Teaching and learning text books that are difficult to read are a hindrance to the delivery of health care services that are vital to a healthy nation. These teaching and learning text books pose problems and difficulties to the reader who is expected to acquire skills. The problems may come as a result of unsuitable teaching and learning text books used by health workers during their training. The teaching and learning text books may be defective or bad because they may not be written well and may have difficult vocabulary, long sentences or unclear illustrations.

This study hoped to identify the reading problems in the teaching and learning text books used in the training of health workers under the Ministry of Health in Kenya. In order to identify these reading problems it was important to determine the readability of these text books.

From the review of the literature it is clear that there are several factors that can contribute to readability problems in teaching and learning text books.

The study adopted the survey design. The population of the study comprised the Kenya Medical Training College and the Medical Training Centers in the six provinces (Coast, Eastern, Nairobi, Central, Rift Valley, Nyanza and Western) namely: Mombasa, Medical Training Center, Machakos, Medical Training Center, Kenya Medical Training College, Nakuru, Medical Training Center, Kisumu, Medical Training Center and Kakamega, Medical Training Center. The number of respondents for the study was 139.

Data were collected through questionnaires and from text books used during health training programs under the Ministry of Health in Kenya. The questionnaires were administered by the researcher and extracts from the teaching and learning text books collected for analysis. Quantitative data was analyzed using descriptive statistics and results presented in percentages. A total of 26,000 words from two hundred and sixty (260) extracts of the teaching and learning text books were analyzed using Flesch Formula Nomogram. This formula helped the researcher to use the criteria of syllables per words for lexical difficulty and words per sentence for syntactic complexity as criteria for overall readability of text. Comparisons were done among the 26 textbooks analyzed and the research revealed that some of the extracts were of standard level. In addition some extracts within a text book comprised standard and difficult levels.

In summary results from the application of the Flesch formula suggested that the text books' heading passages are pitched at a very difficult readability level. The average Reading Ease Score (RES) is within the 30 - 50 range, which are (36.) "difficult".

The researcher also used a content analysis approach known as Personal Judgment to assess the readability of teaching and learning text books by examining several factors that contribute to the readability of the text books, namely: lexis, syntax,
text organization, coherence, cohesion, punctuation, headings, text and art work interaction and reader involvement. The number of textbooks used was 26. The research has revealed that the most readable teaching and learning text books have the following characteristics: The text book is characterized by: fewer latences, shorter sentences, comparatively normal (25 words and below) sentences in VG length, comparatively low syllables /100 words ratio, high proportion of simple words, It also has discourse markers or sign posts such as then, however, but.....

In conclusion the study indicated that the analysis of the Teaching and Learning Text books used during health training program under the Ministry of Health in section 4.4 has revealed that readability in the writing of the Text books has not been given top priority. This is proved by the fact that the findings, based on data analysis, measurement by formula, evaluation by students and trainers, variables contributing to readability, etc., place the Teaching and Learning Text books at a difficult reading level. Another problem includes some typing errors in some text books. This implies that some of these text books are not adequately proof - read. Perhaps an good editor needs to be appointed. Evaluation by students and trainers show several short comings, such as illustrations lack gender balance and are insensitive to cultures. Some illustrations are also confusing. Sentences are rather long with complicated vocabulary. Most of the text books are outdated and therefore, require review/revision.

The study recommends that in order to improve the readability of teaching and learning text books used for training students under the Ministry of Health in Kenya it would be necessary to initiate or improve an existing program by developing a program for teaching the development of readable teaching and learning text books. Due to the large enrolments, rising costs of education and the demands of the other sectors of the economy, in sessional paper No. 1 of 1986, the government legitimizied cost-sharing policy in which parents were given more responsibilities of providing more funds for meeting the costs of primary education.

The purpose of this study was to investigate the adequacy of parents' contribution to the cost of upper primary education. More specifically the study sought to find out whether parents' contributions were actually adequate or sufficient in meeting the cost of upper primary education.

A descriptive survey design was used in this study. The sample of the study comprised 496 parents and 124 headteachers. A total of 120 head teachers and 450 parents responded to the questionnaires and the interview schedules respectively. An interview schedule for parents and a questionnaire for head teachers were the two instruments used for data collection.
In analyzing the collected data, percentages, means, standard deviation, t-tests were used. The level of testing the hypothesis was set at 0.05 level of confidence. The findings showed that parents had low financial abilities in meeting the costs of upper primary education because of their low income. It was also due to unreliability of the various occupations they were engaged in as sources of income for providing funds to meet the cost of upper primary education. Even though parents were found to be unable to effectively meet the cost of upper primary education because their low income, their contributions were necessary due to the inability of the government to meet the primary schools' financial needs. It was therefore recommended that school authorities should come up with some strategies for mobilizing funds from the parents and other possible sources of funding education. It was therefore recommended that school authorities should consider soliciting funds for schools by engaging school children in income generating activities such as agriculture, keeping poultry and any other which they are capable of undertaking as a way of raising funds. Funds should also be solicited from community members, foundation bodies (like religious organizations, commercial firms), cost-saving measures and through cost-sharing activities by setting benchmarks for various educational costs and ensuring that such benchmarks are not changed. The study recommended that it was necessary for school authorities to liaise with the local leaders such as the local chiefs who were in better position to mobilize community groups to participate effectively in school projects like fundraising for individual schools. The study concluded that married male parents who were engaged in 12 occupations were more economically able to meet the costs of upper primary education for their children than those parents who were engaged in six occupations. It was recommended that further research be carried out on ways and means of controlling the prices of basic facilities and resources which were required for learning in upper primary education to enable parents to effectively meet the costs of upper primary education. i.e setting benchmarks