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Planning For Educational Facilities In Rural Areas. A Case Study Of Irianyi Division In Kisii District

By

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Abstract

The demand for education in Kenya has considerably increased since independence, yet provision of educational facilities has not kept pace with the increasing pupil population. The government and local communities have continued to invest abundantly in education. A major constraint that affects the advancement of education in the country is the existence of regional disparities in the provision of educational facilities.

This study sets to establish the cause of disparity in education provision and the problems facing education institutions (primary schools) in the dissemination of knowledge. Attempt has been made to examine agencies involved in the provision of educational facilities such as teachers, instructional materials, technical skills equipments and physical educational facilities (structures). The analysis of the facilities is done in order to reveal how they affect dissemination of knowledge and acquisition of technical skills in Irianyi division in Kisii district. Quantitative and qualitative methods of analysis are used. Chi-square test and analysis of variance (ANOVA) are used to test variation in the provision of the respective educational facilities among schools and within the division. Ratios and percentages are also used.

The study has established that government contribution in the provision of educational facilities is mainly in the form of teachers and technical equipments. The Parents-Teachers Association shoulders the responsibility of providing the rest of the educational facilities. Most schools are lagging behind in the provision of classrooms, workshops, home science blocks, agricultural demonstration plots and instructional materials. The age of pupils and poor quality of some of the technical equipments were found to inhibit the dissemination of technical skills. Teachers were found to be straining in discharging of their duties as a result of an increase in the number of periods taught by a teacher among some schools.

Lastly, schools in the study area were found to perform poorly in Kenya Certificate of Primary Education. The poor performance is an area of concern to planners, policy makers and members of the community. Hence, the identified factors, which inhibit dissemination of knowledge, if they could be addressed to, would help a great deal in improving the operational efficiency of the education system.