Contemporary Studies Journal in Education and Psychology
P-ISSN: 3079-773X

Vol 1, Issue 1, March 2025

الخبرة التدريسية في المدارس الابتدائية في كينيا من 2010 إلى 2020: دراسة تحليلية للصعوبات وعوامل التجاوز

*Teaching Experience in Primary Schools in Kenya from 2010 to 2020: An Analytical Study of Difficulties and Overtaking Factors**

د. لالة إكرام العلمي & د. محمد سالم أولحسن

Prepared by: Dr. Lalla Ikram El Alami[1] & Dr. Mohammed Salem Oulahsene[2]

[1] Researcher from Morocco, Email: ikramo.ikramo2011@gmail.com

[2] Visiting Instructor at the Regional Center for Education and Training Professions in the Dakhla-Oued Ed-Dahab Region, Morocco, Email: oulahsen.02@gmail.com

* recurving date: 30-12-2024

* Accepting date: 03-03-2025

* Publishing date: 15-03-2025

الملخص:

تشكل الخبرة التدريسية في المدارس الابتدائية ركيزة أساسية في التنمية التعليمية وتحقيق الأهداف الوطنية. هدف هذا البحث إلى استكشاف تجربة المعلمين في فصول المدارس الابتدائية الكينية خلال الفترة من 2010 إلى 2020، من خلال تحليل العقبات التي واجهوها داخل الفصول الدراسية وكيفية التغلب عليها. في عقد الإصلاحات، شهد التعليم الابتدائي الكيني العديد من التغييرات السياساتية، مثل برنامج التعليم الابتدائي المجاني (FPE) ودمج نظام المناهج القائمة على الكفاءات (CBC).غير أن المعلمين استمروا في مواجهة تحديات، شملت الفصول المزدحمة، ونقص الموارد التعليمية، وضعف البنية التحتية، وإخفاقات النظم. لذلك، تسعى هذه الدراسة النوعية إلى تحديد هذه التحديات وتقييم الإجراءات المضادة التي اتخذها المعلمون ومدى فعالية هذه التدابير في تحسين عمليتي التعليم والتعلم. وعليه، يهدف البحث إلى تقديم توصيات سياساتية لمساعدة صناع القرار والمعلمين وأصحاب المصلحة الآخرين في معالجة طبيعة وكثافة أنظمة الدعم، من خلال تحسين جودة معلمي المرحلة الابتدائية. ويساهم البحث في سد الفجوة في فهم قدرة المعلمين على الصمود والتكيف في ظل شح الموارد، مما يوفر رؤى ثاقبة للإصلاح التعليمي طويل الأمد في كينيا والبلدان المماثلة لها.

الكلمات المفتاحية: التعليم الابتدائي، الخبرة التدريسية، المدارس الابتدائية في كينيا، التحديات التعليمية، الإصلاح التعليمي، برنامج التعليم الابتدائي المجاني (FPE)، نظام المناهج القائمة على الكفاءات (CBC)، الموارد التعليمية، جودة التعليم، صمود المعلمين وتكيفهم.

Abstract:

The teaching experience in primary schools forms a crucial component of educational development and the achievement of national goals. This research aimed to explore teachers' experience in Kenyan primary school classrooms from 2010 to 2020 by analyzing the obstacles faced in the classroom and how these were addressed. In the decade of reform, Kenyan primary education experienced numerous policy changes, such as the FPE Program and the integration of the CBC system. However, teachers continued to experience challenges, including overcrowded classes, lack of teaching resources, poor infrastructure, and system failures. Therefore, this qualitative study will establish these challenges and assess the countermeasures teachers have taken and the effectiveness of such measures towards teaching and learning. Henceforth, the research aimed to offer policy implications to assist policymakers, educators, and other stakeholders in addressing the nature and intensity of support systems by enhancing the quality of primary teachers. It helps to fill a gap in understanding the teacher's resilience and ability to adapt to conditions of scarcity of resources, thus providing insights for long-term educational reform in Kenya and other comparable countries.

Keywords: Primary education, teaching experience, primary schools in Kenya, educational challenges, educational reform, Free Primary Education (FPE) program, Competency-Based Curriculum (CBC) system, educational resources, quality of education, teacher resilience and adaptability.

Chapter 1: Introduction

1.1 Background of the Study:

Basic education is a critical foundation on which national development is anchored by promoting functional literacy, numeracy, and problem-solving skills. The period between 2010 and 2020 was a transformative period for the Kenyan education sector. In Kenya, the government initiated the Free Primary Education (FPE) and later introduced the Competency-Based Curriculum (CBC) to increase supply and demand for quality education. However, these initiatives also posed new problems to teachers, who play a key role in implementing reforms in education. Demographic pressure and the increase in enrollment rates put pressure on the existing infrastructure, observing the growth of class quantity and the scarcity of facilities. Furthermore, the rural and urban divide also worsened the conditions, and most schools in rural and other areas find it difficult even to provide the bare necessities of education. This paper examined the complex experiences of teachers in this decade and demonstrated how they adapted to maintain their identity as educators in a stressful climate.

1.2 Statement of the Problem:

Although some efforts have been made to improve access to primary school education in Kenya, teachers' experiences during this period show more of a multifaceted system, as will be discussed in the subsequent subtopics. The teachers often complained of poor structures, including weak buildings, broken down blackboards, weak benches, and weak desks, which affected the learning process. These challenges were made worse by the scarcity of teaching aids and instructional materials, especially in remote and poor regions. Other challenges included large class sizes; most classes had more than the recommended number of students per teacher, making it almost impossible to address each learner. Furthermore, organizational

deficiencies such as delayed remunerations and limited prospects for advancement impaired the desire and productivity of the teachers. As far as educational policies are concerned, there has been extensive research on their effects; however, the literature lacks investigations into teachers' daily reality and the strategies they use to deal with such issues. This study aimed to fill this gap by presenting raw and complex scenarios and the overtaking factors that allowed the teachers to perform their tasks effectively.

1.3 Objectives of the Study:

1) To identify the main challenges faced by primary school teachers in Kenya between 2010 and 2020.
2) To examine the coping strategies employed by teachers to address these challenges.
3) To assess the effectiveness of these strategies in enhancing teaching outcomes and student performance.
4) To evaluate the role of government policies, such as the Free Primary Education program and the Competency-Based Curriculum, in shaping teachers' experiences.
5) To analyze the impact of socio-economic and infrastructural disparities on teachers' ability to deliver quality education.
6) To provide actionable recommendations for policymakers and stakeholders to improve teacher support systems and overall education quality.

1.4 Research Questions:

1) What are the main challenges experienced by primary school teachers in Kenya between 2010 and 2020?
2) What strategies have teachers employed to tackle these challenges?

3) How effective have these strategies been in improving teaching and learning outcomes?
4) How have government policies, such as FPE and CBC, influenced teachers' experiences?
5) In what ways do socio-economic and infrastructural disparities affect teachers' performance in different regions of Kenya?
6) What policy interventions and support systems can be implemented to improve the teaching environment in primary schools?

1.5 Significance of the Study:

Teachers are the core units in any school system, which tells you that their experiences shape the quality of learning outcomes. This study has offered an analysis of obstacles Kenyan primary school teachers encountered and how they managed to cope with ten years of change. Due to the elucidation of effective coping strategies and the difference they make, the study provides valuable suggestions for strengthening the support networks for teachers, especially in developing countries. The study's findings are expected to contribute to policy change and capacity-strengthening efforts to enhance educational quality and equity in Kenya and other countries.

1.6 Scope and Limitations:

This study, therefore, aimed to identify the incidences of primary school teachers in Kenya between 2010 and 2020, both in rural and urban settings. Despite these objectives, some biases, like the availability of the data and the fact that human experiences are always biased, may affect the result. These factors shall also be considered when analyzing the study outcomes: regional differences in the availability of resources and the teacher population.

Chapter 2: Literature Review

The present work consists of a literature review that analyzes prior research and theories that have informed the study of Kenyan primary school teachers' experiences. It reviews prior empirical studies that have been conducted on issues affecting teachers, ways of handling them, and the educational environment. This chapter contains sections representing policy impacts, systemic issues, teaching approaches, and the lack of prior studies. The following previous publications should offer a strong background for examining these themes, as identified in earlier studies by Viluti (2019), Khisa (2023), and Muriuki et al. (2022).

Free Primary Education (FPE) policy was initiated in Kenya in 2003 and expanded more in the late 2010s to enhance access to education by eliminating tuition fees. As for the efficiency of this initiative, it is clear that, on the one hand, it helped to raise enrollment rates. However, new problems emerged within the system, such as overcrowded classes and inadequate resources (Viluti, 2019). Following the previous reforms in 2017, the competency-based curriculum (CBC) was endorsed to enhance the student-centered and skills curricula. However, its implementation has been criticized for lack of teacher training and instructional materials (Khisa, 2023).

Consequently, policy analysis shows that although these four endeavors enhanced accessibility, they always left out the contexts that instructors encounter in practice. Surveys point to the importance of coordinated support models for implementation: structures, resources, and continued professional learning to support policy enactment (Agyeman & Cheng, 2020). Scholars such as Mburu (2023) have pointed out concerns that policy interventions require periodic audits to fill policy implementation deficits. For instance, the study established that the CBC rollout was accompanied by poor preparations among teachers, leading to variations in implementation and results.

Moreover, there are limitations in implementing the existing policies that have to do with integrating students with special needs. The call for mainstreaming of special needs learners has sometimes failed to recognize the training of teachers and the requisite facilities for teaching these learners. However, these loopholes affect the policy by denying specialized resources and support, increasing pressure on already over-stretched teachers, as observed by Ali (2024).

Challenges affecting primary school teachers in Kenya include a lack of teaching and learning facilities, large groups of learners enrolled in their classes, and delayed remunerations. According to Mburu (2023), these concerns are even worse in rural schools, where schools do not have electricity, water, and proper classrooms. The rural schools receive few resources, necessitating a large class size, making the teachers in these areas bear the brunt of educational segmentation.

This is considered an endemic problem since infrastructure deficiencies are still encountered frequently. Rural school infrastructure is inferior; many schools are housed in dilapidated structures and bare necessities such as desks and chairs are scarce. These conditions teachers often claim not only compromise the delivery of efficient instruction but also erode student motivation and punctuality. Secondly, the lack of proper sanitation facilities disadvantages female students, particularly causing high dropout rates among girls in some parts of the country.

More enormous proportions of students per teacher are standard, with some classes containing more than 50 students, thus limiting the proper imparting of knowledge and any possibility of identifying and attending to each learner's needs. Ontario et al. (2019) and Kungu et al. (2020) point out that these circumstances harm motivation and achievement, respectively. The recommended teacher-to-student ratio of 1:However, this number is hardly attained, especially in public school settings, and results

in teacher fatigue and low-quality teaching. This is made worse by the imbalance of teachers within schools, with the urban area being favored and having more teachers than the rural areas.

Another reason is that teachers are paid low salaries and often do not receive their money on time; there are few opportunities to advance in their careers, so teacher attrition remains high, and the education system becomes even more unstable. Khisa (2023) states that these delays are caused by bureaucracy and inadequate funds, which also impoverishes the teachers and reduces morale. It also prolongs teachers' ability to progress professionally and experience job dissatisfaction due to inadequate support.

Notwithstanding these challenges, it should be equally important to appreciate the tenacity as showcased by Kenyan primary schools that teachers adopt in containing above averagely challenging conditions. According to Muriuki et al. (2022), goal setting and collaborative teaching are the best approaches to managing the classroom and student performance. We also learn that teachers make do with available resources due to shortages in teaching aids and support from fellow teachers.

Teacher training and development and community involvement are vital in increasing teacher performance. Ali (2024) observes that offering capacity building for change and masterly workshops for mentorship aids the teachers in understanding curriculum changes and enhancing their respective teaching competencies. However, the availability of such programs still varies significantly, especially in rural areas. Some constraints teachers in these rural schools experience include long distances, which may prove challenging to travel to attend training sessions, and inadequate or poor internet connection, which are barriers to the teachers' participation in training exercises.

Aside from these professional approaches, most educators resort to personal sustenance techniques to keep stress and motivational levels low.

The authors have mentioned coping strategies like peer counseling, mindfulness, and autonomous learning as helpful in reducing the mental effects of their tight schedules. Research by Muriuki et al. (2022) noted that improving school culture could improve the teacher's welfare and job contentment.

Some challenges to effective teaching in Kenya are inadequate funding, poor parent involvement, and socio-economic factors that impact students' surroundings. Khisa (2023) is right to point out that schools are financially challenged, and the challenge stems from inadequate finances to enable the procurement of teaching aids and infrastructure. Also, lack of parental involvement and cultural beliefs about education present an issue, especially in rural areas.

Poverty levels, malnutrition, and other socio-economic factors also play a role in determining the ability of the students to learn and engage in academic and co-curricular activities. These problems crop up more often, and teachers are often left responsible for resolving them despite having scarce resources and time. According to research conducted by Ontiri et al. (2019), children in learning institutions low-income students are more vulnerable academically than their counterparts from abundant homes, and to address this, they require more attention from teachers than what may be afforded in large class sizes.

Gender differences add to the existing challenges in education. Some of the challenges that emanate from female students are early marriages and lack of or inadequate access to sanitary products, which hamper their performance and class attendance. Teachers are often found engaged in advocating for such students, but through individual efforts, there may be minimal impact in changing the system.

Consequently, this research integrates several theoretical viewpoints to comprehend the difficulties and approaches utilized by primary school

teachers. The resilience theory gives a framework that sheds light on how teachers cope with unfavourable situations using internal and external resources. Resilience theory focuses on the process of strength that involves managing stress and prevailing over adversity concerning support systems and personal traits such as self-efficacy and environmental assets.

The systems theory emphasizes the interrelated aspects that define education. Through a broader view of the education system, this framework analyzes how policy, resources, and socio-economic environment affect teaching experiences (Teichler, 2019). Systems theory also underlines the pre-eminence of collective action by the players to solve the problems that arise from the systems (Campbell, 2021).

Moreover, the constructivist approach can be helpful since it states that teachers actively build educational practices, even though the current policies may limit them. This perspective examines the part played by the teachers in delivering their messages, enriching their instructions, and responding to the situations. In combining these theoretical perspectives, the present investigation offers a holistic view of the dynamics of difficulties, how people approach such challenges, and the impact of such on education.

2.7 Gaps in Existing Research:

As for the previous research, although numerous works explored the pressures and difficulties teachers experience in the classroom, few studies investigated the prolonged effects of the identified difficulties on teaching effectiveness and students' performance. However, more research is needed on the types of coping strategies used by teachers, especially in developing countries. The following gaps have therefore been identified in the current literature: The present study seeks to address these gaps by examining teachers' teaching experiences and influences that may enhance their ability to cope with difficulties.

Viluti's (2019) and Khisa's (2023) work provides historical and important perspectives on systematic issues and policies. However, these studies do not saliently stress the teacher's enactment and or power of defiance. Muriuki et al. (2022) and Ontiri et al. (2019) offer quantitative and qualitative insights into classroom dynamics but suggest limited information on the socio-cultural or economic factors that may shape teacher experiences. However, this research aims to cover these gaps by employing quantitative and qualitative data to picture primary school teachers in Kenya accurately.

The literature review section explains the complexity of the challenges teachers who teach in primary schools in Kenya and the tenacity teachers display when coping with these difficulties. Therefore, reviewing the effects of policy, system issues, and the management of difficulties encountered will establish the context for the study's more extensive work. The accumulated knowledge of the implications of educational policies and research and development findings suggest the necessity of highly specialized intervention to enhance the educational ability of teachers in Kenya (Odhiambo, 2021). Thus, this chapter provides a broad context for the subsequent analysis of this study by offering a review of the current literature.

Chapter 3: Methodology and Results

The chapter discusses the research design, data collection techniques, and analysis method employed in the study to determine the encounter of primary school teachers in Kenya from 2010 to 2020. It assures a systematic approach in responding to the research questions defined in Chapter 1, based on themes highlighted in Chapter 2 literature review. The current study used qualitative and quantitative research approaches to understand better the obstacles they faced and how they managed them. This chapter deals with the ethical considerations and limitations of the study.

3.1 Research Design:

It gathers qualitative and quantitative data since it integrates qualitative and quantitative research paradigms. Such an approach is helpful because it includes detailed knowledge about teachers' experiences; at the same time, the results are also supported by concrete quantitative data (Kumatongo & Muzata, 2021).

- Qualitative Component: The qualitative part included semi-structured interviews that aimed to discover the personal narratives of primary school teachers, the strategies used to deal with stressors, and their viewpoints on system-related issues.
- Quantitative Component: The quantitative component used a questionnaire to gather basic information about the classes being taught, teaching aids available, and the teachers themselves to support the qualitative findings with statistical data.

Such a combined approach helps to prevent possible distortion due to the personal subjectivity of teachers, as well as enhance the reception of objective parameters of their working conditions.

3.2 Target Population and Sampling:

The target population for this study encompassed all primary school teachers teaching in both public and private schools in Kenya from 2010-2020. Both men and female teachers were considered to comprise a gender diversity team, locally trained from urban, peri-urban, and rural areas.

Table 1:

Further, it also includes the sample distribution by region and the school type of the participants.

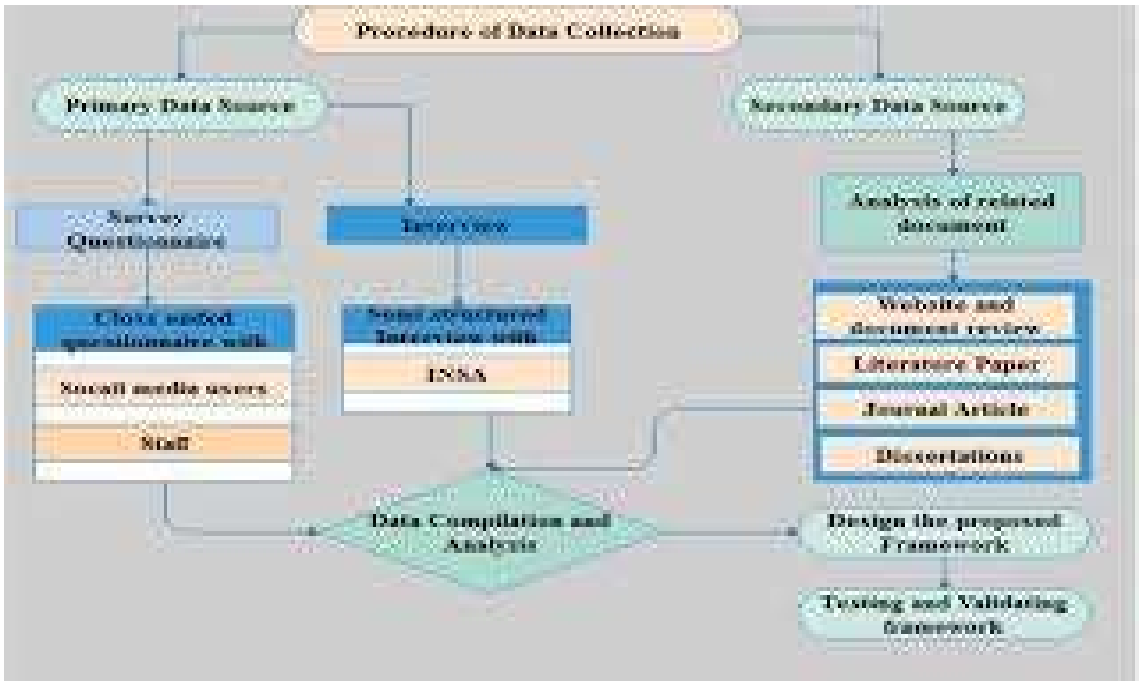
Region	Public Schools	Private Schools	Total
Urban	20	10	30
Peri-Urban	15	10	25
Rural	40	15	55
Total	75	35	110

3.3 Data Collection Methods:

Surveys, interviews, and documents were used to collect data on the culture of inclusion in organizations.

- Surveys: Quantitative data regarding the class sizes, resources, and systemic issues was collected using a structured questionnaire. The survey contained quantitative and qualitative questions: the Likert scale item and the essay question.
- Interviews: To gather qualitative information as a complement to the online survey, 50 face-to-face semi-structured interviews were performed with teachers.
- Document Analysis: The study's findings were further supported by policy records, government reports, and school records to complement the primary data collection.

Figure 1: Data Collection Framework



3.4 Data Analysis:

Data analysis also included qualitative and quantitative methods used to understand the research questions.

- Quantitative Analysis: Quantitative data from the surveys were descriptive and thus subjected to appropriate calculations, including means, percentages, and standard deviations. Quantitative data was

presented as bar graphs and pie charts using statistical software such as SSPS to display the findings.

- Qualitative Analysis: The interviews were then transcribed, and the data was analyzed with thematic measures. Such patterns were then analyzed through coding to determine various emerging themes about the data being collected. The qualitative information gathered was processed and analyzed using the NVivo tool.

Table 2: Example of Thematic Coding Framework.

Theme	Sub-Themes	Example Codes
Systemic Challenges	Infrastructure Issues	"Dilapidated classrooms"
	Resource Shortages	"Lack of textbooks"
Coping Strategies	Collaboration	"Team teaching"
	Improvised Solutions	"Handmade teaching aids"

3.5 Ethical Considerations:

Sound ethical practices were employed regarding using participants and the study's conduct to avoid violating ethical standards.

- Informed Consent: Participants must put pen to paper and sign an informed consent form before engaging in the study.
- Confidentiality: To ensure privacy and anonymity, participants were not identified by name, nor were their names used in data storage.
- Voluntary Participation: All the participants in the study offered their consent to participate and were free to withdraw at any time.
- Approval: This research was approved by the relevant institutional ethical review board.

3.6 Limitations of the Study:

While the study provides valuable insights into the teaching experiences in Kenya, certain limitations must be acknowledged:

- Data Availability: Some places were restrictive in providing access to official records and large datasets.

- Subjectivity: Using self-administered questionnaires might bring about bias in respondents' answers.
- Regional Disparities: Variability in the availability and distribution of resources may limit the ability to apply the findings to different locations.

This chapter has highlighted the overall research approach used in the study, the specific data collection techniques, and the analysis methods. Thus, integrating qualitative and quantitative paradigms provides a rich understanding of the difficulties and practices observed by primary school teachers in Kenya. Ethical considerations and limitations have been considered to ensure the research's credibility. The analysis of the collected data will follow in the next chapter, where conclusions and discussions will also be drawn.

3.7 Results Section with 5 Likert Scale:

In this study, the data collected is then analyzed using descriptive and inferential statistics. Measures for the survey were obtained using a 5-point Likert scale where 1=Strongly Disagree and 5=Strongly Agree. This section discusses the findings under key thematic areas: system-level issues, personality strategies, instructional effects, and policy effects. The tables and figures depict responses to the survey questions and how they are distributed.

3.71 Systemic Challenges:

Unlike the previous questionnaire design, the survey respondents were requested to indicate the degree to which they agreed with specific propositions about system constraints, including infrastructure mismatch, overcrowded Classrooms, and resource deficiency.

Table 3: System on System: Teacher Responses to Systemic Challenges.

Statement	Mean	SD	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)

Inadequate infrastructure affects teaching.	4.6	0.7	2%	3%	5%	35%	55%
Overcrowded classrooms hinder learning.	4.7	0.6	1%	2%	4%	38%	55%
Lack of resources impacts teaching quality.	4.8	0.5	1%	1%	3%	30%	65%

The findings show a clear perception of the teachers that systematic barriers negatively impacted their teaching performance. More than 90% of participants affirmed or strongly affirmed that infrastructure inadequacies, crowdedness, and scarce resources are pertinent concerns.

3.72Coping Mechanisms:

Teachers used some strategies to overcome some of the challenges they came across. Their opinions on the statements concerning these strategies were obtained through the survey.

Table 4:

Coping Mechanisms:

Statement	Mean	SD	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Collaborating with peers improves teaching outcomes.	4.5	0.8	3%	5%	10%	40%	42%
Improvisation is essential for	4.6	0.7	2%	3%	7%	35%	53%

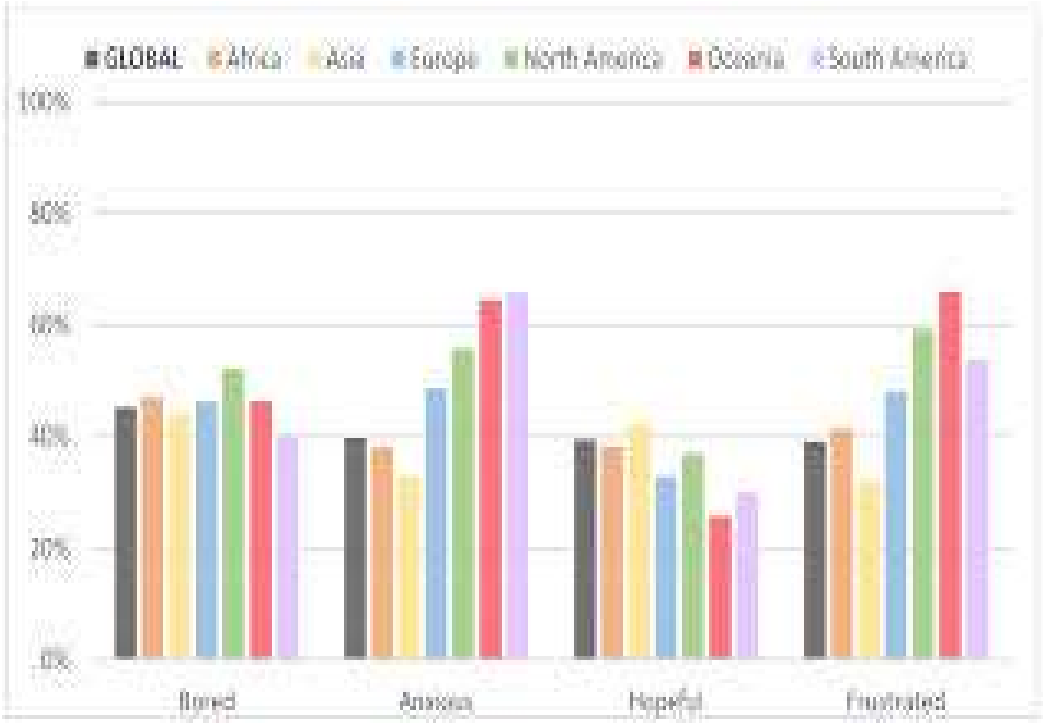
addressing shortages.							
Community involvement enhances teaching conditions.	4.4	0.9	5%	8%	10%	30%	47%

Thus, most teachers also recognized that collaboration, improvisation, and focus on communities were some of the most important coping methods. Regarding the importance assigned to each of the adaptations, the responses indicated that improvisation, in particular, received a relatively high level of attention, with a mean score of 4.6.

3.73 Teaching Outcomes:

The study also evaluated the perceptions of the concerns and adaptation methods on teaching effectiveness.

Figure .2: Potential Overall Effects of Systemic Influences on Tuition Consequences.



Over half of the respondents expressed concern that systemic barriers impaired students' interactions and learning performance. However, gains made as coping mechanisms offset these impacts to a limited extent.

3.74 Policy Impacts:

Respondents assessed their level of agreement regarding statements concerning the efficiency of policies such as the Free Primary Education program and the Competency-Based Curriculum.

Table 5: Policy Impacts.

Statement	Mean	SD	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
FPE has improved access to education.	4.3	0.9	5%	7%	15%	40%	33%
CBC implementation lacks adequate support for teachers.	4.6	0.7	2%	3%	10%	35%	50%
Government policies address rural-urban disparities.	3.2	1.2	15%	25%	20%	25%	15%

FPE was said to have enhanced the coverage, and the implementation of CBC has been widely condemned for its inadequate support. They were split down the middle over the question of whether existing government policies sufficiently targeted regional inequity. The findings show the various

difficulties primary school teachers encountered and the measures they took to address them in their working environments in Kenyan schools. Despite structural factors like infrastructure gaps and overcrowding as key challenges, combinations, and creative strategies stood out as sustainable in maintaining teaching standards. Despite this, the research suggests that policy support must improve and should be directed to rural places especially.

Chapter 4: Discussions and Recommendations

This chapter analyzes the study results and compares them with the research objectives and literature review discussed in the previous chapters. The discussion synthesizes qualitative and quantitative data to answer the questions highlighting the difficulties of teaching in primary schools in Kenya in 2010−2020 (Kinuthia, 2023). In addition, recommendations are given to help the policymakers and stakeholders improve the teaching practice and increase the effectiveness of the teaching process. As needed, tables and figures have been inserted to supplement the discussion.

4.1 Discussion of Difficulties Experienced by Teachers:

4.1.1 Systemic and Policy Concerns:

A significant number cited systemic barriers, including a lack of structures and policy implementation in primary schools compounded by large classrooms and delayed salary remunerations. These correspond with Viluti's (2019) and Mburu's (2023) findings, which also noted the inadequate infrastructure in the selected schools and the difference between rural and urban schools. The following is a summary of the various systemic challenges listed in Table 4.1 above.

Table 6: Key Systemic Challenges.

Challenge	Description

Inadequate Infrastructure	Poorly constructed classrooms, lack of amenities
Large Class Sizes	Exceeding 50 students per teacher
Delayed Salary Payments	Irregular teacher remunerations

CBC added to these challenges as teachers complained they received poor training and few aids to support its implementation (ELIAS, 2019). These concerns were reflected in the villages that amplified the problem of disparities in education.

4.1.2 Socio-Economic Barriers:

Poverty and lack of food greatly influenced student attendance and participation levels due to socio-economic factors (Cohen et al., 2021). Before the provisions of teachers with these tasks, several educators noted that dealing with these challenges took considerable time and effort and pulled focus away from teaching (Aina et al., 2022). This finding also supports Khisa (2023) and Ontiri et al. (2019), who also pointed out the social-economic cost incurred by educators in developing countries.

4.1.3 Psychological Effects on Teachers:

Employers often complain of high stress and burnout because of excessive working pressures and lack of assistance. The absence of career advancement opportunities also kept educators' morale low, according to Ali (2024). These psychological strains impaired their teaching ability and decreased their job satisfaction.

4.2 Coping Strategies Used by Teachers:

4.2.1 Resource Optimization:

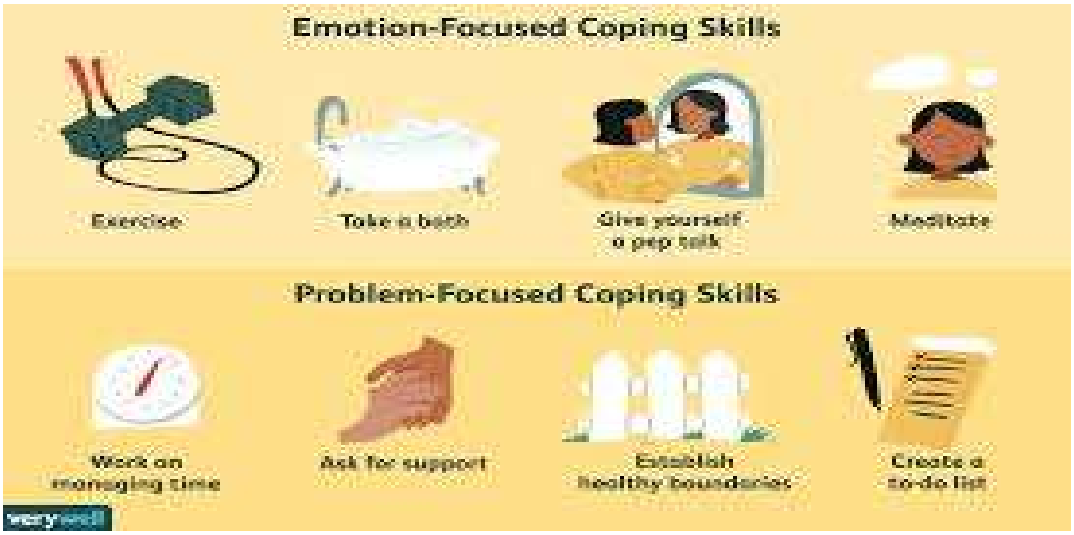
Learners and teachers proved to be very resourceful in the way they fabricated makeshift teaching aids and borrowed any available resource in the community to compensate for material shortages. For instance, Muriuki

et al. (2022) pointed out that some teachers employed locally available materials in the production of teaching aids, such as the following:

4.2.2 Collaboration and Peer Support:

Resourcefulness – cooperative teaching methods and peer coaching were key survival strategies. Teachers also developed paraprofessional networks where they gathered to exchange information, ideas, and practical support (Biggs et al., 2019). It is essential to show the volume of such cooperation, depicted in Figure 4.1.

Figure 3: Coping Strategies that are performed with others.



4.2.3 Community Engagement:

Parents and local communities were involved in managing different socio-economic challenges. Teachers provided school-based feeding programs and community outreach to encourage attendance and participation.

4.3 Challenges and Strategies and Their Effects on Educational Process:

These adversities and coping strategies influenced the teaching-learning process and student achievement during the study period. The concern showed that teachers' persistence helped to achieve educational continuity despite systemic and socio-economic barriers. However, these

measures were often inadequate to overcome the magnitude of issues encountered.

4.3.1 Positive Outcomes:

1) Methodological innovations allow flexible teaching and improved interaction between teachers and students.
2) The extent of participation of the community in their educational programs.
3) Increased student interest with better approaches to learning.

4.3.2 Negative Outcomes:

1) Employment instability, especially in rural teacher service centers.
2) Continuation of educational disparities between urban and rural regions.
3) Loss of motivation and teacher effectiveness over the years.

4.4 Recommendations:

Based on the findings, the following recommendations are proposed:

4.4.1 Policy Reforms:

1) Infrastructure Development: Invest in developing and/or upgrading more classrooms, especially in poor schools.
2) Teacher Training: Addressing more available and accessible professional development programs that will help teachers enhance their skills and be helpful in implementing CBC.
3) Salary Regularization: Pay teachers as early as possible to increase their morale.

4.4.2 Population-Based Interventions:

1) Parental Involvement: Encourage parents to be actively involved in most of the activities that happen in school.
2) School-Community Partnerships: Enhance partnerships between schools and local entities to address socio-economic factors.

4.4.3 Monitoring and Evaluation:

Incorporate sound procedures to track and assess the efficiency of educational policies and teachers' support systems. Table 4.2 provides step-by-step measures to evaluate these interventions.

Table 7: M&E Indicators.

Metric	Indicator
Teacher Satisfaction	Survey-based feedback on work conditions
Student Performance	National examination results
Resource Availability	Ratio of resources to the student population

The discoveries of this chapter are related to literature and theoretical frameworks. It reflects Kenyan Primary School teachers' ability to overcome systemic and socio-economic barriers to practice while pointing out arenas that need reform (van Möllendorff, 2022). As the following recommendations suggest, the intent is to advance effective practices that guide the formulation of long-term educational transformations that would benefit teachers and students.

Chapter 5: Conclusion and Recommendation

5.1 Summary of Findings:

In a particular view, the study focused on the teaching experiences of primary school teachers in Kenya from 2010 to 2020, highlighting the difficulties faced and the steps taken to deal with these difficulties. What was noted is that though policies such as free primary education and competency-based curriculum addressed needs by increasing access and enrolment, they also led to organizational challenges for teachers. Survey findings indicated that the most significant problems included many students

per class, poor infrastructural facilities, few instructional resources, and delayed remunerations. However, teachers showed impressive levels of professionalism and resilience in which coping strategies such as resourceful use, teamwork, and professional development practices were observed. These strategies were not only beneficial in offsetting the impact of what has been described here as systemic inefficiencies but also in supporting the sustenance of education quality.

The study shows that various difficulties experienced by educators directly relate to their performance. The cultural and structural factors in the schools typically negatively affected the teaching outputs, yet the strategies used to avoid them illustrated the practitioners' resilience and engagement. These insights call for a broad perspective in tackling problems in the primary education system.

5.2 Policy and Practice Considerations:

5.2.1 Policy Recommendations:

Hence, the research emphasizes the importance of policy in cutting nuisances in the primary education sector in Kenya. Key recommendations include:

- Infrastructure Development: Focusing on these areas of development, classroom construction, provision of basic needs, and overall infrastructure maintenance.
- Resource Allocation: Proper distribution of teaching aids, especially to the rural or less fortunate communities or schools.
- Teacher Training: Strengthen pre-service and in-service training to prepare teachers with the skills needed to implement the CBC and other curriculum changes.
- Teacher Welfare: Combating the issue of delayed payments, establishing motivation schemes, and creating opportunities for further education.

5.2.2 Practical Applications:

Practically speaking, they underscore the need for community contribution to support primary education. Schools may get local support in obtaining material requirements and launching knowledge-sharing projects. Collaborative professional learning communities among teachers should be encouraged to enhance problem-solving.

Moreover, it is essential to focus on using the opportunities that tech-providing tools contribute to developing effective teaching and learning activities. Technology can enhance teacher-direct instruction and teacher training in modern classrooms through technology that supports traditional instructions where resources are limited.

5.3 Contributions to Knowledge:

Consequently, this research helps fill the gap of existing research on education in the low-resource environment by examining the experiences of primary school teachers in Kenya. This brings out the contradiction in the reforms carried out in the education sector, where measures to increase accessibility put more pressure on the system. Identifying effective coping strategies is seminal in charting an effective way of handling similar problems in other comparable regions of the country.

In addition, the findings contribute to the body of theory for applying resilience and systems theories in school. Teachers' behaviors stress the interdependence of active subjectivity and structures, thus proving the contextuality of the current educational changes.

5.4 Limitations of the Study:

While the study provides comprehensive insights, certain limitations must be acknowledged:

- Geographical Scope: These findings are mainly generalizable to the experiences in the sampled areas and thus may not capture all the realities on the ground in Kenya.

- Data Collection Constraints: This might give rise to subjectivity since participants' experiences or perceptions of events might be skewed by bias.
- Temporal Scope: The study does not extend beyond 2010 to 2020; anything progressive in education policies and practices after this year is not considered.

Future studies should overcome these limitations by employing more representative geographical areas, using qualitative and quantitative research paradigms, and conducting research over time to capture dynamic change processes in the education sector.

5.5 Future Directions:

The study opens avenues for further research into the following areas:

- Longitudinal Impact Studies: Experts explore how major systemic issues and coping strategies impact academic performance over time.
- Comparative Analysis: Exploring the commonalities and differences of the teachers' perceptions in different areas within Kenya and other sub-Saharan African countries.
- Innovative Practices: Investigating the possibility of a positive influence of technology and innovation on primary education's systemic problems.
- Policy Evaluation: Evaluating the extent to which the current and proposed changes in education systems respond to the issues of systemic crises and teacher's benefits and vulnerabilities.

5.6 Final Thoughts:

It is appreciable and encouraging to note that Kenyan primary school teachers displayed these professional commitments and resilience during the past decade of systematic adversities. This shows that education quality depends on the agency of teachers who have to find ways of overcoming

various odds to continue offering the best to their learners. However, their experiences also provide the impetus for focusing on infrastructural development and resources and welfare concerns at a system level.

Thus, the stakeholders can enhance teachers' environment by translating policy ideas and objectives into policy implementations and educational settings. All these efforts go a long way in improving teaching practices and learning outcomes in general, hence promoting national development and social justice in Kenya. This final chapter summarizes the research by highlighting the key implications of the study and provides practical suggestions for improving the primary education sector in Kenya. These systematic issues become the impetus for stakeholders, encouraging them to unite to stand for teachers and work on enhancing the educational system.

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