ADMINISTRATIVE CONSTRAINTS FACING PRIMARY SCHOOL HEADTEACHERS IN IMPLEMENTING FREE PRIMARY EDUCATION IN SCHOOLS OF SUBA EAST DIVISION, MIGORI DISTRICT

BY

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Administrative constraints facing
DECLARATION

This project is my original work and has not been presented for a degree in any other University.

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DEDICATION

This work is dedicated to my daughter,

Stephine Ivy Achieng

(mamana)
ACKNOWLEDGEMENTS

I would like to acknowledge those who positively contributed towards the success of this study. My sincere appreciation goes to my supervisor, Prof. Jotham Olembo who guided me to complete this study.

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I extend my sincere thanks to my parents Mr. & Mrs. Francis P.X Yara for their support and encouragement. My special gratitude goes to Mr. Okeyo Malachi and Mr. Asembo Kenedy who were always ready to give moral support and provided peer review of the work. This improved the entire study.

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TABLE OF CONTENTS

DECLARATION .................................................................................................................. ii
DEDICATION .................................................................................................................... iii
ACKNOWLEDGEMENTS .................................................................................................. iv
TABLE OF CONTENTS .................................................................................................. v
LIST OF TABLES .............................................................................................................. viii
LIST OF FIGURES .......................................................................................................... ix
LIST OF ABBREVIATIONS AND ACRONYMS ............................................................... x
ABSTRACT ....................................................................................................................... xi
CHAPTER ONE .................................................................................................................. 1
INTRODUCTION ............................................................................................................... 1
  1.1 BACKGROUND TO THE PROBLEM ....................................................................... 1
  1.2 STATEMENT OF THE PROBLEM ........................................................................ 4
  1.3 PURPOSE OF THE STUDY ................................................................................... 5
  1.4 SPECIFIC OBJECTIVES OF THE STUDY ............................................................ 5
  1.5 RESEARCH QUESTIONS ....................................................................................... 5
  1.6 THE SIGNIFICANCE OF THE STUDY ................................................................. 6
  1.7 ASSUMPTIONS OF THE STUDY ......................................................................... 6
  1.8 SCOPE AND THE LIMITATIONS OF THE STUDY ............................................. 7
  1.9 THEORETICAL FRAMEWORK .......................................................................... 7
  1.10 CONCEPTUAL FRAMEWORK ......................................................................... 9
  1.11 OPERATIONAL DEFINITION OF TERMS ......................................................... 9
CHAPTER TWO .................................................................................................................. 11
  2.0 REVIEW OF RELATED LITERATURE ................................................................... 11
    2.1 INTRODUCTION ................................................................................................. 11
CHAPTER TWO

2.2 SCHOOL ADMINISTRATION .................................................. 11
2.3 THE ROLE OF THE HEADTEACHER IN SCHOOL ..................... 14
2.4 ADMINISTRATIVE CONSTRAINTS IN IMPLEMENTING FREE
PRIMARY EDUCATION .......................................................... 17
   2.4.1 General Literature ......................................................... 17
2.5 Administrative Constraints Faced by Primary School Headteachers in School ......................................................... 25
2.6 Summary of the Literature Review ........................................... 37

CHAPTER THREE

RESEARCH METHODOLOGY .................................................. 39
   3.1 Introduction ........................................................................ 39
   3.2 Research Design ................................................................ 39
   3.3 The Study Locale ................................................................ 39
   3.4 The Target Population ...................................................... 40
   3.5 Sample and Sampling Procedures ....................................... 40
   3.6 Research Instruments ........................................................ 40
      3.6.1 Questionnaire .............................................................. 40
   3.7 Pilot Study ........................................................................ 41
   3.9 Data Analysis ...................................................................... 41
      3.10 Data Presentation ............................................................ 41

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION .................. 42
   4.1 Introduction ........................................................................ 42
   4.2 Constraints Faced by Primary School Headteachers in Relation to the Number
       of Pupils Enrolled in their Primary Schools ............................. 42
LIST OF TABLES

Table 1: Problems Faced by Primary School Headteachers in Relation to Pupil Enrolment.................................................................42

Table 2: Common Administrative Problems Experienced by Headteachers in Managing Teaching Personnel.........................................44

Table 3: Time Spent in Solving Administrative Problems.................................................................45

Table 4: Common Disciplinary Problems Faced by Headteachers in the Management of Pupils....................................................................47

Table 5: Problems experienced by Headteachers in relation to Guidance and Counselling.................................................................48

Table 6: Problems Faced by Headteachers in Managing School Community Relations........................................................................49

Table 7: Problems Faced by Headteachers in Management of Finances......................................................................................51

Table 8: Headteachers’ Rating of Governments’ Input in Terms of Teaching and Learning Facilities..................................................52

Table 9: Headteachers’ views on how the Constraints facing the implementation of Free Primary Education can be overcome..............54
LIST OF FIGURES

Figure 1: A Conceptual Model of the Study .......................................................... 9
**LIST OF ABBREVIATIONS AND ACRONYMS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>ESR</td>
<td>Education for Self-Reliance</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immune Virus</td>
</tr>
<tr>
<td>IRIN</td>
<td>The Integrated Regional Information Network</td>
</tr>
<tr>
<td>KANU</td>
<td>Kenya African National Union</td>
</tr>
<tr>
<td>KPA</td>
<td>Kenya Parents Association</td>
</tr>
<tr>
<td>M.P</td>
<td>Members of Parliament</td>
</tr>
<tr>
<td>NARC</td>
<td>National Rainbow Coalition</td>
</tr>
<tr>
<td>SAPA</td>
<td>South African Press Association</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNDP</td>
<td>United Nation Development Programme</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education and Scientific Cooperation</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children Education Fund</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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ABSTRACT

Globally, it is believed that the challenges of rapidly changing political, economic, technological society can be effectively met only by an educated and enlightened citizen. In this regard, primary education is recognised as the minimum basic education which should be provided to all. A minimum level of education for all citizens is not only a basic human right but also imperative for conscious participation of the masses on the development process of a sovereign nation. It is within this dialectic that in 2003 the Kenya government introduced Free Primary Education (FPE). As a move towards ensuring quality, it is imperative that a formative evaluation of the programme is carried out to unearth its achievements and impediments. This study set out to investigate the challenges faced by Headteachers in implementing FPE.

The study was carried out in Suba East Division of Migori District. The study adopted a descriptive survey design. The target population comprised all the 56 primary school Headteachers in the division. The stratified random sampling was used to select twenty Headteachers to participate in the study. Data were collected by use of a questionnaire. The data were analysed by use of descriptive statistics and presented using tables.

The study found that the primary school Headteachers face a variety of constraints in their efforts to implement FPE. These include among others poor curriculum delivery, lack of teaching/learning facilities and over enrolment, lack of motivation among teachers, indiscipline of primary school pupils, reluctance of the community to contribution to school development, and lack of adequate training for Headteachers in financial management. The study recommends that the Ministry of Education Science and Technology should look for ways of motivating the primary school teachers and at the same time offer appropriate in-service courses to headteachers on management of finance or employ qualified accountants to handle the same. The study also recommends that this study should be replicated in other districts in the country in order to give a general picture of Headteachers experiences in the whole country. This will facilitate better decision-making regarding the implementation of Free Primary Education in the entire nation.
CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

Education is one of the cornerstones of socio-economic development and a principal means of improving the welfare of individuals. In developing countries, education is in a state of transition and most of these countries are in the process of redefining their goals, and revising the content of education. They are also restructuring their educational systems to be able to respond effectively to their respective national needs.

Kenya has experienced tremendous expansion since independence. Primary school education is the first level of formal education provided in Kenya. Kanu Manifesto of 1963 was in principle in agreement with the objective of Free Primary Education (FPE). Each child had to have a minimum of seven years in free education at primary level (Republic of Kenya, 1994). This led to a series of Education Commissions in Kenya. For instance, in 1964, there was the Kenya Education Commission (Ominde Report), in 1976, National Committee on Educational Objectives and Policies (Gachathi Report) and the 1981 Presidential Commission for the Establishment of Second University in Kenya (Mackay Report).

In particular, the Ominde Commission calculated the additional costs of free, Universal primary education beyond the commitments contained in the Governments Development Plan. It followed that the goal of FPE could only be attained if there was a considerable increase on revenue. The Government took the first step in 1974 by removing fees for the first four years of primary school education. Education was
seen as an important social service, which ought to be freely available to all children and be supported out of the revenues (Republic of Kenya, 1964).

The primary schools were to go up to standard eight as recommended by the Mackay report. This system started off in 1985 (Republic of Kenya, 1995). One of the basic requirements of enhancing the efforts towards equality of economic opportunities and National Unity in the country is the provision of basic education to all. This will enable people to contribute towards such free basic education. The first step towards free basic education was to provide universal free seven years of primary education. The non-fee costs were also controlled because they contributed to the reasons for the high dropout rates in primary schools (Republic of Kenya, 1976).

FPE has been a phrase used in Kenya since independence, although it is quite misleading because parents have partly met the cost of education. The concept of FPE comes out as an illusion (Republic of Kenya, 1964). To admit all the pupils of school-age in primary schools it will require a great increase in the teacher-pupil ratio and considerable additional financial resources which are not available at the present time.

The Daily Nation, Thursday, June 14, 2001 reports that the motion on FPE was passed in parliament and was supported unanimously by members of parliament both KANU and Opposition. The motion was brought to Parliament by Mr. Joe Donde then (Gem Ford – Kenya Member of Parliament). Free and compulsory primary education for Kenyan children was one of the key pre-election promises that led the current NARC government to power in December 2002. As stated earlier, the
population growth in Kenya has led to high enrolment rates in primary schools. The Integrated Regional Information Network (IRIN) Kenya (7th Feb. 2003) records that since the introduction of FPE an estimated 1.5 million children, who were previously out of school, have turned up to attend classes. The Daily Nation, Jan, 7 2003 reports the Minister for Education as saying that the Ministry of Education will only be contented when every child of primary school age is enrolled. In the long term educating children would be one way to eradicate poverty.

At the same time, however, the reality of delivering on the pre-election pledges made before politicians had time to consider the costs and logistical challenges involved became more apparent. The task force appointed by the Government to advise on the New policy on Free Primary School on 10th Jan, 2003 reports that a total of 44,800 teachers are needed for the FPE programme and that the new teachers' annual wage bill will be upwards of Shs.6.1 billion. The 132-page report was handed over to the Minister for Education on February 13th 2003, but it has not been adopted as it contained recommendations on policy shift with huge financial implications. (Daily Nation May 31st, 2003). While the government and donors are scrambling to find money for paying the teachers, facilities and school classrooms are being overstretched beyond their limits. An assistant Director of Education in Nairobi City Council was reported as saying that many schools were coping with one hundred percent or more increases in numbers. Average classroom sizes had risen from 50 to 60 and in some cases 70 with one teacher per classroom, while facilities remained the same. In many schools, teachers were forced to do shift work in teaching with separate groups of children in the mornings and afternoons for no extra pay.
Ngowi (2003), while giving a report to the United Nations (UN) Integrated Regional Information Network, Kenya, indicated that lack of facilities is a problem. Some rural schools lack even the most basic amenities such as toilets and running water, as a priority there is need to expand on existing schools and equip them. As a result, the provision of educational facilities has not kept pace with the pupil population. This creates constraints on the Headteachers of primary schools, whose pupils have not only to study in overcrowded classrooms but have few trained personnel and lack of facilities. It is against this background that the researcher chose to conduct a study in primary schools at the divisional level to establish the constraints faced by Headteachers in implementing FPE in Kenya.

1.2 STATEMENT OF THE PROBLEM

Primary education is recognised as the minimum basic education which should be provided to all. In the current major trends, Universalisation of FPE is seen as access to education by all. A minimum level of education for all citizens is not only a basic human right but also is imperative for conscious participation of the masses on the development process of a Sovereign nation. The challenges of rapidly changing political, economic, technological and socio-cultural environment can be effectively met only by an educated and enlightened citizen. Attainment of Universal FPE is viewed as a critical factor in this regard.

It is within this dialectic that in 2003 the Kenya government introduced FPE. As a move towards ensuring quality, it is imperative that a formative evaluation of the programme is carried out to unearth its achievements and impediments. This study set out to investigate the challenges faced by Headteachers in implementing FPE in Suba East Division of Migori District.
1.3 PURPOSE OF THE STUDY
The purpose of this study was to investigate the challenges faced by Headteachers in implementing FPE in Suba East Division of Migori District.

1.4 SPECIFIC OBJECTIVES OF THE STUDY
The following were the specific objectives of the study:

1. To investigate the pupil enrolment-related constraints faced by primary school Headteachers in primary schools in Suba East Division of Migori District since the implementation of FPE.

2. To investigate other administrative constraints faced by primary school Headteachers in Suba East division of Migori District in implementing the FPE.

3. To make recommendations based on the findings.

1.5 RESEARCH QUESTIONS
The study attempted to answer the following research questions:

1. What constraints do primary school Headteachers in Suba East Division of Migori District face in relation to the number of pupils enrolled in their primary schools since the implementation of FPE?

2. What constraints do primary school Headteachers in Suba East Division of Migori District face in relation to management of staff personnel since the implementation of FPE?

3. Do primary school Headteachers in Suba East Division of Migori District face any constraint in relation to management of school discipline since the implementation of FPE?
4. Do primary school Headteachers in Suba East Division of Migori District face any constraint in relation to management of school-community relations since the implementation of FPE?

5. Do primary school Headteachers in Suba East Division of Migori District face any constraint in relation to management of finances in their schools since the implementation of FPE?

6. In what ways, according to the Headteachers, can the constraints be overcome?

1.6 THE SIGNIFICANCE OF THE STUDY

This study is significant in that it has identified the constraints that primary school Headteachers faced in the implementation of FPE. The findings may thus create awareness to the Ministry of Education Science and Technology on the need to improve on the regional disparities experienced by primary schools.

This research has provided interested organisations with grounds to offer resource materials and equipments for use towards the implementation of FPE. This report has particularly enriched the corpus of literature on FPE. This will be of great use to educators, researchers, educational planners and other scholars of Educational Administration who are interested in further research on educational Administration as relates to implementation of FPE.

1.7 ASSUMPTIONS OF THE STUDY

The study made the following assumptions:

- Primary school Headteachers in Suba East Division of Migori District experience constraints in the implementation of FPE.
• The major constraints experienced by Primary school Headteachers in Suba East Division of Migori District were related to pupil enrolment, management of finance, management of staff personnel, management of school-community relations and management of discipline.
• The Primary school Headteachers are key in making FPE in Kenya sustainable.

1.8 SCOPE AND THE LIMITATIONS OF THE STUDY
The study focused only on the constraints facing primary school Headteachers in Suba East division of Migori District. The research covered only one administrative division within the District. This was due to limited time and financial constraints that the researcher experienced.

The choice of Suba East Division of Migori District limited the extent of generalization of the findings to the other eleven Districts in the province and the rest of Kenya. This is because Migori District may be influenced by unique factors that may not be in the rest of the country.

1.9 THEORETICAL FRAMEWORK
The theoretical framework of this study was based on the educational theory of liberal egalitarianism (Wangenge, 2003; Mc Henry, 1993). This is a socio political philosophy developed in the 18th and 19th centuries. It is a culmination of a development that goes beyond the Hebrew prophets and teachings of the Socratic philosophers from which there emerged a sense of the importance of human individuality. It seeks to protect the individual from arbitrary external restraints that prevent the full realization of his or her potentialities (McHenry, 1993).
According to Rawls (1971), the justice of social institutions is judged not by their tendency to maximize the sum or average of certain advantages, but their tendency to counteract the natural inequalities deriving from birth, talent and circumstance (least well served), pooling those resources in the service of the common good. The common good is measured in terms of a very restricted basic set of beliefs to individuals: personal and political liberty, economic and social advantages and self respect.

Howe (1994) explains that liberal egalitarianism favours the positive interpretation of equality of educational opportunity. It requires education to go beyond mere formula equality and to take positive steps to eliminate difficulties in the circumstances of children that result in persistent inequality, particularly differences associated with disadvantaging social factors. Akínpélu (1981) explains that people should receive from society as much as will be adequate to make them develop a feeling of belonging to that society. He emphasises that when the demands of social injustice are carried in the spirit of justice, of fellow feeling and of concern for the welfare of others as fellow human being, we have the concept of egalitarianism.

In this study liberal egalitarianism justifies the need for societies to pull their resources together and provide basic needs to their citizens; education being one such need. The provision of free primary education is a demonstration of the Kenya government’s efforts to attain an egalitarian society. The intent of this study is to investigate the constraints faced by primary school Headteachers in their efforts to achieve egalitarianism. A conceptual Framework derived from the theoretical framework is given in Figure 1.
1.10 CONCEPTUAL FRAME WORK

Figure 1: A Conceptual Model of the Study

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>CAUSES</th>
<th>STRATEGIES</th>
<th>CONSEQUENCE</th>
</tr>
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<tbody>
<tr>
<td>• Low enrolment of pupils in primary schools</td>
<td>• High cost of primary Education</td>
<td>• Provide Free Primary Education (FPE)</td>
<td>Egalitarian Society</td>
</tr>
<tr>
<td>• High level of pupils drop out</td>
<td></td>
<td>• Identify and rectify the constraints facing effective implementation of FPE</td>
<td></td>
</tr>
</tbody>
</table>

Source: Derived from the theoretical framework

1.11 OPERATIONAL DEFINITION OF TERMS

Constraints: A restricting condition in FPE implementation.

Community: Members of public within whose geographical area a school is situated.

Educational Facilities: Refers to classrooms, library, text-books, chalk, and exercise books.

Equipment: Things or tools needed for instructional purposes in schools.
Free Primary Education: Abolition of monetary requirements for primary school education and compulsory attendance by all school age going pupils, between 7 to 14 years.

Headteacher: A teacher with overall administrative responsibilities over the school, otherwise known as headmaster and headmistress for male and female teachers respectively.

Supplies: Refers to stock of books, stationery, desks, chairs and benches.

Universal Primary Education: Accessibility by all pupils to primary Education. Any body wishing to go to school is eligible to do so.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter concerns itself with review of the related literature. This part supplements the work covered in the background of the study as discussed in chapter one. Based on this broad background the researcher reviewed literature on:

(i) School administration,
(ii) Role of Headteachers in primary schools,
(iii) Administrative constraints in implementing FPE, and
(iv) Administrative constraints faced by Headteachers in schools.

2.2 SCHOOL ADMINISTRATION

Mbiti (1974) observes that an organisation is made up of any group of people who are united together to pursue and accomplish a common purpose as one team. A school is one of the organisations which require formal administration. It is established for the sake of providing services and conditions, which will enable children to learn. In order for any school to accomplish these objectives proper administration must be established.

Schwartz (1984) states that an organisation consists of a group of people who work together to achieve common goals. Organisations have an organised life, which requires direction of management in order to continue as united and co-operate in activities for the achievement of their social goals.
The school like any other type of organisation is composed of a multitude of social systems, some of which are formal and other informal. The school system is made up of several subsystems which are interrelated. Each subsystem is a part of a greater subsystem which is part of an even greater system. As observed by Schwartz the goals of an organisation can be achieved through the coordinated performance of five specific functions: planning, organising, staffing, directing and controlling. A healthy society has all its organisations working well in relation to one another. In management of education, it is important that the school head understands that a school as an organisation has a specific purpose.

In Kenya, each school has a teacher who has overall administrative responsibility over it. Mbiti (1974) and Obudho (1987) say that a headteacher is the chief executive in a school administration. According to Odeng’ero (1985), school administration is a social process concerned with identifying, maintaining, stimulating and controlling and unifying formally and informally organised human material energies within an integrated system designed to accomplish predetermined objectives.

An efficient school head uses the minimum number of people; materials, machines, equipments, money, and time to get maximum results. (Republic of Kenya 2000). For an efficient school administration the school employees must possess the right attitude and competent skills to enable them get the work done, equipment and supplies should be adequate and delivered in school on time, there should be adequate financing of school functions, administrative methods should be used to motivate the employees, there should be sound planning to fit changing situations and good human relations on school (Mbiti, 1974). He further notes that the facilitation of efficiency in
curriculum development and implementation through administrative policies should be done by having co-ordination of various segments, a sound communication system and an open-mindedness to problems by the administrative officers in organisations.

Olembo, et al (1988) regard a school Headteacher as an agent of supervision on behalf of the inspectorate at school level. They also noted that a school Headteacher is involved in the translation of educational policies and objectives into programmes within the school. The implication is that the Headteacher has an overall responsibility over the operation of the school.

As observed, organisations do experience environmental constraints in administration and they have to adjust themselves to the environment in which they exist. These constraints may be internal or external. The internal constraints originate from within the organisation. Such constraints include written documents, which restrict what a manager can do; organisational policies, rules and procedures and high level management customs. The external constraints originate from outside the organization and are generally beyond organisational control. These include laws, political considerations, and the public. They hold considerable power as regards what is to be done in an organisation.

Inyega (1997), says that a headteacher needs to be creative in order to cope with an increasing turbulent environment in a complex reality. The Headteacher needs to generate solution and initiatives which are found within a standard set of techniques. He further points out that the areas of concern by the Headteacher in school administration have increased and continued to spread beyond the confines of
the school which becomes more open and involved with the society and the community.

The above literature reviews the place of the Headteacher in school administration. It highlights that the school is the cog around which the wheel of educational activities revolves. He is responsible for among other things curriculum implementation, school community relations and staff motivation. The literature also highlights that the administration of schools may be affected by both internal and external constraints. However, the literature is general and not specific on the kind of constraints that may affect the administration of primary schools. The current study intends to find out the constraints that affect the administration of primary schools in Suba East Division of Migori District. This is crucial given that the primary schools in Kenya are currently undergoing the new program of FPE.

2.3 THE ROLE OF THE HEADTEACHER IN SCHOOL

The Headteacher has often been seen as synonymous with the school in the sense that he has the greatest influence on the life, growth and overall development of the school more than any other personality. The institutional head in Kenya is both an agent of the Ministry of education and the Teachers Service Commission.

In Kenyan Schools, Headteachers play an important role in school administration. The Headteacher is the head of all administrative operations in the school. Obonyo (1984) says that the headteacher has to work out a formal system to control, supervise, plan and make decisions about various activities in school. The Headteacher is responsible for the interpretation and implementation of the
educational policies at the school level. He is the internal inspector and supervisor of teaching and learning activities in school. Not only is he expected to evaluate the work, but also to give advice and recommendations to the Teachers Service Commission and the Ministry of Education. The Headteacher is also responsible for the management of pupils, staff personnel and school finances. He plays an important role on the acquisition and management of facilities in school, while maintaining good community relations.

The school Headteacher is expected to possess prior superior knowledge about the curriculum and instruction in order to guide and counsel the teachers in school in all areas of the school programme. According to Olembo, et al (1988), the Headteacher as an instructional leader is involved in:

- Improving teaching and learning in his or her school;
- Developing supervisory strategies for improvement of teaching by paying attention to goals and purposes of education;
- Executing strategies for improvement of the curriculum and teaching development;
- Maintaining the school development;
- Maintaining the school systems, for example through time tabling, teaching methods, and instructional materials;
- Creating awareness in the use of appropriate curriculum and library materials; and evaluating pupils' progress in his/her school through tests and examinations.
Mbiti (1974) and Olembo, et al (1988) observed that a headteacher as an administrator is responsible to his or her employer, profession, staff and pupils, the parents and community he or she is serving. He must maintain educational standards and discipline in the school. Mbiti (ibid) further notes that the school headteacher as an educator, must seek to expose each child in his or her school to functional education and thus accomplish the national aims of education.

Society does experience changes from time to time. According to Inyega (1997), a school is a social system in a larger society. It also experiences these changes. Buckley (1985) acknowledges that schools are not static to changes in society and therefore recognising the Headteacher as an agent of change and a promoter of change. Taking this basic assumption that the school leaders play an important role in the development of a healthy school, the headteacher, should therefore be in many ways an agent of change or at least a facilitator of change.

Inyega (1997) observes that there is an increased knowledge of the law and influence of parents who sit on school committees. These influence the Headteacher’s leadership styles and managerial structures of schools. The Headteacher’s work has therefore become more demanding. They spend slightly less time on supervising teaching processes, while their involvement with students over discipline issues has increased.

More responsibilities have been added to the role of the headteacher. The headteacher is required to have more consultations with parents, teachers and pupils. He is also required to be more accountable to the communities and be effective in human
relations both within the school and externally. It is evident therefore that with this considerable pressure from within and outside the school, there is an increase in complexity and multiplicity of tasks. The role of the headteacher is thus overloaded.

The literature reviewed above highlights the role of the Headteacher in the school. In particular, it points out among others such roles as supervision of teaching and learning, maintaining the school development, and maintaining the school system. The literature also highlights that due to socio-political changes in the society there has been considerable pressure on the Headteacher in terms of added responsibility and this has overloaded him/her. However, the literature is too general and not specific on a given level of schooling. The current study intends to investigate whether or not the primary school Headteachers experience such pressure. This is important given the fact that the new free primary school education programme came with its own responsibilities on Headteachers.

2.4 ADMINISTRATIVE CONSTRAINTS IN IMPLEMENTING FREE PRIMARY EDUCATION

2.4.1 General Literature

Inyega (1997), observes that history shows that each generation experiences vastly more social, economic and technological changes than the preceding one. This implies that the environment in which management is practised is constantly changing. It is to this end that education institutions seek to provide the best possible education for the people and to advance the sum of human knowledge through research in all fields of study.
Craig (1990), notes that political acts have undermined effective administration in two general ways, through the policies adopted and through inconsistencies in the support given policies subsequent to adoption. Many of the educational policies that political leaders announce on their own initiative examples include Education for self-reliance in Tanzania and Universal primary education in Nigeria and the promulgation of free basic schooling in Kenya are at once extremely ambitious, poorly prepared, and inadequately explained.

2.4.2 Free Primary Education outside Africa

The Republic of Pakistan implemented FPE in 1979 in order to ensure access to education by all and to motivate parents to give education to their children. The students received text books free of cost in phases and no tuition fees were collected from parents. Education was though persuasion and motivation of parents. Today half of the children do not go to primary schools. Low enrolment and high dropout rates have been attributed to a number of out-of-school and in-school factors (UNESCO, 1979).

In the Republic of China the primary and junior high school students in Lushan, in the South Eastern Province of Jiangxi, registered for their new semester without having to pay tuition starting the year, 2003. According to the Beijing Time all students in the locality would enjoy free education in primary and Junior high schools as recorded (Beijing Time, Thursday, Feb.20, 2003). In the education system, primary education has a program of nine years compulsory education. In Lushan, more than 1,000 students have benefited from this program, where there is only one primary school and one high school.
2.4.3 Free Primary Education in Africa

Bogonko (1992) notes that the acceleration of growth in primary school enrolments in Africa was due to the rush for free and universal primary education which occupied the minds of ‘wananchi’ and politicians intimately. In their struggle for independence, African politicians everywhere in the region had promised ‘wananchi’ free and Universal Primary Education once the political goal was attained. The African aspirations were reinforced by the recommendations of UNESCO’s Addis Ababa conference of 1961 which set 1980 as the year when all African states would achieve Universal Primary Education. This indicates how urgent it is that the international community consider education for all in all parts of the world as categorical imperative if we are to guarantee the right to human dignity of every child girl or boy to fight effectively against poverty and to provide the basis for balanced development throughout the world (UNESCO, 2001).

Kairme (1990) notes that most African governments were faced with administrative constraints in the social systems. He observes that serious inequalities in school facilities between regimes of Tanzania affected the implementation of free and universal primary education in the country. Writing on the topic ‘Making Teachers education responsive to UPE in Nigeria’, Ukeje, B.O. (1977), states that:

“The concept of Universal free primary education stemmed from the realization that education is necessary for both progressive leadership and enlightened followership.”

The first attempt at the introduction of universal FPE in Nigeria dates back to 19th Jan, 1955, when the government of Western Nigeria inaugurated a scheme for the provision of free education for all the children aged six years in the region on 1st Jan, 1955 until they reached the age of 12 years. The scheme, among other things,
included a massive teacher education program. The scheme succeeded to the extent that it led to tremendous and rapid increase in school population. The primary school population jumped from 456,600 in 1954 to 811,432 in 1955.

In 1957 Nigeria schools had very large population enrolment owing to the introduction of FPE in the East. There was notable increase in drop out rates later due to lack of employment opportunities, lack of finance among parents and more children remained as part of labour force on family farms. Both the East and West had few facilities of education and pupils operated in a shift system to attend lessons. As can be seen from this brief review the development of education in Nigeria varied considerably from one region to another due to the extensive autonomy each of the regions enjoyed in educational matters (Wheeler; 1968).

Inyega (1997) further gives an example of the reform of Benin's education in which one of the major constraints that faced the reform was the financial hardships ensuing from the need to build new infrastructure and provide equipment.

Following independence in 1966, primary school enrolments in Botswana had increased steadily. The acceleration of the school building programme in 1974 and years of economic prosperity encouraged population to send their children to school. But whilst in quantitative terms a great deal was achieved, the quality and relevance of primary education remained questionable. The system was dependent on large numbers of untrained teachers, teaching materials were often scarce and out of date, and the curriculum focused in part on matters far removed from the requirements of a Botswana child (Allison, 1983). Thus, in 1976 a National Commission on Education...
was convened and a national debate on education was launched. Abolition of school fees was done in 1980. In regard to improved physical access to school, the following measures were implemented:

(i) Construction of Government projects to build more primary schools.

(ii) The Government took over unaided primary schools during the 1980’s.

(iii) Provision of smaller schools in remote rural areas where population concentrations made this feasible.

Beyond these, a multitude of measures focusing on teaching material, the curriculum and examination system were designed to bring about qualitative improvements to primary education. Both the report of the National Commission on Education and the Government white paper failed to address adequately the issues for the imbalance of girls over boys in primary schools and the broader issues of demand for primary education.

In most countries legislation exists to make schooling compulsory in speeding up progress towards uninterrupted schooling for all children. Such legislation ought to be generalised as a solemn affirmation of the responsibility on all countries to guarantee primary education.

The Republic of Tanzania wanted free and Universal Primary Education immediately after independence. However, it was after Arusha Declaration on Education for Self-Reliance (E.S.R.) in 1967 when parliamentarians especially Tanzania African National Union activists got involved in the affair that a serious debate over the issue was sustained. The Arusha declaration, which was implemented in 1969, became a basis of all major educational changes in the country.
The implication of ESR was that primary education was a preparation for rural life in the community and was not for entry in the secondary schools (Sanyal, 1977). The recommendations made by ESR led to the establishment of UNICEF, UNESCO educational Reform Project. According to World Bank Studies, it is indicated that in the Musoma resolution of 1974 the UPE was to be achieved in 1977 instead of 1989 as originally planned. Primary education was to be Universal Compulsory and free with a practical bias to mitigate rural – urban migration of school leavers.

2.4.4 Free primary Education in Kenya

The development of education in Kenya right from independence has been a priority aspect of overall development and delivery of social services as reflected in the year to year annual budget. Bogonko (1992) states: that ‘Wananchi’ in Kenya wanted free and Universal primary education immediately. Issues on FPE dates back to independence periods. All the Kenya African National Union (KANU) manifesto issued between 1963 and 1979 committed the country to attaining the goal of a seven year free and universal primary education; since they believed Kenyans ability to develop faster was very much dependent on the quality and quantity of a literate and numerate population.

The Kenya Education Commission Report of 1964 laid the foundation of education pattern in Kenya. It stated the national aims and objectives of education in Kenya and supported the objective of giving every child a minimum of seven years free education. This report targeted this to be achieved in 1971, facilities and finances permitting. (Republic of Kenya, 1964).
The Gachathi commission recommended the extension of FPE to upper levels by 1980. These sentiments were equally stressed in all the five years development plans between 1966 and 1983. The 1979-1983 National Development Plans noted that one of the objectives of the government was to: "provide UPE of seven years free of charge to all children of school age?" (Republic of Kenya, 1979).

In Kenya, although the cry for FPE was popular, public expectation, the first steps to that end were not taken until 1971 when the late president Jomo Kenyatta abrogated tuition fees for the economically marginal Districts of the country such as Marsabit, West Pokot, Mandera, Wajir, Tana, River and Lamu Districts. (Bogonko, 1992). Another presidential decree of December, 1973 which made education free for the first four years of primary education throughout the country furthered that end. All the above moves were highly regarded as necessary steps towards achieving UPE for the country. This was put into effect in 1978 when the then President Moi declared FPE for the remaining three classes; so that from January 1980, all public primary schools were exempted from paying fees.

A motion calling on government to provide free primary school education was brought to the parliament by Mr. Joe Donde (the then Gem, Ford-Kenya, and Member of Parliament) and received both unanimous support from both KANU and opposition M.Ps. He lamented that there were frequent and long interruptions of learning for many primary school pupils because of high levies charged by the Headteachers and Ministry of Education (Daily Nation, June 14, 2001).
The overwhelming victory of President Mwai Kibaki in Kenya's presidential election of 2002 brought to promise the campaign pledge of providing FPE by the NARC government. The President said that the provision of FPE would take effect when schools reopen after Christmas holiday. The NARC government promised to:

- Undertake a comprehensive review of the current system of education.
- Provide free and compulsory primary education to all children.
- Design a new system which guarantees all our children the right to education and a competitive edge in a global job market.

(Manifesto for NARC, 2002)

It was however noted that there was confusion about what the Government of Kenya meant by FPE. The South African Press Association (SAPA) recorded that the determination of Kenyan new government to provide FPE to everyone generated considerable enthusiasms and some confusion as schools reopened after end year break. (South African Press Association January 7, 2003).

The Mombasa Kenya National Union of Teachers branch executive secretary, called the government to have the FPE programme to be protected by the new constitution, so that no new government can change it in the years to come. The union noted that frequently abused, at least from the perspective of administrators is the politician responsibility to provide consistent signals and steady support to policy implementation. Regime changes are an obvious source of difficulties since they usually bring major shifts in policy direction and can also result in purges of the civil service (Standard Newspaper, Monday 14, April 2003).
In a joint statement for the second Dakar anniversary by the heads of UNESCO, United Nation Development Programme (UNDP), United Nations Children Education Fund (UNICEF), and World Bank (20th April 2002) on closing gaps to achieve “Education For All,” it is on record that the governments have the responsibility of providing basic education for all. Improving the lives of tens of millions of children is now within reach of only the collective political will of countries. According to this statement, countries will need to make suitable policy reforms such as, adopting longer and more flexible schools years, making new teachers recruitment and management more responsive to communities, expanding the use of local languages, investing more in text books and other learning materials and last but not least in eliminating school fees.

It can be noted from the literature reviewed that FPE programme has been tried in most parts of the world (both within and outside Africa) and many pupils have benefited from it. However, in Africa, the program in the course of its implementation has had its own constraints which include increase in drop out rates, child labour, lack of physical facilities and adequate teaching materials, and irrelevance of the curriculum. These constraints are however experienced by countries other than Kenya. The current study intended to investigate the administrative constraints faced by primary school Headteachers in the implementation of the FPE in Kenya.

2.5 Administrative Constraints Faced by Primary School Headteachers in School

Any organisation’s management is faced with internal constraints that originate from within the organisation and external constraints that originate from outside the organisations. Olembo, et. al (1988), states that there are three types of constraints
that affect the role of Headteachers in schools. These constraints are personal, intra-organisational or extra-organisational to the headteacher. The intra-organisational constraints include such factors as the structure of physical facilities in the school, the time available for performing the school task, communication patterns within the school, the nature of job to be done and the nature of staff and students within the school. The extra organisational constraints in schools include: Political, legal, traditional and economic constraints. These constraints affect the availability of human, material and financial resources in schools. All these constraints may either force the Headteacher to adjust to the demand of the group or to meet the consequences of refusing to comply with them.

The implementation of FPE programme thus needs visionary leadership, stronger accountability among officials at all levels, and to end the endemic wastage caused by corruption. Honesty, dedication and openness are seen as critically essential.


### 2.5.1 Financial Constraints Faced by Primary School Headteachers

Inyega (1997), said that money is useful only as it is used to purchase a programme of teaching and learning. Thus money enables the services of the personnel, the buildings, the equipments, the supplies and other items necessary for the operation of a school to be paid for. Schwartz (1985) notes that constraints imposed by limited money in organisation make managers unable to purchase the best equipment and
land that might be required by the organisation, while Odali (1984), observes that unless a Headteacher knows his or her budget and how to collect money for the improvement of physical facilities and proper keeping of school records, he or she will basically find himself in problems.

The school Headteacher has to know how to get money for the school and how to spend it. Olembo, et al. (1988) reports that there are two major sources of primary education finance in Kenya: the Kenya Government and parents. They concur with Ondimu, (1991) that the Kenya Government’s contribution to the primary education was mainly on recurrent expenditure while development expenditure is raised by parents and school community members through voluntary (Harambee) contributions.

The primary school Headteacher plays a role in coordinating parents associations to raise funds for schools’ developments and assist them in estimating the cost of putting up school facilities. This area is problematic to Headteachers. Lack of proper training of Headteachers on financial management is a cause of problems to them when making school budget and accounting for the expenditure in financing the school programmes by parents. There is inadequacy of finances to sponsor school programmes due to low incomes of most parents in rural areas of Kenya. The insufficient funds in schools lead to administrative constraints to Headteachers in areas that need to purchase materials or put up structures for the educational programme.

Inyega (1997) concurs with Odali (1984), and Opondo (1986), that Headteachers and financial constraints in keeping the cash books. The major constraint in many
schools is that of inadequacy of accounting personnel and that a Headteacher who does not have his cadre of personnel while he/she has no proper skills in financial management, finds the going rough.

The implementation of FPE in Kenyan schools has not been smooth in relation to provision of educational facilities that are required due to financial constraints in the social services budget and rapid education expansions in Kenya since 1963. This made the Kenya government to advocate for progressive development of cost sharing in the management and financing of educational institutions at all levels of the education structure. The government released Ksh.22.4 billion between now and the year 2003/2004 fiscal year to fully implement its policy of FPE (News Saturday, May 31, 2003)

South African Press Association (January 7, 2003), notes that the Kenya government first expressed its intention to offer FPE almost three decades ago but, lack of funds made it difficult for it to make learning completely free as teachers are paid by the government.

The Daily Nation (7th Feb 2003) shows that while the government and donors are scrambling to find money to pay for schools, teachers and facility local authorities are rushing to compile statistics on Kenya’s hundreds of thousands of new school goers; school classrooms are bulging like never before. Daily Nations (Thursday Feb, 20, 2003), it further reports president Mwai Kibaki as asking parliament to pass a revised budget allocating shs.2.4 billion for the programme. Donors and development agencies like World Bank UNICEF, and UNESCO have
come in forcefully to support the programme and the challenge is now on implementing and sustaining free primary education.

The slow growth and development of schools with increased enrolments make Headteachers to face administrative problems. Obonyo (1982) felt that there was need to train Headteachers on financial management and be in serviced from time to time so that they are able to deal with the increased contemporary issues in schools. The Kenya Parents Association (KPA) transformed itself into a watch dog organisation for funds provided for schools by the government for implantation of FPE; citing that there was a likelihood of some management committees and Headteachers messing up with the funds they receive. (News, Saturday, May 31, 2003).

The literature above highlights the need for the Headteacher to know his or her budget and how to collect money for the improvement of physical facilities and proper keeping of school records. It also highlights that the major constraint facing many schools is that of inadequacy of accounting personnel. Thus a Headteacher who does not have proper skills in financial management may experience difficulties in managing finance. Even though this literature is based on primary schools, it does not cite any research study carried out in Migori District, Kenya. Moreover, a larger part of the literature is not based on financial constraints facing FPE. The current study intended to investigate the financial difficulties facing the implementation of FPE in Suba East division of Migori District.
2.5.2 Problems Faced by Primary School Headteachers in Acquisition and Management of Educational Facilities, Equipment and Supplies in School

Inyega (1997), observes that Kenya has experienced rapid education expansion since independence. These rapid expansion in education and growth in enrolment in schools has made Kenya to take educational planning and development on a more serious note. Kenya took stock of her educational achievements through a series of educational commissions. There was the 1964 Education Commission (Republic of Kenya, 1964), and the 1981 Presidential Working Party on the Establishment of a Second University in Kenya (Republic of Kenya, 1981). The recommendations in the Mackay Report (1981) led to the introduction of 8-4-4 education system in 1985 in Kenyan Primary schools whereby children had to spend eight years in primary school instead of seven years.

In the 8-4-4 education system the provision of educational facilities has been foremost obligation of parents and the school' community. Olembo, et al (1992), notes that parents had been involved in the development of expenditure for primary schools right from the inception of formal education in Kenya. The missionaries who pioneered the setting of schools for Africans in Kenya were given land and building materials by chiefs who were among the first parents to send their children to school. The parents spent many hours providing services in the construction of school facilities.

The implementation of FPE in the 8-4-4 systems of education in Kenya requires extra educational facilities in schools. The resources and facilities that a school needs for the achievement of the schools mission are qualified teaching staff, support staff,
physical facilities, text-books, library, furniture, stores and enough play grounds. The provision of the educational facilities has not kept pace with the increasing pupils' population. Though demand for primary education is high, the major constraint is the regional disparities in the provision of educational facilities. Many rural schools lack the most basic amenities, such as toilets and running water. The Integrated Regional Information Network, (IRIN), notes that an estimated two million people, or 60 percent of Nairobi's population, live is slums areas. In the last 15 years almost no building of schools has taken place in the city. As a priority there is need to expand the existing schools by building new things and equipping them. The body contributing to the challenge to providing FPE notes that whereas the new governments policy on free education is most laudable, its implementation is slow and besieged with a multitude of challenges, which include the unavailability of physical facilities, teachers, resources to pay salaries, exercise books, pens, pencils, rulers, sharpeners, slates, and chalk and blackboards for both children and teachers.

Mbugua (1987) said that one of the duties of the primary school Headteachers in Kenya is to develop the school's physical facilities. She argued that in dealing with physical facilities, a Headteacher has to bear in mind where to house the educational programme, the population to be served by the facility and ensure that financial resources are readily available for the school expansions.

Odali (1984) concurs with Mbugua (1987) that the responsibility of putting up classrooms buying furniture, putting up teachers' house and buildings of enough toilets in school has had a big burden on parents most of whom are poor. Due to inflation and poverty many parents don't have enough money to contribute towards
school projects willingly. This inability by most parents to contribute towards the improvement and expansion of school facilities creates a lot of administrative constraints to the Headteachers as pupils may have to study in overcrowded classes.

The literature reviewed above highlight that the implementation of FPE faces a number of challenges in terms of acquisition and management of educational facilities, equipment and supplies in schools. These challenges include among others the unavailability of physical facilities, teachers, and resources to pay salaries, exercise books, pens, pencils, rulers, sharpeners, slates, and chalk and blackboards for both children and teachers. Furthermore the provision of these educational facilities has not kept pace with the increasing pupils' population. The inflation and poverty of many parents also worsens the situation as parents don’t have enough money to contribute towards school projects. The current study intended to investigate whether or not these are the constraints faced by primary school headteacher in Suba East Division, Migori District.

2.5.3 Problems Faced By Primary School Headteachers in Managing Staff Personnel

Headteachers play a role in curriculum planning and adoption; classroom management; arrangement of instructional programmes; a general school organisation; and out of school activities in any education system. (Olembo et, al, 1988). Kaime, (1990) observes that a teacher is one of the most important factors in the implementation of school curriculum. The author notes that the teachers’ quality, motivation, relationship that he or she established with his or her pupils and the innovative ways in which he or she adapts to his or her teaching may compensate for the inadequacies and deficiencies that may be experienced in school. He further
observes that teacher effectiveness depends on the material resources available and the teachers’ ingenuity in improvising materials where they are inadequate. This is possible when school teachers are professionally trained and frequently on service through seminars, workshops, in-service. As Macharia (1984) observes that teachers in Kenya have been dissatisfied with their jobs. The Kenya National Union of Teachers, have positively called for better terms of service. Recently, in September 23rd 2003 the teachers went on strike. They demanded that the government pay the last package of salaries and allowances agreed in 1997 (Daily Nation, Thursday 24th Sept 2002). The persistent industrial actions by teachers in Kenya over the past five years are an indication of job dissatisfaction. 

Appleby (1969) highlight that when morale is low, work is of poor quality and problems of high labour turnover and absenteeism arise. The current National Development plan 2002-2008 decries poor quality education as a major challenge facing the country (Republic of Kenya, 2002).

IRIN commenting on the deployment of teachers in Kenya notes that a part from giving money to pay extra teachers, the government also has had to persuade them to take posts in ‘less desirable’ areas. Many schools are understaffed because teachers are reluctant to go to areas where parents cannot afford to pay private tuition after normal school hours. According to their report, teachers also refuse to work in slum areas, citing security concerns as pretext. While about 232, 000 teachers in Kenya are currently employed; many more need to be hired to ease the burden. The government is currently gathering statistics on how many trained teachers are unemployed and how many are needed nationwide. It is also faced with the challenge of providing
necessary incentives for teachers to spread them out evenly (IRIN: KENYA 7th Feb 2003).

From the foregoing discussion, it can be noted that management of the teaching personnel is a crucial aspect of school administration since without effective teaching; the curriculum may not be implemented appropriately. Therefore the Headteacher must find ways of motivating his staff not only to retain them but also to ensure quality delivery of the curriculum. Though the literature is about Kenya, it is too general in nature. It does not give the specific administrative constraints that Headteachers face in management of staff personnel in Suba East Division of Migori District.

2.5.4 Problems Faced by Primary School Headteachers in Maintaining School Discipline

According to Mbiti (1974), school discipline is a system of arranging conditions for healthy learning and living and that it is the responsibility of teachers to maintain discipline in their schools by helping their staff and pupils develop unique and individual personalities with a cultural background and group consciousness. The school administration therefore involves pupils to make choices in life reasonably and independently through guidance and counselling.

Headteachers have problems on how to cope with undisciplined teachers in schools (Inyega, 1997; Opondo, 1986; Obonyo, 1984; Odali, 1984). Some teachers have a tendency of going to school late or drunk during working hours. The authors (ibid) also highlight that Headteachers also have problems with teachers who are heavily involved in politics gossiping and rumour mongering and as a result of this, the
teachers' effectiveness in teaching is greatly affected. Some teachers leave school without permission. As observed by Odali (1984) some Headteachers have administrative problems on how to punish pupils who have misbehaved in school. How to report teachers who are always absent and how to handle teachers with personal problems. Some primary Headteachers are faced with discipline problems in guiding and counselling girls in upper primary classes due to frequent pregnancies among this group of school girls in Kenyan Primary schools. The Kenya National Association Parents (Knap) is reported to have said that it will also monitor cases of abuse of children's right by teachers so as to ensure that the children Act is upheld (News, Saturday May 31, 2003).

The street children enrolled in schools pose a threat to younger children as many of them are not of 'normal' school age. They have patchy educational backgrounds, short attention spans, dysfunctional backgrounds, and glue sniffing addiction, serious linguistic difficulties in a classroom of 50 or 60 normal children. This will arguably lower standards for every one.

The above literature indicates the problems faced by primary school Headteachers in managing school discipline. The literature is however general in nature and not related to the area being studied. The current study intended to find out whether or not these are the same problems experienced by Headteachers in Suba East Division of Migori District.
2.5.5 Problems faced by Primary Headteachers in Managing School Community Relations

A school is a social institution responsible for promoting social interests and it is the responsibility of communities to look after the school in terms of buildings and furniture. Kaiime (1990) notes that community participation on the implementation of an educational innovation is paramount so that the community members may see the need for the innovation in meeting their needs. According to Olembo et al (1988) a Headteacher, as a public relations office in school officially represents the school in activities that involve the community like parents day and other co-curricular activities. The headteacher is therefore the mediator and co-ordinator of school community relationships.

In Kenya, the education Act of 1968 empowered school communities to run primary school but in 1979, under a presidential directive Parent Teachers Association and Parents Association were started in order to actively involve parents on running school communities yet not familiar with aspirations and interests of parents.

School community relationships greatly affect the growth and development of schools because this depends on the willingness and ability of the community to participate in education. The school communities contribution towards facilities in most primary school is notably inadequate. This creates a problem to the Headteacher who works hard to develop his or her school through the support of the community. Sometimes civil leaders assume the role of Ministry of Education officials, parents and pupils and community members on school matters in some cases religions conflicts
among the school community members on school sponsorship on denominational guide to hinder the Headteacher's role in running schools.

Mbugua (1987), and Opondo (1986) observe that some parents and community members may be hostile, indifferent and un-co-operative towards school functions and thus do not participate in or contribute towards school projects at all. This may create administrative constraints on a Headteacher who has to foster good the relations between the school and the local community as doing this facilitates the provision of the required educational facilities in school. The Headteachers' efforts alone are not enough and therefore the local leaders are on a better position to mobilise the surrounding school community to take keen interest in the development of school.

The literature indicates that fostering school-community relations is vital for effective management of a school. Where the relations are poor, the Headteacher may find it difficult to run a school. However, the literature is a general commentary and not specific to the area being investigated. It is also silent on the problems the Headteacher faces in managing school community relations under FPE. The current study intended to find out the constraints the Headteachers in Suba East Division of Migori District faces in managing school community relations under FPE.

2.6 Summary of the Literature Review

The literature reviewed indicates that the Headteacher has an overall responsibility over the operation of the school and is accountable to his/her employers profession, and school, staff, and the community he/she is serving. The review has revealed that there are constraints that affect the primary school Headteacher in implementing FPE.
The review, however, is general in nature and not specific to the area being studied. Also, most of the literature on FPE is from outside the country. It would be unwise to assume as it happens elsewhere, so does it in Kenya. The current study, intended to investigate the administrative constraints faced by secondary school Headteachers in implementing FPE in Suba East Division, Migori District, Kenya.

This study was one of its kind on Suba-East Division of Migori District and it intended to look at the administrative constraints faced by Headteachers in implementing FPE the solutions and ways of sustaining FPE in the division.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This study attempted to investigate the administrative constraints faced by primary school Headteachers in Suba East Division of Migori District, in the implementation of free primary education. This chapter describes the research method that was used in the study. It contains research design, locale of the study, target population, sample selection, instruments of data collection, data collection procedures and data analysis.

3.2 Research Design
The study used a survey design. A survey is an attempt to collect data from members of a population in order to determine the current status of that population. (Mugenda and Mugenda, 1999). Lockesh (1984) states that descriptive studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered.

Verma et al (1981), says that survey provides information about population variables for example when data on pupils or teachers opinion on a variety of educational issues are sought. This design is suitable because this study sought to find out and explain in detail the existing conditions that cause constraints in the implementation of FPE in Kenya.

3.3 The Study Locale
The study was conducted in Migori District in Nyanza province, Kenya. The selection of Migori District for this study was promoted by the following considerations: According to Singleton (1993) the ideal setting for a research study is one that directly satisfies the researcher’s interests. He further notes that the setting should be
accessible to the researcher. The setting permits instant rapport with the informants.

A study of this nature has never been conducted before in Migori District. The researchers' financial limitations made the District suitable for the study.

3.4 The Target Population

The target population of this study comprised of all the 56 public primary schools in Suba East Division of Migori District, and 56 primary school Headteachers.

3.5 Sample and Sampling Procedures

The stratified random sampling was used to select 20 primary school Headteachers to participate in the study. This figure is more than 20% of the target population; and is the minimum sample recommended for descriptive studies by scholars such as Gay (1992). The division was divided into two strata which were the two administrative zones, Migori zone and Anjego zone. The twenty schools were randomly sampled from each zone using the lottery method. The researcher wrote names on papers folded them and put them in a basket. They then picked the papers randomly from the basket and unfolded them until the last one was picked. The schools in the list were then visited.

3.6 Research Instruments

In this study data was collected using questionnaire for headteacher.

3.6.1 Questionnaire

The questionnaire had both open-ended and close-ended questions. It was open-ended to give informants the freedom of response and close-ended to give consistency of certain information across respondents. The questionnaire covered all research questions.
3.7 Pilot Study
The researcher conducted a pilot study in which the instruments of study were pre-tested before the main study was carried out. The researcher gave questionnaires to colleagues to read over and make corrections where necessary. A pilot study was then done on two schools using sample of respondents who were part of the target population. The completed questionnaire were collected back, and the instruments revised accordingly.

3.8 Data Collection Procedures
The researcher obtained a research permit from the Office of the President. The researcher proceeded to the sample primary schools and presented the letter of introduction to the headteacher requesting for permission to administer the questionnaire. The researcher informed the Headteacher that the questionnaire would be confidential.

3.9 Data Analysis
This was a descriptive survey study. It used quantitative analysis. In quantitative analysis data was collected through questionnaires and grouped according to the research questions. Thereafter, tally sheets were used to generate frequency counts out of which percentages were calculated.

3.10 Data Presentation
The quantitative data has been organised and presented using tables.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction
The study set out to investigate the constraints faced by primary school Headteachers in implementing free primary and as well as ways solving the constraints. In this chapter, data are presented, analysed, and discussed.

4.2 Constraints Faced by Primary School Headteachers in Relation to the Number of Pupils Enrolled in their Primary Schools

The questionnaire was administered to 20 Headteachers in 20 primary schools. When asked whether or not they encountered problems in relation to the number of students enrolled in their schools, 13 (65%) of the Headteachers said Yes while seven (35%) said No. The Headteachers further cited the problems they experienced in relation to the number of students enrolled. Their responses are in Table 1.

Table 1: Problems Faced by Primary School Headteachers in Relation to Pupil Enrolment

<table>
<thead>
<tr>
<th>Problems</th>
<th>No. out of 20</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over enrolment</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Poor curriculum delivery</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Understaffing</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Lack of teaching/learning facilities</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Overage pupils</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>
The table shows that 30% of the Headteachers complained about poor curriculum delivery, another 30% complained about lack of teaching and learning facilities, while 25% percent complained about over enrolment. Other problems include understaffing (15%), indiscipline (15%), overage pupils (10%) and absenteeism (10%). The findings show that there are problems related to pupil enrolment in primary schools. The major problems include poor curriculum delivery, lack of teaching/learning facilities and over enrolment. On poor curriculum delivery, the Headteachers complained that marking of pupils' work is difficult, the teachers are usually overworked and there is poor child attention leading to poor teaching. On over enrolment, their complaint was that the classes are overcrowded.

Bogonko (1992) in support notes that the acceleration of growth in primary school enrolments in Africa has been due to the chase after free and universal primary education. Wheeler (1968) observes that in 1957, Nigeria schools had very large population enrolment owing to the introduction of FPE in the East. There was notable increase in drop out rates later due to lack of employment opportunities, lack of finance among parents and more children remained as part of labour force on family farms. Inyega (1997) further gives an example of the reform of Benin's education in which one of the major constraints that faced the reform was the financial hardships ensuing from the need to build new infrastructure and provide equipment. Allison (1983) writes that following independence in 1966, primary school enrolments in Botswana had increased steadily. The system was however dependent on large numbers of untrained teachers, teaching materials were often scarce and out of date, and the curriculum focused in part on matters far removed from the requirements of a Botswana child. The implication is that every educational reform
in Africa is usually accompanied by its own problems. In the case of Kenya, the implementation of FPE has been faced with serious enrolment related constraints that need to be adequately addressed if the programme is to be streamlined.

4.3 Constraints Faced by Primary School Headteachers in Relation to Management of Teaching Personnel

When asked whether or not they encountered problems with their teaching staff since the introduction of FPE, 14 (70%) of the headteachers said they did while six (30%) said they did not.

The Headteachers were further asked to state the most common administrative problems experienced. Their responses are given in Table 2 below.

Table 2: Common Administrative Problems Experienced by Headteachers in Managing Teaching Personnel

<table>
<thead>
<tr>
<th>Problem</th>
<th>No. of Headteachers (out of 20)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor remuneration</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>Increased workload</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Poor teaching</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Lack of adequate physical facilities</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Lateness</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Poor Syllabus coverage</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Non commitment</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>
From the table, it can be seen that the major problems experienced by Headteachers in managing teaching personnel are poor remuneration (65%), increased workload (60%) and poor syllabus coverage (60%). Other minor problems include poor teaching (40%), lack of adequate facilities (35%), non-commitment (15%) and lateness.

On the amount of time they spent in solving administrative problems related to absenteeism of teachers and teachers relation with their assistants, their responses were as shown in Table 3.

Table 3: Time Spent in Solving Administrative Problems

<table>
<thead>
<tr>
<th>Time</th>
<th>Absenteeism of Teachers</th>
<th>Percent</th>
<th>Teachers’ Relations with Assistants</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Very Little</td>
<td>5</td>
<td>25</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Some</td>
<td>6</td>
<td>30</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Considerable</td>
<td>4</td>
<td>20</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>A lot</td>
<td>3</td>
<td>15</td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>

It is observable from the table that six (30%) of the Headteachers spent some time solving problems related to teachers absenteeism. Five (25%) of the Headteachers spent very little time doing this, while only 15% percent spent a lot of time on this. This shows that absenteeism of teachers is still a problem even though a lot of time is not spent by Headteachers in tackling problems related to it.
It is also observable from Table 3 that six (30%) of the Headteachers spent some time solving problems related to teachers relations with assistants such as deputy head teacher and heads of departments, while another 30% spent a lot of time doing the same. Only 15% spent considerable time. The implication is that teachers’ relation with their assistants is a problem experienced by the Headteachers in the implementation of FPE.

From the above findings, it can be inferred that primary school Headteachers in Suba East Division of Migori District experience a number of administrative problems in relation to management of teaching personnel. Such problems include lack of motivation, increased workload, poor syllabus coverage. Other problems include absenteeism and poor relations with deputy head teacher and heads of departments. Appleby (1969) in support, notes that when morale is low, work is of poor quality and problems of high labour turnover and absenteeism arise. In the current National Development Plan 2002-2008 poor quality education is decried as a major challenge facing the country (Republic of Kenya, 2002). Similarly, Kaime (1990) notes that the teachers’ motivation, relationship that he or she established with his or her pupils and the innovative ways in which he or she adapts to his or her teaching, may compensate for the inadequacies and deficiencies that may be experienced in school. Therefore the head teacher must find ways of motivating his staff not only to retain them but also to ensure quality delivery of the curriculum.
4.4 Constraints Faced by Primary School Headteachers in Relation to Management of School Discipline

Concerning constraints faced by primary school Headteachers in relation to management of school discipline, most of the Headteachers were of the opinion that they faced disciplinary problems in the management of pupils. Their responses are given in Table 4.

Table 4: Common Disciplinary Problems Faced by Headteachers in the Management of Pupils

<table>
<thead>
<tr>
<th>Problem</th>
<th>No. out of 20</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Lateness to school</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Violence</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Bullying</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Rudeness</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Laziness in doing homework</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Sexual relationships</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

It can be noted from the table that there are a number of disciplinary problems faced by Headteachers in their efforts to implement FPE. These problems range from absenteeism to sexual relationships. The most serious ones include absenteeism (45%), lateness to school (30%) and drug abuse (25%).
The Headteachers were further asked to state whether or not they experienced problems in relations to guidance and counselling. Their responses are in Table 5.

Table 5: Problems experienced by Headteachers in relation to Guidance and Counselling

<table>
<thead>
<tr>
<th>Problem</th>
<th>No out of 20</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No respect to guidance and counselling by society</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Too many children are counselled</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>No enough time for guidance and counselling</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>No adequate qualified personnel</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Poor attitude from teachers</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Shyness to opposite sex</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Pupils shy to tell their problems</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Some pupils feel too old to be guided</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

From the table above, it can be noted that the most common problems related to guidance and counselling include lack of enough time for guidance (40%), no respect to guidance and counselling by the society (30%), lack of enough qualified personnel (30%), poor attitude from teachers (25%) and pupils being shy to tell their problems (20%). It can be inferred from Tables 4 and Table 5 that indiscipline of primary school pupils is a problem facing primary school Headteachers in their efforts to implement FPE. It can also be inferred that the problem of indiscipline is aggravated by ineffective guidance and counselling in schools.

Odali (1984) in support observes that some Headteachers face administrative problems relating to how to punish pupils who have misbehaved in school. The
author argues that some primary school Headteachers are faced with discipline problems when guiding and counselling pupils in upper primary classes.

4.5 Constraints Faced by Primary School Headteachers in Relation to Management of School-Community Relations

Thirteen Headteachers (65%) said the relationship was fair while seven (35%) said it was good. Those who noted that the relationship was fair were further asked to state some of the problems their schools had had with the community since the introduction of FPE. Their responses are presented in Table 6.

Table 6: Problems faced by Headteachers in Managing School Community Relations

<table>
<thead>
<tr>
<th>Problems</th>
<th>No out of 20</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriage</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Unwanted pregnancy</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Non-contribution to school development</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Ignorance on government policies on FPE</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Petty politicking</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Child labour</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

It can be observed from the table that the major problem experienced by the Headteachers is non-contribution to school development (40%). On this point many of the respondents highlighted that the community expects the government to do for them everything since it is a free education. Thus they would not want to construct classrooms, toilets, and repair desks. The other major problem is community ignorance on the government policies on FPE (30%). Here, the respondents noted
that many communities have handed over the responsibility of running their schools fully to the government and many believe that everything should be provided by the government. Thus parents are reluctant to give support to school programs. Mbugua (1987), and Opondo (1986) in support observe that some parents and community members may be hostile, indifferent and un-co-operative towards school and thus do not participate in or contribute towards school projects at all. The Headteachers’ efforts alone are not enough and therefore the local leaders are on a better position to mobilise the surrounding school community to take keen interest in the development of school.

Kaime (1990) notes that community participation on the implementation of an educational innovation is paramount so that the community members may see the need for the innovation in meeting their needs. According to Olembo et al (1988) a Head teacher, as a public relations office in school officially represents the school in activities that involve the community like parents day and other co-curricular activities.

4.6 Constraints Faced by Primary School Headteachers in Relation to Management of Finances in their Schools

Fourteen (70%) of the heartaches said they faced problems while seven (35%) said they did not. Those who faced problems were further asked to state what they were. Their responses are in Table 7.
Table 7: Problems Faced by Headteachers in Management of Finances

<table>
<thead>
<tr>
<th>Problems</th>
<th>No out of 20</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of training in financial management</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Inability to keep good financial records</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Difficulty in budgeting since disbursement is in bits</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>A lot of time spent in accounting other than teaching</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Inadequate funds for various vote heads</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Community interference</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Late disbursement of funds</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Lack of qualified accountants to manage finances</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>Lack of safe facilities in the school for keeping money</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Overworking of the head teacher</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

It can be observed from the table that the Headteachers face a variety of financial management constraints. The major ones include lack of adequate training (70%), inability to keep good financial records (60%), difficulty in budgeting since disbursement is in bits (55%), Lack of qualified accountants (45%), inadequate funds for various vote heads (40%), and late disbursement of funds.

The Headteachers were further asked to rate the governments input in terms of provision of basic teaching and learning facilities. Their responses are in Table 8.
Table 8: Headteachers’ Rating of Governments’ Input in Terms of Teaching and Learning Facilities

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very Adequate</th>
<th>%</th>
<th>Adequate</th>
<th>%</th>
<th>Inadequate</th>
<th>%</th>
<th>Very Inadequate</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td>12</td>
<td>60</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Furniture</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>55</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Toilets</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>70</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>35</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Playing Ground</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td>8</td>
<td>40</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>Books</td>
<td>2</td>
<td>10</td>
<td>10</td>
<td>50</td>
<td>7</td>
<td>35</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Chalk</td>
<td>6</td>
<td>30</td>
<td>11</td>
<td>55</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pens</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>20</td>
<td>12</td>
<td>60</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

It can be observed from the table that majority of the teachers saw the provision of books and chalk as adequate. However, the provision of such facilities as classrooms, furniture, toilets, playing grounds and pens were seen as inadequate. The provision of library facilities was seen as very inadequate. The implication is that the available financial resources have only managed to adequately cater for chalk and books. Thus the Headteachers suffer a serious financial constraint in relation to provision of furniture, classrooms, toilets, playing grounds, pens and library facilities.

From Tables 7 and 8, it can be inferred that the primary school Headteachers suffer constraints in relation to management of finances. The major ones include lack of adequate training, inability to keep good financial records, difficulty in budgeting
since disbursement is in bits, lack of qualified accountants, inadequate funds for various vote heads, and late disbursement of funds. It can also be inferred that in terms of provision of basic teaching and learning facilities, the provision of furniture, classrooms, toilets, playing grounds, pens and library facilities are inadequate.

The findings are supported by News (Saturday May 31, 2003), which highlight that the implementation of FPE in Kenyan schools has not been smooth in relation to provision of educational facilities that are required. This is due to financial constraints in the social services budget and rapid education expansions in Kenya since 1963. Schwartz (1985) on the same note observes that constraints imposed by limited money in organisation make managers unable to purchase the best equipment and resources that might be required by the organisation. Odali (1984) and Opondo (1986) also highlight that lack of proper training of Headteachers on financial management is a cause of problems to them when making school budget and accounting for the expenditure in financing the school programmes by parents. Inyega (1997) in support observes that Headteachers' have financial constraints in keeping the cash books. They note that the major constraint in many primary schools is that of inadequacy of accounting personnel and that a Head teacher who does not have his cadre of personnel while he/she has no proper skills in financial management, finds the going rough.
4.7 Ways Through which the Constraints can be Overcome

The responses are given in Table 9.

Table 9: Headteachers' views on how the Constraints facing the implementation of FPE can be overcome

<table>
<thead>
<tr>
<th>View</th>
<th>No. out of 20</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government to Provide funds for physical facilities</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Promotion of Headteachers and further training on financial management</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Provide further training on guidance and counselling and improvement on discipline in schools</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Improve teachers remuneration</td>
<td>15</td>
<td>75</td>
</tr>
<tr>
<td>Employ more teachers to counter over enrolment</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Some vote heads to be revised upwards</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Educate parents and Provincial Administration to know their role in FPE</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Employ accountants</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Separate children by age</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Community mobilization for provision of physical facilities</td>
<td>7</td>
<td>35</td>
</tr>
</tbody>
</table>

It can be seen from Table 9 that majority of the Headteachers were of the opinion that in order to overcome the constraints facing FPE, there is need for the government to provide funds for physical facilities (50%), promote Headteachers and give them further training on financial management (60%), provide further training on guidance...
and counselling and improve on discipline in schools (55%), improve on teachers' remuneration (75%), employ more teachers to counter over enrolment (70%), revise some vote heads upwards (50%), educate parents and Provincial Administration to know their role in FPE (60%) and employ accountants (70%).

The findings are supported by Allison (1983) who reports on the Botswana experience on the implementation of FPE. The author notes that following independence in 1966, primary school enrolments in Botswana had increased steadily. The acceleration of the school building programme in 1974 and years of economic prosperity encouraged population to send their children to school. However, the system was dependent on large numbers of untrained teachers, teaching materials were often scarce and out of date, and the curriculum focused in part on matters far removed from the requirements of a Botswana child. Thus the government moved in to construct more primary schools. The government also took over unaided primary schools and provided smaller schools in remote rural areas where population concentrations make this feasible. Allison (ibid) further reports that there were also, a multitude of measures focusing on teaching material, the curriculum and examination system designed to bring about qualitative improvements to primary education.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of research findings, conclusions, recommendations of the study and suggestions for further research. This research focused on the constraints faced by primary school Headteachers in the implementation of FPE in Kenya. It also explored ways of solving the constraints. The study adopted a descriptive survey design. It was conducted in Migori District, Kenya. Data were collected by use of questionnaires.

5.2 Summary of Research Findings

The study found that:

- Poor curriculum delivery, lack of teaching/learning facilities and over enrolment were the major constraints faced by primary school Headteachers in relation to pupil enrolment.
- Lack of motivation, increased workload, poor syllabus coverage, absenteeism and poor relations with deputy head teacher and heads of departments are the main constraints faced in relation to management of teaching personnel.
- Indiscipline of primary school pupils is a constraint facing primary school Headteachers in their efforts to implement FPE. This problem is aggravated by ineffective guidance and counselling in schools.
- Reluctance of the community to contribution to school development and its (community) ignorance on government policies on FPE are the main constraints facing Headteachers in their efforts to manage school-community relations.
• The major constraints faced by primary school head in relation to management of finances include lack of adequate training, inability to keep good financial records, difficulty in budgeting, lack of qualified accountants, inadequate funds, late disbursement of funds and inadequate teaching and learning facilities.

• The Headteachers felt that if the government could provide funds for physical facilities, promote Headteachers and give them further training on financial management, improve on management of discipline in schools, improve on teachers’ remuneration, employ more teachers, revise some vote heads upwards, educate parents and Provincial Administration to know their role in FPE and employ accountants, then the constraints facing FPE could be overcome.

5.3 Conclusions

From the aforementioned findings, it can be concluded that there are constraints faced by primary school Headteachers in their efforts to implement FPE in Kenya. The constraints touch on enrolment, management of teaching personnel, pupils’ discipline, finance, and school community relations. It can also be concluded that the constraints can be overcome if affirmative measures are taken by the government to address them.

5.4 Recommendations

The study therefore recommends that:

• The Ministry of Education Science and Technology should staff schools with more teachers to counter the problems of poor curriculum delivery, lack of teaching/learning facilities which have been created by over enrolment.

• The Ministry of Education Science and Technology should look for ways of motivating the primary school teachers.
The Ministry of Education Science and Technology should offer appropriate in-service courses to teachers on guidance and counselling to counter the problems of discipline.

The Ministry of Education Science and Technology should sensitize communities on their role in FPE especially on the provision of physical facilities.

The Ministry of Education Science and Technology should offer appropriate in-service courses to head-teachers on management of finance or employ qualified accountants to handle the same.

5.5 Suggestions for Further Research

- This study needs to be replicated in other districts in the country in order to give a general picture of Headteachers experiences in the whole country. This will facilitate better decision-making regarding the implementation of FPE in the entire nation.

- There is need for studies on the role of school committees or the PTA in management of the FPE Fund.
REFERENCES


Inyega, J. (1997). **Primary School Administrative constraints in the 8-4-4 education system with** special references to the Headteacher: Kisii District Case study Kenyatta University M.ED Thesis.


Olembo et al. (1992). Management in Education, Nairobi, ERAP.


Newspaper Articles

Daily Nation, June 14, 2001).

Daily Nation (7th Feb 2003)


Dear Sir/Madam,

This questionnaire is to help gather some information from you concerning the implementation of free primary education in Kenya. The major aim is to identify the constraints that Primary school Headteachers face in the implementation of free primary education. The answer you will give will go a long way into improving the education standards in the country. Please respond as honestly as you can to all the questions. Feel free to make further comments you may want to. The answers you give will be treated with utmost confidentiality. You do not have to write your name anywhere in this sheet.

School Background

1. Name of the school............................................................

2. Division the school is located.............................................

3. Year of establishment.........................................................

4. Type of school  (01) Day [ ]

       (02) Boarding [ ]

       (03) Day and Boarding [ ]

5. Nature of school  (01) Boys [ ]

       (02) Girls [ ]

       (03) Mixed [ ]

6. What is the total number of teachers in the school currently?

7. Indicate the total number of teachers, pupils in your school in the respective columns of the table below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total no. of teachers</th>
<th>Total no. of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. What are the most common kinds of problems you encounter with the teaching staff since the introduction of free primary education?

(i) 

(ii) 

(iii) 

(iv) 

(v) 

9. How much time do you think you spend in solving administrative problems relating to: (please tick in the right box)

(i) Absenteeism of teachers:

- None □
- Very little □
- Some □
- Considerable □
- A lot □

(ii) Teachers relations with assistants: Deputy Head and departmental heads:

- None □
- Very little □
- Some □
- Considerable □
- A lot □

10. Do you have problems with teachers in relation to the number of students enrolled in your school?

- Yes □
- No □

11. If Yes, briefly state what kinds of problems are there?

(i) 

(ii) 

(iii) 

(iv) 

(v) 

Curriculum and instructions task

12. What kinds of problems do you experience with teachers as they carry out their teaching duties since the introduction of free primary education?

(i) 

(ii) 

(iii) 

(iv) 

(v)
Pupils personnel task

13. What are the most common disciplinary problems in your school since the introduction of free primary education?

(i) ____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

(v) ____________________________________________________________

14. What would you say are the problems you experience in relation to guidance and counselling, if any?

(i) ____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

(v) ____________________________________________________________

15. What problems, if any do you and the school teaching staff find in assessing the academic progress of the students?

(i) ____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

(v) ____________________________________________________________

School community relations

16. How would you describe the relationship between your school and community around it?

- Good □
- Fair □
- Bad □

17. If the relation is bad or fair, what problems does your school have with the community since the introduction of free primary education?

(i) ____________________________________________________________

(ii) ____________________________________________________________
18. Would you say there are politically inspired problems faced by your school since the introduction of free primary education?

Yes ☐ No ☐

19. If yes, briefly state what kinds of problems they are:

(i) __________________________________________

(ii) __________________________________________

(iii) __________________________________________

(iv) __________________________________________

(v) __________________________________________

20. Are there problems that your school encounters in working with the parents since the introduction of free primary education?

Yes ☐ No ☐

21. If yes, what kinds of problems are they?

(i) __________________________________________

(ii) __________________________________________

(iii) __________________________________________

(iv) __________________________________________

(v) __________________________________________

Finance and Business Management

22. Do you encounter problems with the management of school finances since the introduction of free primary education?

Yes ☐ No ☐

If Yes, what problems are they?

(i) __________________________________________

(ii) __________________________________________

(iii) __________________________________________

(iv) __________________________________________
23. How would you rate the Government’s input (in terms of provision of books, chalks, pens, physical facilities et c.) since the introduction of free primary education?

<table>
<thead>
<tr>
<th></th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Very inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chalks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. Indicate the extent of availability of the physical facilities in your school as guided by the table below.

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Very inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing ground</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. Kindly suggest some ways through which some of the constraints facing the implementation of free primary education in Kenya can be overcome.

(i) ................................................................. .................................................................

(ii) .................................................................................................................................

(iii) .................................................................................................................................

(iv) .................................................................................................................................

THANK YOU