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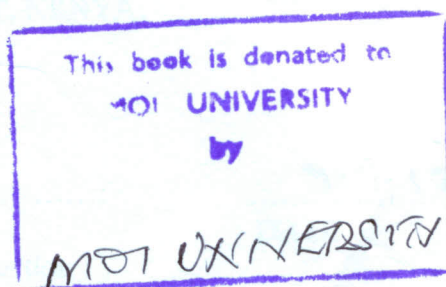
**THE CHALLENGES OF THE IMPLEMENTATION OF
FREE PRIMARY EDUCATION IN KENYA: A CASE OF
KAPSERET DIVISION IN UASIN GISHU DISTRICT OF
KENYA**



By

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ABSTRACT

The purpose of this study was to investigate the challenges of implementation of Free Primary Education in Kenya from 2003 to 2008 using Kapseret Division in former Uasin Gishu District of Kenya. Its objectives were: to investigate if the capacity of the existing school physical structures, human resource outlay and administrative structures are able to cope with the increased pupil enrolment. Second, to find out how the increased enrolment has affected the objective evaluation of pupils and pupils performance standards and teachers' morale. It also attempted to establish the pupils' retention and wastage rates. This study was based on systems theory of organizations developed by Ludwig Von Bertalanffy. Ideally, initiating change without forward planning constitutes a serious crisis. This study was structured to establish if the Free Primary Education policy agrees with this fact. The study was conducted in schools across Kapseret division, where the target population were the primary school teachers, school management officials and Quality Assurance and Standards Officers in Uasin Gishu District. The data was collected by use of questionnaire, interview and use of checklists. Seventeen (17) primary schools were randomly selected in rural and urban setting representing 50% respectively. Fifty percent (50%) of teachers and all head teachers in each participating school were included in the sample. Questionnaires were administered to all teachers while all the headteachers were interviewed. The data collected was coded accordingly and analyzed using the Statistical Package for Social Science (SPSS). The results are presented using descriptive statistics (bar charts, pie charts, graphs, tables, population means and figures). Major FPE challenges established through the study included high pupil enrolments that led to overcrowded classes, shortage of teachers and learning facilities and poor retention of pupils. The study concluded that unless proper corrective measures are urgently addressed by Government and stakeholders, FPE is not sustainable in its current form. The outputs for the study are helpful for proper planning and decision making at the Ministry of Education, donors who provide funds and other stakeholders in an effort to improve FPE policy and to make it more sustainable.