FREE PRIMARY EDUCATION CAPACITY BUILDING INITIATIVES ON PERFORMANCE OF PUBLIC PRIMARY SCHOOLS IN NAIROBI COUNTY.

By

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DECLARATION

This project is my original work and has not been submitted for a degree award in any other university.

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

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DEDICATION

This project is dedicated to my husband, Dennis Oduor, to my son, Jeremy Otieno, to my parents, Grace Osero and Charles Ogero, as well as my brothers, Nelson and Leon, and my sisters, Diana and Janice for their continued love, support and guidance, and for all the experiences we have been through together.

Thank you.

ACKNOWLEDGEMENTS

Blessings are as a result of others praying for us and not on our prayers alone. I give thanks to God for giving me life and to everyone who prayed for me. Special thanks go to Professor Gituro Wainaina for his understanding, guidance, patience, friendship, and advice. To my family for their support and love, I am forever grateful.

To all I say thank you.

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ABSTRACT

The Government implemented the free primary education programme with the aim of providing more opportunities to the disadvantaged school age children, it created a positive outcome because it resulted in significant increase in enrolment in a majority of the schools. The purpose of this study was to establish the capacity building initiatives on the performance of public primary schools in Nairobi County.The objectives of this study were to establish the challenges of free primary education, establish the free primary education capacity building initiatives implemented and identify the relationship between free primary education capacity building initiatives and performance. Descriptive survey was used, this enabled the researcher obtain the opinions of headteachers in their respective schools The target population of the study was 205 public primary schools and a sample size of 136 was determined from the Krejice and Morgan table (1970), purposive sampling was used to select the sample from the target population and 100 of the self-administered questionnaires were analyzed. Descriptive statistics was used to analyse the data and establish the relationship between the dependent variables and the set of independent variables using the Statistical Package for Social Sciences software. The research found out that the challenges of free primary education and the free primary education capacity building initiatives greatly influenced the performance of public primary schools in Nairobi County. It was therefore concluded that the mentioned challenges need to be addressed quickly, as well as implement the proposed capacity building initiatives in order for the performance of public primary schools to improve, this will in turn increase their competitiveness. The main limitation of the study was that during data collection, most of the schools had closed for the August holidays.

ABBREVIATIONS AND ACRONYMS

FPE	Free Primary Education
GER	Gross Enrolment Rate
ICT	Information and Communication Technology
IRIN	Integrated Regional Information Networks
KCPE	Kenya Certificate of Primary Education
KENPRO	Kenya Projects Organization
MOE	Ministry of Education
PTE	Primary Teacher Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the solution to alot of problems, it is education, which promotes good habits, values and awareness towards anything like terrorism, corruption and disease. Persistence of poverty and other unfulfilled basic needs are factors that constrain the social, political and economic opportunities available to Kenyans (Gichura, 2005).

In New Zealand, much emphasis has and continues to be directed towards school improvement in pursuit of raising student achievement and reducing disparity (Alton-Lee, 2003), this also involved the issue of capacity building in schools. Over the last decade, action in this area is traceable to key policy statements. The Ministry of Education (MOE) stressed the importance of increasing achievement levels and reducing disparity to enhance New Zealand's social and economic well-being and adaptation to growing international and technological influences, ethnic diversity and calls for lifelong education (MOE, 1999).

Free primary education was introduced in Malawi in the mid-1990s; it was an ambitious plan by the Malawi government to boost its education levels. Unfortunately, this noble gesture by the government backfired, mostly because of the poor conditions of the country's primary schools and teaching staff (Ligomeka, 2002).

An article from the News from Africa stated that, "In 1993, there were about 1.6 million primary school students in Malawi. However, when President Bakili Muluzi introduced free primary education in 1994, the number of students jumped to over three million." The president's ambition was to make primary education free for all Malawian children, but this rapid increase in the number of students meant that, there were no classrooms for the pupils, no teaching and learning materials, and no qualified teachers to teach the

newly inflated classes.“ (Ligomeka, 2002). This translated to a decline in the performance of public primary schools in Malawi.

Kenya embarked on the initiative of offering Free Primary Education (FPE) in 2003. The programme created a positive outcome because it resulted in significant increase in enrolment in a majority of the schools (Otach, 2008). The policy abolished school fees and other levies arguing that fees and levies posed a serious hindrance to children wanting to access education in schools (Okwach, 1997). The FPE policy has been described as laudable (Rob et al., 2004), because of its effect on Gross Enrolment Rate (GER) which increased from 92 percent in 2002 to 104 percent in 2003 of the school age children population (Otach, 2008), resulting in more than 1.5 million children who were previously out-of-school, joining primary schools. (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2005). The FPE program increased access to primary education especially among poorer households, although, some ancillary costs of primary education (such as school uniforms) continue to hinder the educational attainment of many children, thus leading to disappointing levels of learning outcomes among primary school children. (Uwezo, 2010).

The continued and consistent dominance of private schools in the Kenya Certificate of Primary Education (KCPE) has further raised concerns about the rising disparity in quality between public and private schools (Gichura, 2005) As students from richer households increasingly enroll in private primary schools, designing policies that address the achievement gaps in public primary schools will overwhelmingly benefit students from poorer households that are unable to access private schools. (Kenya Projects Organization (KENPRO), 2010).

1.1.1 Capacity Building in Primary Education

Capacity building can be described as the process of helping local actors to acquire and use information relevant to successful policy implementation. Access to this information

and understanding how to use the information is defined as “knowledge” (Fazekas and Burns, 2012). Capacity building strives to find better and more efficient ways for different actors to access and use knowledge in local educational contexts in order to achieve desired outcomes. Capacity building can also enable the delivery of education to be efficient and effective, that will mean training the deliverers of education at the cost effective and cost reduction levels (Nakacinda et al, 2001).

Target groups for capacity building can be divided into individual, institutional and societal levels, all of which are strongly interrelated (United Nations, Economic and Social Council, 2006). In education and the public services, the definition can be extended to include the system level. In this case, capacity building is defined for each of the different levels, individual level involves finding ways to support individuals (parents, teachers, headmasters and local policy makers) as they face the demands of new developments in the local context by building on existing knowledge (human resources and knowledge management).

The institutional level involves supporting existing institutions in forming policies, effective organizational structures and good management (this includes building learning organisations), whereas the system level is all about finding efficient ways to support system level actors (for example, policy makers, teacher unions) to be able to fulfil their roles in designing/implementing/evaluating etc educational policies and the societal level strives towards more interactive and responsive public administration (United Nations, Economic and Social Council, 2006).

Warsaw (2012) states that capacity building takes place on two dimensions; vertically, through interventions from other levels (for example, from central government to local or vice versa). It is important to recognise that this is a bidirectional process and that capacity building in both directions (that is, from the central and regional levels to local level as well as from the local level to the regional and central levels) is important for efficient education governance. Capacity building can also take place across a particular

level with different stakeholders, that is horizontally. Horizontal capacity building involves sharing experiences and knowledge of efficient ways of implementing policies into practice and also sharing outcomes of the implementation. Key elements in both an individual's and an institution's capacity building are access to information, the ability to use the given information efficiently and as intended and reinforcing desired changes in behaviour to build new reflexes and new patterns of working.

1.1.2 Public Primary Schools in Nairobi

Primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who will primarily be responsible for their education and welfare for that year. This teacher may be assisted to varying degrees by specialist teachers in certain subject areas, for example, music or physical education. The continuity with a single teacher and the opportunity to build up a close relationship with the class is a notable feature of the primary education system.

Public primary schools are those schools that are supported and maintained by public funds for the purpose of educating children in a community. The Government of Kenya is responsible for supporting the public schools in all the 47 counties. Public primary schools in Nairobi County are popular among parents, because it is believed that public primary schools offer quality education, teach discipline and hard work to students, among other qualities. This is contrary to their private school counterparts, who are believed to "spoon-feed" their students, as well as offering them sub-standard examinations so they can appear to be performing better that the public schools, (City Hall, 2013. Nairobi County).

1.2 Statement of the Problem

Capacity building is about systematically investing in developing an organisation's internal systems (for example its people, processes and infrastructure) and its external relationships (for example with funders, partners and volunteers) so that it can realise its

mission and achieve greater impact (Light, 2004). Since the introduction of FPE, it was expected that there would be a constant increase in the number of school going children from poor families, but there was only a slight increase in the enrolment to public schools as compared to private schools, (Bold et al, 2010), this was because the richer families had a pre-determined notion that the quality of education in public schools had deteriorated due to over-capacity.

Some schools have experienced over-enrolment, putting a serious strain on the limited available facilities. There seems to be insufficient capacity and preparedness on the side of teachers to handle issues of pupil discipline after the ban on corporal punishment and also to provide counseling or alternative forms of instilling and maintaining discipline. Teacher shortage in many schools is causing heavy workloads for teachers and poor teacher attention to individual pupils. The teacher/student ratio is still too high for effective learning, lack of adequate school facilities to service the needs of both the pupils and the teachers, funds allocated to schools still do not meet all their needs, forcing parents to make contributions to supplement the running of schools, some of the MOE rules and guidelines fail to appreciate the unique nature, environmental context and needs of each school, inadequate instructional and learning materials due to overcrowded classes, inadequate knowledge on human resource management, book keeping, accounting and overall financial management amongst school head teachers (Gichura, 2005).

Wastage on the part of the schools whereby they have continued to purchase items like text books over the years, despite having achieved the necessary ratio of books per child and there are no transparent procurement guidelines for schools. Often, teachers and their business associates end up as suppliers fuelling conflict of interest in the management of funds (Ngaroga, 2001). All these challenges have led to a constant decrease in the performance of public primary schools since the implementation of FPE in 2003 Therefore, capacity building initiatives need to be implemented to alleviate some of these problems that are experienced in these public primary schools.

1.3 Objectives of the Study

The general objective of this study was to find out if the issue of over-capacity in public schools has led to the decrease in their performance. The specific objectives were to:

(i) Identify the FPE capacity building initiatives that have been implemented,

(ii) Establish the relationship between FPE capacity building initiatives and performance,

(iii) Identify the challenges of FPE.

1.4 Value of the Study

To the school as an institution, this study will provide relevant information regarding FPE policy and how beneficial the use of capacity management techniques and tools will be in streamlining the operations in public primary schools. It will also help draw some useful conclusions as to whether capacity management is useful in alleviating the identified challenges since the adoption of FPE. The public sector will also use this study to find out how they can become more competitive in the education sector.

Scholars and academicians will use this study as a reference in similar studies. The private sector will also benefit from this study, since the introduction of FPE, the private schools have experienced an increase in the enrolment of students, this is quite the opposite compared to the expected decline in student since the enrolments introduction of FPE.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The chapter provides information on topics related to the research problem. It examines what various scholars and authors have done on the concept of capacity building in the peformance of public schools.

2.2 Theoretical Perspective

Capacity building initiatives were developed in order to alleviate the problems experienced by teachers and students in most public primary schools in Nairobi County since the introduction of FPE. On this basis and considering the mentioned challenges, this research followed the collaborative immersion approach.

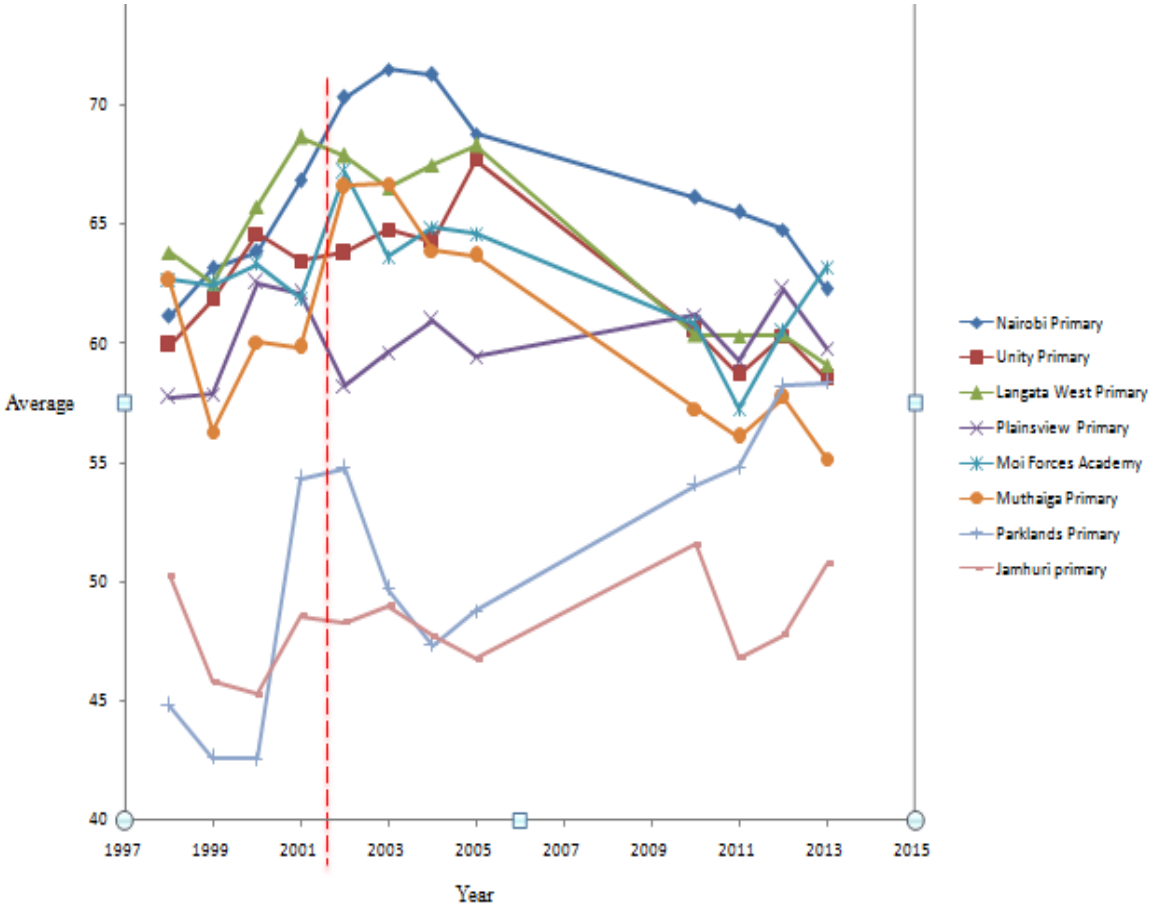
This approach develops the evaluation capacity of individuals and organizations both directly and indirectly. In the collaborative immersion approach, individuals are immersed in a collaborative evaluation experience as a means of developing individual skills and developing the capacity of the organization. The idea behind collaborative immersion is that the individuals and the organization are collaboratively deciding how best to build their capacity in order to meet their real-world evaluation needs (Huffman et al, 2008). In this approach, teams composed of teachers, school administrators, district personnel, students and external evaluators, for example, parents, are immersed in the process of evaluation to build the evaluation capacity of both the individuals and the school.

2.3 Performance of Public Primary Schools in Nairobi County

The implementation of FPE in Kenya, found school managers off guard; they had not been prepared for the change and so they found it challenging. Many schools had an overwhelming increase in enrolments while others witnessed mass exodus. Average class sizes rose from 40 to 70 while the facilities remained the same. It is notable that in Kenya today, approximately 50 percent of all the country's primary schools are housed in temporary and/or semi-permanent buildings while others are on split sites.

The declaration of FPE witnessed the rise in student enrolment which in turn led to a strain in the existing physical resources and capacity management issues. Such a rapid change required a continuous process of adjustment on the part of all those involved in the education system. Although this noble gesture opened the doors of knowledge to all primary school going children, it led to a decline in the performance of public primary schools as shown by Figure 2.1 below.

Figure 2.1: Performance of Sampled Schools



2.4 Empirical Review

A study done on capacity building for school improvement (Stringer 2009), was done and it was noted that capacity building was mentioned synonymously with school improvement in much of the literature. However, research on the topic was limited (Hadfield et al, 2004) and generally undertaken at the micro level of school functioning.

The study lacked a debate on political, economic and social trends with implications for capacity building (Muijs et al, 2004; Gray, 2000).

This research was framed by these objectives: to undertake an investigation on processes that enhance improvement, namely, capacity building for school improvement; to define capacity building; to conduct an in-depth study of influences (external and internal) on capacity building for school improvement.

The study employed a case study approach and grounded theory methods for data analysis and interpretation. The findings revealed that capacity building for school improvement was time and context dependent. Its conceptualisation is unique to different settings. Capacity building for school improvement was a response to meeting individual, collective and systemic needs in ways that sustain equilibrium while moving in the direction of improvement.

The impact of leadership upon school effectiveness and school improvement is significant (Wallace, 2002). It is widely recognized and agreed upon that one of the key factors determining school's effectiveness is the nature and quality of school heads. The most significant challenge of leadership is to build and sustain organizational culture that focuses on continual improvement of educational reforms, teacher capacities and skills and student learning. Kenya's education system is undergoing many changes and the system involves school heads on daily basis in the process of change. It is expected that such changes will bring a shift in the current leadership styles and adapt one capable of meeting the demands of the changes. Transformational leadership has a substantial impact as it focuses on capacity building and leads to sustenance of school improvement (Fullan, 2005).

A study was done on transformational leadership in schools management and capacity building (Kibui 2013), to find out the impact of transformational leadership in capacity building in Kenyan secondary schools and the perceptions of teachers, students,

principals and quality assurance and standards officers about the principal's transformational leadership. The objectives of the study were to investigate the extent to which principals, teachers and quality assurance and how standards officers understand the concept of transformational leadership and how effectively it is being used in school management, as well as establish if there is a relationship between leadership and performance in secondary schools.

The methodology used for data collection was questionnaires and interview schedules. The major findings were that while evidence gathered underpins the need for school leaders to receive training, most receive little formal or structured preparation for the job; there was therefore need to redress this issue. The research also found out that leadership programs should develop viable extensions to their programs to assist principals in incorporating effective practice of transformational leadership roles into their day to day performance as school administrators.

Technology leadership is a fairly new concept in school leadership focus. It has become a concern for study in recent times, in tandem with the pedagogical change of integrating Information and Communication Technology (ICT) in teaching and learning especially in the developed nations. However, few such studies have been done in Africa (Mwawasi, 2014**),** thus a study on technology leadership and ICT use. Strategies for capacity building for ICT integration was done to find out how educators should go about using ICT in education.

The objectives of the study was to investigate how school leaders help build capacities of teachers to be able to effectively integrate ICT in their teaching and learning at school level, in a public secondary school in Kenya. The methodology used was a case study approach, together with interviews, observation and a focus group discussion. Further, data was obtained from official school documents and after the data was analysed, the findings indicated that school leaders facilitated increased access to ICT facilities to the

teachers and supported them, alongside training, to enable them explore various ways of integrating ICT in teaching and learning.

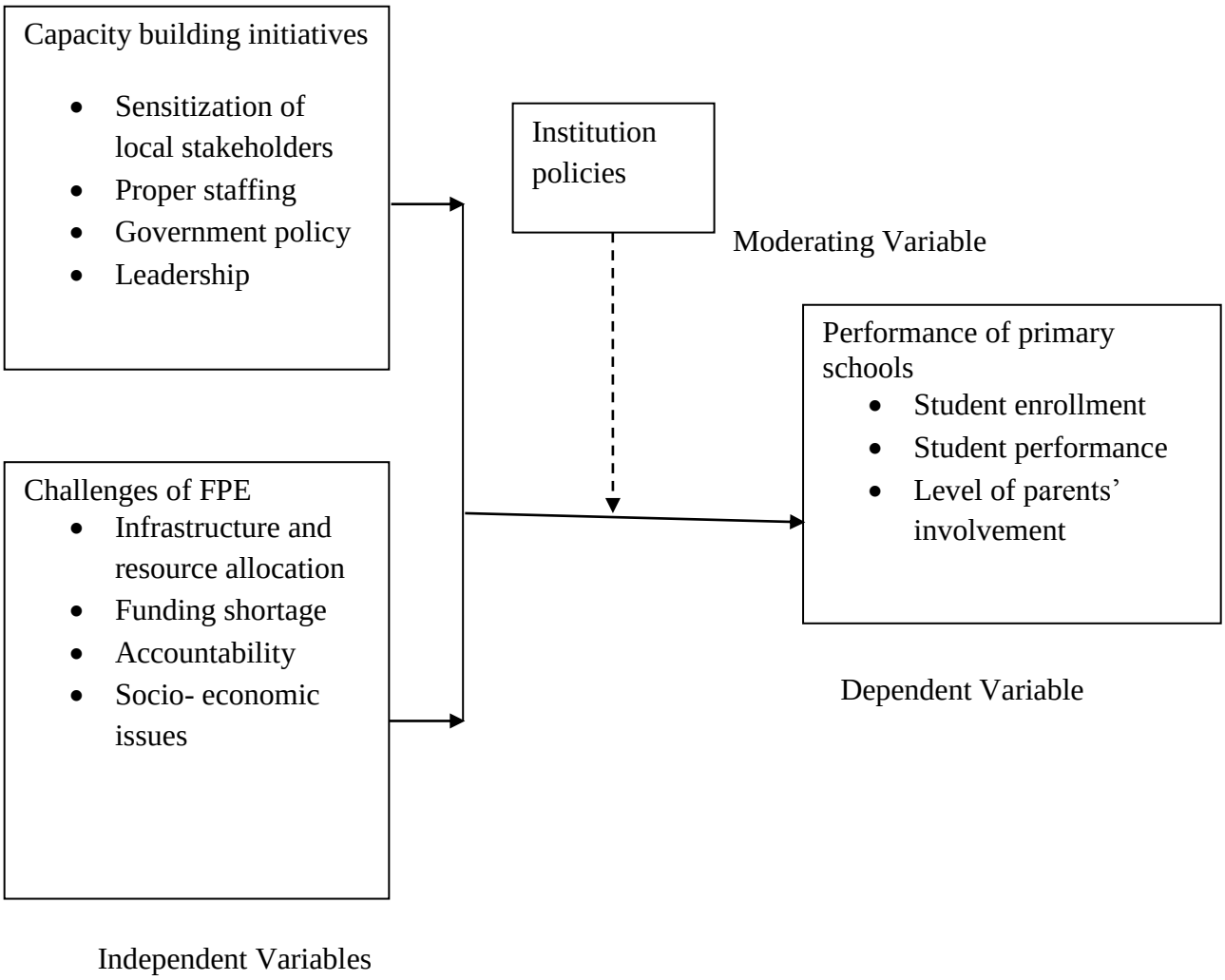
Table 2.1: Summary of Literature Review

Study	Objectives	Methodology	Findings
A study on capacity building for school improvement. Stringer (2009).	To investigate the processes that enhances improvement. To define capacity building.	Case study approach.	Capacity building for school improvement was time and context dependent.
A study on transformational leadership in schools management and capacity building. Kibui (2013).	To establish if there is a relationship between leadership and performance in school. To investigate the extent to which principals and teachers understand the concept of transformational leadership.	Questionnaires and interviews.	Most school leaders receive little formal or structured preparation and training for the job.
A study on technology leadership and ICT use: strategies for capacity building for ICT integration. Mwawasi (2014).	To investigate how school leaders help build capacities of teachers to be able to effectively integrate ICT in their teaching and learning.	Case studies, interviews, observation, focus groups and discussion.	School leaders facilitated increased access to ICT facilities to the teachers and supported them.

2.5 Conceptual Framework

The conceptual framework has two independent variables and one dependent variable. The independent variables identified for the study were: the capacity building initiatives and challenges of FPE. The performance of primary schools which is the dependent variable was assessed on student enrollment, student performance and the level of parents' involvement. The ability of the project to perform is also linked to a large extent on the institution policies (moderating variable).

Figure 2.2: Conceptual Framework



The independent variable, capacity building initiatives had four elements, sensitization of local stakeholders, which involves creating awareness regarding FPE to those directly involved, these stakeholders are parents, teachers, among others. Proper staffing involves balancing the teacher-student ratio, by recruiting more teachers, Government policy is all about implementing the set policies on FPE to the public primary schools and leadership involves the type of leadership style that the headteachers use on their respective schools.

The second independent variable, challenges of FPE also had four elements, whereby infrastructure and resource allocation has been placed as a challenge because most schools from different counties claimed that they were allocated meagre resources as compared to others. Funding shortages is whereby the Government would provide less than half of the required funds for the provision of FPE, this made it difficult for the schools to operate normally, accountability is whereby there is laxity on the part of government officials responsible for making a follow up on how the FPE policy has been implemented in schools. Socio-economic issues become a challenge due to the changes in the environment dynamics, for example a child may be subjected to child labour so as to provide for the family instead of going to school.

The dependent variable, performance of public schools may be influenced by the number of student enrollments, the performance of an individual student and the level of parents' involvment in a school, this can either increase or decrease the performance of the public schools. The moderating variable, institution policy, is about the operational rules and regulations that different schools use, these policies can greatly influence the dependent variable.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This research was aimed at taking stock of both the developments and challenges of FPE since the implementation in Kenya. This chapter describes the reserch design, the target population, the sample design, data collection and data analysis procedures that were used.

3.2 Research Design

This research was a descriptive survey that sought to determine challenges being faced by teachers since the introduction of FPE in Kenya. This is because descriptive research does not involve modifying the situation under study nor to determine the cause-effect relationship. It involves acquiring information about a certain segment of the population and getting information on their characteristics, opinions or attitudes (Orodho, 2003). Churchill & Brown, 2004 also observed that descriptive research design is appropriate where the study seeks to describe the characteristics of certain groups, estimate the proportion of people who have certain characteristics and make predictions.

3.3 Population

A target population is the total composition of elements from which the sample is drawn and it is the specific population about which information is desired. The target population was all the public primary schools in Nairobi County. Nairobi County had 205 public primary schools and these schools were selected from the eight constituencies in Nairobi County, which were, Kasarani, Embakasi, Starehe, Kamukunji, Westlands, Dagoretti, Langata and Makadara.

3.4 Sample Design

Cooper & Schindler 2003 define sampling as selecting a given number of subjects from a defined population as representative of that population. Simple random sampling method

was used in the different constituencies, this was because this method was considered as a fair way of selecting a sample from a given population, since every member was given equal opportunity of being selected.

Churchill & Brown, 2004 noted that the correct sample size in a study is dependent on factors such as the nature of the population to be studied, the purpose of the study, the number of variables in the study, the type of research design, the method of data analysis and the size of accessible population. Based on the target population of 205 and using the Krejice & Morgan table (1970), attached in Appendix IV, the sample size was 136 public primary schools. Purposive sampling was used to select the sample from the target population as it allowed the researcher study a certain domain.

3.5 Data Collection

Primary data was collected for the purpose of this study by way of an interviewer administered semi- structured questionnaire (Appendix I). This involved asking pre-determined questions tailored to achieve the objectives of the study. The interviewer administered questionnaire method of data collection is a flexible approach and clarification (if need be) was offered to the questions in the questionnaire.

The questionnaire had five parts; part A covered the general information and was from question one to seven. Part B examined the first objective which was to identify whether the capacity building initiatives have been implemented. This part had questions eight and nine. Part C covered objective two of the study which was to establish the relationship between capacity building and performance and was covered by questions 10 and 11. Part D covered the third objective of the study which was to identify the challenges of FPE and this was covered by questions 12 and 13. Part E covered the performance of schools, and it was captured by question 14.

3.6 Data Analysis

Data analysis is the conversion of all the gathered information into something which can easily be understood. The purpose of any research is not simply having data, but to deduce information from the data gathered. Cooper & Schindler, 2003, say that data analysis consists of running various statistical procedures and tests on collected data. After data collection, the data was organised and edited to remove any inconsistencies, repetitions or errors that makes analysis difficult.

The first objective of the study was to identify the FPE capacity building initiatives that have been implemented. The data collected here was represented in the form of tables and charts for ease of interpretation. The second objective of this study, which was to establish the relationship between capacity building initiatives and performance and the data collected here was represented in form of tables and charts. The last objective was to identify the challenges of FPE, data collected was represented in the form of tables and charts. Table 3.1 below summarizes the research methodology.

Table 3.1: Summary of Research Methodology

Objective	Data	Questionnaire	Analysis
Identify the FPE capacity building initiatives that have been implemented.	Primary data	Part B	Descriptive (tables, charts, frequency)
Establish the relationship between capacity building initiatives and performance	Primary and secondary data	Part C	Descriptive (tables, charts, frequency)
Identify the challenges of FPE	Primary and secondary data	Part D	Descriptive (tables, charts, frequency)

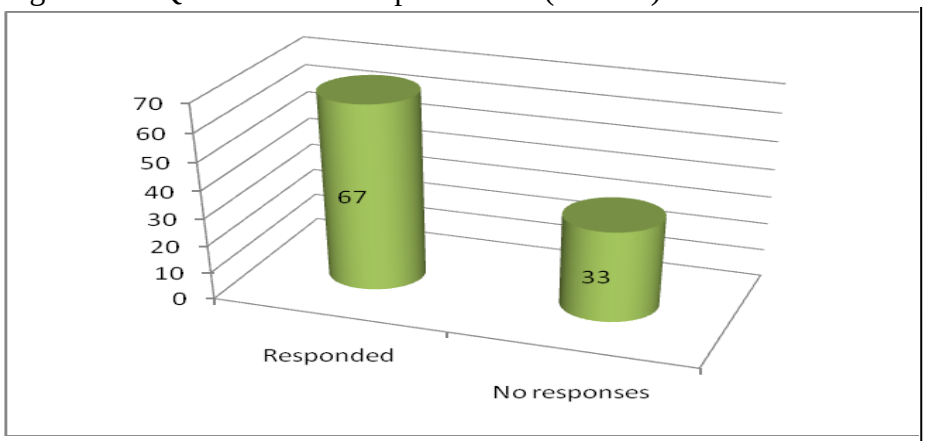
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis, interpretation and presentation of FPE capacity building on the performance of public primary school in Nairobi County. The study was guided by the objectives, therefore, the analysis of the data was in the order of the set research objectives.

Figure 4.1: Questionnaire Response Rate (Percent)



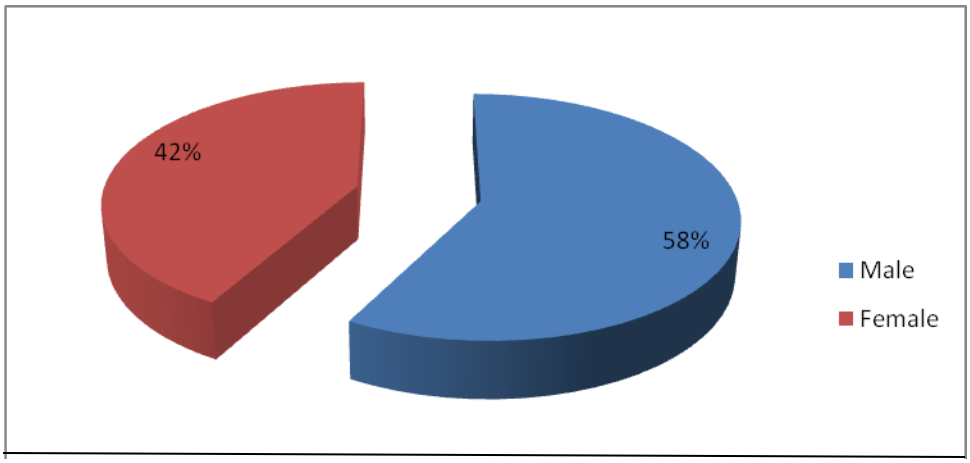
A total of 150 questionnaires were distributed to 136 schools targeted by this study. Out of these, 100 questionnaires were returned well filled by the respondents whereas 50 of the questionnaires were never returned or were in a faulty state and therefore were not used in the analysis. This gave the study a response rate of 66.67 percent which was adequate according to Mugenda & Mugenda (1999). Figure 4.1 above shows this information.

4.2 General Information of the Respondents

The study required the respondents to indicate the names of their schools, when the school was founded and the location. In this case, the study established that most of the schools reached were in the following constituencies within Nairobi County Kasarani, Embakasi, Starehe, Kamukunji, Westlands, Dagoretti, Langata and Makadara. The studies also found out that majority of the schools were founded immediately after the

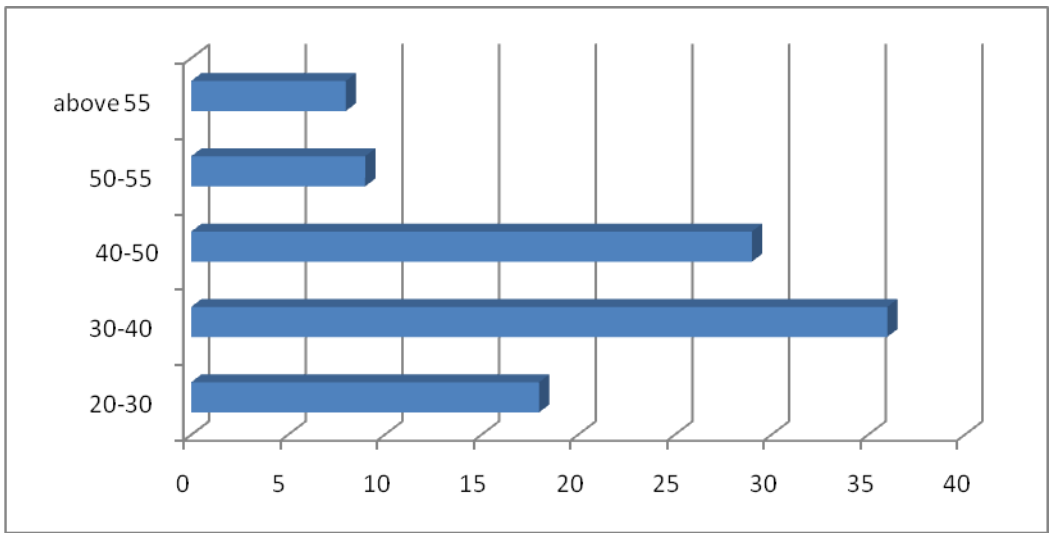
independence in 1963. A list of the schools visited by the researcher and the research assistants has been provided in the Appendix III.

Figure 4.2: Gender Distribution of Respondents



The researcher required the participants of the study to indicate their gender. According to the study findings, it was established that majority of the respondents were male as shown by 58 percent while the rest were female as shown by 42 percent respectively. This is an implication that there was no gender bias when undertaking the study (see Figure 4.2 above).

Figure 4.3: Age Group of Respondents (Percent)



As Figure 4.3 above shows, the study established that majority of the respondents were aged between 30 to 40 years as shown by 36 percent, 20 to 30 years as shown by 18 percent, 40 to 50 years as shown by 29 percent, 50 to 55 years as shown by 9 percent and above 55 years as shown by 8 percent respectively. This implied that all age brackets of the respondents participated in the study in giving divergent views on the study requirements.

Figure 4.4: Respondent's Highest Level of Education (Percent)

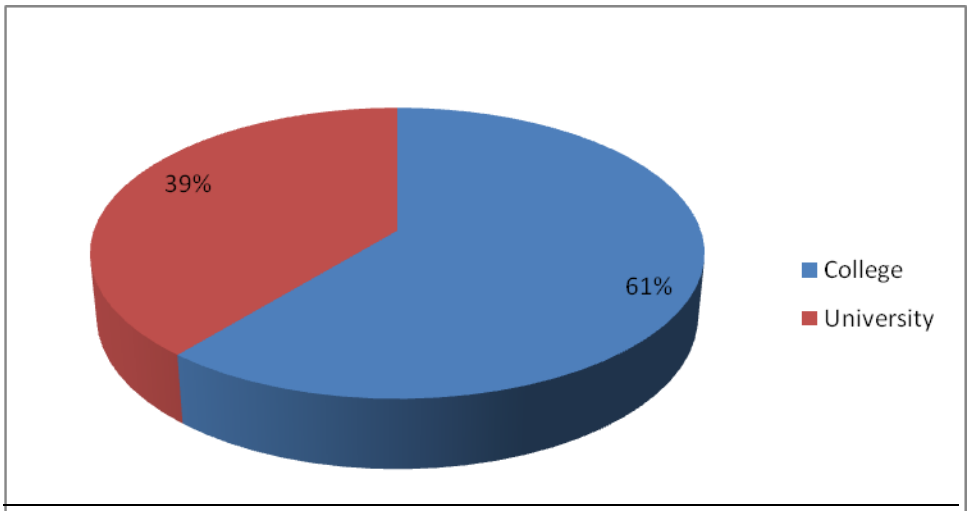
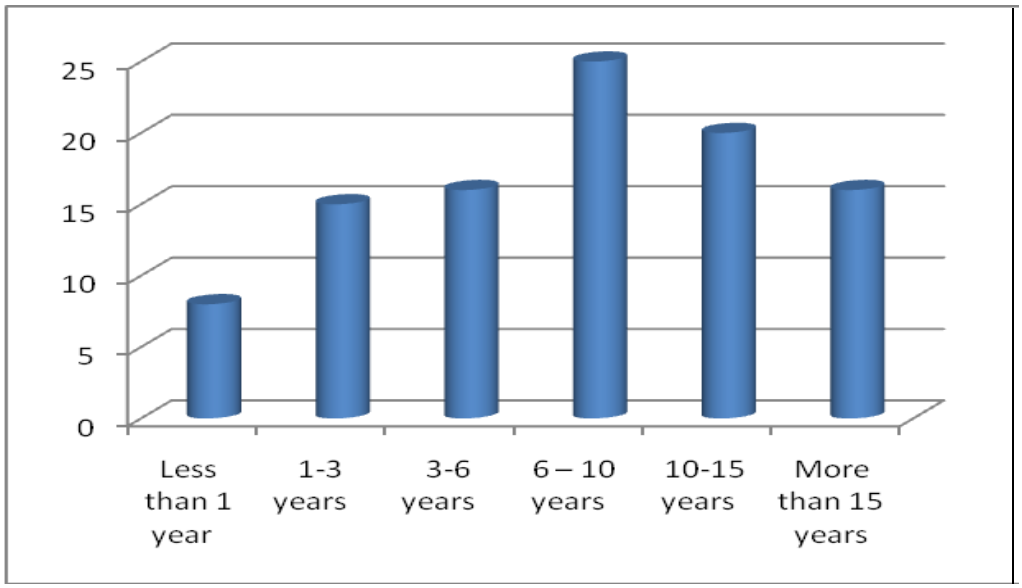


Figure 4.4 above presents the results on the respondents' highest level of education. According to the results displayed, it was established that majority of the respondents 61 percent had college level certificates while the rest of the respondents had university level certificates respectively.

Figure 4.5: Duration Respondent Had Been a Teacher (Percent)



Respondents were to indicate the duration they had been in the teaching profession. On this question, majority of the respondents said that they had been in the teaching profession for the duration of between 6 to 10 years as shown by 25 percent, whereas, 1 to 3 years as shown by 15 percent, 10 to 15 years as shown by 20 percent, 3 to 6 years as shown by 16 percent, more than 15 years as shown by 16 percent, and less than 1 year as shown by 8 percent.

4.3 Free Primary Education Capacity Building Initiatives Implemented

According to the questionnaire, the respondents were required to answer whether or not the capacity building initiatives were necessary for their respective schools, to rate the extent to which they agree with the capacity building initiatives that have been implemented, using completely disagree = 1, rarely disagree = 2, occasionally agree = 3, often agree = 4, completely agree = 5

Table 4.1: Capacity Building Initiatives in Public Primary Schools

Capacity Building Initiatives	Mean	Percent
Sensitization of local stakeholders	3.6	25
Proper leadership	0.8	5
Proper Staffing	4.7	60
Government policy	2.2	10

The findings revealed that 60 percent of the respondents often agreed that proper staffing was a very important initiative that needed to be addressed immediately. Sensitization of stakeholders was also a requirement, 25 percent occasionally agreed with this initiative. Government policy was not considered as absolutely necessary, only 10 percent of the respondents said that they considered it a necessity on some occasions. Five percent of the respondents completely disagreed that proper leadership was a necessity in their schools. This information is shown in Table 4.1 above.

Table 4.2: Capacity Building Initiatives Implemented

Initiatives Implemented	Mean	Percent
Sensitization of local stakeholders	5.0	80
Proper leadership	1.4	8
Proper Staffing	0.3	2
Government policy	2.6	10

According to the findings, 80 percent of the sample population completely agreed that the sensitization of local stakeholders regarding FPE has been done, on the issue of proper leadership and proper staffing, 8 percent and 2 percent of the respondents completely

disagreed respectively, only 10 percent rarely disagreed on the issue of government policy (see Table 4.2 above).

Table 4.3: Capacity Building Initiatives on Performance

Performance Initiatives	Mean	Percent
Sensitization of local stakeholders	1.3	10
Proper leadership	0.4	5
Proper Staffing	4.9	80
Government policy	0.6	5

The respondents were asked to rate the impact that the capacity building initiatives had on performance, using very low = 1, low = 2, moderate = 3, high = 4, very high = 5. The findings revealed that 80 percent of the respondents said that proper staffing had a high impact on how their schools performed. The implementation of government policies on FPE and proper leadership had a low impact on performance, with a percentage of 5. The sensitization of local stakeholders had a very low impact on the performance of public primary schools, this was represented by 10 percent, as shown in Table 4.3 above.

4.4 Free Primary Education Challenges Experienced

The respondents were asked to rate the influence that the challenges experienced have on their school's performance and the likelihood that these challenges can be overcomed through proper awareness, using very low = 1, low = 2, moderate = 3, high = 4, very high = 5. These challenges were infrastructure and resource allocation, accountability, funding shortage and socio-economic issues in the society.

Table 4.4: Free Primary Education Challenges on Performance

Challenges on Performance	Mean	Percent
Infrasture and resource allocation	3.1	32
Accountability	0.8	2
Funding shortage	4.0	62
Socio-economic issues	1.8	4

From Table 4.4 above, 62 percent of the respondents noted that a shortage of funds highly influenced the performance of their schools, infrastructure and resource allocation also moderately influenced perfomance, socio-economic issues had a very low influence on performance and accountability had a much lower influence with a percent of 2 and a mean of 0.8.

Table 4.5: Awareness on Free Primary Education Challenges

Challenges' Awareness	Mean	Percent
Infrasture and resource allocation	3.2	32
Accountability	1.7	2
Funding shortage	5.0	62
Socio-economic issues	2.3	4

The findings revealed that through proper awareness regarding the detrimental effects of the FPE challenges, 62 percent of the respondents believed that the likelihood that funding shortages can be overcomed was very high, infrastructure and resource allocation had a moderate likelihood of being overcomed. Socio-economic issues were least likely

to be overcomed, shown by 4 percent whereas the likelihood of overcoming accountability was never. (See Table 4.5 above).

4.5 Performance Indicators of Public Primary Schools

The respondents were asked to give their opinion on whether or not the performance indicators of student enrolment, student performance and level of parents' involvement affected the performance of their schools, using completely disagree = 1, rarely disagree = 2, occasionally agree = 3, often agree = 4, completely agree = 5. The findings are shown in Table 4.6 below:

Table 4.6: Performance Indicators of Public Primary Schools

Performance Indicators	Mean	Percent
Student enrolment	1.9	15
Student performance	2.6	20
Level of parents' involvment	3.9	65

A percentage of 65 clearly indicated that the respondents completely agreed with the indicator that the level of parents' involvment greatly influenced the performance of their schools, this was followed by student performance with 20 percent, whereby the respondents rarely disagreed that it influenced performance. On student enrollment, they completely disagreed that it influenced performance. These findings clearly show that all the independent variables (capacity building initiatives and FPE challenges) had a significant influence on the dependent variable (school performance).

From these findings, it can be inferred that the issue of proper staffing was affecting alot of schools in Nairobi County, funding shortages had become a major challenge in the imparting of knowledge in public primary schools and the level of parents' involvement had a great influence on the performance of public primary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of key data findings, conclusion drawn from the findings highlighted and recommendation made. The conclusion and recommendations drawn were focused on addressing the objectives of the study.

5.2 Summary

The study sought to identify the FPE capacity building initiatives that have been implemented, establish the relationship between FPE capacity building initiatives and performance, as well as establish the challenges of FPE. According to the findings on capacity building initiatives , 80 percent of the respondents agreed that sensitization of the local stakeholders had been done regarding FPE, this was more than half of the total respondents. There was concern though on the issue of government policy on FPE, this was shown by a percent of 10, where the respondents said that it was still not implemented in their respective schools. Proper leadership was also lacking, 10 percent said that leadership was important but since most school heads were not taught leadership styles that can be used to handle different people in varying environments, it left a big gap when imparting knowlege. Proper staffing was a major concern according to the response, since only 2 percent of the respondents said that it was not a major priority to them.

On performance and FPE capacity building initiatives, the findings revealed that 80 percent of the respondents' indicated that proper staffing had a huge influence on the performance of public primary schools, they were confident that if this challenge was addressed, then everyone would see a change in the performance. About10 percent of the respondents argued that the sensitization of the local stakeholders still had an impact on the dismal perfromance of pulic primary schools, they believed that these stakeholders had a negative influence on the performance, it was noted that either these stakeholders

were not made aware on the issue of FPE or did not care at all. Proper leadership and government policy had 2 percent, these two challenges had a small influence on the performance of public primary schools in Nairobi County.

Regarding the challenges of FPE, 62 percent of the respondents were of the opinion that funding shortage was their biggest challenge, they noted that the lack of enough funds from the government had made their job difficult, this shortage led to a depletion in the schools' resources, which in turn made learning difficult. Infrastructure and resource allocation came second with 32 percent; this was also considered a hindrace since some of the schools were being neglected, funds were not reaching the respective schools due to corruption. Socio-economic issues such as engaging in child labour due to poverty instead of taking children to school was also a challenge, it had 4 percent, whereas accountability came last with 2 percent.

5.3 Conclusion

The results of the analysis supported the evidence that the variables have an effect on the performance of public primary schools. The study revealed that the independent variables, challenges of FPE and capacity building initiatives, do infact influence the performance of public primary schools. Proper implementation of these initiatives, as well as adddressing the FPE challenges mentioned in schools, will aid the teachers in imparting knowledge with ease, this will in turn influence, the schools performance positively.

It should be noted that these challenges were not limited to the ones mentioned, these were only the major ones experienced by all the public primary schools in Nairobi County. It can, therefore be concluded that the performance of these schools is influenced greatly by these independent variables.

5.4 Recommendations

This study recommends that the various school management committees in public primary schools come up with more strategies that will see effective management of

primary education with respect to addressing challenges mentioned in the study. More classes need to be built through resource mobilization as the government also comes in to support management due to the high enrolment so as to enhance smooth implementation of FPE in the county.

The study recommends that more services of teachers is needed in the implementation of FPE in public primary schools. The government as well as the school managers need to hire more teachers and staff who may help in overcoming the high teacher-pupil ratio towards a smooth implementation of FPE. The management should continue with the motive of empowering the teachers through capacity development programs for these will eventually improve the performance of the schools.

5.5 Limitations of the Study

The main limitation of the study was that during data collection, most of the public primary schools had already closed for the August holiday, therefore it was not possible to get more information from the respondents. However, the information collected for this study was quite sufficient to make the necessary conclusions and recommendations.

5.6 Suggestions for Further Research

Due to the scope of the study which was only conducted in Nairobi County, the following areas need further research. Studies need to be conducted in other counties in Kenya, and studies on how to establish the current structure/ policy on implementation of FPE programme and the efficiency in teaching should also be addressed.

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APPENDICES

Appendix I: Letter of Introduction

Date: 2nd August, 2014.

Maureen Nyaboke Ogero
P.O. Box 78516-00507,
Nairobi.

Dear Sir/Madam,

RE: REQUEST FOR PARTICIPATION IN A RESEARCH STUDY

I am a Postgraduate student at the University of Nairobi, pursuing a MBA in Operations Management. As partial fulfillment for the degree I am conducting a research study on: Free Primary Education Capacity Building Initiatives on performance of public primary schools in Nairobi County.

Therefore I would appreciate if you could spare a few minutes of your time to answer the following questions in regard to education before and after the introduction of free primary education. The information you provide will be treated with confidentiality and your name will not be mentioned anywhere in this research. In addition, the information provided will not be used for any other purpose other than this research.

Your assistance will be highly appreciated and thank you in advance.

Yours faithfully,

Maureen Nyaboke
0723-618825

Appendix II: Questionnaire

INSTRUCTION:

i. Do not write your name on the questionnaire.

ii. Please read each question carefully.

iii. Kindly answer all the questions by ticking or filling in the spaces provided.

PART A: GENERAL INFORMATION

1.) Name of school?

2.) When was the school founded?

3.) Location of the school?

4.) Gender of respondent: Male [ ] Female [ ]

5.) Please tick the appropriate age bracket

20-30 yrs [ ] 26-35 yrs [ ] 36-45 yrs [ ]

46-50 yrs [] Above 55 yrs [ ]

6.) What is your highest level of education?

College [ ] University [ ]

7.) How long have you been a teacher?

Less than 1 yr [ ] 1-3 yrs [ ] 3-6 yrs [ ]

6-10 yrs [ ] 10-15 yrs [ ] More than 15 yrs [ ]

PART B: FPE CAPACITY BUILDING INITIATIVES IMPLEMENTED

8.) As a teacher would you agree that these capacity building initiatives mentioned are neccessary for this school? Please Tick

Capacity Building Initiatives	**Completely Disagree**	**Rarely Disagree**	**Occasionally Agree**	**Often Agree**	**Completely Agree**
	1	**2**	**3**	**4**	**5**
Sensitization of local stake holders					
Proper Leadership					
Proper Staffing					
Government Policy					

9.) Would you agree that these capacity building initiatives in your school have been implemented thus far? Please Tick

Capacity Building Initiatives	**Completely Disagree**	**Rarely Disagree**	**Occasionally Agree**	**Often Agree**	**Completely Agree**
	1	**2**	**3**	**4**	**5**
Sensitization of local stake holders					
Proper Leadership					
Proper Staffing					
Government Policy					

PART C: FPE CAPACITY BUILDING INITIATIVES ON PERFORMANCE

10.) Would you agree that these capacity building initiatives have an influence on your school's performance? Please Tick

Capacity Building Initiatives	**Completely Disagree**	**Rarely Disagree**	**Occasionally Agree**	**Often Agree**	**Completely Agree**
	1	**2**	**3**	**4**	**5**
Sensitization of local stake holders					
Proper Leadership					
Proper Staffing					
Government Policy					

11.) How would you rate the influence that these capacity building initiatives have on your school's performance? Please Tick

Capacity Building Initiatives	**Very Low**	**Low**	**Moderate**	**High**	**Very High**
	1	**2**	**3**	**4**	**5**
Sensitization of local stake holders					
Proper Leadership					
Proper Staffing					
Government Policy					

PART D: CHALLENGES EXPERIENCED -

12.) How would you rate the influence that these challenges have on your school's performance? Please Tick

FPE Challenges	**Very Low**	**Low**	**Moderate**	**High**	**Very High**
	1	**2**	**3**	**4**	**5**
Infrastructure &Resource allocation					
Funding Shortage					
Accountability					
Socio- Economic issues					

13.) In your opinion, what is the likelihood that these challenges can be overcomed through proper awareness? Please Tick

FPE Challenges	**Never**	**Least Likely**	**Likely**	**Very Likely**	**Highly Likely**
	1	**2**	**3**	**4**	**5**
Infrastructure &Resource allocation					
Funding Shortage					
Accountability					
Socio- Economic issues					

PART E: PERFORMANCE OF PRIMARY SCHOOLS

14.) In your opinion, do you agree that these are these indicators influence your school's overall performance? Please Tick

Performance Indicators	**Completely Disagree**	**Rarely Disagree**	**Occasionally Agree**	**Often Agree**	**Completely Agree**
	1	**2**	**3**	**4**	**5**
Student enrollment					
Student performance					
Level of parents' involvement					

Thankyou

Appendix III: Public Primary Schools in Nairobi

Kifaru Primary
Drive-In Primary
Mukuru Primary
Baba Dogo Primary
North High Ridge
Ndururuno Primary
Gituamba Primary
Farasi Lane
Kariobangi South Primary
Bondeni Primary
Jogoo Road
Tom Mboya
Njathaini Primary
Daniel Comboni Primary
Star Of Hope Primary School
Joseph Apudo
Kiwanja Primary
Kagira
St. Brigids Primary
Pumwani Primary
Eastleigh Airport
Mathari Primary
Embakasi Primary
Thika Road Primary
Uhuru Primary
Riruta Satellite
Kayole Primary
Bohra Primary
Mbagathi Road

Utawala Academy
Bidii primary School
Hospital Hill
Visa Oshwal Primary
Aga khan Primary
Westlands Primary
Moi Airbase
Moi Forces Academy
Nairobi Primary
Buruburu Primary
Harambee
Plainsview
St.Georges Primary
G.S.U. Primary
C.G.H.U. Primary
Kibera
Kayole North Primary
St. Catherine Primary School
Muthangari Primary
Raila ED. Centre
City Primary
Kiboro Primary
St. Patrick
Makongeni
St. Pauls
O.L.M. Shauri Moyo
Maua Primary
Kirigu
Mwangaza Primary

Baraka
OLM Nairobi South
Langata West
Unity Primary
Canon Apolo
Parklands Primary
Busara Primary
St.Teresa Girls
St. Michael
Moi Avenue
Kimathi Primary
Peter Kibkosya
St. Annes Primary
Umoja Primary
Ndurarua
Shadrack Kimalel
Garden Estate Primary
Imara Primary
Joseph Kangethe Primary
Toi primary
Drumvale
Ngundu Primary
New Eastleigh Primary
Kawangware
Heshima Road Primary
Huruma Primary
Cheleta Primary
Gatina
New Pumwani Primary

Embakasi Garrison
State House Primary
Olympic Primary
Kabiria
Ngei Primary
Loresho Primary
Milimani Primary
Parkroad
Muthaiga Primary
Nairobi River Primary
Komarock Road Primary
Nairobi South Primary
St. Johns Primary
Kabete Vet Lab
Dandora Primary
Kaloleni
Rabai Road
Marura Primary
St. Dominics Primary
Arya Primary
Juja Road
Muthurwa Primary
Ruai Primary
Edelvale Primary
SSD. Primary
Kariobangi North Primary
Ruthimitu Primary
James Gichuru Primary

Muslim Academy
Mathare 4 A Primary
Riverbank Primary
Madaraka Primary
Kilimani Primary
Kileleshwa Primary
Kenyatta University
Karen C Primary
Lower Kabete
Muguga Green Primary
Langata Barracks
Mihango
Tumaini Primary
Kongoni Primary
Ronald Ngara
Zawadi Primary
St. Teresa Boys
Mukarara
Mahiga Primary
Salama Primary
Githurai Primary
Ofafa Jericho
Highridge Primary
Mararui
Kangemi Primary
Kihumbuini
Jehovah Jireh
Ushirika Primary

Karura Forest
Murema Primary
Kinyanjui Road
Donholm Primary
Roysambu Primary
Racecources
Riruta HGM
Lavington Primary
Uhuru Gardens
Jamhuri
Kahawa Garrison Primary
Daima Primary
O.L. Nazareth
Dr. Muthiora
M.M. Chandaria
Njiru Primary
Mutuini
Ngong Forest Primary
St. Elizabeth Primary School
Dr. Livingstone Primary School
Nembu Primary
Kabete Rehab
Valley Bridge Primary
St. Marys Karen
Athi Primary School
Morrison Primary
Kwa Jenga Primary

Kahawa Primary
St. Peters Clavers
AEF Reuben
Mathare North Primary
Kasarani Primary
Gitiba
Wangu
Langata Road
Martin Luther
New Kihumbuini
Ayany Primary
Dagoretti Muslim
Bahati Primary
St. Bakhita Primary School
Mariakani
Dr. Krapf
Kamiti Primary
Pangani Primary
Ngunyumu Primary
Dr. Aggrey
Dagoretti Approved
Dagoretti Special
Muslim Primary
Islamia Primary
Thawabu Primary
Ainsworth Primary
Muranga Road Primary

Appendix IV: Krejice and Morgan Table

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,100	285	1,000,000	384

Note.—N is population size and S is sample size

Source: Krejcie, R.V., & Morgan, D.W., (1970)