STRATEGIES USED FOR THE IMPLEMENTATION OF FREE PRIMARY EDUCATION IN MANG’U ZONE, GATUNDU NORTH DISTRICT, KIAMBU COUNTY, KENYA.

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REG. NO. E55/12880/2009

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2012
DECLARATION

This is my original work and has not been presented for approval for the project work in any other university.

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To my family, my wife Elizabeth and my children Emma and Maxwell
ACKNOWLEDGEMENT

I would like to acknowledge my lecturers and my supervisors Dr. Mary A. Otieno and Dr. Norbert O. Ogeta for their academic guidance and professional assistance during the time of writing this project.

To the Almighty GOD for the far He has brought us.
TABLE OF CONTENTS

Declaration........................................................................................................i
Dedication..........................................................................................................ii
Acknowledgement..........................................................................................iii
Table of content.............................................................................................iv
List of Tables....................................................................................................viii
List of Figures...................................................................................................ix
Abbreviations and Acronyms..........................................................................x
Abstract........................................................................................................xii

CHAPTER ONE

1.0 Introduction .............................................................................................1
1.1 Background to the study..........................................................................1
1.2 Statement of the problem.........................................................................4
1.3 Purpose of the study................................................................................4
1.4 Objectives of the study............................................................................5
1.5 Research questions..................................................................................5
1.6 Significance of the study.........................................................................5
1.7 Limitations of the study..........................................................................6
1.8 Delimitations of the study.......................................................................6
1.9 Assumptions of the study........................................................................6
1.10 Theoretical framework..........................................................................6
1.11 Conceptual framework..........................................................................9
1.12 Operational definition of terms..............................................................11
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction..........................................................12
2.2 Origin of Free Primary Education (FPE)............................12
2.3 UPE from a Global Perspective......................................13
2.3.1 Timor-Lester’s SP UPC by 2015..................................13
2.3.2 UPE in India..........................................................14
2.3.3 UPE in America.....................................................15
2.4 UPE in Africa...........................................................16
2.4.1 Strategies for implementing UPE/FPE in Africa.................16
2.4.2 UPE/FPE in Kenya, Lesotho, Malawi and Uganda.............17
2.4.3 Strategies used in the four countries............................18
2.5 FPE in Kenya...........................................................20
2.5.1 Challenges of implementing F.P.E programme in Kenya.......20
2.5.2 Strategies for Implementing FPE in Kenya.......................23
2.5.3 Kenya’s Education Policy Framework..........................23
2.6 Summary of literature review......................................24

CHAPTER THREE: METHODOLOGY

3.1 Introduction..........................................................25
3.2 Research Design......................................................25
3.2.1 Variables...........................................................25
3.3 Location of the study..................................................26
3.4 Target Population......................................................26
3.5 Sampling technique .................................................................27
3.5.1 Sample size ....................................................................27
3.6 Research Instruments ............................................................28
3.7 Pilot study ...........................................................................28
3.8 Validity of Research Instruments ..........................................29
3.9 Reliability of Research Instruments ......................................29
3.10 Data Collection Procedure .................................................30
3.11 Data Analysis and Presentation ..........................................30

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, AND DISCUSSION

4.1 Introduction ........................................................................32
4.2 Description of respondents ..................................................32
4.3 Employment of extra teachers ..............................................33
4.4 Local community support .....................................................35
4.5 Other sources of funds available to schools .........................36
4.5.1 Sources of funds available for the implementation of FPE ....36
4.5.2 Challenges faced in the implementation of FPE policy ............37
4.5.3 Strategies that the government and other stakeholders can adapt to assist the implementation of FPE policy .................................................38
4.6 Discussion of the findings obtained from the study ..............39

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction ........................................................................43
5.2 Summary of study findings ................................................44
5.3 Conclusion .................................................................................................................. 46
5.4 Recommendations of the study .............................................................................. 46
5.4.1 Suggestions for further research ......................................................................... 47

REFERENCES ................................................................................................................. 48

APPENDICES

APPENDIX I: Questionnaire for head teachers ............................................................. 53
APPENDIX II: Interview schedule for PTA/SMC Members ......................................... 56
APPENDIX III: Introduction letter .............................................................................. 59
APPENDIX IV: Budget ................................................................................................... 60
APPENDIX V: Research Permit .................................................................................... 61

LIST OF TABLES

Table 4.1: Study’s Respondent Rate ............................................................................. 33
Table 4.2: Teacher-pupils ratio at Mang’u Education Zone in the Year 2010 ............... 33
Table 4.3: Category of Teachers in schools by Gender and Employer ......................... 34
Table 4.4: Sources of Funds Available for the Implementation of FPE ....................... 36

LIST OF FIGURES

Figure 1.1: Conceptual Framework ............................................................................ 9
Figure 4.1: Community Support for FPE Policy ......................................................... 35
Figure 4.2: Challenges faced by Schools in the Implementation of FPE ...................... 37
### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ASAL</td>
<td>Arid and Semi Arid Lands</td>
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<td>CAMA</td>
<td>Camfed Association/ Camfed Alumni</td>
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<td>CAMFED</td>
<td>Campaign for Female Education</td>
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<td>DEO</td>
<td>District Education officer</td>
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<tr>
<td>EFA</td>
<td>Education for all</td>
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<td>EFA FT</td>
<td>Education for All Fast Track</td>
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<td>FDSE</td>
<td>Free Day Secondary Education</td>
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<td>FPE</td>
<td>Free primary education</td>
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<td>FPESP</td>
<td>Free primary education support project</td>
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<td>GPA</td>
<td>General Purpose Account</td>
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<td>IFU</td>
<td>Infrastructure Facilities Unit</td>
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<td>KANU</td>
<td>Kenya African National Union</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
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<td>MDGs</td>
<td>Millennium Development Goal</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>MOECT</td>
<td>Ministry of Education and Culture</td>
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<td>MOEST</td>
<td>Ministry of Education science and technology</td>
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<tr>
<td>NARC</td>
<td>National Alliance of Rainbow Coalition</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<td>PRISM</td>
<td>Primary School Management</td>
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<td>PTA</td>
<td>Parents Teachers Association</td>
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<td>PTR</td>
<td>Pupil Teacher Ratio</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
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<td>SIMBA</td>
<td>Schools Instructional Material Bank Account</td>
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<tr>
<td>SMC</td>
<td>School management committee</td>
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<td>SIMSC</td>
<td>Schools Instructional Material Selection Committee</td>
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<tr>
<td>SP UPC</td>
<td>Strategic Plan for Achieving Universal Primary Completion</td>
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<tr>
<td>SWAP</td>
<td>Sector Wide Approach</td>
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<tr>
<td>TIVET</td>
<td>Technical Industrial Vocational and Entrepreneurship Training</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>UKAID</td>
<td>United Kingdom Aid</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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ABSTRACT
The government of Kenya initiated the Free Primary Education program starting from January 2003 with a view to enhancing access, participation, quality and internal efficiency of primary education in the country. However, some major policy actions need to be put in place to improve its implementation. The major findings of the study showed that primary schools have been employing extra teachers and continued to solicit funds from parents, in the era of FPE programme, though they heavily depended on government funds. Despite this, resources in terms of personnel and finances still remained inadequate. The purpose of the study was to identify the type of strategies used in the process of implementing FPE in Mang’u Education zone in Gatundu North Sub-county of Kiambu County in Kenya. Key objective of the study was to establish whether Parents Teachers Associations/School Management Committees (PTAs/SMCs) have been employing extra teachers, to determine whether the local community supported Free Primary Education (FPE) and to determine other sources of funds available to school in the implementation of FPE. The study incorporated 15 government sponsored public primary schools in Mang’u Education zone, with a target population of 15 Head teachers and 45 executive members of schools management committees. The study adopted a survey design. Questionnaires and personal interviews were used to collect the data. Piloting and reliability of the research instruments was done through test-retest techniques. Data collected has been organized, tabulated and analyzed using frequency charts and percentages.
CHAPTER ONE
1.0 INTRODUCTION

This chapter looked at the initial stages of Free Primary Education in Kenya and all consequent problems encountered during the implementation process of the Free Primary Education Programme. It also highlighted the strategies put in place to solve the given problems.

1.1 Background to the Study

The Government of Kenya initiated the Free Primary Education (FPE) Programme starting from January 2003 with a view to enhancing access, participation, quality and internal efficiency of primary education in the country. According to a report submitted to the Permanent Secretary (PS) Ministry of Education Science and Technology (MOEST) by Promin Consultants limited on 28th June, 2006, the main activities included provision of capitation grants to schools, capacity building through teacher in-servicing, financial management training, provision of basic learning and teaching materials such as textbooks, strengthening of inspection and advisory services and training of school management committees.

The government was highly commended for the introduction of the Free Primary Education programme which had certainly relieved parents and communities of a significant proportion of financial outlays on education. This had also meant a cushion to children from poor socio-economic backgrounds against failing to attend school or dropping out of school due to lack of fees. However, some major policy actions needed to be put in place to improve its implementation.

Elimu Yetu coalition of August 2004 added that, in order to manage Free Primary Education efficiently and effectively including financial management, the Ministry of Education
Science and Technology (MOEST) and its partners should ensure that the education sector in general, and primary education sub-sector in particular, was efficiently managed and that the limited resources invested were properly used and had optimum outcome. This would require injecting professionalism in the appointment, monitoring and evaluating and inspection of schools and more critical capacity building at national, district and school level. Sifuna (2004) in his article ‘The illusion of Universal Primary Education (UPE) in Kenya’ had observed that Free Primary Education policy sounded commendable as a means of cushioning children from poor socio-economic backgrounds from failing to participate in education or dropping out of school, as well as being determinative of efforts to achieve UPE and Education For All (EFA).

However, it was argued that the numerous problems that had bedeviled the implementation of the interventions and the fact that the cost of F.P.E was beyond the current educational budget allocation, cast very serious doubts on the viability of the current F.P.E experiment. Sifuna (2004) observed that a similar experiment in the 1970s seemed to have achieved very little in terms of expanding educational opportunities.

Most of the logistical problems bedeviling the implementation of F.P.E interventions such as lack of facilities and teachers were well known to the educational administration in the country. But due to the ‘culture of fear and silence’ inculcated by the former Kenya African National Union (KANU) regime, coupled by an inept administration at the MOEST headquarters the official rhetoric had been that ‘F.P.E was working smoothly.’

The conclusion in this article indicated clearly that the implementation of F.P.E like similar interventions by previous governments had been ‘a matter of political expediency rather that a well thought out and planned reform’. The National Rainbow Coalition (NARC) Government of
Kenya like its predecessors did not carry out a situation analysis prior to the implementation of F.P.E. (UNESCO, 2005).

The consequence was poor quality education as a result of overcrowding, lack of teachers and of learning materials. The inefficient administration at the MOEST which attempted to deal with problems relating to funding and infrastructure in an ad-hoc manner only served to exacerbate the situation. With these challenges, similar to those faced by previous governments, the attainment of UPE would continue to be illusionally.

In the Free Primary Education Assessment Report of March 2005 by United Nations Educational Scientific and Cultural Organization (UNESCO), head teachers suggested that the government should employ more teachers to ease the workload currently being experienced by teachers and also pay teachers well to motivate them. The head teachers also requested special training on financial management and accounting since they felt that they had been turned into financial managers and accountants yet they did not have the basic training in those areas. The majority of head teachers also suggested that parents needed to be sensitized further on FPE and on what role they were expected to play. They should be made to understand that FPE had limits and that they might be required to assist in other areas like the construction of classrooms and toilets, buying of desks and provision of school uniform for their children. There was also a general agreement that more classrooms needed to be constructed to ease the current congestion and that if the government was unable to construct the classes then it should allow construction through community contribution basis. A few of them suggested that the vote heads for particular activities like transport and examination should be increased.

Finally some head teachers felt that for FPE to be effective in offering quality education, it should start at the nursery school level to avoid a high influx of pupils who join class one
without passing through an Early Childhood Development Programme (UNESCO, 2005). This study sought to identify the various strategies used to solve some of the major challenges encountered in the process of implementing Free Primary Education Programme in Mang’u Education zone in Gatundu North District of Kiambu County in Kenya.

1.2 Statement of the Problem

In the course of implementing Free Primary Education in Kenya, various challenges had been encountered (UNESCO, 2005). This had therefore called for various strategies to counter the challenges. For example, School Management Committee and Parents Teachers Association (SMC/PTA) had been called upon to support the government by employing extra teachers, building more classrooms and providing other essential facilities and services (UNESCO, 2005). However, the nature of those strategies had not been identified. This study sought to find out the kind of strategies used for the implementation of Free Primary Education in Mang’u zone in Gatundu North District in Kiambu County.

1.3 Purpose of the Study

The purpose of this study was to identify the type of strategies used in the process of implementing FPE in Mang’u Education zone in Gatundu North District of Kiambu County in Kenya.

1.4 Objectives of the Study

The study was guided by a three in one objective stated as follows;
1. To find out what are the key strategies that have been put in place to address the challenges encountered during the implementation of the free primary education (FPE) programme in public primary schools.

2. To establish whether PTA/SMCs had employed extra teachers in their respective schools.

3. To determine whether the local community had been supportive in the FPE programme.

4. To determine the other sources of funds available to schools for the implementation of FPE.

1.5 Research Questions

The study was guided by the following questions;

1. What strategies did the schools employ to solve the challenges faced during the implementation of the Free Primary Education programme?

2. Did the PTA/SMCs employ extra teachers in their respective schools?

3. Did the local community support the FPE programme?

4. From which other sources did schools get their funds?

1.6 Significance of the Study

The study would have practical significance in the improvement of strategies used in solving the challenges encountered during the implementation of FPE.

The findings of the study would help policy makers to fill the existing gaps that would have been taken care of during the initial stages of implementation. The study would also guide other researchers on areas of further research.

1.7 Limitation of the Study
The study limited itself to only Mang’u Educational zone in Gatundu North District in Kiambu County. This was due to the fact that covering all the public primary schools in the whole region would require a lot of money and time which was not available to the researcher.

1.8 Delimitation of the Study

The study did not seek the opinions of District Education Officer, Quality Assurance and Standards Officer and pupils. Private primary schools were also precluded as they did not enjoy direct government support in the provision of education.

1.9 Assumptions of the Study

In the proposed study the following assumptions were made:-

1. All the respondents would be cooperative and provide reliable information.

2. The selected public primary schools did experience challenges during the implementation of FPE.

3. For any challenge identified, the schools had identified one or more strategies of solving that particular challenge.

1.10 Theoretical Framework

This theoretical framework was an adaptation of the systems theory. Systems theory also known as inputs-outputs theory was developed by George Hegel to explain historical development as a dynamic process. According to Hegel (1812), a system can be defined using the definition of desired outputs to understand what inputs are necessary. The main considerations include; the essential outputs the system must produce in order to satisfy the
system users’ requirements, the transformations necessary to produce the outputs, the inputs necessary for the transformations to produce the desired outputs and the type of information the system needs to retain.

Another way of defining a system is to work forward in a stimulus-response method of definition. The main points to consider in this case include the stimuli and the responses to each stimulus, the transformations necessary for each stimulus response pair and the essential data that must be obtained.

Systems theory is trans-disciplinary study of the abstract organization of phenomena, independent of their substance, type or spatial or temporal scale of existence. It can be applied to general systems that exist in nature or in a business context, organizational or economic systems.

In studying systems theory there are a few, common, major aspects to consider. One must look at the individual objects that compose a system. The objects consist of parts, elements or activities that make up the system. The objects that make up a system can be physical objects that actually exist in the world, or can be abstract objects or ideas that cannot be found in the world.

One must also consider the attributes of a system. The attributes consist of the qualities and properties of the aforementioned objects of a system. The attributes may also describe the entire system itself.

A third consideration would be the internal relationships among the objects of a system. The fourth consideration would be the environment in which the system exists. All of these aspects of a system play an important role.

Using these four characteristics, a system can be defined as “a set of things that affect one another within an environment and form a larger pattern that is different from any other parts”.
Furthermore, the fundamental system-interactive paradigm of organizational analysis features the continual stages of input, throughout processing and output, which demonstrate the concept of openness/closedness.

Input is something put into a system or expected in its operation to achieve output or a result.

Output is the information produced by a system or process from a specific input.

Within the context of systems theory, the inputs are what are put in a system and the outputs are the results obtained after running an entire process or just a small part of a process. Because the outputs can be the results of an individual unit of a larger process, outputs of one part can be the input to another part of the process.

This theory was found to be relevant to this study because the study focused on the strategies used for the implementation of the free primary education. In this case the study looked at the primary school system. The inputs were the contributions made by all stakeholders in the implementation of FPE and the outputs were the results obtained after putting all their efforts together (systems theory/inputs-outputs download).

**1.11 Conceptual Framework: Strategies for implementing FPE programme**

- Adequate infrastructure.
- Improved teacher pupil ratio.
- Adequate teaching/learning materials,
- Timely government funds.
The implementation of the Free Primary Education depended on the nature of strategies used during the process of implementation. There were two possible alternative dimensions that could be taken during the time of implementing the FPE programme. One would lead to the success of the programme while the other would lead to the failure of the programme. As the systems
theory put it, the inputs would determine the type of output expected at the end of the whole process. This explained the dichotomous nature of the conceptual framework.
1.12 Operational Definition of Terms

**Challenge**- The term challenge in this study was used to refer to a difficult task that requires a solution.

**F.P.E.** - Free Primary Education in this work referred to the government aided education whereby the government met all tuition fees, provided teaching and learning materials, paid teachers among other costs.

**Local community**- This referred to the people living around the area in which the school was located.

**Measure**- The term was used to refer to the actions taken in order to achieve a particular goal/objective. The terms ‘measure’ and ‘strategy’ were used interchangeably in this paper.

**Sponsors** – Referred to the people who initiated or founded the learning institution and/or continued to support it in cash and/or in kind.

**Strategy** – This was used to refer to the measure put in place to achieve a particular purpose. It was an action taken or a line of action to realize a given goal.

**Student- teacher** - This referred to a college student in a school who had taken up the role of teaching pupils, mostly in the absence of the regular teacher.

**Teacher** - This referred to trained personnel involved in providing schooling to pupils and/or students. One with professional qualifications e.g. pedagogical skills

**Teaching practice**- This referred to the time during in which teacher trainees went to schools to teach for their teaching practice exercise.

**Trained teacher**- The term was used to refer to anyone who had undergone professional teacher training course.
Untrained teacher – The term was used to refer to anyone who had not gone through teacher training course and had been teaching by the time of this study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter brought into the limelight the Free Primary Education Programme from its initial stages, the challenges it continued to face as seen from various research studies and the strategies that had been suggested to be the solutions to the existing challenges in implementing F.P.E. The chapter took a worldwide view of UPE, to an All-African view and narrowed down to the Kenyan context on UPE/FPE programme.

2.2 Origin of Free Primary Education (F.P.E.)

UPE/FPE was the brain child of the United Nation’s Declaration of Human Right of 1948. The United Nation was equivocal in the view that the state should bear most of the cost of education. In its article 26, the UN declared that education should be free at least in the elementary and fundamental stages (United Nations, 1948). On the same note, the 1959 Declaration of the Rights of the Child was clear in the manner that “the child should be entitled to receive education which should be free and compulsory at least in the elementary stages” (Bray, 1986).

The 1966 International Covenant on Economics Social and Cultural Rights indicated that Primary Education should be free and compulsory to all (International Covenant on Economic, Social and Cultural Rights, 1966).
According to the World Bank Report of 2004, the Organization of Economic Co-operation and Development (OECD) convened a summit in Jomtiem Thailand in 1990 where one hundred and eighty nine (189) countries, including Kenya, committed themselves to eight (8) Millennium Development Goals (MDGs) aimed at eradicating extreme poverty and improving the welfare of their people by the year 2015.

These development goals would be achieved by emphasizing on elimination of extreme poverty and hunger, universal primary education, gender equality, reduction in child mortality, improvement in maternal health, lowering HIV/AIDS and major disease incidence, environmental sustainability and better partnerships with international development partners (World Bank, 2004).

2.3 UPE from a Global Perspective

2.3.1 Timor-Lester’s Strategic Plan for achieving Universal Primary Completion (SP-UPC) by 2015

A report released by the Ministry of Education and Culture in 2005, indicated that, Timor-Lester was among the poorest countries in Asia.

In 2004 literacy was low. Timor-Lester had an illiteracy rate of 55% among women and 46% among men. Amongst the adult population, only 18% had secondary education and 1.4% had higher education, although the indices for adults aged 19-30 were substantially higher (MOEC, 2005).

The strategic plan built on the strategic directions of the National Development Plan, the Draft National Education Policy, and the Sector Investment Plan.
The Government recognized that the strategic plan was ambitious and that it would take a concerted effort and considerable resource to complete. The Government also recognized that it had to seek external assistance to meet its goals for the sector and was thus offering the SP-UPC to its development partners for their review and consideration as the Ministry of Education and Culture (MoEC) moved towards participation in the Education for All Fast Track (EFA FT) initiative (MoEC, 2005).

The attainment of Universal Primary Completion by 2015 presented a serious challenge to the MoEC and to the people of Timor-Lester. Constraints to be overcome included: Inadequate physical infrastructure, poor and inadequate teaching and learning materials, ill-prepared teachers and limited management capacity. The SP-UPC addressed these challenges through a single focused program that concentrated resources on three key priorities namely: -Improved access and equity in access,-Strategies included school construction and rehabilitation, and measures to lower the cost of schooling for the poorest households,-Improved quality and relevance of primary education,-Strategies included developing a quality curriculum, teacher development and the provision of adequate and relevant materials and books,-Improved education system and school management,-Strategies included institutional development and capacity building at all levels (SP UPC, 2005).

2.3.2 UPE in India

From a report released by Ranjani Lyer Mohanty in the year 2010, India faced the following barriers to Universal Primary Education: - Poverty, Illiteracy, Physical distance and unsafe travel conditions to a nearby school, Social distance such as having a school in another community of a different socio-economic class, Caste, or Religion, making it difficult for the
child to cross the invisible but effective barrier, Gender gaps between females and males, Child-labour, Lack of facilities and teaching aids in schools including classroom space, toilets, drinking water, blackboards and chalk, and Teachers’ lack of training and motivation. The report also listed down the following strategies as used by the Government of India for improving the status of primary education in the year 2001:—Increase in teacher appointments and training, Improvement in elementary education content and techniques, Provision of teaching materials, Improvement in infrastructure, Education for disadvantaged groups, Girls education, Disadvantaged castes, and the disabled.

The government of India was also reported to have involved many NGOs in running schools for the poor children. For example, Katha, Pratham, and Prayas operated education centres for children in slum areas, Niche Players targeted particular segments of the child population with innovative programmes. Hole-in-the-Wall-Education had set up computers in slums and rural areas throughout India. These computers were easily accessible to children and were loaded with simple children’s education software (Mohanty, 2010).

2.3.3 UPE in America

Barbara (2003) observed that, to make UPE a success in the USA, development partners would require to take six basic steps as follows;—Increase donor funding for primary education, Donors should ensure targeting of “EFA priority” countries by prioritizing countries in greatest need, The mix of donor assistance should be changed by shifting a larger share of external assistance to recurrent budget support, Donors could improve the efficiency of aid transfers to target more on teachers’ salaries and appropriate demand-side interventions, Donors should transfer funds via new mechanisms such as directing budget transfers in the context Sector Wide
Approaches (SWAPs) and other programmatic support and finally that there was an urgent need for more effective monitoring of progress, increased research, and faster diffusion of knowledge about what works.

In conclusion, Barbara (2003) noted that for faster progress there should be the bridging of substantial policy, capacity, and data gaps in many developing countries, in addition to financing gaps.

2.4 UPE in Africa

2.4.1 Strategies for the Implementation of UPE/FPE in Africa

In a report by Campaign for Female Education (CAMFED), an international non-governmental, non-profit organization that was started in 1993 by Ann Cotton, in Sub-Saharan Africa, 24 million girls could not afford to go to school. A girl might marry as young as 13 and had a 1 in 22 chance of dying in childbirth. One in six of her children would die before the age of five. The study found that, if one educated a girl she would:

- Earn up to 25% more and reinvest 90% in her family.
- Be three times less likely to become HIV-positive.
- Have fewer, healthier children who were 40% more likely to live past the age of five (CAMFED, 2010).

Since 1993, CAMFED had fought poverty, and AIDS by educating girls and empowering young women. More than 1,451,600 children in impoverished areas of Zimbabwe, Zambia, Tanzania, Ghana and Malawi had benefitted from its innovative educational programs. CAMFED believed every child had a right to education. It used a community–based, holistic approach to bring about change in Africa. The girls it supported were selected by the community as being the most in need. CAMFED did not just provide her with books or school fees. It helped her throughout her development, from her elementary school years until adulthood. Its package
allowed the girl to get into school, do well academically, and maximize the value of her education after graduation. It provided long-term support by providing school fees, uniforms, whatever was necessary to support the girls from elementary school through high school, college and professional schools. It offered business training and small grants. Through its Seed Money Program, it helped women to learn how to manage money and helped them launch small businesses. It empowered young women to become leaders and bring change to their communities. Through this long-term approach, CAMFED had supported 602,405 girls and vulnerable boys through school, taught 20,216 young women with basic skills and helped 6,915 young women launch small businesses (CAMFED, 2010).

CAMFED had noted that, to achieve UPE/FPE, there was need for sustained commitment by national governments to sound, long-term policies which recognized the strategic contribution of primary education to development. Governments would need to tackle the core issues of access, affordability, quality, inclusion and the effective application of modern technology. Achieving gender equality would require major culture shifts. The problems of insufficient, inefficient and inequitable financing for education, and weak institutional capacity to design and implement reform and development had to be addressed. Participation by civil society would be essential. The international community also had clear obligations. The priority was to give strong commitment and provide well coordinated support for universal primary education and gender equality within comprehensive frameworks of assistance at the national level (CAMFED, 2010).

2.4.2 FPE in Kenya, Lesotho, Malawi and Uganda
A case study conducted in Kenya, Lesotho, Malawi and Uganda in 2004 by the World Bank showed that, Malawi was the first of these four countries to start working toward UPE, abolishing school fees grade by grade beginning in 1991. However, the policy was not strongly enforced.

In all four countries there was acknowledgement of the need for free primary education, but political opposition, and in some cases political instability, prevented full implementation until the issue was championed at the highest level and supported by a democratically elected majority party. In all four countries the adoption of universal primary education was triggered by political demand rather than by rational planning process (World Bank, 2004).

2.4.3 Strategies applied in addressing FPE problems in the four countries

The strategies used in the four countries included, Mobilizing budget support needed. This was possible only because of top political backing that empowered the ministries of education and other ministries, to adjust their budget to meet the demand. Attracting donor support was initially difficult as some international agencies were skeptical or reluctant, and joined in the initial criticism about lack of planning, the decline in quality, the lack of capacity, and the near impossibility that the programmes could be sustained. Developing the Entire Education Sector was done by involving policy makers. In all four countries, the policy makers acknowledged that Universal Primary Education could be sustainable only if it was part of a whole-sector approach to developing the educational system. All of the four countries started with primary education and were then in the process of looking at the whole sector. Plans were already being made on how to meet the increase in the demand for post-primary education by providing increased skills training and formal secondary education. Differences in coverage
would be minimized by looking for a level ground to enhance equal participation. In all four countries, the governments were responsible for covering the costs of facilities, textbooks, materials, and teachers’ salaries. All had set targets and devised strategies to reduce the pupil to classroom, pupil to teacher, and pupil to textbook ratios. All allowed private schools to exist side by side with the public system, but schools were not permitted to participate in the free primary education system if they raised fees from parents.

In all four countries the sudden large influx of pupils led to ‘access shock’; overcrowded classrooms, double and triple shifts, acute shortage of teachers, textbooks, and materials, and large numbers of overage pupils who should have been taking adult education classes instead of sitting beside 6-13 year olds. By increasing the number of textbooks and teachers, lending and donor agencies made some provision for immediate procurement of textbooks and materials, but their efforts were inadequate to meet the need. To recruit new teachers, distance teacher education programmes were put in place as quickly as possible. In Lesotho and Uganda Para-professionals were also trained. The number of teachers increased rapidly, but lack of experience in dealing with human resource limitations, high academic entry requirements, lack of flexibility at the training institutions, inefficient curriculum coverage, and poor quality assurance created many difficulties in developing programmes appropriate to the task. The paradigm of teaching had to change to one that was appropriate for Education for All, which meant, a system in which all social groups and environments were represented and classes included pupils of various abilities including pupils with special educational needs, as indicated by the 1994 Salamanca Declaration on inclusive education. Teachers also needed to be trained to teach large classes, or
multi-grade classes in small schools, and mixed age groups of adult classes in primary schools. To meet the need for additional classrooms, lending and donor agencies expedited procurement and contracting. But inadequate local building capacity and quality control, as well as the need to complete construction before the rainy season, meant that not enough good-quality classrooms were built. Lesotho purchased tents as temporary classrooms using military helicopters to transport the tents and school equipments to remote areas.

All four countries wanted communities to be more involved in school management and saw involvement in construction as an opportunity for this. The greatest short-to-medium-term challenge in all four countries was managing the impact of HIV/AIDS. Recent impact studies were providing better knowledge of the problem and revealing that both the complexity and the scale of impact were greater than first believed.

All pupils and teachers needed to receive effective HIV/AIDS education that taught them how to avoid contracting HIV and how to provide support to those who were infected. Responding to problems caused by HIV/AIDS required improved planning and greater administrative and managerial efficiency to meet the challenge posed by the decline in human resources at a time when capacity was already stretched (World Bank, 2004).

2.5 FPE in Kenya

2.5.1 Challenges of Implementing Free Primary Education in Kenya

Sifuna (2005) in his article ‘The illusion of Universal Primary Education in Kenya’ had observed that the implementation of Free primary Education like similar interventions by
previous governments, had been a matter of political expediency rather than a well thought out and planned reform. The NARC Government like its predecessors did not carry out a situation analysis prior to the implementation of F.P.E. The consequences were poor quality education as a result of over-crowding, lack of teachers and of learning materials.

Assistant Minister for Education Dr. Kilemi Mwiria in World Bank NETF seminar Bergen: Norway September 2004 identified quality challenge, inadequate human and physical resources, inefficient time management and resource management, inadequate inspection, monitoring assessment systems, some irrelevance of curriculum and reading materials, some unprofessionally qualified teaching force, weak internal partnership, poor motivation of some students and limited involvement of tertiary institution in reform efforts.

In the Free Primary Education Assessment report of March 2005 by UNESCO, the challenges identified included over-enrolment, some schools had double or even triple streams, enrolling pupils without considering their age or academic abilities, lack of teachers, lack of adequate classrooms to accommodate the large number of pupils especially in lower grades, lack of chairs, desks and toilets, lack of adequate learning materials like textbooks, indiscipline as pupils with discipline problems moved from one school to another freely, big workload for teachers making it difficult for teachers to give individualized attention to the pupils, demotivation and sometimes frustration of teachers due to overwork and underpayment, inadequate staffrooms and head teachers’ offices as some had been turned into temporary storerooms and delayed disbursement of funds by the Government to schools.
As mentioned earlier the immediate announcement and implementation of FPE was done without prior consensus building and consultation among the relevant stakeholders on the mechanics of rolling it out. There was lack of preparedness by both implementers and stakeholders on how best to manage the immediate demands of the programme. Initially, many opposition politicians had campaigned against F.P.E as impracticable and farfetched proposals (UNESCO, 2005).

The FPE programme was launched in the middle of a financial year by a new Government. There were therefore no funds allocated to the programme in the 2003/04 budget. When funds were finally allocated the risk of transferring large sums of money directly to the schools accounts came into being as school managers had no prior knowledge, capacity or skills of handling large sums of money. Worse still was the fact that many primary schools did not operate functional bank accounts (UNESCO, 2005).

Some SMC members were apprehensive about adapting the F.P.E policy. School heads and SMC members had previously benefited themselves from school fees and other levies. Affluent parents were fearful that F.P.E would badly compromise the quality of education at all levels of the primary cycle. Consequently, the initial reaction of the well-to-do class was to transfer their children to private schools thereby raising the enrolment in private schools from 187,966 in 2002 to 253,169 in 2003, an increase of 34.7% (UNESCO, 2005).

Before the declaration of F.P.E, the country had faced teachers’ shortage caused by a public sector employment freeze ordered by the Government in 1998. This shortage was aggravated by massive enrolment in public schools after the declaration of the F.P.E Policy.

2.5.2 Strategies for implementing UPE/FPE in Kenya
Godia (2011) had noted that the strategy of implementation of education programmes was through the Kenya Education Sector Support Programme (KESSP) 2005-2010. KESSP developed through SWAP process for resource mobilization in partnership with stakeholders (Government, Development partners, Private sector, civil society and Communities). Targeted interventions to enhance UPE/FPE included; ring fenced funding for Free Primary Education (FPE) and Free Day Secondary Education (FDSE), Special Needs Education, provision of alternate basic education (NFE Mobile Schools, Nomadic Policy Framework), School Health And Nutrition, Low Cost Boarding Schools, Support to Orphans and Most Vulnerable Children, Gender In Education, (Girls Re-Entry Policy) Bursary for Needy Children (Godia, 2011).

Godia (2011) also came up with strategies to address teacher management issues. Those strategies included; -Develop a national INSET accreditation framework, Undertake INSETs in all subjects, Integrate ICT in all levels of education, Multi-grade, multi -shift and mobile schools, Enhance the SMASSE – WESCA INSET Programme, Public private partnerships, Continued employment of contract teachers, Sensitize stakeholders on reforms on teacher management, Carry out teacher balancing, Establish and strengthen HIV and AIDs programs in schools and Ensure that teachers undertake optimum teaching loads based on staffing norms.

2.5.3 Kenya’s Education Policy Framework

This was geared toward; Enhanced access, equity and quality at all levels of education and training. It addressed issues on education through: Appropriate policies such as Sessional paper No.1 of 2005, a Policy Framework on Education, Training and Research, Commitment to
MDGS and other international conventions. New constitution recognized the right to free and compulsory basic education (MOEST 2005).

2.6 Summary of Literature Review

So far, studies had shown that the FPE Programme was bearing fruits and it was heading in the right direction. All in all some challenges seemed to appear in almost all the scenes, for example, high enrollment of pupils, financial constraints, shortage of trained personnel, poor infrastructure, just to mention a few. The strategies used for the implementation of UPE varied from one country to the other, with each country having its own strengths and weaknesses, unique to itself. This made it difficult to come up with ‘universally’ acceptable strategies for implementing UPE.

Similarly in the Kenyan context, the challenges facing one particular school were not necessarily the same as the ones facing another school, even if they were found within the same geographical region. In the same spirit, the strategies used in one school might not necessarily be identical to the ones being used in the other school. This therefore raised the need to carry out a study of the strategies used to address the challenges encountered during the process of implementing the Free Primary Education Programme in Mang’u Zone, Gatundu North District, Kiambu County in Kenya.
3.1 Introduction

This chapter outlined the research design, location of the study and the target population. It further pointed out the sample and sampling procedures, research instruments, how data was collected and also indicated how pilot centers were selected. The chapter also explained how validity and reliability of the instruments were established. Finally it explained how field data collection was done and the methods applied in analyzing the data after field work.

3.2 Research Design

Research design is a plan structure and strategy of investigations which seeks to obtain answers to various research questions (Kerlinger, 1973).

The study adopted an exploratory approach using a descriptive survey design. Descriptive survey designs are used in preliminary and exploratory studies (Orodho, 2002) to allow researchers to gather information, summarize, present and interpret the same for the purpose of clarification (Borg & Gall, 1989:5).

The purpose of descriptive survey was to observe, describe and document aspects of a situation as it naturally occurred (Polite, 1995).

3.2.1 Variables

A variable is an empirical property that is capable of taking two or more values. Variables can have different roles in a certain problem. They may influence other valuables, thereby determining the values of the affected variables. Such variables are referred to as independent variables (IV). Other variables might be subject to other causes so that their values are influenced by the values of other variables. These are the dependent variables (DV). (Orodho, 2009, p.102).
The dependent variable (DV) is the event studied and expected to change whenever the independent variable (IV) is altered.

In this study the DV was the implementation of the free primary education, while the IV were the inputs by the PTA/SMCs, the local community, stakeholders and other interested parties in the provision of education.

3.3 Location of the Study

This study was conducted in Mang’u Education zone in Gatundu North District of Kiambu County in Kenya. It was in a rural set up and most of the public primary schools experienced some, if not all the challenges of implementing the free primary education programme. This was the main reason why the study was conducted in Mang’u zone.

3.4 Target Population

There were 15 government sponsored public primary schools in Mang’u Education zone. The target population for the study comprised of 15 Head teachers and 45 executive members of schools management committees. These were the people who were mostly in charge of the administrative and managerial duties in their respective schools. The head teachers provided information about the role of the government in ensuring the success of the free primary education while PTA/SMC members provided information about the role of the parents and the local community on the same.

3.5 Sampling Techniques
Sampling is the process of selecting a sub set of cases in order to draw conclusions about the entire set (Orodho, 2009:136). During the process of sampling, the researcher seeks knowledge or information about a whole population, object or event by observing some of them, called sample, and extends the findings of the entire population or set (Orodho, 2009). This study followed a simple random sampling method. Simple random sampling is a procedure in which all the individuals in the defined population stand an equal and independent chance of being selected as a member of the sample (Orodho, 2009: 139). This method provided every sample of a given size an equal opportunity of being selected. As such, it was a powerful technique of selecting a sample that was representative of a larger population (ibid). However, the supervisors agreed on the whole population to be involved in the study due to the small number of public primary schools in this zone, the issue of sampling did not arise.

3.5.1 Sample Size

According to Bell (1977), a 1/3 of the population is an adequate representative sample. In an Education zone with only 15 public primary schools, 1/3 of these schools gave a total of five head teachers and five school management committee members. However, the researcher increased the sample size from five (5) to fifteen (15) head teachers and fifteen (15) school management committee members making a total of thirty (30) respondents to enhance credibility of the data findings.

3.6 Research Instruments
In this study, questionnaires and interview schedules were used for data collection. A questionnaire is an instrument used to gather data, which allows measurements for or against a particular viewpoint. It has the ability to collect a large amount of information in a reasonably quick space of time (Orodho, 2009:157). Item questions were standardized in such a way that each respondent got the same questions.

The researcher also had a set of questions to ask when interviewing the respondents. The questions were asked exactly as they appeared on the guide to ensure that the interviewer asked the same questions in the same manner. Directions and explanations regarding the method of gathering data were strictly adhered.

3.7 Pilot Study

Research instruments were pre-tested to a selected sample which was identical to the actual sample used in the study. These schools did not form part of the schools in which the actual study was conducted. The procedures used in the process of piloting the questionnaire were identical to those that were used during the actual data collection exercise. Deficiencies in directions, spaces to write the responses, phrasing of questions were detected and corrected accordingly at this stage, enhancing the validity of the instruments for the actual study. Piloting was used to determine the reliability of the instruments as well as revealing whether the anticipated analytical techniques were appropriate.

3.8 Validity of Research Instruments
Validity refers to the degree to which empirical measure or several measures of the concept, accurately measure the concept. Validity is therefore the accuracy and meaningfulness of inference which are based on the results of the research. Validity can also be termed as the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation (Orodho, 2009:187). The researcher consulted with the two supervisors on the relevance and validity of the content of the questionnaires used for this study.

3.9 Reliability of Research Instruments

Reliability of an instrument is the consistency in producing a reliable result. Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept (Orodho, 2009: 183). It is expected that scores obtained by each respondent on the first and second tests will be quite close (Orodho, 1998:80). If they are not, then the instruments are of low reliability.

To test the reliability of the study’s instruments, the researcher used the test-retest method. The method involved administering the same instrument twice to the same group of subjects. This method was then used to estimate the degree to which the same results could be obtained with a repeated measure of the same concept in order to determine the reliability of the instruments. Spearman rank order correlation was applied to complete the correlation coefficient in order to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses every time the instruments were administered. A correlation coefficient of 0.77 was obtained from the computations. This was considered high enough to judge the reliability of the instruments. Orodho, 2009.p.183 observed that a correlation coefficient of 0.75 is good enough to judge the reliability of the instruments.
3.10 Data Collection Procedure

Questionnaire and interview schedules were used in the field to collect data. The researcher first of all obtained an introductory letter from the Department of Education Management Policy and Curriculum Studies of Kenyatta University. He then went to seek a research permit from the Ministry of Education Science and Technology (MOEST) as required by the law. With a research permit from the MOEST, he proceeded to the District Education Officer Gatundu North District to seek clearance to carry out the research in the selected schools under his jurisdiction. He then visited the selected schools for an introductory encounter with the school head-teachers and PTA/School Management Committee chairpersons. During this meeting, all the necessary ground laying explanations pertaining to the study were made clear. In this first meeting, a day was agreed on when the teams met for the purpose of filling in the questionnaires and any other questions as per the interview guide. All other logistical issues pertaining to research procedures were strictly adhered to.

3.11 Data Analysis and Presentation

Data analysis is a practice in which ‘raw data’ is ordered and organized so that useful information can be extracted from it. The process of organizing and thinking about data is central to understanding what the data does or does not contain. Summarizing the data is often critical to supporting arguments made with that data (Orodho, 2002).

The study adopted an exploratory approach using a descriptive survey design. Descriptive survey designs were used in preliminary and exploratory studies to gather information, summarize, present and interpret the same for the purpose of clarification. The results have been presented
using the statistical packages for social sciences (SPSS). Spearman rank order correlation has been applied to complete the correlation co-efficient to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses every time the instruments were administered. Data obtained has been presented using simple frequency charts and percentages.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION
4.1 Introduction

This chapter presents the findings of the study. The purpose of this study was to identify the type of strategies used in the process of implementing FPE in Mang’u Education zone in Gatundu North District of Kiambu County in Kenya. The analyzed findings are presented in this chapter based on the objectives which were stated as follows:-

1) To identify the key strategies put in place to address the challenges encountered during the implementation of the Free Primary Education programme in public primary schools:

2) To establish whether PTA/SMCs did employ extra teachers in their respective schools.

3) To determine whether the local community was being supportive in the FPE programme.

4) To determine other sources of funds available to schools for the implementation of FPE.

4.2 Descriptions of the Respondents Involved in the Study

Fifteen public primary schools were targeted in this study, from which 15 head teachers and 15 PTA members were to form the target population. However, the study managed to cover 14 (93%) Head teachers and 14 (93%) PTA members forming a total of 28 (93%) respondents in this study. Data from one school were not available. This amounted to a 7% short of the target population. Table 4.1 shows a summary of the study’s respondent rate.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Expected responses</th>
<th>Actual responses</th>
<th>Response rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>15</td>
<td>14</td>
<td>93</td>
</tr>
<tr>
<td>PTA members</td>
<td>15</td>
<td>14</td>
<td>93</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>28</strong></td>
<td><strong>93%</strong></td>
</tr>
</tbody>
</table>
4.3 Employment of Extra Teachers by the PTA/SMCs in the Sample Schools

Objective one section (a) sought to establish whether PTA/SMCs did employ extra teachers in their respective schools. To this end the researcher gathered data on the teacher ratio status, characteristics of teachers based on employers as well as opinions on sufficiency of teachers in handling the workload at schools.

Data was gathered on the number of teachers and enrollment of pupils in the year 2010 in the sampled schools and presented in Table 4.2.

**Table 4.2: Teacher-Pupil Ratios at Mang’u Education Zone in the Year 2010**

<table>
<thead>
<tr>
<th>School code</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of pupils</td>
<td>588</td>
<td>620</td>
<td>438</td>
<td>425</td>
<td>568</td>
<td>560</td>
<td>496</td>
<td>426</td>
<td>343</td>
<td>492</td>
<td>762</td>
<td>468</td>
<td>478</td>
<td>568</td>
</tr>
<tr>
<td>No of teacher</td>
<td>16</td>
<td>14</td>
<td>12</td>
<td>9</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>11</td>
<td>10</td>
<td>15</td>
<td>17</td>
<td>11</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>T/P ratio</td>
<td>1:37</td>
<td>1:42</td>
<td>1:37</td>
<td>1:36</td>
<td>1:35</td>
<td>1:31</td>
<td>1:39</td>
<td>1:34</td>
<td>1:33</td>
<td>1:45</td>
<td>1:43</td>
<td>1:53</td>
<td>1:36</td>
<td></td>
</tr>
</tbody>
</table>

Source: Mang’u Education Office

From Table 4.2 the teacher/ pupil ratio in the sampled schools ranged from 1:31 to 1:53. The total population for the pupils was 7,232 and the teachers were 188 in number. This gives on average a teacher/ pupil ratio of 1:38 in this education zone.

Second on this, the researcher gathered data on teachers by categories of employer and sex and presented the information in Table 4.3. All the teachers in the sampled schools were found to be trained and therefore considered qualified to offer services in the education zone.

**Table 4.3: Category of Teachers in the Sampled Schools by Gender and Employer (n=14)**
Table 4.3 shows that all the schools had at least one teacher employed by the PTA/SMC. It could also be noted that the PTA/SMC teachers were mainly females. To be precise, all the primary schools (100%) had at least one female PTA/SMC teacher whereas seven primary schools (50%) had no male SMC/PTA employed teacher. It was also notable that 13 schools (93%) had more female TSC teachers than male teachers while the remaining school (7%) had equal number of female and male teachers.

Finally, the researcher sought the opinions of the head teachers and PTA/SMC members on the sufficiency of the teachers. Thirteen head teachers (93%) stated that the teachers in their respective schools were insufficient, while all 14 PTA/SMC members (100%) stated that teachers in their schools were inadequate. This spoke of the dire need of teachers in Mang’u education zone according to both head teachers and the PTA/SMC members.
4.4 Local Community Support for the FPE Programme

The second section of the study’s objectives sought to determine whether the local community has been supportive in the FPE programme. The researcher collected data to find out how the local community participated in the FPE policy. Figure 4.1 shows how the community members of Mang’u education zone participated in the support of schools in their region.

![Figure 4.1: Community Support for FPE Policy](image)

Figure 4.1 shows that majority of community members (64%) supported the FPE policy through spiritual guidance to the pupils. Eight schools (57%) also received community support in form of semi-skilled labour, while five schools obtained unskilled labour from the community. The remaining one school (7%) got community support in form of guidance and counseling for the pupils on invitation or as was counseling sought. It is evident from the above that communities were supportive of the FPE policy.

4.5 Other Sources of Funds Available to Schools for the Implementation of FPE
Finally, the researcher sought to determine the other sources of funds available to schools as a key strategy for the implementation of FPE, in the last objective (c). Towards this end the researcher gathered data in exploring the sources of funds available to schools for the implementation of FPE, challenges encountered and the strategies available from the respondents sampled in the study.

4.5.1 Sources of Funds Available for the Implementation of FPE

To gather data on this, respondents were asked to indicate the sources of funds from a list of choices given. Table 4.4 summarizes the findings on sources of funds available for schools at Mang’u education zone.

<table>
<thead>
<tr>
<th>Source of funds</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDF</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>LATF</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Harambee efforts</td>
<td>9</td>
<td>64</td>
</tr>
<tr>
<td>Parents Contribution</td>
<td>14</td>
<td>100</td>
</tr>
<tr>
<td>Income generating projects</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Researcher

Table 4.4 shows that all schools (100%) sourced funds from parents. Majority of schools (64%) also obtained funds from Harambee efforts, while five schools (36%) enjoyed funding from LATF. Four of the schools (29%) benefitted from the CDF kitty while none of the schools had any income generating projects.
4.5.2 Challenges Faced in the Implementation of FPE Policy

The researcher gathered data on challenges faced by schools in implementation of FPE policy. The results are presented in Figure 4.2.

![Bar chart showing challenges faced by schools in the implementation of FPE](image)

**Figure 4.2: Challenges Faced by Schools in the Implementation of FPE**

According to Figure 4.2 the biggest challenge faced by schools in the implementation of FPE was shortage of teachers as reported by 13 head teachers (87%). Shortage of desks was also stated as a major challenge by 57% of the head teachers, while lack of donors and high enrollments were reported as a challenge by 28% of the head teachers in the target population. Theft of stationary was reported by 14% of the head teachers as a challenge whereas unfriendly environment, shortage of class rooms and issues with ECD were cited by 7% of the head teachers as shown above.
4.5.3 Strategies that the Government and other Stakeholders can Adapt to Assist in the Implementation of FPE Policy

The researcher sought the opinions of the respondents on the strategies that may be adopted to assist in the implementation of FPE policy. From the head teachers’ questionnaires, the researcher compiled various strategies which included:

i. Employing more PTA/SMC teachers,

ii. Encouraging peer teaching among pupils,

iii. Encouraging parents to participate in contributing funds to supplement the government funds,

iv. Sourcing funds from well wishers,

v. Soliciting funds from CDF,

vi. Inviting volunteer teachers,

vii. Advising learners to form ability groups,

viii. Stepping up guidance and counseling programmes, and

ix. Employing day and night watchmen.

The PTA/SMC also gave their suggestions on strategies the government and other stakeholders can put in place to improve the implementation of free primary education. Again the researcher compiled the list as follows:

i. Employing more teachers,

ii. Increasing of government funds,

iii. Incorporating ECD with FPE,

iv. Providing schools with computers, and

v. Intensifying security in schools and their surroundings.
It is the researcher’s view that these are rich contributions worth pondering into during the process of soliciting funds from other sources in these institutions.

4.6 Discussions on the Research Findings Obtained from this Study

The general objective of the study was to identify the strategies used during the implementation of the Free Primary Education. The study found that the teacher/pupil ratio in the sampled schools averaged at 1:38. The worst hit school had a teacher pupil ratio of 1:45. According to the respondents, the numbers of teachers are inadequate. This study therefore conforms to Sifuna in the article “Illusion of Free Primary Education” which stated that teachers complained of increased pupil teacher ratios. Many primary schools have been noted to be understaffed as a result of the free primary education programme, as observed by Oketch (2007) who noted the pupil: teacher ratio rose from 37.62 pupils per teacher in 1996 to 51.83 in 2005, as well as noted also in this study.

The study also found that all the schools had employed at least one SMC/PTA teacher. Further all the SMA/PTA teachers were trained. It also found out that of the SMC/PTA teachers, majority were female in gender. This is a positive gesture because according to UNICEF (2004), countries that achieve higher enrollments tend to employ more female teachers.

The researcher had also sought to find out on adequacy of physical facilities available in the sampled schools. It was found that the number of classrooms was not viewed as a challenge by most head teachers, though school with the highest number of pupils per class had 42 pupils on average, while the one with the lowest number of pupils per class had 24 pupils. However, it
was found that congestion of pupils was experienced in lower classes (class one to three) with some schools recording about sixty pupils per class. This study therefore agrees with other studies that most schools did not have adequate classrooms to accommodate the large number of pupils enrolled under the FPE programmes (Sifuna, 2005; Sanders, 2007; Riddell, 2003). The study also found that the number of toilets were insufficient. Some schools’ ratio of toilet per pupils stood at 1:28. Wachira, Mwenda, Muthaa and Mbugua (2011) also found that public primary schools were lacking about a third of classrooms and the same number of sanitary units. Further, the study found that majority of school had water tanks. However, none of the schools had a science room, a school hall or a library. The size of the school farm ranged between 2 to 3 acres implying limited field for expansion. It can therefore be noted that the implementation of FPE has been faced with limited physical facilities just as suggested by previous studies.

The researcher had also sought to find out how the community supported the FPE programme. The greatest support was found to be that of spiritual guidance. The community also supported FPE through offering of unskilled and semi skilled labour. Some members of the community also offered guidance and counseling services to pupils. Guidance and counseling was encouraged as an alternative means of managing pupils who misbehaved (Mutua, Kipchirchir, Kemboi, & Chesire, 2010).

The researcher found that other than government funds, most schools had other sources of funds for implementation of FPE. It was found that all the schools sourced funds from parents. This implies that the K.shs 1020 per pupil given by the government has been insufficient in learning the primary schools. Studies have shown that primary schools continue to levy charges
to parents/guardians irrespective of government guidelines. For instance, Sifuna and Sawamura (2008) found that most schools continued to skillfully collect fees from households despite abolition of fees by parents. However, the schools have always justified collection of fees to the fact that government financing is inadequate. Other sources of funds available to schools were LTF, Harambee and CDF. Nonetheless, these sources we noted to be irregular and very few schools benefited from them. For instance, Unicef (2007) noted that both LATF and CDF funds have faced allegations of lacking transparency and accountability in the allocation process. The study further found that none of the sampled school had an income generating activity.

The researcher had further sought to find out challenges faced by schools in implementation of FPE policy. The challenges ranged from shortage of teachers, inadequate physical facilities (such as desks, classrooms), insecurity (for example theft of stationeries and books), lack of donors and issues with ECD. As pointed out earlier, several studies have shown various challenges faced in the implementation of FPE which agree to the findings of this study. Based on these challenges, the researcher sought the views of the respondents on the strategies/remedies applied by the schools to deal with the challenges. According to the head teachers, more teachers should be employed and that the government should increase more funds towards FPE. The head teachers also suggested that parents should be encouraged to contribute as some had left the role to the government and hence were not willing to contribute. It was further suggested that schools should source more funds from well wishers and CDF. The head teachers also suggested that day and night watchmen should be employed to curb the insecurity problems. Other suggestions included; stepping up guidance and counseling, encouraging formation of ability groups and inviting volunteer teachers. Some of the views of the SMC/PTA members
were similar to those of the head teachers. For instance the SMC/PTA members suggested that more teachers should be employed and that the government should increase FPE funds. The members also suggested that security should be beefed up in their schools. In addition the SMC/PTA members suggested that the ECD should be made free just like FPE. Finally the SMC members suggested that schools should be provided with computers to facilitate being abreast with the current issues affecting education globally.

CHAPTER 5

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS
5.1 Introduction

The purpose of this study was to identify the type of strategies used in the process of implementing FPE in Mang’u Education zone in Gatundu North District of Kiambu County in Kenya. This chapter contains a summary of the findings and recommendations based on the findings. Areas of further research have also been suggested. The study was guided by a three in one objective stated as follows;

1) To find out if some key strategies have been put in place to address the challenges encountered during the implementation of the free primary education (FPE) programme in public primary schools:

2) To establish whether PTA/SMCs had employed extra teachers in their respective schools.

3) To determine whether the local community had been supportive in the FPE programme.

4) To determine the other sources of funds available to schools for the implementation of FPE.

The study adopted an exploratory approach using a descriptive survey design. A sample size of fifteen head teachers and fifteen school management committee members were included in the study. The instruments used were head teachers’ questionnaires and SMC/PTA questionnaires.

5.2 Summary of the Findings
The general objective of the study was to identify the strategies applied during the implementation of the Free Primary Education programme. Specific objectives of the study were; to establish whether PTA/SMCs did employ extra teachers in their respective schools, to determine whether the local community had being supportive in the FPE programme and to determine other sources of funds available to schools for facilitating the implementation of FPE.

The study found that the teacher/pupil ratio in the sampled schools averaged at 1:38. The worst hit school had a teacher pupil ratio of 1:45. According to the respondents, the number of teachers was inadequate. The study also found that all the schools had employed at least one SMC/PTA teachers. Further all the SMA/PTA teachers were trained. The study found out that majority of the SMC/PTA teachers were female.

The study found that the number of classrooms in the sampled schools ranged from twelve to eighteen depending on the enrollment. The school with the highest number of pupils per class had 42 pupils on average while the one with the lowest number of pupils per class had 24 pupils. The number of toilets in the sampled schools ranged between twenty and twenty six. The school with the highest ratio of pupils per toilet had an average of twenty eight while the school with the lowest number of pupils per toilet had eleven.

Majority of the sampled schools had one staffroom. Each school had one office block and store room. Similarly all the schools had a gate. Majority of the schools had a water tank. None of the sampled school had a library. Similarly neither of the sampled school had a school hall nor a science room. The size of the school farm ranged from 2 acres to 3 acres.
The study found the greatest community support for the FPE support was that of spiritual guidance. The community also supported FPE through offering of unskilled and semi skilled labour. Some members of the community also offered guidance and counseling service to pupils.

The researcher found that other than government funds, the schools had other sources of funds for implementation of FPE. It was found that all the schools sourced funds from parents. Other sources of funds available to schools were LTF, Harambee and CDF. Nonetheless, these sources were irregular and very few schools benefited from them. The study further found that none of the sampled schools had an income generating activity.

The study found out that primary schools faced various challenges in the implementation of FPE policy. These challenges ranged from; shortage of teachers, inadequate physical facilities (such as desks, classrooms), insecurity (e.g. theft of stationeries and books), lack of donors and issues with ECD. To deal with these challenges the respondents gave suggestions including; employment of more teachers, sourcing funds from the well wishers, employment of day and night watch man, stepping up guidance and counseling, inviting volunteer groups and ECD should be made free just like FPE. Finally it was suggested that schools should be provided with computers.

5.3 Conclusions

From the findings of this study, the following conclusions were made;
i. In the implementation of the FPE policy PTA/SMCs did employ extra teachers in their respective schools. However, the number of teachers remained inadequate according to the majority of the respondents.

ii. The physical facilities such as classrooms, desks, toilets and water tanks were inadequate in the sampled schools.

iii. The local community’s support to the schools was both of moral support and of monetary support.

iv. The schools mainly depended on government financial support and little contribution from the parents. Other sources such as CDF and LATF were unreliable.

It was therefore generally concluded that in the implementation of FPE, the strategies adopted by the primary schools faced with several challenges ranged from strategies to address shortage of teachers, inadequate physical facilities to inadequate funding.

5.4 Recommendations

Based on the findings, the researcher made the following recommendations;

i. The government should sensitize stakeholders on reforms on teacher management as well as carry out teacher balancing in primary schools.

ii. Schools should be encouraged to start income generating activities based on the resources endowed to the schools. Parents and students should be persuaded to support and participate in such income generating activities to reduce overheads hence maximizing earnings.
iii. The Kshs.1020 allocated to each child/pupil per year has been found to be insufficient and therefore need to be increased substantially in order to improve the teaching-learning resources in schools. This calls for a review of the current disbursement of funds policy.

iv. On student: teacher ratio, an action may be necessary in terms of reducing the current ratios to the recommended levels, by improving the classroom sizes as well as increasing the number of teachers and ensure that teachers undertake optimum teaching loads based on staffing norms.

v. Schools should explore ways of inviting well-wishers such as old students, corporate bodies and NGOs to assist in construction of classrooms, toilets, libraries, science rooms and other necessary physical facilities.

5.4.1 Suggestions for further research

Based on the findings from this study the following suggestions have been made:-

i. A similar study to be carried out in another location for the sake of comparison of the results.

ii. A study to be carried out to determine the most appropriate amount of money that the government should provide per pupil instead of the current K.Sh. 1020 per pupil which was found to be inadequate.

iii. A similar study to be carried out involving more stakeholders and relevant government agents/ authorities.
REFERENCES


Renchart and Winston.


“An Investigative Study of the Abuse of Girls in African Schools”.


[http://www.google.co.ke/#hl=en&q=universal+primary+education+in+Asia+Timor-Leste&oq=universal+primary+education](http://www.google.co.ke/#hl=en&q=universal+primary+education+in+Asia+Timor-Leste&oq=universal+primary+education), retrieved 5th July 2011.


United Nations, (1948). *The Universal Declaration of Human Rights*


APPENDIX 1

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is intended to collect information about the strategies used for the implementation of Free Primary Education in public primary schools in Gatundu North District in Kiambu County.

The information obtained will only be used for academic purposes and will be treated with the confidentiality it deserves.

Please do not write your name in this questionnaire.

1. Name of the school__________________________________

2. District___________________ County_________________

3. Education Zone____________

4. Number of streams (2010)________________

5. Total number of teachers in the school (2010) _________________

6. Please tick in the appropriate box.

<table>
<thead>
<tr>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>Untrained</td>
<td>Trained</td>
</tr>
<tr>
<td>By the T.S.C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.T.A/SMC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Pupil enrolment: Please indicate the number of pupils in the appropriate column.

<table>
<thead>
<tr>
<th>STREAMS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>STD I</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STD II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STD III</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STD IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STD V</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STD VI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STD VII</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STD VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Number of rooms: - Please indicate the total number of rooms and the source of funds

   (Government, Parents, and Donors – Specify)

<table>
<thead>
<tr>
<th></th>
<th>Total number</th>
<th>Source of funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Staffroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Office block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Store</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Toilet block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) Water tank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) Gate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Total acreage of the school ___________

10. Income generating projects: What other sources of income does the school have? From the table below tick the correct one.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School farm.</td>
<td></td>
</tr>
<tr>
<td>2. School canteen.</td>
<td></td>
</tr>
<tr>
<td>3. renting land equipment, houses, buses.</td>
<td></td>
</tr>
<tr>
<td>4. Pupils’ labour.</td>
<td></td>
</tr>
<tr>
<td>7. User charges.</td>
<td></td>
</tr>
<tr>
<td>8. Others.</td>
<td></td>
</tr>
</tbody>
</table>

11. Major challenges currently facing the school’s FPE implementation

________________________________________________________________________

________________________________________________________________________

12. How do you solve these challenges?

________________________________________________________________________

________________________________________________________________________

13. In your opinion what is the teachers’ attitude towards FPE? Tick appropriately.

(a) Positive. ☐

☐
(b) Neutral.

(c) Negative. □

Thank you.

APPENDIX 2

INTERVIEW SCHEDULE FOR PTA/ SMC MEMBERS

This schedule is intended to collect information regarding the strategies used for the implementation of FPE in our public primary schools. To ensure total confidentiality; please do not write your name on this questionnaire.

Please tick the correct answer only.

(A) Name of the school...........

(B) Please tick your designation.

Chairman □ secretary □ treasurer □ member □

(C) Length of service.

<table>
<thead>
<tr>
<th>Less than 1 year…</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 1 year and 2 years…..</td>
<td></td>
</tr>
<tr>
<td>Between 2-3 years….</td>
<td></td>
</tr>
<tr>
<td>Between 3-5 years...</td>
<td></td>
</tr>
</tbody>
</table>
1. Does the school have enough teachers? YES □ NO □

2. Has the PTA/SMC employed any extra teachers since 2003? YES □ NO □

3. If yes how many? □ Indicate in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Trained</th>
<th>untrained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Where does the PTA/SMC get the money to pay the teacher from?

(a) CDF □
(b) LATF □
(c) Harambee □
(d) Parents’ contribution. □
(e) Others □ (specify)……………………………………………………………………

5. Do you have any local community assisted projects in the school?

YES. □ NO. □

If yes which ones? Please tick the correct ones

<table>
<thead>
<tr>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom construction</td>
</tr>
<tr>
<td>Building of office block</td>
</tr>
<tr>
<td>Building of toilet block</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Water tank</td>
</tr>
</tbody>
</table>
Gate.

<table>
<thead>
<tr>
<th>Building the perimeter fence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen.</td>
</tr>
<tr>
<td>Science room.</td>
</tr>
<tr>
<td>School hall</td>
</tr>
<tr>
<td>Staffroom.</td>
</tr>
<tr>
<td>Others (specify)</td>
</tr>
</tbody>
</table>

7. In what other ways does the local community participate in school development?

By providing:

<table>
<thead>
<tr>
<th>Skilled labour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unskilled labour.</td>
</tr>
<tr>
<td>Semi skilled labour.</td>
</tr>
<tr>
<td>Spiritual guidance.</td>
</tr>
<tr>
<td>Guidance and counseling</td>
</tr>
<tr>
<td>Mentorship.</td>
</tr>
<tr>
<td>Field excursions</td>
</tr>
<tr>
<td>Consumable products. (Foodstuffs).</td>
</tr>
<tr>
<td>Others (specify).</td>
</tr>
</tbody>
</table>

8. In what ways would you like the government and other stakeholders to assist the school in the implementation of the Free Primary Education?

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

..................
Thank you

APPENDIX 3

INTRODUCTION LETTER

KENYATTA UNIVERSITY
P.O. BOX 43844
NAIROBI.

DATE................

THE HEADTEACHER
DEAR SIR/MADAM.

RE: INTRODUCTION LETTER.

I am a master’s student in the School of Education Kenyatta University.

I am preparing to study the strategies used for the implementation of the Free Primary Education in Mang’u education zone in Gatundu North Sub-county of Kiambu County in central Kenya.

The findings of this study are purely meant for academic purposes. I believe the study will benefit all the other stakeholders in education.

I am seeking permission to carry out the study in your school. I wish to involve the head teacher and one member of the Parents teachers association or the School management committee (PTA/SMC).

Thank you.

Yours faithfully

NG’ANG’A DAVID GAKUU

APPENDIX 4

BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>KSHS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Typesetting</td>
<td>4,000</td>
</tr>
<tr>
<td>2. Printing</td>
<td>5,000</td>
</tr>
<tr>
<td>3. Photocopying</td>
<td>2,000</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4.</td>
<td>Binding</td>
</tr>
<tr>
<td>5.</td>
<td>Questionnaires</td>
</tr>
<tr>
<td>6.</td>
<td>Travelling</td>
</tr>
<tr>
<td>7.</td>
<td>Materials</td>
</tr>
<tr>
<td>8.</td>
<td>Miscellaneous</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41,500</strong></td>
</tr>
</tbody>
</table>

RESEARCH PERMIT
THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
David Gakuu Nganga
of (Address) Kenyatta University
P.O BOX 43844, Nairobi
has been permitted to conduct research in
Location
Thika West District
Central Province
on the topic; Strategies used for the implementation of free primary education in Kenya: A case of Mangu zone Gatundu North Kiambu County
for a period ending 30th November 2011