

**QUALITY ASSURANCE AND IMPLEMENTATION OF FREE  
PRIMARY EDUCATION IN RUIRU DIVISION  
THIKA DISTRICT,  
KENYA**

**A Research Report Presented To the Institute Of Open  
And Distance Learning In Partial Fulfillment Of The  
Requirement for the Degree Bachelor Of  
Education in Guidance and Counseling  
Of Kampala International  
University**



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**NOVEMBER, 2008**

**DECLARATION**

I, JANE NYAMAGU KAMAU declare that the material in this book has been done entirely by my effort and has not been presented else where for any academic qualification.

SIGNED

*Jane Nyamagu*  
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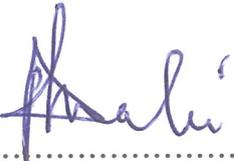
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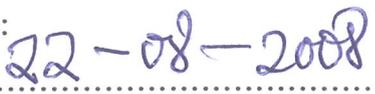
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**APPROVAL**

This research report is submitted for examination with my approval as a University Supervisor.

Signed   
.....

**Mr. PETER MAKI**  
SUPERVISOR

DATE:   
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## **DEDICATION**

This book is dedicated to my husband Francis Kamau and my children Carol, Livingstone, Cecilia, David and Dinah.

## **ACKNOWLEDGMENT**

First of all I would like to thank my God for the inspiration and my supervisor Mr. Peter Maki for being there for me whenever I needed him and also offering advice where necessary.

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**TABLE OF CONTENTS**

DECLARATION ..... i  
APPROVAL ..... ii  
DEDICATION..... iii  
ACKNOWLEDGMENT ..... iv  
TABLE OF CONTENTS..... v  
LIST OF TABLES ..... viii  
LIST OF CHARTS..... ixx  
ABSTRACT ..... x

**CHAPTER ONE** ..... 1  
1.0 INTRODUCTION ..... 1  
1.1 Background of the study ..... 1  
1.2 Statement of the problem ..... 2  
1.3 Objectives of the study..... 3  
1.4 Research questions..... 3  
1.5. Scope of the study ..... 4  
1.6. Significance of the study..... 5

**CHAPTER TWO**..... 6  
REVIEW OF RELATED LITERATURE ..... 6  
2.0 Introduction ..... 6  
2.1 Provision of Physical Facilities ..... 6  
2.2 Quality of Education..... 6  
2.3 Provision for sufficient number of teachers ..... 7  
2.4 Pupil-Teacher Ratio ..... 7  
2.5 Economic levels of parents..... 8

**CHAPTER THREE** ..... 10  
METHODOLOGY ..... 10  
3.0 Introduction ..... 10  
3.1 Research Design ..... 10  
3.2 Study Population ..... 10  
3.3 Sample Framework..... 10  
3.3.1 Sample Size ..... 10  
3.3.2 Sample Technique ..... 11  
3.3.3 Sample Procedure..... 11  
3.4 Methods for Data Collection..... 11  
3.4.1 Instruments..... 11  
3.4.2 Sources of Data ..... 11  
3.5 Data Processing and Analysis ..... 11

**CHAPTER FOUR**..... 13  
4.0 DATA ANALYSIS ..... 13  
4.1 Profile of the respondents ..... 13  
4.1.1: Gender ..... 13

4.1.2: Age .....	14
4.1.3: Academic level .....	14
4.2 Provision of Physical Facilities .....	15
4.3 Quality of education .....	19
4.4 Provision for sufficient number of teachers .....	21
4.5 Pupil-Teacher Ratio .....	24
4.6 Economic level of parents .....	26
<b>CHAPTER FIVE</b> .....	<b>29</b>
5.1 Summary of Findings and their Relevance.....	29
5.2 Recommendations.....	33
<b>REFERENCES</b> .....	<b>35</b>
<b>APPENDICES</b> .....	<b>38</b>
APPENDIX A: TRANSMITTAL LETTER.....	38
APPENDIX B: Questionnaire to the teachers .....	39
APPENDIX C: Focus group discussions for the pupils .....	44
APPENDIX D: TIME FRAME OF THE STUDY.....	45
APPENDIX E: BUDGET OF THE STUDY.....	46

## **LIST OF TABLES**

- Table 1: Gender of the respondents
- Table 2: Age of the respondents
- Table 3: The academic level of the respondents
- Table 4: The implementation of Free Primary Education is hindered by poor physical facilities
- Table 5: library and laboratories not enough
- Table 6: Physical facilities do not meet the needs of disabled children in free primary education
- Table 7: toilets are not conducive for the pupils in free primary education
- Table 8: teachers do not teach well because of poor physical facilities
- Table 9: because of lack of enough physical facilities pupils study under trees
- Table 10: due to lack of enough materials the quality of education is affected
- Table 11: the number of pupils is high and this affects the quality if education
- Table 12: teachers not enough which hinders the quality of education
- Table 13: implementation of free primary education is faced with a problem of enough trained teachers
- Table 14: because of the growing number of pupils untrained teachers are teaching
- Table 15: untrained teachers do not understand the need of pupils
- Table 16: because of untrained teachers the quality of education is
- Table 17: teachers are paid low salaries since the money has to cater for Free Primary Education
- Table 18: the number of pupils is high and the teachers cannot manage the classes
- Table 19: classes are large and pupil do not understand what is being

taught

Table 20: because of large classes the need of pupils especially the disabled are not catered for

Table 21: because of poverty children have to work instead of going to school

Table 22: parents do not want to spend money for school on their children because of poverty

Table 23: because of poverty schools and parents cannot afford to buy school materials

Table 24: parents cannot afford to pack for their children food as they go to school

Table 25: because of poverty the school cannot afford to build more classes

## **LIST OF CHARTS**

Chart 1 library and laboratories not enough

Chart 2 because of lack of enough physical facilities pupils study under trees

Chart 3 implementation of free primary education is faced with a problem of enough trained teachers

Chart 4 classes are large and pupil do not understand what is being taught

Chart 5 because of poverty schools and parents cannot afford to buy school materials

## **ABSTRACT**

The main purpose of the study was to investigate the factors affecting the implementation of free primary education in Ruiru Division, Thika District Kenya.

The specific objectives of the study were to determine; if Poor Physical Facilities affects the implementation of free primary education in Ruiru Division, if Quality of Education affects the implementation of free primary education, if Lack of enough Trained Teachers affects the implementation of free primary education, if Big Pupil-Teacher Ratio affects the implementation of free primary education and to determine if High poverty levels of Kenyans affects the implementation of free primary education in Ruiru Division

The methods used for data collection were questionnaires to the teachers and focus group discussion with the pupils

The study revealed that Poor Physical Facilities (30%) Quality of Education (50%), Lack of enough Trained Teachers (25%), Pupil-Teacher Ratio (33%), and High poverty levels of Kenyans (42%) are the factors affecting the implementation of free primary education in Kenya

The Study recommended that there should be empowerment of education committees at the village level so that there is efficient monitoring of the implementation of the free primary education. Since district education officers are poorly facilitated they cannot follow up on the implementation at the lower levels

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background of the study

Education reform efforts in less industrialized countries have aimed at making education an effective vehicle for national development. Governments, policy makers, and civil society have emphasized that developing countries need to invest more in education and ensure that systems of education are efficiently managed, that limited funds allocated to sector have maximum impact, and that cost-recovery measures are adopted government of Kenya , (1996); (1997); Inter-Agency Commission, (1990), World Bank, (1988; 1996).

Over the past decade several countries in sub-Saharan Africa have abolished primary school tuition fees typically as part of renewed attempts to resurrect their education systems which have been in decline, and even suffering reduced enrolments after the initial growth following Independence. World Bank, (1996)

Whereas in the eighties and early to mid-nineties, cost-sharing had been a policy promoted by international financial institutions such as the World Bank, the direct (and indirect) costs to parents of their children's education became obstacles to their attendance and continued enrolment. The inability of parents to afford such costs fell on girls disproportionately, typically being the first to be pulled out or allowed to drop out of school. Has the introduction of 'free' primary education (FPE) turned the tables on this decline? Five countries are included in this study to provide evidence of the outcomes to date of such a policy change:

Following the election in Kenya at the end of 2002, in early 2003 the new Government announced its intention to introduce free primary education. This entailed the abolition of tuition fees, a part of the increasing costs of education to parents which had accounted largely for the decreasing primary and secondary school enrolments in the 1990s. Following this announcement, enrolments surged from about six million to about 7.2 million pupils, resulting in a gross enrolment rate of 104% compared with 87.6% in 2002. Whether other costs, such as examination fees, have been abolished has yet to be clarified, and over this first year, it is likely that new policies will be devised to deal with the overall costs of primary education. Other measures have already been taken, such as reducing the number of subjects, increasing the pupil-teacher ratio from 32:1 to 40:1, empowering districts to select teachers, and the introduction of multi-grade and shift teaching in some schools. However, a decision was taken that no additional teachers would be appointed until there had been a mapping of overall teacher requirements.

Although the cost-sharing policies of the previous decade have now been understood to be a significant cause of the high drop out and low quality of primary schools in Kenya, the new policy of free primary education will be likely to be faced with a number of challenges as this research will investigate.

## **1.2 Statement of the problem**

Although the cost-sharing policies of the previous decade have now been understood to be a significant cause of the high drop out and low quality of primary schools in Kenya, the new policy of free primary education will be likely to be faced with a number of challenges as this research will investigate.

### **1.3 Objectives of the study**

#### **1.3.1 General objective**

The general objective of the study was to investigate the factors affecting the implementation of free primary education in Ruiru Division, Thika District Kenya.

#### **1.3.2 Specific objectives were to;**

1. To determine if Poor Physical Facilities affects the implementation of free primary education in Ruiru Division
2. To determine if Quality of Education affects the implementation of free primary education in Ruiru Division
3. To determine if Lack of enough Trained Teachers affects the implementation of free primary education in Ruiru Division
4. To determine if Pupil-Teacher Ratio affects the implementation of free primary education in Ruiru Division
5. To determine if High poverty levels of Kenyans affects the implementation of free primary education in Ruiru Division

#### **1.4 Research questions**

1. What is the impact of Poor Physical Facilities on the implementation of free primary education in Ruiru Division?
2. What is the impact of Quality of Education on the implementation of free primary education in Ruiru Division?
3. What is the impact of Lack of enough Trained Teachers on the implementation of free primary education in Ruiru Division?

4. What is the impact of Big Pupil-Teacher Ratio on the implementation of free primary education in Ruiru Division?
5. What is the impact of High poverty levels of Kenyans on the implementation of free primary education in Ruiru Division?

### **1.5. Scope of the study**

The study was conducted in Ruiru division Thika district; Thika district is located in central province in Kenya. The study investigated 'quality assurance and implementation of free Primary education'. The study took four months that is from December 2007 to April 2008.

## **1.6. Significance of the study**

This study will be of great importance both at the macro and micro level.

At the macro level, informed decisions in policy formulations and in the building of the institutions aimed improving free primary education might be made basing on the findings from research.

At the micro level, the local community leaders may adopt the recommendations put forth, and use the findings to address issues in the report.

The research will help researchers and academicians to increase on the available literature for further studies

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one

#### **2.1 Provision of Physical Facilities**

The massive increase in pupil numbers immediately created a problem of classroom space. Although the Ministry has embarked on a drive to build more schools, and provide instructional materials, this is still far inadequate for as the Ministry acknowledges. Makau, B. M, (1986) "The increase in the number of schools has not kept pace with the increase in the number of students" Ministry of Education, (1999)

#### **2.2 Quality of Education**

This is one area that is of concern to many in the country. There are fears that perhaps the massive numbers in schools without commensurate expansion in facilities, teachers, and teaching/learning materials may have compromised the quality of education. Although no thorough studies have been carried out, the Ministry of Education and Sports itself voices this concern when in its report says, "The quality of teaching has probably been affected by the adverse pupil-teacher ratio after the introduction of UPE" Kinyanjui K, (1974)

The other issue related to pupil-teacher ratio is the morale of the teachers. Prior to the introduction of Free Primary Education, most schools charged additional fees through the Parents Teachers

Associations. Some of this money was used to supplement teachers' salaries. This is no longer the practice and so teachers must rely on the extremely low salaries. This seems to have affected the morale of the teachers. The fear therefore is that UPE may have indeed compromised the quality of education in the country and this issue certainly requires further exploration. Kinyanjui K, (1974)

### **2.3 Provision for sufficient number of teachers**

As mentioned earlier, the increase in pupil numbers as a result of Free Primary Education has raised the challenge of the need for more teachers. Ishumi, A. (1994) Government has done some work in this regard and a number of teachers have been trained and upgraded, however, the teacher-pupil ratios are still poor. For example in 1996 the ratio was 1:37.62 and by 1999, this had declined to 1:63.63. Also, the number of untrained teachers is still high. For example, in 1989 only 52.2% of the teachers had been trained but by 2001 this had risen tremendously to 75%. In effect, 25% of the primary school teaching force are still untrained. This coupled with the poor teacher-pupil ratio certainly creates pressure on the school system. It is for this very reason that the Ministry of Education and Sports has acknowledged the role and place of distance education in meeting this gap. Heyneman, (1980)

### **2.4 Pupil-Teacher Ratio**

Normally, both teachers and the public believe that a low pupil-teacher ratio and teachers' high qualifications result in better performance in school. However, studies from other regions, Fuller, B. (1985) has indicated that "on the basis of available data no optimum class size can be scientifically established as a function of educational benefits." Government of Kenya. (1997) review, it was concluded that how a teacher organizes and motivates the class is more important than class size and that savings made from increased class size might be invested in teacher-

training or educational materials, which have been shown to have stronger effects on learners achievement. Available studies suggest that high or very low pupil: teacher ratio is one of the main reasons for the poor quality and low efficiency which characterize primary education in Africa. Many policy oriented interventions and research studies consider a 40:1 ratio reasonable in developing countries. World Bank-financed primary education projects are usually designed with an average pupil-teacher ratio of approximately (41:1). Sage (1995)

## **2.5 Economic levels of parents**

The rise in the level of poverty in Kenya (the 1997 Economic Survey indicates that 46.8% of Kenyans live below the poverty line) is one of the major factors which discourage parents from investing in their children's education. Parents, and by extension, many communities, are not in a position to meet the ever-increasing cost of schooling adequately. Further, as a result of the introduction of the cost-sharing policy in 1988, parents are expected to meet 95% of recurrent costs of their children's education. Since the level of poverty has also gone up in the country and the costs of education and training at all levels have continued to rise, many Kenyans are unable to meet the cost of education and can no longer have access to education Abagi, (1997); ministry of education (1996)

As the level of poverty rises, child labor has become crucial for family survival. Child labor is increasingly employed in domestic activities, agriculture, and petty trade in rural and urban Kenya. Poor households, and in some cases children themselves, have to carefully analyze the opportunity costs of education. As a result, parents have continued to send their children, particularly daughters, into the labor market—mainly as domestic workers in urban centres. Meanwhile, boys from the coastal region and in rich agricultural areas abandon school in order to

earn money as beach-boys and tea or coffee pickers, respectively. In a situation where parents and children have negative attitudes towards education or do not see its immediate benefits, the consequence is a high drop-out rate. Abagi, (1999)

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter explains the methods that the researcher used to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

#### **3.1 Research Design**

This study followed a descriptive research design because the researcher used one Division in the District as a case study. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data on the parenthood practices.

#### **3.2 Study Population**

The study was carried out in Ruiru Division in Thika District. The study involved students and teachers

#### **3.3 Sample Framework**

##### **3.3.1 Sample Size**

A total of 200 respondents were used from the total population of the schools selected for the study as illustrated by the table 3.1

**Table 3.1: Categories of Sample**

<b>Categories of Respondents</b>	<b>Sample</b>
Teachers	130
Students	70
<b>Total</b>	<b>200</b>



### **3.3.2 Sample Technique**

A total of 200 respondents were picked by using random sampling to participate in this study.

### **3.3.3 Sample Procedure**

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher was then given permission by the authority to access information from the school. The researcher approached the teachers she thought would be representative of the population by purposely selecting them. Since the pupils were many the researcher picked them randomly using simple random sampling.

## **3.4 Methods for Data Collection**

### **3.4.1 Instruments**

#### **Questionnaires**

These were used to collect information from the teachers since these respondents were literate and were able to understand the language used.

**Focus group discussions** were held by pupils.

### **3.4.2 Sources of Data**

This study used both primary and secondary data:

Primary data was collected using Questionnaires to the teachers and focus group discussions, which were held by students,

Secondary data was through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

## **3.5 Data Processing and Analysis**

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

## CHAPTER FOUR

### 4.0 DATA ANALYSIS

The chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on the factors affecting the implementation of free primary education in Ruiru division Thika district, Kenya.

#### 4.1 Profile of the respondents

One hundred thirty questionnaires 130 were distributed to the teachers and 120 were filled and returned .This therefore represents 92% of the total number of questionnaires that were distributed.

##### 4.1.1: Gender

**Table 1: Gender of the respondents**

<b>Respondents gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	70	58
Female	50	42
<b>Total</b>	<b>120</b>	<b>100</b>

According to the table of the 120 randomly selected teachers 70 (58%) were male and 50 (42%) were female.

#### 4.1.2: Age

**Table 2: shows the age of the respondents**

Age	Frequency	Percentage
19-24 yrs	40	33
25-30 yrs	45	36
31 and above	35	31
Total	<b>120</b>	<b>100</b>

According to the table the age category of the respondents was divided in three groups that is 19-24 years were 40 which was (33%), 25-30 were 45 (36%) and 31 and above were 35 representing (31%) of the respondents.

#### 4.1.3: Academic level

**Table 3: shows the academic level of the respondents**

Academic level	Frequency	Percentage
Certificate	30	25
Diploma	50	42
Degree	40	33
Total	<b>120</b>	<b>100</b>

The table indicates that 30 (25%) of the respondents had certificates, 50 (42%) had diplomas and 40 (33%) had degrees.

Focus group discussions were used to extract data from the pupils. 70 pupils were included in the discussion of which 40 were boys and 30 girls.

#### 4.2 Provision of Physical Facilities

**Table 4: provision of facilities for implementation of free primary education.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	35	30
Agree	30	25
Strongly disagree	25	20
Disagree	30	25
<b>Total</b>	<b>120</b>	<b>100</b>

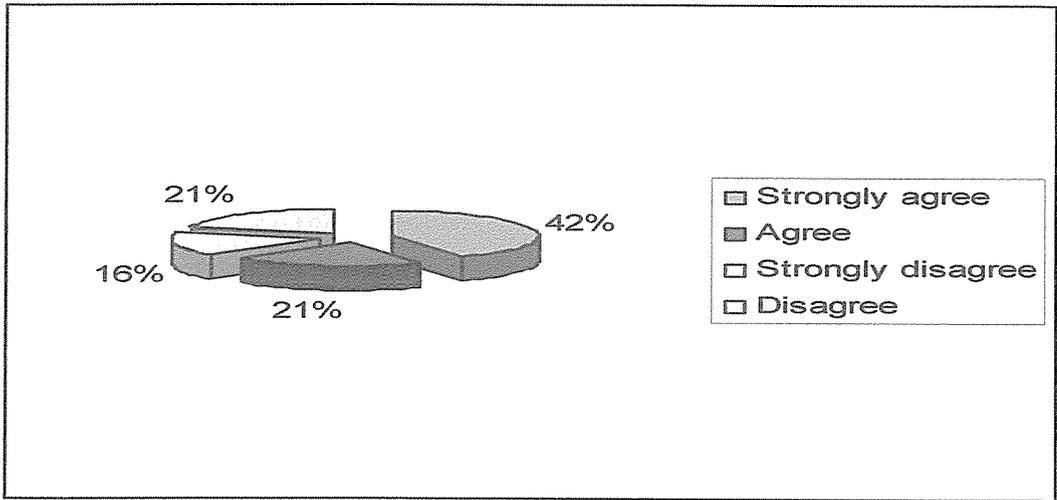
The table shows that 35 (30%) of the respondents strongly agreed that the implementation of free primary education is hindered by poor physical facilities, 30 (25%) agreed while 25 (20%) strongly disagreed and 35 (25%) disagreed

*“.....the desks in our class are not enough because we too many. Sometimes I have to sit on the floor and write on my laps.....”*(Pupil FGD participant)

**Table 5: library and laboratories not enough**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	50	42
Agree	25	21
Strongly disagree	20	16
Disagree	25	21
<b>Total</b>	<b>120</b>	<b>100</b>

**Chart 1: library and laboratories not enough.**



According to the table and chart 50 (42%) of the respondents strongly agreed that physical factors like library and laboratories are not enough for the big numbers of pupils in free primary education, 25 (21%) agreed while 20 (16%) strongly disagreed and 25 (21%) disagreed.

*“.....our library was changed to a classroom and the books were packed in cartons therefore we do not have a library.....”* ( Pupil FGD participant)

**Table 6: Physical facilities do not meet the needs of disabled children in free primary education**

Response	Frequency	Percentage
Strongly agree	30	25
Agree	30	25
Strongly disagree	25	21
Disagree	35	29
<b>Total</b>	<b>120</b>	<b>100</b>

According to the table 30 (25%) of the respondents strongly agreed that Physical facilities do not meet the needs of disabled children in free primary education, 30 (25%) agreed while 25 (21%) strongly disagreed and 35 (29%) disagreed.

*“.....the teacher does not give me my work and does not love me like the rest of the pupils.....”*(Mentally challenged pupil)

**Table 7: Toilets are not conducive for the pupils in free primary education**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	20	16
Agree	30	25
Strongly disagree	35	29
Disagree	35	29
<b>Total</b>	<b>120</b>	<b>100</b>

The table shows that 20 (16%) of the respondents strongly agreed that the toilets are not conducive for the pupils in free primary education, 30 (25%) agreed while 35 (29%) strongly disagreed and 35 (29%) disagreed.

*“.....the toilets in our school do not have doors and therefore we have to ask our fellow friends to stand in the door and cover us as we help ourselves.....”*(pupil FGD participant)

**Table 8: Teachers do not teach well because of poor physical facilities**

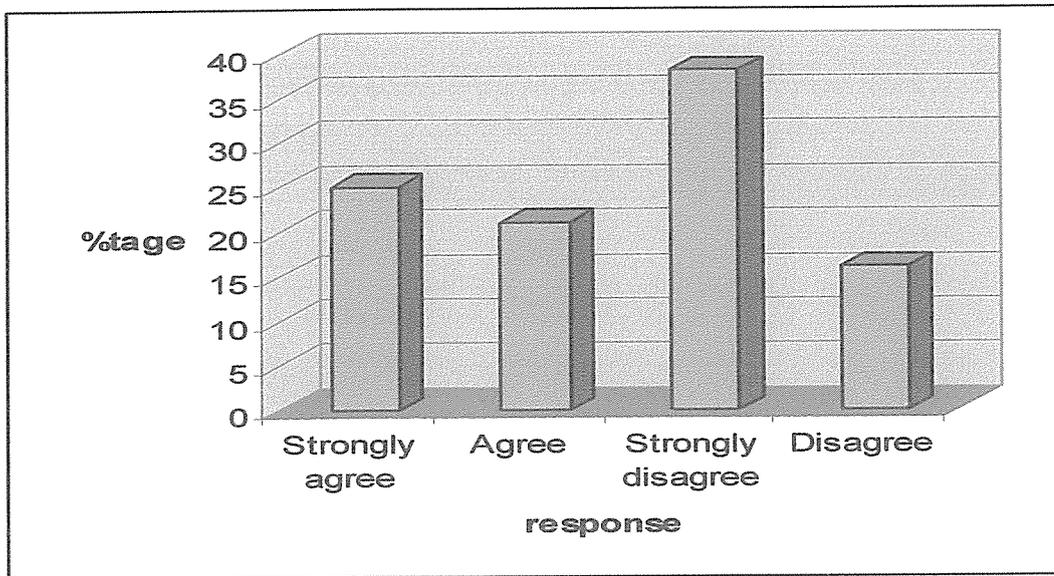
<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	40	33
Agree	45	38
Strongly disagree	20	16
Disagree	15	13
<b>Total</b>	<b>120</b>	<b>100</b>

The table shows that 40 (33%) of the respondents strongly agreed that teachers do not teach well because of poor physical facilities, 45 (38%) agreed while 20 (16%) strongly disagreed and 15 (13%) disagreed.

**Table 9: Because of lack of enough physical facilities pupils study under trees**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	30	25
Agree	25	21
Strongly disagree	45	38
Disagree	20	16
<b>Total</b>	<b>120</b>	<b>100</b>

**Chart 2: Because of lack of enough physical facilities pupils study under trees**



The table and chart shows that 30 (25%) of the respondents strongly agreed that lack of enough physical facilities pupils study under tree, 25 (21%) agreed while 45 (38%) strongly disagreed and 20 (16%) disagreed.

### 4.3 Quality of education

**Table 10: Due to lack of enough materials the quality of education is affected**

Response	Frequency	Percentage
Strongly agree	60	50
Agree	20	17
Strongly disagree	10	8
Disagree	30	25
<b>Total</b>	<b>120</b>	<b>100</b>

The table shows that 60 (50%) of the respondents strongly agreed that due to lack of enough materials the quality of education is affected and this affects the implementation of free primary education, 20 (17%) agreed while 10 (8%) strongly disagreed and 30 (25%) disagreed

*“.....we have to share the mathematics text books with other four which makes it difficult to do my home work.....”* Pupil FGD participant)

**Table 11: The number of pupils is high and this affects the quality of education**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	70	58
Agree	30	25
Strongly disagree	10	8
Disagree	10	8
<b>Total</b>	<b>120</b>	<b>100</b>

Table 11 shows that 70 (58%) of the respondents strongly agreed that the number of pupils is high and this affects the quality of education and this affects the implementation of free primary education, 30 (25%) agreed while 10 (8%) strongly disagreed and 10 (8%) disagreed

**Table 12: Teachers not enough and therefore hinders the quality of education**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	40	33
Agree	30	25
Strongly disagree	10	8
Disagree	40	33
<b>Total</b>	<b>120</b>	<b>100</b>

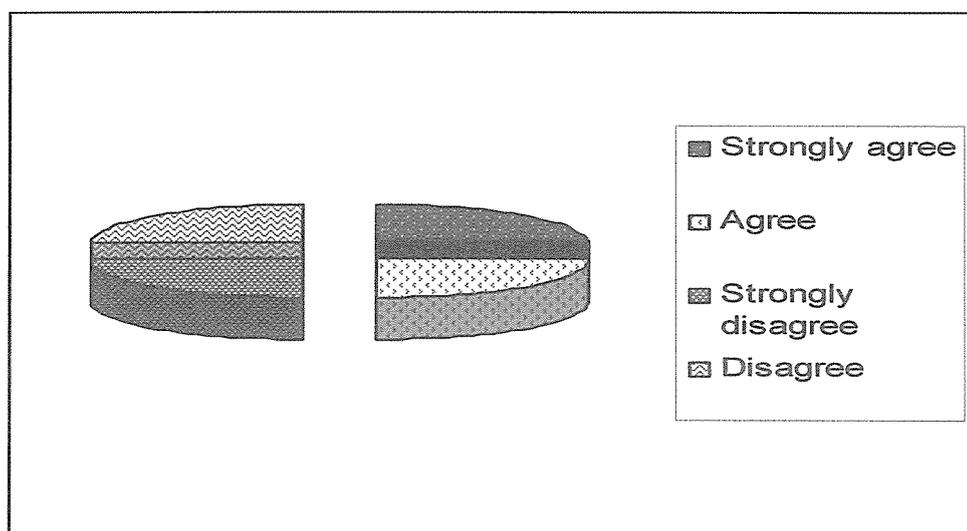
The table indicates that 40 (33%) of the respondents strongly agreed that Teachers are not enough which is a hindrance to quality education and hence affects the implementation of free primary education, 30 (25%) agreed while 10 (8%) strongly disagreed and 40 (33%) disagreed

#### 4.4 Provision for sufficient number of teachers

**Table 13: Implementation of FPE is faced with a problem of enough trained teachers**

Response	Frequency	Percentage
Strongly agree	30	25
Agree	30	25
Strongly disagree	30	25
Disagree	30	25
<b>Total</b>	<b>120</b>	<b>100</b>

**Chart 3: Implementation of FPE is faced with a problem of enough trained teachers**



According to the table and chart 30 (33%) of the respondents strongly agreed that the implementation of free primary education is faced with a problem of enough trained teachers, 30 (33%) agreed while 30 (33%) strongly disagreed and 30 (33%) disagreed

**Table 14: Because of the growing number of pupils untrained teachers are teaching**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	30	25
Agree	35	29
Strongly disagree	20	17
Disagree	35	29
<b>Total</b>	<b>120</b>	<b>100</b>

According to the table 30 (25%) of the respondents strongly agreed that because of the growing number of pupils untrained teachers are teaching which hinders the implementation of free primary education, 35 (29%) agreed while 20 (17%) strongly disagreed and 35 (29%) disagreed

**Table 15: Untrained teachers do not understand the needs of pupils**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	40	33
Agree	30	25
Strongly disagree	25	21
Disagree	25	21
<b>Total</b>	<b>120</b>	<b>100</b>

Table 15 shows that 40 (33%) of the respondents strongly agreed that untrained teachers do not understand the needs of pupils and this hinders the implementation of free primary education, 30 (25%) agreed while 25 (21%) strongly disagreed and 25 (21%) disagreed

**Table 16: Because of untrained teachers the quality of education is affected**

Response	Frequency	Percentage
Strongly agree	35	29
Agree	25	21
Strongly disagree	30	25
Disagree	30	25
Total	120	100

The table shows that 35 (29%) of the respondents strongly agreed that Because of untrained teachers the quality of education is affected and therefore parents do not trust it which is a hindrance, 25(21%) agreed while 30 (25%) strongly disagreed and 30 (25%) disagreed

According to pupils if teachers are not trained then they teach what the children do not understand and this means the quality of education is affected.

**Table 17: Teachers are paid low salaries since the money has to cater for Free Primary Education**

Response	Frequency	Percentage
Strongly agree	20	17
Agree	40	33
Strongly disagree	30	25
Disagree	30	25
Total	120	100

20 (17%) of the respondents strongly agreed that teachers are paid low salaries since the money has to cater for free primary education which is a hindrance to free primary education, 40 (33%) agreed while 30 (25%) strongly disagreed and 30 (25%) disagreed

#### 4.5 Pupil-Teacher Ratio

**Table 18: The number of pupils is high and the teachers cannot manage the classes**

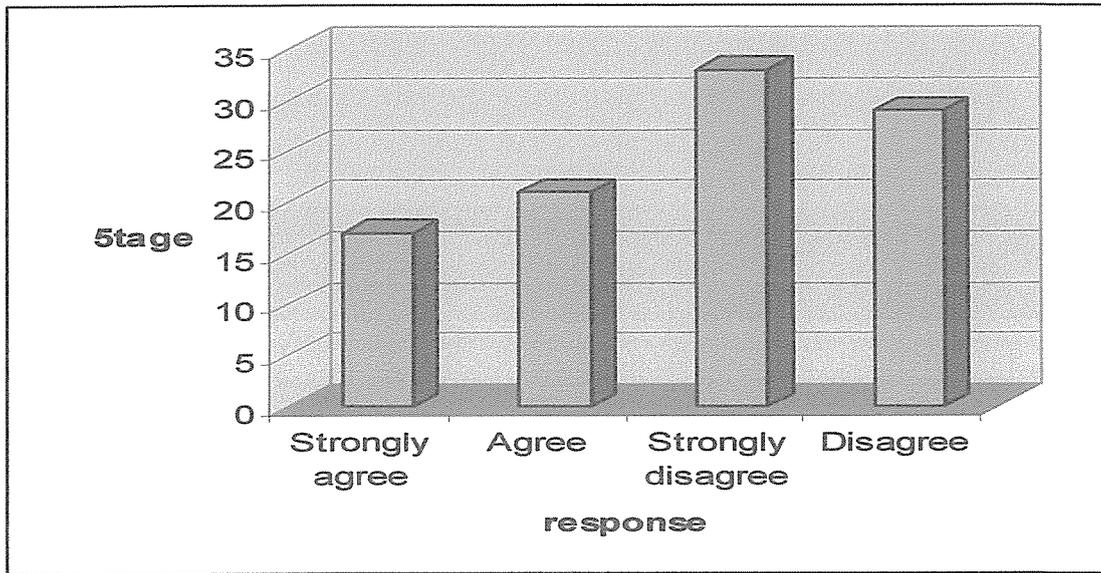
<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	40	33
Agree	30	25
Strongly disagree	20	17
Disagree	30	25
<b>Total</b>	<b>120</b>	<b>100</b>

According to the table 40 (33%) of the respondents strongly agreed that the number of pupils is high and the teachers cannot manage the classes and hence affects the implementation of free primary education, 30 (25%) agreed while 20 (17%) strongly disagreed and 30 (25%) disagreed

**Table 19: Classes are large and pupil do not understand**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	20	17
Agree	25	21
Strongly disagree	40	33
Disagree	35	29
<b>Total</b>	<b>120</b>	<b>100</b>

**Chart 4: Classes are large and pupil do not understand**



The table and chart shows that 20 (17%) of the respondents strongly agreed that the classes are large which means pupils do not understand what is being taught and this hinders the implementation of free primary education, 25 (21%) agreed while 40 (33%) strongly disagreed and 35 (29%) disagreed

**Table 20: Because of large classes the need of pupils especially the disabled are not catered for**

Response	Frequency	Percentage
Strongly agree	30	25
Agree	20	17
Strongly disagree	35	29
Disagree	35	29
<b>Total</b>	<b>120</b>	<b>100</b>

30 (25%) of the respondents strongly agreed that because of large classes the needs of pupils especially the disabled are not catered for which

hinders the implementation of free primary education, 20 (17%) agreed while 35 (29%) strongly disagreed and 35 (29%) disagreed

#### 4.6 Economic level of parents

**Table 21: Because of poverty children have to work instead of going to school**

Response	Frequency	Percentage
Strongly agree	50	42
Agree	25	21
Strongly disagree	20	16
Disagree	25	21
<b>Total</b>	<b>120</b>	<b>100</b>

The table shows that 50 (42%) of the respondents strongly agreed that because of poverty children have to work instead of going to school which hinders the implementation of free primary education, 25 (21%) agreed while 20 (16%) strongly disagreed and 25 (21%) disagreed

*“.....my sister could not come to the school because she has to go to the farm and pick coffee and take it to the market to sell them.....”*(Pupil FGD participant)

**Table 22: Parents do not want to spend money to school for their children because of poverty**

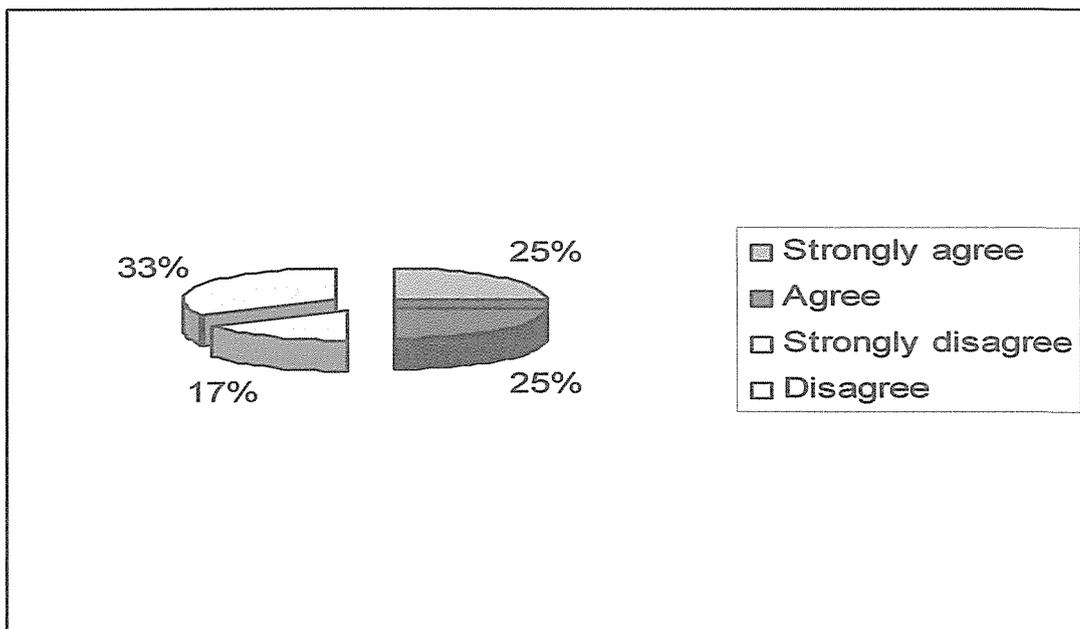
Response	Frequency	Percentage
Strongly agree	50	42
Agree	30	25
Strongly disagree	35	29
Disagree	5	4
<b>Total</b>	<b>120</b>	<b>100</b>

50 (42%) of the respondents strongly agreed that parents do not want to spend money for school on their children because of poverty, 30 (25%) agreed while 35 (29%) strongly disagreed and 5 (4%) disagreed

**Table 23: Because of poverty schools and parents cannot afford to buy school materials**

Response	Frequency	Percentage
Strongly agree	30	25
Agree	30	25
Strongly disagree	20	17
Disagree	40	33
<b>Total</b>	<b>120</b>	<b>100</b>

**Chart 5: Because of poverty schools and parents cannot afford to buy school materials**



The chart and table shows that 30 (25%) strongly agreed that because of poverty schools and parents cannot afford to buy school materials, 30 (25%) agreed while 20 (17%) strongly disagreed and 40 (33%) disagreed

**Table 24: Parents cannot afford to pack for their children food as they go to school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	70	58
Agree	30	25
Strongly disagree	5	4
Disagree	15	13
<b>Total</b>	<b>120</b>	<b>100</b>

According to the table 70(58%) of the respondents strongly agreed that Parents cannot afford to pack for their children food as they go to school, 30 (25%) agreed while 5 (4%) strongly disagreed and 15 (13%) disagreed.

**Table 25: Because of poverty the school cannot afford to build more classes**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	35	29
Agree	25	21
Strongly disagree	30	25
Disagree	30	25
<b>Total</b>	<b>120</b>	<b>100</b>

35 (29%) of the respondents strongly agreed that because of poverty the schools cannot afford to build more classes and also hire trained teachers which is a hindrance to education, 25 (21%) agreed while 30 (25%) strongly disagreed and 30 (25%) disagreed

## CHAPTER FIVE

### 5.1 Summary of Findings and their Relevance

This section summarizes the factors affecting the implementation of free primary education in Ruiru division Thika district, Kenya

#### 5.1.1 Summary of findings on provision of Physical Facilities as a hindrance to the implementation of free primary education.

The findings revealed that the 30% of the respondents strongly agreed that schools have poor facilities and this is a hindrance to the implementation of free primary education while 25% agreed.

It was also revealed that disabled children suffer the most because they are not catered for in free primary education.

It was found out that the toilets are not conducive for the pupils due to the large numbers and this hinders the achievement of free primary education. According to Ministry of Education, (1999 “The increase in the number of schools has not kept pace with the increase in the number of students”

Pupils revealed in focus group discussions that the number of pupils is high and yet the physical facilities are poorly constructed for example they mentioned that they had only one toilet which was not enough for the pupils and this makes it difficult for them to cope especially the girls. According to the pupils in some schools they did not have a school library while those that had had a small library which could not accommodate all the pupils and 50% of the respondents agreed to this.

The pupils also revealed that they had disabled children and the physical facilities did not favor them especially the physically disabled and mentally challenged children. According to the study 30% agreed to that,.

The pupils revealed that their teachers are not comfortable as they teach because of the poor infrastructure. And sometimes miss lessons which is a hindrance to the implementation of free primary education. In some schools it was revealed that the classes were not enough and therefore pupils had to study under trees which means that few will understand what they are being taught and hence a hindrance to free primary education

#### **5.1.2 Summary of findings on the quality of education and the implementation of free primary education.**

It was also revealed that primary schools lack enough trained teachers (33%), lack of enough materials (50%) and the teacher pupil ratio is high (58%) which means that the pupils do not understand what they teach them and the teachers also find it hard to teach the large classes which means the quality of education is affected which is a hindrance to the implementation of free primary education. The Ministry of Education and Sports itself voices this concern when in its report says, "The quality of teaching has probably been affected by the adverse pupil-teacher ratio after the introduction of FPE" Kinyanjui K, (1974)

The pupils revealed that since they do not have learning materials they do not understand what they are taught and this means that the quality of education is affected. According to them the number of pupils is high which means they do not sometimes hear what the teacher is teaching especially those who sit behind.

### **5.1.3 Summary of findings on provision for sufficient number of teachers and the implementation of free primary education.**

The study revealed that schools lack teachers who are trained and this is a disadvantage to the education system and (25%) agreed to it. The study revealed that teachers are paid low salaries and are therefore not motivated to teach their best with the large number of pupils. The increase in pupil numbers as a result of Free Primary Education has raised the challenge of the need for more teachers. Ishumi, A. (1994)

According to the pupils for one to be a good teacher he/she had to be trained.

### **5.1.4 Summary of findings on Pupil-Teacher Ratio and the implementation of free primary education.**

33% of the respondents revealed that the number of pupils is high compared to the number of teachers. Because of this pupils do not understand what they are taught and the teachers also find it difficult to handle the large numbers of pupils. The findings agree with other authors that high or very low pupil: teacher ratio is one of the main reasons for the poor quality and low efficiency which characterize primary education in Africa. Many policy oriented interventions and research studies consider a 40:1 ratio reasonable in developing countries. World Bank-financed primary education projects are usually designed with an average pupil-teacher ratio of approximately (41:1).

According to the pupils the classes are too big for the teachers therefore the pupils also do not understand what the teachers teach because sometimes the class is too noisy. The pupils revealed that teachers fail to

control the classes because they are large which leaves the teacher exhausted and stressed.

#### **5.1.5 Summary of findings on Economic levels of Kenyans and the implementation of free primary education.**

According to the study poverty is a hindrance to the implementation of free primary education because 42% of the respondents agreed that parents lack the funds to cater for their children by providing the necessary learning materials and treating their children when they fall sick. Another 42% Agreed that pupils have to go and work instead of going to school due to Poverty. According to the 1997 Economic Survey the rise in the level of poverty in Kenya indicates that 46.8% of Kenyans live below the poverty line) is one of the major factors which discourage parents from investing in their children's education. Parents, and by extension, many communities, are not in a position to meet the ever-increasing cost of schooling adequately.

The pupils revealed that even though education was free parents could not send their children to school because they had to go and sell produces to keep the family going.

Because of poverty parents do not want to spend any cent on their children's schooling because they have to buy food at home.

School materials are not enough and yet parents and schools cannot afford to buy them because they do not have enough funds and this hinders the implementation of free primary education.

According to the pupils most children go to school hungry and therefore do not concentrate in class

## **Conclusions**

Basing on the case study of Ruiru division it can be seen that poor physical facilities in primary schools hinder the implementation of free primary education.

The quality of education is faced by lack of trained teachers. The study found out that the teacher pupil ratio is high which means that the classes are difficult to handle.

While many initiatives have been directed towards sustainable poverty reduction, many household incomes in Ruiru division, Kenya are still low. Such economic factors imply that the needs of children in schools are sometimes not met because education may compete with other household needs like food. Poverty levels are still high hence economic factors affect the implementation of free primary education.

## **5.2 Recommendations**

From the ongoing discussion, the following are the recommendations that were made to help on the challenges of free primary education.

There should be empowerment of education committees at the village level so that there is efficient monitoring of the implementation of the free primary education. Since district education officers are poorly facilitated they cannot follow up on the implementation at the lower levels. And, in order to allow for effective implementation of policies at all levels, all stakeholders should endeavor to raise awareness about the different policies that exist and how they should be implemented.

In addition, free primary education funds should be utilized to benefit Children as well through increasing teachers, equipping resource rooms, libraries and buying instructional mechanisms to enable for the proper implementation of free primary education.

Finally the parents should be sensitized on the importance of education so that they take their children to benefit from free primary education.

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**APPENDICES**

**APPENDIX A: TRANSMITTAL LETTER**

**TRANSMITTAL LETTER FOR THE HEAD TEACHER**

MAY, 1<sup>ST</sup> 2008

Dear Sir/Madam,

I am a graduating student at Kampala international university pursuing a bachelor in education. I here by write to request you to allow me carry out research in your institution. I am conducting a study on The factors affecting the implementation of free primary education

I would be grateful for your permission and assistance in conducting the study.

Respectively yours,

.....

**JANE NYAMAGU KAMAU**

Noted by:

.....

**MR. GEOFFREY KASOZI**

Assistant Director, Academics, ICDS

## APPENDIX B: Questionnaire to the teachers

Dear respondent the purpose of the study is to investigate the factors affecting the implementation of free primary education in Ruiru division Thika district, Kenya and you have been chosen to participate in the study. You are requested to tick where appropriately and fill in the gaps. I would like to bring to your attention that the information will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper

### Personal information

#### Age

19-24yrs

25-30yrs

31 and above

#### Sex

Female  Male

### Educational level

Certificate

College

University

### Provision of Physical Facilities

1. The implementation of free primary education is hindered by poor physical facilities

Strongly agree [ ]

Agree [ ]

Strongly disagree [ ]

Disagree [ ]

2. physical facilities like library and laboratories are not enough for the big numbers of pupils in free primary education

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

3. Physical facilities do not meet the needs of disabled children in free primary education

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

4. The toilets are not conducive for the pupils in free primary education

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

5. The teachers do not teach well because of poor physical facilities.

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

6. Because of lack of enough physical facilities pupils study under trees.

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

### **Quality of Education**

7. Due to lack of enough materials the quality of education is affected and this affects the implementation of free primary education

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

8. The number of pupils is high and this affects the quality of education and this affects the implementation of free primary education.

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

9. Teachers are not enough which is a hindrance to quality education and hence affects the implementation of free primary education.

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

**Provision for sufficient number of teachers**

10. The implementation of free primary education is faced with a problem of enough trained teachers.

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

11. Because of the growing number of pupils untrained teachers are teaching which hinders the implementation of free primary education.

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

12. Untrained teachers do not understand the needs of pupils and this hinders the implementation of free primary education

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

13. Because of untrained teachers the quality of education is affected and therefore parents do not trust it which is a hindrance.

Strongly agree [ ]                      Agree [ ]  
Strongly disagree [ ]                      Disagree [ ]

14. Teachers are paid low salaries since the money has to cater for free primary education which is a hindrance to free primary education.

Strongly agree [ ]

Agree [ ]

Strongly disagree [ ]

Disagree [ ]

### **Pupil-Teacher Ratio**

15. The number of pupils is high and the teachers cannot manage the classes and hence affects the implementation of free primary education.

Strongly agree [ ]

Agree [ ]

Strongly disagree [ ]

Disagree [ ]

16. The classes are large which means pupils do not understand what is being taught and this hinders the implementation of free primary education.

Strongly agree [ ]

Agree [ ]

Strongly disagree [ ]

Disagree [ ]

17. Because of large classes the needs of pupils especially the disabled are not catered for which hinders the implementation of free primary education.

Strongly agree [ ]

Agree [ ]

Strongly disagree [ ]

Disagree [ ]

### **Economic level of parents**

18. Because of poverty children have to work instead of going to school which hinders the implementation of free primary education.

Strongly agree [ ]

Agree [ ]

Strongly disagree [ ]

Disagree [ ]

## APPENDIX E: BUDGET OF THE STUDY

Item	Amount (U.shs)
Stationery – Papers - Pens	50,000/=
Transport Phone calls	100,000/= 100,000
Internet Usage	30,000/=
Typing and printing	50,000/=
Miscellaneous	200,000/=
<b>Total</b>	<b>530,000/=</b>

