

**CHALLENGES ENCOUNTERED IN IMPLIMENTING PRE-PRIMARY
EDUCATION;**

**A CASE STUDY OF KENDU MUSLIM SECONDARY SCHOOL, RAST
KARACHONYO DIVISION, RACHONYO NORTH DISTRICT**

BY

NAME; FREDRICK ODHIAMBO OJIJO

REG; BED/18489/71/DF

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Thanks to the teachers who filled my questionnaires for without cooperation, this research would not have been possible, not forgetting my wife Irene and sons Derrick and Emily.

APPROVAL

This research report has been submitted for examination with my approval as the university supervisor.

Signed; 
BALIRUNO JOHN THE BAPTIST

DATE; 17/04/09

ABSTRACT

The research assessed the strength and challenges encountered in implementing free primary education in Kenya. Strength was noted like high enrolment, reduction of street children among others. However there were some challenges like lack of enough teachers, inadequate learning facilities like teaching materials and infrastructural materials plus many others.

CHAPTER ONE:

INTRODUCTION

1.1 Background of the study

Education is so important all over the world that it has been declared a human right to which every child is entitled.

Any government that truly desires to develop its country should as a matter of priority give its citizen free and compulsory education without which the country and its citizen would continue to wallow in poverty and underdevelopment.

At independence forty years ago, it was felt that in addition to impacting market skills to labour force, a national education system would address, prepare and orient the youth to realize and practice the best norms and value of society.

A key political conviction of government is that every Kenyan has a right to a basic education whose provision should be the responsibility of the state. In 1970 the government introduced free primary education in lower classes.

In 1980, direct payment of school fees for upper classes was abolished.

In 2002 the Kibaki government launched free primary education and warned of dire consequences for parents who did not take their children to school.

Following the directive enrollment increased by 7.5 percent. The number of street boys and girls in town reduced as well as child labour reduced.

More than 7.3 million children have gone to school since free primary policy was introduced.

Forty years down the line the gains are quickly being lost euphoria is dying out. Today schools are facing an acute shortage of teachers and cases of indiscipline have increased.

The challenges that affect its implementation for example, lack of clear guideline on admission, lack of communication with teachers and parent delays in disbursement of funds and expanded role of head teachers, lack of proper feeding programme, lack of essential facilities such as desks among other problems. The quality has already been compromised.

It is out of this concern that inspired the researcher to assess the challenges of free primary education. Being a teacher with experience of more than ten years, and teaching in a posh school hereby undertake this research.

1.2 Statement of the problem

Since the introduction of free primary education more than 7.3 million children have gone to school. This has led to congestion in classes, shortages of teacher's lack of facilities like toilets, desks and enough classrooms. This has compromised education standard and the gain that have been achieved is eroding out.

This is what inspired the researcher to carry out a study on the challenges of free primary education.

1.3 Purpose of the study

This study was meant to assess the challenges faced in implementing free primary education in Nyeri Municipality, Nyeri, Kenya.

1.4 Objectives

General objective

The study will determine the challenges of free primary education in Nyeri Municipality, Nyeri, Kenya.

Specific objectives

1. The study will determine the profile of respondent in terms of age, sex and marital status.
2. The study will determine the achievement of Free Primary Education in Nyeri Municipality.
3. The study will establish the outstanding challenges of Universal Free Primary Education.

1.5 Statement of the null hypothesis

There are no challenges in implementation of free primary education.

1.6 Significance of the study

The finding of this study will benefit the stakeholders in education who will justify government continued investment in education.

The study will be useful to

- i The ministry of Education
- ii Policy makers at the Ministry of Education
- iii Parents
- iv Teachers

1.7 Scope and delimitations of the study

This survey was conducted in Nyeri Municipality in Nyeri. Two schools were sampled, Githwariga and Nyeri Primary.

The questionnaires were sent to these schools.

1.8 Limitation of the study

One limiting factor was lack of the most recent books and journal. Most of the textbooks on current literature on this research were not available.

Time factor

Time was another limiting factor. The time to prepare questionnaires and send them to respondents was not convenient. In other words time was short.

Financial factor

The research of this magnitude is too expensive due to expenses such as travelling, photocopying, and typing and it was too much to the researcher.

1.9 Definition of terms

Free education – Non payment of tuition and development fee.

Compulsory education – all pupils of school going age to be enrolled in Primary schools.

FPE- Free Primary Education

UPE –Universal Primary Education

* UFPE – Universal Free primary Education

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher reviewed documents containing information related to research problem being investigated under the following sub-heading.

- i Analyze free primary education in Kenya a brief history of Free Primary Education (FPE)
- ii Achievement of free primary education
- iii Challenges in implementing free primary education

2.2 Free Primary Education in Kenya before 1980

Free primary education in Kenya was introduced by the first President Mzee Jomo Kenyatta. This was influenced by Ominde Commission in 1964/65. The commission recommended education as an important factor, social service, which ought to be freely available to all children. If this happened, economic development is going to be realized.

The first step to universal free education according to Bongonko (1992) was taken in 1971 when President Jomo Kenyatta abrogated tuition fees for economically marginal districts of the country. By July 1973 districts such as Marsabit, Mandera, West Pokot, Tana River, Turkana, Kajiado, Samburu, Garissa and Lamu had free primary education. The government built and supported boarding schools in these areas. National feeding programme was also launched in these areas to encourage parents and promote retention.

In 1973 a presidential decree made education free for the first time, four years of primary education throughout the country. This resulted in increase in enrollment in primary schools from 1.8million in 1973 to 2.8 million in January 1974.

In 1973 Gachathi report recommended extension of the waiver fee to full seven years of primary education to be free for all seven classes.

Despite its existence by 1980, schools witnessed many challenges and eventually contributed to its failure and introduction of levies in primary schools. Challenges included shortage of teachers, lack of trained teachers i.e. very few who were trained. This shortage made the government to increase teacher training colleges. Employment of many untrained teachers also put strain to government expenditure since a lot of money was meant for salaries.

According to Bogonko (1992) this must have contributed to low quality although the government established school equipment scheme that provided text books, teachers guide stationery and game requirement. It collapsed due to increase of pupil population. The government found it difficulty to maintain the programme due to financial difficulties it was facing. By 1983 parents were providing all instructional materials for their children as well as equipment.

2.3 Achievement of free primary education after 2003

The declaration of free and compulsory education in January 2003 by new government was received with jubilation throughout Kenya. This was indeed a fulfillment of their campaign pledge in 2002.

More than 7.3 million children have gone to school since free primary education policy was introduced. In 2003 according to Daily Nation 2007, there was high enrollment.

The government started dispatching funds every year to cater for free primary education. This fund was meant to buy text books and other learning resources like stationery and chalk. Street children reduced after the government abolished all levies in primary schools. Parents are only supposed to provide their children with uniform and in some cases children are admitted in schools even without uniforms.

2.4 Challenges

However according to Daily Nation, it would have been foolhardy to overlook the challenges that lie ahead. The lack of clear guidelines on admission, lack of consultation with teachers and parents, delay in disbursement of funds and expanded roles of head teachers will be such challenges. But they can be overcome by proper and right planning.

Mr. Desmond Birmingham, the head of the Fast track Initiative (FTI) says in July 2006 World Bank report titled "School enrolment rising as African Nations Reforms Education Systems". We have seen that progress is possible when political will and resources come together. Our

challenge is to help poor countries sustain the increases while improving quality and ensuring all complete schooling.

From the 1970,s to 1990s, Kenya saw a huge increase in primary school enrollment but when the economy started to nosedive, enrolment fell to below 80%. It has now risen to 92%.

This percentage increase in enrollment include a huge number of girls, uneducated, they are less likely to send their own children to school.

Any government that truly desire to develop its country should as a matter of priority give its own citizen free and compulsory education without which the country and its citizen would continue to wallow in poverty and underdevelopment.

According to Bwire report 2003, the Minister regretted that there was increase and overcrowding in schools and results of lack of physical facilities leading to pupils learning under difficult conditions.

In rural areas most schools lack basic amenities like toilets and running water. The government currently has over 230,000 teachers on its payroll. Shortage of teachers has been reported in most schools.

According to Kenya National Union of Teachers, there is a shortage of over 60,000 teachers in public primary and secondary schools.

Teachers are demoralized due to poor pay and large classes. The freeze on teacher's employment from 1997 and HIV pandemic has caused the shortage. Despite government effort to provide free primary education some children are still out of schools due to culture practices like female

genital mutilation, early marriages, child labour and HIV/AIDS pandemic. School feeding programme has not been introduced in all schools due to high enrolment and freeze on teacher's employment. Quality seems to have been compromised.

According to Sifuna 1980, regional and gender disparity especially in marginal areas have hindered provision of free primary education in the country. Ruju, 1993 highlights that means of transportation in many rural areas are also inadequate. Some children drop out of school because of long distance, lack of road and path to school, bad weather discourage many children from continuing with school.

At the same time hungry children would not be in a position to concentrate in class and might decide not to go to school. (Abagi, 1992). According to Gachathi (1998), in some cultures girls used to work in trade or agriculture production and families hence girls do not concentrate on their education.

Primary school curriculum has not been fully reformed to conform with African realities as opposed to those of colonialism according to Bogonko 1992.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter the researcher will focus on study design, target, population, sample selection, research instrument and statistical treatment of data.

3.2. Design

This was non experimental or descriptive study to investigate the challenges of free primary education.

3.3 Environment

The study was conducted at Githwariga and Nyeri primary both in Nyeri Municipality.

3.4 Respondent/subject/ particulars

Two schools were identified in Nyeri Municipality one in slums and other in posh area. They were purposively samples for the study. This was done on the basis of age, size of the school number of pupils and proximity or accessibility. Time and financial constraints also contributed to researchers' choice was also used in this study. These include convenient sampling simple random sampling.

Purposive sampling has been used to choose type of school. Convenient sampling was used to get information regarding absenteeism, drop out.

Simple random sampling was used for teachers who too are a large population.

3.5 Research Instrument.

Both structured and unstructured questionnaire were administered to the teachers. The questionnaires were typed and sufficient space left where the respondents were required to give explanatory answers.

To ensure that questionnaires cover all intended dimensions of the research.

The questions were clear and explicit.

Space provided for the answers were adequate.

3.6 Data collection technique

The researcher made day's ground work study of selected school. This was to identify the place and make necessary arrangements with administration for actual data collection days. The researcher made appointments with target respondents.

The data was collected by the use of self administered questionnaires. This was one way of elicit self reports on people opinions, attitudes, belief and values. On actual day, a cover letter explaining the purpose of study and requesting co-operation of the subjects was to guarantee confidentiality for any information offered. The questionnaires were distributed to all respondents in

school and were collected after the exercise to avoid discussion with those who would have responded to them earlier.

3.7 Statistical treatment of data.

The frequency and percentage was used to determine the result in form of tables and graphs. The data analyzed formed the basis on which the researcher recommendations and suggestions.

CHAPTER FOUR: DATA PRESENTATION

A total of 15 questionnaires were prepared and were distributed to teachers from Githwariga and Nyeri Primary School.

The result is as below.

4.1 Profile of the respondents

Table I: Profile of the respondents

Category	Frequency	Percentage
Age		
20-30	2	13.33%
30-40	7	46.67%
40-50	6	40%
Total	15	100%
Gender		
Male	2	13.33%
Female	13	86.67%
Total	15	100%
Qualification		
PI	8	53.33%
ATS	6	40%
Degree	1	6.67%
Masters	-	-
Total	15	100%

Age

According to the interpretation of this data (46.67%) of the respondents were aged between 30-40 years. Most respondents were in this age bracket.

Gender

86.67 % of the respondents were female. This was because majority of teachers in Nyeri Schools are ladies.

Qualifications

According to the interpretation 53.33% of the respondents were P1 teachers.

4.2 Achievement of free primary education

Table ii: Has enrollment gone up since the introduction of free primary education?

Response	Frequency	Percentage
Yes	15	100%
No	-	-
TOTAL	15	100%

According to the interpretation all respondents feel that enrolment has gone up since the introduction of free primary education.

Table iii: Enrollment in class before introduction of free primary education.

Category	Frequency	Percentage
20-30	6	40%
30-40	3	20%
40-50	6	40%
Above 50	-	-
Total	15	100%

According to the interpretation there was low enrolment before the introduction of free primary education.

Table IV: Enrollment after introduction of free primary education.

Category	Frequency	Percentage
Enrolment		
20-30	-	-
30-40	-	-
40-50	-	-
Above 50	15	100%
TOTAL	15	100%

* From the above interpretations there was a huge increase of enrolment when the free primary education was introduced.

Table v: Enrollment according to the gender per class

Category	Frequency	Percentage
Boys		
1-10	-	-
11-20	1	6.67%
20-30	11	73.33%
31-40	4	20%
41-50	-	-
Above 50	-	-
Total	15	100%
Category	Frequency	Percentage
Girls		
1-10	-	-
11-20	-	-
21-30	8	53.33%
31-40	7	46.67%
41-50	-	-
Above 50	-	-
Total	15	100%

According to the interpretation above both gender enrolments is almost equal.

4.3 Challenges of free primary education

* Table VI: Has free primary Education affected the quality of education?

Response	Frequency	Percentage
Yes	13	86.67
No	2	13.33
Total	15	100%

According to interpretation the free primary education has affected quality.

Table vii: Supplying of text books and other learning facilities to facilitate learning

Is your class well supplied with the above facilities?

Response	Frequency	Percentage
Yes	13	86.67%
No	2	13.33%
Total	15	100%

According to interpretation the researched schools are well supplied with text books.

Table viii

Are teachers in your school enough?

Response	Frequency	Percentage
Yes	2	13.33%
No	13	86.67%
Total	15	100%

According to interpretation there is shortage of teachers in both schools

Table ix

Ratio of text books to pupils

Category	Frequency	Percentage
Ratio		
1:1	-	-
1:2	2	13.33%
1:3	12	80.00%
1:4	1	6.67%
1:5	-	-
1: 6 & above	-	-
Total	15	100%

According to interpretation the ratio 1:3 of text books to pupils is too high .This means that three pupils are sharing one book, so giving homework is a problem to those who don't have the text book

Table ix

Are there enough desks and other physical facilities like toilets and classrooms to accommodate all pupils?

Response	Frequency	Percentage
Yes	5	33.33%
No	10	66.66%
Total	15	100%

According to interpretation there are no enough physical facilities like desk, toilet and classroom to accommodate all pupils

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the research depending on the finding. It gives the conclusion and recommendations based on the finding.

According to the finding, enrollment went up since the introduction of free primary education. Introduction of free primary education was a noble idea. In year 2002, the number of street boys and girls in town as well as child labour reduced. More than 7.3 million children have gone to school since primary education was introduced.

This is supported by the interpretation since most respondents had fewer children before the introduction of this education. According to most respondents, there is lack of clear policy on admission. Some pupils were admitted and had never seen the inside of a classroom. This compromised the quality of education.

Large classes with fewer teachers, it was made difficult to handle these learners and individual attention of weak learners was made difficult. Teachers were also not trained on how to handle these large classes since free education policy was introduced in a hurry. Some children who were admitted were former street boys and girls and familiarizing with new environment in school was not possible and these children again dropped out of schools. Essential facilities such as desks, toilets, enough classrooms were over stretched. They could not handle high population. The school feeding program was not also introduced in all schools. The administrators especially head teachers were not given in-service training on their role in implementing free primary education. School infrastructures like classrooms, desks and other facilities are not enough to accommodate all. The fund given by the government is not enough.

RECOMMENDATIONS

According to the finding of this research, there is a problem and this made the researcher to come up with the following recommendations, some of those recommendations were given by the respondents.

The government needs to employ more teachers since there is shortage of teachers. Some teachers handle more than 60 pupils which is against the recommended teacher pupil ratio. There should be clear guidelines on admission, for example school uniform should not be a hindrance to admission.

The government should provide more money on infrastructure in order for school to purchase school facilities like desks and build more classrooms and toilets. More money should be provided to school in order for school to buy instrumental materials like exercise books and text books.

- * The government needs to organize for more in-service courses that are geared to provide teachers with skills in handling pupils who come from different background. The government also needs to motivate teachers by upgrading them or promotion, reviewing their salaries to match with the living standards.

There should be aggressive campaign to enlighten parents to take their children to schools.

The parent ought to be educated on their role in education in order participate fully on education of their children.

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APPENDIX B

CONSENT

GENERAL INSTRUCTIONS

1. This is a research study. Through sampling procedures you happen to be included in this study.
2. You may choose to or not to participate in this study.
3. You are requested to respond to all questions.
4. Remember this is not an examination of any kind. Therefore any response you give is correct.
5. Respond to the questionnaire items appropriately by filling in, or ticking against a given option.
6. You are free to ask the researcher for any clarification in cases whereby you do not understand what the question/item demands.
7. All information given will be treated with ultimate confidentiality.

CONSENT FOR PARTICIPATION

Sign

Thank you in advance for your anticipating response of participating in this study.

Yours Faithfully,

NJOGU ROBERT JUSTUS

DEPARTMENT OF EARLY CHILDHOOD EDUCATION,

KAMPALA INTERNATIONAL UNIVERSITY, UGANDA

APPENDIX C

QUESTIONNAIRE

Please answer all the questions. Do not write your name in this questionnaire. Your response will be treated with confidentiality. Thank you in advance.

a. **Background information**

1. Gender

Male

☐

Female

☐

Age

20-30

☐

30-40

☐

40-50

☐

Above 50

☐

2. Qualification

P1

☐

ATS

☐

Degree

☐

Master ☐

b. Achievement of free primary education

1. Since the introduction of free primary education in 2003 has enrolment gone up particularly in the classes you have handled?

Yes ☐

No ☐

2. a. Before the introduction of free primary education, how many pupils were you handling?

20-30 ☐

30-40 ☐

40-50 ☐

Above 50 ☐

b. Now

20-30 ☐

30-40

40-50

Above 50

3. a) How many girls do you have in your class?

1-10

20-30

30 - 40

Above 50

b) Boys

1-10

10-20

20-31

30-41 ☐

Above 50 ☐

Challenges

1. a) Do you think FPE has affected quality of education?

Yes ☐

No ☐

b) If yes explain

.....

.....

.....

.....

2. Is your class well supplied with text books and other learning facilities to facilitate proper learning?

Yes ☐

No ☐

3. What is the ratio of test books to pupils

1:1 ☐ 1:2 ☐ 1:3 ☐

1:4 ☐ 1:5 ☐ 1:6 & above ☐

4. Are there enough teachers in your school?

Yes ☐

No ☐

5. Are there enough desks to accommodate all pupils in your class?

Yes ☐

No ☐

6. Are other physical facilities like toilets, classrooms enough for the accommodation of all pupils in the school

Yes ☐

No ☐

7. Give suggestions on what should be done to improve the quality of Free Primary Education in schools.

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