CHALLENGES FACED BY HEAD TEACHERS IN THE MANAGEMENT OF FREE SECONDARY EDUCATION: IMPLICATION FOR QUALITY EDUCATION – A CASE OF USIGU DIVISION IN BONDO DISTRICT.

BY
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A RESEARCH PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, PLANNING AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT FOR THE AWARD OF A DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

MARCH, 2011.
DECLARATION

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

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This research project report has been submitted for review with our approval as the University Supervisors.

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iii</td>
</tr>
<tr>
<td>Dedication</td>
<td>viii</td>
</tr>
<tr>
<td>Acknowledgement</td>
<td>ix</td>
</tr>
<tr>
<td>Abstract</td>
<td>xi</td>
</tr>
<tr>
<td>Abbreviations and acronyms</td>
<td>xii</td>
</tr>
<tr>
<td><strong>CHAPTER ONE</strong></td>
<td>1</td>
</tr>
<tr>
<td>1.0 INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the problem</td>
<td>6</td>
</tr>
<tr>
<td>1.3 Purpose of the study</td>
<td>7</td>
</tr>
<tr>
<td>1.4 Objectives of the study</td>
<td>7</td>
</tr>
<tr>
<td>1.5 Research questions</td>
<td>7</td>
</tr>
<tr>
<td>1.6 Significance of the study (Rationale)</td>
<td>8</td>
</tr>
<tr>
<td>1.7 Limitations</td>
<td>8</td>
</tr>
<tr>
<td>1.8 Delimitations</td>
<td>9</td>
</tr>
<tr>
<td>1.9 Assumptions</td>
<td>9</td>
</tr>
<tr>
<td>1.10 Theoretical framework/underpinnings</td>
<td>9</td>
</tr>
<tr>
<td>1.11 Conceptual Framework of the study</td>
<td>11</td>
</tr>
<tr>
<td>1.12 Definition of central terms</td>
<td>13</td>
</tr>
</tbody>
</table>
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

2.2 Importance of physical facilities

2.3 Instructional materials

2.4 Quality Education tenable with qualified and adequate teachers

2.5 Financial Resources

2.6 Discipline among students

2.7 Conclusion

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

3.2 Research Design

3.3 Locale of study

3.4 The target population

3.5 Sample and sampling procedure

3.6 Research instruments

3.7 Pilot study

3.8 Data collection procedures

3.9 Data analysis

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1: Introduction

4.2: Students population with the introduction of FSE in samples schools in Usigu Division
4.3: Challenges faced by head teachers in the management of physical facilities with the implementation of FSE

4.4: Effects of FSE on instructional materials and implication to quality education

4.5 How shortage of teachers has affected the management of FSE and its implication to quality teaching and learning process

4.6 Challenges experienced by head teachers in financial management with the introduction of FSE and its impacts on quality teaching and learning process

4.7: Challenges faced by secondary school head teachers on the discipline of students with the introduction of FSE. Implication for quality Education

4.8 Discussion of findings

5.0 DATA SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

5.2 Summary

5.3 Conclusion

5.4 Recommendations

5.5 Suggestions for further research

BIBLIOGRAPHY

APPENDICES
Appendix A: Letter of Introduction-----------------------------------------------68
Appendix B: Copy of Research permit---------------------------------------------69
Appendix C: Questionnaire for Head Teachers---------------------------------------70
Appendix D: Questionnaire for Teachers---------------------------------------------76
Appendix E: Questionnaire for students---------------------------------------------81
Appendix F: Questionnaire for Chairman of PTA--------------------------------------85
Appendix G: Research Expenditure------------------------------------------------87
Appendix H: List of Participants---------------------------------------------------88
Appendix I: Sketch map of Usigu division--------------------------------------------89

LIST OF FIGURES AND TABLES

Figure 1.1 – Conceptual Framework

Table 4.1 – Enrolment in schools 2007 – 2011

Figure 4.1 – Line graph showing enrolment to schools 2007 – 2011

Table 4.2 – Inadequate essential physical facilities

Table 4.2.1 – Resources why physical facilities are inadequate

Figure 4.2 – Pie Chart showing factors for inadequate physical facilities

Table 4.3 – Percentage of challenges faced by school with regard to instructional Materials

Figure 4.3: Pie Chart showing available instructional facilities
Table 4.4 – Problems faced by head teachers in staff management

Table 4.5 – Problems in management of finance and business

Figure 4.4 – Problems experienced by head teachers in the management of finance and Business

Table 4.6 – Problems cited in pupil management

Figure 4.5 – Bar graph showing indiscipline cases
DEDICATION

First, this work is dedicated to the Almighty and Everlasting God whose inspiration and revelation has made my hands produce this project report.

Secondly, it is in memory of my late father, Pitalis Ogola Okuku and Mrs. Angelina Adero Ogola, my Mother, each of whom brought something fresh and new to the table of my life.
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Finally, I would like to absolve all individuals and institutions mentioned above for any errors of omission and or commission or any interpretational errors. For these, I remain solely responsible.

**ABSTRACT**

The purpose of my study was to determine challenges facing secondary school head teachers in the management of Free Secondary Education (FSE) in Usigu Division of Bondo District. 6 secondary schools were be sampled using the criteria of boarding or day status, type i.e. boys, girls or mixed. In each school head teacher, 3 teachers, PTA chairman and 10 students were the
target population. Data was collected through questionnaire, interview and observation schedule. Collected data was analyzed using both qualitative and quantitative approaches, conclusions drawn and recommendations made accordingly.

ABREVIATIONS AND ACRONYMS

AIDS - Acquired Immune Deficiency Syndrome
BOG - Board of Governors
CRM - Convention on the Right of the child
DEB - District Education Board
EWC - Electricity Water and Conservancy
EFA - Education For All
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSE</td>
<td>Free Secondary Education</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immune-deficiency Virus</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>LT &amp; T</td>
<td>Local Travel and Transport</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
</tr>
<tr>
<td>PE</td>
<td>Personal Emoluments</td>
</tr>
<tr>
<td>RMI</td>
<td>Repairs, Maintenance and Improvement</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations, Education, Scientific and Cultural Organization</td>
</tr>
</tbody>
</table>
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Since time immemorial, the whole world has been undergoing a global education and from 1948 when the United Nations Charter on Human Rights recognized and embraced education as a basic Human Right, the importance of education has been emphasized all over the world. Education is important for increased productivity, reduced maternal and infant mortality, reduced fertility rates and poverty reduction among others.

Education therefore has been considered as a Basic Human Right. Article 26 of the Universal Declaration on Human Rights recognizes education along with other necessities such as food, shelter and water as a fundamental right. The convention on the Rights of the Child (CRC) adopted by the UN General Assembly in November, 1989 and which came into force in September, 1990 explicitly recognizes the Right of the child to basic education. According to the United Nations Secretariat (2006), every citizen has fundamental right to education. Governments therefore have inescapable responsibility to facilitate the realization of these requirements. It is against such background that some countries of the world have not only initiated free primary but also free secondary education programmes whose implementation cannot be void of challenges more so with regard to quality.
Quality is the heart of education and what takes place in classroom and other learning environments is fundamentally important for the future well being of children, young people and adults. Quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living. It equips the learners with life-long skills. Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality if children are to be attracted to school, stay there and achieve meaningful learning outcomes.

According to United Nations Science and Cultural Organization (1993), quality education programme requires healthy, well nourished, motivated students, well trained teachers, active learning techniques, adequate facilities and learning materials, a relevant curriculum, a clearly defined and accurate assessment of learning including knowledge, skills, attitudes and values, as well as participatory governance.

Following the World Conference on Education for All in Jomtien, Thailand in 1990, education ministries, international agencies and Non-Governmental Organization (NGOs) agreed on action plans to improve the capacity and the performance of students. The plans recognize that the school head teachers carry prime responsibilities for creating an effective educational environment. Without the necessary skills, many heads are overwhelmed by the task.

According to UNESCO (2006) the situation in Africa is particularly acute because it has the lowest number of school going children in the world. It has low enrollment for both boys and girls. Wars, poverty, diseases, natural calamities among other challenges affect the education drastically. As other countries are busy developing technology for its people, Africa is still
grappling with its people to acquire basic education. This may have resulted in insufficient progress towards achieving Free Secondary Education (FSE) Programmes. Although, head teachers are at the frontline of the battle to create an environment for quality education, in Africa, they work under the most difficult conditions and are often not well prepared for the tasks they must undertake.

According to Teachers Service Commission (2003), an effective head teacher should be able to:

- Manage and deploy school resources efficiently
- Allocate school accommodation appropriately
- Ensure satisfactory standards of maintenance, and cleanliness of school facilities
- Guide curriculum implementation and change
- Manage staff development in schools.
- Create professional ethos within the school by involving staff in decision-making
- Supervise the teaching staff for improvement of teaching and learning.
- Maintain good relations between the school and surrounding communities.

As with primary education, secondary education in Kenya has expanded immensely since independence. Bogonko (1992) states that between 1960 and 1990 expansion was due to “harambee” effort. But the quality of education declined due to lack of good quality educational facilities and qualified teachers. When the 8-4-4 system of education was born of the recommendations of the Mackay Report (1981) and subsequent cost sharing in education in the late 1980’s some students dropped out of school due to lack of fees. According to UNESCO
Report (2006) there have been challenges of implementing free primary education (FPE) in Kenya i.e. general limited resources, inadequate teaching staff, inadequate physical and instructional materials among others. Therefore for quality education to be realized and maintained these challenges should be addressed. Similar scenario is expected since the launching of FSE by President Kibaki in the beginning of 2008.

President Kibaki launched the FSE programme at Jamhuri High School, Nairobi, giving a lifeline to thousands of secondary school students who in the past had problems of raising school fees. In launching the FSE, Kenya joined a handful of African nations that have made a similar bold step.

According to FSE, the government meets all tuition and related requirements in day schools and parents pay for food, uniform and development of infrastructure such as classrooms. In boarding schools parents raise funds for boarding upkeep and also meet the cost for the improvement of infrastructure. This education reform is in line with Sessional Paper No. 1 of 2003 on a policy framework for education training and research, which suggested that Free Education goes beyond primary school.

According to Teachers’ Image Magazine (2008:10), since the inception of FSE programme a number of measures have been taken. Some of these measures are:

- Increasing bursary allocation in secondary schools from 547million shillings in 2002 to 800million shillings in 2007.
Increasing annual support toward teaching and learning of mathematics and sciences by providing grants to 710 secondary schools per year for the purchase of science and laboratory equipment.

- Capacity building of over 20,000 science and mathematics teachers through in-service training.
- Providing grants for infrastructure development in secondary schools and .
- Providing training for school managers and educational officials.

During the launch President Kibaki also mentioned that with Free Secondary Education (FSE) children would acquire secondary education especially those from poor families and therefore would live a descent future. They would also be able to acquire quality skills for the country’s sustainable development.

In the implementation of FSE programme expected key players are parents, education officials, teachers and school managers, especially head teachers. In Usigu Division efforts are being made to let boys and girls enroll in secondary schools vide government guideline on FSE programme. Though the implementation of FSE programme is a shared responsibility, head teachers play a centre stage role and thus research was inevitable to find out challenges they face.

As implied above no research has been done in the management of FSE in Kenya and more particularly in Usigu Division of Bondo District in Nyanza province. This therefore makes the researcher’s work unique.

1.2 Statement of the problem.
Since the launch of FSE in 2008 it was expected that it would have far reaching implications on the economic and socio-politics of the country. But since the implementation of FSE roles of head teachers have greatly increased and so have the challenges and problems. This is maybe why the Kenya Educational Staff Institute (KESI) has embarked on serious and thorough educational management training on the head teachers, deputy head teachers and heads of departments in secondary schools. This study therefore endeavoured to establish the challenges faced by teachers in the management of FSE and the implication for quality education in Usigu Division, Bondo district.

According to UNESCO Report (2006) FPE was to enable all children of school-going age to attend school but its implementation has experienced several challenges i.e. limited resources, inadequate teaching staff, inadequate physical and instructional materials among others. These challenges still persist. Similar scenario was expected in the implementation of FSE. This study therefore was to establish the challenges faced by the head teachers in the management of FSE and the implication for quality education in Usigu Division in Bondo district.

1.3 Purpose of the study

The purpose of the study was basically to find out challenges faced by head teachers in the management of FSE in Usigu Division in Bondo District. In addition the study was to investigate the implications of these challenges to quality education

1.4 Objectives of the study
The following specific objectives were developed and were used to guide the study.

- To determine the effect of FSE on physical facilities on quality education in Usigu Division.
- To determine the effect of instructional materials on quality education in Usigu Division.
- To investigate how the shortage of teachers has affected the management of FSE and its implication to quality teaching and learning process in the area of study.
- Establish challenges posed by financial management in the implementation of FSE and how this affects the provision of quality education in the division.
- To determine the effect of introduction of FSE on the discipline of students.

1.5 Research questions

The research report was to address the under stated questions to guide the study.

i. What is the effect of the enrolment on the utilization of physical resources?

ii. What is the effect of enrolment on instructional materials?

iii. How does the shortage of teachers affect the teaching and learning process?

iv. What is the challenges posed by financial management in the implementation of FSE?

v. How is the state of students discipline since the introduction of FSE?

1.6 Significance of the study

The findings of the research project has both theoretical and practical implications on FSE in the country. Theoretically the study is expected to contribute to the advancement of knowledge on challenges about FSE in Kenya. The study has also practical significance because it may help address the challenges faced by the head teachers in the management of FSE. The study may be of immediate benefit to the Ministry of Education (MOE) in the formulation of future education policies based on FSE with regard to the provision of quality education. The
study brings about a better understanding of challenges faced in education management and their implication to quality education particularly in Usigu Division in Bondo District.

The B.O.G may use such findings as a basis to review their schools’ organization cultures for purposes of improvement. It may also sensitize the DEB into organizing in service programmes for head teachers and teachers on the modern trends of management.

Finally the intricacies and controversies involved may ultimately generate interests for more extensive replicated researches which may lead to more valid and reliable generalization.

1.7 Limitations.

The study focused only on challenges faced by secondary school head teachers in Usigu Division of Bondo District, Nyanza province. It means that the study was limited to only one division in the whole province. This limited the extent of generalization of the findings to the other divisions and the rest of Kenya. This is because Usigu division could have been influenced by certain unique factors that may not be in the rest of the country. Also, the researcher’s intensive exploration of the challenges faced by head teachers in the management of FSE was limited by time and money available for the research.

Lastly, there was limited literature about the challenges faced by secondary school head teachers in the management of FSE in the division with regard to quality education. The literature therefore was basically drawn from outside Kenya.

1.8 Delimitations
There are other several factors affecting education but this research only focused on the challenges facing head teachers in the management of FSE because they have a core role to play in the implementation of the programme. Secondly, private secondary schools were precluded in the study because they do not enjoy direct government support in the provision of education.

1.9 Assumptions

In carrying out the study, the following assumptions were made:

- That the respondents would be cooperative and provide sincere responses.
- Those selected for the study were aware of the challenges faced by head teachers in the management of FSE.

1.10 Theoretical framework/underpinnings

Classical Liberal theory is relevant to the study because hitherto, fees payment in secondary schools discriminated against poor families who could not afford to keep their children in school hence they were withdrawn prematurely or couldn’t enroll for secondary education at all. This therefore impacted negatively on education. Orodho (2008:19) documented;

"The Classical Liberal Theory of equal opportunity and social Darwinism asserts that each person is born with a given amount of capacity, which to a large extent, is inherited and cannot be substantially changed. Thus education system should be designed so as to remove barriers of any nature (economic, gender, geographic etc) that prevent bright students from lower economic backgrounds from taking advantage of inborn talents, which accelerate them to social promotion. Liberal progresvists like Horace Mann termed as “The great equalizer” main instrument, which would enhance life chances of those
born into humble circumstances. The theory demands for further going through education at primary and secondary level to which access would be determined on the basis of individual’s merit and not on some backgrounds........ Several education policies have been guided by these theories”

The National Rainbow Coalition, for example, which took over government in Kenya in December, 2002 launched Free Primary Education (FPE) in January, 2003 in fulfillment of the pledge it had made to voters in its election manifesto. The main objective of providing FPE was to bring back to school thousands of children who had dropped out due to levies charged and in line with Free Education For All (FEA)

Just like in the case of FPE the launching of the FSE programme in January, 2008 was a government effort to secure upright future for the children and youth of Kenya. In addition children from poor families who had failed to join secondary schools because of lack of school fees were now expected to enroll. It is projected that with the introduction of FSE the enrolment would rise and there would be retention.

1.11 Conceptual Framework of the study.
The conceptual framework of this study (Fig 1.1) was based on the variables that affect the management of FSE. Head teachers need to have conceptual, technical and human resource relations skills to manage FSE in order to realize quality of education.

Conceptual skills involves the ability to acquire, analyze and interpret information in a logical manner. Head teachers are expected to have a superior knowledge about the curriculum and other related matters so that they help with the many and varied educational and personal problems with which they may be confronted. They must understand what the internal and external environments in which they operate. It is important that head teachers should enhance their supervisory effectiveness by acquiring new and emerging concepts and technologies in supervision through further training and supervisory staff seminars.

Human relation skills refer to the ability to understand the teachers and interact effectively with them. Human relation skills enable the head teachers to act both officially and humanly. These skills minimize the threats phenomenon in supervision. They will help reverse the threat phenomenon effects of frustration, anxiety, harmful, self concepts and general ineffectiveness among the supervised. The skill would enable the role of head teachers be appreciated by teachers and students in its helping aspects of facilitating, supporting and assisting teachers and students to grow professionally. Head teachers should be able to
effectively link organization and individual goals so that teachers’ personal potentials could be used to the maximum. Human resource could be acquired through training and experience.

Technical skills include understanding and being able to perform effectively the specific process, practices and technique required of specific jobs in an organization. Although the head teacher may not be expected to have all the technical answers, they need an overall knowledge of the functions they supervise and sources of specific information. They need to have enough technical knowledge in order to make judgment.

The researcher therefore viewed this conceptual model as a road map that would lead to the study of the challenges facing the head teachers in the management of FSE in Usigu Division.

1.12 Definition of central terms

**Administration** - Refers to capacity to coordinate the activities and efforts of the members of the school towards accomplishment of common goals and objectives.

**Dropout** - A student/pupil who leaves school before completing the course which he/she enrolled in.

**Head teacher** - A person who has the ability, personality and authority to influence the actions of others in a school to subscribe to the institutional requirements.

**Management** - Refers to the process of setting and achieving goals through planning, organizing, controlling, communicating, directing, enhancing and
coordinating an organization. The manager has to work with and through people.

**Policy**
- A statement of commitment by the government to undertake specific programmes directed at the achievement of certain goals.

**Stakeholders**
- All those parties involved in the general management of the institution directly or indirectly.

**Quality education**
- It is that education that sustains learning need and enriches the lives of learners and their overall experience of living i.e. life skills.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

In this chapter, a review of related literature has been done concerning challenges faced by head teachers in the management of FSE and what this implies to quality. The first part deals with the importance of physical facilities and the effects followed by instructional materials then qualified and inadequate teachers, financial resources and their effects, discipline among students and ends with conclusion.

With the introduction of FSE management of secondary schools have become complex due to the fact that the number of students have increased. It is also due to the fact that it is difficult to provide for a wide range of abilities and interests among students and also the challenge of providing them with recent skills for them to succeed in an increasing complex society. While in the past proficiency and success in classroom teaching were important criteria for promotion, today a wide range of skills are deemed necessary.

Schools are built for the sake of providing conditions and facilities which enable the learners to acquire education. Concern should be quality education. A report of the Commission of Enquiry into the education system of Kenya (1999) explains that quality can be equated with high standards, namely a set of criteria against which an institution or system is judged. But even then it is the endeavor for improvement that constitutes quality. It stresses further that among the
determinants of quality education are the availability of qualified and motivated teachers and other education personnel, a conducive environment for learning including the curriculum, facilities and resources available for their provision and the tools used for evaluation.

The head of the school is placed in a considerable responsibility of management. Commonwealth secretariat (1993) states that, although the head teacher delegates many responsibilities, he/she is responsible for all planning, organizing, directing, controlling, staffing, innovation, coordinating, motivating and actualizing the educational goals and objectives of the institutions and the country. Some of the challenges which confront them are critical and may have great negative impact on quality of education.

2.2 Importance of physical facilities

Bell and Rhodes (1996) explains that school physical facilities which includes the administration office, staff room and offices, classrooms, laboratories, workshops, equipment, stores, libraries, hostels, staff houses and school grounds e.t.c. are very important because these facilities are used by the school to advance learning opportunities offered to pupils. It is the responsibility of the head teacher to ensure that there are adequate facilities to enable the teaching/learning process to take place without any hitches. He/she should ensure that the facilities are used efficiently and effectively. All school physical facilities should be inspected, properly managed and maintained. This therefore shows that physical facilities are important in the provision of quality education and increased enrolment due to FSE poses a challenge in the use of these facilities. This therefore influenced the study.
UNESCO (2005) Report, points out that increased enrolment has adverse effect on physical facilities. It brings out clearly that congestion and overcrowding militates against good teachings/learning. UNESCO (ibid) further suggests that in such circumstances there should be regular inspection to inspire (and not to discourage) teacher performance, provide support to teachers and improve quality of education. The report also argues that water and sanitation are important in teaching and learning environment. It is also noted that large enrolments puts stress on physical facilities. The effect of all these is that teaching and learning environment becomes unconducive. Students could therefore drop out of the school and this could affect the goal of expanding access, retention and completion rates.

Republic of Kenya Report (1999), further states that providing quality education to increasing numbers of students therefore means, firstly, expanding the resource base beyond government sources to fill up costing gaps, utilizing the available resources more effectively, costing educational system in its totality, establishing autonomous funding system, strategizing the allocation of funds and providing incentives for quality improvement in all the components of education. In my own opinion the lost gap has not been fulfilled because many schools in Usigu division have low financial resources and this impedes the provision of physical facilities that helps in the provision of quality education.

Republic of Kenya Report (ibid) stresses again that the quality and adequacy of resources such as the physical facilities, equipment, teaching and learning materials have a direct bearing and quality as they determine how effectively the curriculum is implemented. Lack of library is for example the reason for declining standard in English while lack of laboratory equipment has affected standard in sciences. The report further observes that quality education cannot be
achieved and sustained if the resources and facilities are not available in sufficient quality and quantity.

Achola (1974), concurs with the Republic of Kenya Report (Ibid) and adds that inadequate learning facilities and resources including teachers and crowded classrooms are not conducive to learning.

According to Okumbe (2001) the head teacher should concern himself/herself with the following areas:

i) Diligent signing of school facilities.

ii) Maintenance and repair of school facilities.

iii) Enhancing cleanliness in classrooms, dormitories, halls, eating areas and within the surrounding environment.

iv) Enhancing healthy and safe environment through appropriate school design, maintenance and repair.

Campbell (1974) goes on to say that school plant (physical facilities) exist to facilitate the instructional programmes. School plant requires constant maintenance. Equipment wears out and must be maintained, plant deteriorates and must be replaced. Roof eventually leaks and requires repair. Most maintenance jobs requires skilled craftsmen including plumbers, painters, electricians, mansions and many others. To manage physical resources efficiently the head should delegate some of the responsibilities to the teachers and support staff. It is against this background that my study concerned itself with physical facilities.
2.3 Instructional materials

UNESCO (ibid) reports that textbooks and other materials are important because without them it becomes hard to do assignments in time which may lead to drop in quality education.

Commonwealth secretariat (1993) further explains that it is important to have a system of text-books management within schools. In the broader context, through instructed and controlled use of the library students are encouraged to develop lifelong reading habits which will support their self development. The secretariat sums up some of the reasons why the use of these resources (books and related resources) should be given priority. These include:

- The school head and the teachers may become creative hence limit their over dependence on outside sources.
- Through the use of these resources life-long students’ attitudes, skills and responsibilities in terms of creativity, innovative and self reliance can be developed.
- Teaching and learning can become more positive, interesting, varied and therefore more effective through the frequent and selective use of resources.

Report of the Commission of Inquiry into the education system of Kenya, Republic of Kenya (1999) report had a different view as it explains that providing quality education to increasing number of students as expected and using the available resources is both a challenge and an opportunity. It is a challenge because of the inadequacy of the government resources in achieving the goal of providing quality education. It is an opportunity because of the possibility of viewing education as both a service and industry which is marketed in order to widen the resource mobilization base.
Onyango (2001) explains that instructional resources are those resources designed, modified and prepared to assist with teaching and learning. Such resources include textbooks, teacher’s guides, journals, magazines, charts, maps and raw materials such as library, chemicals, wood and metal. Onyango (ibid) further emphasizes that the management of material resources entails to planning, acquisition, allocation, distribution, controlling and maintenance of the materials. He explains that planning for material resources includes the identification of the resource requirement, accessing quality in terms of the needs, establishing criteria for standards, determine the cost per unit and use of materials by individuals or groups. In my view, some head teachers lack administrative skills hence do not carry out instructional supervision. For this matter they are not keen on the provision of instructional materials which are important for quality education as suggested by the above scholars.

Olembo et al (1999) also posits that textbooks remain the most widely used instructional materials and in the real sense, the head teacher has to be instrumental in securing adequate financial support for instructional materials of all types for the purpose of quality teaching/learning process.

2.4 Quality education tenable with qualified and adequate teachers.

The British Broadcasting Corporation (BBC) News Bulletin (November 15th, 2008) reported that the World Teacher Day was marked on October 5th and provided opportunity for national government partners and the international community to give special focus on the role of teachers in provision and promotion of quality education. The celebration was important in
that it commemorated the 40th anniversary of the signing of the joint ILO/ UNESCO recommendations on the status of teachers. The theme was “Qualify Teachers for Quality Education” which takes cognizance of the fact that without teachers, any education system cannot produce quality graduates. UNESCO (2006) puts it that increased large classes means teachers handle many students and therefore students hardly get the attention they deserve hence many are not learning much and this militates against quality education. It goes on to say that teacher-student interactions become minimal and teachers can only move with the brighter students leaving out the slow learners. Without personalized attention the weak learners cannot perform well. Teachers can no longer mark exercise books on time because there are many students. At the same time teachers give fewer assignments than before and this impacts negatively on quality of education. Subjects like mathematics and languages for instance require constant practice and feedback without which it is impossible to gauge the pupil’s progress. Due to increased workload teachers resort to fewer assignments and fewer questions to avoid huge marking load. Some teachers ask students to exchange books and mark for each other in class. This affects teachers’ ability to identify student’s weaknesses and assist them. Teachers also reduce the number of questions in the assignments.

UNESCO (ibid) suggests that teachers should be rewarded with better pay for the work they do as motivation for hard work. Free education creates a challenge particularly in regard to availability of adequate and qualified teachers to handle the increased numbers of students enrolled in schools and to ensure that there is quality education.

UNESCO (ibid) gives suggestion that the government should do the following:

- Carry out thorough staff balancing exercise to ensure all schools have adequate teachers.
Consider engaging contract teachers who would be cheaper to manage.

Parents and communities should also be encouraged to engage part time teachers especially the unemployed trained teachers.

The government and other stakeholders should devise ways of motivating teachers, including promoting and rewarding best performers.

The government should provide regular in-service training to teachers to improve their performance.

A quotation from the World Education Forum in Darkar, Senegal (1999), concurs with the above and explain that to offer education of quality, educational institutions and programmes should be adequately resourced. There should be safe and friendly environment, accessible facilities, well motivated and professionally competent teachers and books. Other learning materials and technologies that use context specific, cost effective and quality to all learners are equally important.

Eshiwani (1987) on the same note emphasizes that poorly trained teachers especially in the use of instructional resources, lack of instructional planning and poor marking of exercise books are drawbacks not only to quality education but also causes drop out and indiscipline at secondary school level because students also become demoralized.

Eshiwani (1987: 65) has shown that:

“Providing sufficient and optimal allocation of human, physical and financial resources, including learning and teaching facilities and personal capabilities improves the quality and quantity of educational aspects at all levels, irrespective of institutional management type”
Republic of Kenya report (1999) explains that heavy workload characterizing free education grossly affecting the quality of learning and teaching due to lack of time among other factors.

Achola (1974) takes a different stand by viewing quality of schooling to be affected by inadequate supervision by the Ministry of Education officials but concurs with the rest about understaffing, poor teacher motivation, lack of physical facilities and learning resources as negative impacts on quality education.

According to the Commonwealth consortium for education, the main challenge for any government to provide quality education lies in situations of extreme deprivation and poverty where schools have no buildings, enough teachers and class sizes are large and children, share text books (Commonwealth secretariat 1993).

In Kenya poor remuneration of teachers continues to demotivate them and they are ever threatening with strikes (East African Standard, October 31, 2008). This makes quality of teaching/learning to suffer.

Olembo et al (1999) seems to concur with the above but feels that head teachers are expected to provide the right motivation and stimulation for staff and students to enhance staff performance and student achievements. Olembo et al (ibid) stresses further that there are other variables that may interfere with the teachers’ performance such as unqualified personnel may not demonstrate competence in teaching. Age may also affect the performance.

According to a recent UNESCO report entitled; Teachers and Education Quality Monitoring Global Needs for 2015, Sub-Sahara Africa requires some additional 1.6 million
teachers if it is to achieve Education for All (EFA). Currently Sub Saharan Africa has just about 2.4 million teachers but this should increase to 4 million – a 68% increase by 2015 which is the deadline for achieving EFA. My research also focused on teachers and what schools do in case of inadequacy in Usigu division because the above scholars tend to agree that qualified teachers are a prerequisite to the provision of quality education.

2.5 Financial Resources

Olembo et al (1999) emphasizes that as a manager, the head teacher is concerned with the overall running of the school and is as such charged with the duty of managing school finances and keeping school records. He further explains that main sources of school finances is the government and parents. Secondary schools charge levies as per government circular entitled: Interim Guidelines For the Implementation of Free Secondary Education (Mutahi, 2008). Parents should cater for school uniforms, boarding related costs, lunch for day scholars and physical structures. However some parents are reluctant to pay. They expect the government to provide everything. This therefore jeopardizes the quality of education as some students have to keep away because such parents are either unable to pay or have decided to be irresponsible. Problem of finance is further compounded by the government’s failure to remit substantial amounts and delays in disbursement.

The Daily Nation reported,

“As the heads of secondary schools hold their annual conference in Mombasa, they will be expected to address the thorny issues of increased costs of running schools due to high inflations and delays by the government in disbursing funds.”
The government gives Kshs. 10,265 per student while parents take care of the difference and the amount has now been eroded by inflation. The problem has been compounded by govt. delays in disbursing funds.” (Daily Nation, 2006:24)

Commonwealth secretariat (1993) asserts that without financial resources a school cannot survive. Indeed unless a certain minimum level of financial provision is reached the effective operation of school in terms of the quality of education offered is threatened.

It adds that funds are needed to:

- Facilitate the implementation of school policies and programmes
- Enable activities such as educational tours and excursions to take place
- Involve pupils in co-curricular activities such as music and sports
- Develop schools as educational establishments.

From this, it worth noting that inadequate funds undermines educational initiatives.

2.6 Discipline among students

The “any age” admission policy resulted in indiscipline cases in FPE as opposed to the past UNESCO (2005) reports. This may have a spill over effect in secondary schools hence affecting quality education. The over age pupils in primary schools are finding it difficult to adjust in classes with younger pupils. Newly enrolled over age pupils are found in all schools to day. Many of them had been working as house helps (especially girls) or engaged in other forms of child labour. These find it difficult to follow rules and obey teachers. Such pupils end up
having negative influence on other pupils. This means that teachers have to take a lot of time assisting the new learners and have to go slow with the syllabus coverage to ensure that everyone moved at the same pace.

In secondary schools these old students find their way there. At the same time those who had sat for Kenya Certificate of Primary Education (K.C.P.E) long time also go back to school. This doesn’t augur well for discipline in school. UNESCO (2006) states that teachers cannot maintain tight control over large classes. This deteriorates discipline due to large numbers of students and teachers shortage. Congestion hinders classroom management and teacher’s control over students. Some students especially the over-age transmit negative influences from the world outside school like smoking cigarettes, chewing or sniffing glue. Some that had been expelled for disciplinary reasons come back to school. Bullying, rowdy behaviors, fighting, rudeness, harassment, defying teachers and refusing to do punishments are reported. It adds that since canning was banned in schools, teachers can only shout or try counseling yet counseling students in a congested classroom is said to be ineffective. Teachers feel powerless that they cannot cane students who refuse to do assignment. UNESCO (Ibid) provides solution to the problem of indiscipline by reporting that teachers should be taken through in-service courses to train them on new ways of instilling discipline without using the cane. i.e

- They need to be trained on guidance and counseling especially to enable them deal with over-age learners.
- Parents, school committee, B.O.G and P.TA members and sponsors should be actively involved in disciplining of students.

In the Journal of Teachers Image magazines volume 13(2007:9), it is explained that discipline is central to the smooth operation of any learning institution. It further explains that
there is direct and positive correlation between good result and high level of discipline among students.

It is therefore natural for teachers to feel a sense of exasperation when they have to deal with cases of indiscipline over and over again. In some cases head teachers are forced to take drastic measures such as suspending students or recommending their expulsion all together.

Because of lack of proper and adequate training and in some cases pressure to post good results teachers hardly take time to decode students’ behaviors and the motivation behind certain deviant predisposition.

Griffins (1994:135) emphasizes discipline as a crucial factor to quality education.

“Be clear on one thing; a head’s public and professional reputation will depend more on the standard of discipline in his school than any other single factor for good discipline bring good result in the field of school endeavor. A head who lets discipline out of his hands is risking trouble, Starehe has known very hard times with money, staffing e.t.c but has never had serious disciplinary trouble let alone a strike”

According to a report on guidance and counseling seminar for secondary school heads (1978) provided that guidance is not the exclusive provision of one group or the other but the teaching staff and administration have automatic guidance responsibilities in their roles as teachers and administrators. If this is done co-operatively many of the disciplinary problems in secondary schools would be solved without waiting until crisis arises.
Olembo et al (1999) concurs with Griffins in stressing that discipline is a prerequisite to quality education. He further stresses that it is the responsibility of the head teachers to maintain educational standards and discipline in the schools and also play other important roles as stated below:

- The head teacher is an instructional leader, supervisor and inspector.
- Develops supervisory strategies.
- Leadership execution of strategies for improvement.
- Maintaining the system.
- Improve curriculum and library material.
- Evaluation of students’ progress.
- Time tabling.

Olembo et al (Ibid) states that the head teacher restore and maintains order in the school among teachers, students, parents and subordinate staff. By virtue of his authority he protects the school and its personnel from public embarrassment and is accountable for any damage done in the school or its personnel by outsiders.

Daily Nation reported that The Wangai Report, as it came to be known, detailed several causes of unrest in schools indicating poor communication between ministry and schools, poor school management, inadequate facilities, overloaded curriculum, lack of co-curriculum activities, drug abuse, poor parenting and political interference, irregular admission, poor financial managements and misuse of school resources (Daily Nation July 22, 2008:5). Unrest compromise quality of education.
2.7 Conclusion

The literature review in this chapter elaborated on various challenges that may be facing secondary school heads in the management of FSE. It has also pointed out comprehensively on factors that may be affecting provision of quality education. The factors were inferred from secondary schools and the research project confirmed the real situation on the ground. However, the literature review is relatively limited, as the area under study has not been fully developed in the report hence calling for further researchers on the same.

The school based and out of school factors which pose challenge to the management of FSE along other intervening variables seem to occupy center stage with regard to provision of quality education.

Therefore the gap which may be left out in the impending research and those that are observed with the reviewed literature may necessitate an in-depth study that may lead to deeper exploration into the variables affecting the management of FSE in Usigu Division and the country at large.
3.0 METHODOLOGY

3.1 Introduction

This chapter focuses on how the research was conducted. It explains the methodology of the study in reference to research design, locale of the study, target population and sampling strategies. It also explains the research instruments used in the study, piloting of the instruments, data collection process, methods used to collect the data and data analysis techniques.

3.2 Research Design

This research adopted a descriptive survey design employing both quantitative and qualitative approaches. The rationale behind the adaptation of such approach was based on the
researcher’s convenience and conviction that it best allows the exploration of a wide range of challenges faced by head teachers in the management of FSE with regard to quality education. Orodho (2005) supports the use of descriptive survey research on the same basis. It is believed that management of FSE is intricate and carries with it quite a range of challenges. The schools’ efforts to cope with such challenges rest on the relevant transaction of research findings such as of this one.

Gujendra (1981) concurs with Orodho’s view that the descriptive sources depicts the present position of a given situation and that it goes beyond mere collection and tabulation of factual data. He says that it is not only structural attempt to obtain facts and opinion from the respondents about the current conditions of themes, but involves elements of comparison and of relationship of one kind or another. In view of this study, descriptive design enables the researcher to obtain facts and opinion of the school stakeholders on the challenges faced by head teachers in the management of FSE and giving alternative approaches on how to cope with ever increasing management challenges.

Orodho (2005) further supports it that descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. By involving a broad category of stakeholders the proposed study fits within sectional sub-type of descriptive survey design.

On the other hand quantitative approach has the advantage of getting responses on the same question from a large pool of respondents thus providing a range of responses which are quantified. Such quantified information summarizes the results which at the same time supports qualitative data.
Best and Khan (1993) states that a qualitative descriptive design utilizes in depth methodologies to present what was or what is in a given social set up. They further stress that studies are concerned with the conditions existing relationships, opinion held processes going on, trends developing among others. These two scholars are “behavioral science as it seeks to find out factors associated with certain occurrences, Outcome, conditions, and type of behaviors. It may enable the researcher to collect in-depth information including sensitive and personalized experiences.’’

Qualitative researchers are concerned with making sure they capture perspectives adequately. Some researchers who use videotapes show the complete tapes to participants in order to check their own interpretations with those of informants.

Mehan (1978) states that other researchers may show drafts or articles or interviews, transcripts to key informants. Still others may show drafts and articles or interview transcripts to key informants. Still others may verbally check out perspectives with participants (Grant 1988). Qualitative researchers in education continually ask people questions requiring them to explain what they are experiencing, how they interpret their experiences and how they themselves structure the social world in which they live (Panthers 1973).

It has been noted that:

“Qualitative and quantitative approaches to research are complementary and where appropriate should be combined in such a way to maximize their strength and minimize their limitations. There are no strict rules for making decision about what research approach and methods to use. For each truly the data
collection opinions and strategies will depend on the kind of information
needed, who the information is meant for and how the information is to used’’

(Orodho, 2005:18)

3.3 Locale of study

The study was carried out in Usigu Division of Bondo District, Nyanza Province. The
division comprises of five sub-locations with a total of ten secondary schools. The selection
criteria was based on the fact that Usigu Division represents a typical rural set up with secondary
schools performing dismally in National examinations. These schools are characterized by low
teacher students ration, inadequate physical facilities among other factors which may militate
against the provision of quality education.

3.4 The target population

The target population of the study comprised head teachers in the 10 secondary
schools in Usigu Division. The head teachers were target because they are directly in charge of
the administration of their schools. Teachers, students and PTA chairmen were also targets
because they were directly affected by the FSE and therefore at the centre of interest of this
study.

3.5 Sample and Sampling Procedures

All the head teachers, teachers, students and P.T.A members were the target
population but owing to technical and logistical intricacies involved, the researcher took sample
of slightly over 10% of each category in 6 schools (i.e. 1 head teacher, 3 teachers, P.T.A
chairman and 10 students) totaling to 6 head teachers, 18 teachers, 6 P.T.A chairmen and 60
students. The 10% is an adequate sample in descriptive study of this nature. The study used a non probability sample technique referred to as purposive sampling based on the criteria of boarding status and type of school (Boys, Girls , mixed). This is backed by Orodho (2005) who states that;

‘Purposive sampling-involves selecting samples, set criteria such as type of school (National, Provincial, Public) boarding status (Boarding day, mixed day/boarding) or whether the school is boys or girls’’

The study was therefore carried out in 2 boys schools, 2 girls schools and 2 mixed schools. In each category the head teachers were the targets. Teachers were chosen as follows, 1 from humanity department, 1 from language department, 1 from science department. 6 PTA chairmen in each school were also chosen. 10 students were picked 5 from form III and 5 from form IV. This was because they have been in these schools longer.

Summary of the total target population was 6 head teachers, 18 teachers, 60 students and 6 PTA chairmen.

3.6 Research instruments

In data collection the researcher used questionnaire, interview schedule and observation schedule.

- Questionnaires for head teachers, teachers and students,

It was necessary to get the diverse experiences and perspectives of the above stated sample and respondents on challenges faced by the head teachers in the management of FSE in the
respective secondary schools for comparison purposes. The types of questionnaires which were used comprised both open ended and close ended questions.

The researcher considered questionnaires as ideal for data collection due to the following reasons.

a. Information can be collected from a large number of people and questions can be easily analyzed.

b. Anonymity is possible with the questionnaires.

c. Questions are standardized i.e everyone gets the sample questions.

d. They do remove the need for face to face meeting between the interviewer and the respondents.

Mugenda (1999) puts a lot of emphasis on the use of questionnaires when dealing with students. Orodho (2005) also underscores the importance of questionnaire. He states that the use of questionnaires in research studies is commonplace. He however warns that although it is popular it would be wrong to see it as an easy option or as a technique that can be used without prior preparation. The questionnaires also have disadvantages. It is in the wake of this knowledge that the researcher supplemented the questionnaires with other tools of data collection such as interview schedules.

- **Interview schedule for parents.**

According to Mugenda (1999) interviews provide in–depth data which is not possible to get using questionnaires and that interviews make it possible to attain data required to meet specific objectives of the study. They also guard against confusing questions since the interviewer can clarify the questions thereby helping the respondents to give relevant responses.
Interviews are more feasible than questionnaires because interviewer is able to adapt to the situation and secure as much information as possible. Very sensitive personal information is possible to be extracted from the respondent thus honest and sincere personal interactions between the respondent and interviewer.

Kane (1995) stated that interviews are modified to fit in the situation i.e they are able to convey empathy, build trust between the interviewer and the interviewees and provide clear understanding of respondent’s point of view.

- **Observation techniques for researcher’s own use.**

  According to Mugenda and Mugenda (1999) observation is a fundamental research instrument which provides the researcher with an opportunity to cross-examine the behaviour of the respondents through interaction. This may earn him/her the information which the respondent may not be willing to divulge to the researcher. The researcher settled on this technique in view of the advantages it holds i.e

  a) Data are obtained first hand. The researcher writes what he/she observes.

  b) It saves time. Researcher does not have to spend time looking for data everywhere. He records what he/she observes on the ground.

  However, the technique has limitations and hence it has to be supplemented by other instruments. Its limitations are, like, it is subjective, requires a lot of traveling and hence becomes expensive.

  Orodho (2005) explains that whereas interview provide information about people’s beliefs, attitudes, values and reported behaviors, observations provide information about actual behavior. Direct observation of behavior is useful because some behavior involve habitual motives, which
people are hardly aware of. In such cases observation can reveal more information than other
data collection methods.

Orodho (Ibid) however, also explains that the method like others has limitations and
should not be used in isolation.

3.7 Pilot study

It is necessary that research instruments are piloted as a way of finalizing them (Bell, 1993). This is vital as it enables the validity of the instruments to be determined as they have
never been used in Usigu division before. Piloting also helps check the ambiguity, confusion and
poorly prepared items. 2 head teachers, 2 teachers, 4 students and 2 PTA chairmen outside the
main study sample were randomly selected for piloting the instruments. After piloting, the
instruments were revised as necessary e.g. by addition of extra items and the removal of
ambiguous items in the questionnaire and interview schedule for the final data collection.

3.8 Data collection procedures.

The researcher personally visited the sampled secondary schools having made prior
arrangements with the head teachers on the most appropriate date and time for the visit.

During the visit the researcher created rapport with the respondents and the purpose of the
research explained ensuring that each respondent understood what they were required to do. The
respondents were then requested to fill in the questionnaire for the researcher to collect at a later
date.
Interview schedule was used to gather data from the 6 PTA chairmen because they have varied literacy levels as some of them were not able to read, interpret and react to the questionnaire. The semi-structured interview schedule was used to obtain in-depth information from PTA chairmen regarding their opinion on the roles that they play in implementation of FSE. Observation schedule was found important in obtaining information that might not be easily obtained through face to face interview or questionnaire.

The researcher used general discussions and break the ice before the PTA chairmen were interviewed. Focus population discussion was also necessary.

3.9 Data Analysis

In the analysis both qualitative and quantitative approaches were used. Qualitatively the researcher extracted data information from research instruments mathematically and analyzed them through data editing, coding, using electrical calculators, presentation, and examining the relationships between variables. The researcher also used descriptive method using percentages. Some of the information were presented in table form. The percentages and tabulated information enabled the researcher to compare the variables - factors that affect quality education in Usigu Division.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter, the data collected from the field is analyzed, presented and interpreted. The study set out to investigate the challenges faced by head teachers in the management of Free Secondary Education in Usigu Division of Bondo District.

To fulfill the objectives of the study, data were collected using questionnaire and interview schedules administered to the sampled respondents. Data were analyzed manually so as to compute various statistics. Open ended questions responses were grouped, analyzed and recorded on a tally table from which frequencies and percentage were computed. Other responses to questions were analyzed in terms of discussion and tabulation using descriptive statistics.

The interpretation and presentation of data gathered in this study was analyzed and addressed the following objectives: which are the main content of this chapter.

i) To determine the effect of FSE on physical facilities and its implication for quality education to the area study.

ii) To determine the effect of FSE on instructional materials and its implication on quality education in Usigu Division.

iii) To investigate how the shortage of teachers has affected the management of FSE and its implications to quality teaching and learning process in the area of study.

iv) To establish challenges posed by financial management in the implementation of FSE and how this affects the provision of quality education in the division.

v) To determine the effect of introduction of FSE on the discipline of students.
4.2 Students population with the introduction of FSE in sampled schools in Usigu Division.

The respondents were asked to state if their schools have increased enrolment since the introduction of FSE in 2008. All of them gave positive responses as shown in table 4.1 and figure 4.1

Table 4.1 Enrolment in Schools 2007 – 2011

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usenge High School</td>
<td>480</td>
<td>520</td>
<td>560</td>
<td>590</td>
<td>765</td>
</tr>
<tr>
<td>Bar Kanyango Secondary School</td>
<td>120</td>
<td>160</td>
<td>180</td>
<td>220</td>
<td>270</td>
</tr>
<tr>
<td>Nyamonye Girls’ Secondary School</td>
<td>640</td>
<td>680</td>
<td>720</td>
<td>740</td>
<td>810</td>
</tr>
<tr>
<td>Wambasa Girls’ Secondary School</td>
<td>130</td>
<td>170</td>
<td>210</td>
<td>240</td>
<td>270</td>
</tr>
<tr>
<td>Majengo Mixed Secondary School</td>
<td>280</td>
<td>320</td>
<td>340</td>
<td>360</td>
<td>405</td>
</tr>
<tr>
<td>Jusa Mixed Secondary School</td>
<td>160</td>
<td>180</td>
<td>190</td>
<td>220</td>
<td>225</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,800</strong></td>
<td><strong>2,030</strong></td>
<td><strong>2,200</strong></td>
<td><strong>2,370</strong></td>
<td><strong>2,745</strong></td>
</tr>
</tbody>
</table>

Research findings revealed that all schools have registered increased in students population since the introduction of FSE in 2008. Usenge high school for example student
population increased from 480 in 2007 to 765 in 2011, Bar Kanyango Secondary School from 120 to 270, Nyamonye Girls’ Secondary School from 640 to 810 etc.

The information is also summarized in the bar graph below i.e. Fig 4.1.

**Figure 4.1: Bar graph showing enrolment schools 2007-2011**

All the respondents also concurred with idea that the increase in students population has created a lot of pressure on the available physical facilities hence interfering with the provision of quality education in the schools in the division.

4.3 **Challenges faced by head teachers in the management of physical facilities with the implementation of FSE implication for quality education.**

The researchers sought to establish challenges faced by head teachers in the
management of physical facilities and how this affects quality education.

The findings of the research are summarized in table 4.2 below.

**Table 4.2 Essential physical facilities which are inadequate in the six schools.**

<table>
<thead>
<tr>
<th>FACILITY</th>
<th>NUMBER OUT OF 6</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>5</td>
<td>83</td>
</tr>
<tr>
<td>Laboratories</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Workshops</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Laboratory equipment and apparatus</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Dormitories</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Dinning halls</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Library</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Water</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Social halls</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Playing fields</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Generators</td>
<td>2</td>
<td>33</td>
</tr>
</tbody>
</table>

Research findings revealed that many head teachers have inadequate physical facilities in their schools. For instance inadequate classrooms are found in five schools (83%) out of the six schools, laboratories three schools (50%), workshops four schools (67%), laboratory equipment and apparatus four schools (67%), dormitories four schools (67%) dining halls four schools
Other inadequate physical facilities include water, social halls, playing fields and generator.

The researchers sought to find out causes of inadequate physical facilities. The main factor was increase in students’ population due to the introduction of FSE.

Other responses gathered were also summarized in table 4.2.1 and figure 4.2

Table 4.2.1 Reason why physical facilities are inadequate and some are lacking in schools.

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of FSE</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>No funds</td>
<td>22</td>
<td>17.6</td>
</tr>
<tr>
<td>Not planned for</td>
<td>22</td>
<td>17.6</td>
</tr>
<tr>
<td>No very necessary</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>No support from local leaders</td>
<td>11</td>
<td>8.8</td>
</tr>
<tr>
<td>Uncorporative parents</td>
<td>6</td>
<td>4.8</td>
</tr>
<tr>
<td>Inadequate government support</td>
<td>4</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>125</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Figure 4.2: Pie chart showing factors for inadequate physical facilities.
The results showed that most facilities were inadequate due to the introduction of FSE (32%) which increased the number of students in schools, lack of funds (17.6%), poor planning (17.6%). Other factors are like lack of support from local leaders (8.8%), uncorporation from parents (4.8%) and inadequate government support (3.2%).

4.3.1 Implication of inadequate physical facilities on quality education.

The researcher sought to find out how inadequate physical facilities contribute to poor quality education. The respondents identified many ways through which physical facilities affect quality education.

Inadequate physical facilities due to the introduction of FSE affect quality education because these facilities are used to advance learning opportunities offered to students. It is
therefore the responsibility of the school head teachers to ensure that there are adequate physical facilities like classrooms to promote the teaching and learning process.

According to the respondents, classrooms contributes to about 90% teaching and learning process, laboratories 80%, Dormitories 40%, water 30% and others 50%.

The researcher found out that the effect of inadequate physical facilities makes teaching and learning environment becomes un-conducive. Students could therefore drop out of school and this could affect this goal of expanding access, retention and completion rates.

Quality and adequacy of resources such as physical facilities, teaching and learning materials have a direct bearing on quality as they determine how effectively the curriculum is implemented.

Lack of library is for example the reason for declining standard in English while lack of laboratory and laboratory equipments affect standards in sciences.

The report further observed that the quality education cannot be achieved and sustained, if the resources and facilities are not available in sufficient quality and quantity. Some head teachers confirmed that lack of laboratories and equipments together with inadequate chemicals interfere with performance in practicals hence lower academic performance.

At times students waste a lot of time looking for water instead of concentrating on their academic work. This also lower quality of education.

Congestion in the dormitories also interferes with the effective sleeping of some students. They get inadequate sleep and sometimes sleeping in class. This interferes with effective teaching/ learning process.
It can be inferred from the findings that whereas majority of schools have the facilities, quite a number still do not have any or all of the physical facilities. Most of schools lacked a social hall, a library, the dining hall and dormitories. Most of the facilities were lacking due to non availability of fund, lack of proper planning or due to lack of support from the local leaders. It can also be interfered that most schools experienced problem of malfunctioning generator and of high cost power.

It can also be inferred that most schools experienced water problem. The water problems in the schools were caused by dry spell shortage and unpaid water bills. Many of the schools also experienced the problem of lack of school van and poor accessibility by road. This affects service delivery. It also results into huge expenditure on hiring vehicles.

4.4. Effects of FSE on instructional materials and implication to quality education.

Table 4.3: Percentage of challenges faced by schools with regard to instructional materials.
<table>
<thead>
<tr>
<th>Instructional materials</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Black boards</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Laboratory apparatus</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Agriculture tools</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Charts</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Monthly instructional supervision</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Teaching aids made by teachers</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Wall maps</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Professional documents</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Journals and magazines</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.3 above indicates that most head teachers experienced inadequacy of instructional resources. Instructional resources are those resources designed, modified and prepared to assist with teaching and learning.

From table 4.3 and figure 4.3, it can also be inferred that in relation to text books the schools only have 6 (15%) available, black boards 6 (15%), laboratory apparatus 5 (12%), agriculture tools 4 (10%), instructional supervision 3 (7%), charts 4 (10%). Schools also experience lack of teaching aids 3 (7%), inadequate professional document 5 (12%) and lack of journal and magazines which only account for 2 (5%).
The respondents explained that in instructional supervision many head teachers experienced challenges from teachers as lack of adequate preparation, poor time keeping, poor students relations among others.

In my view some head teachers lack administrative skills hence do not carry out instructional supervision. For this matter they are not keen on the provision of instructional materials which are important for quality education.

**Figure 4.3: Pie chart showing instructional facilities available.**

![Pie chart showing instructional facilities available.](image)

**KEY**
- Text book
- Black boards
- Laboratory apparatus
- Agriculture tools
- Charts
- Monthly instructional supervision
- Teaching aids made by teachers
- Wall maps
- Professional documents
- Journals and magazines

Figure 4.3 shows that head teachers have very few text books in their schools. This affects quality of teaching and learning because text books remain the most widely used
instructional materials and in the real sense, the head teacher has to be instrumental in securing adequate financial support for instructional materials of all types for the purpose of quality teaching and learning process.

Table 4.3 shows that 5 (12%) of laboratory apparatus are available. This is a clear indication that with the FSE practical work in science subjects is not done adequately hence affecting quality education. It was also observed that teaching aids were also inadequate since the available ones accounted for 3 (7%) only. Inadequacy of wall maps, professional documents, journals and magazines were also noted by the teachers as factors that interfere with quality teaching and learning process.

4.5 How shortage of teachers has affected the management of FSE and its implication to quality teaching and learning process.

Table 4.4: Problems faced by head teachers in teaching staff management.

<table>
<thead>
<tr>
<th>Problems</th>
<th>No out of 20</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor delivery of curriculum</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>Lack of individual student attention</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Lack of adequate preparation</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Fewer assignments</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Heavy workload</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Lack of commitment on school matters</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

The table 4.4 indicates that many of the head teachers (55%) experienced problem of poor curriculum delivery due to shortage of teachers.

In the questionnaire head teachers explained that such problems included poor syllabus coverage, being slow in meeting deadline because of too much work etc hence interfering with quality education. Lack of individual students attention affects (15%) of head teachers, lack of adequate preparation (10%) and fewer assignments affects (30%) of the head teachers. The table
also shows that heavy workload (30%), fewer assignments (30%) given to students also lower quality of teaching and learning in these schools due to low number of the teaching staff.

The researcher found out that without teachers, any education system cannot produce quality graduates. Increase large classes means teachers handle many students and therefore students hardly get the attention they deserve hence many are not learning much and this militates against quality education.

Increased large classes due to FSE means teacher hardly get the attention they deserve hence, many are not learning much and this interferes with quality education. Teacher – student interactions become minimal and teachers can only move with the bright students leaving out the slow learner. Without personalized attention the weak learners cannot perform well. Teachers can no longer mark exercise books in time because there are many students. At the same time teachers give fewer assignments and this impact negatively on quality education. Subjects like mathematics and languages for instance require constant practice and feedback without which it is impossible to gauge the pupils progress. Some teachers ask students to exchange books and mark for each other in class. This affects teachers ability to identify students weakness and assist them. Teachers also reduce the number of questions in the assignment.

Heavy workload characterizing free education grossing affects the quality of learning and teaching due to lack of time among others.

In Kenya, poor remuneration of teachers continues to demotivate them. This makes quality of teaching and learning to suffer.

4.6 Challenges experienced by head teachers in financial management with the
introduction of FSE and its impact on quality teaching and learning process.

The questionnaire was administered to head teachers and PTA chairmen in the secondary schools in Usigu division. They were asked to give challenges they experienced in managing school finance and business and how this affects quality of education in the division. Their responses are given in table 4.5 and figure 4.4.

Table 4.5: Problems experienced by head teachers in managing school finance and business.

<table>
<thead>
<tr>
<th>Problem</th>
<th>No. out of 20</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate funds from the government</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Poor community support</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>Lack of training in financial management</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Irregular spending</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Dishonest accountants</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Poor book keeping</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

Figure 4.4 Pie chart showing problem experienced by head teachers in managing school finance and business.
Table 4.5 and figure 4.4 highlights that in relation to management of school finance and business majority of head teachers experienced problems of inadequate funds from the government (60%). This was followed by poor community support (50%). Another (40%) is the problem of lack of training in financial management. (40%) was another problem of irregular spending while (30%) was the problem of dishonest accountants. Lastly, there was also a problem of poor bookkeeping (25%).

It was noted that the constraints of limited finance make managers unable to purchase the best equipments and other teaching and learning materials that can foster quality teaching and learning in the schools. Disbursement of inadequate funds to schools by the government is yet another challenge. The government in most cases also sends the funds late to schools. This also
interferes with quality education because some important teaching and learning materials are bought very late or are not bought very late or not bought at all by some schools in the division.

Areas which were identified by head teachers that government funds are put included operations and tuition accounts. The uses are as follows:

1. Operations accounts in;
   - Local transport and teaching (LT & T)
   - Administration i.e. B.O.G and P.T.A meetings, annual general meetings and in activities like sports, electricity, water and conservative (EWC), Repair, maintenance and improvement (RMI)

2. Tuition accounts for;
   - Chalks
   - Laboratory equipments
   - Exercise books and text books

The correspondents indicated that these two accounts should have adequate funds and at the right time so that the above operations and purchases can be done adequately to boost quality teaching and learning process. It was observed that there was need for the government to pull up on its financial obligations for FSE to improve.

Poor community support failure by some parents to submit their levies to schools in time is also common and interferes with some school activities.
The respondents observed that unless a head teacher knows his or her budget and how to collect money for the important facilities and proper keeping of school records, he or she is in problems.

It was observed that some head teachers lack proper training in financial management. They therefore experience problems when making school budget and accounting for the expenditure in financing the school programmes by parents. The researcher also noted that some head teachers have financial constraints in keeping cash books. Some also have constraints in adequacy of accounting personnel and some head teachers do not have proper skills in financial management and they find the going rough.

On problems of insufficient funds in schools the researcher also noted that this leads to administrative constraints to head teachers especially in situations where they need to purchase materials or put up structures for the educational programmes. This interferes with quality education.

4.7 Challenges faced by secondary school head teachers on the discipline of students with
the introduction of FSE. Implication for quality education.

Table 4.6 problems cited in pupil management.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number out of 10</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stealing</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Vernacular speaking in school</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Lateness to school</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Cheating in internal exams</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Coupling</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Alcoholism</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

The results revealed that the leading problem as shown in the questionnaire data in the table above was deviant behaviour like stealing cited by 80% of the respondents followed by vernacular speaking in school cited by 70% of the respondents. Other disciplinary problems are drug abuse cited by 50%, cheating in examination 30%, coupling 20% and alcoholism 20%.

A summary of reasons cited by teachers and other respondents for the problems faced were listed as follows.
- High number of students due to the introduction of FSE.
- Inadequate number of teachers.
- Lack of adequate qualified evidence and counseling personnel at schools.
- Student environmental differences for example deprivation in early childhood, home conditions, family size, income level etc affect school performance.
- Changing life value depending on new approaches.
- Peer pressure
- The any age admission policy.

The findings on indiscipline are also represented in the bar graph below.

**Figure 4.5: bar graph showing indiscipline cases.**

The findings as shown in figure 4.5 shows that there are several indiscipline cases in schools and this interferes with quality teaching and learning because the victims found are punished and some punishments include suspension.
When the respondents were asked about the causes of indiscipline among some students, some mentioned the any age admission policy which caused some indiscipline cases in free primary education (FPE) and has had a spill over effect in secondary schools hence affecting quality education. Many over age students who had been working as housekeepers (especially girls) or engaged in other forms of child labour finds it difficult to follow rules and obey teachers. Such students end up having negative influence on other students. This means that teachers have to take a lot of time assigning the new learners and have to go slow with the syllabus coverage to ensure that everyone moved at the same pace.

In secondary schools these old students find their way there. At the same time those who have sat for Kenya certificate for primary education (KCPE) long time also go back to school. This doesn’t augur well for discipline in the school. Respondents stated that teachers cannot maintain tight control over large classes. Congestion hinders classroom management and teachers control over students. Some students especially the over aged transmit negative influences from the world outside schools like smoking cigarettes, chewing or sniffing glue. Some that have been expelled for disciplinary reasons also come back to school. Bulling behaviors, rowdy behaviours, fighting, rudeness, harassments, defying teachers and refusing to do punishments were also reported. All these interfere with quality teaching and learning.

4.8 Discussion of findings

The findings above shows that with the introduction of FSE there are a number of challenges that head teachers face in Usigu Division in Bondo District. From the findings there was increase in enrolment of schools in all the secondary schools and this put strain on the
physical facilities available hence interfering with quality teaching and learning. The respondents cited factors that lead to this challenge and indicated that the head teachers are struggling to sought out these challenges.

Instructional materials are also inadequate and more particularly text books, laboratory apparatus etc. This affects quality of teaching and learning because text books for instance remain the most widely used instructional material and in the real sense the head teachers have to be instrumental in securing adequate financial support for instructional materials of all types for the purpose of quality teaching and learning.

The findings also showed that in addition, head teachers face the challenge of inadequate funds and teachers and also there are cases of students indiscipline. Funds that is disbursed by the government is inadequate and parent also pay inadequate funds in most cases. Delay on the submission of funds by both the government and parents hinder effective teaching and learning directly or indirectly. Shortage of teachers also has its effects. Finally the issue of indiscipline of some students i.e. stealing, vernacular speaking, drug abuse among others are on increase with the introduction of FSE. The respondent gave possible reasons for the cause and possible remedies.
CHAPTER FIVE

5.0 DATA SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In the preceding chapter, an attempt was made to analyze and report the findings of the data collected for the study. This chapter gives the summary of the study, its conclusions and recommendations as derived from the analysis of data done.

5.2 Summary

The study sought to find out challenges faced by secondary head teachers in the management of Free Secondary Education in Usigu Division in Bondo District of Nyanza Province and how these challenges affect quality education.

Chapter one gave the background to the study and spelt out the motivation to such an inquiry, the statement of the problem as well as the purpose of the study were also stated. The objectives of the study as well as the research questions guiding the study were outlined as well as the significance of the study, limitations, delimitation, assumption, theoretical framework and conceptual framework.

Chapter two dealt with literature review. In this chapter, a review of related literature was done concerning challenges faced by head teachers in the management of FSE and what this implies to quality education the first part dealt with the importance of physical facilities and the effects followed by instructional materials then qualified and inadequate teachers, financial resources and their effects, discipline among students and ends with conclusion.
Chapter three focused on how the research was conducted. It explained the methodology of the study in relation to research design, locale of the study, target population and sampling strategies. It also explains the research instruments, data collection process, methods used to collect the data and data analysis techniques.

Chapter four gave the data analysis, presentation and interpretation. Data were analyzed qualitatively and presented in tables showing frequencies and percentages. Pie charts were also used in the analysis. The data analysis revealed that there are several challenges faced by head teachers in the management of FSE in Usigu division of Bondo district, Nyanza province.

5.3 Conclusions

After analyzing the study, the researcher was able to make the following conclusions

1. One major challenge that secondary school head teachers face in Usigu Division is where and how to get adequate funds to run their schools. This is particularly so because parents are the main financiers and most of them are low income earners. Finance to manage FSE which is disbursed by the government is also low and in most cases sent to schools late. This interferes with quality teaching and learning because best equipments and other facilities are purchased late or cannot be purchased.

2. With the introduction of FSE all schools have realized increase in student population. The increase in number has put stress on physical facilities in many schools hence interfering with quality of teaching and learning.

3. Shortage of teachers affect quality teaching and learning process since it interferes with effective teaching, class control, syllabus coverage, adequate teacher preparation e.t.c.
4. Despite the efforts made by head teachers to acquire and maintain instructional materials like text books. Many head teachers do not have adequate instructional materials for their schools. This is so due to inadequate finance and poor planning among other factors. Without adequate instructional materials effective curriculum management proceeds to be a challenge.

5. Shortage of teachers affect quality education since it hampers effective teaching, class control, lack of individual attention, failure to take care of slow learners, failure to mark exercise books in time, failure to attend all classes everyday e.t.c

6. There are efforts made by many schools to stamp out indiscipline. The rampant issue is that in management of student personnel head teachers are still faced with disciplinary problems such as vernacular speaking, drug abuse, lateness, alcoholism, stealing, coupling, cheating in examinations e.t.c. this has also interfered with quality education since the introduction of FSE.

7. The study established that whereas some schools have physical facilities many schools lacked social halls, library, dining hall and dormitories while others have inadequate physical facilities. Most of the facilities are lacking due to non-availability of funds, lack of proper planning or due to lack of support from the local leaders. The inability of most of parents to contribute towards the improvement and expansion of school facilities creates a lot of administrative constraints to head teachers as in some schools students have to study in overcrowded classes, library, laboratory, e.t.c and this interferes with quality teaching and learning.

5.4 Recommendations

On the basis of the data collected and analyzed, the researcher came up with the following recommendations.
1. The communities should be compelled to find ways of paying school fees and providing other physical facilities for the schools. This can be achieved through the following ways:

   - Community leaders playing a leading role in mobilizing the masses to participate more effectively in school projects.
   - Involving community groups and former students in self help projects for the purposes of generating funds and providing the required physical facilities to enhance quality education.
   - Fundraising for individual schools in the areas.
   - Schools may also generate substantial funds by hiring school facilities e.g. halls, vehicles, playgrounds e.t.c
   - Schools can engage in money generating projects such as livestock farming, keeping poultry, cattle, pigs e.t.c and fundraising activities e.g. music dance, drama, games and sports. Nothing ventured, nothing gained should be the motto of all school heads.

2. Newly recruited deputy head teachers and head teachers should be trained by KESI (Kenya Education Staff Institute) on basic skills in management, financial control, curriculum implementation, public relation maintenance of discipline among others. This qualification should be used by TSC (Teachers Service Commission) as a basis for future promotion.

3. The nature and quality of education offered to schools are closely related to the instructional materials which are available and most importantly how they are used. Even where finances are available it is important to improve and acquire instructional materials also from the local environment in the following ways.

   i) All possible instructional materials should be identified and used appropriately.
   ii) There should be a maximum use of all available instructional materials.
iii) Local instructional materials should be sought or manufactured wherever possible.

iv) The use of instructional materials should be carefully monitored and controlled.

4. Supervision of the curriculum remains the sole responsibility of the teachers. It is important to ensure that delegated tasks are carried in time and in proper manner.

5. The ministry of education science and technology should consider disbursing more funds to TSC to employ more teachers. This would make schools evade teacher shortages. In addition, PTA members of schools should be sensitized to provide more funds so as to increase the number of BOG employed teachers.

6. On discipline, with regard to FSE, the training of guidance and counseling teachers be given priority and teachers with professional qualifications in guidance and counseling be identified and employed by TSC for schools. This will assist the head teachers now that the use of the cane as a means of installing discipline has been banned. Currently there are disciplinary problems like vernacular speaking, drug abuse, lateness, alcoholism, stealing, coupling e.t.c.

7. The Quality Assurance and standards in the Ministry of Education Science and technology should organize and sensitize head teachers to cultivate a democratic and participatory environment in their schools and encourage regular barazas where teachers and student express views, suggestions and grievances and where the school administration can get an opportunity to expound on policies.

8. The ministry of education science and technology should review the criteria for allocation of funds to schools in the current FSE system. The figure entitled to each student should be increased and should be sent to schools promptly so as to avoid late purchases in schools.
as well as delay in some school academic functions and programmes. If sent in time it will boost teaching and learning process hence improve quality education.

9. BOG members be appointed from among persons of integrity and who are dedicated, committed, competent and experienced with a minimum qualification of form four level of education or its equivalent and the education Act be amended to legalize the constitution of PTA and facilitate their membership in the BOG.

10. The government should increase investment in education to improve access, equity and quality in order to change some of the cultural norms affecting society.

5.5 Suggestions for further research

- This study can be replicated in other districts as well to give a general picture of the whole country.
- More research is still needed in the relationship between these administrative challenges and students performance in KCSE.
- A study can be done to find out whether there is any correlation between head teachers academic qualifications and challenges experienced.
- A study to find out whether female head teachers faced same problems as their male counterparts.
BIBLIOGRAPHY


APPENDIX A

Letter of introduction

Kenyatta University,
Dept of educational
Management, planning
And curriculum studies
P.O. Box 43844-00100.
Nairobi.

Dear sir/madam,

RE: INVOLVEMENT OF YOUR INSTITUTION IN RESEARCH.

I am a post graduate student at Kenyatta University. I am undertaking a research study in the field of educational administration. You have been chosen to participate in this study together with three teachers heading departments, PTA chairman and the students five from form three and five from form four.

The questionnaire intends to find out challenges faces by head teachers in the management of Free Secondary Education in Usigu Division of Bondo District.

Your co-operation in answering the questions faithfully will highly be appreciated. All the data collected will be treated with utmost confidentiality and will be used for the purpose of this study.

Thank you in anticipation.

Yours faithfully,

JONES ONYANGO OGOLA
MASTER OF EDUCATION STUDENT
KENYATTA UNIVERSITY.
Copy of Research Permit

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegram: "SCIENCE TECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote

Our Ref:
NCST/RRI/12/1/SS-011/40/4

Jones Onyango Ogola
Kenyatta University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Challenges faced by Head teachers in the management of free secondary education: Implementation for quality education - A case of Usigu Division in Bondo District" I am pleased to inform you that you have been authorized to undertake research in Bondo District for a period ending 31st March 2011.

You are advised to report to the District Commissioner and the District Education Officer, Bondo District before embarking on the research project.

On completion of the research, you are expected to submit one hard copy and one soft copy of the research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:
The District Commissioner
Bondo District

The District Education Officer
Bondo District
APPENDIX C

Questionnaire for the head teachers.

This questionnaire is to gather general information about challenges faced by head teachers in the management of Free Secondary Education: Implication for quality education – A case of Usigu Division in Bondo District.

Please note that your responses are for research purposes only and that confidentiality of the same will be given high regard. Do not write your name or the name of the school.

SECTION A

This section of the questionnaire is designed to gather information about yourself and your school. Kindly indicate your answer by ticking or by filling the spaces.

1. Gender       male  (  )   Female  (  )

2. Your age    _________

3. Academic qualifications ____________

4. Your experience as head teacher i.e. number of years (  )

5. Was there a qualification criteria for appointment?       Yes (  )  No (  )

6. Were you inducted in this new job through training?       Yes (  )  No (  )

7. Type of school       (i) Boys day (  ) (ii) Girls day (  ) (iii) Girls boarding (  )

(iii) Boys boarding (  ) (v) Mixed day (  ) (vi) Mixed Boarding (  )

(vii) Any other ____________________________ specify
8. What has been the enrolment trend in your school since 2006?

<table>
<thead>
<tr>
<th>Gender</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION B**

This section is designed to gather information on challenges you may be facing as head teachers in the management of Free Secondary Education (FSE)

- Are there challenges that have come up due to FSE in your school that affect effective teaching and learning process?  
  Yes ( )  
  No ( )

- If yes, which are these challenges? State under the following headings.

1. Physical facilities

   (a) Tick appropriate answer if there is a challenge or not.  
   Yes ( )  
   No ( )

   (b) List the common challenges in terms of physical facilities

      (i) __________________________________________________________

      (ii) _________________________________________________________

      (iii) _________________________________________________________
(iv)______________________________________________________________

(c) How do these challenges affect quality of teaching / learning in your school?

(i) ________________________________________________________________
(ii) ________________________________________________________________
(iii) ________________________________________________________________
(iv) ________________________________________________________________

(d) Suggest possible solutions / recommendations to these problems

(i) ________________________________________________________________
(ii) ________________________________________________________________
(iii) ________________________________________________________________
(iv) ________________________________________________________________

(e) If your answer to 1 (a) above is No, please list ways and means that may have enabled you to acquire competence in this task area.

(i) ________________________________________________________________
(ii) ________________________________________________________________
(iii) ________________________________________________________________
(iv) ________________________________________________________________

2. Shortage of teachers.
(a) Are teachers in your school adequate? Yes ( )  No ( )

(b) If the Answer is yes, what is the number the school requires as per the CBD?

(c) List the common challenges caused by teacher shortage

(i) _____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

(d) How do teacher shortages affect quality of teaching and learning in your school?

(i) _____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

(e) Suggest possible solutions / recommendations to this challenge

(i) _____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

(f) If your answer to 2(a) above is No, please list ways and means that may have enabled you to acquire competence in this area.
3. Financial management

(a) Tick appropriate answer if there is a challenge or not   Yes(   )   No(   )

(b) List the sources of school funds.

(i) _________________________________________________________________

(ii) _________________________________________________________________

(iii) _________________________________________________________________

(iv) ____________________________________________

(c) List the common challenges in financial management.

(i) _________________________________________________________________

(ii) _________________________________________________________________

(iii) _________________________________________________________________

(iv) _________________________________________________________________

(d) How do these challenges affect effective teaching and learning in your school?

(i) _________________________________________________________________

(ii) _________________________________________________________________
(e) If the answer is No, to the above task area 3 (a), please list ways and means that may have enabled you to acquire competence in this area.

(i) ________________________________________________________________

(ii) ________________________________________________________________

(iii) ________________________________________________________________

(iv) ________________________________________________________________

4. Instructional materials

a) List the common challenges in terms of instructional materials

(i) ________________________________________________________________

(ii) ________________________________________________________________

(iii) ________________________________________________________________

(iv) ________________________________________________________________

b) How do these challenges affect the effective curriculum delivery?

(i) ________________________________________________________________

(ii) ________________________________________________________________

(iii) ________________________________________________________________
c) Suggest possible solutions to these challenges?

(i) ________________________________________________________________

(ii) ________________________________________________________________

(iii) ________________________________________________________________

(iv) ________________________________________________________________

5. Discipline among students

a) Tick appropriate answer it there is a challenge or not?  Yes ( )  No ( )

b) If the answer is yes list the common challenges in terms of discipline among students?

(i) ________________________________________________________________

(ii) ________________________________________________________________

(iii) ________________________________________________________________

(iv) ________________________________________________________________

c) List the reasons for indiscipline in the school?

(i) ________________________________________________________________

(ii) ________________________________________________________________

(iii) ________________________________________________________________

(iv) ________________________________________________________________
d) How do these challenges affect quality of teaching / learning process in your school?

(i) _______________________________________________________________
(ii) _______________________________________________________________
(iii) _______________________________________________________________
(iv) _______________________________________________________________

e) Suggest possible solutions / recommendations to these challenges?

(i) _______________________________________________________________
(ii) _______________________________________________________________
(iii) _______________________________________________________________
(iv) _______________________________________________________________

f) If the answer in (a) above is NO, please list ways and means that may have enabled the school to acquire competence in this area?

(i) _______________________________________________________________
(ii) _______________________________________________________________
(iii) _______________________________________________________________
(iv) _______________________________________________________________

END
(THANKS FOR COOPERATION)
APPENDIX D

Questionnaire for teachers.

This questionnaire is to gather general information about challenges faced by head teachers in the management of Free Secondary Education (FSE).

Please note that your responses are for research purposes only and that confidentiality of the same will be given high regard. Do not write your name or the name of the school.

Kindly indicate your answer by ticking or by filling the spaces

1. Your gender
   Male (    )
   Female (    )

2. Your age _________________

3. Academic qualifications _________________

4. Your experience in the following capacities i.e number of years
   (i) Classroom teacher (   ) (ii) Head of department (   ) (iii) Deputy Head teacher (   )

5. Was there a pre-qualification criteria for appointment
   Yes (   ) No (   )

6. Type of school
   (i) Day (   ) (ii) Boarding (   ) (iii) Day/Boarding (   )
   (iv) Mixed/day (   ) (v) Any other ____________________________ specify.

7. Were you inducted in the new job through training?
   Yes (   ) No (   )

8. Are there challenges that have come up due to Free Secondary Education in your school that affect effective teaching and learning process.
   Yes (   ) No (   )

If yes, which are these challenges? State under the following headings

**Instructional materials**

(a) Tick appropriate answer if there is a challenge or not
   Yes (   ) No (   )

(b) List the common challenges in-terms of instructional materials i.e books.
   (i)______________________________________________________________________
   (ii)______________________________________________________________________
(c) How do these challenges affect your effective curriculum delivery?

(i) ____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

(d) Suggest possible solutions to these challenges

(i) ____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

(e) If your answer to the above task (a) is No, please list ways and means that may have enabled you/school to acquire competence in this task.

(i) ____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

**Shortage of teachers**

(a) Is this a challenge in your school? Yes ( ) No ( )

(b) In which department do you belong?

(c) If the answer in (a) above is Yes how many more teachers are required in your department? ______________________

(d) List the common challenges caused by the teacher shortages.
(e) How do teacher shortages affect quality of teaching and learning in your school?
(i)_____________________________________
(ii)_____________________________________
(iii)_____________________________________
(iv)_____________________________________

(f) Suggest possible solutions/ recommendations to these challenges
(i)_____________________________________
(ii)_____________________________________
(iii)_____________________________________
(iv)_____________________________________

(g) How has the school attempted to solve the challenge of teacher shortages?
(i)_____________________________________
(ii)_____________________________________
(iii)_____________________________________
(iv)_____________________________________

**Discipline among students**

(a) Tick appropriate answer if there is a challenge or not. Yes ( ) No ( )

(b) List the common challenges in terms of discipline among students
(i)_____________________________________
(ii)_____________________________________
(c) List the reasons for indiscipline in the school.

(i) ____________________________________________________________

(ii) __________________________________________________________________

(iii) _________________________________________________________________

(iv) _________________________________________________________________

(d) How do these challenges affect quality of teaching / learning in your school?

(i)__________________________________________________________________

(ii)__________________________________________________________________

(iii)__________________________________________________________________

(iv)__________________________________________________________________

(e) Suggest possible solutions / recommendations to these problems

(i)__________________________________________________________________

(ii)__________________________________________________________________

(iii)__________________________________________________________________

(iv)__________________________________________________________________

(f) If the answer to (a) above is No, please list ways and means that may have enabled the school to acquire competence in this task.

(i)__________________________________________________________________

(ii)__________________________________________________________________

(iii)__________________________________________________________________

(iv)__________________________________________________________________
Physical facilities

a) What challenges do we face in the utilization of physical facilities since the introduction of FSE? Specify the facility and the challenge

(i) _______________________________________________________________
(ii) _______________________________________________________________
(iii) _______________________________________________________________
(iv) _______________________________________________________________

b) How do these challenges affect your expected academic achievement?

(i) _______________________________________________________________
(ii) _______________________________________________________________
(iii) _______________________________________________________________
(iv) _______________________________________________________________

c) What are the causes of these challenges?

(i) _______________________________________________________________
(ii) _______________________________________________________________
(iii) _______________________________________________________________
(iv) _______________________________________________________________

END

(THANKS FOR COOPERATION)
APPENDIX E

Questionnaire for students

This questionnaire is to gather general information about challenges faced by head teachers in the management of Free Secondary Education (FSE).

Please note that your responses are for research purpose only and that confidentiality will be given high regard. Do not write your name or the name of the school.

Kindly indicate your answer by ticking/filling the spaces.

1. Please state your class? ________________

2. Your gender Male ( ) Female ( )

3. State the year of admission to this school. ____________

4. What made you choose this school? ________________

5. (a) Are instructional materials like books adequate? Yes ( ) No ( )

   (b) List the inadequate instructional materials if your answer is No, why are they not adequate?

   (i)__________________________________________________________________

   (ii)__________________________________________________________________

   (iii)__________________________________________________________________

   (iv)__________________________________________________________________

(c) How does this affect your academic standards?

   (i)__________________________________________________________________

   (ii)__________________________________________________________________

   (iii)__________________________________________________________________

   (iv)__________________________________________________________________

(d) Suggest possible solutions to this problem
6. (a) What are the most common disciplinary problems in this school?
   (i) ________________________________________________________________
   (ii) ________________________________________________________________
   (iii) ________________________________________________________________
   (iv) ________________________________________________________________

(b) What are the possible causes of these disciplinary problems?
   (i) ________________________________________________________________
   (ii) ________________________________________________________________
   (iii) ________________________________________________________________
   (iv) ________________________________________________________________

(c) How does the school attempt to solve the problems in 8 (a) above?
   (i) ________________________________________________________________
   (ii) ________________________________________________________________
   (iii) ________________________________________________________________
   (iv) ________________________________________________________________

END

(THANKS FOR COOPERATION)
APPENDIX F

Interview schedule for PTA chairmen

This questionnaire is to gather general information about challenges faced by head teachers in the management of Free Secondary Education (FSE)

Please note that your responses are for research purposes only and that confidentiality of the same will be given high regard. Do not write your name or the name of the school.

Kindly indicate your answer by ticking or by filling the spaces

1. Your gender Male (  ) Female (  )

2. Your age ________________

3. Academic qualifications ________________

4. (a) When did your son/daughter join the school?______________

(b) Why did he/she choose the school?______________

5. (a) Are there challenges in the utilization of physical resources since the implementation of FSE? Yes (  ) No (  )

(b) How do these challenges affect quality teaching/learning?

(c) What are the probable reason/causes of these challenges?

(d) Suggest possible solutions/recommendations to these challenges?

(e) If the answer is No, in question 5(a) Please list ways and means that may have enabled you/the school acquire competence in this task.

6. (a) Are there challenges in the use of instructional materials that impair quality teaching/learning? Yes (  ) No (  )

(b) If the answer to 6(a) above is Yes, list the common challenges
(c) How do the challenges affect quality teaching/learning.

(d) What are the probable reasons/causes of these problems?

(e) Suggest possible solutions/recommendations to these problems.

(f) If the answer to 6 (a) is No, list ways and means that may have enabled you/school to acquire competence in this area.

7 (a) How does the school raise its revenue?

Students ( ) Parents ( ) Community ( ) Government ( )

Any other .................................. Specify

(b) In your opinion what is the state of the school financially?

Excellent ( ) Very good ( ) Good ( ) Fair ( ) Poor ( )

(c) List the common challenges in financial management since the introduction of FSE that interferes with quality teaching/learning.

(d) How do these challenges affect quality teaching/learning?

(e) Suggest possible solutions / recommendations to these challenges.

END

(THANK YOU FOR COOPERATION)
APPENDIX G

Questionnaire for B.O.G chairmen

This questionnaire is to gather general information about challenges faced by head teachers in the management of free secondary education: implication for quality education – A case of Usigu Division in Bondo District of Nyanza Province.

Please note that your responses are for research purposes only and that confidentiality of the same will be given high regard. Do not write your name or the name of the school.

Kindly indicate your answers by ticking or by filling the spaces.

1. Gender  Male ( )  Female ( )

2. Your age ________________________

3. Academic qualifications ________________________________

4. Your experience as chairman of Board of Governors (B.O.G) i.e number of years ( )

5. Was there a qualification criteria for appointment?  Yes ( )  No ( )

6. Were you inducted in this new job through training?  Yes ( )  No ( )
7. Type of school (i) Boys day ( ) (ii) Girls Day ( )

(iii) Girls boarding ( ) (iv) Boys Boarding ( )

(v) Mixed day ( ) (vi) Mixed boarding ( )

(vii) Any other ___________________________ specify.

8. (a) Are there challenges that have come up due to FSE in your school that affect effective teaching and learning process?

Yes ( ) No ( )

(b) If yes, which are these challenges?

State under the following headings

Financial management

(a) Tick appropriate answer if there is a challenge or not

Yes ( ) No ( )

(b) List the sources of school funds

(i) ______________________________________________________________

(ii) ______________________________________________________________

(iii) ______________________________________________________________
(c) State the common challenges in financial management in your school?

(i) ________________________________________________________________

(ii) ________________________________________________________________

(iii) ________________________________________________________________

(iv) ________________________________________________________________

(d) How do these challenges affect effective teaching and learning process?

(i) ________________________________________________________________

(ii) ________________________________________________________________

(iii) ________________________________________________________________

(iv) ________________________________________________________________

(e) If the answer is NO to question 8(b) above, list ways and means that may have enabled you to acquire competence in this area?

(i) ________________________________________________________________

(ii) ________________________________________________________________

(iii) ________________________________________________________________

(iv) ________________________________________________________________
Any other challenge apart from finance? Please specify __________

__________________________________________________________

9) (a) Suggest possible solutions to financial management challenges?

(i) ____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

(b) What are the possible solutions to the other challenges specified above?

(i) ____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

END

(THANK YOU FOR COOPERATION)
APPENDIX H

Research expenditure

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<th>Kshs.</th>
<th>Kshs.</th>
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<tr>
<td>Typesetting services</td>
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<td>Photocopy</td>
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<tr>
<td>Telephone expenses</td>
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<td>Stationary</td>
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<td>Transport and subsistence</td>
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<td><strong>Sub Total</strong></td>
<td>8000</td>
<td></td>
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<td><strong>4. Typing and production of final report</strong></td>
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<tr>
<td>Stationery</td>
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<td>Typesetting services</td>
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<tr>
<td>Photocopying six copies</td>
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<td>Binding</td>
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<td>Transport and subsistence</td>
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# APPENDIX I

## List of participants

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<tr>
<th>No.</th>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>1.</td>
<td>Jones Onyango Ogola</td>
<td>Researcher</td>
</tr>
<tr>
<td>2.</td>
<td>Mrs. Lillian C. Boit</td>
<td>Researcher supervisor</td>
</tr>
<tr>
<td>3.</td>
<td>Dr. Njuguna W. Felicita</td>
<td>Researcher supervisor</td>
</tr>
<tr>
<td>4.</td>
<td>District Commissioner and the District Educational Officer Bondo District</td>
<td>Permission</td>
</tr>
<tr>
<td>5.</td>
<td>Mrs. Mildred Atieno Ochieng</td>
<td>Typist</td>
</tr>
<tr>
<td>6.</td>
<td>Mr. Osumba William and Mr. Ochieng Joseph</td>
<td>Proof reading</td>
</tr>
<tr>
<td>7.</td>
<td>Head teacher Usenge High School</td>
<td>Respondent</td>
</tr>
<tr>
<td>8.</td>
<td>Head teacher Barkanyango Sec. School</td>
<td>Respondent</td>
</tr>
<tr>
<td>9.</td>
<td>Head teacher Nyamonye Girls Sec. School</td>
<td>Respondent</td>
</tr>
<tr>
<td>10.</td>
<td>Head teacher Wambasa Girls Sec. School</td>
<td>Respondent</td>
</tr>
<tr>
<td>11.</td>
<td>Head teacher Majengo Mixed Sec. School</td>
<td>Respondent</td>
</tr>
<tr>
<td>12.</td>
<td>Head teacher Jusa Mixed Sec. School</td>
<td>Respondent</td>
</tr>
<tr>
<td>13.</td>
<td>Teachers in the above schools</td>
<td>Respondents</td>
</tr>
<tr>
<td>14.</td>
<td>Students in the above schools</td>
<td>Respondents</td>
</tr>
<tr>
<td>15.</td>
<td>PTA chairmen in the above schools</td>
<td>Respondents</td>
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</tbody>
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APPENDIX J

Sketch map of Usigu Division of Bondo District