INFLUENCE OF PARENTS' VIEWS ON THEIR PARTICIPATION IN FREE PRIMARY EDUCATION POLICY IMPLEMENTATION IN NYERI COUNTY, KENYA

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Influence of Parents' Views on Their Participation in Free Primary Education Policy Implementation in Nyeri County, Kenya

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OCTOBER, 2018

DECLARATION

I hereby declare that this dissertation is my original work and has not been submitted to any other University or institution of higher learning for the award of either certificate or degree

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DEDICATION

This dissertation is dedicated to all those who encouraged me to pursue education. Special dedication to my children who inspired me to move on despite life challenges. I also dedicate this to my late father who sincerely believed in my passion for education; and to my late mother, who always celebrated my achievements with these words: ‘the Lord is in my house today….’

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ABSTRACT

This study examined influence of parents' views on participation in FPE policy implementation in Nyeri County, Kenya. Research questions were: How did parents interpret FPE policy? How did parent's participation influence FPE implementation? How did parents respond to invitations by schools to participate in FPE implementation? How did parents view the effectiveness of their participation in FPE implementation in Kenya? What were parent's expectations of FPE policy implementation? What were parents' roles towards provision of teaching and learning resources since FPE implementation in Kenya? Mixed methods research design of the embedded qualitative dominant model (phenomenological and cross-sectional survey) design was adopted. Probability and non-probability sampling techniques were used on selected samples of parents, teachers, headteachers, Parents Association and Board of Management chairpersons and County Education officers. Interviews, questionnaires, and observation methods were used to collect data. Qualitative data from interviews were organized into thematic matrices to develop narratives related to study questions. Data from survey questionnaires were quantified for analysis using the Statistical Package for Social Sciences version 22. Chi square was used to test hypotheses at significance level of $\alpha=0.05$. Data were presented in frequency distribution tables as well as in narrative form. Findings were that parents were happy with FPE policy, school levies were not totally abolished, parents did not voluntarily participate in FPE implementation, were aware of their effectiveness in education provision, did not expect to pay levies or provide teaching and learning resources. The study concluded that FPE policy was well received by parents, parents financially supported education and that parents did not willingly participate in FPE policy implementation. The study recommended clarification of FPE policy and cost-sharing approach in basic education.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANPPCAN	African Network for the Prevention and Protection against Child Abuse and Neglect
APHRC	African Population and Health Research Center
BOM	Board of Management
CREATE	Consortium for Research on Educational Access Transition and Equity
CRC	Convention on the Rights of the Child
DEO	District Education Officer
DFID	Department for International Development
DQAO	District Quality Assurance Officer
EFA	Education for All
EMIS	Education Media Information Service
EYC	Elimu Yetu Coalition
FPE	Free Primary Education
GEMR	Global Education Monitoring Report
GMR	Global Monitoring Report
GER	Gross Enrolment Ratio
GPA	General Purpose Account
KESSP	Kenya Education Sector Support Programme
KIHBS	Kenya Integrated Household Budget Survey
MDGs	Millennium Development Goals
MOE	Ministry of Education
NAP	National Action Plan
NER	Net Enrolment Rate
PA	Parents Association
PEDP	Primary Education Development Plan
PPPs	Public Private Partnerships
PRSP	Poverty Reduction Strategy Paper
SDGs	Sustainable Development Goals
SIMBA	School Instructional Materials Bank
SSA	Sub Saharan Africa

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

To ensure that education was no longer exclusive as earlier reflected by colonial education which had been stratified along racial lines, the Kenyan government provided and expanded education opportunities at all levels (Ministry of Education, 2012 a; Republic of Kenya, 1964). Many African children had been locked out of the education system which necessitated reforms in the sector (Republic of Kenya, 2000; UNICEF, 2009). Provision of quality education to increasing numbers of children using available resources was a challenge that required support from all stakeholders in education and the private sector as well. As Epstein (2011) in her theory of overlapping spheres emphasized, families, schools and community have a stake and influence on education of a child.

After independence, parents' and community participation was evident in Harambee (pull together or self-help) initiatives of building schools and offering other educational services (Republic of Kenya, 1964). Efforts to work together for a common goal brought collaborations between schools and their communities which led to effective partnerships and enhanced parental participation in school programs. Even with such efforts, education provision was however turning to be costly and in an attempt to address this, the Kenyan government abolished tuition fees for districts with unfavorable geographical locations in 1971 and by 1976, school fees abolishment had been extended to all public primary schools (Republic of Kenya, 1968). Not all schools achieved full benefits from the policy change though there was dramatic rise in primary school enrollment making the Gross Enrolment Rate (GER) to rise from 47 % in 1963 to 115 % in 1980 (Nishimura & Yamano, 2009; Ojiambo, 2010).

This rise in GER had implications on schools learning resources, human resources as well as schools' infrastructure development which meant extra spending in the education sector. Introduction of Structural Adjustment Policy (SAPs) in 1980 for example, led to cost-sharing in 1989 that led to many children dropping out of school. Most parents could not afford as they had other family obligations which made them to sacrifice their children's education (APHRC, 2010). Therefore, re-introduction of FPE policy in 2003 in

Kenya could not have come at a better time as many children were out of school due to financial constraints. Free education, would translate to many children enrolling in schools especially those who were out of school due to financial reasons. It was an initiative which the government expected parents to overwhelmingly support as school fees burden had been lifted of their shoulders.

However, despite FPE initiative, high enrolments of children in public primary schools continued to be a daunting challenge to education provision as the existing learning resources were overstretched since no prior planning had been made to cater for the rising figures of children in public primary schools (Wamukuru, Kamau & Ochola (2006). FPE on the other hand was seen to mainly address accessibility to schools; with some studies pointing out that this did not reduce the equity problem in the overall education system (Nishimura & Yamano, 2009; UNICEF, 2015). This aspect of availing adequate teaching and learning resources in schools had been ignored at the inception of FPE policy (2003) which seemed to play a major role in parents' level of participation in school programs and their views on FPE policy implementation.

Poverty had been identified as one of the barriers to education accessibility and therefore, the Sustainable Development Goal (SDG) 4 in an attempt to address FPE challenges, aimed at building on Millennium Development Goals (MDGs) successes to end poverty among other barriers which denied many children a chance to education (UN, 2016).

This was in recognition that giving access to schools alone would not sustain children in those institutions, especially those from poor backgrounds as they would eventually drop out if their basic needs were unfulfilled. Parents input in the overall provision of education therefore, are important as it is their role to ensure that children go to school and that their needs are met.

However, due to FPE implementation, the total number of public primary schools went up by 6.4 % from 29,460 in 2014 to 31,333 in 2015 (KNBS, 2016). Enrolments in public primary schools rose from 5,874,776 million to 6,906,355 million between 2002 and 2003 (KNBS, 2016). Over the same period, education for private primary schools also increased by 34.7 % from 187,966 to 253,169 (Ogolla, 2010) a figure that was reportedly increasing at a higher rate compared to that of public primary schools (KNBS, 2016). The

implication was that, more than ever, parents were enrolling children to private institutions. The increment of private schools ought to have been a concern of the government and other education stakeholders as parents were expected to enroll more children in public primary schools since education was free.

A study by Ngwacho (2011) on the hidden costs of FPE accounted for parents' participation in Kenya through their roles as Parents Associations (PAs), School Instruction Material Selection Committees (SIMSCs), and as Boards of Management (BOM) members. According to Sawamura and Sifuna (2008) school committees and school administrators were known to collude while making school decisions and therefore Ngwacho's study failed to account for the roles played by parents who were non-committee members. However, the study had pointed out that poverty negatively impacted on parent's participation as quite often their participation was not voluntary. Dewey (1902) had earlier emphasized that parents are the first and continuing educators of children and that their participation played a significant role in their learning, the more reason why they ought to be involved at all levels of decision making.

The Kenya Education Sector Support Programme (KESSP), had as well acknowledged the need to engage stakeholders though it was not specific as to how parents were expected to actively work with schools to ensure accountability by school administrators (Republic of Kenya, 2013; Ministry of Education, 2012b). Epstein (2010) had explained that parents participation would depend on several factors including the school environment, socio-economic background, and their interpretation of FPE implementation among others.

The Jomtien convention (1990) and Dakar resolutions (2000), Education for All (EFA) and MDGs had been standards on which UPE achievements were to be acquired though gaps still existed. During these conventions, communities and parents had been called upon to take up responsibility of taking all children to school but FPE implementation challenges seemed to limit the progress not only on accessibility, but also on sustenance of children in schools (UNDP, 2014). In order for governments to build on EFA and MDGs successes, in 2015, the International Community in collaboration with UNESCO and UNICEF further proposed and ratified SDGs which Kenya was a signatory.

Goal number four of the SDGs aimed at ensuring inclusive and equitable quality education and promotion of life-long learning opportunities for all by the year 2030 (UN, 2015).

To achieve this goal, challenges such as financial affordability, and inequalities in access to schooling, low education attainment and unsatisfactory quality of education which are common in the education sector had to be overcome (KIPPRA, 2014). Such were some of the challenges that resulted to rising and falling of global trends of out of-school-aged children which implied that FPE policy was yet to adequately address hindrances to school access by deserving children (UN, 2010). This necessitates a holistic look into education systems as well as stakeholders' roles in order to counter barriers towards FPE progress whose aim was to ensure that all children were in school. As Moles (2008) observed, partnerships between parents, schools and communities ought to be an on-going exchange of information, agreement on goals and strategies and a sharing of rights and responsibilities.

Most developing countries have made notable strides towards education provision, in recognition of international commitments to education and other development initiatives which include ways of enhancing partnerships among key stakeholders in education (Republic of Kenya, 2013b; UN, 2015; UNESCO, 2012b). To be on track, Kenya had earlier enforced the rights of the child by domesticating the International Conventions through legislative and policy pronouncements such as Education Act (1968), the Children's Act (2001) and Persons with Disabilities Act (2003) which aimed at ensuring that all children were in school. In addition the constitution of Kenya (2010) and the Basic Education Act (2013) provided the legal mechanisms on roles and responsibilities of the government and education stakeholders

Efforts by the Kenyan government in the education sector are remarkable though the Basic Education Act (2013) mandated PAs to request for concessions to institute levies through the County Education Boards and the Education Cabinet Secretary. This clause however, if not well clarified could give PAs a leeway to demand levies from parents. Due to this, parents could distance themselves from participating in school programmes since education is 'free' as reported by Wanzala (2016). In addition, though the economic status in Kenya was recorded as improving since 2003 (4.6 % in 2012, 5.7 % in 2013 and a targeted increase of 6% in 2014) (World Bank, 2013); the improvement could not be

applied to all households (Kenya National Bureau of Statistics [KNBS], 2013; Republic of Kenya, 2015).

In an assessment study on FPE implementation by UNESCO (2005), it was found that school levies and other several factors put pressure on parents that distracted them from voluntarily supporting FPE implementation. The government was also relying on donor agencies and international partners as the primary funders of the education sector which posed a danger of over-reliance. According to Andrews, 2012), donors in Kenya were associated with delayed disbursement of funds to schools which made PAs to impose levies on parents for schools to keep running.

It is possible that though the government was funding education, parents and communities were being actively involved in buying learning materials for their children even when education was free (Ministry of Education, 2012a). According to the Kenya School Report Card (SRC), most parents were detached from their children's activities at school while others had poor views of what constituted quality education (Ministry of Education, 2012b). The evaluation study though did not explore the reasons why parents were detached from school activities.

Therefore, reported cases of children's transfer to private schools even after education was declared free, and the fact that parents (even those in informal settlements), valued education and were also willing to pay for 'quality' education could mean that roles are not clear where responsibility lies among educators, and those assigned have not put in place effective parental programmes (APHRC, 2010; Njeru, 2012; UNICEF, 2009).

1.2 Statement of the Problem

Epstein (2011) theorized that successful implementation of educational changes required collaboration of parents, schools, community, governments and other education stakeholders. On its part, the government has actively recognized education as a major avenue for development and has made notable progress towards achievement of UPE and FPE (Ministry of Education & UNICEF, 2012; Ngwacho, 2011; Wanjohi, 2011). However, parents who are stakeholders have not been actively involved in FPE policy implementation yet they are recognized as the child's first educator.

The Kenyan constitution (2010) and the Basic Education Act (2013) elaborate on legal requirements of FPE policy implementation. Despite existence of FPE policy

guidelines in the year 2003, schools continued to demand levies from parents to cater for budget short falls. This led to varying interpretations of FPE policy among parents which were seen to influence their participation in FPE implementation. Though parents had been reported as supporting education programmes since independence, there was need to clarify FPE policy especially on how parents were to be involved in the implementation process. This was an aspect that was missing right from the inception of the programme. FPE policy abolished school levies and any other charges yet according to literature reviewed many schools continued to demand levies from parents, which raised concern since according to them, education was free (Basic Education Act, 2013; Kimu, 2012; APHRC, 2010; Ngwacho, 2011). The first assessment study on FPE (UNESCO & Ministry of Education, 2005) and Cheruto and Benjamin (2010), reported lack of consultation with parents and communities on FPE policy as a glaring omission that translated to a general misconception about the meaning of 'free' education.

To some parents, the initial thoughts about FPE policy were that they had no role to play and thus no longer required to participate financially in school programs. Some parents were reported to be hands-of whenever schools called them to participate in school activities (APHRC, 2010). Brehm et al (1999) had observed that, initial thoughts that ran through the mind during a new encounter with a person, object or event are very powerful and resistant to non-collaborating information. Therefore, the way in which parents participated may have been driven by the desire to have free education where levies would be a thing of the past.

Non-fulfillment of such expectations would affect parent's participation in education and in turn, negatively impact on the progress so far made on accessibility to schools by many children as well as quality of education. There is no dispute on FPE having increased enrolments at the early stages of implementation in Kenya, but it was evident that children continued to be sent home for levies while others dropped out of school (Ministry of Education, 2012; Wanjohi, Ndichu et al, 2013; Ogolla & Mse, 2014, Tumo, 2016). This study therefore explored parents' participation in FPE implementation since considerably less is known, and that parents views on FPE policy implementation are not documented.

1.3 Research Questions

The following research questions guided the study:

i. How do parents interpret Free Primary Education policy in Kenya?
ii. How does parent's participation influence Free Primary Education policy implementation in Kenya?
iii. What are parent's responses to invitations by schools to participate in school programs in Kenya?
iv. What were teachers' ratings on parents' effectiveness of their participation in FPE implementation in Kenya?
v. What were parent's expectations of Free Primary Education policy implementation in Kenya?
vi. What role did parents play towards provision of teaching and learning resources in schools since FPE implementation in Kenya?

1.4 Study Hypotheses

The study focus was on parents' views while other respondents' views were aimed at enabling the researcher to understand more on parents' views towards FPE Implementation. The views of other stakeholders in education were important to the study as they had also experienced FPE implementation and they were also implementers of the program. The other stakeholders included teachers, headteachers, PA and BOM chairpersons and County education officers. Their information was meant to complement information from parents as well as adding more to the current status of FPE policy implementation in schools. Therefore, the researcher used information from teachers who regularly interacted either directly with parents or indirectly through the pupils.

Ho 1: There is no significant relationship between teachers' level of education and their views on parents' participation in supervising homework.

Ho 2: There is no significant relationship between teachers' level of education and their views on parents' participation in rewarding pupils' efforts.

Ho 3: There is no significant relationship between teachers' level of education and their views on parents coming to school to discuss pupils' progress.

Ho 4: There is no significant relationship between teachers' level of education and their views on provision of learning resources.

1.5 Significance of the Study

The study examined FPE policy implementation as provided in the Basic Education Act (2013) in the hope of removing misconceptions and mistrust that parents had regarding free education. The study will be of benefit to pupils, parents, teachers, headteachers, PA and BOM members, Education Officers, policy planners and researchers in education.

The study will be beneficial to pupils once they realize their parent's participation and commitment on ensuring quality of education through their active participation. They will be encouraged to discuss school work and positively share their views about school with parents.

The study findings will enlighten parents on their parental obligations to their children as well as their roles in FPE policy implementation and the roles entrusted to school managers to enable them extend their support and fully participate in school programs.

The study will enlighten teachers on the importance of actively engaging and welcoming parents to schools as well as making them want to come to school without fear of victimization. Teachers will also be encouraged to appreciate parental ability to participate however minimal, in FPE implementation.

The findings of this study will provide headteachers with necessary information on parents' expectations on FPE policy to enable them realize how parents perceived FPE implementation and thereby develop mechanisms to willingly bring parents on board by involving them in specific school programs.

The study will provide BOM and PA members with information about FPE policy requirements and guidelines that would enable them to lobby for parents' support towards school programs. PAs and BOM will realize the need to share information on schools financial status and collaborating with parents in decision-making in school related programmes to enhance their participation in FPE policy implementation.

The study will assist education officers to identify school challenges that acted as barriers towards FPE policy implementation with focus on different needs that were

specific and unique in each school. This would help them to come up with strategic plans of school/parents programmes that would enable partnerships in order to actively involve parents and recommend the same to the National government.

This study will persuade policy makers to clarify FPE policy to enable parents realize their roles in FPE policy implementation and possibly serve as a pointer to policy planning in future where stakeholders are actively involved to enable them effectively implement policy decisions.

To the researchers, the study will serve as a basis for further investigations on school-community issues that could be emerging from disconnect between parents and schools that hinder full realization of FPE policy implementation.

1.6 Scope and Delimitation of the Study

Target population of the study was public primary schools in Nyeri County since FPE was meant for public schools. Views of parents on their participation in FPE implementation was examined as there has been a misconception on their roles now that education is free. Parents were key participants in this study as it is their views on FPE implementation and their participatory roles that were being sought. Views of teachers, head teachers, PAs and BOM on parent's participation in FPE implementation were also examined as they are the primary implementers of the programme. County Director of education and Sub-County education officers were included as they have a mandate to monitor mechanisms that have been put in place in Counties to ensure implementation of FPE programme.

Nyeri County was selected for this study since most of the public primary schools in this region have permanent school infrastructure which would only require renovations with the expectation that FPE funds would mainly be used as specified under FPE policy. Most studies on FPE have specifically cited poor or lack of school infrastructure as a major challenge to FPE implementation (UNESCO, 2005b; Kimu, 2012; Sawamura & Sifuna, 2008; Ngwacho, 2011). This study was carried out in a rural-urban environment. Abuya and Musyoka (2013), APHRC (2010), Tooley and Stanfield (2010) and Oketch, Mutisya and Sangwe (2012) and other studies concentrate on urban centers, urban slums and marginalized areas that are reportedly characterized by deplorable conditions with some children learning in open places, under trees, on in caves.

Further, most of the schools in the County have been in existence since independence (1963) courtesy of Christian missionaries and community Harambee initiatives. Most of them have permanent structures, and a rich history on education development experienced in different political regimes, as well as different education systems such as the 7-4-2-3 and 8-4-4. In addition, the schools experienced earlier FPE declarations in the 1970s and now the re-introduction of the policy in 2003. Though this is likely to be the case in other Counties, the researcher had observed and identified issues of indifference among parents towards FPE implementation which make this a unique study. Most of the schools in the region are located close to each other and those sampled would have almost similar geographical orientations.

1.7 Limitations of the Study

Information on funds is always a sensitive issue and this was not easily forthcoming especially due to some reported cases on funds misappropriation by school managers as well as deplorable conditions in some schools that had been exposed to the public. More so, schools had received funds to address some of those challenges. In addition, the ministry of education was keen on how schools were implementing FPE programme which made most of the gatekeepers suspicious of visitors.

However, more information on funds surfaced during focus group discussions with parents, survey questionnaires and also through the researcher's field work formal and informal observations. Classroom observation was not possible as gatekeepers feared that it would raise suspicion among teachers and attract pupil's attention which limited observation to the general outlook of the schools' infrastructure.

Schools follow strict time tables and this affected time allocated for collecting filled in questionnaires. However, the researcher made follow-ups and re-visited affected schools. She also liaised with headteachers by use of telephone. Availability of parents for focus group discussions (FGDs) was a challenge as it required the researcher to contact them through the school. However, head teachers helped in identifying some parents who assisted the researcher in bringing together respondents on the arranged date for the FGD.

Another emerging challenge was the timing of data collection which coincided with campaign season for general elections in Kenya. Some teachers as well as some parents were not willing to participate for free. This must have had some negative influence in data

quality. To salvage this problem of respondent's apathy, the researcher had to replace two schools.

1.8 Theoretical Framework

Joyce Epstein's theory of overlapping spheres of influence which was developed in 1980 guided the study (Epstein, 2011) (See figure 2).

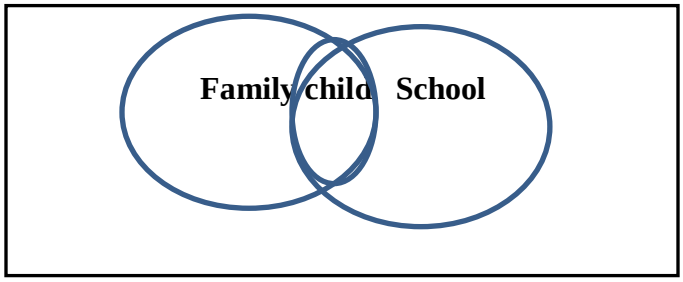

Figure 1: Overlapping Spheres of Influence. Adapted from Deslandes (2001)

Epstein's theory was inspired by Bronfenbrenner Ecological Model and designed from a social and organizational perspective (Epstein, 1987). The spheres (family and school) are shown to have a stake and influence in the education of a child. At the center of the spheres is the child who interacts directly with school and family. According to Epstein, the overlapping spheres have the potential to influence pupils learning and development. Epstein's theory emphasized on cooperation and complementarity of schools and families and also encouraged communication and collaboration between the two institutions. This implies that parents should be concerned with what happens in schools and that they have a responsibility to support school programs.

Another key concept of the theory was that all stakeholders in a child's education have mutual interests and influences as implied by the overlap. The primary shared interest by the school and parents is a caring concern that the child be successful. In Kenya for example, the objective of the government as it rolled out FPE policy was to enable families to send their children to school without distraction by lack of school fees as well as create an enabling environment in schools where teachers and parents would be jointly involved in school programs. However, a mismatch between policy and policy implementation was eminent in that, there were no clear guidelines as to how stakeholders ought to have been

involved in the process which created confusion as schools and parents made their own interpretation (KENPRO, 2013).

Further the theory explained that the spheres (schools and families) may be pushed together or pulled apart by forces that she identified as time, characteristics, philosophies and practices of the family and those of the school. According to literature, parents' interpretation and expectations of FPE were that education would be absolutely free and that the government would cater for all education expenses (Abuya et al, 2015; Cheruto, 2010). Parents therefore were reluctant to support FPE implementation as they interpreted schools to be going against the policy.

Epstein explained that these forces may or may not create occasions for shared activities between school and families. Parents in this case are important stakeholders whose role in a programme may have positive or negative influence thus making it necessary to understand their views on FPE implementation. Parents' withdrawal from supporting school programs could mean that learners would lack some of the required learning resources and therefore affect teachers effectiveness in providing quality education.

In addition Epstein's theory suggested that school programs should not be confined to school environments only since through the child, parents get involved as they share children's experiences at home. Parents therefore, cannot shy away from their responsibility since their support is required both at home and in school. Involving parents in some school activities would ensure that they were in constant contact with parents who would in the process be aware of their roles in the implementation. Some would even take the opportunity and volunteer to support school programs both financially and with material resources.

The theory therefore fronts the idea that for the two spheres to work together there is need for each one of them to make efforts for collaborations for the sake of the child. In the case of FPE policy, and for it to gain popularity among parents, the government ought to have had strategies of fully involving education stakeholders at all levels to ensure that they owned decisions made thereof. In Kenya, FPE policy planning failed to incorporate parents at the formulation stage and hastily implemented the policy by abolishing school fees (Wamukuru, Kamau, Ocholla, 2006). Though the policy resonated well with parents desires

to have the burden of school fees removed, policy implementation did not favor their expectations. Parent's participation would be seen to play a major role for the success of FPE implementation in that the overall aim of the policy was to ensure that children accessed schools and received quality education.

Additionally, the theory suggested that stakeholders' shared interests and influences could be promoted by their policies, actions, beliefs, attitudes, and values. She further argued that partnership approaches give families greater opportunities to determine options for school involvement and participation. The theory acknowledged that schools and families often had more or less influence at certain ages (Epstein, 2001). This suggested that the overlap between families and schools could as well increase with concerted effort by either the schools, parents or other stakeholders.

Another important aspect of overlapping spheres of influence was that schools and families shared similar characteristics. Epstein used the terms "school-like families" and "family-like schools" to explain the behaviors of families and schools that believed in each other's importance. In school-like families, parents encourage, support and develop their children's academic skills. They may assist with homework or introduce educational activities as part of their regular family schedule. Similarly, they may use time in the same manner as the school or reward their children for accomplishments. These families teach their children to view school activities as part of the normal and natural rhythm of everyday life.

Family-like schools, in a similar manner, take on the attitudes and characteristics of a caring family. Like families, they may individualize attention to meet the unique needs of each child. This could mean changing the standards or rules based on individual circumstances. It can also mean striving to create more open and reciprocal relationships between teachers and students. The theory emphasized the shared attributes of schools and families. The theory also suggested that behaviors and attitudes of schools and families would increase the degree of overlap between schools and families, resulting to many benefits for learners.

Epstein also suggested ways in which schools may involve parents in school programs for children to have a better learning environment. This was through a framework in which she divided school parent involvement programs into six broad categories or types

of activities which are; parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. In parenting, schools help families with their parenting skills by providing information on children's developmental stages and offering advice on learning-friendly home environments. Communicating, meant that schools educate families about their child's progress and school services and provide opportunities for parents to communicate with the school.

Volunteering, on the other hand which ranged from offering opportunities for parents to visit their child's school to finding ways to recruit and train them to work in the school or classroom. Learning at home meant that schools and educators share ideas to promote at-home learning through high expectations and strategies so parents can monitor and help with homework. Decision-making is a situation in which schools include families as partners in school organizations, advisory panels, and similar committees.

Community collaboration is a two-way outreach strategy in which community or business groups are involved in education and where schools encourage family participation in the community. According to Epstein, these activities proved to be the best predictors of parent involvement. As earlier noted by Epstein, time may be a constraint to some of the activities mentioned although efforts can be made in Kenyan schools to introduce and prioritize some of them. This way, parents participation would be enhanced which create the need to encourage schools to develop activities that engage parents within the six types of activities.

1.9 Strengths and Weaknesses of Epstein's Theory

1.9.1 Strengths of Epstein's Theory

The theory has globally influenced social policy regarding parents' involvement in education. On the other hand, an effective and constructive family-school partnership occurs in an ecological context, with children, families, schools and communities being part of interrelated ecological systems within which a child resides. Epstein has based her theory on the ecological systems theory which holds that there are several environmental systems that influence development. The theory is more school-based as it focuses on parent's involvements and activities meant to promote positive school climate. Schools are meant to initiate and encourage parents' participation in school programmes which is the focus of this study.

The theory is also strong as it brings into context challenges that occur when there is a mismatch, or borders, across one or more spheres. This makes children who experience discontinuities among home, school and peer/community worlds to have difficulties in making transitions across contexts. Children may be affected by such discontinuities which would keep them away from school. Partnership programs and services should be focused on forging an effective match between the needs of an individual child, and strengths of the interfacing home and school systems.

The theory explains how the interconnections among systems are central, especially as they contribute to academic, behavioral, and social-emotional development of children which effective educational programmes aim to achieve. This creates the need for mutual interactions between parents and schools to ensure effective involvement in school programmes.

The theory emphasizes that when parents complement learning in schools through helping their children at home, they make children realize the connection between schools and home and see the meaning of skills they learn in school which are reflected in their family chores.

Central to the overlapping spheres of influence theory is a belief in shared responsibility for educating and socializing children where families and teachers become essential for children's growth and development inside and out of school. The theory focuses on relationships, rather than roles, that is, how families, educators and the community can work together to promote the academic and social development of children by getting information about how schools function. This suggests that the overlap between schools and families can be increased with concerted efforts by one or more stakeholders.

Another aspect of the theory is that schools and families share similar characteristics as Epstein uses the terms 'school like-families' and 'family-like schools' to explain the behavior of families and schools that value each other. This creates a conducive learning environment for children who would want to stay and complete school which is one of the EFA goals.

The theory also revises earlier conceptions of the school-family relationships as one that must be sequential where parents are expected to have more of the role than schools and vice versa in certain periods of the child's life. Earlier theories viewed families and

schools as existing in separate spheres, which entailed that they have separate responsibilities instead of partnerships. This mandates parents to participate and support the government in the implementation of FPE programme since parents too must be seen to play the parental role of feeding, clothing and giving shelter to their children.

The theory is based on empirical studies which show that in the presence of effective home-school partnerships, parents are seen to demonstrate greater understanding of what schools are doing and positive attitudes about school. Epstein studies had therefore indicated that contacts and communication had increased between parents and educators. Greater involvement and improved communication from schools to parents would enhance their involvement in learning activities at home.

The theory is fit for this study since it is designed from a social and organizational perspective, and as Dewey (1902) noted, the school is recognized as a social and special environment which is intimately related to society and used as a means of bringing children into social participation. The theory supports literature by identifying the benefits of establishing meaningful parent-teacher relationships at an early age as early efforts establishes a pathway toward school success for children from a preventive framework. Epstein's theory is mainly applicable at the earlier stages of a child's life which imply that parent/teacher partnership can be established as early as possible which if well maintained can be the basis of parent participation in a free environment.

1.9.2 Weaknesses of Epstein's Theory

Although Epstein's typology has been criticized for being school-based and Euro-centric, she recognizes that parents participate in their children's education along numerous dimensions including at school and at home and proposes a six-part typology of parent involvement, namely: basic obligations of families; basic obligations of schools; involvement at school; involvement at home; involvement in decision-making; and collaborating with community organizations

The theory is also critiqued by Deslandes (2001) as being inadequate as it fails to describe the effects of family and individual psychological characteristics on the school – family involvement. However, this study addressed individual views on both FPE policy and implementation process from among parents and other education stakeholders which

are based upon their individual beliefs and characteristics. Parents level of participation in school and at home was sought through activities in which they are involved, their interpretation of the policy and implementation processes as well.

The theory does not adequately bring out the effects of the relationships and coordination's among the spheres on the child. To address this, the study looked at various ways in which schools are involving parents as well as how parents are responding through activities and responsibilities in which they are engaged both at home and in school.

Hoover-Dempsey and Sandler (1997) critique the theory as not explicitly showing the importance of parent's philosophy in school-family partnerships. This study looked at both parents and school factors that led or motivated parents to make decisions to become involved. In addition the study throughout tried to highlight the importance of involving parents at all levels of decision-making. However, the theory paves a way to establish and enhance parent's involvement.

1.10 Application of Epstein's Theory to the Study

This theory is applicable in this study since primary school education is very basic and critical in any education system because of the crucial role, it plays in promoting national development and thus the level and quality education achieved should never be compromised. The theory emphasizes cooperation and complementarities of schools and families and encourages involvement, communication and collaboration between the two institutions. The theory gives a global and holistic view of involvement in schools by parents which would help maintain a high pupils' enrolment therefore making it a priority for all countries where FPE policy is in place.

The partnerships emphasized by the theory are significant in that they would make parents more involved without unnecessary force from schools and ensure the need for parents to want to know more about their children's education. Parents' participation is beneficial in that children score highly; there is better school attendance, more completion of homework, more positive attitude and behavior, high transition rates, and completion rates as implied by Brown (2009). These achievements would reflect progress towards the overall achievement of EFA goals which include enabling children access to quality education.

Global and regional conventions have recognized education as an avenue for development of a country and therefore the benefits acquired from parental involvement in school programs can positively increase their support for FPE. According to the Ministry of Education Policy Framework the government was to continue fulfilling its mandate and objectives for strong partnerships with all stake holders (MOEST, 2004). Such a commitment which Epstein's theory emphasized would eventually attract parents to volunteer their support for FPE programme once they realize the benefits therein.

The Ministry of Education is mandated to provide educational support services, regulatory frameworks, develop policies and guidelines, mobilize resources for the education sector inputs and coordination of human capital development for education and training (Republic of Kenya, 2013a). This is a challenging task which has made the government to continue intensifying partnerships and collaborations with other partners and education stakeholders in financing education and training (Kimu, 2012). According to Epstein's theory, parents' participation at home and school is more enhanced when they perceive that their involvement is actively being recognized and encouraged by schools.

Accordingly, Epstein's' theory imply that, when school performances and positive behavioral characteristics of children are seen to correlate with parent's involvements, the partnerships are likely to be continued even at higher levels of learning. Rosner (2014) supported Epstein's theory by adding that teachers should be encouraged to support primary relationships and to create environments that welcomes and nurtures families which translates to a better environment for pupils. The theory, has guided this study as it clearly shows that for a programme to be successfully implemented, all stakeholders must own it.

1.11 Conceptual Framework on Parents Participation in FPE Implementation

The researcher conceptualized that parent's views on FPE policy implementation influenced their participation. The independent variable of this study is parents' views on FPE policy implementation, while the dependent variable is participation in the implementation process. Examined were their views on FPE policy, implementation of the policy, invitations to participate, effectiveness of their participation, expectations of the policy and provision of teaching and learning resources. Participation was reflected by parents support in funding school programs, provision of learning resources, enrolments of out-of-school children, infrastructure development and attendance of school meetings. The

intervening variables are parent's economic background, length of time they have been in a school and their education level. Parents' views on FPE policy implementation would contribute to their participation in school programs as shown in figure 2.

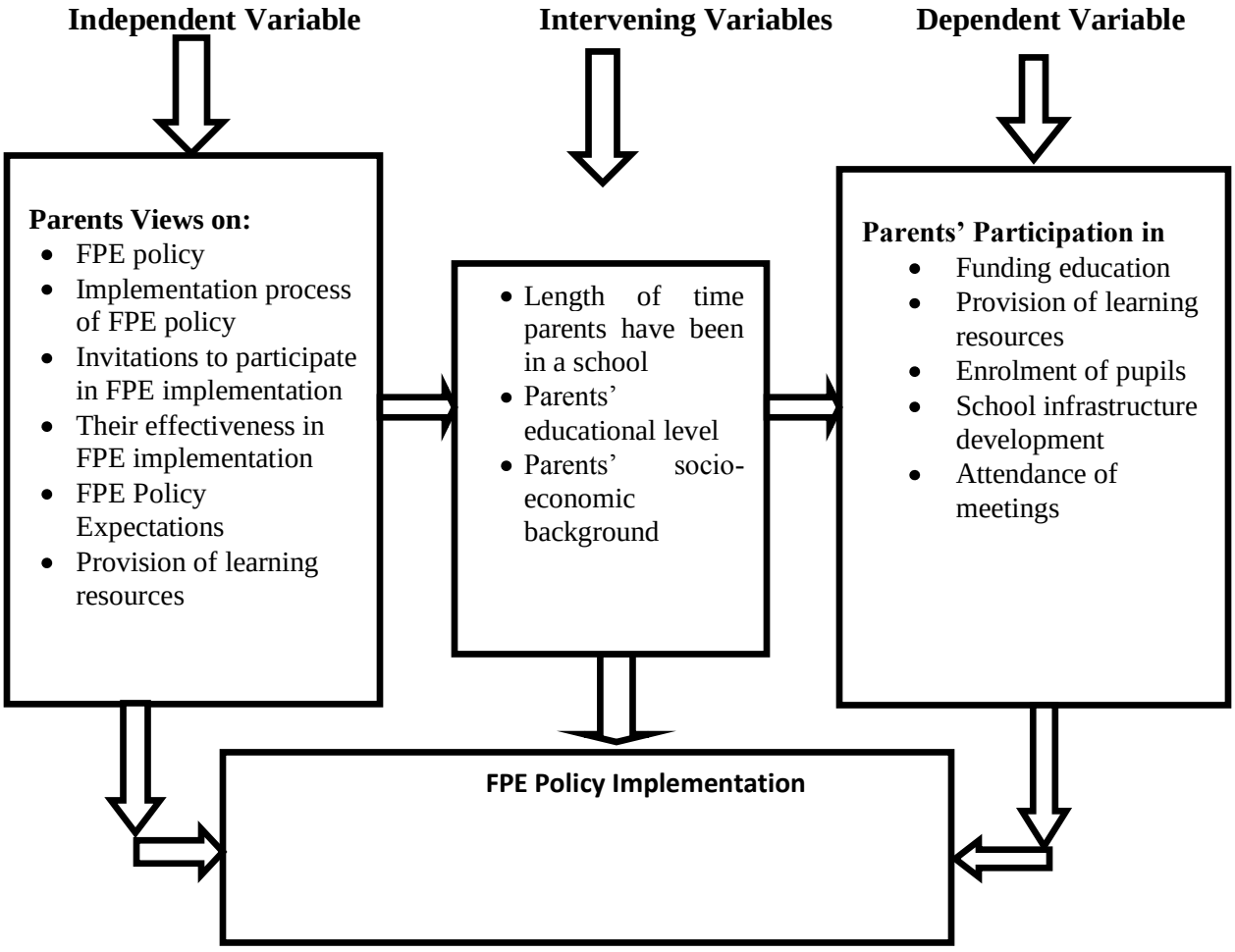

Figure 2: Conceptual Framework on Parents Participation in FPE Implementation

According to figure 2, parents' views on FPE policy and implementation process would contribute to their participation in school programs. Parents' interpretation of the policy was that they would no longer pay any levies to schools as stated in the Basic Education Act (2013). Levies previously paid by parents to schools were meant to cater for learning resources and other school projects like infrastructure development, school feeding programs and co-curricular activities among others. Parents' responses on invitations by schools to participate would also depend on their interpretation of FPE policy since such invitations were associated to financial contributions. Parents' views on the effectiveness of

their participation would depend on parents' level of understanding on the importance of their contribution towards their children's education.

The figure also implies that parents' expectations on FPE policy implementation would influence their participation. Due to lack of clarity on the policy, some parents' expectations were that their only role was to take children to school and cater for their basic needs, while the government took care of all education expenses. FPE policy as well stipulated that the government would provide schools with teaching and learning resources. Parents therefore, did not expect schools to demand for learning resources like textbooks and writing materials. Parents' participation in FPE policy implementation in terms of financial and other material contributions, enrolment of children to schools, infrastructure development and attending school meetings would therefore depend on their interpretation of FPE policy.

Further, parents' participation would also be influenced by the length of time they have been in the school as some would have experiences of earlier FPE and other education declarations. Parents' level of education, would also influence decisions made based on the fact that with or without governments full support, as parents, they had the obligation to ensure that children went to school and were well catered for both and home and while in school. Parents' participation would also be influenced by their economic background since some of them were living in poverty. Some children had been earlier identified as having dropped out of school due to non-payment of school levies, which implied that some parents were not in a position to meet all school financial requirements. Their participation therefore would depend on how able they were to meet family and school financial needs.

1.12 Operational Definition of Key Terms and Concepts

Free Primary Education

This is a program of the Ministry of Education in Kenya, where the government provides funds to public primary schools for instructional materials and for general purpose expenditure.

Implementation Process

In this study the terms refer to the actual abolishment of school levies in public primary schools in Kenya. It is the situation in which the government is expected to fund education and abolish all school fees charged in public primary schools.

Parents and or Guardians

For the purpose of this study, the terms parents and guardians are adopted from the Basic Education Act (2013) which stipulates that parents or guardians are mother, father or guardian of a child and includes any person who is responsible under the law to ensure that the child attend school.

Participation/Involvement

The terms involvement and participation in this study were used interchangeably to refer to parents' encouragement and support which is focused upon children's' learning and development. It includes their involvement with children at home through extension or support activities as in homework, the patterns of habit formation and attitude development that prepare a child for academic learning and also sustain the child through the years of schooling.

Parents Views

In this study, this referred to the various ways parents' interpreted FPE policy and its implementation.

School Activities/programs

These are on-going efforts that are being directed towards the promotion of collaborative decision-making and implementation of FPE like hosting open parents' meetings, class meetings/ academic days, policy meetings, working in support of volunteer orientations, conferences, workshops, and trainings.

School Climate

In this study, school climate is expressed by how supportive, friendly, welcoming, inviting and safe schools are to parents, students, teachers and staff and the physical appearance of the school infrastructure. Quality of instruction elicits the academic dimension which is reflected by the schools' performance.

Stakeholders

Stakeholders in this study refer to any person, parent or guardian, school sponsors, government, donors, public or private institutions or organization involved in the education of children and with vested interest for the benefit of the child and the school.

Teaching and Learning Resources

Resources in this study include all materials and equipment used in and out of the classroom which helps in enhancing pupils understanding of various concepts like text books, exercise books, pens/pencils, supplementary books, wall maps/charts, chairs/desks and chalkboard/chalk among others.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

Both conceptual and empirical literature was reviewed in this section, where secondary and primary sources were sought. Section one is a review of theories on partnerships that exist in social interactions with particular reference to schools and family partnerships. This was followed by a global and regional perspective of parents on FPE policy. Next were views of parents on FPE implementation process in primary schools globally, in Africa and specifically in Kenyan public primary schools.

The next section examined parent's views on invitations by schools to be involved in FPE implementation, with examples drawn from countries that have implemented FPE with a special focus on Kenyan public primary schools. Next is a section of parents' views on the effectiveness of their participation in FPE implementation, citing various responses of parents from other parts of the world as well as in Kenyan public primary schools. The next section explored parent's expectations of FPE policy implementation. The last section examined parents' views on provision of teaching and learning resources in schools and specifically examined the situation in Kenyan public primary schools. The chapter ends with a summary of literature reviewed and a critical analysis of the knowledge gap.

2.2 Review of Related Theories

This section provides a discussion on theories of participation and school-family partnerships. The purpose of this section is to identify the gaps that necessitated this study.

2.2.1 Participation Processes in Social Interactions (Ornstein and Horenstein Theory)

According to Ornstein and Horenstein (1999) theory, participation is a medium of empowerment in community development. Participation can be viewed as an active process in which participants take initiatives and actions that are stimulated by their own thinking and by deliberations over which they exert effective control. They argued that the final goal of community development is to empower the communities and to improve the quality of their lives. They further explained that it was impossible to achieve this goal without participation and involvement of communities in particular projects.

They also explained participation as a voluntary contribution by people in one way or another on the public programmes that are supposed to contribute to national development. Participation also include people's involvement in decision-making process in implementing programmes, their sharing in benefits of development programs and their involvement in efforts to evaluate such programs. Therefore real meaning of participation is the collective effort by the people concerned to pool efforts and whatever other resources they decide to pool together to attain objectives they set for themselves.

The theory put emphasis on the fact that schools and families collaborate and have consultative meetings where parents are involved in decision-making which enable them to participate voluntarily. Benjamin (2015) concurred with Ornstein and Horenstein in that parents become part and parcel in prioritizing school projects which they find necessary to promote schools learning environment. This would lead to voluntary contributions of resources from parents even as the government disbursed FPE funds.

There are various reasons as to why schools and parents develop partnerships. Ornstein and Horenstein (1999) pointed out that those partnerships are important as they improve school programs and climate. This provides families with services and support as per their needs. In support of the theory Nitecki (2015) added that partnerships also increase parent's skills and leadership, once the parents start gaining confidence in what schools are doing. It helps also to connect families with others in the school and in the community and help teachers with their work.

2.2.2 School –Family Partnerships (Bronfenbrenners' Theory, 1979)

According to Bronfenbrenner, while the value of the home/school partnership is universally accepted, it is not always easy to promote or maintain. Moving from small communities with intimate connections to a very diverse mobile culture, may result to increasing complexity of relationships, roles, and functions which have often complicated the collaborations between schools and families. Teachers are held responsible in the parent-teacher partnership, and although the partnership needs to be a two-way dynamic to work, teachers are really the glue that holds the home/school partnerships together. The theory is of the view that parents should be engaged in order to enhance teachers' activities in the education of their children.

The theory further explained that most teachers think about having a good relationship with parents but just as teaching and learning environments vary so does the relationships of good parent-teacher relationships. At times a good relationship is an effective separation of roles and functions between home and school, an optimal social distance combined with mutual respect. The family meets the school's expectations efficiently, and the school effectively educates the child without undue demands on the home. On the other hand, the school functions as an extended family and a more open system. Bronfenbrenner also added that family and school intersect around the life of the child which Epstein explained in her theory as overlapping spheres of influence (Epstein, 2010).

The theory holds that as teachers think about their work with parents and families, they often have mixed feelings. There are good feelings of shared efforts and mutually valued achievement with some parents; while with others, there is a sense of frustration, helplessness, or even anger over conflicting perceptions and understandings. The degree of success that teachers have in developing a partnership with parents therefore depends heavily on the "fit" between parental cares and concerns and those of the teacher. Bronfenbrenner further noted that unlike many other kinds of relationships in people's lives, the parent-teacher pairing occurs by assignment rather than choice. The common interest is the schooling of a child. What all good parent-teacher relationships have in common is the absence of conflict. Optimally this absence of conflict is due to a presence of mutual trust and respect; less optimally, it is due to the absence of caring.

The theory also came up with factors that affect the development of effective relationships between schools and families which include; the degree of match between teachers' and parents' cultures and values, societal forces at work on family and school, and how teachers and parents view their roles. Some of these factors pose problems, and the challenge is how to develop an effective working relationship in spite of the problems that may be present.

From the parents' perspective, some of the factors that influence a degree of openness include cultural beliefs related to the authoritative position of teachers that prevent parents from expressing their concerns, a lack of education that may cause parents to be intimidated in interactions with teachers, language differences that may result in

parents feeling uncomfortable if no one speaks their language, and different socio-economic levels that may result in child-rearing practices and values that conflict with those of the teachers. Therefore, if there is a consistent match between teacher and family cultures and values, the probabilities are greater for developing effective professional skills in working with parents over time. In contrast, the greater the discontinuities, the more effort that is needed to promote a partnership (Epstein, 2010).

For the purpose of this study, the concern is how such forces affect schools and families in their efforts to work together for the success of programs that enhance effective implementation of FPE policy. When parents for example understand what is expected of them, they would be more willing to partner with schools. In addition, Bronfenbrenner explained that parents can perform effectively in their child-rearing roles within the family which depends on role demand, stresses, and supports emanating from other settings. Parents' evaluations of their own capacity to function, as well as their view of their child, are related to such external factors as flexibility of job schedules, adequacy of child care arrangements among other factors.

The theory further explained that confusion results when teacher and parent roles become ambiguous. It seems apparent that how parents interact will vary based upon the construct they hold. As Hoover-Dempsey (2005) added, this is when parents consider that they have a primary responsibility for their children's educational outcome, when parents feel the school is primarily responsible for the children's educational outcome, and when parents believe that teacher and parent working together are responsible.

Teachers also may view their role as parent focused, school focused, and/or partnership focused. The parent-focused view evolved out of the parent-cooperative movement. In that movement, teachers and parents worked side by side, empowering parents and giving parents teaching roles. This view is most prevalent in early childhood programs. The school-focused role reflects teachers who believe in an effective separation of roles and functions between home and school. This view is more typical in elementary schools and intensifies the older the child gets. According to Durisic and Bunijevac (2017) partnership-focus perspective, where family and school work cooperatively, is a more recent construct, evolving as the literature began to point to the significant benefits that

accrue to children, parents, and teachers as a result of the partnership. As with parents, how the teachers interact will vary based upon the beliefs the teachers hold.

2.3 Free Primary Education Policy Globally and in Kenya

According to National Education Sector Plan (NESP) 2013-2018, the Basic Education policy's' main goal is to enhance quality basic education for Kenya's sustainable development as education has been recognized as a catalyst for national development (Republic of Kenya, 2015). Education has the power to transform people and countries alike as it brings equality, ability, social opportunity, peace, economic stability and national progress. However, the attainment of Universal Primary Education (UPE) remains the biggest challenge in the provision of education globally (Republic of Kenya, 2014a). The Global Monitoring Report (GMR) (2013-2014) indicated that, there were 57 million children of school going age who were still out of school by 2011, 69 million in 2012 while UNESCO (2015) report indicated that there were 124 million children and youth who were still out of school. With FPE implementation, in many countries the expectation was for the figure to decrease.

Millennium Development Goals which were being used as a standard measure of UPE provision since the year 2000 prompted unprecedented progress in the expansion of educational opportunities (UN, 2015). Despite this achievement, the United Nations Millennium Development Goals Report (2015) indicated that only a third of countries reached global education goals (52 % of countries achieved this goal; 10 % were close and the remaining 38 % were far or very far from achieving it). Almost 100 million children had not completed primary education by 2015 which has made education provision to become a global concern.

In addition, these reports gave shocking revelations on the fact that not a single EFA goal would be achieved globally by 2015. This was worrying especially since most of the developing countries continued to commit additional government funds to the education sector to sustain FPE. The GMR implied that the initiative by governments was noble and further recommended that education must be free for all children and that fees for tuition, textbooks, school uniforms and transport be abolished (UN, 2015).

FPE policy should get more support from education stakeholders, parents included, given the fact that governments and donors among others had continued to fund education in order to relief parents from the school fees burden. It was therefore in the interest of nations to include education as a transformative stand-alone goal in the new agenda for sustainable development (UNSECO, 2015). FPE policy therefore, must be seen to fulfill the international agreements or progressing towards that direction in order to attract stakeholder's participation.

The idea of UPE emanated from the 1948 Universal Declaration on Human Rights (UDHR) (UN, 1948). For some time EFA goals have been used by countries as a means to fulfill UPE goals by offering free education at primary school level by committing themselves to the international, regional and national agreements on education provision. The aim of EFA and MDGs was to ensure that education was accessible to all young people who were of good quality as well as making it free to sustain learners in school (UNESCO, 2014). This was re-emphasized in SDG number four with an aim to build on MDGs successes to end poverty, fight inequality and break through barriers which denied millions of young people the chance to education (UN, 2016).

The adoption of the reviewed Geneva draft on the rights of a child from an African perspective in Addis Ababa (1990) had prompted countries to redefine their educational strategies in order to cater for those children who remained out of school (APPCAN, 2005). Thereafter, FPE policy has been popular in many Sub-Saharan African (SSA) countries; (Egypt 1950, Ghana 1951, Nigeria 1954-1956, Somali and Malawi 1994, Uganda 1996, Tanzania and Lesotho 2000, and Kenya in 2003) though not all children are in school (UNESCO, 2013; 2014; Waituru, 2013).

Abolition of tuition fees as per the FPE policy is one way of ensuring that children remain in school. However, in most countries, FPE policy has not significantly reduced the number of out of school children as trends of primary school enrolments of out-of-school-aged children have been reported as rising and falling (UN, 2010). According to the UNESCO Institute for Statistics (UIS), the percentage of out-of-school children among primary-school-age children had declined from 40 % to 22 % in Sub-Saharan Africa (SSA) and from 20 % to 6 % in South Asia between the years 2000 and 2012 (UNESCO, 2014). In SSA, only five countries (Botswana, Djibouti, Kenya, Lesotho and Swaziland) had

satisfactory results though they were yet to achieve the 2015 target (Economic & Social Council of UN [ECOSOC], 2011). The implication is that to achieve FPE goals, the policy need to be fully supported by governments as well as other education stakeholders.

Free education is owed to both national and international pressure as well as politicians and donors who have basically forced implementation of FPE on countries (Shojo, 2015). However, many stakeholders agree to the policy direction as FPE is largely appreciated by the population and fee abolition is regarded as beneficial for the poor (Nishimura et al, 2009). The challenge is that policy makers and external donors do not carefully plan implementation strategies and procedures in advance. As indicated by Riddell (2003) and UNESCO (2007), there seems to be a complex reality between policy pronouncement and policy implementation. This is implied by various disparities in access and quality education which may not be bridged by fee abolition alone as important factors like parental role, family income, parent's education level and school environment play an important role towards education success of children.

FPE declarations and implementation in most countries seem to have been politically influenced as well as donor driven. In Malawi after FPE implementation (1994), a study on whether FPE meets the needs of the poor conducted in Malawi by Kadzamira and Rose (2003) observed that, a comprehensive policy framework had not been put in place, and that the one developed did not include key stakeholders such as parents in its formulation. To a large extent it was donor-driven and not responding to citizen's needs. Chimombo (2005) in a study on quantity versus quality education, in Malawi also found out that FPE policy did not consider ways in which direct and indirect costs of schools could be prohibitive for the poorest groups which made some parents not to send their children to school. Some parents were reported to interpret 'free' to mean that parents were free to decide if their child was to attend school, despite education being compulsory. The situation in Malawi was evident in other countries as well which is a pointer to the need for clarity especially in FPE declarations which in many occasions are politically driven.

In Tanzania for example, FPE policy was influenced by international and national configurations of power both in policy discourse and policy implementation at local levels. There were barriers to UPE in terms of quality education which was low as a result of

ineffective national policies that ought to have been guided by the broad international benchmarks (Vavrus & Moshi, 2007).

A comparative analysis of UPE Policy by Nishimura et al (2009) in Ghana, Kenya, Malawi, and Uganda found out that FPE policy was abruptly implemented with both national and international pressure. When the policy gained momentum for implementation, politicians and external donors forced it upon the systems hastily. However, implementation of such a policy, in the real sense, represents a complex reality. Fee abolition on the other hand is regarded as beneficial for the poor, though it seemed that implementation schemes and procedures had not been carefully thought through by policy makers and external donors prior to policy implementation. Due to numerous disparities in educational access and quality, fee abolition alone would not find a simple solution, nor would new financial flow of education budget cater for pupils with various needs (for example, children in the disadvantaged areas and differently abled children). Thus, this seemingly simple policy of fee abolition requires thorough investigation that reflects the reality on the ground and stakeholders' reaction to the policy implementation.

In Kenya, fee abolition policies have been put into place multiple times over the last few decades. In Kenya FPE policy was re-introduced, tuition fees abolished and mandatory levies prohibited in 2003 (Weiner, 2010). There was disquiet from the government and education policy makers as to how the policy would be implemented. A UNESCO (2005a) study on FPE that used focus group discussions with Kenyan parents disclosed that most parents became aware of FPE policy during political campaigns via radio, television, and newspapers. The message, 'education is free,' was clear. Parents' attitudes towards fee abolition were generally positive, as this was an opportunity for their children to attend school. According to the study, several parents were not willing to pay school fees on the basis that FPE policy was in place.

Re-introduction of FPE policy was a sigh of relief to parents because their value for education had increased and this meant distancing themselves from poverty cycles in many families (Kimu, 2012). In addition, FPE grants were to be disbursed directly to public primary schools' bank accounts. The PAs were to be involved in order to enhance resource utilization and increased transparency and accountability at school level. Direct disbursements of resources to schools were aimed at fostering increased participation of

parents and communities and empower them to make decisions and implement them as well (Republic of Kenya, 2006). With such plans underway, parents were convinced that schools would have funds to finance education just as the policy implied.

Kenyan children started the day with new vigor and hope. At last a new era in education had dawned and those children who were out of school due to school fees would be free to go back. According to the FPE policy, all children of school-going age were meant to be in school until completion of primary level of education. All levies and fees hitherto charged in primary schools were abolished (Republic of Kenya, 2013a).

FPE policy in Kenya was guided by directives from the Ministry of Education displaying a lot of unpreparedness of the system for changes that were expected (Ministry of Education & UNICEF, 2012). The policy later proved not to be clear on roles and responsibilities of stakeholders. Attempts by the National Planning of Education Committee in 2003 to depart from the traditional way of centralizing education and move to Counties (then districts), (Republic of Kenya (2010) and to the institutional levels in an effort to reach out the parents, did not bear fruits. This was because many parents were unaware of such educational foras since consultations were inclusive mainly at the top levels of governance (World Bank, 2010).

FPE policy received both support and disapproval from the public due to the confusion experienced during its implementation as stakeholders had not been engaged in FPE planning which had long lasting effects (Chuck, 2009). Reports show that a year later (2004) after FPE implementation, parents had started to withdraw children from public schools, that were benefiting from FPE to private low fee-paying schools while others dropped out of school (APHRC, 2010; Shojo, 2015). The situation in schools as a result of inadequate learning resources led to poor national examination results to the dissatisfaction of parents who doubted the quality of education. Some parents put the blame on school administrators to an extent of evicting non-performing head teachers from schools while others blamed the system (Echaune, 2014).

Policy interpretation had become diverse in schools which necessitate the government to give instant trainings to head teachers and PAs in order to give them confidence to handle FPE policy implementation in schools. The automatic policy had led to simultaneous increase in enrolments, congested classrooms, and large classes for

teachers to handle. Fee abolition and inadequate amount of FPE capitation grants pushed head teachers and PAs into school debts as they were far much lower than what schools collected from parents as fees prior to FPE (Sifuna, 2008). According to Princeton University (2006) in Weiner (2010), some schools required pupils to pay 50 K. Sh. as part of school lunch programme. The cost of uniform was between 500 K. Sh. to 1000 K. Sh. and some Kibera public schools in Nairobi required children to have two uniforms to attend school (Tooley, Dickson & Stanfield, 2010). A parent in Kibera had been asked to pay K. Sh. 11,000 for building maintenance fund a fee that most parents especially from the informal settlement could not afford (Oketch, Mutisya, Ngware, Ezeh & Epari, 2010).

FPE policy implications and expectations by parents seem to cut across nations that adapted the policy. There was increasing realization that higher enrolment rates as a result of FPE policy were meaningless unless and until they translated into educational achievement and high transition rates (UNESCO, 2012c). This may explain why in half of the countries in Sub-Saharan Africa, more than 30 % of primary school children dropped out before reaching the final grade. To some extent, the scenario was associated to inappropriate or unresponsive educational practices which further marginalized vulnerable children within the education system or those excluded from the system altogether (UN, 2010).

Among African countries with data, it was expected that at least 97% of children globally, would have reached the last grade of primary school by 2015 in just 13 countries, 10 of which are European Union member states (UNESCO, 2014). An effective educational policy would therefore require considerable consultation with key stakeholders as well as mutual accountability and responsibility mechanisms between governments, parents and communities which is also a key to the sustainability of the FPE policy.

2.4 FPE Implementation Process Globally and in Kenya

Literature shows that most parents were dissatisfied with FPE implementation due to cases of low quality education as a result of education expansion caused by increased enrolments of children in schools (Njeru, 2012; World Bank, 2013; Yusuf, 2013). Financing EFA was one of the core challenges that faced many developing countries especially in Sub-Saharan Africa in their attempt to implement FPE programme (UNESCO, 2014). In some countries this translated to payment of school levies by parents which

reflects a mismatch between FPE policy intentions and policy implementation as indicated by Nishimura et.al, 2009; KENPRO, 2013). Without clarity on the policy intention, and lack of accountability, parents would conclude that schools were going against the rule since education was meant to be free which could also affect their participation.

The route of accountability between social service beneficiaries (in education, children and, indirectly, their parents) and the front-line providers (teachers and school management) is often too long, particularly in systems that do not encourage school-based management and local community empowerment. According to World Bank (2013b), cases where services work, governments and citizens do better by putting poor people at the center of service provision and enable them to monitor and discipline service providers, by amplifying their voices in policy-making, and by strengthening the incentives for providers to serve the poor.

International assessments of FPE policy implementation showed efforts by some countries to address the quality dimension of education by having smaller class sizes, expanded teacher training, free provision of textbooks, pedagogical reforms and performance outcomes (Ogle, Wambua, & Wasanga, 2011). In Africa, countries which had implemented FPE such as Nigeria, Uganda, Malawi, Kenya among others) were yet to achieve their targets (GMR, 2014; Economic & Social Council [ECOSOC], 2011). Even so, increased school enrolments were recorded once FPE was implemented but the sustenance of those children in schools required interventions by all stakeholders (Weiner, 2010; GMR, 2014; Ministry of Education, 2012).

Apparently, without parents' support, government funds for implementation may not have been enough. Providing educational opportunities alone would not suffice to increase access to education. Therefore, getting children into schools required interventions to actively remove the numerous barriers and risks that disadvantaged children such as, poverty, child labor, child marriage, violence and discrimination (Ndichu, Ndirangu, Nthinguri, & Orodho, 2013). Some of the barriers were directly or indirectly linked to home and school environments which made it necessary to examine relationships and collaborations that existed between parents and schools.

More critical, was the fact that the meaning of FPE policy was yet to be clear to parents as some schools continued to demand for levies. This resulted to misconceptions

about parent's responsibilities and their level of involvement in FPE implementation (Kenya, 2008). As much as it was the government's responsibility to fund education, parents could not shy away from participating as they were not only taking children to school but catered for their basic needs as well which complement their learning. Therefore, political commitment of governments, involvement of parents and communities coupled with Public Private Partnerships (PPPs), consistent external partner support in many countries, to school fee abolition are all key factors that could bring success for most of the countries (UNESCO, 2012a).

Many countries especially in Sub-Saharan Africa depended upon donor support to implement FPE programme. Education stakeholders feared that if donors like USAID, DFID, JICA and DANIDA decided to pull out, FPE programme would collapse as they were the main providers of financial and material support through construction of classrooms, learning materials and training of teachers (Weiner, 2010). In most countries, reports showed that the process of disbursement of funds usually took time which was still evident (UNESCO, 2012a; UNDP, 2016). Meanwhile, schools turned to parents for support to sustain learning especially in many hard-to-reach regions. As Shojo (2015) explained, such situations forced many children to remain out of the schooling system year after year while others world-wide dropped out before completing primary education as their parents were unable to raise school levies.

Implementation challenges as recorded in various countries were seemingly not ending, thus posing a threat to sustenance of FPE programme and participation of parents (UNICEF, 2009; Donkor, 2010). It is important for governments to address the challenges especially by engaging parent's opinions and support which would enhance their participation. In Malawi for example, the government was meant to cater for all costs of primary education under FPE, while in practice, parents met substantial portions of the cost of education such as paying for books and supplies (Kadzamira & Rose, 2003). Interpretation of 'free' primary education in Malawi resulted to some parents being reluctant because as they believed that the government was responsible for providing everything. The implication was that education was not entirely free even after FPE implementation in Malawi.

In addition to this, implementation of FPE in Malawi was reported to be at the expense of quality education which led to a dilemma between policy intention and policy practice. Later, declining trends in enrolments indicated low efficiency that surfaced after FPE policy implementation which led to some observers pointing out to a loss of national vision at the macro level and the corrosion of pupil, teacher and parent relations at the more micro level as well as a loss of teacher professionalism (Kadzamira, 2003). In essence, when strained relationships exist between schools and families, parents tend to distance themselves from school activities.

Further in Uganda, parents complained of some school managers misappropriating funds meant for FPE implementation. The government responded by launching a monthly newspaper campaign on funds transfer and asked school principals to post the entire budgets on classroom doors. As a result of this information reform, the reception rate of school grants jumped to more than 80 % (World Bank, 2013c). This was a sign of weak governance in schools especially where prior training was not given to school managers on how to implement the FPE policy. The intervention though belated, proved to work as parents responded positively when schools lobbied for their support.

In Ghana, one of the biggest challenges in education after independence (1957) was the burden on parents to pay fees, buy uniforms, books and pencils among others, for their children. According to Ampiah and Yamanda (2009), after Free and Compulsory Universal Basic Education (FCUBE) was declared in 1996, policy implementation faced challenges like acute shortage of teachers, worse pupil/teacher ratios, poor academic performance and regional disparities. Parents still had to buy uniform, books and equipment though children from poor families remained out of school (Rustin, 2015). In spite of increased enrolment rates, the government conceded that at the primary level, enrolments had not been increasing sufficiently and some children dropped out making it impossible to meet the goal of Universal Primary Completion (UPC) by 2015 (Ministry of Education, Science & Sports, 2016).

In Kenya there have been several attempts to make EFA a reality through FPE initiatives (Republic of Kenya, 1968). The first decree to abolish tuition fees for districts with unfavorable geographical locations was made in 1971 as an attempt to address rising cost of education which was becoming a burden to many parents. Another Presidential

decree was made in 1974 that abolished school fees from standard one to standard four and later extended in 1976 to all public primary schools. This policy change led to huge enrolments at the primary level from 1.8 million in 1973 to 2.8 million in 1974 (Ojiambo, 2010). The increase in enrolment was associated to school fees abolition especially in areas where the policy was implemented.

The government was then subsidizing primary education by paying teachers' salaries, constructing physical facilities and providing equipment and other learning resources. However, not all schools achieved full benefits of FPE and therefore parents were still brought on board to participate in paying statutory fees that were regulated by the government (Ministry of Education, 2012c). The move to make education free in the 1970s was untimely which took planners and the public by surprise (Kenya Integrated Household Budgetary Survey [KIHBS], 2006). The country was experiencing an economic decline which had implications for the education sector in financing and providing education (Ojiambo, 2010). By then, public spending on the sector had increased tremendously as primary education's share of the total cost of education recurrent expenditures had gone up (Institute of Economic Affairs [IEA], 2012).

Hurried implementation of FPE in Kenya (2003) caught many teachers, parents and education planners by surprise which created a state of confusion. Meanwhile, enrolments skyrocketed from 5.9 million to 7.2 million pupils which strained existing resources and infrastructure in most schools as they were not equipped to handle such large numbers of pupils (Ministry of Education, 2012c). Implementation of the policy, provided opportunities for many children who had previously been excluded (Oketch & Ngware, 2012). In some schools, some classes had as many as 80 to 100 pupils which resulted to overcrowding and congestion (Mukundi, 2004). The Economic Survey (2014) and Republic of Kenya (2015) indicated the number of primary schools to have grown by 5.1 per cent from 28,026 in 2013 to 29,460 in 2014. However, this increase was lower than the 5.6 per cent registered in 2003 which meant that there was a decline. By then the number of private primary schools had grown by 13.5 % compared to 2.4 % growth in the number of public primary schools.

There were mixed reactions across the country during the initial stages of FPE implementation (KENPRO, 2010). Many people had acquired information about FPE policy through news media, 2002 general election campaigns, church, community leaders

and local NGOs (Tooley & Stanfield, 2008). At the time that FPE policy implementation started, there were no counter measures given as to how lost revenue was to be replaced which made BOM and PAs to raise school revenue under the guise of building levy which was differently charged in Counties (then districts). Guidelines from the Ministry of Education were belatedly received while FPE grants were yet to be sent to schools. The directives that were issued by the Ministry of Education were never supported by adequate professional advice or infrastructural framework. Since parents were not involved in FPE policy formulation, they complained of not having clear information on what the government was offering and what their role was in the implementation process (Gichura, 2012).

In this confusion parents streamed to schools of their choice, some seeking to transfer their children to the best performing schools, while overage children found their way to schools since the government insisted that no child should be locked out of school. It was overwhelming for headteachers as a large number of parents brought their children to school. Interestingly, parents did not expect any school to turn their children away regardless of whether the schools could accommodate them or not which was yet another dilemma faced by both administrators and parents (Kenya, 2008).

This confusion was further intensified as some schools asked parents to buy desks and chairs for their children since school facilities had already been exhausted. Some parents for example, refused to pay for lateral examinations which were meant to be part of schools continuous assessments as was the practice then. Projects that had been started before FPE were left unfinished and parents refused to pay extra tuition for classes on weekends and holidays. In some schools, levies demanded turned out to be higher than school fees charged prior to FPE implementation which resulted to many parents withdrawing their children from public schools (Sifuna, 2008). This was contrary to governments' directives to schools which enhanced parents' suspicions about management of FPE funds by schools which may have led to declining parental involvement in Kenya post-FPE.

In their study on universalizing of primary education in Kenya that was carried out in 700 households in Central and Western Kenya (2004/2007), Sawamura and Sifuna (2008), found out that Kenyan parents feared a decline in the quality of education after FPE

implementation and transferred their children to private schools. The increase in number of private schools was approximately 30 % in 2003/ 2004 causing a major concern on the disparity between quality education in public primary schools and private primary schools. Their study found out that the percentage of children who went to private schools rose from 5.5 % (boys) and 4.4 % (girls) in 2004 to 12 % (boys) and 12.2 % (girls) in 2007. The same data showed that most of the poorest children who were among those who benefited from FPE policy would have preferred to attend private schools which indicated their dissatisfaction with FPE programme.

Though most studies recorded higher school enrolments after FPE implementation, the pace was not sustained (MOEST, 2003; APHRC, 2010; Ministry of Education, 2012c). Studies show that a few years after implementation of FPE in Kenya, a considerable proportion of households in urban slums and other parts of the country continued to enroll their children in pro-poor fee charging informal schools meaning that not all poor parents took up the FPE opportunity (Kenya 2008; Njeru, 2012). Ironically, as Kimu (2012) noted, implementation of FPE led to a dramatic increase in the number of privately owned and operated schools which targeted families that could afford to pay school fees and have their children taught in small groups

The Economic and Social Council of the UN (2011) indicated that after FPE implementation, more than 400,000 pupils who were enrolled in 2003 did not complete class eight in 2010 due to either forced repetition or drop outs. Further the report established that only 59 % of the beneficiaries who enrolled in 2003 completed class eight in the year 2010. Reports from other studies showed that a high percentage (over 70%) of lower primary pupils were ever absent from schools due to lack of school fees, uniform, work at home and lack of regular meals among other reasons (National Assessment System for Monitoring Learner Achievement [NASMLA], 2010); Wasanga, Mukhtar, Ogle & Wambua, 2012).

For many, formal schooling was an on and off affair. Children mostly from impoverished families opted to help their parents to eke out a living in coffee plantations or to provide labour in other fields (Gitonga, 2005). As noted by Becker (1964), a poor family may endure bearing the cost of their children in primary school, but might abandon the whole exercise when more sacrifices are demanded, which was causing high dropout rates

in third world countries in spite of FPE implementation. According to Ojiambo (2010), the newly created building fund under FPE which was meant to act as an emergency became legalized fee in most schools. High dropout rates in primary education became the norm. Apart from helping in the recruitment of untrained teachers, the government played a dismal role in the initial implementation process. If anything, the government was satisfied that school committees were successfully implementing FPE programme with minimal costs while in actual facts, parents bore the costs.

An assessment study by MOEST and UNESCO on challenges of implementing FPE in Kenya documented the first year experiences of FPE implementation (MOEST, 2005). The study was carried out in Nairobi, Coast (Taita Taveta and Kwale) Eastern (Embu and Mwingi), Rift Valley (Kericho and Kajiado) and Nyanza (Gucha and Kisumu). Mixed methods techniques and different data collection methods were used which included focus group discussions, observation, mail questionnaires, and in-depth interviews with teachers, headteachers, pupils, community members and education officials. Though the study was comprehensive it did not single out views of parents who were non-committee members.

However, the study acknowledged that after FPE implementation, parents felt pressurized by school levies which they continued to pay and were therefore suspicious of the effectiveness of the program. School diversities in resources availability had not been addressed before FPE policy was implemented but they were rather subdued to national recommendations or generalized policies. The MOEST and UNESCO study (2005) also reported a general misconception among parents about the meaning of 'free' education and that they felt no longer required to participate in school activities. Further, the study pointed out that politics played a major role by giving parents and communities conflicting messages thus giving them the impression that funds drive or voluntary contributions were no longer acceptable.

Parents' misconceptions on the implementation of the FPE policy are further highlighted by the findings of Ogolla (2010) in a study on management of the change occasioned by FPE in Kajiado and Kakamega Counties. There was no sustained and comprehensive communication strategy prior to implementation of FPE and the training given thereafter was inadequate and too rushed. According to the study, headteachers and teachers are reported to have revealed that most parents were not actively involved in

school management affairs and had misinterpreted FPE policy to mean non-payment of any levies.

Parents were therefore hands-off especially in making any financial contribution towards education. More so, there was lack of information on the roles of various stakeholders; teachers, parents, PAs, sponsors and local donors. Members of PA were seen to lacking the necessary capacity to contribute effectively in financial management, budgeting and curriculum support in schools. Therefore the threat to FPE implementation by high cost of funding, shortage of teachers, reliance on donor support, uncertainty over continued political goodwill, slowed growth of the Kenyan economy and the apathy from parents was very high.

Parents were dissatisfied with quality of education that was seen to decline, existing teacher shortage, over-age learners (44 % of pupils were overage) and children being in one class, and inadequate assignments that were given to pupils. The study findings implied a decline in enrolments a year later; (a 5 % drop between 2003 and 2004) due to drop-outs and to a lesser degree transfer of children to private schools. In Gucha for example, enrolments declined from 3.4 per cent in 2003 to 1.1 per cent in 2004 (UNESCO, 2005b). Though there could have been other factors that led to the decline, it is clear that FPE policy on school fees abolition had not catered for all requirements to enable enrolment sustainability in schools.

In an effort to improve implementation and in a bid to bring parents on board, the government through the Ministry of Education and in partnership with the National Taxpayers Association (NTA) (2010) encouraged and developed a primary school report card. The report card was meant to be a tool for parents to assess the performance of their school each year in 10 key areas that related to education quality (Ministry of Education, 2012a). This was done on the basis that the government understood the important role that parents played in improving quality of education at their local primary schools.

In the first phase of the report card implementation, a sample of 5,000 public primary schools across the country was targeted with an aim of having representation from all 47 counties. The selection of schools in each County was random with an additional 770 schools which were incorporated after headteachers and parents from those schools asked NTA to carry out an assessment of their institutions. Hence, there was inclusion of schools

that were not initially targeted, bringing the total sample of selected schools to 5,770 from 43 Counties. The study found out that 98 % of total schools sampled (5,655 schools) held a general meeting with parents to explain the SRC and select the SRC members for purposes of participating in the SRC reporting. Notably, a total of 243,177 parents across the country attended the first meeting while in the second meeting, only 191,055 out of 243,177 parents attended, representing a 79 % follow- up across the country.

The proportion of non-traceable parents and those who did not show up was high. Parents were expected to participate in school rating from the best to the poorest in various categories (10 categories) which were parental responsibility, performance of PAs, role of children at the school and homework assignment among others. The worst rated category in five of the eight schools sampled was parental responsibility which resulted to the conclusion that, either most parents have not or were not keen on taking up the responsibility of monitoring their children's education or were unaware of this important responsibility especially since the government had taken over in funding education.

Ogolla (2010), carried out a study in Nairobi, Nakuru, Eldoret, Busia, Bungoma, Rachuonyo, Kisumu, Embu, Kitui, Mombasa, Kwale, Isiolo, Marsabit, Nyandarua, and Thika, to examine ways of overcoming obstacles faced after implementation of FPE in Kenya**.** The study adopted a survey design and used observations, questionnaires and interview schedule to obtain data from targeted public primary school pupils, teachers, parents, committee members, the DEOs and PDEs. There was consensus that FPE programme was a major milestone in the country's education system as it opened doors for children who would have missed a chance to receive education and improve their lives. This was supported by findings of increased pupil enrolment in Public Primary Schools (PPS) since 2003 although the study did not indicate whether those enrolled actually completed primary school.

However, the study found out that FPE programme was popular and had accrued many benefits though it had killed community role of soliciting funds for school development since the government had taken over. Communities were keen to provide physical, material and financial support to schools, which they had withdrawn as they had been made to understand that the government had taken over the full responsibility of providing education. The study used PA members as respondents to represent parents.

However, PA members have been reported by as collaborating with school administrators in demanding for special levies from parents (Amutabi, 2003; Ojiambo, 2010).

Another study by Amenya et al. *(*2012) focused on specific intervention by KESSP (2005-2010) which was aimed at addressing and reducing the disparities in access, equity, quality, inclusive and participation in basic education in Kenya. The study was of the view that these interventions had not been well assessed. The study used desk reviews, case studies as well as surveys and focused on how the interventions were implemented, monitored and evaluated and whether they enhanced inclusive and equitable primary education. Data were obtained from education officers while schools in regions with unfavorable education indicators were purposively sampled. The study found that, despite interventions on enhancing enrolment since 2003, ASAL and pockets of rural poor and urban informal settlements witnessed absenteeism, repetition and drop-out rates.

Of concern was the fact that FPE implementation did not address specific school challenges in financing education. Large numbers of children in those areas were enrolled in privately-owned low cost primary schools that did not receive FPE grants while most of them remained out of school. Children in poverty-stricken areas within high agricultural potential regions did not also benefit from the school feeding program. Some of the specific programs implemented were not very effective in enhancing inclusive and equitable basic education and participation. Though the study based its findings on secondary data, its findings confirmed those of other literature which ascertained that implementation process had many flaws which influenced participation of parents in FPE implementation.

Njeru (2012) used both qualitative and quantitative data collection methods in a case study whose objective was to determine how Kibera informal settlement residents in Nairobi responded to FPE. The study findings showed high drop outs and low school enrolment in the area which was attributed to obstacles and barriers such as parents inability to afford basic requirements and their believe that FPE was equivalent to absolute no payment and any contribution by parents would be however misplaced and needed to be discouraged. This meant that the understanding people have on a thing or issue positively or negatively influence their involvement in it or with it. It also implied that successful implementation of FPE depended on various stakeholders' participation in decision-

making, goal setting and teamwork, which was not the case in 2003 as consultations had been done at higher levels in the system.

Another study by Ndichu, Orodho, Ndirangu and Nthinguri (2013) was conducted which focused on the strategies used to explain factors affecting FPE implementation policy in Kenya. They used mixed methods to collect and analyze data from a convenient sample of 205 primary and secondary school teachers. The study found out that there were still children of school-going-age who were yet to be enrolled in schools in some regions especially ASAL and informal settlements even after FPE had taken off.

Implementation coping strategies employed both at the Ministry of Education level; school level and teacher level were found to be ineffective in ensuring the provision of equitable and quality education. Though the study recommended that the international development partners and other key education stakeholders generously supported education development, it did not specifically state how stakeholders were to be engaged nor did it single out parental role in their children's education which this study sought to explore.

The international target year of full implementation of FPE (2015) caught up with countries which were still struggling to make FPE a reality. From the reviewed literature, findings show that FPE implementation in Kenya faced challenges similar to those of other countries especially the decline noted in quality of education (Nishimura & Ogawa, 2008). The increase in enrolments was notable, but still the pace of progress in FPE implementation process was insufficient partly due to parent's non-involvement which directly or indirectly influenced completion of a full course primary schooling of pupils by 2015 pupils (Zukang, 2010).

2.5 Parents Responses to Invitations by Schools to Participate in School Programs Globally and in Kenya

There have been rising sentiments among scholars and educators on the increasing growth of isolation of schools from parents and communities who required building a viable sense of community within schools and implementation of comprehensive parent involvement programs in the interest of promoting student achievement and success (World Bank, 2013). Literature also accounts for parental involvement in children's education globally even after FPE implementation (Andrews, 2012; Murphy & Louis 1999). The response of parents to involvement in school programs has been a concern globally and

although education has been declared free in many countries parental involvement varies from one country to the other. For some families, the desire to send their children to school results in parents making sacrifices in other areas of their lives (Reddy & Vandemoortele, 1996). Research has suggested that parents' views on invitations to participate by schools have an influence on their decisions to become involved in their children's education (Eccles & Harold, 1993; Epstein, 1986).

Information campaigns to increase active participation by parents in their children's education can be one possible vehicle to improve governance and accountability within schools as well as gaining parents support. The World Bank (2013) was of the opinion that greater participation by parents assist to lower teacher absenteeism, allowing better monitoring of teachers' quality, and increasing the likelihood that funds were spent efficiently. When parents participated in what was happening in schools, there was likelihood for them to volunteer and support FPE implementation. This would however, depend on the school climate and willingness to bring parents on board.

According to Hoover-Dempsey and Sandler (1997), parents can respond to invitations to participate in three ways. The first one is general invitations from schools which refer to whether the schools are welcoming to parents and if all school staff-members warmly receive parents in school. The second one is specific invitations by teachers in which they request parents to support learning at home or to attend parent-teacher meetings. The third one is invitation which can be inferred from the child's behavior through their talk, demands and a child who is struggling with homework or procrastinating to get a school project done. This implies that the manner in which parents respond to invitations by school depend on relationships and collaborations that exist between them which concurs with earlier observations by Shields (1994).

Desforges and Abouchaar (2003) were of the view that parental involvement included good parenting at home in form of providing a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. These types of parental involvement in education are part of participation of parents in regular

meaningful communication that involves academic learning and other school activities in which parents play an integral role in assisting their children's learning at home and at school (Starkey & Kleir, 2000).

Jeynes (2011) was of the opinion that parental involvement meant different things to different individuals while the degree of parental involvement varied in different phases of education. According to Rhodes (2012) there was yet to be a consensus in the field regarding what should be measured and what aspects of parental involvement were more effective. Parent's involvement on the other hand encompasses a broad range of parenting behavior, ranging from discussions with children about homework to attendance at parents' meetings. They include school choice which refers to parents selecting educational institutions and experience for their children.

There is no doubt that parents play a major to ensure that their children got an education through providing basic necessities and some of the school requirements. Their involvement is therefore very necessary if children have to complete their education. Several researchers' findings underscore the importance of positive school invitations and a welcoming, trustworthy school climate in supporting parental involvement (Christenson, 2004, 1991; Griffith, 1998; Lopez, Sanchez, & Hamilton, 2000; Soodak & Erwin, 2000). Many countries globally have also developed strategies aimed at promoting parental involvement in education in their fulfillment of Article seven of EFA, Jomtien (1990) on enhancing partnerships among key education stakeholders (Bray, 2004).

Many countries have recorded high parental participation in education through financial and material support among others though this has been a burden to many parents. In Bangladesh and Nepal (prior to FPE), the percentage of household expenditure allocated to education ranged from 6.5 % to 15.2 %. In Egypt, parents used to pay an average of 10 % of their annual expenditures toward education. In China, the potential cost of education represented 12.2 % of household expenditures, with the richest quartile spending 6.6 % and the poorest quartile spending 47.1 % on education (Bray, 2004).

In the developed world such as the USA, evidence of parental participation in education existed both at home and within the school. The No Child Left behind Act of 2001 recognized parents' involvement and empowerment in determining the quality of teaching and learning processes and other school activities (USA Education Department,

2004). In a study carried out in the United Kingdom by Crozier (1999) using in-depth interviews to a sample of parents (71 % working class) on the experience of home-school relations it was found out that many working class parents perceived teachers as superior and distant. This was seen to have been reinforced by the teachers' stance as they engaged with parents only on their own terms which did not encourage parents to be proactive in partnership; rather it encouraged parental fatalism in regard to their children's schooling.

Hountenvilli and Conway (2008) were of the view that the more parents participated in schooling in a sustained way at every level in advocacy, decision making and oversight roles as fund raisers and boosters as volunteers and Para-professionals and as home teachers, the better for the success of school programs. They also argued that families whose children were doing well in school, had a daily family routine, monitored out of school activities of their children, modeled the value of learning, self-discipline and hard work, expressed high but realistic expectations of achievement. Such parents showed interest in children progress by helping or looking at their homework, discussed the value of good education and possible career options and also stayed in touch with their children, teachers and school staff.

Williams et al (2002) surveyed parents of children aged 5-16 years attending schools in England to establish their degree of involvement in their children's education. A telephone survey was used to contact 2019 households in order to conduct interviews to establish parental levels of practical help in schools, their relationship with their child's teacher(s) and parents' involvement with homework. 29% of parents felt very involved more so in primary than in secondary schools. Mothers felt more involved than fathers. 35% strongly agreed that they wanted to be more involved while around three quarters of parents wanted to be at least somewhat more involved. 94% found school 'welcoming' and 84% reported that the school was willing to involve them. Despite this level of satisfaction, 16% felt they might be seen as trouble makers if they talked too much. This was seen to reflect the fact that some parents were not free with the teachers rest their children became victimized.

However, the general expectation after making education free in the developing world would have been for parents to voluntarily participate or be involved in on-going school programs as they had been relieved off the burden of paying school fees. Literature

reveal that there existed a communication gap between parents and schools at the early stages of FPE implementation in various countries like Ghana, Malawi, Kenya, and Tanzania among others (UNESCO, 2005b; GMR-2013-2014). In Burundi for example, education policies required parents to make financial and other material contributions for schools.

Read (2014) also indicated that in Zambia, parents took take care of school resources as there was a critical shortage of educational materials and in particular a shortage of textbooks in schools as the government could not fund them sufficiently. Payment of fees had led to reduced food consumption and ultimately malnutrition, disease, and poor health in some families. Riddell (2003) pointed out that the government declared free education for all pupils from grades 1–7, and abolished all user fees and that uniforms were no longer compulsory. However, while reliance of these costs moved to the government, parents were still required to contribute to the schools' physical infrastructure and their maintenance through fund raisings. It still proved to be a challenge for the government alone to fund education and to meet parental demands for quality as no child was to be denied access to school on account of costs.

The above cases show that parents participated in education although most of them were struggling to keep their children in school. Similar cases were reported in Tanzania by Watt and Rowden (2002) who pointed out that parental involvement in education prior to fee abolition was a heavy burden and that a family's ability to pay for either health or education services was considered to be a sign of privilege, as both were unaffordable for most households. Malawi too had abolished education costs in policy though in practice, communities continued to make contributions towards school construction and other family responsibilities. Critics further alleged that expansion of primary education in Malawi under FPE would continue to involve parents and notably, curriculum development efforts have since been more inclusive, seeking grassroots involvements and parents' approval (Riddell, 2003).

Parents' participation in Uganda is evidenced through considerable family household expenditure on education that was spent on clothing, exercise books, and school fund contributions before FPE. After introduction of FPE, the Government spent most of its resources in school construction, instructional materials, and teacher recruitment and on

recurrent expenditure. However, family spending on education continued and as Pfaffe (2003) implied, there was a drastic decrease in enrolment as FPE implementation phases were still being rolled out. This might have been related to the fact that schooling was simply not affordable for those who did not earn cash income.

The potential areas of government expenditure that were highlighted included uniforms, school stationery and school feeding, though it is recognized that the government could not underwrite all these costs. In looking ahead to the introduction of FPE, the ESIP Mid-Term Review (MTR) and the Evaluation of Impact of UPE Implementation documents recognized and addressed constraints, opportunities and challenges that were ahead in moving towards FPE and recommended for more support from development partners and education stakeholders.

Parents' understanding of their roles did reflect mutual accountability and a responsibility mechanism that ought to be between the government, parents and communities which are essential to the sustainability of the UPE policy. A comparative analysis on UPE was conducted by Nishimura et al. (2009) in Ghana, Kenya, Malawi, and Uganda. The aim of their study was to identify the common and unique themes of UPE and also examine how these seemingly similar policies were responding to the capacity and needs of each country. The study found out that schools suffered from lack of funds, and that they were not able to ask parents for fees since parents were of the opinion that they were not supposed to pay. Parents were also found to be passive in every form of participation in school activities and decision making. According to the study, a common attitude illustrated by parents and communities was that since the government was responsible for everything, they had no stake in school governance.

In Malawi, the study found out that abolition of school fees was not complied with due to lack of any other resource base; hence parents responded that the cost of schooling was higher than before the introduction of the UPE policy. The study results showed that quality indicators of schools declined after FPE implementation. The case of Malawi showed that success of educational programs still depended on how parents supported education. The same study indicated that interviews in Kenya and Uganda among district officials, headteachers, and teachers on parent's participatory role in school activities or programs differed and that parents had actually withdrawn from their financial and in-kind

support. Though there could have been a bias in sampling towards parents who cooperated with schools, the general observation of schools indicated that parents held more negative and passive attitudes in most schools which could adversely affect their participation in FPE implementation.

The Kenyan government has been lobbying for parents support in education through public participation as well as in the administration of schools as board or parents association members in order for them to be aware of how their children are learning. Most recently, the Basic Education Act of Kenya (2013) was enacted requiring the school Boards of Management to assess school needs with full participation of parents. Self-help (Harambee) initiatives from parents and communities had been promoted by post-colonial administration whose aim was to supplement the insufficient resources available as well as make parents more involved in their children's education (Republic of Kenya, 2000). Primary school construction especially in the rural areas which were also promoted by missionaries continued to rely on Harambees targeting parents and communities (Kenya Education Commission Report, 1964; Kenya Development Plan, 1974-1978).

While the government met teacher's salaries, constructed physical facilities, provided equipment and other learning and teaching materials, parents on the other hand participated by paying statutory fees, which were regulated by the government. They also met costs of book purchases, building and activity funds, uniforms and other private costs like transport and meals for their children. In addition, schools had to depend entirely on parents' contributions for maintenance of non-teaching staff (Wanjohi, 2011). Their support in the education of their children has continued despite the highs and lows of economic fluctuations in Kenya which emanated from the value that parents gave to education.

Education reports gave accounts of parental participation in education and further looked into how parents could support in the expansion and development of education to benefit Kenyans. They include National Committee on Education Objectives and Policies (Gachathi Report, 1976), the Presidential Working Party on the Second University in Kenya (Mackay report, 1981), Sessional Paper No. 6 on Education and Training for the Next Decade and Beyond (Republic of Kenya, 2000). Though parents continued to send children to schools, by 1970s, education in Kenya had become so expensive especially among large families who had children in high schools and colleges.

School enrolments and completion rates in Kenya declined more in poverty stricken areas and among low income earners who prioritized survival basic needs; food, shelter and clothing over formal education (Republic of Kenya, 2000). These worsening conditions led to a Presidential decree in 1971 that abolished tuition fees for the districts with unfavorable geographical conditions like North-Eastern, Marsabit, Isiolo, Samburu, Rift valley Province, Tana River and Lamu in the Coast Province. A second presidential decree in 1973 claimed to have brought the country closer to achieving UPE and in 1974, FPE was implemented up to class four and a uniform structure of fees was later extended to class seven in 1980. These decrees caused enormous enrolments, increased teacher recruitment and building of new schools, compared to previous years (Sifuna, 2008).

However, these gains were eroded in the 1990s due to the introduction of cost-sharing policy (1995) which required households to contribute more towards the cost of education. Implementation of FPE was partially done and the policy did not take off as expected due to the Structural Adjustment Policy (SAP) mandated by World Bank as a result of economic recession of 1970s (Action-AID & ANCEFA, 2004). Most parents could not afford to fully cater for education requirements which resulted to many children dropping out of school before completion of their education. Parent's participation was therefore minimal which has taken time to improve even with the implementation of FPE policy. Poor management of schools was also another factor that was hindering education progress thereby affecting parent's willingness to participate in school development strategies (UNESCO, 2013). Schools continued to demand levies that were meant to put up buildings and other infrastructure to cater for high enrolments.

According to (Wanjohi, 2011), parents and households heavily financed education (95%) in terms of recurrent expenditures and thus recommended for the government and other stakeholders to establish the real costs and initiate new resourcing and budgetary allocation mechanisms in the entire education sector. Kenya, Sessional Paper No. 1 of 2005 reiterated the government's commitment, asserting that policies of 1960s and 1970s resources were partly to blame for the low sustainability of UPE (Ngware, Oketch & Ezeh, 2009).

In a study by Ciaraka (2003) which sought to establish the role of parents in facilitating learning processes in selected primary schools in Egoji- Meru (Kenya), it was

found out parental involvement in homework was high but majority (93%) of the parents did not provide supplementary learning resources as their interpretation of FPE was that such materials were to be provided by the government. A study by the Ministry of Education Science and Technology (2003) in 162 public primary schools sampled across Kenya, further showed a significant discord in parents' views of their level of responsibility, as some believed they did not have to contribute at all, while other parents still felt responsible for purchasing school uniforms and other items. However their attitudes toward fee abolition were generally positive, as they saw this as an opportunity for their children to attend school.

This created a need for parents and guardians to be sensitized of their role in ensuring that FPE is a success which includes their role in providing pupils with basic necessities and sending them to school. Their engagement in what was happening in schools would enable them to understand the situation. Some schools in Kenya posted poor national examinations results amid claims that parents were not supportive (IEA, 2016). In 2010 and 2011, there were wide spread protest by parents in some areas soon after the Kenya Certificate of Primary Education results were released in 2003. For example, in both years, Teso North Sub County was ranked last in Busia County (Echaune, Judah, Ndiku, & Sang, 2014). There were also incidences of headteachers and teachers of some schools being denied entry into their work stations by parents. This was a sign of dissatisfaction on how some schools were run after FPE implementation.

Reports of declining parental involvement in Kenya post-FPE due to parents' confusion are documented in most studies (Sawamura & Sifuna, 2008; Chuck, 2009; Chacha, 2010; Kimu, 2012 & Ngwacho, 2011). Parents were seen to have abandoned most of their responsibilities like payments for internal and external examinations, financial support of projects, and extra tuition for classes on weekends and holidays (though abolished in policy) (Basic Education Act, 2013). Some parents also failed to attend meetings with teachers, refused to be involved in school management and stopped giving rewards to high-performing teachers as they felt that authority was tied to monetary contributions. Generally, parents did not feel obligated to contribute to their children's schools as education had become solely the government's responsibility (UNESCO, 2005a).

It is evident that school practices impact parent involvement as powerful learning results which come from management models that consider the well-being of the whole child and stress comprehensive parental involvement (Baek, 2010; Blackmore, 2011; Calson, 2013). Various studies also found evidence beyond dispute which explained that when schools worked together with families to support learning, children tended to succeed not just in school, but throughout life. Schools and parents who build a strong sense that the child's educational success was the responsibility of a parent-school partnership create and experience greater levels of parental involvement (Jeynes, 2010; Mutch, 2012). Other studies strongly support that when schools encourage parental involvement, students, families and schools do better (Oostdam, 2013; Williams, et al 2011).

Therefore in most cases, parents have been reported as participating in school programs either due to pressure from schools or due to the value that they attach to education since their children had to be in school. Parents' participation has not been confined at the family level since most governments partially support education. Literature therefore indicates parental participation but has not explored parent's views on implementation of FPE policy.

2.6 Parents' Views on the Effectiveness of their Involvement in FPE Globally and in Kenya

Schools' and teachers' approach to parents' involvement is important as parents become involved in school only when they feel they are invited, are given an opportunity by the school to be involved and when they have been made to feel effective in helping pupils (Epstein, 2005; Green, Walker, Hoover & Sandler, 2007). Epstein (2005) added that welcoming school environments or climate in general make parents feel that they are valued participants in the education of their children.

According to literature reviewed, there are large differences between parents in the degree to which they see a role for themselves in their child's education and in the degree to which they feel confident in being able to help (Epstein, 2010). It is demonstrated that many parents feel put off from involvement by the way some teachers treat them. On the other hand, teachers and parents may have 'leftover anxieties' (Taylor, 1968) from earlier experiences with schools that influence how effective they are likely to feel (Oketch, Mutisya, Ngware & Ezeh, 2010). Children themselves are shown to have a significant

influence on the degree to which their parents get involved (Desforges & Abouchaar, 2003). In exploring these differences, Kohl, Lengua and McMahon (2000) in a study of parents selected from different states from in America, on factors affecting their participation, found out that parents level of education affected the way in which they viewed their roles in education and how they related with the schools. This would therefore mean that parents with low education capacity would not feel competent to actively participate in school programs.

According to Desforges and Abouchaar (2003) parental role construction in regard to their child's education is not the only determinant of their involvement. Their 'sense of personal efficacy' is also implicated. This refers to the degree to which one feels able to make a difference which in turn depends on a number of related beliefs, attitudes and skills. If it is believed that achievement is a matter of luck or innate ability there would seem little sense in expending effort in promoting it. Again, if it were felt that achievements were determined by 'who you know' rather than 'what you do', efforts to promote it would be worthwhile only to the degree that one's child could be put in the way of useful relationships. Lacking such connections but holding such beliefs, parents would hardly bother to be involved. Beliefs about achievement, ability, luck, intelligence and social interaction are all implicated in one's sense of efficacy.

This foundation of beliefs interacts with a sense of personal competence. It could be that parents believe that coaching is a crucial teaching process but feel wholly incompetent to engage in this practice. If they have the resources they might buy coaching. If not, their involvement is materially truncated at least in this respect. Parental involvement, argued Hoover-Dempsey and Sandler (1997), varies to the degree that such beliefs and competences are distributed as individual differences amongst parents. Those who have 'can do' attitudes and believe that personal efforts create abilities will, at least potentially, be at the forefront in parental involvement. Those parents who hold contrary beliefs might be expected to be fatalistic about their child's educational progress.

According to Standing (1999), most parents see the major limits to further involvement to arise from their own limitations, especially in respect of time available. Lone parents feel particularly restricted in this way. Further, parents will be involved to the degree that they see that supporting and enhancing their child's school achievement is part

of their 'job' as a parent. Likewise, parents will get involved to the degree that they feel they have the capacity to make a difference. People can learn new roles and skills. Standing (1999) also further argued that the desire and capacity to be involved will be enhanced or limited to some degree by the barriers or opportunities afforded by schools and by individual teachers. The parent/teacher interface is a critical meeting ground for mutual support and understanding or for mutual distrust.

Osei, Chowa and Ansong (2012) conducted a study in Ghana to assess parental involvement in FPE policy implementation in which random cluster sampling of 100 schools was done. They found out that a majority of parents (83%) hardly assisted children in homework. Parent's reactions could be understood from Hoover-Dempsey and Sandra (1997) point of view, who explained that parent's views of the time and energy they have available for involvement influences their decisions about involvement. Parents may be constrained by long work hours, family obligations and the reality that opportunities to become involved in educational-related activities are scheduled for the school's convenience.

Huang (2009) documented that those parents who are organized and who seek powerful ways to participate in school reforms have been a crucial element of school improvement beyond the traditional professional approaches to improvement. He also suggested that parents become involved with homework because they believe they should be involved, that their involvement makes a difference, and that it is wanted and expected. Desforges and Abouchaar (2003) observed that parents often wish they knew more about teachers' goals for homework and how to be more effective in their help. They further suggested that it was important to continue making efforts to develop and test well-designed approaches to improving school invitations to parents. They concluded that although parents expressed positive feelings about homework, they had concerns about involvement due to their limitations in subject-matter knowledge, and effective helping strategies.

In their survey to establish the degree of involvement in education of their children aged between 5-16 years who were attending schools in England, Williams, B., Williams S. J. and Ullman (2002) found that 2 % of parents felt that the responsibility for education belonged wholly to the school whilst 58 % believed that they had at least equal

responsibility. Presumably the remaining 40 % were distributed somewhere between these values. The attribution of responsibility for education is a key factor in shaping parents' views about what they feel is important or necessary or even permissible for them to do. When students' or teachers' requests for involvement that fit parents' beliefs about their skills and abilities, they are more likely to act; however, if parents believe their skills or knowledge are inadequate, they may be reluctant to take action.

If parents perceive the school's attempts to get them more involved as being directly linked to their child's academic achievement, research indicates that parents will be more likely to get involved (Christenson, 2004). Parents increase their participation once they start gaining confidence in what schools are doing (Hemandez, 2011). Invitations by schools strengthen social networks, enable access to information and materials, allow to parents appreciate their own essential roles and personal efficacy and motivate them to continue being involved at school level.

However, any way in which parents got involved should be valued and encouraged at whatever capacity one is able to participate which ought to be interpreted as parents being involved at different levels according to their ability. In a research that addressed the determinants of parental involvement in school-related activities in ten former communist countries of South Eastern Europe: Romania, Bulgaria, Macedonia, Bosnia Herzegovina, Croatia, Moldova, Albania, Kosovo, Montenegro and Serbia, that was based on multi-national survey data collected through a project, on Advancing Educational Inclusion and Quality in South East Europe, Radu (2011) it was established that parents rarely found time to get involved, and when they did, those with low level of education tended to shy away from contributing to discussions and debates when compared to parents with higher education.

Furthermore, education is also highly correlated to knowledge. For instance, those who have higher levels of education may also be more knowledgeable on solving problems that schools encounter, and consequently, their input is appreciated. Minor participation of parents if acknowledged at the school can be the basis for greater involvement. Lack of time or academic skills on part of parents and care givers should not be interpreted as lack of participation or interest. Living conditions for families are sometimes so severe such that

having a meal or caring for young ones have to be addressed first before parents can have time or energy to devote to school concerns (Radu, 2011).

There is ample evidence that parents felt that it was their responsibility to take children to school but education costs were a barrier that prevented some from enrolling or keeping their children in school (Wiener, 2010). Therefore, parental withdrawal from supporting FPE did not mean that they were running away from their responsibilities. This was evident in countries after FPE implementation where there were large post-abolition surges in enrollment an indication that parents were eager to have their children in school (UNESCO, 2005a; World Bank, 2007). The desire that some families had to send their children to school resulted in parents making sacrifices in other areas of their lives as they valued formal education.

In Zambia, Watt and Rowden (2002) reported that the requirement for parents to take children to school as well as payment of school fees caused reduced food consumption and ultimately malnutrition, disease, and poor health. Parents sacrificed their children's health in favor of education. Similarly, in Tanzania it was found out that, prior to fee abolition, a family's ability to pay for either a health or an education service was considered to be a sign of privilege, as both were unaffordable for most households. Therefore, free education implementation in both countries was a relief as some family income would be used to cater for such household expenses.

Some schools in Kenya are marginalized such that FPE seemed to make very little impact compared to their basic needs let alone education. It would be appropriate enough for such regions to fully enjoy free education through special programmes that would involve parents. Their support in educational programmes were driven first by their local requirements which included basic needs just as it was with the implementation of free education in marginalized districts in 1971 (Republic of Kenya, 2000). Understanding the nature of parental demand for education is important in ensuring that the government provides services that are desired and supported by families. Goals and policies for school and family involvement can be developed based on real needs and strengths and not perceived ones, increasing the chances for successful programs built on what was already working.

FPE policy was generally implemented in all schools irrespective of whether there were able parents or seriously very needy ones. This implied that those who had children out of school due to financial difficulties were helped, though their economic status did not quite change evidenced by the fact that poverty continued to exist in many households and that many children were still out of school (Oketch, Mutisya & Sagwe, 2012). As observed by Radu (2011), effective strategies for partnerships differed from community to community as well as among parents and the most appropriate strategy for a particular group depended on local interests, needs and resources.

2.7 Parents Expectations of FPE Policy Implementation Globally and in Kenya

In their attempt to localize EFA and MDG goals, countries had different interpretations of FPE policy mainly to suit their needs and requirements. Stakeholders in education who include parents have had varying interpretations of FPE policy especially where there were little or no attempts to involve them in policy making. According to Nishimura et al (2009), the situation had been worsened by the fact that, policy guidelines issued by some of the countries that had implemented FPE, were themselves not clear or were interpreted differently by school administrators and parents.

This interpretation was not in favor of parents because in most instances they were expected to support schools in areas that were not catered for by FPE funds disbursed to schools. At the same time, parents also had their own interpretation of FPE policy and some were convinced that education was entirely free some of whom were living under poverty line which had been recognized as a major barrier to parental participation in education. Poverty had also been identified as one reason why parents failed to send children to school. Therefore, FPE policy was meant to address this challenge to ensure that all children were in school. A UNESCO survey in New Delhi for example that was launched in hutment clusters in thirty-five states of India, reported some children being out of school due to poverty, schools being far from home, as well as some parents viewing education as irrelevant. Some parents were so poor even to afford shoes for their children. Children on the other hand were reported to be performing simple jobs and the earnings acquired were taken to outweigh the long term benefits of education (UNESCO, 2005a). Free education therefore did not make much of an impact in such poor families.

Though poverty was reported to be a worldwide challenge, governments have been urged through International and National Conventions to ensure that even the very poor access education. The SDGs for example recognized poverty as a global challenge and concluded that, ending poverty had to go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education (UN, 2015). This and other cases in SSA countries especially in informal settlements and marginalized areas necessitated governments to continuously and effortlessly support FPE initiatives.

Recent literature has shown that considerable progress in achieving EFA could be made with concerted efforts from all stakeholders, as enrolment rates have increased, particularly in SSA countries and South Asia, which had very low levels of access in the early 2000s (UNESCO, 2015). In Ghana for example, opportunity costs had been a reason for parents or caretakers not to send their children to school even after FPE policy implementation. Parents often expected children to contribute to family income by being engaged in farming, herding, and other income generating activities in market places and streets, which compromised school attendance by children.

In many cases in Ghana, when a choice had to be made between schooling for girls and demand for their services at home or in an income generating venture, girls' education was often sacrificed (UNICEF, 2007). The government was yet to enforce a law entitling children to free, compulsory education since sanctions against parents were impractical as they generally could not afford fines or a social welfare system to support children in case their parents or guardians were to be imprisoned (Donkor, 2010).

Chilowa (1997) explained the case in Malawi after FPE was declared where no direct financial support like capitation grants were sent to schools to replace the abolished tuition collection at school level until 2008 (more than ten years later). Parents continued to pay school levies. The system of education did not have the tradition of consulting with stakeholders such as parents, communities, local leaders and NGOs. Accordingly, users of FPE policy like education officers, schools, teachers, parents and pupils were passive recipients of pre-packaged solutions proposed to them by distant agencies. The policy did not consider ways in which direct and indirect costs of schools could be prohibitive for the poorest groups which prevented children from going to school.

Lack of parental involvement in FPE implementation resulted to parents' reluctance as relationships between them and teachers were strained. PAs were weak and ineffective and their only role was to mobilize community and parents' resources as an alternative means of raising school resources (Kendall, 2003). Kadzamira and Rose (2003) further implied that most communities in Malawi felt that since FPE had been implemented, then it was the responsibility of the government to provide all materials for teaching and learning as well as construction and maintenance of school infrastructure. This view among parents seemed to cut across many countries where FPE was implemented which implied that its implementation was not as per the parent's expectation.

Poverty had also been singled out as a major factor that influenced decisions on school fees payments by parents as well as enrollment decisions. According to World Bank (2005), in Mozambique for example, prior to fee abolition, governments' policy stipulated that children were exempt from paying school fees if they could not afford. However, many parents were unaware of the policy and did not enroll their children. Yet most of them when interviewed stated that even if a mechanism existed to allow their children attend school without paying fees, they would not take advantage of it for fear of ridicule.

Interestingly, the cost of uniforms was found to have a positive effect on enrollment in grades 1–5. One potential explanation was that uniforms hid differences in socio-economic status and thus parents preferred to send their children to school in uniforms, even if the cost was high. Therefore, parent's social-economic status prevented some of them from taking their children to public schools even when education was free, which implied that household challenges were still in existence.

In Tanzania after FPE implementation, heads of schools forced parents to pay a contribution to cater for lunch and completion of various projects which they did not consider as fee. This puzzled parents who wondered if the contributions were meant to replace school fees a practice that contradicted the first Poverty Reduction Strategy Paper (PSRP) which had earlier abolished school fees (Vavrus & Moshi, 2009). The second PRSP made an allowance for not achieving the two-point goal as the government insisted that it 'was abolishing' rather than had 'abolished' fees and other required costs from parents. The Tanzanian case indicated a shift from the PRSP declarative of abolishing school fees which meant that parent's financial support was still being sought. The above case illuminates the

trend followed by most countries though there are no open claims to such situations. This can only be attested to by facts showing that governments are fully supporting education and that parents are in no way 'contributing' financially.

Chimombo, Kunje and Ogawa in Nishimura et al (2009), explained that in Uganda the situation was worse as local politicians interfered with implementation by asking parents not to pay any levies meant to offset schools' financial costs which led to further confusion on roles and responsibilities. One can therefore conclude that even after FPE policy was declared, parents were still asked to pay levies either due to non-clarity on the policy or failure by schools to implement, though they expected education to be free.

In Kenya for example, FPE guidelines were issued late when implementation was on-going and the confusion that ensued in schools left some parents wondering whether really FPE meant that education was free. FPE policy abolished school levies in order to relief parents from the burden of paying school fees (UNESCO, 2007). This was an initiative that ought to have had overwhelming support from parents if they value education as an avenue to better lifeblood and one that would enable them break away from poverty. Again, FPE was seen as a turning point to many children who in the past could not access school due to the many charges levied by schools.

The Network for International Policies and Cooperation in Education and Training (NORRAG, 2012), gave an account on the new era in education that dawned in 2003 in Kenya as children freely walked to schools near where they lived as education was now free. Some studies however, have attempted to explain how some parents took children to private schools as others simply dropped out of school even when education was free. Reasons presented in the available literature to explain the phenomenon of why some households bypassed free public education are varied and some were simply speculative (Kenya, 2008; Njeru, 2012; Dishon, 2013 & Ngware, Oketch & Ezeh, 2013).

The studies however, pointed out that one of the reasons given by parents was that government's funding policy was not fully implemented by schools as levies were still being charged. Understanding of the FPE policy among most parents was that school levies and other related charges were non-existent and that schools were strictly prohibited from collecting levies though this was still on-going contrally to what parents expected (Wanjohi, 2011).

Most of these logistical challenges that acted as barriers to implementation of FPE were acknowledged by the government (Ministry of Education, 2012b). Due to the culture of fear and silence inculcated by the former regimes, coupled by an inept administration at the MOEST headquarters, the official rhetoric was that FPE was working smoothly when in reality it was not (UNESCO, 2013). Nonetheless, according to literature, fluctuating economies and inadequate resources were challenging factors which most governments had to contend with in order for the policy to gain support especially from parents (Ministry of Education, 2012). FPE policy must be seen to address parent's needs so that even children from very poor backgrounds can remain in school but implementation process did not actually address economic backgrounds especially of the poor in the societies.

According to Sifuna (2008), before FPE implementation in 2003 in Kenya, the idea of free education was a far-fetched dream to many parents as their children's education depended on their ability to pay levies demanded by schools. Even as political campaigns thereafter kept revisiting the issue, it was clear in the minds of Kenyans that this was but yet another political promise since preliminary surveys showed that existing facilities in schools were a mockery of the FPE programme implementation. Most parents were therefore skeptical about re-introduction of FPE in 2003 since many challenges such as inadequate teachers (human resources), equipment and facilities (physical resources) still existed (UNESCO, 2012). Furthermore, the election euphoria was still in the minds of many Kenyans who had experienced earlier failures of FPE implementation (1971-1978).

However, the expectation had been that with FPE, children living in poverty and learning in poor conditions would join formal public schools. According to Gichura (2012), the challenge was that even if education was free, not all children could join as most of them came from low socio-economic backgrounds, while others were still bound by cultural and religious practices; conditions that had not been adequately addressed at the inception of FPE policy. In her policy agenda, Kenya maintained fee abolition policy under FPE program and abruptly implemented the policy without engaging parents and other education stakeholders who therefore had no input at the planning stages as some had been campaign pledges prior to general elections (APHRC, 2010; Shojo, 2015).

Furthermore, after FPE program was implemented, schools experienced delays in funds disbursements limiting schools progress in learning since the school administrators

had been directed through a ministerial guideline not to collect any levies from parents. This led to school debts and at times made schools to appeal to parents for their support. Parents on the other hand were not aware of what the government was out to offer and therefore their obvious expectation was that of non-payment of any school levy. As UN (2010) pointed out attempts to achieve FPE in developing countries faced challenges especially due to provision of free education which had been important at least only in policy discussions. Though the policy initially was seen to raise enrolments in schools, governments were not able to sufficiently cope with the demands thereafter.

Soon after FPE implementation in Kenya, a report of the Ministerial Task Force (2003) on the implementation FPE programme had indicated that 1.5 million school going children were still out of school mainly because of the numerous levies that schools continued to charge parents (MOEST, 2003). This was a clear indication that other than parents, schools too were unclear of the total implication of FPE policy. Guidelines on how parents and communities were to provide physical facilities like classrooms, toilets, desks and water tanks among others constituted to hidden costs in FPE implementation that further strained parents. These expenses alongside FPE implementation had created a misconception among parents of what really the policy intentions were.

Griffith (1998) was of the opinion that several qualities of school environments such as structure, administrative and management practices that could be associated with enhanced parental involvement. He explained that parents' invitations to schools are manifest, for example, in the creation of a welcoming and responsive school atmosphere, school practices that ensure that parents are well informed about pupils' progress, school requirements, and school events. They are also reflected in school practices that convey respect for and responsiveness to parental questions and suggestions. Such foras ought to have been availed to ensure that parents understood what FPE policy was to cover in terms of school expenses to ensure that their expectations were in tandem with the FPE policy implementation.

The Basic Education Act (2013) provides for communication of information to parents, the community and other stakeholders. Individual parents, have the right to decide for themselves which school their child will attend. From the foregoing, it does appear that parents were meant to be involved in school programmes. However, the degree of

involvement was not clarified and therefore parents were left to guess the meaning and implication of FPE policy which led to further misconceptions.

The choice by parents in Kenya to take children to private schools while education was free was a major concern to the government and education stakeholders (Ministry of Education, 2012c). Private schools where poor parents took their children had simply been dismissed as 'informal' schools but on the other hand, they seemed to have features which were attracting parents to choose them and leave the government system of free education (APHRC, 2010). This meant that FPE policy was being 'rejected' by a good number of parents in the informal settlements and even rural areas implying that demand for access to school, lack of school funds as suggested by Njeru (2012), did not seem to be the only explanation as to why parents still kept many children out of school.

A study by Tooley, Dixon and Stanfield (2008) in Kibera informal settlement private schools in Kenya indicated how parents repeatedly cited negative quality of education in public schools as a factor for children being taken to private schools or returning to them after briefly enrolling in public schools. According to the study, parent's primary concern was the high pupil/teacher ratio within government schools where their children were not receiving quality education. Since education was free, parents expected their children to remain in school as school fees had been abolished which would mean that children would have uninterrupted studies as was the case before (Kimu, 2012). They also complained that government school teachers did not work as hard as those in private institutions who felt a sense of obligation to perform well (Gichura, 2012). Though public primary schools were meant to attract children since education was free, they only seemed to take care of parents who could not afford to transfer children to private schools.

A longitudinal study by APHRC, 2005 and 2009 using urban demographic surveillance in two informal settlements of Nairobi with a sample of 6965 pupils spread across 3763 households showed that moving in and out of poverty could affect the type of schooling decision a household makes, with one quarter of those moving out of poverty shifting schools. The study findings demonstrated that there was both willingness and ability by parents to pay for education by informal settlement residents, a fact that was driving the utilization of private schools even after FPE was implemented. The decisions by parents seemed not be random occurrences, but systematic and rational as parents wanted

quality as well as affordability and a good number of those whose economic situation improved did not seem to believe in the public schools that were under FPE (APHRC, 2010).

Based on the APHRC (2010) longitudinal data from Nairobi informal settlements, Oketch, Mutisya and Sangwe (2012) employed logistic regression methods analysis to examine whether poverty dynamics explain the shift to an informal private schooling system in the wake of free public primary education in Nairobi informal settlements. Their findings indicated that, a considerable proportion of households in urban slums continued to enroll their children in pro-poor fee charging informal schools. The researchers hypothesized that poverty dynamics which FPE did not specifically address, partly explained households' decisions on the type of schools to enroll their children, with one quarter of those moving out of poverty shifting schools. Private schools in the informal settlements also charged less fees as compared to what public primary schools were charging even though education had been declared to be free. Their findings concurred with those of APHRC (2010), which had demonstrated that most slum residents preferred to take children to private schools. These findings therefore raise the question on whether it was just funds or other factors like quality of education that were driving parents away from FPE programme.

Ngware, Oketch, Ezeh, and Mutisya (2013) used data collected by APHRC on the effect of FPE policy on late school entry in urban primary schools in Kenya in four sites in Nairobi that comprised a-sample of 4,325 first-graders in the years 2000–2005. Their paper applied a probate model to assess the impact of FPE policy implementation on the basis of marginal effects on the predicted probability of late enrolment. Their findings showed that FPE policy reduced the probability of late enrolment by 14 %. The reduction in probability of late enrolment was noted to be greater among children residing in informal settlements (16 %) than those in formal settlements (9 %). This was one of the positive impacts of FPE realized in informal settlements though sustainability of those children enrolled in schools remained in the balance.

The main implication of the findings was that cost barriers were amplified by over-age enrolment of pupils with personal problems, those living in households with negative circumstances, those attending schools with institutional challenges and not supported by

the community in which the schools were situated. These conditions were not put in consideration in 2003 and continued to reduce chances of children remaining in school. Though the study came up with factors limiting enrolments, it did not emphasize on parent/school relationship as an aspect that could influence parent's participation. This study therefore focused on mutuality between schools and parents as it was assumed that it would allow free flow of information about FPE program between schools and families and thereby enhancing parental participation.

Another study by Abuya, Oketch, and Musyoka (2013) focused on why pupils dropped out of school when education was 'free' among the urban poor in Nairobi. They used qualitative data from Education Research Program (2008) and found community or societal issues, school related challenges and family level characteristics as reasons why children dropped out of school. Therefore, other than the financial aspect of FPE, little was done to uplift living conditions of families which affected parent's willingness to participate in FPE implementation while some failed to send children to school. The study also found out that, presence of adverse circumstances in the ecological contexts, such as damp sites where children spent collecting valuables for sale and transactional sex for girls aged 14–16 as negating pupil's ability to stay in school even after FPE implementation. The fact that parents encouraged their children to go to the damp-sites portrayed that FPE did not meet their financial expectation. All the same, the dumpsites or 'bomas' were an 'attraction' to the pupils as a source of income to sustain their families or to sustain their habits inclusive of drug and alcohol consumption. Absence of children from schools requires concerted efforts from both parents and schools for a better understanding of what happens to children in either environment.

The study further established that school levies kept children out of school as there was chronic poverty within families. Parents who had enrolled their children in public schools incurred extra levies to buy school uniforms, school bags and shoes. Though parents have the responsibility to cater for children's' basic necessities, their expectation from FPE was taken to far simply because the government did not communicate as to which aspects of education were to be covered under FPE program. Children of parents, who were unable to buy basics for school, were kept out of class. This pointed to the fact

that implementation of FPE was not sufficient to realize improved educational attainment as dropout rate after initial entry negated the purpose for which it was introduced.

Failure of school-level accountability as well had impended transformation of resources into tangible learning results which has been one of the parents concern when schools do not produce good results. According to Sifuna (2008), parents had been suspicious of the way in which schools managed funds. He had also pointed out that in some areas this levy turned out to be higher than the school fees charged prior to the declaration of FPE which forced many parents to withdraw their children from schools (Sifuna, 2008). Weiner (2010) added that there was significant discord in parents' views of their level of responsibility, as some believed they did not have to contribute at all and that generally parents did not feel obligated to contribute to their children's schools as education had presumably become solely government's responsibility. This creates the need for the government to sensitize parents on their role in FPE implementation in order to clear such assumptions and to make them take up their responsibilities as parents or guardians.

2.8 Provision of Teaching and Learning Resources in Public Primary Schools Globally and in Kenya.

This section explored the situation of teaching and learning resources in schools and briefly incorporated other school infrastructure which enable proper learning environment for children. Examples of other countries that have implemented FPE are cited in order to give a clearer picture of school resources and how FPE implementation had influenced their provision. Since education is a partnership, it is required that parents and/or guardians and other stakeholders play a complementary role in the provision of services and materials other than those provided by government to ensure that children are in school. At the initial stages of FPE implementation, there was significant attainment of school accessibility, though there were still challenges in provision of quality education, which the government alone could not exhaustively address without support from other educational stakeholders (Republic of Kenya & UNESCO, 2012).

Resources mobilization for education was identified as an important strength of EFA goals framework at the national and international levels. The Dakar Framework for Action (2000) included a commitment that no country should be left behind due to lack of resources. However, this commitment has been thwarted by lack of teaching and learning

resources in public primary schools which was yet to be realized (Republic of Kenya, 2015b). This implies that governments have not been keen on the provision of learning resources which could be one reason why parents continued to financially support FPE implementation. Lack or inadequate learning resources could be contributing to the quality of education remaining very poor in most SSA countries (EFA-GMR, 2005; 2012).

According to Ndichu, Nthinguri, Orodho and Waweru (2013**),** performance of pupils in basic education in absolute terms was low and that internal efficiency of education at this level required policy intervention. They further argued that though governments had increased spending on education especially in terms of resources, they were still not enough due to high enrolments after FPE implementation, more so in low-income countries. The argument was supported by UNESCO and UNICEF (2013) whose statistics showed that Ghana for example spent 8 % of GDP on education, more than the UN's 6 % benchmark and more than the UK's 6.5 % and almost 90 % of Ghanaian children were in school compared 64 % in Nigeria and 72 % in Pakistan.

However, studies show that due to inadequate provision of resources for FPE, in SSA countries, effective teaching methods had been limited thereby affecting quality of education. It had become necessary therefore at the global level and within governments to focus on quality education. In their proposed targets of 2015, the Muscat Agreement and the Sustainable Development Goals (SDGs) adopted in Dakar (2014) identified goal number 4 as ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all (Sayed, 2014).

Parents have been involved in supplementing what governments offer in terms of learning resources, a responsibility that has been a burden to many poor families. Scholars have shown that children from poor families are the most affected and end up dropping out of school. Research on the availability and utilization of textbooks has for example greatly influenced investments of several governments, philanthropic organizations and donor community in education. For instance, Lockheed (1986) found effective use of textbooks by both teachers and students as being one of those school factors that influence the achievement in mathematics and reading in primary schools. This could mean that other subjects could as well be affected if resources were inadequate which could eventually lead to poor performance to the dissatisfaction of parents.

According to the Global Education Monitoring Report (GEMR) (2016), thirteen years after FPE implementation in many countries, students at all levels were reported to either lack books altogether or were required to share them extensively with others implying that the text book issue remained a challenge though they are recognized as core for the new SDG on education. This implies that parents still have to contribute towards provision of learning materials for their children even countries where education is 'free'. The report further listed access to appropriate learning materials as a key strategy for achieving the first means of implementation under SDG (4) which is related to providing inclusive and effective learning environments for all. To achieve the goal, the ratio of pupils to textbooks needs to be appropriate.

The situation of learning and teaching resources however does not seem to change even in countries like Ghana that implemented FPE as early as 1996. According to Tembon, Diallo, Barry and Barry (1997) in most SSA countries an average of about five pupils shared a textbook. Though some countries had reported improvements in pupils/text book ratios, others continued to experience severe shortages. In Tanzania for example, 4 pupils were reported as sharing 1 text book, Ethiopia, Zambia, Mali and Malawi 5 pupils shared 1 text book, Senegal and Uganda 6 pupils shared 1 text book and in Guinea 10 pupils shared 1 text book, while in Kenya 3 pupils shared 1 text book (Kojwang, 2003).

As of 2012 in Cameroon, there was only 1 reading textbook for 12 students and only 1 mathematics textbook for 14 students in grade 2. In Togo, in grade 2, there were 3 students for every reading textbook, compared with 8 students for every Mathematics textbook. A survey of primary schools in eleven developing countries show that, on average, 15 % to 20 % of grade 4 pupils do not have a textbook or they have to share one (GMER, 2016). It is an indication that parents are still not relieved from this responsibility since governments are not able to provide enough learning materials even after declaring that education was free.

In a review study by Velez, Schelefelbein and Valenzuela (1993) of 18 empirical quantitative studies, findings at the primary level conducted in Latin America and the Caribbean showed that learning materials were very essential as teaching aids in primary schools. Fuller and Clarke (1994) further added that availability of learning materials in schools helped children to quickly adjust from environments where they may not have been

exposed to textbooks and other learning materials. This was supported by World Bank Operations Evaluation Department's (OED) in 2004 in their review on the determinants of education quality in developing countries which indicated that presence of learning resources eased teachers work and enhanced pupils understanding. Around 50 % of the reviewed studies showed significant positive associations between academic achievements and school inputs implying the need to ensure that schools were equipped to enhance quality education.

Michaelowa (2001) analyzed the Program on the Analysis of Education Systems (PASEC) data on primary education in five Francophone SSA countries; Burkina Faso, Cameroon, Côte d'Ivoire, Madagascar and Senegal. He found that the availability of text books had strongly significant and positive impact on learning outcomes. In an analysis on the South and East Africa Consortium for Monitoring Educational Quality (SACMEQ) II data (2005) it was established that students in better physically resourced schools achieved higher, although the relationship between teaching resources and students' achievement was less clear. Therefore, literature in the developing countries does seem to suggest that school learning resources are important and that governments should invest in them.

There have been efforts in some countries to develop curriculum materials for easy access to schools. The Gansu Basic Education Project in Zambia for example, equipped resource centers to generate their locally relevant resources and also provide furniture to facilitate a greater range of teaching strategies. High quality materials contributed towards success of the Interagency Peace Education Programme and the Primary Reading Programme in Zambia (Riddell, 2003**).** However, although the long term impact of FPE in Zambia cannot be judged, there were still concerns in quality of education. Efforts were being made to overcome the critical shortage of educational materials particularly shortage of textbooks. Whilst reliance on parents to fund these costs though, has since moved to the government, parents were still required to contribute to the schools' physical infrastructure and their maintenance which was a burden to them. According to some critics in Zambia, as access expanded, the balancing act for government became trickier, as it was required to meet parental demands for quality education while intake improved.

Several countries in SSA have been trying to eliminate tuition fees in order to fulfil MDGs and EFA goals in primary schools with an aim of enabling more children access and

complete their education as it was established as being one of the major barriers to education achievement. This hindrance emanated from the cost-sharing policy where parents bore the burden of educating their children even when the economies were on the decline. School attendance was seen to decline which eventually led to declining enrolments in primary schools (Riddell, 2003). Koskei et al (2014) argued that most countries in Africa were willing and actually implemented FPE but little focus was given to availability and distribution of learning resources which led to implementation challenges.

In Malawi for example, **s**uch rapid increase in enrolment challenged an already weak system that even before expansion had a pupil-teacher ratio of 70:1 with 13 % of teachers being unqualified and an average of 100 pupils crowding existing classrooms. The biggest challenges were, not surprisingly, lack of basic infrastructure and other learning resources which resulted to pressure on classroom facilities, insufficient teachers and an inadequate supply of instructional materials, all areas to which the development community responded, attempting to cater for shortfalls of the order of 38,000 new classrooms and at least 25,000 additional teachers.

To cope with the situation, the government of Malawi embarked on a project of massive expansion of village-based schools to assist teachers in the production of low cost teaching materials through local teacher development centers since many children had to study outside the classrooms (Hyde et al, 1996). Social funds from World Bank were directed to projects that were prioritized by communities, which resulted to many classrooms being built, with support from the community and the use of local contractors (Kadzamira & Rose, 2003)**.** The government required the support of parents through communities to ensure that learning continued in an abling environment.

In Ghana, the government, unions and NGOs agreed that the main problem of FPE was lack of resources; classrooms, teachers, toilets, computers, paper, with financial pressures increasing, and the share of funding provided by international donors was shrinking each year. The situation was similar in Guinea, as reports suggested that, where building constraints persisted, churches, mosques and other public buildings were used temporarily for teaching (Tembon, Diallo, Barry & Barry, 1997; Tumushabe, 2000; UNESCO, 2005b). Lack of resources seems to be a significant challenge for most countries

which all governments need to address rest this would mean that parents shoulder the responsibility.

Some of the measures taken in various countries have not been always successful in addressing wholly the challenges of teaching and learning resources in primary schools. For example, in Tanzania before implementation of FPE both physical and human resources were reported to be scarce and not quite sustaining learning in schools. Even though implementation of FPE was arranged in phases to allow the government cope up with the large number of out of school children, the situation in schools did not experience a significant change. For example, measures such as not requiring uniforms were not implemented in practice (by parents) because of the fear of social ostracism. Other substantial indirect costs also remained such as instructional materials which were not sufficient by the year 2013. Government's renewed efforts of introducing FPE were appreciated, but the more time-consuming qualitative advances required in maintaining parental support placed FPE in the balance (Bitweli, 2013).

In Uganda after (UPE) policy implementation, the Education Sector Investment Programme (ESIP) Mid-Term Review (MTR) and the Evaluation of Impact of the UPE identified outstanding constraints, opportunities and challenges that were ahead in moving from UPE towards FPE (Pfaffe, 2003). Though Uganda was identified as nearly achieving FPE goals, systematic monitoring of various qualitative indicators have underlined the existence of such challenges as reducing pupil/teacher, pupil classroom and pupil book ratios (Sayed, 2015).

The main challenge was how to sustain UPE and make it relate to quantitative expansion with qualitative improvement. The potential areas for government expenditure were uniforms, school stationery and school feeding, though it is recognised that the government could not underwrite all these costs. Even with FPE, family household expenditure on education remained in terms of clothing, exercise books, and school fund contributions. The Mid–Term Review pointed out the drastic decrease in enrolment relating to the fact that schooling was simply not affordable for those who did not earn cash income (Pfaffe, 2003).

Availability or lack of equipment may affect learning although Hanushek (1995, 2005) argued that there were no clear and systematic relationships between key inputs and

student performance. However, there was a general agreement that, facilities like books, classrooms, library, staffrooms, toilets, desks and chairs have a direct bearing on good performance among students in developing countries. In addition, Mukundi (2004) argued that school environments that did not have adequate facilities for learning lowered the quality of learning outputs. This was an issue of concern in most governments especially in the limited number of primary schools serving poor population in isolated rural areas.

Scholars argue that 1 to 2 years after abolishing tuition fees in Kenya (2003), enrollments fell and dropout rates rose (Oketch & Somerset, 2010; APHRC, 2010). A study conducted by Oketch, Mutisya, Ngware and Ezeh (2010) attributed this phenomenon to declining quality of education due to a massive surge in enrollment, overcrowding of classrooms, lack of textbooks and shortage of trained teachers. Despite introduction of FPE in respective countries, research evidence show that quality of even the available instructional materials had been a major concern as many governments put a lot of emphasis on access and transition (Deininger, 2003; Oketch & Somerset, 2010).

This, together with inadequacy of resources like learning supplies, furnishings, and appropriate infrastructure, is seen to have led to teachers' incapability to fulfill their mandate in various classrooms across the country (Abuya, 2015). After independence in Kenya, schools that had the best facilities like libraries, laboratories and playing fields were among the high achieving schools. According to Eshiwani (1993), parents made necessary efforts to ensure that their children were in the most well equipped schools in the country. In his account of the years preceding introduction of FPE in Kenya, Eshiwani (1993), pointed out that the government's financial resources to support primary schooling had been on a decline, thus shifting the burden to parents and communities.

The above findings are in line with those of Anderson and Minke (2007) who observed that schools endowed with adequate physical facilities performed better and were more attractive to parents than those with inadequate and dilapidated physical facilities. It is worth noting that, immediately after independence in 1963, the government was faced with the challenge and desire to Africanize the country's economy and assumed greater responsibility in the establishment and running of primary schools. The government channeled its financing of primary schools through the District Education Boards (DEB).

The central government had the direct responsibility in the administration and supervision of primary education in order to have control over quality (MOEST, 2005b).

To enhance learning and teaching in schools, Kenya Schools Equipment Scheme (KSES) was established to supply schools with equipment for learning. The whole government subsidy package in primary education catered for the provision of teaching and learning materials, shouldered the burden of operational costs and paid teachers' salaries. Parents and communities when required provided land and labour. Parents also had to buy school uniform for their children and pay some nominal fee. This fee was however gradually phased out when the government embarked on the course to abolish fees at primary school level beginning 1971 through to 1980. The abolition of fees engendered massive enrolments in public primary schools of about 51 % in 1973 (Government of Kenya, 2005a).

Parents, with time, had to contribute towards expansion and buying of equipment. But beside the issue of cost, there was a negative impact on quality. Not all communities could afford to provide adequate learning facilities. Thus, pupils in many areas had to contend with overcrowded classrooms and inadequate learning materials. When FPE was re-introduced and implemented in 2003, there was misconception on what 'free' education meant among education stakeholders and in particular parents some of who perceived that financing education was now in the hands of the government (APHRC, 2010).

High enrolment rates after FPE implementation in 2003 strained the few resources available in schools. For example in most schools, classes were so large for one teacher to handle and in some schools, learning had to be done in shifts that is, some children went to schools in the afternoon as well as multi-stage where children of different grades one combined in one classroom (Ojiambo, 2010; Gakidou et al, 2010; Republic of Kenya & UNESCO, 2012). Writing materials according to FPE policy were meant to be free for all children including also other learning materials like chalk, dusters, chalk board, and furniture among others. The provision was done through the School Instruction Materials Bank (SIMBA) account to enable PAs committees utilize funds for school equipment. PA committee was mandated to decide and prioritize school requirements in terms of equipment and other physical facilities necessary for quality learning in schools (KENPRO, 2013).

Government provisions were however not enough at the initial stages of implementation. While some rural areas had adequate school buildings there were many others, particularly urban areas with large informal settlement populations, with none at all. Many rural schools also lacked basic amenities such as toilets and running water. Despite the fact that an estimated two million people, or 60 % of Nairobi's population, live in informal settlements, for a period of 15 years almost no building of schools had taken place in the city to accommodate new comers (Thiongo, 2003). One school in Kibera informal settlement in Nairobi was reported to have enrolled an additional 450 pupils in class one, two and three above its capacity of 1700 pupils (Marete, 2004). The challenge was not only in urban centers but as research indicates, rural areas in Kenya had almost similar challenges (Ministry of Education & UNICEF, 2012; Anakeya, 2015).

Lack or inadequate resources in schools coupled with misunderstanding of FPE policy by parents and communities, could have serious consequences towards FPE implementation initiatives especially if parents withheld their support. This indifference from parents if left to go on for long, would be a challenge to the government in the provision of instructional materials as well as in maintenance and construction of physical infrastructure in all the schools around the country without support from parents and communities. The government has taken the initiative to develop teaching and learning materials through the KICD though schools cannot easily access them as funds are a limiting factor (Gacicio & Gachoka, 2010).

At the institutional level, PAs committees were entrusted by the government to receive and account for all FPE resources, development and implementation of school plans, mobilization and addition of resources and implementation of government policies and guidelines. Headteachers were expected to bring all stakeholders on board to ensure that pupils excelled in national examinations in order to transit to secondary schools (Ministry of Education, 2012c). Quality of leadership and management provided by headteachers', PAs and BOM influence pupils' academic achievement as well as how well they relate with parents and community at large. In the Kenyan case, as enrolments increased, headteachers were faced with serious dilemmas in boosting schools' performance as well as dealing with school infrastructure development as funds were limited and to some extent unavailable (APHRC, 2010).

The government on the other hand put restrictions to ensure that PAs did not demand any levies from parents (Republic of Kenya, 2013d). However, despite government provisions of resources, research show that public primary schools were in dire need of learning resources and other school infrastructure to enable them create a better learning environment for pupils (Kimu, 2012; KENPRO, 2013; APHRC, 2010). With high influx of new pupils in schools after FPE implementation and the challenges exacerbated in provision of teaching and learning facilities it was therefore important for this study to seek more information on parent's views towards provision and availability of learning resources in schools.

According to Sifuna (2008) many PA members felt that they were seriously constrained to improve the state of learning facilities due to government's ban on school levies yet they were expected to perform. The conditions that were laid down to request for concessions to institute levies were cumbersome which made PAs hesitate to embark on the process. MOEST (2005b) confirmed that the situation had not changed as some three years after implementation of FPE; PAs continued to encounter serious constraints in their efforts to improve the state of learning facilities as funds availed to schools were not enough. Under FPE programme, the government of Kenya and development partners met the cost of basic instructional materials and general purpose expenses though this was not adequate for schools to run effectively. PAs therefore, highly prioritized the improvement of primary school infrastructure which brought parents and other well-wishers on board.

A study by Oketch and Somerest (2010) on FPE and after in Kenya on enrolment impact, quality effects and transition to secondary schools, added to the understanding of the impact of national policy of free education on individual primary schools. The study which was undertaken in four districts in Kenya revealed the realities and complexities that arose in schools due to high or low intake. While some schools stuck to their normal figures, others accepted large numbers of new entrants without complementary increases in the number of teachers, teaching materials and space. New admissions to schools led to rapid and uneven growth as well as reduced quality. Though access to primary schooling may have improved, for many, it was likely that the quality of education continued to deteriorate while performance at the national level went down. This led to doubts among parents about the quality of education offered in public primary schools under FPE.

In a descriptive study by Mwendwa and Otanga (2015) which sought to establish challenges to the provision of FPE in public primary schools in Mombasa County, it was found out that many schools were without proper classrooms or adequate learning facilities such as water, desks, toilets, chalkboards and textbooks which was seen to compromise the quality of education. The study implied that the situation resulted to many schools recording poor Kenya Certificate of Primary Education (KCPE) results. Many parents continued to transfer children to private schools that performed well in the National Examination. The phenomenal increase in enrolment presented primary education with significant challenges particularly to the teachers in regard to teaching and learning materials.

Most studies show that prior to the introduction of FPE, many pupils were kept out of schools as they were not able to afford learning materials that schools demanded (Nishimura et al, 2009; Oketch, Mutisyia & Sangwe, 2012). Many others attended school but were greatly disadvantaged by the lack of books. This could explain why most of the FPE funds were allocated to the provision of instructional materials such as chalk, exercise books, textbooks, pencils, pens, charts and wall maps to ensure meaningful learning in schools. The provision of instructional materials was meant to have an equalizing effect on primary education, as well as increase equity and access all at once (Ministry of Education, 2012b).

Sustainability of FPE has been threatened by high cost of funding, shortage of teachers, reliance on donor support, and uncertainty over continued political goodwill, slowed growth of the Kenyan economy and the apathy from parents. The fact that Kenya had in the past abolished school levies in public primary schools without success, further justified some level of pessimism about sustainability of FPE. In 2003-2004 financial year, there was a sharp increase of K.sh. 13.82 billion (20.8 %) in the government's overall education budget, which brought governments allocation for education to about K.sh. 80.23 billion. Other than expenditure on salaries, much of this money (over K. sh. 7.6 billion) was specifically allocated to FPE programme which seemed not to be enough.

To bridge immediate funding shortfalls, especially those related to teaching and learning materials donor agencies like DFID, SIDA WFP, GTZ, JICA, World Bank and UNICEF assisted FPE implementation (Sawamura & Sifuna, 2008). It could be

immediately noted that donor funds played a significant role in funding FPE which was welcome and impressive. The donor support, though, pointed to the fact that Kenya was not financially prepared for FPE implementation which translated to inadequate teaching and learning materials.

Ndichu et al. (2013) explored strategies applied by the Ministry of education to find out the measures that were being taken to address challenges that schools faced in the implementation of FPE policy.in Kenya. The study was conducted among undergraduate and postgraduate teachers undertaking the school-based Bachelor of Education and Master of Education degrees at Kenyatta University and Mount Kenya University. The results of the study supported earlier studies on the same which had shown that lack or inadequate learning resources in schools were not only a challenge in the Kenyan education system but in most developing countries where FPE had been implemented (Radu, 2011, 2000; Shojo, 2015; Ngware et al, 2015),

The study also found teachers to be highly qualified and experienced though inadequate, and with a high teaching load that prompted them to use ineffective teaching methods. Other findings of the study included delay of FPE funds disbursement, and low level of preparedness of school administrators to manage school funds especially in procurement of teaching and learning materials. It was also found out that sharing of textbooks by pupils affected their study programmes in school and while at home. The amount of homework that teachers gave to pupils was therefore seen to be determined by availability and the number of textbooks per class.

In a descriptive study by Ogola and Olembo (2014) that sought to establish the funding mechanisms for FPE and examine the sustainability of the FPE initiative in Kakamega and Kajiado districts (now Counties), they found out that implementation of FPE in Kenya left the government with a greater role and burden in financing primary education. The new role encompassed mobilization of resources, paying tuition fees, training, recruitment and paying teachers, and the provision of infrastructure and instructional materials. According to the study, parents provided basic needs to their children such as school uniforms, food and transport to school where necessary, but most of them were not actively involved in school management affairs.

The government though, had tried varying interventions to address FPE challenges among them the development of KESSP investment programme in 2005 which was meant to bridge the gap, between FPE policy pronouncement and implementation. The programme was used as a guide to ensure provision of quality education and training and as an implementation framework for Sessional Paper No. 1 of 2005. KESSP gave a detailed examination of funding for FPE programme and presented an overall picture of the resources that would be required for FPE implementation. KESSP though, implied that FPE would face challenges in terms of resources availability as funds were scarce and that the government was heavily relying on funds proposed by donors who actually proved not to be consistent (Ogola, Olembo & Mse, 2014). Even with the huge allocations of funds for FPE implementation, the challenge still persisted, an indicator that more funds were required.

Another study by Koskei, Ng'eno, Sang and Ngesa (2014) on the influence of pupil-teacher ratio on the management of teachers work by head teachers in public primary schools in Uasin Gishu County demonstrated that despite governments' provision of funds for the purchase of textbooks, there was still shortage of these books in public primary schools. As time went by, it was expected that with allocation and disbursement of funds schools would be well equipped but research has demonstrated otherwise. Pupils continued to share textbooks. Teachers did not give pupils home assignments, since they did not have reference books. Lack of private studies at home meant lowering of academic performance. These findings concurred with those of Wachira, Mwenda, Muthaa and Mbugua (2011) in Embu West District who pointed out that FPE had negatively impacted on the provision of physical resources and that teaching and learning resources were not enough. Some schools had resorted to restricting text books to the school environments only, which prevented teachers from giving pupils home assignments.

A review by Abuya, Admassu, Ngware, Elijah and Onsomu, (2015) of documents from the Ministry of Education and other published materials from an education research programme in Kenya on the role of primary school teachers in addressing the policy gap in education, noted that without a working partnership on financing, it would be hard to address the problems of inadequate access, inequity, low quality and the heavy household financial burden.

A study on involvement of parents by Echaune, Ndiku, Sang and Ejakait (2014) in Teso North Sub County primary schools, showed that failure of parents to supplement school learning resources that were provided by the government, influenced schools performance negatively. The study however, did not consider why parents support on provision of teaching and learning resources had declined which this study sought to establish.

It is important to note that even though the government made provisions for parents to contribute towards infrastructure development of schools, there was no requirement that bound parents to fulfill this role; and neither could schools prevail upon parents to provide such support. The Basic Education Act (2013) emphasize on the role of parents as ensuring that children went to school and the consequences that would follow. If this state of apathy was left to take root, the prospects of FPE's sustenance would be doubtful which calls for the need to involve parents and sensitize them on their roles in FPE implementation. Considering the country's socio-economic situation, the slowed growth of the economy, financial constraints faced by the government and the fact that reliance on foreign support would be increasingly necessary to finance FPE, the sustainability of FPE and stakeholders support required to be addressed.

Donor finance was for a given period, and had been inadequate; the task of sustaining FPE was daunting. Kenya was a highly indebted country and a sizeable proportion of its income was diverted to debt repayment. As confirmed by Ministry of Education officials and school administrators in most studies, there had been inadequate funding for the sector (MOEST, 2005a, 2005b; Ministry of Education, 2012c; Ministry of Education & UNICEF, 2012).

Recurrent expenditure for primary education had been increasing overtime from K. Sh. 7,970.5 million in 2009 to K. Sh. 10,655.9 million in 2013, an increase of 33.7 percent which was attributed to FPE implementation, and recently the laptop project (Republic of Kenya, 2014b). Whereas the government committed huge fraction of its budgetary funds to education, the needs surpass the resources. The inclusion of anticipated donor funding is evidence of constraints faced by the government. Kenya has a good chance of building on what has been learnt and the achievements that have been made so far to ensure sustainability of FPE which is not guaranteed.

Availability of adequate and relevant teaching and learning resources is very crucial in enhancing teacher effectiveness. However, according to World Bank (2008) Kenya spends only 4.2% of the recurrent primary education budget on non-teacher salary inputs. The amount of resources available for non-teacher salary items is a crucial factor for teachers to be effective. Studies suggest that books and other learning materials are highly cost-effective complementary inputs in the learning process (Koskei et al, 2014).

In Kenya, pupil/textbook ratios were consistent with government goals of 2:1 or 3:1 after payment of school fees was abolished. In a UNESCO's focus group discussions, teachers, parents, and pupils touted the improvement in textbook distribution as one of the greatest strengths of the FPE policy implementation. These additional materials improved teacher effectiveness in the classroom by decreasing chalkboard use and by providing better resources to prepare lessons. According to the Republic of Kenya (2013b), Text book/pupil ratio for lower primary improved from one textbook for more than 10 pupils (before FPE) to 1:3 by 2007, reaching 1:2 in 2008 and 2009. For upper primary, ratio of text books improved from 1:2 in 2007 to almost 1:1 in 2008 and 2009 for the majority of schools. This reduced teachers' work load as pupils could do exercises directly from their books, correct their own work, and could also work at their own pace.

However, the ratios were reported to weaken sharply from 2009, and small schools did not benefit from economies of scale, and had ratios far higher than this. While the number of textbooks provided improved greatly, children in some schools could still not complete their homework in time as distribution of textbooks was not evenly done Alubisia (2005) in (Weiner, 2010). Despite official reports of 3:1 pupil/textbook ratio in Kenya and Uganda, the situation on the ground often revealed ratios of 8:1 or 9:1. Furthermore, the additional textbooks mostly benefited the upper grades and that even when available, textbooks were not always used.

Similar findings were reported by Hungi (2011) as he pointed out that in Kenya the situation of poor and inadequate resources in schools persisted and that there was inadequate supply of teachers in schools to cope with rising enrolments. This policy brief highlighted the quality of primary school inputs in Kenya using four indicators which included basic learning materials, mathematics textbooks, pupil-teacher ratios, and class

size. According to the study, not all pupils had the proper requirements to enable them participate fully in classroom assignments which affected their learning achievements.

In Kenya, ratio of text books had not yet reached 1:1 as expected. According to Wanzala (2016), pupils were still sharing books at a ratio of 1:5 even though the government had spent billions of shillings into the tuition vote head. According to Tumo (2016), the government, through the Cabinet Secretary of education argued that it was unfair for five students to share a single book, adding that enough money was provided to buy books for each pupil in school. Though the government's intention was to change the current model of sending money direct to schools to buy textbooks and other instructional materials, the fact is that the ratio was yet to be achieved. This implies that though parents, have been relieved from buying textbooks, in practice, in reality, this was not the case.

On the other hand, facilities for school activities such as sanitary, classroom and sports had been over-stretched in many schools. The Ministry of Education was aware that funds disbursed to schools to cater for FPE were not enough which in essence affected the ability for teachers to perform effectively in class. Due to demands by schools for parents support in assisting with learning materials, retention rates of pupils in schools was also affected negatively (Republic of Kenya, 2013c).

2.9 Summary of Literature Reviewed and Critical Analysis of Knowledge Gap

Free Primary Education policy, world over, was a laudable initiative though in most countries the aspect of 'free' education was not clarified resulting to varying interpretations among education stakeholders (Ministry of Education & UNESCO, 2012; Njeru, 2012 &Shojo, 2015). Most schools continued to demand for user fee levies even when according to FPE policy school levies had been abolished in Kenya (Ministry of Education, 2012b). The Basic Education Act 2013 gave PAs a\ chance through County Directors of education to ask for funds from parents which easily created an avenue for demanding levies from parents contrary to the policy (Republic of Kenya, 2013d).

Some parents still believed that FPE policy would not simply work as it was a political venture by the government either to fulfill its election promises or to comply with international conventions. FPE implementation process seemed to have diminished parents and community support following their misconstrued role and that of the government. Other parents were pessimistic about the quality of education as school learning

environments were not enabling (Kenya, 2008; Abuya et. al 2013; Ndichu et al, 2013). Though implementation of FPE increased access in most countries, sustainability as some studies show seemed to be constrained by scarce resources which were still a critical issue (Mwendwa & Otanga, 2015; UNESCO, 2012; UNICEF, 2015; UN, 2015; Waituru, 2013 & Wanjohi, 2013).

In Kenya there exists a systematic pattern on who enrolls in school and the type of school attended by children from various households which provided important clues on what happened after FPE implementation and the rise of private primary schools (Ngwacho, 2011). Apparently, implementation challenges were way beyond school control and that there could be other factors influencing FPE implementation outcomes (Gichura, 2012; Benta et.al, 2013; Ngware et al, 2013; Manasi et al, 2014).

Most parents argued that schools were presenting obstacles in form of lack of encouragement and clear information about FPE implementation (Ngware et al, 2013). Though most of them were aware of their responsibilities and that children do well when they become involved in their education, numerous barriers like competence in language of communication, low levels of literacy and numeracy, and lack of confidence in supporting children's learning or engaging with a school also limited their involvement (Goodall & Vorhaus, 2011; Shojo, 2015).

FPE raised enrolments (90 %) in countries that implemented the program which was one of the EFA goals (UN, 2016 & UNDP, 2014), though the trend had been declining in many countries globally (Wiener, 2010; Yusuf, 2013). In Kenya about 1 million children aged between 6-13 years are still out of school (Onyango, 2016). EFA and MGD goals earlier used as benchmarks for achievement of UPE had fallen short of the ambition and holistic approach set up by education community which saw the need for SDGs (UN, 2016).

In view of the foregoing evidence, FPE policy has not been adequate on fee abolition. In places where it had been implemented, there were still doubts among parents as to whether education was quite free. In Kenya schools continued to demand for levies yet the government had not been able to conclusively deal with the issue even though FPE policy was in place. Though parents are aware that it is their responsibility to educate their

children, non-clarity of FPE policy gave them a lee-way to claim that the government should take care of all educational requirements (Ndichu et al. 2013).

Either FPE funding is not resonating with the school budgets or the policy is not clear which call for the need to harmonize policy intentions and policy implementation to remove the dilemmas among education stakeholders a subject which continues to be elusive. The clarity is inevitable on whether education is free or if cost-sharing exists which would mean that, it is free tuition in the end and that it is upon parents to cater for teaching and learning resources as well as other basic necessities.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter details the methodology that was used in carrying out the study. The rationale in choosing the research design and the methodologies are also explained. The chapter specifically dealt with the target population, sampling design, sample size and sampling procedures, research instruments, piloting, validity and reliability of research instruments, data collection, data analysis procedures and data presentation. Ethical issues of the study are addressed in the last section.

3.2 Research Design

The study adopted the concurrent (single-phase embedded qualitative dominant model in which the quantitative data set according to Creswell, Plano Clark et al (2007) and Tashakkori and Creswell in Papadimitriou (2010) provides a supportive secondary role in a primarily qualitative methodology. Therefore, greater weight was given to qualitative data, while quantitative data were typically embedded. The study adopted this approach which according to Creswell (2008) is a methodology for conducting research that involves collecting, analyzing, and integrating qualitative and quantitative research. This method was chosen due to its ability to collect both qualitative and quantitative information at the same time.

Specifically, phenomenological approach which is a qualitative-based design was used as the dominant strand (Creswell & Clark, 2007; Kanga, Njeru, Wachera, & Rutere, 2015). According to the authors, the design variant can be used to describe or interpret human experience as lived by study participants. For the quantitative strand, cross sectional survey was used. This variant described as phenomenology (PHEN-quan) shows that the quantitative strand was embedded within the qualitative phenomenological design. Mayoh and Onwuegbuzie (2013) pointed out that this helps in identifying common aspects of the phenomena as well as providing rich experiential preliminary findings to inform the phenomenological orientation.

The design was appropriate for gathering information in this study as it enabled the researcher to gather qualitative and quantitative data from a relatively large

number of cases at a shorter time as well as look at the nature of existing conditions (Orodho, 2005). The method was also appropriate because it involved collecting data in order to answer questions concerning the current status of the subject of the study. Qualitative and quantitative data was integrated at the design, interpretation and report writing levels. Figure 3 displays qualitative and quantitative data collection and analysis within a qualitative procedure.

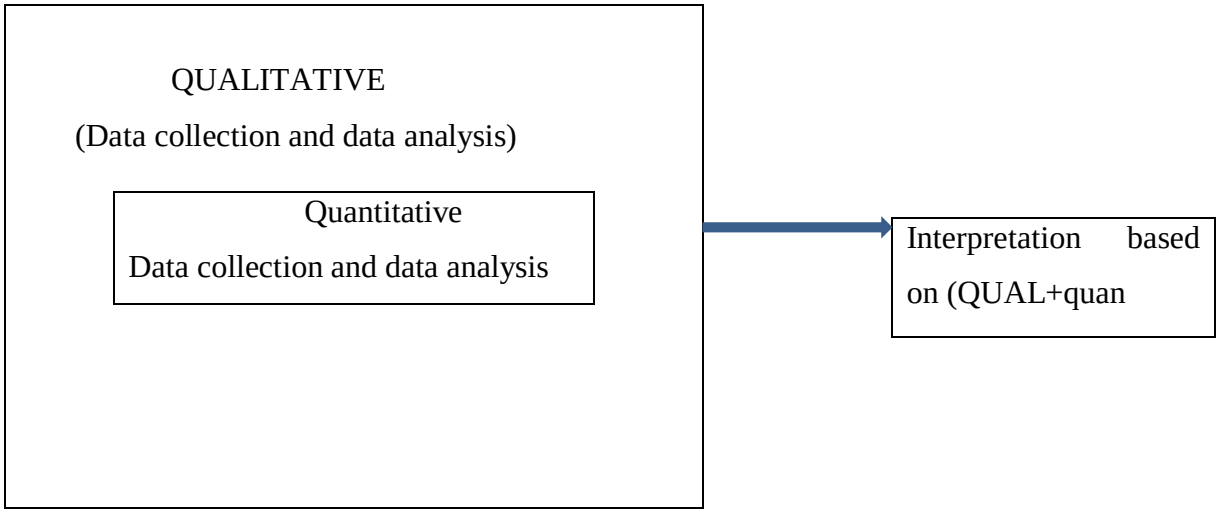

Figure 3: Embedded Qualitative Dominant Model (Adapted from Kanga et al, 2015).

3.2.1 Target Population

Nyeri County was selected on the assumption that schools within the County have almost similar characteristics in terms of education provision and delivery. The target population of the study was 388 public primary schools in Nyeri County. The County is administratively Sub-divided into eight Sub-Counties which also represent their geographical location; Kieni East, Kieni West, Mathira East, Mathira West, Nyeri South, Mukurweini, Nyeri Central and Tetu (Nyeri Office County list of schools, 2018). The Sub-Counties have unequal number of schools (See table 1).

Table 1

Distribution of Public Primary Schools in Nyeri County

Sub-County	Number of schools
Tetu	45
Nyeri Central	43
Kieni East	52
Kieni West	52
Mathira West	35
Mathira East	41
Mukurweini	65
Total 8	**388**

Source: Nyeri County Education Office list of schools (2018)

The target population of the study included parents, teachers, and headteachers, PA and BOM chairpersons, Sub-County Education officers and the County Director of Education.

3.3.2 Sample and Sampling Procedures

According to Foley (2018), sampling comes in two forms, which are probability sampling and non-probability sampling**.** Probability sampling uses random techniques to create a sample while non-probability sampling methods use non-random processes such as researcher judgment or convenience sampling. The researcher used multistage techniques such as simple random, stratified random and proportional random sampling. In non-probability sampling, purposive technique (convenient) was applied. Sampling of schools and respective units of analysis are discussed in the following section.

3.2.3 Schools

According to Kothari (2013), a sample of 10 to 30 per cent can be taken from each stratum as a true representative of entire population under study. This study used a sample of 25 per cent of schools from each Sub-County. Nyeri County is sub-divided into eight Sub-Counties the basis on which strata were identified. Some Sub-Counties have more schools than others and therefore proportional sampling was applied in order to have a representative sample of schools. Simple random sampling was finally done to select specific schools from each Sub-County which are Kieni East (52), Kieni West (52), Mathira

East (41), Mathira West (35), Nyeri Central (43), Nyeri South (55), Mukurweini (65) and Tetu (45) (See table 2).

Table 2

Distribution of Study Sample per Sub County

Sub County	**Number of schools**	**Sample size (25 %)**
Kieni East	52	13
Kieni West	52	13
Mathira East	41	10
Mathira West	35	9
Nyeri Central	43	11
Nyeri South	55	14
Mukurweini	65	16
Tetu	45	11
__ Total		**388**

3.2.4 Parents

For data collection among parents, FGDs were used in order to gather and interact with people who had similar experiences in FPE implementation. This method of data collection was found appropriate as according to Denscombe (2005) group processes tend to elicit more information than individual interviews because there is cross-conversation and discussion. According to Mishra (2016), focus group is a special type of group in terms of its purpose, size, composition and procedures and is usually composed of 10 to 12 people who share certain characteristics. For this study, the researcher conveniently used 10 participants for each group while considering that one or two may fail to turn up. Sinickas (2000) and Stewart and Shamdasani (1990) added that 6 to 8 groups tend to yield an adequate range and depth of data and that going beyond that number is always not productive unless one has a good reason. However, due to the fact that this study was

covering a whole County, the researcher conveniently picked a representative focus group from each Sub-County giving a total of eight FGDs.

The researcher sought the assistance of school headteachers to help identify parents and ensure that all classes from standard one to eight were represented in FGDs. Parents selected were not PA committee members or BOM members which was meant to ensure that their responses were specifically from a parent's point of view and not influenced by such a position. Gender representation of parents was also observed during selection.

3.2.5 Teachers

There are 3880 teachers in public primary schools in Nyeri County (Nyeri County List of Teachers, 2018). The sample for teachers was drawn from upper classes (standard four to standard eight). This was because lower classes (1-2) were experiencing curriculum change (Tusome) as well as introduction of the lap top programme to children which the researcher felt would influence the study findings. One teacher was selected from each class while those schools which had more than one stream, simple random sampling was done in order to select one teacher from each stream. Schools sampled were 97 and since 5 teachers were selected from every school, total sample was therefore 485 teachers.

3.2.6 Sampling for Headteachers, PA, BOM Chairpersons and Education Officers

Headteachers

Headteachers were selected from the sampled schools in each Sub County. The researcher used a convenient sample of 25 % of headteachers. The number of headteachers from each Sub-County was proportional to the number of sampled schools. Therefore 3 headteachers were selected from Kieni East, 3 from Kieni West, 3 from Mathira, 3 from Nyeri Central and 3 from Tetu. From Nyeri South, 4 headteachers were selected as well as 4 from Mukurweini. From Mathira East, 2 headteachers were selected. Total number of headteachers was 25 which added up to 25 % of headteachers from the sampled schools. Simple random sampling (draw) was done from each sub-group to select specific headteachers.

PA Chairpersons

PA chairpersons were selected from sampled schools in each Sub County. The researcher found it convenient to select PA chairpersons based on the selection that was done for headteachers which was 25 % of schools sampled. Therefore, PA chairpersons were selected from the same schools as the headteachers. This helped to save time since PAs did not visit schools regularly. Total sample of PAs was 25 chairpersons.

BOM Chairpersons

A sample of 25 % of BOM chairpersons was selected from the sampled schools in each Sub County. It was also convenient for BOM chairpersons to be selected from the same schools as headteachers and PAs. The sample for BOM was therefore 25 chairpersons.

The sample for teachers, headteachers, PAs and BOM chairpersons was appropriate as they were representatives of the government in the implementation process. According to the Basic Education Act (2003) their role in FPE policy implementation was clearly stipulated and therefore they were expected to guide parents in the implementation process.

Education Officers

There are eight Sub Counties in Nyeri County. One Sub County education officer had participated in the pilot study and therefore the remaining seven Sub County education officers were included. There is only one County director of education who was also included. Table 3 shows a summary of target population, sampling techniques and sample size.

Table 3

Summary of Target Population, Sampling Techniques and Sample Sizes

Category	Target population	Sampling Techniques	Sample Size	Percentage
Schools	388	Stratified, proportionate, Simple random	97	25%
Parents	19000	Convenient, Snow ball	10	100%
Teachers	3180	Purposive, Simple random	485	25%
Headteachers	388	Convenient, Simple random	25	25%
PA Chairperson	388	Convenient, Simple random	25	25%
BOM Chairperson	388	Convenient, Simple random	25	25%
Sub-County Officers	8	Purposive	7	83%
County Director	1	Purposive	1	100%
Total Sample			**568**	

3.4 Description of Research Instruments

Research instruments used for data collection for this study were questionnaires, interview guides and observation checklists. The next section described the instruments that were used for data collection in this study. Questionnaires were used for teachers, headteachers, PAs and BOM chairpersons while interview guides were used to collect information from education officers as well as parents.

3.4.1 FGD Guide for Parents

According to (Denscombe, 2005), group process tends to elicit more information than individual interviews because there is cross-conversation and discussion. FGD guide was prepared for parents in order to collect in-depth information about their views on FPE policy and their experiences in the implementation process. The guide was also meant to elicit information from parents on their understanding of FPE policy. The FGDs were therefore, appropriate for parents as they were the main focus of the study and in-depth information about their views on FPE implementation would be gathered at the shortest time possible.

The researcher also considered the literacy level of parents and decided to use FGD guides to ensure that parents understanding of items and information sought was not

distorted. Information from parents would reflect how schools were engaging them in specific programs as well as how parents were responding. This information was important to the study since from parents, one would tell how parents interpreted FPE policy as well as how willing or unwilling they were to support implementation process. Each of the FGDs in the study had 10 participants (parents) from the sampled schools. The discussion was guided by a FGD guide (Appendix 2).

During the discussion, the researcher made an effort to ensure that respondents were in a comfortable environment. The FGD guide for parents had six sections of open-ended questions. Section one had general questions regarding parents views on FPE policy initiative. Section two sought views on FPE policy implementation process while section three captured parents' views on invitations by schools to participate in FPE implementation. Parents views on the likely effectiveness of their participation in FPE implementation was in section four, section five was on parents' expectations of FPE policy initiative, while finally section six elicited information on parents views regarding provision of teaching and learning resources

3.4.2 Questionnaire for Teachers

Questionnaires (Appendix 4 to Appendix 7) were used to collect data from the teachers, headteachers, PAs and BOM chairpersons respectively. It was assumed that due to the nature of their work; questionnaires would allow them adequate time to provide well thought out answers which could make the results of the study reliable. They were also considered to have the ability to read and respond to the items as they were well versed with FPE implementation process. Data gathered from teachers, headteachers, and PAs and BOM chairpersons was significant to this study because they were in contact with parents either directly or through the pupils. They were also FPE policy implementers which enabled them to have first-hand information about government funding and they were also accountable of school resources management. Their views on parent's participation in FPE implementation would enable the researcher to collaborate findings with those of parents.

Questionnaire for teachers was sub-divided into eight sections. The first section sought personal information of the teacher. The second section elicited information about pupils and classroom condition. The third section sought teacher's views on how parents

perceived FPE policy initiative. The fourth section sought information from teachers on how parents were responding to FPE policy implementation process. In the fifth section, information was sought on how parents were responding to invitations by schools to participate in school activities. The sixth section sought information on parent's views on the likely effectiveness of their participation in FPE. The seventh section captured information on parent's views on their expectations of FPE policy initiative. The eighth section elicited information from teachers on parents views on provision of teaching and learning resources and lastly their suggestions on how parent's participation could be enhanced (See Appendix 5).

3.4.3 Questionnaire for Headteachers

The first section sought personal information of head teachers while the second section was on general information about the school staff. In sections three to seven Likert scales were used to gather information from head teachers. In section three, information was sought from headteachers on parents' views towards FPE policy initiative. The fourth section sought information from head teachers on parent's views towards FPE implementation. The fifth section was on parents responses towards invitations by schools to participate in school activities. The sixth section sought information on parent's views on their likely effectiveness of their participation in FPE implementation. The seventh section sought information from the headteachers on parent's expectations of FPE policy initiative. Information from headteachers on parent's views towards teaching and learning resources is in the eighth section while the last section sought information on ways in which the government could enhance parent's participation in FPE implementation (See Appendix 6).

3.4.4 Questionnaire for PA Chairpersons

The questionnaire was divided into seven sections. The first section sought personal information of PA chairpersons. Likert scales were used for section two to section seven. In section two, information was gathered from PA Chairpersons on how parents perceive FPE policy initiative. The third section sought information on parent's views towards FPE implementation process. Information on parent's views on invitations to participate in school activities is in the fourth section. The fifth section sought information from head teachers on parent's views towards the effectiveness of their participation in FPE

implementation. The sixth section sought information on parent's expectations of FPE policy initiative. The seventh section sought information on parent's views towards provision of teaching and learning resources. The last part sought PAs suggestions on how schools could improve parents' participation in FPE implementation (See Appendix 7).

3.4.5 Questionnaire for BOM Chairpersons

The questionnaire for BOM had eight sections. Section one dealt with BOM chairpersons personal information while section two sought information on their relationship with parents. Sections three to eight used Likert scales. In section three, information was sought from BOM chairpersons on parents' views towards FPE policy initiative while section four sought information from BOM chairpersons on parents views towards FPE policy implementation.

In section five, information was sought on parents' views towards invitations by schools to participate in school activities while in section six, information was sought on parents views towards the effectiveness of their participation in FPE implementation. In section seven, information sought on parents' expectations of FPE policy initiative while in section eight information was on parent's views on provision of teaching and learning resources. The last section sought BOM chairperson's suggestions as to how parent's participation could be improved in schools (See Appendix 8).

3.4.6 Interview Guide for Sub-County Education Officers

Sub-County education officers were purposively sampled as key informants and therefore data was collected using an interview guide (Appendix 8). According to Orodho (2005), key informants are individuals who are targeted for data collection because their information provides an accurate and relatively broad perspective on the setting as well as a lead to other sources of information. Due to emerging issues within the education sector and considering that education officers were few, the researcher hoped to capture more information on how FPE implementation was progressing as well as governments plans on the ways in which parents ought to be involved in FPE implementation. The officers were expected also to shed a light on how schools in the County were engaging parents in school programs or events.

As observed by Robson (2002), interviews are very important especially where individuals' accounts were required on how actual implementation was taking place. An interview also allows the investigator to have a face to face contact with the respondents hence being able to also catch a glimpse of the non-verbal expressions and feelings of the respondents on issues related to the study questions.

Face-to-face interviews were conducted in which the researcher, who was the interviewer, asked the officers questions that were designed to obtain answers pertinent to the research problem (Kerlinger & Howard, 1999). The interview guide (structured and semi-structured) was divided into eight sections. The first section gathered their personal information while section two dealt with information on the management of schools. Sections three to eight used Likert scales. Section three sought information on parents' views towards FPE policy initiative while section four sought information on parents views towards FPE policy implementation.

In section five, information was on parent's views towards invitations by schools to participate in school activities, while in section six; information was sought on parent's views towards the effectiveness of their participation in FPE implementation. In section seven, information was sought on parent's expectations of FPE policy initiative while in section eight; information was sought on parent's views on provision of teaching and learning resources. The last section sought suggestions as to how parent's participation in FPE implementation could be improved in schools (See Appendix 9).

3.4.7 Interview Guide for County Director of Education

The interview guide had four sections. The first section was on personal information of the County Director of education. In section two, information was sought on how schools in the County were implementing FPE policy. In section three, information was sought on how schools were engaging parents in FPE policy implementation and how parents were responding. Section four sought suggestions on ways in which schools should actively involve parents in educational programs (See Appendix 9).

3.4.8 Observation Guide for Schools

An observation checklist (Appendix 10) with items that were relevant to variables being interrogated was used to record what the interviewer observed during visits to the

sampled schools. Observation guide would enable the researcher gather information on the availability and adequacy of facilities and physical infrastructure of schools in Nyeri County. The observation guide consisted of a list of items to be observed which helped the researcher collect data. It also assisted in obtaining valuable information on the following; functional classrooms, teaching materials, furniture, toilets, outdoor projects, electricity, water and general condition of the school compound. The researcher checked off each item as observed by use of a rating scale (1-4) which had 8 response categories (See Appendix 10).

The information gathered was important as FPE policy was meant to address school infrastructure development. Data from observation checklist was also meant to assist the researcher in collaborating information from other respondents about the schools physical environment.

3.5 Validity of Research Instruments

Validity according to Creswell (2013) is the extent to which an instrument measures what it is supposed to measure. In addition, Best and Khan (2002) refers to validity in qualitative research as utility. Construct validity is the initial concept, notion or question that determines what is to be gathered and how it is to be gathered or whether the means of measurement are accurate and they are accurately measuring what they are intended to measure. Criterion validity on the other hand, refers to the degree to which an instrument shows an indication of being compared with another measure of the same construct (Punch, 2005).

In this study, the researcher validated instruments using both content and constructs validity. These two types of validity enabled the researcher to determine the content and amount of information the instrument would produce from the respondents, revealing certain feelings, experiences and reactions the respondents portrayed on FPE policy initiative and implementation. According to Sullivan (2011) content validity procedures are used to test the appropriateness of the content of instruments or to test how accurately data obtained represents the variables of the study.

According to Mugenda (2008), content validity can be established by expert judgment and therefore the instruments were presented to experts and competent researchers from the Faculty of Education and Department of Research at Catholic

University of Eastern Africa (CUEA) to critically examine the accuracy of items in content and constructs being measured. The researcher also shared the research instruments with two independent research experts from KICD (Primary section). They examined the items and validated relevance which the researcher incorporated to the instruments. To review and validate the qualitative instruments, the researcher sought professional assistance a researcher from University of Nairobi who helped to modify the research instruments.

Triangulation helps in validating claims that might arise from an initial pilot study. Altrichter, Feldman, Posch, and Somekh (2008) contended that triangulation gives a more detailed and balanced picture of the situation. Triangulation was therefore employed in the study to maintain validity of results by using mixed data and mixed methods to obtain diverse viewpoints on the topic. To increase the validity of qualitative instruments the researcher ensured that respondents were very clear on the nature of the research such as, why the researcher was there, what she was studying, how data would be collected and the purpose of the data. In order to have an objective view of the phenomena under study, the researcher also applied skills previously gained in other research studies as both an interviewer and observer.

3.6 Pilot Testing of Instruments

A pilot study was conducted two weeks before the main study. According to Ary, Razavieh and Soorensen (2006) a pilot study demonstrates the adequacy of research procedures and anticipated problems that may be solved thereby saving time. Pre-testing was therefore done to assess the clarity of the instrument items so that those items found to be inadequate in measuring the variables were either discarded or modified to improve the quality of the research instrument thus increasing its validity.

Research assistants were trained for both the pilot and main field study. The samples for pilot testing were selected purposively as the researcher considered time for revisit, as well as easy access to another FGD within the same Sub County. This was also to enable the researcher visit the selected school a second time and have ease of interviewing the same respondents. The researcher administered the instruments on the teachers, headteachers, PA and BOM chairpersons of the selected school and one Sub- County education officer all of whom were not included in the main study.

A focus group discussion of ten parents was also organized. Participants in the pilot study were provided with consent forms before their participation. Research assistants helped in taking notes during the discussion to ensure that no detail was left out during the discussion session. The pilot study enabled the researcher to refine the instruments by making corrections based on the observations made, add new items and delete some items. The researcher was able to assess the time taken by the respondent to fill questionnaires as well as time taken during FGDs.

3.7 Reliability of Research Instruments

Reliability is a measure of the degree to which an instrument yields consistent results after repeated trials (Sullivan, 2011). Best and Khan (2002) adheres to the notion that consistency with which questionnaire [test] items are answered or individual's scores remain relatively the same and can be determined through the test-retest method at two different times. The assessment instrument gives the same results each time it is used in the same setting with the same type of subjects.

In this study, to establish reliability of the quantitative instrument, the researcher used pilot study data from one school comprising of 5 teachers, 1 headteacher, 1 BOM and 1 PA members and 1 Sub County education officer. A Cronbach's alpha analysis of 30 items was carried out, and an overall alpha of 0.8574 was obtained. According to Gall et al (2007), an alpha of $\geq$ 80 is acceptable for a reliable instrument. See table 4 for a summary and see appendix 10 for a complete item-total statistics output.

Table 4

Cronbach's Alpha Reliability Test Results

N of Cases = 9.0	N of Items = 30
Alpha = .8574	

3.8 Trustworthiness of Qualitative Instruments and the Research Process

To ascertain trustworthiness of qualitative instruments, interview guide, FGD guide, observation guide, pilot data were reviewed to ensure that the instruments were valid/credible and reliable/dependable (Creswell, 2013).

Results gathered from the pilot test helped the researcher to correct and improve items in the research instruments as well as remove irregularities. Any items that were not clear and/or ambiguous were removed. To ascertain reliability/dependability, triangulation of participants and instruments was used. Further, data collected from the interview guides were inter-coded by the researcher and a peer. This was to ensure that codes and themes from data were consistent. This was done using one interview guide and one FGD guide during the research process. The researcher confirmed trustworthiness of data through member checking by specifically consulting the participants to ensure that what she was reporting was actually what the respondents meant.

According to Guba and Lincoln (1989), there is a close tie between credibility and dependability, as the former ensures the other. Data collected were in narrative form and therefore, dependability and consistency of the results was ensured through triangulation

3.9 Description of Data Collection Procedures

The researcher obtained a letter of introduction from the Faculty of Education and Research of the Catholic University of Eastern Africa (CUEA). Research permit was acquired from the National Commission for Science, Technology and Innovation (NACOSTI) to enable the researcher visit selected public primary schools in order to collect data. The researcher visited the office of Nyeri County Commissioners and Nyeri County Director of Education to seek permission to collect data and other necessary information like telephone numbers of head teachers of schools sampled. Head teachers of sampled schools were contacted through telephone calls to enable the researcher arrange for the intended field research in their schools. The researcher personally administered the instruments of data collection. Where necessary, research assistants were engaged. The respondents were given a few days to fill the questionnaire at their convenience after which they were collected. Face-to-face interviews as well as FGDs were conducted after booking an appointment with the respondents. Observation checklists were used and filled during the time of collecting the questionnaires from schools.

3.10 Data Analysis Procedures

Mixed methods approach was used in this study which generated both qualitative and quantitative data that was interpreted and presented concurrently for convergence

among results. Data collected was sorted out and categorized as per the instruments. Qualitative analysis was done based on the open-ended questions and in-depth interviews. Qualitative data collected was transcribed and analyzed on an on-going process as themes and sub-themes emerged from the data.

Data from focus group discussions was summarized, categorized and coded by identifying themes or patterns and connections within and between categories. Categories of similar responses were evaluated and analyzed to establish the usefulness of the information in answering research questions (Patton, 1990). Emerging themes and descriptions from qualitative data were presented in a narrative, complete with sub-themes, specific illustrations, multiple perspectives from individuals and quotations. Descriptive statistics were analyzed in form of percentages and frequency tables.

Quantitative data that emerged was analyzed alongside qualitative data and coded for analysis using Statistical Packages for social science (SPSS) version 22 computer program for descriptive statistics. Similarly, quantitative data from Likert scales and closed ended questions was analyzed through descriptive statistics using frequencies, percentages and averages. Data was classified on the basis of class intervals and in their respective frequencies and put in the form of tables (Kothari, 2013, Mugenda, 2013). Chi square tests were used for hypotheses to test if there was any significant relationship between level of education of teachers and their views on parent's effectiveness of their participation on FPE policy implementation. Other tests were done on the relationship between teachers working experience and their views on parent's effectiveness of their participation in FPE policy implementation.

3.11 Ethical Considerations

According to (Cohen, Manion & Morrison, (2013), in literature ethical issues arise in discussions about codes of professional conduct for researchers and in commentaries about ethical dilemmas and their potential solutions. Ethics also help to maintain objectivity and integrity in research, respect of the subjects' rights to privacy as well as their dignity (Schaeffer, 2011). According to Singh (2009), the ethical problem in educational research is a vital one as research is conducted among human beings who would be vulnerable to various forms of risks due to the nature of the research being conducted. Nachmias (2003) noted that ethical issues arise from the kinds of problems under investigation as well as

methods employed to gather valid and reliable data. Borg and Gall (2007), further pointed out that knowledge of ethical issues that occur at various points in research process assist researchers in anticipating and employing appropriate strategies to resolve the issues.

In this study, ethical considerations were observed before, during and after research. The researcher conveyed the purpose and the procedures of the study to the readers to ensure a clear flow of understanding of the problem and to enable the readers determine for themselves the credibility of the study. Authors of sources cited in the literature reviewed were acknowledged through proper referencing (Creswell, 2013). Relevant authority such as the Department of Post Graduate Studies of Catholic University of Eastern Africa, Ministry of Education, Nyeri County Education office, Sub-County Education offices, and schools were sought. This was to ensure that data sought was only meant for academic purposes and also aimed at informing the relevant authorities on the period within which research was to be conducted in the specific area.

The researcher gained permission from gatekeepers in order to gain access to the study participants at the research sites. This was to ensure respect for the participants and the sites for research. The researcher also ensured that the study sites were left undisturbed and tried to minimize disruption of physical settings as well as planned timed visits to ensure minimum interruption of school schedules (Creswell, 2003; Orodho, 2003). Participant's identity and privacy was treated in confidence as some information especially in regard to charging of levies was sensitive (Richards & Schwarzt, 2002). Consent was sought from all respondents before they participated through signing a consent form. The consent form was meant to acknowledge that participant's rights like the right to participate voluntarily and the right to withdraw at any time was protected during data collection. Anonymity of individuals was protected during coding and data recording processes to avoid putting the participants at risk of any form of victimization (Creswell, 2003; Denscombe, 2014; Singh, 2009).

According to Creswell (2013), participant's identity should be well protected and therefore in this study, identity of the participants was made confidential especially while using raw data excerpts from the participants in interviews as well as in FGDs to support themes and research questions. The Sub County Education officers were assigned numbers 1 to 7 (SCE 1-SCE 7 while parents were identified by the number assigned to each group

(FGD 1- FGD8). The researcher used unbiased language and words while reporting data as well as reporting data accurately without falsifying or inventing findings to meet the researchers or audience needs (Neumann, 2000).

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter discusses and interprets the findings of the study by analyzing data collected through FGDs with parents, questionnaires for teachers, headteachers, PAs and BOM chairpersons as well as interview guides for Sub County Education officers and County Director of Education. The chapter also presents findings from observation checklists. The questionnaire return rate is presented first followed by demographic characteristics of respondents. The next section is on information about pupils in schools which is followed by findings, interpretation and discussions of the research questions. Findings of the study were presented in tables, and narratives. The study sought to establish influence of parents' participation in FPE implementation in Nyeri County, Kenya.

4.2 Questionnaire Return Rate

Questionnaire return rate refers to the number of respondents who returned usable instruments for the study out of the total number of respondents who had been contacted. Questionnaires were self-administered to teachers, headteachers, PA and BOM chairpersons while interview guides were used for Sub County education officers and the County Director of education. However, not all respondents were able to participate due to one reason or the other. The return rate of questionnaires was as shown in table 5.

Table 5

Questionnaire Return Rate

Target	Sample	Obtained	Percent
Teachers	485	412	84.9
Headteachers	25	25	100
PA Chairpersons	25	25	100
BOM Chairpersons	25	25	100
Total	**560**	**487**	**85.7**

From the findings in table 4, the response rate for headteachers, BOM and PA chairpersons was 100 % while the return rate for teachers was 84.9 %. All the Sub-County

education officers were interviewed giving a return rate of 7(100 %) and the County Director of Education (100 %). Only 5 respondents failed to turn up for the organized FGDs with parents. According to Mugenda and Mugenda (2003), a response rate of 50 % is acceptable for analysis and reporting of research findings. Total percentage return rate of this study which was 85.7 % was considered adequate in providing valid and reliable presentation of the targeted population.

The study was conducted in a period when public primary schools administrators were undergoing audit accountability to the Ministry of Education which occasioned re-scheduling appointments with headteachers and Sub County Education Officers. This was confirmed in an interview with the County Director of Education.

Data collection exercise was affected as visitors were received with a lot of suspicion by some gatekeepers. In most of the schools where the headteachers were absent during the researchers visit, it was a challenge to convince the ones in charge to help with the administration of questionnaires to respondents. However, with the help of telephone calls to the headteachers of the affected schools, the exercise though not as previously arranged was completed. Headteachers from two sampled schools however declined to accept the questionnaires on the basis that teachers who usually engaged in such an exercise were usually compensated. The researcher therefore replaced the declining schools by selecting two other schools from the same Sub County. The researcher managed to distribute questionnaires to all schools with the help of research assistants and an appropriate date was set with the gatekeepers on when to pick the questionnaires.

This was also a term for sports in primary schools and therefore some of the teachers and headteachers were out for sports which affected collection of the questionnaires on the agreed dates. The researcher communicated through telephone calls to the affected schools before making a second visit to ensure that questionnaires were ready. This way, most of the schools that were not able to meet the prior dates gave new dates and therefore subsequent visits were made within a period two months. According to most headteachers, BOM and PA chairpersons rarely visited schools but the researcher made up follow-up calls to the headteachers who were able to contact them.

For the Sub County education officers (SCEOs) and the County Director of Education (CDE), the researcher paid them a visit in order to arrange for an interview date. Those who were not in office at the time of visit were contacted through telephone calls which enabled the researcher to personally conduct interviews at their own convenience. With the help of research assistants in taking notes, the researcher was able to conduct focus group discussions with parents. Those who did not turn up for FGDs were not accounted for as they could not be reached via telephone and neither did they send apologies.

4.3 Demographic Characteristics of Respondents

Demographic information was obtained from headteachers, teachers, BOM chairpersons, PA chairpersons and Sub County Education officers. Information from the respondents was considered since as Dodge and Crick (1990) put it, different individual's respond differently to the same situation. Each population therefore has its own unique characteristics and according to Okumbe (1999) these characteristics affect the way information is perceived. Demographic information captured gender, age, education level, and working experience of respondents. Frequencies and percentages were used to describe demographic data of respondents.

4.3.1 Gender of Respondents

Data regarding gender of respondents were collected and analyzed. Gender for respondents in this study was categorized into male and female. Gender is important since it would show if views of respondents were influenced by the fact that they were males or females. Views on parents' participation in FPE implementation may as well vary based on gender, and therefore, the study sought out male and female gender of respondents as shown in table 6.

Table 6

Gender of Respondents

	Teachers		Headteachers		PAs		BOM		Ed. Officers	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**
Females	233	(61.5)	8	(32.0)	13	(52.0)	8	(34.6)	2	(28.6)
Males	146	(38.5)	17	(68.0)	12	(48.0)	17	(64.5)	5	(71.4)
Totals	**379**	**(100)**	**25**	**(100)**	**25**	**(100)**	**25**	**(100)**	**7**	**(100)**

According to the findings in table 5, female teachers (61.5 %) were more than male teachers (38.5 %) which implied that there were more female teachers than male teachers in public primary schools conforming to Pigford and Tonnsen (1993) observations that there were more female teachers in the teaching profession. However, administrative positions seemed to be dominated by male headteachers (68 %) while female headteachers were only 28 %. PAs representation was almost balanced for both males (48 %) and females (52 %). This can be explained by the fact that these are elective posts (Basic Education Act, 2013) and that gender balancing is a legal requirement in Kenya. It is not so with the fourteen members of BOMs since apart from the six PA members who are coopted, other BOM members are appointed by the County Education Board to represent various sectors and institutions in the community. As for the Sub County education officers, while males were 74.1 %, females were only 28 % which could possibly mean that males dominated in administrative posts in the region.

From an interview with the CDE, the proportion of male to female teachers was partly attributed to an earlier directive (1980s) concerning deployment of teachers to schools in their home districts. The CDE explained that the trend had changed over the years due to balancing of teacher postings as some schools especially in ASAL areas had fewer teachers though, a remnant of the earlier directive was still evident in the Nyeri County.

Generally, teaching at the primary school level has been a preserve for women while men engage themselves in other sectors. Some women also prefer to work near home due to family obligations. This could possibly explain why women were mainly the ones attending school meetings which was revealed during FGDs with parents.

4.3.2 Age of Respondent

Information about respondents' age was necessary for the study as it was assumed that different age groups may have different experiences of FPE in Kenya. Since this was actually re-introduction of FPE in Kenya, elderly participants may have had the experience of FPE implementation in 1970s and could therefore have comparative information regarding parents on their previous and current experiences of FPE policy implementation. Findings on respondent's age were as shown in table 7.

Table 7

Age of Respondents

Years	**Teachers**		**Headteachers**		**PAs**		**BOMs**	
	Frequency	**(%)**	**Frequency**	**(%)**	**Frequency**	**(%)**	**Frequency**	**(%)**
21-30	28	(6.8)	-		1	(3.4)	-	
31-40	115	(27.9)	-		5	(24.1)	10	(40.0)
Over 41	266	(64.6)	25	(100)	17	(62.1)	7	(28.0)
Over 51	-		-		2	(10.3)	8	(32.0)
Totals	**409**	**(99.3)**	**25**	**(100)**	**25**	**(100)**	**25**	**(100)**

According to the study most of the respondents were over 40 years of age with teachers (64.6 %), headteachers (100 %) and PAs (62.1 %). Therefore, the respondents had enough experience to give information on FPE policy implementation. Most of the BOMs (40 %) were in the category of between 31-40 years which could possibly be explained by the fact that most of the parents with children at primary level were also young and below the age of 40 years. BOM members constitute of six parents who are representatives of each class and therefore this could as well explain the findings in categories 31-40 and above 41 years. However, BOMs were taken to have interacted with parents long enough as FPE policy implementation progressed.

4.3.3 Education Level of Respondents

Today both men and women have the opportunity to access education. Respondents were asked to indicate their gender. Respondents of gender were important since it would

show the proportion of the respondents per gender and whether they were qualified to give correct information on FPE policy implementation. Findings on education level of respondents were as indicated in table 8.

Table 8

Education Level of Respondents

Education Level	Teachers		Headteachers		PAs		BOMs		Ed. Officers	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%
Primary	40	(9.7)	-		1	(4.0)	1	(4)	-	
Secondary	83	(20.1)	1	(4.0)	17	(68.0)	5	(20.0)	-	
Diploma	176	(42.7)	12	(48.0)	5	(20.0)	10	(40.0)	-	
Bachelor Degree	79	(19.2)	1	(44.0)	1	(4.0)	8	(32.0)	1	(16.7)
Masters	9	(2.2)	1	(4.0)	1	(4.0)	1	(4.0)	6	(83.3)
Doctorate	-		-		-		-		-	
Totals	**387**	**(94.2)**	**25**	**(100)**	**5**	**(100)**	**25**	**(100)**	**7**	**(100)**

According to the findings, teachers (42 %), headteachers (48 %) and BOMs (40%) had attained a Diploma in education. The PAs (68 %) though, had attained secondary education with a few (20 %) that had attained a Diploma. Quite a number of headteachers (44 %) and BOMs (32.0 %) had a Bachelor's degree while a few of the teachers (2.2 %), headteachers (4.0 %), PAs (4.0 %) and BOMs (4.0 %) had a Master's degree.

These findings agree with Radu (2011) who had established that academic qualifications had a lot of influence on the way that people make judgements and interpret situations. The figures indicated that most of the teachers and headteachers were qualified in their profession and therefore could provide adequate information on parents' views on FPE policy implementation. PAs and BOMs were also qualified for their positions which imply that they were aware of their roles as parents and as schools representatives. The respondents were also capable of interacting well with parents.

4.3.4 Working Experience of Respondents

Teaching experience of the teachers and headteachers and experience of BOMs and PAs was sought out in this study. This was in order to establish whether they had enough

experience with parents and as such, equipped with enough information concerning parents' participation in FPE policy implementation. Findings were as shown in table 9.

Table 9

Respondents Working Experience of Respondents

Years	**Teachers**		**Headteachers**		**PAs**		**BOM**		**Ed. Officers**
	F	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**	**F (%)**
Up to 5 years	32	(7.8)	-		5	(20.0)	4	(16.0)	3 (50.0)
6-10 years	73	(17.7)	-		9	(36.0)	16	(64.0)	3 (33.4)
11-20 years	107	(6.0)	1	(4.0)	5	(20.0)	4	(16.0)	1 (16.6)
More than 21 years	198	(48.1)	24	(96.0)	1	(4.0)	1	(4.0)	-
Totals	**411**	**(99.8)**	**25**	**(100)**	**25**	**(100)**	**25**	**(100)**	**7 (100)**

According to the findings, most of the teachers (48 %) had worked for more than 21 years which could possibly mean that they had experienced FPE implementation process since its inception (2003). This was enough time for the teachers to have interacted with parents to understand how they interpreted FPE policy and implementation based on their responses when called upon to participate in school activities.

Except 4.0 % of headteachers who had less than 15 years of experience, all the other headteachers (96 %) had more than 20 years of experience. The headteachers must have interacted with the parents either in their current schools or before which meant that they were quite aware of how parents participated in FPE policy implementation as individuals in various school activities or during school meetings.

As for the PAs, findings indicated that most of them were in the categories of 2-5 (20 %) and 6-10 (20 %) and had served for more than 2 years, while only (20 %) had served for less than 5 years and (4.0 %) had served for more than eleven years. Only 16.0 % of BOMs had served for less than 1 year while most (64 %) of them had served between 2-5 years and a few (4.0 %) who had served for more than 11 years.

Working experince of BOM and PA chairpersons was sought as they were part of the school management and their roles are specified in the Basic Education Act (2013) which include ensuring and assuring provision of adequate physical facilities for schools among other responsibilities. They would be well informed on parents roles in FPE policy implementation strategies. Their length of service in the schools could enable them to

interact deeply with parents. PAs for example are also parents representatives in the BOM and and were therefore taken to have more information about parents. Some of the PAs were also parents in the school which meant they had parental experience as well as experience in interracting with other parents on FPE policy implemenation.

Some of the BOM and PA chairpersons had been re-elected into their posts (based on the number of years that one can legally serve in that position) which meant that they had first-hand information on FPE policy implementation from its early stages. They were taken to have rich information on how parents participated in FPE implementation.

4.3.5 Occupation of PA and BOM Chairpersons

This study also sought information from PAs and BOM chairpersons on their occupation in order to establish their interaction level with parents. BOM members were in varying occupations and it was improtant to establish if they had enough time to interract with parents as well as time for performing their specified roles in schools. Findings were as shown in table 10.

Table 10

Responses from PAs and BOMs Chairpersons on their Occupation

Years	PA Chairperson		BOM Chairperson	
	Frequency	%	Frequency	%
Farmer	13	43.3	5	18.5
Business	4	13.3	8	29.6
Teacher	5	16.7	1	3.7
Police	2	6.7	-	-
Banker	1	3.3	-	-
Priest	-	-	2	7.4
Cook	-	-	1	3.7
Technician	-	-	1	3.7
IT	-	-	1	3.7

According to the findings, 43.3 % of PAs were engaged in farming, 13.3 % in business and 16.7 % were in teaching. Most of the BOMs were in business (29.6 %) and those in farming were (18.5 %) while only a few (3.7 %) were teachers. The PAs and BOMs had a better chance of interacting with parents though according to discussions with parents, they did not give them full information about management of FPE funds or how

they were allocated. According to the Basic Eduacation Act (2013), PAs are selected from each class to represent parents interests in the schools BOM. The composition of BOM members is therefore six parents who are members of PA, one teacher, headteacher (BOM secretary), one person nominated by County Education Board, three representatives of school sponsor, one representative of special interest groups, one representative of special needs group, and a representative of the students council. The BOMs therefore were expected to be aware of all that happened in the school.

4.3.6 Number of Pupils in Class by Gender

The researcher in this study sought information from teachers on enrolment of both boys and girls. This was meant to establish whether FPE policy implementation increased enrolments in public primary schools. It was also important to establish number of pupils in each class which would also reflect the level of interaction between teachers, pupils and parents. Findings were as shown in table 11.

Table 11

Views of Teachers on the Number of Pupils in Class by Gender

	Boys		Girls	
Number	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Below 10	82	20.1	96	23.8
11-15	159	39.1	136	33.7
16-20	100	24.6	127	31.5
Over 21	66	16.2	44	10.9
Totals	**407**	**100**	**403**	**100**

Findings of this study showed that most schools had classes of between 10-15 pupils. Though boys seemed to be more than girls, the difference in number was not as high since girls were 403 while boys were 407. According to the findings, there were few schools however, with over 21 pupils per class (16.2 %) boys and 10,9 % girls). This indicated that enrolments had gone down compared to figures reported immediately after FPE implementation where some schools had upto 100 pupils in a classroom (APHRC, 2010; Koskei et al, 2014).

One of the objectives of FPE policy was to increase access to schools for all

children (Ministry of Education & UNICEF, 2012). From interviews with the Sub-County education officers, one of them explained that the area experienced low population due to family planning and the fact that most of the people settled in the region had migrated from other Counties. Schools in the region are also scattered and that distance from one school to another affected pupil's attendance in schools. Another officer from a different Sub County pointed out that most of the rural population was composed of elderly people as younger families had migrated to towns.

The few families who had children in public schools were those working in the farms since the well-off families mainly the elite took their children to private schools. Some Sub-Counties were even considering closing down some schools due to lack of pupils. Accordingly, the officers indicated that lower classes were the ones affected most. From discussions with parents on why there were few children in lower classes, one parent had this to say:

> Many parents in this area first take their children to private nursery schools since they have a better foundation for young children than ECDEs which have been established as part of public primary schools. Teachers in private institutions are also very caring and children start to speak in English at a very early age. Most of us only transfer children to public schools starting from class four or five or we take them to boarding schools. This way, the child performs even better than others and with proper follow-up the child is capable of doing extremely well in the national examination (FGD 1, March 20, 2017).

The findings therefore imply that some parents were dissatisfied with the quality of education especially in lower primary in public schools. Declining enrolments in some public schools resulted to schools having few pupils. The number of pupils in a school corresponded to the amount of FPE funds received. Other than the specific allocation to each pupil, other funds were meant for general purposes (GPA), which translated to some schools receiving lesser funds from the national government.

4.3.7 Over-age Pupils in Schools

In Kenya, children are meant to join standard one when they are six years of age. Since FPE policy required all children to be in school, it was important to establish how

schools dealt with those out-of-school children especially their placement in various classes. The study therefore sought information from teachers on whether there were still over-aged pupils in classes. Findings were as shown in table 12.

Table 12

Teachers Views on the Number of Over-age Pupils in Class

	Frequency	Percentage
Number of Over-age Pupils in Class		
1-3	167	66.8
4-6	43	17.2
7-9	10	4.0
Over 10	14	5.6
None	16	6.4

According to the findings, there were still over-aged pupils in public primary schools in the County. Most of the schools had between 1-3 (66.8 %) over-aged pupils, followed by those in the category of 4-6 (17.2 %) pupils. Some schools (6.4 %) did not have any over-aged pupils.

From interviews with Sub-County education officers, one of them associated the presence of over-age pupils in the Sub County to new-comers especially IDPs who had been settled there by the government. Some children from the IDP camps took time before they were enrolled in schools since their parents hoped that the situation would change and they would go back home. One of the Sub-County education officer however said that there were cases of repetition in some schools, often witnessed at the lower classes that actually contributed more to the presence of over-age cases. Cases of repetition though banned seemed to continue in schools which parents also mentioned in FGDs. One parent had this to say:

> I transferred my child from private to a public school. The child was forced to repeat after being subjected to a test although my wish was for the child to be placed in the next class. I had to comply because I wanted my child to be in the new school though this meant payment for one more year (FGD 8, May 26, 2017).

The Basic Education Act (2013) allows children to be subjected to tests for placement at the appropriate level of education though as per discussions with parents, some children were forced to repeat if they did not perform well during the end of year

examinations. After FPE was re-introduced in Kenya (2003), children and people of all ages flocked to schools. According to Woysanju (2012) late Kimani Maruge, the world's oldest person started primary schooling and enrolled in class 1 at the age of 84 when he learned that schooling had become free. This was not the only case as other studies reported that it was becoming a challenge for teachers to handle overage pupils (APHRC, 2010). The presence of over-age pupils in schools was a reflection that parents were reluctant to take children to schools at the appropriate age even when education was free.

The Basic Education Act (2003) stipulates that no child should be denied admission in a school or a basic education institution for lack of proof of age therefore, conforming to international requirements. It was in light of this that the study sought to establish the number of over-age children in schools in order to find out how parents responded in ensuring that children were enrolled in schools as per FPE policy requirement. This could possibly mean that some schools had taken advantage of parents' ignorance and were forcing children to repeat some grades.

4.3.8 Ratio of Text Books to Pupils in Class

The issue of text book in schools had been a challenge to most parents and it is one area that the government was very particular about after FPE implementation. Text books have been reported as being inadequate in most of the Kenyan public primary schools and parents had been taking care of purchasing books for their children. The study therefore sought information from teachers on pupil/text book ratio in the schools. Findings were as shown in table 13.

Table 13

Teachers Views on Ratio of Pupil/Text Books in Class

Ratio	Frequency	%
1:1	72	18
1:2	178	44.6
1:3	147	38.6
1:4	2	0.5

Findings of this study from the teacher's views on ratio of text books showed that most schools were in the category 1:2 (44.6 %) followed by the category 1:3 (38.6 %). The

intended ratio after FPE policy implementation for all schools was to attain a ratio of 1:1. The findings however show that 18 % of schools had attained this ratio. Some schools were still sharing text books at the ratio of 1:4 (0.5 %) and above which possibly meant that FPE objective was yet to be achieved.

As per discussions with parents, the ratio of 1:1 only applied to some subjects like Mathematics and English and not in all subjects as some like social studies and Kiswahili the ratio was found out to be 1:4. All the seven Sub County education officers (SCEOs) interviewed pointed out that as per the disbursement of funds to schools, the school administrators were supposed to ensure that every child had the necessary text books which implied that there was mismanagement of funds that were set aside for purchase of text books. One Sub County education officer however added:

In cases where text books are not enough, then it means that the schools have diverted the money to other votes. There are recurrent expenditures which must be attended to, some of which are not budgeted for. So when funds are delayed some headteachers borrow funds from other votes. Otherwise schools today cannot complain that there are no text books since there are funds specifically set aside for purchase of textbook which is directly sent to the school accounts (Interview, SCEO 7, and May 12, 2017).

Though the education officers' views were different from those of parents, the position of schools' managers could as well be explained by the fact that FPE implementation in Kenya found school managers off-guard which created confusion as the implementation process was not standardized at the initial stages. Another interpretation could be that textbook funds were being mismanaged by school administrators as earlier alleged by Wanjala (2017).

From the officers, this could mean that schools were receiving enough funds to purchase text books but school managers were yet to have the necessary skills in funds utilization which concurred with earlier observations by Ndichu et al (2013) and UNESCO (2005) in KENPRO (2013).

The issue of text book in schools had been a challenge to most parents and it was one area that the government was very particular about after FPE implementation. Text books had been reported as being inadequate in most of the Kenyan public primary schools and parents were taking care of purchasing books for their children. According to

Mwendwa and Otanga (2015), Koskei (2014), and Ndichu (2013), the ratio at which textbooks were shared was yet to be 1: 1 as expected since in some classes, the ratio was at 1:5. This was seen to affect completion of homework and other class assignments. Though the government declared to issue textbooks directly to schools instead of sending capitation grants which were translating to 761 shillings per child per year, (Wanjala, 2018) was of the view that the challenge would still be on.

4.3.9 Teachers Views on their Relationship with Parents

The ways in which teachers relate with parents determine parents' willingness to participate in school activities. Therefore in order to establish from teachers how they related with parents, a Likert scale was designed with categories of 'excellent' 'good', 'fair', 'poor' and 'no response'. Findings were as indicated in table 14.

Table 14

Teachers Views on their Relationship with Parents

Categories	Frequency	Percentage
Excellent	38	9.4
Good	302	74.6
Fair	63	15.6
Poor	2	0.5
No response	7	1.7
Total	**485**	**100**

Findings of this study show teachers and parents' relationships to be good (74.6 %) while 9.4 % shows the relationship to be excellent, 15.6 % as fair and 0.5 % as poor Teachers' findings are similar to those of parents who in FGDs said that their relationship with teachers was cordial. Most of the parents pointed out that teachers only asked them to report to schools when they wanted to discuss pupil's progress or on indiscipline cases. One parent said:

> There are some teachers who have their own issues with parents which are not actually based on what is happening at school. Most of the teachers are part of our community and they reside here, and therefore they interact with parents either at the local church or other social gatherings. Differences cannot be avoided either based on family issues or other social groupings which are sometimes extended to the school (FGD 7, March 3, 2017).

From an interview with one Sub-County Education officer, most of the cases that were reported to them in regard to teachers' relationship with parents were mainly on indiscipline of pupils and especially when cases were extreme. This implies that teacher's relationships with parents had improved and that the financial aspect of strained relationships had gone down since some responsibilities had been off-loaded from parents.

Teachers' relationships with parents in Kenyan schools were reported to be strained especially due to the school demands that existed before FPE implementation that parents were unable to fulfill (CUEA, 2011; Republic of Kenya, 2000; Sperns, 2011; Tooley et al, 2008). However, these strained relationships ought to have taken a new turn after FPE implementation since as per FPE policy; children were no longer to be sent home for school levies as clarified by the Basic Education Act (2013). These findings are different from some earlier reports which had portrayed the relationship between teachers and schools as being strained especially when parents failed to clear levies charged by schools (Orodho et al, 2013; Mwendwa & Otanga, 2015).

4.3.10 Number of Teachers Employed by Schools Board of Management

This study also sought to find out from headteachers on the number of teachers that were employed by the school boards. There was need to establish this as the government was paying teachers' salaries but only those who were employed by Teachers Service Commission. This had prompted parents in collaboration with their school boards to employ teachers. In order to fill this gap, it was therefore important to find out how schools were remunerating teachers who were employed by BOM as per the Basic Education Act (2013). Findings were as shown in table 15.

Table 15

Headteachers Views on the Number of Teachers Employed by Schools Board of Management

BOM Teachers	Frequency	Percentage
1	11	42.3
2	8	30.8
3	6	23.1
Above 4	1	3.8

According to the study findings, most of the schools had employed 1(42.3 %) to 2(30.8 %) teachers while those with 3(23.1 %) teachers and 4(3.8 %) teachers were few. Discussions with parents indicated that schools had set aside various charges which included salaries for BOM teachers. It also emerged that the charges were usually agreed upon by BOM members and later parents were given this information during meetings. Some of the reasons that were given by the headteachers as to why BOM employed teachers were that those teachers who were deceased, transferred or retired were not immediately replaced therefore leaving a gap which affected pupils' performance. One parent said:

> We support the move by the headteacher and BOM because children complain that most of the times they join their colleagues in other classes or even spend half a day without a teacher. It is better to pay what the school asks from us than to have our children being left alone in the classroom while others are learning (FGD 2, May 27, 2017).

Sub County Education officers on the other hand pointed out that there were enough teachers and that schools had no reason to employ more teachers. They added that it was only on extreme cases that schools were allowed to employ teachers such as when the government took long to replace those who retired or diseased. However, this would only be done in consultation with the CDEs office, a process that took long. Schools too were expected to consult parents before making such a decision. One of the Sub County Education officers added:

> According to the government, there are enough teachers, i cannot therefore say otherwise as I am the government representative in the school. It is upon those schools involved to make arrangements on how to pay the teachers. All the same, those schools that have employed teachers should discuss with the parents before a decision is made to employ teachers. This would ensure that parents are aware that they would be responsible for paying salaries meant for BOM teachers (Interview, SCEO 3, May 26, 2017).

There was need to establish the number of teachers employed by the BOMs as the government only paid salaries for teachers employed by Teachers Service Commission (TSC). Since the year 2000, the government had suspended direct employment of teachers

which had caused a crisis in schools as teachers were not enough. This had prompted parents in collaboration with their school boards to employ teachers. In order to fill this gap, it was therefore important to find out how schools were remunerating teachers who were employed by BOM as per the Basic Education Act (2013).

From the study findings, it is possible that schools did not have enough teachers as per the recommended ratio of 1-45 pupils in a class. Parents on the other hand, felt the pressure of extra charges which was meant to address teachers' salaries since BOMs insisted on cost-sharing as it was their responsibility until government would be capable of employing more teachers.

4.4 Findings According to Research Questions of the Study

The subsequent sections present findings according to research questions which are as follows: How do parents interpret Free Primary Education policy in Kenya? How does parent's participation influence Free Primary Education policy implementation in Kenya? What are parent's responses to invitations by schools to participate in school programs in Kenya? How do parents view the effectiveness of their participation in FPE implementation in Kenya? What were parent's expectations of Free Primary Education policy implementation in Kenya? What role did parents play towards provision of teaching and learning resources in schools since FPE implementation in Kenya?

4.5 Responses on Parents Views on FPE Policy Initiative

To address parents' views on FPE policy initiatives, information was sought from parents, teachers, headteachers, BOMs, PAs and Education officers. The following section provides information from the respondents on whether parents were happy with FPE policy initiative, whether parents only catered for children's basic necessities and whether they enrolled children to private schools.

4.5.1 Respondents Views on Whether Parents were Happy with FPE Policy Declaration

Policy recipients at various levels who in this case were teachers, pupils, headteachers, BOMs, PAs and education officers experience policy pronouncements differently. It was important to understand how parents received news of FPE policy re-

introduction which would form grounds on which to base parents' participation. The results of findings from teachers, headteachers, PAs and BOM chairpersons were as shown in table 16.

Table 16

Respondents Views on Whether Parents were Happy with FPE Policy Initiative

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	179	(44.1)	15	(53.0)	9	(2.20)	2	(0.2)
Responses from Headteachers	12	(54.5)	10	(45.5)	-	--	-	-
Responses from PAs	11	(45.8)	12	(50.0)	1	(4.0)	-	-
Responses from BOM	9	(39.1)	13	(56.5)	1	(4.3)	-	-

Findings of this study revealed that most of the respondents agreed that parents were happy with FPE policy initiative which aimed at abolishing school levies. Data show that 44.1 % of teachers strongly agreed, while 53.0 % agreed that parents were happy with FPE policy initiative. This view was supported by headteachers (54.5 %) who strongly agreed and that parents were happy with FPE policy initiative. As with the PAs, 45.8 % strongly agreed and 50.0 % agreed, while for the BOMs, 39.1 % strongly agreed and 56.5 % who simply agreed with the view (See table 15).

There is need for policy makers to understand ways in which policies are internalized by those intended to implement them (Darling-Hammond, 1990). According to the findings, there was a general agreement that many parents were happy with FPE policy. This concurs with findings of a comparative analysis of FPE in Ghana, Malawi, Kenya and Uganda which had found out that FPE policy had been well received by parents (Nishimura et al, 2009). Findings on FPE policy initiative from FGDs with parents were different from those of other respondents. When asked if they were happy with the idea of not paying school levies as per FPE policy, the first reaction from most of the parents interviewed was whether education was free. Some parents were not even sure whether they were happy or not. One parent had this to say:

> I cannot tell you whether am happy or not for not paying school levies because the fact is that I still pay 400 K.sh for activity fee and children are always on the road

> to get money for other charges. According to me, the term 'free education' is not genuine. I thought 'free' meant that my only concern would be just to buy school uniform for my child, provide lunch and send my child to school.... (FGD 1, March 20, 2017).

From the above response, one can tell that parents were still not sure whether to be happy or not which could mean that parents were still not sure whether they were meant to pay levies or not under FPE program. Parents were also quick to point out that the amount of fees charged differed from one school to the other, which further complicated their understanding of FPE policy. Further, parents interpreted FPE to mean that they would not forever pay any school fees and that the government would even cater for uniforms and lunch. Similar findings had been reported in Malawi where parents interpreted FPE to mean that they were not obliged to pay any school fees and that they could as well decide to send or not send children to school (Chimombo, 2005).

From discussions with parents, it was apparent that schools were not reading from the same script and that communication between parents and schools was at stake here. Some of the parents pointed out that they were ready to provide what the schools demanded since their children had to go to school. Though the government kept insisting that education was free, parents felt that there was an element of cost-sharing in the process. Some parents could not understand what was free in education since according to them 'free' was supposed to mean paying totally no levies for education.

Such sentiments from parents could lead to the conclusion that they were still paying various charges and that they were still not satisfied with government provisions. From interviews with Sub County education officers, they agreed that parents were charged certain levies based on resolutions of school BOMs as each school had its unique requirements. The education officers also pointed out that BOMs had the mandate to consult with parents and prioritize certain school projects and cater for areas that were not covered by FPE funds disbursed to schools. This was in accordance to the Basic Education Act (2013), with the clause that other charges may be imposed at a public school with the approval of the Cabinet Secretary in consultation with the County Education Board provided that no child would be refused to attend school because of failure to pay such charges.

4.5.2 Data on Whether Parents Enrolled Out-of-School Children

The study also investigated views from teachers, headteachers, PAs and BOM chairpersons on parents' responses towards FPE policy on enrolments especially those children who had been out of school. This information was important to the study as FPE policy's main objective was to ensure that all children of school-going-age gained access to public primary schools in schools in Kenya. Findings were as shown in table 17.

Table 17

Views of Respondents on Whether Parents Enrolled Out-of-School Children.

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	151	(36.7)	150	(36.4)	66	(16.0)	29	(7.0)
Responses from Headteachers	8	(32.0)	8	(32.0)	5	(20.0)	-	-
Responses from Pas	8	(32.0)	9	(36.0)	4	(16.0)	3	(12.0)
Responses from BOM	10	(40.0)	10	(40.0)	1	(4.0)	2	(8.0)

Findings in this study on whether parents' enrolled children previously out of school show that most of the respondents strongly agreed that enrollment of out of school children was high as indicated by teachers (36.7 %), headteachers (32.0 %), PAs (32.0 %) and BOMs (40.0 %). Accordingly, 36.4 % of teachers, 32.0 % of headteachers, 36.0 % of PAs and 40.0 % BOMs also agreed that many children previously out school had been enrolled in schools thus supporting findings of previous studies. Some respondents however disagreed; teachers (16.0 %), 20.0 % headteachers, 16.0 % of PAs and 4.0 % BOMs which could be attributed to the fact that except for the schools near urban areas where there were slums and also areas that were settled by Internally Displaced People (IDPs), in Nyeri County most children were already in school (See table 16).

According to the Sub-County education officers, there were rare cases of out-of school children in the County. From FGDs with parents, it was found out that parents took it upon themselves to report such cases to the local administration. One parent had this to say:

> If we happen to know that there are children who are not going to school, we report to our elder who take the matter to the chief. If the parent cannot afford to take the child to school, the chief intervenes by summoning the parent to his office. If need be, the chief consults the CDF office upon which the affected children are given bursaries. Not all of them are assisted since some parents are just alcoholics and

neglect their children and so it is the chief who deals with them (FGD 2, May 27, 2017).

One can therefore conclude that parents took children to school after FPE policy implementation in the County which not only a case in the Kenyan situation but it was a to the general view that after FPE implementation, enrolments in many African countries went up (UNESCO, 2012 b).

4.5.3 Data from Respondents on Whether Parents only Catered for Children's Basic Necessities

The study also sought to establish from teachers, headteachers, PAs and BOMs whether parents had any other responsibility to children's schooling other than taking care of their basic necessities. According to FPE policy, the government was meant to take care of learning resources. Findings were as shown in table 18.

Table 18

Respondents Views on Whether Parents only Provide Children with Basic Necessities

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	139	(33.7)	178	(43.2)	80	(19.4)	7	(1.7)
Responses from Headteachers	3	(12.0)	15	(60.0)	3	(12.0)	1	(4.0)
Responses from PAs	6	(24.0)	11	(44.0)	5	(20.0)	2	(8.0)
Responses from BOM	9	(36.0)	8	(32.0)	4	(16.0)	2	(8.0)

Findings of this study show that teachers (33.7 %), headteachers (13.6 %), PAs (25.0 %) and BOMs (39.1 %) strongly agreed that parents were only taking care of children's basic necessities while the government funded their education. Teachers (43.2 %), headteachers (68.2 %), PAs (45.8 %) and BOMs (34.8 %) agreed too that parents only took care of children's basic necessities. PAs (20.8 %) and BOMs (17.6 %) however, disagreed with the view that parents only took care of children's basic necessities which could be attributed to the fact that parents were paying for various charges as a school requirement (See table 18).

Findings from parents in all FGDs across the County showed that other than basic necessities, parents were supporting FPE financially as they were buying text books and

exercise books especially towards the end of each year. Text books were not enough which made it difficult for children to learn as well as do their homework. It was also found out that other than learning resources, parents were financially asked to contribute to any up-coming project in the school such as classroom renovation, school garden, and lunch program among others. Sub County education officers supported the move by the schools since they too acknowledged the fact that funds received by schools from the government were not enough. However one officer said:

> Schools receive funds that are specifically meant for buying text books and exercise books. In any case, schools should ensure that funds meant for purchase of text or exercise books are well utilized. I have not heard a case of a school without books, and it is upon the headteachers and the BOMs to plan properly with the suppliers so that even when funds are delayed, they can access books and pay for them once funds are availed. Schools are not allowed to ask parents for any levies related to school projects (Interview, SCEO 5, June 7, 2017).

From the officers' remarks, this could possibly mean that the government disburses enough funds for school projects. The implication would be that there was mismanagement of funds meant for learning resources by school authorities which concurs with observations by Echaune (2014).

Previous studies on FPE had indicated that parents paid levies for school activities (Tumo, 2016; UNESCO, 2012). However, parental responsibilities cannot be done away with which includes feeding, clothing and giving shelter to children. The Basic Education Act (2013) and UNESCO (2012a) clearly stated that parents should ensure that children attended school regularly and that they did not default in the discharge of their responsibilities as parents as this helped to bring success to their children.

4.5.4 Views from Respondents on Whether Parents Transferred Children to Private Schools

Further, the study sought to establish from teachers, headteachers, PAs and BOMs whether parents transferred children to private schools after FPE implementation. Since education was free, parents were expected to embrace the opportunity of sending children to public primary schools especially those who had financial challenges. Information from

respondents was meant to find out whether parents still transferred children to private schools in even after education was declared to be free. Findings were as shown in table 19.

Table 19

Respondents Views on Whether Parents Transfer Children to Private Schools

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	89	(21.6)	161	(39.1)	129	(31.3)	27	(6.6)
Responses from Headteachers	-	-	9	(36.0)	10	(40.0)	3	(12.0)
Responses from PAs	7	(28.0)	8	(32.0)	6	(24.0)	3	(12.0)
Responses from BOM	6	(24.0)	4	(16.0)	10	(40.0)	2	(8.0)

Findings in table 19 on whether parents continued to transfer children to private schools showed that 21.6 % teachers strongly agreed, while 39.I % agreed. For the PAs 28.0 % strongly agreed while 32.0 % agreed. For the headteachers, none strongly agreed while 36 % agreed. For the BOMs, 24 % strongly agreed while 16 % agreed that parents no longer transferred children to private schools. The findings show that teachers and PAs were more in agreement that parents transfer children to private schools than headteachers and BOMs who seemed to disagree.

From FGDs, it emerged that other than a few parents who could afford to take children to private schools; others did not see the need to transfer their children as they were satisfied with the learning that was taking place in public schools. Parents also pointed out that their nature of job and distance to schools made some of them to send children to boarding schools. The other reason given was the laptop project introduced in public primary schools which had become attractive to parents and some were as well withdrawing children from private schools to public primary schools. Parents' findings conformed to those of the Sub County education officers who implied that children in public primary schools had an opportunity to perform well since the government availed learning resources to schools.

According to the CDE, private schools in the region were few and that some public primary schools were performing better than private schools thereby confirming earlier reports (APHRC, 2010; Shojo, 2015), that at the inception of FPE in 2003, many children had been transferred to private schools. Further the CDE pointed out that, parents feared

that school performance would be affected by the confusion that ensued concerning their roles and those of the government.

A study by KNBS (2016) and Sifuna (2008) had shown the rate of children's transfer from public to private schools to be high. Tooley and Dixion (2008) on the other hand, had reported that as early as 2004, one year after FPE implementation, some parents continued to transfer children to private schools; while Sifuna (2008) attributed this to school levies demanded in public primary schools that were said to be higher than school fees charged before FPE implementation.

Earlier reports show conflicting results in regard to children's transfer to private schools which was also exhibited by different respondents. The probable reason could be the different periods in which the studies were conducted and the fact that enrolment rates kept on fluctuating based on performance in specific schools as well as introduction of the lap top project as pointed out by some parents. Findings for those who agreed concurred with those of KNBS (2016) that showed private primary schools increasing at a higher rate than public primary schools.

4.6 Respondents Views on Whether Parents' Participated in FPE Implementation Process

To understand parent's responses towards FPE implementation, the researcher sought information from parents, teachers, headteachers, BOMs, PAs and education officers on whether parents liked the idea of not paying levies, gave material support for school projects, sent their children to school and whether parents paid regular visits to schools.

4.6.1 Responses on Whether Parents liked the Idea of not Paying Levies

There had been mixed reactions across the country in the way that parents responded to FPE policy declaration. It was therefore important to find out from respondents what their views were about FPE policy as this was seen to determine how their involvement would be in the policy implementation. The study therefore sought information from teachers, headteachers, PAs and BOM chairpersons on whether parents liked the idea that they no longer paid school levies. Findings were as shown in table 20.

Table 20

Respondents Views on Whether Parents liked the idea of not Paying Levies

	SA		A		D		SD	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**
Responses from Teachers	257	(63.5)	125	(30.9)	16	(4.0)	1	(1.5)
Responses from Headteachers	11	(50.0)	9	(40.9)	2	(9.1)	-	-
Responses from PAs	15	(62.5)	7	(29.2)	1	(4.2)	-	-
Responses from BOM	6	(31.6)	9	(47.4)	3	(15.8)	1	(5.3)

Findings show that teachers (63.5 %), headteachers (50.0 %), PAs (62.5 %) and BOMs (31.6 %) strongly agreed that parents liked the idea of not paying levies. Quite a high number of teachers (30.9 %), headteachers (40.9 %), PAs (29.2 %) and BOMs (47.4 %) also agreed that parents liked the idea of not paying levies. Therefore, from respondent's views, parents liked the idea that they were no longer to pay school levies for their children.

From interviews with Sub County education officers, it was clear that as per FPE policy, parents were not meant to pay levies. However, the officers were quick to point out that school BOMs in consultation with parents had the mandate to prioritize school needs and advice parents accordingly.

Findings from FGDs with parents show that they liked the idea of not paying levies though education was not free as FPE policy stated. They knew very little about funds disbursed to schools by the government and neither were they aware of the amount of money allocated to each child. Therefore, being not privy to information about funds disbursed to schools, parents were very suspicious of BOM activities as earlier noted by KENPRO (2013). During discussions with parents, it was found out that school administrators were not comfortable with questions related to FPE funds which made parents to reserve their comments during school meetings.

The CDE and the Sub County education officers disclosed that some headteachers were very discreet with school enrolment figures which determined the amount of money that each school would receive from the government. This concurred with a report from the Ministry of Education (2012c) which had indicated that schools were not well sensitized on the importance of providing reliable and credible data and that some school managers

exaggerated enrolment figures in order to get more government/donor funding. The following were figures given by parents as fees charged by their school (see table 13) (FGD 2, March 21, 2017).

Table 21

Parents responses on School Fees paid by Parents

Activity	**Charges in Kenya Shillings/per Term**
Co-Curricular	400
Lunch Program	1150
Water and Electricity	680
Local Examinations	190
KCPE facilitation	180
Collection of KCPE results	150
Total	**2750**

According to the findings, although parents liked the idea of FPE, as reflected in table 21; education was not as 'free'. Accordingly, headteachers only informed parents when FPE funds were received but they did not disclose to the parents the amount or specific activities for which funds were meant. Further parents added that it was only BOM members who were privy to the schools financial status. One parent said:

> BOM members are usually quiet about funds while the headteacher does not entertain questions about school funds. We just pay what schools demand. There are cases in which some parents from our school have gone to court over payments but nothing has been done so far (FGD 8, May 26, 2017).

Parents seemed not to understand why schools did not make their usual demands in second term, though some of them were aware that the Ministry of Education had been very strict in ensuring that parents did not pay any levies and was closely monitoring how school funds were being managed. Some parents from other schools also indicated that they had been paying quite a high fee which was amounting to K.sh 2240 per year from standard 1-4 and K. Sh. 4440 for standard 5-8.

Though this was different from other respondents in regard to payments, it was an observation cutting across the eight focus group discussions in Nyeri County, a finding that led to the understanding that parents were paying levies which was still a burden to them. Further, during interviews with the Sub-County education officers, one of them confirmed

that some parents complained about school payments but they were dismissed as those who did not want to conform to BOM resolutions for the betterment of their school.

The idea of involving BOMs in making school decisions had been criticized on the basis that parents were not fully consulted on some of the issues concerning school management especially financial management (Ogolla, 2010). There had been mixed reactions across the country in the way that parents responded towards FPE implementation (KENPRO, 2010). Literature shows that parents were subjected to paying levies under the guise of school development, school activities, and lunch programmes among others (Kenya, 2008; Ogolla, 2010).

4.6.2 Respondents Views on Whether Parents gave Material Support for School Projects

Before FPE, provision of learning resources in several schools had been left in the hands of parents while the government played the role of paying teachers. This study sought to find out from teachers, headteachers, PAs and BOM chairpersons whether parents were engaged in buying learning resources after FPE implementation (See table 22).

Table 22

Respondents Views on Whether Parents give Material Support for School Projects

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	51	(12.4)	214	(51.9)	108	(26.2)	30	(7.3)
Responses from Headteachers	7	(28.0)	8	(32.0)	4	(16.0)	3	(12.0)
Responses from Pas	6	(24.0)	11	(44.0)	3	(12.0)	4	(16.0)
Responses from BOM	5	(20.0)	10	(40.0)	5	(20.0)	1	(4.0)

Findings show that 12.4 % of the teachers strongly agreed, while 51.9 % agreed and 26.2 % disagreed that parents give material support for school projects. Headteachers findings show that 28.0 % strongly agreed while 32.0 % agreed while 16.0 % disagreed. For the PAs, 24.0 % strongly agreed, while 44.0 % agreed and 12.0 % disagreed. For the BOMs 20.0 % strongly agreed, 40.0 % agreed and 20.0 % disagreed (See table 21).

From FGDs, some parents felt that provision of learning materials were a school responsibility. They further added that towards the end of term three, resources were

usually exhausted and schools asked them to buy certain items like exercise books as they waited for governments funding. Late disbursements of funds seemed to create mistrust in the management of schools funds prompting parents to be reluctant to assist. Parents however implied that they had no choice but to provide materials that schools required to ensure that children were not sent home. His concurred with earlier studies which had indicated that public primary schools were in dire need of learning resources and other school infrastructure to enable them create a better learning environment for pupils (Kimu, 2012; KENPRO, 2013; APHRC, 2010).

4.6.3 Respondents Views on Whether Parents sent their Children to School

FPE policy implementation required that parents send their children to school as the government was to take care of school levies. This study therefore sought to find out from teachers, headteachers, PAs and BOM chairpersons whether parents sent children to school once education was declared as free. Findings were shown as shown in table 23.

Table 23

Respondents Views on Whether Parents sent their Children to School

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	172	(41.7)	213	(51.7)	17	(4.1)		
Responses from Headteachers	13	(52.0)	7	(28.0)	2	(8.0)		
Responses from Pas	11	(44.0)	10	(40.0)	-		1	(4.0
Responses from BOM	7	(28.0)	13	(52.0)	1	(4.0)	-	-

According to the study findings, 41.7 % of teachers strongly agreed and 51.7 % of them agreed that parents sent their children to schools while only a small proportion (4.1 %) disagreed. For the headteachers, 52.0 % strongly agreed and 28.0 % agreed while only 8.0 % of them disagreed. For the PAs (44 %) strongly agreed and 40 % agreed while for the BOMs, 28 % strongly agreed, 52 % agreed and only 4.0 % disagreed that parents send their children During discussions with parents, they indicated that they would not have liked their children to be away from school and that the only challenge was when schools sent their children home to fetch learning materials like exercise books, pens and other materials which affected poor parents as they could not afford. One of the parents had this to say:

> We know that there is no good life for our children without education and we have seen what is happening in our area where children have become drunkards and useless, and that is why we hail the government for FPE though we provide children with exercise books, supplementary books, plates and spoons as well as firewood (FGD 2, May 27, 2017).

According to the Sub-County education officers, parents were willing to have their children in school. In relation to lunch, children had the option of either carrying packed lunch or pay for schools lunch programmes. Further, supplementary books were optional, and schools were not supposed to demand for them as they would keep children from poor families away from school. Such were some of the numerous barriers and risks that disadvantaged children faced (GMR, 2014). The CDE supported the view that parents may volunteer to support any school programme upon which no child ought to be sent home. From the findings, some parents though, opted to buy text books to avoid children from getting into trouble with teachers in case of lost books which was against FPE policy.

Results indicated that parents were very willing to have their children stay in school unlike in previous reports. A high percentage of respondents either strongly agreed or agreed which concurs with reports that after FPE implementation, enrolments went up a sign that parents sent their children to school (Oketch & Ngware, 2012). Findings could also imply that parents were willing to have children in school though they were confused as to what was expected of them in the process of FPE implementation. This misunderstanding as Ndichu et al (2013) had earlier observed, was due to the fact that the Ministry of Education as well as schools did not clarify how stakeholders were to be involved in the implementation process.

4.6.4 Respondents Views on Whether Parents Visited Schools Regularly

Parents feel free to visit schools with a welcoming environment although they generally tend not to be free with teachers. Standing (1999), had observed that school fees were a prohibiting factor especially to parents who could not afford it in time which made their children to stay away from schools. Free education would be seen to remove or reduce such fears and perhaps parents only interest would be to monitor children's progress in education. It was important to find out from respondents whether parents visited schools

regularly after FPE implementation. Results were as shown in table 24.

Table 24

Respondents Views on Whether Parents Visited School Regularly

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	35	(41.7)	154	(51.7)	177	(4.1)	34	(8.3)
Responses from Headteachers	4	(16.00)	9	(36.0)	9	(36.0)	-	-
Responses from Pas	3	(12.0)	10	(40.0)	7	(28.0)	4	(16.0)
Responses from BOM	3	(12.0)	10	(40.0)	7	(28.0)	1	(4.0)

Findings from teachers however showed a different picture in that 41.7 % strongly agreed, 51.7 % agreed while a few (4.1 %) disagreed that parents continued to keep away from schools. According to the teachers, parents were visiting schools regularly which could mean that FPE implementation had played a role in reducing parents' fear of visiting schools. The financial aspect could therefore be ruled out as a major factor that continued to keep parents away from schools among others.

Findings from headteachers show that 16 % strongly agreed on the same while 36 % agreed and 36 % disagreed. Headteachers too supported the view that parents visited schools regularly. For the PAs, 12 % strongly agreed while 40 % agreed and 28 % disagreed that parents regularly visited schools. Findings of BOMs showed that 12 % strongly agreed, 40 % agreed while 28 % disagreed. From respondent's views, it was noted that they generally agreed that parents regularly visited schools regularly.

Findings though, from discussions with parent's implied that parents opted to keep away from schools unless they were invited. Some of them visited schools only when there was a meeting or when teachers asked them to come to school for various reasons. According to some parents, regular visits to schools were a bother to the teachers and that there was no need to go to school once they had met all school requirements.

Other parents reported that quite often, parents who did not comply with school rules were summoned by the headteacher and that was why most parents ensured that levies decided upon by BOMs were paid in time. Some school administrators were reported to be very strict on parent's visits since some parents were also rough with the teachers. To avoid such incidences, parents had been advised to visit school only when invited by teachers.

When relationships between parents and schools are strained, they do not feel free to regularly visit schools and especially when there are financial implications. This could mean that the same old fears among parents towards teachers still persisted and that some opted to stay away from schools which concurred with similar findings by Willard (1932). However, parents in their discussions implied that since the government was funding education, they did not see the need to go to school quite often as academic days were usually set by schools which they felt obliged to attend. The implication is that most visits earlier on were pegged on levies demanded by schools upon which parents would visit schools to explain their position in case of non-payment.

4.7 Respondents Views Towards Invitations of Parents to Participate in FPE

The next sections therefore specifically sought information from parents, teachers, headteachers, BOMs, PAs and education officers on whether parents supported schools study trips, class projects, attended meetings as well as school sports day.

4.7.1 Respondents Views on Whether Parents Supported Study Trips

Study trips are meant to reinforce understanding of what is learnt in class and most schools request parents to support their children when schools organize for trips. According to parents' interpretation of FPE policy, there were not meant to pay any levies to school which could mean that schools demands for any levies would be against the policy. It was important to find out how parents responded to such demands. This study sought information from teachers, headteachers, PAs and BOM chairpersons on whether parents gave financial support to study trips (See table 25).

Table 25

Respondents Views on Whether Parents Supported Study Trips

	SA		A		D		SD	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**
Responses from Teachers	62	(15.0)	199	(48.3)	113	(27.4)	24	(5.8)
Responses from Headteachers	1	(7.9)	16	(68.4)	5	(13.2)	-	
Responses from PAs	3	(12.0)	10	(40.0)	7	(28.0)	4	(12.0)
Responses from BOM	2	(8.0)	14	(56.0)	4	(16.0)	1	(4.0)

Findings show that most of the respondents agreed that parents supported school trips. As for the teachers 48.3 % agreed, headteachers 68.4 %, PAs 40 % and BOMs 56 %. A few teachers (27.4 %) and PAs (28 %) however, disagreed that parents supported study trips Parents are expected to finance study trips and since most of them may not afford this could be interpreted as a sign of not supporting study trips.

Findings in this study also indicated that parents were in support of their children going out for study trips. However from FGDs with parents, it was evident that parents supported study trips although some felt that this was a school responsibility as it was part of learning. Some parents though paid for the trips only to avoid a situation where children would feel discriminated while others only paid for the trip only when the child performed well.

From the findings, parents were willing to support study trips though not voluntarily. Some however, did not take study trips as part of learning while others were uncomfortable to allow their children travel at night. Parents' responses show that schools did not invite them to accompany their children during study trips which made them perhaps think that such an exercise was meant for children. On the other hand, some parents may not have realized the connection between trips and learning and probably that was the reason why some parents gave conditions before they financed study trips. During such activities parents interact freely with teachers and strengthen their relationships. They also participate more willingly when schools encourage them and create the need to develop activities in which they could be engaged (Epstein, 2011).

Study trips are meant to reinforce understanding of what is learnt in class and most schools request parents to support their children when schools organize for trips. Parent's level of participation may be determined by whether schools invite them to be involved in school activities (Hoover-Dempsey & Sandler, 1997). Normally, very few parents would voluntarily offer their assistant unless asked to do so. Parents tend to shy away from school responsibilities as they do not want to cross teachers' paths. From findings of an in-depth interview with parents, Crozier (1999) had established that working class parents perceived teachers as superior and distant since teachers engaged parents only on their own terms which were regarded as not encouraging.

4.7.2 Views of Respondents on Whether Parents Supported Class Projects

In teaching, learning aids and teaching materials are necessary in order to actively involve pupils in learning. In the case of FPE in Kenya, sudden increase in school enrolments had effects on teachers' instructional capacity and control of the classroom interaction processes (Majanga, Nasongo & Sylvia, 2011). Increase in class sizes meant increase in learning material provision per class. It was important for the study to find out from teachers, headteachers, PAs and BOM chairpersons whether parents supported teachers in class projects. The results were as presented in table 26.

Table 26

Respondents Views on Whether Parents Supported Class Projects

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	46	(11.2)	244	(59.20)	102	(24.8)	13	(3.2)
Responses from Headteachers	-		15	(60.0)	6	(24.0)	-	-
Responses from Pas	5	(20.0)	14	(56.0)	2	(8.0)	3	(12.0)
Responses from BOM	3	(12.0)	11	(44.0)	4	(16.0)	1	(4.0)

Findings showed that 11.2 % of the teachers strongly agreed that parents gave their support while 59.2% agreed and 24.8 % disagreed. These findings show that parents were aware of the importance of learning materials in class and supported in their provision. This concurs with Abuya et al (2015) who had established that parents supported their children in class projects. For the headteachers 71.4 % agreed while 28.6 % disagreed. On the same

issue 20 % of PAs strongly agreed that parents supported class projects, 56 % agreed while 8 % disagreed. For the BOMs 12 % strongly agreed and 44 % agreed while 16 % disagreed

From the findings, a high percentage of respondents agreed to the fact that parents supported class projects. In Kenya academic performance of children is highly prioritized as the system allows for the highly qualified students to be placed in better performing schools at secondary schools (Amutabi, 2003). It is one of the reasons why parents supported their children to enable them access the best performing schools in the country. These findings though, did not conform to those of Echaune et al (2014) in a study that was conducted in Teso whose findings had indicated low parental support for class projects.

From FGDs with parents it was found out that some parents felt strained by numerous demands from teachers and not until children were sent home, some never complied in the hope that the government would intervene. They reasoned that there were times when some materials were not available at home forcing parents either to borrow or buy them which was an extra cost. Parents felt that schools had become too demanding.

During FGDs, some were of the opinion that schools should set a standard amount of money to be paid by parents specifically for the purchase of learning materials. Other parents expressed the feeling that schools were taking advantage of the fact that parents were not aware of how much the school received as FPE funds. This could mean that school administrators did not give full information about school funding which resulted to mistrust. To the parents, as Ojiambo (2010) observed, it was a plan by school administration to exploit them.

4.7.3 Respondents Views on Whether Parents Attended Meetings

School meetings bring children, teachers, parents and guardians together. According to Ngwacho (2011) and Kimu (2012) some parents fail to attend meetings as they feel that authority is tied to monetary contributions and now that education was free, they did not see the need to go to school. However as per the findings of this study contrary to Kimu's findings, parents seemed to be very positive about school meetings. Findings from teachers, headteachers, PAs and BOM chairpersons on whether parents attended school meetings were as shown in table 27.

Table 27

Respondents Views on Whether Parents Attended School Meetings

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	78	(18.9)	292	(70.9)	24	(5.8)	9	(2.2)
Responses from Headteachers	9	(36.0)	12	(48.0)	1	(4.0)		
Responses from PAs	9	(36.0)	12	(48.0)	-		2	(8.0)
Responses from BOM	5	(20.0)	11	(44.0)	3	(12.0)	2	(8.0)

Findings of the study show that 18.9 % of teachers strongly agreed while 70.9 % agreed that parents attend meetings. Headteachers (36 %) strongly agreed while 48 % agreed, 36 % of PAs strongly agreed while 48 % agreed and 20 % of BOMs strongly agreed, and 44 % agreed. It was therefore evident that perhaps the narrative of parents keeping away from meetings is long gone. The proportion of those who disagreed that parents attend meeting is quite low while those strongly agreeing tend to be high.

Similarly, parents in FGDs confirmed that most of them never missed school meetings. They added that schools communicate to parents mainly through writing to ensure that all parents were aware of the meeting dates. Some of the parents who disagreed said that they attended mainly not to hurt their children while other attended meetings to avoid being summoned to school or their children being sent home. Some female participants however pointed out that in most of the meetings, the number of male attendees was usually very low and that some men had actually neglected their duties after education was declared free.

Education officers on the other hand, supported the view that parents attended school meetings. One education officer explained that headteachers had the mandate to summon parents since they were expected to support their children both at home and in school. The Basic Education Act (2013) for example has procedures that ought to be followed in case parents failed in their duties. However, the CDE clarified that there was no child who was supposed to be sent home as a punishment but instead, parent were answerable for such failures. School meetings bring children, teachers, parents and guardians together. Sentiments by women participants in FGDs concur with earlier findings by Williams et al (2002), who had observed that mothers felt more involved than fathers in

children's education and especially since non-attendance would affect their children directly.

Ngwacho (2011) and Kimu (2012) had reported that some parents failed to attend meetings as they felt that authority was tied to monetary contributions. However, their findings did not concur with those of this study as parents were reported to be positive on attending school meetings.

4.7.4 Respondents Views on Whether Parents Attended Sports

In as much as academics play an important role in a person's success, there are also other fields such as sports, music and drama that some people have explored by nurturing their talents and have succeeded which call for a balanced and inclusive curriculum in schools. Such activities go hand in hand with discipline since co-curricular activities entail rules (Eneza, 2016). Some parents view co-curricular activities as a distraction to learning though according to the Conversation (2017) co-curricular activities are a great pillar that schools should use to improve their academic performance other than just concentrating on academics at the end of each year.

The aim of the new curriculum proposed to take effect from 2018 was to enable every child to become an engaged and empowered (APHRC, 2015) by providing them with world class standards in the skills and knowledge that they deserve, and which they need in order to thrive in the 21st century. It was important therefore to find out from teachers, headteachers, PAs and BOMs whether parents supported school activities and specifically if they took part in sports (see table 28).

Table 28

Respondents Views on Whether Parents took part in School's Sports Day

	SA		**A**		**D**		**SD**	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**
Responses from Teachers	17	(4.1)	103	(25.00	200	(48.5)	78	(18.9)
Responses from Headteachers	2	(8.0)	4	(16.0)	13	(52.0)	3	(12.0)
Responses from PAs	5	(20.0)	6	(24.0)	7	(28.0)	6	(24.0)
Responses from BOM	3	(12.0)	10	(40.0)	6	(24.0)	2	(8.0)

From the findings, most of the respondents were of the view that parents did not attend schools sports day. Teachers who disagreed were 48.5 %, headteachers 52 %, PAs 28 % and BOMs 24 %. However, most of the PAs (40 %) strongly disagreed that parents attend sports day an indication that either parents were not invited or they had no interest in co-curricular activities.

Similarly, from FGDs with parents, most of them said that they were too busy to engage in such activities and even still some considered sports as childrens activities and not meant for the elderly people. According to some parents, schools did not take the initiative to involve them in such activities as sports and that is why they did not participate. These sentiments reflect that some parents were yet to realize the importance of co-curricular activities in schools and on the side of schools; they had not brought parents on board.

In support of these views, the government is very keen to ensure that children's skills and talents are identified and encouraged through holistic learning. This is evident in the proposed changes of the new curriculum which are aligned to the vision of the new curriculum. Though the proposed new curriculum (2018) was to address special children, that is, through assessments that were to be based on their competencies, parents roles were still not clear though they are expected to play a big role in both identifying and helping to develop special traits in their children.

Life skills assist in preparing children to fit and actively participate in both the economic and social aspects of their community (UNICEF (2017). Children are also expected to be creative innovators and independent in making sound judgments for their future undertakings. Therefore parents awareness of what the new curriculum entails would enable them to appreciate the importance of attending and participating in schools co-curricular activities.

4.8 Respondents Views on the Likely Effectiveness of Parents Participation in FPE Implementation

This study sought to find out from parents, teachers, headteachers, BOMs, PAs and education officers if parents were aware of the effectiveness of their participation in FPE implementation. This was done by assessing parents involvement in children's' homework, rewarding of pupil's efforts and in discussing pupil's progress in school.

4.8.1 Respondents Views on Whether Parents Supervised Pupils Homework

One way to find out the value that parents attached to their participation in FPE implementation was by establishing how keen they were with children's homework. A Likert scale for responses from teachers, headteachers, PAs and BOM chairpersons, ranging from strongly agree, agree, disagree and strongly disagree, was used. Results are as shown in table 29.

Table 29

Views of Respondents on Whether Parents Supervise Pupils Homework

	SA		A		D		SD	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**
Responses from Teachers	29	(70)	223	(54.1)	128	(31.1)	19	(4.6)
Responses from Headteachers	-		16	(64.0)	5	(20.0)	1	(4.0)
Responses from PAs	4	(16.0)	14	(56.0)	5	(20.0)	16	(4.0)
Responses from BOMS	6	(24.0)	21	(56.0)	3	(12.0)		-

Findings from respondents on whether parents supervised children's homework show that teachers (54.1%), headteachers 64 % agreed, PAs 56 % and BOMs 56 % agreed that parents were actively involved in assisting children with homework. A few teachers (31.1%), headteachers (20 %) and PAs (20 %) disagreed that parents were keen to help children with homework

From discussions with parents in FGDs, they affirmed that they assist children with homework although they experience difficulties in assisting them. Other parents said that they only ensured that children did their homework. One parent said:

> I would like to help but at times the assignments are too hard for me and therefore I ask my child to get assistance from a neighbor (student in high school) to avoid giving wrong answers. What children are learning today is different from what we learnt. For example, there are new formulas in mathematics as well as many new words in Kiswahili and that is why i ask my child to get assistance (FGD 3, May 20, 2017).

Parent's frustrations in regard to assisting pupils with homework were evident as some feared to give false answers and therefore tended to avoid helping their children. The 'strongly disagree' category on whether parents assisted children with homework was however insignificant.

The situation could have risen due to barriers that existed between parents and teachers as well as limited time for working parents. Desforges and Abouchaar (2003) pointed out that although parents express positive feelings about homework, they have certain concerns about involvement due to their limitations in subject-matter knowledge and effective helping strategies. Taylor (1968) had observed that teachers and parents may have 'leftover anxieties' while Willard (1932) termed them as 'natural enemies'.

Powell (1989) had argued that parents and teachers maintain qualitatively different relationships with the same child, especially in regard to affective bonds and spheres of responsibility and as a consequence want different things for the child. Radu (2011) had observed that parents rarely found time to get involved with homework, and when they did, those with low level of education tended to shy away from contributing to discussions with their children. Therefore lack of time or academic skills on the part of parents may at times be interpreted as lack of interest while some studies show that parental involvement in homework was high (Ciaraka, 2003). Osei-Akoto et al, 2012)

4.8.2 Respondents Views on Whether Parents Supported Rewarding Pupils Efforts

It has become common practice for schools to reward not only pupils' good performance but teachers as well. FPE funds excluded rewarding performance and therefore parents bore the cost. According to Wienner (2010) after FPE implementation, parents stopped giving rewards to high-performing teachers as well as reducing their incentives. Generally, parents did not feel obligated to contribute to their children's schools as education had become solely the government's responsibility (UNESCO, 2005b). It therefore implied that, as much as parents wanted to reward their children, they were not comfortable with levies hitherto charged. The study therefore sought to find out from teachers, headteachers, PAs and BOM chairpersons whether parents supported schools in rewarding pupils' efforts (See table 30).

Table 30

Views of Respondents on Whether Parents Support Rewarding of Pupils' Efforts

	SA		A		D		SD	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**
Responses from Teachers	58	(14.1)	250	(60.7)	73	(17.7)	19	(4.6)
Responses from Head teachers	6	(24.00	11	(44.0)	4	(16.0)	1	(4.0)
Responses from Pas	7	(28.0)	12	(48.0)	2	(8.0)	3	(12.0
Responses from BOM	4	(16.0)	14	(56.0)	4	(16.0)	1	(4.0

Findings show that 14.1 % of teachers strongly agreed that parents supported rewarding of pupils while 60.7 % agreed. Similar findings were recorded for headteachers with 24 % who strongly agreed while 44.0 % agreed, PAs (28 % strongly agreed and 48 % agreed) while 16 % of BOM strongly agreed and 56 % agreed. Most of the respondents seemed to highly agree that parents supported rewarding of pupils efforts which meant that parents appreciated the fact that they had a role to play in FPE implementation. A small proportion disagreed that parents supported rewarding children.

From interviews with education officers on parents support towards rewarding of pupils, it emerged that schools made their own local arrangements amended at motivating children and improving their performance although they were not required to charge parents for such activities. One Sub County education officer (SCEO) said that consultations among parents, teachers, PAs and BOMs ought to take place before such decisions were made and had this to say:

> When parents report that schools are demanding for levies to service such noble initiatives, I send them away because they are supposed to cooperate with PAs, BOMs as well as other parents. After all, their children are also rewarded when they perform well and the more reason why they should be in support of the initiative (Interview, SCEO 7, May 12, 2017).

From discussions in one of the FGD, it emerged that though not all children received gifts, parents were ready to contribute as they had to abide by the rules. After all, they appreciated the fact that they would also have liked their children to be rewarded for their efforts.

It had become common practice for schools to reward not only pupils' good performance but teachers as well. Capitation grants from the government for FPE excluded

funds for rewarding performance and therefore parents bore the cost. According to Wienner (2010) after FPE implementation, parents stopped giving rewards to high-performing teachers as well as reducing their incentives. It therefore implies that as much as parents wanted to reward their children, they were not comfortable with levies hitherto charged.

4.8.3 Respondents Views on Whether Parents went to School to Discuss Pupils Progress

According to Desforges and Abouchaar (2003), parental role construction in regard to their children's education is not the only determinant of their involvement but a sense of their personal efficacy as well which means the degree to which they feel able to make a difference. Barrett (2011) also pointed out that stakeholders should be part of ongoing dialogue around issues of education and development, and that they should be involved in monitoring and analyzing progress and identifying best practices and standards.

However some parents shy away from school if their children did not perform well while others had their own limitations especially in respect availability of time (Standing, 1999). The exchange between teachers and parents revolves around the child's behavior in school and at home as well as academic work of the child which is meant to enhance their performance. It is therefore important that parents have information on how their children are performing and that is why schools organize academic days or education clinics. This study therefore sought to find out from teachers, headteachers, PAs and BOM chairpersons whether parents availed themselves to discuss pupils' progress. Results are presented in table 31.

Table 31

Views of Respondents on Whether Parents Went to School to Discuss Pupils' Progress

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	42	(10.2)	235	(57.0)	103	(25.0)	20	(4.9)
Responses from Headteachers	5	(20.0)	13	(52.0)	4	(16.0)		
Responses from Pas	4	(16.0)	15	(60.0)	3	(12.0)	2	(8.0)
Responses from BOM	4	(16.0)	15	(60.0)	3	(12.0)	1	(4.0)

Findings show that a few respondents 10.2 % of teachers, 20 % headteachers, 16.0 % PAs and 16.0 % BOMs strongly agreed, while most of the respondents: teachers (57 %),

headteachers (52 %), PAs (60 %) and BOMs (60 %) agreed that parents attended school academic day. However, there were few respondents who disagreed. Parents also attended academic meetings as they wanted to know how their children were performing. One parent in a focus group discussion added:

> I wait for the schools' academic day to discuss my child's progress as I am employed. I hope teachers understand because I have to work in order to get money to pay for tuition to enable my child learn for extra hours (FGD 4, March 21, 2017).

This can possibly be interpreted to mean that other than school obligations, parents have other major roles to play for their families and therefore by paying for extra hours they are convinced that it was their role to assist children perform well academically. Parents' responses concur with those of CUEA (2011) that in Kenya, most parents were usually busy elsewhere to create time for school visits. Further, in Kenya, the practice of private tuition in schools has been a subject of discussion especially at the primary school level to the extent whereby the Basic Education Act (2013) strictly prohibits schools from subjecting pupils to holiday and weekend tuition. This could as well explain why parents were keen to monitor pupils' progress as it involved payment of private tuition that was organized by schools.

Some parents shy away from school if their children are not performing well while others have their own limitations especially in respect to availability of time (Standing, 1999). The exchange between teachers and parents revolves around the child's behavior in school and at home as well as academic work of the child which is meant to enhance their performance. A welcoming school environment where school administrators and teachers make parents feel that they are important to the affairs of the school is one way that can encourage participation. When parents are encouraged they have confidence in whichever way they assist children (Epstein, 2010). It is therefore important that parents have information on how their children are performing as this can motivate them to go to school.

4.9 Respondents Views on Parents Expectations of FPE Policy Implementation

This study sought to know from parents, teachers, and headteachers, BOMs, PAs and education officers what parents expectations were after FPE policy was implemented. The areas investigated were financing of school projects, learning resources, infrastructure

development, local examinations, and the feeding/lunch programme.

4.9.1 Respondents Views on Whether Parents Expected to Finance School Projects

FPE policy was meant to free parents from the burden of paying levies to schools. Each school had their own unique projects depending on location and availability of local resources. Schools had started various projects long before FPE implementation which had not been factored in as the government disbursed funds to schools. The study therefore sought to find out from teachers, headteachers, PAs and BOM chairpersons on whether parents had expectations of financing school projects that were underway. Findings were as shown in table 32.

Table 32

Respondents Views on Whether Parents Expected to Finance School Projects

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	141	(34.2)	172	(41.7)	65	(15.8)	21	(5.1)
Responses from Headteachers	8	(32.0)	11	(44.0)	2	(8.0)	1	(4.0)
Responses from PAs	7	(28.0)	8	(32.0)	6	(24.0)	2	(8.0)
Responses from BOMS	4	(32.0)	15	(48.0)	3	(4.0)	1	(8.0)

From findings on financing school projects by parents, most of the respondents, (34.2 % of the teachers, 32.0 % of head teachers, 28 % PAs and 32 % BOMs) strongly agreed that parents expected the government to take full control of financing school projects. Quite a high number of respondents (teachers, 41.7 %, headteachers 44 %, PAs 32 % and BOMs 48 %) were also in agreement that the government should finance school projects. These findings possibly imply that parents expected the government to fully finance school projects.

This concurs with findings of a study by Gichura (2012), which indicated that parents had hoped that children living in poverty and learning in poor conditions would join formal public schools as education was free. This was similar to findings by Tooley and Dixon, (2010) and Njeru (2012) who had observed that parents in informal settlements rejected FPE provisions and kept children away from school as they did not find it

attractive due to the continued payment of school levies.

From discussions with parents, they were of the opinion that the government was aware of what was happening in schools and that their projects would get funding as well. Some projects like paying for electricity, school watchman, cooks and water bill among others were meant to be funded by parents but they hoped that the government would take over. Lack of school levies kept children away from school especially those who could not afford, meaning that parents did not expect that they would be funding school projects.

FPE policy implied that education was free and therefore parents had very great expectations. According to UNESCO (2007) FPE was seen as a turning point to many children who in the past could not access school due to various charges that were levied by schools.

4.9.2 Respondents Views on Whether Parents Expected to Provide Learning Resources

In most countries where FPE was implemented, resource mobilization was reported as a challenge (Republic of Kenya, 2015b; UNESCO, 2012; GEMR, 2016). The Dakar Framework of Action (UNESCO, 2000) had mandated countries to ensure that they were not left behind due to lack of resources. It was important to single out resources availability and adequacy before implementation of FPE as this was an important strength for the programme to succeed. It was for this reason that the study sought to establish from teachers, headteachers, PAs and BOM chairpersons whether parents expected that they would provide learning resources after FPE policy implementation. Findings were as shown in table 33.

Table 33

Respondents Views on Parents Expectations on Learning Resources

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	133	(34.2)	162	(41.7)	84	(15.8)	22	(5.1)
Responses from Headteachers	9	(36.0)	12	(48.0)	1	(4.0)	-	-
Responses from Pas	11	(44.0)	6	(24.0)	5	(20.0)	2	(8.0)
Responses from BOM	8	(32.0)	12	(48.0)	1	(4.0)	2	(8.0)

Findings from the teachers showed that 34.2 % strongly agreed that the government should provide learning resources, 41.7 % agreed, while 15.8 % disagreed and 5.1 % strongly disagreed. For the headteachers, 36 % strongly agreed, 48 % agreed while 4 % disagreed. As of PAs 44 % strongly agreed, 24 % agreed, while 20 % disagreed and 8 % strongly disagreed. Findings from BOMs show that 32 % strongly agreed, 48 % agreed, while 4 % disagreed and 8 % strongly disagreed.

Findings show that parents had high expectations that the government would provide learning resources. From discussions with parents on provision of learning resources they specifically stated that the government was providing some of the resources like text books, exercise books and other writing materials. However, some said that text books for example were few and that children were sharing.

This study also found out that some parents had taken it upon themselves to buy text books for their children to avoid sharing especially when children had home work to do. This could possibly mean that parents expected the government to provide learning resources. The phrase that kept coming up from parents during FGDs such as 'what is free' or 'how free' in regard to education pointed to the fact that the government was offering far way below parents' expectations. Similar findings had earlier been reported in Embu by Wachira et al (2011) and Ngeno et al (2014) in Uasin Gichu who found out that there was still a shortage of text books in primary schools.

From the education officers, it was apparent that the government was aware that resources were a challenge in most schools. However, they were of the view that most schools had received learning resources in form of textbooks and writing materials though they were not enough. According to them, parents were expected to provide children with materials that the government could not provide at the time. Their views therefore, differed with those of parents since this was not parents' expectation as no such communication had been given. In most countries where FPE was implemented, resource mobilization was reported as a challenge (Republic of Kenya, 2015b; UNESCO, 2012; GEMR, 2016). It was important to single out resources availability and their adequacy before implementation of FPE if the programme were to succeed.

4.9.3 Respondents Views on Whether Parents Expected the Government to Support Infrastructure Development

Physical facilities are important in enhancing school attendance, and in turn pupils' achievement. Despite government and stakeholders efforts, the achievement of EFA goal No. 2 target for Universal Basic Education by 2015 had been affected by poor school infrastructure in Kenya. This was due to, among other factors, inadequate funding to meet the rapid quantitative expansion of education resulting from the introduction FPE. Regarding infrastructure development in schools, the Basic Education Act (2013) stipulated that the government would provide infrastructure including schools, learning and teaching equipment and appropriate financial resources. Earlier studies had pointed out school infrastructure development as an area that had been sorely left in the hands of parents (Ministry of Education, 2012; Abuya et.al, 2013; ANCEFA, 2012). It was important therefore to establish from teachers, headteachers, PAs and BOM chairpersons whether parents expected the government to cater for development of school infrastructure (See table 34).

Table 34

Respondents Views on Parents Expectations on Government Support in School Infrastructure Development

	SA	**A**	**D**	**SD**
	F (%)	**F (%)**	**F (%)**	**F (%)**
Responses from Teachers	116 (28.2)	190 (46.1)	71 (17.2)	18 (4.4)
Responses from Headteachers	5 (20.0)	15 (60.0)	2 (8.0)	- -
Responses from Pas	7 (28.0)	8 (32.0)	6 (24.0)	2 (8.0)
Responses from BOM	8 (32.0)	11 (44.0)	3 (12.0)	1 (4.0)

Findings from teachers show that 28.2 % strongly agreed that parents expected the government to cater for school infrastructure development, 46.1 % agreed while 17.2 % disagreed and 4.0 % strongly disagreed. For the headteachers, findings were that 20 % strongly agreed, 60 % agreed while 8 % disagreed and none strongly disagreed. For the PAs, 28 % strongly agreed, 32 % agreed while 24 % disagreed and 8 % strongly disagreed. Findings from BOMs showed that 32 % strongly agreed, 44 % agreed while 12 % disagreed and 4 % strongly disagreed. A high percentage of respondents were of the opinion that

parents expected the government to cater for school infrastructure development. This could have been prompted by the fact that teachers, headteachers, PAs and BOMs were aware of the Basic Education Act that infrastructure was supposed to be taken care of by the government.

From FGDs, most of the parents were also of the view that since education was free; infrastructure ought to have been in the hands of the government. Parents were of the opinion that since the government was sending funds to schools; it was upon the headteachers to utilize such funds for development. This implies that parents were not convinced that funds disbursed to schools were not enough and in any case they did not know how much it was. Parents expected schools not to demand for funds since they did not reveal to them how they spent FPE funds.

From the observation checklist most of the schools visited had newly painted classrooms while some schools had newly constructed classrooms courtesy of political alignments from the region as well as donations from Constituency Development Fund (CDF). Kenya Government's largest investment in infrastructure is largely administered through the CDF, Local Authority Transfer Fund (LATF) and infrastructure grants disbursed to schools by the Department of Education (Republic of Kenya, 2013c). The CDF as observed had assisted various schools with the construction of toilets.

Findings from observation checklists also showed that most of the schools had at least two or three newly constructed toilets for boys and girls and some for the teachers. In all the schools visited, there was a concrete open water tank accessible to all pupils from where they draw clean water for drinking as well as for general cleaning. The water tank was a programme that was initiated by an NGO with the aim of boosting hygienic status of schools. Physical facilities are important in enhancing school attendance, and in turn pupils' achievement.

Despite government and stakeholders efforts, the achievement of EFA goal No. 2 target for Universal Basic Education by 2015 had been affected by poor school infrastructure in Kenya. This was due to, among other factors, inadequate funding to meet the rapid quantitative expansion of education resulting from the introduction FPE. Regarding infrastructure development in schools, the Basic Education Act (2013) stipulated that the government would provide infrastructure including schools, learning and teaching

equipment and appropriate financial resources. Earlier studies had pointed out school infrastructure development as an area that had been sorely left in the hands of parents (Ministry of Education, 2012; Abuya et.al, 2013; ANCEFA, 2012)**.**

4.9.4 Respondents Views on Parents Expectations on Payment for Local/Lateral Examinations

In 2016 the government made an announcement to the effect that parents were no longer to pay for the National Examination (KCPE) which is undertaken each year to enable progression of children from primary to high schools. Other than the national examination, schools had been on record for conducting local assessments either zonal or county examinations. Schools were reported to continue subjecting pupils to local examinations in order to assess pupils' progress (Kimu, 2012). According FPE policy, no such funds had been allocated to cater for local/lateral examinations. This study therefore sought to find out from teachers, headteachers, PAs and BOM chairpersons' whether parents expected to pay of local/lateral examinations. Findings were as shown in table 35.

Table 35

Views of Respondents on Parents Expectations on Payment for Local/Lateral Examinations

	SA		A		D		SD	
	F	**(%)**	**F**	**(%)**	**F**	**(%)**	**F**	**(%)**
Responses from Teachers	116	(28.2)	214	(51.9)	56	(13.6)	12	(2.9)
Responses from Headteachers	7	(28.0)	11	(44.0)	3	(12.0)	1	(4.0)
Responses from Pas	6	(24.0)	14	(56.0)	2	(8.0)	1	(4.0)
Responses from BOM	7	(28.0)	10	(40.0)	5	(20.0)	1	(4.0)

Findings on payment of local examinations show that teachers who strongly agreed were 28.2 % and 51.9 % for those who agreed; while those who disagreed were 13.6 % and 2.9 % strongly disagreed that the government should cater for local examinations. For the headteachers 28 % strongly agreed and 44 % agreed, while 12 % disagreed and 4 % strongly disagreed. Findings from PAs show that 24 % strongly agreed that parents expected the government to fund local examinations and 56 % agreed, while 8 % disagreed and 4 % strongly disagreed. From the BOMs, findings were that 28 % strongly agreed, 40 % agreed, while 20 % disagreed and 4 % strongly disagreed.

From the findings, it also appeared that parents expected the government to cater for local examinations. The view concurred with those of parents who in FGDs explained that it was only through continuous assessments that they would know how their children were progressing in their education and therefore the government ought to have put into consideration provision of funds for local examinations. Parents said that they paid for every examination that was done in the school. One parent had this to say:

> We are charged K. sh. 190 per term and parents who are mainly affected are those who have more children in the school. In addition, there are three major examinations per term which are referred to as the opener, mid-term and end term. If a parent has three children, then this would translate to K. sh. 1710 per term and K. sh. 5130 per year. To note also is the fact that we pay different amounts for tuition which we are told is meant to help 'complete syllabuses' (FGD 4, March 21, 2017).

It was also revealed that schools charged differently and quite often, parents transferred children to the public primary school that reportedly charged fewer fees. From discussions with parents, it was apparent that schools were operating differently based on how each interpreted FPE policy. Sub County education officers as well as the CDE supported schools in their bid to continually test pupil's progress as this was a local arrangement in consultation with BOMs and PAs. The CDE however added that schools should devise ways of procuring local examinations, such as requesting teachers to locally set examinations without necessarily charging parents.

4.9.5 Respondents Views on Parents Expectations on Schools Feeding Programme

In ASAL areas not only children but their parents also go to school so that they can access food (UN, 2015). Poor families at times also send children to schools without lunch. Some parents for example send children to work in dump sites so that they can have food on the table (Abuya et al (2013). Some schools had initiated lunch programmes especially meant for upper classes to ensure that all pupils were fed. It was important therefore to find out how schools were catering for lunch programmes which were not funded through FPE. The study sought information from teachers, headteachers, PAs and BOM chairpersons on parents' expectations on the schools feeding programme (See table 36).

Table 36

Respondents views on Parents Expectations on Feeding Programme

	SA F (%)	A F (%)	D F (%)	SD F (%)
Responses from Teachers	114 (27.7)	185 (44.9)	81 (19.7)	18 (4.4)
Responses from Headteachers	4 (16.0)	12 (48.0)	5 (20.0)	-
Responses from Pas	4 (16.0)	10 (40.0)	6 (24.0)	3 (12.0)
Responses from BOM	5 (20.0)	7 (28.0)	8 (32.0)	2 (8.0)

Findings showed that 27.7 % of teachers strongly agreed, and 44.9 % agreed, while 19.7 % disagreed while 4.4 % strongly disagreed that parents expected the government to support schools with lunch. For the headteachers findings were that 16 % of them strongly agreed, 48 % agreed while 20 % disagreed. For the PAs, 16 % strongly agreed and 40 % agreed while 24 % disagreed and 12 % strongly disagreed. The BOMs findings showed that 20 % strongly agreed and 28 % agreed, while 32 % disagreed and 8 % strongly disagreed

According to Sub-County education officers, two Sub Counties had been identified as experiencing draught most of the year while another Sub-County had received IDPs who required special attention. These Counties had a special programme where children were provided with lunch. The programme was meant for the very needy who were identified from the affected schools and not meant for all children in the school. Even so, parents were required to pay cooks and buy or provide firewood. As cited earlier in this study, poverty had been singled out as a key factor that hindered children from attending school regularly. Some parents were even reported to have encouraged their children to go out and trade in search of money to buy food (Abuya et al, 2013).

As for parents in FGDs, schools were not providing children with lunch instead a lunch programme was organized and parents paid to have their children take lunch. From the discussions, it was revealed that, lunch charges were different based on the type of meals that schools offered and the amount that the parent was able to pay. Some parents though declined to pay for lunch and instead had their children carry packed lunch as they felt that schools were exploiting them by charging high fees which they could not afford.

In ASAL areas not only children but their parents also were reported as going to schools so that they too could access food (UN, 2015). Poor families at times are known to send children to schools without lunch. Some parents for example send children to work in dump sites so that they can have food on the table (Abuya et al (2013). Some schools therefore, had initiated lunch programmes especially meant for upper classes to ensure that all pupils were fed.

4.10 Respondents Views on Whether Parents should Provide Learning Resources

The next section sought information from parents, teachers, and headteachers, BOMs, PAs and education officers on whether parents were ready to provide learning resources after FPE policy implementation.

4.10.1 Respondents Views on whether Parents were Ready to Provide Learning Materials

Provision of learning resources to schools was one of the FPE goals that the government hoped to achieve by the year 2015 as a way of relieving parents (APHRC, 2010). Resources like text books, exercise books, chalk, geometrical sets among others were provided for by parents either in form of materials or levies charged by schools before FPE implementation. This study therefore sought to find from teachers, headteachers, PAs and BOM chairpersons on whether parents were ready to provide learning materials after FPE policy implementation (See table 37).

Table 37

Respondents Views on Whether Parents were ready to Provide Learning Materials

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	39	(8.0)	192	(39.6)	192	(39.6)	52	(10.7)
Responses from Headteachers	1	(4.0)	12	(48.0)	6	(24.0)	3	(12.0)
Responses from PAs	2	(16.0)	8	(32.0)	9	(36.0)	5	(20.0)
Responses from BOMS	9	(32.0)	11	(44.0)	2	(8.0)	1	(4.0)

Findings showed that 8 % strongly agreed, 39.6 % agreed while 39.6 % disagreed and 10.7 % strongly disagreed that parents were ready to provide learning materials. As of

headteachers 4.0 % strongly agreed, 48 % agreed while 24 % disagreed and 12 % strongly disagreed

Findings of PAs showed that 16 % strongly agreed, 38 % agreed, while 36 % disagreed and 20 % strongly disagreed. For the BOMs findings indicated that 32 % strongly agreed, 44 % agreed, while 8 % disagreed and 4 % strongly disagreed. Except for the BOMs, other respondents showed mixed responses. For example, almost half of the teachers, headteachers and PAs agreed while half of them disagreed that parents should buy learning resources. Discussions with parents indicated that mixed views existed because schools asked parents to buy books when funds were delayed which left them with no choice but to comply. Parents expected schools to provide learning materials yet what children received was inadequate. One parent explained:

> Mainly towards the end of the term teachers ask children to buy books as those provided for the schools were over. Also at times the head teacher report to us that funds have been delayed and so we have no choice but to buy the books required. It is good for the schools to provide since we also provide uniform, lunch, school bags.... After all, they (school) started it and so they should continue (FGD 1, March 20, 2017).

This may explain why teachers, headteachers and PAs agreed that parents were ready to provide learning resources. Again from an interview with one of the Sub-County education officers in regard to provision of learning resources, headteachers were doing this against the rules since they were expected to explore other options of getting learning materials from the suppliers on credit.

Provision of learning resources to schools was one of the FPE goals that the government had hoped to achieve by the year 2015 as a way of relieving parents from the school fees burden (APHRC, 2010). According to the study findings, resources like text books, exercise books, chalk, geometrical sets among others were provided for by parents either in form of materials or levies charged by schools. Since FPE implementation, the government was emphasizing that funds had been disbursed to schools to cater for learning resources among other school needs. Parents support in provision of learning resources show that the government was not providing schools with enough resources.

The findings are similar to those of other studies which had reported that the commitment by the government to provide public primary schools with adequate learning resources was yet to be realized (Ndichu et al, 2013; Abuya, 2015; Republic of Kenya, 2015b). From this one could possibly conclude that parents were ready to provide learning materials, to ensure that children continued with learning though this was not what they expected since education was free. it was against their wish.

4.10.2 Responses on Parents views on Whether Learning Materials were Adequate

FPE policy implementation had raised enrolments in schools which were reported to strain existing resources. Before FPE policy implementation, parents took full responsibility of ensuring that children had both textbooks and exercise books. Since the government had pledged to provide with learning resources, it was important to establish if children were adequately provided with learning resources. Information was sought from teachers, headteachers, PAs and BOMs on the adequacy of learning resources in schools. Results were as shown in table 38.

Table 38

Responses on Parents Views on Adequacy of Learning Materials

	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Responses from Teachers	127	(26.2)	262	(54.0)	66	(13.6)	20	(4.1)
Responses from Headteachers	7	(28.0)	12	(48.0)	1	(4.0)	2	(8.0)
Responses from Pas	8	(32.0)	15	(60.0)	-	-	1	4.0)
Responses from BOM	6	(24.0)	8	(32.0)	8	(32.0)	1	(4.0)

Findings were that 26.2 % of teachers strongly agreed, 54.0 % agreed, while 13.6 % disagreed and 4.1 % strongly disagreed. For the headteachers, 28.0 % strongly agreed, 48 % agreed, while 4 % disagreed and 8 % strongly disagreed. As for the PAs 32.0 % strongly agreed, 60.0 % agreed, while only 4 % strongly disagreed. As for BOMs 24 % strongly agreed, 32 % agreed, while 32 % disagreed and 4 % strongly disagreed. Most of the respondents agreed that learning resources were inadequate. Interviews with Sub-County education officers as well as the County Director of education indicated that schools were receiving enough funds to purchase learning resources which were under the SIMBA (School Instructional Materials) account.

However in FGDs, parents were in agreement that at least text books for Mathematics, English and Kiswahili were at a ratio of 1:2 and some schools at a ratio of 1:3 while for the rest of the subjects like CRE, Science and social studies, text books were very few. Those available were shared among the pupils and some children could not have access to them. Some of the parents had taken it upon themselves to buy some of the books while others opted to buy encyclopedias which covered all subjects rather than buying a single text for one subject. One parent had this to say:

> We pay a fee of K. sh. 850 per term for security, electricity, water and for text books. Sometimes children are given tattered books and teachers do not accept them back when they are in that condition. I ask my child to take the books back to the teacher and I buy new ones instead..... (FGD 7, March 3, 2017).

In addition, a parent from another school had explained;

> At least nowadays we only pay K. sh. 80 to cater for water and electricity since the school was assisted with funds from the CDF which was used to purchase text books for each class. Some old boys and girls also visit the school and assist the children with text books (FGD 6, May 5, 2017).

One can therefore conclude that text books that were provided did not adequately address all subjects and that some subjects were more valued than others. Though the government had taken the initiative to develop learning materials for schools through KCDC, schools were not able to access them as they did not have enough funds (Gacicio & Gachoka, 2010). Recent developments by the government to directly supply schools with textbooks (Wanyama, 2018) may partly address the situation though parents will still be expected to participate in various provisions.

4.10.3 Suggestions by Respondents on Enhancement of Parents' Participation in FPE Implementation

The study sought to establish from respondents how parents' participation in FPE policy implementation could be enhanced in schools. FPE implementation was done without consultation with all education stakeholders. Responses from parents and education officers were discussed while those of teachers, headteachers, PAs, BOMs were presented in table 39.

Table 39

Respondents Suggestions on Enhancement of Parents Participation in FPE Implementation

	Teachers n=388		H/Teachers n=25		PAs n=25		BOM n=25		DEOs n=7	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Suggestions:										
Increase parent/teacher meetings	299	(77.0)	2	(9.5)	12	(76.3)	2	(68.2)	2	(40.0)
FPE to cater for all educational needs	2	(0.5)	-	-	-	-	-	-	-	-
Parents should support with learning materials	8	(2.1)	1	(1.48)	-	-	2	(9.1)	-	-
Create a conducive environment in schools	13	(3.4)	-	-	-	-	2	(9.1)	-	-
Introduce teacher/parent/ pupil activities	63	(16.2)	-	-	-	-	1	(4.5)	-	-
School to engage in fund raising drives	-	-	2	(9.5)	5	(23.8)	-	-	1	(20.0)
Parents to supervising homework	-	-	2	(9.5)	-	-	-	-	-	-
Headteachers to be from without the County	1	(0.3)	-	-	-	-	-	-	-	-
Schools to have feeding programmes	1	(0.3)	-	-	-	-	-	-	-	-
Schools to employ parents	1	(0.3)	-	-	-	-	-	-	-	-
Parents to support discipline pupils	-	-	2	(9.5)	-	-	-	-	-	-
Parents to support projects/infrastructure	-	-	3	(14.3)	-	-	-	-	1	20.0)
Parents to fill FPE financial gaps	-	-	9	(42.9)	-	-	-	-	-	-
Government to increase FPE funds	-	-	-	-	-	-	2	(9.1)	4	7.1)
BOMs be allowed to charge levies	-	-	-	-	-	-	-	-	4	(57.1)
School to mind children's welfare	-	-	-	-	-	-	-	-	1	(20.0)
Schools lobby for community support	-	-	-	-	-	-	-	-	1	(20.0)
Cost-sharing	-	-	-	-	-	-	-	-	2	(40.0)

Findings show that most of the teachers (77.0 %), PAs (76.3 %), BOMs (68.2 %) and Sub-County education officers (40.0 %) suggested the need for schools to increase parents meetings. One could possibly understand this to mean that parents were rarely invited to school which led to low teacher/parent interaction. This could also explain why some parents were hands-off in support of FPE policy implementation as they thought that since education was free, then the government was fully in charge of funding education. This concurred with findings of UNESCO (2005) which implied that parents did not feel

obliged to be involved since education had become solely the government's responsibility.

Another suggestion was for schools to introduce activities and programmes in which parents, teachers and pupils could be actively involved such as drama, sports and community environment day. This was confirming to the fact that parents rarely went to school since they had minimal roles to play in FPE implementation. Generally parents avoided going to school, (Williams et al, 2002), but since the government was funding schools, it would have been an opportunity that triggered a variety of activities in schools due to funds availability though this was not the case.

Some of the headteachers (1.48 %), BOMs (9.1 %) and teachers (2.1 %) were of the opinion that parents should support their children with learning materials. According to the Basic Education Act (2013), this was the responsibility of the government. The suggestion could have meant that schools were not fully equipped with learning materials which necessitude parents support. It could possibly imply that parents were not willing to support with learning as they expected the government to provide.

Another suggestion was for schools to be allowed to raise funds in order to meet other un-budgeted for requirements. Fund raising had previously been organized by schools to support school projects like building of classrooms and for other school infrastructure. Since this had been banned in schools, the school managers felt challenged to meet all school finances as funds received from the government was not enough. This could explain why the headteachers (9.5 %), PAs (23.5 %) and Sub County education officers (40 %) suggested that schools should be allowed to raise funds.

Headteachers (42.9 %) also suggested that parents should fill the financial gap left by funds disbursed to schools. This could perhaps be a very strong pointer to the fact that parents should cost-share with the government on education provision. Though, the government funded education, the amount schools received was not enough to cater for all school needs. According to the study, there were hidden costs in education even when FPE got underway.

4.10.4 Suggestions from County Education Officers on Enhancement of Parents Participation in FPE Implementation

To enhance parents' participation towards FPE implementation, Sub County education officers (57.1 %) suggested the need to increase capitation grant for FPE based on enrolments as well as poverty index. This was meant to ensure that in funding, each school was specifically addressed without making generalizations as some schools required special attention. The Sub County education officers (20.0 %) suggested that school BOMs in consultation with the County education office be given authority to collect levies in emergency situations to shorten the process of seeking authority from the Cabinet Secretary. One of the Sub County officers had this to say:

> Classrooms in one of the school are almost crumbling, and this is actually a catastrophe in waiting though some parents have refused make any contribution towards renovations. The BOM is finding it a big challenge since they cannot send children home. We have consulted with the school BOM and we have plans to request for tents as temporary structures where classes can be held.... (Interview, SCEO 3, May 26, 2017)

Another officer added in relation to authorization of BOM to charge for various levies:

> There is a toilet in one of the schools that crumbled down and children are suffering since toilets are few. It was interesting to note that when asked to contribute for the construction of the toilet, some parents came to my office to complain that the headteacher was asking them to pay for its construction (Interview, SCEO 3, May 26, 2017).

Though from observations made, most of the schools had permanent classrooms, some had temporally structures concurring with earlier reports that some pupils were learning in very poor conditions (Mwendwa and Otanga, 2015; Echaune et al 2014). Luckily for some schools, there had been newly constructed classrooms as well as toilets donated by local CDFs. Other suggestions by the respondents like introduction of feeding programme, lobbying for community support, and employing parents to work in the school, among others imply that, though the government had declared education to be free, not all school requirements were catered for and for schools to run, parents involvement was

therefore very necessary.

The County Director (CDE) suggested that it was important for the government to re-evaluate the method of funding as some schools had very unique situations that required more funding. The CDE suggested that school heads, PAs, and BOMs be accountable to the parents on the management of school funds to enable parents identify with the gaps created by low funding from the government.

The Ministry of Education should disburse FPE funds to schools in time so that schools BOMs do not pressurize parents to cater for resources that the government was already taking care of. Another suggestion was for the schools to initiate income generating programmes to cater for some of the recurrent expenditures that were not accounted for in the school budget. He suggested too that schools should make efforts to liaise with the CDF office which was helping many schools especially in the area of infrastructure development.

4.10.5 Parents Suggestions on Enhancement of their Participation in FPE Implementation

From the FGDs with parents, most of said that the term 'free' was not reflecting the real picture on the ground and therefore suggested the that government ought to have declared free primary tuition other than claim that education was free. They added that school administrators and the BOMs should be compelled by the Ministry of Education to account for funds received by schools to avoid suspicions when schools charged levies. Parents also suggested that local/lateral examinations be reduced to two per term since parents paid for them. From the suggestions it can be derived that FPE funds disbursed to schools were not enough and that parents in this County gave financial support as well as other learning resources.

4.11 Summary of the Observation Checklist

However, from observations made, most of the schools have permanent classrooms though a few had temporally structures. As pointed out earlier, many schools have newly painted classrooms while some schools had newly constructed classrooms courtesy of political alignments from the region as well as donations from CDF. It was also observed that most of the schools had at least two or three newly constructed toilets for boys and girls and some for the teaching staff. In all the schools visited, there is a concrete water trough

accessible to all pupils from where they draw clean water for drinking as well as for general cleaning. This is a programme that was initiated by an NGO with the aim of boosting hygienic status of schools. Being in the rural area almost all schools have a playground for children while some share with neighboring secondary schools or use fields that belong to the County council.

4.12 Hypotheses Testing

Following are hypotheses that were tested in this study to show the relationship between teachers' level of education and their views on parents' participation in FPE policy implementation.

Ho 1: There is no significant relationship between teachers' level of education and their views on parents' participation in supervising homework.

Ho 2: There is no significant relationship between teachers' level of education and their views on parents' participation in rewarding pupils' efforts.

Ho 3: There is no significant relationship between teachers' level of education and their views on parents coming to school to discuss pupils' progress.

Ho 4: There is no significant relationship between teachers' level of education and their views on provision of learning resources.

A cross tabulation of the findings was carried out to determine the relationship between teachers' level of education and parents' views on the likely effectiveness of their participation in FPE implementation. Teachers were important implementers of FPE policy and were considered to have first-hand information on how parents participated in FPE implementation process. Furthermore, teachers interacted with parents either directly or indirectly through pupils. Their views were therefore important to this study and also the fact that a survey was used to collect data from them.

To improve on the statistical computations, the researcher collapsed Likert scale data into two categories of 'agree and 'disagree'. Data on teachers' level of education and teachers' experience was collapsed to high and low level education and high and low level experience. High level education comprised of teachers who had a degree and above while low level comprised of teachers who had attained diploma education and below. High experience level ranged from above eleven years while low experience was ten years and below. This enabled the researcher to have 2x2 contingency tables. In an effort by the

researcher to find out about teachers' views, supervision of pupils' homework, support by parents to schools in rewarding pupils' efforts, parents' visits to schools to discuss pupils' progress and purchase of supplementary learning materials were key indicators that were considered. Statistical tests were done at $\alpha=0.05$. Tables included row percentages, column percentages and cell percentages. Table 40 shows a summary of the cases that were statistically processed on teachers' level of education.

Table 40

Case Processing Summary on Teachers Level of Education * Views on Parents Participation in FPE Implementation Process

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Level of education* Parents supervise pupils homework	446	92.0	39	8.0	485	100
Level of education* Parents assist the school in Rewarding pupils' efforts	447	92.2	38	7.8	485	100
Level of education* Parents come to school to Discuss pupils progress	447	92.2	38	7.8	485	100
Level of education* Parents buy supplementary Learning materials for children	446	92.2	39	8.0	485	100

4.12.1 Cross Tabulation on Teachers Level of Education and Parents Supervise Homework

A cross tabulation was made on teachers level of education and their views on parents' supervision of homework. The results were as shown in table 41.

Table 41

Teachers Level of Education * Parents Supervise Pupils Homework

Level of education		**Parents Supervise Homework**		**Total**
		Agree	Disagree	
High level of education	Count	64	34	98
	Expected Count	60.5	37.6	98.1
	% within Teacher's Experience	64.95 %	35.05%	100 %
	% within Homework supervision	22.83 %	20.00 %	21.75 %
	% of Total	14.13 %	7.62 %	21.75 %
Low level of education	Count	211	137	348
	Expected Count	214.6	133.4	348
	% within Teacher's Experience	61.03 %	38.97 %	100 %
	% within Homework supervision	77.17 %	80.0 %	
	% of Total	47.76 %	30.49 %	
Total	Count	276	170	
	Expected Count	275.1	171	
	% within Teacher's Experience	61.88 %	38.12 %	
	% within Homework supervision	100.00 %	100.00 %	
	% of Total	61.88 %	38.12 %	

According to the findings in table 41, 14.13 % of the highly educated respondents agreed to parents' supervision of student's homework while another 47.76 % of the low level education group also agreed to the same. They made up a majority of 61.88 % that is,

those who agreed that parents were involved in homework supervision hence indicating a high likeliness of parents' participation in FPE implementation. Therefore, level of education of teachers did not influence much of their views on parents' support in supervising pupils' homework since a majority (47.76 %) formed by low level education respondents agreed while 38.12 % disagreed.

A chi-square test of independence was performed to examine the relation between level of education of teachers and their views on parents support in supervising pupils' homework (See table 42).

Table 42

Chi-Square Test on Parents Supervision of Homework

	Value	**df**	**Asymp. Sig**
Pearson's Chi-Square	17.668(a)	12	.126
Likelihood Ratio	21.149	12	.048
Linear-by-Linear Association	0.000	1	.991
n of Valid Cases	446		

The relation between these variables was insignificant, x^2 (12, n = 446) = 17.668, since, p >.05. The statistical significance was greater than .05 and therefore annulled any relationship between the variables. Evidently, the test results concurred with findings from discussions with parents that they supervised their children's homework and even went out of their way to buy text books. More so, some parents especially those who felt not literate enough for the exercise requested high school students to assist their children.

4.12.2 Cross Tabulation between Teachers Level of Education and Parents Support in Rewarding Pupils Efforts

A cross tabulation was made between teachers level of education and their views on whether parents supported rewarding of pupils efforts. The results were as shown in table 43.

Table 43

Teachers Level of Education * Parents Support in Rewarding Pupils Efforts

Level of education		**Parents Support in Rewarding Pupils Efforts**		
		Agree	Disagree	
High level of education	Count	72	26	98
	Expected Count	74.3	23.6	97.9
	% within Teacher's Experience	74.23 %	28.77 %	100.00 %
	% within Homework supervision	21.36 %	25.94 %	21.70 %
	% of Total	16.11 %	5.59 %	21.70 %
Low level of education	Count	265	84	348
	Expected Count	264.6	84.3	348.9
	% within Teacher's Experience	78.71 %	24.00 %	100 %
	% within Homework supervision	78.64 %	72.05 %	78.25 %
	% of Total	59.28 %	18.79 %	78.25 %
Total	Count	337	110	447
	Expected Count	338.9	107.9	447.8
	% within Teacher's Experience	75.39 %	24.38 %	100 .00%
	% within Homework supervision	100.00 %	100.00 %	100.00 %
	% of Total	75.39 %	24.38 %	100.00 %

According to table 43, both high and low levels of education respondents (75 %) agreed that parents supported schools in rewarding pupils' efforts. A majority of respondents (59 %) consisting of low level educated respondents show that education level of teachers did not strongly influence their views on parents' rewarding of pupils' efforts. Those who

disagreed (24 %) were comprised of both high and low education level respondents.

Table 43 shows that respondents in the lower level education category who agreed (59 %) and disagreed (19 %) are more than the higher education category who agreed (16 %) and disagreed (6 %) that parents support schools in. The fact that parents financed rewards given to high performers in education could attribute to high responses of those who agreed (75 %) that parents rewarded pupils' efforts.

A chi-square test of independence was performed to examine the relation between level of education of teachers and their views on parents support in rewarding pupils' efforts. The relation between these variables was significant, x^2 (12, N = 447) = 52.842, p <.05 (see table 44).

Table 44

Chi-Square Test on Parents support in Rewarding Pupils

	Value	df	Asymp. Sig
Pearson's Chi-Square	52.842(a)	12	.000
Likelihood Ratio	43.581	12	.000
Linear-by-Linear Association	5.347	1	.021
N of Valid Cases	447		

Therefore, this annuls the hypothesis that there is no relationship between variables. From discussions with parents, it was clear that schools charged them for rewards given to pupils though this was not done voluntarily by all parents. One of the Sub County education officer implied that such complaints were received at the office but accordingly, parents were supposed to collaborate with the school on such matters.

4.12.3 Teachers Level of Education and Parents visits to School to Discuss Pupils' Progress

A cross tabulation was done on teachers level of education and their views on whether parents visited school to discuss pupils progress (See table 45).

Table 45

Teachers' Level of Education* Parents Visit Schools to Discuss Pupils' Progress

Level of education		**Parents Come to School to Discuss Pupils' Progress**		**Total**
		Agree	Disagree	
High level of education	Count	73	25	98.0
	Expected Count	69.7	28.2	97.9
	% within Teacher's Experience	72.00 %	26.80 %	100.0
	% within Homework supervision	22.54 %	19.70 %	21.70 %
	% of Total	15.88 %	5.82 %	21.70 %
Low level of education	Count	245	104	349
	Expected Count	248.3	100.6	348.9
	% within Teacher's Experience	69.71 %	30.29 %	100.0 %
	% within Homework supervision	77.46 %	80.30 %	78.30 %
	% of Total	54.59 %	23.71 %	78.30 %
Total	Count	318	129	447.00
	Expected Count	318	128.8	446.8
	% within Teacher's Experience	70.47 %	29.53%	100.00%.
	% within Homework supervision	100.00 %	100.00 %	100.00%
	% of Total	70.47 %	29.53 %	100.00 %

Findings in table 45 show that 15.88 % and 54.59 % of the teachers agreed that parents visited schools to discuss pupils' progress. This was a response from both high level education and low level education respondents respectively making up a majority (70.47 %). Those who disagreed in the low level category accounted for 30.29 % of the respondents. The percentage difference in the high education level category shows a 72 % strong response in agreement compared to 27 % from those who disagreed.

A chi-square test of independence was performed to examine the relation between level of education of teachers and their views on whether parents come to school to discuss

pupils' progress (see table 46).

Table 46

Chi-Square Test on Teachers level of Education and Parents visits to Schools to Discuss Pupils Progress

	Value	df	Asymp. Sig. (2-sided)
Pearson's Chi-Square	47.195(a)	12	.000
Likelihood Ratio	43.724	12	.000
Linear-by-Linear Association	.003	1	.995
N of Valid Cases	446		

The relation between these variables was significant, x^2 (12, N = 446) = 47.195, p <.05 which imply that there was a relationship of variables therefore rejecting the null that there is no significant relationship between the variables. FPE was meant to increase education access as well as improve quality of education which would eventually lead to high performance of pupils. According to the study findings parents were keen on how their children were performing as this would have been the only way that children would be assured of a place at the next level of education. According to most respondents therefore, parents monitored their children's academic progress.

4.12.4 Teachers Level of Education and their Views on whether Parents buy Supplementary Learning Materials for Children

A cross tabulation was done between level of education of teachers and their views on parents buying supplementary learning materials for children. Results were as shown in table 47.

Table 47

Teachers Level of Education * Parents buy Supplementary Learning Materials for Children

Level of education		**Parents buy Supplementary Learning Materials**		**Total**
		Agree	Disagree	
High level of education	Count	45	52	97
	Expected Count	52.2	44.8	97
	% within Teacher's Experience	45.83 %	54.17 %	100.0 %
	% within Homework supervision	18.72 %	26.64 %	21.52 %
	% of Total	9.8 %	11.66 %	21.52 %
Low level of education	Count	195	154	349
	Expected Count	187.8	161.2	348.9
	% within Teacher's Experience	54.57 %	45.43 %	100.0 %
	% within Homework supervision	81.28 %	75.36 %	78.30 %
	% of Total	42.83 %	35.65 %	78.30 %
Total	Count	240	206	446
	Expected Count	240	206	446
	% within Teacher's Experience	52.69 %	47.31 %	100.00%.
	% within Homework supervision	100.00	100.00	100.00%
	% of Total	52.69 %	47.31 %	100.00 %

Table 47 indicates that almost an equal percentage of the respondents agreed and disagreed, showing 53 % and 47 % respectively. A majority (78.48 %) of the responses were formed by the low level education respondents in both cases compared to 21.52 % of high education level respondents. Participation of parents in buying supplementary learning materials for children therefore, was debatable owing to their level of education and other factors. There is an inverse shift between the levels of education whereby 46 % of the high level education respondents who agreed were against 54 % who disagreed. The shift occurs inversely for the low level education respondents establishing a significant relationship between variables.

The shift in the findings in table 47 could be explained by the fact that, according to FPE, learning resources were meant to be provided by the government. From FGDs, parents explained on the situation in terms of availability of resources as well as various charges that they paid. On the other hand, headteachers, PAs BOMs and education officers concurred that the government provided learning resources though they were non-committal on their adequacy. However from one of the Sub-County education officer, it was clear that, learning resources were not enough but as the officers on the ground, they had to support governments' position.

A chi-square test of independence was performed to examine the relationship between level of education of teachers and their views on parents' perceptions on buying supplementary learning materials. The relation between these variables was significant, x^2 (15, N = 446) = 50.987, p <.05 (see table 48).

Table 48

Chi-Square Tests on Supplementary Learning Materials for Children

	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson's Chi-Square	50.987(a)	15	.000
Likelihood Ratio	35.414	15	.002
Linear-by-Linear Association	12.041	1	.001
N of Valid Cases	446		

The Chi square value for the association between level of education and parents buying supplementary learning materials was obtained as 50.987 with 15 degrees of freedom and a significance value less than 0.05. This indicates a highly significant result which shows that there was a strong relationship between these variables.

4.13 Cross Tabulations on Teachers Experience and their Views on Effectiveness of Parents Participation in FPE

Another cross tabulation of the findings was carried out to determine the relationship between teachers' experience and their views on parents' on the likely effectiveness of their participation in FPE implementation. Therefore, in an effort of the study to find out what their views were, supervision of pupils' homework, assistance in rewarding pupils' efforts, discussions on pupils' progress, purchase of supplementary materials were key indicators to consider (see table 49).

Table 49

Case Processing Summary on Teachers Experience * Views on Effectiveness of Parents Participation in FPE Implementation

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Teachers experience* Parents supervise pupils homework	472	97.3	13	2.7	485	100
Teachers experience* Parents assist the school in Rewarding pupils' efforts	473	97.5	12	2.5	485	100
Teachers experience* Parents come to school to Discuss pupils progress	473	97.5	12	2.5	485	100
Teachers experience* Parents buy supplementary Learning materials for Children	474	97.7	11	2.3	485	100

4.13.1 Teachers Experience and their Views on whether Parents Supervise Pupils Homework

Tests were done to show the relationship between teachers experience and their views on parents' supervision of homework. In most public schools, children are usually given homework and parents are expected to supervise and at times sign homework books in order to acknowledge that they indeed supervised homework. Tests were therefore done to show if teachers experience influenced their views on whether parents supervised homework (See table 50).

Table 50

Teachers Experience* Parents Supervise Pupils' Homework

Teacher's Experience		**Parents supervise pupils' homework**		**Total**
		Agree	Disagree	
Below 10 years	Count	66	56	122
	Expected Count	76.2	45.7	121.9
	% within Teacher's Experience	54.10%	45.90%	100 %
	% within Homework supervision	22.37 %	31.64 %	25.85 %
	% of Total	13.98%	11.86%	25.85 %
11- 20 years and above	Count	229	121	350
	Expected Count	218.8	131.3	350.1
	% within Teacher's Experience	61.03 %	38.97 %	100 %
	% within Homework supervision	77.63 %	68.36%	74.15 %
	% of Total	48.52%	25.63%	74.15 %
Total	Count	295	177	472
	Expected Count	295	177	472
	% within Teacher's Experience	62.50 %	37.50%	100.00 %
	% within Homework supervision	100.00 %	100.00 %	100.00 %
	% of Total	62.50%	37.49%	100.00 %

From the table, a majority of 63% of the teachers agreed that parents supervised pupil's homework. Highly experienced teachers accounted for almost 50% of this response including more than half of those with less teaching experience. Notably, participation of parents seems to be a challenge in recent years since a significant 39% of the highly experienced teachers and nearly half of their counterparts disagreed. There is therefore a 38% chance that some parents do not supervise pupil's homework

A chi-square test of independence was performed to examine the relation between teachers experience and their views on whether parents supervised pupils' homework. The summary is as shown in table 51.

Table 51

Teachers Experience * Views on Parents Supervise Pupils Homework

	Value	**df**	**Asymp. Sig**
Pearson's Chi-Square	10.246(a)	9	.331
Likelihood Ratio	10.108	9	.342
Linear-by-Linear Association	2.374	1	.123
N of Valid Cases	472		

The observed chi-square value in table 51 is 10.24 with 9 degrees of freedom and is associated with a 33.1 % risk of being wrong in rejecting the null hypothesis. However, since $p > 0.05$, this shows that there is no significant relationship between teachers' experience and the view that parents participated in supervising pupils' homework.

4.13.2 Teachers Experience and their Views on whether Parents Support in Rewarding Pupils Efforts

Rewarding pupils after their academic performance was an exercise that public primary schools adopted as a way of motivating both teachers and pupils. Funding for the exercise was parents' responsibility and it was for this reason that the researcher sought information on whether parents continued to pay levies for the activity after FPE implementation. Tests were therefore conducted to establish whether teachers views on parents' response towards supporting schools rewarding programme was influenced by their experience. Findings were as indicated in table 52.

Table 52

Teachers' Experience * Views on whether Parents Support Rewarding of Pupils Efforts

Teacher's Experience		**Parents support in rewarding pupils' efforts**		**Total**
		Agree	Disagree	
Below 10 years	Count	91	31	122
	Expected Count	93.6	28.3	121.9
	% within Teacher's Experience	74.60%	25.40%	100 %
	% within Homework supervision	23.45 %	21.18 %	25.79 %
	% of Total	19.24%	6.55%	25.79 %
11- 20 years and above	Count	272	79	351
	Expected Count	269.3	81.7	351
	% within Teacher's Experience	61.03 %	38.97 %	100 %
	% within Homework supervision	76.55 %	71.82 %	74.20 %
	% of Total	57.50%	16.70%	74.20 %
Total	Count	363	110	473
	Expected Count	362.9	110	472.9
	% within Teacher's Experience	76.74 %	23.25%	100.00 %
	% within Homework supervision	100.00 %	100.00 %	100.00 %
	% of Total	76.74%	23.25%	100.00 %

According to the findings in table 52, majority (76.4 %) of the respondents indicated that parents supported rewarding pupils' efforts. An overwhelming majority of teachers (57.50 %) with more teaching experience agreed that parents supported rewarding of pupils whereas those who had under 10 years of experience accounted for 19.24 %. Comparatively, 74.6 % of teachers with less experience agreed as opposed to 25.40 % who disagreed. According to parents, they paid a levy towards rewarding, not only for pupils but teachers as well. Therefore, the responses towards support for school rewards could have been positive since it was mandatory according to parents for all to pay fees charged for rewards.

A chi-square test of independence was performed to examine the relation between teachers experience and their views on whether parents rewarded pupil's efforts. The summary is as shown in table 53.

Table 53

Teachers' Experience * their Views on Parents Support on Rewarding Pupils

	Value	**df**	**Asymp. Sig**
Pearson's Chi-Square	7.740(a)	9	.561
Likelihood Ratio	9.194	9	.420
Linear-by-Linear Association	.755	1	.385
N of Valid Cases	473		

From table 53, the chi-square value is 7.740 with 9 degrees of freedom and is associated with a high 56.1 % risk of being wrong in rejecting the null hypothesis. However, since $p > 0.05$, the result is that there is no significant relationship between teachers' experience and their view that parents supported in rewarding pupils' efforts.

4.13.3 Teachers Experience and their Views on whether Parents Visited Schools to Discuss Pupils Progress.

Collaboration between parents and teachers is meant to enhance pupils' academic performance. When parents are aware of how their children are performing, they are able to assist and encourage them while at home which on the other hand helps teachers to complete school syllabuses at the specified period. It is a way of also ensuring discipline as teachers, parents and the pupils interact face-to-face. One of FPE policy objective was to enhance quality of education and there was need therefore to establish whether parents supported FPE policy implementation objectives. Tests were therefore conducted on teacher's views to find out if their responses on parents' visits to school to discuss pupils' progress were influenced by their teaching experience. Findings of teacher's views on parents' visits to schools to discuss pupils' progress are presented in table 54.

Table 54

Teachers' Experience * their Views on Parents Visits to School to Discuss Pupils' Progress

Teacher's Experience		Parents come to school to discuss pupils' progress		Total
		Agree	Disagree	
Below 10 years	Count	84	38	122
	Expected Count	86.6	35.3	121.9
	% within Teacher's Experience	68.85%	31.15%	100 %
	% within Homework supervision	25.00 %	27.74 %	25.79 %
	% of Total	17.76%	8.03%	25.79%
11- 20 years and above	Count	252	99	351
	Expected Count	249.4	101.7	351.1
	% within Teacher's Experience	71.79 %	28.21 %	100 %
	% within Homework supervision	75.00 %	72.26 %	74.21 %
	% of Total	53.28%	20.93%	74.21 %
Total	Count	336	137	473
	Expected Count	336	137	473
	% within Teacher's Experience	71.04 %	28.96%	100.00 %
	% within Homework supervision	100.00 %	100.00 %	100.00 %
	% of Total	71.04%	28.96%	100.00 %

According to table 54, majority (71 %) of teachers agreed to the view that parents went to school to discuss pupils' progress compared to 29 % of teachers who disagreed. From those who agreed, 75 % were highly experienced and 25 % of them had least experience. The results also show that 72 % of those who disagreed were highly experienced teachers while 28 % had low experience. More than half of all respondents with high teaching experience therefore agreed to this view. The findings concurred with parents' explanations during discussions as they were ready to help their children pass

examinations and were very keen especially to attend schools academic days which were specifically meant to discuss pupil's performance.

A chi-square test of independence was performed to examine the relation between teachers experience and their views on whether parents went to school to discuss pupils' progress. The summary is as shown in table 55.

Table 55

Teachers Experience* their Views on Parents Visits to Schools to Discuss Pupils progress

	Value	**df**	**Asymp. Sig**
Pearson's Chi-Square	13.181(a)	9	.155
Likelihood Ratio	12.399	9	.102
Linear-by-Linear Association	.71	1	.790
N of Valid Cases	473		

Table 55 shows chi-square value as 13.181 with 9 degrees of freedom and is associated with a low 15.5 % risk of being wrong in rejecting the null hypothesis. Since $p > 0.05$, there is no significant relationship between teachers' experience and the view that parents went to school to discuss pupils' progress.

4.13.4 Teachers Experience and their Views on Whether Parents Buy Supplementary Learning Materials.

According to FPE policy, the government was supposed to cater for pupils learning materials. The policy however did not specifically indicate what learning materials were to be provided to learners. Reports were that parents continued to buy text books, exercise books and other learning materials. The study had therefore sought to establish whether parents supported FPE policy implementation by way of buying supplementary learning materials for children. Tests were conducted to find out if teachers' views on parents support to children with supplementary learning resources were influenced by their teaching experience. Findings of tests done on teachers' experience and their views on whether parents bought supplementary learning materials were as shown in table 56.

Table 56

Teachers Experience * their Views on whether Parents buy Supplementary Learning Materials

Teacher's Experience		Parents buy Supplementary Learning Materials for Children		Total
		Agree	Disagree	
Below 10 years	Count	90	34	124
	Expected Count	65.2	56.8	122
	% within Teacher's Experience	72.58%	27.42%	100 %
	% within Homework supervision	26.24 %	25.95 %	26.16 %
	% of Total	18.99%	7.17%	26.16%
11- 20 years and above	Count	253	97	350
	Expected Count	186.8	163.1	349.9
	% within Teacher's Experience	72.29 %	27.43 %	100 %
	% within Homework supervision	73.76 %	74.05 %	73.84 %
	% of Total	53.38%	20.46%	73.84 %
Total	Count	343	131	474
	Expected Count	343	131	471.9
	% within Teacher's Experience	72.36 %	27.64%	100.00 %
	% within Homework supervision	100.00 %	100.00 %	100.00 %
	% of Total	72.37%	27.63%	100.00 %

From table 56, majority of teachers (72 %) agreed to the view that parents bought learning resources compared to 28 % of the teachers who disagreed. From those who agreed 74 % were highly experienced and 26 % of them had low experience. Similarly, the results also show that 74 % of those who disagreed were highly experienced teachers while 26 % accounts for those with low experience. More than half of all respondents with high teaching experience agreed to this view. A majority of 74 % of the respondents were highly experienced while 26 % accounted for teachers with lower experience. Parents explained during discussions that they provided their children with resources that were not available

in school. More so, they noted that resources were few and that children often struggled to complete homework either at their neighbors' homes or by going to school earlier than usual to access textbooks from their colleagues.

A chi-square test of independence was performed to examine the relation between teachers experience and their views on whether parents bought supplementary learning materials for children. The summary is as shown in table 57.

Table 57

Teachers Experience * their Views on whether Parents Buy Supplementary Learning Materials

	Value	**df**	**Asymp. Sig**
Pearson's Chi-Square	15.102(a)	9	0.88
Likelihood Ratio	14.628	9	.102
Linear-by-Linear Association	.200	1	.655
N of Valid Cases	474		

A chi-square test of independence was performed to examine the relation between teachers' experience and the view that parents Support in Rewarding Pupils' Efforts. The relation between these variables was insignificant, x^2 (9, N = 474) = 15.102, since; p >.05 The statistical significance was greater than .05 and therefore annuls any relations between the variables.

4.14 Means and Standard Deviations

Tests were done to establish the means and standard deviations on teachers experience and their views on parents' effectiveness in their participation in FPE implementation. Findings were as shown in table 58.

Table 58

Means and Standard Deviations of Teachers Experience* Effectiveness of Parents Participation in FPE Implementation

Teachers experience		Parents assist in Rewards	Parents go to schools to discuss pupils progress	Parents buy learning resources	Parents supervise pupils homework
Up to 5 years	Mean	2.1500	1.9750	2.1795	2.5000
	N	40	40	39	40
	SD	.66216	.69752	.85446	.67937
6-10 years	Mean	2.1829	2.3902	1.9294	2.4268
	N	82	82	85	82
	SD	.66903	.71589	.76824	.60920
11-20 years	Mean	2.1639	2.2131	2.0656	2.2645
	N	122	122	122	121
	SD	.71997	.69508	.90670	.70437
More than 20 years	Mean	2.1004	2.2140	2.0044	2.3319
	N	229	229	228	229
	SD	.70924	.67705	.89294	.66484
Total	Mean	2.1353	2.2241	2.0211	2.3453
	N	473	473	474	472
	SD	.70009	.69539	.87215	.66885

From table 58, on average there were more highly experienced teachers (N=229) who responded to the views that indicate parents participation in support of FPE. Teachers with an experience of 11-20 years also accounted for a significant number (N=122).

There was a greater spread of the mean (2.02) in both highly and lowly experienced teachers in regard to the view that parents participated in buying learning resources with an average standard deviation of 0.87. Inversely, the category had the least mean compared to other categories. The spread was higher in the highly experienced teacher's category accounting for the highest standard deviation of 0.91 and 0.89 for teachers with 11-20 years of experience and more than 20 years respectively.

The mean (2.5) of teachers with the least experience of up to 5 years was highest within those respondents of the view that parents supervised pupil's homework followed closely by teachers within 6-10 years of experience with a mean of 2.43. In this category

however, this greater mean of 2.35 had an average standard deviation of 0.67 accounting for the least spread among the views of participation.

The results show that the least spread mean (2.2) data had a standard deviation of 0.70 where both highly and least experienced teachers were of the view that parents went to school to discuss pupils' progress.

Table 59

Means on Teachers Experience* Views on Parents Supervise Homework

		Mean	N	S D
Agree		3.2243	295	
Disagree	0.90988			
		3.1084	177	1.
	04672			
Total		3.1419	472	0.98985

From table 59, teachers mean response in regard to the views on parent's supervision of pupils' homework of those who agreed was slightly greater than those who disagreed, accounting for 3.22 and 3.11 respectively. The mean data was however more spread in respondents who disagreed than in the majority (n=295) who agreed with a standard deviation value of 1.05.

Table 60

Means on Teachers Experiences * Views on Parents Support Rewarding of Pupils Efforts

		Mean	N	S D
Agree		3.1995	363	
Disagree	0.90988			
		3.1486	110	1.
	04672			
Total		3.1416	473	0.98882

Table 60 shows that teachers mean response in regard to views on parents assisting in rewarding pupils' efforts was greater for respondents who agreed than those who disagreed; accounting for 3.20 and 3.15 respectively. The mean data was slightly more spread in those who disagreed than in the majority (n=363) who agreed by a standard deviation difference of 0.14.

Table 61

Means on Teachers Experience * Views on Parents go to School to Discuss Pupils Progress

	Mean	N	S D
Agree	3.0881	336	1.0549
Disagree	3.1121	137	1.9233
Total	3.1416	473	0.98882

Table 61 shows that the mean of those teachers who agreed on the view that parents went to school to discuss pupils' progress and that of those who disagreed are 3.10 and 3.11 respectively. The means are almost equal but there is a greater spread of data among those who disagreed as shown by a standard deviation value of 1.92.

Table 62

Means on Teachers Experience * Views on Parents Buy Learning Resources

	Mean	N	S D
Agree	3.1535	343	0.9596
Disagree	3.1955	131	0.9489
Total	3.1371	474	0.98625

Table 62 shows teacher's means results as approximately equal for those who agreed and disagreed with the view that parents participated in buying learning resources. This average mean data of 3.20 spreads almost evenly with a standard deviation difference of 0.01

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

5.1 Introduction

This chapter presents summary of the study, conclusions, recommendations and suggestions for further research. They are based on research findings of the study as presented in chapter four.

5.2 Summary of Findings

The main objective of the study was to examine parent's participation in FPE policy implementation in public primary schools in Nyeri County. Specifically, the study sought participants' views on parents' participation in the FPE implementation process. The researchers aim was to find out what FPE policy meant to parents as well as how 'free' FPE was in public primary schools. According to the Basic Education Act (2013), FPE meant total abolition of school levies or any other charge on parents and therefore the study sought to establish whether school programs and strategies conformed to the Act.

The following research questions guided the study: How do parents interpret Free Primary Education policy in Kenya? How does parent's participation influence Free Primary Education policy implementation in Kenya? How do parents respond to invitations by schools to participate in school programs in Kenya? How do parents view the effectiveness of their participation in FPE implementation in Kenya? What were parent's expectations of Free Primary Education policy implementation in Kenya? What role did parents play towards provision of teaching and learning resources in schools since FPE implementation in Kenya?

Mixed methods research which employed both phenomenological qualitative design and cross sectional survey of quantitative model of phenomenology (PHEN-quan) was adopted in the study. The target population for this study was respondents from 388 schools in Nyeri County from which a sample was drawn. The sample comprised of teachers (485), headteachers (25), PA chairpersons (25), BOM chairpersons (25), Sub-County education officers (7) and the County Director of Education. In addition, ten FGDs were organized for parents in each Sub County which comprised of 10 respondents of mixed gender.

The researcher used mixed sampling designs of probability and non-probability sampling that involved simple random sampling stratified random sampling, proportional sampling and purposive sampling. To collect data, questionnaires were used for teachers, headteachers, BOM and PA chairpersons, interview guides for Sub County education officers, CDE, and FGD guide for parents. Observation check list was also used to collect data.

Validity of the research instrument was determined by a team of experts/ professionals in areas of curriculum studies and development. They included supervisors and lecturers from the Department of Research and Graduate studies at the Catholic University of Eastern Africa and curriculum experts from Kenya Institute of Curriculum Development (KICD). The researcher conducted a pilot study to authenticate items in the research instruments to help remove ambiguity or any other error. Research instruments were administered to headteachers, teachers, BOM and PA chairpersons of the selected schools. An interview was scheduled with one of the Sub County education officer while one focus group discussion was organized for parents from one of the piloted school. Test-retest techniques were used to establish reliability of the quantitative instruments by administering the questionnaire instruments twice to the same group of respondents. Second test was done after a period of one week which the researcher found to be appropriate.

For data collection, the researcher obtained a clearance letter from the Head of department of Postgraduate studies in Education of The Catholic University of Eastern Africa. Research authorization was obtained from the Kenya National Commission for Science Technology and Innovation (NACOSTI), after which the researcher acquired permission from both the County Commissioner and Deputy County Commissioner of Nyeri County. The researcher also sought consent from Sub- County education officers to conduct research in the schools within the Sub Counties as well as contacts of headteachers of sampled schools.

Collected data for the study was analyzed using both qualitative and quantitative data analysis procedures. Findings from qualitative data were analyzed by collecting up the words, narratives and themes that emerged. Quantitative data was analyzed using descriptive statistics and presented in frequencies and percentages. The Statistical Package

for Social Sciences (SPSS) version 22 was used to analyze the data. Chi Square was used to test hypotheses.

The study was guided by Epstein's theory of overlapping spheres of influence which state that the family, school and community have a stake and influence on the education of a child The theory further indicated that partnership approaches give families greater opportunities to determine options for school involvements and participation in a wide-range of activities, and assume key roles and responsibilities in school improvement efforts. The theory further explained the relationship between schools and families as overlapping spheres of influence that share a concern about the success of the child.

Therefore, the theory likened schools and homes by emphasizing the shared attributes of schools and families. The study found out that though schools invite parents for meetings, there is however no specific programs in place aimed at actively involving parents' participation in school. Since the theory recognizes the child as being at the center of interaction, there ought to be a balancing formula between school programmes and parents availability, to ensure their full participation. From the analysis, the following findings were made as per the research questions.

5.3 Findings on Parents Views about FPE Policy

The study found out that FPE policy initiative was applauded by parents as most of them had high hopes that their children would no longer be sent away from school because of school levies. It was established that parents understood FPE policy to mean that the government was to take care of all financial aspects of the schools and that their role was only to ensure that children went to school.

The study found out that initially parents were happy, about the policy although the term 'free' education remained unclear since they had hoped that free education would mean total abolition of levies. Parents also hoped that the government would not only cater for teachers' salaries but other school programs that were initiated by PAs and BOMs without any financial contribution.

The study also established that school fees charged varied from one school to the other implying that FPE policy interpretation was school-based. It was possible that other than parents, schools also did not know exactly what role parents were expected to play in terms of financial support to schools. It was also found out that education officers in the County

were quite aware of parent's financial involvement by schools which was determined by specific school needs some of which were not catered for by funds disbursed to schools.

5.4 Findings on Parents Views on FPE Implementation Process

According to findings of this study, communication on FPE policy had been a challenge since its implementation and parents were yet to know how much funds were allocated to each child which put them in a state of unpreparedness whenever schools compelled them to pay levies. Education officers were aware of the challenge as they too pointed out that they did not receive correct information on school admissions from headteachers on which funding was based.

Other than taking care of teachers' salaries, the study found out that the government was also catering for some school learning resources like text books, exercise books and teacher's writing materials. Parents assisted with pupil's writing materials and their basic necessities like school uniform and lunch. However, the study established that text books were not enough and in most cases children shared one book between two or among three or four. It was noted that some parents some bought textbooks for their children to enable them complete homework. The study established from parents that not much had changed from their previous experiences of paying school levies and preferred the use of the terms 'cost-sharing' instead of free education as this was what the reality was on the ground.

5.5 Findings on Parents Views on Invitations to Participate in FPE Implementation

The study found out that when invited to participate in school activities, some parents kept away as they felt that they had no contribution to make since the government was taking care of education expenses. Some parents claimed that since education was free, they did not see the need to go to school as the government had taken over their financial obligation to schools. It is possible that some parents only saw payment of school levies as the only way in which they could be involved by schools. This could have been as a result of schools not inviting them to participate in school activities except during school academic days and also when there were school projects that required parent's financial support. This way, parents associated school invites to payment of levies.

Schools were not also willing to give parents detailed information about government funding which most of the parents found to be suspicious. Parents wanted to know what the

government was offering to their children in terms of learning resources. Without this vital information, parents would not have known whether schools were in need of their financial assistance or not. They therefore complained over school demands on levies for various projects at school since basically education was free.

The study also found that schools were usually very busy with their programmes to have time for regular school visits by parents, thereby keeping them away from schools to avoid distractions. This translated to most teachers being away from schools and having tight schedules which could not enable them have time for parents. According to these findings, it appeared that, parents wanted to be less involved in the implementation process, while schools on the other hand did not wish to involve them wholly, which would only end up in decreasing the overlap between the two spheres.

5.6 Findings on Parents views on the Effectiveness of their Participation in FPE Implementation

The study found out that parents were aware that they had an obligation to support their children in education. In pursuant to the same, Parents willingness to support FPE policy implementation was evident in that they not only provided children with basic necessities but attended school meetings as well. Some parents went to the lengths of employing private tutors at home and even hired church halls and other private premises to ensure that children performed well in school. It was therefore possible that parents would have willingly supported school programs voluntarily had schools sensitized them about their financial position, whether education was free or not. This could explain the lengths to which parents were willing to go to ensure children's' good performance.

The study also found out that some parents would have liked to help their children especially in academic work, though they felt that they did not have the intellectual capacity especially since they were not conversant with the current curriculum. Some parents feared that their children would realize that they were not literate enough which made parents seek assistance from high school students and neighbors to help with school work. From discussions with parents about their involvement with their children's' education, it was possible that they were aware of their role as parents and how this would contribute to the children's future.

5.7 Findings of Parents Expectations on FPE Policy Implementation

The study found out that after FPE policy declaration, parents had very high expectations such as their changing their family budget, children not being sent away from school for fees and availability of learning resources among others. Some hoped to enroll children in public primary schools of their choice which was not possible earlier (before FPE) due to very high financial requirements especially in some highly performing public primary schools.

Another finding was that schools continued to demand for provision of school learning resources from parents as well as levies, to an extent where parents doubted whether education was really free. Parents felt that either the government was not being sincere or that the schools were mismanaging funds meant for school programs. Parents expected the schools to clarify what the government was offering but instead, school were quiet on this but kept on insisting that funds were not enough and for parents to pay levies. Parents therefore hoped to continue with their parental roles but not to supplement government funding to schools.

The study also established that parents had been supporting education both financially and with physical materials. They seemed not to have noticed any major change after FPE policy implementation since the practice of paying levies continued. This information would have enabled parents to plan their family budgets as some of them implied that the situation was getting worse than before and there was a likelihood of their children staying away from school as it was before. The study found openness and accountability in schools as lacking which baffled parents as school administrators no longer had anything to hide from them as the government was in charge of education expenses through FPE policy.

5.8 Findings of Parents Views on Provision of Teaching and Learning Resources

FPE from the point of view of parents in this study meant no more payments of school levies. The study found out that there was diminishing parental support towards FPE implementation due to public perception of FPE declaration that parents no longer had any obligation in providing for childrens' needs. The study also established that parents were ready to provide the children with learning resources though they feared for poor families who could not afford. The researcher established that parents bought learning resources,

paid for activity fee, for local examinations and even paid for facilitation of the Kenya Certificate of Primary Examination (KCPE) registration among others. This was after the government took the responsibility of paying for the registration of the examination. The study also found out that education officers though, insisted that parents were not meant to pay any levies or buy learning resources took no action against schools that continued with the practice.

According to parents, PAs and BOM were expected to represent parents in making school decisions on provision of learning resources. The study however, established that parents felt left out as they were never consulted by their representatives. Further, the study established that though the government paid teachers, resources provided were inadequate to cater for all children. This placed a heavy responsibility upon headteachers since the government expected them to ensure that schools run as usual even when funds were delayed. From the school managers, the study established that they turned to parents indirectly through children with the hope that parents would understand the schools financial situation. The study also found out that the County Education office is aware of this challenge which they expected headteachers, PAs and BOMs to address.

It was also found out that parents reluctantly fulfilled their children's demands though not all parents responded voluntarily. Therefore, as per the study, parents played a major role in determining what school activities were implemented especially those not funded by the government as they had to financially support them.

The study also established that school administrators were yet to be accountable as far as funds spending was concerned thus falling short of parents trust however much they appealed for financial support for the schools. Parents opted to directly assist their children with learning materials and other basic needs other than supporting projects initiated by PAs and BOMs. As earlier noted some headteachers whose schools had a low student population failed to submit the actual enrolment figures for purposes of funding. As it was established, the government sent funds to schools based on the enrolment figures submitted by the County Director of education which meant that the fewer the children the fewer the funds, yet there were other school financial obligations not catered for by FPE funds that schools received.

5.9 Conclusions

Having analyzed the findings, the following conclusions were drawn from the study in line with the research questions and hypotheses.

Parents' participation was recognized as a significant factor in improving the quality of a child's education which made the researcher to conclude that parents' participation ought to be of great concern if FPE policy implementation is to be fully achieved.

Though FPE policy was a political venture by the government either to fulfill its election promise or to comply with international conventions (MOEST, 2003), findings of this study made the researcher to conclude that parents fully appreciated FPE policy initiative. However, lack of clarity of FPE policy at school level made some parents to distance themselves from participating in school programs as they interpreted FPE to mean total exemption or a free pass to all education responsibilities. Therefore, parents and other education stakeholders were yet to understand what aspects of education were free based on the fact that each school had its own interpretation and understanding of 'free education'.

The study further concluded that implementation of FPE was hurriedly done and that little had been done to specifically involve parents in decision making. FPE policy continued to be unclear as there was a mismatch between what the policy stipulated and its implementation. Though the government had made several strides to sustain the programme, parents were yet to embrace it wholly since schools continued to demand for levies. Mechanisms had not been put in place while only minimal consultations had been made with education stakeholders in preparation of the programme.

With FPE implementation, enrolments increased which caused congestion in classrooms and strained learning resources, while transfer of children to and from primary schools also took place among other developments. Arbitrary increase of fees and/or the extra levies charged especially in public primary schools without consulting parents continued to add to indirect education costs. Therefore, from the initial inception of FPE, parents have been complaining about payment of school levies as well as buying of school learning resources.

The researcher also concluded that parents were willing to participate in school activities as they supported study trips, class projects and also attended school meetings. This was a big sacrifice from parents to their children which implied their value for

education. However, it emerged from the study that the responsibility of educating children had been left to a large extent in the hands of women since the financial aspect was assumed by many to have long gone as education was free. Women had been left to attend meetings and to other matters related to school. The researcher concluded that this was a policy implication that was somehow not anticipated where male parents or guardians would feel deprived off their financial role of educating their children, the more reason why parents roles should be clarified and emphasized at school level and at policy making levels.

The study also concluded that parents were quite aware that they had a big role to play in their children's education as they went out of their way to ensure that children were in school. Where text books were inadequate, some parents took the responsibility of ensuring that they bought them for their children. Some parents also sought assistance from neighbors to help their children just to ensure that homework was completed. Parents support in rewarding children's performance was a way of recognizing that they had a responsibility to encourage and appreciate children's efforts.

The issue of school fees payment in Kenya seemed to be unending especially because education provision has become so expensive thereby straining both parents and government resources. It was for the same reason that the Ministry of Education set out guidelines even at higher levels of education on school fees. FPE therefore could not have come at a better time, a move that was aimed at relieving parents off the burden which had contributed to many children being out of school. The study therefore concluded that parents had very high expectations especially on fee abolition and provision of teaching and learning resources.

For FPE implementation to succeed all the necessary measures ought to have been put in place to ensure that schools had time to adjust to FPE policy requirements. The government for example was to facilitate implementation by disbursing funds to schools, a move that was delayed which set schools into a confusion. Provision of learning resources had been reported as a challenge prior to FPE declaration which meant that a rise in enrolments would definitely strain existing resources. This study therefore concluded that government provisions were still not adequate since schools were indirectly turning to parents for their support. In addition, parents were actively involved in paying for

completion of syllabus, facilitating national examination registration, firewood (in schools with feeding programmes), security and construction of school latrines among others.

Based on the study findings, FPE in Kenya failed short of the term 'free' as there were very strong aspects of parents' input financially and materially. The study also concluded that parents' misconception of FPE was due to lack of openness by school headteachers and school committees. As school managers, they denied parents information on how schools were funded as well as funds allocation for each child, which was very crucial to parents but had not been addressed.

. It was also the conclusion of the researcher that as a result of policy misinterpretation in schools and among parents, there was a possibility of some families especially among the poor, in urban slums and Internally Displaced Persons (IDPs) to keep children at home if FPE did not eventually translate to complete abolition of school levies.

Finally, the study also concluded that upgrading of teachers academic profession had significantly improved the way they related with parents as conflicts between them had been reduced except for a few extreme cases. This is an indicator that such relationships may in future be relied upon to bring parents on board and create an avenue for more parents' participation in FPE implementation.

Overall, unless the government through the Ministry of Education put proper mechanisms in place to ensure open and collaborative relationships between schools and home, it will be difficult for parents to actively participate in school programs and to make school administrators accountable so as to improve quality of education that their children receive.

5.10 Recommendations

Therefore, based on the findings and conclusions of the study, the researcher came up with the following recommendations:

i) That the government should as a matter of priority review the Basic Education Act (2013) soonest possible, to address the clause that allow school administrators to impose charges upon parents. This is because some schools charged various levies even without the approval of Education Cabinet Secretary as required since the process took time to be effected.

ii) The Ministry of Education in collaboration with schools, should come up with educational, environmental and social/cultural programmes or activities that parents would find attractive in which they would regularly and actively involved. This is because, other than school meetings, specific invitations by class teachers, and academic days, parents are rarely invited to school. Parents also shy away from voluntarily visiting schools unless when invited specifically by the class teacher on issues regarding their children.

iii) There is need for the Ministry of Education to clearly define stakeholder's roles through properly constituted school management committees and sensitize various stakeholders on the same, thereby introducing a cost-sharing approach to ensure that parental role was not neglected.

iv) Effective communication channels need to be identified and developed by school administrators not only for top-down but also bottom-up information flows between parents, teachers and school management and other decision makers at different hierarchies in the education system. This would ensure that parents receive correct information from the school promptly other than relying on the social media or other sources on information regarding FPE.

v) Though there are mechanisms in place to ensure schools accountability on utilization of school funds, the Ministry of Education through County Education Boards, should ensure that school administrators followed existing guidelines and openly displayed information on management of FPE funds to parents and especially through school audits which should be presented during schools annual general meetings. This would enable parents to appreciate governments' role in school funding as well as other school needs that require their attention.

vi) Each schools has its own unique needs and therefore the government in collaboration with County Education Boards, should come up with strategies on how to address FPE funding in those public primary schools with special needs. This would enable school administrators to prioritize school projects for implementation and avoid demanding levies from parents.

5.11 Suggestions for Further Research

This study examined influence of parents' views on their participation in FPE policy implementation in public primary schools in Nyeri County. Findings of the study may not have exhaustively dealt with all aspects of the topic. The study therefore can be a basis for further research in the following areas:

i) Utilization of devolved funds in addressing challenges related to the provision of FPE implementation in public primary schools.
ii) The impact of FPE implementation funding on household budgets in rural settings.
iii) A research to establish what government strategies are on how to bring parents on board to ensure their full participation in education programmes.
iv) It is also important to examine the impact of FPE policy implementation on gender roles in rural households.
v) Effects of school agendas during parent meetings on their voluntary participation in FPE implementation in public primary schools.
vi) The role of teachers as professionals in enhancing parent's participation in educational programmes.

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APPENDICES

APPENDIX 1: RESEARCH CONSENT FORM FOR PARENTS

The Catholic University of Eastern Africa

P.O. Box 62157-005200

Nairobi, Kenya

March, 2017

I, the undersigned, do hereby agree to participate in the study on 'Influence of parents' views on their participation in Free Primary Education implementation in Nyeri County, Kenya'. I understand that information for this study is for purposes of research only and I agree to participate in the research process. I also understand that my responses will be treated confidentially during the whole process including the published result of the study. I also understand that my responses will remain anonymous and no names will be mentioned in the report. I agree that my participation in this process is voluntary and there is no penalty for not participating in this study. I am also aware that I may withdraw from the research process at my wish by informing the researcher. I also accept that I was not coerced into signing this form. I understand this information and agree to participate fully under the conditions stated above.

Signed: Participant_____ Date_____

Student Researcher-
_____Date_____

APPENDIX 2: FGD GUIDE FOR PARENTS

SCHOOL _____

SUB- COUNTY_____

DATE _____

Section One: Questions on Free Primary Education Policy

1. What is Free Primary Education?

2. How did you first come to know or learn about FPE?

3. Was this the first time that you heard about FPE?

4.What did you think about FPE when you first heard of it?

5. What would you say now that education is free?

Section Two: Questions on Parents' Views on Free Primary Education Implementation Process

6. What is your opinion or view on Free Primary Education implementation process?

Probe on:

i) How the school first communicated with the parent about FPE

ii) Is the parent aware of how much the child is given per year?

ii) Information the parent has about how money is allocated for various school functions

iii) Reasons if any why the child is sent away from school

iv) If the parent has enrolled the children for private tuition

iv) The child's performance in school

Section Three: Parents Views on Invitation to Involvement in School Activities

7. What is your view towards invitations by schools to participate in various activities?

Probe on:

i) Activities in which the parent is involved such as drama, music, classroom activities, and welfare of pupils.

ii) Type of school meetings the parent attend

iii) School responses towards questions/comments that parent make during meetings

iv) How satisfactory is the feedback that parents receive from school

Section Four: **Parents Views on the Likely Effectiveness of their Participation**

8. Kindly express your view on how you feel about getting involved in your Childs' education

Probe on:

i) Occasions in which the parent specifically visit the class teacher

ii) Parents relationship with the class teacher

iii) Voluntary services the parent offer to the school (Discipline, buy textbooks for children, exercise books, help needy children etc.)

iv) Whether the parent is at ease with helping the child with his/her homework

v) What school issues do you discuss with your child?

Section Five: Parents Expectations of FPE Policy Implementation

9. What were your expectations of FPE implementation?

Probe on:

i) What the parent like most about FPE

ii) Why the parent would want to take the child to a private school

iii) Changes in the family budget as a result of FPE implementation

iv) What information the parent would like to have in regard to FPE

v) Why the parent skip school functions

vii) Schools response when a child stays at home

viii) How the parent would describe PAs representation of parents in school matters

ix) Whether the parent feels welcome in the school

Section Six: Parents Views on Provision of Teaching and Learning Resources

10. What would you say about the teaching and learning materials provided in school?

Probe on:

i) Adequacy of learning resources in the schools

ii) How lost text books are replaced

iii) Learning resources that the parent feels should be provided by the school

iv) Other ways in which the parent would like to participate

v) Any other comment the parent would like to make

Thank you for your participation

APPENDIX 3: CONSENT FORM FOR TEACHERS, HEADTEACHERS, PAs, BOMs AND NYERI COUNTY EDUCATION OFFICERS

The Catholic University of Eastern Africa

P.O. Box 62157-005200

Nairobi, Kenya

March, 2017

I, the undersigned, do hereby agree to participate in the study on: 'Influence of parents' views on their participation in Free Primary Education implementation: A study of Nyeri County, Kenya'. I understand that information for this study is for purposes of research only and I agree to participate in the research process. I also understand that my responses will be treated confidentially, that the information will be treated respecting the whole process including the published result of the study. I agree that my participation in this process is voluntary and there is no penalty for not participating in this study. I am also aware that I may withdraw from the research process at my wish by informing the researcher. I also accept that I was not coerced into signing this form.

Signature Participant _____ Signature Student Researcher

Date _____ Date _____

APPENDIX 4: QUESTIONNAIRE FOR TEACHERS

SCHOOL _____

SUB-COUNTY_____

DATE _____

Dear participant,

I am a student at The Catholic University of Eastern Africa and I am conducting a study on Influence of parents views on their participation in FPE policy implementation in Nyeri County, Kenya Your response will be highly appreciated. The information is needed for academic purposes only.

Your response and identity will be treated in total confidence.
I kindly request you to respond to this questionnaire.

Section 1: Demographic Information

1 Gender Male ( ) Female ( )

2 Age in years 21-30 years ( ) 31-40 years ( ) over 40 years ( )

3 Level of education Doctorate ( ) Master's Degree ( ) Bachelor's degree ( )
Diploma ( ) High school certificate ( ) Primary school certificate ( )

4 Experience as a teacher----------

5 years and below ( )
6-10 years ( )
11-15 years ( )
16 years and above ( )

Section 2: Information about your Class

5 Number pupils in your class (Please indicate number of boys and number of girls)

Boys ( ) Girls ( )

6 How many over-age pupils are in your class? ( )

7 What is the distribution of text books to pupils in your class?

1:1 ( )

1:2 ( )

1:3 ( )

Any other_____(specify)

8 How would you describe your relationship with parents?

Excellent ( )

Good ( )

Fair ( )

Poor ( )

Section 3: Teachers Views on Parents Response towards FPE Policy

9 How would you describe parents' response towards FPE policy? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	1	2	3	4
Parents like FPE initiative				
Parents have enrolled many children previously out of school				
Parents only cater for children's' basic necessities				
Parents no longer transfer children to private schools				

Section 4: Teachers Views on Parents Response to FPE Implementation

10 How would you describe parents response towards FPE implementation process on the following: You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	1	2	3	4
Parents like the idea of not paying levies				
Parents send children to school				
Parents support school projects				
Parents pay regular visits to the schools				

SECTION: 5 Teachers views on parents invitations to participate in FPE

11 What is your view on parents' response when called upon to participate in school activities? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) against the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents support school study trips				
Parents support class projects				
Parents attend school meetings				
Parents take part in school sports day				

Section: 6 Parents Views on the likely effectiveness of their participation in FPE implementation

12 Express your view on parents believe on the effectiveness of their participation in FPE. You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents supervise pupils homework				
Parents assist in rewarding pupils efforts				
Parents come to school to discuss pupils progress				

Section 7: Parents Expectations on FPE Policy Implementation

13 What in your view did parents not expect once FPE was implemented? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Financing school projects				
Buying learning resources				
School infrastructure development				
Payment for local/lateral examinations				
Paying for school feeding programme				

Section 8: Parents Views on Provision of Learning Resources

14 What would you describe as parents view on the provision of learning resources? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	1	2	3	4
Parents are ready to provide learning resources				
Learning materials provided are not enough				

15 What suggestions would you make to the school administration in regard to enhancing teacher /parent relationship?

.....

.....

.....

.....

Thank you for your cooperation

APPENDIX 5: QUESTIONNAIRE FOR HEADTEACHERS

SCHOOL _____

SUB-COUNTY_____

DATE _____

Dear participant,

I am a student at The Catholic University of Eastern Africa and I am conducting a study on Influence of Parents Participation on Free Primary Education Policy implementation in Nyeri County. Your response will be highly appreciated. The information is needed for academic purposes only.

Your response and identity will be treated in total confidence.
I kindly request you to respond to this questionnaire.

Section 1: Demographic Information

1 Gender Male ( ) Female ( )

2 Age

21 – 30 ( )

31 – 40 ( )

Over 40 ( )

3 Level of education Doctorate ( ) Master's Degree ( ) Bachelor's degree ( )
Diploma ( ) High school certificate ( ) Primary school certificate **( )**

4 Teaching experience

0-5 years ( )

6-10 years ( )

11-15 years ( )

Over 16 years ( )

5 Experience as a head teacher

Up to 5 years ( )

6-10 years ( )

11-20 years ( )

More than 20 years ( )

6 Length of time you have been in this school?

Up to 5 years ( )

6-10 years ( )

11-15 years ( )

Over 16 years ( )

Section 2: Information about the School

7 Number of teachers employed by BOM……..

Section 3: Headteachers view on Parents Participation on Free Primary Education Policy Initiative

8 How would you describe parents' response towards FPE policy? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents like FPE initiative				
Parents have enrolled many children previously out of school				
Parents only cater for children's basic necessities				
Parents no longer transfer children to private schools				

Section 4: Headteachers Views on Parents Participation in FPE Implementation

9 How would you describe parents responses towards FPE implementation process?

Express your view on parents' involvement in the following activities in FPE implementation. You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents like the idea of not paying levies				
Parents support school projects				
Parents send children to school				
Parents visit the school regularly				

Section: 5 Parents Response to Invitations to Participate in FPE Policy Implementation

10 What is your view on parents' response when called upon to participate in school activities?

Express your view on parents' involvement in the following activities in FPE implementation. You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents support school study trips				
Parents support class projects				
Parents attend school meetings				
Parents take part in school sports day				

Section: 6 Parents Views on the Likely Effectiveness of their Participation in FPE Implementation

11 Do you think parents believe in their participation as effective in the implementation of FPE? Express your view on parents believes on the effectiveness of their participation in

FPE. You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents supervise pupils homework				
Parents assist the school in rewarding pupils efforts				
Parents come to school to discuss pupils progress				

Section 7: Parents Expectations of FPE Policy Initiative

12 What in your view did parents not expect once FPE was implemented? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Financing school projects				
Buying learning resources				
School infrastructure development				
Payment for local/lateral examinations				
Paying for school feeding programme				

Section 8: Parents Views on Provision of Learning Resources

13 What would you describe as parents view on the provision of learning resources? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents are ready to provide learning resources				
Learning materials provided are not enough				

14 Head teachers' suggestions on how parent's participation in FPE implementation can be enhanced by the government?

……

……

……

……

……

……

Thank you for your participation

APPENDIX 6: QUESTIONNAIRE FOR PARENTS ASSOCIATION (PA) CHAIRPERSON

SCHOOL _____

SUB-COUNTY_____

DATE _____

Dear participant,

I am a student at The Catholic University of Eastern Africa and I am conducting a study on Influence of parent's participation on FPE policy implementation in Nyeri County. Your response will be highly appreciated. The information is needed for academic purposes only.

Your response and identity will be treated in total confidence.
I kindly request you to respond to this questionnaire.

Section 1: Demographic Information

1 Gender Male ( ) Female ( )

2 Age in years 20-30 ( ) 31-40 ( ) 41-50 ( ) Over 51 ( )

3 Level of education Doctorate ( ) Master's Degree ( ) Bachelor's degree ( )
Diploma ( ) High school certificate ( ) Primary school certificate **( )**

4 Occupation …….

5 Length of service to the school as PA Chairperson…….
Up to 1 year ( ) 2-5 years ( ) 6-10 years ( ) over 11 years ( )

Section 2: Parents Views on Free Primary Education Policy

6 How would you describe parents' response towards FPE policy? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents like FPE initiative				
Parents have enrolled many children previously out of school				
Parents only cater for children's basic necessities				
Parents no longer transfer children to private schools				

Section 3: PAs Views on Parents Response to FPE Implementation

7 How would you describe parents' responses towards FPE implementation process?

Express your view on parents' involvement in the following activities in Free Primary Education Implementation. You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents like the idea of not paying levies				
Parents give material support for school projects				
Parents send children to school				
Parents visit the school regularly				

Section: 4 PAs responses on parents views on invitations to participate in FPE implementation

8 What is your view on parents' response when called upon to participate in school activities?

Express your view on parents' involvement in the following activities in Free Primary Education Implementation. You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents support school study trips				
Parents support class projects				
Parents attend school meetings				
Parents take part in school sports day				

Section: 5 PAs responses on parents' views on the likely effectiveness of their participation in FPE implementation

9 Do you think parents believe in their participation as effective in the implementation of FPE? Express your view on parents believes on the effectiveness of their participation in FPE. You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents assist in pupils homework				
Parents assist the school in rewarding pupils efforts				
Parents come to school to discuss pupils progress				

Section 6: Parents Expectations of FPE Policy Implementation.

10 What in your view did parents not expect once FPE was implemented? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Financing school projects				
Buying learning resources				
School infrastructure development				
Payment for local/lateral examinations				
Paying for school feeding programme				

Section 7: PAs Responses on Parents views on Provision of Learning Resources to Schools

11 What would you describe as parents view on the provision of learning resources? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents are ready to provide learning resources				
Learning materials provided are not enough				

12 What challenges do you face as the PA Chairperson while assisting the school in the implementation of FPE?

……

……

13 What suggestions would you make to the school administration to enhance parents' participation in FPE implementation?

……

……**.....**

Thank you for your participation

APPENDIX 7: QUESTIONNAIRE FOR BOARD OF MANAGEMENT CHAIRPERSON

SCHOOL _____

SUB-COUNTY_____

DATE _____

Dear participant,

I am a student at The Catholic University of Eastern Africa and I am conducting a study on Influence of parent's views on their participation in Free Primary Education policy implementation in Nyeri County. Your response will be highly appreciated. The information is needed for academic purposes only.

Your response and identity will be treated in total confidence.
I kindly request you to respond to this questionnaire.

Section 1: Demographic Information

1 Gender Male ( ) Female ( )

2 Age in years 21-30 ( ) 31-40( ) 40-50 ( ) over 51 ( )

3 Level of education, Doctorate ( ) Master's Degree ( ) Bachelor's degree ( )
Diploma ( ) High school certificate ( ) Primary school certificate **( )**

4 Occupation ……

5 For how long have you served as the BOM chairperson in the school?
Months ( ) years ( ).

6 In which PA committees have you served before?

……

……

7 How would you describe your relationship with parents in the school?

Very good ( )

Good ( )

Poor ( )

Very poor ( )

Section 2: Information from BOM on Parents' Views towards FPE Policy Initiative

8 How would you describe parents' responses towards FPE policy? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents like the FPE initiative				
Parents have enrolled many children previously out of school				
Parents only cater for children's basic necessities				
Parents no longer transfer children to private schools				

Section 3: BOMs Views on parents response to FPE policy implementation

9 How would you describe parents' responses towards FPE implementation process?

Express your view on parents' involvement in the following activities in Free Primary Education Implementation. You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents like the idea of not paying levies				
Parents give support to school projects				
Parents send children to school				
Parents visit the school regularly				

SECTION: 4 BOMs Views on Parents Response to Invitations to Participate in FPE Implementation

10 What is your view on parents' response when called upon to participate in school activities? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents support school study trips				
Parents support class projects				
Parents attend school meetings				
Parents take part in school sports day				

Section: 5 BOMs Responses on Parents views on the Likely Effectiveness of their Participation in FPE Implementation

11 What is your view on what parents think about the effectiveness of their participation in FPE policy implementation? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD). Place a tick (√) in the response that best suits your opinion

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	**1**	**2**	**3**	**4**
Parents supervise pupils homework				
Parents assist the school in rewarding pupils efforts				
Parents come to school to discuss pupils progress				

Section 6: BOMs Views on Parents Expectations of FPE Policy Implementation

12 What in your view did parents not expect once FPE was implemented? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	1	2	3	4
Financing school projects				
Buying learning resources				
School infrastructure development				
Payment for local/lateral examinations				
Paying for school feeding programme				

Section 7: BOMs Responses on Parents views on Provision of Learning Resources

13 What would you describe as parents views on provision of learning resources? You can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) by placing a tick (√) against the response that most suits you.

Key: 1-Strongly Agree 2-Agree 3-Disagree 4-Strongly Disagree

Item	1	2	3	4
Learning resources provided are not enough				
Parents should provide learning resources				

14 What suggestions would you make to enhance parent's involvement in FPE implementation?

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……

Thank you for your participation

APPENDIX 8: INTERVIEW GUIDE FOR SUB-COUNTY EDUCATION OFFICERS

SCHOOL_____

SUB-COUNTY _____

DATE _____

Dear participant,

I am a student at The Catholic University of Eastern Africa and I am conducting a study on Influence of parent's views on their participation in FPE policy implementation in Nyeri County. Your response will be highly appreciated. The information is needed for academic purposes only.

Your response and identity will be treated in total confidence.

I kindly request you to respond to this questionnaire.

Section 1: Demographic Information

1 Gender Male ( ) Female ( )

2 Age in years

21 – 30 ( )

31 – 40 ( )

Over 40 ( )

3 Level of education, Doctorate ( ) Master's Degree ( ) Bachelor's degree ( )

Diploma ( ) High school certificate ( ) Primary school certificate **( )**

4 How long have you been the Education officer in charge of the Sub- County? ……

5 Number of new schools built after implementation of FPE……

6 How often do you visit the schools that are in the Sub-County?

……

……

Section 2: Information on Management of Schools

7 What role do you play in the implementation of FPE in schools? Kindly explain the roles you play

……

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8 How often do you attend PA meetings?

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9 What would you say about the performance of PAs in the Sub-County?

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Section 3: Information about Parents views on FPE Policy

10 What would you say about parents' reactions towards FPE policy?

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Section: 4 Information about Parents Participation in FPE Implementation Process

11 What would you say are parent's major concerns on FPE implementation process?

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……

Section: 5 Information on Parents Responses towards Invitations to Participate in FPE Implementation

12 How can you describe the response of parents towards invitations to participate in programs/projects or activities that have been initiated by schools in the Sub-County to enhance their participation in the implementation of FPE?

……

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Section: 6 Information on Parents views on the likely Effectiveness of their Participation in FPE Implementation

13 What is your view on what parents think about the effectiveness of their participation?

……

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Section: 7 Information on Parents Expectations of FPE Policy Implementation

14 In your view, what were parents' expectations after FPE policy implementation?

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Section: 8 Information on Parents Views on Provision of Learning Resources

15 According to FPE policy, learning resources are meant to be provided by the government. What then would you say about parents' response towards supporting their children with learning resources?

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……

16 What suggestions would you make to the County Director of Education in order to enhance parents' responses towards participation in Free Primary Education implementation?

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……

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……

……

Thank you for your participation

APPENDIX 9: INTERVIEW GUIDE FOR COUNTY DIRECTOR OF EDUCATION

DATE_____

Dear participant,

I am a student at The Catholic University of Eastern Africa and I am conducting a research on Influence of parent's views on their participation in Free Primary Education policy implementation in Nyeri County. Your response will be highly appreciated. The information is needed for academic purposes only.

Your response and identity will be treated in total confidence.
I kindly request you to respond to this questionnaire.

Section 1: Demographic Information

1 Gender----- Male ( ) Female ( )

2 Age in years ----- 21-30 ( ) 31-40 ( ) 40-50 ( ) over 51 ( )

3 Level of education ……..

Section: 2 Information about Schools in the County

4 Through what means does your office communicate to schools within the County?

……

……

……

5 What role does your office play in the selection of BOMs and PAs for schools?

……

……

……

6 What determines the number of meetings that you hold with school administrators per year?

……

……

……

7 How does your office respond to reports from parents in regard to payment of school fees?

……

……

……

8 The Basic Education Act allows school administrators to charge certain levies in consultation with your office. What measures have you taken to ensure that this rule is strictly observed by head teachers?

……

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……

9 What comments would you make in regard to drop-out rates in the County public schools since Free Primary Education implementation?

……

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……

……

10 What would you say about transfer cases of children from public to private primary schools in the County since Free Primary Education implementation?

……

……

……

……

11 How would you describe performance of schools in Nyeri County between the years 2003 and 2015?

……

……

……

……

12 What special programmes has Nyeri County initiated in schools to enhance parents' participatory role in education?

……

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……

……

13 What post-training or refresher programmes has the County initiated for teachers at the primary level of education to enhance effective implementation of FPE?

……

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……

……

14 How often do you organize capacity building programmes for Education officers within the County?

……

……

……

Section 3: Information on FPE Implementation Policy in schools

15 Out of the meetings you hold with parents, what would you say about their views on FPE policy implementation?

.....

.....

.....

16 How would you describe parents responses towards invitations by schools to participate in FPE implementation?

……

……

……

17 What would you say about parents believe in the effectiveness of their participation in FPE implementation?

……

……

……

18 What are some of the aspects of FPE implementation that parents feel as being opposite of their expectations?

……

……

19 The government has set aside funds for school learning resources. What would you about their adequacy in public primary schools?

……

……

20 Most of the schools in the Nyeri County have permanent structures. What would you say about parents' response towards requests by schools to support infrastructure development?

……

……

……

21 There have been claims by school heads about shortage of teachers in schools. How would you describe parents' responses towards payment of teachers employed by the BOM?

……

……

……

……

22 What recommendations would you make to the Ministry of Education to ensure that parents participate in Free Primary Education implementation?

……

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……

……

23 What recommendations would you make to school administrators in the County for them to enhance parent's participation in school programs?

……

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……

……

Thank you for your participation

APPENDIX 10: SUMMARY OF ITEM-TOTAL STATISTICS

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
VAR00020	62.4286	88.2857	.0110	.8614
VAR00021	62.2857	77.9048	.7169	.8407
VAR00022	62.4286	77.2857	.5573	.8455
VAR00023	62.2857	83.5714	.3126	.8539
VAR00024	61.2857	81.9048	.6379	.8460
VAR00025	63.0000	83.3333	.5987	.8481
VAR00026	61.7143	73.2381	.8809	.8323
VAR00027	62.7143	84.9048	.3771	.8522
VAR00028	62.8571	82.8095	.5972	.8475
VAR00029	61.4286	85.9524	.1935	.8567
VAR00030	61.5714	87.6190	.1147	.8573
VAR00031	62.1429	86.1429	.3733	.8531
VAR00032	61.7143	79.9048	.9119	.8407
VAR00033	61.5714	82.6190	.6818	.8465
VAR00034	62.5714	84.2857	.4890	.8502
VAR00035	61.0000	78.6667	.7209	.8414
VAR00036	62.0000	81.6667	.2983	.8570
VAR00037	61.8571	87.4762	.1143	.8576
VAR00038	62.2857	80.9048	.7382	.8437
VAR00039	62.2857	81.9048	.6379	.8460
VAR00040	61.7143	89.2381	-.0613	.8611
VAR00041	62.1429	84.1429	.3385	.8528
VAR00042	62.4286	88.6190	-.0309	.8660
VAR00043	62.4286	78.2857	.4252	.8524
VAR00044	62.5714	86.9524	.0980	.8599
VAR00045	62.5714	87.6190	.1147	.8573
VAR00046	62.7143	84.9048	.3771	.8522
VAR00047	62.0000	82.3333	.4374	.8500
VAR00048	62.7143	90.9048	-.1746	.8681
VAR00049	61.5714	81.2857	.5170	.8476

APPENDIX 11: OBSERVATION CHECKLIST

SCHOOL.....SUB-COUNTY.....DATE.....

Items Observed	**Condition of Items Observed**				
		Excellent	Good	Fair	Poor
Classrooms (Functional)	Presence of secure (door, window, walls, roofs)				
Water and electricity	Presence				
Play ground	Presence of field and size				
Toilets	For teachers, boys and girls				
School projects	Presence				
School compound	General maintenance				

APPENDIX 12: RESEARCH MATRIX

Research Question	Data needed	Sources/Informants	Instruments Sample size
What are parents' perceptions on FPE policy?	Views of parents on Free Primary Education policy	Parents Head teachers Teachers BOM chairperson PAs chairperson County Education officers	Interview guide and questionnaire Questionnaire Questionnaire Questionnaire Questionnaire Interview guide
What are parents' views Free Primary Education implementation process?	Parents views on the FPE implementation process	Parents Head teachers Teachers BOM chairperson PA's chairperson County Education officers	Interview guide Questionnaire Questionnaire Questionnaire Questionnaire Interview guide
What are parents' views on invitations by schools to participate in FPE implementation?	Parents responses when invited to participate in school activities/programmes	Parents Head teachers Teachers BOM Chairperson PA Chairperson County Education officers	Interview guide and questionnaire Questionnaire Questionnaire Questionnaire Questionnaire Interview guide
What are parents' views on the likely effectiveness of their participation in school programmes?	Parents views on how they influence their children's education	Parents Head-teachers Teachers BOM chairperson PAs chairperson County Education officers	Interview guide and questionnaire Questionnaire Questionnaire Questionnaire Questionnaire Interview guide
What aspects of FPE do parents find to be contrally to their expectations?	Parents views on their expectations about FPE policy implementation	Parents Head-teachers Teachers BOM chairperson PAs chairperson County Education officers	Interview guide and questionnaire Questionnaire Questionnaire Questionnaire Questionnaire Interview guide
What are parent's views on the provision of teaching and learning resources for their children?	Responses on whether provision of teaching and learning resources is adequate	Parents Head teachers Teachers BOM Chairperson PA's Chairperson County Education officers	Questionnaire and interview guide Questionnaire Questionnaire Questionnaire Interview guide Observation Check list

APPENDIX 13: RESEARCH ACTIVITIES WORK PLAN

NO.	ACTIVITY	PERIOD (YEAR 2015/2018)											
		SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
1.	Writing proposal	√	√										
2.	Writing Proposal				√								
3.	Defending proposal			√									
4.	Data collection and data analysis					√	√						
5.	Finalizing report writing							√					
6.	Defending report							√					
7.	Submission							√					

APPENDIX 14: RESEARCH BUDGET

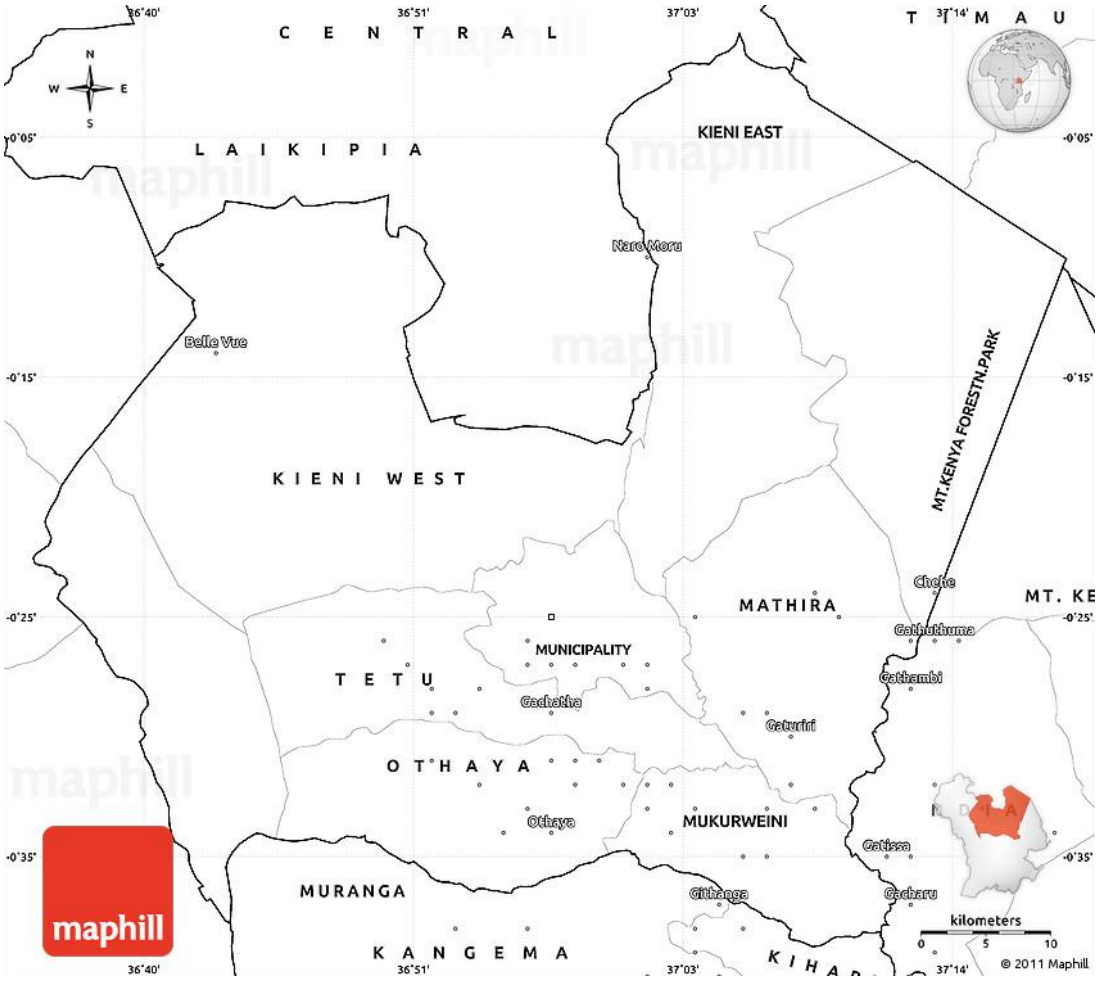
Items	Amount K. Sh.
Stationery	20,000
Phone charges	3000
Transport	30, 000
Printing & photocopy	30,000
Binding	5000
Internet Charges	10,000
Research Assistants	20000
Total	**118,000**

APPENDIX 15: MAP OF KENYA SHOWING 47 COUNTIES



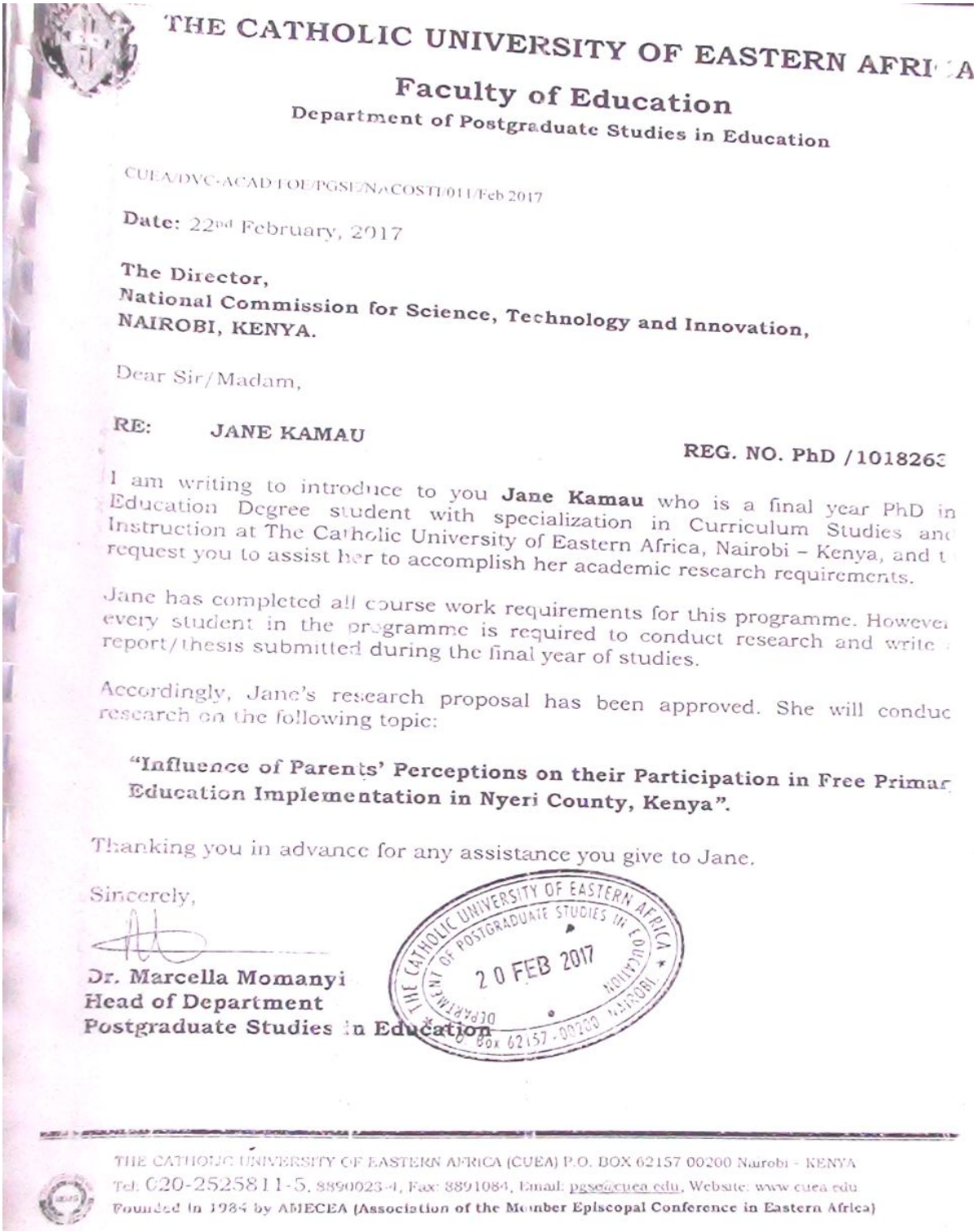
Source; Map of Counties in Kenya 2018)

APPENDIX 16: MAP OF NYERI COUNTY SHOWING AREAS OF STUDY (8 SUB-COUNTIES)



Source; Map of strategic Plan of Nyeri County-2018)

APPENDIX 17:AUTHORIZATION LETTER FROM CATHOLIC UNIVERSITY OF EASTERN AFRICA



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/011/Feb 2017

Date: 22nd February, 2017

The Director,
National Commission for Science, Technology and Innovation,
NAIROBI, KENYA.

Dear Sir/Madam,

RE: JANE KAMAU

REG. NO. PhD /1018263

I am writing to introduce to you **Jane Kamau** who is a final year PhD in Education Degree student with specialization in Curriculum Studies and Instruction at The Catholic University of Eastern Africa, Nairobi – Kenya, and t request you to assist her to accomplish her academic research requirements.

Jane has completed all course work requirements for this programme. Howeve every student in the programme is required to conduct research and write report/thesis submitted during the final year of studies.

Accordingly, Jane's research proposal has been approved. She will conduc research on the following topic:

"Influence of Parents' Perceptions on their Participation in Free Primar Education Implementation in Nyeri County, Kenya".

Thanking you in advance for any assistance you give to Jane.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION 20 FEB 2017 P. O. Box 62157 - 00200 NAIROBI

Dr. Marcella Momanyi
Head of Department
Postgraduate Studies in Education

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi - KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

APPENDIX 18: LETTER OF AUTHORIZATION FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone +254-20-2213471,
2241349,3310571,2219420
Fax +254-20-318245,318249
Email dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/01665/16200**

Date **14th March, 2017**

Jane Mumbi Kamau
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of parents perceptions on their participation in Free Primary Education implementation in Nyeri County Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for the period ending **14th March, 2018.**

You are advised to report **the County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.

...is ISO 9001: 2008 Certified

APPENDIX 19 : CERTIFICATE OF RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. JANE MUMBI KAMAU
of CATHOLIC UNIVERSITY OF EASTERN AFRICA, 0-100 Nairobi,has been permitted to co nduct research in *Nyeri County*

on the topic: *INFLUENCE OF PARENTS PERCEPTIONS ON THEIR PARTICIPATION IN FREE PRIMARY EDUCATION IMPLEMENTATION IN NYERI COUNTY KENYA*

for the period ending:
14th March,2018

Permit No : NACOSTI/P/17/01665/1(200
Date Of Issue : 14th March,2017
Fee Recieved :Ksh 2000



.....
Applicant's
Signature

.....
Director General
National Commission for Science,
Technology & Innovation

APPENDIX 20: RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONER

THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

E-mail: nyericountycommissioner@yaroo.com
Telephone: 061 2030619/20
Fax: 061 2032089
When replying please quote

NYERI COUNTY COMMISSIONER
P.O. BOX 33-10100
NYERI

REF. NO. NYC/ADM/1/57/VOL.V/77 20th March, 2017

Jane Mumbi Kamau
CATHOLIC UNIVERSITY OF EAST AFRICA
P.O.BOX.62157 -00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to your letter dated 20th March, 2017 on the above subject.

Approval is hereby granted to carry out a research on ***"Influence of parents perceptions on their participation in free Primary Education implementation"*** in Nyeri County.

The period of the study ends 31st May, 2017.

M.KIAMA
FOR: COUNTY COMMISSIONER
NYERI COUNTY

APPENDIX 21: RESEARCH AUTORIZATION FROM COUNTY DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

E-Mail –centralpde@gmail.com
Telephone: Nyeri (061) 2030619
When replying please quote

OFFICE OF THE COUNTY
DIRECTOR OF EDUCATION
P.O. Box 80 - 10100,
NYERI

CDE/NYI/GEN/23/VOL.II/136

20th March, 2017

Jane Mumbi Kamau,
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Reference is made to Secretary National Commission for Science, Technology and Innovation letter Ref. NACOSTI/P/17/01665/16200 of 14th March, 2017 on the above subject.

Kindly note that you have been authorized to carry out research on ***"Influence of parents perceptions on their participation in Free Primary Education implementation in Nyeri County Kenya"*** in Nyeri County ***for*** a period ending **14th March, 2018.**

KABORA I. M.
For: COUNTY DIRECTOR OF EDUCATION
NYERI COUNTY

cc

National Commission for Science
Technology and Innovation
P. O. Box 30623 – 00100
NAIROBI

APPENDIX 22: LIST OF NYERI COUNTY PRIMARY SCHOOLS

S/N	TETU	NYERI CENTRAL	KIENI EAST	KIENI WEST	MATHIRA WEST	MATHIRA EAST	MUKURWEINI	NYERI SOUTH
1	ALLAMANO SPE	CHANIA	AGUTHI		CHIENI	CHEHE	GACHIRIRO	BIRITHIA
2	GAITHURI	CHORONGI	AIRSTRIP	AMBONI	GACHUIRO	GATHAITHI	GAIKUNDO	GATHANJI
3	GATHATHIINI	DEB MUSLIM	BAHATI	BELLEVUE	GATHOGORERO	GATHETHU	GAKIMA	GATHUMBI
4	GATHINGA	GIAKANJA	BARAKA	BIRISHA	GATHUINI	GATHIRUTHIRU	GAKIRA	GATUGI
5	GATHUNGO	GITATHIINI	BURGRET	BONDENI	GATIKO	GATHUGU	GATHIRITI	GATURUTURU
6	GATHUTHI	GITHIRU	CCM NANYUKI	CHARITY	HIRIGA	GATINA	GATHITU	GATUYAINI
7	GATUMBIRO	GITHWARIGA	CHAKA	EMBARINGO	ICHUGA	GATONDO	GATHUKIMUNDU	GICHAMI
8	GICHIKA	HILLFARM	DEB SOLIO	ENDARASHA	IRURI	GATUNDU	GATURA	GICHIHCE
9	GITHAKWA	IHIGAINI	FURAHA	GAKANGA	ITIATI	GATURA	GIATHUGU	GIKURWE
10	GITITU	IHWA	GATEI	GITARO	KABIRUINI	GUTURIRI	GIKONDI	GITUGI
11	GONDO	ITHENGURI	GATUAMBA	GITEGI	KAHIRAINI	GIAKAIBII	GITHAGARA	GITUIGA
12	HUBUINI	KAHIGA	GATUANGA	GITHURA	KIANGI	GIKORORO	GITHI	GITUNDU
13	HUHOINI	KAMUYU	GITERO	HONI	KIANGOMA	GIKUMBO	GITHUNGUNGU	GURA
14	IHITHE	KANOGA	GITHUNGO	IGATHU	KIANGURWE	GITUNDUTI	GITHUNGURI	IHURIRIO
15	IHURURU	KERICHU	GITINGA	IKUMARI	KIANJENENI	IHIGA	ICHAMARA	IRIAINI
16	36KAGWATHI	KIAMBUIRI	GUARA	KABANDERA	KISNJOGU	IHWAGI	ITHNI	IRINDI
17	KAHIIGAINI	KIAMURU	IRIGITHATHI	KAMATONGU	KIHURO	ITUNDU	ITITU	KAGERE
18	KAIGONDE	KIAMURU	KABARU	KAMIRURI	KIRIKO	KAHARA	KAGARII	KAGONGO
19	KAIGURI	KIHATHA	KAHUHO	KAREMENO	NDUNDUINI	KAHURU	KAHARO	KAGONYE
20	KANGAITA	KIHUYO	KAMBI	KIAHUKO	NGAINI	KAHUTINI	KAHETI	KAGUMO
21	KANJORA	KILIMARA	KAMBURAINI	KIAHURIA	NGANDU BOYS	KANGOCHO	KAINI	KAIRIA
22	KARANGIA	KING'ONG'O	KARICHENI	KIAMBOGO	NGANDU GIRLS	KANJURI	KANGURWE	KAIRUTHI
23	KARIGU-INI	KIANDERI	KARICHURA	KIGURU	NGORANO	KARATINA DEB	KANINGA	KAMOKO
24	KARUNAINI	MAIRWE	KARINDAS	KIHUHIRO	NGUNGURU	KARATINA SPE	KARABA	KARIKO
25	KIAIGI	MARUA	KAITHERI	KINYAITI	NGURUMO	KARATINA URB	KARAGURIRIO	KARIMA
26	KIAMUTIGA	MATHARI	KIBOYA	KIRIA	NJATHEINI	KARINDUNDU	KARIARA	KARUTHI
27	KIANDU	MOI NYERI COMPLEX	KAMAHURI	LABURRA	RITITI	KARURA	KARINDI	KIAGUTHU

28	KIARAHO	MT. KENYA	KIMBO	LACHUTA	RUARE	KIAMABARA	KARUNDU	KIAMUYA
29	KIAWAITHANJI	MURINGATO	KIRINYAGA	LAMURIA	SAGANA	KIAMIGWI	KIAMURATHE	KIANGUMBA
30	KIGOGOINI	MURUGURU	LUSOI	MBIRITHI	THAITHI	KIAMUCHERU	KIANDONGU	KIGUMO
31	KIGWANDI	MUTHUAINI	MACHARIA	MITERO	TUMUTUMU	KIAMWANGI	KIANYAGA	KIHOME
32	KIHARO	MWENJI	MANYATTA	MUGAKA HILL	TUMUTUMU DEAF	KIANGENGI	KIAWAITA	KIHUGIRU
33	KIHINGO	NDURUTU	MAPEMA	MUGUNDA	THAITHI	KIARITHAINI	KIAWAMURURU	KIHURI
34	KIRITI	NGANGARITHI	MARAGIMA	MUTHANGIRA	UNJIRU	KIENI	KIBUTIO	KIINU
35	MATHAKWAINI	NYAMACHAKI	NATHINGIRA	MUTHUINI	WAKAMATA	KIRIGU	KIGATHI	KIRAI
36	MIRICHU	NYARIBO	MBIRIRI	MWANGAZAS		MAGUTU	KIHATE	KIIRINI
37	MUTATHIINI	NYARUNGUMU	MERE	MWEIGA		MATHAITHI	KIHUTI	KIYU
38	NGOORU	RIAMUKURWE	MILIMANI	MWIHOKO		MIIRI	KIRUNGI	KONYU
39	NDUGAMANO	ST. TERESAS	MLIMA KENYA	MWIYOGO		NDIMAINI	KINURI	MAHIGA
40	NJOGUINI	TEMPLE ROAD	MAKANDAMIA	NAIRUTIA		RAGATI	MAGANJO	MIIRINI
41	NYAITHEE	TETU BOYS	MUNYU	NDUNYUGWATHI		THENGEINI	MATIRAINI	MUCHARAGE
42	THAGEINI	TETU GIRLS	MURERU	NGARENYIRO			MATUTO	MUIRUNGI
43	WAMAGANA	THUNGUMA	MWICHWIRI	NJENG'U			MBUGWA	MUMBUINI
44	WANDUMBI		NAROMORU	RODAMA			MIHUTI	MUMWE
45	WANDUMBI SPE		NDATHI	RUAI			MUHITO	MUNAINI
46			NDIRITI	RUIRII			MUKUI	MUNYANGE
47			NYANGE	ST.JOSEPH MAHIGA			MUTHUTHUINI	MUTITU
48			RONGAI	TALAU			MUTONGA	NGARU
49			TETU	TANYAI			MUTWEWATHI	NJIGARI
50			TIGITHI	WANG'ATA			MWATI	RUKIRA
51			WARAZO	WATUKA			MWERU	RURUGUTI
52			WATHITUGA	WENDIGA			NDIA-INI	THUNGURI
53							NGAMWA	THUTI
54							NGUURA	WAGURA
55							NINGAINI	WITIMA
56							NYAKAHUHO	
57							RUTUNE	
58							TAMBAYA	

59							THANGATHI	
60							THUKUMA	
61							WACHEE	
62							WANGERA	
63							WANGURU	
64							WANJII	
65							WANJITHI	