

**A STUDY OF FACTORS INFLUENCING IMPLEMENTATION OF FREE  
PRIMARY EDUCATION IN STAREHE DIVISION, NAIROBI PROVINCE**

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

**By**

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**A Research Project Submitted in Part Fulfillment for the Degree of Master of  
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## DECLARATION

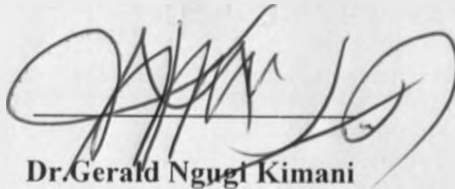
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This research project has been submitted for examination with my approval as the university supervisor.



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2005

## DEDICATION

**To my dear husband Kamau Mubuu for his unwavering support, and to my children Mubuu, Kibaki and Githambo. Without their patience, I could not have come this far.**

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## ABSTRACT

This study attempted to examine the major factors that have influenced the implementation of Free Primary Education in Kenya using Starehe division as a case study. The Kenyan government has always considered education as the cornerstone of development. This is reflected by the fact that the payment of teachers' salaries has always been the government role. It has always been the responsibility of the parents to construct classrooms and provide necessary teaching and learning materials. This has not been an easy task for the parents considering the rate of increase in poverty levels accelerated by natural calamities, global economic recession, rapid population growth, HIV/AIDS pandemic, tribal clashes and other factors (Republic of Kenya, 2003).

Library research and field surveys were used to provide the data for the study. Reference was made to the initiatives in other countries of the world, Africa, and East Africa which implemented free primary education before Kenya. The field survey was carried out in Starehe Division of Nairobi Province. The study gathered the necessary data using two types of questionnaires. The ex post facto design was used. The results of the pilot study were used to validate the research instruments.

Respondents were selected by the use of simple random sampling from a population of 840 teachers and 30 head teachers. According to the study; it was only after assuming power, that the government started to develop coherent communication strategies through the Ministry of Education Science and Technology (MOEST). By the time that schools

opened in January 2003, school administrators did not know how to handle financial cases since the government had not disbursed any funds at the beginning of the year. At the same time, many parents were seeking admission to schools for their children. Others were seeking transfers from private to public schools that suited their children. Since there were no guidelines from the MOEST regarding admission, the head teachers did what they felt was best for the schools.

The justification of the study was that, although FPE was only two years old, it had not quite taken root and was marred by a lot of confusion. This study sought to examine the major factors that were influencing the FPE implementation process. Since FPE was uniformly applied, the results of this study can be generalized to other areas in Kenya. The results will be useful to curriculum planners, policy makers, educationists, researchers and other stakeholders.

The conclusion of the study is that various factors converged to influence implementation of FPE. Financial factors, physical facilities and learning materials, class size and management functions contributed to this convergence. The idea to implement FPE is a noble but challenging undertaking. Partly to blame was the idea of implementing before a needs assessment was done which only became inevitable after problems were experienced in schools. They include lack of key learning facilities like desks and few or no exercise and text books. Teachers are also few to handle the large classes especially in assessing pupils work.

Guidelines could have been prepared in advance to direct on the way forward for implementation to flow smoothly. For example, the head teachers and teachers, being the key implementers of the program, were not guided on how to handle the implementation process. School programs were interrupted as each school tried to cope up with new admissions, syllabus and guidelines regarding provision of learning/teaching materials and funds. At the beginning, the whole process of management of the FPE implementation was entirely upon the school administrators and teachers. The schools did what they felt was best for the pupils as they waited for the government to subsidize funds meant for school fees.

The major recommendations include the need to sensitize all stakeholders in order to make them feel part and parcel of the implementation process and involve them in decision making. There is need also to continually evaluate the progress of implementation in order to check on intervening factors that would negate achievement of the progress made so far.



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## **List of Abbreviations and Acronyms**

<b>ANPPCAN</b>	<b>African Network for Prevention and Protection against Child Abuse and Neglect</b>
<b>CBS</b>	<b>Central Bureau of Statistics</b>
<b>CRC</b>	<b>Convention on Rights of a Child</b>
<b>EFA</b>	<b>Education for All</b>
<b>EYC</b>	<b>Elimu Yetu Coalition</b>
<b>FAWE</b>	<b>Forum for African Women Educationalists</b>
<b>FPE</b>	<b>Free Primary Education</b>
<b>FPESP</b>	<b>Free Primary Education Support Project</b>
<b>GDP</b>	<b>Gross Domestic Production</b>
<b>GOK</b>	<b>Government of Kenya</b>
<b>HIV</b>	<b>Human Immunodeficiency Virus</b>
<b>ICCL</b>	<b>International Conference in Child Labour</b>
<b>ILO</b>	<b>International Labour Organization</b>
<b>KANU</b>	<b>Kenya National African Union</b>
<b>MPET</b>	<b>Master Plan on Education and Training</b>
<b>MOEC</b>	<b>Ministry of Education and Culture</b>
<b>MOEST</b>	<b>Ministry of Education Science and Technology</b>
<b>NAP</b>	<b>National Action Plan</b>
<b>NARC</b>	<b>National Rainbow Coalition</b>
<b>NGOs</b>	<b>Non- Governmental Organizations</b>
<b>PEDP</b>	<b>Primary Education Development Plan</b>

TEP	Teacher Empowerment Project
TIQET	Totally Integrated Quality Education and Training
TPR	Teacher Pupil Ratio
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UN	United Nations
UPE	Universal Primary Education
VAT	Value Added Tax

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

In 1948 the Universal Declaration of Human Rights (UDHR) had spelled out a global vision for peace and prosperity that included the right to education, and implied that when the right to education is assured, the world gains (ANPPCAN, 1999). The UNICEF report on 'The State of the World's Children'(1999) pointed out that 130 million children out of 625 million in the developing world were denied the right to education, and that millions of others were known to languish in sub-standard learning situations where little learning was taking place. Therefore after the African charter on the Rights and Welfare of the child was ratified in 1990, African member countries recognized education as the cornerstone of freedom, democracy and sustainable development (UNESCO, 2002).

Later, the major proposal of the Convention on the Rights of a Child (CRC) drafted in Geneva in 1987 was that on the eve of the 21<sup>st</sup> century, there would be no higher priority, no mission important, than that of Education for All (EFA). This was based on the fact that in the 21<sup>st</sup> century nearly a billion people would be illiterate. An estimate was made that 145 million children between ages 6 and 11 were out of school, and 283 million; between the ages 12 and 17 were also out of school (IPEC, 1998). The right to education was therefore taken as a matter of morality, justice and economic sense, since



education prepares children to play an active role in the society making them responsible and involved citizens (UNICEF, 1997). In response to this, the demand for Free Primary Education (FPE) became a significant feature in the developing countries.

Among the African countries, the idea of free education emanated from the 1961 groundbreaking conference held by the United Nations member countries in Addis Ababa (UNESCO, 2002). This was a period when African independent states were seeking re-evaluation of their education systems after colonial regimes. The aims of the Addis Ababa conference and the aims of the governments were to have Universal Primary Education (UPE) by 1980, and make it compulsory and free among other things. Education topped the National Agendas for many newly independent countries of the world in the 1960's and 1970's as a core strategy to erase the disparities, unify nations, and fuel the engine of development. According to the Progress of Nations report, primary school enrolments had more than doubled in Asia and Latin America while it had tripled in Africa after the Addis Ababa conference. (UNICEF, 1997).

The same report indicated that population rates of increase in Africa over the same period were very high. Therefore, despite the heroic efforts of many countries to enroll many of their children in schools, the African continent was left short of 11 million the number needed for all children of school primary- going age to be in school.. For this reason, the World conference on EFA (Jomtien, Thailand, 1990) was convened. Its crucial goal was to revive the world's commitment to educating all of its citizens, an idea that was supported by Non-Governmental Organizations (NGOs) (UNICEF, 1997).

A follow-up conference was held in Dakar in the year 2000, which bound United Nations member states for action on EFA by the year 2015.

Kenya was not left out in the mission of providing FPE for all, and its response is clearly spelt out in its Development Plans and Sessional Papers drafted after independence. According to the Kenya African National Union (KANU) manifesto of 1963-1979, primary education was viewed as a fundamental basis for literacy and acquisition of other basic skills, positive social values and attitudes that would make life worthwhile in a modern society. The Kenya Education Commission Report of 1964-1965 supported the objective of giving every child a minimum of seven years of free education in support of UPE.

The Committee Report on Education (Gachathi Report) of 1976, which followed the Committee Report on Education (Ominde Report) of 1964, sought to extend FPE to children up to class (standard or grade) seven since a decree by the founder President of Kenya had earlier in 1974 abolished school fees payments up to class four (Kenya Development Plan, 1974 - 1978). A number of the recommendations made on FPE by the Education Commissions that followed were either partially or never implemented (Flawes, 1979). The immediate former President, Daniel Arap Moi declared FPE in 1978 and in 1980 school fees was abolished in all classes (Raju, 1984). The policy changes led to a huge increase in enrolments at the primary level (Republic of Kenya, 1999). However, FPE did not take off effectively which seems to have been worsened by the introduction of cost sharing in education that was recommended by a Presidential

committee on Education and Manpower Training for the Next Decade and Beyond (Sessional Paper No. 6, 1988), under the Structural Adjustment programme.

The policy was meant to revitalize planning and management of education, but created some problems which to some extent continued to negate the realization of the policy objectives. For example, the control of school fees charged was removed and each school had its own structure of payments determined by the school boards (Republic of Kenya, 1999). The salaries of teachers were increased, while parents met the rest of the recurrent costs including maintenance of physical facilities development, electricity, water and emoluments for all support staff. The policy increased inequalities in educational resources availability, as regions with 'nothing to share' were not able to contribute to educational development. Other fees included admission fees, medical, library, text books, exercise books and desks. Therefore lack of guidelines by MOEST to give limits within which school fees were to be charged, made education unaffordable to many parents (Republic of Kenya, 1999).

The country's education system has since witnessed considerable decline in the past decade. Performance indicators like enrolment of children in schools, their completion and transition rates were reported to be on the reverse (UNICEF, 2002). According to the same UNICEF Report (2002), the Ministry of Education in Kenya had indicated that some three million eligible children were out of school and that majority of those that were enrolling in schools hardly stayed for five years. The factors highlighted as contributing to those negative trends included high education costs, declining economic

performance, limited and under-utilized physical facilities, poor health and nutrition as well as HIV/AIDS pandemic.

Several strategies were suggested to reverse the trends such as reducing the cost of education, implementing the Children's Act and the establishment of reliable and demographic data (UNICEF, 2002). This was seen as a good starting point, which if improved and refined in time, would provide the country with a workable education policy document. The new Children's Act in Kenya was passed in the year 2001, which strengthened the idea of FPE in order to address the above issue as it emphasized that every child be entitled to compulsory free basic education in accordance with Article 28 of the CRC. The National Rainbow Coalition Party (NARC), in its fulfillment to promises made during election campaigns in the year 2002, declared FPE and implemented it at the beginning of the year 2003.

The major aim according to the National Action Plan (MOEST,2003) on EFA, was to increase enrolments of school- going children by making schools accessible , retain children in school and enhance completion rates by catering for those who were kept away from schools due to lack of school fees. This was seen to reflect the governments commitment to eliminate poverty, promote human rights and development, by placing the provision of quality basic EFA at the core of the national development agenda (MOEST, 2003). Basic education was viewed as the fundamental cycle of formal instruction which provide the learner with a firm foundation of knowledge for further learning and development.

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

Globally, a number of developing countries have attempted to introduce UPE with varying levels of success and failure (UNICEF, 1997). Several of them have been making efforts to enroll all children in schools in response to the Jomtien conference resolutions of 1990. Indications are that out of 155 developing countries, only 36 have made some considerable headway towards achieving UPE, while 31 countries are only likely to do so by the year 2015 (Obondoh, 2003) Among the 155 developing countries, 17 of them are in Africa, and they have been largely assisted financially by the World Bank. Most of the countries are seen to take off vigorously at the early implementation stage only for the program to stall after some time (UNESCO, 2002).

For example UPE in Uganda has enjoyed unflinching financial support from her development partners but still lack of adequate planning before the program was implemented has occasioned a number of flaws that today threaten the realization of UPE (FAWE, 2003). This has been associated with the high levels of enrolment that have brought large numbers of learners, that schools and teachers find hard to cope with, while educational facilities have not been expanded at the same rate for a period of four years. The process of education has been part and parcel of Kenya's social, economic and political development since time immemorial. According to Masai (1984), Kenya had an experience similar to that of Uganda in the 1970's which is presently being experienced in the current process of implementation. It is imperative that Kenyans now draw strength from their national past experience and history, and design an education system that will propel the nation into the next century and beyond.

The National Committee on Educational Objectives and Policies (Gachathi Report) of 1976, explains how in 1974 Kenya attempted to offer FPE, a policy that however did not improve the condition of access by many to education (UNICEF, 1990). The factors that were highlighted as contributing to negative trends then, are still evident today. Such factors included inadequate and unsustainable physical facilities, equipments, learning and teaching materials and inappropriately trained teachers among others (Republic of Kenya, 1999).

Presently, as disclosed by various stakeholders in education through the NAP on Education, implementation of FPE in Kenya has already faced a myriad of problems. The major challenges highlighted include, lack of learning materials, poverty, poor access to basic education especially girls and low enrolments, finances to run the schools, few teachers and overcrowding in classrooms (MOEST, 2003). Spot checks at various schools, established that confusion reigned in most schools as head teachers waited for guidelines from the Ministry of Education on the way forward (*Kenya Times* 8<sup>th</sup> January, 2002); (FAWE, 2003).

After implementation in the early stages, vigorous campaigns were carried out using the media, the provincial administration, political forums and other communication channels. In curriculum implementation it is necessary for the right message to be communicated in order for the receivers to be able to have proper and sound interpretation. According to the head teachers, the media could not be relied upon for them to implement FPE as per the demands of the parents. They questioned the

legitimacy and the source of information as they awaited guidelines from the MOEST, as parents pressured for admission and assurance of non-payment of school fees (*Daily Nation*, January, 2003)

The FPE policy was hurriedly implemented to fulfill the campaign pledge made to voters in the run up to the general elections of 2002. No minimal baseline studies were carried out to establish what factors on the ground were critical for the implementation of the policy. According to the local media, the government had even at some instant involved riot police to contain parents, who had threatened school authorities demanding enrolment of their children to particular schools (FAWE, 2004). Like other countries, the major challenges in Kenya include lack of finances and guidelines on the way forward for implementation among education stakeholders, which is greatly influencing the program of implementation of FPE.

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

This study seeks to examine factors that have influenced the implementation of FPE in Starehe division. Special focus was on the implication of the FPE policy on the availability of financial resources, physical facilities and learning materials, teachers' attitudes, class sizes and management functions.

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

The objectives of this study are as follows:

*To determine how financial resources are influencing the implementation of FPE.*

2. To determine how the availability of physical facilities are influencing FPE.
3. To examine the influence of teaching/learning facilities on the implementation of FPE
4. To determine the influence of class sizes in primary schools on the implementation of FPE.
5. To find out the management functions that have been put in place to make the implementation of FPE effective.

### **1.5 Research Questions**

The following research questions are derived from the objectives of the study:

- 1 To what extent do financial resources influence the implementation of FPE?
- 2 To what extent do physical facilities influence the implementation of FPE?
- 3 To what extent does adequacy of teaching/learning materials influence the implementation of FPE?
- 4 To what extent are class sizes influencing the implementation of FPE?
- 5 What management functions have been put in place to make the implementation of FPE a success?

### **1.6 Significance of the study.**

The study is expected to highlight challenges that curriculum implementers face during the early stages of FPE. A workable strategy should be sought to enlighten the implementers on the prevailing conditions in order to establish whether the socio-economic status of schools is enabling. The strategy should not be based on the wishes of people or how they would hope things to be, but be realistic for example on the



availability of funds which is not temporary phenomena. The rationale to examine implementation was because literature revealed that several programs had stalled at this stage (UNESCO, 2002). The people on whom change is to occur should be prepared by making them understand what is to be involved in the change and why it is worth to make the change.

Revelations of experiences during implementation would give policy makers, curriculum developers and implementers a focus during the planning stage of any curriculum development. The findings of this study would hopefully be a vital starting point in formulating programs prior to, and during implementation. Such programs should be realistic to offer genuine decentralized curriculum and policies, which would be appropriate to the needs and the life of children. It is hoped that the study will also draw attention of the MOEST and the public to the kind of teacher, pupil and administrative constraints, which have interfered with the implementation process. The study is also hoped to shed light to other countries with similar intentions on how to lay appropriate plans for FPE implementation.

### **1.7 Limitation of the study.**

Implementation of FPE is not a new concept in Kenya though very little has been written about it. For this reason, very much up to date literature was not readily available. Some teachers lacked the knowledge about the FPE implementation policy and therefore some of their responses were given either, out of lack of awareness or

understanding what was expected. Though the study was conducted in one division, the schools were further apart with some having more urban characteristics than others.

### **1.8 Delimitation of the study**

The study was confined to schools in one division with most of the schools near the towns' central business area. Other schools away from the city may have varying characteristics whose influence may be influencing the implementation of FPE.

### **1.9 Assumptions of the study**

The following assumptions were made:

- 1) That the implementation of FPE will take time to stabilize financially.
- 2) That the respondents will be willing to be honest and to give accurate responses.
- 3) That the abolition of school fees has given greater access to children of school-going age.

### **1.10 Definition of key terms**

**Primary education:** refers to the first eight years of learning in primary schools that culminates to the sitting for a national examination at the end.

**Free education:** refers to an education, which involves no financial burden to parents/guardians of the pupils where the government takes all financial responsibility like payments of teacher's salary, providing physical facilities, and teaching and learning materials.

**Enrolment:** refers to the number of pupils who register as members of different grades at the beginning of each year.

**Stakeholder:** refers to the parents, students, teachers, Ministry of Education Science and Technology officials, sponsors, religious institutions, private donors.

**Resources:** refers to financial, human, physical facilities and learning materials like, teaching personnel, desks, classrooms, libraries and sports facilities.

**Children's rights:** refers to the right as it is stipulated by Section 7 of the Children's Act 2001, which was, effected in March, 2002, which states that 'every child is entitled to free primary educational responsibility of parents and the government'.

**Implementation:** refers to the implementation of a new policy where it is to be practically effected.

**Management functions:** refers to the administrative roles, rules and regulations and the training to be effected for the success of implementation policies.

*Class size:* refers to the number of pupils registered in a class.

### **1.11 Organization of the study**

The study was organized into five chapters. Chapter one consists of introduction, background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations and delimitations of the study and definition of significant terms. Chapters two consists of literature review. The review covers empirical findings of factors that are influencing implementation of FPE. Chapter three describes the methodology. This includes research design, target population, sample and sampling procedures, instrument validity, reliability of the instruments, data collection methods and data analysis procedure. Chapter four comprises of data analysis and discussions of findings. Chapter five focuses on findings, conclusions and recommendations for further studies.

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

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#### 2.1 Introduction

This chapter presents literature review. It includes both published and unpublished articles from textbooks, reports, theses journals, magazines and local dairies. The focus is mainly on the implementation of FPE in Kenya and experiences in other countries, which have had similar initiatives. The chapter further highlights on the strategies of curriculum implementation.

#### 2.2 The quest for UPE

Globally a number of countries have attempted to introduce UPE with varying levels of achievements (UNICEF, 1999). The Progress of Nations attempts to give the international milestones for UPE in various countries since the UDHR of 1948, to the 1997 International Conference in Child Labour (ICCL) in Oslo. Goals were set for the accomplishment of the task by the year 2000 in the Jomtien conference, after which more than one hundred countries set their own new education goals and development strategies to achieve them (UNICEF, 1999).

The Jomtien Conference helped to move education back to the center of international development agenda. Each major UN conference since Jomtien has recognized education as an area of concern and its pivotal role to progress. Such conferences

include the World Conference for Children in 1990 and the 1993 World Conference on Human Rights. However, the progress towards EFA has been much slower than what the Jomtien conference had hoped, as revealed by a Mid-Decade Review in Amman (Jordan) in 1996. One of the reasons given for this slow pace was that the conference's integrated vision of basic education was being overshadowed by the drive to get all worlds' children into primary schools by the year 2000.

Reports from studies carried out on FPE in various countries show that some countries had not initiated the policy, and those which had started were far away from achieving the goal. (UNICEF, 1997 and 1999; ANPPCAN, 1999, 2000 and 2001; UNESCO, 2002 and EYC, 2002). They implied the enthusiasm that engulfed early implementation of FPE in many countries, for example, Rwanda, Tanzania, Malawi, Burundi, India and China among others, which was not maintained due to varying factors that ranged from war disruptions, political, cultural to social economic factors. In Burundi for example, the EFA committee, despite the progress that was being made, was first preoccupied with the war and its short and longer-term impact on the schooling of children than concentrating on implementation (UNESCO, 2002).

Implementation of FPE has not been easy in countries, which have made attempts. This was indicated by UNESCO member countries that were represented in the Dakar (Senegal) conference in July 2002, and in Port Louis (Mauritius) in June 2002, as they discussed the progress being made in EFA planning in the cluster countries and the challenges ahead (UNESCO, 2002). According to the same report, the Eighth

Conference of the Ministers of Education of African Member States (MINEDAF VIII) in December 2002, had top on their agenda a review of what countries had done to develop national EFA plans, which were prerequisite for implementing the goals. From 1990 to 1995, the overall enrolment of children in schools was estimated to have increased to fifty million in developing countries. Regionally, the rates of progress of UPE varied. Latin America and the Caribbean regions neared the goal of UPE, but in South Asia, 50 million children were not in schools (UNICEF, 1999).

Despite the enormous increase in the provision of primary education facilities, very few developing countries were near to achieve UPE (Bishop, 1989). In Uganda in 1997, there was an exponential explosion of schools after UPE policy was implemented and a tremendous increase in enrolment from 2.9 million to some 7.2 million in 2002. However, the high primary enrolment severely strained the system and compromised quality (UNESCO, 2002). This trend in Uganda therefore necessitated the Fast Track Initiative (Funding Mechanism) to focus on the achievement of Universal primary school completion for boys and girls alike by the year 2015.

According to Oxfam's "Report on achieving UPE" (2002), Sub-Saharan Africa continued to face particularly severe challenges with the number of children out of school increasing. The factors considered as conspiring to make education crisis in Africa include, slow economic growth, rapid population growth, conflicts, HIV/aids and gender discrimination. The report predicted that if these trends continue, there will be 57 million primary school age children out of school by the year 2015.

In Kenya, attempts to increase enrolments were initiated in the early years of independence. The introduction of FPE in 1974 revived enrolment rates in primary schools, earlier reported as declining (Dev. Plan 1970-1974, Ministry of Education Report, 1969 and 1972). Enrolment rates during the period of 1970's were recorded to be rising. In 1970, 6,372, 1972, 1,675, 919 and in 1974, 2,734, 398 (Ministry of Education Report, 1974, CBS, 1977). By the end of the year 1974, increase in pupil's enrolment in standard one in several districts did not occur because those entering standard one then included older pupils who had taken advantage of FPE and could not be sustained. By the end of 1978, payment of extra fee was abolished by a Presidential decree where funds were to be collected through harambees (CBS, 1977).

Fees' collection did not stop not even in the economically disadvantaged districts as Elisha Peter (1984) "Education in Kenya is not free at all in specific schools if not all parts of the country. Primary school children are being pestered and disturbed by the Headmasters for failing to pay money for night studies". (*Sunday Nation*, May 23<sup>rd</sup>, 1984). In western province, there was denial also of National Examination results and leaving certificates for those who had failed to pay building fund of 500 Kenya shillings in Homa Bay (*Standard*, January 23<sup>rd</sup>, 1984).

The implementation of FPE in the year 2003 seemed to encounter similar problems as earlier experienced after 1974 to date. The suspicion and mistrust expressed by many Kenyans, educators included, may have been based upon the earlier trends of FPE and



probably the failure that had followed. It is evident from literature that, implementation challenges are encountered globally, a more reason why strategies are vital on how it is to be done. Previous experiences in Kenya were revived in January 2003, where opening of schools was faced by chaotic situations as parents demanded refunds of schools dues paid in advance. The number of children seeking admission on the other hand surpassed government expectations necessitating it to raise its education budget from 2 million to 5 million (*Standard*, 11<sup>th</sup> January, 2003).

### **2.3 Curriculum implementation**

Curriculum implementation refers to the fulfillment, accomplishment or execution of change. The implementation of change is not an easy matter in any education system. In Kenya however, the education system is highly centralized where policies and plans for implementation of a new curriculum must come from the government. On the other hand , plans for curriculum change and implementation are formulated by curriculum development experts in the Ministry of Education and then imposed on schools where teachers are neither prepared nor have the inclination to implement the change. In this study the change to be implemented was the non-payment of school fees. Bishop (1982), points out that implementation should be a gradual change which can be complicated or slow or a long process before change can occur.

The implementation of FPE in Kenya was somehow hurried as a matter of fulfilling a promise. Implementation ideas are supposed to be disseminated to those concerned in

order to prepare them for change. Dissemination of ideas takes various forms. One of them is to inform people about the worth of the change in order to make them appreciate what they stand to benefit. This brings a sense of responsibility which enables them to support such a program. In the case of the implementation of the FPE policy, financial benefits were forthcoming though the underlying economic status of the country could not easily sustain the program without the financial and resources intervention of donors, communities, private institutions and individuals. There was need for the government to create awareness to this fact through legitimate channels like seminars, in-service training, course work and workshops to all stake holders.

Secondly, dissemination can be done through the identification of forces that can hinder the implementation process in order to plan for solutions that can foster the process. Whenever a change is to occur, people are always suspicious, and in some cases they naturally resist change. This could have been a problem since back in the 1970's a similar declaration for FPE was made though it did not last long and eventually led to cost-sharing in education. This fear known by scholars as 'fear of the unknown' or inertia tends to make people want to remain where they are. Real change whether desired or imposed causes a serious personal and collective experience characterized by uncertainty. This is implied by the fact that even after the Minister of Education said that FPE would be implemented, some schools were still doubtful.

Thirdly, dissemination can take the form having a workable strategy for implementation. This can be based on the prevailing conditions like the economic status

of the school, TPR and the likelihood of sources of funds. FPE implementation was expected to raise enrolments among other things which would require increasing resources to cope with the rising figures of children. This has been the trend as indicated in other countries. The planners are therefore supposed to make arrangements to deal with such eventualities like employing more teachers and founding a stronger basis for learning resources and physical facilities. In the absence of the above, a problem like increased workload for teachers may occur which would be an external force to be accommodated however unwilling the teachers might be. The situation can result to being more threatening to the teachers than exciting.

Finally when implementation takes the actual process, the new practices are introduced into the system. The people on whom change is to occur embrace those changes with a lot of enthusiasm. A strong basis should be established in order to consolidate and continue with the practices even after the enthusiastic moments are gone. The planning stage of implementation of FPE excluded administrators of schools and the teachers which led to lack of ownership and enthusiasm thereafter. Teachers are the key implementers responsible for provision of actual learning situation and largely determine the success of curriculum. Their inclusion in policy making gives them a sense of self confidence which if well cultivated, impacts positively on the change being implemented.

## 2.4 Strategies for implementation of change.

There are different strategies that may be used to effect any planned curriculum change. According to Okech and Asiach (1992), Bishop (1985) discusses such strategies and summarizes them in three models of curriculum change. These models include the research, development and diffusion model, the social interaction model and the problem solving model. The diffusion model is discussed as it is recommended by scholars as the most highly organized, rational approach to innovation.

The model states that ideas should originate from the centre and spread out into the system. It involves carrying out research to find possible areas of modification, plans and new or revised materials are developed, trials are carried out and finally the new curriculum is implemented. In Uganda, this model was used and worked well at the early stages of implementation of UPE in 1997 through the Fast Track Initiative (FTI) and the Post-Primary Education and Training Policy Framework (PPET) (UNESCO, 2002).

This model can work well for the implementation of FPE in Kenya since education planning is highly centralized. This could have enabled implementation to be done gradually giving time to revert back to certain stages for modification. A strong foundation can be laid for proper implementation if needs assessment is done and necessary action taken. According to UNESCO (2002), thematic groups were set up in Rwanda in the year 2001 to map out steps to be taken for the preparation of the EFA National plan that paved way for the implementation of EFA in the year 2002. By the time that implementation was finally done, awareness among the public about EFA had

been created while new ideas and insights were generated to guide the EFA forum in preparing the national EFA goals.

## **2.5 Financial Resources.**

Several studies indicate that the high cost of education to the parent has been a major cause of low enrolment, poor retention and participation rates in the primary school sub-sector. Governments should therefore take various steps including training all school head teachers in primary school management and revitalize the school audit scheme, to address the challenge. According to MOEST (2003), it is also necessary to establish real costs, initiate new resourcing and budgetary allocation mechanisms in the entire education sector. These measures would ensure that the components of funding like physical facilities, staff, services and amenities, instructional materials, assessments and examinations, co-curricular activities and pupils' personal needs are met.

Due to the current economic and fiscal situation, and the need to promote growth development processes, reduction of total expenditures as a proportion of the Gross Domestic Product (GDP) is inevitable. This would affect the education sector just like any other. Therefore a new education system or any new program would only take off if a sound financial framework is build around proper and transparent management of funds to ensure efficiency and cost effectiveness of the use of resources. Estimates indicate that education in Kenya consumes nearly 40 % of the country's Gross National Production, (GNP).

This means that the government spends considerably more on education in relation to the total spending of other sectors (Republic of Kenya, 1999). Education sub-sector registered the highest expenditure increase of 20.8% from 66,417 million to 93 million Kenya shillings in the 2003/2004 financial years in both recurrent and development expenditure (Economic Survey, 2003). Efficient mechanisms must be found therefore to ensure that a sound financing and infrastructural basis to support education is developed and managed.

Costing of education is the process of establishing unit costs of education at various levels. In doing so, it is assumed that for a given level of education, the objectives and the strategies and detailed activities have clearly been specified. The unit cost approach helps to inject realism into allocation and mobilization of resources, a necessary step if desired quantitative growth and qualitative improvement are to be achieved in the face of prevailing resource constraints (Republic of Kenya, 1999).

Though most countries have introduced FPE, in reality, schooling is not altogether free of charge. Tuition free-schooling is the most common approach to financing the lower levels of education. However the cost of education to parents include more than the basic fee payable. An example is given whereby parents in Nairobi had to spend about 3500 Kenya shillings on average provision of text books per child per year (Republic of Kenya, 1999) As a result many poor children either did not enter or dropped out of school because of these extra costs. Below a certain level of family income, therefore,

tuition free education may not offer sufficient inducement to these families to send their children to school. Children need school bags, food to eat at lunchtime, and school uniform. All this is a financial problem to a poor family (Ayot and Briggs, 1992).

High turn out in enrolments features in countries that have implemented UPE. Studies carried out in Uganda, Tanzania, Zimbabwe, India, Japan, Hong Kong among others indicate how enrolments shot up once the governments implemented the UPE policy but later drop out cases were reported. (UNESCO, 1997, 2002, ANPPCAN, 1999, 2000,). This is an indication that majority of school age children are out of school due to several factors. When school financial needs are addressed, there is a gap left in that families that had their children out of schools are still languishing in poverty and may still be lacking very basic necessities to support their children (UNICEF, 1999)

Tanzania and Uganda for example abolished the use of school uniforms since some parents could not afford (Omari and Mbise, 1984). Zimbabwe had its Ministry of Education print inexpensive booklets on newsprint and distributed them free of charge where every school could have reduced Value Added Tax (VAT) for the supply of all basic teaching and learning materials (UNICEF, 1999). Poverty leads to poor health and malnutrition since poor families are forced to result to poor feeding habits thus leading to diseases and malnutrition which may negatively contribute to implementation.

Studies conducted among the 'Tigers of Asia', (South Korea, Japan, Singapore, Taiwan and Hong Kong), imply that frustrations in life that is present in poor families can make

children to lack physical and emotional attention. This could lead to inadequate preparation of children during early childhood, which may hinder implementation procedures (UNESCO, 2002, ANPPCAN, 2002 and UNICEF1999). This fact is supported by a seminar held in the International Institute for Educational Planning in Paris 1980, which concluded that UPE achievement in many countries is still a long way off, due to poverty, hunger, unemployment and ill-health among other factors (ANPCANN, 1999).

UNESCO (2002) in a review of the Kenyan education system suggested the need to introduce and strengthen feeding programs in schools and expand them to cover all marginal districts. Children from displaced families and without proper homes, like those in war torn regions, those displaced by clashes, HIV/Aids orphans, street children and others, would require care and attention (Daily Nation 16<sup>th</sup> January, 2003). In 1979, former President Moi had introduced the school milk program for nutritional purposes and as a way of encouraging attendance. This initiative did not last for long implying the financial constraints that may have been experienced. It may also be an indication that the proportion of the GDP spent on education is much higher for a country at her level of per capita income.

## **2.6 Physical facilities and learning /teaching materials**

Resources constitute the most important element of learning opportunities (Wadi, 1983). The quality of education process is enhanced by the availability of relevant teaching and learning materials. The inability of many developing countries to achieve



UPE can be attributed to lack of resources, their uneven distribution, and poor utility. Bishop (1989) indicated that many governments have used much of their meager resources on secondary and higher education, which is far too costly, than providing primary education. A sample of seven countries, Malaysia, Ghana, South Korea, Kenya, Uganda, Nigeria and India, the ratio total costs per pupil at secondary school compared to a pupil in primary school is 11: 9 (Bennet, 1977). In many African countries like Sierra Leone, Malawi, Kenya and Tanzania, the ratio of costs is as high as 283: 1 (Psacharapoulus, 1977).

Partial or total lack learning facilities which include classrooms, desks, textbooks, chalkboards, dusters, wall charts, and teacher's guidebooks and exercise books may negatively influence implementation. Increase of pupils mean increase of such facilities, which are to be shared out at a reasonable ration. School textbooks and other instructional materials play a crucial role in a child's learning and help to ensure that pupils receive a balanced and relevant curriculum to which they are entitled. Students studying under trees and the government's idea of introducing the double shifting to cater for the swelling enrolments were enough to signal the effects of lack of resources in Kenya (*Daily Nation*, 20<sup>th</sup> February, 2003).

Though a noble undertaking the, the initiative of FPE in Kenya was seen as challenging right from the beginning as the MOEST called for the injection of much more resources than were readily available (MOEST, 2004). Such a situation had earlier been noted in other countries as a major factor that contributed to Implementation process of PPE. In

Uganda for example, lack of teaching materials was noted as a restricting factor toward the achievement of implementation of FPE, a situation that still is in existence today. (UNESCO, 2002, MOEST, 2004). In Nigeria the Senate passed into law the Universal Basic Education Bill for Children between 3-17 years of age and still by year 2001, there were few buildings in some schools and lessons were still being held under trees (Dike, 2001).

In the 1970's and 1980's in Kenya, the number of children enrolled in schools overstretched available facilities which led to chaos in schools as parents wondered how free education was as they subsidized for what lacked in schools like desks, chairs and textbooks (Obondoh, 2002). Absence of some key facilities like playing grounds could deny children the exploitation of other talents like sports. The development of Studies carried out in Bangladesh indicate the initiative of the government through Bangladesh Rural Advancement Committee (BRAC), on the emphasis given to co-curricula activities like games, singing and dancing in order to make children more practically involved in school activities in schools (UNICEF, 1997).

Distribution of teaching and learning facilities can hinder the progress of implementation of a curriculum where it is not evenly done. Such facilities include text books, writing materials, chalkboard desks, teaching/learning aids among others. Earlier on, the Kenya School Equipment Scheme had served as a distribution center for school teaching and learning facilities to enable accessibility. According to Sheffield (1967) shortage of buildings and equipments in schools were viewed as frustrating teachers and

pupils due to overcrowding and sharing the few facilities like desks and textbooks in 1974 and years later. Many African countries such as Uganda, Tanzania, Nigeria, Rwanda, and Burundi among others had experienced the same problem which had negatively affected the implementation of FPE (UNESCO, 2002).

In Uganda for example, a report from Mikidye Division in Kampala city that was given during a conference for head teachers of East Africa, highlighted some of the major challenges being experienced in the implementation of FPE as few classrooms and teachers accommodation/houses among others (MOEST, 2004). The problem of learning resources is widespread as it seems to counter the efforts of implementation. The Task Force appointed by MOEST in January, 2003, was well aware of this fact, as one of its key recommendations was to ensure equitable allocation of teaching and learning materials to schools, including those of children with special needs (MOEST, 2004).

According to Book 1 on Child Labour, Children's Rights and Education (IPEC and ILO, 1998), Kenya lacked textbooks, school buildings and basic equipments necessary for teaching and learning in most primary schools throughout the country. The situation was not any better as implied by MOEST whereby inadequate physical facilities and teaching and learning materials were still a problem. There were suggestions to make use of other physical facilities that existed on the ground in the communities like, churches and social halls (MOEST, 2003).

In Tanzania for example, the decision to go sector-wide in the development of the education sector was prompted by problems posed by stand-alone projects and programmes. The Sector-Wide Approach (SWAP) to education development has been initiated to redress the problem of fragmented interventions. Inherent in this approach is the pooling of resources (human, financial and materials) to being in line with a comprehensive program for the development of education as a whole (MOEC, 2004).

The MOEST took the initiative to order schools to open up an account with nine commercial banks who currently maintain the majority of primary school Instructional Materials bank accounts (SIMBA) through which funds would be sent to schools. A government circular from MOEST, dated 8th July, 2003 was seen to encourage parents' initiative in supplementing its efforts, like equipping and maintaining schools provision of desks, chairs, renovations and painting among others.

## **2.7 Class size**

The teacher/pupil ratio (TPR) is a key factor to be considered during implementation. As indicated by several studies, FPE attracts very high enrolment which in turn is likely to demand for the employment of more teachers. It is necessary therefore to have proper data on numbers enrolled at all levels as well as projected enrolments to facilitate long-term costing. Tanzania for example, attained one of the highest enrolment rates (96%) in Sub-Sahara Africa in 1983, after launching the UPE program in 1974. Due to many problems including the inability of the educational system to accommodate the increasing numbers of school aged children and worsening economic conditions the

gross primary school enrolment dropped from 93% in 1980 to 69% in 1990 (MOEST, 2004).

Under staffing in schools contribute to a high workload for teachers thus limiting their full attention to the pupils and especially so, if the number of pupils is high. According to MOEST (2003), employment of teachers was one of the priority targets and even considered to involve the PTA's in the employment of teachers. The major goal of Master Plan on Education and Training (MPET) 1997-2010, was to develop manpower resource. This implies that the number of teachers in schools was not adequate to cater for children already in schools even before the implementation of FPE. A guideline for implementation of FPE from MOEST dated 8<sup>th</sup> January, 2003 indicated that numbers of primary school children enrolled exceeded capacity and advised schools to have their time tabling sessions arranged in such a way that they allow for double shifts for lower classes (1-3).

According to researches done in Chile and Venezuela, double shifting in itself is workable and makes no significant difference in students' achievements thus giving access to education to many and reducing congestion (Schiefelbein, 1975). However in Kenya, this change of schooling time can influence the transportation mode of children to school and parents or guardians work schedules particularly in urban areas.. Though it is widely believed that smaller classes mean better education, research in America and Britain show that class size alone has little influence on pupil achievement (Bishop,

1989). The number of children in a class in relation to learning materials and physical facilities available, can negatively impact on implementation.

The MOEST (2004) indicated that enrolment in the primary schools in Kenya in December 2002 was 5.9 million, January 2003, 7.2 million and January 2004, 7.4 million which increased enrolments by 1.5 million. According to Bishop (1989), an increase in enrolments may cause teacher shortage which could affect the TPR. This would limit individual attention to pupils if any and may not assist in reducing dropout cases which is a major objective in FPE. According to the Progress of Nations (1997), Cuba for example, used more advanced students in form of monitors to teach junior students to reduce congestion in classrooms after FPE implementation, which later posed a question of competency.

Tanzania which is more advanced in the implementation of FPE has on average the national figures for the TPR as 1:56 which is still a high figure and seen as a problem by teachers (MOEC, 2004). The Primary Education Development Plan (PEDP) had a target to attain the pupil/teacher ratio as 1:45 (MOEC, 2004). According to the Education policy; teachers normally cope with less than fifty pupils; though in Kenya after implementation of FPE, the figure was now swelling to a ratio of 1: 115. Olympic Primary school had already enrolled enough pupils and had an excess 300 more to admit, making its capacity to rise from the 1700 to 3000. Similar cases were sighted in Ayany, Mwangaza, Dhahabu, Kayole and Mwiki Primary schools in Nairobi (*Daily Nation* 9<sup>th</sup> January, *Standard* 11<sup>th</sup> January). According to the Master Plan on Education

and Training (MPET) 1997-2010, there are about 40 % teachers in Kenya who are either untrained or unqualified, thus putting to a test to their capability.

After countries around the world made a push to get all their children to school, high enrolments have been sighted as a hindrance to implementation of FPE especially where facilities are inadequate and planning not well done (UNICEF, 1997). The EFA Media Unit sited the case of Malawi where after offering FPE in 1990's enrolments soared to 80 % but dropped due to deplorable school conditions (UNESCO, 2002). According to ANPPCAN (1999), cheerless, overcrowded, threatening places and endangering environments caused many children to drop out.

In Kenya, enrolments shot up by about one million between 1974 and 1978 (Dev. Plan 1974-1978). Bishop (1992) sites the same in Malawi, Ghana, Sierra Leone, Rwanda and Cuba. The numbers of children who are out of school are usually more than estimated. They tend to turn up in very large numbers than governments anticipate. The FPE policy attracts even those who had earlier dropped out of school. This brings in problems of the class in which some of them would be enrolled due to their age. Long periods are taken for them to adjust to the new environment. The large figures enrolled require increments in both human and material resources, which may not be readily available.

Studies conducted by the ANPPCAN (2000), through the Child Labour Programme, show that other than those of school going age there are also children who are beyond

primary schools in need of education. Their placement in schools should be well fitting in order to encourage and help them adjust to the new and challenging school environments. Admission of children in primary schools in Kenya at the beginning of the year 2003 saw a mixture of both under and over-age children going to schools. Cases were reported of pupils who were above 17 years of age and even the elderly seeking admission. (*Standard*, 9<sup>th</sup> January, 2003).

The Ministry of Education was on the other hand insisting on all children being enrolled regardless of age. (*Daily Nation*, 9<sup>th</sup> January 2003). This could raise a problem regarding discipline and additional administrative responsibilities if they were to fully succeed in integrating them to the system. Sifuna (2003) implies that this can complicate issues especially if teachers are few which can result to rigid discipline and corporal punishment, which is currently banned in Kenya (*Daily Nation*, 8th January).

Enrolment measures taken would be in order to cater for different categories of new comers, old and young. Such measures are reported by Omari and Mbise (1984) in Tanzania, Zimbabwe and Malawi where after very high enrolments, high dropouts were recorded after some times. The situation in Kenya may not be any different since enrolments went up as per the MOEST(2003) report from 5.9 million to 7.2 million.



## 2.8 Management of implementation.

Policy implementation requires proper managerial functions in order to effectively achieve the expected goals. These functions (planning, organizing, staffing, directing and controlling) can prove to be difficult for those school managers without proper managerial skills. New or revised materials, teaching approaches, administrative roles, attitudes and beliefs among others are likely to be introduced (Shiundu and Omulando, 1992). Preparation of curriculum managers is necessary to enable them acquire human relations, technical and administrative skills so as to handle situations as they arise.

The report of the Commission of Inquiry into the Education System of Kenya, explains that better management practices limit costs through optimal and effective use of physical facilities and equipments as well as better deployment and utilization of teachers. There have been complaints of mismanagement in several schools especially immediately after the introduction of cost sharing in Kenya. Some head teachers themselves have no idea of the most elementary sound financial practices. The same managers have no skills in project management and yet in many instances they are charged with planning and implementing the expensive projects, which often fail due to poor supervision, and misappropriation of funds. The situation is worsened by the fact that those school managers who are corrupt or inept are never disciplined (Republic of Kenya, 1999). Fear may therefore reign among donors and well wishers as to the proper use of any tangible assistance that schools may be rendered to enhance the implementation process.

Human and resource management is very crucial during implementation. The governments' decision to introduce a new curriculum alongside the implementation of FPE, created an overall effect on management of education in general. Several reports by the Kenyan media show how resources are wasted. Studies have established that many students riot and destroy school property because of their anger at what they perceive as sub-standard services brought about by mismanagement of their parents hard-earned money (Republic of Kenya, 1999). The government through MOEST, has the political responsibility over the management, control and co-ordination of education in the country and should offer guidelines for the management of FPE implementation to curb such fears.

Effective planning, management and co-ordination are essential components of efficient development of education and training. According to TIQET (1999), this calls for total quality and effective management information systems. They include the cost-benefit and cost effectiveness of formal and non-formal education, ways and means of formulating, implementing and controlling educational programs and the appropriate degree of decentralization in administration and financial control. The setting up of the FPE Support Project (FPESP) to strengthen management of instructional materials had a target to provide Kenyan schools with minimum subject textbooks. These target supply ratios were to apply to a range of other instructional materials and for the first time, provide a minimum package of school needs and enable accountability (MOEST, 2004).

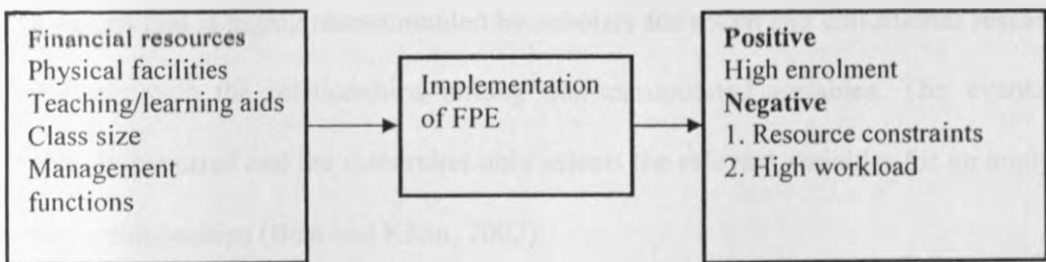
According to Doll (1992) advance preparation for those to be subjected to change and those to cause change is necessary and their efforts should be pooled together for every one of them to be an initiator of change at every level. The strategies should involve dissemination of ideas and changing people's attitudes for them to be flexible and adapt to new changes. It also involves preparation and availability of resources in time and use of proper channels of communication to create more awareness. According to a report by Obondo (2002), the Kajobi Report of Uganda (1997), had recommended gradual introduction of FPE, to allow stakeholders to carry out necessary physical infrastructure and put in place the policy framework that would ensure sustainability and smooth transition of education.

In Kenya the pronouncements of implementation of FPE were done through the media while at the same time the school administrators were expected to fully adopt the new policy. Fears were expressed that the implementation of FPE would be hurriedly done like the of 8.4.4 system of education where people were not given enough time to debate, digest and refine it. The idea to implement the policy also came out as the most popular and controversial issue where no clear explanations were given as to how the current government would support recurrent expenditures in schools as well as the management of the process (*Daily Nation*, 24<sup>th</sup> December, January 1<sup>st</sup>, 4<sup>th</sup>, 8<sup>th</sup> and 19<sup>th</sup>, 2003).

## 2.9 Conceptual framework

The figure below shows how the variables in the study interact. The various resources, which are financial, physical facilities and teaching/learning aids, influence the implementation of FPE as shown by the arrow from the resources to implementation of FPE. The other factors include the class size and management functions which in their own respect have an influence on the implementation of FPE. These variables have influenced implementation whose progress has been either positively or negatively affected. The arrow from implementation shows that the positive influence has been high enrolments. The negative influence is implied as lack of financial resources, physical facilities and teaching/ learning materials. It is only when these factors are evaluated and revised that implementation can have a smooth process.

**Fig. 1: Factors influencing implementation of FPE**



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter describes the methodological techniques, which will be used in the study. It describes the sample design, sampling procedure data collection, instruments and methods of data analysis.

#### 3.1 Research Design.

The study was conducted using an ex post facto research design. According to Best and Kahn (2002) an *ex post facto* design refers to a systematic empirical enquiry in which the researcher does not have direct control of independent variables. The design was selected for this study since the variables discussed which include resources, class sizes, teacher's attitudes and management functions had already occurred. The ex post facto is a design that is highly recommended by scholars for social and educational research for it deals with the relationships among non-manipulated variables. The events have already occurred and the researcher only selects the relevant variables for an analysis of their relationships (Best and Khan, 2002).

#### 3.2 Target population

Target population falls under two broad categories, which are; the specified population and the unspecified population. In the specified population, all members of the population are involved in the research and are recorded in a register, for example

register, for example students in an institution or employees in a company. This study involved the specified population. There are 32 primary schools in this division (schools register from the Director of City Education Office, 2004). The population included 32 head teachers and 840 teachers in Starehe division of Nairobi Province.

### **3.3 Sample and Sampling procedure**

The sample of this study was determined purposively due to the fact that time for data collection was limited. According to a table designed by Krejcie and Morgan (1990, p.608) in Mulusa (1988), a sample of 291 cases should be selected from a population of 1200 cases. Though the sample size for this study is slightly larger than the one indicated above, the researcher found it to be representative enough for the given population.

In this study, two schools were used in the pilot study to allow for more randomness in the selection of the respondents. This left thirty schools from which a third of 840 respondents were randomly selected which lead to 300. Ten head teachers were also selected at random. According to Best and Khan (2002), it is often stated that a samples of thirty or more are to be considered as large samples and those with fewer than thirty as small samples.

From the thirty schools, teachers were selected by using simple random sampling method. This ensured that all the individuals targeted for the study had equal

from each school. From each school, the names of teachers were written on papers which were then folded and placed in a paper bag. A paper was picked, each at a time and the name of the teacher recorded. The paper would then be folded again and returned into the bag and the process was repeated until ten teachers were obtained. In all the thirty schools from which the sample was drawn, there were more than ten teachers. The simple random sampling method was used to select the ten head teachers.

### **3.4 Research instruments**

Two instruments in form of questionnaires were used in this study. The first questionnaire was for head teachers and had 22 items with two sections, A and B. Section A collected demographic data on academic qualifications, administrative experience, school factors, the size of the school and physical facilities present. Section B of the same instrument gathered information on the adequacy of resources, funds and materials available to the schools for implementation. Other items sought information on how implementation was being managed, courses attended, challenges faced and the views of head teachers on the future of the FPE program.

The second instrument was the teacher questionnaire which consisted of 17 items. The first part of the instrument gathered demographic information on teaching experience, academic qualification and the size of class. The question sought information on the adequacy of teaching and learning aids. Other questions gathered information on training attended on FPE implementation, challenges faced and the teacher's views on the future of FPE.

gathered information on training attended on FPE implementation, challenges faced and the teacher's views on the future of FPE.

### **3.5 Instrument validity**

Validity refers to the extent to which a specific measurement provides data that relate to specific meanings of a particular concept (Babbie, 1995). Thus to enhance validity, a pilot study was carried out. This helped the researcher to identify ambiguous items and omit them from the questionnaires in order to collect the right information. Two schools were used in the pilot study to test the validity of research instruments. The answered questionnaires were evaluated and revised to check on the item relevance and consistency to the research objectives.

The head teachers questionnaire was restructured to include all the phases of funds disbursements to schools, while that of the teachers were revised to include the attitude scale. The questionnaires were then discussed with the supervisor to ensure that all the elements of validity were catered for in the study.

### **3.6 Data collection method**

A research permit and authority to conduct the study was obtained from the Office of the President. The researcher also visited the Director of City Education for authority to be granted to visit the target schools. The questionnaires were then distributed to the head teachers and the teachers of the selected schools who were then given a week to fill them. This was a period when some schools were busy preparing their candidates for the end of year examinations and they were therefore given more time. The researcher was able to collect the questionnaire within a period of two weeks



Some teachers had either misplaced the questionnaires or were absent at the time of picking the questionnaires. This prompted the researcher to request the senior teachers of the affected schools to assist in getting other teachers who were not previously included, to help fill the questionnaires. This meant giving more time to the teachers to fill in the questionnaires. Some teachers had not filled them which forced the researcher to spend time in some schools and even distribute more questionnaires to other respondents. The questionnaires that had misplaced were replaced. Other teachers were involved as respondents to replace those who were not available to hand in their questionnaires. The head teacher's questionnaires were filled in good time though still a few of them requested the researcher to wait as they went through them.

### **3.7 Data analysis procedures**

The collected data was summarized to fit into the sections of:-

- 1) Financial influence
- 2) Availability of physical facilities
- 3) Adequacy and availability of teaching and learning materials
- 4) Size of classes
- 5) Management of FPE.

For analysis, primary data was first organized into frequency distributions. Frequency tables were constructed for demographic variables and both closed and open ended questions. All the questions were tested by use of descriptive statistics and presented in

frequency, the percentage of responses per item were therefore used  
of the factors towards the implementation of FPE.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1.0 Introduction

This section presents data analysis and the findings of the study. The first part gives an analysis of the response rate. The second part presents an analysis of the background of the respondents and their educational level. The third part gathers information on the experience of the respondents in their respective areas of responsibility. The fourth part establishes the adequacy of resources in making the implementation of FPE policy a success. The fifth part sought information on the management functions that have been effected for implementation and the challenges experienced. The sixth part presents an analysis of the attitude of the teachers towards the implementation of the FPE policy. Each section is based on the need to address the research questions that are stated for this study.

#### 4.1.1 Response Rate

The total number of primary schools in this study was thirty two. Two schools were used in the pilot study and were therefore not used in the analysis to avoid biases. The response rate for both the head teachers and teachers was 100%. This implies that all the head teachers who received questionnaires responded. The high percentage response of teachers is due to the fact that misplaced questionnaires were replaced and other

respondents from the same schools were used to fill in the questionnaires, though the cases were very few.

#### **4.1.2 Demographic characteristics of head teachers and teachers**

Head teachers were asked to provide information on their academic qualifications, professional experience. Statistics revealed that 70.0% of the head teachers were above ATS1, 30.0% were P1s. This implies that they are qualified to guide the process of implementation of FPE in the schools. Teachers were asked to provide information concerning their academic qualifications, professional experience. According to table 4.1, majority of teachers (83.3%) had attained P1 as their highest academic achievement. A few of them (13.3 %) had attained Diplomas in Education (Dip.Ed.) while only a mere 3.3 % were in the P2 category (see Table 4.1). The teachers have professional qualification in education and that they are capable of carrying out the FPE implementation process as per the objectives and strategies of the National Action Plan on EFA.

**Table 4:1 Distribution of Respondents by Highest Academic Achievement**

Academic qualifications	Teachers		Head teachers	
	N	Percent	N	Percent
B. Ed	-	-	1	10.0
Diploma	40	13.3	2	20.0
ATS1	-	-	4	40.0
P1	250	83.3	3	30.0
P2	10	3.3	-	-
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>10</b>	<b>100.0</b>

#### 4.1.3 Teaching experience of head teachers and teachers

Table 4.2 reveals that the majority of head teachers (70.0%) and teachers (80.0%) have a teaching experience of up to 10 years while a reasonable number have more than 10 years of teaching experience. This implies that the teachers have enough experience to handle changes as they come. Other than the implementation of FPE the fact that they have been teachers for quite a while also implies that they have been managing other school curriculum innovations.

**Table 4.2 Teaching Experience of Teachers and Head Teachers**

Experience in years	Teachers		Head teachers	
	N	Percent	N	Percent
Less than 1 year	10	3.3	1	10.0
Up to 10 years	50	16.7	7	70.0
Over 10 years	240	80.0	2	20.0
Total	300	100.0	10	100.0

#### 4.1.4 Primary schools enrolments by classes, 1999-2003

Registration of children in the year 2002 and 2003 shows that implementation of the FPE policy increased the enrolment rate. Table 4.3 shows that total enrolment in primary schools rose by 17.6% from 6,131.0 in the year 2002 to 7,208.1 in 2003. Massive influx in enrolment during implementation of FPE policy by the government resulted in a significant rise of the gross enrolment ratio from 92.0% to 104.0% of the school going age population (Republic of Kenya, 2004).

**Table: 4.3 Primary School Enrolments by standard, 1999-2003 in thousands**

Class	1999	2000	2001	2002	2003
Class 1	986.9	991.6	961.1	969	1154.1
Class 2	901.1	938.8	894.6	860.3	982.3
Class 3	853.7	846.9	848	821.7	946.9
Class 4	822.1	825.1	801.7	818.1	899.9
Class 5	726.6	715.4	948.2	749.3	834.9
Class 6	670.8	658.2	676.6	699.6	789.4
Class 7	632.3	636.5	643.2	671.1	680.3
Class 8	474.6	463.4	508.3	541.1	655.7
G. Total	6064.1	6078.1	6081.9	6131.0	7208.1

Source: Ministry of Education Science and Technology.

#### **4.1.5 Class sizes of primary schools in Starehe division**

The statistics in table 4.4 shows that 60 schools have a high class enrolment of 20.0% while 200 schools have classes of medium size amounting to 66.6%. The schools with low enrolments of 13.3% are 40. The normal class size according to MOEST is meant to have a class size of 45 pupils. The lower classes require more attention at the early stages and classes larger than this may not be very effective. One teacher cannot effectively handle many young children and provide individualized attention to their special needs.

**Table 4.4 Class size of primary schools in Starehe Division**

	N	Percent
High	60	20.0
Medium	200	66.6
Low	40	13.3
<b>Total</b>	<b>300</b>	<b>100.0</b>

#### **4.1.6 Teachers view on the influence of class sizes**

The size of a class according to table 4.5 has a lot of influence on implementation of. Many teachers indicate that large classes have a very high influence (above 70.0%) on implementation of FPE. According to Bishop (1989), many scholars claim that the class teacher/pupil ratio affect the motivational level of teachers in the sense that they may not be in a position to have full control of the pupils. This is in line with the claim by Harris (1962) as quoted by Bishop (1989) that the folklore of a small class persists over large classes for the effectiveness of teaching despite research in America and Britain which shows that class size alone has little influence on pupil achievement.



**Table 4.5 Teachers views on the Influence of class size**

Class size		Very high extent	High extent	Not at all
	N	%	%	%
High	60	70.0	30.0	0.0
Medium	200	76.7	23.3	0.0
Low	40	66.7	33.3	0.0

**4.17 Frequency of pupils' assessments.**

Table 4.6 shows that though some (6.7%) did not respond, 60% of the teachers assess pupils work one to two times a week. Those who assess pupils work on a daily basis are few (26.7%). This implies that teachers are not able to assess pupils work on a daily basis due to their workload. A lot of work is either not assessed or is carried forward to a future date which affects their sense of effectiveness in teaching. This interferes with the process of implementation in that the teachers find it impossible to perform their duties in time, thus lowering their motivation for work.

**Table 4.6 Frequency of pupils' assessments**

Assessment of pupils work	Frequency	Percent
Every day	80	26.7
1-2 times a week	180	60.0
3-4 times a week	20	6.7
No response	20	6.7
<b>Total</b>	<b>300</b>	<b>100.0</b>

#### **4.1.8 Factors determining the regularity of pupils' assessment**

According to table 4.7 a number of respondents did not indicate what determines the regularity of pupils' assessment. Regularity of assessment after two weeks period is 60.0% which is an indication that there is not enough time for the teachers to check on pupils work. Daily assessment is as low as 26.7%. Assessment is very important because it makes the teachers aware of the pupils' achievements and their ability in various subjects. A delayed assessment carries forward the pupils' weaknesses.

**Table 4.7 Factors determining the regularity of pupils' assessment**

	Depends on work covered.		Assessment after every topic.		Depends on the subject		After two weeks	
	N	Percent	N	Percent	N	Percent	N	Percent
Stated	40	13.3	20	6.7	10	3.3	30	10.0
Not Stated	260	86.6	280	93.3	290	96.6	270	90.0
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>

#### 4.1.9 Teachers workload

According to table 4.8, the teachers' workload is too much and the size of the class is too big to cope with. Though the recommended workload by the ministry is 40 lessons per week, consideration is also given to the class size. Handling a class of 50 pupils with a workload of 36 lessons is not easy for a teacher and especially where instructional materials are few. Time for lesson preparation may not be enough bearing in mind that teachers have other responsibilities. A good number of teachers (20.0%) have more than 26 lessons while only a few (6.6%) have less than 25 lessons.

**Table 4.8 Teacher's workload**

Teacher's workload	Frequencies	Percentage
Less than 25	20	6.6
26-25	120	20.0
36 and over	220	73.3
Total	300	100.0

**4.1.10 Teachers' participation in co-curricular activities**

The statistics in table 4.9 indicate that quite a high proportion of teachers (53.3%) were not involved in co-curricular activities. The number of those who did not respond was 46.7%. Those who participated in games/sports were 20.0 %. According to some respondents, there is too much class work to be accomplished to have time for co-curricular activities.

**Table 4.9 Teachers participation in co-curricular activities**

Co-curricular activities	Stated		Not stated	
	N	Percent	N	Percent
Games and sports	60	20.0	240	80.0
Quiz	40	13.3	260	86.7
Guidance and counseling	20	6.7	280	93.3
Music	30	10.0	270	90.0
Public speaking	50	16.7	250	83.3
First Aid	30	10.0	270	90.0
Mjadala	10	3.3	290	96.6
4k club	20	6.7	280	93.3
None	160	53.3	140	46.7

#### **4.1.11 Financial influence on FPE implementation**

Information from head teachers on resources reveals that there was inadequacy in almost all areas. Statistics shows that 76.7% of respondents indicate that financial influence on the implementation of FPE is very high. The rest of the respondent (23.3 %), show average extent of financial influence. Funds offered by the government at the very beginning could only cater for a few exercise books and text books thus negatively influencing the implementation process. Other areas of concern like, maintenance of

school facilities, payment of support staff, electricity, water, security and PTA teaching staff were not catered for. Currently, school funding is determined by the number of pupils in a school. The governments' disbursement of funds to schools is not enough to purchase learning materials for all the pupils as well as school maintenance. This causes a delay and even abandonment of some school programs. In addition, funds are not availed in good time which influences further the implementation process.

The financial needs in schools have outweighed the governments' offer, which points to the fact that more funding is required. The allocation of funds per child as at the beginning of the year 2003 was only 1,050 per year, which was not enough to cater for all their needs. This is supported by the MOEST which implied that funds should be sourced, from the government, NGOs and other development partners in order to achieve the EFA goals (MOEST, 2003).

#### **4.1.12 Adequacy of books**

The statistics in table 4.10 shows that there is a shortage of books in all subjects. This implies that the sharing ratio of text books is very low (1:2 lower classes and 1:3 upper classes), thus influencing the rate at which teachers cope with their class work. This has culminated into the idea of parents buying some text books in order to supplement those available. According to the Primary School Instructional Materials Management (PSIMM) handbook by MOEST (2004), the above target supply ratio applies to a range of other instructional materials.

**Table 4.10 Adequacy of books in Schools**

Books	Science		Arts		PE		Languages		All	
	N	Percent	N	Percent	N	Percent	N	Percent	N	percent
Adequate	70	23.3	70	23.3	70	23.3	80	26.6	160	53.0
Not adequate	230	76.7	230	76.6	230	76.6	220	73.4	140	46.7
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>

#### 4.1.13 Adequacy of teaching/learning aids in schools

The statistics in table 4.11 shows that teaching aids inadequacy is as high as 83.3 % and therefore the teachers mainly deal with theoretical work. Adequacy of teaching aids is only shown by a small percentage of 16.7%. The pupils understanding capacity is not enhanced through practical work which leads to monotony of class work and over-reliance of pupils on the teachers. The KIE has been providing curriculum support materials but schools had to purchase or hire them. The Teacher Education Centers (TACs) were earlier charged with the responsibility of holding workshops for teachers to train them on improvisation of teaching aids but today the exercise requires funds as well. Currently there are no funds that are allocated for this, and schools have been left with no choice but either to improvise teaching aids or do without them.

**Table 4.11 Adequacy of teaching/ learning aids in schools**

Teaching aids	N	Percent
Very adequate	30	10.0
Adequate	20	6.7
Inadequate	250	83.3
Total	300	100.0

#### **4.1.14 Presence of physical facilities and their maintenance**

The main area of concern from most head teachers and teachers alike is the maintenance of the facilities since there were no funds allocated for this. The facilities are not enough especially classrooms where congestion is evident. All the schools have tap water; electricity, toilets (few) and play ground. By the time that data was being collected, some schools had their water taps and electricity disconnected due to pending bills. Lack of physical facilities and their inadequacy influence the school programs that are at times delayed or even postponed to a future date.

Other physical facilities present include libraries, school canteens and toilets. Due to the rising number of pupils, the physical facilities require expansion and proper maintenance. According to the head teachers, even before the implementation of FPE, schools through



According to the head teachers, even before the implementation of FPE, schools through the PTA had to hire extra people to maintain them. The situation seems even worse when the only source of school funding today is the government and especially when funds allocation is specified.

#### **4.1.15 Management functions**

The heads have had training on financial management, material procurement, better health and the implementation of FPE. Their roles have increased as they have to keep proper and updated records as well as act as chief executive officers and chief accounting officers of their schools. The head teachers have been given guidelines on how to manage the funds given to their schools for the implementation of FPE as well as a handbook on instructional materials. However, other areas need to be addressed like, handling of over-age children, integration of pupils with special needs, guidance and counseling, coping with HIV/Aids affected children, reactivating of school development planning and how to improvise teaching/learning aids.

Most of the teachers (66.7%) are well aware of the policy. Their professional qualification and experience can enable them to fully support the implementation process. However, about 33.0% of the teachers are not aware of the FPE policy which means that, though they are totally involved in the process of implementation, they are yet to understand what it implies. Teachers training and their involvement in the planning of implementation is very important to enable them participate fully since they are the key implementers.

The ignorance shown by some respondents is an indicator of how co-ordination of the program was carried out. This applies to any other program that may be undertaken involving the school curriculum. Many of the teachers (66.7%) are aware of the FPE policy. However, there are quite a few (30.0%) who seem not to be aware of what is going on. This portrays some ignorance from the affected teachers since they are part and parcel of the implementation process.

According to the statistics in table 4.12, only very few teachers (3.3 %) have attended any administrative course on FPE implementation. The course on Kiswahili and child care may not have been necessarily an FPE implementation course and the teachers' response only implies lack of awareness. This qualifies the fact that teachers need training courses on the implementation of FPE.

**Table 4.12 FPE courses attended by teachers**

Courses attended	Administrative		Kiswahili		Child care	
	N	Percent	N	Percent	N	Percent
Attended	10	3.3	20	6.7	70	23.3
Not attended	290	96.7	280	93.3	230	76.6
Total	300	100.0	300	100.0	300	100.0

#### **4.1.16 Challenges of FPE policy implementation**

FPE policy implementation has its own challenges as implied by both the head teachers and the teachers. As table 4.13 indicates, some of the challenges faced according to the head teachers include limited funds, lack of material resources, hostility from parents and abandonment of their responsibilities, strictness of MOEST officials, high enrolments, understaffing and lack of exposure for pupils since school trips have become limited. Coordination of activities with the ministry is not up to date since MOEST officials rarely consult with the head teachers who are the key implementers. Their efforts to link up with parents is proving futile since some are not willing to support their children even with the very necessary learning materials like pens.

Statistics in table 4.13 show that 83.3% of the teachers have the major challenge as lack of instructional materials. Similarly, the large classes are at 60.0%, lack of physical facilities 43.3% and the workload whose influence is rated at 46.7%. The market is flooded with so many textbooks a fact that is really confusing teachers as well as parents. KIE had not yet released the recommended books for various subjects by the time that implementation of FPE was done, which made various publishers to take advantage of the situation.

Enrolment rate and the directive from MOEST to register all children seeking admission has made it difficult for the teachers to establish the correct background of the pupils especially their age since parents are unwilling to submit proper documents. The effect is

not at a high magnitude (60.0%); though this could affect class performance and also demotivate teachers as indicated by head teachers. There is need for an enabling learning environment for teachers and pupils as it enhances relationships thus reducing indiscipline cases which are already in existence. Pupil's age difference can have an effect especially on the elderly ones. Statistics shows that 50.0% of the respondents see this as a challenge and an influence on what takes place in class.

**Table 4.13 Challenges faced in the implementation of FPE policy**

	Few teaching Materials		Large class size		Lack of facilities		Lack of Training		Indiscipline of pupils		Poor communication	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Stated	250	83.3	180	60.0	130	43.3	30	10.0	60	20.0	20	6.7
Unstated	50	16.7	120	40.0	170	7.0	270	90.0	240	80.0	280	93.3
<b>Total</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>

#### 4.1.17 Summary of the chapter

The head teacher's response was high as they all responded to the items presented in the questionnaires. However the teachers failed to respond to some items especially on

pupil's assessment and their involvement on co-curricular activities. Implementation of FPE is in good hands since the teachers are experienced. The major problem is the large class sizes since the recommended workload is 40 lessons.

Teachers have so much class work that creates no room for co-curricular activities. The routine is tiring and therefore affects their capability of proper implementation. The fact that learning materials are inadequate is another contributing factor towards implementation. This complicates issues further since it can be a strong basis for non-completion of the school syllabus which on the other hand influences implementation of FPE and the overall educational goals.

Head teachers and the teachers have been exposed to only a few courses regarding the implementation of FPE. Some teachers have no knowledge of FPE policy indicating that they are not properly informed about their roles and cannot therefore participate fully in the implementation process. Both the teachers and head teachers are positive on the future success of FPE though the fears are there especially on the continuation of maximum funding of the program and the availability of learning resources to sustain implementation.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0. Introduction

This section presents major findings developed in the data analysis. Conclusions are then drawn from the findings to highlight their implications on the targeted schools. On the basis of the findings and conclusions, recommendations are developed to provide relevant strategies for change.

#### 5.1 Summary

The basic purpose of this was to identify and examine the major factors that are influencing the implementation of FPE. The study found out that:

- Financing of all school activities by the government is turning to be a bit difficult and the head teachers will at some instances be required to appeal to parents to substitute what the government is offering.
- The physical facilities in many schools cannot sustain the current enrolments properly; either because they are few or are lacking.
- Teaching and learning materials are few or lacking in some schools making it difficult for teachers to effectively carry on with the implementation process.

- The class sizes are too large for teachers to effectively cope as well as having too much workload due to understaffing which is hindering their interests in other activities out of class.
- Enrolments have gone up since the implementation of FPE.
- Teachers are not motivated enough through training and seminars on how to handle difficult situations in the process of implementation.
- The head teachers have been given management guidelines and other basic courses to enable them lay a proper foundation on the implementation of FPE.
- Teachers are of the opinion that it is very necessary for parents to supplement financially what the government is offering so far, is based on the idea that resources required to sustain the program are lacking or not enough.
- Parents have not been fully sensitized as to the long term benefits they stand to gain to make them positively support the implementation process of FPE.
- The idea to offer free primary education by the current government is found to be noble by all the respondents if only the economy could allow.
- Officers from the MOEST are not in full collaboration with the teachers to further enhance the process of implementation since some head teachers felt not consulted in some areas of implementation.

## 5.2 Conclusions

It is evident from the foregoing that, the factors afore mentioned have had a very significant influence on the implementation of FPE. The availability of funds and other resources are very key in the implementation of any new program. The absence or lack of

human, financial, physical resources and teaching /learning materials show that proper planning on how to disseminate the FPE idea and the grounds on which to lay a strong foundation for implementation was never done. The sustenance of the program would be strengthened by identifying other ways of availing resources.

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From the findings, it is indeed true to say that the size of a class influences implementation of FPE. This amounts to a high workload for teachers who have no time for co-curricular activities as they are tied in the classroom throughout the day. The in-service management courses given were also not intensified to cover all areas of FPE implementation, let alone involving all the stake holders. The lack of awareness by the teachers and non-inclusion in the planning stage, contributed to their viewing FPE implementation as yet another government directive to be implemented without being seriously involved. The suggestions made by the teachers of involving parents to supplement government funds may be far- fetched, but the challenges are evidently there and if they are not checked in good time, they can easily reverse this important and historic decision.

### **5.3 Recommendations**

On the basis of the findings and the conclusion, the study recommends that:

Seminars and workshops need to be intensified where all stakeholders participate to ease the tension that exists among them to enable a smooth process of implementation. This can provide a forum to point out the very necessary areas of implementation that require their attention. The stake holders would be sensitized on the financial status of the



MOEST and the need to source for funds or materials in which ever way possible, to enable a smooth flow of implementation.

Since the curriculum experts during the implementation stage are the teachers, the government should take the initiative to train them on the same and to actively involve them in decision making. Teachers play many roles while dealing with children other than just teaching them. For them to be able to integrate all their activities and be confident in their output, they require in-service training.

The government should mobilize resources and ensure maximum utility of the existing ones other than just relying on parents as the only alternative. The idea of asking parents to make contributions towards maintenance, examinations, staffing and others, the government should encourage other ways of raising funds for individual schools. The school committees should be streamlined to initiate funds generating activities within the schools.

The success of FPE will depend on people's behaviour towards education, removal of school fees notwithstanding. Stake holders' participation should be encouraged including NGOs and International Development Partners to voluntarily finance education and programs aimed at enhancing accountability and transparency in the management of the program.

The government should employ more teachers and train them on how to cope with the implementation program. Understaffing in schools is a phenomena mainly experienced by the teachers. Increase of workload plus a high enrolment rate may lower results which on the hand may discourage teachers. Enrolments should be checked to cater for the needs of the over-aged to reduce indiscipline cases and create a good learning atmosphere.

The MOEST should establish a reliable demographic data base at the local and school levels to assist in proactive planning through the district education office which should be done on a continuous basis.

#### **5.4 Suggestions for further research**

For implementation to take place, proper planning and designing is of great necessity. It is therefore important for a research to be done to establish the planning strategies that were laid out before the implementation of FPE began. Even after the implementation of FPE, there seems to be other factors other than those discussed in this study that are highly influencing implementation of FPE. These calls for a study to establish those hidden factors which if addressed would enhance the process of implementation. A similar study could be done in other areas especially in a rural set up for comparison purpose to enable a focus on specific needy areas.

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P.O. Box 10740 00100

NAIROBI

17<sup>th</sup> November, 2004

Jane Mumbi Kamau  
University of Nairobi  
P.O. BOX 30197  
NAIROBI

Dear Madam

**RE: RESEARCH AUTHORISATION**

Following your application for authority to conduct research on "Factors influencing implementation of Free Primary Education". This is to inform you that you have been authorised to conduct research in Schools in Starehe Division, Nairobi for a period ending 31<sup>st</sup> December, 2004.

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

Upon completion of your research project, you are expected to submit two copies of your research findings to this Office.

Yours faithfully

  
B. O. ADEWA

**TOR: PERMANENT SECRETARY**

Cc

The Provincial Commissioner  
Nairobi

The Provincial Director of Education  
Nairobi



Appendix 111

QUESTIONNAIRE FOR HEADTEACHERS

Teacher,

This questionnaire is designed to help gather information about yourself and your school for the use in the study of the factors that are influencing the implementation of the curriculum in the division of Nairobi Province.

The information that you provide will be treated as confidential and will not be used for any other purpose than for this research project.

Instructions: Please indicate the correct option as honestly as possible by putting a tick in the appropriate box. For the multiple choice options.

For the open-ended questions that require your opinion or answer, please fill in the blanks (-----).

Section I: Information about the school.

Name of the school.....

Number of years as a head teacher.....

Less than one year

1-2 years

3-4 years

5-6 years

7-8 years

9-10 years

What is your highest academic achievement?

None

2. Diploma [ ]

3. P1 [ ]

4. P2 [ ]

5. P3 [ ]

6. P4 [ ]

7. Any other (please specify) .....

4. How old is the school?

1. 10-20 years [ ]

2. 30-40 years [ ]

3. 50-60 years [ ]

4. 70 years and above [ ]

5. How many streams do you have per class?

STD 1	STD2	STD3	STD4	STD5	STD6	STD7	STD8

6. What is the overall number of students in your school?

1. Below 400 [ ]

2. 800-1200 [ ]

3. 1500 and above [ ]

7. What was the number of students per stream in the year 2002 and 2003?

Class	STD1	STD2	STD3	STD4	STD5	STD6	STD7	STD8
YEAR 2002								
YEAR 2003								

8. What is the total number of teachers?

1. Lower primary [ ]

2. Upper primary [ ]

9. How many teachers do you have with the following qualification?

BED	DIP/ED	P1	P2	P3	P4	OTHERS (Specify)

10. Indicate the presence of the following school facilities (Please put a tick).

Library	Canteen	Recreation hall	Workshop	School farm	Computer room	Toilets	Play grou nd	Swim pool

### Section B: Resources

11a. If you have received any funds or materials from the government or any other donor to assist in the implementation of FPE, please indicate as follows:

#### Government Funds

1. 1<sup>st</sup> phase [ ]

2. 2<sup>nd</sup> phase [ ]

3. 3<sup>rd</sup> phase [ ]

4. Any other [ ]

#### Government Materials

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

Donor(s)	Funds	Materials
1.	[ ]	[ ]
2.	[ ]	[ ]
3.	[ ]	[ ]
4.	[ ]	[ ]

11(b). Do you consider the facilities adequate to enable you implement FPE effectively?

- 1. Yes [ ]
- 2. No [ ]

12(a). Does the school get adequate funds to implement FPE?

- 1. Yes [ ]
- 2. No [ ]

12(b). If no, to what extent does the financial resources hinder implementation of FPE?

- 1. To a high extent [ ]
- 2. Average extent [ ]
- 3. Not at all. [ ]

13(a) Have you held any meeting with parents regarding the implementation of FPE?

- 1. Yes [ ]
- 2. No [ ]

13(b) If yes, state the major issues discussed in regard to FPE.

- 1.....
- 2.....
- 3.....
- 4.....

14(a). Does the school have the following? :

- 1. Electricity [ ]
- 2. Support staff [ ]
- 3. Water [ ]

14(b). If yes, indicate where the funds to maintain them come from

- 1. Parents [ ]
- 2. The government [ ]

3. School income generating programs [ ]

4. Donors (Specify) .....

15(a). Does the school have a lunch program?

1. Yes [ ]

2. No [ ]

15(b). If yes, please indicate the number of children benefiting from the lunch program.

1. Below 100 [ ]

2. 200-400 [ ]

3. 500-700 [ ]

4. 900-1000 [ ]

5. 1000 and above [ ]

16(a). Have you attended any training regarding implementation of FPE?

1. Yes [ ]

2. No [ ]

16(b). If yes, please indicate the type of training attended in relation to the implementation of FPE.

1.....

2.....

3.....

4.....

17(a). Have your duties as an administrator been increased since the implementation of FPE?

1. Yes [ ]

2. No [ ]

17(b). If yes, please state the new roles that you play in relation to the implementation of FPE.

1.....

2.....

3.....

4.....

18(a). Have you received any guideline from the government regarding implementation of FPE?

- 1. Yes [ ]
- 2. No [ ]

18(b). If yes, indicate the areas of school management that have been addressed.

- 1. School funds accounting [ ]
- 2. Instructional materials. [ ]
- 3. Maintenance of physical facilities [ ]
- 4. School funds and accounting [ ]
- 5. Any other .....

19(a). Are there areas that you can identify as requiring urgent attention in order to improve the implementation process of FPE?

- 1. Yes [ ]
- 2. No [ ]

19(b). If yes, please indicate the areas that require urgent attention in order to improve the FPE implementation?

- 1. Staffing [ ]
- 2. Provision of physical facilities and learning/teaching materials [ ]
- 3. Funds [ ]
- 4. Training of teachers on implementation management [ ]
- 5. Any other.....

20(a). Is it necessary for the government to provide further courses or training regarding the management of implementation of FPE to the teachers?

- 1. Yes [ ]
- 2. No [ ]

20(b). If yes, indicate the areas that need to be addressed.

- 1.....
- 2.....
- 3.....
- 4.....

21(a). What challenges have you faced on account of implementation of FPE in respect to the following?

- 1. Teachers.....
- 2. Students.....
- 3. Parents.....
- 4. Ministry of Education officials/government.....

21(b). How can the above challenges be addressed for:

- 1. Teachers.....
- 2. Students.....
- 3. Parents.....
- 4. Government officials.....

22. What other comments can you make on the FPE policy?

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

Thank you for cooperating.

## Appendix IV

### QUESTIONNAIRE FOR TEACHERS

Dear teacher,

This questionnaire is designed to help gather general information about you and about the factors that are influencing the implementation of FPE in Starehe division of Nairobi Province.

The information you provide will be treated as confidential and will not be used elsewhere other than in this project.

**Instructions:** Please indicate the correct option by putting a tick on one of the options. For the questions that require your opinion, please fill in the blanks (-----).

1. What is the name of the school you are teaching in? .....

2. For how long have you been in this school?

1. Less than a year [ ]

2. 1-3 years [ ]

3. 4-7 years [ ]

4. 8-11 years [ ]

5. Over 12 years [ ]

6. Other (please specify) [ ]

3. What is your highest academic achievement?

1. B.Ed [ ]

2. Diploma in Education [ ]

3. P1 [ ]

4. P2 [ ]

5. P3 [ ]



6. P4 [ ]

7. Any other (please specify) .....

4. For how long have you been a teacher?

1. Below one year [ ]

2. 1-5 years [ ]

3. 6-10 years [ ]

4. 11-15 years [ ]

5. Above 16 years [ ]

5(a). Do you teach in upper primary?

1. Yes [ ]

2. No [ ]

5(b). If yes, what is your workload per week?

1. 15-20 lessons [ ]

2. 21-25 lessons [ ]

3. 26-30 lessons [ ]

4. 31-35 lessons [ ]

5. 36-41 lessons [ ]

6. 42-47 lessons [ ]

6(a). Are you a class teacher?

1. Yes [ ]

2. No [ ]

6(b). If yes, please indicate which class (std) and the number of pupils in your class.

1. Class [ ]

2. Number of pupils [ ]

7. To what extent do you consider your class size to have influenced the implementation of FPE?

1. To a very high extent [ ]

2. High extent [ ]

3. Not at all [ ]

8. Is the influence of class size positively or negatively directed to the implementation of FPE?

1. Positive [ ]

2. Negative [ ]

9(a). Does the school get adequate funds to implement FPE?

1. Yes [ ]

2. No [ ]

9(b). If no, to what extent does the financial resources hinder implementation of FPE?

1. To a high extent

2. Average extent

3. Not at all

10(a). Do you have adequate textbooks for your teaching subjects?

1. Yes [ ]

2. No [ ]

10(b). If no, state the subjects in which textbooks are not adequate.

1. Mathematics [ ]

2. English [ ]

3. Kiswahili [ ]

4. P.E [ ]

5. C.R.E [ ]

6. IRE [ ]

7. HRE [ ]

8. Creative Arts [ ]

9. Science [ ]

10. Social studies [ ]

11(a) To what extent are teaching aids adequate in your class?

- 1. Very adequate [    ]
- 2. Adequate [    ]
- 3. Inadequate [    ]

11(b). If adequate, how often do you use them?

- 1. Always [    ]
- 2. Rarely [    ]
- 3. Never [    ]
- 4. Any other please comment .....

12. How often do you assess pupil's work per week?

- 1. Every day [    ]
- 2. 1-2 times a week [    ]
- 3. 3-4 times a week [    ]
- 4. It depends (please explain).....

13. What co-curricular activities are you involved in?

- 1.....
- 2.....
- 3.....
- 4.....

14. Are you aware of the FPE policy?

- 1. Yes [    ]
- 2. No [    ]

15(a) Have you attended any course regarding FPE implementation?

- 1. Yes [ ]
- 2. No [ ]

15(b). If yes, please indicate the type of course attended.

- 1.....
- 2.....
- 3.....

16(a) Are you facing challenges in the implementation of FPE policy?

- 1. Yes [ ]
- 2. No [ ]

16(b). If yes, please indicate some of the challenges.

- 1. ....
- 2. ....
- 3. ....
- 4. ....

17. What are your views on the future of FPE?

- 1 .....
- 2 .....

Thank you for your cooperation.