

Factors Influencing Implementation of Non formal Education in the Non formal Institutions in the Informal Settlements of Mukuru kwa Njenga; Nairobi, Kenya

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Abstract: *Non formal education is seen to be any organized systematic educational activity conducted outside the framework of the official educational system in a given setting, to provide selected types of learning to a particular sub group in the society. Non formal institutions are therefore set up for this purpose. Such facilities have close resemblance to formal schools in that they aim at transmitting the formalized curriculum that finally lead to formal school examination. However, they differ in school practices, management, financing, staffing conditions, registration, operating environments and school structures. This kind of education; which is mainly basic, is a common occurrence in many of areas that are neighboring the major town centres in Kenya, and in most cases the learners here are found to be the slum dwellers. Institutions similar to primary schools and early childhood development education (ECDE) centres are therefore set up. The purpose of this study was to investigate the factors influencing implementation of non formal education in non-formal primary institutions in the informal settlements of Mukuru Kwa Njenga, Nairobi County, Kenya. The objectives of the study were; to determine how the professional and academic qualifications of teachers influence implementation of NFE, to establish how teacher's turnover influence implementation of NFE, to determine how teacher's attitudes influence implementation of NFE, and to establish whether the physical and teaching and learning resources influence the implementation of NFE. The study was guided by the theory of change, by Lovell & Wiles. The descriptive survey design method was applied in the study. The target population for the study included 20 non formal schools that had presented standard eight pupils for KCPE Examinations in the last five years in Mukuru Kwa Njenga informal settlements. Simple random sampling technique was used to select 19 NFEs, 120 teachers and 256 pupils. All the head teachers of the 19 NFEs also participated in the study. Data was analyzed by the use of descriptive statistics and the findings of the study showed that professional and academic qualifications of teachers positively influenced curriculum implementation in NFE schools. The study also found out that teacher turnover and their attitudes as well as physical and teaching and learning resources influenced implementation of NFE in NF schools. This research also established that the head teacher's characteristics, such as internal supervision and professional support to teachers, were perceived to have positive influence on the implementation of NFE. The study recommended that schools serving low income families can add their value through capacity building of their teachers, establishing mobile facilities such as classrooms, and toilets, engaging in income generating activities, economic empowerment of parents, sourcing for scholarships, acquisition of loans and enhancing of school feeding programs. It was also noted that enhancement of internal supervision by head teachers would go a long way to give professional support to teachers. The study suggests further research to be conducted on factors influencing learning achievements in literacy and numeracy skills in non formal schools in Kenya.*

Keywords: Factors, Implementation, Non formal education, professional qualifications, teaching and learning resources, infrastructure

1. Introduction

Non formal education is an alternative approach to formal basic education. It targets adults and youth who have no access to formal education; or those who have dropped out from the formal system before acquiring sustainable literacy skills. It has, in general been an expression of the desire to provide education and facilitate learning through alternative modes of delivery for children and youngsters who have been unable to access formal educational opportunities.

This type of education emerged more strongly in 1968 as a solution to the falling standards of formal education worldwide. It was seen as a panacea for the declining standards of education in the affected societies and also as a possibility of incorporating the low cost private education to bring 'Education for All' on board.

The NFE is central to the protection and fulfillment of children's rights as stipulated in the Convention on the Rights of the child Act 2001(cap 586 laws of Kenya) and Dakar framework (2000). The objectives of NFE is to provide functional literacy, provide functional and remedial education for those young people who did not complete secondary education, provide education for different categories of people, give the adult citizens of the country the necessary aesthetic, cultural and civic education for public enlightenment, UNICEF (2008)

The purpose of NFE is the provision of skills to enhance social development and reduction of poverty and skilling or up-skilling citizens for increased productivity and national development, Ololube, (2012). Non formal programs, therefore provide the recipients the chance of achieving literacy and basic learning needs. Non formal education in Kenya supplements the Government's efforts to provide

education for all and ensure access, equity and quality across all levels of basic education, Government of Kenya, (2012).

Ruto (2004) asserts that NFE is an alternative approach to formal basic education. It targets adults and youth who have no access to formal education or those who have dropped out from the formal system before acquiring sustainable literacy skills. KIE (2007), states that NFE focuses on specific learning objectives, learning needs, target clientele, organizational and curricular flexibility, relevance to contextual realities and cultural acceptability was attractive to those who yearned for other possibilities in education especially at a point in time when formal education had been the focus of sustained criticism. The NFE came into play as an alternative that provided a flexible operational environment that takes into account the plight of many slum dwellers, pastoralist communities and arid and semi arid lands communities, Government of Kenya (2009).

The Ministry of Education (2009), outlines the NFE Curriculum structure in three levels I, II, III each of which takes two years to complete. This is an accelerated education programs which enables learners to complete within six years taking cognizance some learner's advanced age and experiences. In each level, learners are expected to acquire the same competences as learners in the corresponding levels in the formal education. Level I is equivalent to formal education standard 1-4, level II standard 5-6 and level III 7-8. The curriculum has vertical and horizontal linkages and equivalences with formal education curriculum.

The subjects offered in basic NFE program include academic subjects which include English, Kiswahili, Mathematics social studies and Christian Religious Education. It is mainly provided by the community, Non Governmental Organizations (NGOs), Government and Religious groups. It involves voluntary participation; teaching is delivered by Para-professionals and volunteers, Thomson (2000). UNICEF/ GoK (2008), literacy for all is a non formal primary education program, otherwise known as NFE. Non formal education programs are often context specific and concentrate on the participant's true needs.

Generally, implementing NFE curriculum in Kenya is a joint effort of all stakeholders in the provision of education. Mugisha (2006), states that quality in education cannot be achieved when access to education is increased; when at the same time teachers are not equipped appropriately with the teaching pedagogy, the head teachers are ill equipped with the administrative skills, the curriculum is not effectively implemented, and when physical facilities, and teaching and learning materials do not effectively guarantee quality education and when pupils' attitude is negative. Thompson (2001), agrees that quality and relevance of NFE is affected by lack of a clear policy, a negative image, lack of clear transition mechanisms, inadequate resources, unqualified teachers who often employ inappropriate methods, lack of teaching and learning materials, lack of quality assurance mechanisms, and uncoordinated large number of service providers. These factors pose a challenge on the, implementation, promotion and quality of NFE.

2. Statement of the Problem

It is expected that all basic schools regardless of their categories, to be well equipped with professional and academically qualified teachers, good classrooms, teaching and learning resources and positive attitudes of teachers and pupils. This has not been the case in non formal education schools. The implementers are not trained, the schools are not equipped as expected and teacher turnover is the order of the day. Although many strategies and interventions have been put in place to address the constraints on both the supply and the demand sides by the government of Kenya to support NFE, disparity at all levels persist with non formal schools being more disadvantaged.

The objective of the study was to determine how the academic and professional qualifications of teachers influence implementation of NFE curriculum. The study was guided by the "*Theory of Change*" which states that change results from new knowledge and people must recognize a need for change. It implies that teachers and pupils constitute teacher-pupil systems and that they are bound by the belief that they can achieve certain goals more effectively as a system than an individual's, Lovell and Wiles (1968). The use of this theory in the USA had found out that teaching and learning processes as well as capacity of teachers, their attitudes and motivation, learners own motivation, relevance and quality of education offered and the family backgrounds, the socio-economic factors and learners' immediate environment always determined achievement Oluode (2000)

3. Methodology

The study employed descriptive survey research design to obtain factual information concerning factors influencing implementation of non formal education in non formal primary schools of the informal settlements of Mukuru Kwa Njenga Nairobi County Kenya. It also helped in getting the opinions, attitudes, preferences and perceptions of specific factors that influence NFE Curriculum. Where the design is used, the status and nature of the situation as it exists with respect to the variables or conditions of the situation can accurately be determined (Borg & Gall, 2007). The question is *how does the academic and professional qualification of teachers influence implementation of Non formal education curriculum?*

Simple random sampling technique was used to select nineteen (19) head teachers, ninety two teachers and two hundred and fifty six pupils to participate in the study. The data was collected using questionnaires and observation check lists. The questionnaire had both open ended and closed items. They were administered to head teachers, teachers and pupils from classes' six to eight. The head teachers' questionnaires covered details of academic and professional qualifications of teachers and the implementation of the NFE. Teachers' questionnaires were designed to evoke responses on gender, experience and the academic and professional qualifications. Most of the questions in the questionnaire were objective. However, there were few structured questions to draw out more information on academic professional qualifications of the teachers. The questionnaires were validated by pre-testing

on population sample similar to the target population to determine their validity and effectiveness. A test re-test method was used to ensure reliability of the instruments. The test results were consistent, and the possible random error had been greatly minimized, hence the precision and consistency of the instruments (Kathuri & Pals 2005).

Descriptive statistics were used to analysis the data collected. Percentages were used to analyze academic and professional qualifications of the head teachers and teachers

Table 1: Academic and professional qualifications of teachers

Qualifications	Head teachers		Teachers		
	Frequency	%	Qualification	Frequency	%
P1	2	10.5	P1	12	13.0
ECDE	6	31.6	P2	20	21.7
P2	4	21.1	SW	10	10.8
Social workers	4	26.3	ECD	20	21.7
Volunteers	4	21	Volunteers	30	32.2
Total	19	100		92	99.4

It can be observed that majority of the teachers in non formal schools have Early childhood Development certificates (21.7%). This means that majority of teachers have low level of qualifications but were knowledgeable enough to teach in non formal schools. It also shows that majority of teachers in the study area were trained except thirty two (32.2%) volunteers and 10.8% social workers who did not have education background. According to Okumbe (2001) training provides teachers and other employees with specific knowledge and skills in order to enable them perform specific teaching task. Training increases productivity both quantity and quality of its output. It improves the workers' morale and job satisfaction and motivation. It also reduces obsolescence among employees, creates a sense of personal growth and reduces problems which are associated with supervisions of employees. It can be concluded that Academic and professional qualifications of teachers is key to implementation of NFE.

The findings of the study reveal that lack of finance, professional and academic qualifications of teachers affected the implementation of NFE. Non formal education in Kenya has been in operation long before formal education. Just like any other changes, it has had its fair share of teething problems. From the findings of the study, these challenges can be attributed to failure to have an adequate time to prepare for the implementation of NFE. As a result of this, many non formal schools were not ready for the implementation of the curriculum. The relevant policy had not been put in place to guide the people in charge of the implementation.

4. Conclusion

The academic and professional qualifications of teachers are paramount to the implementation of non formal NFE. It was found out that most teachers in non formal schools had basic certificates except 26% of the social workers who had no educational background and 29% volunteers, who comprised religious groups NGOs and community at large. It can be concluded that the level of education of teachers is positively related to their attitude towards the implementation of non formal education in the study area.

5. Recommendations

The study recommends that schools serving low income families should add their value through capacity building of their teachers, establishing mobile facilities such as classrooms, and toilets, engaging in income generating activities, economic empowerment of parents, sourcing for scholarships, acquisition of loans and enhancing of school feeding programs. In addition, the head teachers should enhance their internal supervision of the professional support teachers. The study suggests further research to be conducted on factors influencing learning achievements in literacy and numeracy skills in non formal schools

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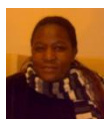
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