

**A STUDY OF TEACHERS' ATTITUDES TOWARDS THE  
IMPLEMENTATION OF FREE PRIMARY EDUCATION IN  
PUBLIC PRIMARY SCHOOLS IN KIKUYU DIVISION.**

**BY**

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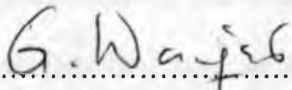
## DECLARATION

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

  
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## **DEDICATION**

I dedicate this work to my Loving husband Zaccheus Kirema Kaberia and our children Sylvia Kagwiria Kirema and Stacey Kananu Kirema. Their love, support, patience, encouragement and understanding gave me the will and determination to complete my postgraduate studies.

## **ABSTRACT**

The main purpose of this study was to investigate what attitudes public primary school teachers' in Kikuyu Division- Kiambu District have towards the implementation of Free Primary Education. The study also sought to determine whether teacher's sex, age, teaching experience, academic and professional qualifications have effect on their attitudes towards the implementation of FPE. Moreover, the study sought to determine the facilities that teachers' use while implementing FPE .It also sought to investigate the problems faced by teachers while implementing FPE and identify possible solutions to the problems affecting effective implementation of FPE.The study was ex post facto in design. The targeted population was 717 teachers. The researcher used stratified random sampling and simple random sampling to select the sample of the study. The sample size was determined by population table as described by Krejcie and Morgan to arrive at a sample of 306 respondents. Out of these, 260 respondents completed the questionnaires. This was 85% response.

The findings of the study revealed that majority of teachers had favourable disposition towards the implementation of FPE. The study also revealed that both gender and professional teaching experience influenced teachers' attitude towards the implementation of FPE. Female teachers were found to depict better attitudes than male teachers. This was so because they agreed with most of the attitude

items set. Teachers who had a teaching experience of 21 years and over were seen to depict a better attitude. Age, academic and professional qualifications were found not significant determinants of teachers' attitudes towards the implementation of FPE. Teachers' of different age, academic and professional qualifications depicted almost the same attitude. Any difference in attitude was attributed to chance and was considered not significant.

Facilities that have been provided were found to influence teachers' attitudes while the problems they face were found to be not significant determinants of their attitudes towards the implementation of FPE. The study revealed that various facilities are provided to teachers to help them implement FPE. These include: text and exercise books, stationery, teachers guides among others. It was revealed that in their endeavor to implement FPE, teachers experienced many constraints as shown on table 27.

The findings of the study led to the following conclusions: age, academic, and professional qualifications are not significant determinants of teachers attitudes towards the implementation of FPE while gender and teaching experience influenced teachers attitudes. It was recommended that the government should employ more teachers to achieve a teacher-pupil ratio of 1:40; parents to be enlightened more on their role as far as FPE is concerned; free nursery schools to be put in place and that the government to increase budget allocation for FPE to

cater for all resources. Three suggestions for further research were put forth. These were: to investigate the role of primary school committee in the implementation of FPE; perception of primary school pupils towards FPE and that research on public primary school teachers attitudes to be extended in another district to compare with this one.

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## **LIST OF ABBREVIATIONS**

<b>EFA</b>	-	Education For All
<b>FPE</b>	-	Free Primary Education
<b>IRIN</b>	-	Integrated regional information network
<b>MDGS</b>	-	Millennium Development Goals
<b>MOEST</b>	-	Ministry of Education, Science and Technology
<b>SAPs</b>	-	Structural Adjustment Programmes
<b>UNESCO</b>	-	United Nations Educational Science and Cultural Organization
<b>UNICEF</b>	-	United Nations Children's Educational Fund
<b>UPE</b>	-	Universal Primary Education
<b>USAID</b>	-	United Nations Agency for International Development
<b>WB</b>	-	World Bank

# **CHAPTER ONE**

## **INTRODUCTION**

### **BACKGROUND OF THE STUDY**

The encyclopedia Britannica (1982) defines education as the transmission of values and accumulated knowledge of a society. Kreept and Taceli (2000), defined education as a process of encouraging, strengthening and guiding the faculties of the mind and body so as to make one fit and ready to take instructions from the work one has to do to fit in the society in which he/she was born. Put together, one can view education simply as encompassing the art of transmitting values and knowledge from one generation to the next in the society.

Education is a powerful catalyzing agent that provides mental, physical, ideological and moral training to individuals, to enable them to have full consciousness of their purpose in life and equip them to achieve that purpose (UNESCO 2003). It is an instrument for the spiritual development as well as the material fulfillment of human needs (UNESCO 2003). According to Carson (1992), education liberates and encourages people to make their lives possible and settle for nothing less than the pursuit of excellence. Education is empowerment. It is the key to establishing and reinforcing democracy and development that is



sustainable and humane as well as establishing and reinforcing peace founded on mutual respect and social justice (World Conference on Education for All, 1990). In a world in which creativity and knowledge play an ever-greater role, the right to education is nothing less than the right to participate in life of the modern world.

Universal primary education was one of the Millennium Development Goals (MDGs), which aimed at eradicating extreme poverty and improving the welfare of people by the year 2015 (WB 2003). A study carried out to investigate whether countries will attain the UPE goal by 2015, makes it clear that world wide attainment of universal primary education by 2015, will necessitate an even stronger combination of political will, deep and sustained reform, faster dissemination of best practices, and intensified financial effort.

The concept of Universal Primary Education (UPE) can be traced back in 1948 when United Nations declared education a basic right for all. This meant that education be available to all irrespective of social class, gender, colour, religion, tribe and race. The 1948 declaration was further stressed at the 16<sup>th</sup> Session of the United Nations general assembly held between 1961 and 1962, which identified illiteracy as the main barrier to social and economic growth of the third world countries.

The universal declaration of human rights (1948), the world conference on Education For All (Jomtien, Thailand, 1990), and the World Education Forum (Dakar; Senegal, 2000) are manifestations of realization by the international community of strategic role that education can play towards the achievement of noble goals. These noble goals are the elimination of poverty, promotion of human rights and attainment of sustainable development. While the universal declaration of human rights embraced education as a basic human right, the Jomtien conference not only built consensus on what constitute EFA but also set specific EFA goals and targets (National action plan on EFA, 2003). The consensus was that EFA as a strategy for the development and provision of quality basic education, encompassed not only Universal Primary Education (which is essentially formal schooling), but also early childhood education, literacy, life skills programmes and mass education (complementary learning processes that take place out of school set up, including continuing education (MOEST, Kenya 2001).

One of the major goals of the Kenya government development strategy is the attainment of universal primary education. This was first articulated in Sessional Paper number 10 of 1965 on African socialism in which the government committed itself to eradicate ignorance, poverty and disease (Report on the task force on implementation of EFA, 2003). To accelerate the attainment of UPE, the government declared free primary education in 1974 from standard 1 to four while

fees was abolished in primary schools in 1978. Following the abolition of fees, access to primary education increased and gross enrolments soared over 100% in 1989 (Report of the task force on implementation of EFA, 2003).

The world declaration on EFA (Jomtien, 1990) to which Kenya is a signatory re-affirmed the government's commitment to the realization of UPE. The world summit for children (1990) committed nations to the achievement of EFA by the year 2015. After Jomtien, the government set up mechanisms and a framework for realizing EFA goals. The government set the year 2005 as the target year for the achievement of UPE (Report of the task force on the implementation of FPE, 2003).

Unfortunately, the high pupil enrolments experienced after the abolition of fees in 1974, were grossly affected by the Cost Sharing policy introduced as part of the Structural Adjustment Programmes (SAPs) as it hindered many children especially from economically marginalized groups from accessing primary education. The government once again re-affirmed her commitment of achieving UPE, through the preparation of country assessment report in 1999, which spelt out strategies for the attainment of UPE (MOEST, 2003).

The UPE goal was provided with a further impetus when in 2001, parliament enacted the children's Act, which recognizes education as a basic right to all

children. The Act re-affirms that it is the responsibility of the parents and the government to education to the child. To push the agenda for the attainment of UPE forward government declared primary education free in January 2003 (Report of the task force on implementation of UPE, 2003). Kenya's success at abolishing school fees has been mirrored elsewhere in Africa. After Uganda abolished fees in 1997, enrolment rose from 2.5 million that year to 6.5 million in 2000 (UNICEF 2004). Also after fees were abolished in Tanzania in 2000, enrolment increased from 1.4 million to 3 million (UNICEF 2004). Also Ghana and Ivory Coast have model universal public education system that have existed since independence (Wax 2003)

Following the declaration of FPE, the country has experienced unprecedented influx of children to schools all over the country (Daily Nation, March 25, 2003). This has caused significant challenges in the implementation of EFA programme. Indirect costs to parents, opportunity costs on households, lack of government blue print and unclear procedure for the monitoring and enforcement of the right to education appear set to challenge FPE implementation. Also, unavailability of facilities to schools both physical and human appear to persist more than before. These challenges have been a major draw back in efforts to develop effective ways of implementing free primary education.

Implementation of any programme especially FPE, involves a series of related tasks. According to Pratt (1994), the task of new programme implementation involves two main processes. The first process is the changing of the stakeholders' attitudes that are involved in the implementation. Pratt (1994) also observed that change in attitude is necessary because people can act as a hindrance of a new programme. One of the reasons why people can act as a hindrance is having negative attitudes towards the programme. The stakeholders whose attitudes need to be changed in the implementation of a new programme include policy makers, administrators, teacher trainers, supervisors, teachers, parents and even the learners. The second process of programme implementation is the provision of appropriate resources. Such resource includes human (the teachers, head teachers and inspectors), physical (workshops, classrooms, laboratories and storage facilities) and materials (text books, stationery, globes and wall charts among others).

### **STATEMENT OF THE PROBLEM**

Teachers form a fundamental resource in an educational organization. They perform both teaching and administrative roles in their educational organization (Okumbe 2001). Okumbe also observes that the professional aspect of teachers is a demanding one and stretches from classroom teaching, curriculum development, examination processing, pedagogical material preparation and evaluation, to

modeling the behaviour of the student and acting as role models to the society (Okumbe 2001)

Teachers are the most important personnel in the implementation of any school programme. Pratt 1994 observes that it is the actions of individual teachers in their classrooms that determine the success or failure of a programme implementation and improvement in spite of the talents of officials and principals. Their action mainly depends on the attitude they have towards the programme.

After its implementation, FPE has faced significant challenges. This includes overcrowding which is so severe that administrators defer administration at some schools for lack of standing space. In many schools, classrooms that held 40 students a year ago cram in 70. There are not enough desks, supplies or educational equipment. Even more scarce are trained teachers (UNICEF 2002). Long standing shortage of teachers has been pointed out as the key obstacle to the provision of FPE (Daily Nation, Wed Jan 15, 2003:2) and this shortage has affected educational standards. It has been pointed out in the preceding background that FPE in primary schools experiences many problems. One of the main problems is teachers' unfavorable attitude towards it. Despite what has been said, there is no empirical evidence to prove the case. Hence the need for research in order to analyse the situation as objectively as possible. For FPE to be implemented effectively in primary schools the attitudes of teachers in particular must be favourable. Various

studies have been done on factors affecting effective implementation of FPE, problems faced by head teachers in the implementation of FPE but none of these has concerned themselves with the attitudes that public primary school teachers in Kikuyu Division- Kiambu district have towards the implementation of FPE. This study therefore expects to fill this gap.

### **PURPOSE OF THE STUDY**

The purpose of the study was to investigate teachers' attitudes towards the implementation of FPE in public primary schools in Kikuyu Division. Specifically, the study assessed: teachers attitudes towards various aspects of the implementation of FPE, facilities used by teachers, challenges faced by teachers in the implementation of FPE, and identified possible solutions to the problems that teachers face in the implementation of the free primary education.

### **OBJECTIVES OF THE STUDY**

The study sought to achieve the following objectives:

- ❖ To determine whether teacher's sex, age, teaching experience, academic and professional qualifications have any effect on their attitudes towards the implementation of FPE.
- ❖ To identify the facilities the teachers use while implementing FPE.
- ❖ To identify the problems faced by teachers in implementing FPE.

- ❖ To identify possible solutions for the problems affecting effective implementation of FPE.

### **HYPOTHESES OF THE STUDY**

The following null hypotheses were formulated for this study:

Ho 1. There is no significant difference in teachers' attitudes towards the implementation of FPE in relation to their;

- Gender
- Age
- Teaching experience,
- Academic qualifications
- Professional qualifications.

Ho 2. There is no significant difference in teachers' attitudes towards the implementation of FPE in relation to the facilities provided.

Ho 3. There is no significant difference in teachers' attitudes towards the implementation of FPE in relation to the problems they face.

### **SIGNIFICANCE OF THE STUDY**

This study is expected to provide useful information to various institutions and personnel involved in decision making, formulating policies and implementing FPE in primary schools. The findings are also expected to particularly benefit primary



school sub-sector in the Ministry of Education, Science and Technology in understanding the role that teachers play in the implementation of FPE as well as the difficulties they encounter and suggestions of what can be done to ensure effective implementation. The findings are expected to be useful to primary school teachers in understanding their role in the implementation of FPE, recognize and support it for it to succeed and flourish. The study is also expected to act as a point of reference by various individuals concerned with the implementation of FPE. It will become a basis for further research and add knowledge on implementation of FPE in Kenya primary schools.

#### **LIMITATIONS OF THE STUDY**

The main limiting factor of the study arose from the design of the study that the researcher used. The design of the study was ex-post facto. Ex-post facto design has the limitation in the sense that the researcher cannot control the independent variables because their manifestations have already occurred. More over, they are inherently not manipulative (Kerlinger, 1973.p.379). The other limitation arose from the fact that attitudes are a multifaceted concept that keeps on changing from time to time. Though efforts were made to validate the instrument, there remains a degree to which one cannot be absolutely sure that he/she measured the attitudes he/she set out to measure. As Stanley and Hopkins (1978), observed affective measures can be falsified no matter how construed they are (p. 298.)

## **DELIMITATIONS OF THE STUDY**

The study was conducted in public primary school in Kikuyu Division. Private primary schools were not included because they do not offer free education. The study was concerned with the attitudes of teachers towards the implementation of the FPE therefore the attitudes of head teachers and students were not studied because they were not within the scope of the study.

## **BASIC ASSUMPTIONS OF THE STUDY**

The following assumptions were made:

- Teachers' attitudes towards the implementation of FPE affect its effective implementation and success.
- The respondents will give accurate responses to the questions raised through the questionnaire and interview.

## **DEFINITION OF SIGNIFICANT TERMS**

The following terms were given operational meanings for the purpose of the study:

**Attitude:** Refers to positive or negative predispositions to think, feel, perceive and behave in a certain way towards a given situation.

**Enrolment:** Refers to the number of children (pupils) who register as members of different grades at the beginning of the year in an educational institution.

**Free primary education:** Refers to formal schooling that does not require the

parents to pay tuition fees and other school levies but requires them to cater for uniform, transport to school and food. The government provides other resources such as textbooks, exercise books, pens, desks and teachers.

**Implementation:** Refers to carrying out or putting into practice that which has been planned.

**Public primary school:** Refers to a government maintained or assisted school as stipulated in cap 211 of the laws of Kenya.

**Primary school:** Refers to a formal learning institution with classes ranging from standard one to eight, the first cycle of the education structure; the first eight years of formal schooling.

**Primary education:** Refers to a formal schooling which normally begins at standard one progressively ending to standard eight.

**Teacher:** Refers to any trained or untrained person teaching fulltime in a primary school paid by the Government as stipulated under cap 212 of the laws of Kenya.

**Universal primary education:** Refers to that education that meets the basic learning needs thus literacy, oral expression, numeric, problem solving and basic learning content thus knowledge, skills, values, attitudes, required by the a human being.

## **ORGANIZATION OF THE STUDY**

This study is organized in five chapters. Chapter one which is the introduction contains the background of the study, statement of the problem, purpose of the study, hypotheses of the study, objectives, significance of the study, limitations of the study, delimitations of the study, basic assumptions and definition of significant terms. Literature review, which forms chapter two, deals with literature related to the study. The review covered the following: concept of attitude, the process of programme implementation, primary education; concept, objectives and enrolments, UPE; concept, justification, goals, and objectives, human rights and education, government obligation and commitment to ensuring human right to education, UPE in other countries, FPE in Kenya and funding, the role of teachers in the implementation of FPE in Kenya and challenges in the implementation of FPE in Kenya. A conceptual framework forms the final part of this chapter. Research methodology forms the third chapter and describes the methodology that was used in the study. It comprises of research design, target population, sample of the study and sampling technique research instruments, piloting of the research instrument, data collection procedures and data analysis techniques. Chapter four presents data analysis, research findings and discussions of the findings. In chapter five, the summary of the findings, conclusions, and recommendations are presented.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **INTRODUCTION**

This chapter presents and discusses literature related to the implementation of free primary education (FPE). This literature review is divided into various sections thus concept of attitude, the process of programme implementation, primary education; concept, objectives and enrolments, UPE; concept, justification, goals and objectives, human rights and education, governments obligation and commitment to ensuring human right to education, UPE in other countries, FPE in Kenya, the role of teachers in the implementation of FPE in Kenya and challenges in the implementation of FPE in Kenya. A conceptual framework of the study forms the last part of this section.

#### **CONCEPT OF ATTITUDE**

The main objective of this study is to determine teachers' attitudes towards the implementation of free primary education. It is therefore vital to discuss the concept attitude. Attitude is a term that has been defined in several ways by different people.

Kerlinger (1973) defines the term attitude as an organized predisposition to think, feel, perceive and behave towards a referent or cognitive object. Gitonga (1999)

quoting Koul (1984) defines the term attitude as “ the sum total of man’s inclination and feelings, prejudice or bias, pre-conceived notions, ideals, fears, threats, and convictions about specific topic”. According to Koul (1984), attitude is a personal disposition that impels an individual to react to an object, situation or proposition in favourable or unfavourable way. Koul further observes that “how people feel or what they believe is their attitude”. Lambert and lamberts (1973), states that an attitude is an organized and consistent manner of thinking, feeling and reacting to people, groups, social issues or more generally to any event in the environment.

Gitonga (1999) quoting Triandis (1971) argued that although there are many definitions of the term attitude, two themes are common to most of them. These are; one, an attitude is a predisposition to respond to, and two an attitude is represented by consistencies in the responses of individuals to social situations. From the above definitions it can be deduced that:

- An attitude is formed when thoughts, feelings, beliefs, perceptions and behaviour become consistently associated with the attitude object.
- An attitude is not a response but a more or less persistent set of responses in a given way to an object or situation.

- Attitudes are inferred from what a person says about an attitude object, from the way a person feels about it, and from the way he/she will behave towards it.

Attitudes consist of three components. These are; cognitive, affective and behavioural components. The cognitive component is related to thoughts and beliefs, the affective relates to emotions or feelings, and the behavioural components relates to action. These three components of attitude interact with each other and an attitude is formed. When the three components are so interacted, specific feelings and reaction tendencies become consistently associated with the attitude object.

Gitonga (1999) quoting Ngatia (1987) stated that attitudes have a direct bearing on behaviour and that an individual's attitude has an indispensable function towards the individual behaviour. This indicates that attitudes play a great role in an individual's tendency towards or away from an object, concept, or situation if an individual is given a chance. From the fore going, it can be argued that teacher's behaviours or actions towards the implementation of free primary education can show the kind of attitude they have towards it. If teachers' have positive attitude towards the free primary education, it will be made evident by their tendency to encourage it or support it in schools especially at the implementation stage. On the other hand, if teachers have a

negative attitude, it will be evidenced by their failure to encourage and support its implementation.

Attitudes are learnt. There are different ways in which attitudes are acquired. The majority of attitudes held by a person are acquired from talking with family and friends. In essence this means that most people acquire most of their attitude in the homes in which they were brought up. More over, an attitude of the members of a group one belongs to become a guide for the development of individuals thinking, feeling and actions.

The second way in which attitudes are learnt is through direct exposure to the attitude object. Attitudes acquired through direct exposure to the object are intense in nature. Attitudes are also learnt through traumatic experience with the attitude object. Attitudes acquired through such a manner are rare but when they occur, they are extremely intense. The experiences of people therefore, determine their attitudes hence; it is possible that teachers can acquire new and positive attitudes towards the implementation of free primary education through direct exposure. Attitudes are not only learnt but can be changed, modified, and developed through ones life. Attitudes can be changed and modified in a variety of ways. These are:



- Through direct experience with the attitude object
- Through force or legislation
- Through a person receiving new information either from other people or through mass media that can produce changes in the cognitive component of the individual's attitude.

Changes in the cognitive component influences changes in the affective and behavioural components. However, the development and modification of an attitude largely depends on participation in the activities of groups holding the attitude. Consequently, teachers should be involved and made to participate in the implementation of FPE workshops and seminars.

Attitudes produce patterns of behaviour. People develop attitudes to: protect their self-esteem, avoid unpleasant truths about themselves, and help them adjust and understand the world around them and allow them to express fundamental values. In essence, attitudes determine what one will do or say in a particular situation, what one will enjoy or dislike, his/her approach to other people and his/her reactions to events in his/her life and the world around him (Gitonga 1999).

It is difficult to measure people's attitude. According to Best and Kahn (1989), it is difficult to describe and measure attitudes. Though people's attitude can be inferred from the use of questions or reactions to statements, inferring attitudes from the expressed opinion has many limitations. For example, people may conceal their attitudes and express socially acceptable opinions. Moreover it is difficult to measure attitudes because people may not really know how they feel about a social issue, never having given the idea serious consideration or never having confronted with the real situation. Best and Kahn (1989), asserts that even behaviour itself is not always a true indication of attitude. It can therefore be concluded that even if there is no sure method of describing and measuring attitudes, the description and measurement of opinion may in many instances be closely related to peoples' real feeling or attitudes. There are procedures that are used extensively to elicit opinions and attitudes. These are the Thurstone technique, the Likert method and the semantic differential method.

### **THE PROCESS OF PROGRAMME IMPLEMENTATION**

Implementation, according to the longman Dictionary of contemporary English (New Edition 1987) is to carry out or put into practice that which has been planned. Programme implementation is therefore the process of effecting a new

programme. It is the systematic process of ensuring that the new programme reaches the immediate beneficiaries- the learners.

Implementation of a new programme entails social action that builds a climate of acceptance for the change (Pratt, 1994). It may be facilitated by establishing a climate of trust, ensuring that the new programme meets recognized needs, consulting widely, establishing clear goals, developing support systems, using personal contact, providing in- service training and needed resources and maintaining a focus on institutional growth.

Implementation of any programme involves a series of related tasks (Pratt 1994). These tasks involve two main processes. The first process is the changing of attitudes of the stakeholders to be involved in the implementation of the new programme (Hawes, 1979: 119). Change in attitude is necessary because people can act as a hindrance of a new programme. One of the ways in which people can act as a hindrance is by having negative attitudes towards the programme. The stakeholders in whom attitudes need to be changed include policy makers, administrators, teacher trainers, supervisors, teachers, parents and even the learners.

The second process of programme implementation is the provision of appropriate resources. Such resources includes human (the teachers, heads and inspectors), physical (workshops, laboratories and storage facilities and materials (text books, globes and wall among others. More over, informing people plays a significant role in programme implementation. Information is important as it enlightens people to understand what is involved in the new programme. People also have to understand why it is necessary to have a new programme and in essence they also understand what difficulties are likely to be met on the way of implementation and how those difficulties can be overcome (Pratt 1994).

The process of programme implementation entails having a workable strategy based on conditions as they are (Hawes 1979: 118). It also involves not only the introduction of new practices and product into an existing system but also consolidation and continuation of the practices after the first enthusiasm has worn off (Hawes, 1979: 118). According to Shiundu and Omulando 1992: 176) the process of programme implementation involves ten activities as follows:

- Persuading the people especially policy makers, administrators and parents to accept the new programme.
  
- Informing the public of what is happening and their role in it

- Obtaining the necessary personnel to perform various roles in the process of programme implementation.
- Carefully locating programme personnel based on professional acceptable criteria. This involves identifying and placing programme personnel in strategic areas of programme implementation.
- Training teachers through both pre- service and in-service teacher education programme.
- Educating teacher trainers, educational administrators, school inspectors and all those who are likely to take part in the process.
- Providing the necessary facilities, equipment and materials in schools
- Presenting the new programme and support materials
- Instituting appropriate evaluation methods to judge whether the objectives of the new programme will be realized

- Providing continuous support for the new programme.

## **PRIMARY EDUCATION; CONCEPT, OBJECTIVES AND ENROLMENTS**

Primary or elementary education describes the first years of formal/structured education that occur during childhood. In most western countries, it is compulsory for children to receive primary education. Primary education generally begins when children are four years of age. The major goals of primary education are achieving basic literacy and numeracy amongst students as well as establishing foundations in science, geography, history and other social sciences.

There has been a marked growth in the general enrollment rates in primary schools since 1960 through to the 70's and 80's and in recent developments due to the FPE policy. This has been accompanied by many challenges especially in the implementation due to high influx of pupils to schools. According to the action plan on EFA 2003, primary education has the following objectives:

- To promote growth of the whole person through integrated development of mental, physical and emotive (moral, spiritual and aesthetic) attributes and abilities.

- To impact literacy and numeracy, to nature scientific skills such as reasoning and problem solving skills, social skills, including services to others and to the society.
- To develop an understanding of economic production factors and their relationship with social context and their environment.
- To promote social equity through provision of basic education to all including female, disadvantaged communities, households and the disabled.
- To lay a firm foundation for further formal education and training in the world of work and life long learning

Primary education is characterized by high enrolments rates and especially currently due to the implementation of FPE policy. With the declaration by NARC government of FPE, new school enrolments increased by 20 % to 1.2 million pupils within one week (East African standard, Saturday may 10,2003: 18). The worst hit was Olympic primary school in Kibera which enrolled an additional 450 pupils in class one, two and three above its capacity of 1,700 pupils (Daily Nation, Wednesday January 15<sup>th</sup>, 2003:2). Tables 1 and 2 show

contextual analysis of the primary school sub sector (1990-2003). They show the enrolments and gross enrolments rates by gender.

**Table 1.**

**Enrolments in Primary School by Gender 1990-2003**

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>% Girls to total</b>
1990	2,766,376	2,625,943	5,392,319	48.7
1991	2,796,972	2,659,024	5,455,996	48.7
1992	2,840,472	2,723,515	5,563,987	48.9
1993	2,760,929	2,667,557	5,428,386	49.1
1994	2,814,825	2,742,183	5,557,008	49.3
1995	2,802,305	2,734,091	5,536,396	49.4
1996	2,843,355	2,754,301	5,597,656	49.2
1997	2,933,982	2,830,873	5,764,855	49.1
1998	2,994,554	2,925,167	5,919,721	49.4
1999	2,993,000	2,874,800	5,867,800	48.9
2000	2,978,098	2,904,528	5,882,626	49.4
2001	2,994,896	2,913,570	5,908,465	49.3
2002	3,060,169	2,908,072	5,968,241	48.7
2003	3,698,018	3,500,382	7,198,400	48.6

**Source: Ministry of Education, Science and Technology, Statistic Section**



**Table 2**

**Gross Enrolments Rates % in Primary Schools by Gender 1990-2003**

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Male	104.0	93.4	92.0	88.9	89.1	87.4	87.3	88.7	89.4	88.2	88.1	93.3	93.8	105.8
Female	99.6	89.4	90.0	86.7	87.8	85.5	85.5	86.6	88.2	85.6	87.1	92.0	91.3	103.7
Total	101.8	91.4	91.2	87.8	88.5	86.8	86.4	87.7	88.8	86.9	87.7	92.7	92.6	103.7

**Source: Ministry of Education, Science and Technology –Statistics Section**

The goal of primary education is to provide access to quality education to all children of primary school going age on an equitable basis thus ensuring education for all at this level. But as table 3 shows, both regional and gender disparities are evident especially in ASAL Districts and pockets of poverty in urban areas.

**Table 3**

**Primary School Gross Enrolment Rates by Province and Gender, 2003**

Province	Coast	Central	Eastern	Nairobi	Rift valley	Western	Nyanza	N. Eastern	Kenya
Boys	89.9	106.2	113.7	92.7	103.8	121.9	120.7	29.3	105.3
Girls	77.3	106.1	112.9	57.4	100.8	121.3	116.9	15.7	103.7
Total	83.6	105.6	113.3	74.5	102.3	121.6	118.8	23.0	103.7

**Source: Ministry of Education, Science and Technology-Statistics Section**

From the data presented in the fore-going sections, it is evident that in order to achieve EFA goals in the primary sub sector of Kenya's education system, the following key issues and challenges will have to be addressed by adopting the interventions outlined. These are: adequate demographic data, relevance of curriculum, and quality of education, low access, retention and completion rates and high costs of education.

Table 4 shows projected gross enrolment rates in primary education in Kenya

**Table 4.**

**Projected Gross Enrolment Rates in Primary Education (1980-2010)**

<b>YEAR</b>	<b>GIRLS</b>	<b>BOYS</b>	<b>TOTAL</b>
1980	105.7	115.0	110.4
1985	95.9	100.6	98.1
1990	99.6	104.0	101.8
1995	86.3	87.4	86.8
1997	86.6	88.7	87.7
2000	87.6	88.2	87.9
2005	86.6	86.0	86.3
2010	89.0	86.8	87.9

**Source: Ministry of Education (2003)**

## **UPE; CONCEPT, JUSTIFICATION, GOALS, AND OBJECTIVES**

Universal primary education connotes the idea that neither parents nor guardians, nor the state are entitled to treat as optional the decision as to whether the child should have access to primary education. Also the prohibition of gender discrimination in access to education is underlined by this requirement and the issue of adequate quality education offered is emphasized. It should be emphasized, however that the education offered must be adequate in quality, relevant to the child and must promote the realization of the child's other rights. Universal primary education is widely recognized as one of the most effective instrument for combating child labour. Schooling removes children from the work force and provides them with an alternative use of their time. Quality basic education, particularly at the primary level, not only improves the lives of children and their families, but also contributes to the future economic growth and development of a country.

The arguments used to justify universal education in the developing countries are classified into three broad categories thus political, economic, and moral arguments. The proponents of the political argument stress that national education that is open to all contribute to political stability and national unity in pluralistic societies and enhances the capacity of the government to perform its functions. The relationship between education and politics has not escaped the scrutiny of

philosophers and all of them have affirmed the principles embodied in the phrase “as is the state, so is the school, or what you want in the state you must put it in the school”. Early scholars in education like John Dewey hold that the school is a microcosm unit of a society and hence the development in the school reflects what goes on in the society. Philosophers like Plato have argued that compulsory state controlled education is the means of enhancing social stability.

A minimum amount of education is a prerequisite for a democratic order. Universal education raises people’s cultural level enhancing their consciousness and this raises awareness creating the conditions for greater mass participation in the democratic process. Popular education is viewed as one of the best means an evolutionally government can use to move its ideals. In countries where an antagonistic ethnic group exists, universal education is used to foster national unity. Mukathe (1999) argues that universal education is expected to do the task of reducing regional, urban, rural and male-female imbalances so that no one would feel cheated. Also a common curriculum would teach same values to all the children so that they learn to identify with the whole nation instead of their ethnic groups.

It is argued that school literacy programmes are very popular and are often embarked on in order to gain political support. They can be used to de-radicalize

popular pressure for changes in the social structure by strengthening the belief that with just system of education, all social ills will be solved. Thus the aim of UPE in Tanzania launched in 1977 was to combat social stratification. For Nigeria national unity was the aim of UPE programme launched in 1976. It was believed that if enrolments became universal then the regional imbalances, with the corresponding political tensions, which arise from them would be reduced.

The proponents of economic argument view education as an investment in human capital that is essential for development. This argument is often termed as human capital theory. The theory was advanced in 1960s by the pioneering work of economists like Schultz, Bowman, and Dennison among others. The argument was that investment in education was the single most investment because educated workers were more productive than the illiterate ones. They argued that investment in education developed the human resources knowledge and skills; therefore poor countries should invest in development of human resources because investment in human capital pays high returns than investment in physical capital. For the advanced countries, education is vital for rapid social and economic progress. For the underdeveloped countries, investment in education is the surest way of preparing for industrial take off, for without manpower, there could be no economic development.

The architects of the social moral justification advance the following two arguments. First, is the argument stemming from the post second world war ideology of education as a human right. Enshrined in chapter 6 of the UN Declaration of human rights of 1948. Education is seen as a basic need; therefore every individual is entitled to a minimum level of education essential to make him functionally literate. Thus education is seen as a social service to which all are entitled. Here education is seen as having an intrinsic value and therefore should be provided to all individuals. Second, is the argument that views education as the surest route for the disadvantaged individuals and groups to follow to achieve social mobility and social justice.

The EFA goals and targets as articulated at the Jomtien Conference and reaffirmed at the world education forum in Dakar, Senegal includes the following:

- Expanding and promoting comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality.

- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- Achieving a 50 percent improvement in level of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.
- Eliminating gender disparities in primary and secondary education, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality.
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.

Governments, international agencies, donors and NGO's and civil society were given the prime responsibility for achieving these goals. The Dakar framework for action also assigned the international community to launch a global initiative to develop strategies and mobilize resources to support national efforts. UNESCO was charged with co-coordinating the work of EFA partners and to sustain the global momentum

UPE objectives according to UNESCO (1992) are:

- To impart literacy, numeracy and manipulative skills
- To develop self-expression and utilization of senses
- To develop a measure of logical thought and critical judgment
- To lay a foundation for further education, training and work
- To develop awareness and understanding of the environment.
- To develop the whole person including physical, mental and spiritual capacities.
- To appreciate and respect the dignity of labour
- To develop positive attitudes and values towards the society

In reference to the above objectives, all are directed to the ultimate goal of universal literacy as articulated in the Addis Ababa conference of 1961. Primary schools are often the most visible and widely disseminated social institution in the country; therefore they are essential for meeting the basic education. In most countries, Kenya included, primary education serves a dual function of:

- Imparting essential skills and knowledge
- Promoting attitudes and essential life skills necessary for individuals to function effectively in the society.



## **HUMAN RIGHTS AND EDUCATION**

Every woman, man, youth, and child has the human right to education, training and information and to other fundamental human rights dependent upon realization of human right to education. The human rights of all persons to education is explicitly set out in the universal declaration of human rights, the international covenants, the conventions on the rights of the child and other widely adhered to international human right treaties and declarations which are powerful tools that must be put to use in realizing the human right to education for all (IRIN 2003).

The human right to education entitles every man, woman, youth and child to:

- The human right to free and compulsory elementary education and readily available forms of secondary and higher education.
- The human right to freedom from discrimination in all areas and levels of education, and to equal access to continuing education and vocational training.
- The human right to information about health, nutrition, reproduction and family planning.

The human right to education is extricably linked to other fundamental human rights that are universal, indivisible, inter connected and interdependent including the human right to freedom of thought, science, religion and belief (IRIN 2003).

## GOVERNMENT'S OBLIGATION AND COMMITMENT TO ENSURING THE HUMAN RIGHT TO EDUCATION

The government's obligation and commitment to ensuring the human right to education can be traced in various declarations, covenants and conventions. These includes universal declaration of human rights, international covenants on economic, social and cultural rights, convention on the elimination of all forms of discrimination against women, convention on the elimination of all forms of racial discrimination, convention on the right of the child and convention against discrimination in education.

Article 26 of universal declaration of human rights postulates that:

*“Every one has the right to education and that education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Professional and technical education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. The article also postulates that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among racial or religious groups”.*

International covenant on economics, social and cultural, article 13, postulates that governments have the obligation of eliminating discrimination against women in order to ensure to them equal rights with men in the field of education and to

ensure equality of men and women the same conditions for career and vocational guidance, for access to studies in educational establishments of all categories. This equity should be ensured in pre-school, general, technical, professional and higher technical education as well as in all types of vocational training. The government also should eliminate any stereotyped concept of the roles of man and woman in all levels of and in all forms of education. Also it should make sure that all its citizens in schools have the same opportunities to benefit from scholarships.

According to the convention on the elimination of all forms of racial discrimination article 5, the government has an obligation of making sure that primary education is compulsory and available free to all. It should also make sure that education for the child is directed towards the development of the child's personality, talents, mental and physical abilities to their fullest potential. Also article 28 and 29 of convention on the rights of the child postulates the obligation of the government to discontinue any practice which involve discrimination in education and to formulate, develop, and apply national policy which promotes equity of opportunity and of treatment of education and in particular to make primary education free and compulsory. The government commitment to ensuring the human right to education can be traced to the commitments made at the Earth Summit at Rio, World Summit for social development in Copenhagen, the World Conference on Women in Beijing, habitant II conference in Istanbul, Amman

affirmation and World Declaration on Human Rights. The governments committed themselves to the goals of universal and equitable access to quality education making particular efforts to rectify inequalities relating to social conditions and without distinction of race, national origin, gender or disability.

During the world conference of women in Beijing, governments committed themselves to close the gender gap in primary and secondary school education by the year 2005, provide universal primary education in all countries before the year 2015. The governments also committed themselves to providing quality education for all which is fundamental to ensuring that people of all ages are able to develop their capacities and to participate fully in the social, economic and political processes of human settlements.

#### **UPE IN OTHER COUNTRIES**

Russia and Japan discovered that decentralization of UPE was consistent with principals of democracy and the development of relevant education at local levels. The central government had to transfer massive amount of resources to standardize and develop permanent school structures and equipment. The government found out that substantial savings could be made by such interventions, which cut down on repair and replacement. The bases of UPE was achieved in 1930 in Russia and

in 1912 in Japan before any attempts were made to make higher education universal.

Nigeria declared three times that its intentions were to introduce UPE. In 1954, the Western state declared this goal in 1956 and the Eastern state followed suit. In 1976, General Abasanjo formally inaugurated the program of universalization of primary education to be achieved by 1982. In Nigeria primary education was declared free in 1976 and later made compulsory. Parents and communities still spend more money on education of their children after the declaration than before because of taxes, concealed fees for books and building funds.

A statistical review of enrolment of primary school-age children in Africa by Fredrisken (1978) indicated that:

- In most developing countries the population of school-age children grows at a greater pace than the capacity to enroll them in schools; a fact that means a decline in the proportion of literate and an increase of illiterate.
- In 1975, developing countries could enroll 75% of their population. Even though capacities to enroll had grown by 117%, most of the

countries from 1960 and 1975 were just taking stock, cleaning backlogs to achieve balance and relevance.

- Demographic factors continue to condition the capacity to make primary education universal in developing countries

In Ghana, the 1975 development guidelines have had one objective; to progressively increase the intake of children of school going age so that by the end of the plan period every child of school going age has access to at least basic formal education. Sierra Leone reflected ambivalence in its 1974-79 National development plan, posting that in primary education the ultimate aim is to provide free primary school facilities for every child. The government will therefore continue to open new primary schools to ensure that primary education is more easily available through out the country.

The introduction of FPE in Malawi has seen a large increase in the number of pupils going to primary schools but this increase in access has brought major infrastructure problems and a big decline in quality (2001 UNESCO Webmaster). In effect more Malawians are being educated and hence the whole nation is moving towards literacy and a well-informed society with sound judgments and reasoning, where individuals are able to communicate with each other on the same

level. A basic education is essential for someone to understand how the world works and to appreciate the value of the property one has. In Malawi, it is essential for each individual to be able to appreciate what one has. Education builds ideas in ones mind. Without basic education, even an intelligent child would not be able to develop to his/her full potential.

Despite the advantages of FPE in Malawi, there are various problems it has brought thus:

**Infrastructure:** Children have to learn under trees because there are more children attending primary schools and no enough classrooms to house them. As a result children are denied the chance to learn under normal conditions due to scarce resources e.g. books, desks, teaching materials, etc. Children are also exposed to hardships beyond their age due to lack of classrooms e.g. rain and wind since most of them are learning outside.

**Hygiene:** Children have to live in an environment that has very poor sanitation, most of the toilets and water taps have been vandalized and those that have not do not work properly.

**Teachers:** The government has made provisions that for every 60 children there is a teacher allocated but in most cases you will find three teachers sharing 200

students in class and dividing the subjects between them. This does not help concentration of the children and neither that of the teacher. There is no way a teacher can pay attention to 200 pupils.

**Public attitude:** Teachers, public and pupils are misunderstanding the word “free”. They have an attitude that implies that since education is free they only teach if they want or not and similarly with children. The idea behind free primary education is that education is free but the rules and regulations still apply to both teachers and pupils in the schools. There is also a general attitude that says that government should do every thing for us when that should not be the case at all. The government has put in place free primary education for the good of the nation and it is up to the public, parents, teachers and students to make it work (2001 UNESCO Webmaster)

In Lesotho, free primary education means that the government of Lesotho (GOL) will provide education to all Basotho children. The main goal for FPE is to provide minimum and basic resources and facilities to enable basotho children enter and complete the primary education. The UPE is taken in phases with standard one in the year 2000, standard two in 2001 and so on until 2006 when the whole primary cycle will have been completed. The policy objectives of providing FPE in Lesotho includes:



- Making basic education accessible to all pupils and relevant to their needs
- Making education equitable in order to eliminate disparities and inequalities
- Providing basic education and necessary resources to enable every Mosotho child to enter and complete the primary education.
- Ensuring that education is affordable to the majority of Basotho
- Providing and maintaining quality education as a basis for promoting human resource development, economic development and social advancement thus fulfilling the GOL's broad policy of eradicating poverty and illiteracy.
- Equipping every Mosotho with basic skills and knowledge to live a meaningful life and cope with his/her environment.

The government of Lesotho has committed itself to do the following for schools under FPE:

- Pay teachers salaries, train, recruit, and place teachers and professionals.

- Supply books and basic stationery for pupils and teachers as decided by the ministry of education.
- Provide standard one pupils with a basic meal affordable to government
- Build classrooms or provide shelter where necessary.
- Provide basic equipment and furniture to schools as affordable to government.
- Maintain standard one classrooms and not church halls or personal houses at a rate to be determined by the ministry of education
- Pay for basic utilities where absolutely necessary.

In Uganda the UPE was introduced in January 1997 as part of the government policy to provide free primary education to four children in every family, including orphaned and disabled children. Elwana (2000) observes that the enrolments rate has increased as more children go to school throughout the country. With the introduction of UPE, Uganda hopes that this policy will have an enormous impact on the future of education in Uganda. In launching the programme, Uganda was conscious of the financial implications of the scheme and the need to provide basic quality education. The overwhelming response national wide posed some challenges concerning staffing, teaching and leaning

materials. According to Elwana (2000), enrolment figures have risen from 2.5 million in 1997 to 6.5 million to date.

Due to high enrolments of pupils, Uganda education and policy makers are convinced that the kind of high influx of pupils in primary schools, a framework is needed to re-direct efforts for the challenges ahead. Thus, it developed an education sector investment plan (ESIP) for the period of 1997 to 2003. The plan was approved in December 1998. Uganda president Yoweri Museveni, who is a strong advocate of the UPE programme, which he used in his campaign strategy during the 1996 presidential elections, says that it will help in eradicating poverty.

The results of the UPE have partly been due to relentless efforts at political level to educate parents on the benefits of free primary education. Local district commissioners (RDC's) and district education officers (DEO's) have been the focus of the implementation of the programme and ensuring its success at village level. Other local leaders agree that the programme has to be closely monitored for full benefits to all. Uganda now faces three main challenges; access, equity and efficiency. The target is therefore to expand the education sector to accommodate more learners and eliminate disparities in terms of access and performance with special emphasis on removing gender

and regional imbalances. Uganda has taken due consideration to expand secondary education to absorb primary school dropouts.

Although grants have been sent from central government to districts primarily for the UPE, the amount of interest it has generated has involved parents in school construction, brick making and provision of land for expansion. Besides expanding the classrooms from 52,000 and another 12,000 to be completed before the year, Uganda also aims at having a textbook to pupil ratio of 1:1. (Elwana Dan, 2000 East African News letter, Kampala, Uganda).

Emphasis has also been laid on in-service training of teachers to equip them with skills to provide quality education. Against the background of an expanded UPE programme and increased enrolment, Uganda plans to construct 850 community polytechnics to provide basic technical skills to primary schools dropouts.

As a sign of commitment to its education for all policy, Uganda's government expenditure increased by 30% from USH 44 billion in 1996 to USH 136 billion in 1998. Support funds for Uganda's UPE programme have come from the World Bank, the Netherlands government, the United States agency for

international development (USAID), Denmark and Britain. (2001- UNESCO Education Webmaster)

### **FREE PRIMARY EDUCATION IN KENYA AND FUNDING**

In January (2003), the new democratically elected government of Kenya placed the highest priority on education announcing the introduction of FPE from January 2003. This led to the increase of primary enrolment to nearly 1.5 Million with the number of pupils increasing in individual schools between 10% and 25% and placing great demand on the Ministry of education at all levels.

The National Action plan of EFA is a culmination of the diverse but coordinated policy initiatives and implementation strategies that the government, as a signatory to the international protocol establishing EFA, has consistently pursued in response to the Jomtien Conference of 1990. The master plan on education and training (1998), which laid a framework for education sector reform, affirmed that Kenya was committed to achieving the goal of universal primary education and providing basic education for all (MOEST, 2003). It highlighted low participation, retention rates and poverty as well as issues of quality and relevance as critical factors to be addressed by the plan. The National poverty eradication plan (1999) re-affirmed further government of Kenya's commitment to increase opportunities for the poor to access primary education (National Action plan on EFA, 2003).

In mid- 1999, the Ministry of Education initiated the EFA 2000 assessment to document the progress towards the achievement of EFA goals and targets articulated in Jomtien in 1990. This was part of preparation for the regional and world conference on education for all in Johannesburg (December, 1999) and Dakar (April 2000). The EFA 2000 assessment gave the Ministry of education and other stakeholders an opportunity to take scores of achievement, constraints, and challenges facing the provision of quality education for all in the 21<sup>st</sup> century (the National action plan on EFA 2003). The outcome of this process was two fold:

- The production of the National EFA 2000 assessment document which was used as part of assessment framework for EFA.
- The building of consensus on the need to produce a national EFA handbook to be used by various players and stakeholders as a reference for restructuring and transforming basic education as a human right as vehicle for social, economic and political development.

Through a series of consultation and work shops which brought together serious officials from the Ministry drawn from various departments and other players from universities, civil society, religious organizations and

international agencies, and which were organized by the Ministry of education, a national handbook for 2000 and beyond was produced. The hand book not only articulates the vision and aspiration of the Ministry of education (which is to provide education for all) but also an indication of the Ministry commitment to transforming education, in a systematic way so that it is responsive to the needs of all school age children, youth and adults in Kenya and the challenges of the 21<sup>st</sup> (Action plan on EFA 2003). In addition, the handbook is a reflection of shared belief in the vital importance of providing quality basic educational for all as a means of achieving democracy, social justice, economic, social development and tackling challenging problems like poverty and HIV/AIDS pandemic.

The government therefore recognizes that the realization of EFA goals will be possible only after the various problems and challenges that face the education sector have been addressed. These includes: the need to develop clear policy to guide the development of early childhood education (ECD) and non formal education (NFE) in order to streamline the uncoordinated participation of the various providers in these sub-sector; the need to redress the low participation rate of the relevant age groups in ECD programme; the need to rationalize the curriculum to make it relevant and sustainable; the need to develop appropriate systems, programmes and personnel for the early identification of children

with special needs, the need for alternative approaches to education delivery especially among past list and marginalized groups, the need for developing a policy and mobilizing resources to cater for children infected and affected by the HIV/AIDS scourge, the need to mobilize resources, enforce responsive policies and implement community friendly interventions particularly in pastoralist and marginalized communities. The government in her pursuit of realizing EFA goals is committed to implementing programmes and activities that address these challenges.

In order to achieve EFA goals in the primary sub-sector, funds will be sourced from governments NGO's and other development partners. It is estimated that the total National cost for the planned interventions is Ksh 14, 641,081, 650(action plan on EFA, 2003). The plan also pointed out the various weaknesses for the primary education sub-sector as low enrolment in schools, high dropout rates, incompatible curriculum, few secondary schools, poorly equipped schools, understaffing in schools, inadequate learning/ teaching materials, programme and culture practices e.g. farm, negative attitude of the community towards education support, bias against girl child education, under utilized schools and poor payment of school levies. According to the minister's report, a total of 5.5 billion is to be spent on curriculum development by June 2003. Another Ksh 414 million to go to curriculum for children with special needs and a total of 5.2 million and 413



million will be needed for the two items in 2003/04 financial year. The Daily Nation wed, January 15, 2003 reported that the government will provide Ksh 406 per child annually for every primary school activity, maintenance, tuition support, staff wages, electricity, water, telephone, postages and other expenditures. For the government to provide quality education, it requires 5 billion to buy chalk, duster, books, desks and games equipment. The Ministry of education currently takes 6.1% of the GDP (Daily Nation, Tuesday, January 21, 2003:9)

Table 5 shows financial implication for the implementation of FPE.

**Table 5: Financial implication for the Implementation of FPE**

<b>Area</b>	<b>Ksh up to June, 2003</b>	<b>Ksh 2003-2004</b>
Curriculum	5,562,245,825	3,064,902,900
Physical facilities	5,000,000	2,498,979,500
Needs of disadvantaged groups	1,249,489,750	149,489,750
Media desks	2,882,000	2,957,000
<b>Human resource</b>		
PTA Teachers	589,000,000	
TSC Teachers	671,000,000	6,100,000,000
In-service Training	500,000,000	1,500,000,000
Inspectorate, Vehicles/Motorcycle	256,500,000	256,000,000
<b>Total</b>	<b>8,836,117,575</b>	<b>13,572,329,150</b>

**Grand Total: 22,408,446,725**

**Source: Report of the task force in the implementation of FPE, Feb 2000 MOEST**

## **THE ROLE OF TEACHERS IN THE IMPLEMENTATION OF FPE IN KENYA**

Teachers are the most important personnel in the implementation of any school programme (Pratt1994). Pratt further observed that it is the action of individual teachers in their classrooms that determines the success or failure of programme improvement in spite of the talents of educational officials and principals. Teachers should be educated in order for them to gain understanding and accept the new programme. They should also go through specially designed educational programme to equip them with skills for implementing the new programme. They can be trained through pre-service or in-service programmes. Teachers form a fundamental resource in an educational organization. They perform both teaching and administrative roles in their educational organizations (Okumbe2001). The professional of teachers is a demanding one and stretches from classroom teaching, curriculum development, examination processing, pedagogical material preparation and evaluation, to modeling the behaviour of the students and acting as role models to the society (Okumbe 2001). Okumbe also observed that to perform these enormous tasks effectively, teachers should devote their time not only to the maintenance of professional ethics, but also invest a lot of effort in effectively enhancing their professional development to the fullest.

## **CHALLENGES IN THE IMPLEMENTATION OF FPE IN KENYA.**

The implementation of FPE has faced numerous problems (Saitoti 2003). The Minister also noted that among these problems are huge funding, administrative and logistical problems. IRIN 2003, observed that an estimated 1.5 million children who were previously out of school, turned up in January 2003, to attend classes.

IRIN (2003) observed the lack of facilities as a challenge in the implementation of FPE and most schools opted to use mats, as opposed to classroom desks in order to accommodate more pupils. It also noted that teachers have to be trained to cope with the implementation of FPE. According to IRIN (2003), FPE has proved not only to be expensive, but also difficult to implement. It observed the challenges facing the FPE as severe shortage of classroom teachers and facilities. It also noted that in many schools, the classroom sizes especially in lower classes have risen from average of 40 pupils to 120. The number of children enrolled in primary school is expected to increase further to over 7.5 million, from the current 5.9 million by the end of the 2003(MOEST 2003). According to IRIN 2003, it will take \$137.7 Million to see the programme through the year 2003 fiscal year period.

In many schools, classrooms that held 40 students in 2002 now cram to 70. There are not enough desks, supplies or educational equipment. Even more scarce are trained teachers (UNICEF 2004). Also UNICEF 2004 noted that many students still cannot go to school because of the unofficial costs of such things as transportation and uniform. Wax (2003), observed that lack of teachers and inadequate funding hampers efforts to implement FPE. Wax also noted that the budget so far has been half of what is needed and that some teachers use megaphones as they give lessons more like professors at state universities. For example at Chelefa primary school in Nairobi, there are two teachers for 213 first grade students (Wax 2003). Wax also observed that there are so many children that learning has turned into lecture method, while each child has to have some attention.

Also lack of teachers causes some problems to the extent that sometimes students come prepared with books and stationery but there is no teacher. According to KNUT Kenya has 175,000 public primary school teachers but needs 60,000 more to cater for the large number of students. Wax (2003), observed that lunch programmes have also been affected because few schools that operate them do not have enough meals for the number of hungry children. Food motivates children to go to school once they are assured there are meals in school. Drought and poverty have led to low enrolments in schools in North Eastern province, Turkana and

Baringo Districts (East African standard, Saturday may 10, 2003:18). Also with stunning number of children orphaned by HIV/AIDS at school, feeding programmes need to make sure that students have the energy to learn. According to the task force report, Kenya has at least 135,000 street children, according to a report issued in 2001, by UN Children's Fund (UNICEF), and at least a million children have been orphaned by HIV/AIDS. The whole process of rehabilitation, reintegration and placement of street children into schools need multi sectoral approach, which calls for collaboration between the government, the community, affected children, parents and key stake holders in service delivery including teachers who are the key players in the implementation of the policy (IRIN).

There is also the dilemma of mature pupils. Over age youth who enroll in schools under FPE who have to cope with taunts and ridicule from teachers and younger children in the classroom. A twenty seven year old George Ouma enrolled in class three has become a source of amazement and amusement to his classmates mostly under ten years old (Daily Nation, Thursday Feb, 13,2003:11). Also sanitary standards and water problems have been compromised due to large numbers.

To address the challenges of FPE, the government set up a task force, comprising of several respected educational experts in the country to work out

a sustainable approach of implementing FPE policy. The government was to look for a way quantity does not compromise quality in education (IRIN 2003).

A task force which was set up to look into matters of free primary education, recommended that teachers be redistributed to ensure that the areas that have attracted many pupils get more teachers while at the same time mounting short-term courses to retrain teachers on how to effectively handle bigger classes.

The report produced by the task force spelt out some non-financial challenges that FPE programme must face if it is to be successful. It stressed the need for paying special attention to the needs of children under particularly difficult circumstances due to poverty, neglect, and abuse such as street children (IRIN 2003).

Although many children have enrolled since the implementation of free primary, a big number are still out who need to be identified and included in the system. More than 1.5 million children are still out of school because of the indirect costs such as uniform, shoes etc. opportunity costs both to the household and individual because of poverty, children are used to supplement

family income. Aids orphans and children with very sick parents take care of younger siblings (Daily Nation, Monday Feb. 24, 2003).

### **SUMMARY OF THE LITERATURE REVIEW**

In the literature review, the meaning of the term attitude has been stated and explained. It has been indicated that attitude is learned and can be changed or modified. The process of programme implementation has been discussed. Also the concept of primary education, objectives and enrollments as well as UPE concept, justification, goals and objectives have been highlighted and discussed. A human right to education and government commitments to ensuring human right to education has been discussed at length. More over, UPE in Kenya and other countries have been discussed. The role of teachers in the implementation of FPE have also been discussed. Challenges that face the implementation of FPE form the last part of the literature review. From the literature review it was clearly found that much has been done on the implementation of FPE but none of these studies focused fully on the attitudes that teachers have towards the implementation of FPE and this is the gap that the researcher intends to fill.

## **CONCEPTUAL FRAME WORK OF THE STUDY**

UPE entails promotion of literacy at primary school level. For the FPE to be effectively implemented, there is need to ensure that there are enough places for the targeted population and ensuring their stay in school so that they can acquire literacy. This means that for the FPE to be a success, educational access and participation must be promoted.

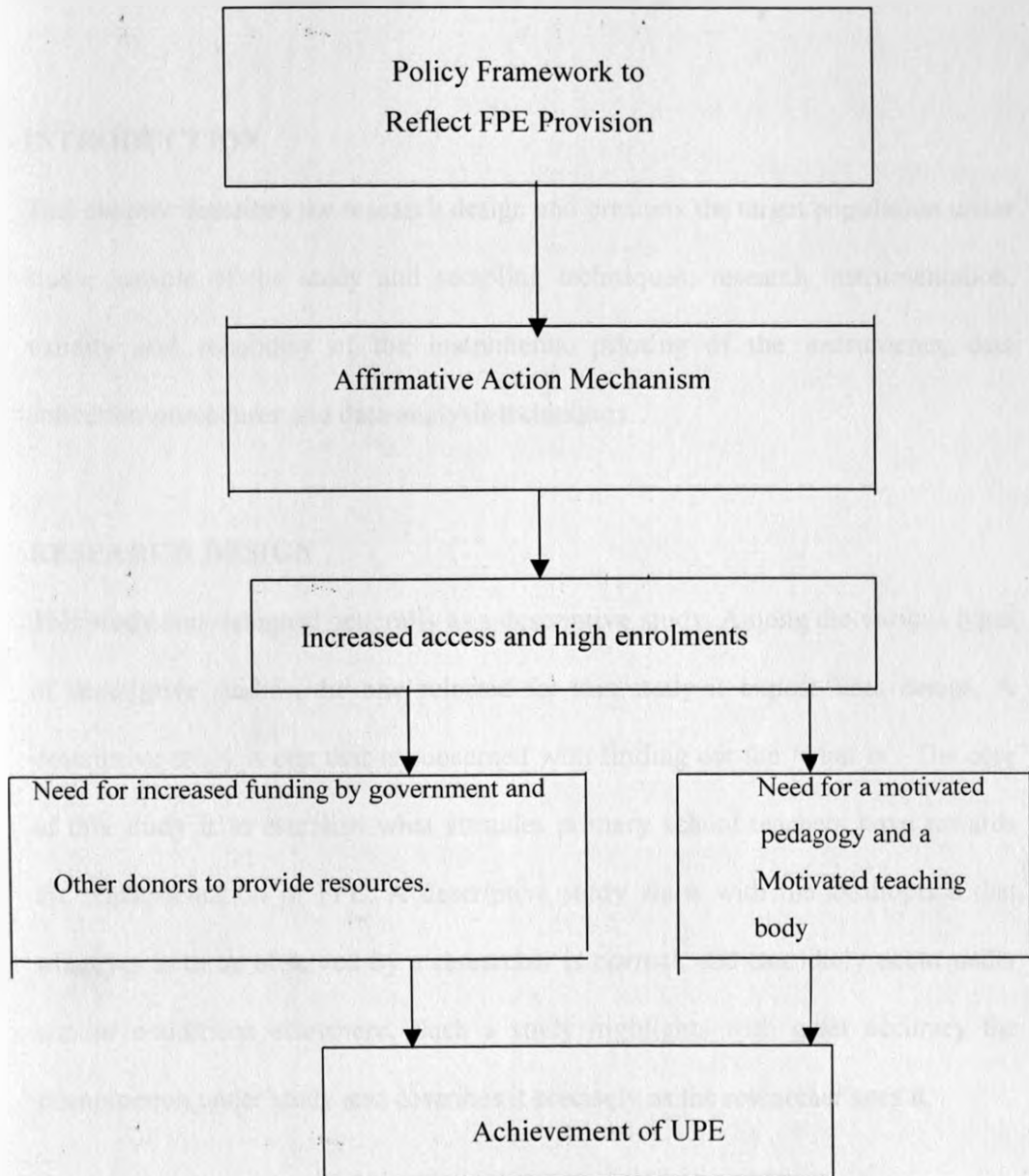
The conceptual framework of this study is based on the system approach, which explains the relationship between parts of the system, and their contribution to the achievement of the whole. It shows the relationship between variables essential for the success of FPE as a strategy of achieving UPE in Kenya.

The framework starts with government policy to reflect FPE provision. This policy has facilitated the provision of affirmative action whereby both boys and girls have equal access to education. Also affirmative action has provided access to education to disadvantaged groups and areas. This has led to increased access and enrolments at primary level. Now, for the policy of FPE to succeed, there is need to have increased funding from the government and other donors to provide resources both human, physical and teaching and learning materials. Also there is need to have a motivated pedagogy and a teaching body in order to achieve UPE by the year 2005.



**Figure 1**

**CONCEPTUAL FRAMEWORK OF THE STUDY**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **INTRODUCTION**

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

#### **RESEARCH DESIGN**

This study was designed generally as a descriptive study. Among the various types of descriptive studies, the one selected for this study is *expost-facto* design. A descriptive study is one that is concerned with finding out the 'what is'. The core of this study is to establish what attitudes primary school teachers have towards the implementation of FPE. A descriptive study starts with the assumption that whatever is to be observed by a researcher is normal, and can likely occur under similar conditions elsewhere. Such a study highlights with great accuracy the phenomenon under study and describes it precisely as the researcher sees it.

Kerlinger (1973) defines ex-post facto research design as a systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulative (p. 379). Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variables (Kerlinger 1973). An ex-post-facto or causal comparative study is aimed at the discovery of possible causes for the phenomenon being studied, by comparing respondents in whom a characteristic is present with similar respondents in whom it is absent or present to a lesser degree. The phenomenon that was involved here was the attitudes of primary school teachers towards the implementation of FPE.

The comparison of the independent variables thus age, sex, teaching experience, professional and academic qualifications on the dependent variable of attitudes was an attempt to discover possible causes or reasons for differences due to respondents differences in environmental or personal variable.

The study was an ex-post-facto in design because the researcher investigated the independent variables such as age, sex, teaching experience, academic and professional qualifications in retrospect for the possible relationship to and effect on dependent variable thus the attitude of public primary school teachers towards

the implementation of FPE in Kikuyu Division. Also, this study was ex-post facto because it studied conditions or events, which occurred in the past and were assumed to exist in the field at the time of the study. The research design was also selected because the study sought to investigate and establish the relationship between the variables under investigation. Expost-facto research design is recommended for educational and social research since many research problems in social and educational researches do not involve experimental inquiry (Kerlinger, 1973,p, 392).

#### **TARGET POPULATION**

The population that was targeted for this study included all public primary school teachers in Kikuyu Division. There are 53 public primary schools in the division consisting of 717 teachers. Therefore, the target population was 717 teachers. Kikuyu division is divided into four educational zones thus: Thogoto with 12 schools and 191 teachers, Muguga zone with 12 schools and 156 teachers, Karai zone with 12 schools and 150 teachers and Kabete zone with 17 schools and 220 teachers.

#### **SAMPLE OF THE STUDY AND SAMPLING TECHNIQUES**

The researcher used stratified random sampling technique in selecting the sample of the study to ensure that information was obtained from a representative sample

of the population. The division was divided into strata thus zones. Then simple random sampling was conducted to the number of schools in each zone to get the number of schools that was to participate in the study. Then the researcher used all the teachers of the school selected as sample of the study. The sample size was determined using the population table as described by Krejcie and Morgan (in Mulusa 1990) table on appendix D. Using this table the sample of the study was 306 participants or teachers. Information on the number of primary schools and teachers in Kikuyu Division was obtained from divisional education office.

#### **DATA COLLECTION INSTRUMENTS**

A three-part questionnaire and interview was used to obtain information from teachers. Questionnaire was preferred in this study because all those who took part in the study were literate and capable of answering the items adequately. The three parts of the questionnaire included SECTION A, designed to elicit responses on the demographic information of teachers, SECTION B, designed to elicit responses which were used to arrive at a conclusion of teacher's attitude towards the implementation of FPE. It was designed strictly in line with likerts summated ratings method of attitude. SECTION C of the questionnaire contained open-ended questions. This was meant to inquire into the other aspects of the FPE implementation. The scale for the likert method used employed monotone items presented in a multiple choice format on each item, that is; a respondent indicated

his level of agreement or disagreement. There are three main scales used in likert rating; a three-point scale, a five-point scale, and a seven-point scale. In the attitude scale, the five-point scale was used since it gives greater variance of the attitude results. The five-point scale provided had points labeled; strongly agree (SA), Agree (A), undecided (U), Disagree (D), Strongly disagree (SD). A respondent's attitude was assumed to be reflected by the score he will receive over all the items.

- a) **Teachers' questionnaire:** The questionnaire utilized questions that required Yes/No answers, filling in black spaces, explaining, ticking the appropriate answers and a scale from which to choose the applicable answers. The teachers completed questionnaires providing information about their gender, and adequacy of learning materials, classroom facilities, as well as suggestions that will make the implementation of FPE efficient.
  
- b) **Interview schedule:** This had open-ended structured questions. The interview was used to supplement data collected by questionnaires. The technique was appropriate since it enabled the researcher to gather additional data on the attitudes teachers have towards the implementation of FPE. Respondents were required to give their opinion about the questions raised as the researcher noted their responses on a notebook.

## **INSTRUMENTS VALIDITY**

Validity is the degree to which a test measures what it purports to measure (Borg and Gall, 1989). There are various types of validity tests, and this includes: content validity, criterion validity and construct validity. This study used content validity. Content validity refers to the degree to which a score or scale being used represents the concepts about which generalization are to be made. In this regard, supervisors in this study and lecturers from the department of Educational Administration and Planning were requested to review the questionnaire and the researcher made adjustments where necessary; this is in accordance with Nunnally (1979).

Secondly, content validity was ascertained through the results of the pilot study. In the pilot study, the whole procedure of the research was carried out to 60 respondents. Questionnaires were given out to them and teachers visited were requested to complete the questionnaire while the researcher waited. The pilot study was undertaken in order to get an appraisal of the questionnaire. It was also done to test out the soundness of the items and estimated the average time required to complete each questionnaire.

After the pilot study, the relevance of each item was evaluated, some questions were rephrased or removed and clarity of instruction evaluated. One question that

was removed was asking teachers to comment on the number of pupils in their class. This was removed because the respondents described the numbers as being too many or slightly high and did not indicate the real numbers. Also, the purpose of piloting was to find out whether the items in the instrument were clear to the respondents, whether they were precise and comprehensive enough to provide the anticipated type of data, and determine whether the research objectives were to be achieved or not.

Borg (1998) stated that the advantage of a pilot study were that: it enables the researcher to get feedback from the research respondents that leads to the improvement of the main study, leads to changes to some hypotheses, dropping some and developing new ones and increasing the chances of obtaining clear cut findings to the study. Piloting was done in 3 schools not included in the main study.

### **INSTRUMENT RELIABILITY**

Instrument reliability measures the consistency of instruments. Best and Kahn (2001), consider the reliability of the instrument to be the degree of consistency that the instrument or procedure demonstrate. In this research, the results of the pilot study were computed and correlation calculated. The researcher employed the split-half technique to ascertain the coefficient of internal consistency or



reliability. Coefficient whose values vary between 0.00 and + 1.00. The closer the value is to + 1.00, the stronger is the congruence measure (Adams and Schraneldt, 1985). The instrument was split into two sub tests. The odd numbered items were placed into one sub-test and the even numbered items were placed into another sub-test. The scores of all the odd and even numbered items for each of the respondents in the study were computed separately. The odd numbered scores for all items were correlated with the even numbered scores. This was done using the Pearson product-moment correlation coefficient formula indicated below:

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{[\sum x^2 - \frac{(\sum x)^2}{N}][\sum y^2 - \frac{(\sum y)^2}{N}]}}$$

Where:  $\sum xy$  =sum of the cross product of the values of each variable

$(\sum X)(\sum y)$  = product of the sum of x and the sum of y

$\sum$  = sum of the values

The correlation coefficient that was obtained represented the reliability of only half of the instrument. In order to obtain the reliability of the entire instrument, the spearman Brown prophecy formula indicted below was used.

$$re = \frac{2r}{1+r}$$

**Where:**

re =reliability of the entire test

r = reliability coefficient

The correlation coefficient obtained was 0.9. This was taken to be the reliability of the teachers' questionnaire and was considered satisfactory.

**DATA COLLECTION PROCEDURES**

Data was collected from the sampled schools and their teachers by use of questionnaires and interviews. Permission to conduct the research was obtained from and approved by the Office of the President. Authority was sought from the Provincial Director of Education. After the pilot study, the main study followed. The schools were visited and appointments booked with the administration in case questionnaires and interviews could not be conducted on the same day. The researcher administered the questionnaire to the teachers. On visiting the sampled school, the researcher tried to create a rapport with the respondents in this case the teachers and explained the purpose of the study and how to respond to the questionnaires. Then after the questionnaires were filled and completed, the researcher collected them and determined the number of those collected. The researcher collected 260 questionnaires out of 306. This was 85% response. Teachers misplaced the rest of the questionnaires while others left them at home on the day when the researcher was to collect them. The researcher visited a

school three times and she could not get the head teacher who had kept the questionnaires in his office. The researcher conducted two interviews in two schools and the responses got were used to enrich the responses in the questionnaires. The interview had open-ended questions, which were asked to each of the participant of the interview. The researcher had a notebook to record all that the respondents said. The responses were used to enrich what respondents said in the open-ended items.

#### **DATA ANALYSIS TECHNIQUES**

After data was collected from the field, it was analyzed and interpreted. The data was analyzed using frequency tables, percentages, means and standard deviations. Later, the data was represented using tables, pie charts and graphs. One-way analysis of variance (ANOVA) was used to test the stated hypotheses. For SECTION B of the questionnaire, the likert summated rating scale was used. Each item of the attitude scale was followed by five responses. These responses ranged from strongly agree (SA) to strongly disagree (SD). The responses that supported positive statements were regarded as positive. For positive responses, the respondents were scored as follows: SA=5, A=4, U=3, D=2, SD=1. Responses that did not support positive statements were regarded as negative. For SECTION C, the problems which teachers experienced and facilities provided were ranked to their variety and frequency and as given by the respondents. This was done so as

to achieve objectives 2 and 3. The same was done to the last objective that sought to establish various solutions to the problems. The interview schedule was analyzed by use of frequencies, summaries and enriched the responses of the questionnaires.

To determine whether there is significant difference between teacher's attitudes towards the implementation of FPE and their personal qualities of sex, age, teaching experience, academic and professional qualifications, one –way analysis of variance was used. Analysis of variance is a statistical procedure used to examine whether the observed differences or variance between more than two samples can be attributed to chance or whether they indicate actual differences among the means of the population sampled. Analysis of variance is also known as F-test (Schuttle, 1997 p. 146). The hypotheses test was made at 0.05 level of significance. ANOVA was also used to test hypothesis 2 and 3. If the computed F-ratio was small than the critical value, the  $H_0$  was accepted while if the F-ratio was greater than the critical value, the null hypothesis was rejected. Critical values were determined using the table for critical values of the F- distribution attached as appendix F. The statistical package for social science (SPSS) was used to analyze the data.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **INTRODUCTION**

This chapter presents and analyses the findings of the study. The findings of the study are organized under various sub headings according to research objectives and hypotheses. These sub headings are: questionnaire return rate, demographic characteristics of the respondents, teachers' attitudes towards various aspects of free primary education, results of the tested hypotheses, facilities that teachers use while implementing free primary education, problems encountered by teachers in their endeavor to implement FPE, and suggestions on how such problems can be solved. Before presenting analysis of data collected and emerging interpretation, the chapter briefly presents the demographic characteristics of the respondents used in the study. In the analysis of the data, frequencies, percentages, means, standard deviation and one-way analysis of variance were used. The results of the data are presented using frequency tables, percentages, pie charts and graphs.

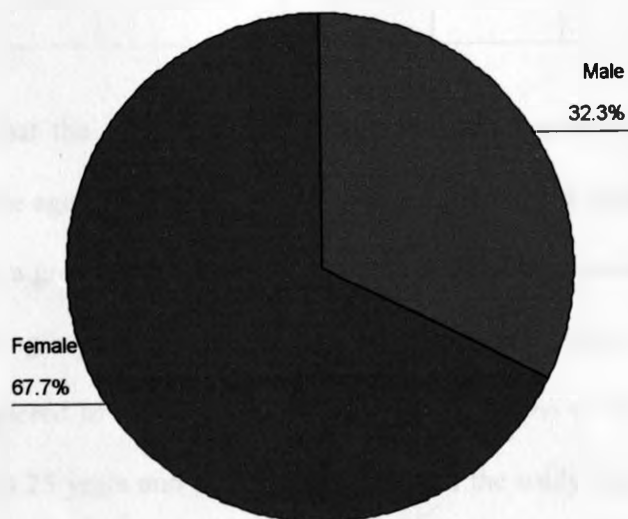
### **The questionnaire return rate**

Out of 306 questionnaires administered, 260 were collected back. 46(18%) of the questionnaires were not returned. The questionnaires return rate was therefore 85%. This was considered a good return rate for the study.

### **Demographic characteristics of the respondents**

A total of 260 respondents out of 306 completed the questionnaire. All the respondents were public primary school teachers drawn from Kikuyu Division-Kiambu District. Frequencies and percentages were used to describe the demographic data of the teachers used in the study. The results are presented on table 6, pie chart 1 and 2, and graph 1 and 2.

**Pie chart 1: Percentage of Female and Male respondents.**



According to pie chart 1, female teachers were found to be more than male teachers. Female teachers formed a percentage of 67.7% while male teachers had a percentage of 32.3%.

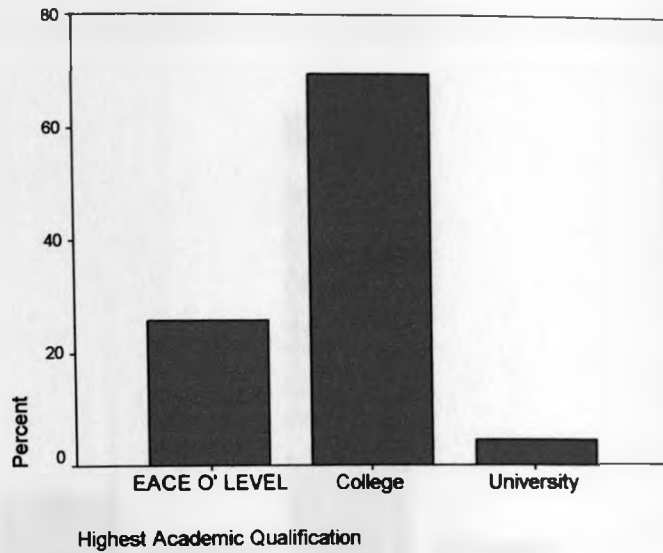
**Table 6'**

**Gender and Age of Teachers**

Gender	Age in years					Total
	Under 25	26-35	36-45	46-55	Over 56	
Females N	2	56	61	57	-	176
%	0.8%	21.5%	23.5%	21.9%	-	67.7%
Males N	1	26	30	27	-	84
%	0.4%	10%	11.5%	10.4%	-	32.3%
Total N	3	82	91	84	-	260
%	1.2%	31.5%	35.0%	32.3%	-	100%

Table 6 shows that the respondents differed in age with majority of them, 91 (35%) falling in the age bracket of 36-45 years and 32.3% in the age bracket of 46-55 years which is a group that was considered to be nearing retirement. A total of 82 teachers forming a percentage of 31.5% fell in the age bracket of 26-35 and these were considered to be relatively young. Only 3(1.2%) of the respondents were young that is 25 years and below. The results of the study also revealed that no teachers were above 56 years.

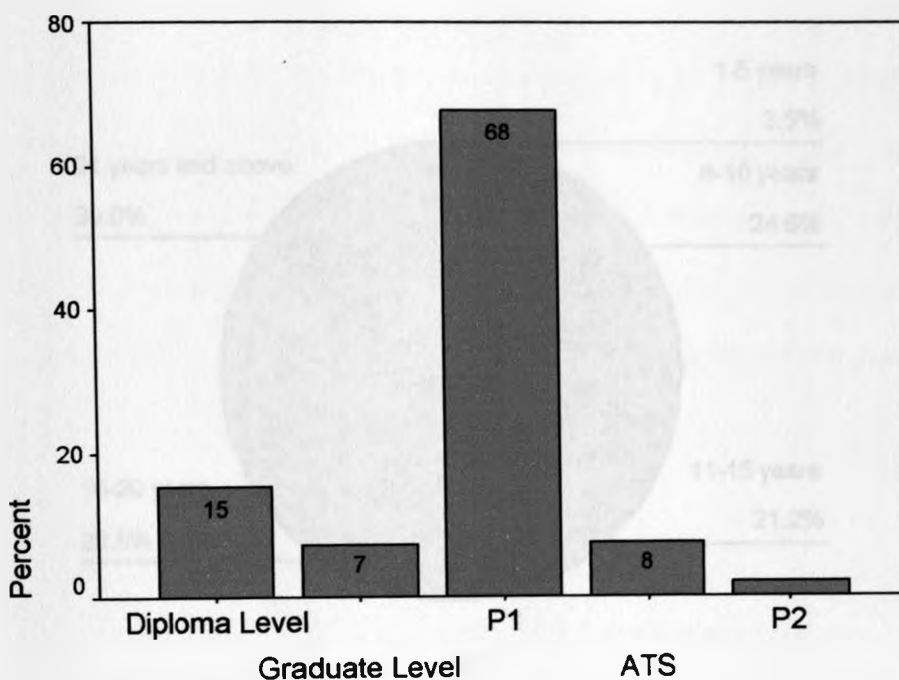
**Graph 1: Academic qualifications of the respondents.**



The study revealed that most public primary school teachers in Kikuyu division are trained teachers from college forming 69.2% and only 4.6% of them are graduates. This indicates that most primary schools teachers in Kikuyu division do not aspire to be graduates and they are contented as primary school teachers. This could be attributed to age and other factors. Also a total of 68(26.2%) of public primary school teachers in Kikuyu division are untrained.



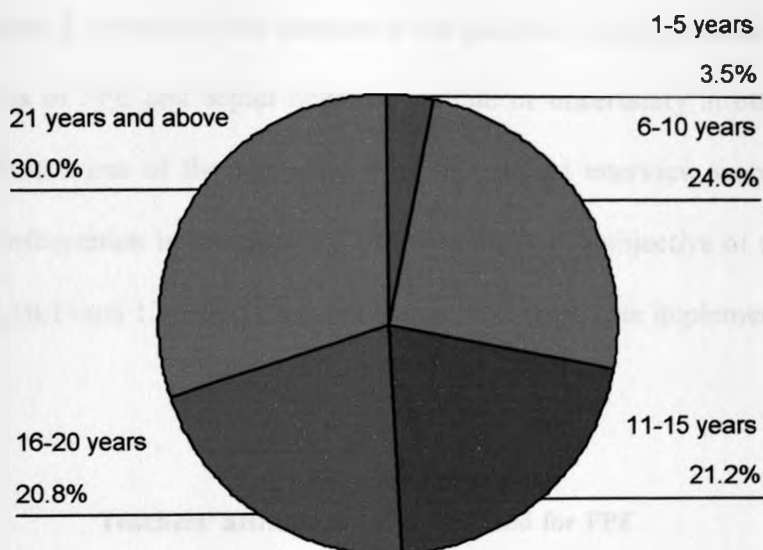
**Graph 2: Professional qualifications of the respondents.**



**Highest Professional Qualification**

According to graph 2, professional qualification of the teachers ranged from diploma level to graduate level. Most of the teachers were found to be p1 teachers forming 68% while 15% have diploma. There rests were found to be ATS and p2 having 7.7 and 1.9 percent respectively.

**Pie chart 2: Professional teaching experience of the respondents in years**



According to pie chart 2, majority of the teachers had teaching experience of 21 years and over. This indicates that most of them do not leave their teaching profession. Only 9(3.5%) teachers have joined the profession recently having experience of 1-5 years.

## **DATA ANALYSIS**

### **Teachers' attitudes towards the implementation of FPE**

In this section, the researcher analyzed teacher's attitude towards various aspect of free primary education. These aspects are: need for FPE, importance of FPE, role of teachers in the implementation of FPE, need for in service training and more

teachers, need for support of other people and need for resources. This was found necessary, since it is possible for teachers to be positive in their attitude towards certain aspects of FPE and depict negative attitude or uncertainty in other areas. Responses from some of the open-ended questions and interview were used to supplement information in this section. This was the major objective of the study. Tables 7,8,9,10,11 and 12 reflects teacher's attitude towards the implementation of FPE.

**Table 7.**

**Teachers' attitude towards the need for FPE**

**Response in frequency**

<b>Need for FPE</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
FPE is essential to any country	120 46.2%	116 44.6%	7 2.7%	11 4.2%	6 2.3%	260 100
FPE is essential to parents and students	127 48.8%	122 46.9%	3 1.2%	3 1.2%	5 1.9%	260 100
Pupils from poor families and disadvantaged group need FPE most.	193 74.2%	59 22.7%	-	7 2.7%	1 0.4%	260 100

According to Table 7, a total of 236(91%) of the respondents were of the opinion that FPE is essential to any country while 249(96%) of the respondents held that

FPE is essential to parents and students. 252(97%) of the respondents were of the opinion that pupils from poor families and disadvantaged groups need FPE most. In this regard both male and female teachers all supported the need for FPE.

**Table 8.**

**Teachers' attitude towards the Importance of FPE.**

**Response in frequency**

<b>Importance of FPE</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
FPE is an important factor in the reduction of illiteracy	149 57.3%	108 41.5%	2 0.8%	1 0.4%	- -	260 100%
FPE curtails child labour	113 43.5%	139 53.5%	4 1.5%	- -	4 1.5%	260 100%
FPE improves lives of children and their families	106 40.8%	124 47.7%	10 3.8%	12 4.6%	8 3.1%	260 100%
FPE contributes to the future economic growth and development of a country	103 39.6%	115 44.2%	19 7.3%	12 4.6%	11 4.2%	260 100%
FPE provides children with an alternative use of their time.	87 33.5%	142 54.6%	14 5.4%	15 5.8%	2 0.8%	260 100%

From the responses, majority of the respondents viewed FPE to be an important factor in the reduction of illiteracy and that it also curtails child labour. Most of the respondents (88%) viewed FPE to be playing an important role in improving the

lives of children and their families while 84% were of the opinion that FPE contributes to the future economic growth and development of a country. Also, most respondents viewed FPE to be providing children with an alternative use of their time. From the foregoing, it can be said that most respondents viewed FPE to be very important.

**Table 9: Teachers' attitude towards their role in the implementation of FPE**

**Responses in frequency**

	SA	A	U	D	SD	Total
Teachers play an important role in the implementation of FPE	152 58.5%	103 39.6%	1 0.4%	3 1.2%	1 0.4%	260 100%
Teachers should use the available facilities to effectively implement FPE	117 45%	130 50%	5 1.9%	6 2.3%	2 0.8%	260 100%
Teachers should use alternative materials to achieve their objectives while implementing FPE	101 38.8%	149 57.3%	5 1.9%	5 1.9%	- -	260 100%
Teachers should motivate pupils young or old to learn	111 42.7%	141 54.2%	7 2.7%	1 0.4%	- -	260 100%
Teachers should put various teaching/learning activities to cater for all pupils while implementing FPE	103 39.6%	148 56.9%	8 3.1%	1 0.4%	- -	260 100%
Teachers should avoid absenteeism while implementing FPE	81 31.2%	151 58.1%	15 5.8%	13 5.0%	- -	260 100%

As Table 9 shows, most teachers strongly agreed that they play an important role in the implementation of FPE. To succeed in this role, they agreed that they should use the available facilities effectively, use alternative materials to achieve their objectives, put various teaching and learning activities and they should avoid absenteeism. This indicated that they have a favourable attitude towards the implementation of FPE

**Table 10**

**Teachers' attitude towards the need for in-service training and more teachers**

**Responses in frequencies**

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
Teachers need to be in serviced in order to gain knowledge and skills of teaching and handling large numbers of pupils	190 73.3%	61 23.5%	1 0.4%	8 3.1%	-	260 100%
More teachers are needed to cater for large pupil enrolments.	232 89%	26 10%	1 0.4%	1 0.4%	-	260 100%

As Table 10 shows, majority of the teachers (97%) were of the opinion that they need to be in serviced in order to gain knowledge and skills of handling large numbers of pupils. Also (99%) of the teachers indicated that more teachers are needed in order to effectively implement FPE.

**Table 11**

**Attitude of teachers towards the support of other people**

**Responses in frequency**

	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SA</b>	<b>Total</b>
Parents support is needed for FPE to be successful	227 87.3%	32 12.3%	-	-	1 0.4%	260 100%
All stakeholders (policy makers, politicians, teacher educators, head teachers, charity groups and teachers participate in the implementation of FPE.	226 86.9%	33 12.7%	1 0.4%	- -	- -	260 100%

Research results as Table 11 shows indicate that FPE is most effective when it is a cooperate enterprise of all stakeholders. Parents specifically should come in hardy to work with teachers so that they can help their children.

**Table12.****Teachers' attitude towards need for resources****Response in frequency**

<b>SA</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
Teaching/learning materials need to be adequately available	225 86.5%	34 13.1%	1 0.4%	- -	- -	260 100%
Teachers need to be enough to make sure that teacher-pupil ratio is adequate	229 88.1%	30 11.5%	1 0.4	- -	- -	260 100%
Classrooms need to be expanded and others constructed to cater for large numbers of pupils.	219 84.2%	37 14.2%	2 0.8%	2 0.8%	- -	260 100%

As Table 12 indicates, teaching and learning materials need to be adequately available to cater for the big enrolments. 86.5% of the respondents strongly agreed that both learning and teaching materials need to be adequately available. Also the respondents were of the opinion that the government needs to employ more teachers to make teacher-pupil ratio adequate. Also the results revealed that the available classrooms need to be expanded and others constructed to accommodate all the pupils adequately.



**Teachers' attitude towards FPE by their personal qualities.**

In the first objective of the study, the researcher sought to establish whether personal qualities of teachers such as age, sex, teaching experience and academic qualification had effect on their attitude towards the implementation of FPE. In this section the researcher selected one quality that is gender, since the other qualities are later presented in the results of the hypotheses. The results are presented on table 13.

**Table 13**

**Teachers with positive and negative attitude towards the implementation of FPE according to gender.**

**Response in percentage (%)**

<b>Attitude item</b>	<b>Gender</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
FPE is essential to any country	Males	12.7	18.4	-	-	1.2	32.3
	Females	33.5	26.2	2.7	4.2	1.2	67.7
FPE reduces illiteracy	Males	13.1	19.2	-	-	-	32.3
	Females	44.2	22.3	0.8	0.4	-	67.7
Role of teachers in the implementation of FPE	Males	15.4	16.5	0.4	-	-	32.3
	Females	43.1	23.1	0.4	1.2	0.4	67.7

According to Table 13, both male and female teachers showed a favourable attitude towards FPE. Majority of the teachers were positive that FPE is very essential and that teachers had a role to play in its implementation however, female

teachers depicted a better attitude towards the implementation of FPE because most of them strongly agreed and agreed on the attitude items set.

### **Results of the tested hypotheses**

One-way analysis of variance (ANOVA) was used to test significant differences in teachers' attitude towards FPE in relation to gender, age, teaching experience, academic and professional qualifications. ANOVA was also used to test significant differences in teachers' attitude towards the implementation of FPE and the facilities provided as well as the problems encountered. The 0.05 level of significance was used to accept or reject each of the hypotheses. Results for the tested hypotheses Ho1, Ho2, and Ho3 catered for objective one, two and three which sought to establish whether teachers' personal qualities influenced their attitude towards the implementation of FPE, whether the facilities provided and problems encountered by teachers also influenced their attitude towards the implementation of FPE.

#### **Hypothesis 1a**

**Ho:** There is no significant difference in teachers' attitude towards the implementation of FPE in relation to their gender.

Table 14 shows the analysis of ANOVA to show whether there is significant difference in teachers' attitude towards the implementation of FPE in relation to

their gender. It also shows the calculated F-ratio. If the calculated F –ratio exceeds the critical value, the null hypothesis is rejected while if the calculated F-ratio is less than the critical value the null hypothesis is accepted.

**Table 14:**

**Analysis of variance for teachers' attitude towards the implementation of FPE and their gender.**

**ANOVA TABLE**

<b>Attitude item</b>	<b>Groups</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean of squares</b>	<b>F</b>	<b>Sig</b>
FPE is an important factor in the reduction of illiteracy * Gender	Between groups	2.902	1	2.902	10.512	.001
	Within groups	71.135	258	.276		
	Total	74.135	259			

**Critical value: 3.64**

As Table 14 shows, computed F-ratio of 10.512 was greater than the critical value of 3.64. The null hypothesis was thus rejected. This indicated that there was significant difference in teachers' attitude towards the implementation of FPE by their gender. Thus both male and female teachers depicted different attitudes towards the implementation of FPE. Therefore, the alternative hypothesis was

accepted thus gender has a significant effect on teachers' attitude towards the implementation of FPE.

**Table 15:**

**The mean score and standard deviation of teachers attitude towards the Implementation of FPE by gender.**

**Attitude item:** FPE is an important factor in the reduction of illiteracy

Gender	Mean	N	Std. deviation
Male	1.60	84	.49
Female	1.37	176	.54
Total	1.44	260	.54

By looking at the means, both male and female teachers showed a positive perception towards the implementation of FPE with females showing a better attitude since most of them were positive on the attitude items set.

### Hypothesis 1b

**Ho:** There is no significant difference between teachers' attitudes towards the implementation of FPE in relation to their age.

Table 16 shows the analysis of ANOVA to show whether there is significant difference in teachers' attitude towards the implementation of FPE in relation to their age. It also shows the calculated F-ratio. If the calculated F-ratio exceeds the critical value, the null hypothesis is rejected while if the calculated F-ratio is less than the critical value the null hypothesis is accepted.

**Table 16**

**Analysis of variance for teachers' attitude towards the  
Implementation of FPE by their age.**

**ANOVA TABLE**

<b>Attitude item</b>	<b>Groups</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean of squares</b>	<b>F</b>	<b>Sig</b>
FPE is essential to any country	Between groups	.856	4	.214	.266	.900
	Within groups	205.205	255	.805		
	Total	206.062				

**Critical value: 2.60**

The F- value of 0.266 obtained was smaller than the critical value of 2.60 therefore, the null hypothesis was accepted. This indicated that there was no significant difference between teachers' attitudes in the implementation of FPE and their age. Teachers of age categories of under 25, 26-35, 36-45 and 46-55 depicted similar attitudes. The effect of age was not statistically significant; therefore the alternative hypothesis was rejected.

**Table 17**

**The mean score and standard deviation of teachers' attitudes towards the  
Implementation of FPE by age**

**Attitude item: FPE is essential to any country**

<b>Age category (years)</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>
Under 25 years	3	2.00	.00
26-35	82	1.72	1.03
36-45	91	1.75	.82
46-55	83	1.70	.84
56 and over	1	1.00	
Total	260	1.72	.89

Table 17 indicates that the mean score for the respondents vary with those of under 25 years having the highest mean and those of over 56 years having the lowest mean. However, teachers of various age indicated a positive perception towards the implementation of FPE in that their mean score showed that they were in agreement with the attitude items set.

**Hypothesis 1c**

Ho: There is no significant difference between teachers' attitude towards the implementation of FPE and their teaching experience

Table 18 shows the analysis of ANOVA to show whether there is significant difference in teachers' attitude towards the implementation of FPE in relation to

their teaching experience. It also shows the calculated F-ratio. If the calculated F – ratio exceeds the critical value, the null hypothesis is rejected while if the calculated F-ratio is less than the critical value the null hypothesis is accepted.

**Table 18:**

**Analysis of variance for teachers' attitudes towards the implementation of FPE and their teaching experience.**

**ANOVA TABLE**

<b>Attitude item</b>	<b>Groups</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean of squares</b>	<b>F</b>	<b>Sig</b>
Parents support is needed for FPE to be successful	Between groups	1.716	4	.429	2.622	.035
	Within groups	41.241	252	.164		
	Total	42.957	256			

**Critical value: 2.37**

In Table 18, computed F-ratio of 2.622 was greater than the critical value of 2.37, the null hypothesis was thus rejected. This indicated that there were significant differences in teachers' attitudes towards the implementation of FPE by their teaching experience therefore the alternative a hypothesis was accepted. Therefore teaching experience influenced teachers' attitudes towards the implementation of FPE.

**Table 19**

**The mean score and standard deviation of teachers attitude towards the Implementation of FPE and teaching experience.**

**Attitude item:** Parents' support is needed for FPE to be successful

Teaching experience (years)	N	Mean	Std. deviation
1-5 years	9	1.44	.53
6-10 years	64	1.08	.27
11-15 years	58	1.20	.62
16-20 years	52	1.19	.40
21 years and above	77	1.08	.27
Total	260	1.14	.41

By looking at the means, teachers of different teaching experience showed positive perception towards the implementation of FPE in that their mean score indicated agreement to the attitude items. Although teachers of teaching experience of 6-10 and 21 years and above indicated a slightly lower mean, the difference was too low to be of any significant value.

**Hypothesis 1d**

**Ho:** There is no significant difference between teachers' attitude towards the implementation of FPE and their academic qualifications

Table 20 shows the analysis of ANOVA to show whether there is significant difference in teachers' attitude towards the implementation of FPE in relation to their academic qualifications. It also shows the calculated F-ratio. If the calculated F-ratio exceeds the critical value, the null hypothesis is rejected while if the calculated F-ratio is less than the critical value the null hypothesis is accepted.



**Table 20**

**Analysis of variance for teachers' attitudes towards the implementation of FPE and their academic qualifications**

**ANOVA TABLE**

<b>Attitude item</b>	<b>Groups</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean of squares</b>	<b>F</b>	<b>Sig</b>
Teachers play an important role in the implementation of FPE	Between groups	2.310E-02	2	1.55E-02	.031	.970
	Within groups	96.423	257	.375		
	Total	96.446	259			

**Critical value: 3.00**

According to Table 20, the computed F- ratio of 0.031 is smaller than the critical value of 3.00. Therefore the null hypothesis was accepted. This indicated that there was no significant difference in teachers' attitude towards the implementation of FPE by their academic qualifications. Any difference is due to chance and therefore not significant. The alternative hypothesis was rejected that academic qualifications influenced teachers' attitudes towards the implementation of FPE.

**Table 21**

**The mean score and standard deviation of teachers attitude towards the Implementation of FPE and academic qualification**

**Attitude item:** Teachers play an important role in the implementation of FPE

<b>Academic qualification</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>
EACE O' level	67	1.45	.50
College	181	1.46	.65
University	12	1.42	.51
Total	260	1.45	.61

By looking at Table 21, the means, teachers of different academic qualifications showered a positive perception towards the implementation of FPE

**Hypothesis 1e**

**Ho:** There is no significant difference between teachers' attitude towards the implementation of FPE and their professional qualifications

Table 22 shows the analysis of ANOVA to show whether there is significant difference in teachers' attitude towards the implementation of FPE in relation to their professional qualifications. It also shows the calculated F-ratio. If the calculated F –ratio exceeds the critical value, the null hypothesis is rejected while if the calculated F-ratio is less than the critical value the null hypothesis is accepted.

**Table 22**

**Analysis of variance for teachers' attitudes towards the implementation of FPE and their professional qualifications**

**ANOVA TABLE**

<b>Attitude item</b>	<b>Groups</b>	<b>Sum of squares</b>	<b>df</b>	<b>Mean of squares</b>	<b>F</b>	<b>Sig</b>
More teachers are needed to cater for large pupil enrolments	Between groups	.797	.4	.199	1.473	.211
	Within groups	34.507	255	.135		
	Total	35.304	259			

**Critical value: 2.37**

As Table 22 shows, the calculated F-ratio of 1.473 is smaller than the critical value of 2.37. Therefore the null hypothesis was accepted. This indicated that there was no significant difference between the attitudes of teachers towards the implementation of FPE and their professional qualifications. That teachers of different professional qualifications depicted almost the same attitude and any difference was attributed to chance and therefore it was not significant. The alternative hypothesis was rejected.

**Table 23**

**The mean score and standard deviation of teachers attitude towards the  
Implementation of FPE and professional qualification**

**Attitude item:** More teachers are needed to cater for large pupil enrolments

<b>Qualifications</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>
Diploma level	40	1.05	.22
Graduate level	19	1.21	.42
P1	176	1.14	.41
ATS	20	1.00	.00
P2	5	1.00	.00
Total	260	1.12	.37

As Table 23 shows, teachers of different professional qualification showed a favourable attitude towards the implementation of FPE.

**Null hypothesis 2 (Ho2)**

**Ho2:** There is no significant difference between the attitude of teachers towards the implementation of FPE and the facilities that have been provided

Table 24 shows the analysis of ANOVA to show whether there is significant difference in teachers' attitude towards the implementation of FPE in relation to the facilities that have been provided. It also shows the calculated F-ratio. If the calculated F –ratio exceeds the critical value, the null hypothesis is rejected while

if the calculated F-ratio is less than the critical value the null hypothesis is accepted.

**Table 24:** Analysis of variance for teachers' attitudes towards the implementation of FPE and facilities that have been provided

**ANOVA TABLE**

Attitude item	Groups	Sum of squares	df	Mean of squares	F	Sig
FPE is essential to parents and students	Between groups	8.934	6	1.489	2.745	.013
	Within groups	137.262	253	.543		
	Total	146.196	259			

**Critical value: 2.10**

As Table 24 shows, f- ratio of 2.745 is greater than the critical value of 2.10. The null hypothesis was therefore rejected. This indicated that there was significant difference in teachers attitude towards the implementation of FPE and the facilities provided. Thus the facilities that have been provided influences teachers' attitudes towards the implementation of FPE.

**Null hypothesis 3 (Ho3)**

**Ho3:** There is no significant difference between the attitudes of teachers towards the implementation FPE and the problems they encounter.

Table 25 shows the analysis of ANOVA to show whether there is significant difference in teachers' attitude towards the implementation of FPE in relation to

the problems that they encounter. It also shows the calculated F-ratio. If the calculated F -ratio exceeds the critical value, the null hypothesis is rejected while if the calculated F-ratio is less than the critical value the null hypothesis is accepted.

**Table 25:**

**Analysis of variance for teachers' attitudes towards the implementation of FPE and problems that they encounter.**

**ANOVA TABLE**

Attitude item		Sum of squares	df	Mean of squares	F	Sig
FPE is an important factor in the reduction of illiteracy	Between groups	6.837	15	.456	1.653	.061
	Within groups	67.297	244	.276		
	Total	74.135	259			

**Critical value: 1.67**

According to Table 25, f- ratio of 1.653 is smaller than the critical value of 1.67 therefore the null hypothesis was accepted. This indicated that there is no significant difference in teachers' attitude towards the implementation of FPE and the problems they face. The problems that teachers face were found not to be significant in influencing teacher's attitude towards the implementation of FPE. Any difference was attributed to chance and therefore not considered significant.

The second objective of the study was to determine the facilities that teachers have been provided with to help them implement FPE. Table 26 shows a summary of these facilities in order of their frequency and percentages.

**Table 26**

**Frequency and percentages of Facilities provided to teachers**

<b>Facilities</b>	<b>Frequency</b>	<b>Percent (%)</b>
Exercise books	96	36.9
Text books	72	27.7
Stationery (pens, chalk, etc)	51	19.6
Teacher guides	23	8.8
Classrooms	8	3.1
Apparatus for science lab	6	2.3
Construction of some structures e.g. toilets	4	1.5
<b>Total</b>	<b>260</b>	<b>100</b>

Results of the study indicated that teachers were provided with facilities ranging from exercise books to construction of some structures e.g. toilets. The results indicated that among the facilities provided, teaching and learning material were provided in larger numbers compared to physical facilities. Among the materials provided, exercise books were provided in large numbers followed by textbooks,

stationery in that order. The facilities provided in small amounts includes: classrooms, apparatus for science lab and construction of structures e.g. toilets. This indicates that the government should avail more funds to provide more physical facilities in schools.

The third objective of the study was to identify the problems teachers encounter in their endeavour to implement FPE. A summary of the constraints is presented on table 27. These are arranged according to the degree in which they occur. Each problem is further explained.



Table 27.

**Frequency and percentages of problems encountered by teachers in the implementation of FPE**

<b>Teachers problem in FPE</b>	<b>Frequency</b>	<b>Percentage</b>
Few teachers	39	15.0
Inadequate facilities	37	14.3
Over enrolment	36	13.8
Work load	27	10.4
Uncooperative parents	23	8.8
Indiscipline cases	21	8.1
Congestion/lack of space	17	6.5
Over age/ under age	17	6.5
Irregular school attendance	10	3.8
Class control is difficult	7	2.7
Hard to cater for individual differences	7	2.7
Less Teacher - pupil contact time	5	1.9
Language barrier	5	1.9
Lack of proper care for Instructional materials	3	1.2
Delaying of funds causing delaying in purchasing books	3	1.2
Unnecessary transfers	3	1.2
<b>Total</b>	<b>260</b>	<b>100</b>

### **Few teachers**

This came up very strongly as the major problem affecting effective implementation of FPE. Teachers complained that they were actually being overworked. The study revealed that in some cases one teacher handled 70 or 85 pupils. Most teachers said that in such a situation only the bright pupils benefit because one teacher cannot be able to cater for individual differences in such a big class. It was found out that teachers only concentrated on bright students in such cases and the slow learners are left out. Also teachers just relax when the situation becomes too hard to bear.

### **Inadequate facilities**

This was found to be the second major problem in the implementation of FPE. These facilities include: inadequate teaching and learning materials, inadequate equipments, inadequate classrooms, lack of enough structures for example toilets and lack of enough desks. Also poor sanitation and lack of clean water. All these have led to un conducive environment for learning. Materials were found to be few compared to the number of pupils. It was found that textbooks are shared in the ratio of 1: 3 or in some cases in the ratio of 1:4 which makes it very hard for a teacher to give home work and hard for pupils to refer while in class. Also it was found out that in most cases some of these materials come late making it hard for

the teacher to cover the syllabus. Also when pupils loose them nobody replaces them.

### **Over enrolment**

The number of pupils who enrolled due to FPE is big. This causes congestion in classes and even makes it very hard for a teacher to have class control. Also it was found that marking of pupils work is very hard and teachers are overworked when handling the pupils. Also the number of pupils enrolled is very big compared to human, physical or material resources provided.

### **Workload**

The study revealed that teachers were overworked. That a teacher handling a class of 70 or 80 pupils called him/her to work even harder in order to deliver the content. Also marking of pupils work becomes so difficult. In fact it was discovered that most schools give only multiple-choice tests that are easier to mark. Also tests are not given so often because marking all the pupils work becomes so tedious and time consuming.

### **Uncooperative Parents**

The study found out that parents were very reluctant and un co-operative when called upon to supplement what the government has offered. It was discovered that

most parents expect the government to actually offer everything including meals to their children so they sit back and watch the teacher struggle with their children in school. Also the study found out that most parents don't even replace books or even pencils when their children lose them. Some even don't clean their children. They just send them to school when they are dirty. This is also evident from the reaction of parents when the presidents called upon parents to help construct classes (Daily Nation, 9 December, 2004).

### **Indiscipline**

This was found to have increased due to many factors such as large numbers, which makes it very hard for teachers to control the pupils, and due to those who have joined with bad behaviours such as the street children. In fact most teachers talked sometimes of being helpless because in most cases guidance and counseling does not work. In fact some even suggested very strongly that caning should be reintroduced.

### **Lack of enough space/congestion**

This was found to have been caused by high enrolments and few classes. Classes were found to be small to accommodate the number of pupils. This has caused congestion in the available classes making it impossible for the teacher to move freely in class to assist pupils.

### **Over age/under age pupils**

This problem was found to arise due to pupils who join any class irrespective of their age. When they do so, they join with older pupils whereby sometimes teachers are forced to separate them from younger ones when teaching certain aspects. Also it was found that most of the older pupils influence the younger ones to bad behaviour since they were used to such behaviour while out of school. Also, the study revealed that there are children who are brought to school by parents when they have not reached the age for standard one. That is they are too young to be in standard one. Most teachers were of the opinion that the government should construct free nursery schools for such children to attend. It becomes a problem to teachers because such children are too young to understand why they are in school in the first place so they just play around giving teachers more work in controlling them.

### **Irregular school attendance**

This was found to be a serious problem in the implementation of FPE. It was found to be caused by various factors such as lack of interest among pupils. That is they lack interest because they know that secondary schools are not free and therefore they see themselves wasting time in school because after all their parents will not afford to take them to secondary schools. This makes them opt to seek cheap labour early enough because to them it makes no difference even if they

attended primary school. Other causes were found to be the opportunity costs to the family. In this case the study revealed that some pupils divide their days thus those to attend school and the days to go and look for cheap labour.

#### **Difficult to have class control**

This problem was found to be caused by various factors such as over enrolment, few teachers, indiscipline pupils and age variation. This problem was regarded as a serious problem because without class control teachers cannot deliver the contents effectively.

#### **Hard to cater for individual differences**

Children who have joined school due to FPE policy have different capabilities and talents which teachers are expected to identify and nurture. Also there are those children who are slow learners and other by nature they need to have special attention for them to learn. The study revealed that these individual differences are sometimes not noticed apart from being catered for. It was discovered that most teachers only concentrate on the bright pupils since they understand faster hence not consuming most of their time.

#### **Less teacher-pupil contact time.**

The study revealed that teachers spent a lot of time to organize and make pupils attentive. This is due to big numbers, congestion and even limited teaching and

learning materials, which in most cases are shared. This reduces the time that is set for the teacher to teach. This makes it hard for teachers to complete the syllabus and even teach effectively.

### **Language barrier**

The study revealed that those who join school having not attended nursery class normally have a big problem in understanding teachers. Some only know little Kiswahili and their mother tongue only.

### **Lack of proper care for instructional materials**

This was found to be caused by lack of storage facilities for example cupboards and proper desks for pupils. Also when they get lost, these materials are not replaced regularly

### **Delaying of funds to cater for facilities**

The study revealed that this problem affected teachers in the sense that they cannot cover the syllabus in time. It was also found out that this problem influenced poor performance in schools since facilities are not there when they are needed.

### **Unnecessary Transfers**

It was found that pupils keep on moving from one school to another and from one class to another since nobody is supposed to ask them. This makes it very hard for a teacher to have a follow up of the pupil performance. Also, accountability of materials given becomes hard.

The final objective sought to identify various solutions to the constraints experienced by teachers as they implement FPE. The results are discussed below.

### **Suggested solution to the constraints**

The results of the study revealed general suggestions of how implementation of FPE could be improved. The suggestions are discussed separately in the preceding sections.

#### **These were:**

##### **Employment of more teachers**

Most teachers cited this as a major factor that would make the implementation of FPE more effective. It was strongly found that more teachers are needed to handle the ever-increasing number of pupils. Most teachers recommended that the government should employ more teachers at least to have a ratio of 1: 40. This will ensure that teachers have manageable classes.



### **Motivation of teachers**

It was also found that apart from employing more teachers, the government should motivate them by paying them good salaries and more so by honouring the pay package. Also it was found that parents should recommend good work done by teachers and be ready to assist when called upon. By so doing teachers will be motivated when they see that parents are also concerned about the progress of their children not leaving every thing to them.

### **Expansion of classes and building of more schools**

The other solution to the problems that hinder the implementation of FPE was found to be expansion of classes and building of more school to accommodate all pupils.

### **Involvement of parents**

It was discovered that for FPE to be implemented successfully, there should be co-operation between parents, teachers and the school administration. Parents should be enlightened on what free education really mean and that their support should come in hardy. They should play their role effectively especially that of feeding and clothing their children. They should also have a positive attitude towards FPE and be ready to support when called upon.

### **Involve teachers and other stakeholders in decision-making**

Most teachers complained that they are always left out when it comes to making of decisions of programmes that they are key in implementing. It came out very strongly that if teachers were involved in decision-making, some of the problems that are encountered when the programme is already on could be avoided. Parents, church leaders, and other social groups that have interest in FPE should all be involved in making decisions so that they contribute fully to its success. This will make all stakeholders to support a programme they have owned not something, which is like it, has been imposed to them.

### **Free nursery schools to be built**

In order to have a better foundation for those joining school, it was found necessary that the government start free nursery schools. This will enable those joining school due to free primary education to have a better foundation and catch up quickly with those already in school. Also this will reduce communication barrier that exist between the teachers and those who are joining school.

### **More funds to cater for more facilities**

It was found that more funds to buy teaching and learning materials should be availed to cater for all pupils. Also these should be availed in time to avoid inconveniencing teachers in covering the syllabus. At least the government should

avail enough funds to ensure that each school going child has his/her own learning material rather than sharing.

### **Reintroduction of caning**

Most teachers were of the opinion that caning should be reintroduced in schools because most pupils have become naughty just because they cannot be caned even if they disobey teachers and school rules. It was found that guidance and counseling was not enough because most pupils don't take it serious and therefore they keep on repeating the same mistakes.

### **Introduction of adult education**

It was found that adult education is very necessary for the older pupils and the aged who feel that they need to go back to school. This will avoid older pupils and aged ones to mix with young ones who are always amused when they see themselves learning with people who are almost their grandmothers/fathers and their aunts' age. It will also avoid older ones from being ridiculed by the young ones and a feeling of being embarrassed

### **Introduce feeding programmes**

Feeding children is vital. It was found out that most children come to school without having taken breakfast. Some even don't take lunch. Teachers pointed out that a hungry child cannot concentrate in class. Due to free primary education those parents who cannot afford meals for their children just send them to school

to be with teachers who sometimes are confused because they don't know what to do with them rather than sympathize and offer them what they can afford. To avoid this, feeding children at school was found important because one; it will help in retaining pupils in school and two, it will help pupils to concentrate in class.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **INTRODUCTION**

This section summarizes the findings of the study, and presents conclusions and recommendation for improvement in the endeavor to implement FPE by teachers. Also included in this section are suggestions for further research.

#### **SUMMARY**

The purpose of this study was to investigate the attitude of public primary teachers towards the implementation of FPE. A number of objectives were set to guide the collection of the required information. The objectives were 4 in number. The first objective was concerned with finding out whether teachers personal attributes of sex, age, teaching experience, academic and professional qualifications have effect on their attitudes towards the implementation of FPE. The second objective sought to determine the facilities that teachers use while implementing FPE and the third one sought to investigate the problems that teachers face while implementing FPE. The last objective was concerned with the identification of possible solutions to the problems encountered by teachers in their endeavor to implement FPE. In order to investigate these issues, 3 null hypotheses were formulated. These were:

1. There is no significant difference in teachers attitudes towards the implementation of FPE in relation to their gender, Age, teaching experience, academic and professional qualifications. 2. There is no significant difference between the attitudes of teachers towards the implementation of FPE in relation to the facilities provided. 3. There is no significant difference between the attitudes of teachers in the implementation of FPE and the problems they face.

The review of the related literature focused on the concept of attitude, the process of programme implementation, primary education; concept, objectives and enrolments, UPE; concept: justification, goals and objectives, human rights and education, government obligation to ensuring the human right to education, UPE in other countries, FPE in Kenya and funding, role of teachers in the implementation of FPE, and challenges in the implementation of FPE.

The study was conducted in Kikuyu Division-Kiambu District. The study involved 260 public primary school teachers. Simple random sampling was used to select 3 schools whose teachers participated in the pilot study. Data collection was through questionnaires and interviews. The questionnaire had both closed and open-ended questions incorporating an attitude scale. The data gathered was analyzed by use of one-way analysis of variance (ANOVA), Frequencies, percentages, means, and standard deviations.

## **FINDINGS**

The findings of the study were presented in accordance with the research objectives. The conclusions reached were based on the findings made. The following is a brief summary of the findings of the study.

### **Teachers' attitude**

The study revealed that majority of the teachers had favourable disposition towards the implementation of FPE. Their attitude was favourable since 236 (91%) strongly recognized that FPE is essential to any country. Their positive disposition was also noted through their appreciation of the importance of FPE to students with 53.5% agreeing that FPE curtails child labour and 58.5% strongly agreeing that they have an important role to play in the implementation of FPE. Also their positive disposition was noted by the way most of them strongly agreed and agreed with positive items set in the attitude scale.

### **Teachers' attitude in respect to personal qualities of sex, age, teaching experience, academic and professional experience**

It was found that gender influenced the attitude of teachers towards the implementation of FPE. Female were found to depict a better attitude since 115(65%) of them strongly agreed that FPE was an important factor in the reduction of illiteracy compared to only 34(40%) of males. Also in total female respondents depicted a better attitude to all attitude items set compared to males.

Also the study revealed that age was not a significant determinant of the attitudes that teachers have towards the implementation of FPE. Therefore teachers of different age categories almost depicted favourable attitudes towards the implementation of FPE. Teaching experience of teachers was found to influence their attitude towards the implementation of FPE. Those who have taught for 21 years and over were found to have a better attitude in the implementation of FPE. This could be attributed to teaching experience that they have.

It was also found out that there was no significant difference in teachers' attitude towards the implementation of FPE and their academic qualification. Therefore academic qualifications did not significantly affect teachers' attitudes towards the implementation of FPE. The study also revealed that there was no significant difference in teachers' attitude towards the implementation of FPE and their professional qualifications. That is professional qualifications did not influence teachers attitudes towards the implementation of FPE.

The study also revealed that the facilities that have been given to teachers to help them implement FPE influenced their attitude. This indicates that if facilities are adequate then their attitude is positive and if the facilities are in adequate then their attitude is negative. Also, the problems that teachers face in the implementation of



FPE are not significant determinant of their attitudes towards the implementation of FPE.

It was found out that for teachers to implement FPE they were provided with various facilities such as: exercise books, text books, stationery, teacher guides, apparatus for sciences laboratories and that some structures have been constructed such as toilets. However these materials were found to be inadequate due to high enrolments and lack of replacement when they get lost. Also it was found that in most cases these materials are supplied late.

Majority of teachers agreed that they play an important role in the implementation of FPE. These findings are in line with what Pratt (1994) holds that is the action of individual teachers in their classrooms that determine the success or failure of a programme improvement in spite of the talents of educational officials and principals.

Teachers were found to be experiencing various constraints in their endeavour to implement FPE. These were: inadequate teachers, inadequate facilities, over enrolment, work load, uncooperative parents, indiscipline, congestion, overage/under age, irregular school attendance, class control is difficult, less teacher-pupil contact, hard to cater for individual differences, lack of proper care

for materials, delaying of funds leading to delay in purchasing materials, and unnecessary transfers. These findings were found to be in line with those of IRIN, UNICEF 2004 and those reported on Thursday's Nation Feb. 13<sup>th</sup>, 2003. These problems were found also to be the same as those experienced in Malawi.

In order to implement FPE effectively, the following suggestions were put forward: employment of more teachers, motivation of teachers, expansion of classes and construction of new ones, involvement of parents and other stakeholders, free nursery school to be put in place, more funds to be availed, reintroduction of caning, introduction of feeding programs and adult education to be put in place.

## **CONCLUSIONS**

- Based on these findings, it was concluded that there were more female teachers than male teachers and that majority of them fell into age bracket of 36-45. It was also concluded that most of these teachers are PI Teachers.
  
- The findings of the study led to the conclusions that gender and teaching experience influenced teachers' attitudes towards the implementation of

FPE with female teachers having a better attitude and those having teaching experience of 21 years and above having a better attitude.

- Also, age, academic and professional qualifications were found not to be significant determinants of teachers' attitudes towards the implementation of FPE. Teachers depicting these attributes had almost the same attitude and any difference was attributed to chance hence not significant.
  
- The findings also led to the conclusion that facilities that have been provided to teachers to help them implement FPE played a significant role in influencing their attitudes towards the implementation of FPE.
  
- Also, the problems that teachers experienced in their endeavor to implement FPE were found not to be significant in influencing their attitude towards the implementation of FPE.
  
- It was also concluded that teachers are indispensable when it comes to the implementation of FPE.
  
- It was also concluded that various teaching and learning materials have been provided to teachers in order to implement FPE. However, these

materials are not enough since most of them especially textbooks are shared in the ratio of 1:3.

- The findings of the study also led to the conclusion that teachers face many obstacles as they implement FPE ranging from inadequate teachers to unnecessary transfers.
- The findings of the study also led to the conclusion that something needs to be seriously done by the government and all other stakeholders to make sure FPE is successful. To some extent, suggestions that were put forth should be implemented.

## **RECOMMENDATIONS**

In light of the findings and conclusions of the study, the following recommendations were made:

- That the government should employ more teachers' at least to achieve a teacher –pupil ratio of 1:40
- Parents to be enlightened more on their role as far as FPE is concerned to create a feeling of ownership. This will make them contribute fully to the success of FPE.

- That free nursery schools to be put in place by the government assisted by parents to create a stronger foundation among those who join standard one.
- The government should increase budget allocation for FPE to cater for both physical and materials that are needed and that these should be provided on time so that teachers can be able to cover the syllabus at a recommended time.
- Parents' support should come in handy to help the government implement FPE. They should help to construct classes and offer other material help especially in replacing materials that their children have lost.

### **Suggestions for further research**

Taking into account the limitations and delimitations of this study, the following suggestions were made for further research:

- ❖ To investigate the role of primary school committee in the implementation of FPE.
- ❖ Perceptions of primary school pupils towards free primary education.
- ❖ Research on attitudes towards the implementation of FPE could be extended by examining the attitudes of public primary school teachers in another district to compare with this one.

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**APPENDIX A**

**A LETTER TO THE RESPONDENTS**

MARETE ELIZABETH CIRINDI  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING  
P.O. BOX 92,  
KIKUYU CAMPUS-UON.

Dear Sir/Madam,

**RE: A STUDY OF PUBLIC PRIMARY SCHOOL TEACHERS'  
ATTITUDES TOWARDS THE IMPLEMENTATION OF FREE PRIMARY  
EDUCATION IN KIKUYU DIVISION**

I' am a postgraduate student at the University of Nairobi, pursuing a Masters Degree in Educational Administration and planning. I' am conducting the above referred research. I would be grateful if you could answer truthfully the questions in the questionnaire and also share your experiences with me. Kindly complete all the sections of the questionnaire. Your input and support towards this research is very important towards enhancement of implementing free primary education in the country.

The questionnaires are designed for this research purpose only; therefore the responses shall be absolutely confidential. Your name and that of the institution shall not be required

Thank you in advance.

Yours sincerely,

**MARETE ELIZABETH CIRINDI**



- College ( )
- University ( )
- Others (Specify).....

4. Indicate your highest professional qualification

- Diploma level ( )
- Graduate level ( )
- Others (Specify).....

5. Indicate your professional experience in years.

- 1-5 years ( )
- 6-10 years ( )
- 11-15 years ( )
- 16-20 years ( )
- 21 and over ( )

**SECTION B**

Use the key below to indicate your opinion or feelings towards the items that follow. Put a tick next to the response that best describes your opinion.

- Strongly agree (SA)**
- Agree (A)**
- Uncertain (U)**
- Disagree (D)**
- Strongly Disagree (SD)**

Statements	SA	A	U	D	SD
<b>Need for free primary education</b>					
6. FPE is essential to any country					
7. FPE is essential to parents and students					
8. Pupils from poor families and disadvantaged group need FPE most					
<b>Importance of free primary education</b>					
9. FPE is an important factor in the reduction of illiteracy					
10. FPE curtails child labour					
11. FPE improves lives of children and their families					
12. FPE contributes to the future economic growth and development of a country					
13. FPE provides children with an alternative use of their time					
<b>Role of teachers in the implementation of free primary education.</b>					
14. Teachers play an important role in the implementation of FPE.					
15. Teachers should use the available facilities to effectively implement FPE.					
16. Teachers should use alternative teaching/learning materials to achieve their objectives while implementing free primary education.					
17. Teachers should motivate pupils whether young or old to learn under the FPE					
18. Teachers should put various teaching/learning activities to cater for all pupils while implementing FPE.					
19. Teachers should avoid absenteeism while implementing free primary education.					

<b>Need for in-service training and more teachers</b>					
20. Teachers need to be in-serviced in order to gain knowledge and skills of teaching and handling large numbers of pupils					
21. More teachers are needed to cater for large pupil enrolments					
<b>Support of other people needed</b>					
22. Parents support is needed for FPE to be successful					
23. It is important that all stake holders (thus policy makers, politicians, teacher educators, head teachers, charity groups, and teachers) participate in the implementation of FPE.					
<b>Need for resources</b>					
24. Teaching/learning materials need to be adequately available in schools to help implement FPE					
25. Teachers need to be enough to make sure that teacher-pupil ratio is adequate					
26. Classrooms need to be expanded and others constructed to cater for large number of pupils.					

### SECTION C

1. Do you act as a teacher in your school?

Yes ( )

No ( )

2. Are students in your school well informed on the importance of FPE?

Yes ( ) No ( )



3. In your opinion give at least five factors that you consider or have found most important in teaching since the introduction of FPE.....

.....  
.....  
.....  
.....  
.....

3b. Please explain question 3 above as to why and how they are important.....

.....  
.....  
.....  
.....

4. How effective has the teaching been since the introduction of FPE?

.....  
.....  
.....  
.....  
.....

5. How successful has FPE been in promoting equal access to primary education in your class? Please explain.....

.....  
.....  
.....  
.....

6. Briefly comment on the number of pupils in your class since the introduction of FPE .....

.....  
.....  
.....  
.....  
.....

7. Do you consider the implementation of FPE successful in the school you teach?

Yes ( )

No ( )

b.Explain your answer in 7 above.....

.....  
.....  
.....  
.....

8. What facilities have been provided to you in order to teach effectively since the Introduction of FPE.....

.....  
.....  
.....  
.....

b. Are they adequate? Yes ( )

No ( ) Explain your answer

.....  
.....  
.....  
.....  
.....  
.....

9. In what ways can the teacher make the implementation of FPE more effective.....

.....  
.....  
.....  
.....

10. Write the important ways in which FPE has been beneficial to pupils.....

.....  
.....  
.....  
.....

11. List the problems you have encountered while teaching since the introduction of FPE.....

.....  
.....  
.....  
.....

12. List suggestions that you think can improve teaching since the introduction of FPE in schools in Kenya.....

.....

.....

.....

.....

.....

.....

.....

**Thank you for your participation**

## **APPENDIX C**

### **INTERVIEW SCHEDULE FOR TEACHERS**

- 1) What role do you play as a teacher in ensuring that there is effective teaching since the introduction of FPE
- 2) What is your view about the enrolment of pupils in primary schools after the introduction of FPE?
- 3) Is there effective teaching/learning since the introduction of FPE in your class? If yes comment. If No give reasons why.
- 4) Are teachers adequate? What is the impact of FPE on teaching force in the school you teach?
- 5) What problems do you experience while teaching since the introduction of FPE.
- 6) Suggest possible solutions to the problems you experience while teaching since the introduction of free primary education.

**Thank you**

**APPENDIX D**

**SAMPLING TABLE**

<b>POPULATION SIZE</b>	<b>SAMPLE SIZE</b>	<b>POPULATION SIZE</b>	<b>SAMPLE SIZE</b>
10	10	200	132
20	19	250	162
30	28	300	169
40	35	400	196
50	44	1500	306
60	52	2000	322
70	59	3000	341
80	66	4000	351
90	73	5000	357
100	80	10,000	370
150	108	50,000	381
		100,000	384

**Source:** Krejcie & Morgan's Table (reproduced in Mulusa 1990,p. 107)

APPENDIX E

NUMBER OF PUBLIC PRIMARY SCHOOLS AND TEACHERS IN KIKUYU DIVISION

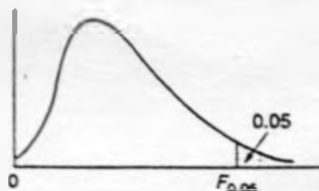
SCHOOLS		TEACHERS	
THOGOTO ZONE	MALE	FEMALE	TOTAL
1) Thogoto	3	11	14
2) Ngure	3	11	14
3) Thirime	5	10	15
4) Rungiri	4	7	11
5) Mugutu-Ini	5	8	13
6) Uthiru	4	16	20
7) Mama Ngina	2	17	19
8) Kikuyu T/Ship	2	12	14
9) Musa Gitau	7	27	34
10) Kidfarmaco	2	8	10
11) Gitiba	4	4	8
12) Kinoo	2	17	19
<b>TOTAL</b>	<b>43</b>	<b>148</b>	<b>191</b>
MUGUGA ZONE	MALE	FEMALE	TOTAL
1. Nguriunditu	6	6	12
2. Kahuho	5	10	15
3. Gatuanabu	5	3	8
4. Kerwa	7	11	18
5. Nduma	8	3	11
6. Muguga	5	15	20
7. Fairlawns	2	10	12
8. Kandengwa	3	13	16
9. Utafiti	7	1	8
10. Kanyanjara	7	1	8
11. Nderi	4	10	14
12. Kanjeru	6	8	14
<b>TOTAL</b>	<b>65</b>	<b>91</b>	<b>156</b>
KARAI ZONE	MALE	FEMALE	TOTAL
1. Kanyiha	8	7	15
2. Wambaa	4	3	7
3. Nachu	10	3	13
4. Gatune	7	-	7

5. Lusigetti	3	5	8
6. Gicharani	3	20	23
7. Njumbi	7	5	12
8. Renguti	7	6	13
9. Kamangu	9	6	15
10. Gikambura	4	12	16
11. Mai-I-Ihii	8	8	16
12. Gathiru	4	1	5
<b>TOTAL</b>	<b>74</b>	<b>76</b>	<b>150</b>
<b>KABETE ZONE</b>	<b>MALE</b>	<b>FEMALE</b>	<b>TOTAL</b>
1. Kibiciku	2	9	11
2. Gathiga	4	10	14
3. Mahia-Ini	3	7	10
4. Kibiku	5	8	13
5. Mukui	6	6	12
6. Kirangari	8	12	20
7. Nyathuna	7	9	16
8. Wangige	6	20	26
9. Ndongoro	3	12	15
10. Kingeero	6	6	12
11. Ndurarua	9	7	16
12. Cura	6	2	8
13. Kamonjoni	11	5	16
14. Gataara	6	2	8
15. Kanyariri	3	9	12
16. Rukubi	2	6	8
17. St. Mary's Kaimba	1	2	3
<b>TOTAL</b>	<b>88</b>	<b>132</b>	<b>220</b>

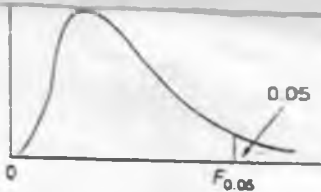
Source: Assistant Education Office (AEO)- Kikuyu division

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION



TABLE VIII. CRITICAL VALUES OF THE F-DISTRIBUTION ( $\alpha = 0.05$ )

Degrees of Freedom for Denominator	Degrees of Freedom for Numerator									
	1	2	3	4	5	6	7	8	9	10
1	161	200	216	225	230	234	237	239	241	242
2	18.5	19.0	19.2	19.2	19.3	19.3	19.4	19.4	19.4	19.4
3	10.1	9.55	9.28	9.12	9.01	8.94	8.88	8.85	8.81	8.79
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74
6	5.99	5.14	4.76	4.53	4.39	4.29	4.21	4.15	4.10	4.06
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64
8	5.27	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35
9	5.12	4.30	3.91	3.68	3.54	3.43	3.35	3.29	3.24	3.19
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98
11	4.84	3.98	3.58	3.36	3.20	3.08	3.01	2.95	2.90	2.85
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75
13	4.67	3.81	3.41	3.18	3.02	2.90	2.83	2.77	2.71	2.67
14	4.60	3.74	3.34	3.11	2.96	2.84	2.76	2.70	2.65	2.60
15	4.54	3.68	3.29	3.06	2.90	2.78	2.71	2.64	2.59	2.54
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91
	3.84	3.00	2.60	2.37	2.21	2.10	2.01	1.94	1.88	1.83



	Degree of Freedom for Numerator							
	12	15	20	25	30	40	60	120
1	244	246	248	250	250	251	252	253
2	19.4	19.4	19.4	19.5	19.5	19.5	19.5	19.5
3	8.74	8.70	8.66	8.62	8.56	8.57	8.57	8.57
4	5.91	5.86	5.80	5.75	5.73	5.68	5.68	5.68
5	4.68	4.62	4.56	4.50	4.44	4.42	4.42	4.42
6	4.00	3.94	3.87	3.81	3.77	3.74	3.74	3.74
7	3.57	3.51	3.44	3.38	3.34	3.30	3.30	3.30
8	3.28	3.22	3.15	3.09	3.04	3.01	3.01	3.01
9	3.07	3.01	2.94	2.88	2.83	2.78	2.78	2.78
10	2.91	2.85	2.77	2.70	2.66	2.61	2.61	2.61
11	2.79	2.72	2.65	2.57	2.53	2.49	2.49	2.49
12	2.69	2.62	2.54	2.47	2.43	2.38	2.38	2.38
13	2.60	2.53	2.46	2.38	2.34	2.30	2.30	2.30
14	2.53	2.46	2.39	2.31	2.27	2.23	2.23	2.23
15	2.48	2.40	2.33	2.25	2.21	2.16	2.16	2.16
16	2.42	2.35	2.28	2.19	2.15	2.11	2.11	2.11
17	2.38	2.31	2.24	2.15	2.11	2.07	2.07	2.07
18	2.34	2.27	2.19	2.11	2.07	2.03	2.03	2.03
19	2.31	2.24	2.16	2.07	2.03	1.99	1.99	1.99
20	2.28	2.20	2.12	2.04	1.99	1.95	1.95	1.95
21	2.25	2.18	2.10	2.01	1.96	1.92	1.92	1.92
22	2.23	2.15	2.07	1.98	1.94	1.89	1.89	1.89
23	2.20	2.13	2.05	1.96	1.91	1.87	1.87	1.87
24	2.18	2.11	2.03	1.94	1.89	1.85	1.85	1.85
25	2.16	2.09	2.01	1.92	1.87	1.83	1.83	1.83
30	2.09	2.01	1.93	1.84	1.79	1.74	1.74	1.74
40	2.00	1.92	1.84	1.75	1.69	1.64	1.64	1.64
60	1.92	1.84	1.75	1.66	1.59	1.54	1.54	1.54
120	1.83	1.75	1.66	1.57	1.51	1.45	1.45	1.45
$\infty$	1.75	1.67	1.57	1.47	1.39	1.33	1.33	1.33