

**FACTORS INFLUENCING IMPLEMENTATION OF FREE PRIMARY
EDUCATION KIBWEZI EAST SUB-COUNTY, KENYA**

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the Award of the Degree of Master of Education in Education Administration**

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DECLARATION

This research project is my original work and has not been presented for an award of degree in any other university

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DEDICATION

This research project is dedicated to my husband Nicholas Musyoki and my sons,
Maxwell Musyoka and Joel Mwendwa.

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May the Lord bless you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

CRC	Convention on the Rights of the Child
CRT	Communicative Language Teaching
FPE	Free Primary Education
KANU	Kenya African National Union
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NARC	National Rainbow Coalition
SMCs	School Management Committee
SPSS	Statistical Package for Social Sciences
TAC	Teacher Advisory Centre
UDHR	Universal Declaration of Human Right
CTL	Communicative Language Teaching

ABSTRACT

The purpose of this study was to investigate factors affecting implementing of Free Primary Education Kibwezi East Sub-County, Kenya. The researcher also aimed at finding out how pupil enrolment, teacher-pupil ratio, availability of physical facilities, teaching and learning resources/materials and the perception of headteachers towards implementation of FPE in Kibwezi East Sub-County. The study was conducted through descriptive survey design and employed both quantitative and qualitative approaches. The study targeted all the public primary schools in the county, consisting of 76 public primary schools. For the purpose of this research the researcher used both observation and questionnaire. Findings revealed that teachers in the schools were inadequate as indicated by majority 19(90.5%) of headteachers. Majority 12(57.1%) of headteachers indicated that teachers workload was extremely high. Findings on the availability of physical facilities and implementation of FPE revealed that schools lacked adequate teaching learning facilities for all the pupils in their class as indicated by majority 18(85.7%) of headteachers. Findings on the influence of teaching and learning resources/materials on the implementation of FPE revealed that schools had inadequate personnel to handle the number of pupils as indicated by majority 19(90.5%) of headteachers. Majority 14(66.7%) of headteachers strongly agrees that FPE had increased teachers teaching load unnecessarily, and increased primary school access, majority 19(90.5%) of headteachers strongly agrees that FPE has resulted to poor individual attention to pupils. When much of the planning is for a small group the teacher is able to keep in mind specific intended outcomes and s/he can adapt her approach and 'match' the work to different children easily. The study also found out that parents had a general misconception about the meaning of 'free' primary education as they took the view that they were no longer required to participate in school activities while the political leadership was sending conflicting signals about the role of parents and communities participation in funds drive and voluntary contributions. The study further revealed that attention has not been focused on the adequacy of education resources that commensurate with the rate of enrolment due to free primary education. Based on the findings of the study, it was concluded that teachers in the schools were inadequate. The study also concluded that teacher's workload was extremely high. Schools lacked adequate teaching learning facilities for all the pupils in their class. It was also concluded that permanent and good classroom helped the teacher to cope with complex demands of teaching many students. The study also concluded that adequacy of teachers has affected implementation of FPE. The quality and adequacy of resources such as physical facilities have a direct bearing on quality of education, as they determine how effectively the FPE is implemented.. Based on the findings of the study recommended that putting the FPE into operation requires an implementing agent who is the teacher. Teachers need to be equipped to adjust their classroom instruction according to the requirements of the FPE. The headteacher should plan for the physical facilities in the schools bearing in mind that school population keeps on changing in line with change in programmes and modernization. Adequate teachers to be employed to handle large class size as it is difficult work both in preparation and in marking. It also strains the text books. The study suggested that since the study was carried out in one administrative Sub-County, there is need to have a similar study in a larger area and compare the results.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a fundamental human right. Formal education is crucial for individual and national development of all countries UNESCO (2005). It is upheld as the key to sustainable development, peace and stability and an end to world poverty, within and among countries. According to UNESCO (2005), it is indispensable platform for many countries effective participation in the global societies and economics of the twenty first century. According to the Sessional paper No. 1 of 2005 on a Policy Framework for Education, Training and Research, the Kenya government recognized that education was a basic human right and a powerful tool for human resource and national development; since then policy documents have reiterated the importance of education in eliminating poverty, disease and ignorance. It is therefore of paramount importance that all learners of basic education acquire quality education in an enabling environment which ought to enhance effective learning.

In all countries of the world, basic education is viewed as the foundation on which further formal learning is based and that it opens up the window of opportunity for future learning levels. By acquiring basic education it enables individuals to recognize their basic human right and democratic rights. Mwiria (2004) notes that democracy is basically a method whereby men and women from all walks of life gain confidence in themselves and in their fellow-humans, and thereby move from force to persuasions, from restriction

to liberty, from blind obedience to creative effort. It is within this context that acquisition of quality basic education must be given the seriousness it deserves.

UNICEF and UNESCO (2004) states that basic education is the minimum provision of knowledge, attitudes, and values and Experiences, which should be made for, every individual and which should be Common to all. It should be aimed at enabling each individual to develop his or her own potentialities, creativity and critical mind both for his or her own fulfillments and happiness of the community to which he or she belongs. This concept of basic education portrays that quality in this level of education must be ensured to cater for both the society and national development. (Otiende, 1992).

Kenya has always endeared to eliminate ignorance, poverty and disease among its population. To eliminate the three obstacles of development, education has been used as the main weapon. Children's right to education has been repeatedly affirmed in the 1948 Universal Declaration of Human Rights, (UDHR), the 1989 Convention on the Rights of the Child, (CRC), the 1990 World Summit for Children and the Conference on Education for all in Jomtien Thailand. Eshiwani (2003) observed that the consequences of illiteracy were profound, even potentially life threatening. The three obstacles of development; namely ignorance, poverty and diseases emanate from the denial of fundamental human right; the Right to Education. Ensuring the right of education is a matter of morality, justice and economic sense.

The Government of Kenya at independence was committed to provide Free Primary Education (FPE) as a long term plan. Priority was given to primary education as the best way of allocating and using the limited resources that were available for education to

produce middle and high level skilled and professional manpower. The FPE was first introduced in 1974 when a Presidential decree waived fees for standards 1-4. Consequently, enrolment increased from 1.8 million in 1973 to 2.8 million in 1974. Successive decrees raised grades year after year until the cycle was completed in 1985 (Otiende, 1992).

The Kenya Education Commission of 1964-1965 (Republic of Kenya, 2004) supported the objective of giving every child a minimum of seven years free UPE. Bogonko (2002) asserts that the first steps towards free primary education were not taken until 1971. The then President of Kenya Jomo Kenyatta abolished tuition fees for the economically marginal Sub-Countys of the country. By July 1973 primary school pupils in Marsabit, Isiolo, Samburu, Turkana, Garrisa West Pokot, Mandera Wajir, Tana River and Lamu Sub-County's were assured free education. In December 1973 another presidential decree made education free for the first four years of primary school education throughout the country in public schools. This was a follow up to the recommendations of the Ominde Report (Republic of Kenya, 2004.)

All the five-year development plans stressed the need for free UPE. They respectively noted that the achievement of Universal Primary Education would remain high priority in order to ensure equal opportunity for all people to play their part in the development of the country. Following a recommendation by the Ominde Commission (Republic of Kenya, 2004). The Gachathi Report (Republic of Kenya, 2006) recommended the extension of the removal of fees to the full seven years of primary education by 1980. To effect this the then President Daniel Arap Moi declared free primary education in 1978 (Bogonko, 2002)

The policy was implemented with some degree of success until the effects of a declining economy and donor conditionality which compelled the government to introduce levies. The introduction of cost sharing measures in 1988 under the Structural Adjustment Programmes in the provision of social services including education when the majority of the beneficiaries were experiencing rising poverty levels influenced the degree of affordability hence access to this service. In the course of implementation, the government paid teachers remuneration through taxation while funds for construction and maintenance of education facilities were raised by parents or through voluntary (Harambee) contributions (Olembbo, Wanga & Karagu, 2012).

While the population has been on a steady increase, there has not been a corresponding expansion or improvement of infrastructure (facilities) or service delivery. This has been attributed to the effects of cost sharing in addition to the introduction of hidden levies such as activity fees. This was compounded by the inability of most parents to access private education services. It is against this back drop that the NARC government introduced FPE in January 2004 as fulfillment of one of its promises during campaign in December 2002. The policy was geared towards addressing the problem of declining enrolment and high wastage rate in public primary schools. Consequently, enrolment in January 2003 increased by 1.5 million in the 17000 public primary schools in Kenya (Daily Nation, May 6, 2003: 13).

The introduction of FPE in January (2003 following the passing of the Children's Act in (2001), led to significant educational achievements. Enrolment in public primary schools increased significantly from 5.9 million in (2002) to 6.9 million in (2003) - a 17% increase, representing a Gross Enrolment Rate (GER) of 99% (102% girls, 97% boys).

The government provides funds, through both the School Instructional Management Bank Account (SIMBA) and the General Purpose Account (GPA), to procure needs – based materials and improve on some infrastructure, thereby raising the quality education (ROK, 2004: 58). The National Gross Enrolment Rates (NGER) at primary level was recorded at about 93% between (1999) and (2002). FPE has impacted positively on the enrolment of both boys and girls. An extra 1.5 million children are now accessing primary education, increasing the enrolments from 5.9 million to 7.4 million in (2004). The GER stands at 104.8% as compared to 93% in 2002. F.P.E has elicited views as diverse as those discussing them (Mwiria, 2004).

According to a study carried in February 2004 by UNESCO (2005) in 162 primary schools in Kenya, it was found out that after an initial increase in enrolment, public schools were beginning to experience a decline in enrolment due to dropouts and to a lesser degree and transfer to private schools. While enrolment rose to 92,974 in the 162 sampled schools in 2003, up from 74,410 in 2002, the number dropped to 88,356 in 2004, representing a 5 per cent drop.

The increased in enrolment had an impact on school administration. For example, due to the large pupil influx, schools were facing a serious teacher shortage. Most classes were too large to be handled by a single teacher. On average, the teacher-pupil ratio in most schools was 1:50. This had a lot of implications on administration of schools. The teachers were not able to give individual attention to the learners, especially to the slow learners, and this made it difficult for schools to offer quality education. Teachers were also unable to take full control of classes, physical facilities, teaching and learning

materials were inadequate. Indiscipline was rampant in schools hence posing a great challenge to school administrators (UNESCO, 2005).

1.2 Statement of the Problem

According to the National Development Plan (NDP) (2002-2008), the development goals include the implementation of the eight Millennium Development Goals (MDGS), among them achievement of universal primary education. It is particularly noted that the implementation of the programme without prior consultation and preparation of teachers and the subsequent communication to sensitise the various stakeholders on their roles were highlighted as hampering the smooth implementation of the free primary education programme. There is a general misconception about the meaning of 'free' primary education. Parents takes the view that they are no longer required to participate in school activities while the political leadership is sending conflicting signals about the role of parents and communities participation in funds drive and voluntary contributions. Some of the administrative challenges facing the implementation of FPE programme includes severe shortage of classrooms, teachers and teaching/ learning facilities. All these challenges face school administrators who are part of the implementers of the programme. A school administrator has continuously complained of various issues pertaining to implementation of the FPE. This study therefore aimed at examining factors affecting implementing of Free Primary Education Kibwezi East Sub-County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate factors affecting implementing of Free Primary Education Kibwezi East Sub-County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To find out how pupil enrolment affect implementation of FPE in Kibwezi East Sub-County
- ii. To examine how teacher-pupil ratio affect implementation of FPE in Kibwezi East Sub-County
- iii. To establish how availability of physical facilities affect implementation of FPE in Kibwezi East Sub-County
- iv. To assess how teaching and learning resources/materials affect implementation of FPE in Kibwezi East Sub-County
- v. To determine perception of headteachers towards implementation of FPE in Kibwezi East Sub-County

1.5 Research Questions

The study was guided by the following research questions:-

- i. Does pupil enrolment affect implementation of FPE in Kibwezi East Sub-County
- ii. How does teacher-pupil ratio affect implementation of FPE in Kibwezi East Sub-County?
- iii. To what extent does the availability of physical facilities affects implementation of FPE in Kibwezi East Sub-County?

- iv. To what extent has teaching and learning resources/materials affected implementation of FPE in Kibwezi East Sub-County?
- v. What is the attitude of headteachers towards implementation of FPE in Kibwezi East Sub-County?

1.6 Significance of the Study

The findings of the study would be of utmost importance to the policy makers in identifying the challenges facing implementation of FPE. The findings would also be of importance to the Ministry of Education (MOE) as formative evaluation of the programme whose findings could contribute to better implementation. The findings would also be important to the school administrators in documenting the issues that hinder proper implementation of FPE. The study would also add to knowledge in the area of educational administration. The study would also form a base for other researchers wishing to undertake a similar study.

1.7 Assumptions of the Study

The study assumed that primary school headteachers are trained as school administrators and so they were able to identify various administrative issues concerned with the implementation of FPE. The study also assumed that public primary schools in the Sub-County are well prepared for the implementation of FPE in terms of pupil enrolment, teacher pupil ratio, availability of physical and human resources.

1.8 Limitations of the Study

According to Best and Kahn (2003), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The major limitation of this study is that it was not possible to control the attitudes of the respondents which may affect the validity of the responses. This was because respondents would give socially acceptable answers to please the researcher.

1.9 Delimitations of the Study

The research was conducted in one administrative Sub-County in Kibwezi East Sub-County. The study only involved the headteachers in the schools. Though the parents and teachers were key players in the implementation of FPE, they were not involved in the study. Another delimitation is that the study covered one administrative Sub-County. The finding of the study was therefore generalized to other areas with caution.

1.10 Definitions of Operational Terms

Administration refers to the process of implementing policy decisions and regulating the day – to – day operations of a section of an organization such as a school, or office.

Head teacher refers to the teacher appointed by the Teachers Service Commission as a head to administer the school on behalf of the Ministry of Education.

Enrolment refers to the total number of pupils registered in a given school in a particular year.

In-Service Training refers to the refresher courses or seminars meant to make a teacher keep abreast of current trends in education.

Public Primary School refers to a school that is owned and controlled by the government.

Stake holder refers to anybody with direct or indirect interest in education e.g. students, parents, Ministry of Education.

Effective Teaching refers to formal instruction that produces successful achievement of set goals and objectives.

Constraints refer to problems that may jeopardize the operations of an individual or an institution.

1.11 Organization of the Study

This study is organized into three chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions and definitions of significant terms. Chapter two is on literature review. Chapter three dwells on research methodology used. This includes research design, target population, sample and sampling procedure, research instruments, validity and reliability of the research instruments, data collection procedure, and data analysis techniques.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews literature on the background of FPE and factors that affect implementation of FPE which include pupil-teacher ratio; provision of adequate physical facilities, adequate preparation and support for teachers through in-service training and provision of teaching and learning materials.

2.2 Background of the Free Primary Education

A political transition took place in Kenya after the December 2002 elections when the political party in power Kenya African National Union (KANU) that had formed the government since independence lost to the opposition party. Just before the elections, the major opposition parties formed a coalition National Rainbow Coalition (NARC) that eventually won. During its campaigns, (NARC) promised to offer free primary school education. True to its promise, after taking over in December 2002, through Ministry of Education Science and Technology (MOEST), the NARC government introduced FPE in January 2003. (UNESCO, 2005). As was expected in a country where a substantial proportion of children were out of school, the response was overwhelming. In many schools, the headteachers found themselves with more children to enroll than their capacity could hold. Due to the limited space and facilities, the headteachers turned many children. Many parents were disappointed and they kept on moving from one school to another as they sought places for their children (UNESCO, 2005).

Since the government had not given an age limit, even those who were ‘over-age’ were enrolled and this worsened the congestion in schools. Given this background, scholars and policymakers have raised pertinent issues related to the FPE policy. While there is a consensus that this is an appropriate policy addressing the problem of declining primary school enrolment in Kenya, a serious concern has been raised on the way the NARC government has implemented the policy. For example, after the (political) declaration of the policy, school heads were expected to implement it. There was no prior preparation. On the ground, school heads and education officers were caught unawares. Indeed, the government was itself unprepared for the policy because it was started on a short notice (Mwiria, 2004)

Free primary education programme faces several challenges. Increased student population; shortage of teachers; need for clear guidelines on age of admission and placement of over-age learners. The need for broad consultation with key stakeholders such as teachers and parents were cited as some of the challenges that free primary education encountered. (UNESCO, 2005).

2.3 Pupil-Teacher Ratio

The pupil-teacher ratio is a contributing factor to classroom management since it determines the span of control of each teacher in a given class. High pupil-teacher ratio leads to feedback problems due to difficulties for the teacher to access pupils frequently, regulate the number of questions a teacher could set in assignment, continuous assessment test and end of term examinations. Individualization of the programme also become difficult as the teacher’s span of control is over stretched. Eshiwani (2003) found

out that where the class size was 20% in excess of the normal 40 students, this tended to have a negative effect on the students' achievements. Mogere (2007) found that the larger the class, the lesser the learners were involved in class work and the greater the likelihood of their engaging in "deviancy". According to UNESCO (2004), free education leads to unprecedented increase in enrolment which in-turn affects the pupil-teacher ratio consequently leading to the decline in the quality of education.

Putting the curriculum into operation requires an implementing agent who is the teacher. Alper (2005) argue that effective curriculum implementation include staff development strategies, as teachers need to be equipped to adjust their classroom instruction according to the requirements of the new curriculum. In this regard, it may be necessary for the school managers, as process evaluators, to focus on developing specific teaching and learning skills. These can include equipping teachers with general planning skills such as how to arrange field excursions, manage resource centres, group learners and set homework and assignments. Teachers can also learn how to use diagnostic tests, provide tutorial services, counsel learners and liaise with parents effectively (Alper, 2005).

Teacher-classroom interactions that aid student learning are often complex processes that depend on interpersonal and pedagogical awareness. According to Morrison, Bachman, & Connor (2005) the teacher's pedagogy, classroom management strategies, and interactions with students at classroom level can determine how much is learned. Therefore, learning is contingent on the teachers' ability to create and sustain optimal learning environments.

The most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum implementation effort. Regardless of which philosophical belief the education system is based on, there is no denying that teachers influence students' learning. Better teachers foster better learning. Teachers are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom.

Overcrowded classrooms lead to lack of interaction between the teachers and learners. Wragg (2010) states that the quality and quantity of teacher pupil interaction is a critical dimension of effective classroom teaching. Children are curious to find out many things and this implies that their needs have to be catered for to facilitate healthy physical and mental development. Pupil -centered learning is paramount to any kind of learning. Learning should be through all senses such that the teachers should use teaching aids and encourage pupils to write on their own. This may not be possible in cases where the class size is big.

Solid learning depends on pupils' enjoyment of the work and appreciation of its utility and purposes. Therefore, it is necessary for each pupil to arrive at the truth for himself either through his senses or by reasoning and advocating methods that foster learning by experience (Wragg, 2010). Effective curriculum implementation entails a process where by a teacher spends planned periods of time with each child at regular intervals. When much of the planning is for a small group the teacher is able to keep in mind specific intended out comes and s/he can adapt her approach and 'match' the work to different children easily.

Teachers professional practice is frequently described in terms of two major and apparently separate tasks: one task is instruction; it involves the selection and sequencing of appropriate lesson content, the transmissions of knowledge, skill, and attitudes and the provision of feed back to pupils about their learning progress. The other task is classroom management which involves the organization of pupils and materials, the establishment of classroom procedures to facilitate the work of the class and dealing with threats and disruptions to classroom order. Both of these key functions in curriculum implementation cannot be accomplished in cases where the teacher is dealing with bloated classrooms.

While the number of students has risen exponentially since the introduction of free primary education in 2003, the number of new teachers has decreased. In 1973 a policy of free primary education was introduced but it had to be reversed soon after as teachers and the school infrastructure could not cope with the one million new admissions that arrived in the first two months. In 1973, the teaching force stood at 56,000 teachers, out of whom 12,600 were professionally unqualified. In 1974, an additional 25,000 teachers were needed for the new classes. Achoka (2007) observes that by 1975, the number of unqualified teachers stood at 40,000, out of a teaching force of 90,000 teachers.

2.4 Physical Facilities

The school's physical facilities or the school plant as it is sometimes called contributes an important component of the learning environment. The facilities include the administrative offices, classrooms, libraries, stores and the school playground. According to Bell and Rhodes (2006), these resources are important because the school uses them to advance the learning opportunities offered to the pupils. Anandu (2010) asserts that

physical facilities are vital for both teachers and pupils in the teaching/ learning situations. Any trace of inadequacy leads to frustration and the motivating factor in terms of comfort diminishes. Physical facilities that are important in curriculum implementation include classrooms, libraries, sanitary facilities and play grounds. Good classroom arrangement is important because it can help a teacher to cope with complex demands of teaching many students. Nafula and Ngoma (2008) add that modern teaching environment entails some key characteristics in its physical setting.

One of the administration functions of the headteacher is management of physical facilities in the school (Ozigi, 2007). Availability of physical facilities encourages meaningful learning and teaching. The headteacher should plan for the physical facilities in the schools bearing in mind that school population keeps on changing in line with change in programmes and modernization. Headteachers have faced challenges in managing their schools due to lack of adequate physical facilities which are a prerequisite to quality education. This has led to students drop out.

First of all it requires space for movement. This enables students to physically change their groupings during a lesson. The activities recommended in the syllabus also require space for writing, drawing and experimenting. To accomplish these tasks desks and tables are needed in the classrooms. Michael (2013) concurs with Nafula and Ngoma (2008) on the importance of physical facilities in curriculum implementation. He points out that a teacher should have a classroom of his/her own. When a teacher has his/her own class he is able to create an atmosphere that reflects own character and what they have to offer the pupils who come to them. It helps the teacher to use wall displays as teaching aids. It means that the teacher can manage the practical supply of learning materials better.

Availability of physical facilities in schools plays a major role in influencing students' retention. Mwangi (2012) found out that lack of physical and learning facilities in teaching of mathematics in teachers colleges had a negative impact on student's participation in schools. A study by Macharia (2004) also found out that lack of physical facilities in teacher training colleges contributed to poor performance of students and students drop out. Though studies were conducted in public teacher training colleges, public primary schools were not included in the studies hence this study proposes fill this gap. The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Onyango (2008) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. With the introduction of Free Primary Education, schools could have registered over-enrolment, which means that the resources available in schools are constrained leading to students opting to drop out of schools.

There is evidence of relationship between availability of physical and students drop out. Studies conducted in Ghana and Uganda by Mungai (2012) indicate that lack of physical facilities was correlated with students drop out. According to Nyamok (2007) physical facilities such as classrooms, home science and craft rooms, workshops and laboratories that are well equipped are the greatest challenge faced by parents and education authorities including headteachers yet they have a bearing on quantitative growth and quality of education and students drop out .

One consequence of government funding of primary education has been the serious deterioration of education infrastructure: in nearly all countries it became and still is the norm to expect communities to be responsible for building. Yet infrastructure is expensive in terms of time and money. While communities could reasonably be expected to erect simple temporary or semi-temporary structures, such structures were regarded as permanent by governments, which allocated no resources. Foreign aid agencies frequently financed shells of buildings, to be completed by communities, but in many countries even these were an excessive burden, or simply unsuitable for any number of different reasons. As long as the benefits from education were significant and visible, communities could be mobilised, but when enrolment ratios started to decline it was less likely that communities would take such a strong interest: the reasons for declining enrolment ratios were precisely those reasons which reduced enthusiasm for local education development. A vicious spiral of decline set in, and it is now apparent in almost all African countries that the absence of good structures and teachers' houses is a strong factor in enrolment decline. Where teachers have poor living conditions they are absent or late and demoralised, and this affects parental and children's attitudes to school (Okwach & Odipo, 2007).

Lack or inadequate facilities in schools have been found to affect quality education. Eshiwani (2003) found that in all levels of learning availability of physical facilities such as classrooms, desks, chairs had a positive relationship to quality education. Availability of these facilities contributed to conducive learning environment hence enabling students to perform well in examinations hence provision of quality education (Earthman and Lemasters, 2006). Verspoor (2008) argues that increases in public spending will be

inadequate to generate increases in education attainment and learning achievement unless accompanied by reforms that aim at a more efficient use of available resources and find sources of additional funding. He advises that well structured Public-Private Partnerships (PPPs) can help diversify the sources of financing and provision. Macharia (2004) says that one of the duties of the head teachers in Kenya is to develop the school's physical facilities. She argues that in dealing with physical facilities, a headteacher has to bear in mind where to house the educational program, the population to be served by the facility and ensure that financial resources are readily available for the school expansions.

Storage space is also important in curriculum implementation. Good teaching depends on having the equipment the teacher needs ready when they need them. Stocks of equipment are built up over the years; some bought, some made, some acquired. New syllabuses usually contain recommendations of items to acquire and things to make. All these need to be stored. There is need for adequate blackboard and display space in the classrooms. This is because most teaching and learning activities require enough space for demonstration by both the teachers and pupils as well as plenty of room to display children's work. Wanjala (2009) observes that lack of inadequate physical facilities like libraries and classrooms affects students' performance. He points out that enough classrooms facilitate good teaching units. Insufficient classrooms make the teaching units very large. Large class size leads to difficult work both in preparation and in marking. It also strains the text books usage consequently adversely affecting the students' performance.

In the study by UNESCO (2005) most schools did not have adequate classrooms to accommodate the large number of pupils enrolled under FPE, the classrooms were

generally congested and there was hardly space for movement. The classrooms were in poor condition and lighting was poor as many classrooms depended only on sunlight. It was noted, though, that with FPE, many schools had started doing repairs on classrooms using the money given for maintenance.

2.5 Teaching/ Learning Materials

Teaching / learning materials form the medium through which teaching is carried out. Teaching/ learning materials can be divided into two categories; those used by the students and those used by the teachers. Materials used by the teachers are important because they help teachers prepare schemes of work and lesson notes which guide them in the course of teaching. They include the syllabus, the teachers' guides, chalkboard, maps, globe, and pictures. The availability of teaching and learning materials is very crucial in the advancement of education. On this note, Republic of Kenya (2005) states, "Books and other materials are the basic tools of educational development. They must therefore be available to the learner in adequate quality and quantities. They must also be available at the time they are required."

Mbaabu (2003) carried out a study on allocating resources to the right area. They based their study on North Brazil and India and concluded that there is a significant efficiency and productivity gain by reallocating the share of expenditure to areas of high marginal productivity such as learning materials. Another study by Okumbe (2001) conducted in ten developing countries observed that there is a consistent relationship between pupil achievement and availability of books.

Yet another study carried out in Ghana by Psacharopoulos (2008) on relationship between textbooks and achievement concluded that text books provision was a significant factor. Before the improved provision of text books, primary schools in Ghana had deteriorated to the point where primary graduates scored no better on simple reading tests than those who had not been in school. Still UNICEF (2008) reported that between 25%-40% of teachers in Africa teach without teachers guide for their subjects leading to poor academic performance in most African countries.

Republic of Kenya (2008) claims that the teaching and learning materials should be planned and utilized in the most effective manner to bring about efficient provision of quality and relevance in education. The importance of teaching and learning materials is further highlighted by Mungai (2012). He states that resources have been in use from the earliest times. Great teachers like Plato, Erasmus and Comenius used resources effectively

Today teachers still depend on teaching tools to make their teaching more effective and even more interesting. This view is echoed by Nyamok (2007) who states that if a teacher uses the teaching materials effectively, he will be able to use the time thus created for other educational activities. Viewed this way, teaching materials will never replace the teachers' instructional activities but rather they will make it possible to further increase the quality and effectiveness of his instructional activities. Adequate resources take care of the learners' individual differences and they encourage learners to participate during the teaching learning process. This makes learning more interesting to the learners and the learners are made active during the learning process. Ouma (2007) supports this view by saying that, "Resources encourage learners to participate in the learning process,

motivates them, cater for individual differences and enable learners to gain experience by using their senses.”

Mmbanga (2002, cited in Miles et al, 2003) conducted a study in Tanzania and found out that schools were experiencing shortage of classrooms, overcrowding, shortage of text books and other reading materials adversely affecting inclusive education.

Republic of Kenya (1999) asserts that the quality of the services for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and equipment and laxity on the side of the government to fund special education materials and construction of buildings depending highly on donor funding. According to East African Standard (31st July 2003, cited in Oolloh, 2008) the Taskforce to determine the status of special education needs in Kenya established that public schools were never provided with materials or finances to enable them to meet the needs of children with special needs. This corresponds with Republic of Kenya (2005) and Ministry of Education (2009) assertion that implementation of inclusive education in Kenya was compounded by inadequate facilities, lack of equipment and inadequate teaching and learning materials.

According to Republic of Kenya (2005), the quality and adequacy of resources such as physical facilities have a direct bearing on quality of education, as they determine how effectively the FPE is implemented. Kochang Report (2003, cited in Ministry of Education, 2009) noted that learners with special needs and disabilities require a learner free environment to maximize their functional potentials. Barbara and William (2008) observed that marked progress has been made in getting new buildings, classrooms and

teachers for a rapidly increasing child population which is significant accomplishment. However, in the planning of new buildings and in the security of school facilities and equipment, the tendency has been to make only minor changes from the arrangements of the past, on the assumption that the same equipment and instructional materials could serve equally well for the nurturance of all forms of abilities in all children.

Government of Kenya (2005) points out that to achieve Universal Primary Education (UPE) by 2005 and EFA goal by 2013, the Government of the Republic of Kenya introduced FPE in January 2003, which resulted in an increased enrolment of children in formal public primary schools. She adds that the result was overstretched facilities and overcrowding in schools which are barriers for learners with special needs. She further points out that over time; there had been a major backlog of infrastructure provision and a shortage of permanent classrooms, particularly in poor communities.

Appropriate printed media facilitate effective learning in the school. They assist the learners to learn at their own pace. Once a school has got enough text books, a teacher can give many exercises to the learner without writing them on the chalkboard. This saves him/her time of talking and making too many preparations. Most of the materials arouse learners' interests once they appear interesting. (Ellington, 2006). The school requires resources to enable it implement its various educational tasks. Mbamba (2012) points out that, educational resources can be defined as anything in the school or its environment that may be organized for use in the process of teaching and learning. Resources are vital inputs needed to effectively conduct instructional activities at all levels of the educational system. Material resources include, 'those items so designed, modified and prepared to assist teaching/ learning operations'(Mbamba, 2012). This is an

indication that adequate teaching / learning resources are vital if the quality of education has to improve.

According to Government of Kenya (1999) children with special needs often need specialized aids to move about, to read and write or to hear. For example, those who were visually impaired require Braille machine, spectacles, and white canes, while those with hearing impairments require hearing aids where necessary. It however noted that the physically handicapped and the hearing impaired had no specific resources put in place for them. A study carried out by Kalabula and Mandyata (2013) on inclusive practices in schools in Northern Province of Zambia showed that the required educational materials were not provided or were not enough in ordinary schools where children with special needs were being included.

According to the study by (UNESCO, 2005) provision of instructional materials including textbooks was identified as one of the major achievements of the FPE programme, particularly through reducing the cost burden of education on parents and thus leading to an influx of pupils to school. However, it was noted that the FPE grants disbursements were not done on time as most schools started receiving the funds either in second or third term of 2003, implying most pupils had limited access to textbooks in first term. It was also noted that due to the recent curriculum review, schools had mainly procured the new textbooks for classes 1, 5 and 8. Storage facilities had also been provided either in the headteachers' offices or in classrooms.

Charema and Peresuh (2006) assert that inadequate facilities and lack of relevant materials are some of the major obstacles to the implementation of inclusive education in

developing countries. A study conducted by Kristensen and Kristensen (2007) in Uganda indicated that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate. This concurred with the findings of a study by Kisanji (2005) done in Tanzania. In his study in Zimbabwe, Charema (2006) observed that in some of the mainstream schools where children with hearing impairments were integrated, hearing aids had no batteries or cords, some of the ear moulds were chipped, some speech trainers were not working and there were no spare parts to have them repaired. Also, it was noted that some of the wheel chairs were old fashioned and cumbersome to push.

A recent study in Great Britain by Price water house- Coopers (2001) linked capital investment to academic achievement. This study combined quantitative and qualitative analysis and was based on interviews with teachers and headmasters. Its quantitative analysis found weak and inconsistent relationships between capital expenditures and outcomes. However, the study's surveys found a stronger link between capital expenditures and academic performance. The researchers concluded that good teaching takes place in schools with a good physical environment. There is a growing body of work linking educational achievement and student performance to the quality of facilities in the school.

This study shows that classroom/laboratories and stationeries/teaching aids are significant. These findings are in consonance with the findings of Hek (2005) and the report by UNESCO (2008) which opined that teaching/ learning materials such as textbooks, class rooms, teaching aids (chalk, board, ruler and protractor), stationeries and laboratories affect academic performance of the learners. Also the result of the findings

agreed with that of MOE (2003) who asserted that learning is strengthened when there are enough reference materials such as textbooks, exercise books, teaching aids and class rooms while He further asserted that academic achievement illustrates per excellence the correct use of these materials. The implication of this result is that provision of conducive classrooms and laboratories and other teaching/learning resources can positively change teachers' attitude to the teaching of mathematics and make the subject to be very interesting, meaningful and exciting to the students and hence will encourage mathematical exploration and manipulation by students which will keep them alive and thinking and will also help them to realize the applications of mathematics.

Government financial support was also significant. The implication of this finding is that without government financial support to the schools, most of the infrastructures like classroom buildings and other learning materials may not be available for use by the students. It is therefore necessary that the government should increase its support both financially and materially towards support of teaching/learning of mathematics in all schools in Kenya.

Lack of trained teachers was found to be significant. This is in agreement with that of Abagi (2007) who asserted that experience and qualification is the best asset for handling a task. In his findings, teaching is one of the duties that require both qualification and experience for better delivery. Recruitment of competent teachers to improve teacher-student ratio is a necessary measure in improving performance of students in mathematics. The government of Kenya should give adequate attention to training of teachers to enhance performance of students.

In several cases, teachers reported having more resources, specifically textbooks, following school fee abolition. Kattan (2006) cites a 1995 survey by the Ugandan Ministry of Education that found a pupil/ textbook ratio of 40:1 for science, 55:1 for math, 49:1 for English, and 44:1 for social studies. After the government's efforts to improve production and disbursement after FPE, the pupil/textbook ratio fell to 6:1 as of 1999. In Kenya as well, pupil/textbook ratios were consistent with government goals of 2:1 or 3:1 after fees were abolished. In UNESCO's focus group discussions, teachers, parents, and pupils touted the improvement in textbook distribution as one of the greatest strengths of the FPE movement. These additional materials improved teacher effectiveness in the classroom by decreasing chalkboard use and by providing better resources to prepare lessons. These materials also correct their own work, and could move at their own pace.

However, while the number of textbooks has improved greatly, challenges remain. Alubisia reports that Kenyan students often found it difficult to finish homework when they shared books. Despite official reports of 3:1 pupil/textbook ratios in Kenya and Uganda, the situation on the ground often revealed ratios of 8:1 or 9:1. Furthermore, the additional textbooks tended to most benefit the upper grades and even when available, textbooks were not always used. Basic Education Development Committee, (2001). Primary Education Development Plan report in Tanzania concluded that teachers, having taught so long without textbooks, found it challenging to teach with them

Textbook procurement was also burdensome for some teachers. In Kenya, UNESCO found that under the new textbook disbursement system, most materials arrived late and in the second or third term. The system was also time-consuming, and teachers spent time

selecting textbooks when they could have been teaching. Head teachers were further withdrawn from their teaching duties as they also had to collect the books.

2.6 In-service Teacher Training

In-service teacher training has its origins in the independence era. The first National Development Plan (1964 - 1970) proposed that there should be one Teacher Advisory Centre (TAC) in every Sub-County. The TACS were set up to upgrade the performance of untrained teachers who had been hired to cope with unprecedented increase in enrolment following the introduction of FPE in 1973. A TAC is a form of resource centre set up to benefit a definite number of local schools and the teachers. Currently, TACS are set up at the zonal level. Ajibola (2008) puts it that, it organizes resources for learning and teachers in-service courses.

Thornbury (2013) states that a TAC is a meeting place for two or more people concerned in learning with the aim of receiving pieces of professional advice. The TAC sprang up from the assumption that on completion of college training, a teacher is not fully endowed with all the skills needed in the teaching profession given that education systems are dynamic. Shiundu and Omulando (2012) add that constant teacher inservicing is very necessary as it fills the gaps which were not filled during the times of teacher training. TACS offer both academic and professional support for teachers. They also act as the resource centres and as focal points for the in-service of teachers. Ayot (2012) points out that the TAC is mainly used for updating teachers in the use of the necessary equipment. It also enables them to handle modern audio-visual aids.

Onyango (2008) states that human resource is the most important resource in a school organization. He adds that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accounts clerk, matron, nurses, messengers and watchmen is also important. Olembo (2012) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers. Teachers therefore need to be well managed. The head teachers' responsibility in human resource management involves: Leading and motivating staff; delegating responsibilities effectively; and conflict management. With increased number of students as a result of FPE, teacher students' ratio is likely to be high, leading to increased workload for teachers. This is likely to pose a challenge to head teachers, who are expected to ensure that the quality of education is not compromised. Since a freeze on employment of teachers went into effect, the Teachers Service Commission (TSC) has only been allowed to hire new teachers to replace those who leave the service. The country's recommended ratio of teachers to students is one (1) to forty five (45), but many teachers are handling classes of up to 60 students. This has led to deteriorating of academic standards in the schools (UNESCO, 2008).

New teachers may use the centres as a means of obtaining support from experienced teachers, while experienced teachers may also bring themselves up-to-date with new developments in educational ideas. The TAC also functions as a research centres. The teachers in local areas are expected to organize themselves and use the center facilities to carry out research in primary teaching methods. Using the results of their research they

may initiate their own programmes and try to use locally available teaching aids. Their findings may be first passed to the classroom teachers who after testing them, then make the necessary modifications (Ayot, 2012).

A teacher needs to have good mastery of the content for enhanced classroom interaction. For example, Morrison (2008) in their study of Free Primary Education (FPE) in Lesotho found that teachers' poor knowledge of content and pedagogy surfaced in the teaching of Mathematics with the deficiencies attributed partly to their training, and partly to the situation in the schools. While teachers did keep pupils occupied throughout their lessons, the concept of a learner-centered method of teaching was lacking (Morrison, Bachman and Connor, 2008).

The key to getting teachers committed to an innovation is to enhance their knowledge of the programme. This means teachers need to be trained and workshops organised for professional development. Unfortunately, in any curriculum implementation process, not all teachers will have the benefit of such exposure. There are just too many teachers and insufficient funds to go around. The most common approach is to have one-day workshops given by experts with the lecture method being the dominant pedagogical strategy. Among the many extrinsic factors identified and which may impede FPE change are adequacy of resources, time, school ethos and professional support. The intrinsic factors are; professional knowledge, professional adequacy and professional interest and motivation on the part of teachers (Moloi et al, 2008).

Hence, professional development of teachers is an important factor contributing to the success of FPE implementation. To what extent have teacher education programmes

required prospective teachers to study curriculum development? Some view teachers as technicians and as such do not include curriculum development in their teacher education programmes.

A considerable number of conceptual and empirical studies have been carried out to illustrate the importance of teachers' in-service training and professional development in assisting teachers with their implementation of curriculum. Fullan and Pomfret (2011) contend that in-service training is a factor in FPE implementation. They indicated that teachers who received intensive in-service training had a higher degree of curriculum implementation than those who did not.

Amugo (2007) studied the relationship between availability and qualification of teachers and implementation of secondary school curriculum in Nigeria. Her sample consisted of 50 secondary school teachers who were randomly selected from the population of teachers in Lagos and Imo States. She hypothesised that there was no significant relationship between availability and qualification of teachers and curriculum implementation in Nigeria and that available specialist teachers only used theoretical methods in their classroom work without the practical aspect. The result of the study showed that there existed a significant relationship between the availability and qualification of teachers and implementation of skill-based secondary school curriculum in Nigeria. Amugo, therefore, concluded that quality and quantity of teachers in Nigerian schools significantly affect the implementation of curriculum in Nigerian schools, especially, at the secondary school level (Junior and Senior). These sentiments are shared by Ajibola (2008) who notes that when teachers are not qualified to teach the subjects in the curriculum, that affects curriculum implementation.

In a study by Owiny (2006) on Provision of Non-Formal Education to the semi-nomadic Bahima and Karamonjong pastoralists in Uganda found that most of the facilitators and instructors of the existing NFE programmes were not qualified. Because of lack of qualified personnel around the centres, the recruited people did not meet the minimum qualification of “O” level. As a result, they were incompetent academically and professionally. Consequently they were unable to effectively deliver course content and manage the learning situations and programme hence unable to implement the FPE.

Cheng and Wang (2004); Li, (1998); Wang and Han, (2002), deem in-service training as critical in successfully carrying out a proposed curriculum. Li (1998) conducted a survey among 18 South Korean secondary school teachers who studied at a Canadian university in the summer of 1995. The exploration of teachers' perceived difficulties in introducing the Communicative Language Teaching (CLT) in South Korea revealed the main barrier to be teachers themselves. These teachers identified six major constraints preventing them from using CLT: deficiency in spoken English, deficiency in strategic and sociolinguistic competence, lack of training in CLT, few opportunities for retraining in CLT, misconceptions about CLT, and little time and expertise for developing communicative materials. The majority of the reasons are connected with teachers' lack of in-service training to “retrain and refresh” themselves in CLT.

However, Mohanty (1995) cast doubt upon the usefulness of in-service training. They pointed out that one of the beliefs extant in general in-service training is a misconception, in that attending a training course does not necessarily improve teachers' practice. This unrealistic expectation of what training courses can offer fails to take into consideration teachers' beliefs, attitudes, and other factors. They asserted that attending a course is only

one part of a complex process in which theory becomes translated into practice. This in-service training, albeit an important one, must also be connected with other teacher professional development activities.

Republic of Kenya (1976) emphasized the role played by in-service teacher training in the provision of quality education. Olembo, Wanga and Karagu (2012) state that the importance of in-service education programmes for the qualified teachers is supported by the fact that they offer the quickest way of introducing changes and improvements in primary schools. This is due to the fact that demands on the teacher change considerably during his or her career due to demand of the new curricula and methods of teaching. Consequently, in-service teacher education is necessary to enable teachers to face the challenges of these changing needs.

2.7 Summary of the Literature Review

This section has outlined that for effective implementation of free primary education, provision of all the variables discussed above be directly proportional to the rate of enrolment. If there is discrepancy between the two, the quality of education is compromised. In view of this, the proposed study will try to establish whether and to what extent a mismatch exists between enrolment and provision of structures that support the provision of quality free primary education. Maintenance of physical facilities is an important responsibility of the head teacher. S/he has to ensure that there is adequate classroom space to enable the teaching to be carried out.

Maintenance of physical facilities is an important responsibility of the School Management Committee (SMCs). The SMCs ensure that there is adequate classroom

space to enable the teaching/ learning process to take place without any hitches. Not only is the availability of the facilities important but their condition is equally important. They should be safe, sanitary and well lit. The school grounds and especially the play grounds are as important as buildings for educational purposes. They should be safe and well maintained. The school grounds should be clean, neat, attractive and safe. Eshiwani (2003), states that the availability of physical facilities such as buildings is very important in the attainment of the set objectives. The facilities help to develop valuable skills, values and knowledge. Ellington (2006) concurs with Eshiwani about the importance of physical facilities. He states that the availability of a school library facilitates the learning process. It is unfortunate that most schools have underestimated the role of this important facility thus making learning a nightmare. A library has a stock of books and other learning resources such as journals and magazines. Teachers should encourage learners to make maximum use of the library. In cases where the school library is not well equipped, students should be encouraged to borrow books from national library centered at the Sub-County level.

While existing studies explain the changes in government policy on the provision of FPE since independence and the importance of the variables that lead to effective implementation of basic education, attention has not been focused on the adequacy of education resources that commensurate with the rate of enrolment. Emphasis has been laid on reviewing the education system. Consequently, there exists a significant information and advocacy gap which this research tries to fill by conducting an analysis between policy and practice in the implementation of free primary education.

2.8 Theoretical base for the study

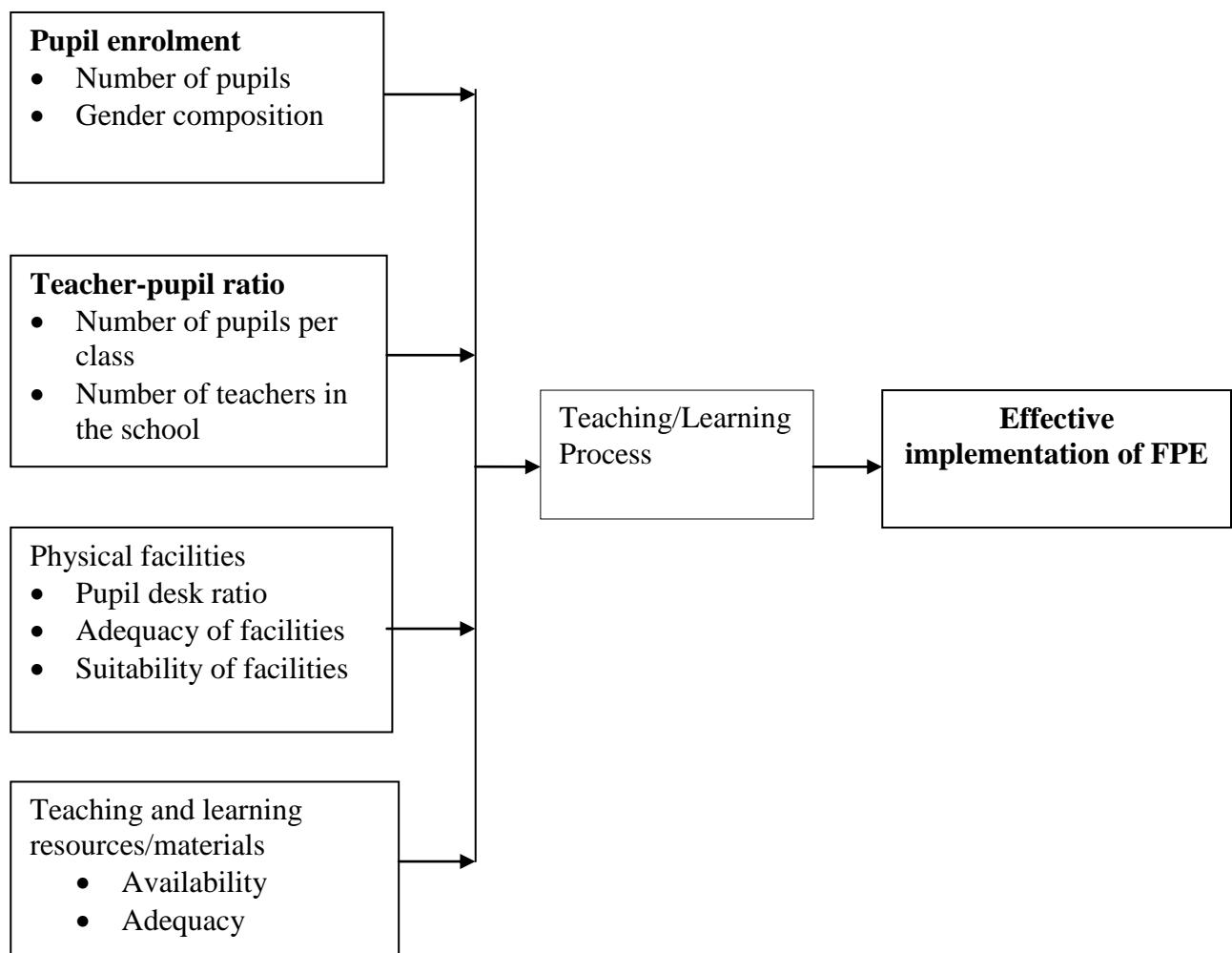
The study is based on systems approach to educational management. A system is a set of elements or parts which posses some degree of independence or identity but which at the same time form an integral part of the larger whole. Whole systems are composed of parts or sub-systems which can be decomposed further into component elements. Systems approach involves thinking in terms of the whole problem, task, operation or group and its interacting sub-parts as well as analyzing, selecting, implementing and monitoring the optimum alternative sequence, interactions, functions of component parts in order to achieve desired outcomes (Olembi et al, 2012).

Decisions which guide the various operations of primary school education are made at the Ministry's Primary Education department. Authority from the Ministry of Education headquarters in Nairobi is delegated to provincial, Sub-County, divisional and zonal educational officers. At the school level head teachers are managers at the lowest level of the hierarchy of educational management. Head teachers are mainly involved in the implementation of education policies. Each of the levels from the ministry headquarters where major educational policies are formulated to the individual primary schools where the policies made at the highest level of the educational hierarchy are adopted, implemented and evaluated is a sub - system. All the different levels have to work in harmony for the goals of the whole system to be realized. This study established the implementation of the FPE policy at the school and Sub-County levels.

2.9 Conceptual Framework

The following conceptual framework illustrates the variables that should be put in place for effective management of FPE to be attained. Figure one presents the conceptual framework of the study.

Figure 1 Interrelationships among variables in the factors affecting the implementation of Free Primary Education in Kibwezi East Sub County



The conceptual framework of the study as presented in Figure 1 suggests that factors such as pupils enrolment, teacher- pupil ratio, physical facilities and Teaching and learning resources/materials are factors that have impacted on implementation of FPE. The factors named above are the independent variables of the study which impact on the implementation of FPE and hence affect the implementation which is the dependent variable. Independent variables have effect on the dependent variable this implies that once these factors are improved there will be effective implementation of FPE

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research design that was used in the study, the target population, the sample size , the research instruments for data collection, the pilot study and data collection and analysis procedures.

3.2 Research Design

The study was a descriptive survey design and employed both quantitative and qualitative approaches. The rationale behind the adoption of this approach was based on the fact that it best explores the variables involved in the study. Gujendra and Ruth (2011) support descriptive survey design, they point out that description depicts the present position of a given situation and that it goes beyond mere collection and tabulation of data. He says that it involves elements of comparison and of relationship of one kind or another. Gujendra (2011) further states that description is ideal as it involves a certain amount of interpretation of the meaning or significance of what is being described. The combination of both qualitative and quantitative approaches allows for flexibility while examining multiple factors in attempting obtaining pertinent information (Kane, 2005).

3.3 Target Population

The target population for the proposed study was 86 primary schools in Kibwezi East Sub-County.

3.3 Sampling Procedures

The sample schools were selected by use of simple random sampling. A number of 26 head teachers were selected. The schools sample was 30% as advocated by Mugenda and Mugenda (2003) who states that for descriptive survey studies, a range of between 20 – 30% is reasonable enough for the researcher to draw generalizations about the target population though the higher the better.

3.4 Research Instruments

The research instrument for the study was a structured questionnaire and observation guide. According to Mugenda and Mugenda (2003), questionnaires were used to obtain important information as each item in the questionnaire is developed to address a specific objective, research question or hypothesis of the study. The questionnaire covers areas such as class sizes, teaching load and status of learning materials and learning space in the classroom(s). The questionnaires had both close-ended and open-ended questions. Observation guides was used by the researcher to indicate the researcher's impressions regarding the availability and utilization of resources in the implementation of FPE in the schools to be visited.

3.5 Piloting of the Instruments

Piloting of the instruments was done in 3 schools. The schools represents 2% of the target population. Mugenda and Mugenda (2003) states that 2% of target population is enough for pilot study in descriptive survey studies. The piloting enhanced validity and reliability of the instruments.

3.6 Validity

Validity is the degree to which the result obtained from the analysis of data actually represents the phenomenon under study. Validity therefore has to do with how accurately the data to be obtained in the study represents the variables used in the study. The content validity of the tools was established through expert judgment with the researcher; at the time of designing the tools, the researcher worked closely with the supervisor for the latter to closely scrutinize the tools, make suggestions and ultimately certify them for the exercise.

3.7 Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent result after repeated trials. The split-half technique of assessing reliability was used in this study for Likert type questions. The split-half reliability coefficient was computed using the Pearson r by correlating the scores in the even numbered items with those in the odd numbered items. A correlation factor was then applied on the computed coefficient using the Spearman – Brown prophecy formula to give the reliability of the whole test. According to Rosenberg (2013), this method is suitable as it provides a way to assess the

reliability of a test without having to administer a retest. Gay (1976) has indicated that reliability coefficient in the seventies is acceptable.

3.8 Data Collection Procedures

The researcher sought permission from the Ministry of Education and report to the Sub-County Education Offices (DEO) Kibwezi Sub-County to sought permission to visit the sampled schools. The primary school headteachers in the sampled schools were informed in advance about the visit. The questionnaires were administered by the researcher to the headteachers to ensure full and prompt response. The researcher also observed the school and filled the observation schedule.

3.9 Data Analysis Techniques

Descriptive statistics was used in data analysis. Mugenda and Mugenda (2003), states that the purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores using a few indices or statistics. Once the questionnaires were collected, the researcher edited them to identify those that are wrongly responded to or incomplete. The poorly responded questionnaires were regarded as spoilt, so they were not included in the analysis. After editing and sorting out the questionnaires, data was tabulated, coded and processed using Statistical Package for Social Sciences (SPSS) computer software for windows. Data was presented by use of tables, bar graphs and pie charts while frequencies (f) and percentages (%) were be used in the analysis.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS OF FINDINGS

4.4 Introduction

This study investigated the factors affecting implementing of Free Primary Education Kibwezi East Sub-county, Kenya. This chapter presents the findings of this study. It also discusses those findings in line with the views that had been advanced earlier in the study.

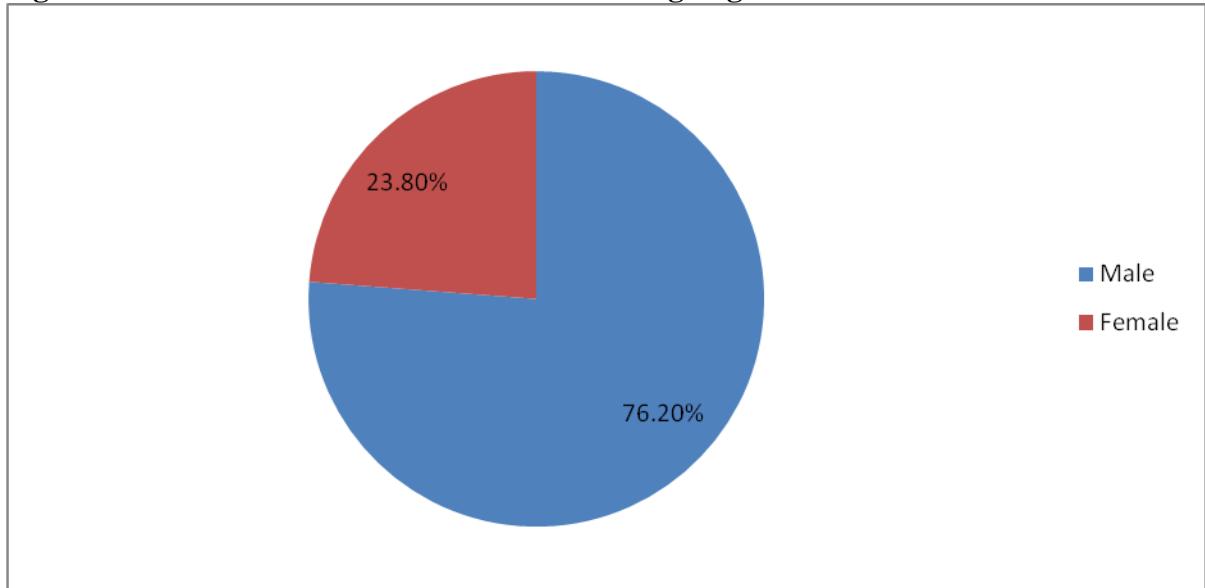
4.5 Response Rate

This shows how the head teachers reacted to the given questionnaires. Out of 23 headteachers sampled by the study, 21(91.3%) of headteachers filled and returned the questionnaire. The response rate was rated adequate for analysis.

4.3 Demographic data of headteachers

The demographic data of headteachers was based on their gender, age, marital status, and academic qualification, duration they had taught and served as headteachers. Figure 4.1 presents the gender of headteachers.

Figure 4.1 Distribution of headteachers according to gender



Majority 16(76.2%) of headteachers were male while 5(23.8%) of headteachers were female. This shows that there were more male than female heads in the schools. Asked to indicate their age, they responded as Figure 4.2

Figure 4.2 Distribution of headteachers according to age

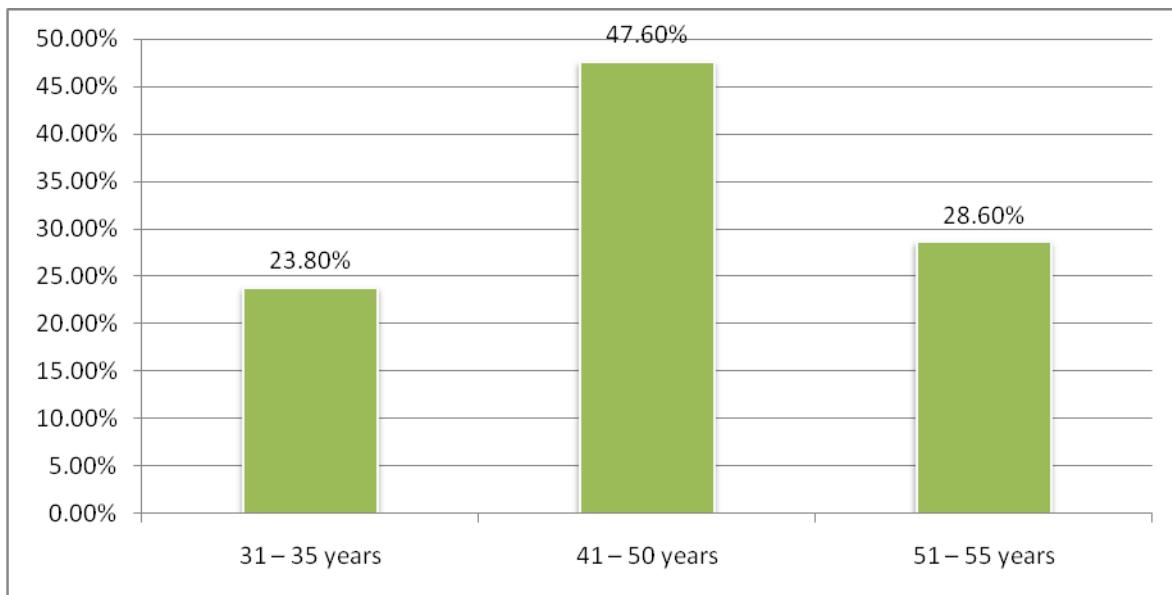


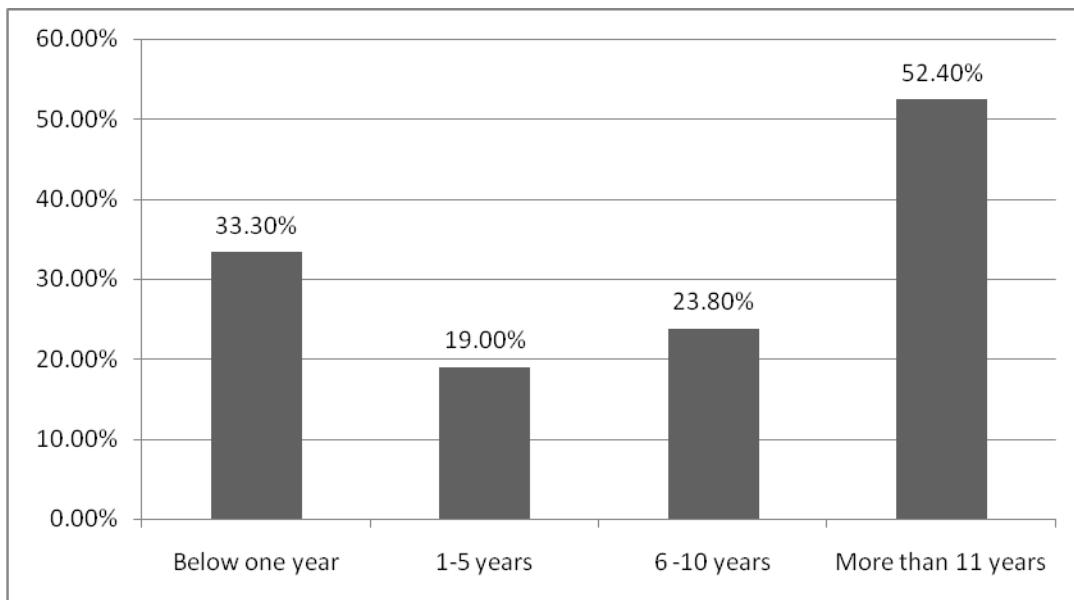
Figure 4.2 shows that 5(23.8%) of headteachers were aged between 31 and 35 years, 10(47.6%) of headteachers were aged between 41 and 50 years while 6(28.6%) of headteachers were aged between 51 and 55 years. This implies that headteachers were relatively old and hence were in a position to provide information on the factors affecting implementing of Free Primary Education.

Table 4.2 Distribution of headteachers according to academic qualification

Academic qualification	F	%
P1	9	42.9
Diploma	4	19.0
Degree	4	19.0
Masters	4	19.0
Total	21	100.0

Table 4.2 shows that 9(42.9%) of headteachers had PI education, 4(19.0%) of headteachers had diploma qualification, the same number of headteachers had degree while 4(19.0%) of headteachers had masters degree. The data implies that headteachers were adequately prepared to teach in primary schools hence were in a position to explain the factors affecting implementing of Free Primary Education. The respondents were further asked to indicate the duration they had been in teaching profession, they responded as Figure 4.3

Figure 4.3 Distribution of headteachers according to teaching duration



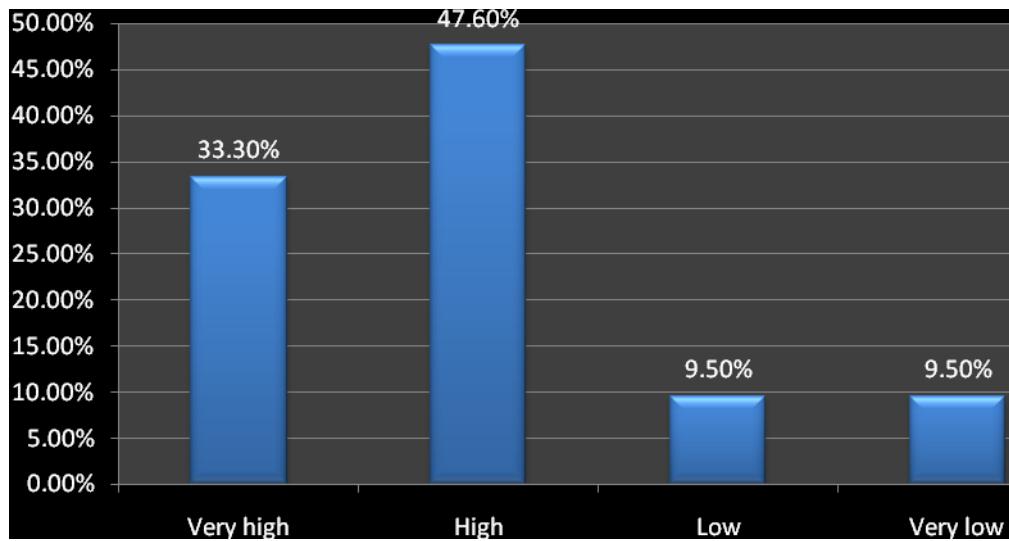
Data shows that 1(33.3%) of headteachers had taught for below 1 year, 4(19.0%) of headteachers had taught for between 1 and 5 years. Data further shows that 5(23.8%) of headteachers had taught for between 6 and 10 years while majority 11(52.4%) of headteachers had been teaching for more than 11 years. This indicates that headteachers had been teaching for relatively long duration and hence in a position to provide information on the factors affecting implementing of Free Primary Education. Table 4.3 tabulates years the headteachers had taught in the current school

Table 4.3 Distribution of headteachers according to years taught in the current school

Years	F	%
Below one year	3	14.3
1-5 years	9	42.9
6 -10 years	7	33.3
More than 10 years	2	9.5
Total	21	100.0

Data shows that 3(14.3%) of headteachers had been in current school for less than a year, 9(42.9%) of headteachers for between 1 and 5 years. data further shows that 7(33.3%) of headteachers had been in current school for between 6 and 10 years while 2(9.5%) of headteachers had been in current school for more than 11 years. To establish the factors affecting implementing of Free Primary Education, the study specifically sought to establish how pupils' enrolment affects the implementation of FPE. Figure 4.4 presents headteachers rate on the enrolment of the pupils in the school

Figure 4.4 Headteachers rate on the enrolment of the pupils in the school



Data shows that 7(33.3%) of headteachers indicated that the enrolment of the pupils in the school was very high, 10(47.6%) of headteachers indicated that it was high. Data further shows that 2(9.5%) of headteachers indicated that the enrolment of the pupils were low while the same number of headteachers indicated that it was very low.

4.4 Teacher-pupil ratio and implementation of FPE

The study sought to establish the effects of teacher-pupil ratio on the implementation of FPE. Headteachers were posed with items that sought the same. Data is presented in the following section: Asked whether teachers in the school were enough, Majority 19(90.5%) of headteachers indicated that teachers in the schools were inadequate while 2(9.5%) of headteachers indicated that they had enough teachers in the schools. This implies that inadequate teachers could discourage learning of all senses such that the teachers were not in a position to use teaching aids and encourage pupils to write on their own. This was not possible because class size was big. This shows that there was need for

teachers to be equipped to adjust their classroom instruction according to the requirements of the changed populations. Asked to describe the workload of their teachers, headteachers responded as Table 4.5

Table 4.5 Headteachers responses on workload of their teachers

Responses	F	%
Extremely high	12	57.1
High	7	33.3
Average	1	4.8
Low	1	4.8
Total	21	100.0

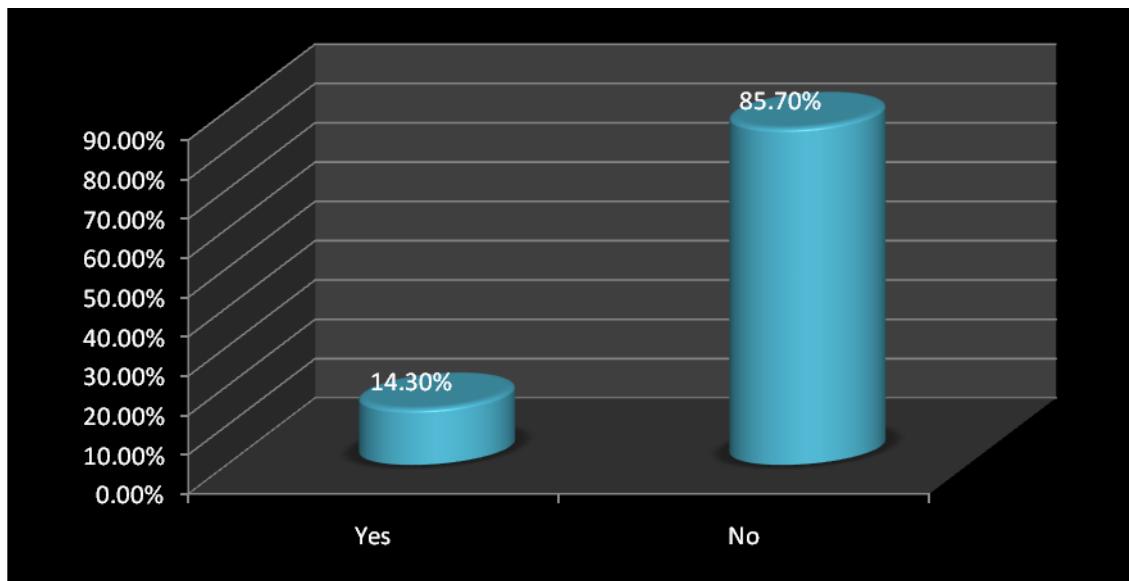
Majority 12(57.1%) of headteachers indicated that teachers workload was extremely high, 7(33.3%) of headteachers indicated that it was high. Data further shows that 1(4.8%) of headteachers indicated that their teachers had average workload while the same number of headteachers indicated that their teachers had low workload. This agrees with Achoka (2007) who indicated that the introduction of free primary education in 2003, led to decrease of the number of new teachers which affect their workload.

4.5 Availability of physical facilities and implementation of FPE

The study sought to establish the effects of availability of physical facilities on the implementation of FPE. Headteachers were posed with items that sought the same. Data is presented in the following section:

Figure 4.5 presents headteachers responses on whether they had adequate teaching learning facilities for all the pupils in their class.

Figure 4.5 Headteachers responses on whether they had adequate teaching learning facilities



Majority 18(85.7%) of headteachers indicated that they lacked adequate teaching learning facilities for all the pupils in their class while 3(14.3%) of headteachers had adequate teaching learning facilities for all the pupils in their class. This shows that schools lacked resources that were important to advance the learning opportunities offered to the pupils. Teaching learning facilities contributes an important component of the learning

environment. The study further sought to establish the type of classroom the pupils learn.

Table 4.6 tabulates the findings

Table 4.6 Headteachers responses on the type of classroom the pupils learn

Response	F	%
Permanent	10	47.6
Semi-permanent	10	47.6
Mud walled	1	4.8
Total	21	100.0

Table 4.6 shows that 10(47.6%) of headteachers indicated that their pupils learnt in permanent classroom, the same number of headteachers indicated semi- permanent classrooms while 1(4.8%) of headteachers indicated that they had mud walled classrooms. Permanent and good classroom helped the teacher to cope with complex demands of teaching many students. The researcher further sought to establish the adequacy and availability of resources. Table 4.7 tabulates headteachers responses

Table 4.7 Headteachers responses on adequacy and availability of resources

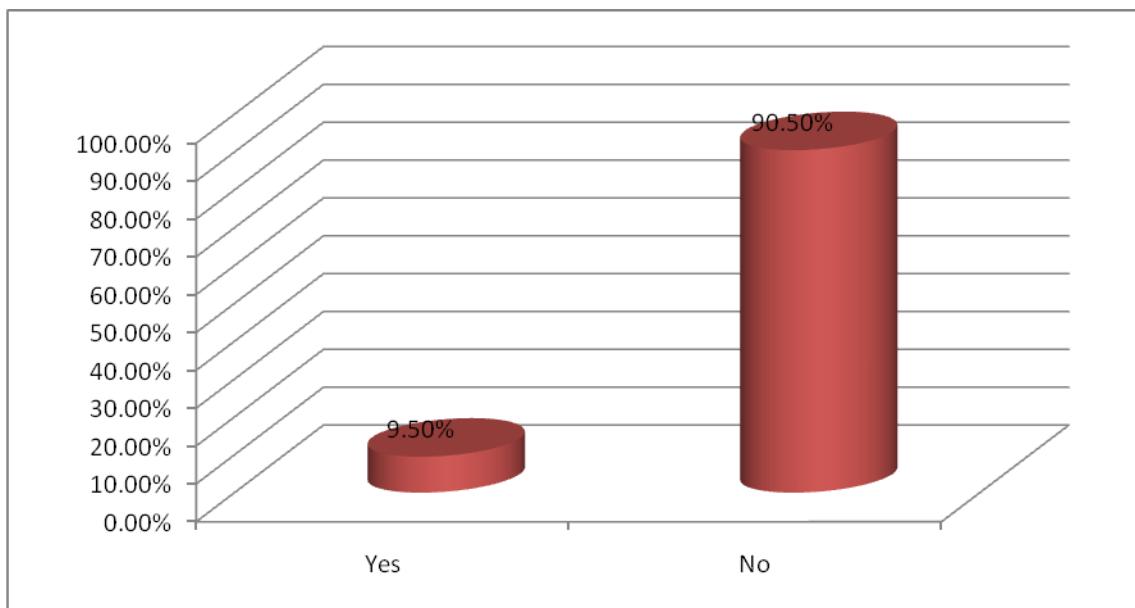
Resources	Very adequate		Adequate		Not adequate		Not available	
			F	%	F	%	F	%
	F	%	F	%	F	%	F	%
Classroom	0	0.0	8	38.1	13	61.9	0	0.0
Textbooks	3	14.3	6	28.6	12	57.1	0	0.0
Toilets	0	0.0	10	47.6	11	52.4	0	0.0
Playgrounds	2	9.5	6	28.6	7	33.3	6	28.6
Water	0	0.0	8	38.1	11	52.4	2	9.5
Laboratories	0	0.0	0	0.0	8	38.1	13	61.9
Libraries	0	0.0	1	4.8	7	33.3	13	61.9
Teachers	0	0.0	8	38.1	13	61.9	0	0.0

Data shows that majority 13(61.9%) of headteachers they had inadequate classrooms and teachers, the same number of headteachers lacked laboratories and libraries, majority 12(57.1%) of headteachers had inadequate textbooks. Data further shows that majority 11(52.4%) of headteachers indicated that they had inadequate toilets and water while 6(28.6%) of headteachers indicated that playgrounds were not available in their school. Asked to indicate how the availability of physical facilities had affected implementation of FPE, the headteachers indicated that availability of physical facilities encourages meaningful learning and teaching. It was also revealed that headteachers had faced challenges in managing their schools due to lack of adequate physical facilities which were a prerequisite to quality education. Any trace of inadequacy leads to frustration and the motivating factor in terms of comfort diminishes

4.6 Teaching and learning resources/materials and implementation of FPE

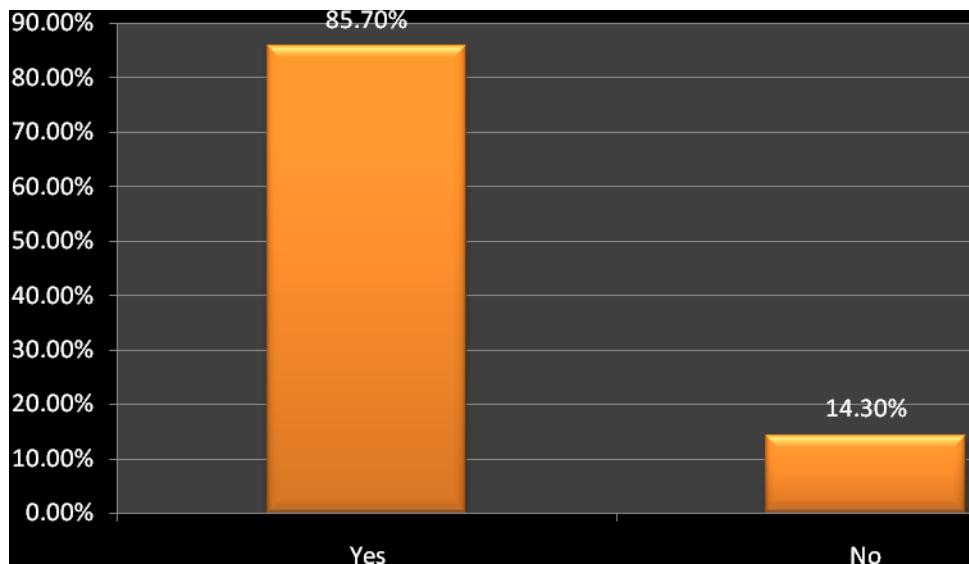
The study sought to establish the effects of teaching and learning resources/ materials on the implementation of FPE. Headteachers were posed with items that sought the same. Data is presented in the following section:

Figure 4.6 presents headteachers responses on whether they had adequate personnel to handle the number of pupils



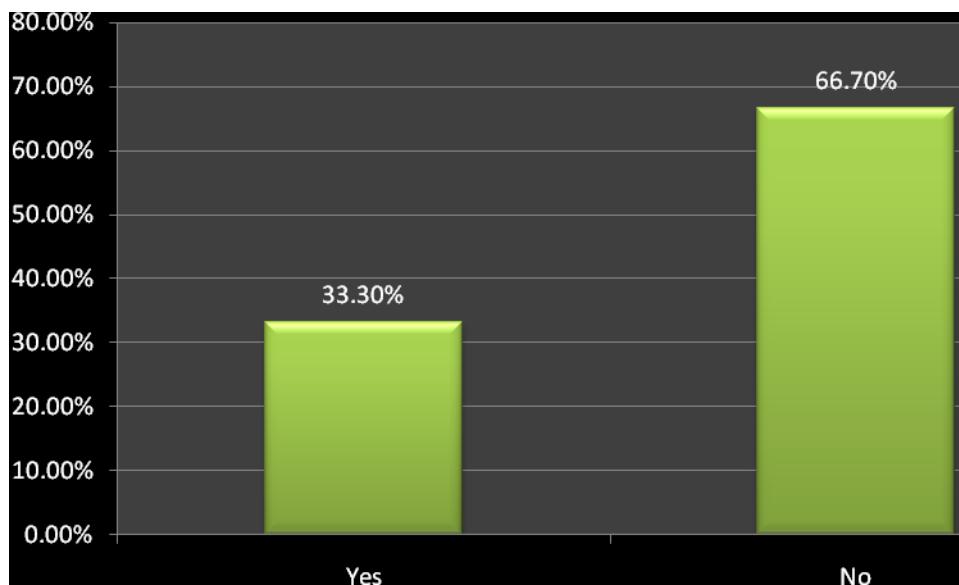
Majority 19(90.5%) of headteachers indicated that they had inadequate personnel to handle the number of pupils while 2(9.5%) of headteachers indicated that they had adequate personnel to handle the number of pupils in their schools. This shows that schools lacked vital resources inputs needed to effectively conduct instructional activities at all levels of the educational system. Asked whether the adequacy of teachers has affected implementation of FPE, headteachers responded as Figure 4.7

Figure 4.6 Headteachers responses on whether adequacy of teachers has affected implementation of FPE



Majority 18(85.7%) of headteachers indicated that adequacy of teachers has affected implementation of FPE while 3(14.3%) of headteachers indicated that adequacy of teachers has not affected implementation of FPE. This agrees with Republic of Kenya (2005), which denotes that the quality and adequacy of resources such as physical facilities have a direct bearing on quality of education, as they determine how effectively the FPE is implemented. Asked whether they were prepared to handle large classes before FPE was introduced, the headteachers responded as Figure 4.7

Figure 4.7 Headteachers responses on whether they were prepared to handle large classes before FPE was introduced



Data shows that majority 14(66.7%) of headteachers were not prepared to handle large classes before FPE was introduced while 7(33.3%) of headteachers were prepared to handle large classes before FPE was introduced. This implies that the quality of the services for children with special needs could be adversely affected by acute shortage of specialized aids and equipment and laxity on the side of the government to fund special education materials.

Table 4.8 Tabulates headteachers responses on teaching and learning resources/materials and implementation of FPE

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	Agree							
	F	%	F	%	F	%	F	%
FPE has increased teachers teaching load easily	14	66.7	5	23.8	1	4.8	1	4.8
FPE has improved teachers performance in class	1	4.8	4	19.0	1	4.8	11	52.4
FPE has resulted to poor individual attention to pupils	19	90.5	2	9.5	0	0.0	0	0.0
FPE was introduced without prior preparation	4	19.0	5	23.8	6	28.6	6	28.6
FPE has increased primary school access	14	66.7	6	28.6	1	4.8	0	0.0
FPE has compromised standards and quality of education	16	76.2	5	23.8	0	0.0	0	0.0
Most teachers are de motivated by FPE	8	38.1	2	9.5	2	9.5	9	42.9
Teachers were prepared for the implementation of FPE	1	4.8	5	23.8	12	57.1	3	14.3
Teachers' have poor working conditions	3	14.3	13	61.9	5	23.8	0	0.0
FPE has made class control difficult	16	76.2	4	19.0	1	4.8	0	0.0

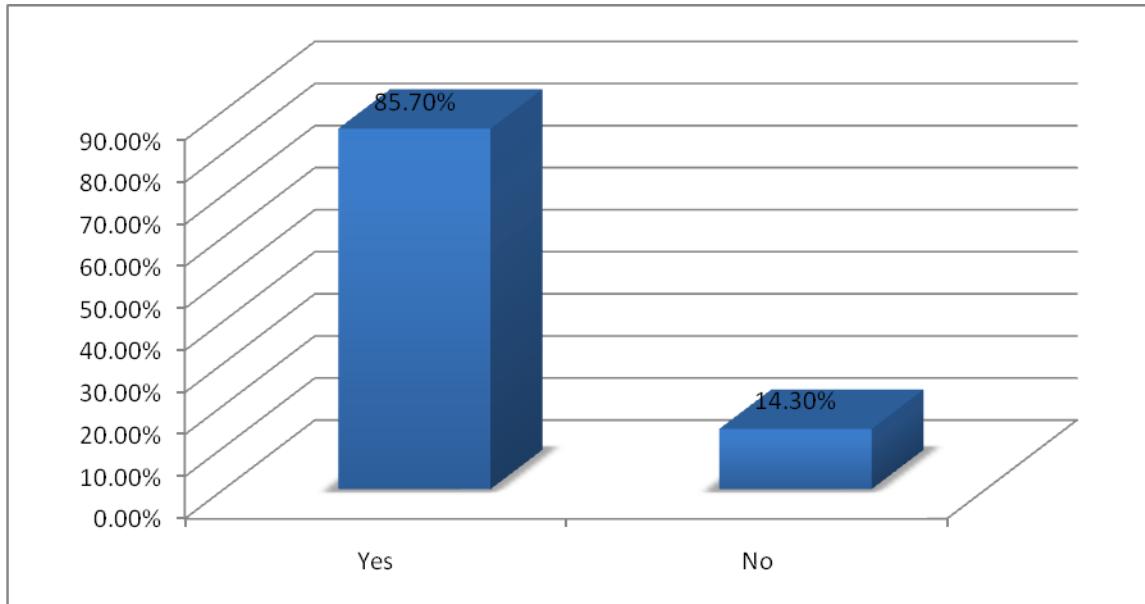
Majority 14(66.7%) of headteachers strongly agreed that FPE had increased teachers teaching load easily, and increased primary school access, majority 19(90.5%) of headteachers strongly agreed that FPE has resulted to poor individual attention to pupils, majority 11(52.4%) of headteachers strongly disagreed that FPE has improved teachers performance in class. majority 16(76.2%) of headteachers strongly agreed that FPE has compromised standards and quality of education and that FPE has made class control

difficult , 9(42.9%) of headteachers strongly disagreed that most teachers were demotivated by FPE while majority 13(61.9%) of headteachers agreed that teachers' had poor working conditions. This shows that the schools lacked pupil -centered learning. This agrees with Wragg, (2010) who indicated that effective FPE implementation entails a process whereby a teacher spends planned periods of time with each child at regular intervals. When much of the planning is for a small group the teacher was able to keep in mind specific intended outcomes and s/he can adapt her approach and 'match' the work to different children easily. This also agrees with (Mwiria, 2004) who indicated that there was no prior preparation during FPE implementation. On the ground, school heads and education officers were caught unawares. Indeed, the government was itself unprepared for the policy because it was started on a short notice

4.7 Perception of headteachers towards implementation of FPE

The study sought to establish the perception of headteachers on the implementation of FPE Data is presented in the following section: Asked whether pupil enrolment affect proper implementation of FPE, headteachers responded as Figure 4.8

Figure 4.8 Headteachers responses on whether pupil enrolment affect proper implementation of FPE



Majority 18(85.7%) of headteachers indicated that pupil enrolment affect proper implementation of FPE while 3(14.3%) of headteachers indicate that pupil enrolment has no affect on proper implementation of FPE. Asked whether parents were involved in the implementation of FPE, Majority 15(71.4%) of headteachers indicated that parents were not involved in the implementation of FPE while 6(28.6%) of headteachers indicated that parents were involved in the implementation of FPE. They further revealed that parents had a general misconception about the meaning of 'free' primary education as they took the view that they were no longer required to participate in school activities while the political leadership was sending conflicting signals about the role of parents and communities participation in funds drive and voluntary contributions. Table 4.10 tabulates headteachers rate on the implementation of FPE in the school.

Table 4.10 Head teachers rate on the implementation of FPE in the school.

Rate	F	%
Very effective	6	28.6
Effective	9	42.9
Not effective	6	28.6
Total	21	100.0

Table 4.10 shows that 6(28.6%) of headteachers indicated that the implementation of FPE in the school was very effective, the same number of headteachers indicated that it was not effective while 9(42.9%) of headteachers indicated that implementation of FPE in the school was effective. The headteachers further revealed that attention has not been focused on the adequacy of education resources that commensurate with the rate of enrolment due to free primary education.

4.8 Analysis of the observation guide

The analysis of the observation guide was to collaborate the findings from the other data analysis tools. Data from observation schedule revealed that in many schools, the classroom sizes, especially in the lower classes, rose from an average of 50 pupils to 100 pupils. There was need for provision of the necessary teaching and learning resources to adequately cater for the large influx of pupils in schools. The increased student population led to shortage of teachers. The headteachers revealed that FPE had ended to have a negative effect on the students' achievements as it affected teacher pupil interaction. There were overcrowded classrooms that led to lack of interaction between the teachers and learners.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions and recommendations of the study. The chapter further presents suggestions for further studies.

5.2 Summary

The purpose of this study was to investigate factors affecting implementing of Free Primary Education Kibwezi East Sub-County, Kenya. The researcher also aimed at finding out how pupil enrolment, teacher-pupil ratio, availability of physical facilities, teaching and learning resources/materials and the perception of headteachers towards implementation of FPE in Kibwezi East Sub-County. The study was conducted through descriptive survey design and employed both quantitative and qualitative approaches. The study targeted all the public primary schools in the county, consisting of 76 public primary schools. For the purpose of this research the researcher used both observation and questionnaire

Data revealed that teachers in the schools were inadequate as indicated by majority 19(90.5%) of headteachers. This implies that inadequate teachers could discourage learning of all senses such that the teachers was not in a position to use teaching aids and encourage pupils to write on their own. Majority 12(57.1%) of headteachers indicated that teachers' workload was extremely high. Findings on the availability of physical facilities and implementation of FPE revealed that schools had inadequate teaching

learning facilities for all the pupils in their class as indicated by majority 18(85.7%) of headteachers. The study also indicated that permanent and good classroom helped the teacher to cope with complex demands of teaching many students. Majority 13(61.9%) of headteachers they had inadequate classrooms and teachers, the same number of headteachers lacked laboratories and libraries, majority 12(57.1%) of headteachers had inadequate textbooks.

Data on the effects of teaching and learning resources/materials on the implementation of FPE revealed that schools had inadequate personnel to handle the number of pupils as indicated by majority 19(90.5%) of headteachers.. This shows that schools lacked vital resources inputs needed to effectively conduct instructional activities at all levels of the educational system. Majority 18(85.7%) of headteachers indicated that adequacy of teachers has affected implementation of FPE. This agrees with Republic of Kenya (2005), which denotes that the quality and adequacy of resources such as physical facilities have a direct bearing on quality of education, as they determine how effectively the FPE is implemented.

Majority 14(66.7%) of headteachers were not prepared to handle large classes before FPE was introduced .The quality of the services for children with special needs could be adversely affected by acute shortage of specialized aids and equipment and laxity on the side of the government to fund special education materials. Majority 14(66.7%) of headteachers strongly agrees that FPE had increased teachers' teaching load unnecessarily, and increased primary school access, majority 19(90.5%) of headteachers strongly agrees that FPE has resulted to poor individual attention to pupils. Findings further revealed that majority 11(52.4%) of headteachers strongly disagreed that FPE has

improved teachers performance in class. Majority 16(76.2%) of headteachers strongly agreed that FPE has compromised standards and quality of education and that FPE has made class control difficult. This agrees with Wragg, (2010) who indicated that effective FPE implementation entails a process whereby a teacher spends planned periods of time with each child at regular intervals. When much of the planning is for a small group the teacher is able to keep in mind specific intended out comes and s/he can adapt her approach and ‘match’ the work to different children easily.

Majority 18(85.7%) of headteachers indicated that pupil enrolment affect proper implementation of FPE. Majority 15(71.4%) of headteachers indicated that parents were not involved in the implementation of FPE. The study also found out that parents had a general misconception about the meaning of ‘free’ primary education as they took the view that they were no longer required to participate in school activities while the political leadership was sending conflicting signals about the role of parents and communities participation in funds drive and voluntary contributions. The study further revealed that attention has not been focused on the adequacy of education resources that commensurate with the rate of enrolment due to free primary education.

5.3 Conclusions

Based on the findings of the study, it was concluded that teachers in the schools were inadequate. The study also concluded that teacher’s workload was extremely high. Schools lacked adequate teaching learning facilities for all the pupils in their class.

It was also concluded that permanent and good classroom helped the teacher to cope with complex demands of teaching many students. It was further concluded that schools

lacked vital resources inputs needed to effectively conduct instructional activities at all levels of the educational system.

The study also concluded that adequacy of teachers has affected implementation of FPE. The quality and adequacy of resources such as physical facilities have a direct bearing on quality of education, as they determine how effectively the FPE is implemented. The study concluded that teachers were not prepared to handle large classes before FPE was introduced .The quality of the services for children with special needs was adversely affected by acute shortage of specialized aids and equipment and laxity on the side of the government to fund special education materials. FPE had increased teachers teaching load unnecessarily, and increased primary school access. It was also concluded that FPE has resulted to poor individual attention to pupils and that it has compromised standards and quality of education and that FPE has made class control difficult. Pupil enrolment affected proper implementation of FPE. The study lastly concluded that attention has not been focused on the adequacy of education resources that commensurate with the rate of enrolment.

5.4 Recommendations

Based on the findings of the study, the following were the recommendations:

- (i) Putting the FPE into operation requires an implementing agent who is the teacher. Teachers need to be equipped with resources and facilities to adjust their classroom instruction according to the requirements of the FPE.

- (ii) The headteacher should plan for the physical facilities in the schools bearing in mind that school population keeps on changing in line with change in programmes and modernization.
- (iii) Adequate teachers to be employed to handle large class size as it is difficult work both in preparation and in marking. It also strains the text books

5.5 Suggestions for further research

The study suggested that:

- (a) Since the study was carried out in one administrative Sub-County, there is need to have a similar study in a larger area and compare the results.
- (b) A study on factors that hinder proper implementation of FPE to be carried out

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APPENDICES

APPENDIX A: LETTER OF TRANSMITTAL

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South Eastern Kenya

University

P.O Box 170 Kitui

The Headteacher

_____ Primary school

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student from the South Eastern Kenya University undertaking a research study in Kibwezi East Sub-County. The study is to investigate factors affecting implementing of Free Primary Education Kibwezi East Sub-County, Kenya. You are requested to participate in this study. The information you give will be held in total confidence and used only for the purpose of the study.

Thanks for your co-operation.

Lucy Mwikali Mutiso

M.Ed student

South Eastern Kenya University

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS'

Dear respondent,

This questionnaire is aimed at collecting information on factors affecting implementing of Free Primary Education Kibwezi East Sub-County, Kenya. The information you give will be of benefit to the researcher in accomplishing his academic goal. Please respond to the items to the best of your knowledge and as truthful as possible.

Personal Background

1 Please indicate your gender

Female ()

Male ()

2 Indicate your age

20 – 25 years ()

26 – 30 years ()

31 – 35 years ()

36 – 40 years ()

41 – 50 years ()

51 – 55 years ()

3 What is your academic qualification?

P1 ()

Diploma ()

Degree ()

Masters ()

Any other _____

4 For how many years have you been teaching?

Below one year ()

1-5 years ()

6 -10 years ()

More than 11 years ()

5 For how long have you been a headteacher in this school?

- Below one years ()
- 1-5 years ()
- 5 -10 years ()
- More than 11 years ()

6 How many schools have you served as a headteacher?

- 1 school ()
- 2 schools ()
- 3 schools ()
- 4 schools ()
- 5 schools ()
- More than 6 schools()

Section B Pupil enrolment and implementation of FPE

8. How do you rate the enrolment of the pupils in your school

- Very high ()
- High ()
- Low ()
- Very low ()

9. How has the enrolment in your school affected implementation of FPE?

Section C Teacher-pupil ratio and implementation of FPE

10. Are the teachers in your school enough compared to number of pupils in the school?

Yes () No ()

11. Describe the workload of your teachers

Extremely high ()

High ()

Average ()

Low ()

Section D Availability of physical facilities and implementation of FPE

12. Do you have adequate teaching learning facilities for all the pupils in your class?

Yes () No ()

13. In what type of classroom do pupils in your class learn? (Tick the appropriate)

Permanent ()

Semi-permanent ()

Mud walled ()

Other teaching areas (specify) _____

14. Indicate the adequacy of the following facilities in your school

Facilities.	Very adequate	Adequate.	Not Adequate.	Not Available
Classroom.				
Textbooks.				
Toilets.				
Playgrounds.				
Water.				
Laboratories				
Libraries.				
Teachers.				

15. How do you think the availability of physical facilities have affected implementation of FPE ?

Section E Teaching and learning resources/materials and implementation of FPE

16. Do you have adequate personnel to handle the number of pupils that you have

Yes () No ()

17. How has the adequacy of teachers affected implementation of FPE?

18. Were you prepared to handle large classes before FPE was introduced?

Yes ()

No ()

19. In the following statements indicate the extent to which you agree with the statements

Key

SA Strongly Agree

A Agree

U Undecided

D Disagree

SD Strongly Disagree

Factor	SA	A	U	D	SD
FPE has increased teachers teaching load unnecessarily					
FPE has improved teachers performance in class					
FPE has resulted to poor individual attention to pupils					

FPE was introduced without prior preparation				
FPE has compromised standards and quality of education				
FPE has increased primary school access				
Most teachers are de motivated by FPE				
Teachers were prepared for the implementation of FPE				
Teachers' have poor working conditions				
FPE has made class control difficult				

Section F Perception of headteachers towards implementation of FPE

20. Does the pupil enrolment affect proper implementation of FPE

Yes () No ()

If yes please explain how

Are parents involved in the implementation of FPE?

Yes () No ()

If yes please explain how

21. (a) How do you rate the implementation of FPE in your school?

Very effective ()

Effective ()

Not effective ()

(b) Please explain your answer above

22. What are some of the challenges that you face in implementation of FPE

23. For the past 5 years what could you comment on the implementation of FPE?

24. What do you think could be done to effectively implement FPE?

Thank you, for your cooperation

APPENDIX C
OBSERVATION SCHEDULE

Item	Comment
Classrooms	
Teachers – pupil ratio	
Classroom condition	
Play ground	
Toilets	
Desks	
Teacher pupil interaction	
Enrolment registers	
Teaching learning materials	

APPENDIX D

RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

23rd February, 2015

NACOSTI/P/15/0529/4962

Lucy Mwikali Mutiso
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Factors affecting implementing of Free Primary Education Kibwezi East District, Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **30th April, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Makueni County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

[Handwritten signature of DR. S. K. Langat]
DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX E

RESEARCH PERMIT

<p>THIS IS TO CERTIFY THAT: MS. LUCY MWIKALI MUTISO of SOUTH EASTERN KENYA UNIVERSITY, 0-90200 kitui, has been permitted to conduct research in Makueni County on the topic: FACTORS AFFECTING IMPLEMENTING OF FREE PRIMARY EDUCATION KIBWEZI EAST DISTRICT, KENYA for the period ending: 30th April, 2015</p>	
<p>Applicant's Signature</p>	
<p>Secretary National Commission for Science, Technology & Innovation</p>	

Permit No : NACOSTI/P/15/0529/4962
Date Of Issue : 23rd February,2015
Fee Received : Ksh 1000



[Signature]

<p>1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit</p>	
<p>2. Government Officers will not be interviewed without prior appointment.</p>	
<p>3. No questionnaire will be used unless it has been approved.</p>	
<p>4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</p>	
<p>5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.</p>	
<p>6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.</p>	

REPUBLIC OF KENYA
NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT
Serial No. A 4284
CONDITIONS: see back page