

**ISSUES AND CHALLENGES HEAD TEACHERS FACE IN THE  
MANAGEMENT OF FREE PRIMARY EDUCATION IN UKWALA  
LOCATION, SIAYA DISTRICT (KENYA).**

**BY**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL ADMINISTRATION, PLANNING AND CURRICULUM  
DEVELOPMENT;**

**KENYATTA UNIVERSITY.**

**2004.**

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*Issues and  
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## DECLARATION:

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



26-08-04

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This research project report has been submitted for examination with my approval as the university supervisor,



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## DEDICATION

I dedicate this research project report to my family because they make my life complete.

## ACKNOWLEDGEMENTS

I acknowledge with deepest gratitude the support of the following: Dr. Onyango G.A. for guiding and shaping my thoughts during supervision sessions besides taking me through research methods course. The A.E.O, head teachers and teachers from Ukwala division who volunteered to enable me get information for the study. All the staff at the Institute for continuing education (Kenya University) for their kindness to me whenever I needed any assistance from them. My brothers and sisters for always stirring my hopes and interests. My wife Lydia Osumba and children, Naomi Awuor and Joseph Otieno for their patience and support that boosted my morale during trying moments of long waiting and in every endeavour I have taken. Much gratitude to God who kept me in good health up to the end of this course; glory be to His name.

## ABSTRACT

Kenya government has endeavoured since independence to make education more accessible to her citizens. Several committees have been formed to look into better ways by which education could be offered. Following recommendations made by these committees, several attempts to offer more accessible primary education have been done. In the year 2003, Kenya government decided to reintroduce free primary education to enable children who dropped out of school to register back in the public primary schools. The government's intention was to achieve the objectives of Universal Education by the year 2005.

The problem in this study was to determine the issues and challenges head teachers face in the management of the free primary education in public primary schools in Kenya. In order to achieve this, 10 primary schools were randomly selected for the study. The subjects for the study included the head teachers, teachers, and the Area Education Officer. Data were obtained from schools and the subjects by means of questionnaires and the observation schedule guide. The data collected were presented in tables of frequency distributions and percentages. The study focused on the following research questions:

- What physical and teaching-learning resources are available for management of F.P.E in Ukwala Location?
- How has the government prepared the head teachers to cope with the management of F.P.E in Ukwala location?
- Are the government grants sufficient for the provision of the basic requirements in the management of F.P.E in the location?
- What challenges face the head teachers in the management of F.P.E in Ukwala location?

The researcher developed three questionnaires (i.e head teachers, teachers and A.E.O's questionnaires) and the observation schedule guide. These instruments were administered in 10 schools which were sampled out of the total 16 primary schools in Ukwala location. The target population comprised all head teachers in the sampled schools, two teachers in each school and the A.E.O. This was a population of 31 subjects.

The following were the findings of the study:

- There were inadequate physical and teaching-learning material resources in sampled schools for the study in Ukwala location.
- The study also established understaffing in some of the sampled schools for the study.
- The head teachers' preparation for F.P.E management was determined to be inadequate; only book keeping and accounting skills for government grants to schools was offered to the head teachers.
- The head teachers were established to face a number of challenges from emerging issues related to F.P.E management. These challenges included management of pupils' discipline, handling of over age pupils who rejoined the schools, parental negligence and the school security.

The study made the following recommendation:

- More government involvement in building of schools by bringing in the Non-governmental organisations, private companies and any interested groups.
- Training of teachers on how to improvise local resources to enrich their classroom instruction. Besides, teachers should be trained in guidance and counselling to enable them handle pupils' discipline in schools effectively
- Teachers balancing in schools should be done to avoid over crowded classes in some schools while others have less pupils in class.
- Over age pupils should be offered special attention in order to benefit from F.P.E policy. They should be taught separately where special attention could be offered to them.
- Training of the head teachers in supervisory roles, resource mobilisation and time management skills in order to perform their duties well in F.P.E management.
- Educating parents through provincial administration (i.e. Chief's barazas) on the importance of parental involvement in education of their children.

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## CHAPTER ONE

### 1.1 Background to the problem:

The desire to have free and quality education for all Kenyan children has been the key agenda in Kenya since the struggle for independence. This has been exploited by political parties and incorporated in their manifestos. Just immediately after independence, the Kenya government formed an Education Commission (The Ominde Commission 1964) to look into the issues which were facing education at that time. The Commission stressed an introduction of an education system that would promote national unity. An education, which would foster appreciation and respect for the cultures of various ethnic groups and uphold the dignity of Kenyans. The recommendations of this commission were accepted by the government. From 1964-1975, the structure and development of education in Kenya was based on educational goals and objectives which were given by the commission. The Commission also emphasised an expansion of education to provide the necessary manpower for economic development and to make it relevant to the needs of Kenyans. There was emphasis that education is a strategic necessity for achieving national development.

Primary school education always been seen in Kenya as a field through which the basic skills of life are inculcated in people. It is the stage of acquiring the basic equipment for later life. It is the most general of all kinds of education and it is also the basis for both training in many of the skills of organised life and for further education. The Kenya government therefore decided not to charge fee as from standard one to four in 1974. This was an effort made by the government to offer more accessibility to education in order to attain the U.P.E (Universal Primary Education) in accordance with Article 26(1) of 1948 United Nations General Assembly proclamation . Article stated that, everyone has a right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be free.

Olembo (1982) says that in 1974, a presidential directive led to the introduction of free primary education from standard one to four; another presidential directive in 1980 elevated it to cover all the seven years of primary education. All these directives led to the following:

- Increased government grants to cover tuition fees;
- Expansion of learning facilities due to large enrolment that shot up from 1.4 million in 1974 to 2.8 million the following year;
- Opening of more teachers colleges due to higher demand for teachers;
- Hiring of large number of unqualified teachers to cope with increased enrolment;
- Formation of Parent Associations (P.A), which was charged with the responsibility of raising building, funds and other funds not catered for through government grants.

Olembo (1982) continues to say that the government's efforts for free primary education which had been started in 1974 had been hindered by the extra fees particularly the building fund. The influx of pupils into primary schools following the Presidential Decree of 1974 dwindled as the charges for building fund increased. Kamunge 1988 reveals that out of 45,000 pupils enrolled in 1979 in standard one, only 35% completed the primary cycle. The causes of primary school dropout has been found to have a socio-economic base, i.e. quite a number of literature shows that direct and indirect costs of education closely related to dropout. For instance, in Kenya, waiving of primary education fees in poorer districts was followed by rapid expansion of primary school level. Many pupils who had dropped out as a result of financial difficulty dropped in. The result was an enrolment increase of 51% in Kenyan primary schools in 1974. Wako 1980 also noted that the majority of dropouts come from poor families. Families' inability to buy their children a school uniform and textbooks is a reflection of their poverty. He further argues that although there is no law permitting teachers to send home pupils for lack of uniform or for wearing a torn one, some teachers still do so.

Even when such pupils are sent away, they suffer from the psychological effect of being different from others and may drop out.

Due to economic recession that gripped the country since early 1980, the government decided to reduce its support for free primary education and instead introduced cost sharing at all education levels as was recommended by the Presidential Working Party

on Education and Manpower Development for the next Decade and Beyond (The Kamunge Report). This therefore led to a large number of children not attending schools since parents could not afford. In January this year (2003), the government once again reintroduced free primary education to all public primary schools in Kenya. Parents are only to cater for clothing, food and the Kenya Certificate of Primary Education (K.C.P.E) examination fee for their children. This has become a government policy to all public primary schools to ensure that all school going age children are enrolled.

Quite a number of issues and challenges might have emerged especially based on the fact that all through, the government's endeavour to provide for free primary education has always dwindled. Besides, the policy has been a "quick fix" programme for the head teachers of primary schools. This therefore forms the basis of this study on issues and challenges the head teachers face in the management of free primary education in Ukwala Location, Siaya District.

## **1.2 Statement of the problem:**

In the background to the problem the researcher has shown the various efforts the government has made since 1974, to provide more opportunities in accessing primary Education. The current Free Primary Education policy is aimed at making accessibility to primary education easier for children who have been locked out due to economic hardship. The government realised that cost-sharing policy led to about 1.5 million children drop out of schools, thus making the youth not attaining education that indeed is a basic human right.

The success of the Free Primary Education policy in achieving its objectives will depend on effective implementation upon establishing ways to manage the emerging issues and challenges facing its managers in primary schools. The areas of concern in this study were; whether head teachers and teachers were motivated with full insight of issues and challenges they were going to encounter as they implement F.P.E in schools; incorporation of larger community of parents and education administrators willing to integrate themselves into the school community and make the inputs expected of them in the provision of learning facilities; Suitable instructional

materials and equipment to facilitate the acquisition of knowledge; effective training and preparation of all education stakeholders especially the head teachers and teachers on issues of concern in the implementation of F.P.E.

### **1.3 Purpose of the study:**

The purpose of this study was to determine the issues and challenges primary school head teachers face in the management of free primary education implementation in Ukwala location, Siaya district and their possible solutions in order to make the F.P.E policy a success.

### **1.4 Specific Objectives:**

The following specific objectives were used to help the researcher in the study;

- i) To find out if the head teachers in Ukwala location were faced with issues and challenges that could hinder effective management of free primary education implementation in the location.
- ii) To determine the nature of these issues and challenges facing the head teachers.
- iii) To find out the various ways through which these issues and challenges could be managed.

### **1.5 Basic Research Questions:**

- a) How has the government prepared the head teachers to cope with the management of free primary education in Ukwala location?
- b) What physical and teaching-learning resources are available for the management of F.P.E implementation in Ukwala location?
- c) Are the government grants sufficient for provision of the basic requirements in the management of F.P.E implementation in Ukwala location?
- d) What challenges face the head teachers in management of F.P.E. in Ukwala location?

### **1.6. Significance of the study:**

The findings of this study would be important in that:

- In its general application, the study would enable the policy makers and other interested groups to be aware of issues and challenges facing head teachers in the management of free primary education and help them device on methods that may improve the quality of education at primary school level.
- The study would also provide useful information on which very important decisions on policies regarding free primary education provision could be based in future.
- The study would be a contribution to existing knowledge on Education For All provision policy with regard to rural setting.

### 1.7. Basic Assumptions:

- i) All primary schools in Ukwala location had implemented F.P.E.
- ii) The education officers were co-ordinating the implementation of F.P.E in Ukwala location.

### 1.8. Scope and Limitations of the study:

- (i) The research was carried out in an educational location in the whole District. Owing to financial limitations and lack of enough time, it was not be possible to extend the research to the whole District.
- (ii) The findings of the study might only be applicable to the area in which the research was carried out, i.e. Ukwala Location.
- (iii) The study involved only a sample of primary school head teachers from Ukwala Location because they are the people directly involved in the management of F.P.E. and therefore could give better information for study.

### 1.9. Operational definitions:

**Free Primary Education:** Refers to the government's effort to make primary school education compulsory and more accessible.

**Issues:** as used in this study refers to all those conditions that pose management challenges to the head teachers.

**Challenges:** refer to all those ways the head teachers are expected to manipulate the little resources to ensure proper management of free primary education is a success in their schools.

**Basic Education:** refers to the education offered to cover the whole of primary and lower secondary school levels.

**Universal Primary Education:** this education offered to all school going age children.

**Education For All:** refers to the provision of education for everybody with regardless of their ages.

**Primary school:** All the grades (classes) from standard one to eight in Kenya.

**Head teacher:** The leader or head administrator of a primary (elementary) school.

**Area Education Officer (A.E.O):** An educational officer in charge of a division.

## CHAPTER TWO

### Literature Review

#### 2.1 Introduction:

This chapter tries to highlight the following areas in literature review:

- Definition of Education and its quality determinants;
- Importance of Education;
- The challenges that still face Education for All (EFA) in the world;
- Free Primary Education in Kenya;
- Roles of the head teachers.
- Summary and Conclusion of literature review.

#### 2.2 Definition of Education and its quality determinants:

According to Oluoch (1982) education is a process of acquiring and developing desired knowledge, skills and attitudes.

In order to disseminate quality education as per Oluoch's definition, certain quality determinants must be put in place. These include the following according to the World Bank discussion papers number 257 (1994).

- (i) The increased provision of pre-schooling;
- (ii) Making available adequate and appropriate textbooks and teaching materials;
- (iii) Changing the classroom behaviour of teachers.

Studies carried on pre-schooling in the various parts of the world show that it forms integral part in an individual's achievement in future academic cycles.

Longitudinal studies demonstrate long-term effects with a variety of intervention programmes. These effects go beyond the learning of basic abilities to include; improved school attendance and performance, reduced repetition, increased employment and reduced delinquency during the teenage years and reduced teenage pregnancy.

However, many of the effects of pre-schooling, especially on school performance can be lost if primary schools are inadequate quality (Berutta-Clement, et. al., 1984 and Myers, 1990). A growing body of empirical evidence suggests that early childhood programmes have the potential to affect early ability by improving both physical and

mental capacity (McGuire and Austine, 1987). They can also have an effect on enrolment, progress and performance of children in school (Myers, 1992) and in turn, bring important changes in skills and outlooks affecting adult behaviour (Inkeles and Smith, 1974). As expected, there is a positive association between availability of educational materials and student achievement (Purves, 1973, Scheffelbein and Claven 1977). Access to other educational materials such as computer assisted instruction (CAI), blackboards, globes and maps etc, has a mixed positive effect on achievement (Costa, 1977; Husen, et. al; 1978; and Jamison, et. al; 1981). In Nicaragua, those students who received mathematics textbooks scored significantly higher on standardized achievement tests than students who received no learning materials (by about one-third of a standard deviation, (Jamison, et al. 1981). In Philippines, students in classes with textbook ratios not greater than 2:1 scored about one-third of a standard deviation higher on tests of Science, Mathematics and Filipino than students in classes with textbook ratios of 10:1 (Heynemen, et. al 1984).

Teacher's experience (Psacharopoulos, et. al, forthcoming (a) and teacher schooling (Costa, 1977) are significantly associated with student achievement. A teacher living close to school does appear to improve student achievement (Ministry of Education, Colombia 1992). Teachers' subject knowledge, experience with material, associated with increasing student academic achievement (Purves, 1973; and Ministry of Education, Colombia, 1992). Available time and homework assignments are associated with achievement (Psachoropoulos, et. al., 1993). Teachers' absenteeism is associated with low achievement (Avellar-Flaming, 1989).

As expected, the higher the number of hours including instructional time, in the knowledge area tested, the higher the score on the test. Schools applying multi-grade teaching and more active and audience-specific pedagogical techniques get better results than traditional rural schools (Psacharopoulos, et. al, 1993).

### **2.3 Importance of Education:**

Schooling helps build skills such as the ability to organise knowledge into meaningful categories, to transfer knowledge from one situation to another, and to be more selective in the use of information (Rogoff, 1980; Triandis, 1980). Schooling facilitate **greater technological adaptiveness** (Grawe, 1979). This is justified by World Bank discussion paper number 257 (1994) that there is a high correlation between national investment in education and economic growth. Virtually all the newly industrialized

economies of the past twenty five years, such as Hong Kong, Israel, Japan and the Republic of Korea, achieved universal or almost universal primary enrolment by 1965 and since then significantly increased their populations' average years of schooling.

Education relates to both increased productivity by farmers (Lockheed, et. al, 1980) and workers in the informal sectors (Colclough, 1980). Preventive programmes produce savings by, for instance, improving the efficiency of educational systems through reductions in dropout, repetition and remedial programmes. Similarly, a programme results may be to lower health costs through early diagnosis and by developing better habits; or other social programme costs may be reduced such as welfare payments or judicial and penal costs (Weikart, 1992). Investment in early development can help reduce economic and social inequalities, children living in conditions of poverty and/or discrimination often fall behind their more fortunate peers income aspects of their development at an early age. This reinforces existing differences. In the short run, investment in programmes of early childhood care and development can reduce (but seldom eliminate) the growing gaps in development, and therefore can reduce the differential consequences. Indeed, there is increasing evidence that children from more disadvantaged backgrounds can profit more from good early childhood programmes than more advantaged children (Myers, 1992).

#### **2.4 The challenges that still face Education For All in the world:**

Due to the high cost of quality education determinants provision of more accessible primary education still face a lot of challenges in Kenya and worldwide. World Declaration on Education For All meeting in Jantien Thailand (1990) highlighted the challenges that still face provision of accessibility to education as follows:

- That more than 100 million children including at least 60 million girls have no access to primary school across the world;
- More than 960 million adults (2/3 of whom are women), are illiterate and functional illiteracy is significant problem in all countries, industrialized and developing;
- That 1/3 of the world's adults have no access to printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape and adapt to social and cultural changes.

- About 100 million and over children and countless adults fail to complete basic education programmes, millions more satisfy the attendance requirements but do not acquire essential knowledge and skills.

## **2.5 Free Primary Education in Kenya:**

On this basis of the importance of education, the Kenya government has always endeavoured since independence to make primary education more accessible to citizens. This has also been recommended by various Education Commissions that have been formed to advise the government on how best this could be done with a mind of maintaining its quality. Education Commission (The Ominde Commission-1964) observed that, education must prepare and equip the youth of the country with the knowledge, skills and expertise necessary to enable them collectively play an effective role in the life of the nation whilst ensuring the opportunities are provided for the full development of individual talents and personality.

This expressed concern in tapping the talents of the youth through making education more accessible so as to enhance the country's economic prosperity through national development.

Report of the National Committee on Education Policies and Objectives (1976), (commonly referred to as the Gachathi Committee), also pointed out that one of the basic requirements of enhancing the effort towards equality of economic opportunities and national unity in the country is the provision of basic education to all citizens to enable them to contribute fully to social and economic development of the country.

The committee therefore recommended that the first step towards such free basic education was to provide Universal Free seven years of Primary Education as was promised by the ruling party (K.A.N.U.) during its campaigns earlier.

The committee also appreciated the government's effort for having taken the first step to offer Free Primary education from standard one to four in 1974. Nevertheless, it noted that even if fees were removed from all seven years of primary education, there were still a number of non-fee costs, which parents could not always anticipate and which some find difficult to pay.

These were highlighted to include; uniform, building funds, equipment levy and activity fee. The committee therefore proposed control on the non-fee costs because they constituted one of the reasons for high drop out rate in primary schools. The committee therefore recommended that appropriate authorities should waive some of the non-fee costs to genuinely destitute children in order to reduce unnecessary drop out rates. This was done in a bid to ensure that all school going age children are accommodated in primary schools with regardless to their economic background.

Following the recommendation, a Presidential directive of 1980 led to the implementation of a free universal primary school education in Kenya. There was ban on all forms of primary school levies. The building and other facility resources funds were to be collected through harambee fund raising. Olembo (1982) also notes that President Moi's directive that the building fund and other extra fees to be raised through harambee fund raising was to ensure that the free primary education from standard one to seven would be free in the true sense of the word.

The government's efforts for free primary education which had been started in 1974, had been hindered by the extra fees particularly the building fund. The influx of pupils into primary schools following the Presidential Decree of 1974 dwindled as the charges for building fund increased. On realising that primary schools would need funds for buildings and other activities or services not provided by the government, the President directed the formation of Parents Associations in 1978. The Association was charged with the responsibility of raising funds through harambee and to put up facilities.

The burden of providing for the building funds and other learning resources became unbearable to the Parents Associations. This led to majority of primary schools especially those in the rural areas impoverished. The report of the Presidential Working Party on Education and Manpower Development for the Next Decade and Beyond (1988) therefore recommended that cost of financing education and training be shared between the government, the communities and parents. The Report (1988,117), asserted that local communities and Parents Associations be encouraged to provide primary schools with libraries and adequate reading materials.

This once again led to introduction of some project fee in primary schools, which resulted, into a large number of pupils drop out. That is, the parents could not still

afford this. Olembo (1982) observed that when parents failed to remit their instalments on specific dates, head teachers and other school authorities resorted to sending away pupils from schools. There were parents who made no effort to meet their obligation until their children were sent home. For some of such parents, it paid by promptly paying the money required. But there were other parents who in all honesty had no money. When children of such parents were sent home they were not able to return to school and perhaps this marked the end of their schooling.

Cost-sharing policy therefore led to large pupils drop out from primary schools thus denying them access to education, which is a basic human right. It is also observed that majority of school plants in Kenya particularly in the rural areas got impoverished. This is also asserted by Olembo (1982) that, the point worth making here is that the new primary schools established particularly in rural areas are located on some of the poorest and most difficult lands as only such lands are available.

This is particularly true in the densely populated districts where land for agricultural purposes is increasingly becoming scarce. As a result there are primary schools located close to riverbanks, which have to be closed down when there are floods. Others are located in open areas without trees to act as windbreakers, and as a result some have had their roofs blown away by winds. Thus increasingly, many primary schools are being constructed in areas that are prone to natural disasters because of scarcity of land.

This shows that the buildings are also health hazard to the pupils. Ralph (1970) observed that School plant and facilities should be constructed to protect the health and safety of the occupants. Olembo (1982) also observed that should the ministry of basic Education insist on health and safety standards, many primary schools buildings would be condemned. Reports in newspaper seem to indicate that the number of primary school buildings, which are destroyed by wind and fire, are on the increase.

The poor condition of school plant especially in the rural areas has persisted up to today. Some have also long collapsed thus reducing their number. It is also worth noting that the teaching learning resources ceased to be supported by the government more than two decades ago. The whole burden therefore laid on the Parent Associations and the school communities.

This led to educational inequality thereby resulting in regional economic disparity. It is also observed by Olembo (1982) that the economic inequalities are inevitable especially in developing nations such as Kenya.

However, such inequalities should not be allowed to continue particularly in the area of education. Education is a necessity to everyone, every community and therefore everything possible should be done to ensure that there is some measure of equality particularly in the provision of educational facilities. It must also be realised that to a majority of young Kenyans, primary education may be the only form of formal education available to them, therefore the best facilities would go a long way in ensuring the best education is offered.

Since the National Rainbow Coalition (NA.R.C.) party promised the electorate free primary education during their campaigns last year (2002); they were obliged to fulfil this immediately the party won the elections and formed government. A task force was appointed by the Minister for Education to advise the government on how this could be implemented.

The task force team headed by Dr. Gachukia of the Ministry of Education recommended some of the following:

- That the government required ksh. 22.4 billion between then and the 2003/2004 fiscal year to fully implement its policy of free primary education;
- That 44,800 teachers were required for the free primary education programme;
- That proper utilisation and distribution of teachers be carried out to facilitate teacher sharing by neighbouring schools;
- Implementation of multishift and multigrade teaching styles in schools;
- Staff capacity building through in-service training in order to cope with the challenges posed by free primary education;
- On textbooks, the team recommended that the ratio be 1:3 in lower primary and 1:2 in upper primary and that once bought, books should be retained in school for use by different cohorts as a strategy of minimising costs;
- The team also recommended establishment of boarding schools only in arid and semi-arid lands because they have unique problems.

## 2.6. Roles of the head teachers:

With regard to any policy implementation, the head teachers' major concern is to make the purpose of the policy very clear to everyone. The head teacher also ensures that the necessary education facilities and financial resources are available. Besides, the head teacher also motivates his staff, pupils and parents to ensure excellence in performance of work. Mbiti (1974, 87) observes that a head teacher must endeavour to be the best and most effective teacher on the school staff to the end and that those who serve under him may follow his good example. The head teacher is also expected to be able to assist the teachers in their work. He does this by the provision of all-necessary teaching and learning materials which teachers require. Besides he is supposed to see teachers' schemes of work, daily lesson plans and students' performance record books. He occasionally visits the classrooms to see how the teachers practice what they have in their records of work. This will then enable him to guide the teacher and suggest any possible remedies the teacher can make in the classroom instruction. Apart from all above, the head teacher is expected to maintain books of accounts, school learning resources notwithstanding, briefing the parents, school community on what is going on their school. This area therefore requires proper guidance of the head teacher so as to come up with sound records of finances to ease auditing. This is also noted by Olembo (1982, 78) that in order to acquaint the head teacher with the financial skills, expected of them, it will be extremely necessary to organise meaningful financial seminars for head teachers and their deputies. The objective of the seminar will not be that of turning the head teachers and their deputies into qualified accountants but rather to make them good public financial managers whose statements could be relied upon.

## 2.7. Summary and Conclusion

From the literature review, it comes out clearly that:

- The government has always endeavoured to provide free primary education since independence.

- The government's concern about the quality education provision has always led to formation of various education commissions in order to advice on the right facilities to offer that might not compromise the quality phenomenon.
- Challenges posed by the free primary education on its implementers (head teachers) in schools still persist and that is why it has not been a success despite the government's efforts over years.
- The free primary education has been handled as a political issue without necessarily involving the head teachers yet they are its chief executive managers at school level.

It can therefore be concluded that head teachers could be facing similar issues and challenges as has been seen in the literature review in the management of free primary education implementation in Kenya.

Given that, they are the chief executives in primary school management, the success of any school depends on how effective they are as administrators and government policy implementers.

## CHAPTER THREE

### METHODOLOGY:

#### 3.1 Introduction:

The purpose of this study was to find out the issues and challenges primary school head teachers face in the management of free primary education in Ukwala location and their possible management ways.

#### 3.2. Research Design:

The research was based on descriptive survey method. This was because the study was concerned with the existing conditions in the management of free primary education implementation in schools without manipulation of the research variables. Travers (1969) observed that surveys are conducted to establish the nature of existing conditions. Good (1963) also stated that descriptive studies may include present facts, current conditions concerning the nature of persons, a number of objects or class of events and may involve the procedures of induction, analysis, classification, enumeration and measurement. The research variables here therefore included:

- i) The management aspect which was a dependent variable and
- ii) The education facilities like school physical facilities, material resources and human resources, which formed the independent variable.

#### 3.3. Site of the study:

Ukwala Location was situated in the rural parts of Siaya District. Such areas were normally characterised with very poor educational facilities and material resources. Besides, majority of the schools were normally faced with acute shortage of teachers.

This is also supported by Griffith (1972) in his studies that the village school stands out imposingly in contrast to the hut and small houses, but closer inspection reveals that it too, is of simplest construction, often just a row of oblong rooms filled with benches and blackboards. There is little apparatus; the walls are nearly bare and books are few. This therefore aroused the interest of the researcher to investigate how the head teachers of Ukwala Location were coping with the management of free primary implementation.

### **3.4. The target population:**

The study was conducted in Ukwala location schools with a total pupil enrolment of 6292 pupils and 114 teachers. The study also included the A.E.O(Area Education officer) in Ukwala division.

### **3.5. Sample and Sampling Procedures:**

Three schools were sampled for pilot study by simple random sampling method. After obtaining information on the number of schools in the location from the A.E.O's office, the names of the schools were written on slips of papers. The papers were then mixed up after which the researcher picked slips until three schools were picked. The same method was used to select 10 schools for data collection. The schools initially selected for piloting were excluded from data collection.

### **3.6. Research Instruments:**

Two types of research instruments were used in this study:

#### a) Questionnaires:

There were three kinds of questionnaires i.e.

#### 1. Head teachers' questionnaire:

The head teachers' questionnaire (Appendix A) comprised two parts i.e. Part A and B. Part A concerned demographic information like sex, age, academic qualification, number of pupil enrolment e.t.c.

Part B on the other hand had questions related to the physical facilities, material resources, training in management of F.P.E and the roles of the head teachers as instructional supervisor.

#### 2. Teachers' questionnaire (Appendix B)

The teachers' questionnaire included the two Parts, (A and B). Part A sought the sex of teachers, age and academic qualification. Part B was concerned with physical facilities, material resources and teachers' roles as classroom instructors.

#### 3. A.E.O's questionnaire (Appendix C)

This questionnaire had part A and B as well. Part A was concerned with the sex, age and academic qualification. Part B sought information on how the A.E.O performs his roles in management of F.P.E.

The questionnaires were chosen because they were cheap, could capture a big number of people and get some honest responses due to their confidentiality.

b) Observation schedule guide:

This guided the researcher in the evaluation and confirmation of the schools' physical facilities and material resources. It also assisted the researcher in cases where the questionnaires did not give clear information. The physical facilities, which the researcher intended to observe include:

- i) Classrooms;
- ii) Toilets/ latrines;
- iii) Administrative offices;
- iv) Libraries;
- v) School compound size/ play ground.

The material resources on the other hand comprised games equipment, teaching aids, teachers' guides, reference materials, stationary textbooks e.t.c.

### **3.7. Piloting of the instruments:**

The head teachers' and teachers' questionnaires were pretested in three schools, which were sampled for the pilot study. The observation schedule was also administered in the schools sampled for the pilot study.

The pilot study was to help the researcher ascertain whether the instruments were giving the expected information for the research problem. The researcher checked and corrected the errors which were mostly typological in nature before using the instruments in data collection. All the subjects involved in pilot study were excluded during the data collection.

### **3.8. Data Collection Procedure:**

The researcher obtained the names of schools from the A.E.O's office. The researcher also conducted familiarisation tour during which the researcher obtained the list of the respondents (head teachers and teachers) who were to participate in the study. Letters of introduction were written to all the subjects who were to take part in the study. The letters informed the subjects in this study of their involvement in the research and also sought their approval and co-operation. The researcher informed the subjects that the information attained from them would be kept confidential.

The research instruments were administered personally by the researcher. As the researcher visited each school the questionnaires were left with the respondents and collected after two days. The researcher also administered observation schedules the same day researcher was collecting duly completed questionnaires.

### **3.9. Data Analysis Procedures:**

The researcher analysed and interpreted the findings from the respondents using descriptive statistics - i.e. (percentages and frequencies) and presented them in form of tables.

The aim of the researcher was to come up with findings with concrete solutions to the research problem.

## CHAPTER FOUR

### THE FINDINGS

#### 4.1 INTRODUCTION

The purpose of this study was to determine the issues and challenges primary school head teachers face in the management of free primary education in Ukwala Location Siaya District. The study was conducted in 10 sampled schools in the location. The subjects in the study included 10 head teachers, the A.E.O and two teachers in each sampled school. The researcher developed three different questionnaires for each category of the subjects and an observation schedule for the study. The data collected were interpreted using descriptive statistical techniques. The following questions guided the research study:

- What physical and teaching-learning resources are available for the management of F.P.E in Ukwala Location?
- How has the government prepared the head teachers to cope with the management of F.P.E in Ukwala Location?
- Are the government grants sufficient for the provision of the basic requirements in the management of F.P.E in Ukwala Location?
- What challenges face the head teachers in the management of F.P.E in Ukwala Location?

This chapter has been organized in five parts for better presentation and analysis of data. The parts indicate the various themes of the study. They include:

Part I – Description of schools and subjects.

Part II – The physical and teaching-learning resources available in the schools.

Part III – Government preparation on head teachers for F.P.E management in the Location.

Part IV – The government grants to schools for the management of F.P.E

Part V – The challenges head teachers face in the management of F.P.E

## PART I

### 4.2 Description of schools and subjects

This part describes the study sample in order to provide a clear background of the findings.

#### 4.2.1 Schools

The study was conducted among public primary schools in Ukwala Location, Siaya District. The sample size was 10 schools but completed instruments were received from 8 schools, which gave an overall return rate of 80%. This was attained because the researcher administered and collected the research instruments personally.

#### Schools Size

The size of the schools here is based on pupil population. Large primary schools comprised those with a pupil population of more than 400 pupils. The medium primary schools were those with a population of 250 – 400 pupils while small primary schools were those with a population of less than 250 pupils. The size of the primary schools based on pupils population is shown in table 4.1.

**Table 4.1 School size in terms of pupil population**

Pupil Population	n	%
< 250	3	37.5
250-400	2	25.0
>400	3	37.5
<b>Total</b>	<b>8</b>	<b>100.0</b>

Both large and small schools were equal in number (37.5% of the sampled schools each). The medium schools formed 25.0% of the sample schools proportion. Categorization of schools helped the researcher to determine physical facilities and material resources since in most cases large schools are normally adequate in most of learning resources and teaching staff.

### 4.2.2 Subjects

The total number of subjects involved in study was 22 i.e. 8 were head teachers, 13 teachers and the A.E.O. The subjects were grouped on the basis of age, sex and educational qualifications.

#### Age structure of the subjects.

**Table 4.2 The age structures of the subjects**

Age group	Head teachers		Teachers	
	n	%	n	%
21-30	0	0.0	4	30.8
31-40	4	50.0	4	30.8
41-50	3	37.5	4	30.8
Above 50	1	12.5	1	7.6
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>13</b>	<b>100.0</b>

From the table, the largest proportion (50.0%) of head teachers was in the 31-40 age group, another significant proportion (37.5%) in the 41-50 age group. This shows that over 80.0% of the head teachers were between 31 and 50 years. The age structure shown in this table gives an indication that both head teachers and teachers in the location were mature enough to handle pupils in the management of F.P.E.

#### Gender

There were 2 (25.0%) female and 6 (75.0%) male head teachers; 6 (46.2%) female and 7 (53.8%) male teachers. The overall distribution of the respondents in the study sample indicated a proportion of 8 (36.4%) females and 14 (63.6) male subjects. Since all the sample schools except two were mixed primary schools, the gender distribution indicated that both boys and girls in the schools had role models in their schools.

## Academic qualifications

The study also sought to determine academic qualification of the subjects.

Table 4.3 presents the distribution of the subjects based on their qualification.

**Table 4.3 Academic qualifications of the respondents.**

Qualifications	Head teachers		Teachers	
	n	%	n	%
P <sub>2</sub>	0	0.0	0	0.0
P <sub>1</sub>	6	75.0	13	100.0
S <sub>1</sub>	1	12.5	0	0.0
A.T.S	1	12.5	0	0.0
Dip. Ed.	0	0.0	0	0.0
B. Ed.	0	0.0	0	0.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>13</b>	<b>100.0</b>

The data shows that a majority (75.0%) of the head teachers were P<sub>1</sub> (primary teacher one) holders. There was only 1 (12.5%) who had A.T.S (Approved Teacher Status) qualification. The data revealed that none of the respondents had a B.Ed (Bachelors of Education degree). Besides, the A.E.O who was involved in the study had a Diploma in Education.

## PART II

### 4.3 The Physical and teaching-learning resources available in schools

#### Introduction

The first research question in the study focused on the physical and teaching-learning resources available in the schools to enable management of F.P.E. The aim of this question was to assess the adequacy of the resources available in schools, which could make management of F.P.E in schools a success. The instruments to enable collection of related data covered the following areas:

- Physical facilities i.e. classrooms, bookstores, school plot size, and latrines/toilets.

- School staffing i.e. number of teachers against pupil's enrolment.
- Instructional resource materials.

#### 4.3.1 Physical facilities available in the schools

The facilities required in a school include classrooms, administrative offices/staff rooms, latrines/toilets, bookstores/libraries, playgrounds and desks. Table 4.4 indicates the data on the state of the physical facilities in the schools.

**Table 4.4 Physical facilities available in sample schools in Ukwala Location**

Physical facilities	Schools with adequate physical facilities		Schools which have the facilities but inadequate in number		Schools which do not have the facility at all	
	n	%	n	%	n	%
Classrooms	1	12.5	7	87.5	0	0.0
Administrative offices/staff rooms	2	25.0	6	75.0	0	0.0
Book stores/libraries	0	0.0	3	37.5	5	62.5
Toilets/latrines	0	0.0	8	100.0	0	0.0

From the table, only 1 (12.5%) school had adequate classrooms; 7 (87.5%) had inadequate classrooms. Besides the researcher established through observation that most of the classrooms in sample schools to be either poorly maintained or incomplete i.e. without doors and windows.

Only 2 (25.0%) of the schools had adequate Administration offices, the rest 6 (75.0%) had inadequate administrative offices. From the table 3 (37.5%) of the sample schools had inadequate bookstores; the rest 5 (62.5%) did not have any bookstores at all. The books brought to schools by the government were either stacked somewhere in the head teachers office or placed in the staff room.

All (100%) sample schools did not have adequate latrines/Toilets. In some schools it was observed that boys and girls queued whenever they had to use latrines because in many instances there were only two pits to serve over 200 pupils. In another school, classrooms had to be partitioned into two to create for a standard one class. Walls and floors of the buildings were mainly made of stones or concrete.

Roofs were all made of iron sheets. A good percentage (42.6%) of schools had some buildings still under construction but there were no indication of their completion soon.

It was also revealed from the study that some sampled schools in Ukwala Location did not have adequate playgrounds due to over enrolment. The details of the schools plot size against pupils enrolment is presented in Table 4.5 below:

**Table 4.5 School enrolments against the size of school land and space required.**

School	Pupils enrolment	Land-size (acres)	Size of playgrounds (acres)	Land left for other buildings (acres)
1	367	1.25	1.62	-0.37
2	241	4.59	1.62	2.97
3	201	2.00	1.62	0.38
4	401	5.00	3.16	1.84
5	180	3.40	1.62	1.78
6	272	2.00	1.62	0.38
7	486	1.19	3.16	-1.97
8	634	6.90	3.16	3.74

Assumptions on Table 4.5 were that any school with a pupil enrolment of less than 400 pupils would require one netball and a football pitch. The rest of the co-curricular activities could be improvised in the football pitches. Table 4.5 therefore shows that if each school were to provide a standard playground then some schools would not be left with any space for other activities. For instance school 1 (one) and 7 (seven) on the table might not have any space left for school buildings. Moreover, school 3 (three) and 6 (six) would have a very small space for the classrooms.

Desks and other furniture (i.e. tables, chairs, cupboard) were found to be adequate in only 37.5% of the schools involved in the study. Otherwise 62.5% had inadequate number of desks and other furniture.

### 4.2.3 School staffing

In any school, success lies in quality and adequacy in relation to number of staff. The staff therefore forms a key resource in teaching-learning process. The state of staffing in the sampled schools is shown in Table 4.6 below. The table shows the number of teachers against the pupils' enrolment in each school.

**Table 4.6 Pupils-teacher ratios in Ukwala location**

School	Pupils enrolment	No. Of teachers	Pupils-teacher ratio
1	367	6	61.16
2	241	10	24.10
3	201	6	33.50
4	401	8	50.13
5	180	6	30.00
6	272	10	27.20
7	486	9	54.00
8	634	9	70.44

The table indicates that 4 (50.0%) of the sample schools involved in the study were under staffed. The Ministry of Education's recommended teacher to pupil ratio at primary school level is 1:45. This therefore shows that schools, which have a ratio of 1:50 and above, are understaffed. It can also be observed from the Table that 4 (50.0%) of the schools are understaffed; i.e. teachers handle less than 40 pupils per lesson. The researcher also established through observation that whereas some schools were over enrolled, others were under-enrolled. So the key issue is lack of proper distribution of pupils in the schools as indicated by the sampled schools. The average teacher-pupil ratio was 1:43.47, (1 (one) to 43.47).

#### 4.3.3 Instructional resource materials

Quality education and effective learning are both determined by the quality of the resource materials used (Purves, 1973). Materials resources therefore form a key role in quality education delivery. This study showed that quite a number of schools had inadequate material resources as shown in Table 4.7 below.

**Table 4.7. The adequacy of the material resources in schools.**

Material resource	Adequate		Inadequate		Not available at all	
	n	%	n	%	n	%
Stationery	1	12.5	5	62.5	2	25.0
Teachers guides	2	25.0	4	50.0	2	25.0
Reference materials	1	12.5	4	50.0	1	12.5
Science equipment	1	12.5	1	12.5	6	75.0
Games equipment	0	0.0	6	75.0	2	25.0

The table shows that 50.0% of the sampled schools in the study had inadequate materials resources and a significant percentage (32.5%) did not have them at all. The most critically unavailable in the sampled schools were the science

equipment (i.e. 75.0% of the sample schools did not have them at all). The rest were available but inadequate. For instance, games equipment (75.0%) were critically inadequate followed by stationery (62.5%). Teachers' guides and Reference materials were (50.0%), adequate in all the sample schools in this study.

### **PART III**

#### **4.4. Government preparations on head teachers for F.P.E Management**

Data collected in the study in this area revealed that head teachers were only prepared on how to handle government grants to schools. No other induction was done to them as far as F.P.E implementation was concerned. This shows that the government assumed that once the grants were disbursed to schools the head teachers were competent enough to take care of other areas like instructional supervision, discipline among pupils etc. The study revealed that the head teachers find it difficult to handle areas to do with curriculum supervision. From the study 6 (75.0%) of the head teachers admitted that they did not get sufficient time to assess their teachers in actual teaching. On the professional records (like schemes of work, lesson plans, etc), only 2 (25.0%) of the head teachers admitted they could do it once a week; 4 (50.0%) could do it once a term and the rest 2 (25.0%) once a month. The head teachers argued that they were very busy with other activities, which arose due to F.P.E Policy (i.e. attending several meetings at divisional and district level on issues related to F.P.E, besides carrying out their classroom teaching duties).

A good proportion (50.0%) of the head teachers admitted that understaffing made it difficult to delegate some of their duties to other staff. They also said that coordinating a few teachers has become difficult to enable them effectively manage F.P.E. Given that F.P.E was expected to pose new challenges in primary school administration, the government would have gone a step further instead of just training the head teachers on more book keeping alone. Since supervisory roles are very essential in any curricular undertaking, it could have formed better part of the training in order to equip the head teachers with more skills of managing F.P.E in the location. Time management is formed to be quite crucial in management of the curriculum as a whole; the government would have touched such areas during the preparation of the head teachers.

## PART IV

### 4.5 The government grants to school for management of F.P.E

Finances play a significant role in the running of any organization. All resources either material or physical or physical require money for their purchase or construction. Although government pays for teachers' salaries in all public primary schools, other support staffs are paid wages, which can be generated from other sources. The study determined that the government employed support staff (i.e. watchman, ground's men, nursery school teachers e.t.c) to help in the management of F.P.E. The government therefore incorporated these workers wages in the F.P.E grants, which were being disbursed from the Ministry of Education to schools. Besides, textbooks, exercise books, reference materials, teachers guide were to be purchased from the same fund. The head teachers therefore realized that this fund was not enough to manage what it was meant for all (100%) the head teachers therefore recommended that the government should also fund school development projects instead of leaving them in the hands of the parents and the school community. Besides, 2 (25.0%) of the head teachers recommended incorporated of religious groups (i.e. sponsors to manage school projects; catholic church was sighted as one of the strong sponsors which have been building and maintaining school in the location). The head teachers therefore recommended that such sponsors should be encouraged to take up more school and build in the locality. A good proportion (50.0%) of the head teachers are also recommended that government to encourage school to initiate income generating activity s like farming especially for schools which had large school land. Another significant 2 (25.0%) number suggested amalgamation of small schools in order to pool their resources together for better use in the management of F.P.E

## PART V

### 4.6 Challenges head teachers face in the management of F.P.E

Since its implementation, F.P.E has brought quite a numbers of emerging issues in primary school administration. This study managed to determine some of these issues, which pose challenges to heal teachers in management of F.P.E in the sampled schools for the study. These issues are categorized as follows:

- Management of pupils discipline
- Handling overage pupils in the school
- Understaffing in schools
- Parental negligence on their children
- School security. ✓

#### 4.5.1 Management of pupil's discipline

Maintenance of discipline among pupils is the work of both teachers and parents. With high level of discipline, pupils perform well academically. Head teachers complained that due to high enrolment in schools, handling pupils has become more difficult. A good proportion (75.0%) of the head teachers suggested training of teachers in handling pupils' discipline especially through guidance and counseling. All (100%) head teachers admitted that teachers have since left the discipline role completely to them and their deputies. Teachers were also reported by the head teachers to complain that handling pupils without the cane has become extremely difficult. A good proportion 5(38.5%) of teachers involved in the study complained that over enrolment in the schools was the main cause for indiscipline. They therefore suggested that class enrolment should not exceed 45 pupils for better management of discipline.

#### 4.5.2 Management of over age pupils

Since the inception of F.P.E in schools quite a number of joined primary schools. Head teachers and teachers found it difficult handling them in a normal classroom situation. All the respondents admitted that this category of pupils be given special attention since they got psychological embarrassment when they learn among

their younger counterparts. Various respondents as shown in Table 4.8 below made suggestions:

**Table 4.8 Recommendations on Management of over age Pupils in School**

Recommendation	Headteachers		Teachers	
	n	%	n	%
Adult education	0	0.0	2	15.0
Special education	6	75.0	9	70.0
Special Curriculum	2	25.0	2	15.0
<b>Total</b>	<b>8</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>

From the Table, none of the headteachers suggested adult education for the over-age pupils but 2 (15.0%) of the teachers did. A good proportion 6 (75.0%) and 9 (70.0%) of the headteachers and teachers (respectively) recommended special schools for such category of pupils. They argued that these pupils should be taught in a completely different environment because they needed special attention. Only a few 2(25.0%) and 2 (15.0%) of the headteachers and teachers (respectively) suggested a special curriculum for the over-age pupils. They argued that the pupils should not go through normal programme but a special curriculum to be developed for them to enable them go through education process. They argued further that the pupils were mature and therefore could easily learn curriculum areas faster than their younger counterparts hence only needed special attention and guidance to catch up.

#### 4.5.3 Understaffing in schools

The headteachers needed adequate number of teachers for effective facilitation of teaching and learning. This study determined that 50.0% of the headteachers requested more teachers in order to manage well F.P.E in the sample schools. Some 2 (25.0%) of the sample schools had a pupil to teacher ratio of as high as 60:1. This was an indication that more teachers were required to reduce this to 45:1. Due to such high pupils to teacher ratio the headteachers argued that coordinating work in such schools was so difficult. They therefore face such a challenge because they still had to implement the F.P.E. in their schools.

#### **4.5.4 Parental negligence on their children.**

On implementation of the F.P.E in schools, the government stipulated the role of parents in its management to include building and maintaining the schools, buying uniform for their children among others. The headteachers therefore expected a significant co-operation from the parents in order to make F.P.E management a success. This study established that some parents were not doing this. From the sampled schools a significant percentage (38.5%) of teachers complained that some parents neglected their children and did not care to even check on their academic progress in schools. The teachers also argued that the school committees politicized F.P.E and had incited the parents not to bother about schools since the government was taking full care of their children.

From the study, 25.0% of the headteachers also complained of increased indiscipline in the sample schools. They argued that this has been partly contributed by lack of parental support since majority of the parents did not instill discipline in their children at home.

Besides, some parents did not understand that their children were budgeted for in one school for one academic year. It has therefore become impossible to transfer a pupil in the course of the year. The headteachers lamented that there were parents who keep transferring their children to new schools in the course of the year and insisting on securing admissions since the government is offering education free. The headteachers therefore find it difficult to maintain a specific enrolment for one whole year for better planning. The headteachers had been having problems to convince the parents on their role in building schools as stipulated by the government.; 6(75.0%) of them complained that some parents were irresponsible and did not understand their roles in education of their children. This had made it impossible to complete buildings under construction in 3 (37.5%) of the sampled schools. They further complained that given that the government emphasized that they retain all children in schools, they could not collect building funds effectively from parents. The headteachers argued that in the past, some parents could only pay for building funds when their children were sent home. They (headteachers) face a challenge from this since they were to find other ways of sourcing for funds to complete such school structures.

#### **4.5.5 School security**

In 100% of the sampled schools, there were metallic cabinets that had been purchased by F.P.E. grants from the government. They were to be used in keeping school resources. Steel doors had also been installed in the administrative offices to keep away burglars. The head teachers (87.5%) observed that this was not enough security to school resources. They complained that their schools still lacked fences and most of the school property could be easily stolen. More so, some of the school community members could still use school compound as grazing fields for their animals thus destroying the fences and planted trees. The headteachers therefore suggested that the government should help them fence schools in order to keep off intruders and keep school resources under safe custody.

## CHAPTER FIVE

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

#### 5.1 Introduction:

The purpose of this study was to determine the issues and challenges that face the head teachers in the management of F.P.E in schools. The following research questions guided the study:

- Q1. What physical and teaching-learning resources are available for the management of F.P.E in Ukwala location?
- Q2. How has the government prepared the head teachers to cope with the management of F.P.E in Ukwala location?
- Q3. Are the government grants sufficient for the provision of the basic requirements in the management of F.P.E in Ukwala location?
- Q4. What challenges face head teachers in the management of F.P.E in Ukwala location?

The descriptive statistical techniques were used in the study. The sample for the study included 10 public primary schools which were selected using simple random sampling method. The sample also involved an A.E.O, 10 head teachers and 16 teachers. Out of the 10 primary schools in the study, completed data instruments were received from 8 head teachers, the A.E.O. and 13 teachers, representing 80.0%, 100% and 81.3% respectively of the study samples.

The instruments used in the study were the head teachers' questionnaire, which was to determine the issues and challenges that face them in the management of F.P.E. The A.E.O's questionnaire determined whether the head teachers had reported to the A.E.O any problems they face in F.P.E management in their schools. The last being teachers' questionnaire which was to determine whether they encountered any problems while handling pupils in class due to F.P.E policy. Besides, the researcher used an observation schedule which was used to evaluate both physical and material resources in the schools.

Analysis of the data collected was done using descriptive statistical techniques and the findings presented in terms of percentages and tables. Data generated from

recommendations obtained from the respondents were discussed as per the areas covered in the study.

## 1.2. Findings:

The findings of the study were summarised as below:

- a) **Inadequacy of physical facilities;** 7(87.5%) of the sampled schools had inadequate classrooms. Most of the classrooms were either incomplete (i.e. no doors and windows) or poorly maintained. A good (42.6%) of schools had buildings under construction without any indication of their completion soon. Some 50.0% of sampled schools had inadequate playgrounds. A good proportion (62.5%) of the sampled schools had inadequate desks and other furniture (i.e. tables, chairs e.t.c).
- b) **Instructional resource materials:** From the study it was established that 50.0% of the sampled schools had inadequate material resources and a significant percentage (32.5%) did not have the resources at all.
- c) **There was understaffing** in 4(50.0%) of the sampled schools for the study. This was further established by the researcher that was caused by lack of proper distribution of pupils in the sample schools since the overall pupils to teacher ratio was 43.47 to 1.
- d) **Head teachers preparation for F.P.E management** was inadequate; only book keeping and accounting skills for government grants to schools were offered to the head teachers.
- e) **Government grants to schools** were not sufficient to support management of F.P.E. The head teachers therefore suggested government involvement of all education stakeholders in the management of F.P.E I.E school sponsors, N.G.Os, Private companies e.t.c).
- f) **Head teachers also face a number of challenges** from the emerging issues in the management of F.P.E, which include the following:
  - Management of pupils discipline in schools pose a challenge to the head teachers. They argued that banning of caning in schools coupled

with over enrolment of pupils in schools had made it difficult to maintain high level of discipline.

- Over age pupils registered in schools and therefore pose a challenge on how they were to be handled together with their younger counterparts during classroom instruction.
- Parental negligence also emerged during the study. The head teachers (75.0%) complained that some parents were irresponsible and did not understand their roles as education stakeholders; they did even bother to check on their children's progress in school.
- State of the school security; most schools did not have proper fences and therefore stand a risk of intruders breaking into the stores/offices and stealing school resources.

### 5.3. Conclusions/Recommendations.

The study revealed that the head teachers in Ukwala location were faced with issues and challenges emanating from management of F.P.E. The study established that most of the schools in the location had inadequate physical and material resources. A way forward should therefore be found by the government to ensure that these facilities are obtained for better management of F.P.E. Teachers should be given skills on how to improvise teaching- learning materials from the school environment in order to enrich their classroom instruction. The head teachers too should be trained on skills that will improve their efficiency in carrying 9instructional supervision in their schools.

It was evident from the study that understaffing was posing a challenge in some schools in Ukwala location. The researcher established by observation that some school over-enrolled while some under-enrolled with pupils. Going by the location's teacher to pupils ratio of 1 to 43.47, under staffing only requires staff balancing in this area, where the study was carried out (i.e. since the government's recommended teacher to pupils ratio of 1:45).

The government training offered to head teacher on F.P.E management was determined to be inadequate. The F.P.E management did just involve book keeping and accounting for government grants to schools. It involved thorough instructional

supervision that could provide quality education. More seminars and workshops should be held to train head teachers in instructional supervision, resource mobilisation and time management skills.

The study also established that the government grants to schools were not sufficient in managing F.P.E. Most head teachers recommended more government participation in the financing of schools especially in the construction of physical facilities. They further suggested that companies and Non-governmental organisations to be involved in the building of schools.

The study also established that other emerging issues related to F.P.E management were posing major challenges to the head teachers. The pupils' indiscipline was on the rise due to their large numbers in schools. The head teachers therefore suggested training of teachers in guidance and counselling in order to enable them to handle discipline problems among the pupils.

The also established that over age pupils who registered back in school were posing a challenge to teachers who handle them together with their younger counterparts. The teachers therefore suggested special classes for this category of pupils to save them from psychological embarrassments emanating from their younger colleagues. The government should therefore come up with a way by which such pupils could be handled in schools.

The head teachers also complained of the parental negligence on their children. Some parents were not buying uniform for their children, others were very irresponsible about their children's progress in schools. The head teachers suggested that the government should educate the parents on their roles in education of their children and the government's expectations of them as far as provision for physical facilities in schools are concerned.

The state of school resources security was also found posing problems to head teachers. Most of the in the location did not have fences and therefore raising concern. The head teachers suggested that the government should assist them erect fences which may keep off school intruders.

#### **5.4. Recommendations for further research.**

This study covered only one location in the whole district. Related studies can be done in other areas not covered by this study.

The area covered by the study was in rural location. A research in urban area or a comparison of rural and urban area could provide more reliable generalization. The study did not cover nutrition and its implication in the management of F.P.E. Such an area may provide good information or school feeding program in F.P.E. provision.

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## APPENDIX: A

### QUESTIONNAIRE FOR PRIMARY SCHOOL HEAD TEACHERS.

#### INSTRUCTIONS:

I, Ong'unya R.O. M.Ed student of Kenyatta University would like to collect data on Issues and Challenges head teachers face in the management of free primary education. The information obtained will be treated confidentially, except for research purposes. Below you are provided with statements. You are kindly requested to give the appropriate information either by ticking ( ) and/ or by giving further information in the spaces provided.

#### PART: A: DEMOGRAPHIC INFORMATION SHEET:

1. Sex

a) Male ( )

b) Female ( )

2. Age

a) 21-30 years ( )

b) 31-40 years ( )

c) 41-50 years ( )

d) Above 50 years ( )

3. Highest academic qualification obtained

a). K.A.P.E/ K.P.E/ C.P.E/K.C.P.E -----( )

b). K.J.S.E -----( )

c). E.A.C.E/ K.C.E/ K.C.P.E -----( )

d). K.A.C.E -----( )

Any other (specify).....

4. Your highest professional qualifications:

a). Untrained----- ( )

- b). P4 -----( )
- c). P3 -----( )
- d). P2 -----( )
- e). P1 -----( )
- f). S1 -----( )
- g). A.T.S -----( )
- h). Diploma -----( )
- i). Graduate -----( )

Any other (Please specify)-----

- 5. Name of school -----
- 6. Number of streams-----
- 7. Total enrolment-----
- 8. Total number of teachers-----
- 9. Size of school plot -----

**PART B: INFORMATION ON THE IMPLEMENTATION OF THE FREE PRIMARY EDUCATION:**

10. Do you have adequate personnel to help you implement the free primary education effectively?

- a) Yes----- ( )
- b) No ----- ( )

If ' No' what are your personnel needs?

- i----- ( )
- ii----- ( )
- iii----- ( )
- iv----- ( )

11. What physical facilities do you have to help you effectively implement the free primary Education:

- a) Classrooms (from standard one to eight)----- ( )
- b) Libraries----- ( )
- c) Administrative office----- ( )
- d) Desks and other furniture----- ( )
- e) Toilets/ Latrines----- ( )
- f) School store(s)----- ( )
- g) Any other (please specify)-----  
-----  
-----

12. i) Does your school have a Parent Teachers Association/ School Committee?

- a) Yes ----- ( )
- b) No ----- ( )

ii) Do you get support from this Committee/ Association?

- a) Yes ----- ( )
- b) No ----- ( )

If 'yes' what support do you receive from the committee/ Association?

- i)----- ( )
- ii)----- ( )
- iii)----- ( )
- iv)----- ( )

13. i) Does your school have sufficient teaching and learning materials?

- a) Yes ----- ( )
- b) No ----- ( )

ii).If 'No', what are your requirements?

- a). Text books -----( )
- b). Stationary -----( )
- c). Teachers' guide -----( )
- d). Reference materials -----( )
- e). Teaching aids -----( )
- f). Games and Sports equipment -----( )
- g). Science equipment -----( )
- h). Any other specify -----  
-----  
-----

14. Is the free primary education fund from the government sufficient to help you effectively implement the free education policy?

- a) Yes -----( )
- b) No -----( )

If 'No', what other ways do you think the government could employ to make the free education policy implementation a success -----  
-----  
-----  
-----

15. i) Were you in-serviced or did you undergo any orientation course in preparation for the effective implementation of the free primary policy in your school?

- a) Yes -----( )
- b) No -----( )

ii) If 'Yes', what preparation did you under-go?

- a) In-service training -----( )
- b) Seminar(s) -----( )

- ii) Any other ( please specify) -----
- iii) If 'Yes', how do you rate the preparation you underwent with respect to accounts and book keeping requirements?

- a) Very useful -----( )
- b) Useful -----( )
- c) Not useful -----( )

16. How often do you check on your teachers' lesson plans, schemes of work and pupils' records of work?

- i) Once a day -----( )
- ii) Once a week -----( )
- iii) Once a month -----( )
- iv) Once a term -----( )

17. How often do you observe your teachers in actual classroom teaching (instructional supervision)?

- i) Once a day -----( )
- ii) Once a week -----( )
- iii) Once a month -----( )
- iv) Once -----( )
- v) None -----( )

18. i) Do you think you are performing both your responsibilities and management of the free primary education implementation satisfactorily?

- a) Yes -----( )
- b) No -----( )

ii) If 'No' give reasons;

- a)-----
- b) -----
- c)-----

d)-----

19. i) Do you as a head teacher encounter any problem when going about your responsibilities in the implementation of the free primary education policy?

a) Yes -----( )

b) No -----( )

ii) If 'Yes', state the problems;

a)-----

b)-----

c)-----

d)-----

20. i) Have the teachers reported to you any problems they are experiencing in implementing the free education policy in your school?

a) Yes -----( )

b) No -----( )

ii) If 'Yes', state the problems;

a)-----

b)-----

c)-----

d)-----

## APPENDIX: B

### TEACHERS' QUESTIONNAIRE:

I, Ongunya R.O, a Masters student from Kenyatta University would like to inform you that I intend to conduct data collection on issues and challenges that affect free primary education in your school. You are therefore requested to give relevant information please! This information will be kept confidential except for research purposes. Provided below are statements you can either give information by ticking ( ) and/or giving further information in the spaces provided.

#### PART A: DEMOGRAPHIC INFORMATION SHEET.

1. Name of school-----
2. Sex a) Male ( )  
b) Female ( )
3. Age a) Below 20yrs ( )  
b) 21-30yrs ( )  
c) 31-40yrs ( )  
d) 41-50yrs ( )  
e) 51-& above ( )
4. Highest academic qualification:  
a) KAPE/CPE/KCPE ( )  
b) EACE/KCE/KSCE ( )  
c) KACE ( )  
Highest professional qualification:  
a) P1 ( )  
b) Diploma ( )  
c) Graduate ( )  
d) Any others -----

PART B: INFORMATION ON THE IMPLEMENTATION OF FPE:

5. Do you have adequate physical facilities (i.e. classrooms), for effective implementation
- Yes ( )
- No ( )
6. Do you have sufficient desks and other furniture for use in the school?
- Yes ( )
- No ( )
7. Do you have sufficient learning materials and equipment for use in the school?
- Yes ( )
- No ( )
8. Are you effectively co-ordinating your activities to ensure that free primary education implementation is a success?
- Yes ( )
- No ( )
9. Do you encounter any problems from the lack of physical facilities, and/ learning materials?
- Yes ( )
- No ( )
10. What problems do you encounter most in the management of FPE in the school?
- i)-----
- ii)-----
- iii)-----
- iv)-----
11. Which of these do you think is the most serious problem in the FPE implementation in the school? Rank them in order of seriousness in the space provided.
- a) That the teaching- learning materials are not availed in time ( )
- b) That there is inadequacy of materials for the management of FPE in the school.

( )

c) That there is lack of in-service of teachers in the management of FPE ( )

d) That there is inadequacy of human resources in the management of FPE ( )

Others please specify. -----

12. Do you find it difficult to handle pupils who are over age for certain classes you teach?

Yes ( )

No ( )

If 'Yes', what are your recommendations for such pupils in order to benefit from the FPE?

---

---

---

## APPENDIX C.

### A.E.O's QUESTIONNAIRE:

I, Ong'unya R.O. a Masters student from Kenyatta University would like to inform you of my intention to conduct a research on the Issues and Challenges head teachers face in the management of FPE implementation in Ukwala Location, Siaya. Below, you are provided with statements. You are kindly requested to give the appropriate information either by ticking ( ) and/or giving information in the spaces provided.

#### PART A: DEMOGRAPHIC INFORMATION SHEET.

1. Sex

a) Male ( )

b) Female ( )

2. Age

a) 31-40yrs ( )

b) 41-50yrs ( )

c) 51& above ( )

3. Highest academic qualification attained.

a) E.A.C.E/K.C.E/K.C.S.E----- ( )

b) K.A.C.E----- ( )

c) Any other please specify-----

---

4. Highest professional qualification attained.

a) P1 ( )

b) S1 ( )

c) ATS ( )

d) Diploma ( )

e) Graduate ( )

5. Location's name-----

6. Total number of schools in the Location-----

7.Total number of teachers in the Location-----

8. Total number of pupils enrolled in the schools within the Location.

a) Male-----

b) Female-----

**PART B: INFORMATION ON IMPLEMENTATION OF FPE.**

1. Do you have adequately trained personnel to help you carry out the responsibilities of managing the FPE in the Location?

a) Yes ( )

b) No ( )

2. Do you have sufficient funds to carry out your responsibilities?

a) Yes ( )

b) No ( )

If 'No' does it affect your work?

a) Yes ( )

b) No ( )

3. Did you undergo any orientation course in the management of FPE in Location?

Yes ( )

No ( )

4. Do all the schools in the Location have the necessary physical & teaching-learning materials for the management of FPE?

Yes ( )

No ( )

5. Which of these do you think is the most serious problem in the management of FPE in Ukwala Location:

a) The inadequacy of physical & resource materials in most schools in the Location. ( )

b) The inadequacy of human resources in most schools in the Location ( )

c) Lack of adequate orientation of the personnel in the management of FPE ( )

6. Are you normally provided with means of transport when you go out to carry out your duties?

a) Yes ( )

b) No ( )

7. Do you have any problems in co-ordination of activities aimed at managing FPE in the Location?

Yes ( )

No ( )

8. Are you aware, if any, of the problems the schools in the Location encounter in the process of the implementation of FPE?

Yes ( )

No ( )

If your answer is 'Yes', please specify some of the problems.

i)-----

ii)-----

iii)-----

iv)-----

**APPENDIX : D**

**OBSERVATION SCHEDULE GUIDE:**

TO OBSERVE THE AVAILABLE TEACHING AND LEARNING RESOURCES  
IN SCHOOLS:

NAME OF SCHOOL -----DATE-----

A. Facilities in the school.

Facility	Number/Amount of facilities available	Number/Amount of facilities required	Brief comment
1. Classrooms.			
2. Administrative offices.			
3. Bookstores/ Libraries.			
4. Textbooks.			
5. Stationary.			
6. Teachers' guides			
7. Reference materials			
8. Teaching & Learning materials			
9. Science equipment.			
10. Games equipments.			
11. Toilets/latrines.			

Kind of Buildings:

1. Walls and Floors

i) Permanent (cement, concrete, sand, stones) -----  
-----  
-----

ii) Semi-permanent (mud, tree poles, cement, sand)-----  
-----  
-----

iii) Temporary (mud/ tree poles)-----  
-----  
-----

2. Roof

i) Permanent (iron sheets/ tiles) -----  
-----  
-----

ii).Semi-permanent (grass/ reeds)-----  
-----  
-----

3. Under construction -----  
-----  
-----

P.O. BOX 136,  
KIBWEZI.

Date-----

-----  
-----  
-----  
-----

Dear sir/ Madam

RE: Authority to Conduct Research:

I, Ong'unya R. Odhiambo of Kenyatta University would like to inform you of my intention to conduct a research on "The Issues and Challenges primary school Head teachers face in the management of free primary education implementation." In your school on 25<sup>th</sup> February 2004.

Kindly, enclosed, find the questionnaire(s) I intend to use. I will be there on 10<sup>th</sup> May 2004 to familiarise you with the questionnaire.

Thanks in advance.

Yours respectfully,

Ong'unya R. O.

**APPENDIX: F.**

Activity	Time Frame
<b>The Proposal</b>	
a) Formulation of problem	15 <sup>th</sup> -25 <sup>th</sup> , April, 2003
b) Writing of Proposal	May-July, 2003
c) Checking of the proposal by Supervisor	12 <sup>th</sup> , Aug., 2003
<b>Data collection:</b>	
a) Administration of Questionnaires	10 <sup>th</sup> -25 <sup>th</sup> , May, 2004
b) Collection of Questionnaires	,
c) Observation schedules	,
<b>Analysis and Writing of report:</b>	
a) Statistical analysis	8 <sup>th</sup> -27 <sup>th</sup> , June, 2004
b) Writing the report	June - 2004
c) Checking of report by Supervisor	June- 2004
<b>Typing/ Binding/Presentation:</b>	
a) Typing of report	July- 2004
b) Binding of report	,,
c) Handing of the report to supervisor	August-2004

## APPENDIX: G

### RESEARCH BUDGET:

The following are the budget estimates for the research study.

SERVICE/ITEMS	ESTIMATED COST (KSHS.)
Typing & Secretarial services	4000.00
Stationary	2000.00
Photocopying	500.00
Travelling & Subsistence	8000.00
Binding	2000.00
Research permit	500.00
Miscellaneous (Stamps, Tel. Bill e.t.c.)	2000.00
TOTAL	18,500.00

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