

**EQUITABLE RESOURCE DISTRIBUTION IN ACCESSING FREE
PRIMARY EDUCATION IN KENYA: A CASE OF MSAMBWENI
DISTRICT, KENYA**

KOTI F. MUSOMBA

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT FOR
MASTER OF EDUCATION DEGREE IN EDUCATIONAL PLANNING,
MANAGEMENT AND ADMINISTRATION OF
MOUNT KENYA UNIVERSITY**

OCTOBER 2012

ABSTRACT

The key problem of this study was that despite the government efforts to reduce poverty levels and distribute resources, most public primary schools have still a dismal margin of access to adequate resources hence hindering education development in the rural areas of the country. Determinants of learner's access to education resources at all levels have not been adequately investigated and well understood. The Education management society of Kenya explored equity in provision of Secondary Education, focused on some ethnic groups, regions, type of genders, social class that may have more and better resources and opportunities towards Secondary Education as a result of their geographical location and ethnic proximity to the ruling elites. The purpose was to investigate equitable distribution of resources in accessing quality education in rural schools causing some public schools in Coast region not equitably distributed with adequate resources to reduce poverty levels in the region. The objectives aligned to were; to establish challenges faced by such schools in spending government funds, the role of infrastructure in accessing FPE in rural schools and distribution of teachers in search areas. Msambweni District, Kwale County. The research variables were geographical locations, gender imbalance, teachers, finance resources and infrastructure. Simple random sampling based on rural public primary schools within an education zone Division was used. The researcher used computer software SPSS and MS-Excel program to analyze the data collected. Unvaried analysis was used for the single variables which comprised of computation of frequencies, tables, means and modes. The target population was 580 teachers, 60 headteachers, 1 TSC personnel, 1 Educational Officer and 1 TAC tutor. Observation checklist investigated the socio-economic status of the school facilities. Descriptive statistics were used to analyze the data. Equal distribution of resources was significant to learners in rural public primary schools in Kenya to

access and actively participate in national development. The research findings included inadequate distribution of teachers, schools infrastructure; poor road network coverage in rural which deterred effective transportation and unclear communication from schools through Tac tutors to the ministry's headquarters.