AN ANALYSIS OF THE QUALITY OF FREE PRIMARY EDUCATION IN GARISSA MUNICIPALITY OF GARISSA COUNTY, KENYA

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JUNE, 2013
DECLARATION

This project is my original work and has not been presented for award of a degree or any other award in any University.

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This work is dedicated to the Almighty Allah for giving me the knowledge, health and strength for writing this research project.
ACKNOWLEDGEMENT

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<tr>
<td>BEFA</td>
<td>Basic Education For All</td>
<td></td>
</tr>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
<td></td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Office</td>
<td></td>
</tr>
<tr>
<td>ECD</td>
<td>Early Childhood Development</td>
<td></td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
<td></td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
<td></td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
<td></td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
<td></td>
</tr>
<tr>
<td>IQ</td>
<td>Intelligent Quotient</td>
<td></td>
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<td>KANU</td>
<td>Kenya African National Union</td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of primary Education</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
<td></td>
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<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<tr>
<td>N.G.O</td>
<td>Non Governmental Organization</td>
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<tr>
<td>NARC</td>
<td>National Alliance Rainbow Coalition</td>
<td></td>
</tr>
<tr>
<td>NEP</td>
<td>North Eastern Province</td>
<td></td>
</tr>
<tr>
<td>NER</td>
<td>Net Enrolment Ratio</td>
<td></td>
</tr>
<tr>
<td>P.T.A</td>
<td>Parent Teacher Association</td>
<td></td>
</tr>
<tr>
<td>PTR</td>
<td>Pupil Teacher Ratio</td>
<td></td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
<td></td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
<td></td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
<td></td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nation Education Scientific Cultural Organization</td>
<td></td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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ABSTRACT

The purpose of this study was to analyze the quality of Free Primary Education in Garissa Municipality in Garissa County. Despite the introduction of FPE in Garissa it has been noticed that since the implementation of this programme the performance of pupils have been declining in subsequent years. The study objectives were to establish the influence of pupil-teacher ratio, the teaching and learning resources, the supervision, teacher motivation, the impact of management styles and finally the challenges faced in the implementation of quality FPE. The study adopted a cross-sectional survey design. The population for the study was 11,131. The sample comprised of 13 head teachers, 65 teachers, 130 pupils, 1 education officer, 1 Quality Assurance and Standards Officer (Q.A.S.O.) totaling to 210 respondents. Data was collected by use of questionnaires and data was analyzed by use of qualitative and quantitative methods. The findings were presented through descriptive statistics by use of tables, graphs and pie-charts. It was also revealed that teaching and learning resources affected the implementation of quality FPE. Findings further revealed that influence of teacher motivation and teacher quality affected the implementation of quality Free Primary Education. Responses from the Q.A.S.O indicated that teachers did not adequately prepare professional records like schemes of work, lesson plans, and daily record of work which affected quality education. Based on the findings of the study, it was concluded that performance of public primary schools in Garissa Municipality was not appealing. Other issues concluded by the study which affected the implementation of quality Free Primary Education were high teacher-pupil ratio, teachers inadequate preparation of professional records like schemes of work, lesson plans and daily record of work, scarcity of teaching and learning resources, low motivation of teachers, inadequate funding of FPE and inadequate supervision of both Head teachers and Quality Assurance and standards Officer’s. Based on the findings, the study recommended that the Government should increase the funding of Free Primary Education to cater for employment of more teachers and purchase of teaching/learning materials. In order to ensure effective implementation of quality FPE the study recommended that the Government should employ more teachers and Quality Assurance and Standards Officers to oversee the implementation of the curriculum. Last but not the least since quality is the heart of any education system there is urgent concern for the Government to provide the necessary personnel and facilities such that quality education is not compromised.
CHAPTER ONE

1.0 Introduction

This chapter covers the background to the Study, Statement of the Problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study, delimitations of the study, theoretical framework, conceptual framework and operational definitions of terms.

1.1 Background to the Study

Education is a fundamental human right. Formal education is crucial for individual and national development of all countries. It is upheld as the key to sustainable development, peace and stability and an end to world poverty, within and among countries. According to UNESCO (2000), it is indispensable platform for many countries effective participation in the global societies and economics of the twenty first century. According to the Sessional paper No. 1 of 2005 on a Policy Framework for Education, Training and Research, the Kenya government recognized that education was a basic human right and a powerful tool for human resource and national development; since then policy documents have reiterated the importance of education in eliminating poverty, disease and ignorance. It is therefore of paramount importance that all learners of basic education acquire quality education in an enabling environment which ought to enhance effective learning.

In all countries of the world, basic education is viewed as the foundation on which further formal learning is based and that it opens up the window of opportunity for
future learning levels. By acquiring basic education it enables individuals to recognize their basic human right and democratic rights.

According to the ISCED (International Standard Classification of Education), basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). It also covers a wide variety of non-formal and informal public and private activities intended to meet the basic learning needs of people (UNESCO, 2004). It is therefore imperative that individuals should get quality basic education which can improve their livelihoods.

Currently, Kenya’s formal learning levels of basic education covers pre-primary (ECD centers), primary and secondary schools. However, for the purpose of this study, it will only focus on public primary schools which receive regular funding from the Ministry of Education headquarters. The provision of Quality Education and training at all formal learning levels was an issue of priority during Kenya’s independence time as is evidenced by one of the first policy documents the sessional paper No.10 of 1965 in which Kenya Government committed itself to eradicating poverty, disease and ignorance this amplifies the concern of the Government of Kenya from time to time in ensuring that Kenyans get quality education that can boost national development.

During the era of the KANU government that ruled Kenya from Independence time in 1963 to December 2002 access to primary education was a real problem due to the cost-sharing policy that locked out majority of the poor Kenyan children. In 2002, the total enrolment in primary schools increased from 5.9 million to 7.2 million in 2003. While in Garissa District primary school enrolment
increased from 12,780 in 2002 to 16,936 children in 2003 (District Education Office, 2008). With the inception of Free Primary Education by the NARC (National Alliance Rainbow Coalition) Government in 2003 enrolment of primary schools in Garissa District has been progressing as shown in the table 1.1 below.

**Table 1.1: Enrolment of Primary Schools in Garissa District**

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>8625</td>
<td>4155</td>
<td>12780</td>
</tr>
<tr>
<td>2003</td>
<td>11397</td>
<td>5539</td>
<td>16936</td>
</tr>
<tr>
<td>2004</td>
<td>12063</td>
<td>6174</td>
<td>18236</td>
</tr>
<tr>
<td>2005</td>
<td>12631</td>
<td>6620</td>
<td>19251</td>
</tr>
<tr>
<td>2006</td>
<td>13214</td>
<td>7120</td>
<td>20334</td>
</tr>
<tr>
<td>2007</td>
<td>14867</td>
<td>8071</td>
<td>22937</td>
</tr>
<tr>
<td>2008</td>
<td>13330</td>
<td>8109</td>
<td>21431</td>
</tr>
<tr>
<td>2009</td>
<td>14320</td>
<td>8587</td>
<td>22907</td>
</tr>
<tr>
<td>2010</td>
<td>13245</td>
<td>7936</td>
<td>21181</td>
</tr>
<tr>
<td>2011</td>
<td>9129</td>
<td>6729</td>
<td>15858</td>
</tr>
</tbody>
</table>

*Source: DEOs Office Garissa (2011)*

**NB.** In 2011, the enrolment reduced since the District was split into various Districts. The sharp dramatic increase of enrolment was experienced in the entire country but, the largest single employer in East Africa, the Teachers Service Commission (TSC) has not been employing teachers to meet the high demand in the entire country and this has resulted to extra workload on teachers leading to administrative challenges for head teachers, congestion in classrooms, inadequate
physical facilities, scarcity of instructional learning materials, low parental participation, flocking of over-aged learner’s to primary schools, high teacher-pupil ratios among others. Similarly, secondary schools in Garissa district had their share of similar problems.

The philosophy of education in Kenya is geared towards the provision of quality education to all Kenyans irrespective of their race, religion and political affiliation. However, the historically marginalized Districts of North Eastern Province in particular Garissa District has not been performing well in National examinations of KCPE and KCSE. Currently, North Eastern Province is composed of 21 Districts with only two single National school in the whole Province which were upgraded in 2011. Perhaps this signifies why the Province has become synonymous with poor performance compared to other developed Provinces of Kenya.

According to the District Education Office Garissa (2011) the mean score of public primary schools in 2010 was 237.1. This signifies that the quality of Free Primary Education in Garissa District and including Garissa municipality is not quite impressive. It is this revelation in performance that has motivated the researcher to study on the factors influencing the implementation of quality Free Primary Education in Garissa municipality of Garissa County.

1.2 Statement of the Problem

The implementation of Free Primary Education (FPE) in 2003 was highly applauded by Kenyans from all walks of lives and the international community. It was and continues to be viewed as a major milestone towards the attainment of
Education for All (EFA), as envisioned by the international conventions to which Kenya is a signatory.

The introduction and subsequent implementation of Free Primary Education (FPE) in Kenya led to an influx of learners in public primary schools. In spite of the programme being an ideal initiative currently it faces numerous challenges. What are some of the challenges to achieving quality Free Primary Education in Garissa Municipality? The Standard news paper of 30\textsuperscript{th} Dec, 2009 observed that North Eastern Province (NEP) was the only province in Kenya with no single KCPE candidate in the top 100 candidates. In the County order of ranking KCPE 2012, Wajir, Garissa and Mandera were the bottom three nationally. Despite the dismal performance in National Examinations in Garissa district there is scanty documentation explaining the factors that influence implementation of quality free primary education within Garissa Municipality. Therefore, the study endeavors to investigate into the factors that influence the implementation of quality free primary education within Garissa Municipality.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors that influence the implementation of quality Free Primary Education (FPE) in Garissa Municipality in Garissa County.

1.4 Objectives of the Study

The study sought to achieve the following objectives:

i). To establish the influence of pupil-teacher ratio on the implementation of quality FPE in Garissa Municipality, Garissa County.
ii). To examine the influence of teaching and learning resources on the implementation of quality FPE in Garissa Municipality, Garissa County.

iii). To determine the influence of teacher motivation and teacher quality on the implementation of quality FPE in Garissa Municipality, Garissa County.

iv). To determine the influence of supervision on the implementation of quality FPE in Garissa Municipality, Garissa County.

v). To find out the impact of management styles on the implementation of quality FPE in Garissa Municipality, Garissa County.

vi). To establish the challenges faced in the implementation of FPE in Garissa Municipality, Garissa County.

1.5 Research Questions

The study sought to answer the following research questions:

i). How does teacher-pupil ratio influence the implementation of quality FPE in Garissa Municipality?

ii). What is the influence of availability of teaching and learning resources on the implementation of quality FPE in Garissa Municipality?

iii). In what ways does teacher motivation and teacher quality influence the implementation of quality FPE in Garissa Municipality?

iv). Does supervision influence implementation of quality FPE in Garissa Municipality?

v). What is the impact of management styles on the implementation of quality Free Primary Education in Garissa Municipality?

vi). What are the challenges faced in the implementation of FPE in Garissa Municipality of Garissa County?
1.6 **Significance of the Study**

The findings of the study might make immense contribution to the existing knowledge of the implementation of quality free primary education. The study might be of much use to the policy makers in particular at the Ministry of Education in enhancing the implementation of free quality primary education in Garissa Municipality of Garissa County. It might assist the Teachers Service Commission on the staffing situation and address challenges facing the teaching fraternity in Garissa Municipality of Garissa County. The study might assist stakeholders like parents, School Management Committees (SMCs), Non Governmental Organizations (NGOs,) teachers and school administrators on how best to implement free quality primary education.

1.7 **Assumptions of the Study**

The study assumed that the respondents were cooperative, provided truthful responses pertaining to questions relating to the study and the presence of the researcher during the study had no effect on the responses of the learners and other target groups.

1.8 **Limitations of the Study**

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. One of the limitations of the study was that the researcher was not able to control the attitude of the respondents as they responded to the questions. However, the researcher assured them of confidentiality.
1.9 Delimitations of the Study

Due to the vastness and hardship of Garissa County, the study was limited to Garissa municipality. Other challenges that faced the researcher were limited time and inadequate finances. The study confined itself to randomly sampled public primary schools within Garissa municipality. The teachers involved in the study were only those employed by the Teachers Service Commission and teaching in the selected schools.

1.10 Theoretical Framework

It has now been accepted worldwide that education is a basic human right and that it is believed to be an equalizing factor. Education gives individuals an equal start in life irrespective of their race, religion and gender. This particular study was guided by the Equal Opportunity Theory developed by Dennis E. Mithaug (1996). The theory stipulates that all persons should be accorded equal treatment regardless of whether one is poor, rich or disabled. Therefore in the pursuance of primary education artificial barriers of preferences or any form of discrimination based on ethnicity or colour should not stop children in accessing quality Free Primary Education. Hence, other extraneous circumstances of having well-connected parents, relatives or friends should not be a basis for getting advantage over disadvantaged members of the society. In this context learners of diverse backgrounds should have access to quality education which can improve their livelihoods. The perception of this theory is primarily centered on the application of fairness in the acquisition of education. Actually individuals are born with their own potentialities, talents and abilities with varying degrees of Intelligent Quotient (IQ) which are acquired through heredity. But interaction with environment and
education moderates the differences. Hence, learners should be accorded a level ground for fair competition such that none are disadvantaged in the acquisition of knowledge, skills, and attitudes. Free Primary Education (FPE) currently covers formal learning level of public primary schools and has absolutely increased access to schooling. The sharp dramatic increase in enrolment has attracted the attention of the international communities and many countries have applauded the Kenya government for initiating Free Primary Education. In a nutshell the Equal Opportunity Theory advocates for equality among the unequal members of society.

1.11 The Conceptual Framework

The conceptual Framework depicts the structure in which quality primary education is achieved and the various intervening variables and inputs that affect and contribute to quality free primary education and the expected outputs.
The Conceptual Framework

Factors affecting implementation of quality FPE

Availability of teaching and learning materials
- Text books
- Exercise books
- School stationeries
- Standard classrooms
- Toilets
- Libraries
- Dormitories

Motivation level of teachers

Socio-cultural factors
- Parent support
- Good school-community relations
- Favourable learning environment

Implementation of quality FPE

Socio-economic development
- Literacy
- Life skills
- Advanced technology
- Reduced poverty levels
- Increased per capita income

Figure 1.1: A Conceptual Framework for Quality Free Primary Education

Source: Adapted from UNESCO (2005).
According to figure 1.1, indicators of implementation of quality education may include outputs like literacy, numeracy, life skills, and advancement in technology, reduced poverty levels, increased per capita income, and realization of vision 2030. It may also include indicators like appropriate pedagogical methods employed by teachers in curriculum implementation. According to MOEST, Report of the National Conference on education and Training, (2003) the teacher resource is one of the most important inputs into the education system. It is therefore of paramount importance that the government of Kenya should focus on the quality of teachers. Teachers play a pivotal role in the curriculum implementation process hence, the training received by teachers and their academic qualifications equally has a significant role.

Motivation level of teachers has an important role in the implementation of quality Education. The government policy on Free Primary education has led to increased enrolment of learners and extra workload on teachers and there is possibility that quality which is the heart of education has been compromised. Instructional materials like text books, exercise books, school stationeries and other physical facilities like standard classrooms, toilets, libraries and dormitories will also be used as indicators of implementation of quality primary education.

The enabling inputs that foster quality education do not operate in isolation but, are influenced by other external factors like parental support, school community relations and favourable learning environment which are free from conflicts and tensions. According to IPAR (2006) the quality of education is strongly affected by the external factors around which it operates. An education system which gets reliable public resources from the government and strong support of all education
stakeholders is likely to register high quality education standards which will result to social-economic development, improved livelihoods and acquisition of acceptable social values for learners which will make them conform to their social-cultural and religious values. Parental supports via increased participation in the learning environment is expected to have major influence on the implementation of quality Free Primary Education.

1.12 Operational Definition of Terms

**Quality Education**: An education whose physical environment allows production of learners who are ready to participate and learn, who perform well and get supported in learning by their families.

**Primary Education**: It is the minimum education of an individual that enables one to acquire progressive existence in a society

**Implementation**: appropriate pedagogical methods employed by teachers in Curriculum discharge.

**Pupil-teacher Ratio**: The average number of pupils per teacher.

**Per capita Income**: It is income per person in a population. It is a measure of standard of living

**Instructional Materials**: Mainly text books and other reference materials used in the process of teaching and learning.

**Teacher Motivation**: Impetus or the drive that maintains teacher interested in the practice and application of appropriate pedagogical methods in curriculum implementation

**Parental Participation**: Involvement of parents in school activities such as parents meetings, discipline etc.

**Quality of Teachers**: Competence of teachers measured in terms of professional qualification, academic qualification and experience (i.e. years of teaching).
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature focused on what scholars, researchers and
educationists have found and said about the importance and challenges facing Free
Primary Education. The literature was reviewed under the following sub-headings:

(i) Global Perception of Free Primary Education.

(ii) Free Primary Education in Africa.

(iii) Free Basic Education in Kenya.

(iv) Free Primary Education Implementation in 2003 in Kenya.

(v) Summary.

2.2 Global Perception of Free Primary Education

2.2.1 Human Rights Obligations

Problems in guaranteeing free and compulsory education to all children revolve
around funding. The worlds of human rights and fiscal allocations are separated by
an abyss at the global or domestic level (Tomesveski, 2012). Funding for education
tends to be treated as discretionary, contrary to what international human rights
law demands. Bray (2010) noted that few countries in the world have effective
constitutional guarantees which oblige the government to allocate to education a
determined proportion of its budget. A rare example is the 1947 Constitution of
Taiwan which has specified: “Expenditures of educational programmes shall not
be, in respect of the central government, less than fifteen percent of the total
national budget, in respect of each province no less than twenty-five percent of the
total provincial budget, and in respect of each municipality, no less than thirty-five
percent of the total municipal budget.” The purpose of human rights law is to transform allocations for education from discretionary into obligatory. This process entails acceptance of human rights correctives in decision-making, which is a political process at all levels, from local to global. Securing a match between governmental human rights obligation in education and fiscal allocations requires another step according priority to primary education (Watkins, 2012).

According to UNESCO (2008) the objective of international human rights law is to alter political choices by bestowing legal rights upon those actors who have the least access to decision-making, such as children. Primary-school aged children who should be – but are not – in school are easily marginalized hence their legal claim upon governments. Katarina (2012) noted that the relevant treaties include the oldest regional treaty, the European Convention concluded within the Council of Europe in 1950, which was two years later supplemented by the guarantee of civil and political dimensions of the right to education. The European Social Charter, whose revision in 1996 has included a far-reaching guarantee of the right to education, has added the previously missing economic and social dimensions, and the Council of Europe is no longer the single exception mentioned above. In support Ishumi (2012) pointed out that the 1962 UNESCO Convention against Discrimination in Education is the oldest global treaty guaranteeing free and compulsory education. It was followed by the International Covenant on Economic, Social and Cultural Rights, adopted in 1966 and abbreviated as ICESCR. Within the Organization of American States (OAS), similarly to the Council of Europe, the American Convention on Human Rights had included only civil and political rights to be in 1988 supplemented by the Protocol of San Salvador on economic, social and cultural rights.
Ngaroga (2011) noted that the African Unity created its own human rights treaties and organs, starting in 1981 with the African Charter on Human and Peoples’ Rights, which merged collective and individual as well as civil/political and economic/social/cultural rights. The Charter on the Rights and Welfare of the African Child was adopted in 1990 to come into force ten years later, with the committee that should be established on the basis of this Charter expected in the year 2001. The Convention on the Rights of the Child (CRC) was ten years old in 1999 and has thus far been ratified by the largest number of states (191). These treaties map out the international legal framework of the fundamental requirement of right to education, to secure free and compulsory education for all children. However Wassenman (2007) confirms that changes have been in the specific designations of various stages of education. The Universal Declaration has used the term ‘elementary’ which later became ‘primary’ and in the African Charter ‘basic.’

2.2.2 Key Treaty Provisions on Free Primary and Compulsory Education

In his analysis Benavot (2008) observed that:

(1948): Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. European Convention on Human Rights, Protocol 1 (1952): The States Parties to this Convention undertake to formulate, develop and apply a national policy which, this will tends to promote equality of opportunity and of treatment and in particular: (a) To make primary education free and compulsory.
International Covenant on Economic, Social and Cultural Rights (1966) says that primary education shall be compulsory and available free for all. Protocol of San Salvador to the American Convention on Human Rights (1988) stipulates that the States Parties to this Protocol recognize that in order to achieve the full exercise of the right to education that is primary education should be compulsory and accessible to all without cost.

In support Hoy & Miskel (2009) emphasizes that Charter on the Rights and Welfare of the African Child (1990) this means that States Parties to the present Charter shall take all appropriate measures with a view to achieving the full realization of [the right to education] and shall in particular provide free and compulsory basic education; to encourage regular attendance at schools corresponding obligations. Making education compulsory requires parents and governments to perform their obligations towards children. Boris (2010) noted that nobody can be required to do the impossible and thus parents cannot be obliged to ensure that their children attend school if they cannot afford the cost of schooling. Making education compulsory was thus contingent on making it free. In the drafting of the foundation for all human rights treaties, the Universal Declaration of Human Rights, there was never a question about education being made compulsory without being free.

But Davis & Elison (2008) noted that this has remedied the previous exceptionalism of the Council of Europe, who’s Convention on Human Rights dealt only with selected civil and political rights, providing safeguards only against denied access to education. The mosaic of diverse pre-state schools existing in Western Europe at the time when the provision on the right to education was
drafted (1950–1952) influenced the approach to the role of the government under
education is provided by the State for children, as a matter of course, in all member
States, it is not possible for them to give an unlimited guarantee to provide
education, as that might be construed to apply to illiterate adults for whom no
facilities exist, cannot furnish for one reason or another. He adds that this
reasoning has influenced reservations to that negative formulation, which have
affirmed the reluctance of governments to finance diverse schools which are due to
emerge through the exercise of parental freedom of choice.

Tomasevski (2012) noted that the adoption of the (Revised) European Social
Charter in 1996 and its entry into force in 1999 – almost four decades after the
initial guarantee of the right to education – signified a changed attitude within the
Council of Europe. With this change, the uniformity of requirements that primary
education be free, compulsory and all-encompassing has been fully accomplished,
underpinning the universality of the right to education. The International Covenant
on Economic, Social and Cultural Rights has prompted more than a dozen states
parties to submit reservations to its provision on the right to education. These range
from acknowledgments that financial constraints to access to primary education
were beyond the capacity of the state, to assertions that education should be treated
as the monopoly of the state, or that parents should be allowed to educate their
children themselves, in their own home (Murtagh, 2011). The Convention on the
Rights of the Child lays down the full scope of the right to education. The principle
of non-discrimination is followed by general provisions on the access to education,
its purposes and objectives, which is accompanied by specific requirements upon
education to protect children from abuse and neglect or illicit use of narcotic drugs,
and followed by safeguards against work that interferes with children’s primary education (UNESCO, 2009). Muzzirn (2011) notes that human rights protection necessitates an effective government which is both able and willing to secure. Both the ability and the willingness of individual governments are often questioned, and these two dimensions tend to be inter-related. Human Rights have established a country-specific mechanism, which reflects the Commission’s concern about the over-all human rights situation in that country.

2.2.3 Constitutional Guarantees on Free Primary Education

Alves (2008) confirms that those states that have ratified all international treaties which guarantee free and compulsory primary education to all children, without any reservations, do not necessarily repeat this commitment in their constitutions. This inconsistence may exemplify two different situations: The postulate of the Convention on the Rights of Child whereby all children should have guaranteed access to education regardless of their legal status, or that of their parents, is gradually being translated into the practice of states. Lameck (2011) notes that in 37 countries, however, the right to education is formally restricted to citizens. Access to education for those children who are likely to be facing legal obstacles, such as asylum-seekers and refugees, as well as children who are stateless and children of migrant workers, thus may not be assured as a matter of right.

2.2.4 Principal Requirements of Free Primary Education

Council of Europe (2007) emphasizes that putting into practice free and compulsory education for all children requires ensuring that primary schools are available for all children, which necessitates a considerable investment. While the state is not the only investor, international human rights law oblige it to be the
investor of last resort. In Africa, children of primary-school age may constitute close to half of the population and the majority is living in rural areas. Making primary schools available to dispersed rural communities, some of whom may be nomadic, illustrates the scope of the challenge.

UNESCO (2011) argues that if the intake capacity of primary schools is below the number of primary-school aged children, legal provisions on compulsory education will not be translated into practice and access to education will remain a need or a wish rather than being a right. Investment in educational infrastructure requires considerable initial capital but yields benefits after a long time. Katarina (2012) pointed out that the recurrent costs and maintenance of schools as well as teachers’ salaries add to the cost. The requirement that primary education be free of charge is thus costly. Economists often apply the criterion of affordability to free-of-charge education, and questions have been raised in the past two decades about compatibility between fiscal and educational policy, that is, between fiscal targets defined in terms of reducing public expenditure and funding necessary to ensure universal primary education free of charge for all children. These have often been directed at the World Bank.

According to Wassenman (2007) while international law requires primary education to be free of charge, education cannot be free-of-cost in theory or in practice. For governments, it is one of the major items in their budgets. Parents finance their children’s education through general taxation, and routinely pay the cost of books, transportation and school meals, uniforms, pens and pencils, or sports equipment. The requirement upon governments to make primary education free implies that governments should eliminate financial obstacles in order to
enable all children – no matter how poor – to complete primary schooling. Benavote (2008) agrees that a great deal of controversy has been generated regarding the human rights obligation to finance primary education. The requirement that primary schooling be free of financial cost for the child has generated a great deal of consensus, but that it also be free of financial cost for parents triggers dissent. One reason is their children, affirmed in the Convention on the Rights of the Child. Another reason is parental freedom to choose non-state schools for their children, or establish their own or else educate their children at home, routinely at their own expense.

In his research Bray (2010) found out that primary education should be free for children because they cannot possibly pay for themselves. This does not imply that education is free for parents, community, society or the state because schools and teachers’ salaries have to be financed. Rather, this means that primary education should be prioritized in resource allocation. Direct charges in primary education, under whatever name, impose upon parents the obligation to fully finance the education of their children. School fees are named differently, as user charges, registration fees, school maintenance or development levies, but whatever name they bear, their effect is to openly question the explicit requirement of international human rights law that at least primary education be free (Katarina, 2012).

The duty to financially contribute to the cost of primary education is spread among the whole population where education is financed by the state out of general taxation, which is the model envisaged in international human rights law. Unless the state can generate revenue, it cannot comply with its obligation to secure that primary education is available for all children and free of charge (Hoy & Miskel, 2009).
Bourice (2010) confirms that International human rights law assumes that states are both willing and able to generate resources needed for education through general taxation. There are few which are unable to impose and enforce taxation upon their wealthy population, many more are unwilling to do so. This is precisely why human rights have been defined as governmental obligations. The assertion of the Universal Declaration of Human Rights that all individuals have duties towards their community has, regretfully, fallen into oblivion. And yet, states cannot finance education unless they generate resources, they cannot generate resources unless companies and individuals pay tax. Today’s dominant ideology seeks the withdrawal of the state from generating and allocating resources, thus jeopardizing access to education, particularly in the poorest and youngest countries.

In his research Ngaroga (2011) found out that the financing of education is in many countries within the remit of local or regional authorities, whose tax base and tax revenue may be profoundly different from those of the central government. Nevertheless, no internationally comparable data have been generated in this area. From the human rights viewpoint, the state is responsible for human rights hence its obligations encompass the whole territory and all the people. In support Tomasevski (2012) confirms that because local communities may not be able to raise revenue sufficient to guarantee to all children free and compulsory primary education, the state ought to redress their lack of capacity. The same rationale extends to the world at large because human rights are universal. International cooperation has been envisaged as the method for redressing inability of individual states to comply with their human rights obligations. Distinguishing between inability and unwillingness thus obtains a great deal of importance.
Watkins (2012) notes that those who do not earn enough to be liable to taxation are not taxed, thus taxation applies the logic of distributive justice. Where fees are charged in primary school, those who are too poor to afford the cost nevertheless have to pay the charges. If they cannot afford them, their children will be penalized by denied access to primary school. Where exemptions are nominally provided, they may be too cumbersome to comply with or too expensive to administer. The Convention on the Rights of the Child has specified for health that children inability of their parents to pay its cost, and there is no indication that the Convention envisaged a lower standard for primary education, on the contrary. But Bray (2010) noted that the Committee on the Rights of the Child requires governments to report on “the measures taken to ensure that children, particularly those belonging to the most disadvantaged groups, are protected against the adverse effects of economic policies, including the reduction of budgetary allocations in the social sector.” The cost of primary schooling is considerable. Mark Bray has estimated that at least 20% and often as much as 90% of the financial cost of primary education is borne by the parents and/or families.

Parental financial contributions towards primary education of their children depend on their ability to contribute, not only their willingness to do so. Their inability to afford sending their children to school deprives their children of access to primary education and highlights the essence of governmental human rights obligation to be the provider of last resort. Parental choice may be exercised to the detriment of girls and requires governments to act so as to alter parental choices. Efforts to increase primary school enrolment for girls have included subsidizing direct, indirect, and opportunity costs (namely, the loss of the value of the girls’ work) for their parents and/or families (Muzzirn, 2012).
Lameck (2011) observes that the distribution of the cost of primary education between the government and parents depends on budgetary allocations. The budget exemplified the translation of political choices into financial commitments. Education is often the single largest item in governments’ budgets although in heavily indebted countries it tends to be dwarfed by debt repayments. A group of senators in the Philippines challenged in 1991 the constitutionality of the budgetary allocation of P86 billion for debt servicing, while P27 billion was allocated for education. The Constitution of the Philippines obligates the government to assign the highest budgetary priority to education. The issue to be decided was whether debt servicing, exceeding three times the budgetary allocation for education, was unconstitutional. The Court found that education had been the highest budgetary priority, while debt servicing was necessary to safeguard the creditworthiness of the country and thus the survival of its economy. This rare case of attempted legal challenge of priorities in financial allocations has affirmed the need to design international solutions for international problems.

2.3 Free Primary Education in Africa

2.3.1 FPE in Lesotho

The government of Lesotho, long before the World Declaration on Education for All, already embraced the idea of providing basic education to all its citizens. The government through its constitution has seen and now the vision 2020 sees the social benefits of investing in people as a viable long term public investment (Kokome & Mothibeli, 2000). Although several studies on primary education have been undertaken since 2000, the quality of education in Lesotho has not been seriously interrogated since the implementation of free primary education. There is
emerging consensus that there is need to interrogate very closely the quality primary education in Lesotho and especially the supervision and support given to schools and teachers in the form of an efficient and effective inspectorate service and local resource provision (Monaheng-Mariti, 2003; Phamotse, 2003).

2.3.2 Education as a Basic Human Right

According to Gender policy in Education (MOE, 2007) Education is widely recognized as key to national development. An increase in access and quality of education, relative to the national population, is critical to socio-economic growth and productivity, increased individual earnings and, subsequently, reduced income inequalities. It also contributes significantly to improved health, reduction of poverty, enhanced democracy, good governance and effective leadership.

Sifuna and Otiende, 2006 state that educationists define education as the entire process of developing human abilities, potentialities and behaviour. Education is an organized sustained instruction meant to transmit a variety of knowledge, skills, understanding and attitudes necessary for the daily activities of life.

According to MOEST (2005), the United Nations Declaration of Human Rights (1948), the Jomtein Declaration of education For all (1990), the Dakar declaration of Education for All-EFA (2000), MDGs and the Kenya Children’s Act (2000), all state that every child is entitled to basic rights, including education. It is therefore crucial that every child regardless of sex, religion, ethnicity or colour gets access to quality education which is an essential human right.
According to the Children’s Act NO.8 of 2001, Children have a right to education. Both the Government and parents are responsible for providing education. Every child is entitled to free basic education which is compulsory in accordance with article 28 of the United Nations Convention on the Rights of the Child. According to J.S. Farrant (1980), education describes the total process of human learning by which knowledge is imparted, faculties trained and skills developed. It is therefore imperative that quality basic education is an essential important investment.

2.3.3 Characteristics of Quality in Education

Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. Adams, (1993) stresses that the terms efficiency, effectiveness, equity and quality have often been used synonymously. Considerable consensus exists around the basic dimensions of quality education today, however. Quality education includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; UNICEF (2000) enumerates outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society. This definition allows for an understanding of
education as a complex system embedded in a political, cultural and economic context.

Motala (2000) asserts that quality of education in South Africa as taking into account the global and international influences that propel the discussion of educational quality. Adams (1993) agrees that quality of education must be pegged on national and local educational contexts. National and local educational contexts contribute to definitions of quality in varying countries. Benoliel (1999) concurs that in Parkistan establishing a contextualized understanding of quality means including relevant stakeholders. Key stakeholders often hold different views and meanings of educational quality (Motala, 2000 and Benoliel (1999). Beeby (1966) argues that each of us judges the school system in terms of the final goals we set for our children our community, our country and ourselves. Definitions of quality must be open to change and evolution based on information, changing contexts, and new understandings of the nature of education’s challenges. New research ranging from multinational research to action research at the classroom level contributes to this redefinition.

Glasser (1990) believes that Systems that embrace change through data generation, use and self-assessment are more likely to offer quality education to students. Continuous assessment and improvement can focus on any or all dimensions of system quality: learners, learning environments, content, process and outcomes.

MOEST(2001) states that Quality of education at any level is measured by its ability to equip learners with skills to live and operate as useful members of the community and society as well as preparing them for further and life-long learning.
It is a result of relevant curriculum content, adequate facilities and resources, efficient and prudent resource management, adequate teaching/learning materials and teaching methods that are designed to promote independent thinking creativity, moral uprightness and ethics.

2.3.4 Management and Quality of Education

Reviews of research suggest that successful school leaders influence student achievement in several important ways, both through their influence on other people or features of their organizations, and through their influence on school processes. Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004) outline three sets of core leadership practices: Developing people, Setting directions for the organization and redesigning the organization. In recent years, research has converged on the importance of three aspects of the principal’s job: developing a deep understanding of how to support teachers, managing the curriculum in ways that promote student learning and developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students.

Barnett (2000). Proponents of cohort grouping strategies maintain that adult learning is best accomplished when it is part of a socially cohesive activity structure that emphasizes shared authority for learning, opportunities for collaboration, and teamwork in practice-oriented situations. The positive effects of cohort structured learning experiences include enhanced feelings of group affiliation and acceptance, social and emotional support, motivation, persistence, group learning, and mutual assistance.
Daresh (2001) stresses that the use of mentors in educational administration training programs has become increasingly popular in recent years. Typically, mentors are practicing administrators within the school in which the candidate works, although other models are possible. In well-structured mentoring programs, the mentor and mentee make a mutual commitment to work collaboratively and toward the accomplishment of an individually tailored professional development plan.

Lave (1991) argues that mentoring relationships should serve to reduce the distance between a learner’s independent problem-solving performance and his/her potential developmental level achieved through problem solving with guidance from an expert. The primary role of the mentor is to guide the learner in his or her search for strategies to resolve dilemmas, to boost self-confidence, and to construct a broad repertoire of leadership skills. Competent mentors do this through modeling, coaching, gradually removing support as the mentee’s competence increases, questioning and probing to promote self-reflection and problem solving skills, and providing feedback and counsel.

Hallinger (2003) argues that although there has been a sizable growth spurt in empirical studies of shared leadership over the past decade, the bulk of this research has been descriptive. Relatively few published studies have investigated the impact of shared leadership on school improvement, and even fewer have studied effects on student learning. This research explored prominent issues concerning the impact of collaborative leadership on school performance. Building upon findings from prior research on school leadership effects.
Robinson et al., (2008); Wiley (2001); Witziers et al. (2003), the study employed a mediated effects model that examined the effects of collaborative leadership on school-level academic capacity and student reading achievement. We have suggested that although these findings are consistent with a substantial body of cross-sectional survey research on principal leadership effects, they also extend this knowledge base by focusing on collaborative leadership and employing longitudinal modeling.

Harcher and Hyle (1996) found out, teachers needed good teacher administrator working relationship. The teachers’ comments suggest that the teachers did not feel that they received adequate support and attention from their administrators. Harcher and Hyle (1996: 26) have called for collaborative power in instructional leadership ‘to balance power inequalities in the school and school community’. They suggested that the quality of a school is derived from its vision, respect, trust and collegiality that bond school members together. This is what teachers desired to experience in their schools.

2.4 Free Basic (Primary) Education in Kenya

Kenya’s commitment to the goal of Basic Education for all (BEFA) is also motivated by the recognition of education as a basic human right. Koech report (1999) asserts that the achievement of BEFA is the spring-board to all other levels and types of education. It is also the most beneficial investment in social and economic development, especially for a developing country like Kenya.
GoK (2007); MOE (2006) hold the view that Kenya upholds education as a fundamental human right and recognizes it as pivotal for the attainment of self fulfillment and national development. Consistent efforts have been made to address issues of access, equity, quality and relevance of education. These are measured in terms of:

a). Levels of participation by looking at the Gross Enrolment Ratio and the Net Enrolment Ratio,

b). Wastage and inefficiency measured in terms of survival rates by grade and repetition rates and

c). Human-resource output measured in terms of the pupil-teacher ratio. At the national level, commissions of education have periodically been set up to review educational provision. Government propelled interventions such as the free primary education and tuition waiver for secondary schools have been introduced to enhance access.

Bernard, (1999) agrees that in all aspects of the school and its surrounding education community, the rights of the whole child, and all children, to survival, protection, development and participation are at the centre. This means that the focus is on learning which strengthens the capacities of children to act progressively on their own behalf through the acquisition of relevant knowledge, useful skills and appropriate attitudes; and which creates for children, and helps them create for themselves and others, places of safety, security and healthy interaction.

Curriculum reviews have been undertaken to address relevance and ease overload on the learners. Public-private partnerships in education have been encouraged leading to increased individual and community participation in the education
sector. The ministry of education continues to receive the highest allotment of the recurrent expenditure. In the 2010/2011 budget, education sector was allocated 136 billion which is approximately 30% of the national expenditure and 6-7% of the GDP besides the parents being required to supplement the state efforts by providing their portion as partners. Sifuna (2005) argues despite these efforts, districts situated in arid Kenya have continued to exhibit extensively lower access, participation, completion and achievement rates. This area is dominantly occupied by nomadic pastoral people. The limitations facing education of girls and boys in arid Kenya has over time attracted various actions (GoK 2007; MoE 2006). In turn, the overall relevance and quality of education is compromised. It is in this view that this study will look at whether the free basic education has compromised the quality of education in the marginalized areas.

2.4.1 Teacher-Pupil Ratio

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

The total number of teachers on duty in primary schools decreased from 178,622 in 2003 to 173,153 in 2007 as shown in table 1.2. These teachers are expected to
teach 8,330,148 pupils in primary schools. The national PTR rose from 38.7 in 2003 to 42.9 in 2007. The TSC recommends a PTR ratio of 1:40. In 2007, North Eastern recorded the highest PTR at 63.1. This indicates that delivery of services to the pupils is affected and this also affects the quality.

| Table 2.1: Number of teachers in public primary schools and the Pupil Teacher Ratio, 2003-2007 |
|-----------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Number of Teachers                            | 2003 | 2004 | 2005 | 2006 | 2007 | 2003 | 2004 | 2005 | 2006 | 2007 |
| Coast                                         | 11,217 | 9,967 | 10,455 | 10,922 | 10,898 | 40.9 | 52.3 | 50.7 | 50.9 | 53.2 |
| Central                                       | 24,689 | 22,135 | 21,882 | 20,914 | 20,301 | 34.4 | 38.2 | 37.9 | 38.3 | 39.4 |
| Eastern                                       | 37,839 | 35,102 | 35,593 | 35,591 | 34,901 | 34.1 | 38.4 | 37.7 | 38.7 | 38.7 |
| Nairobi                                       | 4,390 | 3,634 | 4,095 | 4,046 | 3,870 | 43.9 | 53.7 | 46.7 | 46.4 | 46.7 |
| Rift Valley                                  | 46,960 | 44,106 | 45,517 | 45,052 | 45,052 | 36.7 | 40.0 | 40.0 | 41.6 | 42.7 |
| Western                                       | 21,443 | 21,484 | 21,812 | 21,491 | 21,784 | 48.8 | 50.2 | 49.6 | 50.5 | 52.6 |
| Nyanza                                        | 29,936 | 27,796 | 28,909 | 29,395 | 27,182 | 42.8 | 43.8 | 42.6 | 44.6 | 44.7 |
| North Eastern                                 | 1,094 | 1,144 | 1,222 | 1,424 | 1,423 | 58.9 | 56.1 | 55.8 | 55.3 | 63.1 |
| Non Returns                                   | 1,054 | 12,816 | 1548 | - | 5742 | - | - | - | - | - |
| Total                                         | 178,622 | 178,184 | 171,033 | 169,311 | 173,153 | 38.7 | 40.0 | 42.3 | 42.5 | 42.9 |

Source: MOE (2009).

2.4.2 Teacher Qualifications

Many primary schools are understaffed as a result of the free primary education program as shown in table 1.2. This does not augur well for the quality of education being delivered. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers.
through the PTAs and this has also seriously affected the effective delivery of services.

Darling-Hammond (1997) argues that the highest quality teachers, those most capable of helping their students learn, have deep mastery of both their subject matter and pedagogy. The preparation that teachers receive before beginning their work in the classroom, however, varies significantly around the world and even within the least developed countries. In Cape Verde, Togo and Uganda, for example, 35 per cent to 50 per cent of students have teachers who had no teacher training. Yet in Benin, Bhutan, Equatorial Guinea, Madagascar and Nepal, over 90 per cent of students do have teachers with some form of teacher training. Postlewaithe (1998) agrees that in these latter countries, most teachers have, at least, lower secondary education; this contrasts sharply with Cape Verde and Tanzania where over 60 per cent of students have teachers with only primary education.

(Carron & Chau, 1996) are of the view that Perhaps as a consequence of too little preparation before entering the profession, a number of teachers in China, Guinea, India and Mexico were observed to master neither the subject matter they taught nor the pedagogical skills required for good presentation of the material. Mullens, (1996) concurs that this affects educational quality since student achievement especially beyond basic skills, depends largely on teachers’ command of subject matter and their ability to use that knowledge to help students learn. Brown, (1999) observes that a recent evaluation of the East African Madrasa (Pre-school) Programme noted the importance of mentoring by trainers in the form of continuous support and reinforcement of teacher learning by on-site visits to
classrooms following two week orientation training and alongside weekly trainings in Madrasa Resource Centres.

2.4.3 Class Size

Many countries significantly expanded access to primary education during the 1990s, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students. A UNICEF/UNESCO survey conducted in 1995 in 14 least developed countries found that class sizes ranged from fewer than 30 students in rural and urban Bhutan, Madagascar, and the Maldives, to 73 in rural Nepal and 118 in Equatorial Guinea (Postlewaithe, 1998).

Do larger class sizes hurt the quality of education? Educators and researchers from diverse philosophical perspectives have debated the relationship between class size and student learning at length. Williams (2000) says that although in Latin America many studies have found a relationship class size has not consistently been linked to student achievement (Rutter, 1979, cited in Pennycuick, 1993). This may be due to the fact that many schools and classrooms have not yet adopted the more demanding but higher quality student-centered learning practices. Moreover, quantitative relationships between class sizes and academic achievement rarely take other key quality factors into account, such as teachers’ perceptions of working conditions and their sense of efficacy.
2.4.4 The Free Primary Education Declaration of the 1970s

When Kenya attained independence in 1963, the government committed itself to increasing educational access and creating a qualified specialized human resource base with aptitudes for modernization and development. When the Kenya African National Union (KANU) became the ruling party, it published a manifesto entitled, ‘what a KANU Government offers you’. According to Sifuna, (2007), the KANU manifesto committed the party to offering a minimum of seven years of free primary education. In the 1969 election manifesto the party again re-echoed its commitment to providing seven years of free primary education. It was emphasized that it was the KANU Government’s guiding principle to give priority in educational programs to areas which were neglected during the colonial rule so that every Kenyan could share fully both in the process of nation building and in enjoying the fruits of government labour. In the more sparsely populated areas, the government pledged to continue its programme of building primary and secondary schools so that every child in those districts which had a low-average enrolment would get an opportunity to attend school. The government fees remission program was to be continued in favour of these areas.

In 1971, a presidential decree abolished tuition fees for the Districts with unfavorable geographical conditions since these were said to make the populations in these areas poor. Sifuna, (2007) points of the affected areas such as North-Eastern Province, the districts of Marsabit, Isiolo and Samburu in Rift Valley Province; Turkana, West Pokot, Baringo, Narok, Elgeyo-Marakwet and Olkejuado in Rift Valley Province, as well as Tana River and Lamu in Coast Province. A second presidential decree on 12 December 1973 provided free education for
children in standards I-IV in all Districts of the country. In 1974, education was declared free for children in standards I-IV. It went further and provided a uniform fee structure for those in standards V-VII in the whole country. This fee was Kshs. 60/- per child per annum. In 1974, enrolment in standard one rose by a million above the estimated figure of about 400,000. Sifuna, (2007) approximates the total enrolment figure for standards one to six increased from 1.8 million in 1973 to nearly 2.8 million in January 1974.

Subsequent directives went further and abolished school fees in primary education and by 1978 the entire primary cycle was free. Following the implementation of Structural Adjustment Programs (SAPs) in the 1980s, the government reneged on the reforms, requiring that parents and communities contribute to their children’s schooling. One of the consequences of cost sharing was decline in school attendance and enrolment, since all parents were required to cover full costs of their children’s education. These costs included uniforms, textbooks and other instructional material. Also, the parents were to contribute to school construction and maintenance costs. (Mando et al (2004) in his findings stated that the inadequate provision of complementary inputs like textbooks means that the effectiveness of teachers in delivering quality education was reduced significantly.

2.5 The Free Primary Education Implementation of 2003

When in 2003 Kenya followed its neighbor’s Ethiopia, Tanzania, Uganda and Malawi in introducing free and compulsory primary education for all, the response from the public as well as international donors was overwhelming. Fees and levies for tuition in primary education were abolished as the government and development partners were to meet the cost of basic teaching and learning
materials as well as wages for critical non-teaching staff and co-curricular activities. The government and development partners were to pay Kshs. 1,020 for each primary child in that year. The FPE did not require parents and communities to build new schools, but they were to refurbish and use existing facilities such as community and religious buildings. If they wished to charge additional levies, school heads and committees had to obtain approval from the MoEST. This request had to be sent to the District Education Board by the Area Education Officer, after a consensus among parents through the Provincial Director of Education.

Within the first few weeks more than 1.3 million new students were enrolled. The numbers speak for themselves. According to MoE (2009), enrollment increased from 6.0 million in 2002 to 7.2 million pupils in 2003 representing a 20% increase. Since 2003, the enrolment has further increased to 8.6 million as at 2008, an increase of 23.3%, gross enrolment rate rose from 88.2% in 2002 to 102.7% in 2003 to 107.6% in 2008, completion rate rose from 62.8% in 2002 to 81.0% in 2007 and marginally dropping to 79.5% in 2008. Nairobi and North Eastern had the lowest PCR recording 55.4% and 36.5% respectively. Education survival rate to standard 5 rose from 90.1 in 2003 to 91.6% in 2006. North Eastern registered an average of 64%. Dropout rate increased from 2.0% in 2002 to 6.5% in 2004 but dropped to 3.5% in 2007. The blanket figures above however hide the gender and regional disparities.

The national net enrolment rates in 2007 stood at 91.6, having steadily grown from 80.4 in 2003. This represents a 13.9% increase. The North Eastern province recorded the biggest increase between 2003 and 2007 (27.3%). However, with 27.5
NER, it remains the worst performing province in national examinations of KCPE and KCSE. According to the daily Nation of 6th April, 2010, NEP had no single candidate who scored grade A in the KCSE results of 2009.

Table 2.2: Primary Net Enrolment Rate by Gender and Province, 2003 and 2007

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>2003</th>
<th>Girls</th>
<th>Average (%)</th>
<th>2007</th>
<th>Girls</th>
<th>Average (%)</th>
<th>% Increase / Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td></td>
<td></td>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coast</td>
<td>66.9</td>
<td>60.1</td>
<td>63.5</td>
<td>84.6</td>
<td>77.0</td>
<td>80.8</td>
<td>17.3</td>
</tr>
<tr>
<td>Central</td>
<td>83.6</td>
<td>84.2</td>
<td>83.9</td>
<td>84.4</td>
<td>80.7</td>
<td>82.6</td>
<td>-1.3</td>
</tr>
<tr>
<td>Eastern</td>
<td>90.4</td>
<td>90.3</td>
<td>90.4</td>
<td>98.7</td>
<td>97.8</td>
<td>98.3</td>
<td>7.9</td>
</tr>
<tr>
<td>Nairobi</td>
<td>35.5</td>
<td>40.3</td>
<td>37.9</td>
<td>28.6</td>
<td>29.3</td>
<td>29.0</td>
<td>-8.9</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>84.1</td>
<td>82.0</td>
<td>83.1</td>
<td>98.3</td>
<td>94.0</td>
<td>96.2</td>
<td>13.1</td>
</tr>
<tr>
<td>Western</td>
<td>97.5</td>
<td>93.2</td>
<td>95.4</td>
<td>99.1</td>
<td>98.9</td>
<td>99.0</td>
<td>3.6</td>
</tr>
<tr>
<td>Nyanza</td>
<td>96.2</td>
<td>95.4</td>
<td>95.8</td>
<td>98.4</td>
<td>98.2</td>
<td>98.3</td>
<td>2.5</td>
</tr>
<tr>
<td>N/Eastern</td>
<td>26.1</td>
<td>16.2</td>
<td>21.2</td>
<td>33.1</td>
<td>20.8</td>
<td>27.0</td>
<td>5.8</td>
</tr>
<tr>
<td>National</td>
<td>80.8</td>
<td>80.0</td>
<td>80.4</td>
<td>94.1</td>
<td>89.0</td>
<td>91.6</td>
<td>11.2</td>
</tr>
</tbody>
</table>

Source: MOE (2009).

From the data available from the MOE (2009), student enrolment in secondary schools increased from 851,836 in 2002 to 1,382,211 in 2008. This was an increase of 38.6%. In public schools, the enrolment increased by 18.0% in 2008 as compared to 13.7% in 2007. Similarly, the enrolment in private secondary schools rose from 83,733 students in 2004 to 171,097 in 2008. The North Eastern recorded
the lowest enrolment of 10,917 students in public secondary and 962 students in private schools against a national enrolment of 1,211,114 and 171,097 students respectively (MOE, 2009).

2.5.1 Teaching and Learning Resources and Quality of FPE

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

This study shows that classroom/laboratories and stationeries/teaching aids are significant. These findings are in consonance with the findings of Yadar (2007) and the report by UNESCO (2008) which opined that teaching/learning materials such as textbooks, class rooms, teaching aids (chalk, board, ruler and protractor), stationeries and laboratories affect academic performance of the learners. Also the result of the findings agreed with that of Mutai (2006) who asserted that learning is strengthened when there is enough reference materials such as textbooks, exercise books, teaching aids and class rooms while He further asserted that academic achievement illustrates per excellence the correct use of these materials. The implication of this result is that provision of conducive classrooms and laboratories and other teaching/learning resources can positively change teachers’ attitude to
the teaching of mathematics and make the subject to be very interesting, meaningful and exciting to the students and hence will encourage mathematical exploration and manipulation by students which will keep them alive and thinking and will also help them to realize the applications of mathematics.

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

Lack of trained teachers was found to be significant. This is in agreement with that of Birgen (2005) who asserted that experience and qualification is the best asset for handling a task. In his findings, teaching is one of the duties that require both qualification and experience for better delivery. Recruitment of competent teachers to improve teacher-student ratio is a necessary measure in improving performance of students in mathematics. The government of Kenya should give adequate attention to training of teachers to enhance performance of students.

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

However, while the number of textbooks has improved greatly, challenges remain. Alubisia reports that Kenyan students often found it difficult to finish homework when they shared books. Despite official reports of 3:1 pupil/textbook ratios in Kenya and Uganda, the situation on the ground often revealed ratios of 8:1 or 9:1. Furthermore, the additional textbooks tended to most benefit the upper grades and even when available, textbooks were not always used (Basic Education Development Committee, 2001). Primary Education Development Plan report in Tanzania concluded that teachers, having taught so long without textbooks, found it challenging to teach using books. Textbook procurement was also burdensome for some teachers. In Kenya, UNESCO found that under the new textbook disbursement system, most materials arrived late and in the second or third term. The system was also time-consuming, and teachers spent time selecting textbooks when they could have been teaching. Head teachers were further withdrawn from their teaching duties as they also had to collect the books.
2.5.2 Motivation and the Quality of Free Basic Education

Recent work on teacher motivation within the framework of expectancy-value theory (Richardson & Watt, 2006; Watt & Richardson, 2007) provides evidence for links between teachers’ motivation and their engagement, commitment and persistence in teaching and their inclination to become involved in professional development. It is therefore important that teachers should be given proper payment commensurate to their teaching duties.

Research findings show that motivation has impact on academic achievement of secondary school students in mathematics with respect to gender. This finding is in disagreement with Siana et. al. (1998) findings that Asian students of both sexes rated parents and friends as more important in contributing to academic success. The variation in the present result on this study and that of Siana et al., (1998) may be connected with the issue of environment. While the present study was conducted in Nigeria, Africa; the other was conducted in Asia.

Hardré (2003) argues that because of the other effects just identified-goal-directed behavior, effort and energy, initiation and persistence, cognitive processing, and the impact of consequences-motivation often leads to improved performance. As you might guess, then, students who are most motivated to learn and excel in classroom activities tend to be our highest achievers. Conversely, students who have little interest in academic achievement are at high risk for dropping out before they graduate from high school.

The study by Ifinedo (2004) and Ulom (2004) which explored the conflicting approaches to the theories of motivation was undertaken. The research strategy and
design were much in line with the need-based or content theories of motivation. This study supports the theory that the needs satisfaction or work-related needs of employees, regardless of national background, can be grouped according to need theories of motivation (Ifinedo 2003, 2004). While we recognize that priorities accorded job and needs satisfaction perception may differ, the results of this study did not depart significantly from previous works and literature reviews on job satisfaction and motivation of employees in general. This study’s results agreed with most of the findings regarding the relationship between job satisfaction, need satisfaction, motivation and job performance.

Overall, teaching related sources of job satisfaction seem to have a greater impact on job performance. The results of the analysis indicate that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs are significant predictors of the job performance of Nigerian teachers.

Reis et al., (2000) gives the likely explanation for the findings of this study is that Nigerian teachers need adequate educational policies and administration in terms of reasonable payment and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs in life such as food, clothing, healthcare, etc. When teachers’ needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance.

Ryan (1995), on the contrary argued that, when teacher’s environment or personality style does not afford these kinds of experiences, they fail to thrive. Filak (2003). States an individual is best off when his or her needs are satisfied, and worst off when they are not satisfied. Ladebo, (2005) in his study stated Nigerian teachers’ dissatisfaction with pay and fringe benefits, material rewards
and advancement, as well as better working conditions were associated with the intention to leave the teaching profession. Teachers feel that they are cheated, underpaid and made to work in insecure conditions where the Nigerian government pays less attention to teachers’ dignity and self esteem. Ulom (2004) says that teachers are human beings with various needs to be satisfied, and failure to have such needs satisfied leads to frustration, nonchalant attitude towards work and rebellion.

2.5.3 Performance of Public Primary schools in Garissa District

According to the Ministry of Education (2007), Education is widely recognized as key to national development. An increase in access and quality of education, relative to the national population, is critical to socio-economic growth and productivity, increased individual earnings and, subsequently, reduced income inequalities. It also contributes significantly to improved health, reduction of poverty, enhanced democracy, good governance and effective leadership.

Koech (1999) stresses that quality in education emphasizes enrichment in the process and outcomes of learning achievement. It is not mere passing of examinations or certification, but the development of independent, analytical, creative potential of the individual, including critical imagination, spiritual and ethical values. Quality education is accommodative in ensuring the identification of individual talents and enhancing them. It is humanizing and liberates the individual from bigotry, while at the same time promoting a just and agreed criterion for assessment. Quality education enhances relevance. According to the District Education Office Garissa,(2011) the KCPE mean score analysis of public primary schools from 2006 to 2010 has not been quite impressive. Actually good
performance goes with good discipline it is therefore important that learners are helped to acquire good discipline. According to Griffin, (1996) sound discipline is an essential ingredient in the creation of a happy and industrious school community, performing properly its functions of training the citizens of tomorrow. It was only in 2008 and 2009 that the district had mean scores of more than 250 marks. The mean scores of years 2006, 2007 and 2010 had mean scores below 250 marks as shown in table 1.1 However, the mean scores of private primary schools of Garissa Municipality from 2006 to 2010 was more than 300 marks. This implies that quality which is the heart of education has been compromised in the Free Primary Education (FPE) offered in public primary schools.

The standard newspaper of 30th December,2010 reports that the relief that came with the rise in access to education among those locked by poverty gave way to another problem, which is that of overstretched facilities, unmanageable teacher-pupil ratio, and complications related to striking a balance between quantity and quality.

Table 2.3 Mean scores of public primary schools in Garissa District from 2006 – 2010

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENTRY</th>
<th>NO. OF SCHOOLS</th>
<th>MEAN SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>1537</td>
<td>27</td>
<td>242.8</td>
</tr>
<tr>
<td>2007</td>
<td>1628</td>
<td>30</td>
<td>233.4</td>
</tr>
<tr>
<td>2008</td>
<td>1361</td>
<td>20</td>
<td>257.1</td>
</tr>
<tr>
<td>2009</td>
<td>1433</td>
<td>20</td>
<td>259.3</td>
</tr>
<tr>
<td>2010</td>
<td>1826</td>
<td>21</td>
<td>237.1</td>
</tr>
</tbody>
</table>

Source: DEOs Office Garissa (2010).
NB. In 2008, schools reduced since Garissa district was split into various districts. In table 1.1 it is evident that performance in Garissa Municipality has not been pleasing well since it is only in years 2008 and 2009 that the mean scores were higher than 250 marks. This implies that quality education in Garissa Municipality is facing some challenges.

2.6 Summary

The literature review of the study has addressed on the objectives of the study. It also covered on education as a basic human right and quality of education which is the heart of the education system among other sub-headings. The study has addressed on various gaps influencing the implementation of quality free basic education in Garissa County which includes pupil-teacher ratio, teaching learning resources, teacher motivation, supervision of schools, management styles and other challenges facing the implementation of quality free basic education in Garissa.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the research design and methodology used in the study. It
describes the research design, location of the study, target population, sample size
and sampling procedure. It also includes research instruments, piloting, validity
and reliability of the instruments, data collection procedure and data analysis.

3.2 Research Design

The study adopted a cross-sectional survey design. Yin (1984) argues that cross-
sectional survey provides a great deal of information which is accurate. The
intention of cross-sectional survey design is to gather data at a particular point in
time and use it to describe the nature of existing conditions. The descriptive nature
of the research was useful as it assisted the researcher to garner information as to
how the various factors namely instructional materials, teacher-pupil ratio,
schools’ administration, teacher quality and teachers’ level of motivation affected
the implementation of quality Free Primary Education in Garissa municipality of
Garissa County.

3.3 Location of the Study

The study was conducted in Garissa Municipality of Garissa County, North
Eastern Province. Garissa is the Headquarter of NEP and it is located
approximately 0.5 degrees to South 40 degrees to the East. According to the Kenya
National Bureau of Statistics 2009 census, Garissa has a population of 623,060
people of which 334,939 are males and 288,121 are females. Garissa has a very
hot climate, due to the low elevation and distance away from the cooler coastal areas. The daytime temperature typically rises above 33°C (91°F) day, but turns to mild temperature, at night. Being an arid area pastoral farming is practiced for both food and commercial purposes. Camels are also kept for milk and for transportation of goods. The town is mainly inhabited by ethnic Somalis who rely mainly on pastoralism. According to the Daily Nation of 3rd January, 2010 Hanley (2010) describes Somalis as the most difficult, the proudest, the bravest, the vainest, the most merciless, the friendliest race in Africa”:

**Figure 3.1: Map of Garissa District**
3.4 Target Population

A population is defined as a complete set of individual cases or object with some common observable characteristics (Flick, 2006). The target population for this study comprised of all the Head teachers of public primary schools, teachers, learners, Quality Assurance Officers and Education Officers involved in the implementation of Free Quality Primary Education in Garissa Municipality. Table 3.1 below shows the target population of the study.

Table 3.1: Sampling Frame

<table>
<thead>
<tr>
<th>Target</th>
<th>Total Population</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers of public primary schools</td>
<td>27</td>
<td>13</td>
<td>48.1</td>
</tr>
<tr>
<td>Primary school teachers</td>
<td>303</td>
<td>65</td>
<td>21.5</td>
</tr>
<tr>
<td>Primary learners</td>
<td>10,828</td>
<td>130</td>
<td>1.2</td>
</tr>
<tr>
<td>Education officers</td>
<td>2</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>Quality assurance officer</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

3.5 Sample and sampling procedures

A sample is used to make generalization of the characteristics being investigated within the entire population (Gray, 2009). To arrive at the desired sample size for the study, purposeful and stratified random sampling technique was used to select a representative sample size which represented the desired target population. In the sampling procedures gender consideration was observed in selecting the required sample sizes.
According to the District Education Office Garissa (2011) Garissa Municipality has 27 public primary schools, 9216 boys and 1612 girls, 178 male and 125 female teachers. This gives a total population of 10,828 pupils and 303 teachers. According to Gay (1981), for descriptive studies ten percent of the accessible population is enough. However, 10% of 27 schools was 2.7 which when rounded off was 3 schools. The researcher selected 48.1% of the primary schools, 21.5% of the teachers, 50% of the Education officers and all the Quality Assurance Officers as the sample of respondents in this study. However, only 1.2% of the learners were sampled. According to Ary and Rezariah (1972), for a large population, a sample size of 1% of the population is adequate for a survey study.

### 3.6 Research Instruments

Research Instruments are the tools used by a researcher to collect data relevant to the objectives and research questions of a study. According to Mugenda and Mugenda (2003), the most commonly used instruments in social sciences are; questionnaires, interview schedules, observational forms and standardized tests.

#### 3.6.1 Questionnaires

According to Mugenda and Mugenda (2003) questionnaires are commonly used to obtain important information about a population. According to (Berg, 2006) questionnaires are advantageous because it enables one to get a lot of information within a very short period of time from a large population Therefore the questionnaires used in the study had both open-ended and closed ended questions to capture various information from the respondents.
3.7 Piloting

The data collection instrument was pre-tested in 2 public primary schools in Garissa Municipality which were not included in the actual study. The purpose of piloting was to determine validity and reliability of the instruments for data collection. The pilot testing also acted as a pointer to the actual time required for administration of the various instruments and other procedures of actual field study. Based on the findings of the pilot testing, the instruments were revised to make them reliable and appropriate for data collection.

Before embarking on the study, the researcher obtained a valid permit from the National Council for Science and Technology. Also the researcher visited the various sampled schools for familiarization purpose and the various respondents were assured of strict confidentiality. Semi-structured questionnaires were employed to provide information on implementation of quality free primary education. Questionnaires were administered to learners, teachers, head teachers, education officer and Quality Assurance Officer. The head teachers’ views on existing practices, the resources and prevailing constraints were relevant in the assessment of implementation of quality free primary education.

The use of questionnaires was availed for quantitative data which can give factual information. Since the subject under study also involves phenomena that can be described by people who have been part of it. Questionnaires were suitable for collecting qualitative data based on views of some stakeholders who were involved in overseeing implementation.
3.8.1 Validity of the Instruments

According to Mugenda and Mugenda (2003) Validity is the accuracy and meaningfulness of inferences, which are based on the research results, in other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. To ensure the content validity of the research instruments, the researcher sought the opinion of colleagues, other researchers and supervisors on the questionnaires constructed. This was done before, during and after piloting. Necessary corrections and adjustments were made before they were used in the actual collection of data in the field.

3.8.2 Reliability of the Instruments

According to Orodho (2004) reliability of an instrument concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. To establish the reliability of the instrument, the researcher used the test-retest technique. It was done by administering the instrument to the respondents in the pilot study. After the respondents made their responses, the questionnaire responses were scored manually which were then correlated using the Pearson’s correlation coefficient to establish the extent to which the contents of the questionnaire are consistent to eliciting the same responses. A correlation coefficient of 0.8 proved sufficient the reliability of the instruments. This is supported by Mugenda and Mugenda (2003) which states that a correlation coefficient of 0.8 and above is the level required for an instrument to be considered reliable.
3.9 Data Collection Procedures

According to Orodho (2004) data collection refers to gathering specific information aimed at proofing or refuting some facts. A research permit was obtained from the National Council for Science and Technology before going to the field. Permission to conduct the research in schools was sought from the head teachers. After the head teachers consent was obtained, the teachers and the learners responded to the questionnaires in their classes. Completed questionnaires were then collected immediately. The researcher also booked appointment with the head teachers, Education Officer and the Quality Assurance Officer in order to administer the questionnaires to them.

3.10 Data Analysis

According to Grix (2001), data analysis is the process of bringing orderly, structure and meaning to the mass of information collected from the field. All the collected questionnaires were coded before analysis. Descriptive statistics were carried out for various categorical variables to get frequencies and percentages. Data was analyzed using Statistical Package for Social Sciences (SPSS) computer programme. The results of data analysis were presented in form of tables, graph and pie-charts.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of research findings. The presentations were done based on the research objectives.

4.2 Questionnaire Return Rate

Questionnaire return is the proportion of the questionnaires returned after they have been administered to the respondents. In this study all the sampled population participated on the study.

4.3 Demographic Data of the Respondents

4.3.1 Demographic Data of Headteachers

The demographic information of headteachers was based on the type of school, total enrolment, and number of streams, total number of teachers, highest academic qualification and their teaching experience. The information obtained from the study is summarized in table 4.1 below.

<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls School</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Boy School</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Mixed</td>
<td>8</td>
<td>61.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1: Distribution of Headteachers according to the type of school
Table 4.1 shows that majority 8(61.5%) of Headteachers indicated that they were from mixed schools, 3(23.1%) of Headteachers were from girls school while 2(15.4%) of Headteachers were from boys schools. The findings on the total enrolment are shown in table 4.2

Table 4.2: Total enrolment

<table>
<thead>
<tr>
<th>Schools</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 1</td>
<td>1200</td>
<td>449</td>
<td>1649</td>
</tr>
<tr>
<td>School 2</td>
<td>421</td>
<td>322</td>
<td>743</td>
</tr>
<tr>
<td>School 3</td>
<td>730</td>
<td>495</td>
<td>1225</td>
</tr>
<tr>
<td>School 4</td>
<td>-</td>
<td>795</td>
<td>795</td>
</tr>
<tr>
<td>School 5</td>
<td>-</td>
<td>370</td>
<td>370</td>
</tr>
<tr>
<td>School 6</td>
<td>411</td>
<td>-</td>
<td>411</td>
</tr>
<tr>
<td>School 7</td>
<td>809</td>
<td>-</td>
<td>809</td>
</tr>
<tr>
<td>School 8</td>
<td>-</td>
<td>480</td>
<td>480</td>
</tr>
<tr>
<td>School 9</td>
<td>1142</td>
<td>600</td>
<td>1742</td>
</tr>
<tr>
<td>School 10</td>
<td>1014</td>
<td>670</td>
<td>1684</td>
</tr>
<tr>
<td>School 11</td>
<td>618</td>
<td>632</td>
<td>1250</td>
</tr>
<tr>
<td>School 12</td>
<td>500</td>
<td>283</td>
<td>783</td>
</tr>
<tr>
<td>School 13</td>
<td>900</td>
<td>652</td>
<td>1552</td>
</tr>
<tr>
<td><strong>Total 13</strong></td>
<td><strong>7745</strong></td>
<td><strong>5748</strong></td>
<td><strong>13493</strong></td>
</tr>
</tbody>
</table>

Table 4.2 indicates that out of 13,493 primary school pupils 7,745(57.4%) were boys while 5,748(42.6%) are girls. Despite the government concern of giving access to all children irrespective of their gender, there is disparity in gender equity in Garissa county.
This implies that Garissa is not implementing government policy of equalization of opportunity. The research findings concur with MOE 2007, which states that gender disparities are over 13 percent in the provinces of Coast, Western and North Eastern Province.

The study sought to find out the number of streams per sampled school. The results obtained from the study are summarized in table 4.3 below.

**Table 4.3: Head teachers’ responses on the total number of streams**

<table>
<thead>
<tr>
<th>Types of school</th>
<th>Streams</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed</td>
<td>17</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Boys school</td>
<td>5</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Girls school</td>
<td>1</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Mixed school</td>
<td>20</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Mixed school</td>
<td>2</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Mixed school</td>
<td>4</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Mixed school</td>
<td>35</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Girls school</td>
<td>8</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Mixed school</td>
<td>27</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>119</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

The findings in table 4.3 indicates that out of the 13 primary schools 8 (61.5%) were mixed, 3 (23.1%) were girls school while 2 (15.4%) were boys school. Since the sampled primary schools were in the municipality, most of the schools had high number of streams as shown in table 4.3. When asked to indicate the total number of teachers in the school, data had shown that the highest number of
teachers in school were 21 and indicated by 2(15.4%) of head teachers. The head teachers were further asked to indicate the number of teachers their schools needed. 2 (15.4%) out of the 13 sampled head teachers indicated that they were in need of 30 teachers in their schools. The information on the head teachers’ highest academic qualification is tabulated in Table 4.4.

**Table 4.4: Distribution of 13 Head teachers according to the highest academic qualification**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Male</th>
<th>Female</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Diploma</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>15.4</td>
</tr>
</tbody>
</table>

The information in table 4.4 revealed that 1(7.7%) of the head teachers had P1 grade, 3(23.1%) had Diploma, 7(53.8%) had a Bachelors degree and 2(15.4%) of the head teachers had a masters degree. However, all the head teachers with a masters degree were male. Out of the 7 head teachers with Bachelors degree 5 were male and 2 were female. The only head teacher with a P1 qualification was a female. From the findings it is evident that female head teachers have a lesser qualification compared to male counterparts. From the findings all the Head teachers were qualified and teacher quality is an important factor for effective curriculum implementation. The findings concur with Mullens (1996) who states
that professional qualification of teachers affects educational quality since student achievement especially beyond basic skills, depends largely on teachers’ command of subject matter and their ability to use that knowledge to help students learn. The findings on teachers quality is also supported by Darling-hammond (1997) who argues that quality teachers who are capable of helping their students are those who have deep mastery of both their subject matter and pedagogy. From the findings, it is evident that quality education depends on the quality of teachers since curriculum implementation is the key responsibility of teachers. The respondents were asked to indicate their teaching experiences. The responses from the study are shown in figure 4.1

**Figure 4.1: Head teachers responses on their teaching experiences**

The findings in figure 4.1 show that majority 9(69%) of head teachers had taught for above 16 years while 4(31%) of head teachers had taught for between 11 and 15 years. From the research findings majority of the head teachers had teaching experience of more than 10 years which enables them to perform their duties. The research findings concur with Birgen (2005) who asserts that experience and qualification is the best asset for handling a task.
The study further sought to establish from the head teachers the number of teachers that had diploma, Masters Degree, PI Grade and below PI Grade. The study revealed that 6(46.2%) of head teachers said that they had 1 teacher who had diploma, majority 8(61.5%) of head teachers said they lacked a teachers who had masters degree, 4(30.8%) of head teachers indicated that 4 of their teachers had PI grade while majority 9(69.2%) of head teachers said they lacked a teacher who had below PI Grade. The findings further showed that primary schools had qualified teachers who had above the required professional qualification of P1 grade and hence were able to provide quality education.

4.3.2 Demographic data of 65 teachers

The demographic information of teachers was based on gender, highest academic qualification, highest professional qualification, teaching experience in years, the number of years they have served in their present professional grade. Data indicated that majority 35(53.8%) of teachers were male while 30(46.2%) of them were female. Data on teachers’ highest academic qualification shows that 22(33.8%) of teachers had KCSE qualification. When asked to indicate their highest Professional Qualification, they responded as shown in figure 4.2.

Figure 4.2: Highest Professional Qualification of teachers
Figure 4.2 shows the highest professional qualification of 65 teachers. According to the information on figure 4.2 16(24.6%) of the teachers had ATS (Approved Teacher Status) grade, 31(47.7%) teachers had P1 grade, 14(21.5%) teachers had Bachelors of Education degree while 2(3.1%) of the teachers had P2 grade and the same number had Masters of Education degree. The findings are in line with Mullens (1996) who asserts that professional qualification of teachers had an effect on educational quality since student achievement especially beyond basic skills, depends largely on teachers’ command of subject matter and their ability to use that knowledge to help students learn. The study also sought to find out the teachers experience. The findings from the study are shown in table 4.5.

Table 4.5: Teachers’ teaching experience

<table>
<thead>
<tr>
<th>Duration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5</td>
<td>10</td>
<td>15.4</td>
</tr>
<tr>
<td>6 – 10</td>
<td>16</td>
<td>24.6</td>
</tr>
<tr>
<td>11 – 15</td>
<td>9</td>
<td>13.8</td>
</tr>
<tr>
<td>16 – 20</td>
<td>17</td>
<td>26.2</td>
</tr>
<tr>
<td>21 and above</td>
<td>13</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.5 shows the teaching experience of 65 teachers. Out of the entire teachers, 10 (15.4%) taught below 5 years, 16(24.6%) taught for between 6 and 10 years, 9(13.8%) taught for between 11 and 15 years, 17 (26.2%) taught between 16 and 20 years while 13(20.0%) teachers had taught for above 21 years. The findings on experience and qualification is supported by Birgen (2005) who asserts that experience and qualification are the best asset for handling a task. In his findings,
teaching is one of the duties that require both qualification and experience for better delivery. In improving the quality of FPE in Garissa Municipality the Government through the Teachers Service Commission should sponsor teachers for further studies in order to equip them with relevant knowledge. When asked to indicate the number of years they had served in their present professional grade, 30(46.2%) teachers indicated that they had served below 3 years. The experience of teachers portrays a degree of high efficiency in imparting knowledge to the learners.

4.3.3 Demographic data of Education officer

The study found out that the education officer was male who had served for between 6 and 8 years as an Education officer in Garissa Municipality. When asked to indicate the training programmes that he had undergone in order to enhance quality Free Primary Education in Garissa Municipality, he said that he had undergone training on instructional materials management. The Officer further listed Senior Management Course as a relevant course that he attended in the last 2 years that empowered him on the implementation of quality Free Primary Education.

The study also revealed that inadequate teaching staff had affected the implementation of quality FPE in Garissa Municipality as indicated by the Education Officer. The Education Officer also said that he visited the schools on monthly basis.
4.3.4 Demographic data of pupils

The demographic information of the pupils was based on type of school, class, and gender. The findings indicated that most of the pupils were from day school. The study also sought to find out the distribution of the pupils. The information obtained from the study is as shown in figure 4.3.

Figure 4.3: Distribution of pupils according to class

![Pie Chart](image)

Figure 4.3 indicates that 68(52%) of pupils were from Standard 8 while 62(48%) of pupils were form Standard 7. The study revealed that majority 95(73.1%) of pupils were boys while 35(26.9%) of pupils were girls. From the findings girls access to primary education is quite less compared to boys. There is urgent need for education stakeholders in Garissa Municipality to reverse the situation.
4.4 Influence of performance on the implementation of quality Free Primary Education

To investigate the influence of performance on the implementation of quality Free Primary Education, the study sought to establish from the head teachers the performance during the era of FPE.

Table 4.6 tabulates responses of 13 Head teachers on the overall performance of schools.

**Table 4.6: Head teachers’ responses on the performance during the era of FPE**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greatly improved</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Deteriorated</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Not changed</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Slightly improved</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Responses from the head teachers indicated that none of them said their schools performance had greatly improved. Majority 7(53.8%) of head teachers indicated that performance had deteriorated since FPE was implemented in 2003, 5(38.5%) head teachers said that it had slightly improved while 1(7.7%) of head teachers said that there was no change, performance had dropped during the FPE era due to sharp increase in enrolment leading to congestion in classrooms, inadequate teachers and scarcity of learning resources.
When the pupils were asked whether the teachers marked their class work such as home work and quizzes, they responded as shown in figure 4.4.

**Figure 4.4: Responses of 130 pupils on whether teachers marked class work.**

![Pie chart showing responses of 130 pupils on whether teachers marked class work.]

The findings in figure 4.4 indicates that majority 121(93%) of pupils said that the teachers marked their class work while 9(7%) of pupils said their class work was not marked by their teachers. From the findings it is evident that majority of teachers mark pupils work. The study further sought to establish from the pupils the two subjects that they had problems in understanding. The findings from the study are tabulated in Table 4.7.

**Table 4.7: Pupils responses on the 2 subjects that they did not understand**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiswahili and Mathematics</td>
<td>49</td>
<td>37.7</td>
</tr>
<tr>
<td>Mathematics and Social Studies</td>
<td>31</td>
<td>23.8</td>
</tr>
<tr>
<td>English and Kiswahili</td>
<td>18</td>
<td>13.8</td>
</tr>
<tr>
<td>Social studies and Science</td>
<td>16</td>
<td>12.3</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>13</td>
<td>10.0</td>
</tr>
<tr>
<td>Social studies and Kiswahili</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>130</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The information in table 4.7 revealed that 31(23.8%) of pupils indicated that they found difficulty understanding Mathematics and Social Studies, 18(13.8%) pupils said they had difficulty in English and Kiswahili while 16(12.3%) had problem in Social studies and Science. Asked to indicate the problems affecting their learning in class, pupils mentioned that there was noise making in class, poor classroom structure, inadequate books and other learning materials, congestion in class, indiscipline, lack of fence around the school, disturbance from the community, harsh climate, absenteeism, lack of library and use of mother tongue. From the research findings it is evident that inadequate books and discipline problems are factors hindering effective learning in Garissa Municipality. The findings on discipline are supported by Griffin, (1996) who states that sound discipline is an essential ingredient in the creation of a happy and industrious school community, performing properly its functions of training the citizens of tomorrow. Also scarcity of resource materials like text books also affects performance and quality of education. These findings are also supported by Yadar,(2007) and the report by UNESCO(2008) which mentioned that teaching/learning materials such as text books affects academic performance of learners. It is therefore imperative that the challenges of discipline should be addressed in order to enhance KCPE national performance of Garissa Municipality.

The study further sought to establish the schools mean scores from 2009 to 2011 from the head teachers. The study revealed that 4(30.8%) of head teachers indicated that they had a KCPE mean score of 255.2 in 2009, 3 (23.1%) had a mean score of 236.0 in 2010, same number of respondents indicated that they had a mean score of 250 in the year 2011. From the findings it is evident that performance is not quite impressive.
Table 4.8 tabulates the number of candidates that qualified to join National schools in 2009.

**Table 4.8: Number of candidates who qualified to join national schools in 2009**

<table>
<thead>
<tr>
<th>Number of candidates</th>
<th>Head teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency(f)</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>9</td>
<td>69.2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.8 indicates that majority 9(69.2%) of head teachers said that they did not have any candidate who joined national school in the year 2009. 2(15.4%) head teachers had 1 candidate each who joined national school. However, 2(15.4%) head teachers had a total of 4 candidates who joined national school in 2009. Therefore in the year 2009, Garissa district had a total of only 6 candidates who joined national school. In the year 2010, number of candidates who qualified for national schools were 14. This findings shows that performance had improved.

According to the District Education Office Garissa (2010) the KCPE mean scores for public primary schools in Garissa for year 2009 was 259.3 and in 2010 it was 237.1. Despite the low performance in 2010 more candidates managed to join national school. This was due to improved provision of learning materials, teachers and the elevation of Garissa High School to a national school which enabled many
pupils to get admission. The increased admission to national schools signifies that quality of education in Garissa had improved slightly.

4.5 Influence of pupil-teacher ratio on the implementation of quality Free Primary Education.

The study sought to find out how the pupil-teacher ratio influences the implementation of quality Free Primary Education. Table 4.9 tabulates the findings from the study.

Table 4.9: Pupil-teacher ratio in the schools.

<table>
<thead>
<tr>
<th>Ratio</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:116</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>1:96</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>1:88</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>1:45</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>1:35</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>1:70</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>1:56</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>1:60</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in table 4.9 revealed that 4(30.8%) of head teachers said that they had teacher-pupil ratio of 1:35. Generally most of the Head teachers indicated high teacher-pupil ratio and 2 (15.4%) indicated a teacher-pupil ratio of 1:116. The data shows that teacher -pupil ratio had an influence of quality education as learning
cannot take place effectively where class ratios are above the recommended 1:50 students. The findings are in line with a UNICEF/UNESCO survey conducted in 1995 in 14 least developed countries found that class sizes ranged from fewer than 30 students in rural and urban Bhutan, Madagascar, and the Maldives, to 73 in rural Nepal and 118 in Equatorial Guinea.

The teachers also indicated the highest enrolment of the classes that they taught. The results obtained from the study are summarized in figure 4.5.

**Figure 4.5: Responses of 65 teachers on the highest enrolment of the classes that they taught**

![Figure 4.5: Responses of 65 teachers on the highest enrolment of the classes that they taught](chart)

Figure 4.5 indicates that 3 (4.6%) teachers said that they taught between 31 and 40 pupils in class, 16 (24.6%) teachers indicated they taught between 41 and 50 pupils, 19 (29.2%) teachers indicated between 51 and 60 pupils while 27 (41.5%) teachers indicated enrollment of above 61 pupils in the classes. This confirms the previous findings where some classes had enrollment of above the recommended 50 pupils in a class or less. From the findings it is evident that congestion is a problem in some classes hence effective learning is a problem in Garissa.
Municipality. This also confirms the earlier finding that discipline is a problem due to high enrolment in some classes.

The sampled 65 teachers were further asked to indicate the number of lessons per week. The findings obtained from the study are summarized in table 4.10

Table 4.10: Teachers’ lessons per week

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 and below</td>
<td>7</td>
<td>10.8</td>
</tr>
<tr>
<td>21 – 25</td>
<td>10</td>
<td>15.4</td>
</tr>
<tr>
<td>26 – 30</td>
<td>10</td>
<td>15.4</td>
</tr>
<tr>
<td>31 – 35</td>
<td>22</td>
<td>33.8</td>
</tr>
<tr>
<td>36 – 40</td>
<td>14</td>
<td>21.5</td>
</tr>
<tr>
<td>41 – 45</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The information in table 4.10 shows that 7(10.8%) teachers had below 20 lessons per week, 10(15.4%) of the teachers had between 21 and 25 lessons, the same number had between 31 and 35 lessons per week, 22(33.8%) teachers had between 31 and 35 lessons while 2(3.1%) teachers had between 41 and 45 lessons. From the findings it is clear that some teachers have more workload hence delivery of the curriculum was a problem to them. When the QASO was asked to indicate the teacher- pupils ratio in the public primary schools of Garissa Municipality, she said that it was 1:51-60. The data implied that teachers work load affected teaching and implementation of quality FPE.
4.6 Influence of teaching and learning resources on the implementation of quality Free Primary Education.

The study also sought to establish the influence of teaching and learning resources on the implementation of FPE. The results obtained from the study are summarized in Table 4.11.

Table 4.11: Head teachers view on the influence of teaching and learning materials

<table>
<thead>
<tr>
<th>Teaching and learning resources</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Text books</td>
<td>3</td>
<td>23.1</td>
<td>7</td>
<td>53.8</td>
<td>-</td>
</tr>
<tr>
<td>Teachers</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>46.2</td>
<td>1</td>
</tr>
<tr>
<td>Exercise books</td>
<td>5</td>
<td>38.5</td>
<td>5</td>
<td>38.5</td>
<td>-</td>
</tr>
<tr>
<td>Chalk</td>
<td>6</td>
<td>46.2</td>
<td>5</td>
<td>38.5</td>
<td>2</td>
</tr>
<tr>
<td>School furniture</td>
<td>3</td>
<td>23.1</td>
<td>4</td>
<td>30.8</td>
<td>2</td>
</tr>
<tr>
<td>Class rooms</td>
<td>4</td>
<td>30.8</td>
<td>2</td>
<td>15.4</td>
<td>2</td>
</tr>
<tr>
<td>Toilets</td>
<td>5</td>
<td>38.5</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Playground</td>
<td>7</td>
<td>53.8</td>
<td>4</td>
<td>30.8</td>
<td>-</td>
</tr>
</tbody>
</table>

The findings in table 4.11 indicates that 3(23.1%) out of 13 head teachers indicated that textbooks and exercise books were inadequate, 6 (46.1%) indicated that teachers were inadequate. 4(30.8%) head teachers reported that school furniture were inadequate. Data further indicates that 5(38.5%) disagreed that class rooms and toilets were adequate which affected quality education in the schools. The
teachers were also asked to indicate the availability and adequacy of teaching and learning materials. The results are tabulated in table 4.12

**Table 4.12: Teachers view on the influence of teaching and learning materials**

<table>
<thead>
<tr>
<th>Teaching and learning materials</th>
<th>Available</th>
<th>Adequate</th>
<th>Not adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Syllabus</td>
<td>43</td>
<td>66.2</td>
<td>13</td>
</tr>
<tr>
<td>Text Books</td>
<td>36</td>
<td>55.4</td>
<td>20</td>
</tr>
<tr>
<td>Teachers Guide</td>
<td>29</td>
<td>44.6</td>
<td>21</td>
</tr>
<tr>
<td>Atlases</td>
<td>27</td>
<td>41.5</td>
<td>15</td>
</tr>
<tr>
<td>Desks</td>
<td>21</td>
<td>32.3</td>
<td>18</td>
</tr>
<tr>
<td>Revision Books</td>
<td>19</td>
<td>29.2</td>
<td>20</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>17</td>
<td>26.2</td>
<td>19</td>
</tr>
<tr>
<td>Manilla Papers</td>
<td>22</td>
<td>33.8</td>
<td>18</td>
</tr>
<tr>
<td>Exercise Books</td>
<td>19</td>
<td>29.2</td>
<td>22</td>
</tr>
</tbody>
</table>

The information in table 4.12 revealed that 18 out of 65 teachers (27.7%) said that syllabus and textbooks were not adequate. Another 15(23.1%) teachers indicated that teachers guide were not adequate, 23(35.4%) teachers said that atlases were not adequate. However, majority 52 (80.0%) of the teachers deemed desks and revision books as inadequate while 29(44.6%) teachers said that dictionaries were inadequate which affected quality education in the school. From the findings it is evident that teaching and learning materials are inadequate in Garissa Municipality. This implies that effective learning is a problem. Findings also agree with Yadare (2007) and the report by UNESCO(2008) which opined that teaching and learning materials such as text books, teaching aids, stationeries and
laboratories affect academic learning. The Education official response on the influence of availability and adequacy of teaching and learning materials was tabulated in table 4.13

**Table 4.13: Education officials’ view on the influence of teaching and learning materials**

<table>
<thead>
<tr>
<th>Teaching and learning materials</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Classroom</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Textbooks</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Exercise books</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Toilets</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Desks</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Chairs</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Store</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Playing field</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Games equipment</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Water point</td>
<td>1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.13 indicates that the Education officials said that teachers, classroom, textbooks, exercise books, library, toilets, desks, chairs, store, playing field, games equipment and water point were inadequate. This indicated that teaching and learning materials affected teaching and learning hence the quality of FPE. Alubisia reports that Kenyan students often found it difficult to finish homework when they shared books. Despite official reports of 3:1 pupil/textbook ratios in
Kenya and Uganda, the situation on the ground often revealed ratios of 8:1 or 9:1. Furthermore, the additional textbooks tended to most benefit the upper grades and even when available, textbooks were not always used.

The education official was asked to rate parents participation in the implementation of quality Free Primary Education in public primary schools of Garissa Municipality. He said that the participation was good. When asked to list the challenges facing the implementation of Quality Free Primary Education in the public primary schools of Garissa Municipality, the education officer said that there was a challenge of inadequate teachers and overcrowding of pupils in the classes.

The researcher sought to investigate from the pupils whether they had enough text books. The results obtained from the study showed that majority 88(67.7%) pupils said that textbooks were inadequate. The pupils were further asked to state whether they shared text books in class or not. The information obtained from the study is shown in figure 4.6.

**Figure 4.6: Responses of 130 pupils on sharing of text books**
The findings in figure 4.6 shows that majority 106(81.5%) pupils said that they shared text books in class while 24(18.5%) of pupils said they did not share. Data indicates that majority 77(59.2%) of pupils said that three pupils shared one text book. The study further sought from the pupils whether the school provided the pupils with enough exercise books. From the study, majority 111(85.4%) pupils said that there were provided with enough while 19(14.6%) pupils said they did not get enough exercise books. The study further sought to investigate whether the school had a library. The results obtained from the study are as shown in figure 4.7

**Figure 4.7: Pupils responses on whether the school had a library**

Figure 4.7 shows that majority 95 (73%) pupils said they lacked a library in their school while 35(27%) pupils said they had a library. When the pupils were asked to indicate the subjects that they usually got low marks, majority 69(53.1%) of pupils indicated Mathematics. The Quality Assurance and Standards Officer (QASO) said that the pupil text book ratio was 1 book between 3 pupils and the average weekly work load for teachers teaching upper classes was between 36 and 45. The QASO reported that the teachers had partly adequate resources like reference books and in the delivery of lessons teachers failed to use teaching aids to enhance their lessons. Table 4.14 presents the QASO’ responses on the availability and adequacy of teaching and learning materials.
Table 4.14: QASO view on the availability of teaching and learning materials

<table>
<thead>
<tr>
<th>Teaching and learning materials</th>
<th>Available n</th>
<th>Available %</th>
<th>Adequate n</th>
<th>Adequate %</th>
<th>Not adequate n</th>
<th>Not adequate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>1</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Text books</td>
<td>1</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Teachers Reference Book</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Atlases</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Revision books</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Dictionaries</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Exercise books</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Manilla papers</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Desks</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.14 indicates that QASO deemed classrooms, text books as available while teachers’ reference book, atlases, revision books, dictionaries, exercise books, manilla papers and desks were inadequate. This further indicates that inadequacy of teaching and learning materials affected the implementation of FPE. The QASO said that they faced challenges of staffing; high enrolment and lack of regular supervision in the implementation of quality Free Primary Education in public primary schools in Garissa Municipality.
4.7 Influence of teacher motivation and teacher quality on the implementation of quality Free Primary Education

The study sought to examine from the Head teachers what FPE programme had contributed. The results obtained from the study are summarized in table 4.15.

Table 4.15: Head teachers responses on what the FPE programme had contributed

<table>
<thead>
<tr>
<th>Issues</th>
<th>Strongly Agree n</th>
<th>%</th>
<th>Agree n</th>
<th>%</th>
<th>Not sure n</th>
<th>%</th>
<th>Disagree n</th>
<th>%</th>
<th>Strongly Disagree n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased workload on teachers</td>
<td>9</td>
<td>69.2</td>
<td>4</td>
<td>30.8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Low teachers motivation</td>
<td>1</td>
<td>7.7</td>
<td>7</td>
<td>53.8</td>
<td>3</td>
<td>23</td>
<td>2</td>
<td>15.4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Congestion in classroom</td>
<td>11</td>
<td>84.6</td>
<td>2</td>
<td>15.4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Indiscipline among pupils</td>
<td>1</td>
<td>7.7</td>
<td>11</td>
<td>84.6</td>
<td>1</td>
<td>7.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Enhance pupil performance</td>
<td>4</td>
<td>30.8</td>
<td>4</td>
<td>30.8</td>
<td>1</td>
<td>7.7</td>
<td>7</td>
<td>30.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Acquisition of moral values</td>
<td>0</td>
<td>0.0</td>
<td>10</td>
<td>76.9</td>
<td>2</td>
<td>15</td>
<td>1</td>
<td>7.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Acquisition of life skills</td>
<td>3</td>
<td>23.1</td>
<td>5</td>
<td>38.5</td>
<td>1</td>
<td>7.7</td>
<td>4</td>
<td>30.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Individual pupil attention</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>23.1</td>
<td>4</td>
<td>30.8</td>
<td>4</td>
<td>30.8</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Scarcity of learning resources</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>38.5</td>
<td>1</td>
<td>7.7</td>
<td>5</td>
<td>38.5</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Skill of environmental conservation</td>
<td>3</td>
<td>23.1</td>
<td>7</td>
<td>53.8</td>
<td>1</td>
<td>7.7</td>
<td>2</td>
<td>15.4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Ease of classroom supervision</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>30.8</td>
<td>1</td>
<td>7.7</td>
<td>6</td>
<td>46.2</td>
<td>2</td>
<td>15.4</td>
</tr>
</tbody>
</table>

76
The information in table 4.15 revealed that majority 9(69.2%) of head teachers strongly agreed that FPE programme had contributed to increased workload on teachers. Majority 8(61.5%) of head teachers agreed that it contributed to low teachers motivation and skill of environmental conservation. Head teachers 13(100.0%) agreed that FPE programme contributed to indiscipline among pupils, majority 10(76.9%) of head teachers said that it contributed to acquisition of moral values. 5(38.5%) of head teachers said that FPE programme contributed to scarcity of learning resources which affected teacher motivation. Data further indicated that FPE programme did not contribute to individual pupil attention as majority 6(46.2%) of head teachers disagreed with the statement while 8(61.6%) of head teachers disagreed that the programme contributed to ease of classroom supervision.

The teachers were asked to indicate whether in the performance of their teaching duties they felt motivated. The findings obtained from the study are as shown in figure 4.8

**Figure 4.8: Responses of 65 teachers on whether they felt motivated in the performance of their teaching duties.**
The results in figure 4.8 indicates that majority 34(52.3%) of teachers said that they felt motivated in the performance of their teaching duties while 27(41.5%) teachers were not motivated. The findings also revealed 4(6.2%) teachers did not know whether they were motivated. The teachers who were not motivated in the performance of their teaching duties gave reasons as shown in table 4.16.

Table 4.16: Teachers reasons as to why they were not motivated

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t know</td>
<td>35</td>
<td>53.8</td>
</tr>
<tr>
<td>No incentives and promotions</td>
<td>15</td>
<td>23.1</td>
</tr>
<tr>
<td>Little pay and too much work</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>Stagnation of grade</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Lack of cooperation from parents</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Tribalism background</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Staff shortage</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Poor administrations</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings in table 4.16 revealed that 35(54%) teachers did not know the reasons why they were not motivated. 15(23.1%) teachers said that there were no incentives and promotions, 5(7.7%) teachers said that they were not motivated because of little pay and too much work, 3(4.6%) teachers gave reason as stagnation in one grade as a source of de-motivation, while 2(3.1%) teachers said it was because of lack of cooperation from parents, staff shortage and poor administrations as reasons that made them de-motivated. From the findings,
majority of teachers are de-motivated hence implementation of Quality FPE is a real issue in Garissa Municipality. Motivation of teachers is supported by Reis et al. (2000) who argues that Nigerian teachers need adequate educational policies and administration in terms of reasonable payment and fringe benefits commensurate with the job they do. It is therefore important for teachers in Garissa to be motivated for effective implementation of FPE.

The teachers were further asked to indicate the courses they attended to prepare them for the implementation of Free Primary Education. The results obtained are summarized in table 4.17.

Table 4.17: Teachers responses on the courses they attended in preparation for the implementation of FPE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service courses</td>
<td>11</td>
<td>16.9</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>7</td>
<td>10.8</td>
</tr>
<tr>
<td>Development of curriculum support materials</td>
<td>10</td>
<td>15.4</td>
</tr>
<tr>
<td>Seminars and workshops</td>
<td>24</td>
<td>36.9</td>
</tr>
<tr>
<td>Don’t know</td>
<td>13</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.17 shows that 11(16.9%) teachers had attended In-service courses, 7(10.8%) teachers had attended guidance and counseling, 10(15.4%) teachers indicated to have attended development of curriculum support materials while 24 (36.9%) teachers said they had attended seminars and workshops to prepare them for the implementation of Free Primary Education. The Quality Assurance Officer indicated that it took more than 9 years for the teachers to be promoted to the next grade.
4.8 Influence of supervision on the implementation of quality Free Primary Education.

The researcher sought to examine the average enrolment in the classes the QASO visited in her supervisory duties as a quality Assurance and Standards Officer. Findings show that the average was between 61 and 70. Responses from the QASO indicated that teachers did not adequately prepare professional records like schemes of work, lesson plans, and daily record of work. Lack of preparation on the part of teachers affects teaching and learning and hence quality education. When they were asked whether the head teachers regularly checked professional records of teachers, the QASO said that they did not check. When head teachers do not check teachers’ professional records, teachers may relax their preparations which have an impact on quality education.

The researcher also sought to establish from the head teachers the frequency at which the QASO’s visited their school. The information obtained from the study is as shown in table 4.18.

Table 4.18: Head teachers responses on the frequency at which the QASO’s visited their schools

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 weekly</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Weekly</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Monthly</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 4.18 indicates that 1(7.7%) head teacher said that his school was visited weekly, the same number said there was no visit of QASO. While majority 10(76.9%) head teachers said they were visited monthly. QASO needs to visit schools regularly to ensure that teaching and learning is professionally done. If on the other hand they do not visit schools, there will be no supervision and hence quality of education will be compromised.

4.9 Impact of management styles on the implementation of quality FPE

To assess the impact of management styles on the implementation of quality FPE, the QASO was asked whether the primary school head teachers had adequate managerial skills in running schools. QASO’s response was that majority lacked the skills. Table 4.19 shows the seminars or courses attended by head teachers in the last two years.

Table 4.19: Seminars or courses attended by head teachers in the last two years

<table>
<thead>
<tr>
<th>Courses attended</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Management</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Accelerating 21st century Education by USAID</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Leadership and management</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Child friendly schools</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>EMACK</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>School Empowerment Programme</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Material production by UNICEF</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 4.19 revealed that 2(15.4%) of head teachers had attended Diploma in Management, Accelerating 21st century Education by USAID, EMACK and the same number had undergone school Empowerment Programme course while 1(7.7%) of head teachers said they had attended Leadership and management, Child friendly schools and material production by UNICEF course. When the head teachers were asked whether teachers were adequately prepared to handle curriculum implementation in their subjects, majority 7(53.8%) of head teachers agreed with the statement.

4.10 Challenges faced in the implementation of FPE.

The teachers were asked to state the challenges they had encountered in the implementation of quality Free Primary Education. Table 4.20 tabulates the summary of the findings from the study.

Table 4.20: Teachers responses on the challenges faced in the implementation of FPE

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congestion in class and poverty</td>
<td>11</td>
<td>16.9</td>
</tr>
<tr>
<td>Lack of adequate teaching and learning materials</td>
<td>7</td>
<td>10.8</td>
</tr>
<tr>
<td>Inadequate teachers</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>Over enrolment</td>
<td>21</td>
<td>32.3</td>
</tr>
<tr>
<td>Indiscipline cases</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>Truancy in some classes</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Parents ignorance</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>Work overload</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td>Poor performance</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Under staffing</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The findings in table 4.20 shows that 11(16.9%) teachers faced challenges of congestion in the classes and poverty, 7(10.8%) teachers said they lacked adequate teaching and learning materials, 5(7.7%) teachers said that there were inadequate teachers, parents ignorance and indiscipline cases was mentioned by 5(7.7%) teachers. 21(32.3%) of teachers said they faced challenges of over enrolment in school. The head teachers were asked to list possible factors hindering the implementation of quality Free Primary Education in their schools. The results obtained from the study are summarized in table 4.21

**Table 4.21: Head teachers view on the factors hindering the implementation of FPE**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understaffing</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Over enrolled classes</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>The teacher pupils ratio is not realistic</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Large classes</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>NGO interfering and privatizing the only girls school</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Ignorance from the community</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Lack of Inset course to implement Curriculum</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The information in table 4.21 indicates that 2(15.4%) of head teachers said that under staffing and ignorance from the community were a challenge in the implementation of FPE, 3(23.1%) head teachers said that over enrolled classes and high teacher-pupils ratio which is not realistic while 1(7.7%) of head teachers said that large classes, NGO interference and privatizing the only girls school and lack
of Inset course to implement Curriculum hinders the implementation of quality Free Primary Education in the schools.

The head teachers were further asked to suggest the possible solutions to the mentioned challenges. Table 4.22 summarizes the findings from the study.

**Table 4.22: Head teachers responses on the possible solutions to the factors hindering the implementation of quality FPE**

<table>
<thead>
<tr>
<th>Solutions</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building classes and providing enough desk</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Adequate funding</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>The SMC to facilitate the provision of teachers</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Employing more teachers</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>NGO concerned with girl child should create their own institution to improve education</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Communities to be sensitized on the importance of education</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Inset courses</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The information in table 4.22 revealed that 2(15.4%) Head teachers said that classes should be built and enough books to be provided. The communities to be sensitized on the importance of education and the same number of head teachers said that the Inset courses to be held, 4(30.8%) of head teachers said that the SMC should facilitate the provision of teachers while 1 (7.7%) head teachers suggested that adequate funding, employment of more teachers and NGO concerned with girl-child should create their own institution to improve education.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary

The purpose of this study was to investigate the factors influencing the implementation of quality Free Primary Education in Garissa Municipality of Garissa County, Kenya. Six research objectives were formulated to guide the study. Research objective one sought to establish the influence of pupil-teacher ratio on the implementation of quality FPE; research objective two aimed at finding out the influence of teaching and learning resources on the implementation of quality FPE; research objective three aimed at determining the influence of teacher motivation and teacher quality on the implementation of quality FPE; research objective four sought to determine the influence of supervision on the implementation of quality FPE; research objective five aimed at finding out the impact of management styles on the implementation of quality FPE, while the last objective sought to establish the challenges faced in the implementation of FPE. The study adopted a cross-sectional survey design. The sample comprised of 13 head teachers, 65 teachers, 130 pupils 1 Educational Officer and 1 Quality Assurance Officer. Data was collected by use of questionnaires and analyzed both qualitatively and quantitatively using SPSS programme.
Findings on the influence of performance on the implementation of quality Free Primary Education indicated that Only 6(46.2%) of head teachers said that their schools slightly improved during the era of FPE, none of the head teachers said that performance had greatly improved. 7(53.8%) of head teachers indicated that performance had deteriorated since FPE was implemented in 2003. It was also revealed that 4(30.8%) of head teachers indicated that they had a KCPE mean score of 255.2 in 2009, 3 (23.1%) Head teachers had a mean score of 236.0 in 2010, same number of respondents indicated that they had a mean score of 250 in the year 2011. Majority 7(53.8%) of head teachers said that they did not have any candidate who joined national school. From the findings it is clear that performance in national examinations of Kenya Certificate of Primary Education is not pleasing well.

Findings on the Influence of pupil- teacher ratio on the implementation of quality Free Primary Education revealed that 4(30.8%) of head teachers said that they had teacher pupil ratio of well above 1:88. There were cases where the teacher pupil ratio was 1:96 and 2 indicated a ratio of 1:116. The data implies that pupil teacher ratio was high which influenced quality education in the schools. It was also revealed that in some cases the teachers had huge work load. For example, 22(33.8%) of teachers had between 36 and 40 lessons while 2(3.1%) of teaches had between 41 and 45 lessons.

Findings on the influence of teaching and learning resources on the implementation of quality Free Primary Education revealed that availability and adequacy of teaching learning resources in the schools affected quality education. For example, 3(23.1%) of head teachers indicated that textbooks and exercise
books were inadequate, 6 (46.1%) indicated that teachers were inadequate. 4 (30.8%) of head teachers reported that school furniture were inadequate. Majority 52 (80.0%) of teachers deemed desks and revision books as inadequate while 29 (44.6%) of teachers said that dictionaries were inadequate which affected quality education in the school. Education officials said that teachers, classroom, textbooks, exercise books, library, toilets, desks, chairs, store, playing field, games equipment and water point were inadequate. Majority 88 (67.7%) of pupils said that textbooks were inadequate. Majority 95 (73.1%) of pupils said they lacked library. The findings on this research objective revealed that teaching and learning resources affected the implementation of quality Free Primary Education.

Findings on the influence of teacher motivation and teacher quality on the implementation of quality Free Primary Education revealed that majority 9 (69.2%) of head teachers strongly agreed that FPE programme had contributed to increased workload on teachers. Majority 8 (61.5%) of head teachers agreed that it contributed to low teachers motivation. Majority 34 (52.3%) of teachers said that they felt motivated in the performance of their teaching duties. The findings therefore showed that teachers’ motivation was a factor that influenced implementation of quality FPE.

Findings on the influence of supervision on the implementation of quality Free Primary Education revealed that head teachers did not regularly checked professional records of teachers. Responses from the QASO indicated that teachers did not adequately prepare professional records like schemes of work, lesson plans, and daily record of work. This was deemed to affect quality education.
Findings on the impact of management styles on the implementation of quality FPE revealed that head teachers had adequate managerial skills in running schools. It was also revealed that head teacher used Liaises Faire style of management in Garissa municipality. Slightly more than half the number of head teachers 7(53.8%) had adequately been prepared to handle curriculum implementation in their subjects.

Among the challenges experienced in the implementation of FPE included congestion in class, poverty, over enrolment in school, inadequate teachers, parents’ ignorance and indiscipline cases and inadequate teaching and learning materials.

5.3 Conclusions

Based on the findings of the study, it was concluded that performance in the schools in Garissa municipality were not so appealing and were affected by several issues. Among the issues that affected provision of quality education was the teacher- pupil ratio. The study concluded that in some schools teacher pupil- ratio were high hence affecting teaching and learning which ultimately affected quality education. The study further concluded that provision of quality education was affected by teaching and learning resources. Schools lacked or had inadequate teaching and learning resources such as textbooks, exercise books, school furniture, desks, revision books, dictionaries which affected quality education. Other facilities such as classrooms, library, toilets, desks, chairs, store, playing field, games equipment and water point were inadequate which further affected provision of quality education.
The study also concluded that teacher motivation affected the implementation of quality Free Primary Education. For example it was revealed that FPE programme had contributed to increased workload on teachers hence lowering teachers motivation. These findings therefore showed that teachers motivation was a factor that influenced implementation of quality FPE.

The study also concluded that inadequate supervision affected provision of quality Free Primary Education. This conclusion was based on the fact that head teachers did not regularly checked professional records of teachers. QASO on the other hand mentioned that teachers did not adequately prepare professional records like schemes of work, lesson plans, and daily record of work. This was deemed to affect quality education. From the findings it is evident that inadequate preparation of professional records is an indication that curriculum implementation is not done professionally.

5.4 Recommendations

Based on the findings, the study made the following recommendations

(i) The government through the Teachers Service Commission should employ more qualified teachers in Garissa Municipality to reduce the high pupil-teachers ratio. This will ensure smooth implementation of Free Primary Education by reducing the workload of the teachers in the Municipality.

(ii) The government through the Teachers Service Commission should review upwards the salaries and increase the hardship allowances of teachers in arid and semi-arid regions, Garissa Municipality included in order to motivate the teachers to work hard in the implementation of quality Free Primary Education.
(iii) The Government should increase the provision of teaching /learning resources in order to enhance effective learning.

(iv) The Government through the Ministry of Education should employ more Quality Assurance and Standards Officers for effective supervision of curriculum implementation.

(v) Head teachers should be given short in-service courses on administration and management for effective implementation of FPE programme.

5.5 Suggestions for Further Research

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research:

(i) The government should provide the necessary facilities in the schools to cater for all the pupils and teachers so that quality education is not affected by such inadequacies.

(ii) The school should cooperate with parents and the community around the school in supporting the schools in terms of provisions of the required materials and also in enhancing pupils’ discipline.

(iii) The school administration should cultivate positive attitude on the pupils to help the pupils understand that they can achieve good education even in the schools.

(iv) As the government is in the process of introducing free day secondary schools, there is need to ensure that the necessary requirements for such schools in terms of personnel and facilities are provided so that quality education is not compromised.
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APPENDICE

Appendix 1

Questionnaire for Primary School Headteachers

Introduction

This study is carrying out on factors influencing the implementation of quality free Primary Education Programme in Garissa Municipality. This is to request you to respond to all items in the questionnaire based on your experiences in the implementation of the programme.

All information you provide will be treated CONFIDENTIAL.

1. Type of you school
   - Day [ ]
   - Boarding [ ]
   - Mixed [ ]
   - Girls School [ ]
   - Boys School [ ]

2. Total pupils enrolment
   - Boys [ ]
   - Girls [ ]
   - Total enrolment [ ]

3. Number of streams [ ]

4. Total number of teachers [ ]

5. As at now how many teachers does the school need? [ ]

6. What is the pupil - teacher ratio in your school? [ ]

7. What is your highest academic qualification? [ ]
   - E.A.C.E [ ]
   - KCE [ ]
   - KCSE [ ]
   - A LEVEL [ ]
   - Diploma [ ]
   - Bachelors Degree [ ]
   - Masters Degree [ ]
   - Any other __________________________________________________________

8. Your teaching experience
   - 1-5Yrs [ ]
   - 6-10yrs [ ]
   - 11-15yrs [ ]
   - 16 Yrs and Above [ ]
9. How many of your teachers have
   Diploma   [   ]   Bachelors Degree   [   ]   Master Degree   [   ]
   P1 grade   [   ]   Below P1 grade   [   ]

10. What was the mean score in KCPE in the following years
    2009 ........................................
    2010 ........................................
    2011 ........................................

11. How many candidates sat for KCPE in the following years
    2009 __________    2010 ___________    2011 ___________

12. How many candidates qualified to join National schools in the following years
    2009 __________    2010 ___________    2011 ___________

13. List any seminars or courses you have attended in the last two years relevant to the implementation of quality free basic education.
    1. .................................................................
    2. .................................................................
    3. .................................................................

14. Teachers are adequately prepared to handle curriculum implementation in their subjects:
    Strongly Agree    Agree
    Not Sure    Disagree
    Strongly Disagree

15. How frequent do Quality Assurance and Standard Officer’s visit your school?
    Daily   [   ]   Bi weekly   [   ]   Weekly   [   ]
Monthly [ ] None of the above [ ]

16. Comment on the adequacy of the following requirements in your school

**NB**

SA – Strongly Agree A – Agree NS – Not Sure DA - Disagree

SDA -Strongly Disagree

**Table 1.1: Adequacy of teaching and learning materials**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>playground</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. During the era of FPE the overall performance in my school has

Greatly improved [ ]

Deteriorated [ ]

Not changed [ ]

Slightly improved [ ]

18. List down possible factors which are hindering the implementation of quality free primary education in this school.

---

---
19. Suggest possible solutions to the above-mentioned challenges.

---

---

20. Indicate your opinion on whether the FPE programme has contributed to the following issues

<table>
<thead>
<tr>
<th>NB</th>
<th>SA - Strongly Agree</th>
<th>A - Agree</th>
<th>NS - Not Sure</th>
<th>DA - Disagree</th>
<th>SDA - Strongly Disagree</th>
</tr>
</thead>
</table>

Table 1.2: Contribution of FPE

<table>
<thead>
<tr>
<th>ISSUES</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased workload on teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low teachers motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congestion in classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiscipline among pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance Pupil performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisition of moral values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisition of life skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual pupil attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scarcity of learning resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill of environmental conservation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ease of classroom supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

Questionnaire for Primary School Teachers

Introduction

This study is carrying out on factors influencing the implementation of quality free Primary Education in Garissa Municipality.

Please respond to all the questions.

NB: The information you provide will be treated with utmost confidentiality.

1. County ___________________________ School ___________________________

2. Province ______________________________________________________________

3. Sex: Male [ ] Female [ ]

4. Highest Academic qualification
   - EACE [ ] KCE [ ] KCSE [ ]
   - A Level [ ] Diploma [ ] Degree [ ]
   - Masters Degree [ ] Any other ________________________________

5. Highest Professional Qualification:
   - ATs [ ] P1 [ ] P2 [ ] B. Ed [ ]
   - M.Ed [ ] Any other ________________________________

6. Teaching experience in years:
   - 0–5 [ ] 6–10 [ ] 11–15 [ ]
   - 16–20 [ ] 21 and above [ ]

7. What is the highest enrolment of the class that you teach
   - 20–30 [ ] 31–40 [ ] 41–50 [ ]
   - 51–60 [ ] 61 and above [ ]
8. Lessons per week 20 and below

<table>
<thead>
<tr>
<th></th>
<th>21 – 25</th>
<th>26 – 30</th>
<th>31 – 35</th>
<th>36 – 40</th>
<th>41 – 45</th>
<th>46 and more</th>
</tr>
</thead>
</table>

9. How many years have you served in your present professional grade?

<table>
<thead>
<tr>
<th></th>
<th>0 – 3</th>
<th>4 – 7</th>
<th>8 – 11</th>
<th>12 – 15</th>
<th>16 – 19</th>
<th>over 20 years</th>
</tr>
</thead>
</table>

10. (a) In the performance of your teaching duties do you feel motivated?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>I don’t know</th>
</tr>
</thead>
</table>

(b). If no, list down reasons why you are not motivated.

11. Respond by ticking in the appropriate box the availability and adequacy of each of the following learning/teaching materials.

Table 1.1 Availability and adequacy of learning/teaching materials

<table>
<thead>
<tr>
<th>Materials</th>
<th>Available</th>
<th>Adequate</th>
<th>Not Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers guide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manilla papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. Which of the following did you attend to prepare you for the implementation of Free Primary Education?

   In-service courses [ ]
   Guidance and counseling [ ]
   Development of curriculum support materials [ ]
   Seminars and workshops [ ]
   Non of the above [ ]

13. Which of the following statements is true about the general performance of learners since FPE was implemented from 2003.

   Performance has improved [ ]
   Performance has dropped [ ]
   No change in performance [ ]

14. List down challenges you have encountered in the implementation of quality Free Primary Education.

   ‘-----------------------------------------------
   ‘-----------------------------------------------
   ‘-----------------------------------------------
   ‘-----------------------------------------------
   ‘-----------------------------------------------

THANK YOU
Appendix 3

Questionnaire for Primary School learners

Introduction

This study is carrying out on factors influencing the implementation of quality Free Primary Education in Garissa Municipality. Please respond to all the questions.

NB:

All information you provide will be considered secret.

Do not write your names in the questionnaire.

1. Name of your school:______________________________________________

2. Type of your school.  Day [ ]  Boarding [ ]
   Mixed [ ]  Girls School [ ]  Boys school [ ]

3. You are in which class?  Std 8  Std 7

4. Gender:  Boy [ ]  Girl [ ]

5. Total pupils in your class?  ________________________________
   Boys [ ]  Girls [ ]

6. How many tests do you sit in a month?  1 – 2 times [ ]  3 – 4 times [ ]

7. Do teachers mark your class work e.g. home work, quizzes
   Yes [ ]  No [ ]

8. Do you have enough text books?  Yes [ ]  No [ ]

9. Do you share text books in class?  Yes [ ]  No [ ]

10. If yes, how many pupils share one text book? _______________________

11. Does the school provide you with enough exercise books?
    Yes [ ]  No [ ]

12. Does your school have a library?  Yes [ ]  No [ ]
13. Which of the following subjects do you usually get low marks?

- English Language [ ]
- Mathematics [ ]
- Social studies [ ]
- Science [ ]
- Kiswahili [ ]

14. State 2 subjects that you have problems in understanding

(i) .................................................................

(ii) .................................................................

15. List down problems affecting your learning in class.

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

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

THANK YOU
Appendix 4

Questionnaire for Education Officers

Introduction

This study is carrying out on factors influencing the implementation of quality free Primary Education in Garissa Municipality. This is to request you to respond to all items in the questionnaire based on your experience in the implementation of the programme. All information you provide will be treated with CONFIDENTIALITY.

1. Province  ____________________________________________________________

2. County ____________________________________________________________

3. Sex:   Male [   ] Female [   ]

4. How long have you served as an Education officer in Garissa Municipality
   0 – 2 years [   ] 3 – 5 years [   ] 6 – 8 years [   ]
   9 – 11 years [   ] Over 12 years [   ]

5. What training programmes have you undergone in order to enhance quality free Primary Education in Garissa Municipality?
   Tick against the course(s) you attended.
   [   ] Training on instructional materials management
   [   ] Financial Management course
   [   ] Curriculum implementation course

6. List any other relevant course you attended in the last 2 years that empowered you on the implementation of quality Free Primary Education.
   (i)   ________________________________________________________________
   (ii)  ________________________________________________________________
   (iii) ________________________________________________________________
7. Which of the following factors has affected the implementation of quality free Primary Education in Garissa Municipality.

- In adequate teaching staff [ ]
- High enrolment of pupils [ ]
- Low motivation level of teachers [ ]
- Shortage of instructional materials like text books [ ]
- Lack of managerial skills for Head teachers [ ]
- Inadequate preparation of professional records by teachers [ ]
- None of the above [ ]

8. How often do you visit schools in your area to ensure effective implementation of the curriculum.

- [ ] Weekly
- [ ] Monthly
- [ ] Termly
- [ ] Annually

9. Indicate the availability and adequacy of the following resources in the public primary schools within Garissa Municipality.
Table 1.1: Availability and adequacy of resources

<table>
<thead>
<tr>
<th>RESOURCES</th>
<th>AVAILABLE</th>
<th>NOT AVAILABLE</th>
<th>ADEQUATE</th>
<th>NOT ADEQUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Store</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing field</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water point</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. How would you rate parents participation in the implementation of free quality primary Education in public primary school of Garissa Municipality.

Very good [ ]  Good [ ]  Fair [ ]  Poor [ ]

11. List down challenges facing the implementation of Quality free Primary Education in the public primary schools of Garissa Municipality.

---------------------------------------------------------------------
---------------------------------------------------------------------
---------------------------------------------------------------------

THANK YOU
Appendix 5

Questionnaire for Quality Assurance and Standards Officer

This study is carrying out on factors influencing the implementation of quality Free Primary Education in Garissa Municipality. Please respond to all the questions.

NB: The information you provide will be treated with utmost confidentiality.

1. County

2. Division

3. Province

4. Sex: Male [ ] Female [ ]

5. Highest academic qualification

   EACE [ ] KCE [ ] KCSE [ ] A Level [ ]

   Diploma [ ] B.Ed degree [ ] M.Ed degree [ ]

   Any other.

6. Highest professional qualification.

   Approved Teacher [ ] P1 [ ] S1 [ ]

   B.Ed degree [ ] M.Ed degree [ ]

7. In your supervisory duties as a quality Assurance and standards officer. What was the average enrolment in the classes you visited?

   30 – 40 [ ] 41 – 50 [ ] 51 – 60 [ ]

   61 – 70 [ ] Above 71 [ ]

8. What is the teacher-pupils ratio in the public primary schools of Garissa Municipality.

   1: 30 – 40 [ ] 1: 41 – 50 [ ] 1: 51 – 60 [ ]

   1: 61 – 70 [ ] 1: 71 – 80 [ ]
9. What is the pupil text book ratio?

1: 1 [ ] 1: 2 [ ] 1: 3 [ ] 1: 4 [ ] 1: 5 [ ]

10. What is the average weekly work load of teachers teaching upper classes?

15 – 25 [ ] 26 – 35 [ ]

36 – 45 [ ] 46 – 55 [ ]

11. Do teachers prepare up to date professional records like schemes of work, lesson plans, daily record of work?

Yes [ ] Partly [ ] No [ ]

12. Are teachers motivated in the performance of their teaching duties?

Yes [ ] No [ ] Partly [ ] I don’t know [ ]

13. Generally after how many years do teachers get promoted to the next grade?

3 – 4 [ ] 5 – 6 [ ] 7 – 8 [ ] 9 and above [ ]

14. Do teachers have adequate resources like reference books?

Yes [ ] Partly [ ] No [ ]

15. In the delivery of lessons do teachers use teaching aids to enhance their lessons?

Yes [ ] Partly [ ] No [ ]

16. In your opinion how is the general performance of public primary schools in Garissa Municipality since the FPE programme was launched in 2003?

Performance has improved [ ]

Performance has dropped [ ]

Performance has not changed [ ]

I have no information about it [ ]

17. Do primary school Head teachers have adequate managerial skills in running schools?

Yes [ ] No [ ] I don’t know [ ]
18. What style of management do headteacher use in Garissa municipality?

Democratic [ ]
Autocratic [ ]
Laisse Faire [ ]

19. Do Headteachers regularly check professional records of teachers?

Yes [ ] No [ ] Sometimes [ ]

20. Respond by ticking in the appropriate space the availability and adequacy of each of the following learning/teaching materials.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Available</th>
<th>Not available</th>
<th>Adequate</th>
<th>Not adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers Reference Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlases</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Revision books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionaries</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Exercise books</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Manilla papers</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
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</tr>
</tbody>
</table>

21. In your opinion list down challenges facing the implementation of quality Free Primary Education in public primary schools in Garissa Municipality.

THANK YOU
Appendix 6

Introductory Letter

Kenyatta University
P.O Box 43844
NAIROBI

The Principal /Head teacher

…………………………………
………………………………….

…………………………………

REF: AN ANALYSIS OF THE QUALITY OF FREE PRIMARY
EDUCATION IN GARISSA MUNICIPALITY IN GARISSA
COUNTY, KENYA

I am a student of Kenyatta University undertaking a Master of Education degree in Education Administration. I am conducting a study on the above mentioned topic. The study is to take place in public primary schools in Garissa Municipality and it is hoped to contribute to the implementation of quality free primary education in public primary schools.

The information given by the target groups will be treated with utmost confidentiality and will be used solely for the research. In addition to the above neither you nor you school will be quoted. Kindly respond to all items. Your positive response will be highly appreciated

HASSAN AHMED ABSIYE
E55/CE/15370/2005
# Appendix 7

## Research Budget

<table>
<thead>
<tr>
<th>No.</th>
<th>Items Description</th>
<th>Sub-Total</th>
<th>Total</th>
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<tbody>
<tr>
<td>1.</td>
<td>Proposal writing</td>
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<tr>
<td></td>
<td>Desk Research-from various libraries</td>
<td>28,600.00</td>
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<tr>
<td></td>
<td>Stationary, Computer, photocopy, printing and binding.</td>
<td>43,200.00</td>
<td><strong>71,800.00</strong></td>
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<td>2.</td>
<td>Research Instruments</td>
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<tr>
<td></td>
<td>Questionnaire (typing &amp; Copies)</td>
<td>25,100.00</td>
<td><strong>25,100.00</strong></td>
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<tr>
<td>3.</td>
<td>Data Collection</td>
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<td>Hiring of 5 research assistants @ 4,000.00</td>
<td>20,000.00</td>
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<td>4.</td>
<td>Data Analysis (SPSS)</td>
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<td>25,200.00</td>
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<td>5.</td>
<td>Final Draft Printing and Binding</td>
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<td></td>
<td>Typing, Photocopy, Binding</td>
<td>36,000.00</td>
<td><strong>36,000.00</strong></td>
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<tr>
<td>6.</td>
<td>Transport/Miscellaneous</td>
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<td>Transport</td>
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<td>Telephone</td>
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<td>Stationary</td>
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<td></td>
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<td></td>
<td>Computer service/internet services</td>
<td>5,350.00</td>
<td><strong>44,250.00</strong></td>
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<td></td>
<td>GRAND-TOTAL</td>
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<td><strong>222,350</strong></td>
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</tbody>
</table>
Appendix 8

Map of Garissa County
Appendix 9

Research Permit Card
Appendix 10

Research Permit

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-071-2213473, 2241349
254-020-310571, 2213213, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

Our Ref. NCST/RCD/14/012/1134

22nd August 2012
Date:

Hassan Ahmed Absiye
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Quality of free basic education in Garissa District, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Garissa District for a period ending 30th October, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Garissa District before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Garissa District.