

**CHALLENGES TO EFFECTIVE IMPLEMENTATION OF FREE PRIMARY
EDUCATION IN SELECTED SCHOOLS OF CENTRAL DIVISION,
GARISSA DISTRICT, KENYA.**


**BY
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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
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DECLARATION

I hereby declare that this work is a result of my own effort and has never been submitted for any award in any other university or institution of higher learning.


Sign 

Zeinab Abdi Digale

Date 27/8/09

APPROVAL

This research study has been under my supervision as the University assigned supervisor.

Sign 

Ssekajugo Derrick

Date 27/08/09

ACKNOWLEDGEMENT

Am greatly indebted to my supervisor Mr. Ssekajugo Derrick who has labored at all times to offer advice in all corners and at all costs to see to it that I do accomplish this research study. On the same note, I am greatly indebted to my family relatives and some of these need special consideration; my mother Salima Sheikh, my father Abdi Digale, my sisters Rahma and Sahara and to my brother Mohamed Abdi Digale

I owe my appreciation to all those who have been instrumental to this particular study. May God bless you all.

DEDICATION

This entire research study is dedicated to my family, parents and relatives.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
ACKNOWLEDGEMENT	iii
DEDICATION	Error! Bookmark not defined.
TABLE OF CONTENTS	1
LIST OF TABLES.....	3
ABSTRACT	4
CHAPTER ONE.....	5
INTRODUCTION	5
1.0 Background to the study	5
1.1 Statement of the Problem	6
1.2 Theoretical perspective of the study	6
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Significance of the study	8
CHAPTER TWO.....	9
LITERATURE REVIEW	9
2.0 Introduction	9
2.1 Definitive review of Universal Primary Education	9
2.2 Universal Primary Education	9
2.3 Challenges of universal primary education	10
2.3.1 Cultural Practices	10
2.3.2 Dull Curriculum	10
2.3.3 Financial Difficulties	12
2.3.4 Uncongenial Home Environment	13
2.3.5 Providing Physical Facilities	14
2.3.6 Inadequate trained teachers	15

2.4Conceptual Framework	16
CHAPTER THREE	17
METHODOLOGY	17
3.0Introduction	17
3.1Research Design	17
3.2Research environment / area of study	17
3.3Sample Selection and Size	17
3.4Data presentation and analysis	19
3.5Qualitative analysis	19
3.6Data collection tools	19
3.7Ethical considerations.....	Error! Bookmark not defined.
CHAPTER FOUR	21
DATA PRESENTANTION, ANALYSIS AND INTERPRETATION.....	21
CHAPTER FIVE	32
CONCLUSIONS AND RECOMMENDATIONS	32
5.0 Conclusions	32
5.1Recommendations	33
5.2Areas for further research.....	Error! Bookmark not defined.
REFERENCES	34
APPENDICES	35
QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS	35
WORK PLAN FOR THE RESEARCH STUDY.....	Error! Bookmark not defined.

LIST OF TABLES

Table 1: Profile of the respondents	22
Table 2: Dull curriculum a challenge to Universal Primary Education	23
Table 3: Inadequate Physical Facilities in schools as a challenge to UPE.....	24
Table 4: Over crowding in schools due to high population figures	25
Table 5: Less government Monitoring and Supervision of schools as a challenge to UPE.....	26
Table 6: Corruption and mismanagement of funds by officials as an.....	27
Table 7: Uncongenial Home Environment as a challenge to Universal.....	28
Table 8: Cultural Practices and Traditions as an impediment to the	29
Table 9 : Insecurity within the region as hindrance to the progress of Universal Primary Education.....	30

ABSTRACT

This study was carried out in Central division, Garissa district Kenya with an intention to determine and identify the outstanding challenges of Universal Primary Education in Kenya, while reflecting some selected government aided primary schools in Central division.

On this note, all other authors' works similar to this particular study were revisited and this formed the basis of the researcher's review of related literature. A descriptive survey design was employed since the whole study was about explaining a scenario / an event or occurrence. In the process of data collection, questionnaires and interview guides were employed after which data was analyzed and presented in percentages and frequency distribution tables. The findings from the study revealed that among the outstanding challenges to Universal Primary Education included; uncongenial home environment, dull curriculum, inadequate trained teachers, over population, financial resource mismanagement, poor government monitoring and supervision, limited number of schools, cultural practices, lingering insecurity and inadequate physical facilities.

It was recommended in this study that government funding and monitoring of Universal Primary Education in the area of study be revisited and the need for curriculum review to suite both the interests of the government and those of the learners.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Kenya was one of the first countries to borrow from the World Bank for education in 1967. At that time, primary education was relatively high for the region. By 1986, after succeeding years of government mismanagement and civil strife, infrastructure had been depleted, administrative and management systems were inoperative and schools functioned only through the efforts of parents and communities. The majority of teachers were untrained, instructional materials scarce, and absenteeism high.

When the President Moi's government came to power, education was in a state of disastrousness. Coupled with a lot of problems, which ranged from political, social and economic, it had to address the issue of education as manifested in the Millennium Development goals. Following the presidential declaration to provide Universal Primary Education (UPE) commonly known as inclusive education, Kenya started implementing its UPE program and it became one of the first African countries to realize significant gains in achieving Education For All (EFA). The principle components of UPE policy were the elimination of tuition and Parent Teachers Association fees for the vast majority of pupils. The consequences of this policy were the unexpected massive increase in enrollments. Since the landmark declaration, enrolments in primary education have jumped from 3.7million to almost 7.3 million in and by the year 2006, enrollments were estimated to be around 8.2 million. By the year 2010, it expected that enrollment would have doubled the 2006 figures. Enrolment of children from the lowest income quintiles had increased from 50 percent to 83.7 percent by 2006 and this has been estimated to be growing year by year. Important to note however, is the fact that despite the sudden and dramatic expansion of enrolment rates, there has been a tremendous strain that has been put on the entire economy's education system most especially on the quality of education. Though the Kenyan constitution provides for the right to basic education for every Kenyan, the increasing enrolments and access to basic education would require an increment in the government supply of resources to the education sector – but this has been in vain. The earlier UPE policy of enrolling four children from each family had to be born into education for all children in families. The high enrolment rates arising from

the introduction of UPE necessitated the opening of more schools, construction of more classrooms, training and recruitment of more teachers, and provision of more instructional materials. Given the fact that Kenya is a developing country with limited capital stock, several problems have kept on emerging and these suggest the existing inefficiencies in Inclusive education within the country.

1.1 Statement of the Problem

It is argued that Primary education is not concerned with any classes or groups but has to deal with the entire population of the country. It touches life at every point and it has to do most with the formation of national ideology and character than any single activity – social, political or educational. Those who are concerned with the great work of primary education should visualize its problems and objectives not in the context of the dark buildings, but against the background of its ultimate ends and purposes.

Within Kenya, variations in primary education are quite fascinating. In terms of quality, at one end of the spectrum are key primary schools whose successful experiences have been publicized, while at the other end of the spectrum are primary schools with quite poor conditions, no enough desks and chairs, no school facilities for classes to proceed well as expected and the staff is poorly trained. Unfortunately, the majority of rural primary schools are at the latter end of the spectrum (Sodhi T. 1998).

This research study was thus geared towards an establishment of the major challenges of Universal Primary education in Kenya.

1.2 Theoretical perspective of the study

This research study was entirely based on the ideas of Plato – one of the great propounders of concepts and ideas in education. For specificity of the study, which focuses on Universalization of education, Mahatma Gandhi's theory was based on. In his theory: "Education For Life and Through Life", Gandhi argues that literacy should never be the end of education nor even the beginning. It is only one of the means whereby man and woman can be educated. He adds that, true Education is that which draws out and stimulates the intellectual faculties of the children. He attached greater importance to the personality of the educand than to the tools and the subjects. He believed that a sound

education should make useful citizens whole men and women – of boys and girls and this requires education to be free and compulsory Universal Primary Education.

Source: Venkateswaran (1997)

1.3 Objectives of the Study

1.3.1 General Objective:

1. The study was intended to determine and identify the outstanding challenges to the implementation of Universal Primary Education in Kenya, while reflecting some selected government aided primary schools Central division, Garissa district as an illustrative example.

1.3.2 Specific Objectives

The study was meant to determine:

1. The profile of respondents as to:
Age
Sex
Marital status and
Level of Education
2. The Challenges of Universal Primary education in Kenya with particular focus on central division, Garissa district, Kenya.
3. The probable remedies to the outstanding challenges of universal Primary education in the area of study.

1.4 Research Questions

1. What is the profile of the respondents as to age, sex, marital status and level of education in central division ?
2. What are the outstanding challenges to Universal Primary Education in central division, Garissa district Kenya?
3. What are the possible remedies to address the challenges of Universal Primary education in the area of study?

1.5 Significance of the study

The researcher is quite hopeful that the study will help to awaken both the top and lower educational administrators of the need to have effective monitoring and supervision of the various activities that are being done under the UPE program. This may include ensuring that funds are properly allocated to the set forward targets and having an effective monitoring of teacher's activities.

The researcher is of a view that the significance of this study lays its reliability and dependability – in that other scholars and or researchers can use the information gathered in their own studies or for the purpose of improving this research study in the course of time. The outcomes of the study can also be used to advance suggestions, ideas and solutions to the problems encountered in the struggle to achieve effectiveness in UPE.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed the related literature, theories, laws, and concepts by giving a discussion of other author's work in line with the challenges to the implementation of UPE in Kenya.

2.1 Definitive review of Universal Primary Education

Education was and is meant to refer to as a process of bringing about changes in the mind of the educand. Alternatively, education is a process of changing the attitudes and behaviors of the learner

2.2 Universal Primary Education

In the words of Gandhiji as cited in Venkateswaran (1997: 87), "A sound education should make useful citizens whole men and women – of boys and girls and it requires education to be free and compulsory Universal Primary education". He thus affirms with great thinkers like Plato when he came to a contention, "Education for life and through life" meaning that education goes on through out a person's life and that it should be free for all boys and girls of primary school - going age, thus giving rise to Universal Primary Education.

2.3Challenges of universal primary education

2.3.1Cultural Practices

Chaube (1998), argues that although every nation or society world over –observes its traditions and practices, in most developing countries due to ignorance, traditions and practices rule the lives of most people. Among such traditions and practices are some like religious fanaticism and caste discrimination. These have proved obstructive in the expansion and development of education most especially at lower levels of primary. Compared to the Kenyan situation where girls in the countryside are being denied a chance of attending school due to cultural attachments, UPE with its customs of education for boys and girls still faces a challenge. Despite the on going struggle of the Kenyan government where by it is sensitizing the public of the goodness of sending children to school to acquire basic knowledge, much is still wanting. This inspires the researcher to go ahead and establish such challenges of UPE that can help the government improve on its operation.

2.3.2Dull Curriculum

According to Ministry of Finance Planning and Economic Development (MFPED) report 2005. Many primary schools within the country had not been converted into basic schools and therefore, their curriculum was one sided and still devoid of interest. Children of tender age could neither find it interesting nor attractive. On the contrary, the curriculum seemed burden sum. This could possibly have been the root cause of their dropping out.

In the words of Gandhi: "True education is that which draws out and stimulates the intellectual and physical faculties of the learner" (Venkateswaran1997: 86).

Sutherland (1999), argues that what schools teach depends on what educators see as the desired result of education, but not all educators have the same opinions. The child centered educator will want children and their abilities to have a large share in deciding the curriculum while the collective educator will want to make sure that children learn the skills and the ways of behaving which are necessary to the life of the collective. She adds that one of the most frequently posed complaints in the history of education in developing countries is that the current curriculum is wrong, it does not prepare the younger generation suitably for life in today's society.

Dewey contends: "We violate the child's nature and render difficult the best ethical results by introducing the child too abruptly to a number of special studies, of reading writing and geography" .It is that with the current subject centered curriculum, teachers focus their efforts and attention on making students learn the topics in the subject and courses of study according to a fixed syllabus in a rigid, set pattern to enable them to pass a set of examinations.

The present needs of the child are hardly kept in mind and at some other times children loose interest in what is being taught. As cited in Venkateswaran S. (1997:135),

2.3.3 Financial Difficulties

Higgins (1968), argues that financial difficulties and hence poverty in developing countries have been a major barrier to effective undertaking of the major government-financed programs. He adds that in most developing countries, there are many families whose members despite full day's hard labor do not find it possible to make two ends meet. Children of tender age in such families have to work for their living. These coupled with little government financing of the education sector makes many families unable to meet the requirements for their children's education. In the Ugandan situation for example, it was noted that some parents could not even afford fees to cater for teachers' meals (600/=) which each household has to meet and that this made some children to keep out of school. (Source: Policy Review News Letter, November 2005). A question however remains whether the current UPE program cannot sustain itself and whether there are some imaginary payments that make parents fail to send their children to UPE schools in the country and this forms the basis of this research study.

Kochhar (2000), argues that a dynamic system of supervision and inspection has been the cornerstone of a sound system of education. He argues further that in a set up where all change tends to be initiated from the top and filter down through the administrative hierarchy to the schools, the inspectorate forms an important link. Supervision and inspection are being considered as the back bone of educational improvement but this has been at a minimal level within most of the developing countries, which could be partly responsible for the inefficiencies in primary education.

2.3.4Uncongenial Home Environment

According to International Debt Net Work (November 2005:6-7), it was stressed that the uncongenial home environment was a challenge of UPE program in most East African countries and this had had great contributions to the levels of dropouts from inclusive schools. Parents in most homes within the countryside could not see the value of studies and thus, lacked the tradition of learning in their families. For instance, it was revealed that that most of the children do excessive work at home and got little time to attend to their studies. One Abusage in Kanungu within Western Uganda was asked why her children could not consistently keep in school and had this to say:

“Look, I can’t grow food alone that will feed the whole family if these kids do not give a hand”. Thus children of school – going age have been made to attend to gardens and protect them against animals and birds that could attack parent’s crops.

Connected to the above is the issue of hunger and malnutrition. UPE does not provide food for schools. Thus, within most parts of the country children have to go home for lunch. In such areas, by the time children go home for lunch, their parents are tending to their gardens and thus have not prepared lunch. As result, children resort to staying at home to wait for food or else, they resort to roaming the village for what to eat like mangoes, sugarcane, and jack fruits and so on. Much as the government is improving the livelihood of its people in the countryside, by promoting agriculture, much is still needed.

As manifested in the objectives of inclusive education was the component of provision of qualified teachers in primary schools throughout the country. Given the current trend, there has been a problem of inefficient teachers and thus, inefficient teaching in most parts of the country. Teaching at primary stage is any thing but efficient. It requires full justice to all classes and all children. It has been realized that in most schools that offer UPE, teachers have been found to be inadequately prepared and this has made them not to offer the best services as expected of them. The unfairness of teachers in UPE has also been realized even in terms of the greed for money where by teachers levy extra financial payments from the learners' parents to cater their meals. This has contributed to absenteeism and dropping out of pupils from primary schools- since such charges may not be afforded by the vast majority of parents in the countryside. A primary school in Kanungu- Uganda projected the following scenario:

A boy of about 8 years of age was attending to a rice garden adjacent to a school garden. When he was asked why he was not in school, he disclosed that he had been sent away from school for failing to pay shs 600 which every pupil had to pay for staff meals. When the boy went home, his mother could not raise that much. She instead made an arrangement for him to work on a rice garden of the Askari neighboring the same school. (Policy Review News Letter November 2005).

2.3.5 Providing 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. "*the*

increase in the number of schools has not kept pace with the increase in the number of students” (Ministry of Education and Sports 1999:11).

2.3.6 Inadequate trained teachers

As mentioned earlier, the increase in pupil numbers as a result of UPE has raised the challenge of the need for more teachers. 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 is still untrained. This coupled with the poor teacher-pupil ratio certainly creates pressure on the school system.

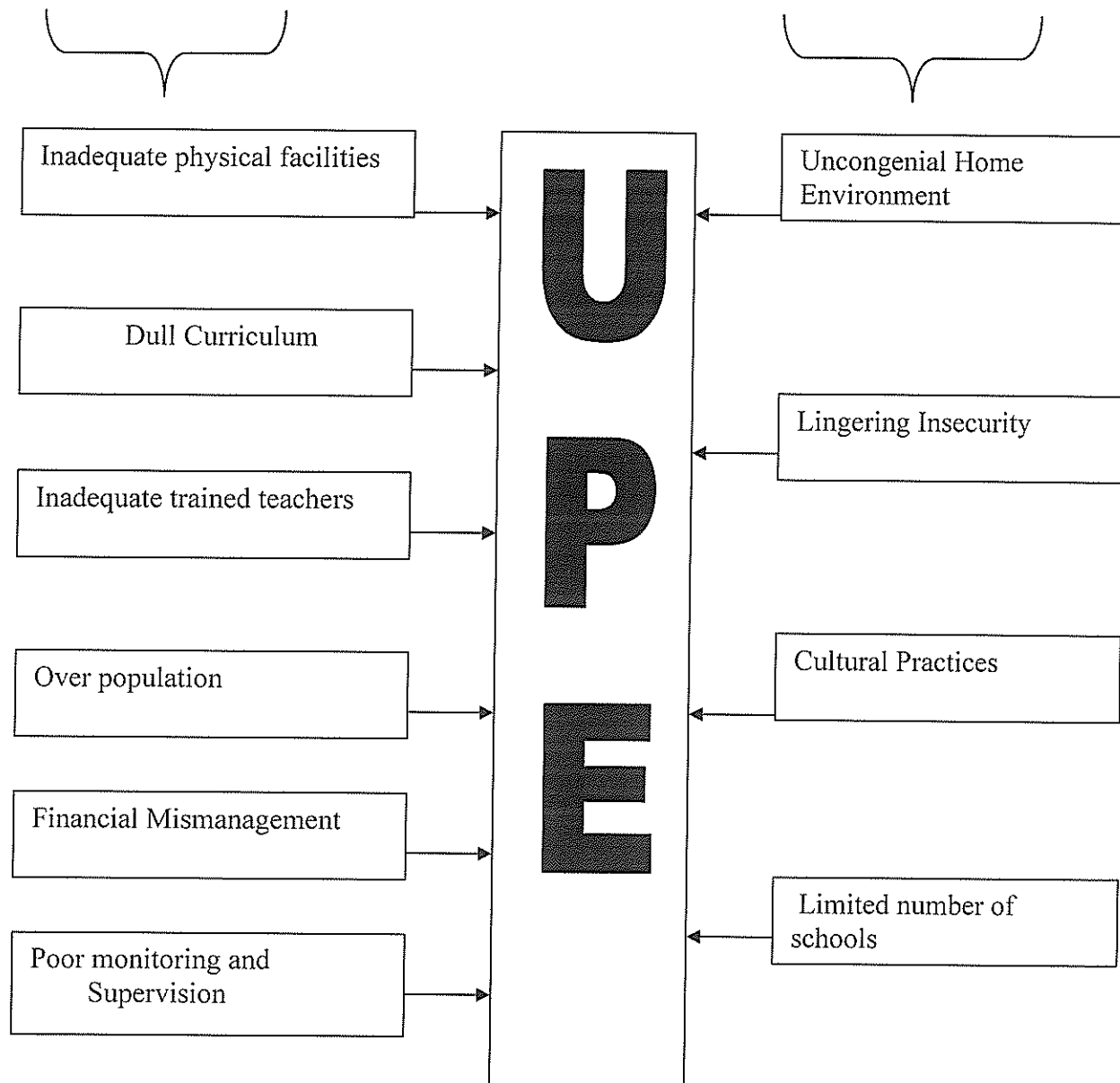
Source: Primary School figures (Mugaba, V. 2002 www.entereastafrica.com)

A conceptual framework which envelopes the outstanding challenges to universal Primary Education or inclusive education was thus developed and this is illustrated below:

2.4 Conceptual Framework

Independent Variables

Extraneous Variables



Source: Researcher made

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter identifies the appropriate methodology that was undertaken in the research study. It specifically describes the research design chosen, the research population and area, and the methods of data collection, presentation, and analysis.

3.1 Research Design

The study employed a descriptive survey method to determine the major challenges of Universal Primary Education in Central division. It involved both qualitative and quantitative data collection but much of the research was qualitative.

3.2 Research environment / area of study

The study was conducted in Central division, Garissa district. The key informants included teachers in selected primary schools, pupils in upper primary classes, head teachers and parents within Oljoro orok zone.

3.3 Sample Selection and Size.

The subjects for this study included selected head teachers, teachers, parents and pupils in upper primary schools. These had been viewed as the most influential as far as the undertaking of this study was concerned.

The method for selecting the sample was stratified random sampling whereby the researcher employed Slovine's formular to determine the sample size as illustrated below:

$$n = \frac{N}{1 + Ne^2}$$

Where n = Sample size

N = Population size

1 = Constant

e = Is the confidence interval which

Should be around 0.05 or 95%

2 Is square

Therefore n = Target population

Given that the region has so many schools, those which were used for this particular study were basically purposively chosen and in this case, four schools were used. In each of the schools, the head teacher and six (6) other teachers - two (2) from each of the upper primary classes were chosen. In total, the sample constituted 28 respondents. However, it is should be kept in mind that there were other respondents in this particular study like pupils and the parents though such respondents were not reflected in the sample size.

3.4 Data presentation and analysis

Data collected was scrutinized to ensure accuracy and consistency after which it had to be presented in form of tables and analyzed using percentages and frequency distribution tables. The qualitative analysis was achieved by using computer application. For means the researcher used the following formulas;

$$M = \frac{\sum X}{N}$$

Where M = Arithmetic means

\sum = Sum of

X = Each of Measurements

N = Number of scores

3.5 Qualitative analysis

The researcher further described, explained and interpreted the data around each of the major objectives so as to answer the research questions.

3.6 Data collection tools

The study was conducted after securing an introductory letter from the director Distance Learning, Kampala International University, to relevant subjects. Questionnaires were administered to the targeted respondents to gather data after which they were collected for analysis of the data.

Interviews were also held with some members of the sample (pupils of upper primary classes) so as to establish their views and or ideas over the out standing challenges of Universal Primary Education in their region.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This was concerned with presentation of data, analysis and interpretation. While doing this, focus and attention was put on the prior stated objectives of the study and all what was being presented was intended to answer the research questions.

4.1 Specific Objective 1, Revisited: To determine the profile of the respondents as to age, sex, marital status and level of education in Central division, Garissa district Kenya.

While trying to realize this objective, the researcher was answering research question one which had been stated as: What is the profile of the respondents as to age, sex, marital status and level of education in Central division?

Table 1: Profile of the respondents

VARIABLE (S)	FREQUENCY	PERCENTAGE (%)
Age of Respondents		
Below 20	2	7.2
20 – 30	14	50
31 – 40	6	21.4
40 and above	6	21.4
Total	28	100
Sex of the Respondents		
Male	15	54
Female	13	46
Total	28	100
Marital Status of Respondents		
Single	6	21
Married	22	79
Total	28	100
Level of Education		
P.2	2	7.2
P.1	18	64.3
BED	8	28.5
Total	28	100

Source: Primary Data

Table 1 above depicts that the majority of the respondents were in the age range of 20-30 years and these constituted 50 percent of the respondents for this particular study. The male were the majority though their lead was by negligible figures that is 54 percent (54%) that of the female being 46%. In line with the marital status of the respondents, the majority was married and these constituted 79 percent of the respondents. Concerning the level of education of the respondents, 64 percent were P.1 certificate holders, followed by degree holders and constituted 28.5% while P.2 certificate holders constituted 7.2% of the total respondents.

4.2 Specific Objective 2 revisited: The Challenges to the implementation of Universal Primary education in Kenya with particular focus on central division , Garissa district

Table 2: Dull curriculum a challenge to Universal Primary Education

Variable (s)	Frequency	Percentage (%)
Dull curriculum in schools leading to poor performance in schools		
Strongly Agree	10	35
Agree	16	57
Strongly disagree	2	7
Disagree	0	0
Neutral	0	0
Total	28	100

Source: Primary Data

Table 2 above shows the views of the respondents in regard to the problem of dull curriculum as one of the outstanding challenges to Universal Primary Education. It reveals that the majority of the respondents strongly agreed and agreed that the curriculum in schools that not suite the needs of the learners thus being dull that is 35 percent (35%) and 57 percent (57%) respectively. This is in line the findings in the Ministry of Finance Planning and economic Development report (2005).

Table 3: Inadequate Physical Facilities in schools as a challenge to UPE

Variable (s)	Frequency	Percentage (%)
Inadequate Physical Facilities in schools as a challenge to UPE		
Strongly Agree	12	43
Agree	14	50
Strongly disagree	0	0
Disagree	2	7
Neutral	0	0
Total	28	100

Source: Primary Data

Table 3 above shows the concerns of the respondents as to whether inadequate physical facilities in schools has been one of the challenges to Universal Primary Education in the area of study. Findings from the responses reveal that there is a problem of inadequate physical facilities in schools and that this has affected the performance of pupils hence a

challenge to inclusive education program in the area of study. This affirms with the findings from the report of Ministry of Education whereby it was revealed that the increase in the number of schools had not kept pace with the increase in the number of students hence posing a threat to little facilities available. (Ministry of Education and Sports 1999:11).

**Table 4: Over crowding in schools due to high population figures
as an outstanding challenge to Inclusive education**

Variable (s)	Frequency	Percentage (%)
Over crowding in schools due to high population figures has been a challenge to Universal Primary Education		
Strongly Agree	19	68
Agree	6	21
Strongly disagree	0	0
Disagree	0	0
Neutral	3	11
Total	28	100

Source: Primary Data

Table 4 above shows the views of the respondents as to whether high population figures in schools were responsible for the over crowding problem in schools. It is clear from the findings as given in the table (that is 68 percent strongly agreed and 21 percent agreed)

that overcrowding resulting from high population figures was one of the outstanding challenges to Universal Primary Education in the area of study.

Table 5: Less government Monitoring and Supervision of schools as a challenge to UPE

Variable (s)	Frequency	Percentage (%)
Less government Monitoring and Supervision of schools as a challenge to UPE		
Strongly Agree	18	64
Agree	4	14
Strongly disagree	0	0
Disagree	6	22
Neutral	0	0
Total	28	100

Source: Primary Data

Table 5 above shows the views of the respondents with regard to the problem of government supervision and monitoring. According to the findings, 64 percent (64%) and 14 percent (14%) strongly agreed and agreed respectively that government monitoring and supervision of schools was ineffectively hence an impediment to the progress of Inclusive education program.

**Table 6: Corruption and mismanagement of funds by officials as an
Outstanding challenge to Inclusive Education**

Variable (s)	Frequency	Percentage (%)
Corruption and mismanagement of funds by officials		
Strongly Agree	11	39
Agree	5	18
Strongly disagree	3	11
Disagree	9	32
Neutral	0	0
Total	28	100

Source: Primary Data

Table 6 above shows views of the respondents on whether corruption among concerned authorities was among the outstanding challenges to Universal Primary Education. Accordingly, the findings reveal that like in all other African developing countries where corruption is a characteristic, it is inevitable that high corruption levels among officials is one of the outstanding challenges to Universal Primary Education in the area of study that is 39 percent and 18 percent who strongly agreed and agreed respectively.

Table 7: Uncongenial Home Environment as a challenge to Universal**Primary Education**

Variable (s)	Frequency	Percentage (%)
Uncongenial Home Environment as a challenge to Universal Primary Education		
Strongly Agree	14	50
Agree	4	14
Strongly disagree	6	22
Disagree	0	0
Neutral	4	14
Total	28	100

Source: Primary Data

Table 7 shows the views of the respondents on whether the uncongenial home environment among the outstanding challenges to Inclusive Education in the area of study. Accordingly the majority of the respondents that is 50 percent and 14 percent strongly agreed and agreed respectively that the uncongenial home environment was among the outstanding challenges to Inclusive learning in the area of study. This is in line with International Debt Net Work report (November 2005:6-7), where it was stressed that the uncongenial home environment was a challenge of UPE program in most parts of East African countries.

**Table 8: Cultural Practices and Traditions as an impediment to the
Progress of Inclusive Education**

Variable (s)	Frequency	Percentage (%)
Cultural Practices and Traditions as impediments to Progress of Inclusive Education		
Strongly Agree	18	64
Agree	5	18
Strongly disagree	0	0
Disagree	5	18
Neutral	0	0
Total	28	100

Source: Primary Data

Table 8 above shows the views of the respondents on whether traditions and cultural practices of the people within the area of study was posing a threat to progress of inclusive learning. Accordingly, the findings reveal that the majority of the respondents strongly agreed (64 percent) and agreed (18 percent) that in one way or the other cultural attachments were posing a problem to the progress of Universal Primary Education in the area of study in the area of study.

Table 9 : Insecurity within the region as hindrance to the progress of Universal

Primary Education

Variable (s)	Frequency	Percentage (%)
Insecurity within the region as hindrance to the progress of Universal Primary Education		
Strongly Agree	4	14
Agree	6	21
Strongly disagree	15	54
Disagree	3	11
Neutral	0	0
Total	28	100

Source: Primary Data

Table 9 above shows the views of the respondents as to whether insecurity was among the outstanding challenges to Universal Primary Education. The findings however reveal that the majority of the respondents never considered insecurity as a binding factor to the progress of Universal Primary Education in the area of study that is 54 percent and 11 percent strongly disagreed and disagreed respectively that insecurity was not a binding factor.

4.3Specific Objective Three Revisited: To determine the probable remedies to the outstanding challenges of universal Primary education in the area of study.

This attempted to answer research question three which had been phrased as follows: What are the possible remedies to address the challenges of Universal Primary education in Garissa District, Kenya?

The views, suggestions and concerns of the respondents as to which measures ought to be undertaken were tabulated below as follows:

Response (s)	Frequency (/28)	Percentage (%)
Increased government funding to schools	18	64.3
Review of the curriculum to suite the needs of the earners	23	82
Non formal educative programs to create awareness to the parents	20	71.4
Provision of incentives to parents with low income levels so as to further their children's education	22	79
Government should strive to see to it that corruption is addressed.	28	99.9
Strict population control measures should be adopted to overcome escalating population figures	18	64.3
Provision of a stable political atmosphere in areas which are insecure	20	71.4

Source: Primary Data

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Conclusions

Basing on the interpretation, analysis and findings of the research study, the researcher was driven to make the following conclusions:

Concerning research question 2: The major challenges to Universal Primary Education in the area of study included the following: Inadequate physical facilities in school, Dull Curriculum which does not suite the needs of learners, Over population and hence over crowding in schools, Cultural Practices and traditions which induce some parents not to send their children to school. Poor government monitoring and supervision of schools, Uncongenial Home Environment which makes some learners not access education as expected of them, and Financial Mismanagement and corruption among the parties engaged

Concerning research Question 3, the measures which ought to be undertaken so as to improve the performance of Universal Primary education program as suggested by the respondents included following: Provision of a stable political atmosphere in areas which are insecure, strict population control measures should be adopted to overcome escalating population figures, provision of incentives to parents with low income levels so as to further their children's education, government should strive to see to it that corruption is addressed. increased government funding to schools, review of the curriculum to suite the needs of the learners and that non -formal educative programs to create awareness to the parents of usefulness in sending their children to school.

5.1Recommendations

Based on the findings of the study, the following recommendations were viewed necessary.

As already suggested by the respondents for this particular study, it is with no reasonable doubt that among the measures which should be undertaken to effect Universal Primary Education include the following.

Government funding and hence supervision should be fostered so as to overcome the barriers of poor facilities in schools, teachers' salaries and in this contributions made by the parents will be reduced. The government through the Curriculum Development unit should review the curriculum to suite the interests of the learners. Awareness programs should be made such that cultural attachments, norms and values are checked which have been limiting the effectiveness of the program in most African settings.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS

Dear respondent

This questionnaire is to help the researcher Zeinab Abdi Digale, gather information on the challenges to the effect implementation of Universal Primary Education in your region. Your responses will be treated with highest confidentiality. To ensure the same, do not write your name or any other form of identity anywhere on this form. Give your responses in the spaces provided and as honestly as possible. Where alternative responses are given, mark your choice by putting a tick [✓] in the box next to the appropriate answer.

Section A: Profile of Respondents

Sex: Male ☐ Female ☐

Age: Below 20 ☐ 20 - 30 ☐ 31-40 ☐

40 and above ☐

Marital status: Single ☐ Married ☐

Level of Education: Grade III ☐ P.I ☐ JED ☐

Masters ☐

Section B: Challenges of Universal Primary Education

1. The curriculum in most schools does not favor learners i.e. it subjected

Centered

A. Strongly agree ☐ B. Agree ☐

C. Strongly Disagree ☐ D. Disagree ☐ Neutral ☐

2. Inadequacy of physical facilities like classrooms and instructional materials is still a problem in my school.

A. Strongly agree ☐ B. Agree ☐

C. Strongly Disagree D. Disagree

3. The growing population in my region is partly responsible for over crowding in primary schools.

A. Strongly agree B. Agree
C. Strongly Disagree D. Disagree

4. Less concern of the government to monitor and supervise UPE through its concerned agencies has contributed to the existing inefficiencies in Primary schools.

A. Strongly Agree C. Agree
C. Strongly Disagree D. Disagree

5. Corruption and hence mismanagement of funds among concerned officials is responsible for the existing weaknesses in Universal primary education.

A. Strongly Agree C. Agree
C. Strongly Disagree D. Disagree

6. The uncongenial home environment in form of excess work at home, illiteracy of parent about the value of education renders Universal Primary Education in my region ineffective.

A. Strongly Agree B. Agree
C. Strongly Disagree D. Disagree E. Neutral

7. Traditions and cultural practices in most parts of the country have greatly Contributed to the low turn up and drop out pupils in primary schools.

A. Strongly Agree C. Agree
c. Strongly Disagree D. Disagree E. Neutral

8. Insecurity within the region is posing a threat to the operation of Primary

schools within my region.

- | | | | |
|----------------------|----------------------|-------------|----------------------|
| A. Strongly Agree | <input type="text"/> | B. Agree | <input type="text"/> |
| C. Strongly Disagree | <input type="text"/> | D. Disagree | <input type="text"/> |

Section C: Remedies to the Challenges of Universal Primary Education

9.What should schools do to improve the environment so as to suite the needs of learners and hence improve their performance

I)

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II).....

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III)

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10. Suggest possible ways of improving the program that need to be undertaken by government through its education governing bodies.

I)

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II)

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Thank you for your time