

Ksh. 3000/-

**CONSTRAINTS FACED BY HEADTEACHERS IN THE
IMPLEMENTATION OF FREE PRIMARY EDUCATION IN
KIRINYAGA EAST DISTRICT, KIRINYAGA COUNTY, KENYA**

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(E55/CE/15633/08)**

**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF
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OF MASTER OF EDUCATION (ADMINISTRATION) IN THE SCHOOL OF
EDUCATION OF KENYATTA UNIVERSITY**

OCTOBER, 2013

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DECLARATION

I hereby declare that this is my original work and it has not been submitted for any award or any degree or study programme in any other university.

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DEDICATION

This research is dedicated to the Almighty God for giving me life, power, knowledge, wisdom and understanding to write it.

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ABBREVIATION AND ACRONYMS

ASAL-	Arid and Semi –Arid Land
DEO -	District Education Officer
EFA -	Education For All
FPE -	Free Primary Education
GOK -	Government of Kenya
KANU-	Kenya African National Union
MOEST-	Ministry of Education, Science and Technology
NARC-	National Rainbow Coalition
PA -	Parents Association
PRISM-	Primary School Management
SPSS-	Statistical Package for Social Studies
SPREAD-	Strength of Primary Education
TSC -	Teachers Service Commission
UNESCO-	United Nations Environmental Scientific and Cultural Organization
UPE-	Universal Primary Education

ABSTRACT

Since the inception of FPE, it has faced several problems of which the government has been struggling to solve. The central problem of this study is that despite the Government efforts to provide Free Primary Education (F.P.E) with an aim of attaining Universal Primary Education (U.P.E), the initiative has continued to be elusive. The purpose of this study was to investigate the constraints faced by the Head teachers in the management and implementation of (F.P.E) in Kirinyaga County of Central Kenya. The study was guided by the following specific objectives: to determine the availability of both teaching and learning resources as well as other physical resources and the implications in implementation of FPE Kirinyaga County, to analyse the effect of the timeliness, amounts and other logistics of the FPE policy in the smooth running of the primary schools under FPE, to find out the effect of enrolment levels in the schools on the capacity of infrastructure and human resource and to identify the social-cultural factors viewed by head teachers and teachers as contributing to the failure of the FPE programme. Simple random sampling was used to sample schools for the study whereas purposive sampling was used to recruit class teachers into the study. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages while qualitative data were analyzed thematically. A questionnaire was used to collect data from Head teachers and teachers while interview schedules were used to collect data from District Education Officers (D.E.Os). A total of 181 respondents were targeted by the study out of which 167 responded giving a response rate of 92%. The study found that facilities and resources such as classrooms, text books, exercise books, desks and games facilities were inadequate. It was also found that most respondents strongly agreed that inadequate teachers to handle the growing number of pupils affect the implementation of FPE in schools. The study further found that all head teacher interviewed did not receive the Government funds in good time. There was also high enrolment of pupils resulting from the introduction of FPE. The study also found that there was inadequate number of teachers in the schools to handle the growing number of teachers and limited resources such as text books. It was finally found that poverty affected the implementation of FPE to a very large extent followed by parental ignorance. The study concluded that non availability of teaching and learning resources in primary schools, late disbursement of funds and the inadequacy of funds and socio-cultural factors such as poverty and parental ignorance posed a challenge to the head teacher in the implementation of FPE in Kirinyaga County. It was recommended that the government should disburse the funds allocated for the implementation of FPE in good time to facilitate the implementation of the programme in schools. It was finally recommended that another study be done to suggest on the ways of improving the implementation of FPE in other districts.

CHAPTER ONE

INTRODUCTION

1.1 Background to the problem

The finance of elementary and secondary education has been the subject of major concern in many countries in recent years (Sherman, 1979). Schooling costs for families are a major constraint to achieving UPE. Direct costs include general fees, examination fees, salary top-ups, textbooks, materials, uniform, feeding, transportation, sports and culture. Whereas indirect costs are the opportunity cost of labor employed at home or at work. Eliminating direct costs of schooling could enable families to send their children to primary school, thus increasing demand (Avenstrup *et al.*, 2004).

The Latin America region provides nearly universal coverage of primary education hence quick progression by most countries in the region in terms of providing access to primary and lower secondary education. In 2004, Latin America had an average primary education net enrollment rate [NER] of 95.3%. The challenge lies with reaching out to: -the hard to reach, the poor, those with learning difficulties, and those living in remote, rural locations, plus further expanding access at the upper secondary and tertiary levels to catalyze further the region's economic evolution to the knowledge economy. Another challenge facing the free primary education in Latin America is that it provides high level of coverage at the primary-secondary level at the expense of quality. Subsequently, Latin American countries have performed poorly on international tests of student knowledge, with most participating countries achieving results significantly below those of Europe and the rapidly growing economies of East Asia (Winkler, 2008).

The progress Africa has made has been gradual, but significant nonetheless. The continent has made tremendous strides in achieving universal education with 76% net enrolment in primary education in 2008, up from 58% in 1999. In Nigeria, the introduction of Universal Primary Education (UPE) nationwide in 1976 experienced problems of under-estimation of about 30 percent of the turn-up number of the children enrolment, acute shortage of classroom spaces or over-crowded classrooms, shortage of teachers and equipment. Experience has shown that public primary schools tend to more poorly than private primary schools in Nigeria. It appears as if the private primary schools usually produce more sound products than public primary schools. In other words, the public primary schools cannot boast of literacy and numeracy competences. Despite the increasing provision of teachers at public primary schools there is the constant problem of over-crowded classrooms. (Olaniyan and Obadara, 2008).

Malawi started working towards Universal Primary Education by abolishing school fees grade by grade since 1991. The policy was not strongly enforced, enrollments did not rise as much as policymakers had hoped since the local authorities demanded that parents contribute to special funds, such as sports and development funds, and they also insisted on making school uniforms mandatory. The policy was fully introduced in 1994 and made operational (Avenstrup *et al.*, 2004).

In East Africa, all three countries recently implemented policies of FPE. Kenya, Tanzania and Uganda are among the countries in Sub-Saharan Africa that have recently implemented policies for free primary education, motivated in part by renewed democratic accountability following the re-emergence of multi-party politics in the 1990s (Oketch and Rolleston, 2007). In Uganda, FPE is regarded as having been largely successful in terms of improving access since its implementation in 1997 (Al-Samarrai, 2003). In Kenya, enrolment increased by 18

per cent from 5.9 million children in 2002 to 7.2 million in 2004 following the implementation of FPE in 2003. The newly elected National Alliance Rainbow Coalition (NARC) Government, announced and implemented the policy, regards it a success (Republic of Kenya, 2005). In Tanzania FPE was announced in 2001 but the process has been described as slow by some analysts thus questioning the Tanzanian Government's ability to deliver a totally successful universal FPE (Galabawa, 2001).

The Kenyan government since the country's independence in 1963 has been committed in expanding the education opportunities to enable greater participation. It was after independence that Kenya inherited an education system from the colonial government whose objectives were not in tandem with the aspirations of the newly independent country. Education was increasingly important for the Kenyan workforce to be literate, numerate, skilled and knowledgeable to effectively participate in nation building and seize the opportunities presented by globalization (Sifuna, 2005).

Expansion in education for the young Kenyan nation therefore was in response to a number of concerns which included the desire to combat ignorance, diseases and poverty. However the education sector was faced with problems such as: inadequate infrastructure, inadequate equipment and instructional materials. The number of institutions available could not meet the needs of the eligible school going population. The Kenya government policy to achieve universal primary education (UPE) was to be seen within the developments in the wider international context. The universal declaration of Human Rights, adopted in 1948, declared that, "everyone has a right to education." The world conference on education for all (EFA) held in Jomtien, Thailand in 1990; to which Kenya is a signatory sparked off new impetus towards basic education especially with its vision and renewed commitment (Sifuna, 2005).

The Kenyan government tried to address challenges facing the education sector through commissions, committees and task forces. The first commission after independence, popularly known as the Ominde commission came up with a report that sought to reform the education system inherited from the colonial government by making it more responsive to the needs of independent Kenya. The Kenya Education Commission report proposed an education system fostering national unity and creating sufficient human capital for national development. This galvanized community action through Harambee spirit resulted in the establishment of more educational institutions and expansion of learning facilities (Sifuna, 1990).

The report of the national committee on educational objectives and policies popularly known as the Gachathi committee, focused on redefining Kenya's educational policies and objectives, while considering the economic, social and cultural aspirations of the people of Kenya. The report of 1976 aimed to bring together the diverse and rich cultures of the 42 tribes of Kenya. This helped in enhancing unity among Kenyans. Further the committee recommended support to community schools. However, it was only in 1988 that the report of the presidential working party on education and man power training for the next decade and beyond, focused on improving education, financing, quality and relevance. At the time when the government's scheme for the provision of institutional materials through the national textbook scheme was inefficient and therefore adversely affected the quality of teaching and learning. From the recommendations of the working party in 1988, the government produced session paper No.6 on Education and Training for the Next Decade and Beyond. This led to the policy of cost sharing between the government, parents and communities in the provision of education services (Sifuna, 1990).

The commission of enquiry into the education system of Kenya report was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual industrial and technical development, lifelong learning and adaptation in response to changing circumstances. The above mentioned reports saw FPE as a better strategy towards attaining of education for all. Recent policy initiatives have focused on attainment of Education for All (GOK, 1999).

One of the government's guiding philosophies for education was the concern that every Kenyan had the inalienable right to basic education no matter his or her social- economic status. This commitment went hand in hand with the Millennium Development Goals (MDGs) particularly the goal of UPE. Among other things, the MDG set targets for every government to ensure that it achieves UPE by 2005 and EFA by 2015 (Republic of Kenya, 1977).

It was noted in sessional paper No.1 of 2005, "The implementation of FPE was critical to the attainment of UPE as a milestone towards the realization of EFA goals. The key concerns were access, retention, equity, quality and relevance and internal and external efficiencies within the education system" (Republic of Kenya, 2005).

FPE was introduced in Kenya in January 2003 by the newly elected National Rainbow Coalition (NARC) government. This policy of free schooling sounds commendable as a means of cushioning children from poor socio-economic backgrounds from failing to participate in education or dropping out of school. It was a means to ensure access, equity and retention of pupils in primary schools (Sifuna, 2005).

However, its implementation has been subjected to a number of constraints ranging from; lack of facilities, few teachers, over-age children, street children, inadequate books, lack of

finances and socio- cultural impediments such as HIV/AIDS hence threatening its quality, relevance and efficiency. FPE was also received with mixed feelings from different sections of the society. While some have expressed feelings of discontentment, failure, betrayal among others, many low income members of the population view it as a God sent opportunity. An estimated 1.5 million children, who were previously out of school, have turned up to attend classes. Many schools are coping with a 100% or more increase in numbers. In many schools, teachers have been forced to do shift work with separate groups of children in the mornings and afternoons, for no extra pay. Hence the teacher- pupil ratio in many schools is very high and the teaching quality is also poor (Sawamura and Sifuna, 2008).

Quite a number of issues and challenges might have emerged especially based on the fact that all through the government's endeavour to provide FPE has been a "quick fix" programme for the head teachers of primary schools. The major impediments facing the implementation of FPE can be different depending on the locality in Kenya. Mainly because of the differences in infrastructure in different parts of the country. This therefore forms the basis of this study on the constraints head teachers face in the implementation and management of FPE in Kirinyaga County of Central Kenya.

1.2 Statement of the problem

Since the inception of FPE, several problems arose most of which the government has been struggling to solve (Sawamura and Sifuna, 2008). Studies are focusing on the general problems that have impacted the implementation of FPE in the country. However the general problems have not been explored in relation to the particular regions of the country. The government has not carried out a situational analysis so as to ascertain the actual problems at the school level as well as the capacity of the administrators needed to carry out the

implementation of FPE. The impediments of the implementation of the FPE have been looked at by laying emphasis on the infrastructure of the schools, staffing and quality. Hence studies have not come down to the schools grass root level to assess the specific problems associated with the implementation of FPE. This study therefore seeks to explore the individual problems that head teachers are facing in their efforts to implement the FPE.

1.3 The purpose of the study

The purpose of this study is to:-

1. Establish and analyse constraints faced by head teachers in a bid to implement free primary education in Kirinyaga County, Central Kenya.
2. Assess the availability and adequacy of physical resources, teaching- learning resources and the social- cultural factors necessary for the FPE programme implementation
3. Identify the extent by which they have hampered implementation of the FPE programme in Kirinyaga East Zone.
4. Evaluate how these factors affect the rate of enrolment, repetition, drop- out and retention in primary schools in the district.

1.4 Objectives of the study

- i) To assess the availability of both teaching and learning resources as well as other physical resources and the implications in implementation of FPE Kirinyaga County.
- ii) To analyse the effect of the timeliness, amounts and other logistics of the FPE policy in the smooth running of the primary schools under FPE.
- iii) To find out the effect of enrolment levels in the schools on the capacity of infrastructure and human resource in Kirinyaga County.

- iv) To identify the social-cultural factors viewed by head teachers and teachers as contributing to the failure of the FPE programme.

1.5 Research Questions

Arising from the above objectives of the study, the following questions were identified:

- i) What is the level of availability of both teaching and learning resources as well as other physical resources and the implications in implementation of FPE Kirinyaga County?
- ii) What is the effect of the timeliness, amounts and other logistics of the FPE policy in the smooth running of the primary schools under FPE?
- iii) What is the relationship between the enrolment levels in the schools to the capacity of infrastructure and human resource in Kirinyaga County?
- iv) Which social-cultural factors are viewed by head teachers and teachers as contributing to the failure of the FPE programme?

1.6 Assumptions of the Study

The following assumptions were made by the researcher.

- i) There is an inadequacy of the teaching-learning resources and general infrastructure in most schools. This impacts greatly on the implementation of FPE in Kirinyaga County.
- ii) Several logistics involved in the allocation, disbursement and accountability of the FPE fund, affect the smooth running of the schools under the FPE programme.
- iii) The enrolment levels in most schools in Kirinyaga County have their facilities over stretched by the high enrolments characterising the FPE programme.
- iv) Societal norms and culture affect the running of school in several aspects and hence the implementation of FPE as well.

1.7 Limitations of the study

The study was carried out in Kirinyaga County of Central Kenya, and it was limited in terms of time and resources. The study mostly focused on the problems facing the implementation of the FPE at the school level and did not include the problems facing the implementation at the ministry level. The respondents who were the principals and head teachers were very cooperative and of great assistance.

1.8 Delimitations of the Study

Due to limitation of time and resources the researcher confined his study in Kirinyaga County and it may not represent all similar schools in Kenya.

The researcher collected the views of various respondents such as principals and class teachers, based on the constraints facing the implementation of FPE programme. Parents and other stakeholders were not sampled due to the difficulty of meeting them. Their views were be represented by the principals.

1.9 Significance of the study

The study is expected to help policy makers understand the challenges and constraints in the implementation of government policy on FPE. The study will also be significant in that:

Be used by new and old managers of primary schools to be able to understand the challenges that may confront them and to come up with solutions. The study is expected to assist school managers in the practical implementation of FPE.

The study will be used by the campaigners of human rights to sensitize the people on the plight of the child. The study will also show the need to involve the community in the need to involve the community in the implementation of FPE. Establish the need to improve the condition of the physical facilities and the instructional materials in support of FPE implementation.

1.10 Theoretical framework

The study was based on Ludwig's (1968) social systems approach theory. The systems theory contends that all systems are purposeful and goal directed. Schools for example exist to achieve objectives through the collective effort of individuals and groups in the systems. The success of a school in achieving its goals depends in large part upon the facilitating effects of several subsystems within the system. Subsystems which include classrooms, teachers, and social workers, are designed to achieve order and organization in the face of environmental demands. Schools are open systems; they operate within a larger context with which they exchange matter, energy, and information through formal and informal feedback processes (e.g. the local community) (Bowen, 1999). Hence the achievement of the school goals will be a result of successful interaction of the various parties involved. This will also encompass the infrastructure, human resources, the community norms and the sources of financing off the school. The theory will therefore be used to conceptualize the various components interacting to realize the successful implementation of the FPE.

1.11 Conceptual Framework

A conceptual framework is a hypothesized model identifying the concepts or variables under study and showing their relationships. Orodho (2004), defines it as being a model of presentation where a researcher conceptualizes or represents the relationship graphically or diagrammatically.

Independent Variables

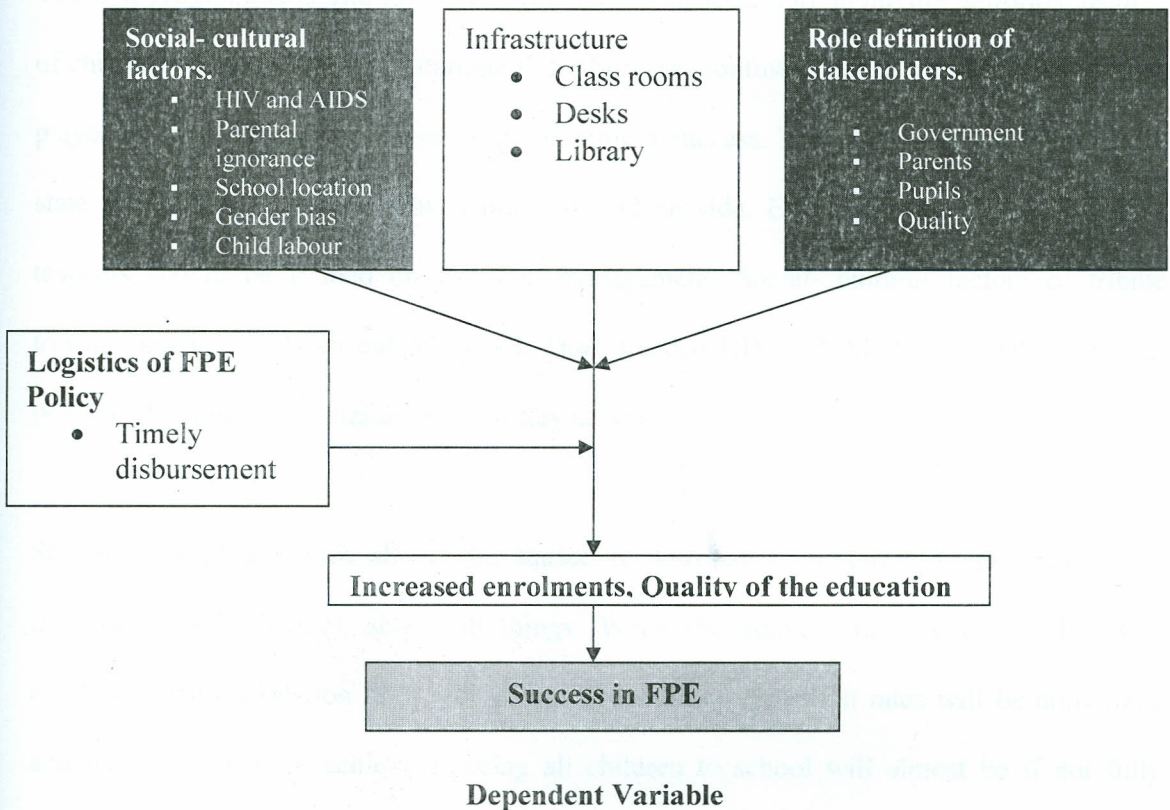


Figure 1.1: A Conceptual Framework of the Factors Affecting Effective Implementation of FPE

Figure 1.1 illustrates the factors that contribute to failure of FPE and if controlled FPE can succeed. The most important factors to consider are funding. The government should allocate sufficient funds at the right time to the programme. In addition, well-wishers, donors and the community should assist in financing FPE in order to make it a success

Enough classrooms and furniture should be provided to accommodate the large number of pupils. It should be considered that the 8.4.4 is a system advocating self-reliance and it should be addressed fully with relevant materials and resources like workshops. Ablution blocks should be sufficient to ensure hygiene. Stationery should be provided in good time to avoid delays.

The FPE programme is said to be free yet parents contribute a lot in buying uniforms, feeding of children and supplementing stationery. In this case, confusion has arisen on the roles to be played by each stakeholder to make programme a success. The government should clearly state what it can offer and what parents should provide. Educational managers and head teachers should be trained on financial management. Social- cultural factors contribute towards keeping children out of school. Thus dreaded HIV and AIDS, parental ignorance; poverty, domestic work makes children stay at home.

Sensitization programmes should be started to sensitize community on the dangers of immorality and illiteracy above all things. When the above four levels are addressed, enrolment and completion rates will go up. Dropout and repetition rates will be minimized and the initial goal of achieving seeing all children to school will almost be if not fully attained.

1.12 Definition of Key Terms

For the purpose of this study, the following will be used as explained.

Basic Education: Refers to the Education offered to all school going age children. Primary School and lower Secondary School Levels.

Challenges: Refer to all the ways the head teachers are expected to manipulate the little resources to ensure proper management of free Primary Education is a success in their school.

Dropout: Pupils or individuals who leave school before standard eight willingly or otherwise.

Education for All: Refers to the provision of education for everybody regardless of their ages.

Effective implementation: Putting in place programmes and strategies to ensure success of FPE.

Enrolment: Refers to the act or state of making someone officially as a member of the group, society or organisation by registration.

Facilities: Educational amenities utilised by pupils to enhance achievement of educational goals.

Free Primary Education: - Refers to a programme established by the government where primary education was availed to anybody without being charged any levies.

Head teacher: The leader or head administrator of a primary (elementary) school.

Local Community: Is the community surrounding a certain school.

Primary School: All the grades (classes) from standard one to eight in Kenya.

Repetition: A year spent by a pupil doing the same work in same grade at his or her previous year in school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher highlighted on the following areas: - Definition of education, its importance and its quality determinants, UPE in the world, FPE in Kenya and summary and conclusion of literature review.

2.2 Definition of Education, importance and its quality determinants

According to Oluoch (1982), education is a process of acquiring and developing desired knowledge, skills and attitudes. In order to disseminate quality education as per his definition quality determinant must be put in place. These include the following;

- i) Increased provision of pre-schooling;
- ii) Making available adequate and appropriate textbooks and teaching materials
- iii) Changing the classroom behaviour of teachers.

Studies carried on pre-schooling in various parts of the world shows that it forms the most integral part of an individual's achievement in future academic cycles. Longitudinal studies demonstrate long- term effects with a variety of intervention programmes. These effects go beyond the learning of basic abilities to include;

- (a) Improved school attendance and performance
- (b) Reduced repetition,
- (c) Increased employment
- (d) Reduced delinquency during the teenage years
- (e) Reduced teenage pregnancy.

However, many of the effects of pre-schooling, especially on school performance can be lost if primary schools are inadequately qualified (Berutta-Clement, et.al. ,1984 and Myers,1990).A growing body of empirical evidence suggests that early childhood programmes have the potential to affect early ability by improving both physical and mental capacity(McGuire and Austine,1987).

Schooling helps by;

- Building skills e.g. the ability to organise knowledge into meaningful categories
- Transferring knowledge from one situation to another
- Being more selective in the use of information (Rogoff, 1980; Traandis, 1980).

Schooling facilitates grater technology adaptiveness (Grawe, 1979). This is justified by World Bank discussion paper number 257(1994) 'there is a higher correlation between national investment in education and economic growth.'

Virtually all newly industrialized economies of the past twenty five years, such as Hong Kong, Israel, Japan and the republic of Korea, achieved universal or almost universal primary enrolment by 1965 and since then significantly increased their populations' average years of schooling.

Education relates to both increased productivity by farmers (Lockheed, *et. al.*, 1980) and workers in the informal sectors (Colclough, 1980). Preventive programmes produce savings by, for instance, improving the efficiency of education systems through reduction in dropout, repetition and remedial programmes.

Investment in early development can help reduce economic and social inequalities, children living in condition of poverty and/or discrimination often fall behind their more fortunate peers income aspects of their development at an early age. This reinforces existing differences. In the short run, investments in programmes of early childhood care and

development can reduce (but seldom eliminate) the growing gaps in development, and therefore can reduce the differential consequences. Indeed, there is increasing evidence that children from more disadvantaged backgrounds can profit more from good early childhood programmes than more advantaged children (Myers, 1992).

2.3 Education for All in the world

Universal Primary Education (UPE) is an international development goal expected to be achieved by all countries by the year 2015. The World Conference on Education for All (EFA) held in 1990 is the basis of current discussions on UPE during the conference, the importance of 'basic education' was recognized and a new concept of 'basic learning needs' for people, not limited to schooling, was proposed. A declaration that states "Every person (child, youth and adult) shall be able to benefit from educational opportunities designed to meet their basic learning needs," was formed. It focused on value, significance, and effects of education for individuals. The Dakar Framework for Action of 2000 set the goal with the statement "Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality." This was further reflected in the Millennium Development Goals (MDGs). Due to the high cost of quality education determinant & provision of more accessible primary education still faces a lot of challenges in world (Sawamura and Sifuna, 2008).

In India way before the Jomtien Conference (1990) and the adoption of the World Declaration on education for all (EFA), and at the same conference, the Government of India repeatedly resolved to universalize elementary education in the country as early as possible, and also to increase the public funding of education to at least 6 per cent of national income,

so that education, elementary education in particular, does not suffer from paucity of financial resources (Tilak, 2000).

In Uganda, until 1997, the government policy on education was to subsidize school fees at 50% for primary education. In 1997 the government started Universal Primary Education (UPE) where both boys and girls would access primary education and benefit equally. Despite the success of UPE, there has been serious concern about the implementation of the policy in Uganda. The challenges raised point to the quality of education, low system efficiency, lack of parents providing the basic materials for the children and the perception that private schools are better than the public schools (Juuko and Kabonesa, 2007).

2.4 Free Primary Education in Kenya

Based on the importance of education, the Kenya government has always endeavoured since independence to make primary education more accessible to citizens and also recommended by various Education Commissions formed to advise the government on how best this could be done with a goal of maintaining its quality. The Education Commission (The Ominde Commission –1964) observed that, education must prepare and equip the youth of the country with knowledge, skills and expertise necessary to enable them to collectively play an effective role in the life of the nation whilst ensuring the opportunities are provided for the full development of individual talents and personality. This expressed concern in tapping talent of the youth by making education more accessible so as to enhance the country's economic prosperity through national development (Makori, 2010).

The Nation Committee on Education Policies and Objectives report (1976), (commonly referred to as Gachathi Committee), also pointed out that provision of basic education to all citizens is a basic requirement of enhancing the effort towards equality of economic

opportunities and nation unity in the country as it enables them to fully contribute to social and economical development of the country. The committee's recommendation was to provide universal free seven years of Primary Education as was promised by the ruling party (K.A.N.U) during its campaign earlier (Sifuna, 2005) as the first step.

The committee also appreciated the government's effort in taking the first step to offer free primary education from standard one to four in 1974. Nevertheless, it noted that even with fee removal for all seven years during primary education, there were a number of non-fee costs remaining and which parents would always anticipate and which some would find difficult to pay. They were highlighted as such; uniform, building funds equipment levy and activity fee. The committee proposed the non-fee costs be controlled as they greatly constituted to one of the many reasons for the high rate of drop-out in primary schools. It recommended waivering of the non-fee costs for genuinely destitute children by the concerned authorities so as to reduce unnecessary drop out rates. This was done in a bid to ensure that all schools going age students are accommodated in primary school in regardless to their economic background (Makori, 2010).

Following the recommendation, a presidential directive of 1980 led to the implementation of a free universal primary school education in Kenya. There was ban on all forms of primary school levies. The building and other facility resources funds were to be collected through harambee fund raising. Olembo (1982) also notes that the directive by president Moi of building funds and other extra fees to be raised through harambee fund raising ensured that the free primary education from standard one to seven would be free in every true sense of the word.

The government's efforts towards free primary education which started in 1974 had been hindered by the extra fees particularly the building fund. The influx of pupils into primary

schools following the presidential Decree of 1974 dwindled as the charges for building fund increased. On realizing that primary school would need funds for building as well as other activities or services not provided by the government, the president directed the formation of the Parents Association.

Its responsibility was to raise funds through harambee and put up facilities. The burden of providing for the building funds and other learning resources became unbearable to the parent associations and led to majority of primary school especially those in the rural areas being impoverished (Olembo 1982).

The report of the presidential working party on Education and Manpower Development for the Next Decade and beyond (1988) then recommended that the cost of financing education and training be shared between the government, the communities and parents. The report asserted that local communities and parents associations be encouraged to provide primary schools with libraries and adequate reading materials. This once again led to introduction of some project fee in primary school, which resulted, into a large number of pupils drop out. Mainly because parents could still not afford this. Olembo (1982) observed that when parents failed to remit their instalments on specific dates, head teachers and other school authorities resorted to sending pupils away from schools. There were parents who made no effort to meet their obligation until their children were sent home this method paid off as fees were promptly paid. But there were other parents who in all honesty had no money whose children when sent home, were not able to return to school and this perhaps marked the end of their schooling.

The cost-sharing policy thus led to large pupils' drop-out from primary schools thus denying them access to education, a basic human right. It also observed majority of school plants in Kenya particularly in the rural areas being impoverished. Asserted by Olembo (1982), the

worthwhile point here is that the new primary schools established particularly in rural areas are located on the some of the poorest and most difficult lands as only such lands are available.

Since the Rainbow coalition (NARC) promised the electorate free primary education during their campaign last (2002); they were obliged to fulfil this immediately as the party that won the election and formed government. A task force was appointed by the minister for education to advise the government on how this could be implemented. The programme created a positive outcome because it resulted in significant increase in enrolment in a majority of the schools. The policy abolished school fees and other levies arguing that fees and levies posed a serious hindrance to children wanting to access education in schools (Sifuna, 2005). The free primary education policy is described as laudable because of its effect on gross enrolment rate (GER) which increased from 92% in 2002 to 104% in 2003 of the school age children population, resulting in more than 1.5 million children who were previously out-of-school joining primary schools. However, serious challenges have bedeviled the implementation of the FPE policy:

- Congested classroom
- Limited physical facilities
- Shortage of qualified teachers

These negatively impacted on the quality of teaching and learning and contributed to indiscipline in schools. This paper reviews the FPE policy, highlighting its achievements and challenges and assesses the progress of the chosen schools towards achieving EFA goals (Makori, 2010).

Mathooko (2009) outlines major challenges undermining the FPE programme. They lie mostly on the deployment of teachers, over-age and street children and the language issue.

The study outlines that mother tongue has several advantages in the initial learning process for the children. The government has a task of convincing teachers to work in less desirable areas. Children are still out of school due to among other factors; social problems, child labour, displacement and lack of schools. The tens of thousands of "over-age" children - including street children, or those who dropped out of school to work and who now wish to return to finish their primary education need to be catered for urgently.

Cheruto and Kyalo (2010) studied the management challenges facing implementation of free primary education in Kenya. The study which mainly focused on Keiyo district showed the challenges by the primary schools management in the implementation of the program such as: shortage of staff, limited financial management skills, resistance from parents, inadequate physical facilities and delay in disbursement of funds by the government. The study recommended further training of head teachers in financial management and other managerial skills. A clear indication that the problems facing the implementation of FPE are far reaching and not only related to the level of infrastructure.

Makori (2010) explored the implementation of UPE in Kenya. The study observed the impact of achieving EFA in Kisii district. It revealed that the implementation of FPE policy created a positive outcome evidenced by increased enrolment in schools. This was significant especially with the disadvantaged children; children who previously had no access to education. It was also evidently significant due to decrease in the repetition rate. However, the increased enrolment had a number of setbacks, for instance, high teacher pupil ratio and inadequate physical facilities. It emerged that many schools did not have enough classrooms and teachers to cater for the large number of pupils enrolled.

2.5 Roles of the head teachers

With regard to policy implementation, the head teachers' major concern is to make the purpose of the policy very clear to everyone and to ensure availability of the necessary facilities and financial resources. More to that he/she also motivates his staff, pupils and parents to ensure excellence in work performance.

Mbiti (1974) observes that the head teacher must endeavour to be the best and most effective teacher on the school staff to the end so that those who serve under him may follow his good example. He is also expected to be able to assist the teachers in their work and does this by providing all necessary teaching and learning materials required by teachers. Moreover he is supposed to see teachers' schemes of work, daily lesson plan and students' performance record books. Occasionally he visits the classrooms to see if the teachers practice what they have in their records of work. This enables them to guide the teachers and suggest any possible remedies they can make in their classroom instructions.

Apart from the above, the head teacher is expected to maintain books of accounts, school learning resources not withstanding, briefing the parents & the school community on what goes on in the school. This area requires proper guidance by the head teacher so as to come up with sound records of finances to ease auditing. Noted by Olembo (1982, 78) is that in order to acquaint the head teachers with the financial skills, expected of them, it is extremely necessary to organise meaningful financial seminars for them and their deputies. The objective of the seminar being to mould them into good public financial managers whose statements can be relied and not qualified accountants.

The implementation of free primary education in Kenya however, found school managers off guard; they had not been prepared for the change and so they found it challenging. The

implementation of FPE has created additional roles for the primary school head teachers, hence affecting their performance in their supervisory roles (Cheruto and Kyalo, 2010).

Akech and Simatwa (2010) studied opportunities and challenges for public primary school head teachers in the implementation of free primary education in Kisumu Municipality. The study revealed that head teachers had a number of opportunities and faced many challenges in the implementation of Free Primary Education such as;

- High enrollments,
- Inadequate government funding,
- Inadequate physical facilities,
- Inadequate teaching and learning resource materials,
- Poor teaching,
- Overcrowded classes,
- Poorly constructed classrooms,
- Heavy workload for teachers due to understaffing,
- Uncooperative parents,
- Student indiscipline and
- Poor financial management skills

2.6 Availability of Resources and Facilities for Teaching and Learning

During the previous cost-sharing system of education, information about who should provide what to support the learning process was clear and each stakeholder for a long time had known and had devised ways of ensuring that their part was played fairly well and on time. With the advent of free primary education, the researcher established that some information

was missing leading to different interpretations and expectations particularly by parents and the communities served by the schools.

In a study carried out by Edobor (2007) regarding the availability of human and material resources in vocational course, in secondary schools in the south-eastern parts of Nigeria, the discoveries were in line with Odunsanya (2006) and Aina (2000), confirming the inadequacy of human and material resources in the teaching and learning of vocational courses.

Obonyo, (2003) a reporter with the Daily Nation, covering a meeting at Kenya Science Teachers' College (K.S.T.C) between the minister for education, top ministry of education officials, provincial education officers and district education officers quotes the minister as saying "It should be made absolutely clear that the government only supports the materials that are core to learning and nothing else, like uniforms or shoes." Muchai, (2003) reporting for the Standard also quoted the Minister for Education as saying, "Free Primary Education does not include pre-primary and nursery classes because the government does not have resources for that."

The Task Force on Implementation of Free Primary Education (2003) records that the government would continue to train, pay and recruit new teachers and pay salaries of essential non-teaching staff where applicable. The government would also provide all basic learning/teaching materials such as text books, exercise books, pens, pencils chalk and dusters while parents and the local communities would continue to meet their natural obligations such as uniforms, feeding and basic hygiene items, renovation and provision of additional sanitary facilities, expansion of physical learning facilities and construction of new schools where need arose. Based on the responses obtained from participants, the researcher

wonders whether this information was effectively communicated to all the partners. The researcher feels that there was need for this to be done because it required the clear understanding by all stakeholders and strengthening of all the partnerships to avoid some falling back and feeling content with the apparently inadequately explained “free”.

In the view of the researcher, one of the considerations that parents make when deciding which school to take their children to is availability of adequate and appropriate learning facilities. This concerns the physical and human facilities. Another vital consideration is the tradition of the school as concerns its reputation on staff and pupil discipline as well as their performance in external examination. It is no wonder therefore that some schools find themselves overwhelmed by requests for admission from parents while others remain under-enrolled. With Free Primary Education, the ability of the school management to utilize the government funds, and the school heads to use good administrative skills to ensure that human and physical facilities are adequate and up-to-date may be quite demanding. The researcher attempted to examine the issue of facilities in Kambu zone with a view to establishing the experiences of the school administrators and other teachers in relation to the implementation of Free Primary Education.

According to UNESCO (2005), classrooms previously planned to accommodate 40 pupils were reported to accommodate more than 60 pupils and with a marked increase in enrolment of girls. There were also over age pupils who returned to school and re-enrolled in order to benefit from the programme. A case in point here was Kambu Primary School, which was one of the sampled schools for this study in which Class II had 73 pupils. This was an indication that all parents, irrespective of their social and economic status were enthusiastic and rushed to make use of Free Primary Education. Parents must have realized that with

today's challenges brought about by rapid changes in technology, ignorance has no place in the world either today or in the future and that empowering all their children with education makes them better prepared to face these challenges. However, with the visible congestion in the already existing classrooms, the implication was that there were new demands on the school administration. This situation had been predicted and highlighted in a newspaper article in the East African Standard, March 10th, 2003 by Ramani (2005) who summed up the situation as follows: "Without proper guidelines on admission limits, many fear that the teachers will not be in a position to handle large classes without compromising in the standards of education."

The researcher agrees with Ramani's observation here because achievement of quality education no doubt comes with demands. These demands include provision of appropriate and adequate up-to-date teaching/learning facilities, resource materials, equipment and sustained good teacher-parent relationships. Each party involved in the educational enterprise has individual perceptions and expectations regarding their roles in meeting these demands. This is because when human beings, by nature, get what they expect from any enterprise or partnership, they become enthusiastic and supportive while the opposite leads to disappointment and resentment. In the case of Free Primary Education, a pupil is likely to benefit more from the education provided if there is adequate preparedness by the schools and a warm teacher-parent relationship. This view is supported by Bishop (1989) who states that there should be a strong link between home and school if the pupil is to be motivated to learn.

2.7 Adequacy of Resources for the Implementation of FPE in Schools

The implementation of Free Primary Education has resulted in an influx of children coming to school in great numbers in many African countries, and this put a strain on the resources in

the primary schools. In Lesotho the primary enrolment grew by 80% between the year 2000 and 2002 (Ministry of Education and Training, Lesotho 2002). In Malawi, this increase resulted in children learning under trees in the bare exposure to cold and other hardships as the school classrooms could not accommodate the number of children who came to school (Ministry of Education Malawi 2001). Salmon (2003) claimed that in Kenya, teacher-pupil ratio increased drastically despite government initiatives to employ more teachers as a result of the implementation of free primary education. It is claimed that the schooling systems were ill-prepared for the influx of children coming to school (McGee 2000). This author cautions that massive enrolment without appropriate resources compromises the quality of education, which is also a serious concern in countries implementing Free Primary Education.

Following introduction of FPE in January 2003, enrolments rose from 6.3 million to 7.6 million; a 22.3% increase nationally. However, an assessment by UNESCO in collaboration with the MoE on challenges of implementing FPE in Kenya, established that after an initial increase in enrolment, public schools were beginning to experience a decline in enrolments due to drop outs and to a lesser degree, transfer to private schools (UNESCO, 2005). This was attributed to unfriendly learning environments, poverty, child labour and HIV and AIDS among others. The study cited lack of information on roles of various stakeholders as one of the weaknesses of the implementation strategy.

The GoK in partnership with communities, Development Partners, Churches, Non Governmental Organizations (NGOs) and individuals has made huge investments in the Infrastructure sub sector. Under the KESSP initiatives, funds were disbursement directly to primary schools for refurbishment of existing infrastructure, construction of new classrooms, toilets, administration blocks, kitchens, provision of water and sanitation facilities as well

construction of new ECD centres and Primary schools. According KESSP Mid-Term Review (2009), some of the specific achievements include: refurbishment of 3,537 Primary school classrooms against a target of 8,000 by 2010; construction of 3,528 new Primary school classrooms surpassing the overall target of 3,880; capacity building of 225 District Infrastructure Coordination teams (DICT), 203 Education officers and 30,432 school infrastructure committees; construction of 5,057 new toilets along with provision of 577 water tanks and installation of 179 water lines; provision of 34,260 new desks and construction of 165 new Primary schools. Despite the huge investments in infrastructure provision, there remains a major backlog, particularly in poor regions, urban slums and in pockets of poverty in high potential regions. Therefore, there is need for continued and systematic investment not only in new Primary schools but also in rehabilitating, upgrading and maintenance of existing Primary schools through a participatory process that involves the community and school committees.

2.8 Effect of Socio-cultural Factors in the Implementation of FPE

Gender stereotypes, particularly in African communities are a major challenge in the implementation of Free Primary Education. Aikman et al. (2005) claim that there are important questions to be asked regarding what girls and boys are being taught about themselves in formal schooling; whether for instance, education institutions allow girls' effective participation, and whether and how the existing inequitable situations of boys and girls are enhanced or diminished by the schooling they receive. Colclough et al. (2000) argue that adverse cultural practices impede attendance and performance of girls at school, relative to boys. These include care-giving, baby-sitting and performing domestic chores which are culturally regarded as girls' responsibilities (Herz 2006). UNICEF (2002) report suggests that

in Nigeria boys are given more opportunities to ask and answer questions, to use learning materials, and lead groups, and girls are given less time on tasks than boys in science.

Mathooko (2009) has found that in Ghana, Zimbabwe and Kenya female illiteracy rates are still high compared to those of male due to entrenched cultural attitudes to keep females out of the education system. In Lesotho cultural attitudes tended to keep girls out of the education system as the belief was often that they would get married and move away from their families (Mosetse 1998). However, with various dynamics that affected Basotho people during and after the colonial era, such as the migrant labour system in the South African mines, which guaranteed jobs for young men with barely any form of formal education, the practice of educating girls became more accepted (Molapo 2005). This trend has enormously increased the enrolment of girls in schools and the rate of literacy among women compared to men. Yet, in its report to the United Nations (UN) on how far the country has advanced towards the attainment of the MDGs on gender, the Lesotho government reported that despite the high school enrolment and literacy rates among girls and women, the country is still facing serious gender-based cultural and legal constraints which militate particularly against women's and girls' access to and success in the labour market (Government of Lesotho 2005).

The broader obstacles of poverty, HIV and AIDS and livelihood constraints continue to keep girls and boys in varied labour environments in order to help their families to subsist (Mphale et al. 2002). Young and Ansell (2003) and Morojele (2004) found that young boys in Lesotho drop out of school to go and work in the mines or to tend family cattle. Kimane (2005) found that in Lesotho most girls get involved in household fragmentation (having to leave their families and labour for subsistence) because of their role as care-givers, or to make a living as a result of sick or dead parents allegedly due to HIV and AIDS.

In the education sector, HIV and AIDS remains one of the major challenges that could prevent the country from achieving educational targets at national and global levels such as EFA and MDGs education related goals. The increasing number of orphans as a result of the scourge continuously erodes the gains realized in the achievement of an inclusive and equitable basic education. The pandemic affects the demand for schooling, enrolment, transition and completion rates. To reduce the impact of HIV and AIDS in the education sector, the MoE in partnership with UNESCO and USAID developed the Education Sector Policy on HIV and AIDS in 2004. The main focus of the policy includes;

- creating an environment in which all learners are free from HIV infection,
- creating an education sector in which care and support is available for all, particularly orphans, vulnerable children and those with special needs,
- emphasizing non discriminatory labour practices, terms and conditions of service frameworks put in place and are sensitive and responsive to impact of HIV and AIDS,
- creating management structures and programs at all levels of the education sector that ensures and sustain quality in the context of HIV and AIDS.

A recent situational analysis of implementation of HIV and AIDS education sector policy reports that implementation is hampered by poor dissemination of the policy, limited human resource capacity to manage the response and teacher challenges (UNESCO, 2011). In addition, there is poor coordination of HIV and AIDS activities in the education sector and among partners. Under KESSP, the Primary School Action for Better Health (PSABH) covered 17,140 primary schools while the Secondary Schools Action for Better Health (SSABH) covered 600 secondary schools from 2005 to 2007. From 2007 to 2009, 5000 primary schools were covered under the HIV and AIDS Prevention and Life skills education

Programs in which 11,538 (78%) participants were trained. In order to mitigate on the socio-economic impact of the pandemic, KENYA SHILLINGS: 200,000.00 were disbursed to each of the 3,251 primary schools under the MVC support grant by June 2009. In total 600.1 Million was disbursed and the number of children benefiting was estimated at 610, 000.

Other Key achievements in the fight against HIV and AIDS are:

- Capacity building on HIV and AIDS prevention and life skills
- Development and dissemination of the education sector policy on HIV and AIDS;
- Availability of data on HIV and AIDS to guide Programs and;
- training of school management committees on HIV and AIDS prevention and life Skills

2.9 Summary

The literature reviewed here reveals that challenges posed by the free primary education on its implementers (head teachers) in school still persist and that is why it has not been a success despite the government's efforts over the years. The studies have been conducted in various parts of the country and have focused on various aspects of implementation. Some focusing on the problems of implementation related to lack of infrastructure and human resource but few focused on the problems and abilities of the head teachers to act as leaders in the implementation process. This study therefore seeks to analyse the problems the head teachers are facing in implementing the FPE programme.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explored the methods or procedures to be employed in the study. The purpose of this study was to establish issues and challenges facing Primary School Head teachers in the implementing of Free Primary Education (F.P.E) in Kirinyaga County. This chapter holds the research design, the population, sampling techniques and the instruments for the research. Data collection and analytical techniques are all covered.

3.1 Research Design

The study adopted an exploratory approach using descriptive survey design. It was mainly concerned with the existing conditions in the implementation and management of Free Primary Education in schools without manipulation of the research variables. Travers (1969) observed that surveys are conducted to establish the nature of existing conditions. Good (1963) also stated that descriptive studies may include present facts, current conditions concerning the nature of persons a number of objects or class and may involve the procedures of induction analysis classification, enumeration and measurement.

3.2 Variables

The independent variables of the study included the management aspect, the education facilities like school physical facilities and material resources and human resources. The dependent variables of the study were effective implementation of FPE and subsequent assurance of quality education.

3.3 Study Location

The research was conducted in the rural Kirinyaga County. The study focused on registered public primary Schools. Rural Kirinyaga County is characterized by poor educational facilities and material resources, besides, majority of the schools are faced with an acute shortage of teachers. This is also supported by Griffith (1972) in his studies 'the village school stands out imposingly in contrast to the hut and small that it too is of simplest construction, often just a row of oblong rooms filled with benches and blackboards. There is little apparatus the walls are nearly bare and books few'. This therefore aroused the interest of establishing problems the head teachers of Kirinyaga County are coping with in relation to management and implementation of free primary Education.

3.4 Target Population

The target population were all the schools in the Kirinyaga County. The county has 3 zones

- namely:
1. Kabare Zone - 20 primary schools
 2. Baragwi Zone - 22 primary schools
 3. Ngaraima Zone - 25 primary schools.

Total pupil enrolment is 35,578 pupils and 800 teachers. The study also included the D.E.O. (District Education Officer) in Kirinyaga County.

Table 3.1 Pupils Population per Zone in Kirinyaga County

ZONE	NO. OF SCHOOLS	POPULATION
KABARE	20	9,649
BARAGWI	22	12,620
NGARIAMA	25	13,309

3.5 Sample and Sampling techniques

3.5.1 Sampling techniques

Simple random sampling was used to sample schools for the study whereas purposive sampling was used to recruit class teachers into the study. After obtaining information on the number of schools in the District from the A.E.O's office, the names of the schools were written on slips of papers which were then mixed up and after the researcher picked the slips until three schools were picked. The same method was used to select 10 schools initially selected for piloting which were excluded from data collection.

3.5.2 Sample size

According to Kothari (1978) a sample size of 10%-30% is appropriate for a study. Hence the sample size for the study was 20 schools which were selected from all the zones in the district which constituted 30% of the total schools in the District. The head teachers were the main respondents; hence there were 20 head teachers in the study. One class teacher was selected to represent each class hence 8 class teachers were selected in each school. A total of 181 respondents (including 20 head teachers, 160 teachers and the DEO) which constituted 23% of the total teacher population in the District were targeted by the study.

3.6 Research Instruments

Questionnaires and interview schedules were used as instruments for data collection. Questionnaires were used to collect data from head teachers and teachers while an interview schedule was used to collect data from DEOs. The questionnaires were designed as simple closed ended questions as well as open ended questions. The study also analyzed relevant documents.

3.7 Piloting

The purpose of piloting the instrument was to test the appropriateness of the items to the respondent so as to improve the instrument and enhance reliability and validity (Orodho

2004). The head teachers and teachers' questionnaires were pre-tested in three schools, which was sampled for the pilot study. The observation schedule was also administered in the schools sampled for the pilot study. The researcher checked and corrected the errors, which were mostly typological in nature. All the subjects involved in pilot study were excluded during the data collection.

3.8 Validity

Orodho (2009) defines **validity** as **the accuracy and meaningfulness of inferences** which are based on research results. Either validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study. Validity of the research instrument was done through expert judgement by supervisors and colleagues to gauge if everything works well and give the researcher an opportunity to detect any potential misunderstanding or biasing effects of different questions and make the appropriate adjustments and corrections. Thus help test the feasibility of the study techniques and perfect the questionnaires concept and wording. **Convergent** and **discriminatory** validity was estimated in order to test if the questionnaire was able to measure what it was intended to.

3.9 Reliability

Orodho (2009) defines **reliability** as **a measure of the degree to which a research instrument yields consistent results or data after repeated trials**. The stability of questions was assessed in terms of test-retest reliability. The questionnaires were administered twice to the same group of respondents. The second administering was done after a two weeks lapse time to check whether the same results were obtained. Spearman's rank correlation was used to compute the correlation coefficient which was used to determine the extent to which the contents of the questionnaire were consistent in producing the same response every time the instrument was administered. A correlation coefficient (r) of 0.75 was considered as having high reliability.

3.10 Data Collection Procedure

Prior to data collection, the researcher observed logistical issues related to the research. For instance he ensured that he got a research permit from the permanent secretary (PS), MOES&T) and obtained names of schools from the D.E.O's office. The researcher also conducted a familiarization tour during which he obtained the list of respondents, (head teacher and teacher) who were to participate in the study. Letters of introduction were written to all the subjects who were to take part in the study. The letter's purpose was to inform the subjects of their involvement in the research and also seek their approval and co-operation. The researcher informed the subjects that information attached to them was to be treated and kept confidential.

A work plan and budget was put in place. The questionnaires and observation check list were photocopied bound and labelled per the schools sampled. Ethical principals guided the researcher throughout the exercise. Mien and decorum observed; acceptable to the respondent, was pleasant not provocative, not intimidating to ensure free and productive interaction. Research instrument were administered by the researcher. The questionnaire wast with the correspondent and corrected after two days.

3.11 Data analysis

This includes; sorting, editing, coding, entering, processing and cleaning the data. The researcher analyzed and interpreted quantitative data using descriptive statistics such as percentages and frequencies and presented them in form of tables, pie chart and graphs. Qualitative data were analyzed thematically. The aim of the research was to come up with findings with concrete solutions to the research problem. The statistical software SPSS was used to aid the data analysis and presentation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study as per the study objectives. The purpose of this study was to establish the constraints faced by headteachers in the implementation of free primary education in Kirinyaga County, Central Kenya. A total of 181 respondents (including 20 head teachers, 160 teachers and the DEO) were targeted by the study out of whom 167 responded (including 18 head teachers, 148 teachers and 1 DEO) giving a response rate of 92%.

The findings of the research are presented based on the four research objectives restated below:-

- i) To determine the availability of both teaching and learning resources as well as other physical resources and the implications in implementation of FPE Kirinyaga County.
- ii) To analyse the effect of the timeliness, amounts and other logistics of the FPE policy in the smooth running of the primary schools under FPE.
- iii) To find out the effect of enrolment levels in the schools on the capacity of infrastructure and human resource in Kirinyaga County.
- iv) To identify the social-cultural factors viewed by head teachers and teachers as contributing to the failure of the FPE programme.

The chapter first presents the general information of the respondents, after which data on each of the four research objectives are presented.

4.1.1 Distribution of Head teachers by Gender

Head teachers were first asked to indicate their gender. The results were as presented in Figure 4.1.

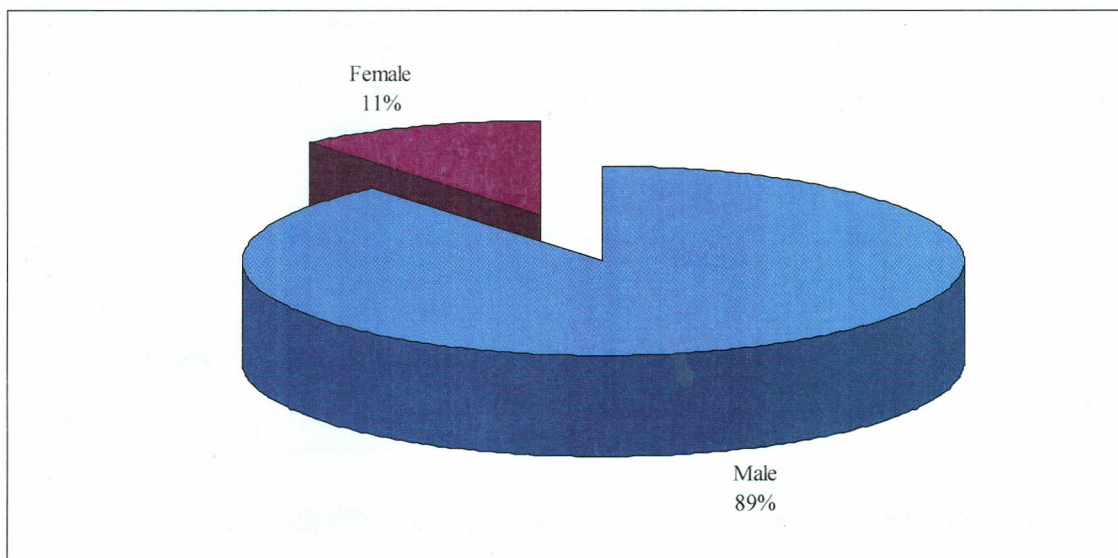


Figure 4.1 Distribution Head Teachers by Gender

Figure 4.1 shows that 16 (89%) of the headteachers were male while 2(11%) were female. The findings are supported by Cunanan (1994) explanations for the under-representation of female in school leadership where females have been inadequately prepared for administrative positions. His explanation was that, within educational administration of the past, women were neither recruited nor offered the financial support necessary to allow them gain experience even though graduate school education had been found to be essential to those women who aspired to be principals. From the findings of the study, it can be said that most of the head teacher in primary schools in Kirinyaga County are male.

4.1.2 Distribution of Head Teachers and Teachers by Age Bracket

The respondents were asked to indicate their age brackets. These are as presented in Table 4.1.

Table 4.1 Distribution of Teacher Respondents by Age Bracket

Age Bracket	Teachers		Head Teachers	
	Frequency	Percentage	Frequency	Percentage
18-25 Years	9	6	0	0
26-35 Years	26	18	0	0
36-45 Years	37	25	7	39
46-55 Years	55	37	8	44
Above 55 Years	21	14	3	17
Total	148	100	18	100

Table 4.2 shows that 55(37%) of the teachers interviewed were between 46-55 years, 37 (25%) were between 36-45 years, 26(18%) were between 26-35 years, 21(14%) were above 55 years and 9(6%) were between 18-25 years. It also turned out that 8(44%) of the head teachers interviewed were between 45-55 year, 7 (39%) were between 36-45 years and 3(17%) were above 55 years. From the findings of the study, it can be said that most of the teachers and head teachers interviewed were above 35 years. This is an indication of maturity couple with years of experience and so the information gathered for the study was deemed reliable.

4.1.3 Distribution of Teachers by Teaching Experience

Head teachers and teachers were asked to indicate the period for which they had served as teachers. These are as presented in Table 4.2.

Table 4.2 Distribution of Teachers by Teaching Experience

Age Bracket	Teachers		Head Teachers	
	Frequency	Percentage	Frequency	Percentage
Less than 2 years	6	4	0	0
2-5 years	11	7	0	0
6-10 years	32	22	1	6
11-15 years	61	41	3	17
16-20 years	20	14	6	33
Above 20 Years	18	12	8	44
Total	148	100	18	100

Table 4.2 shows that most of the respondents interviewed had an experience of more than 5 years. According to Lundberg and Linnakyla (1993), there is a relationship between teaching experience and student achievement. Teaching is a complex and demanding profession that requires skill in management and fast decision making, independent judgement, patience, empathy, communication skill, careful planning, stress tolerance, deep subject knowledge and psychological insight. One cannot acquire a high level of expertise within only a few years of practical teaching experience. Therefore, the more experienced the teacher is the better performance that can be expected from students. From the findings of the study, it can be said that most of the respondents had been in the schools for a period of more than 10 years and were therefore considered to have information of the challenges facing head teachers in the implementation of FPE due to the fact that it was introduced when they were teachers.

4.1.4 Period of Service as a Head Teacher

Head teachers were asked to indicate the duration for which they had served as head teachers.

These are presented in Table 4.3.

Table 4.3 Period of Service as a Head Teacher

Age Bracket	Frequency	Percentage
Less than 5 years	0	0
6-10 years	2	11
11-15 years	9	50
16-20 years	4	22
Above 20 Years	3	17
Total	18	100

Table 4.3 shows that 9(50%) of the head teachers indicated that they had served as head teachers for a period between 11-15 years. The study also found that 4(22%) indicated they had served in the same capacities for a period between 16-20 years. From the findings of the study, it can be said that most of the head teachers interviewed had served for a period more than 10 years and therefore were perceived to have the information facing them in the implementation of FPE and experienced administration and experienced administrators.

4.2 Availability of Teaching and Learning Resources and other Physical Resources and their Implications in the Implementation of FPE Kirinyaga County.

Teacher respondents were asked to indicate the levels of availability and adequacy of different teaching and learning resources and facilities in their schools. The findings of the study were as presented in Table 4.4

Table 4.4 Availability and Adequacy of Teaching and learning resources

FACILITIES	Adequacy			
	Adequate		Inadequate	
	f	%	f	%
Classrooms	57	39	91	61
Textbooks	6	4	142	96
Exercise books	61	41	87	59
Desks	63	43	85	57
Chairs	138	93	10	7
Games facilities	27	18	121	82

Table 4.4 shows that all the teaching and learning resources and facilities required in schools were available. On the adequacy of the resources, the study found that only the chairs for the teaching staff were adequate as indicated by 93% of the teachers. On the other hand, facilities and resources such as classrooms, text books, exercise books, desks, and games facilities were found to be inadequate. From the findings of the study, it can be said that most of the facilities required for the implementation of FPE in primary schools in Kirinyaga County were inadequate. This is perceived to be one of the challenge facing head teachers in the implementation of FPE in the District.

In an interview with DEOs on the teaching and learning resources and facilities lacking in their schools, they mentioned that they did not have adequate teachers in the schools. This was explained by high pupils teacher ratio which compromises the implementation of FPE. Other inadequate resources mentioned were latrines and funds for the improvement/maintenance of existing physical facilities. A study done by Cheruto and Kyalo (2010) on the management challenges facing implementation of free primary education in Kenya found FPE implementation was faced with challenges such as: shortage of staff,

limited financial management skills, resistance from parents, inadequate physical facilities and delay in disbursement of funds by the government. In a study carried out by Edobor (2007) regarding the availability of human and material resources in vocational course, in secondary schools in the south-eastern parts of Nigeria, the discoveries were in line with Odunsanya (2006) and Aina (2000) confirming the inadequacy of human and material resources in the teaching and learning of vocational courses.

4.2.2 Effect of the Availability of Teaching and Learning Resources on the Implementation of FPE

To test on the effect of the availability and adequacy of teaching and learning resources on the implementation of FPE, the head teachers were asked to indicate their level of agreement with different statements. The findings are presented in Table 4.5.

Table 4.5 Effect of the Availability of Teaching and Learning Resources on the Implementation of FPE

In establishing the effect of availability of teaching and learning resources on the implementation of FPE, head teachers were asked to indicate the level of their agreement with different statements. This was tested on a five point likert scale of 1-5; where 1 represented 'Strongly Agree', 2 represented 'Agree', 3 represented 'Neither Agree nor Disagree', 4 represented 'Disagree' and 5 represented 'Strongly Disagree'.

The scores 'Strongly Agree' was taken to be equivalent to mean score ranging from 0.0 to 1.0, 'Agree' with mean score ranging from 1.1 to 2.0, 'Neither Agree nor Disagree' with a mean score ranging from 2.1 to 3.0, 'Disagree' with a means score ranging from 3.1 to 4.0 and 'Strongly Disagree' with a means score ranging from 4.1 to 5.0. A standard deviation of

> 1 represented a significant difference in the responses given. The results were as presented in the Table 4.5.

Table 4.5 Effect of the Availability of Teaching and Learning Resources on the Implementation of FPE

	Number	Mean	Standard Deviation
Inadequate classrooms in schools affects the implementation of FPE as the available classes cannot accommodate the number of pupils	18	1.11	.323
Inadequate text books in the schools affects the implementation of FPE by lowering the performance of pupils	18	1.05	.229
Inadequate teachers to handle the growing number of pupils affects the implementation of FPE in schools	18	1.06	.236

Table 4.5 shows that all the head teachers interviewed agreed that that inadequate text books in the schools affects the implementation of FPE by lowering the performance of pupils (mean score 1.05). The study also found that the respondents agreed that inadequate teachers to handle the growing number of pupils affects the implementation of FPE in schools (mean score 1.06) and that inadequate classrooms in schools affects the implementation of FPE as the available classes cannot accommodate the number of pupils (mean score 1.11). From the findings of the study, it can be said that inadequacy of teaching and learning resources and facilities affects the implementation of FPE by head teachers in primary schools in Kirinyaga County.

The head teachers were further asked to explain other ways by which the availability of teaching and learning resources affected the implementation of FPE. They mentioned that the

high number of enrolment in schools was a challenge as the funds given by the government could not cater for the growing number of pupils. They also mentioned that the high number of pupils in schools exerted pressure on the existing facilities which cannot accommodate the increasing number of enrolment in schools thus affecting the implementation of FPE.

4.3 Effect of the Timeliness, Amounts and other Logistics of the FPE Policy in the Implementation of FPE in schools

The head teachers were asked whether they received the government fund for the implementation of FPE in good time. The findings are presented in Table 4.6.

Table 4.6 Disbursement of Government FPE Funds

Response	Frequency	Percentage
Yes	0	0
No	18	100
Total	18	100

Table 4.6 shows that all head teacher interviewed 18 (100%) indicated that they did not receive the Government funds in good time. From the findings of the study, it can be said that one of the challenges facing the implementation of FPE by head teachers is the late disbursement of government funds for the implementation of FPE

Head teachers were further asked to explain how the delayed disbursement of government funds affected the implementation of FPE. They explained that the funds are released when all the available resources are exhausted making learning difficult, thus hampering the implementation of FPE. The also explained that the delay in the access to the funds hampers the purchase of text books which are very crucial in the implementation of FPE.

Head teachers were asked to indicate whether government funds allocated for the implementation of FPE were adequate. The study found that all the head teachers interviewed mentioned that the funds were inadequate. This was explained by the fact that besides the funding, resources such as text books are still shared.

Head teachers were asked to indicate whether they got cooperation from parents in meeting other costs such as the development costs. The findings are presented in Table 4.7.

Table 4.7 Co-operation from Parents

Response	Frequency	Percentage
Yes	7	39
No	11	61
Total	18	100

Table 4.7 shows that 11(61%) of the respondents indicated that parents were not cooperative while 7(39%) indicated that parents were cooperative. According to Juuko and Kabonesa (2007), the challenges raised point to the quality of education, low system efficiency, lack of parents providing the basic materials for the children and the perception that private schools are better than the public schools. Olembo (1982) observed that when parents failed to remit their instalments on specific dates, head teachers and other school authorities resorted to sending pupils away from schools. There were parents who made no effort to meet their obligation until their children were sent home this method paid off as fees were promptly paid. But there were other parents who in all honesty had no money whose children when sent home, were not able to return to school and this perhaps marked the end of their

schooling. From the findings of the study, it can be said that one of the challenges facing head teachers in the implementation of FPE is lack of cooperation from parents.

Head teachers were further asked to explain their responses on cooperation from parents. The following explanations were given: some parents believed that primary education was free and that the government was responsible for every cost, some could not even buy for their children additional revision books. Those who mentioned that the parents were cooperative explained that they participated in the development of the schools and bought their children additional learning resources.

4.4 Correlation of the Enrolment Levels in the Schools and the infrastructural and Resource Capacities in the Schools

The head teachers were asked to indicate the rate of pupil enrolment in their schools since the introduction of FPE. The findings are presented in Table 4.8.

Table 4.8 Rate of enrolment since the introduction of FPE

Rate of enrolment	Frequency	Percentage
High	11	61
Very high	7	39
Total	18	100

Table 4.8 shows that 11(61%) of the respondents indicated that the rate of enrolment was high while 7(39%) indicated that the rate of enrolment was very high. According to Sifuna (2005) the introduction of FPE created a positive outcome because it resulted in significant increase in enrolment in a majority of the schools. This was due to the fact that school fees were abolished and other levies arguing that fees and levies posed a serious hindrance to

children wanting to access education in schools. From the findings of the study, it can be said that the introduction of FPE increased enrolment of pupils in schools.

Table 4.9 Adequacy of Teachers

Adequacy of teachers	Frequency	Percentage
Adequate	2	11
Inadequate	16	89
Total	18	100

Table 4.9 shows that 16(89%) indicated that there was inadequate number of teachers in the schools to handle the growing number of teachers while 2(11%) indicated that the number of teachers was adequate. According to Sifuna (2005), the serious challenges that have bedeviled the implementation of the FPE policy include: congested classroom, limited physical facilities and shortage of qualified teachers. From the findings of the study, it can be said that shortage of teachers hampered the implementation of FPE in primary schools in Kirinyaga County.

4.4.1 Textbook Sharing Ratio

Teacher respondents were asked to indicate the textbook sharing ration among pupils in their classes. The findings are presented in Table 4.10.

Table 4.10 Textbook Sharing Ratio

Textbook Sharing Ratio	Frequency	Percentage
1:1	8	5
1:2	22	15
1:3	36	24
1:4	54	37
1:5	15	10
1: More than 5 pupils	13	9
Total	148	100

Table 4.10 shows that 54(37%) indicated that the sharing ration was 1:4 and 36(24%) indicated 1:3. Salmon (2003) claimed that in Kenya, teacher-pupil ratio increased drastically despite government initiatives to employ more teachers as a result of the implementation of free primary education. It is claimed that the schooling systems were ill-prepared for the influx of children coming to school (McGee 2000). This author cautions that massive enrolment without appropriate resources compromises the quality of education, which is also a serious concern in countries implementing Free Primary Education. From the findings of the study, it can be said that there was inadequate text books as 56% of the pupils in schools shared text books between more than three pupils.

In an interview with the DEOs on the adequacy of resources for teaching and learning, they mentioned that the resources available were inadequate because of the growing number of pupils in schools which had created pressure on the existing facilities and resources

4.4.2 Adequacy of Classrooms

Head teachers were asked to indicate whether they had adequate classrooms for their pupils. The findings are presented in Table 4.11.

Table 4.11 Adequacy of Classrooms

Response	Frequency	Percentage
Yes	10	56
No	8	44
Total	18	100

Table 4.11 shows that 10(56%) of the head teachers interviewed mentioned that they had adequate classes while 8(44%) mentioned that they did not have adequate classes for the pupils. According to UNESCO (2005), classrooms previously planned to accommodate 40 pupils were reported to accommodate more than 60 pupils and with a marked increase in enrolment of girls. There were also over age pupils who returned to school and re-enrolled in order to benefit from the programme. From the findings of the study, it can be said that even though most of the schools studied had adequate classrooms, quite a number did not have adequate classrooms for the pupils. This is perceived to be a major drawback in the implementation of FPE in primary schools in Kirinyaga County.

4.4.3 School Dropout rates among Pupils

Teachers were asked to indicate whether they experienced school dropout among their pupils. The study found that all the teachers interviewed 148(100%) indicated that there were pupils who dropped out of schools.

The respondents were further asked to indicate the level of school dropout among their pupils. The findings are presented in Figure 4.2.

Figure 4.2 School Dropout rates among Pupils

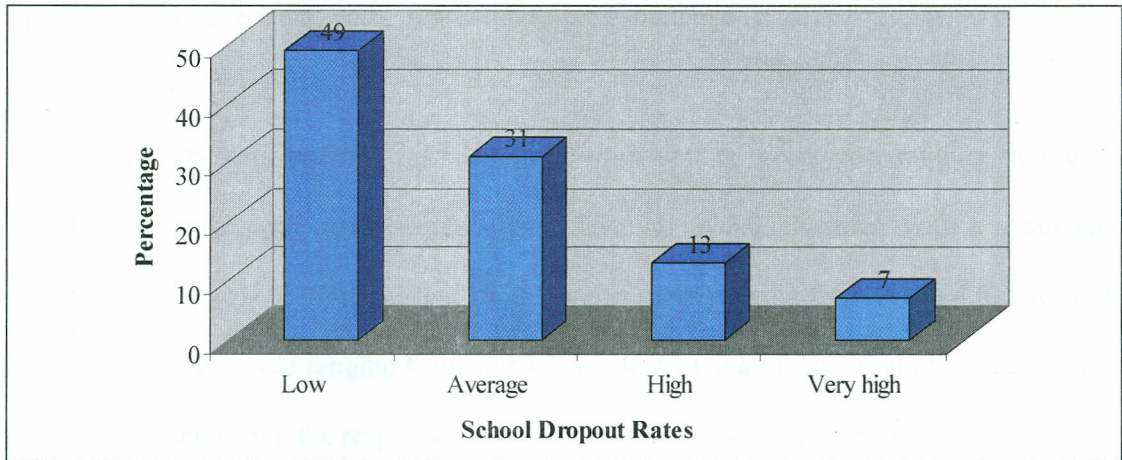


Figure 4.2 shows that 72(49%) of the respondents indicated that there was low school dropout among pupils, 46(31%) indicated that there was average school dropout among pupils, 19(13%) indicated that there was high dropout rates among pupils and 11(7%) indicated that there was very high school dropout among pupils. An assessment by UNESCO in collaboration with the MoE on challenges of implementing FPE in Kenya, established that after an initial increase in enrolment, public schools were beginning to experience a decline in enrolments due to drop outs and to a lesser degree, transfer to private schools (UNESCO, 2005). From the findings of the study, it can be said that there was generally low school dropout rates among pupils in primary schools in Kirinyaga County.

4.5 To identify the social-cultural factors viewed by head teachers and teachers as contributing to the failure of the FPE programme

This section presents the findings on how different socio-cultural factors affect the implementation of free secondary education.

In establishing the identifying the socio-cultural factors hindering the implementation of FPE, teachers were asked to indicate the extent to which various factors affected the implementation of FPE. This was tested on a five point Likert Scale of 1-5; where 5

represented 'Very Large Extent', 4 represented 'Large Extent', 3 represented 'Neutral', 2 represented 'Small Extent' and 1 represented 'No Challenge At All'.

The scores 'Very large extent' was taken to be equivalent to mean score ranging from 0.0 to 1.0, 'Large extent' with mean score ranging from 1.1 to 2.0. 'Neutral' with a mean score ranging from 2.1 to 3.0, 'Small extent' with a mean score ranging from 3.1 to 4.0, 'No extent at all' with a mean score ranging from and 4.1 to 5.0. A standard deviation of > 1 represents a significant difference in the responses given. Table 4.12 presents the findings.

Table 4.12 Socio-cultural factors affecting the implementation of FPE

	Number	Mean	Standard Deviation
Prevalence of HIV/AIDs	148	3.49	1.280
Parental ignorance	148	1.52	.861
School Location	148	3.57	1.070
Gender Bias	148	4.11	1.270
Child Labour	148	2.49	1.275
Poverty	148	1.51	1.128

Table 4.12 shows that the respondents indicated that indicated that poverty and parental ignorance affected the implementation of FPE to large extent (mean score of 1.51 and 1.52 respectively). Child labour affected the implementation of FPE neutrally (mean score of 2.49). It was also found that school location and prevalence of HIV/AIDs affected the implementation of FPE to a small extent (mean score of 3.57 and 3.49 respectively). Gender biasness affected the implementation of FPE to no extent at all. Socio-cultural factors tested were found to affect the implementation of free secondary education but the greatest

challenge were poverty, parental ignorance and gender biasness. However, Mathooko (2009) found that in Ghana, Zimbabwe and Kenya female illiteracy rates are still high compared to those of male due to entrenched cultural attitudes to keep females out of the education system. Kimane (2005) found that in Lesotho most girls get involved in household fragmentation because of their role as care-givers, or to make a living as a result of sick or dead parents allegedly due to HIV and AIDS.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to analyse the constraints faced by head teachers in a bid to implement free primary education in Kirinyaga County, Central Kenya. The study was guided by the following specific objectives: to determine the availability of both teaching and learning resources as well as other physical resources and the implications in implementation of FPE Kirinyaga County, to analyse the effect of the timeliness, amounts and other logistics of the FPE policy in the smooth running of the primary schools under FPE, to find out the effect of enrolment levels in the schools on the capacity of infrastructure and human resource in Kirinyaga County and to identify the social-cultural factors viewed by head teachers and teachers as contributing to the failure of the FPE programme.

5.2 Summary of the Findings of the Study

This section presents the summary of the findings of the study as per the research objectives

5.2.1 Availability of Teaching and Learning Resources as well as other Physical Resources and their Implications in the Implementation of FPE Kirinyaga County

The study found that most of the teaching and learning resources and facilities required in schools were available in the schools studied. On the adequacy of the resources, the study found that only the chairs for the teaching staff were adequate as indicated by 93% of the teachers. On the other hand, facilities and resources such as classrooms, text books, exercise books, desks and games facilities were found to be inadequate. On the effect of the availability of teaching and learning resources on the implementation of FPE, inadequate text books in the schools affects the implementation of FPE by lowering the performance of pupils (mean score 1.05). The study also found that the respondents agreed that inadequate

teachers to handle the growing number of pupils affects the implementation of FPE in schools (mean score 1.06) and that inadequate classrooms in schools affects the implementation of FPE as the available classes cannot accommodate the number of pupils (mean score 1.11).

5.2.2 Effect of the Timeliness, Amounts and other Logistics of the FPE Policy in the Implementation of FPE in schools

The study found that all head teacher interviewed 18(100%) indicated that they did not receive the Government funds in good time. They explained that the funds are released when all the available resources are exhausted making learning difficult due to lack of resources such as textbooks, thus hampering the implementation of FPE. It was also found that all the head teachers interviewed mentioned that the funds were inadequate. This they explained by the fact that besides the funding, resources such as text books are still shared among many pupils. It was finally found that parents were not cooperative in meeting other expenses of the schools posing a challenge to the implementation of FPE.

5.2.3 Correlation of the Enrolment Levels in the Schools and the infrastructural and Resource Capacities in the Schools

On the enrolment of pupils in primary schools, the study found that 11(61%) of the respondents indicated that there was high enrolment of pupils resulting from the introduction of FPE. The study also found that 16(89%) indicated that there was inadequate number of teachers in the schools to handle the growing number of teachers. Regarding textbook sharing ration, the study found that 54(37%) indicated that the sharing ration was 1:4. It was finally found that classes were inadequate as indicated by 8(44%) of the respondents.

5.2.4 To identify the social-cultural factors viewed by head teachers and teachers as contributing to the failure of the FPE programme

Regarding the socio-cultural factors affecting head teacher in the implementation of FPE, the study found that that poverty and parental ignorance affected the implementation of FPE to large extent (mean score of 1.51 and 1.52 respectively). It was also found that school location and prevalence of HIV/AIDS affected the implementation of FPE to a small extent (mean score of 3.57 and 3.49 respectively).

5.3 Conclusions

From the findings of the study, it can be concluded the non availability of teaching and learning resources in primary schools in Kirinyaga County affected head teachers in the implementation of FPE. It can also be concluded that late disbursement of funds and the inadequacy of funds was a challenge to the head teachers in the implementation of FPE. It can further be concluded that the enrolment level of pupils in primary schools had pressure on the available infrastructural resources posing a challenge to the head teachers in the implementation of FPE in schools in Kirinyaga County. It can finally be concluded that socio-cultural factors such as poverty and parental ignorance and child labour posed the greatest challenge to the head teacher in the implementation of FPE.

5.4 Recommendations

Regarding the availability of teaching and learning resources, the study recommended that the government with the help of the parents and the community should provide adequate teaching and learning resources in schools to facilitate the implementation of FPE.

The study also recommended that the government should disburse the funds allocated for the implementation of FPE in good time to facilitate the implementation of the programme in schools.

The study also recommended that schools should upgrade the existing facilities in the schools to cater for the growing number of pupils in schools. This can be achieved by raising funds in conjunction with the community to build the schools. Parents should be encouraged to participate in the building of the schools where pupils learn.

It was further recommended that socio-cultural factors discouraging the implementation of FPE should be discouraged through creation of awareness in the communities where the schools are located.

The study finally recommended that poverty alleviation strategies should be adopted. This will reduce child labour thus giving them chance to concentrate on their studies.

5.4 Suggestions for Further Study

This study was carried out in Kirinyaga County, Central Kenya to analyse the constraints faced by head teachers in the implementation of free primary education. The researcher there recommends that another study be done to suggest the ways of improving the implementation of FPE in other districts which was not the concern of this study.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR HEAD TEACHERS

I, Muchiri J. K a master's student of Kenyatta University would like to collect data on issues, challenges/constraints that head teachers face in the implementation and management of free primary education. The information obtained will be treated confidentially, except for research purposes. Below you are provided with statements and you are kindly requested to give the appropriate information either by ticking (Use \surd) and/or by giving further information in the spaces provided.

SECTION A: BACKGROUND INFORMATION

1. Gender: Male [] Female []
2. Age Bracket 18-25 Years [] 26-35 Years [] 36-45 Years []
 46-55 Years [] Above 55 Years []
3. How long have you been in the teaching profession ?
 less than two years [] 2-5 yrs [] 6-10 yrs []
 11-15 yrs [] Over 15 years []
4. For how long have you served as a head teacher? _____

AVAILABILITY OF BOTH TEACHING AND LEARNING RESOURCES AS WELL AS OTHER PHYSICAL RESOURCES AND THE IMPLICATIONS IN IMPLEMENTATION OF FPE KIRINYAGA COUNTY.

5. Below are some of the facilities necessary for effective implementation of FPE in schools. Please indicate the status of their availability and adequacy in your school?

FACILITIES	Availability		Adequacy	
	Available	Not available	Adequate	Inadequate
Classrooms				
Textbooks				
Exercise books				
Desks				
Chairs				
Games facilities				

6. Which are the Physical facilities lacking in your school and are considered critical in ensuring effective implementation of FPE? _____

7. The following are some statements on the effect of the availability of physical facilities and resources on the implementation of FPE. Please indicate the level of your agreement with each statement with regard to your school?

1. Strongly Agree 2. Agree 3. Neither agree nor disagree
 4. Disagree 5 Strongly Disagree

Statement	1	2	3	4	5
Inadequate classrooms in schools affects the implementation of FPE as the available classes cannot accommodate the number of pupils					
Inadequate text books in the schools affects the implementation of FPE by lowering the performance of pupils					
Inadequate teachers to handle the growing number of pupils affects the implementation of FPE in schools					

8. In what other ways does the availability of teaching and learning resources affect the implementation of FPE in your school? _____

EFFECT OF THE TIMELINESS, AMOUNTS AND OTHER LOGISTICS OF THE FPE POLICY IN THE SMOOTH RUNNING OF THE PRIMARY SCHOOLS UNDER FPE

9. Do you normally receive government finds for FPE in good time?

Yes [] No []

If no, how does it affect the implementation of FPE?

10. Are the government funds allocated for the FPE adequate for the running of the schools?

Yes No

Briefly explain your answer? _____

11. Do parents cooperate to meet the development costs for the schools?

Yes No

Briefly explain your answer? _____

FIND OUT THE EFFECT OF ENROLMENT LEVELS IN THE SCHOOLS ON THE CAPACITY OF INFRASTRUCTURE AND HUMAN RESOURCE IN KIRINYAGA COUNTY.

12. What is the population pupils in your school? _____

13. How many teachers do you have? _____

14. Considering the rate of enrolment of pupils in your school, what is the rate of enrolment since the introduction of FPE?

Low High Very high

15. Are there adequate teachers to handle the pupils?

No Yes

16. What is the text book sharing ratio among pupils?

1:1 1:2 1:3

1:4 1:5 1 among more than 5 pupils

17. Do you have adequate classrooms for pupils in your school?

No Yes

18. Are there drop outs from primary schools? No Yes

If yes, what is the drop out rate Low Average

High Very high

SOCIAL-CULTURAL FACTORS CONTRIBUTING TO THE FAILURE OF THE FPE PROGRAMME

19. The following are some of the perceived socio-cultural factors affecting the management of FPE. Please indicate the extent to which each of the factors affects the implementation of FPE in your school?

1- Very large extent

2- Large extent

3- Moderate extent

4- Small extent

5- No extent at all

Socio-cultural factors	1	2	3	4	5
Prevalence of HIV/AIDs					
Parental ignorance					
School Location					
Gender Bias					
Child Labour					
Poverty					

20. What are other socio-cultural factors affecting head teachers in the implementation of FPE curriculum? _____

21. What would you recommend to be done to improve the implementation of FPE in primary schools in Kenya? _____

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

I, Muchiri J. K, a master's student from Kenyatta University would like to inform you that I intend to conduct data collection on constraints/ challenges that affect free primary education in your school. You are therefore requested to give relevant information please. This information will be kept confidential except for research purposes. Provided below are statements you can either give information by ticking (Use $\sqrt{\quad}$) and / or giving further information in the spaces provided.

SECTION A: BACKGROUND INFORMATION

1. Gender: Male [] Female []
2. Age Bracket 18-25 Years [] 26-35 Years [] 36-45 Years []
 46-55 Years [] Above 55 Years []
3. How long have you been in the teaching profession ?
 less than two years [] 2-5 yrs [] 6-10 yrs []
 11-15 yrs [] Over 15 years []
4. For how long have you taught in your current school? _____
5. Class for which you are standing in as a class teacher _____
6. How long have you served as a class teacher _____

AVAILABILITY OF BOTH TEACHING AND LEARNING RESOURCES AS WELL AS OTHER PHYSICAL RESOURCES AND THE IMPLICATIONS IN IMPLEMENTATION OF FPE KIRINYAGA COUNTY.

7. Below are some of the facilities necessary for effective implementation of FPE in schools. Please indicate the status of their availability and adequacy in your school?

FACILITIES	Availability		Adequacy	
	Available	Not available	Adequate	Inadequate
Classrooms				
Textbooks				
Exercise books				
Desks				
Chairs				
Games facilities				

8. Which are the Physical facilities lacking in your school and are considered critical in ensuring effective implementation of FPE? _____

9. The following are some statements on the effect of the availability of physical facilities and resources on the implementation of FPE. Please indicate the level of your agreement with each statement with regard to your school?

1. Strongly Agree 2. Agree 3. Neither agree nor disagree
 4. Disagree 5 Strongly Disagree

Statement	1	2	3	4	5
Inadequate classrooms in schools affects the implementation of FPE as the available classes cannot accommodate the number of pupils					
Inadequate text books in the schools affects the implementation of FPE					
Inadequate teachers to handle the growing number of pupils affects the implementation of FPE in schools					

10. In what other ways does the availability of teaching and learning resources affect the implementation of FPE in your school? _____

EFFECT OF THE TIMELINESS, AMOUNTS AND OTHER LOGISTICS OF THE FPE POLICY IN THE SMOOTH RUNNING OF THE PRIMARY SCHOOLS UNDER FPE

11. Since the introduction of FPE, have you ever run your school without funds?

Yes [] No []

12. Do you normally receive government finds for FPE in good time?

Yes [] No []

If no, how does it affect the implementation of FPE?

13. Are the government funds allocated for the FPE adequate for the running of the schools?

Yes [] No []

Briefly explain your answer? _____

14. Do parents cooperate to meet the development costs for the schools?

Yes No

Briefly explain your answer? _____

FIND OUT THE EFFECT OF ENROLMENT LEVELS IN THE SCHOOLS ON THE CAPACITY OF INFRASTRUCTURE AND HUMAN RESOURCE IN KIRINYAGA COUNTY.

15. What is the population pupils in your school? _____

16. How many teachers do you have? _____

17. Considering the rate of enrolment of pupils in your school, what is the rate of enrolment since the introduction of FPE?

Low High Very high

18. Has there been increase in the number of teacher to handle the growing pupil population in your school? No Yes

If yes, are there adequate teachers to handle the pupils?

No Yes

19. What is the text book sharing ratio among pupils?

1:1 1:2 1:3

1:4 1:5 1 to more than 5 pupils

20. Do you have adequate classes for the pupils? No Yes

21. What is the class capacity in terms of the number of pupils? _____

22. Are there drop outs from primary schools? No Yes

If yes, what is the drop out rate Low Average

High Very high

SOCIAL-CULTURAL FACTORS VIEWED BY HEAD TEACHERS AND TEACHERS AS CONTRIBUTING TO THE FAILURE OF THE FPE PROGRAMME

23. The following are some of the perceived socio-cultural factors affecting the management of FPE. Please indicate the extent to which each of the factors affects the implementation of FPE in your school?

1- Very large extent

2- Large extent

3- Moderate extent

4- Small extent

5- No extent at all

Socio-cultural factors	1	2	3	4	5
Prevalence of HIV/AIDs					
Parental Ignorance					
School Location					
Gender Bias					
Child Labour					
Poverty					

24. What are other socio-cultural factors affecting head teachers in the implementation of FPE curriculum? _____

25. What would you recommend to be done to improve the implementation of FPE in primary schools in Kenya? _____

APPENDIX III: INTERVIEW SCHEDULE FOR DEOs

1. For how long have you served as a DEO in your current area of service?

2. Are there challenges facing the implementation of FPE in your District?

Yes No

Briefly explain your answer? _____

3. Are there teaching and learning resources in primary schools in your District and what is their level of adequacy? _____

4. How does the availability of teaching and learning resources affect the implementation of FPE? _____

5. Do the primary schools in your district receive FPE funds in good time?

Yes No

If no, how does late disbursement affect the implementation of FPE in schools? _____

Are the funds adequate for effective implementation of FPE in the schools in your district? _____

6. How adequate are the facilities available in schools compared to the rate of enrolment of pupils in schools? _____

7. What are the socio-cultural factors hindering the implementation of FPE in primary schools in your district? _____

8. What would you recommend to be done to improve the implementation of FPE in primary schools in Kenya? _____

10/20/2011 10:00 AM

10/20/2011

Joseph Mwangi

Kenya

20/10/2011

Name

Dear Sir

WATER AND SANITATION

Following your request for information regarding research on Constraints faced by primary schools in the implementation of primary Education in Kenya, the District Education Officer, Kirinyaga District, has been pleased to inform you that you are invited to undertake research in Kirinyaga District starting from 30th October 2011.

You are advised to report to the District Commissioner, District Education Officer Kirinyaga District for authorization of the research project.

On completion of your research you are advised to submit a report in triplicate and one soft copy of your report to the District Education Officer Kirinyaga District.


P. N. MWANGI
District Education Officer
Kirinyaga District

The District Commissioner
Kirinyaga

The District Education Officer
Kirinyaga

REPUBLIC OF KENYA



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Website: www.ncst.go.ke

Our Ref:

NCST/RRI/12/1/SS011/1210

Date:

29th August, 2011

Joseph Muchiri Kamau
Kenyatta University
P.O BOX 43844,
Nairobi

Dear Sir,

RE:RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **Constraints faced by headteachers in the implementation of free primary Education in Kirinyaga East District, Central Kenya**, I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga District Kenya** for a period ending **30th December 2011**

You are advised to report to **The District Commissioner, District Education Officer Kirinyaga District** before embarking on the research project.

On completion of your research project you are advised to submit one hard copy and one soft copy of your thesis/ project to this office.

A handwritten signature in black ink, appearing to read 'P.N Nyakundi', written over a horizontal line.

P.N NYAKUNDI
FORR: SECRETARY/CEO

Copy to:

The District Commissioner
Kirinyaga

The District Education Officer
Kirinyaga

PAGE 2

PAGE 3

Research Permit No. **NCST/RRI/12/1/SS011/1210**

THIS IS TO CERTIFY THAT:

Date of issue

29th August 2011

Prof./Dr./Mr./Mrs/Miss/Institution

Fee received

KES 1,000

*Joseph Muchiri Kamau
of (Address)Kenyatta University
P.O. Box 43844, Nairobi*

has been permitted to conduct research in

	Location
<i>Kirinyaga</i>	District
<i>Central</i>	Province



on the topic: *Constraints faced by headteachers
in the implementation of free primary Education
in Kirinyaga East District, Central Kenya.*

Applicant's
Signature

Secretary
National Council for
Science and Technology

for a period ending 30th December 2011

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