



**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION**

**STATE DEPARTMENT FOR BASIC EDUCATION**

**THE IMPLEMENTATION OF QUALITY EDUCATION IN PUBLIC PRIMARY SCHOOLS  
IN KENYA. A CASE OF 100 SCHOOLS IN TWENTY COUNTIES**



**PREFACE**

**BY DIRECTOR QUALITY ASSURANCE AND STANDARDS**

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## FOREWORD

### BY DIRECTOR EACHRights

The East African Centre for Human Rights (also known as 'EACHRights') is a non-partisan Non-Governmental Organization that was established in 2010 to undertake human rights work within the region by implementing projects that promote, protect, and enhance Economic, Social, and Cultural (ECOSOC) Rights for vulnerable and marginalized groups. We are also the Secretariat of the Kenya Stakeholders Coalition on the Universal Periodic Review (UPR) (also known as 'UPR Kenya'.

EACHRights' Right to Education programme interventions seek to tackle challenges that impede access to education by addressing the failure by Governments to ensure equal opportunity to inclusive quality education for all. The focus on promoting greater accountability in education by addressing: Education Financing, Education service delivery, Education vulnerability caused by climate change, and Gender inequality in education. These objectives are achieved through; (i) advocating for the fulfilment of Free Compulsory Inclusive Quality Basic Education for all as provided for in the international and regional treaties and national laws; (ii) enhancing accountability (including social accountability) for right to education; (iii) advocating for the enforcement of education policies for improved access, availability and quality inclusive education; (iv) improving school governance.

To achieve these milestones, EACHRights has been and continues to work closely with the Ministry of Education (MoE) and other government Ministries, Departments, and Agencies, as well as other non-State actors in education. We thank the MoE, particularly the Directorate for Quality Assurance and Standards whom we have collaborated well to see this research to its completion. Our gratitude further goes to our funding partner, Oxfam Kenya; through the Oxfam GB project, we were able to undertake this project. We also thank our global education movement, Privatization of Education and Human Rights Consortium, which EACHRights is a member, for their support to undertake the validation and launch of the final report of the research. We believe the research will highlight the progress made in terms of implementation of quality education in our public primary schools, as well as point out gaps that require a multisectoral approach towards enhancing quality, inclusive public education through policy considerations. Our dedicated efforts towards influencing, advocating, and contributing to the realization of the right to education as a public common good, as enshrined in the Kenyan Constitution 2010, remain unwavering.

**ACKNOWLEDGEMENT****BY HEAD OF DEPARTMENT FOR RESEARCH AND DEVELOPMENT**

A write-up from the Head of Research, Research MoE, to be captured here

We would like to acknowledge the unwavering contributions toward this study from the following officers, who were instrumental in the entire process of coordination, logistical planning, data collection, and analysis of the findings to generate this report.

- |                                    |                     |                       |           |
|------------------------------------|---------------------|-----------------------|-----------|
| 1. Eveline Owoko, Director QAS MoE |                     |                       |           |
| 2. Joseph Wambua                   | D. Director QAS MoE |                       |           |
| 3. Mary Mulu                       | MoE                 |                       |           |
| 4. Dr. Jane G. Waithera,           | MoE                 |                       |           |
| 5. Johnstone Shisanya              | EACHRights          |                       |           |
| 6. Francis Karanja                 | MoE – ICT           |                       |           |
| 7. Dr. John Okoth                  | MoE                 |                       |           |
| 8. Ouma Otieno                     | MoE                 |                       |           |
| 9. Indumuli James                  | MoE                 |                       |           |
| 10. Fredrick Odeyo                 | QASO                | 30. Margaret Mwiriki  | QASO      |
| 11. Peter Simiyu                   | QASO                | 31. Monica A. Otieno  | QASO      |
| 12. Adenya Mayodi                  | QASO                | 32. Mary M. Ngunga    | QASO      |
| 13. Jonah Mkono                    | QASO                | 33. Titus Kamande     | QASO      |
| 14. Elizabeth Okoth                | QASO                | 34. Hawkins Kinyua    | QASO      |
| 15. James Mamai O.                 | QASO                | 35. James Nganga      | QASO      |
| 16. Japhet Nyakundi                | QASO                | 36. Stephen Kyalo     | QASO      |
| 17. George Ochieng                 | QASO                | 37. Nuria Abdullah H. | QASO      |
| 18. David K. Ndung'u               | QASO                | 38. Mwongela Luka     | QASO      |
| 19. David Mwangi                   | QASO                | 39. Peter Kabiro      | QASO      |
| 20. Amos Mogesa                    | QASO                | 40. Wanyama M.        | QASO      |
| 21. Raphael Nganga                 | QASO                | 41. Hellen Oteri      | QASO      |
| 22. John Rutto                     | QASO                | 42. Susan Kendi       | QASO      |
| 23. Eunice Kosen                   | QASO                | 43. Zakayo N.         | QASO      |
| 24. George Gatheru                 | QASO                | 44. Isack Kuya        | QASO      |
| 25. Thomas Gicheru                 | QASO                | 45. Ruth Mwangi       | QASO      |
| 26. Andrew Sande                   | QASO                | 46. Veronica Mwau     | QASO      |
| 27. Agnes W. Theuri                | QASO                | 47. Odhiambo Ogwen    | QASO      |
| 28. Jane Mwangi                    | QASO                | 48. Kennedy Kamau –   | technical |
| 29. Evaline Njuguna                | QASO                | adviser               |           |

## ABSTRACT

The economic growth of a nation depends greatly on the improvement in education. Human development to a great extent depends on the improvement in education. Among various levels of education, primary education has a pervasive and influential impact on development. Though Kenya domesticated international protocols on free and quality primary education, the level of implementation on different aspects has not been evaluated. This study aims to assess the provision of quality education based on five dimensions: leadership & management, physical infrastructure, learners' welfare, curriculum organization & implementation, as well as community involvement. The review of related literature includes an overview of quality education and benchmarks for quality education. The theoretical framework of the study is based on two theories: Systems Theory and Invitational Theory of Practice (ITOP). The study used both qualitative and quantitative methods of data collection while considering the pre-existing COVID-19 precautions. A descriptive research design and simultaneous collection of quantitative and qualitative data were done. Random sampling was the main technique used to sample the counties and the schools. The population of the study consisted of public primary head-teachers, teachers, regional directors of education, County and Sub-County directors of education, County and Sub-County Teachers' Service Commission Directors drawn from 90 schools within 20 counties in Kenya. Data was analyzed using descriptive statistics. Tables, Charts, and graphs are used to present data. This research was led by a team of research experts from the Ministry of Education, Department of Research and Development in the Directorate of Quality Assurance and Standards (DQAS), and a lead person on knowledge management, as well as the Program Manager of Education Support Program from the East African Centre for Human Rights (EACHRights). This team is well-experienced in both academic and programmatic research that informs policies and implementation. The team steered the process from the development of the research proposal, data collection tools, and training of the field research assistants who were Quality Assurance and Standards Officers (QASOs) at the sampled counties. After training, QASOs were involved in the collection of data in the targeted counties. This research is important as it demonstrates the strides the Government has made in its efforts to provide compulsory free primary education (FPE) during the education reforms, ushering new curriculum of competence-based (CBC). The evaluation of quality aspects in public primary schools would be useful in identifying gaps and challenges that need to be addressed as the Ministry moves towards institutionalizing the new curriculum on CBC. The findings would be utilized by the school stakeholders, policy makers, educationalists, and researchers for further action in the provision of quality education. Findings generally revealed that education in public primary schools was on track with a few issues that need to be addressed to improve its quality: welfare of learners could be improved by supporting feeding in all schools, entrenching Guidance and Counseling through capacity

building of teachers, keeping proper medical records of learners, and combating drug and substance abuse among learners. Implementation of the new CBC curriculum could be improved by the employment of adequate teachers, ensuring timely and equal distribution of learning and reference materials, continual retooling of teachers, and regular assessment by quality assurance and standards officers. Physical facilities, particularly classrooms, toilets, offices, and kitchens in some counties and schools, needed to be rehabilitated or new ones constructed. Timely appointment of BOMs, induction of BOM members, development of strategic plans, increment, and timely disbursement of financial resources would improve the quality of education offered in the public primary schools.

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**ABBREVIATIONS AND ACRONYMS**

ASAL	Arid and Semi-Arid Land
BOM	Board of Management
CBA	Competency-Based Assessment
CBC	Competency-Based Curriculum
CBO	Community-Based Organization
CDEs	County Directors of Education
EACHRights	East African Centre for Human Rights
EFA	Education for All
FPE	Free Primary Education
FY	Financial Year
GER	Gross Enrolment Rate
GoK	Government of Kenya
ICT	Information Communication Technology
IT	Information Technology
ITOP	Invitational Theory of Practice
KANU	Kenya African National Union
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
MDG	Millennium Development Goals
MOE	Ministry of Education
NARC	National Rainbow Coalition
NEMIS	National Education Management Information System
NG-CDF	National Government Constituency Development Fund
NGO	Non-governmental Organization
NESSP	National Education School Support System
PA	Parents Association
PE	Physical Education
PTE	Parents Teacher Education
QASOs	Quality Assurance and Standards Officers
SEACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SDG	Sustainable Development Goal
TMIS	Teacher Management Information System
TSC	Teachers Service Commission
TSC-CD	Teachers Service Commission County Director
TSC-SCD	Teachers Service Commission Sub-County Director
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

## OPERATION DEFINITION OF TERMS

### **Competency-Based Curriculum:**

It is a curriculum that emphasizes the complex outcomes of a learning process in which knowledge, skills, and attitudes are to be applied by learners.

### **Competency-Based Assessment:**

It focuses on measuring an individual's ability to perform a task or function and their potential for success in a particular role.

### **Head teacher:**

This is a teacher who is in charge of a school.

### **Private primary school:**

This is a primary school owned by an individual or an organization that is not a government

### **Public primary school:**

This is a primary school owned by the government

### **Quality Assurance and Standards Officer**

This is a government officer whose mandate is to maintain standards and ensure quality in institutions of basic education

### **Key Informants**

These are purposefully sampled education officers at the County level to be interviewed during data collection.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The Government of Kenya is committed to ensuring that no child is left behind in terms of access to education as part of its agenda towards implementing international and regional commitments such as Education for All (EFA) goals and SDG4. Articles 43(f) and 53(1) (b) of the Kenyan Constitution provide for the right to education and the right to free and compulsory basic education, respectively. The Basic Education Act (2013) guarantees the right of every child to free and compulsory basic education. The Government of Kenya's (GoK) commitment to education has focused on enhancing access and equity to education since 2003 (NESP, 2015). The commitment is reflected in the introduction of free primary school education in 2003 and, subsequently, free day secondary school education in 2008 (in line with MDG goal 2). The commitment continues with the ongoing education reforms that promote quality, competence-based, and equitable learner-centered education, training, and research for sustainable development, which envisions Primary education to be the first stage of a child's learning and is essential for a child. The initial Schooling is a basic right of every child. A good foundation for children's initial learning ensures their overall progress and growth. The foundation lies in social, cognitive, cultural, emotional, and physical skills according to the best of their abilities. Moreover, it paves the way for social, economic, and political progress and the development of a society and a country as a whole.

According to the Education Sector Report of 2021 (Medium Term Expenditure Framework 2022/2023 – 2024 /2025), the gross enrolment rate (GER) in primary schools improved from 104.4 % in 2018 to 100.2% in 2019 and then reduced to 99.6% in 2020. Enrolment of special needs pupils increased from 121,392 in FY 2018/19 to 136,081 in

FY 2019/20 and dropped to 132,466 in FY 2020/21. A total of 8,592,810 pupils received capitation under the free primary education program in FY 2020/21.

Apart from the education financing and involvement of development partners in the scaling up the access, availability and quality of education as aligned to the international standards outlines by UNESCO for quality education which include; Learner Characteristics: including learner aptitude, perseverance, readiness for school, prior knowledge, barriers to learning, and demographic variables: Context: including public resources for education, parental support, national standards, labor market demands, socio-cultural and religious factors, peer effects, and time available for schooling and homework: Enabling Inputs: including teaching and learning materials, physical infrastructure and facilities, and human resources: Teaching and Learning: including learning time, teaching methods, assessment, and class size and Outcomes: including skills in literacy and numeracy, values, and life skills (UNESCO, 2004: 36), the government still experiences myriad of challenges within Public Primary schools that hinders' its efforts of realizing 100% enrollment, provision of quality education that is accessible and available to all children. Among the challenges pointed out in the NESSP (2018-2022) are direct costs of uniforms and school meals, indirect costs, poverty, insecurity, long distances covered to schools, and lack of food and water at home. Those most affected are children from low economic status, urban informal settlements, and those in ASAL areas, including refugee camps. For girls, in particular, there are retrogressive cultural practices that, for example, prioritize school attendance by boys and require girls to assume domestic responsibilities at home. However, with these compounding challenges, dozens of public primary schools in Kenya are performing extraordinarily and attracting enrolment beyond their capacity to accommodate. Nevertheless, there are also public primary schools in Kenya that are in a despot situation that jeopardizes the quality of education and does not attract its enrollment capacity. As a result of poor-performing public primary schools, many parents have developed a negative attitude towards Public Primary institutions as offering poor-quality education.

This, therefore, raises the question of “What is it that is happening in some Public Primary Schools that provide an environment of offering quality education that is desirable by many as per the outlined standards that are not happening in many others?” the government disperses resources equally based on rationalized criteria, the same schools are given trained teachers by the employer TSC, and yet there exists such a significant disparity in the provision of quality education in the same Public Primary schools in Kenya. The research will, therefore, aim at assessing and unveiling some of the good practices that are employed in quality performing Public Primary Schools to inform improvements in other schools as well as influence the change and restore confidence among parents to see Public Primary Schools as the better option offering quality education for all as required by international and national laws.

## **1.2 Statement of the Problem**

The demand for Public Primary Schools in Kenya has been marred by the negative attitude of poor-quality infrastructure, poor leadership, and underfinancing, among other misconceptions that result in increasing preference for private education in Kenya. These misconceptions jeopardize the best-performing Public Primary Schools, whose demands for enrolment are overwhelming and hinder the Government’s efforts towards investing in quality public education. The misconceptions further escalate the commercialization of education, a public service that needs to be provided by the Government.

The following objectives guided the study;

1. To establish the status of the provision of quality education in Public Primary Schools in Kenya.
2. To investigate the negative aspects/impediments to the provision of quality education in public primary schools in Kenya.
3. To find out what needs to be done to improve the quality of education in public primary schools in Kenya.

### 1.3 Research Questions

The study attempted to respond to the following questions;

1. What is the status of the provision of quality education in Public Primary Schools in Kenya?
2. What are the negative aspects/impediments to the provision of quality education in public primary schools in Kenya?
3. What needs to be done to improve the quality of education in public primary schools in Kenya?

### 1.4 Significance of the Study

1. The findings from this study would improve the institution's performance to attain high productivity, lower work absenteeism, meet clients' demands, and improve staff morale and employee relations. This would increase demand for public primary schools.
2. It is hoped that findings from this study will be used to inform policy and implementation, including lobbying for increased education financing,
3. The study findings would inform administrators (leadership and governance) in public primary schools on how to actively implement educational policies and guidelines that guarantee the provision of quality education, including transparency and accountability issues; instructional and transformational leadership that will attract parents and guardians to seek and support education for their children in these institutions.
4. From the findings of this study, teachers would be equipped with knowledge, skills, values, and attitudes that will improve their pedagogy in the delivery of curriculum to attain stated learning outcomes. This is intended to motivate people to seek education in public primary schools.
5. Learners would gain insights into their welfare, actively participate in decisions that affect them, and encourage others to prefer attending public primary schools.

6. The study identified mechanisms of educational partnerships (state and non-state partnerships for financing) that would ensure proper school infrastructure, which is central to effective learning in schools.
7. The findings provide feedback to the Ministry of Education officials, such as Education officers and Quality Assurance and Standards officers, who are charged with the responsibility of carrying out monitoring and evaluation of the implementation of Government policies in schools.
8. The study's findings would strengthen the role and participation of parents/guardians and the community (Public Community Partnership) in education.

### **1.5 Scope and Delimitation of the Study**

The study limited itself to 100 public primary schools sampled from twenty counties in Kenya. The sampled schools were found within the sub-counties that make up the targeted counties. The study was further limited to public primary schools, leaving out private primary and secondary schools.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Literature Review

The ministerial report by UNESCO (2013) highlighted that quality education should enable all people to participate in different activities in their communities and the world<sup>1</sup>. This conformed to an earlier report which affirmed that quality education was a determinant of enrolment, retention, and achievement (UNESCO, 2000). Accordingly, UNICEF (2007) stated that everyone has a right to receive an education that equips an individual with knowledge and skills for economic sufficiency and enables full participation in civil society. Education played a crucial role in developing liberal ideas for effective nation-building (Buckland, 2004). In concurrence with this, in 2011, UNICEF revealed that education facilitated reconciliation by addressing conflict issues.

From the foregoing, quality education has received much attention in Kenya due to its role in people's lives. In addition, in 2002, there was a wind of change in the political arena. National Rainbow Coalition (NARC) succeeded the Kenya African National Union (KANU) in Kenyan political leadership. With NARC's manifesto putting a lot of weight on universal education, FPE was reintroduced in Kenya in 2003. Subsequently, there was an increase in school enrolment. According to an economic survey by KNBS in 2017, the net primary school enrolment in Kenya was over 10 million children.

However, SACMEQ (2004) observed that in Kenya, there were disparities in the provision of instructional materials, classroom facilities, absenteeism of teachers, and use of teacher-centered methods in the delivery of content. This implied that learning achievement could not be realized; hence, quality education was compromised.

Sawaruma and Sifuna (2008) concurred with the findings when they noted that the Kenyan Government concentrated on providing quantity education compared to quality education<sup>ii</sup>. Therefore, it can be deduced that although FPE succeeded in increasing the enrolment of children in primary schools, there were concerns over the quality of primary school education in Kenya.

A study done in 2010 by Nungu indicated that there was an acute shortage of teaching and learning resources in most schools in Kenya<sup>iii</sup>. Besides, Amukowa (2013) noted a significant strain on school infrastructure like classrooms, toilets, and water points<sup>iv</sup>. (MoEST, 2005). This emphasized the importance of the provision of adequate resources that facilitated the quality of education.

## **2.2 Theoretical Framework**

The study is underpinned by the Invitational Theory of Practice (ITOP) and Systems Theory to understand the implementation of government policies in schools to aid the provision of quality education. Invitational Theory of Practice (ITOP) is a leadership theory that was propounded by Purkey and Novak (2001)<sup>v</sup>. This theory is a collection of assumptions that seek to explain phenomena and provide a means of intentionally summoning people to realize their relatively boundless potential in all areas of worthwhile human endeavors. It is worth noting that the Invitational Theory of Practice provides a theoretical framework that addresses the total environment and culture of the school (Drejer, 2002)<sup>vi</sup>. Born as a reaction to the classical educational practices used in schools, the Invitational Theory of Practice aims to change the limited communication styles between school members to ensure the provision of quality education (Purkey, 1999)<sup>vii</sup>. According to the advocates of the theory, five factors affect the appeal of schools: People, Places, Policies, Programs, and Processes. The Invitational Theory of Practice states that these five factors make schools more socially appealing and safe hence drawing parents and guardians to seek its services (Purkey & Schmidt, 1996)<sup>viii</sup>.



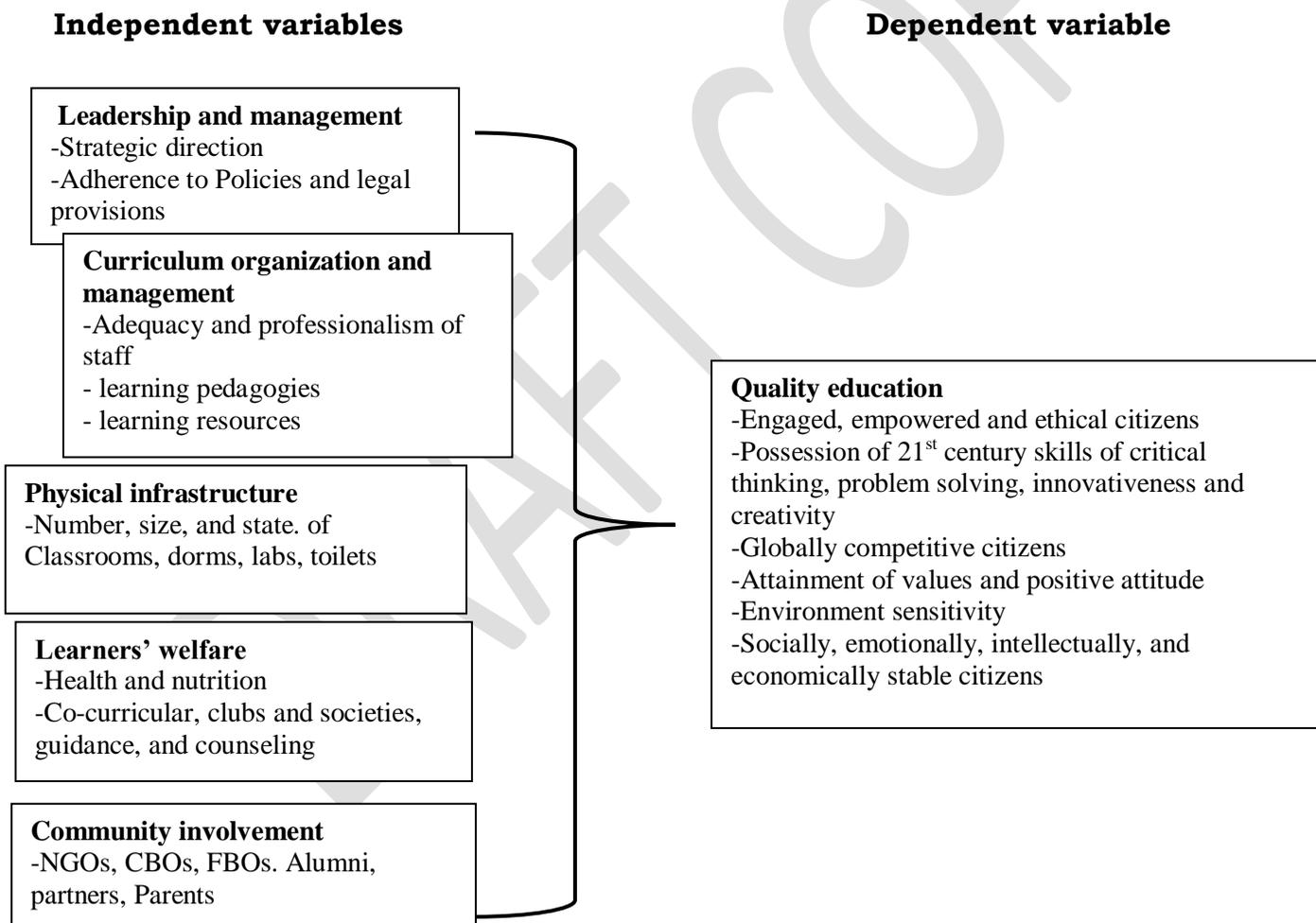
(Parkey & Novak, 2008, pp. 20)

**Fig. 1.1: Conceptualization of Invitational theory of practice**

The study was also built on systems theory. Systems theory was advanced by Ludwig von Bertalanffy (1968). He emphasized that systems are open and interact with their environments to acquire qualitative properties<sup>ix</sup>. Systems theory focuses on the arrangement of relations between the parts which connect them into a whole. It further provides an analysis of an organization. It recognized the influence of personnel in an environment on organizational structure and function. It focuses on the environment and how changes can impact the organizations. In a school setup, the influence of the management, teachers, parents, and learners is critical in determining the output in terms of quality education. External factors like the type of classrooms, sanitation facilities, learners' welfare issues, and parental and community engagement affect the final product, which in this case is the "quality educated child."

## 2.3 Conceptual Framework

The study assesses the provision of quality education in public primary schools in Kenya. The level of curriculum organization and implementation, leadership and management, learners' welfare, physical infrastructure, and community involvement are the factors considered in this study to influence the quality of education. A clear and proper understanding of how such factors inter-relate and determine the quality of education of primary school learners could assist in prosecuting sustainable learning. Figure 1.2 represents the conceptual framework that this study will adopt.



**Figure 1.2: Conceptual framework**

The Implementation of Quality Education in Public Primary Schools in Kenya. A Case of 100 Schools in Twenty Counties

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Research Design

Njoroge (2011) defines the research methodology as the approach by which data is extracted to be clearly understood. In comparison, research design involves the planning, organization, and analysis of data to provide answers to questions such as the techniques that will be used to gather data, the sampling techniques, and the tools to be used. This study used both qualitative and quantitative methods. Quantitative data collection tools included the use of structured questionnaires disseminated to respondents through soft copies (digitized format) via Google Forms and or Kobo Collect, while qualitative data collection was through key informants' interviews and focused group discussions. The study also involved document analysis and participant observations.

#### 3.2 Target Population

Mugenda et al (2003) define *population* as a group of individuals or objects with the same form of characteristics\*. They are the “totality of cases that conform to certain specifications, which define elements that are included in the target groups.” A population can be understood as a complete set of individuals, cases, or objects with some common observable characteristics. The population under this study was formed by Public Primary Schools where a sample, a subset, or a representation of the larger group was considered for participation in the study. Sampling is the systematic process of selecting a number of individuals for a study to represent the larger group from which they were selected, Gay (2011)<sup>xi</sup>. The sample was drawn from 20 Counties in Kenya with equal representation of 5 public primary schools selected from different sub-counties. The counties involved in the study included Nairobi, Machakos, Kajiado, Narok, Kiambu,

Murang'a, Meru, Laikipia, Uasinglishu, Nandi, Nakuru, Kakamega, Vihiga, Kisumu, Makueni, Garisa, Kilifi, Taita Taveta, Marsabit, Mombasa, and Kitui.

The respondents included head teachers at public primary schools and key informants who are directly involved in education, officers of the Teachers Service Commission at the county level, County Directors of Education, and Quality Assurance and Standards Officers. Simple random and purposeful sampling techniques were employed to ensure that schools sampled had equal chances to participate; they are relatively closer on the border from one county to the other within adjacent sub-counties to minimize the time and resource factors, head teachers equal chances of participating and key informants were purposefully selected to participate based on their roles.

### **3.3 Data Collection**

In order to timely and adequately collect relevant and required data, the process of data collection was coordinated by a number of senior researchers, officers from the Department of Research and Development in the Directorate of Quality Assurance and Standards in the MoE, Program Manager from the Education Support Program in EACHRights. Quality Assurance and Standards Officers based in the sampled counties were involved in data collection in their respective counties. The Quality Assurance and Standards Officers were taken through the data collection tools for clarity in preparation for the data collection process. This was done prior to the set date of data collection.

During the data collection event, the coordination team visited different regions to join the data collectors' team to be involved in the focus groups and key informants' interviews to grasp the responses and participant observations experience which was imperative in informing data.

### 3.4 Methods of data analysis

The study administered both qualitative and quantitative methods of data analysis. Qualitative data analysis refers to non-empirical analysis. Mouton and Marais (1990, cited in Njoroge 2011) differentiate quantitative from qualitative research based on the operational specificity of concepts, hypotheses, and observation methods. For the purpose of this study, descriptive data analysis and scientific data tools were used. Questionnaires were coded to capture information according to the school, region, and respondents to record responses and easily determine the number of responses. The data is presented in frequency tables as well as graphically. Information from key informants was captured through face-to-face interviews and reported directly or indirectly through qualitative statements that qualify or enrich data collected through questionnaires from head teachers.

## **CHAPTER FOUR**

### **PRESENTATION, INTERPRETATION, AND DISCUSSION OF RESULTS**

#### **4.0 Introduction**

This chapter analyzes the data, presents the results obtained, and provides interpretation. The chapter is organized as follows. Section 4.1 presents the questionnaire return rate and Key informants' information, section 4.2 presents findings for the Learners' welfare dimension, section 4.3 presents findings for Curriculum Organization and Implementation, section 4.4 shows leadership and management, section 4.5 is about community involvement, and section 4.6 presents findings for physical facilities.

#### **4.1 Questionnaire Return Rate and Key Informant Information**

The researcher distributed questionnaires to one hundred (100) public primary schools sampled across the twenty (20) counties that were targeted for the study. The counties included: Nairobi, Machakos, Kajiado, Narok, Kiambu, Murang'a, Meru, Laikipia, Uasin Gishu, Nandi, Nakuru, Kakamega, Vihiga, Kisumu, Makueni, Garisa, Kilifi, Taita Taveta, Marsabit, Mombasa, and Kitui.

Out of the 100 questionnaires distributed, four (4) were over 50% incomplete, hence inadmissible and therefore discarded, and six (6) had not been returned. This presentation and interpretation, therefore, relied on 90 questionnaires that were correctly filled and returned.

Key informants interviewed were drawn from Quality Assurance and Standards Officers (QASOs) at the county and sub-county offices, County Directors of Education (CDEs),

and Teachers Service Commission County Directors (TSC-CDs). There was a total of 65 officers: 25 QASOs, 20 CDEs, and 20 TSC-CDs.

## 4.2 Learners Welfare

The study aimed to determine learners' welfare status in public primary schools in the sampled schools. The main areas covered by the study included the provision of quality and safe food to learners, provision of sporting equipment and items to learners, provision of medical facilities to learners while in school, provision of adequate safe water to drink, provision of modes of communication to learners to pass their grievances to the administration and teachers, provision of clubs and societies, provision of guidance and counseling services to learners and availability of mentorship and coaching for learners.

This section presents responses from the head teachers, teachers, education officers (CDEs, SCDE, and QASOs), and TSC officers (TSC-CD and TSC-SCD).

Table 4.1 presents responses where the respondents were asked to indicate the extent of agreement by ticking appropriately against the given statements. They were to use the following key: 1- Strongly Agree 2- Agree 3- Not Sure 4-Disagree 5- Strongly Disagree.

When head teachers and teachers in 90 public schools were asked whether learners' meals are a balanced diet, the results showed that 30% indicated that they disagreed, and 21% strongly disagreed. On the other hand, 27% agreed, and 12% strongly agreed. In the balance of scale, therefore, most of the responses tended towards disagreeing/ and strongly disagreeing that learners' meals were balanced. The reasons attributed to meals might be due to the fact that most of the Public Primary schools do not provide feeding programs. Instead, the learners, in some instances, carry their meals from home.

This finding, therefore, reveals that the majority of the schools (51%) meals were not balanced. When asked about school meals, QASOs confirmed that meals were neither balanced nor served in the proper ratio. They indicated that meals were served to sustain

learners while in school with the hope that they would eat well back at home in the evening.

The CDEs held that parents were constrained in contributing cereals or money for the lunch program. They reported that the lunch program was not sustainable as it was seasonal in many schools provided during harvest season.

On whether learners are sensitized on the dangers of buying food from unauthorized vendors, 59% and 19% of head teachers agreed and strongly agreed, respectively, but 12% disagreed. This is because a majority of the teachers are aware of the safety precautions for learners, hence the need to sensitize them against buying food from unauthorized vendors.

This finding, therefore, reveals that in the majority of the schools (78%), learners are sensitized on the dangers of buying food from unauthorized vendors. The CDEs agreed with this finding by observing that many vendors were kept away from the precincts of the primary schools. They said that this had reduced cases of food poisoning and cases of learners suffering food-related health issues.

On whether Learners are sensitized to school rules and regulations to enhance adherence, 69% and 21% of head teachers agreed and strongly agreed, respectively, but 7% disagreed. School rules and regulations form part of the organization's culture; hence, learners are well-sensitized through the students' leadership and classroom displays.

This finding reveals that in many schools (90%), learners are sensitized about school rules and regulations to enhance adherence. QASOs, CDEs, and TSC-CDs agreed that indiscipline cases were low in public primary schools. However, QASOs argued that whether the low cases resulted from the sensitization of learners on school rules was unclear because they observed that most of the schools' rules lacked consequences for going against the rules.

On whether there are no cases of bullying, sexual abuse, stealing, violence, drug and substance abuse, 32% and 14% of head teachers agreed and strongly agreed, respectively, but 29% and 12% disagreed and strongly disagreed, respectively.

A total of 41% disagreed with the statement, which indicated a high number of learners were abusing drugs and substances, stealing, or bullying others. This is very common in some public schools, particularly those in urban areas, as pointed out by QASOs interviewed.

On whether there are referral systems for psychosocial support and rehabilitation of the learners, 32% and 14% of head teachers agreed and strongly agreed, respectively, but 29% and 12% disagreed and strongly disagreed, respectively.

This finding, therefore, reveals that many of the public primary schools (46%) do not have adequate and reliable psychosocial support. In cases where they do, they are very dismal due to the high population of learners. QASOs observed that guidance and counseling in primary school was low-key because of shortcomings like a shortage of specialized teachers in guidance and counseling and a lack of suitable rooms for offering the service. They indicated that the concept of psychosocial support is foreign to teachers in primary schools. TSC-CDs observed that the guidance and counseling course that is offered during teacher training is not enough to prepare a teacher to offer psychosocial support to learners because it lacks the practical aspect.

On whether there are vetted and age-appropriate entertainment programs, 32% and 14% of head teachers agreed and strongly agreed, respectively, but 18% and 16% disagreed and strongly disagreed.

This finding, therefore, discloses that age-appropriate entertainment programs were standard in many of the public primary schools (46%). This finding was corroborated by QASOs, who argued that entertainment was sporadic in public primary schools as they

were mostly day schools. The only forms of entertainment were captured through co-curricular activities and PE, which in most cases were age-appropriate.

On whether there are varied communications channels that are user-friendly, 46% and 17% of head teachers agreed and strongly agreed, respectively, but 16% and 8% disagreed and strongly disagreed, respectively.

The findings hence indicated that a total of 63% approved of the user-friendly communication in most of the schools. TSC-CDs agreed with the findings and averred that this was a sign that teachers were sensitive to the needs of the learners and would use language and signs that learners easily understand. The CDEs supported the findings and noted that with the introduction of the competency-based curriculum, most teachers were being retrained to acquire new skills appropriate for engaging learners. QASOs, on the other hand, reported that a commonly used communication channel in primary schools was direct interaction between teachers and learners. However, they noted that communication channels were not varied enough as many schools were not exploiting other media like suggestion boxes, student government, and student barazas.

On whether learners participate in clubs and societies, 58% and 20% of head teachers agreed and strongly agreed, respectively, but 13% and none disagreed and strongly disagreed, respectively.

The study revealed that most of the public schools adhered to clubs and societies as provided in the MoE guidelines. CDEs, TSC-CDs, and QASOs supported this finding. They noted that many schools engaged learners in varied club and society activities ranging from scouting, music, environment, and drama to rare ones like health and mutual arts.

On whether Learners participate in various co-curricular activities, 53% and 31% of head teachers agreed and strongly agreed, respectively, but 8% and none disagreed and

strongly disagreed, respectively. After COVID-19, co-curricular activities took precedence in many public primary schools.

The finding was that the majority of schools (84%) engaged learners in co-curricular activities, especially as scheduled by MOE. TSC-CDs, QASOs, and CDE interviews revealed that these activities largely contribute to the discipline of learners by exposing them to other physical exercises.

On whether Learners are given proper and timely medical attention whenever they fall sick, 45% and 22% of head teachers agreed and strongly agreed, respectively, but 14% and 7% disagreed and strongly disagreed, respectively.

According to the QASOs and CDEs, when learners fall sick, parents are often called to take them to the hospital, except in an emergency, where the school responds and then calls the parents. In many cases, parents are advised not to send their children to school when they are sick.

On whether Learners are encouraged to be well-groomed, 56% and 22% of head teachers agreed and strongly agreed, respectively, but 11% and none disagreed and strongly disagreed, respectively.

The finding was that the majority of the schools (78%) encouraged their learners to groom well. While CDEs agreed with this finding, observing that most learners go to school in uniform, hence looking smart, QASOs had a slightly different observation that teachers did not keenly check grooming; hence, some learners' uniforms were torn, dirty, and their hair shaggy and unkempt.

On whether there is a healthy relationship between learners and staff, 50% and 24% of head teachers agreed and strongly agreed, respectively, but 10% and none disagreed and strongly disagreed.

The finding affirmed that there was a healthy relationship between learners and staff in a majority (74%) of the public primary schools. The finding was supported by TSC-CDs, who affirmed that the provision in the TSC Act 2012 that schools only employ registered teachers had helped weed out unprofessional teachers. Discussions with TSC-CDs revealed a friendly relationship between teachers and learners in most counties. They reported that good relations had created a suitable learning environment that promoted the quality of teaching and learning. QASOs and CDEs supported the finding as they argued that the number of teachers having unhealthy relationships with their learners had decreased. They said that very few teachers were accused of either flattering or sexually abusing their learners. The CDEs argued that the ban on corporal punishment in schools helped reduce cases of teachers caning or physically mistreating their learners.

**Table 4.1**

***Responses from Head Teachers and Teachers on the Status of Welfare of Learners in Public Primary Schools***

Learners	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Learners' meals are balanced, and there is a provision of a special diet	19	21	27	30	9	10	24	27	11	12
Learners are sensitized to the dangers of buying food from unauthorized vendors.			11	12	9	10	53	59	17	19
There are guidance, counselling, and mentorship programs in our school	7	8	9	10	7	8	49	54	18	20
Learners are sensitized on school rules and regulations to enhance adherence			12	7	9	3	49	69	20	21
There are no cases of bullying, sexual abuse, stealing, violence, drugs abuse and substance	11	12	25	29	12	13	29	32	13	14
There are referral systems for psychosocial support and rehabilitation of the learners	7	8	24	27	15	17	33	37	11	12
There are vetted and age-appropriate entertainment programs	14	16	16	18	14	16	35	39	11	12
There are varied communication channels that are user friendly	7	8	15	16	12	13	41	46	15	17
There is participation of learners in clubs and societies			12	13	8	9	52	58	18	20

Learners participate in various co-curricular activities			7	8	7	8	48	53	28	31
Learners are given proper and timely medical attention whenever they fall sick	6	7	13	14	11	12	40	45	20	22
Learners are encouraged to be well groomed			10	11	10	11	50	56	20	22
There is healthy relationship between learners and staff			9	10	14	16	45	50	22	24

Table 4.2 presents observations made by QASOs on the status of Learner Welfare in Public Primary Schools. While programs for learners' welfare activities were available in 66 (73.3%) public primary schools, it was not available in 16 (17.8%) public schools. Responses were lacking in 8 (8.9%) schools.

Punishment records for learners were kept in 52 (57.8%) schools, while the same was not available in 19 (21.1%) schools. In 8 (8.9%) schools, some records on punishment were kept. Responses on keeping punishment records were missing in 8 (8.9%) schools. CDEs reported that keeping discipline records was challenging for many public school administrators. Moreover, when discipline books were available, they were not up to date.

Records for guidance and counseling services to learners were available in 50 (55.6%) school but not in 27 (30%). The rest there were no comments on the availability of records. TSC-CDs and QASOs observed that guidance and counseling services were weak in many public primary schools because teachers did not have the required capacity to handle the department and schools did not provide the required facilities.

Learners' meal plan was available in 50 (55.6%) public schools but not in 34 (37.7%) public schools. There were no responses on Learners' meal plans in 6 (6.7%) public schools. CDEs observed that meal plans were more common with boarding schools than day schools. In most day schools, it was reported that only one meal was offered, and there was no variety as parents donated cereals towards the lunch program. Some schools

did not even provide lunch as parents had no economic capability to sustain the program. It was noted that schools in ASAL benefited from government support occasionally, and the food lacked variety that would call for a meal plan.

Learners' medical records were available in 27 (30%) public primary schools but not in 41 (45.6%) public primary schools. Incomplete health records were available in 12 (13.3%) public primary schools.

The County Directors of Education revealed that the government provided sanitary towels to the girls in public schools, a practice that they say enhanced retention and class attendance.

Further interviews with the County Directors revealed that while adequate, safe drinking water was provided in some counties, there were other counties with a shortage of the same.

**Table 4.2**

***Observation Made by QASOs on the Status of Learner Welfare in Public Primary Schools***

		n	%
Programs of welfare activities for learners	Available	66	73.3%
	Missing	8	8.9%
	Not available	16	17.8%
	Total	90	100.0%
punishment records for the learners	Available	52	57.8%
	Missing	8	8.9%
	Not available	19	21.1%
	Some available	11	12.2%
	Total	90	100.0%

Records for guidance and counseling services to learners	Available	50	55.6%
	Not available	27	30%
	Some available	13	14.4%
	Total	90	100.0%
Learners' meal plan	Missing	6	6.7%
	Not available	34	37.7%
	Available	50	55.6%
	Total	90	100.0%
welfare medical records	Available	27	30%
	Missing	10	11.1%
	Not available	41	45.6%
	Some available	12	13.3%
	Total	90	100.0%

## 4.2 Curriculum Organization and Implementation

Curriculum organization entails the smooth running of curriculum and co-curricular activities in the school with the required instruments and trained personnel, as required by law. The study found that it included proper syllabus coverage of all the subjects under the curriculum. Curriculum organization also means the proper allocation of subjects to teachers who use all the professional support documents like the timetable, schemes of work, lesson plan, and evaluation of learners in various learning areas. Curriculum organization must be done as per the regulations of the Ministry of Education.

The Basic Education Act no. 14 of 2013, KICD curriculum Design and syllabus, Children's Act 2022, Teachers Service Commission Act 2012, and other legal documents are the guidelines that are looked at to support the curriculum structures.

Table 4.3 shows the assessment results of the strategies used in the curriculum.

**On Curriculum Designs:** The results indicate that 74% of the schools had curriculum designs for all the learning areas, a further 10% of the schools had curriculum designs for some learning areas, 9% had no curriculum designs available, while 6% of the schools had no entry for this question.

The findings on curriculum design show that many schools had curriculum designs for all the subjects. However, a noteworthy number of schools (19%) either had curriculum designs for some learning areas or did not have them for all learning areas. This begs the question of what their point of reference is in the implementation of the curriculum. Discussions with CDEs revealed that there was a challenge with the distribution of not only curriculum designs but also textbooks. Either some schools were not mapped, or curriculum designs for some schools ended up in the wrong hands. QASOs observed that schools without curriculum designs had resulted in either photocopying from the neighboring school or borrowing for a period. The lack of curriculum design was said to have compromised the implementation of the curriculum by negatively affecting the preparation of the schemes of work. TSC-CDs noted that teachers were still strained in interpreting the curriculum design, and it was even more difficult for teachers with little access to the copies.

**On Schemes of Work:** 73% of teachers at the schools under study were reported to have completed their schemes of work, 14% had incomplete schemes of work, 6% had borrowed schemes of work, and 7% had none. QASOs reported that most teachers had challenges preparing the schemes of work as they lifted word-for-word from the curriculum design, even when a correct interpretation would have served them better. They indicated that some teachers preferred commercial/borrowed schemes, which they kept in the file without actually referring to them during curriculum delivery. TSC-CDs

observed that teachers were fond of creating files consisting of professional documents without putting them same into good use.

**On Lesson Plans:** About 47% of teachers had prepared lesson plans, 39% were not regular planners of lessons, 6% had incomplete lesson plans, and 8% of the schools had no lesson plans. Key informants accused many teachers of preferring to teach without lesson plans. They said teachers lacked consistency in developing and using the lesson plans during lesson delivery. They further averred that the quality of the lesson plans prepared was inconsistent with the standards set by KICD.

**On Lesson Notes:** 61% reported having lesson notes, 22% of teachers had lesson notes in some of the subjects but missed out on other subjects, and 6% had lesson notes that were not up to date. QASOs held that some teachers had no lesson notes but taught directly from textbooks. They indicated that the old version of notes had not been updated, even with the advent of the CBC curriculum from 8.4.4.

**On class attendance Registers:** The findings showed that 88% of the head teachers reported the availability of class attendance registers, 10% had not updated the attendance registers, and 2% did not have them. TSC-CDs noted that most teachers kept attendance registers for their respective classes. QASOs agreed with the observation but noted that some attendance registers had not been updated; hence, some information was missing, especially the year of birth and some summations.

**On Assessment Records:** About 80% of the respondents indicated that Assessment Records were available, 11% indicated that some assessment records were available, and 9% were not. QASOs observed that available assessment records did not conform to the new Competency-Based Assessment criteria but highly resembled the old 8.4.4. Some assessment records were missing in most schools, for instance, portfolios and projects. CDEs showed that curriculum feedback was given to the learners after the assessment, and the progress report was to be taken to the parents. In other schools, the parents and

guardians were invited to a class meeting where they discussed learners' results and progress with teachers. The exam department produced a results analysis, and the feedback was given to the learners or hung on the school notice board. The student is also given report cards and rubrics; the best students are awarded prizes for motivation. They revealed that most of the best-performing schools were consistent with the MoE procedures on curriculum implementation and feedback.

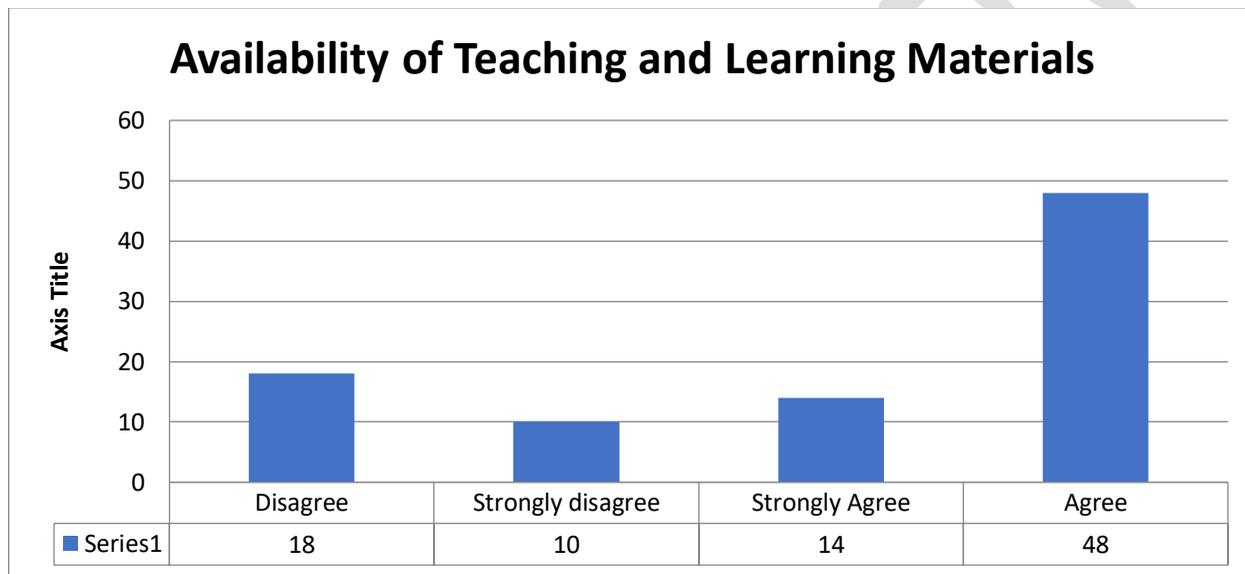
Further, the QASOs showed that among the best-performing schools, the actual teaching of lessons included project work, fieldwork, Group discussions, practicals, homework, lesson planning, and the use of teaching/learning resources to enhance development.

TSC-CDs noted that the curriculum assessment differed from the Competency-Based Curriculum and the 8.4.4 classes. There were three (3) exams per term for the 8.4.4 curriculum, while in CBC, there were topical assessments, projects, and national assessments by the Kenya National Examination Council. In addition, on the 8.4.4 curriculum, there is a sub-county assessment once a term, apart from the school assessment. Teachers are assessed and observed once per week by their superiors for the curriculum audit.

**Table 4.3:****Professional Documents**

		<b>Freq</b>	<b>%</b>
<b>Curriculum Designs</b>	Available	67	74%
	Missing	6	7%
	Not available	8	9%
	Some available	9	10%
	Total	90	100.0%
<b>Schemes of work</b>	Available	66	73%
	Available but incomplete	13	14%
	Available but borrowed	5	6%
	Not available	6	7%
	Total	90	100.0%
<b>Lesson Plans</b>	Available	42	47%
	Available but irregularly prepared	35	39%
	Incomplete	5	6%
	Not available	8	8%
	Total	90	100.0%
<b>Lesson Notes</b>	Available	55	61%
	Not available	9	1%
	Some available	20	22%
	Not up to date	6	6%
	Total	90	100.0%
<b>Attendance Registers</b>	Available	80	88%
	Not up to date	9	1%
	Not available	1	0%
	Total	90	100.0%
<b>Assessment Records</b>	Available	72	80%
	Not available	8	9%
	Some available	10	11%
	Total	90	100.0%

On teaching and learning resources: Figure 4.1 shows that in most public primary schools, when asked whether learning and teaching resources were adequate, there was a high number of respondents agreeing and strongly agreeing, represented by 53% and 15%, respectively. 20% and 12% disagreed and strongly disagreed, respectively. While TSC-CDs observed that teaching and learning materials were available in lower grades, they were inadequate for large classes. QASOs averred that the materials' relevance, originality, and creativity were lacking in most cases.



**Figure 4.1: Availability of Teaching and Learning Materials**

On the adequacy of teachers: The teacher-pupil ratio varied from school to school. One school had a ratio of 1:105, and this hindered the teacher-student interaction and made it hard for the teacher to effectively mark assignments. Another school had a ratio of 1:25, and the teachers were able to effectively deliver in class, give individual attention to learners, and check and mark learners' work effectively. A ratio of 1:45 was termed a fair workload. A higher teacher-student ratio was seen to hurt the quality of education. High enrollment in classes reduces teacher-pupil contact, the teacher is overworked, and there is poor classroom control, assessment, and feedback on learning outcomes, hence the poor quality of education.

On curriculum organization: The findings showed that various departments had not been fully set up as part of the support structures. For instance, many schools had weak Guidance and counseling departments devoid of programs and records, low-key examination departments without equipment and records, and defunct subject panels, weak mechanisms for monitoring lesson attendance and recovery.

QASOs revealed that successful schools adhered to curriculum timeliness by holding staff meetings on opening day, setting the school calendar of activities, and strategies for tracking the progress of whether the targets were being met. Additionally, teachers were required to analyze the exam results on time and prepare report books for pupils. This formed part of the curriculum assessment, revealing learners' ability and performance and ensuring timely feedback mechanisms are adopted. Having adequate staff and support was also key, especially in schools with too congested classrooms. The teachers also indicated working closely with each other to provide support and lending learning material where needed. Parents were also sensitized on the importance of the curriculum coverage to ensure there was no chronic absenteeism among the pupils. Holistically, this contributed to the good performance in most of the public primary schools.

The findings indicated that there was both internal and external supervision. The head teachers, deputy head teachers, senior teachers, and chairpersons of subject panels ensure the supervision of the professional documents and curriculum implementation plan.

Key informants, especially quality assurance and standards officers interviewed, pointed out that part of their tasks, including supervision of curriculum implementation, is done on a routine basis. However, this is negatively impacted by limited personnel and resources to reach and undertake the required assignments in all the schools. This statement on inadequacy in standards assessments was in concurrence with some of the

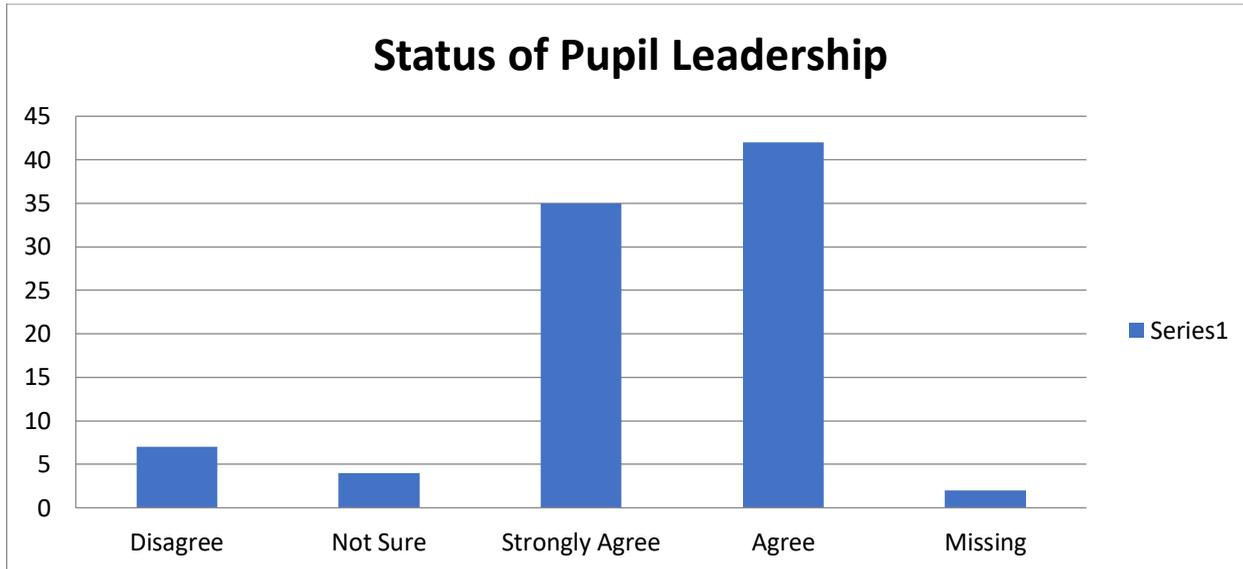
responses from the main tool that targeted teachers and head teachers, who noted that there were minimal standards assessments and feedback from quality assurance officers.

#### **4.4 Leadership and management**

The study aimed to determine the status of leadership and management in public primary schools in the sampled schools. The main areas covered by the study included: pupils' leadership, appointment of the Board of management, school levies, availability and use of legal documents, and Resource mobilization strategies.

This section presents responses from the head teachers, teachers, education officers (CDEs, SCDE, and QASOs), and TSC officers (TSC-CD and TSC-SCD).

Fig. 4.2 presents responses from head teachers who were interviewed in 90 public primary schools across the 20 sampled counties. The item was about the status of pupil leadership in public primary schools. Many of the schools representing 48% of the total schools involved in the study indicated that they had well-structured pupil leadership bodies. QASOs mentioned that monitoring of teaching and learning, linking pupils with teachers, and good time management were part of the leadership activities that pupil leaders oversee. The CDEs observed that student government is a provision under the MOE guidelines reflected in the Basic Education Act 2013, where a student leader is part of the composition of the BOM.



**Figure 4.2: Status of Pupil leadership in public primary schools**

The study found, presented in Figure 4.3, that 85% of the respondents had operational boards of management (BoM) committees as per the Education Act 2013, while the remaining 15% were either not sure or outright did not have the operational BoM committees as per the Basic Education Act 2013.

Key informants' observation was that the schools had functioning Board of Management (BoM) committees and active parent associations. The communication between the school management and parents was open and very cordial. Occasionally, community and local church leaders were involved in the composition of the BOMs, as it is a provision in the Basic Education Act.

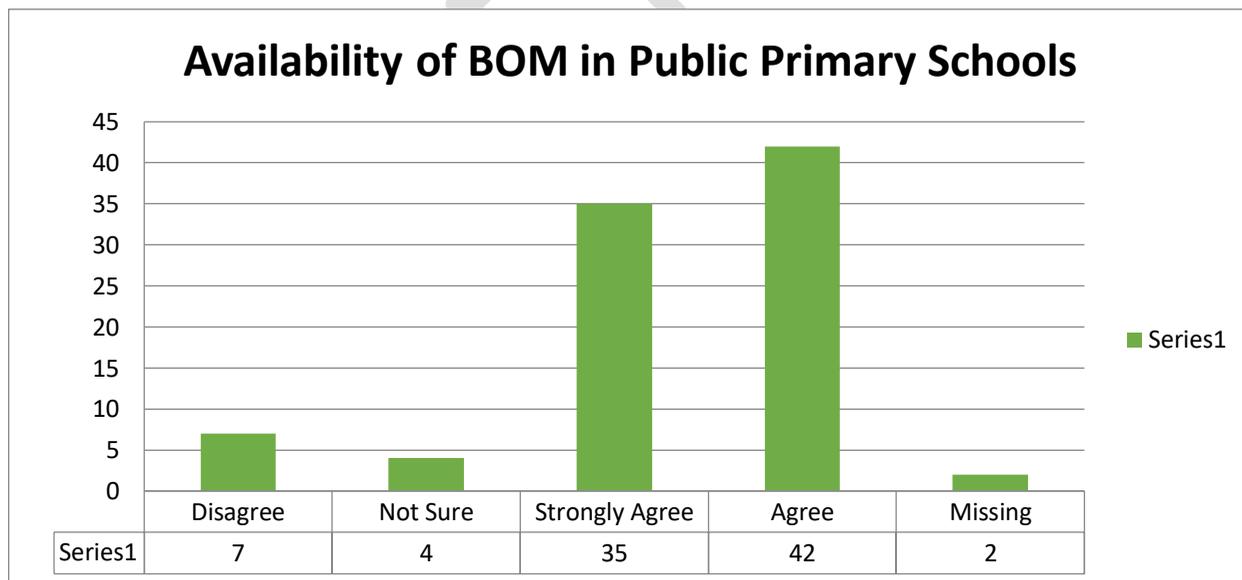
Key informants noted that leadership activities took different structures and models; staff meetings, BoM meetings, and PA meetings are commonly used in public primary schools. There were also capacity-building activities that included CBC, CBA, health talks, and mental talks cascaded among teachers and learners alike.

QASOs averred that budget making and implementation, timetabling, acquisition of teaching-learning resources, and curriculum supervision were some of the leadership

activities exercised at different levels within the schools. They indicated that parents and learners were included in the leadership seminars in some of the schools.

On the flip side, key informants indicated that performance issues in some schools were jeopardized by the lack of capacity of board members who did not understand their roles and had no strategic plan for their schools. They noted that some school BOMs were not well-trained or qualified to execute their mandates. They vouched for parental engagement to enable them to understand their roles and the value of education to their children.

Some CDEs reported conflicting roles between the Teachers Service Commission and the Ministry of Education that affect teachers' performance and compliance, and deny teachers the opportunity for capacity building, thus rendering them ineffective as members of the BOM.



**Figure 4.3: Availability of valid BOM in Public Primary Schools**

Figure 4.4 presents the availability of legal and policy documents in public schools. The documents of concern here include land ownership documents, a site plan for the school, and a strategic plan. 43% of the school administration either were not sure whether this was the case or outright disagreed with the statement that the schools were not secure or the documents such as title deeds /allotment letters were not obtained or both. The fact that about 43% of the head teachers indicated that they did not have a strategic plan and site plan raised concern as the number was statistically significant.

On the positive side, over half of the head teachers interviewed in the 90 schools reported that the schools were secured and that all the legal documents, such as title deeds /allotment letters, were obtained. However, key informants reported that school land had not been surveyed nor adjudicated in some counties and hence had no title deeds. QASOs indicated that most schools had no policy or legal documents, and the few who had them did not issue them to teachers for reference. TSC-CDs argued that lack of access to legal and policy documents made teachers ignorant of most policy matters.

CDEs observed that most schools were reluctant to develop a strategic plan for the school. They pointed out that some schools had attempted to write a development plan out of a directive from a MOE project. The moment the project ended its term, schools also stopped to prepare the development plan. Key informants were emphatic that a strategic plan was important in showing the direction the school intended to take regarding realizing its vision and achieving its mission.

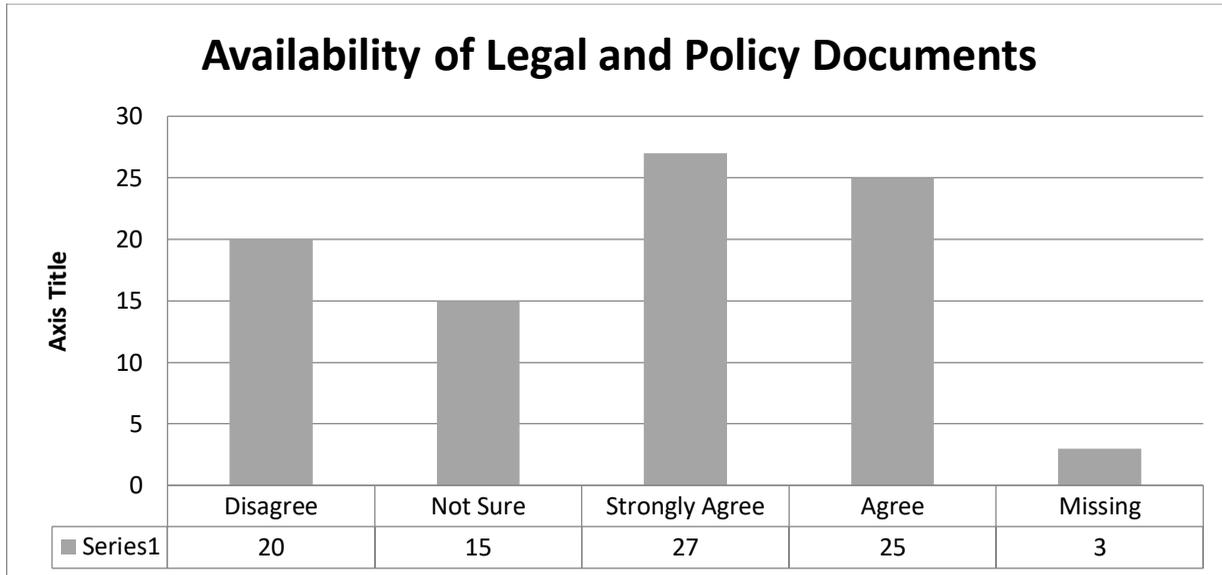


Figure 4.4: Availability of Legal and Policy Documents

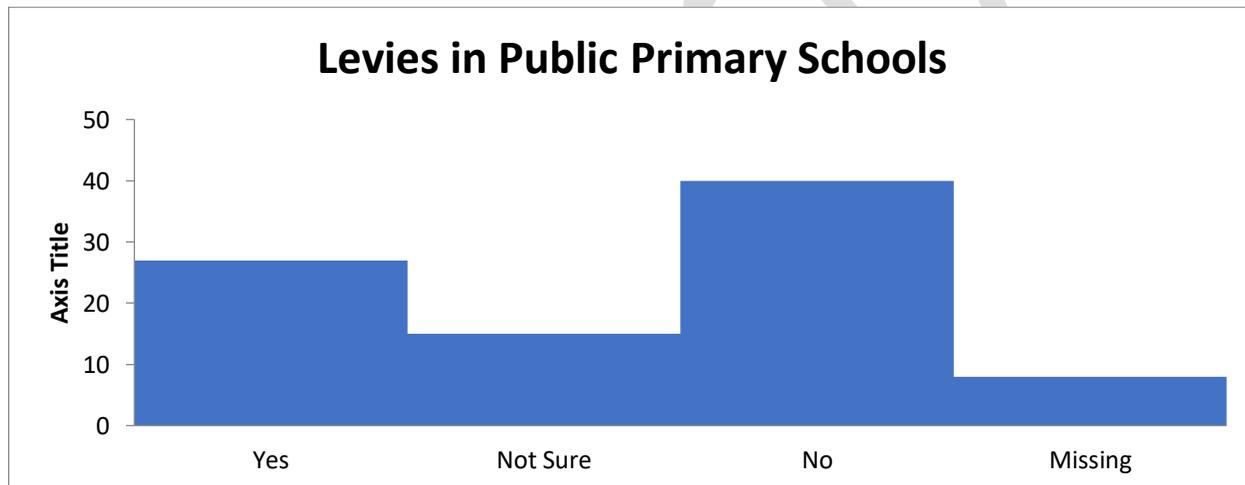
Figure 4.5 presents responses by the head teachers of the 90 public primary schools when asked whether the school charged levies on parents to meet expenses that included a feeding program, PTA teachers, co-curriculum activities, or remedial lessons.

Most respondents (44%) indicated that schools did not charge extra levies on parents, 30% indicated that schools asked for levies, 16% were non-committal, and 10% did not respond.

The findings, therefore, show that a substantial number of schools asked parents to pay some money for various expenses. Key informants agreed with the finding's argument that the situation in some schools demanded that parents carry some financial obligation as the funds disbursed by the government were inadequate and did not factor in some very important items. They noted that TSC had not posted adequate teachers in all schools. Therefore, parents were obligated to pay some money to employ a teacher as an intervening strategy to teacher shortage. The government does not support most schools to offer lunch to learners; hence, in some schools, the parents contribute as an intervention for feeding programs. Activity vote-head in the FPE scheme was inadequate

to expose learners to the many co-curriculum activities lined up by MOE every school calendar year; hence, parents are asked to contribute to take care of the deficit.

Regarding decision-making at the school leadership level, the findings from the interview guide pointed out that levies collected by the schools had to be discussed and approved by the parents and the executive, the BoM committee. One of the respondents indicated that *“monitoring of projects to be undertaken within the school is done by BoM using the MOE-approved guidelines”*. For others, a needs survey was conducted before drawing a budget that the stakeholders must approve. Respondents insisted that illegal levies were unacceptable in school, and circulars were issued from the County Director of Education’s office to regulate the same.

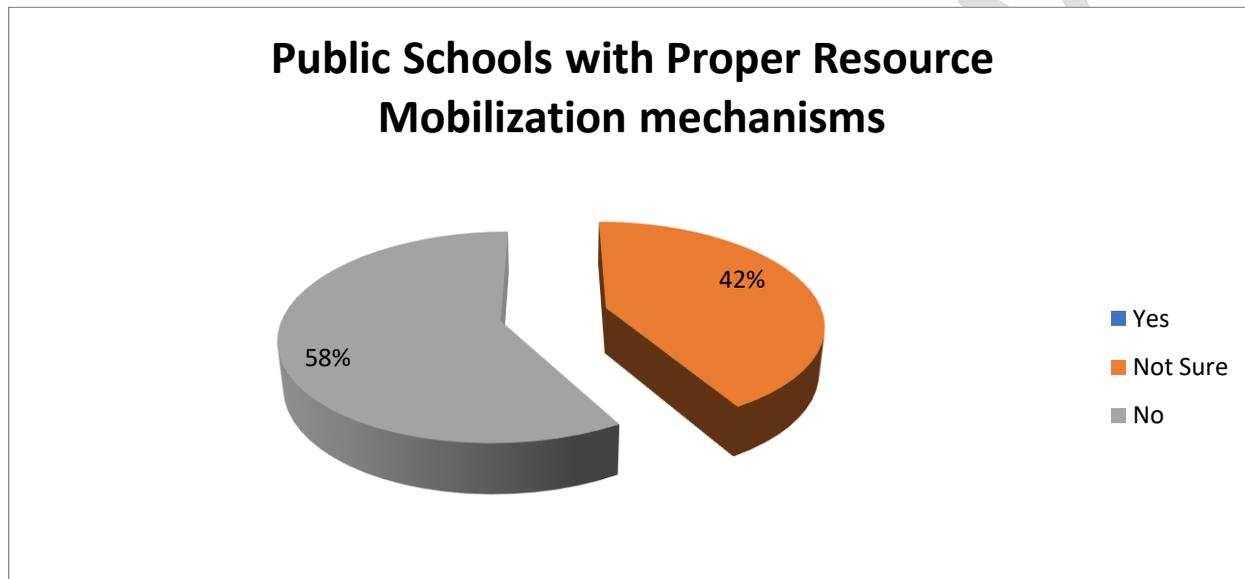


**Figure 4.5: School Levies in Public Primary**

Figure 4.6 presents resource mobilization strategies as a component of leadership and management in public Primary Schools. Resource mobilization strategies alluded to by the respondents included but were not limited to engaging alumni, well-wishers, Non-Governmental Organizations, Faith-Based Organizations, Community Based Organizations to offer financial and service support to the public primary schools. Of the respondents from the 90 sampled schools, 42 (approx. 47%) agreed with the statement, and approximately 31% disagreed by noting either not having appropriate or credible

resource mobilization strategies or were not sure whether the resource mobilization strategies were in place.

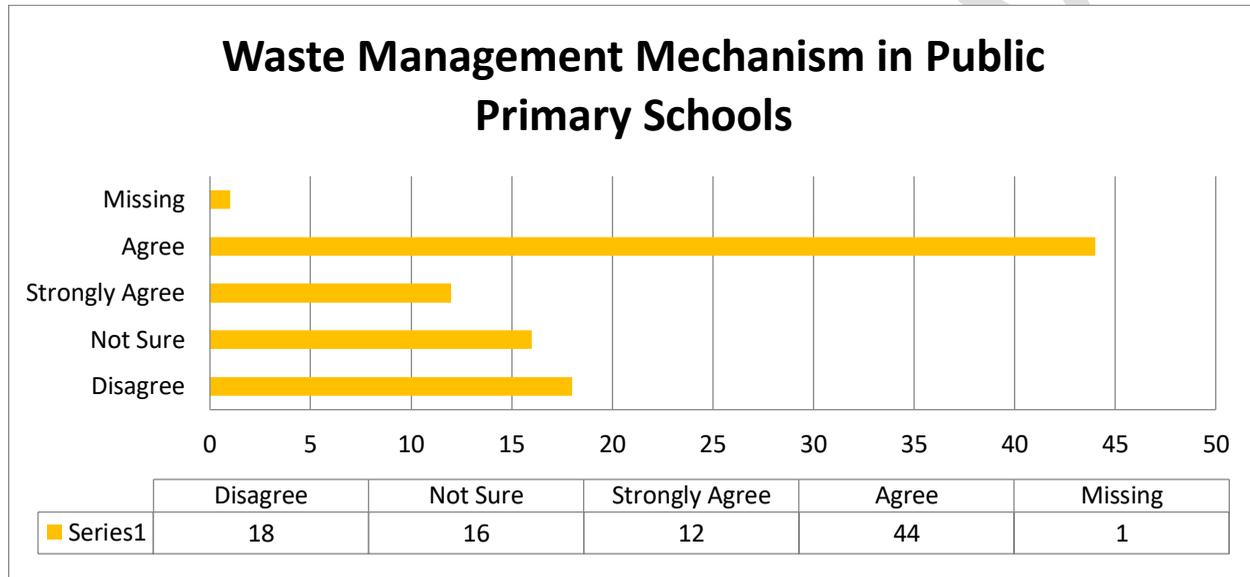
CDEs observed that most primary schools had benefited from National Government Constituency Development Fund projects that did classrooms and administration blocks. They noted that friendly organizations in the community did toilets for some schools.



**Figure 4.6: Resource Mobilization Mechanisms in Public Primary Schools**

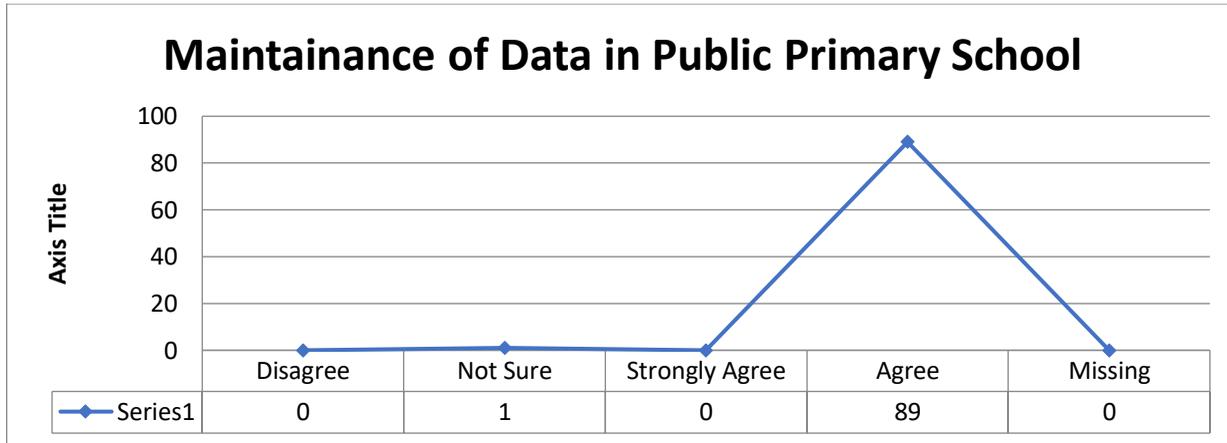
Figure 4.7 shows responses to waste management mechanisms. The findings from the main tool showed that there are appropriate waste management mechanisms, e.g., sewer system, kitchen waste, and litter separation and disposal (reduce, recycle, and reuse) on a five-point Likert scale from strongly disagree to strongly agree, 44 of the respondents from the schools making approximately 49% agreed to some degree with the statement. A further 16% or 18% were either not sure or disagreed to some degree with the statement, and one response was missing.

Key informants reported that waste management simply took the form of digging pit latrines and compost pits in many public primary schools. They said that there was not much to write home about regarding waste disposal in schools. QASOs observed that rarely schools invested in developing complex use reuse mechanisms for wastes.



**Figure 4.7: Proper Waste Management Mechanism in Public Primary Schools**

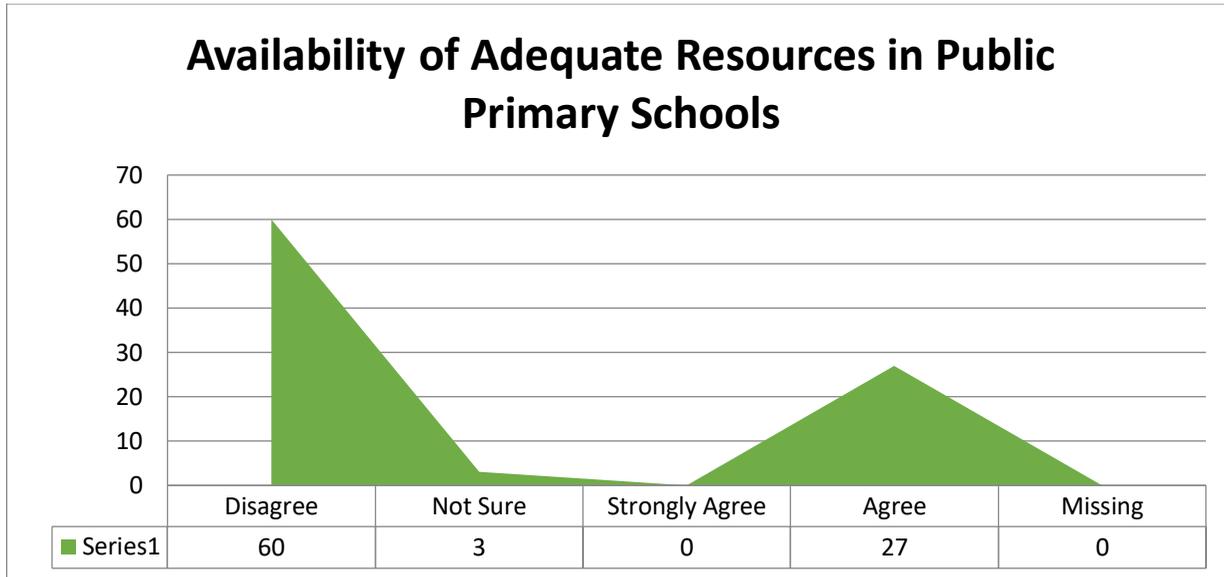
Figure 4.8 shows responses on an item seeking to determine whether schools maintained relevant and accurate data on learners, staff, learning resources, assets, and liabilities. The study found that almost all the school respondents (97%) agreed that their schools maintained relevant and accurate data on learners, staff, learning resources, and assets and liabilities. Only the respondent from one school was unsure if their school maintained the records.



**Figure 4.8: Maintenance of Data in Public Primary School**

Figure 4.9 presents the responses of head teachers of the 90 public primary schools on the availability of resources. The respondents were asked if their respective schools had adequate resources (human, material, and finance). 27 (30%) of the respondents agreed with the statement, while the remaining 70% were either not sure or disagreed with the statement to some degree, as presented in the chart.

The Key informants agreed with the findings, holding that many public primary schools were starved of resources. Most schools were said to suffer from teacher shortages, forcing parents to contribute in order to employ extra teachers to mitigate the shortage. They also reported that some schools received meager funds from the FPE kitty due to the low enrolment. Due to the limited funds, such schools strained to pay for bills like electricity and water and personal emoluments to key support staff like security guards.



**Figure 4.9: Availability of Adequate Resources in Public Primary Schools**

#### 4.5 Community involvement

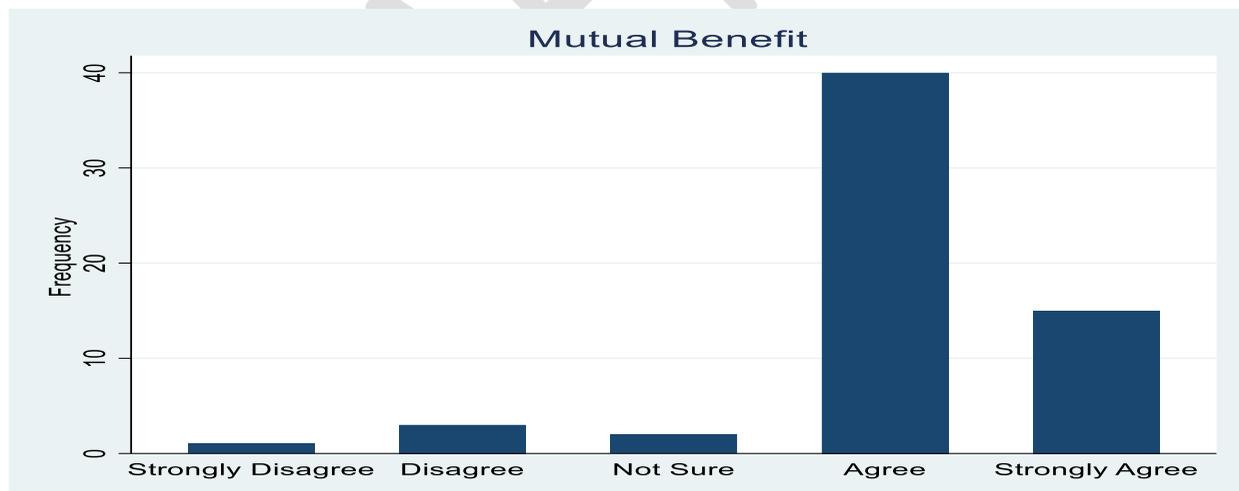
Community involvement in schools is paramount in ensuring that all stakeholders play a critical role in providing quality education. The study, therefore, wanted to establish a status of community involvement in the school's affairs. It looked at whether the community got any mutual benefit from the school and vice versa.

When asked whether community members indulge in school affairs and benefit from some of the school resources, a total of 17% of head teachers strongly disagreed, disagreed, and were not sure, respectively, about involving the community in school affairs. However, the majority of the respondents, 67%, who constituted head teachers and teachers, noted that they involve the community and allow the community members to use school resources. This is presented in Figure 4.10.

CDEs observed that many schools allowed the community to use the school facilities for community activities such as football, funerals, harambees (fundraising), and weddings. Most of the schools allowed the community members to graze their livestock and cut grass in the school field. They averred that some community members share the water

with the school, as well as the use of the school hall. Some of the local churches use the classrooms for worship every Sunday. QASOs supported the sentiments and said that learners were occasionally engaged in community activities such as cleaning the local markets. While in some regions, learners took part in a jigger awareness campaign under the supervision of the teacher. Other activities listed include visiting the aged people, the sick, and rescue centers in the community to offer services such as cleaning and donations, among others. According to the respondents, such activities provided the learners with an opportunity to learn and relate classroom lessons with practice and know how to contribute to the community's needs. Learners also participated in community clean-ups, tree-planting activities to stop soil erosion, and basic garbage collection around the school compound and markets.

The findings clearly indicated that most of the Public Primary schools adhered to the Basic Education Act No.14 of 2013 on engaging the community in school development and welfare.



**Fig. 4.10 School Neighbors are allowed to Use School Resources - Field, Furniture, Bus & Classrooms**

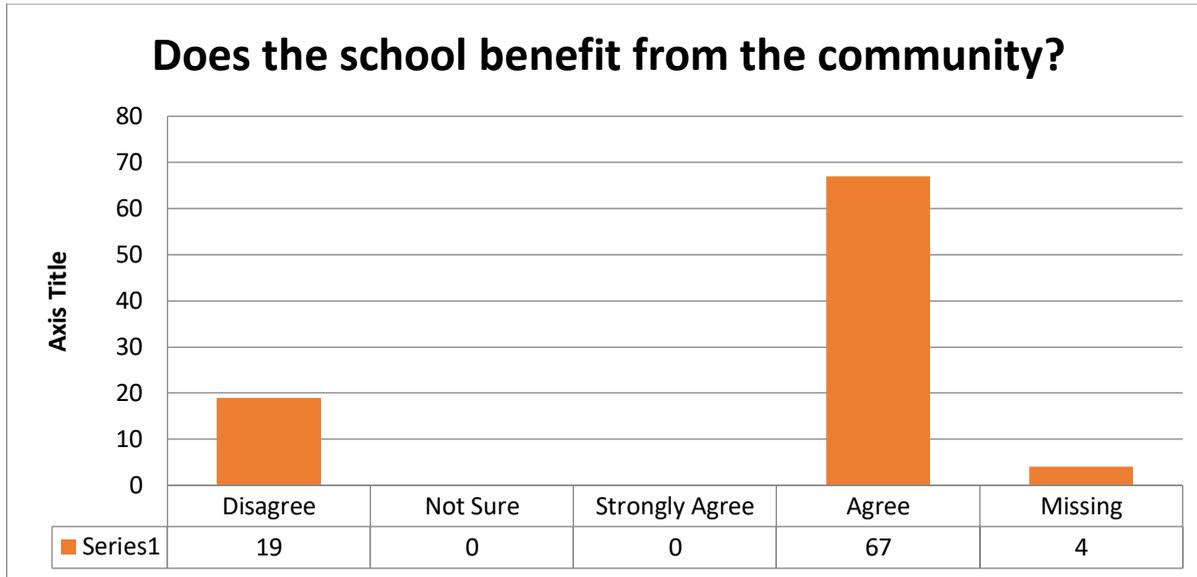
Figure 4.11 presents responses on whether the school benefitted from the community in any way. About 21% of the respondents interviewed showed that they did not involve the community in their affairs and did not benefit from the community. 74% of respondents agreed that the school benefitted from the community, while 5% did not respond to said question.

The relationship of the community groups with the school was strained due to the issue of insecurity and the influence of drug and substance abuse, which had been experienced in some incidences.

CDEs held that the involvement of the community in the affairs of public primary schools is a pillar in providing quality education as the community owns the school and provides oversight and security to the school, as the findings showed.

QASOs reported that the communities are also involved in environmental school activities such as tree planting, soil erosion control, school meetings, parents' meetings, harambee meetings to raise funds for school projects, and education days, among others. The involvement of the community and local church leaders in the school's affairs, such as pastoral services, was a positive step in keeping the schools' morals and values. Parents and other community members were also involved in following up on learners' progress, and some provided food to the school and learning materials. As well as others who assisted in the provision of sanitary facilities and uniforms for vulnerable learners.

TSC-CDs noted that most schools had not attracted the alumni to give any type of support to the school.



**Figure 4.11: Public primary schools benefit from Community activities**

#### 4.6 Physical Facilities

The study aimed to determine the status of physical infrastructure in public primary schools in the sampled schools. The main areas covered by the study included the provision of appropriate and adequate classrooms, provision of adequate, clean, and well-maintained toilets, reliable source of power, availability of internet connectivity in the schools, availability of playgrounds in the schools, provision of safe and reliable transport systems, provision of equipped library in the school, availability of administration office which is well located to enhance accessibility and surveillance, provision of a fenced school with a manned gate, availability of school ground that is leveled and safe, availability of a spacious, clean and maintained kitchen, construction sites that are well secured to prevent any harm to learners.

This section presents responses from the head teachers, teachers, education officers (CDEs, SCDE, QASOs), and TSC officers (TSC-CD and TSC-SCD).

Fig 4.12 shows responses from head teachers and teachers in 90 schools from where data was collected on the question of whether there were appropriate and adequate classrooms

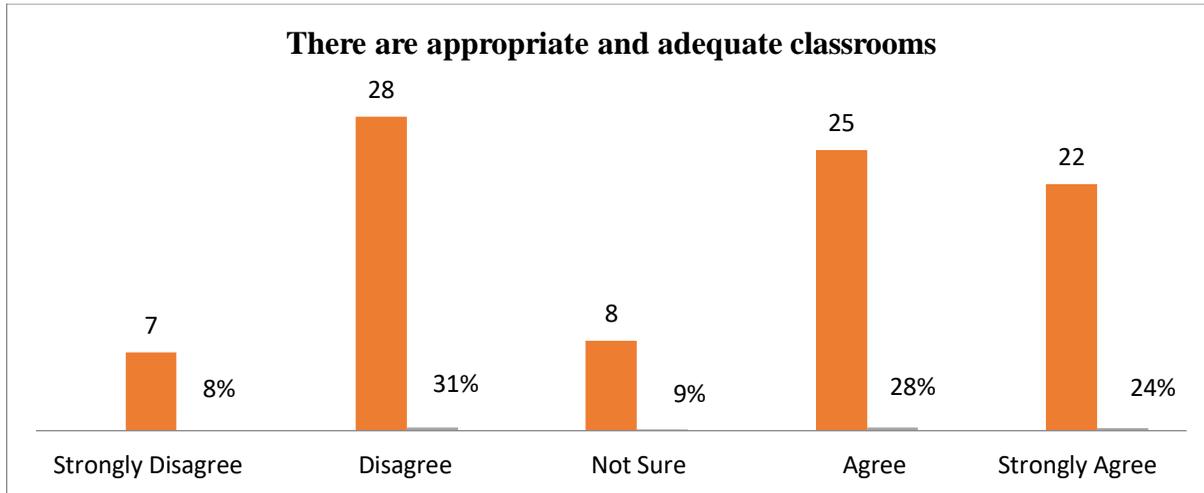
in the public primary schools. 31% of the respondents disagreed, 28% agreed, 24% strongly agreed, 8% strongly disagreed, and 9% were not sure. The number of schools with appropriate and adequate schools was, therefore, about 52%, while schools without appropriate and adequate classrooms were about 39%.

This finding, therefore, reveals that there are a number of schools (39%) with classrooms that do not meet the expected standards as provided in legal and policy documents of the MoE, including but not limited to - Guideline for Registration of Schools 2021 and Quality Index for Quality Assurance and Standards.

Interviews with the key stakeholders in this case revealed that there were schools with dilapidated classrooms that needed repairs as floors and walls had worn out with time. They reported that some counties had schools with temporary classrooms that were either mud-walled or done with timber. It was indicated that there were schools with condemned structures, but they were still under use for lack of alternative rooms.

Some County Directors of Education (CDEs) reported that due to poverty, parents could not contribute money to put up appropriate classrooms or even rehabilitate the dilapidated ones. They averred that the capitation grant given to schools under Free Primary Education (FPE) was too little to do new classrooms or to renovate a dilapidated classroom. In some counties, it was observed that National Government Constituency Development Funds (NG-CDF) had constructed classrooms, and construction was ongoing in other cases.

Teachers Commission County Directors (TSC-CD) reported that a deplorable environment that was an adverse risk to life affected curriculum delivery by teachers. They argued that quality teaching goes in tandem with a suitable environment for teaching and learning. They indicated that teachers and head teachers had given poor classrooms as the reason for the dismal performance of learners in national examinations.

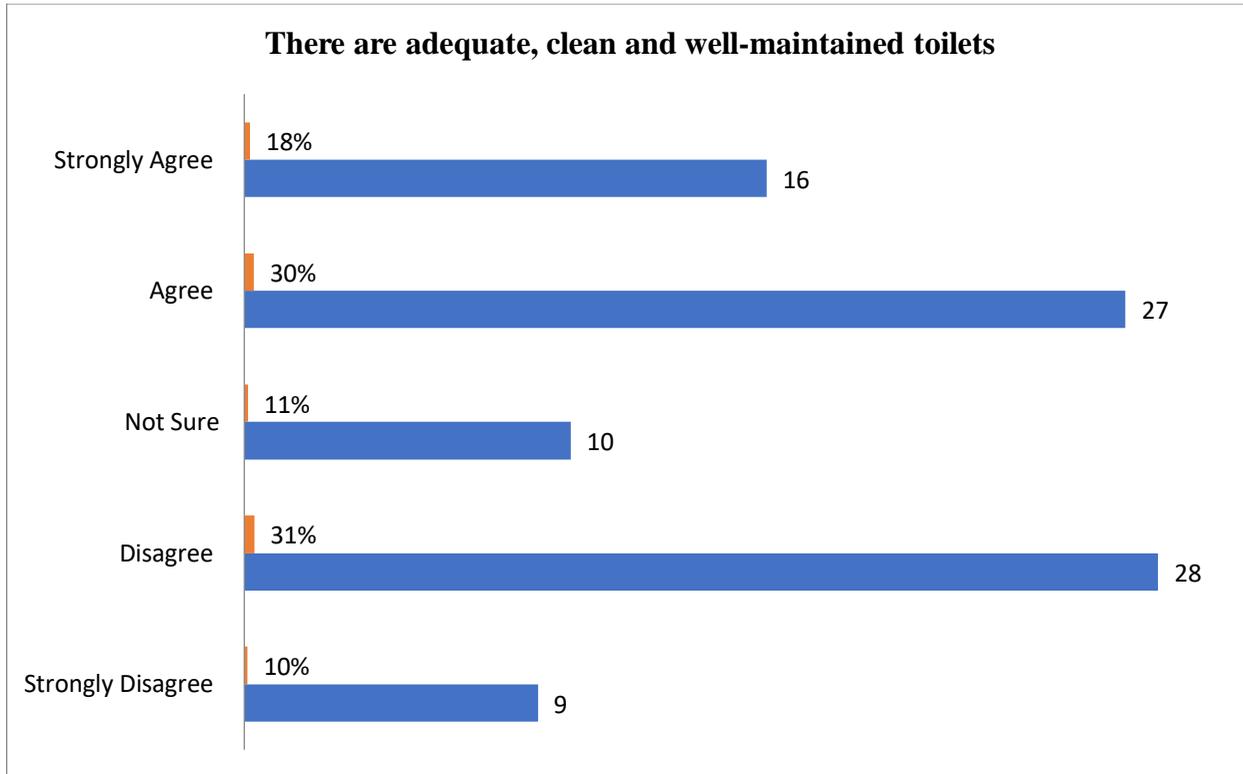


**Fig 4.12: Appropriate and adequate classrooms**

Fig 4.13 presents responses from head teachers and teachers in 90 schools distributed in 20 counties on the question of whether there were adequate, clean, and well-maintained toilets in the public primary schools. 31% of the respondents disagreed, 30% agreed, 18% strongly agreed, 10% strongly disagreed, and 11% were not sure. The number of schools with adequate, clean, and well-maintained toilets was, therefore, about 48%, while schools without well-maintained toilets were about 41%.

This finding, therefore, reveals that there are many schools (41%) with toilets that do not meet the expected standards as provided in legal and policy documents of the MoE, including but not limited to - Guideline for Registration of Schools 2021 and Quality Index for Quality Assurance and Standards.

Many CDEs revealed that in some schools, toilets were inadequate, especially where enrollment of learners was high. They reported that the inadequacy of toilets adversely affected learning as learners took a long-time queuing for the facility at break time, hence eating into lesson time.



**Fig 4.13: Adequate, Clean and Well-Maintained Toilets**

Fig 4.14 illustrates responses from head teachers and teachers in 90 schools spread across the 20 counties under the study on the question of whether public primary schools had a reliable source of power; 30% of the respondents agreed, 27 % strongly agreed, 15% disagreed, 13% strongly disagreed, and 12% were not sure.

The number of public primary schools with a reliable power source was, therefore, about 57%, while schools without were about 28%.

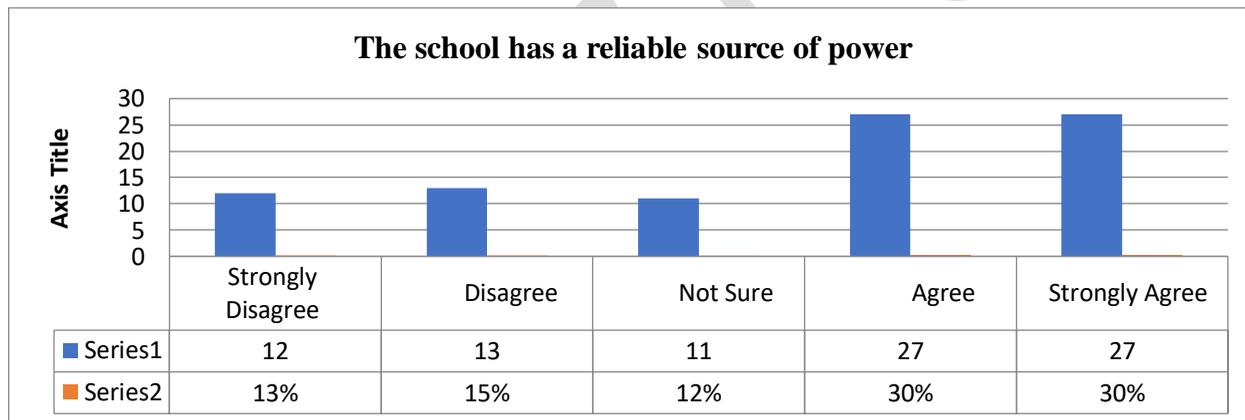
This finding, therefore, reveals a number of schools (28%) without a reliable power source. Lack of reliable power would hamper digital learning and ICT integration in teaching and learning. It would adversely affect the application of NEMIS for MoE and TMIS for TSC.

CDEs, when asked about the availability of a reliable power source, indicated that most public primary schools had power from the National Grid. They reported that through the

help of partners, some schools had solar power installation, but due to the high cost of maintenance, they were unsustainable in the long run. They averred that public primary schools without power were either new or located in far-flung areas where the National Grid had not reached. Some CDEs observed that most schools benefited from electricity during the Rural Electrification program, otherwise known as the last mile.

QASOs mentioned that lack of power adversely affected ICT integration and IT use in the management of schools. Digital learning, an essential component of the Competency Based Curriculum (CBC), was curtailed.

TSC-CD observed that lack of power hampered communication between heads of institutions and the Commission, as most programs had been digitized. They agreed with QASOs that the absence of power rendered ICT and digitized learning impossible.



**Fig 4.14: The school has a reliable source of power**

Fig 4.15 shows answers from head teachers and teachers in 90 schools spread across the 20 counties under the study on the question of whether there is internet connectivity in the public primary schools; 25% of the respondents agreed, 18 % strongly agreed, 32% disagreed, 25% strongly disagreed.

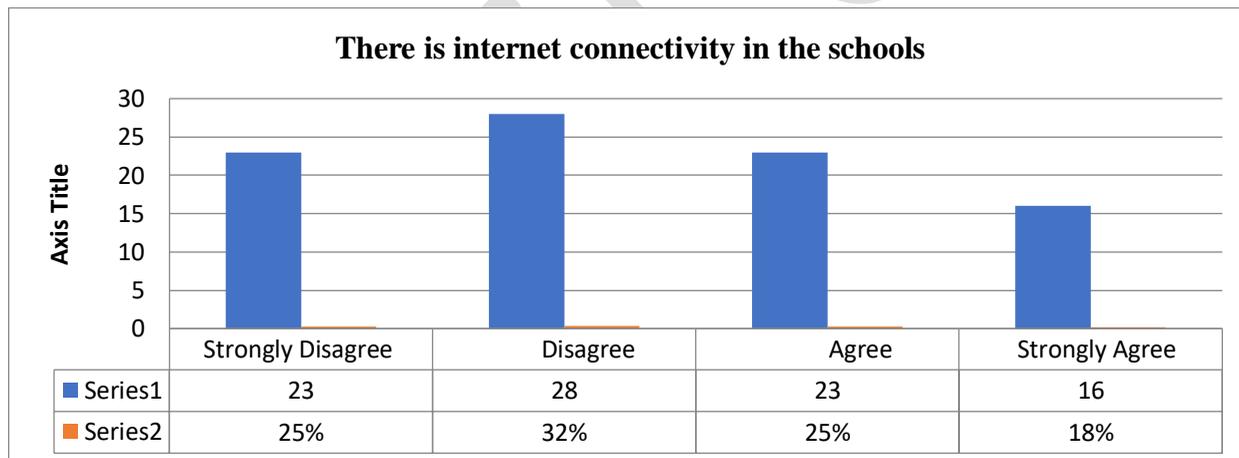
The number of public primary schools with internet connectivity within the schools was, therefore, about 43%, while schools without were about 57%.

The findings above show a bad state of affairs concerning the provision of internet connectivity in public primary schools, as over half of the schools were affected.

Discussion with QASOs revealed the same scenario as depicted in Fig. 4.4 by observing that teachers relied on their own data for internet connectivity using their cell phones in most schools. The heads of public primary schools likewise used their phones to access the internet.

The CDEs advanced that argument by reporting that there were indeed some places without internet connectivity at all. Headteachers and teachers from such places would move far away from school in search of internet. It was said that they spent a lot of money on the cost of internet.

TSC-CDs argued that the man-hours spent searching for the internet and the inefficiencies due to the lack of internet connectivity were enormous.



**Fig 4.15: There is internet connectivity in the schools**

Fig 4.16 presents responses from head teachers and teachers in 90 schools spread across the 20 counties under the study on the question of whether there are playgrounds in public primary schools. 48% of the respondents agreed, 27 % strongly agreed, 13% disagreed, and 12% strongly disagreed.

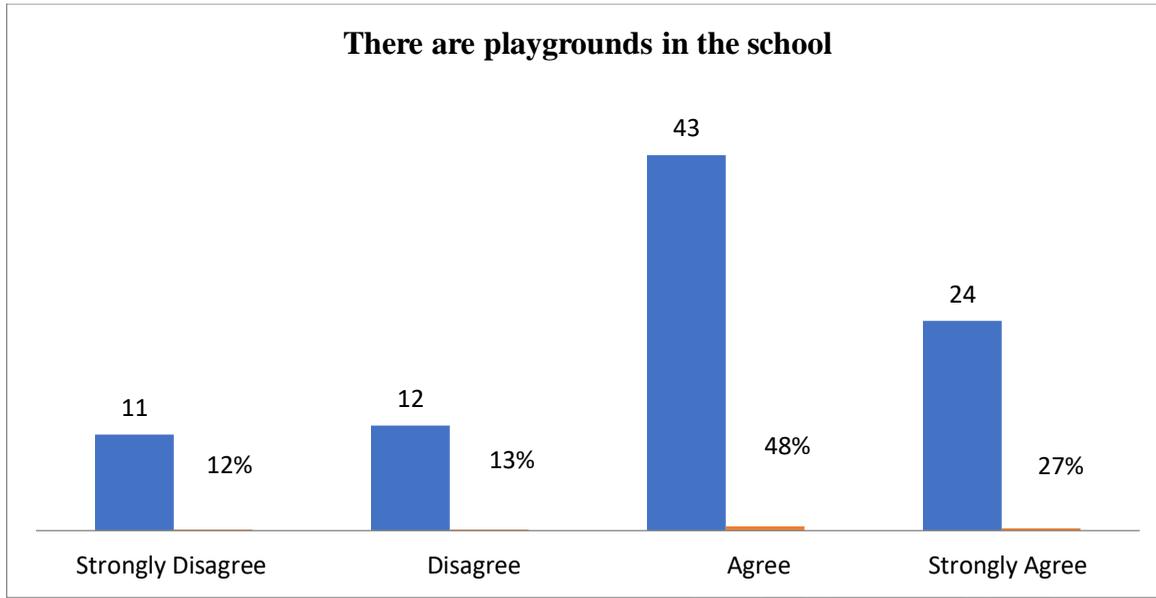
The number of public primary schools with playgrounds was, therefore, about 75%, while schools without were about 25%.

The findings reveal that the number of public primary schools without playgrounds was noteworthy (25%) and cannot be considered inconsequential.

Interviews with CDEs confirmed the findings above. They indicated that over half of the schools have appropriately used playgrounds. However, some schools shared one playground in the neighborhood among many schools within the surrounding and also with the villagers. It was reported that schools close to the stadium had signed a memorandum with management of the stadium for its use.

QASOs observed that Physical Education (PE) lessons that needed outdoor activities were conducted in a small space within the school compound. During such outdoor activities, it was noted that there was interference with the ongoing lessons in class. QASOs also noted that the quality of the delivery of the lesson was low due to constraints of space, especially where enrollment was high.

TSC-CDs noted that many learners were involved in co-curriculum activities because of playgrounds found in most of the schools. They said that it was evident that most schools participated in soccer, volleyball, and netball. They observed that a few schools participated in handball. Many TSC-CDs averred that nearly all schools engaged their learners in athletics whether they had a playground or not. They agreed with QASOs that the lack of playgrounds adversely affected teachers' ability to deliver PE practical lessons effectively.



**Fig 4.16: There are playgrounds in the school**

Fig 4.17 illustrates answers from head teachers and teachers in 90 schools spread across the 20 counties under the study on the question of whether transport systems in the schools are safe and reliable. 20% of the respondents agreed, 14 % strongly agreed, 28% disagreed, 24% strongly disagreed, and 14% were not sure.

The number of public primary schools with safe and reliable transport systems was, therefore, about 34%, while schools without were about 52%.

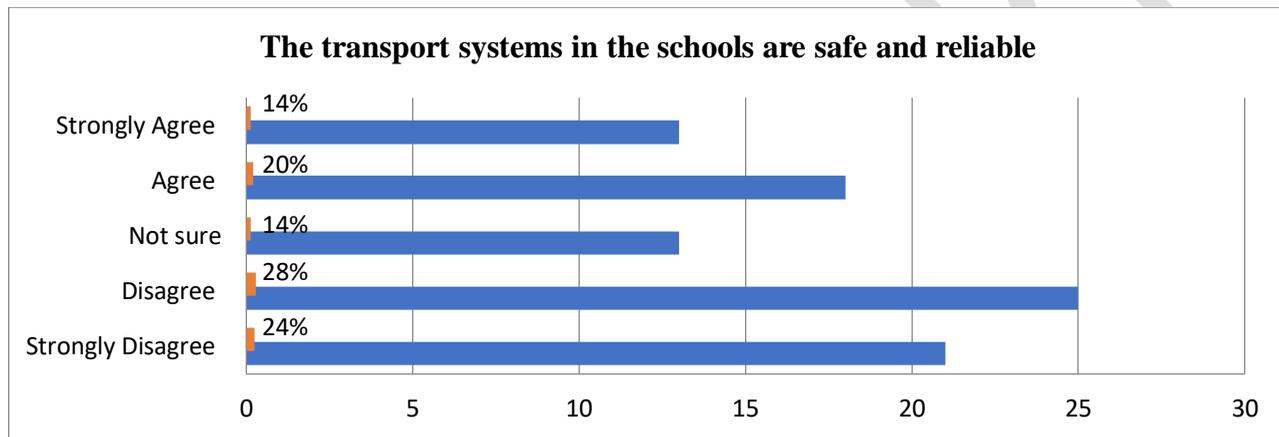
From the findings, transport systems were not reliable in more than half of the public schools. This may be attributed to most public primary schools' lack of school buses.

Discussion with CDEs revealed that more than half of the schools in all 20 counties faced challenges with means of transport, especially during school education trips or co-curriculum activities due to lack of ownership of a school bus.

QASOs were in agreement with CDEs that public schools, unlike private schools, did not own a bus. They held that out-of-school learning expeditions were derailed for lack of

transport mechanisms. Education tours, therefore, became expensive, and both the school and parents could not afford them. They noted that public primary schools relied on secondary school buses to transport their teams during co-curriculum activities.

TSC-CDs corroborated the observations made by both CDEs and QASOs that the lack of buses for public primary schools derailed education progress in the schools. They argued that education tours were an imperative segment of the curriculum that ensured learners related theory and practice; hence, learners in public primary schools missed out on this.



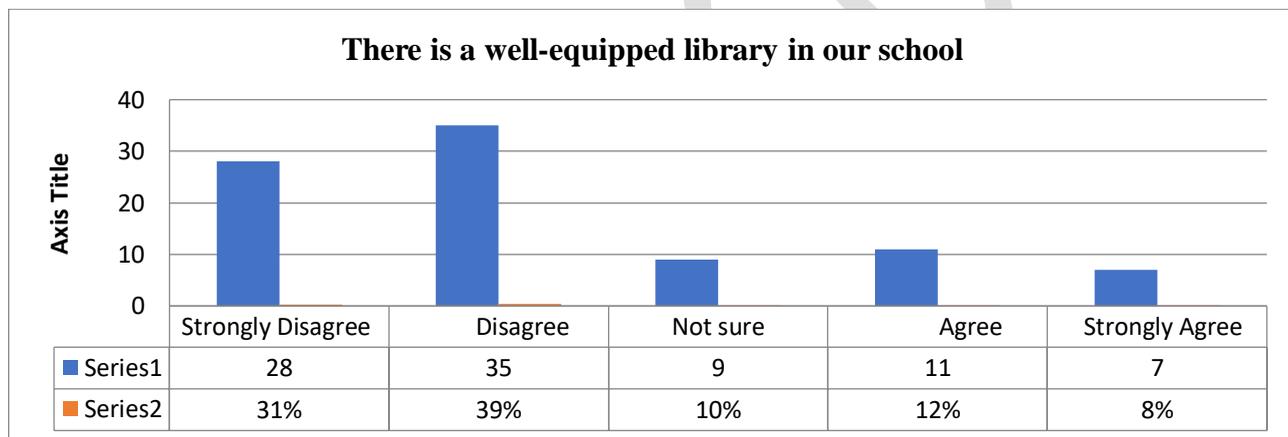
**Fig 4.17: The transport systems in the schools are safe and reliable**

Fig 4.18 presents responses from head teachers and teachers in 90 schools spread across the 20 counties under the study on the question of whether there is a well-equipped library in public primary schools. 12% of the respondents agreed, 8% strongly agreed, 39% disagreed, 31% strongly disagreed, and 10% were not sure.

The number of public primary schools with well-equipped libraries was, therefore, about 20%, while schools without were about 70%.

The findings of this study revealed that more than three-quarters of the public primary schools had no well-equipped library. This may negatively impact reading culture among young learners and their language acquisition.

Discussion with key informants (CDEs, QASOs, and TSC-CDs) validated the above findings that the majority of public primary schools had no library, let alone one that was well equipped. This was attributed to a shortage of financial resources and, therefore, prioritizing building classrooms and a library. It was argued that even with the unavailability of a library, the MoE had distributed many textbooks to schools with the aim of having a learner-to-textbook ratio of 1:1. The MoE target was said to have been achieved in many public schools except for newly established schools and the few that experience influx in enrollment. However, it was noted that storage facility for the textbooks was a challenge as many were stored in the administration offices or respective classrooms. It was observed that the wear and tear of textbooks was very high because of the storage challenge, hence mishandling.



**Fig 4.18: There is a well-equipped library in the school**

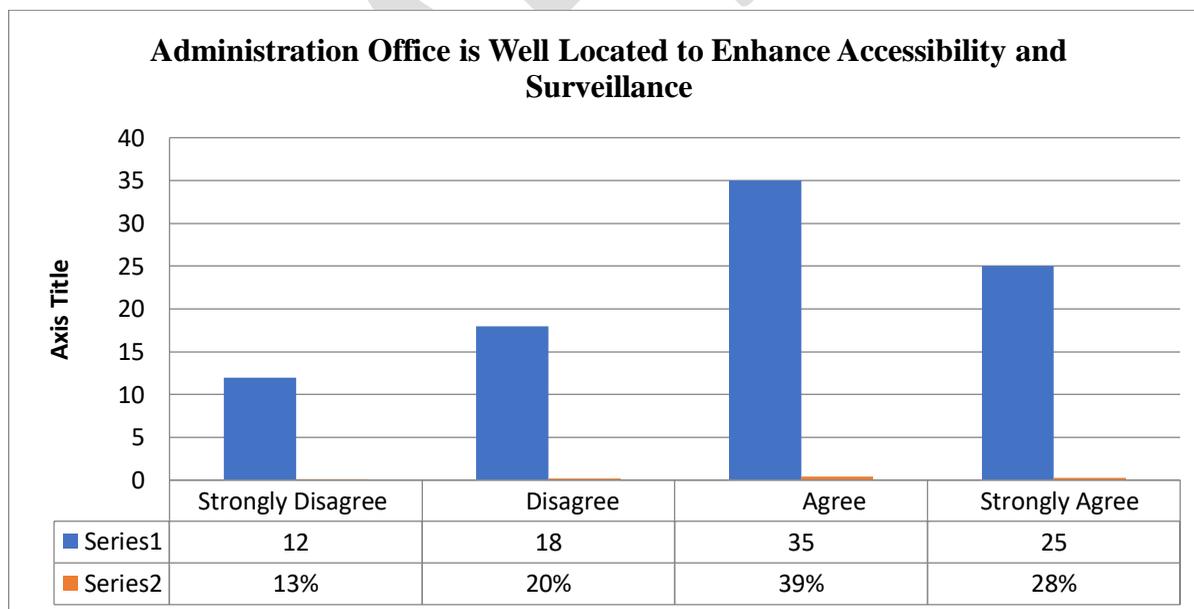
Fig 4.19 presents responses from head teachers and teachers in 90 schools spread across the 20 counties under the study on the question of whether the administration office is well located to enhance accessibility and surveillance. 39% of the respondents agreed, 28 % strongly agreed, 20% disagreed, and 13% strongly disagreed.

The number of public primary schools with a well-located office that enhances accessibility and surveillance was, therefore, about 67%, while schools without were about 33%.

The findings show that despite over half the schools providing well-located offices, a substantial number of schools did not have well-located offices that could enhance accessibility and surveillance. This could be attributed to poverty or challenges of raising financial resources to put up an office when there were inadequate classrooms and toilets, as was reflected in Fig 4.12 And 4.13 above.

CDEs observed that some head teachers had makeshift structures used for office space while others shared a small room with their senior teachers, deputies, and teachers. They said that in some desperate cases, classrooms were partitioned to create an office space. They disclosed that office furniture was a challenge in some schools where office space was available.

The CQASOs and TSC-CDs held that lack of office space affected the efficiency and effectiveness of both the head teacher and teachers. They averred that lack of office space left teachers without a conducive environment to prepare professional records and head teachers without space to conduct administrative work, including giving services to customers and stakeholders.



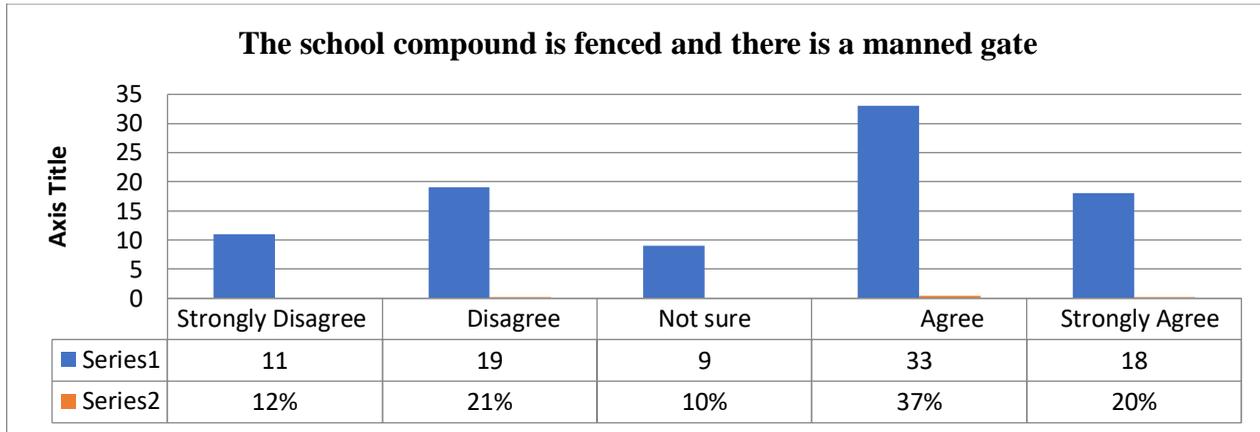
### **Fig 4.19: Administration Office is Well Located to Enhance Accessibility and Surveillance**

Fig 4.20 presents responses from head teachers and teachers in 90 schools spread across the 20 counties under the study on the question of whether the school compound is fenced and has a manned gate. 37% of the respondents agreed, 20% strongly agreed, 21% disagreed, 12% strongly disagreed, and 10% were not sure.

The number of public primary schools with fences and manned gates was, therefore, about 57%, while schools without were about 33%.

The findings showed that more than half of the schools had a fence and manned gate, but more than a quarter had no fence or a manned gate. A fence and a manned gate are believed to enhance the security and safety of learners when in school and on school property after school hours. Lack of it, therefore, exposed learners and school assets to insecurity.

Most of the key informants disagreed with the findings that most schools had a fence and manned gate. They argued that a number of public primary schools, particularly in rural setups, had neither a fence nor a manned gate. They pointed out that most schools deployed a watchman after school hours and hence did not have any during the day. They said that some schools that attempted to erect a fence had a weak and porous one that was meaningless in the long run.



**Fig 4.20: The school compound is fenced and there is a manned gate**

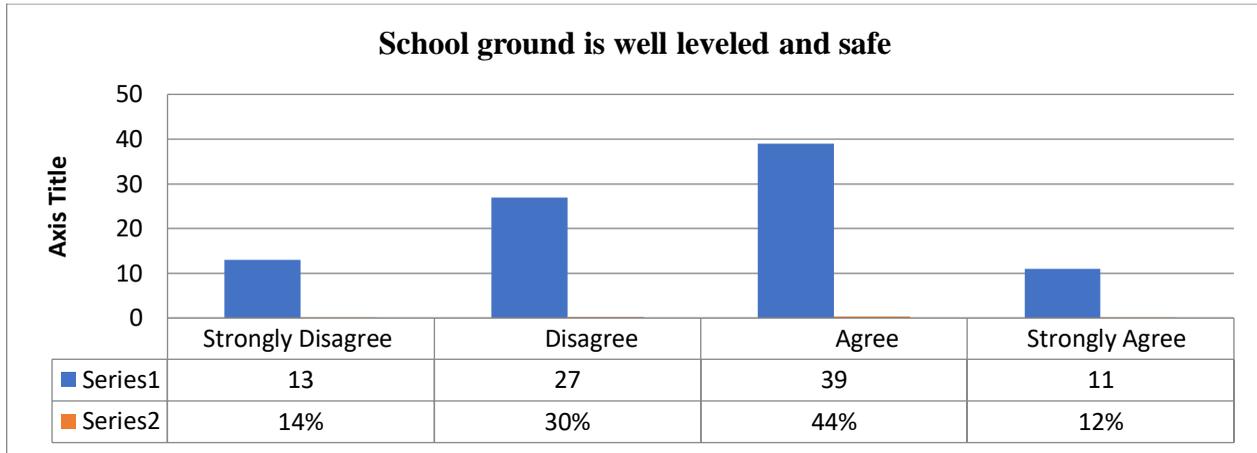
Fig 4.21 presents responses from head teachers and teachers in 90 schools spread across the 20 counties under the study on the question of whether School ground is well leveled and safe. 44% of the respondents agreed, 12 % strongly agreed, 30% disagreed, and 14% strongly disagreed.

The number of public primary schools with a safe and well-leveled ground was, therefore, about 56%, while schools without were about 44%.

Most schools appeared to have well-leveled and safe grounds against a few schools without. However, schools without were substantial and could not go unnoticed.

Some CDEs reported that public schools with unlevelled terrain lacked the financial muscle to level the ground. They claimed that some schools were established on top of hills and valleys where leveling the ground was almost impossible.

QASOs observed that some terrain was hazardous to both learners and teachers in the school. They noted that some structures risked landslide, especially in the schools up the hills.



**Fig 4.21: School ground is well leveled and safe**

Fig 4.22 presents responses from head teachers and teachers in 90 schools spread across the 20 counties under the study on the question of whether there is a spacious, clean, and well-maintained kitchen. 28% of the respondents agreed, 13 % strongly agreed, 33% disagreed, 16% strongly disagreed, and 10% were not sure.

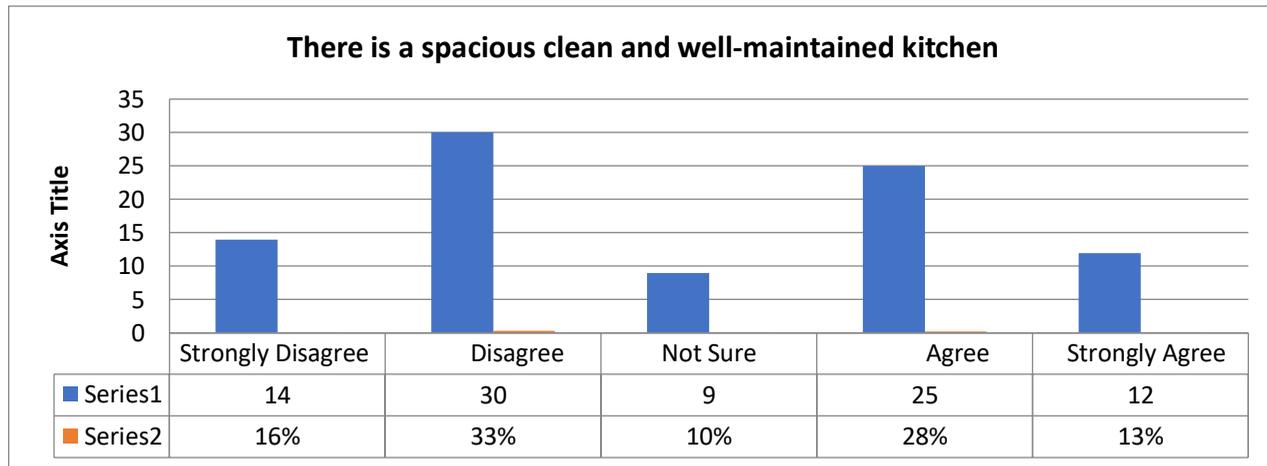
The number of public primary schools with spacious, clean, and well-maintained kitchens was, therefore, about 41%, while schools without were about 49%.

The findings showed that the number of public primary schools with or without spacious, clean, and well-maintained kitchens was almost equal, with the latter slightly more. This may be attributed to the fact that most public primary schools are day and feeding programs were not very common.

Most CDEs reported that most public primary schools, especially with a feeding program, preferred putting up a temporary structure for a kitchen.

Most QASOs claimed that the kitchen environment was not clean or well-maintained in many public primary schools with lunch arrangements. They alleged that the food

handlers, in most cases, had no health certificate for handling food and had no proper kitchen gear as required in the school health manual.



**Fig 4.22: There is a spacious, clean, and well-maintained kitchen**

Fig 4.23 presents responses from head teachers and teachers in 90 schools spread across the 20 counties under the study on the question of whether construction sites are well secured to prevent any harm to learners in public primary schools. 33% of the respondents agreed, 14 % strongly agreed, 21% disagreed, 16% strongly disagreed, and 16% were not sure.

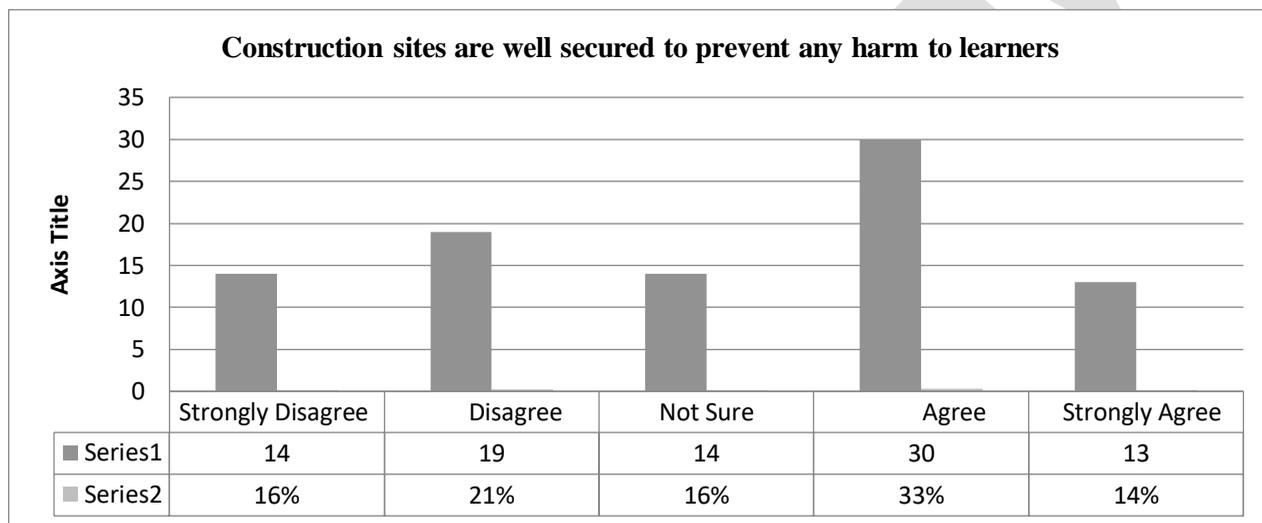
The number of public primary schools with construction sites that are well secured to prevent any harm to learners was, therefore, about 47%, while schools without were about 37%.

Close to half (47%) of the public schools seem to have well secured construction sites. However, the number of schools with insecure construction sites was many and significant. This may be attributed to NG-CDF projects that are sometimes undertaken during school sessions.

CDEs observed that it was always advisable for schools to undertake construction during school holidays except in very exceptional circumstances. However, some donors give

conditions by which they could assist needy schools, including doing construction during school days to enhance transparency and accountability and increase the level of ownership of the project by the stakeholders.

QASOs indicated that where construction sites are not secured, learners are exposed to risks of being hit by objects, stepping on sharp objects, or obtaining injuries in manholes or unprotected areas. TSC-CDs raise concerns that it is equally risky for teachers as well.



**Fig 4.23: Construction sites are well secured to prevent any harm to learners**

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of the study findings under each of the objectives, followed by conclusions that are presented in the form of strengths and areas for improvement. It further outlines the recommendations.

#### 5.1 Learners Welfare

This study reveals that half of the schools (51%) whose meals were not balanced. It was confirmed that meals were neither balanced nor served in the right ration. Meals were served to sustain learners while in school, hoping they would eat well back at home in the evening. Parents are constrained in contributing either cereals or money for the lunch programs. The lunch program was not sustainable as it was seasonal in many schools where it was provided during harvest season.

The study found that over half of the schools (78%), learners are sensitized to the dangers of buying food from unauthorized vendors. Many vendors are kept away from the precincts of the primary schools. This has reduced food poisoning cases and learners suffering food-related health issues.

Further findings reveal that learners are sensitized on school rules and regulations to enhance adherence, as supported by 90% of respondents. School rules and regulations form part of the organization's culture; hence, learners are well sensitized to them through the students' leadership and classroom displays. Low cases of indiscipline among learners in public primary schools was attributed to adherence to school rules and

regulation. However, it was observed that most of the school's rules lacked consequences for going against the rules.

A total of 41% disagreed with the statement, indicating that there is a high number of learners abusing drugs and substances, stealing, or bullying others. This is very common in some public schools, particularly those in urban areas.

The study shows that close to half of the public primary schools (46%) do not have adequate and reliable psychosocial support. In cases where they do, they are very dismal due to the high population of the learners. Guidance and counseling in primary school were low-key because of shortcomings like shortages of specialized teachers in guidance and counseling and lack of suitable rooms for offering the service. It was observed that the concept of psychosocial support is foreign to teachers in primary schools. The study found that the guidance and counseling course offered during teacher training is insufficient in preparing a teacher to offer psychosocial support to learners because it lacked the practical aspect.

The study discloses that age-appropriate entertainment programs were not common in most public primary schools. Entertainment was very rare in public primary schools as they were mostly day schools, and the only forms of entertainment were captured through co-curricular activities and PE, which in most cases were age appropriate.

The findings revealed that there was user-friendly communication in most of the schools. Teachers were sensitive to the needs of the learners and would use a language and signs that learners easily understood. With the introduction of the competency-based curriculum, most teachers were being re-trained to acquire new skills appropriate for engaging the learners. A commonly used communication channel in primary schools was direct interactions between teachers and learners. However, it was noted that communication channels were not varied enough, as many schools were not exploiting other media like suggestion boxes, student government, and student barazas.

The study revealed that many of the public schools were adhering to clubs and societies as provided for in the MoE guidelines. Many schools engaged learners in varied clubs and society's activities ranging from scouting, music, environment, and drama to rare ones like health and mutual arts.

The finding was that the majority of schools (84%) engaged learners in co-curriculum activities, especially as scheduled by MOE. These activities largely contribute to the discipline of learners by exposing them to other physical exercises.

The study found that learners were given proper and timely medical attention whenever they fell sick. Parents were often called to take their children to the hospital, except in an emergency case where the school responds and thereafter calls the parent. In many cases, parents were advised not to send their children to school when they were sick.

The study showed that the majority of the schools (78%) encouraged their learners to groom well. Most learners go to school in uniform and, hence, look smart. However, it is observed that teachers did not keenly check grooming; hence, some learners' uniforms were torn and dirty, and their hair was shaggy and unkempt.

The finding affirmed that there was a healthy relationship between learners and staff in the majority (74%) of the public primary schools. The provision in the TSC Act 2012 that schools only employ registered teachers had helped to weed out unprofessional teachers. There was a friendly relationship between teachers and learners in most counties. Good relations had created a suitable learning environment that promoted quality of teaching and learning. The number of teachers having unhealthy relationships with their learners had decreased. Very few teachers were accused of either flattering or sexually abusing their learners. Ban on corporal punishment in schools has helped in reducing cases of teachers caning or physically mistreating their learners.

The study established that while programs for learners' welfare activities were available in (73.3%) public primary schools, it was not available in (17.8%) public schools. It also revealed that punishment records for learners were kept in (57.8%) schools, while the same was not available in 19 (21.1%) schools. Keeping discipline records was a challenge to many administrators in most public schools. Where discipline books were available, they were not up to date.

Records for guidance and counseling services to learners were available in 50 (55.6%) schools but not in 27 (30%). Guidance and counseling services were weak in many public primary schools because teachers did not have the required capacity to handle the department, and schools did not provide the required facilities.

Learners' meal plan was available in 50 (55.6%) public schools but not 34 (37.7%) public schools. There were no responses on Learners' meal plans in 6 (6.7%) public schools. It was observed that meal plans were more common with boarding schools than day schools. In most day schools, it was reported that only one meal was offered, and there was no variety as parents donated cereals towards the lunch program. Some schools did not even provide lunch as parents had no economic capability to sustain the program. It was noted that schools in ASAL benefited from government support from time to time, and the food lacked variety that would call for a meal plan.

The study revealed that medical records were hardly kept in public schools. Learners' medical records were available in 27 (30%) public primary schools but not in 41 (45.6%) public primary schools. Incomplete health records were available in 12 (13.3%) public primary schools. The government provided sanitary towels to the girls in public schools, a practice that was believed to enhance retention and class attendance.

Further, the study revealed that while adequate safe drinking water was provided in some counties, other counties had a shortage of the same.

### 5.3 Curriculum Organization and Implementation

The findings on curriculum design show that most of the schools had curriculum designs for all the subjects, but a noteworthy number of schools (19%) either had curriculum designs for some learning areas or did not have them for all learning areas. This begs the question of their point of reference in implementing the curriculum. It was established that there was a challenge with the distribution of not only curriculum designs but also textbooks. Either some schools were not mapped, or curriculum designs for some schools ended up in the wrong hands. It was found that schools without curriculum designs had resulted in either photocopying from the neighboring school or borrowing for a period. The lack of curriculum design was said to have compromised the implementation of the curriculum by negatively affecting the preparation of the schemes of work. It was also noted that teachers were still strained in interpreting the curriculum design, and it was even more difficult for teachers with little access to the copies.

The study revealed that 73% of teachers at the schools had completed their schemes of work while 14% had incomplete schemes of work, 6% had borrowed schemes of work, and 7% of the schools had none. Many teachers had challenges preparing the schemes of work as they lifted word for word from the curriculum design even when correct interpretation would have served them better. Some teachers preferred commercial/borrowed schemes, which they kept in the file without actually referring to them during curriculum delivery. Teachers were fond of creating files consisting of professional documents without putting the same to good use.

The research revealed that about 47% of teachers had prepared lesson plans, 39% were not regular planners of lessons, 6% had incomplete lesson plans, and 8% of the schools had no lesson plans. The study found that a little over half of teachers preferred to teach without the use of lesson plans. Teachers lacked consistency in developing and using the lesson plans during lesson delivery. The quality of the lesson plans prepared was inconsistent with the standards set by KICD.

The study found that 61% had lesson notes, 22% of teachers had lesson notes in some subjects but missed out on other subjects, and 6% had lesson notes that were not up to date. It was further found that some teachers had no lesson notes but taught directly from the textbooks. In some instances, the old version of the notes had not been updated even with the advent of the CBC curriculum from 8.4.4.

From the findings, it was evident that 88% of the head teachers reported the availability of class attendance registers, 10% had not updated the attendance registers, and 2% did not have them. It was noted that most teachers kept attendance registers for their respective classes. However, some attendance registers were not updated; hence, some information was missing, especially on the birth year and some summations.

The study showed that about 80% of the respondents kept Assessment Records; 11% indicated that some assessment records were available, while 9% were not. It was observed that available assessment records did not conform to the new Competency Based Assessment criteria but very much resembled the old 8.4.4. Some assessment records were missing in most schools, for instance, portfolios and projects. It was found that curriculum feedback was given to the learners after the assessment, and the progress report was to be taken back to the parents. In other schools, the parents and guardians were invited to a class meeting where they discussed the learners' results and progress with teachers. The exam department produced results analysis, and the feedback was taken to the learners or hung on the school notice board. The students were also given report cards and rubrics, and the best students were awarded prizes for motivation. The study revealed that many of the best-performing schools were consistent with the MoE procedures on curriculum implementation and feedback.

Further, the study established that among the best-performing schools, the actual teaching of lessons had the inclusion of project work, fieldwork, Group discussions,

practical, homework, lesson planning, and the use of teaching/learning resources to enhance development.

The study found that teaching and learning materials were available in lower grades; they were not adequate for large classes. It was observed that the materials' relevance, originality, and creativity were desired in most cases.

The study established that the teacher-pupil ratio varied from school to school. One school had a ratio of 1:105, and this hindered the teacher-student interaction and made it hard for the teacher to mark assignments effectively. Another school had a ratio of 1:25, and the teachers were able to effectively deliver in class, give individual attention to learners, and check and mark learners effectively. A ratio of 1:45 was termed as a fair workload. A higher teacher-student ratio was seen to have a negative impact on the quality of education. High enrollment causes teachers to become overworked in classes, leading to reduced teacher-pupil contact, poor classroom control, and reduced assessment and feedback on learning outcomes, hence the poor quality of education.

The findings showed that various departments had not been fully set up as part of the support structures. For instance, many schools had weak Guidance and counseling departments devoid of programs and records, low-key examination departments without equipment and records, and defunct subject panels, weak mechanisms for monitoring lesson attendance and recovery. The study revealed that successful schools adhered to curriculum timeliness by holding staff meetings on opening day, setting the school calendar of activities, and strategies for tracking the progress on whether the targets were being met. Additionally, teachers were required to analyze the exam results on time and prepare report books of pupils. This formed part of the curriculum assessment, revealing learners' ability and performance as well as ensuring timely feedback mechanisms are adopted. Having adequate staff and good support was also key, especially in schools with too congested classrooms. The study also found that teachers worked closely with each

other by providing support and lending learning material where needed. Parents were also sensitized on the importance of the curriculum coverage to ensure there was no chronic absenteeism among the pupils. Holistically, this contributed to the good performance in most of the public primary schools.

The findings indicated that there was both internal and external supervision. The head teachers, deputy head teachers, senior teachers, and chairpersons of subject panels ensured the supervision of the professional documents and curriculum implementation plan.

The findings revealed that quality assurance and standards officers were fully aware that their tasks included supervision of curriculum implementation that should be done on a routine basis. However, this was negatively impacted by limited personnel and resources to reach and undertake the required assignments in all the schools. The study noted minimal standards assessments and feedback from quality assurance officers.

#### **5.4 Leadership and Management**

The study found that the majority of the schools (about 82%) had well-structured pupils' leadership bodies. Monitoring of teaching and learning, linking pupils with teachers, and good time management were part of the leadership activities that pupil leaders oversee. It was observed that student government is a provision under the MOE guidelines that is reflected in the Basic Education Act 2013, where a student leader is part of the composition of the BOM.

The study showed that 85% of the respondents had operational board of management (BoM) committees as per the Education Act 2013. The remaining 15% were either not sure or outright did not have the operational BoM committees as per the Basic Education Act 2013. The schools had functioning Board of Management (BoM) committees and active parent associations. The communication between the school management and

parents was open and very cordial. Occasionally, community and local church leaders were involved in the composition of the BOMs as a provision in the Basic Education Act. It was noted that leadership activities took different structures and models commonly used in public primary schools, including staff meetings, BoM meetings, and PA meetings. There were also capacity-building activities that included CBC, CBA, health talks, and mental health talks cascaded among teachers and learners alike. It was also observed that budget making and implementation, timetabling, acquisition of teaching-learning resources, and curriculum supervision were some of the leadership activities exercised at different levels within the schools. There was an inclusion of parents and learners in the leadership seminars in some of the schools.

On the flip side, it was found that the performance issue in some schools was jeopardized by the lack of capacity of board members who did not understand their roles and had no strategic plan for their schools. The study found that some school BOMs were not well-trained or qualified to execute their mandates. The study revealed conflicting roles that existed between the Teachers Service Commission and the Ministry of Education that affect teachers' performance and compliance and deny teachers the opportunity for capacity building, thus rendering them ineffective as members of the BOM.

Over half of the head teachers interviewed in the 90 schools reported that the schools were secured and that all the legal documents, such as title deeds /allotment letters, were obtained. However, research revealed school land had not been surveyed nor adjudicated in some counties; hence, they had no title deeds.

Findings indicated that most schools had no policy or legal documents, and the few that had them did not issue them to teachers for reference. Lack of access to legal and policy documents made teachers ignorant of most policy matters.

The study observed that most schools were reluctant to develop a strategic plan for the school. It was noted that some schools had attempted to write a development plan out of

a directive from an MOE project. The moment the project ended its term, schools also stopped to prepare the development plan. The strategic plan was important in showing the direction the school intended to take with regard to the realization of its vision and achievement of its mission.

Many of the respondents (44%) indicated that schools did not charge extra levies on parents, 30% indicated that schools asked for levies, 16% were noncommittal, and 10% did not respond to the question. The findings, therefore, show that a significant number of schools asked parents to pay some money for various expenses. The study revealed that the situation in some schools demanded that parents carry some financial obligation as the funds disbursed by the government were inadequate and did not factor in some very important items. It was noted that TSC had not posted adequate teachers in all schools. Therefore, parents were obligated to pay some money to employ a teacher as an intervening strategy to teacher shortage. The government does not support most schools to offer lunch to learners; hence, some schools' parents contribute as an intervention for feeding programs. Activity vote-head in the FPE scheme was inadequate to expose learners to the many co-curriculum activities lined up by the MOE every school calendar year; hence, parents are asked to contribute to take care of the deficit.

In terms of decision-making at the school leadership level, the findings from the interview guide pointed out that levies collected by the schools had to be discussed and approved by the parents and the executive, the BoM committee. One of the respondents indicated that *“monitoring of projects to be undertaken within the school is done by BoM using the MOE-approved guidelines”*. For others, a needs survey was conducted before drawing a budget that has to be approved by the stakeholders. Respondents insisted that illegal levies were not acceptable in school, and circulars were issued from the County Director of Education's office to regulate the same.

Resource mobilization strategies alluded to by the respondents included but were not limited to; engaging alumni, well-wishers, Non-Governmental Organizations, Faith-Based Organizations, and Community-Based Organizations to offer financial and service support to the public primary schools. Of the respondents from the 90 sampled schools, 42 (approx. 47%) agreed with the statement, while approximately 31% of the respondents disagreed by noting either not having appropriate or credible resource mobilization strategies or were not sure whether the resource mobilization strategies were in place.

The study observed that most primary schools had benefited from National Government Constituency Development Fund projects that did classrooms and administration blocks. It further revealed that friendly organizations in the community did toilets for some schools.

The findings showed that there were appropriate waste management mechanisms, e.g., sewer system, kitchen waste, and litter separation and disposal (reduce, recycle, and reuse.)” in many public primary schools, waste management simply took the form of digging pit latrines and compost pits. It was observed that schools rarely invest in developing a complex use re-use mechanism for waste.

The study found that almost all the respondents from the schools (97%) agreed that their schools maintained relevant and accurate data on learners, staff, learning resources, and assets and liabilities. Only the respondent from one school was unsure if their school maintained the records.

The study revealed that schools had a shortage of resources, including human and finance. Most schools were said to suffer teacher shortages, forcing parents to contribute in order to employ extra teachers to mitigate the shortage. It was also revealed that some schools received very low funds from the FPE kitty due to the low enrolment. Due to the limited funds, such schools strained to pay for bills like electricity, water, and personal emoluments to key support staff like security guards.

## 5.5 Community Involvement

The study revealed that the majority of the respondents, (67%), who constituted head teachers and teachers, noted that they involved the community and allowed the community members to use school resources. The study revealed that many schools allowed the community to use the school facilities for community activities such as football, funerals, harambees (fundraising), and weddings. Most of the schools allowed the community members to graze their livestock and cut the grass in the school field. It was indicated that some community members share water with the school and use the school hall. Some of the local churches use the classrooms for worship every Sunday. It was found that learners were occasionally engaged in community activities such as the cleaning of the local markets, while in some regions, learners took part in a jigger awareness campaign under the teacher's supervision. Other activities listed included visiting the aged people, the sick, and rescue centers in the community to offer services such as cleaning and donations, among others. According to the respondents, such activities provided the learners with an opportunity to learn and relate classroom lessons with practice and know how to contribute to community needs. Learners also took part in community clean ups, tree-planting activities to stop soil erosion, and basic garbage collection around the school compound and markets.

The findings clearly indicated that most of the Public Primary schools were adhering to the Basic Education Act No.14 of 2013 on engaging the community in school development and welfare.

The study showed that most of the public primary schools (74%) of respondents agreed that the school benefited from the community. It was observed that the relationship of the community groups with the school was strained due to the issue of insecurity and the influence of drug and substance abuse, which has been the experience in some

incidences. The involvement of the community in the affairs of public primary schools is a pillar in providing quality education as the community owns the school and provides oversight and security to the school, as the findings showed. Further findings showed that the communities are also involved in environmental school activities such as tree planting, soil erosion control, school meetings, parents' meetings, harambee meetings to raise funds for school projects, and education days, among others. The involvement of the community and local church leaders in the school's affairs, such as pastoral services, was a positive step in keeping the schools' morals and values. Parents and other community members were also involved in following up on learners' progress, and some provided food to the school and learning materials while others assisted in the provision of sanitary facilities and uniforms for the vulnerable learners.

It was noted that most schools had not attracted the alumni to give any type of support to the school.

## **5.6 Physical Facilities**

The study revealed that the number of schools with appropriate and adequate schools was about 52%, while schools without appropriate and adequate classrooms were about 39%. A significant number of schools (39%) have classrooms that do not meet the expected standards as provided in legal and policy documents of the MoE, including but not limited to - Guideline for Registration of Schools 2021 and Quality Index for Quality Assurance and Standards. Some schools had dilapidated classrooms that needed repair as floors and walls had worn out with time. Some counties had schools with temporary classrooms that were either mud-walled or done with timber. It was indicated that there were schools with condemned structures, but they were still under use for lack of alternative rooms. The study found that due to poverty, parents were unable to contribute money to put up appropriate classrooms or even rehabilitate the dilapidated ones. It was also noted that the capitation grant given to schools under Free Primary Education (FPE) was either too little to do new classrooms or to renovate a dilapidated classroom. In some

counties, it was observed that National Government Constituency Development Funds (NG-CDF) had constructed classrooms, and construction was ongoing in some other cases. It is worth considering that a deplorable environment that is a risk to life will adversely affect curriculum delivery by teachers. Quality teaching goes in tandem with a suitable environment for teaching and learning. In this study, teachers and head teachers had given poor classrooms as the reason for the dismal performance of learners in national examinations in some public primary schools.

The number of schools with adequate, clean, and well-maintained toilets was about 48%, while schools without well-maintained toilets were about 41%. This finding, therefore, reveals that there are many schools (41%) with toilets that do not meet the expected standards as provided in legal and policy documents of the MoE, including but not limited to - Guideline for Registration of Schools 2021 and Quality Index for Quality Assurance and Standards. In some schools, toilets were inadequate, especially where the enrollment of learners was high. The inadequacy of toilets adversely affected learning as learners took a long-time queuing for the facility at break time, hence eating into lesson time.

The findings revealed that the number of public primary schools with a reliable power source was about 57%, while schools without were about 28%. This finding, therefore, reveals that there is a substantial number of schools (28%) without a reliable source of power. Lack of reliable power would hamper digital learning and ICT integration in teaching and learning. It would adversely affect the application of NEMIS for MoE and TMIS for TSC. It was observed that through the help of partners, some schools had solar power installation, but due to the high cost of maintenance, they were unsustainable in the long run. It was also found that public primary schools without power were either new or located in far-flung areas where the National Grid had not reached. It was further observed that most schools benefited from electricity during the Rural Electrification program, otherwise known as the last mile. Lack of power adversely affects ICT integration

and IT use in the management of schools. Digital learning, an essential Competency Based Curriculum (CBC) component, was curtailed. Lack of power hampers communication between heads of institutions and the TSC, as most programs have become digitized.

The research established that the number of public primary schools with internet connectivity was about 43%, while schools without were about 57%. Findings show a bad state of affairs regarding internet provision in public primary schools, as over half of the schools were affected. It was found that in most schools, teachers relied on their own data for internet connectivity using their cell phones. The heads of public primary schools likewise used their phones for internet connectivity. It was noted that there were some places without internet connectivity at all. Headteachers and teachers from such places would move far away from school in search of internet connectivity. It was reported that they spent a lot of money on the cost of the internet. It was further observed that the man-hours spent in search of internet connection and the inefficiencies due to the lack of internet connectivity was enormous.

The study revealed that the number of public primary schools with playgrounds was about 75%, while schools without were about 25%. The findings reveal that the number of public primary schools without playgrounds was noteworthy (25%) and cannot be considered inconsequential. Most schools had playgrounds that were put to proper use. However, some schools shared one playground in the neighborhood among many schools within the surrounding and also with the villagers. It was reported that schools close to the stadium had signed a memorandum with management of the stadium for its use. The study noted that Physical Education (PE) lessons that needed outdoor activities were conducted in a small space within the school compound. During such outdoor activities, it was noted that there was interference with the ongoing lessons in class. It was also observed that the quality of the delivery of the lesson was low due to constraints of space, especially where enrollment was high.

Where the playground was adequate, many learners were involved in co-curriculum activities. It was evident that most schools participated in soccer, volleyball, and netball. A few schools participated in handball. Nearly all schools engaged their learners in athletics whether they had a playground or not.

The number of public primary schools with safe and reliable transport systems was about 34%, while schools without were about 52%. From the findings, transport systems were not reliable in more than half of the public schools. This may be attributed to the lack of school buses for over half of public primary schools. It was established that more than half of the schools in all 20 counties faced challenges with means of transport, especially during school education trips or co-curriculum activities due to lack of ownership of a school bus. Out-of-school learning expeditions were derailed for lack of transport mechanisms. Education tours, therefore, became expensive for both the school and parents, which they could not afford. Public primary schools relied on secondary schools' buses to transport their teams during co-curriculum activities. It is argued that education tours are an important segment of the curriculum that ensures learners relate theory and practice; hence, learners in public primary schools miss out on this.

The number of public primary schools with well-equipped libraries was about 20%, while schools without were about 70%. The findings of this study revealed that more than three-quarters of the public primary schools had no well-equipped library. This may negatively impact reading culture among young learners and their language acquisition. The lack of a library in the public primary schools was attributed to a shortage of financial resources and, therefore, prioritized building classrooms over a library. It was revealed that even with the unavailability of a library, the MoE had distributed many textbooks to schools with the aim of having a learner-to-textbook ratio of 1:1. The MoE target was found to have been achieved in many public schools except for newly established schools and the few that experience influx in enrollment. However, it was noted that storage facility for the textbooks was a challenge as many were stored in the administration offices or

respective classrooms. It was observed that the wear and tear of textbooks was very high because of the storage challenge, hence mishandling.

The number of public primary schools with a well-located office that enhances accessibility and surveillance was about 67%, while schools without were about 33%. The findings show that despite most of the schools providing well-located offices, over one-third of schools did not have well-located offices that could enhance accessibility and surveillance. This could be attributed to poverty or challenges of raising financial resources to put up an office when there were inadequate classrooms and toilets. It was observed that some head teachers had makeshift structures that they used for office space, while others shared a small room with their senior teachers, deputies, and teachers. In some desperate cases, classrooms were partitioned to create an office space. It was discovered that office furniture was a challenge in some schools where office space was available. The lack of office space affected the efficiency and effectiveness of both the headteachers and teachers. It left teachers without a conducive environment to prepare professional records and head teachers without space to conduct administrative work, including giving services to customers and stakeholders.

The study found that the number of public primary schools with fences and manned gates was about 57%, while schools without were about 33%. The findings showed that more than half of the schools had a fence and manned gate, but more than a quarter had no fence or manned gate. A fence and a manned gate are believed to enhance the security and safety of learners when in school and on school property after school hours. Lack of it, therefore, exposed learners and school assets to insecurity. The study revealed that many public primary schools with manned gates were based in the urban setup, while schools in rural setups had neither a fence nor a manned gate. It was observed that most schools deployed a watchman after school' hours hence did not have any during the day.

It was further noted that some schools that attempted to erect a fence had a weak and porous one that was meaningless in the long run.

The research revealed that the number of public primary schools with safe and well-leveled grounds was about 56%, while schools without were about 44%. Most schools appeared to have well-leveled and safe grounds against a few schools without. However, schools without were substantial and could not go unnoticed. The study observed that public schools with unlevelled terrain lacked the financial muscle to level the ground. Some schools were established on hills and valleys where leveling the ground was almost impossible. Some terrain was hazardous to both learners and teachers in the school. It was noted that some structures risked landslides, especially in the schools up the hills.

The study found that the number of public primary schools with spacious, clean, and well-maintained kitchens was about 41%, while schools without were about 49%. The findings showed that the number of public primary schools with or without spacious, clean, and well-maintained kitchen were almost equal to the latter by slightly more. This may be attributed to the fact that most public primary schools are day and feeding programs were not very common. Most public primary schools, especially those with a feeding program, preferred putting up a temporary structure for a kitchen. It was observed that the kitchen environment was not clean or well maintained in about half of the public primary schools with lunch arrangements. In most cases, food handlers had no health certificate for handling food and no proper kitchen gear as required in the school health manual.

The study revealed that the number of public primary schools with construction sites that were well secured to prevent any harm to learners was about 47%, while schools without were about 37%. Almost half (47%) of the public schools seem to have well-secure construction sites. However, the number of schools with insecure construction sites was

many and significant. This may be attributed to NG-CDF projects that are sometimes undertaken during school sessions. It was always advisable for schools to undertake construction during school holidays except in very exceptional circumstances. However, some donors give conditions by which they could assist needy schools, including doing construction during school days to enhance transparency and accountability and to increase the project's ownership level project by the stakeholders. Where construction sites are not secured, learners are exposed to risks of being hit by objects, stepping on sharp objects, or obtaining injuries in manholes or unprotected areas.

## 5.7 Conclusions

### 5.7.1 Areas of Strength

**Table 5.1:**

#### *Areas of Strength*

<b>Dimension</b>	<b>Areas of Strength</b>
Learners welfare	<ul style="list-style-type: none"> <li>i. Learners were sensitized to the dangers of buying food from unauthorized vendors in most public primary schools.</li> <li>ii. Learners are sensitized to school rules and regulations to enhance adherence in many public primary schools.</li> <li>iii. There was user-friendly communication in most of the public primary schools. Teachers were sensitive to the needs of the learners and used a language and signs that learners easily understood.</li> <li>iv. Many schools engaged learners in varied clubs and society's activities ranging from scouting, music, environment, and drama to rare ones like health and mutual arts.</li> <li>v. Most schools engaged learners in co-curriculum activities, especially as scheduled by MOE.</li> <li>vi. Learners were given proper and timely medical attention whenever they fell sick.</li> <li>vii. Most of the schools encouraged their learners to groom well. Most learners go to school in uniform and, hence, look smart.</li> </ul>

- viii. There was a healthy relationship between learners and staff in most of the public primary schools.
- ix. Programs for learners' welfare activities were available in the majority of public primary schools,
- x. The government provided sanitary towels to the girls in public schools, a practice that was believed to enhance retention and class attendance.
- xi. School waste management simply took the form of digging pit latrines and compost pits.
- xii. Most schools maintained relevant and accurate data on learners, staff, learning resources, and assets and liabilities.

Curriculum  
Organization  
and  
Implementation

Majority of the schools had curriculum designs for all the subjects  
Most teachers had lesson notes that they used in teaching.  
Majority of head teachers reported availability of class attendance registers  
Teachers kept Assessment Records in most public schools  
In best performing schools, the actual teaching of lessons had the inclusion of project work, fieldwork, Group discussions, practical, homework, lesson planning, and the use of teaching/learning resources to enhance development.  
Successful schools adhered to curriculum timeliness by holding staff meetings on opening day, setting the school calendar of activities, and strategies for tracking the progress on whether the targets were being met.  
Teachers worked closely with each other providing support and lending learning material where needed.  
Parents were also sensitized on the importance of the curriculum coverage to ensure there was no chronic absenteeism among the pupils.

Leadership  
and  
Management

Majority of the schools had well-structured pupils' leadership bodies.  
Most schools had operational board of management (BoM) committees as per the education act 2013.  
Occasionally, there was the involvement of community and local church leaders in the composition of the BOMs being a provision in the Basic Education Act 2013.

Leadership activities took different structures and models; commonly used in the public primary schools included, staff meetings, BoM meetings, and PA meetings.

There were capacity-building activities that include CBC, CBA, and health talks, together with mental talks which were cascaded among teachers and learners alike.

Budget making and implementation, timetabling, acquisition of teaching-learning resources, and curriculum supervision were some of the leadership activities exercised at different levels within the schools.

There was an inclusion of parents and learners in the leadership seminars in some of the schools.

The schools had functioning and active parent associations. The communication between the school management and parents was open and very cordial.

Most schools were secured with legal documents such as title deeds /allotment letters.

Many primary schools had benefited from National Government Constituency Development Fund projects that did classrooms and administration blocks.

Friendly organizations in the community did toilets for some schools.

There were appropriate waste management mechanisms e.g. sewer system, kitchen waste and litter separation and disposal - in many public primary schools, waste management simply took the form of digging pit latrines and compost pits.

Most schools maintained relevant and accurate data on learners, staff, learning resources and assets and liabilities.

#### Community Involvement

Many schools allowed community to use the school facilities for community activities such as football, funerals, harambees (fundraising), and weddings.

Occasionally, learners were engaged in community activities such as the cleaning of the local markets, while in some regions learners took part in jigger awareness campaign under the supervision of the teacher. Other activities included visiting the aged people, the sick and rescue centers in the community to offer services such as cleaning and donations among others.

Communities are involved in environmental school activities such as tree planting, soil erosion control, school meetings, parents' meetings, harambee meetings to raise funds for school projects, and education days among others.

There was the involvement of community and local church leaders in the affairs of the school such as pastoral services which was a positive step in keeping the schools' morals and values.

Parents and other community members were also involved to follow up on learners' progress, some provide food to the school and learning materials while others assist in the provision of sanitary facilities and uniforms for the vulnerable learners.

#### Physical Facilities

In some counties, National Government Constituency Development Funds (NG-CDF) had constructed classrooms and construction was ongoing in some other cases.

Many schools had adequate, clean and well-maintained toilets.

Most schools benefited from electricity during the Rural Electrification program otherwise known as last mile.

Majority of schools had playgrounds that were put to proper use.

Even with unavailability of a library, the MoE had distributed many textbooks to schools with an aim of having a learner to textbook ratio of 1:1. The MoE target was found to have been achieved in many public schools except for newly established schools and the few that experience influx in enrollment.

Majority of the schools provided well-located offices from where administrative work was done.

Majority of public primary schools with manned gates were based in the urban set-up.

Most schools appeared to have well-leveled grounds.

Majority of the public schools seem to have construction sites that are well-secure.

## 5.7.2 Areas that Need Improvement

**Table 5.2:**

### **Areas that Need Improvement**

<b>Dimension</b>	<b>Areas to be improved</b>
<b>s</b>	
<b>Learners</b>	
<b>welfare</b>	<ul style="list-style-type: none"> <li>i. Most public primary schools did not provide meals that are balanced during lunch time.</li> <li>ii. Majority of the public primary schools do not have adequate and reliable psychosocial support and in cases where they, they are very dismal due to high population of the learners.</li> <li>iii. Guidance and counseling services was weak in many public primary schools because teachers did not have the required capacity to handle the department and schools did not provide required facilities.</li> <li>iv. Age-appropriate entertainments programs were not common in majority of the public primary schools.</li> <li>v. Keeping of discipline records was a challenge to many administrators in most public schools. Where discipline books were available, they were not up to date.</li> <li>vi. Medical records were hardly kept in public schools.</li> <li>vii. While there was provision of adequate safe drinking water in some counties, there were other counties with shortage of the same</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>iii. A substantial number of schools either had curriculum designs for some learning areas or did not have for all learning areas.</li> </ul>
<b>Organization and Implementation</b>	<ul style="list-style-type: none"> <li>ix. Many teachers had challenges with preparation of the schemes of work as they lifted word for word from the curriculum design even when correct interpretation would have served them better.</li> <li>x. Some teachers preferred commercial/borrowed schemes which they kept in the file without actually making reference to them during curriculum delivery.</li> <li>xi. Majority of teachers preferred to teach without use of lesson plans. Teachers lacked consistency in developing and using the lesson plans during lesson delivery.</li> <li>xii. The quality of the lesson plans prepared was inconsistent with the standards set by KICD.</li> </ul>

- iii. Available assessment records did not conform to the new Competency based Assessment criteria but very much resembled the old 8.4.4. Some assessment records were missing in most schools for instance, portfolios and projects.
- iv. Most teachers had not updated the attendance registers. Some information was missing especially on year of birth and some summations.
- cv. The teacher-pupil ratio varied from school to school. One school had a ratio of 1:105, and this hindered the teacher-student interaction and made it hard for the teacher to effectively mark assignments.
- vi. High enrollment in classes reduces the quality of teacher-pupil contact, the teacher is overworked and there is poor classroom control, assessment, and feedback on learning outcome reduced hence the poor quality of education.
- vii. Various departments had not been fully set up as part of the support structures, for instance many schools had weak Guidance and counseling department devoid of programs and records, low key examination department without equipment and records, and defunct subject panels, weak mechanisms for monitoring of lesson attendance and recovery.
- viii. While teaching and learning materials were available in lower grades, they were not adequate for large classes. It was observed that relevance of the materials and their originality and creativity was wanting in most cases.
- ix. There was minimal standards assessments and feedback from quality assurance officers.

**Leadership  
and  
Management**

- xx. Some primary schools did not have the operational BoM committees as per the Basic Education Act 2013.
- xxi. Performance in some schools was jeopardized by lack of capacity of board members who didn't understand their roles and had no strategic plan for their schools.
- xii. Some school BOMs were not well-trained or qualified to execute their mandates.
- xiii. There existed conflicting roles between Teachers Service Commission and Ministry of Education that affect teachers' performance,

compliance and deny teachers the opportunity for capacity building thus rendering them ineffective as members of the BOM.

- iv. In some counties school land had not been surveyed nor adjudicated hence had no title deeds.
- cv. Most schools had no policy or legal documents and the few that had did not issue them to teachers for reference.
- vi. Lack of access to legal and policy documents made teachers to be ignorant of most policy matters.
- vii. Some schools received very low funds from the FPE kitty due to the low enrolment. Due to the limited funds, such schools strained to pay for bills like electricity and water, and also to personal emolument to key support staff like security guards.
- viii. Situation in some schools demanded that parents carry some financial obligation as the funds disbursed by the government was inadequate and did not factor some very important items – employment of extra teachers due to shortage, feeding program, co-curriculum activities.
- ix. Appropriate or credible resource mobilization strategies were not in place.
- cx. Rarely did schools invest in developing a complex use re-use mechanism for wastes.

### **Community involvement**

- xi. Most schools had not attracted the alumni to give any type of support to the school.
- xii. Relationship of the community groups with the school was strained due to the issue of insecurity and influence of drug and substance abuse which had been experienced in some incidences.

### **Physical Facilities**

- xxiii. Some schools had classrooms that were dilapidated and in need of repair as floor and walls had worn-out with time.
- xxiv. In some counties, there were schools with temporary classrooms that were either mud-walled or done with timber.
- xxv. there were schools with condemned structures but for lack of alternative rooms, they were still under use.
- xxvi. The capitation grant given to schools under Free Primary Education (FPE) was either too little to do new classrooms or to renovate a dilapidated classroom.

- cxvii. In some schools, toilets were inadequate especially where enrollment of learners was high.
- xviii. Substantial number of schools were without reliable source of power. Lack of reliable power would hamper digital learning and ICT integration in teaching and learning. It would adversely affect the application of NEMIS for MoE and TMIS for TSC.
- xxix. Through the help of partners some schools had solar power installation but due to high cost of maintenance they were unsustainable in the long run.
  - xl. In most schools, there was inadequate internet connectivity – head teachers and teachers relied on their own data for internet connectivity using their cell phones.
  - xli. Some schools shared one playground in the neighborhood among many schools within the surrounding and also with the villagers.
  - xlii. Transport systems were not reliable in more than half of the public schools. This may be attributed to lack of school buses for majority of public primary schools.
  - xliii. Out of school learning expeditions were derailed for lack of transport mechanisms.
  - xliv. More than three quarters of the public primary schools had no well-equipped library.
  - xlv. Storage facility for the textbooks was a challenge as many were stored in the administration offices or respective classrooms - wear and tear of textbooks was very high because of the storage challenge, hence mishandling.
  - xlvi. Despite majority of the schools providing well-located offices, a substantial number of schools did not have offices that were well-located and could enhance accessibility and surveillance.
  - xlvii. Most schools in rural setups had neither fence nor a manned gate - most schools deployed a watchman after schools' hours hence do not have any during the day.
  - xlviii. Public schools with unlevelled terrain lacked financial muscle to level the ground. Some schools were established on top of hills and also valleys where leveling the ground was almost impossible.
  - xlix. Most public primary schools especially with feeding program preferred putting up a temporary structure for a kitchen.

1. Kitchen environment was not clean or well maintained in majority of public primary schools with lunch arrangement.
  - li. Food handlers in most cases had no health certificate for handling food and had no proper kitchen gear as required in the school health manual.
  - lii. The number of schools with insecure construction sites were many and substantial - learners are exposed to risks of being hit by objects, stepping on sharp objects or obtaining injuries in manholes or unprotected areas.

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## 5.8 Recommendations for Policy Consideration

**Table 5.3:**

### ***Recommendations for Policy Consideration***

#### **Dimensions Recommendations**

- Learners' welfare**
- The MOE feeding program for ASAL and hard to reach counties should be expanded to include all public primary schools in the country. This will guarantee consistent and sustainable feeding program in all public primary schools and ensure that learners receive the right nutrition.
  - Guidance and Counseling department in public primary schools should be strengthened through capacity building of concerned teachers. This will enhance psychosocial support services to learners and improve service delivery from the department.
  - Head teachers at public primary schools should be sensitized on record keeping particularly on learner's health and discipline issues. This will ensure that there is a trail of health and discipline that would inform a decision to be taken on an individual learner.

**Curriculum Organization and Implementation**

The MOE should conduct regular and consistent retooling of teachers in the wake of curriculum reforms in order to improve their competencies in development and use of professional documents and implementation of the curriculum that suits CBC.

The MOE should develop teacher support mechanism/system that ensures that Quality Assurance Officers regularly visit teachers for mentorship and coaching in delivery of the reformed curriculum.

The MOE should establish a secretariat that support and monitor distribution of learning and teaching materials and aids to ensure efficient and effective delivery and distribution.

- TSC should employ new and redistribute existing teachers in line with current needs with respect to enrollment in public primary schools. This will ensure that schools with big classes are given more adequate teachers for improved implementation of the curriculum.
- Head teachers of public primary schools should be sensitized on need to set up and supervise vital departments in their schools for smooth implementation of the curriculum: subject panels, examination and assessment department.

**Leadership  
and  
Management**

- CDEs should be sensitized to ensure smooth transition upon expiry of the tenure of a BOM of a public primary school. This will ensure that there is no lacuna when the tenure of a BOM expires.
- The MOE should conduct induction for newly appointed BOM members to tool them in the requirement of the office in which they are appointed to. This will ensure that members of the BOM are competent enough to handle their functions and mandate.
- The MOE should introduce affirmative action or equalization fund to augment FPE capitation for the under enrolled public primary schools. This will ensure that such schools are able to pay critical bills like water, electricity and personnel (security).
- The MOE should sensitize the CEBs to work closely with office of land in the county in order to fast track issuance of land ownership documents to the public primary schools. This will ensure that there is security of school land and bar would be land grabbers.
- BOMs of public primary schools should be sensitized to develop and implement strategic plans for their schools. This will ensure that relevant and priority projects and programs are documented, and resource mobilization strategies laid down for execution.
- A training/capacity building policy for teachers should be developed that guides capacity building to avoid any conflict arising between MOE and TSC field officers.

- The MOE should establish a public repository/ portal or e-library where all its policy and legal documents are accessible to schools and other stakeholders in primary school education. This will ensure smooth dissemination of policy and legal information that is released from time to time.

### **Community Involvement**

- The head teachers and BOMs of public primary schools should be sensitized and directed to constitute alumni forums with a view of partnering with them for development of the school.

- The BOMs and PAs of public primary schools should be sensitized on heightened relationship with immediate community in the war against abuse of substance and drugs.

### **Physical Facilities**

- The MOE and treasury should create a school infrastructure improvement funds that targets to improve physical facilities in the schools.

- The MOE should sensitize and direct BOMs and head teachers at public primary schools to develop strategic plans that defines clearly priority projects and resource mobilization strategies. This will ensure that schools raise funds for repair and maintenance and also to construct new infrastructure on need basis. MoE to work closely with non-State partners and CSOs in this area.

- BOMs and PAs should work closely with NG-CDF committees in order to gain from their annual budgets.

- The MOE should work together with the Ministry of energy to supply electricity to all public primary schools in the country.

- The MOE should establish a resource center complete with Information Technology equipment and internet connectivity.( is it in every school .zone or location,.....)

- Funds for sustainable internet connection should be introduced in the FPE scheme.

**APPENDIX 1: IMPLEMENTATION PLAN**

<b>No</b>	<b>Activity</b>	<b>Timelines</b>	<b>Actioned by</b>	<b>Indicator</b>
1	Development of Research design and research proposal	April to July 2022	JS (EACHRights) & Dr. Jane & Dr. Malonza (MOE)	Draft proposal ready for review by the lead team.
2	Development of data collection tools	July to August 2022	Dr. Jane Gatua	Data collection tools ready for digitization
4	Digitization of data collection tools	August to September 2022	Mr. Karanja Francis	All data collection tools fully digitized and a link shared with Mr. Johnstone and MoE team
	Orientation of data collectors	September 2022	JS, Mr. Karanja, lead	All data collectors are acquainted with how to use digitized tools.
5	Data collection exercise in all the 20 Counties	September to October 2022	JS, lead team from MoE headquarters and data collectors	Raw data from the field
10	Data collation, data cleaning and analysis	October 2022	JS, Lead team and data analysts	Draft analyzed report
11	Review and polishing final research report and recommendations	October to November 2022	JS, and coordination team	Draft report Final report
12	National validation and dissemination	6 <sup>th</sup> October 2022	JS, Coordination team	Copies of final report Confirmation of venue, invitation letters to

	forum for the research findings			education stakeholders.
13	Advocacy strategies using the recommendations	From November 2022	JS -EACHRights, MoE, Oxfam, PEHRC, National education stakeholders, media	Research report, Policy briefs

## APPENDIX 2: DATA COLLECTION TOOLS

### 1. QUESTIONNAIRES (HEADTEACHERS AND TEACHERS)

#### *a) Establish leadership and management approaches in public primary schools*

Kindly indicate the extent of agreement by ticking appropriately against these statements. Use the following key: 1- Strongly Agree 2- Agree 3- Not sure 4- Disagree 5- Strongly Disagree

S/NO	Statement	1	2	3	4	5
1	There is a strategic plan that guides programs and projects in the school					
2	Policy and legal documents are interpreted and disseminated to all stake holders					
3	The school is secured and all legal documents such as title deeds /allotment letters are obtained					
4	There is adherence to all health protocol for good health promotion					
5	There are appropriate and credible resource mobilization strategies such as engaging alumni, well-wishers, NGOs, FBOs, CBOs) to offer financial and service support to the public primary schools.					
6	There are appropriate waste management mechanisms e.g. sewer system, kitchen waste and litter separation and disposal (reduce, recycle and reuse)					
7	Relevant and accurate data (learners, staff, learning resources, assets and liabilities) is maintained					
8	There are Operational BOM committees as per the Basic Education Act, 2013 section 61.					

9	Adequate resources (human, material and finance) are provided in our school					
10	There is prudent use of resources (transparency and accountability) in our school.					
11	In our school, we have adequate and safe water					
12	Positive discipline measures are used in our school					
13	There is a functional Pupils' leadership structure					
14	There is capacity buildings for leaders and staff in our school					

**b) Strategies used in curriculum organization and implementation in Public Primary schools**

Kindly indicate the extent of agreement by ticking appropriately against these statements. Use the following key: 1- Strongly Agree 2- Agree 3- Not sure 4- Disagree 5- Strongly Disagree

S/NO	Statement	1	2	3	4	5
1	Teachers prepare schemes of work using syllabus / curriculum designs in time.					
2	Teachers consistently prepare and use lesson plans in curriculum delivery					
3	There is an operational timetable.					
4	There are adequate and qualified teachers in my school					
5	Text books to learners ratio is 1: 1					
6	There is use of learner centered learning methodology					
7	There is effective use of adequate and varied learning resources to enhance attainment of specific learning outcomes/objectives					
8	There is use of ICT to enhance learning					
9	There are varied learning experiences to enhance attainment of various competencies, values and PCIs					
10	There is utilization of varied assessment tools as per the Competency Based Assessment Framework (2021)					
11	There is individualized analysis of the assessments indicating levels of achievements of specific learning outcomes					
12	Assessment records and learners' profiles are well maintained and easily retrievable					
13	There is provision of feedback on learners' potential, progression and achievements to stakeholders for continuous improvement.					

**c) Availability and adequacy of physical infrastructure that support learning processes in public primary schools**

Kindly indicate the extent of agreement by ticking appropriately against these statements. Use the following key: 1- Strongly Agree 2- Agree 3- Not sure 4- Disagree 5- Strongly Disagree

S/NO	Statement	1	2	3	4	5
1	There are appropriate and adequate classrooms					
2	There are adequate, clean and well maintained toilets					
3	Our school has a reliable source of power					
4	There is internet connectivity in our school					
5	There are playgrounds in our school					
6	The transport systems in our school is safe and reliable					
7	There is a well-equipped library in our school					
8	Our administration office is well located to enhance accessibility and surveillance					
9	The school compound is fenced and there is a manned gate					
10	School ground is well leveled and safe					
11	There is a spacious clean and well maintained kitchen					
12	Construction sited are well secured to prevent any harm to learners					

**d) Learners' welfare issues that affect learning in public primary schools**

Kindly indicate the extent of agreement by ticking appropriately against these statements. Use the following key: 1- Strongly Agree 2- Agree 3- Not sure 4- Disagree 5- Strongly Disagree

S/NO	Statement	1	2	3	4	5
1	Learners' meals are balanced and there is provision of special diet for those with medical conditions					
2	Learners are sensitized on dangers of buying food from unauthorized vendors					
3	There are guidance, counselling and mentorship programs in our school					
4	Learners are sensitized on school rules and regulations to enhance adherence.					

5	There are no cases of bullying, sexual abuse, stealing, violence, drugs and substance abuse, among other vices in my school.					
6	There are referral systems for psychosocial support and rehabilitation of learners					
7	There are vetted and age appropriate entertainment programs that are well supervised					
8	There are varied communication channels that are user friendly					
9	There is participation of learners in clubs and societies					
10	Learners participate in various co-curricular activities					
11	Learners are given proper and timely medical attention whenever they fall sick					
12	Learners are encouraged to be well groomed					
13	There is healthy relationship between learners and staff					

**e) Mechanisms of involving community in provision of education in Public Primary schools.**

Kindly indicate the extent of agreement by ticking appropriately against these statements. Use the following key: 1- Strongly Agree 2- Agree 3- Not sure 4- Disagree 5- Strongly Disagree

S/NO	Statement	1	2	3	4	5
1	Learners and teachers participate in community-based activities e.g., sports, environmental conservation, national celebrations, cultural activities within the community, hospital visits etc.					
2	Learners participate in supervised and appropriate volunteer work					
3	Parents are involved in school activities					
4	Alumni are involved in school development and mentorship programs					
5	Area administrators are engaged in school affairs when necessary					
6	Health workers are involved in addressing health issues among learners					
7	School neighbors are allowed to use school resources such as field, furniture, classrooms, halls, water among others as guided by the National educational policies					
8	The school is supported by NGOs, FBOs, CBOs among others					

## 2. INTERVIEW GUIDE (CDE, CD-TSC, CQASO, SCDE, SCQASO)

### **a) Establish leadership and management approaches in public primary schools**

1. What are the leadership and management activities undertaken in schools for effectiveness and efficient performance of tasks?
  - *Strategic direction*
  - *Provision of resources*
  - *Supervision*
  - *Communication and collaboration*

### **b) Strategies used in curriculum organization and implementation in Public Primary schools**

2. What does curriculum organization and implementation entail?
  - *Structures that support curriculum implementation*
  - *Timely and appropriate planning*
  - *Content delivery*
  - *Assessment*
  - *Feedback on performance*

### **c) Availability and adequacy of physical infrastructure that support learning processes in public primary schools**

3. Are there adequate, appropriate and safe physical infrastructure in schools?
  - *Tuition facilities*
  - *Boarding facilities*
  - *School ground*
  - *Water*
  - *Source of Power*
  - *Accessibility*
  - *Security measures*

### **d) Learners' welfare issues that affect learning in public primary schools**

4. Which strategies are in place to ensure proper learner welfare?
  - *Nutrition and food handling*
  - *Water safety and hygiene*
  - *Guidance and counseling*
  - *Mentorship and coaching*
  - *Clubs and societies*
  - *Co-curricular activities*
  - *Medical attention*
  - *Entertainment*
  - *Career guidance*

- *Safe and protective learning environment*
- *Communication*
- *Safety skills*

**e) Mechanisms of involving community in provision of education in Public Primary schools.**

5. Which activities are undertaken in the school to ensure community involvement?
- *Learners' participation in supervised community activities*
  - *Sharing of resources*
  - *Parental empowerment and engagement*
  - *Alumni Associations*
  - *Partnership and collaborations*
  - *Engagement of relevant Ministries, Departments and Agencies (MDAs)*

### 3.0 OBSERVATION GUIDE (QASOs / RESEARCHER)

S/NO	ASPECT	YES	NO	COMMENT
		S	S	S
<b>Establish leadership and management approaches in public primary schools</b>				
1	Provision of strategic direction can be observed			
2	Available resources can be observed			
3	I can observe channels of communication			
<b>Strategies used in curriculum organization and implementation</b>				
4	There are subject panel structures			
5	There is use of learner centered methodology in lesson delivery (lesson observation)			
6	Each learner has a textbook			
7	Text books are well maintained			
8	Learners work is displayed (portfolio etc.)			
9	Learning resources and aids			
<b>Availability and adequacy of physical infrastructure</b>				
10	Are there adequate, appropriate and safe physical infrastructure			
11	School ground is safe and secure			
11	Learning environment is safe and protective of children			
12	There is a reliable source of power			
13	There is adequate water and water points			
14	Security measures such as alarm system, fire extinguishers, CCTV, fire assembly points etc.			
<b>Welfare issues that affect learning in public primary schools</b>				
15	Food is well stored			

16	Hygiene in food preparation and serving			
17	Adequate and well prepared meals			
17	Sports equipment			
18	Medical facilities (sanatorium, first aid kits )			
19	Water harvesting and storage facilities			
20	Communication facilities (suggestion boxes, notice boards )			
<b>Mechanisms of involving community</b>				
21	Evidence of involving stakeholders (school bus, buildings, programs and projects etc.)			

#### 4.0 DOCUMENT ANALYSIS GUIDE (QASOS/ DATA COLLECTOR)

##### Analyze the following documents

S/N	DOCUMENT	COMMENTS
<b>Establish leadership and management approaches in public primary schools</b>		
1	Strategic plan and site plan	
2	Legal and policy documents	
3	Minutes of the BOM and PA meetings	
4	Staff meeting minutes	
5	Pupils' government meetings minutes	
6	Title deeds / Allotment Letters	
7	Attendance Registers	
<b>Strategies used in curriculum organization and implementation</b>		
7	Curriculum designs and syllabus	
8	Schemes of work	
9	Lesson plans	
10	Lesson notes	
11	Class registers	
12	Assessment Records	
<b>Availability and adequacy of physical infrastructure</b>		
12	Asset Inventory records	
13	Repair and maintenance policy	
14	Reports on adequacy, appropriateness and safety of physical infrastructure	
<b>Welfare issues that affect learning in public primary schools</b>		
15	<b>Programs of various activities 1</b>	

16	Minor and major punishment records 1	
17	Confidential records for guidance and counseling	
18	Meal plans	
19	Medical records	
<b>Mechanisms of involving community</b>		
20	Communications (letters, emails etc.)	
21	Memorandum of understanding	
22	Reports on projects undertaken etc.	

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