

**EVALUATION OF PROVISION OF QUALITY EDUCATION: A CASE OF PUBLIC
PRIMARY SCHOOLS IN EMBAKASI DISTRICT, NAIROBI COUNTY.**

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ABSTRACT

This study sought to evaluate provision of quality education in Embakasi District in Nairobi County. It was guided by the following objectives: to establish school – related factors, learners’ home based factors, teacher based, government policies affecting provision of quality education in public primary schools in Kayole Zone, Embakasi District in Nairobi County. Final objective sought to identify possible measures that can be used to improve on quality education. The findings of this study would be of benefit to the government, the institutions, teachers, education planners, headteachers, parents, pupils, community, Teachers Service Commissioner (T.S.C) and the future researchers.

In collecting data on provision of quality education, survey research design was employed. This study targeted 13500 pupils, 144 teachers and 3 Quality Assurance officers. The study used purposive, stratified and simple random methods to derive a suitable sample population. The suitable sample comprised of 96 pupils, 48 teachers in 6 public primary schools and 3 Quality Assurance officers. To collect data, questionnaires, interviews and observation checklists were used. Collected data was analysed by use of Statistical Package for Social Sciences (S.P.S.S) and Microsoft Office Excel suite which was presented in form of statistical tables and chart.

The findings showed despite many children staying with both parents with stable income to support their basic needs, they were interfered by neighborhoods which did not facilitate to their proper acquisition of skills and good performance. Parents’ attitude and busy schedules did not synergize their interaction and nurturing. The study has also found teachers with high experience, advanced professional qualification, attended in-service courses regularly, had skills in guiding and counseling as well as adhered to code of ethics on teaching improved on provision of quality education. In addition, the study found that schools with available, adequate and in good condition facilities gave learners confidence and satisfaction which promoted their skill and knowledge acquisition. Finally, the study found that the government has a policy that does not support teachers to attend in-service courses. In addition, the government does not provide all teaching and learning materials. Moreover, with a lot of government bureaucracy, hiring of teachers, procuring teaching and learning materials, upgrading of physical infrastructure of the school affected continuous cycle of providing quality education.

Therefore, it can be deduced that quality education requires integration of many factors. For example, learner’s ability to receive knowledge and skills requires check on their behavior that supports better achievement of academic knowledge and skills. This can only be achieved in situations where the government provides platform at which qualified teachers with updated pedagogy are employed. This facilitates proper teaching methods and use of teaching and learning materials.