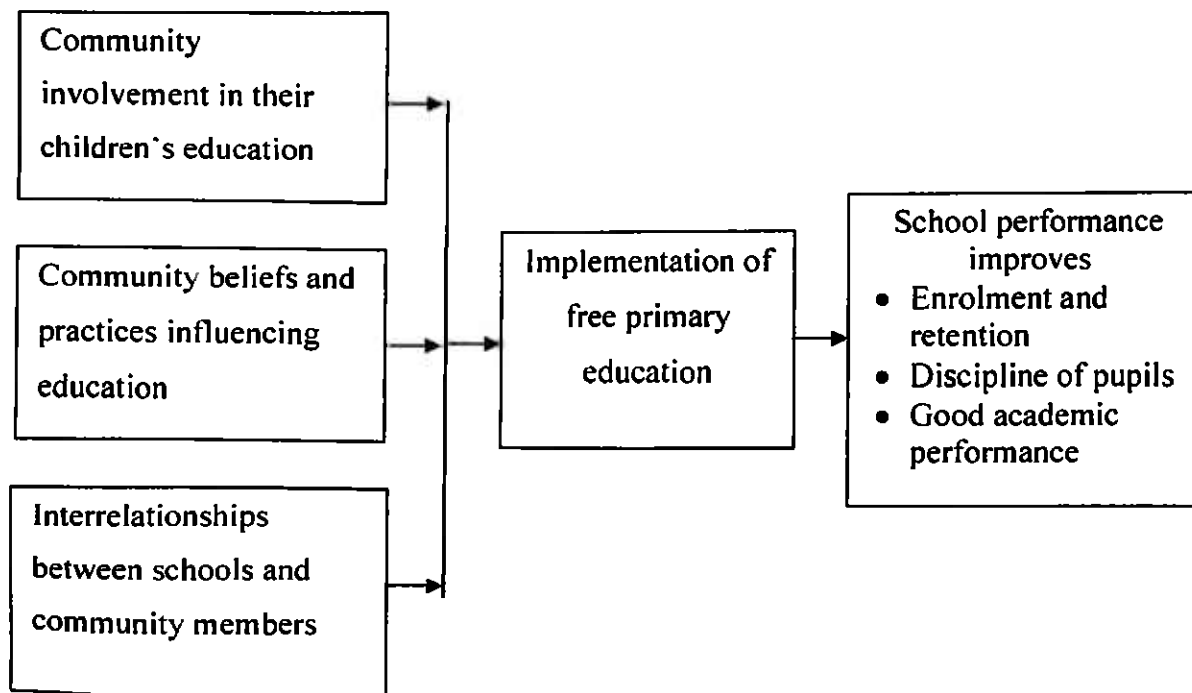
In this study, a public primary school is an organizational arrangement in which the community provides the inputs in form of pupils and resources. These inputs are manipulated through the education system to bring about outputs in form of graduates who qualify to join secondary schools. The theory is applicable to the study in that if the community fails to provide the necessary inputs, then the schools fail to perform the necessary processes required to bring about the expected outputs.

2.8 Conceptual Framework

The study assumed the conceptual framework shown in Figure 1.

The independent variables of the study included community involvement in their children's education, community beliefs and practices influencing education, and strategies used by headteachers to promote school-community relations. These variables were expected to influence the implementation of free primary education whose indicators are academic performance of pupils, discipline and school attendance.

Figure 1.1: Community factors affecting implementation of FPE



It is expected that when the community is actively involved in the school activities and the community beliefs and practices are supportive to education

of their children, then implementation of free primary education is enhanced, and this translates to improved school attendance rates and improved academic performance. The opposite is also true, whereby lack of parental involvement, coupled with negative attitudes toward education and community beliefs and practices that are not supportive to education lead to poor academic performance and school attendance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter details how the research was conducted and presented. The chapter highlights the following: research design, target population, study sample and sampling procedures, research instruments, validity and reliability, data collection and data analysis.

3.2 Research Design

Research design is used to structure the research; to show how all of the major parts of the research project work together to try to address the central research questions (Kombo and Tromp, 2006). Orodho (2005) defines it as the scheme, outline or plan that is used to generate answers to research problems. This study used the descriptive survey design to investigate the community challenges affecting the implementation of free primary education. The design is suitable to the study because no variables such as community involvement in their children's education, and community beliefs and practices influencing education, were manipulated by the researcher. Descriptive survey study is intended to produce statistical information about aspect of education that interest policy makers and educators (Borg and Gall, 1989). The researcher used the design to summarize, present and interpret information for the purpose of clarification.

3.3 Target Population

The study was carried out in Kaloleni district of Coast province, Kenya. Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Kaloleni district was chosen because it was easily accessible to the researcher. All the 95 public primary schools in Kaloleni district comprised the study population from which the sample was picked. The target population was all the 95 head teachers, all the 984 teachers, all the 5807 pupils and their parents, and all the non-governmental/church representatives.

3.4 Sample size and Sampling Techniques

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2005). It is however agreed that the larger the sample the smaller the sampling error.

Since it was not possible to include the entire population in the study, a manageable sample was selected. The following formula was used to calculate the sample size, from a given finite population (P) such that the sample (s) were within plus or minus 0.05 of the population proportion with a 95 percent level of confidence as given by Kathuri and Pals (1993). The sample size formula used was as follows:

$$SS = \frac{Z^2 \times (p) \times (1-p)}{C^2}$$

Where: SS = Sample Size

Z = Z value (which is 1.96 for 95% confidence interval)

p= Percentage picking a choice, given as 0.5

C = Confidence interval, in this case 0.05

The correction for finite population is then computed as followed:

$$Sc = \frac{SS}{1 + \frac{SS-1}{P}}$$

Where: Sc = The corrected sample size

P = Population

Using this formula, the sample size for the headteachers, teachers, pupils, households and NGOs/religious groups was determined as shown in Table 1.

Table 3.1: Sample Size Determination

Target	Population (P)	Sample size (SS)	Corrected sample (Sc)
Headteachers	95	384.16	76
Teachers	984	384.16	277
Pupils	5,807	384.16	360
Households	300	384.16	169
NGOs/Religious groups	40	384.16	36
Totals			918

Simple random sampling was used in selecting the headteachers, teachers and the pupils. On the other hand, purposive sampling was used to select 169 household heads and 30 representatives of NGO/religious groups. The researcher obtained the household heads from social meeting places such as churches and other parents were selected as they attended PTA meetings in schools. NGO representatives were selected from those NGOs situated in places that were easily accessible to the researcher.

3.5 Research Instruments

In order to address the research objective and research questions, data were collected by use of questionnaires and interview schedules which were designed by the researcher. Questionnaires enabled the person administering them to explain the purpose of the study and the meaning of items that may not be clear (Borg & Gall, 1989). Two questionnaires were designed to collect data one for teachers and another one for pupils.

The questionnaire for teachers had three sections. Section one of the questionnaire collected background information of the teachers including gender, academic qualifications, and work experience. Section two of the questionnaire collected data on the community challenges facing implementation of free primary education. Section three consisted of open-ended items to gather data on teachers' recommendations for improving community involvement and improvement of free primary education.

The questionnaire was divided into two sections; section one collected background information of the pupils, including gender, age and class. Section two collected data on their families, including whom they live with, parents alive / working /not working and level of education.

There were three interview schedules designed by the researcher to interview headteachers, parents/guardians, and NGO/church representatives. The interview schedules comprised of items aimed at gathering data on community involvement in the implementation of free primary education, community beliefs and practices affecting effective implementation of free primary education, and the working relationship between the school and the community members for effective implementation of free primary education.

3.5.1 Reliability of instruments

It is necessary that the research instruments are piloted as a way of finalizing them (Wiersma, 1991). This is vital as it enables the reliability of the instruments to be determined. Reliability is synonymous with repeatability or stability. A measurement that yields consistent results over time is said to be reliable (Wiersma, 1985). The researcher conducted a pilot study in two schools within Kaloleni district, but which were not involved in the actual study. The researcher, with guidance from his supervisor, estimated the degree of coherence of the responses for each instrument. The pilot study was also used to identify any items in the questionnaire that were ambiguous or unclear

to the respondents. Such items were modified thereby improving reliability of the questionnaires. Test-retest technique of reliability testing was employed, whereby the piloted instruments were administered twice to the respondents with a one week interval, and then the two sets of responses were subjected to reliability testing using Spearman Rank Order Correlation Coefficient. A reliability coefficient of 0.7 was obtained and considered adequate as signifying that the instruments were reliable.

3.5.2 Validity of instruments

Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. According to Gay (1992) validity is established by expert judgement. Thus the questionnaires and interview schedules were constructed in close consultation with the university supervisors, whose expert guidance helped to improve validity of the instruments.

3.6 Data Collection Procedure

The researcher obtained an introduction letter from the supervisor and a permit from the National Council of Science and Technology. Thereafter, the office of the District Education Officer (DEO) for Kaloleni was contacted before the start of the study. The researcher then booked appointments with the respondents through the headteachers. The respondents were briefed on the respective questionnaires and what was expected of them before they were allowed to respond to the items. The questionnaires for teachers and students were collected back on the same day of administering them. The headteachers,

parents/guardians, and NGO/church representatives, were interviewed as scheduled by the parties involved.

3.7 Data Analysis Techniques

After all the data was collected, data cleaning was done in order to determine inaccurate, incomplete, or unreasonable data and then improved the quality through correction of detected errors and omissions. After data cleaning, the data was coded and entered in the computer for analysis. Data analysis procedures employed involved both quantitative and qualitative procedures.

Quantitative data was analysed using descriptive statistics such as frequency counts, means and percentages. Views of the respondents were analysed on the working relationships that should be fostered between the school and the community members for effective implementation of free primary education. Quantitative data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. Martin and Acuna (2002) states that SPSS is able to handle large amounts of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient. Qualitative data was analyzed qualitatively using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on implementation of Free Primary Education. The qualitative data was presented thematically in line with the objectives of the study. The results of data analysis were presented using frequency distribution tables and bar graphs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTREPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation of the study findings. The general objective of the study was to investigate the community challenges affecting the implementation of free primary education in Kaloleni district of Coast province. The background data of the respondents is given first, followed by the analysis and discussion of each of the three research questions.

4.2 Demographic data of the respondents

The research participants comprised of 72 headteachers, 268 teachers, 340 pupils, 156 parents and 30 religious groups/NGOs, bringing the total to 866 respondents. 94.3% of the target respondents. The data were therefore analyzed based on this number. Out of the 340 pupils, there were 238 (70%) males and 102 (30%) females. Out of the 268 teachers, there were 103 (38.4%) males and 165 (61.6%) females.

Table 4.1 shows teachers' teaching experience in years.

Table 4.1

The table below shows the teachers teaching experience in the area of study.

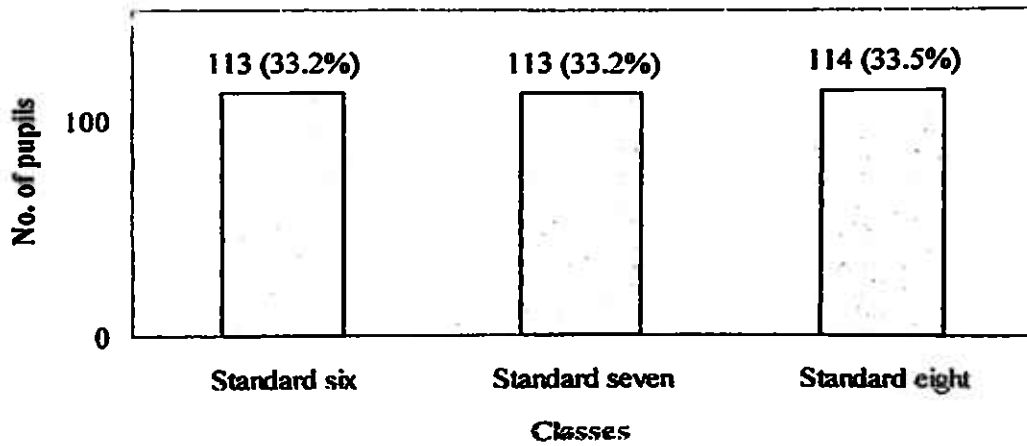
Teachers' teaching experience

Experience	Frequency	Percent
1 year and below	180	67.2
2 - 5 years	79	29.5
Above 5 years	9	3.4
Total	268	100.0

The table shows that 67.2% of the teachers had work experience of 1 year and below, 29.5% had 2 – 5 years while only 3.4 had above 5 years experience. Teaching experience is important to this study because the more experience gained by the teacher, the more efficient they became in their roles. Teachers with more years of teaching experience have been found to be more competent in curriculum implementation and may not have many challenges when it comes to implementation of free primary education, as opposed to newly posted teachers (Ng'ethe, 2004).

Figure 4.1 below, shows the classes in which the pupils are.

Class of pupils



The figure shows that 33.2% of the pupils were in class six and the same percent were in class seven. A slightly higher percentage 33.5%, were in class eight.

Figure 4.2 shows teachers' levels of education.

Teacher's levels of education

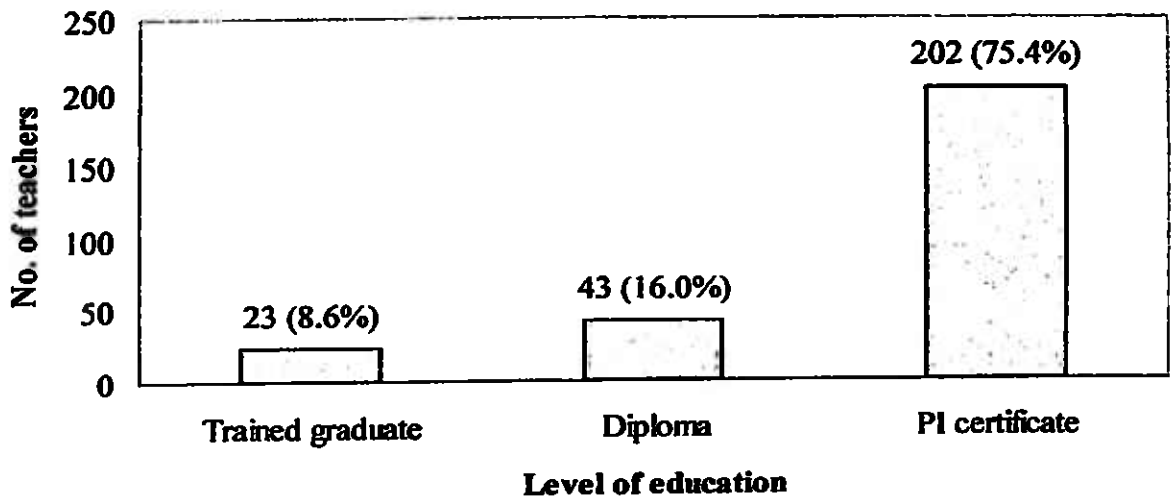


Figure 4.2 shows that 75.4% of the teachers had a PI certificate. 16.0% had a diploma while 8.6% were trained graduates. This shows that all the teachers were trained, and were therefore expected to perform their duties sufficiently. Level of education of a teacher determines their competence in curriculum implementation. The findings above show that the teachers were qualified academically to implement the primary school curriculum.

4.3 Level of Community Involvement in Public Primary Schools

A school can not be successful without the involvement of the community around in its activities or the school participating in community activities. It is therefore necessary for school heads to ensure good relations exist between the school and the community around it.

Table 4.2 shows headteachers' opinions during the interview regarding the extent to which community members support them in the implementation of FPE, based on their responses to the interview question: "To what extent do the community members support you in the implementation of free primary education?"

Table 4.2

Extent of community support in implementation of FPE

Extent of support	Frequency	Percent
Very great extent	12	16.7
Great extent	46	63.9
Moderately	10	13.9
Not at all	4	5.5
Total	72	100.0

Table 4.2 shows that the majority (63.9%) of the headteachers felt that community supported the implementation of FPE to a great extent. This implies that the community assists the headteachers in implementation of FPE. Parent, family, and community involvement in education influences academic performance and school improvement. When schools, parents, families, and communities work together to support learning, pupils tend to earn higher grades, attend school more regularly, stay in school longer, and enrol in higher level programs (Barton, 2003).

Table 4.3 shows headteachers' opinions of how the community supports them in implementation of FPE.

Table 4.3

Ways that community show support in FPE implementation

N=95 Headteachers

Aspects of support	Frequency	Percent
Payment of examination money	32	44.4
Employment of extra staff	50	69.4
Encouraging pupils to go to school	34	47.2
Contribution of desks and other teaching/learning resources	69	95.8
Construction of classes and toilets	46	63.9
Fostering discipline standards by guidance and counseling	23	31.9

Table 4.3 shows that a large percentage of headteachers 95.8% indicated that the community help in FPE implementation by contributing desks and other teaching/learning resources, 69.4% indicated the community employed extra staff while 63.9% indicated construction of classes and toilets. The others

responded as shown in the table. This implies that a big percentage of headteachers got help from the community to implement FPE.

Table 4.4 shows headteachers and teachers' opinions concerning community attitudes towards education.

Table 4.4

Community attitudes towards education

N=904 Headteachers and Teachers

Attitudes	Frequency	Percent
Have low opinion in education matters	254	74.7
Have a negative attitude towards education	169	49.7
Lack of interest by parents of child's learning	126	37.0
Parents do not motivate learners to study	291	85.5
Community not willing to support the school developments	64	18.8

Table 4.4 shows that 254 (74.7%) of the teachers indicated that the community had low opinion of education matters, 291 (85.5%) indicated that parents did not motivate learners to study and the rest responded as shown in the table. This implies that the community had generally a low attitude towards education matters despite the fact that they helped in school activities. The fact that parents were willing to support school development activities could be a result of constant pushing by school administrators. Stiefel (1984), in their framework for measuring equity in education, argue that access is the most basic equity concern because learning, regardless of the quality, cannot occur

without access. If community members have negative attitudes toward education, it means that they will be reluctant to send their children to school.

Analysis of pupils' data revealed that 198 (58.2%) of the pupils had a quiet place at home where they could do their studies without being disturbed while 142 (41.8%) did not. It also emerged that 87.6% of the pupils reported that their parents bought them supplementary textbooks to boost their academic performance. This shows that majority of the parents in Kaloleni District were supportive of their children's education.

Table 4.5 shows headteachers and teachers' opinions on the levels of parental involvement in the education of their children.

Table 4.5

Extent of parental involvement in education of their children

Extent of involvement	Frequency	Percent
Very great extent	4	1.2
Great extent	43	12.6
Moderately	198	58.3
Not at all	95	27.9
Total	340	100.0

Table 4.5 shows that a slightly above 50% number of parents were moderately involved in their children's education, 95 (27.9%) were not involved at all while 12.6% were involved to a great extent. This implies that most parents tried to be involved in their children's education. Rasinki and Fredrick (1988)

commented that parents play an invaluable role in laying the foundation for their children's learning. Zang and Carrasquillo (1995) similarly remarked that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. The more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Schickedanz (1995) also reported that children of passive parents were found to perform poorly academically.

Data from pupils' questionnaires showed that 91 (26.8%) of the pupils missed school for various reasons including sickness, taking care of sick family members, lack of uniforms and textbooks and other family issues. The pupils were asked to indicate how often their parents/guardians praised or congratulated them for doing well in school, to which they responded as shown in table 4.6.

Table 4.6
Rate of parents congratulating pupils for doing well

Rate	Frequency	Percent
Always	161	47.4
Sometimes	142	41.8
Never	37	10.9
Total	340	100.0

Results in the table show that 47.4% of the parents always congratulated their children for doing well, 41.8% did so sometimes while 10.9% never did. This

may have been because of various reasons like not knowing the value of education or the power of motivation.

4.4 Community Practices Affecting FPE Implementation

Community beliefs and practices affect effective implementation of education in one way or the other, and it is necessary to curb those beliefs and practices that affect pupils' performance and school attendance. Table 4.7 shows headteachers, teachers and NGO/Church representatives' opinions regarding the Community beliefs and practices that affect the implementation of FPE.

Table 4.7

Community practices that affect implementation of FPE

Community practices	GI		MI		SI		NI	
	F	%	F	%	F	%	F	%
Early marriages among girls	156	58.2	60	22.4	26	9.7	26	9.7
Female genital mutilation	18	6.7	34	12.7	51	19.0	165	61.6
Cultural and religious practices that force girls to stay at home	70	26.1	94	35.1	9	3.4	95	35.4
Lack of family planning	163	60.8	52	19.4	35	13.1	18	6.7
Drug abuse by parents and community	124	36.4	76	22.3	7	2.0	15	4.4
Pre-marital sex and teenage pregnancies	175	51.4	62	18.2	23	6.7	17	5.0
Lack of peers to discuss school work with	62	23.1	59	22.0	129	48.1	18	6.7
Family issues	164	61.2	43	16.0	35	13.1	26	9.7

KEY: GI (Great influence), MI (Moderate influence), SI (Slight influence), NI (No Influence)

Table 4.7 shows that community practices greatly affected the implementation of FPE because the pupils who got married at an early age dropped out of

school, therefore impeding FPE implementation. Another factor that greatly affected the implementation of FPE was cultural and religious practices that forced girls to stay at home, as indicated by 60.8% of the respondents. 61.2% indicated that family issues also greatly affected the implementation of FPE. However, 61.6% of the respondents indicated that female genital mutilation had no effect in the implementation of FPE. The only agent for that change is education for all boys and girls alike. African communities largely have a male-preference attitude. Males are expected to be able to do wonders in the world of knowledge and technology while a woman's place is at home, keeping up with the livelihood of the family (World Bank 2002).

4.5 Strategies for improving working relationships between the School and the Community

In order to curb the challenges faced in the implementation of FPE, there must be measures employed to counter them. Rochester (1999) underscores the importance of school community relations. He highlights that schools were formed by society, within society and for society so that through its children, society would retain its identity and its viability. Table 4.8 shows headteachers' opinions regarding the strategies employed in fostering good working relationships with the community members.

Table 4.8

Strategies employed to foster good working relationships with community members

N=95 Headteachers

Strategies	Frequency	Percent
Create open days for community members to learn school activities	54	75.0
Inviting community for school sports days	65	90.2
Mobilizing pupils and community members to clean up school environment	61	84.4
Organizing academic days and inviting the community	69	95.8

Table 4.8 shows that at least 95% of the headteachers indicated that they organized academic days and invited the community to create good working conditions with the community members, 90.2% invited the community for school sports days and the others replied as shown in the table. This implies that good relations existed between the schools and the communities around them. Onyango (2001) emphasizes that it is the responsibility of the headteacher to promote school-community relations. He highlights that headteacher should get community members to closely know the school, to share in its expectations, needs, problems and successes. Similarly, the headteacher should strive to work closely with the PTA. The PTA is also an important means of informing parents about school activities. It is also important for the headteacher to co-operate with teacher agencies or organizations in the community that renders important services to the students

in the school. As shown by the study findings in the above table, most of the headteachers put some measures in place to ensure good relations existed between the community and the school. Table 4.9 shows measures suggested by headteachers, teachers and NGO/Church representatives on how the community can be encouraged to support schools in the implementation of FPE.

Table 4.9

Measures on community participation in FPE

N=1787 Respondents

Measure	Frequency	Percent
Encouraging parents to take an active role in children's education	359	97.0
Educating parents on importance of educating their children	326	88.1
Cooperating with community in building of more schools and adding more school facilities	294	79.4
Encouraging parents to monitor school performance	243	65.6
Encouraging community to do away with harmful socio-cultural practices	186	50.2
Educating community on FPE and its implications	179	48.3
Encouraging community to take part in school activities	167	45.1

Table 4.9 shows that 88.1% of the respondents indicated that parents should be educated on the importance of educating their children while 79.4% indicated that cooperating with community in building of more schools and adding more

school facilities was a good way of promoting FPE. The majority 97.0% of the respondents indicated that parents should be encouraged to take an active role in children's education. The rest responded as shown in the table. These research findings are in agreement with the opinions of Kiprono (2009) who emphasizes that the headteacher can bring the school closer to the community is through direct participation of the school in community functions and giving services to the community. For instance, the headteacher can allow the community to use the school plant and facilities for recreation, meetings, community lectures, and forums for discussions and cultural events.

Based on the findings of the study, it can be concluded that parent, family, and community involvement in education influences academic performance and school improvement. The Kaloleni community had generally a low attitude towards education matters despite the fact that they helped in school activities.

Majority of the parents in Kaloleni District were supportive of their children's education, though pupils missed school for various reasons including sickness, taking care of sick family members, lack of uniforms and textbooks and other family issues. It was established that the community and parents played a big role in the performance of both pupils and schools, and good relations should be cultivated between the school and the community.

These findings are in line with some scholars work. According to Spancer et al (1999), the concept of "school" inherently embraces the interaction between communities and their teaching- learning institutions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers a summary of the study and of the main study findings, conclusion and recommendations of the study. Suggestions for further studies have also been given.

5.2 Summary of the study

This study was conducted to investigate the community challenges affecting the implementation of free primary education in Kaloleni district of Coast province. The study utilized the Systems theory by Ludwig Von Bertalanffy (1974). The independent variables were community involvement in their children's education, community beliefs and practices influencing education, and strategies used by headteachers to promote school-community relations while the dependent variables were school performance, pupil enrolment and retention, discipline of students as well as good academic performance. The findings of the research are presented based on the three research questions restated below:

1. What is the level of community involvement in public primary schools in Kaloleni district?
2. What are the community beliefs and practices affecting effective implementation of free primary education in Kaloleni district?

3. What strategies are employed to improve the working relationships between the school and the community members for effective implementation of Free Primary Education?

The study established that majority of the headteachers felt that the community supported the implementation of FPE to a great extent, by contributing desks and other teaching/learning resources, employing extra staff and construction of classes and toilets. This is in agreement with a previous study by Kiprono (2009) who indicated that the community members in Meru South District had established good working relationships with the schools, whereby school management committee members had come up with strategies to mobilize community members to support schools.

The study established that the community had low opinion of education matters despite the fact that they helped in school activities, especially parents who did not motivate learners to study. This is in direct contradiction to the findings of previous studies done by Kaime (1990) who noted that community participation in the implementation of an educational innovation is paramount and therefore community members need to be assisted to see the need for the innovation in meeting their needs.

The study established that early marriages, cultural and religious practices that forced girls to stay at home and family issues greatly affected the implementation of FPE. The study results indicated that the community and parents played an important role in the implementation of FPE and therefore parents were encouraged to take an active role in their children's education.

The headteachers indicated that they employed the strategies like creating open days for community members to learn school activities, allowed the community during the school sports days and also invited parents for academic days to create good working conditions with the community members. Kiprono, 2009 also agreed with these findings by indicating some of the strategies employed in previous studies. These findings were: educating pupils on the importance of education; asking the provincial administration to be firm in fighting against child labour; discouraging early marriages and teenage sexuality; encourage both the parents and children to continue pressing on with education; have proper school administration; requesting the provincial administration to get back those who run away from school; introducing school feeding programmes; enlightening the pupils on the dangers of dropping out; educate the community on the importance of girl-child education; and, organizing education days for pupils, teachers and parents

5.4 Conclusions of the study

Based on the findings of the study as summarized in the preceding section, it can be concluded that the communities were involved in the implementation of FPE in schools to a large extent, and they showed their support by providing funds, teaching/learning materials and also by involving themselves in school activities when called upon to do so. It was established that parents played a great part in their children's education, but they did not always perform their roles as expected of them. The study found out that cultural practices like early

marriages, premarital sex, teenage pregnancies and family issues affected the implementation of FPE, same as school-community relations.

5.5: Recommendations

Selected few recommendations were made in regard to the different groups of participants, who included the parents, headteachers, pupils and the community. It was recommended that:

- i. The parents should take a more active role in their children's education by making sure that they visit schools regularly whenever called upon, provide a good learning environment at home, reward good performance and monitor their children's performance at school. This would encourage the learners to work hard in school, perform well in their exams and secure a good future in the long run.
- ii. Headteachers should cultivate good relations exist between the school and the community by involving the community in school activities and vice versa. Headteachers should also enroll pupils who meet the school requirements from the community.
- iii. School heads should hold open-air meetings to enlighten the community on the value of education for all children. During these meetings, different speakers from the education ministry, provincial administration and non-governmental organizations could be invited to speak on various issues related to education.
- iv. The community should be educated on the harmful cultural practices that hinder the implementation of free primary education and

encouraged to leave them. Religious leaders, non-governmental organizations and the local leaders could play a greater role in educating the community on abandoning out-dated practices like female circumcision, male child preference and lack of family planning.

- v. Pupils should also be encouraged to report any cases that may hinder their school attendance. Parents who keep their children out of school and those who abuse them sexually should be reported to the provincial administration for proper action to be taken against them.

5.6 Recommendations for Further Research

The research tackled more on the community challenges facing the implementation of free primary education. However, it might not have exhausted all the aspects that arise from this topic, hence more research is needed. The following areas could be researched on:

- i. A study on the challenges faced by headteachers in the implementation of free primary school education needs to be done. A study on this area would be important as it would highlight the challenges and possible solutions for an effective implementation of the programme.
- ii. Another area which needs to be researched on is the factors that affect the implementation of free secondary education in the country. The policy-makers in Kenya need to conduct the study so that they could come up with the right policies to govern the implementation of this programme

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APPENDIX A
LETTER OF INTRODUCTION

Kizurini Sec. School,
P.O.BOX 233-80105,
Kaloleni

Kizurini Pry. School,
P.O.BOX 1105-80105,
Kaloleni

Dear Sir/Madam,

RE: Involvement of Your School in Research in FPE Challenges

I am a postgraduate student in the University of Nairobi. I am currently undertaking educational research on 'Community Challenges Affecting the Implementation of Free Primary Education in Kaloleni District'.

Your assistance will enable this study to come up with accurate findings. I would like to use your school in collecting some information that would help me in my research by filling in some questionnaires for pupils, teachers and the Headteacher. The responses given will be treated with utmost confidentiality. Thank you in advance.

Yours faithfully,



Killian Kalama Deche

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

This research is meant for academic purpose. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Do not write your name or that of your school anywhere on this questionnaire. Please tick [✓] where appropriate or fill in the required information on the spaces provided.

Part A: Background Information

1. Your gender
 - i) Male []
 - ii) Female []
2. Tick below your teaching experience in years
 - i) 5 years and above []
 - ii) 2 - 5 years []
 - iii) 1 year and below []
3. Which of the following grades indicate your highest professional training?
 - i) Trained graduate []
 - ii) Untrained graduate []
 - iii) Diploma []
 - iv) Pl certificate []

Part B Community Challenges facing implementation of FPE

4. Given below are community factors that may influence implementation of FPE. You are to indicate the extent to which each factor influences implementation of FPE in your school, using the scale below:

4: Influences Greatly	3: Influences Moderately
2: Influences Slightly	1: No Influence

Community Support to Schools	4	3	2	1
Community's failure to support school development projects				
Parents unwillingness to purchase learning material for children				
Failure by parents to supervise pupils' learning at home				
Parents prefer to give children work instead of study				
Family breakdown (Single parents, orphaning)				
Indiscipline among pupils at home				
Failure of parents to follow up on children's school work				
Failure by parents to attend school meetings				
Community Attitudes towards Education	4	3	2	1
Lack of interest by parents of child's learning				
Parents not giving pupils adequate time to do homework				
Too much time consumed by pupils in home chores				
Community engaging children in child labour				
Parents preferring pupils to stay at home				
Parents not understanding the value of education				
Failure of parents to motivate children to study hard				
Socio-cultural Factors	4	3	2	1
Early marriages among girls				
Female genital mutilation				
Cultural and religious practices that force girls to stay at home				

Too large families – lack of family planning				
Lack of peers to discuss school work with				
Overcrowding in the family				

5. Indicate any other community challenges facing the implementation of free primary education in Kaloleni District in relation to the following:

Community Attitudes towards Education

.....

Parental Involvement in Children’s Education

.....

Social-Cultural Practices

.....

6. How can the community be encouraged to actively participate in the implementation of free primary education in the district?

.....

Thank You for Your Co-Operation

APPENDIX C
QUESTIONNAIRE FOR PUPILS

Section One

1. Your gender
 - i) Male []
 - ii) Female []
2. Your age in years. Yrs
3. In which class are you?
 - Standard Six []
 - Standard Seven []
 - Standard Eight []

Section Two

Instructions

Here are some questions about you and your family. Please fill in the blank spaces and put a tick (✓) in the bracket against the word or sentence that is most applicable to you. You are requested to read carefully and to answer all the questions truthfully. The information you give will be kept confidential and will not be made available to anybody.

1. With whom do you live most of the time?

Both father and mother () Father ()
Mother () With relatives ()
Others (specify)

2. Which of these statements is true of your family?

Father is not alive () Mother is not alive ()
Single parent (Father) () Single parent (Mother) ()
Parents (divorced) () Both parents alive ()

Depending on your answer in 2 above answer the following questions.

3. (a) Where does your father work?
- (b) What kind of work does he do?
4. (a) Where does your mother work?
- (b) In addition to housework, what other kind of work does she do?
.....
5. (i) Some parents went to school while others did not. What level of education has your parents reached (tick one for each).

Father

Mother

- | | | | |
|--------------------------|-----|--------------------------|-----|
| a) University | () | a) University | () |
| b) College | () | b) College | () |
| c) Secondary School | () | c) Secondary School | () |
| d) Primary School | () | d) Primary School | () |
| e) Did not attend school | () | e) Did not attend school | () |
| f) Do not know | () | f) Do not know | () |

9. Do you have a quiet place at home where you can do your private studies without being disturbed?

Yes () No ()

10. If yes, in (9) above,

Does it have a chair? a) Yes () b) No ()

Does it have a table? Yes () No ()

11. If No in (9) above, from where do you do your private studies?

.....

10 a) In addition to the recommended school books, does your parent/guardian buy you other books so that you can improve on your school work?

Yes () No ()

11 Do your parents/guardians give you a gift when you do well in your examinations?

Always () Sometimes () Never ()

12 How often do your parents/guardians praise or congratulate you for doing well in school.

Always () Sometimes () Never ()

14. Have you ever missed school for any reason?

Yes () No ()

If yes, indicate why.....

APPENDIX D

INTERVIEW SCHEDULE FOR HEADTEACHERS

1. To what extent do the community members support you in the implementation of free primary education?
2. In which ways do you involve community members in the schools?
3. How would you rate the level of parental involvement in education of their children?
4. What is your rating of the attitudes of community members in Kaloleni District towards education?
5. What are the social-cultural practices affecting effective implementation of free primary education in your school?
6. Which strategies do you employ to foster good working relationships with community members?
7. What measures do you suggest should be taken to encourage the community to support schools in the implementation of free primary education?

APPENDIX E

INTERVIEW SCHEDULE FOR PARENTS

1. Gender Male [] Female []
2. Age Years
3. What is your level of education?
4. What is your occupation?
5. How many sons and daughters do you have?
6. How many are in school? Sons..... Daughters
7. How many of your children are in school?
Sons..... Daughters
8. do you have any child who has dropped out of school?
9. If yes, why did your child/children drop out of school?
10. If you have a child out of school, do you plan to send the child back to school? Give reasons for your answer
11. Among sons and daughters, who do you think should be given priority in education? Please explain your answer.
12. What do you suggest the following could do to improve education in Kaloleni
 - Government
 - Parents
 - The schools
 - The community

APPENDIX F
RESEARCH PERMIT

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./ Dr./ Mr./ Mrs./ Miss..... KILLIAN
..... DECHE KALAMA

of (Address) UNIVERSITY OF NAIROBI
..... P.O. BOX 30197, NBI

has been permitted to conduct research in

..... Location,
..... KALOLENI District,
..... COAST Province,

on the topic... Community challenges affecting
the implementation of free Primary
Education Programme in Kaloleni
District, Coast Province.....

.....
for a period ending 31ST OCTOBER, 20 10

Research Permit No. NCST/RRI/12/1/SS/570
Date of issue..... 23/06/2010
Fee received SHS 1,000



[Handwritten Signature]
.....
Applicant's
Signature

[Handwritten Signature]
.....
Secretary
National Council for
Science and Technology