

**AN ANALYSIS OF THE MANAGEMENT CHALLENGES
FACING FREE PRIMARY EDUCATION IN MASINGA
DISTRICT**

BY

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REG. NO. D53/CE/16251/06

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF
REQUIREMENT OF THE AWARD OF DEGREE OF MASTER IN BUSINESS
ADMINISTRATION, SCHOOL OF BUSINESS, BUSINESS ADMINISTRATION
DEPARTMENT, KENYATTA UNIVERSITY.**

OCTOBER, 2011

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*An analysis of the
management challenges*



DECLARATION

This research project is my original work and has not been presented for an award of a degree in any other university.

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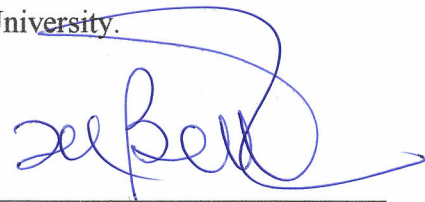
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DEDICATION

This research work is dedicated to my dear wife Beatrice, my three daughters Ndanu, Kakii and Mwende. They have accorded me the necessary support during the time of study. May God bless you all.

ACKNOWLEDGEMENT

I wish to thank the following people who were helpful in the writing of this project.

First, I thank my supervisors, Mr. Wambua and Mr. Obere for their continued guidance and shaping of this project.

Secondly, I thank my family for their patience when I was unavailable for them due to my studies.

I thank my employer, the Teachers Service Commission for giving the opportunity to further my education.

I also thank my colleagues for their moral support and insight during the course of the study.

God bless you all.

ABSTRACT

Free Primary Education (FPE) in Kenya has been faced with numerous challenges since its inception in 2003. The introduction of FPE resulted into an increase in pupil enrolment in schools of upto 104% which put pressure on the available resources. The allocation of resources appeared to be ineffective due to the increased expenditure on education which has raised many questions concerning the sustainability of FPE. The sustainability of the programme has been brought to spotlight due to the fact that cost of providing FPE is beyond the scope of the ordinary education budget, economic performance has not been strong and donor finance is often temporary. The study sought to analyze the management challenges facing management of free primary education in Masinga District. The objectives of the study were to determine the challenges facing educational directing on the management of FPE in Masinga District, determine the challenges in staffing of teachers on the management of FPE in Masinga District, analyse the challenges of educational planning in the management of FPE in Masinga District, outline the challenges facing educational organization on the management of FPE in Masinga District and to find out the challenges facing educational coordination on the management of FPE in Masinga District. The study adopted a descriptive research design in which all the 131 public primary schools in Masinga District were targeted. The study used simple random sampling to select 23 primary schools in the district. Simple random sampling was also used to select 2 teachers from each of the sampled schools. All the head teachers from the selected schools participated in the study. Descriptive statistics such as percentages and frequency distribution were used to analyse the data. The study established that the implementation of FPE has encountered numerous challenges which have affected the quality learning processes. The study established that the schools have adverse teacher shortages, poor payment and lack of teacher motivation, rising pupil populations, inadequate and unfinished infrastructures and insufficient learning materials. The government according to the study was the major source of funds for the implementation of FPE in the schools. The reduction, delay or lack of funding resulted into poor delivery of quality learning standards hence performances were moderately realized at the final examinations in schools. The study recommended that the budget buying learning materials and building infrastructure should be doubled. The study further recommended an increased in teacher to motivate them for effective implementation of FPE.

LIST OF ACRONYMS

AIDS	Acquired immune deficiency syndrome
ANCOPSS	All Nigeria Conference of Principals of Secondary Schools
CSAE	Centre for the Study of African Economies
DEB	District Education Board
FPE	Free Primary Education
GNP	Gross National Product
HIV	Human immunodeficiency virus
KESI	Kenya Education Staff Institute
KNUT	Kenya National Union of Teachers
MDG	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NARC	National Alliance Rainbow Coalition
SPSS	Statistical Package for the Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization,
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education

DEFINITION OF OPERATIONAL TERMS

Challenge: A challenge is a general term referring to things that are imbued with a sense of difficulty and victory. It refers to something needing great mental or physical effort in order to be done successfully and which therefore tests a person's ability

Management: Refers to the organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of defined objectives.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

All organizations including learning institutions are created in order to serve the needs of the societies in which they operate. The existence of such organizations has created the need for management. Management is the process by which organizations are run in order to achieve their goals. According to Bower (1966), management is the activity or task of determining the objectives of an organization and then guiding the people and other resources of the organization in the successful achievement of those objectives. The definition brings out the fact that managers' help to determines challenges and outline tasks for others to perform and that management revolves around people. The functions of management have been identified to be planning, organizing, directing, staffing and controlling (Van Fleet, 1991).

In Kenya, the Ministry of Education (MoE) has the overall responsibility to manage all aspects of education and training. The MoE is responsible for the education sector policy development, planning, development of sector strategies, regulation of the provision of education and training services by other providers. However, following the implementation of Free Primary Education (FPE) in Kenya, the Government has initiated a programme for key stakeholders e.g. primary school heads and school committees in financial management, procurement of instructional materials and the efficient utilization of school funds and resources.

Over the past decade several countries in sub-Saharan Africa have abolished primary school tuition fees typically as part of renewed attempts to resurrect their education systems which have been in decline, and even suffering reduced enrolments after the initial growth following Independence (King, 2005). Whereas in the eighties and mid-nineties, cost-sharing had been a policy promoted by international financial institutions such as the World Bank, the direct (and indirect) costs to parents of their children's

education became obstacles to their attendance and continued enrolment (United Nations Educational, Scientific and Cultural Organization, UNESCO, 2005). The inability of parents to afford such costs fell on girls disproportionately, typically being the first to be pulled out or allowed to drop out of school which contributed to the imbalanced in education among the boys and girls (Muthwii, 2004).

Free primary education (FPE) was viewed as a step toward achieving universal basic education and as part of scaling up poverty reduction. The removal of school fees contributed to poverty reduction by ensuring universal access to basic education, which in turn could help break the cycle of poverty. It is a significant intervention in Sub-Saharan Africa, which is lagging behind in achieving universal primary education (UPE). Universal basic education is largely understood as universal primary schooling. Only after the Jomtien conference held in Thailand on Education for All (EFA) in March 1990, was it understood that by making primary education free would it include children from poor families and thereby perhaps become universal. Schooling costs for families are a major constraint to achieving UPE (UNESCO, 2005). Direct costs can include general fees, examination fees, salary top-ups, textbooks, materials, uniform, feeding, transportation, sports and culture. Indirect costs are the opportunity cost of labour at home or work. By eliminating direct costs of schooling, families could send their children to primary school, thus increasing demand. On the supply side, very few school systems in Africa were keyed to education for all from the outset, and a strategy combining the elimination of fees together with the reform of the EFA system is needed.

At independence, Kenya like many of the sub-Saharan countries inherited an education system that was characterized by racial segregation and different types of curricula for the various races namely Europeans, Asians, Arabs and Africans. According to Bogonko (1992), before 1960, free and universal primary education had not been extended to African children in any of the East African British colonies, racial discrimination in primary and secondary education was practiced. The expansion of primary education remained a crucial problem in the colonial era. The situation in Kenya did not radically change with the achievement of independence in 1963. Sifuna (1980) reports that, the

achievement of independence heightened pressure to increase the school population and more rapid growth towards universal primary education. The purpose of education was political, social, cultural, humanistic and economic. It was expected that the education shall mould a whole individual who would in turn contribute profitably to the society.

According to Bogonko (1992), the first step towards free primary education was in 1971 when President Jomo Kenyatta abrogated tuition fees for the economically marginal districts in the country. By July 1973 districts such as Marsabit, Mandera, West-pokot, Wajir, Tana River, Turkana, Samburu, Garissa and Lamu had free primary education. The government also built and supported boarding schools in these areas. A national feeding programme was also launched in these areas. The main idea here was to encourage more parents to take their children to school. In 1973 another presidential decree made education free for the first four years of primary education throughout the country. Sifuna (1980) observes that the presidential decree was one of the most dramatic political pronouncements since it took the planners and the public unaware. The immediate result was increase in enrollments in primary schools from 1.8 million in 1973 to 2.8 million in January 1974. The Ministry of Education had to rethink of its priorities and operations in order to sustain and cope with the staggering rise of pupil enrollment. In 1976 the Gachathi Report recommended an extension of the waiver of fees to the full seven years of primary education by 1980. Despite the existence of free primary education by 1980, the schools witnessed many management challenges that could not sustain the FPE and eventually contributed to its failure and the introduction of levies in primary schools. It was not until 2003 that the idea of free primary education was reintroduced in Kenya.

1.1.1 Free Primary Education in Kenya

The FPE initiative focuses on attaining Education For All (EFA) and was referred to as Universal Primary Education (UPE). Key concerns are access, retention, equity, quality, relevance, internal and external efficiencies within the education system (MOEST, 2005). The Ministry of Education (MOE) is mandated with this mission and it works with the stakeholders, to provide, promote and coordinate quality lifelong education training and

research for Kenyans sustainable development and responsible citizenry. The ministry is responsible for providing appropriate regulatory framework, developing policies and guidelines, providing support, mobilizing resources for education sector inputs and coordinating human capital development through education and training. The decision by the NARC Government to provide free education to all the children of Kenya was a noble, but challenging to undertake.

The removal of school fees contributed to poverty reduction by ensuring universal access to basic education, which in turn could help break the cycle of poverty. The implementation of free primary education is viewed as the first step towards achieving Education for All (EFA) and some of the Millennium Development Goals (MDGs). It is a significant intervention in Sub-Saharan Africa, which is lagging behind in achieving universal primary education (UPE) (UNESCO, 2005). During the 1990s many countries, including Kenya, eliminated primary school fees in order to provide their people with free primary education. The results were dramatic: by reducing the direct costs to households, enrolment increased by sizable margins (King, 2005). The challenge that Kenya now faces is to reform their educational systems to accommodate the increase in enrollments so that schools can provide good-quality primary education to all. In Kenya free primary education was a central issue in the political discussions that led to multi-party elections or the transition to multi-party democracy.

Free primary education was the key election issue on which the new governments came into power. Key issues in introducing FPE included maintaining the social contract with the electorate, establishing quality education, and developing the capacity to implement and sustain FPE. The starting point for free primary education in Kenya was such that the gross enrollment rate rose from 50% in 1963 to 115% in 1987 before dropping to 85% in 1995. The government is responsible for covering the costs of facilities, textbooks, materials, and salaries. The government provides per capita grants to schools. Feeding programs are provided only in the arid and semi-arid areas and in the City slums. But the provision of free primary education has not been without challenges ranging from i)

overcrowding, ii) declining education standards due to large teacher pupil ratio, iii) shortage of teachers and iv) mismanagement of FPE funds.

1.2 Statement of the Problem

A few countries in Africa have implemented the free education policy before Kenya with mixed cases of success, problems and challenges. Some countries have challenged the policy, with Nigerians labeling UPE in the 1980 as the 'Unfulfilled Promise Education' (Csapo, 1983), this is because it could not be sustained. In Malawi for instance the FPE led to overcrowding in classes besides an acute shortage of teachers. It is equally noted that the introduction of FPE led to declining quality of education in majority of the implementing countries such as Nigeria, Malawi among others (Csapo, 1983). The introduction of FPE in Kenya in 2003 resulted into an increase in pupil enrolment in schools of upto 104%. However, with an estimated net primary school enrolment rate of 77%, the country is far from achieving universal primary education. The worrying scenario is that, the allocation of resources within the education sector appears to be ineffective as the increasing expenditure on education goes to recurrent expenditure and this has raised many questions concerning its sustainability (Muthwii, 2004). The cost of providing FPE is beyond the scope of the ordinary education budget, economic performance has not been strong and donor finance is often temporary. Muthwi concludes that the FPE initiative of 2003, like similar interventions in the past was pursued as a matter of political expediency. The implementation of Free Primary Education in Kenya (FPE), which appears to be focused on the access goal, faces many challenges including large pupil-teacher ratios, shortage of infrastructure for instance classrooms, low standards of academic achievement, limited monitoring, evaluation of teaching-learning processes and the accountability of funds allocated to schools (King, 2005). Free primary education was not adequately planned and resourced and thus had the consequences of increased drop-out and falling educational quality as is illustrated in Table 1.1 where the performance is below average. According to the reports from the District Education Office in Masinga, 5, 241 pupils (2,639 boys and 2,602 girls) while only 3,882 (2,013 and 1,869 boys and girls respectively) sat for the Kenya Certificate for Primary Education examination in 2010).

Table 1.1 Masinga District Primary School Performance 2005 - 2010

Year	Mean Grade Y/500
2005	234
2006	237
2007	240
2008	230
2009	233
2010	238

Source: District Education Office Masinga (2011)

However, there are no sound policies in place to address these challenges, which are a threat to the quality of education (Tooley, *et al.*, 2008). Even after developing a sector-wise approach to manage education, indicators show that quality of primary education is still poor and faces management challenges that threaten its success. Also recent research conducted by Consortium for Research on Education access, Transition and Equity indicated that Free Primary Education in East Africa showed that FPE has not yet attained its objective of access, equity, retention and quality. They recommended that further research on management challenges facing FPE in E Africa need to be identified. This study hence looked at the management challenges facing FPE in Masinga District in Kenya.

1.3 General Objective

The general objective of the study was to carry out an analysis of the management challenges facing free primary education in Masinga District.

1.3.1 Specific Objective

- i. To investigate how planning is a management challenge to FPE in Masinga District.
- ii. To determine how staffing is a management challenge to FPE in Masinga District.

- iii. To analyse how organizing is a management challenge to FPE in Masinga District.
- iv. To determine how directing is a management challenge to FPE in Masinga District.
- v. To analyse how controlling is a management challenge to FPE in Masinga District.

1.4 Research Questions

- i. What challenges did planning of educational activities have on the management of FPE in Masinga District?
- ii. How has the staffing of teachers been a challenge to the management of FPE in Masinga District?
- iii. How has educational organization affected the management of FPE in Masinga District?
- iv. What is the challenge of educational directing on the management of FPE in Masinga District?
- v. How has educational controlling been a challenge to the management of FPE in Masinga District?

1.5 Significance of the study

The proposed study will of importance to the Ministry of education in particular as they will be able to know the management challenges facing FPE in Masinga District and be able to make policies that will address the challenges to avoid failure as before.

The proposed study will equally be of benefit to the management of schools in the district as they will be able to know the challenges pertaining to the management of FPE and where possible make efforts to address those areas.

The study will also be of importance to the parents and other stakeholders in the education sector in that they will be able to understand the challenges facing the management of FPE specifically schools in Masinga District.

The findings of the study will add to the knowledge pool for other researchers interested in the same or related areas of study.

1.6 Scope of the study

The study aimed at establishing the management challenges facing free primary education in Masinga District. The study focused on 23 public primary schools under the FPE programme in Masinga District. The study was carried out during the periods of September and October 2011.

1.7 Limitations of the Study

The following limitations were encountered during the study. They included untimely collection of data due to poor road network in the district, lack of proper cooperation among the respondents, subjectiveness of information collected as a result of formed opinion of the respondent. The researcher assured the respondents that information given will be used only for the academic purposes and therefore will be treated with confidentiality.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the management of FPE. The chapter reviews literature on such areas as the historical development of FPE, primary school management and administration, funding of free primary education, staffing in primary schools and the theoretical framework.

2.2 Overview of management

Management is the process by which organizations are run in order to achieve their goals. Bower (1966) has defined management as; the activity or task of determining the objectives of an organization and then guiding the people and other resources of the organization in the successful achievement of those objectives. The definition brings out the fact that managers' help determines objectives and outline tasks for others to perform and that management revolves a round people. However it does not tell us much about the content of management or elements of management process. These elements have been identified to be planning, organizing, directing, staffing and controlling, Steiner (1978) and Van Fleet (1991). Different scholars have defined management differently. Griffin (1991) defines management as the process of planning, leading and controlling an organisation's human, financial, physical and information resources to achieve organisational goals in an efficient and effective manner. The process involves designing and maintaining an environment in which individuals working together in groups accomplish efficient selected objectives. Management knowledge, skills and attitudes in management can be acquired through learning from experience and from certified courses. Krug (1995) observes that management is a collection of processes, which involve management of resources such as human, material, financial and time. The functions of management are performed in all types of organizations including schools.

2.3 Primary School Management and Administration in Kenya

Several researchers have questioned why poor pupils are still enrolled in fee-paying non-state schools in spite of existing policies of free primary education (FPE) in several countries in sub-Saharan Africa (Tooley, Dixon and Stanfield, 2008; Adelabu and Rose, 2004; Rose, 2002). These researchers argue that this situation contradicts the widely accepted notion that free public education is a necessary means to realizing the Millennium Development Goals (MDGs). Simply put, the question raised by these researchers is whether FPE meets the needs of the poor. In a recent article, Tooley, Dixon and Stanfield (2008) have belabored this issue based on their study of the impact of FPE policy on what they call 'private schools for the poor' in the Kibera slums of Nairobi, Kenya. Tooley et al. concluded that the impact of FPE is overstated and in their study, they attempt to prove that FPE has in fact led to a decline in net enrolment because a significant portion of pupils previously enrolled in private schools cannot be accounted for by the net gain in enrolment in state schools, taking into account the net loss in private schools following the implementation of FPE in Kenya in 2003 (Tooley *et al*, 2008).

To manage FPE efficiently and effectively including financial management, the MoEST and its partners should ensure that the education sector in general, and primary education sub-sector in particular, is efficiently managed, the limited resources invested are properly used and have optimum outcome. This will require injecting professionalism in the appointment, and inspection of schools, more critical capacity building at national, district and school levels.

The primary education department of the ministry of education caters for the largest number of pupils in Kenya's education system. To manage this massive number requires management skills, appropriate organization and adequate human and material resources (Otembo, Waga and Karagu 1992). The Ministry of Education (MOE) is responsible for the provision of administrative and professional services in education at the National, Provincial and District levels. The ministry of education provides policy leadership while the permanent secretary is the accounting officer and overall administrative head and the

Director of education is responsible for all professional matters in education. In education, District and Municipal education officers are in charge of administration and supervision of education in their respective Provinces, Districts and Municipalities. The National Education Advisory Boards, Provincial and District Education Boards have also been established through legal notice Nos. 16 and 17 of 1996 respectively. Educational institutions are managed by Boards of Governors, Management Committees and administered by their respective institutional heads.

The management of primary schools at the local level is organized in such a way that the authority from the headquarters in Nairobi is delegated to Provincial, District and Divisional Education's office. Headteachers, school committee and parents association have organizational functions in the management of primary education at individual school levels. The education Act Cap 211 sect. 9 (1) and (2) states that: For every primary school maintained and managed by the local authority there should be a school committee established by the local authority to advise the local auditors on matters relating to the management of the school. It also states that the members of a school committee should be appointed by the local authority in the prescribed number and manner and the number of the committee shall include persons to represent the local authority, community served by the school and a sponsor.

Primary school committees are therefore legal requirements within the provision of the legal notice No. (90 of 1978 in educations school committee) regulating within the framework of education Act Cap 211 of the laws of Kenya. According to this Act every school committee established by a local authority (CEC/DEB/MEC) for a primary school under section 9 (1) of the education Act shall consist of the following members; 8 persons elected by parents whose children are in the school to represent each class (1-8), 3 persons nominated by sponsors of school religious organization, patron or appointed by the district, Municipal or city education board, 2 persons appointed by District, Municipal or city education Board to represent special interest. These must not be politicians, 2 or 3 ex -official members preferably headteacher or secretary and a representative of district, Municipal or city administrative official sitting councilor and a member of parliament,

Affirmative action for gender balance requires that at least 50% of the school committee members be women and Headteacher an ex-official and secretary to the committee

The functions of the school committee are spelt out in the education Act Cap 211 (order under section 2 and 37) under the legal notice (90) (1978) Article 8) as follows; to advise the chairman and secretary of the PEB/CEC/DEB/or MEC on matters affecting the general development of the school and welfare of the pupils, To collect and account for the funds accruing to the school approved by the PEB/DEB or MEC, To maintain reasonable religious traditions in respect of the sponsored schools, To advise the chairman and the secretary of the PEB/DEB/or MEC on staffing needs of the school, to provide building including houses and furniture from funds made available. The Kamunge report (Republic of Kenya 1988) recommended that the school committee should establish sub-committees (to guide and support heads of schools in the management of such schools). The report also recommended that membership of such committees be persons of integrity who have dedication and commitment to matters of education.

Davies and Ellizon (1994) suggested that effective headteachers and others who manage schools will need new skills. According to them most of today's headteachers have received a lot of professional development in areas of curriculum and expected that the role of a headteacher would be that of the curriculum leader. Since inception of FPE there has been a realization of the changing nature of a mere administrative role, dealing with financial returns, contracts for good maintenance, procurement and so on. There must be a change if schools are to make the best use of inadequate resources to prepare pupils for the future by offering to them quality education. World Bank education sector policy paper (1980) recommended that, the success of the ministry of education producing the right of knowledge and skills largely depends on the quality of their management. The need for well trained school headteachers is urgent. This is because administration involves the basic tasks associated with handling payrolls, accounting and inventories, distributing of teaching materials, maintaining buildings and in implementing educational decisions. Also the distribution of responsibilities for decision making clearly determines

the effectiveness of management. The government has resorted to quantitative expansion and too little of quality from the research 1980 World Bank, local management of schools usually are of lower quality than management at national level.

Koech Report (1999) established that there was enormous political interference in the appointment of Headteacher and education officers that in most cases, experience academic and professional qualifications for the job do not count. The head of institutions are central to the successful management of education institutional and implementation of the total curriculum. The commission was informed that such appointments are usually made from serving teachers. Most of who have had no prior training in institutional management. Such lack of training adversely affects effective management of educational institutions and maintenance of quality and high standards of education and training. Thus the committee observed that headteacher must be persons with appropriate academic professional qualifications, experience, ability, competence, integrity and initiative. They must also have undergone courses in institutional and financial management. In view of these observations the committee recommended that; the appointment of headteacher and other management be based on institutional management training, and on proven competence and possession of appropriate qualifications and relevant experience. It also recommended in-service training programmes be provided regularly to managers and administrators, teachers and curriculum implementers. Accordingly, senior staff with whole school management responsibilities within the primary sector is facing the challenge and responsibility for the management and development of the schools as self managing organizations. Among the areas where headteacher and the whole school management committees are finding a lot of challenges are; Financial management in primary schools, Planning and decision-making and large pupil-teacher ratio.

2.4 Planning in Free Primary Education

This is the process of setting goals, developing strategies and tasks in order to accomplish the goals. Educational planning is making the education sector grow and function more effectively. It may implicitly suggest a well structured field of unambiguous issues,

clearly defined objectives, mutually exclusive choices, undisputed causal relationships, predictable rationalities, and rational decision-makers (Tooley, *et al*, 2008). Accordingly, sector analysis has predominantly focused on the content - the 'what' of educational development: issues, policies, strategies, measures, outcomes, etc. In contrast to this simplistic vision, educational planning is actually a series of untidy and overlapping episodes in which a variety of people and organizations with diversified perspectives are actively involved technically and politically. It entails the processes through which issues are analyzed and policies are generated, implemented, assessed and redesigned. Accordingly, an analysis of the education sector implies an understanding of the education policy process itself the 'how' and 'when' of educational development. The purpose of this section is to suggest a scheme or series of steps through which sound and workable policies can be formulated, and then, through effective planning, put into effect, evaluated and redesigned for the smooth running of the education sector.

Most African countries have been faced with various challenges with regard to the management of FPE as many choose to undertake fee abolition for a variety of reasons (Stasavage, 2004). However, for some countries, the desire and/or pressure to quickly implement the policy has undermined the planning process. Underestimation of the impact on enrollment, a narrow reform focus, and failure to consider the broader social, economic, and political climate may give a negative impact on the success of the policy. Governments did not also plan for what happens to students after they complete primary school, including opportunities for further education or the ability to find jobs.

In Uganda, prior to the 1996 elections which originally favored the production of roads and increased defense, adopted the FPE policy due to the demands of the electorate. The electorate responded remarkably to this part of his platform, and only then did it take on as much force in his bid for re-election. This pledge can likely explain much of his win, and consequently Museveni was compelled to follow through with his promise. Although donor funding has been important to reach UPE, it came after Uganda's initial push to achieve it and had little to do with the decision to pursue UPE (Stasavage, 2004).

While the government of Nigeria estimated that 6.4 million new students would enroll as a result of UPE in 1976, 8.2 million children turned up instead nearly double the 4.7 million children in school as of 1973 (Federal Republic of Nigeria, 1979; as cited in Sunal et al., 1989). Governments also do not always plan for what happens to students after they complete primary school, including opportunities for further education or the ability to find jobs.

Data from the Ghana 1987/88 LSMS survey indicate that the costs of higher education influence parental decisions regarding primary school. “The main empirical results of this paper suggest that the supply constraints of middle and secondary education are at least as important as the supply of primary schools to hold down enrollment rates and to fuel early dropout of students from the education system. Increasing the cost of post-primary education can offset any positive effects on enrollments by reduced costs of primary education and optimal schooling years” (Lavy, 1993, p. 29).

In Mexico, access to FPE has been extended to most children. The government has a special programme to reach those who fail to enter the education system, or drop out of it at an early age, as they can be reached through special measures and approaches. The government has partnered with development partners to ensure successful implementation of FPE. For instance, a US\$530 million Programme to Combat Underachievement in Basic Education (PAREB) has been launched, with the support of the World Bank, to improve education in disadvantaged areas. This programme gives priority to primary education in rural and indigenous areas. Funding is used for producing bilingual educational materials and for building and equipping classrooms, offices and health centres. There is also a special government programme that produces books and other learning materials in eight indigenous languages in order to strengthen the cultural identity and values of children from minority groups. In brief, Mexico is making a strenuous effort to ensure that its children do not lag behind in the revolution of knowledge. The nation has expressed its faith and invested its resources in the conviction that education is the force that will shape its future (Oketch and Rolleston, 2007b).

In Pakistan the government has partnered with the private sector to ensure the success of the FPE. In 1972, for instance, the Government nationalized private schools. In 1979, it sought to encourage the establishment of private institutions, which now constitute 14 percent of all schools, to expand the availability of school places. This resulted into accommodation of more pupils in the FPE even though still it could match the demand due to high population. The government further developed a National Education Policy, 1992, in which it resolves to reinvigorate and intensify its struggle to achieve UPE. The goals of the policy included among others to eliminating drop-out and fulfilling the basic learning needs by the year 2002; Improve the quality of education, by reasserting the role of the teacher in the teaching-learning process, modernizing curricula and textbooks, improving physical facilities, and introducing activity-oriented new sciences at all levels of school education; Inviting the private sector to participate in education programmes; and to give teachers a prominent status in society, but at the same time subjecting them to accountability based performance evaluation (Oketch and Rolleston, 2007b).

While universal enrollment has been a focal point of the new Kenyan government, the government has paid less attention to skills development and employment. Of those primary school leavers in Kenya who acquire additional job training, only 27.4% find a job (World Bank, 2004, as cited in King, 2005). In Tanzania, only 14% manage to do so (Ngome, 2003, as cited in King, 2005). Consequently, most seek work in the informal economy, including agricultural labor. King (2005) writes that "The process of labour market absorption will be much easier if there is serious attention to the quality standards of those leaving the basic cycle of education" (ibid p. 426). The provision of FPE could turn into a poisoned chalice, if there is insufficient attention to quality, or to the continuation and job outcomes of being in primary school for eight years" (King, 2005).

Presently, in Kenya the FPE operates without a national FPE Implementation plan and Education Sector Investment Plan. Besides, the Education Act guiding the MoEST is a bit outdated. There is need therefore to come up with responsive policy and legal

frameworks. Such frameworks will create a conducive environment for FPE (Tooley, et al., 2008). If this is not done, then the current FPE programme will be a passing cloud, just like those efforts of the 1970s and 1980s.

Prior to the 1980s, Nigerian graduates of any school level were easily absorbed into the labor force. However, after the economic recession, even university graduates were unemployed. In 1982, when the first UPE cohort finished primary school, 1.3 million primary school leavers were unemployed out of 2.1 million graduates (Asagwara, 1995). (This article was based on secondary sources, including numerous government data). Although education is cited as a mode for increased production capacity, it must be recognized that some developing country economies do not have the absorptive capacity that developed country economies do with regard to primary, secondary, and university graduates (Asagwara, 1995). In South Africa, the school fees exemption policy fails to address secondary fees, thus perpetuating inequities (Veriava, 2005).

The majority of Africa's population are poor, and abolishing school fees "may not make sense if these children complete primary education and are unable to join secondary school because they are unable to afford fees— it is a complex issue which involves the economy of a country", according to Oliver Mhaiki, the deputy permanent secretary of the Ministry of Education and Vocational Training in Kenya (Mulama, 2006, April 10). "As schooling expands unemployment moves up to influence the more highly educated graduates. The rapid expansion of primary schooling greatly increases the supply of primary school graduates, also increasing their unemployment rate... This increases the economic pay-off of attending secondary school. If the government responds to demands for more secondary places, eventually the increased supply of secondary graduates... creates [further] unemployment. Thus increases the demand for university expansion and results in university unemployed" (Carnoy, 1975; as cited in Asagwara, 1995).

For instance in Dakar, the mobilisation of national and international resources to increase investment in basic education is seen as critical to achieving these goals. The central importance of resources in the Dakar framework is highlighted by bold claims asserting

that lack of resources will not be a constraint to achieving good quality primary education for all: 'We affirm that no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources' (World Education Forum 2000). There has been much recent work exploring the costs of achieving the MDGs and in particular those within the education sector (Delamonica *et al.* 2001; Devarajan *et al.* 2002; World Bank 2002). These studies estimate that achieving primary education for all will require between US\$9 billion and US\$28 billion of additional resources to education annually. This is equivalent to increasing the proportion of gross national product (GNP) spent on education from an average of 3.9 per cent to between 4 and 4.3 per cent in the less developed regions of the world (UNESCO 2000). These figures have been used by many stakeholders to mobilize resources for education nationally and internationally.

It is clear that these studies and the Dakar framework treat increasing resources as a key strategy for achieving primary education for all (World Bank 2002). But the relationship between resources and education outcomes is less clear. Some countries which allocate lower than the regional average proportions of GNP to primary schooling achieve good education outcomes; in other countries, higher than average spending results in poorer outcomes. Therefore to ensure smooth implementation of FPE programme, the government supported by development partners had to avail huge amounts of money. FPE idea was indeed a welcome relief to the parents and no wonder that the idea also went down very well with the donors. It was encouraging that the World Bank had to avail a grant of Kshs.3.9 billion towards FPE, British government gave Kshs 1.6 billion for the project with the treasury on its part pumping Kshs. 2.8 billion to kick start it (Kenya times 6th April 2003 p. 6 Col 1).

United Nations Children Education Fund (UNICEF) gave 192.5 million to benefit 450,000 girls and boys in standard 1-3. It would also provide learning and teaching materials in 8 districts including Nairobi (East Africa standard 16 Jan 2003). In April 2003, the ministry of education disbursed 3 billion. Each pupil was allocated Kshs. 633, Kshs 498 to be spent on instructional material while Kshs. 135 to be spent on other

operations costs in school (Republic of Kenya and MOEST, 2003). The task force on implementation of FPE (Feb 2003) came up with a figure showing financial implication for implementation of FPE. While disbursing Kshs. 28,000 to each primary school in Kenya the Education Minister said that adequate mechanism for effective management of funds was necessary. He warned Headteachers who will be found mismanaging the funds. He said the only way to show our appreciation and maintain good will by the donors is to ensure that those funds are utilized accountably and transparently. He also said that the government would increase the allocation per child from Kshs 633- Kshs. 1020 annually which they did.

2.5 Controlling in Free Primary Education

Controlling refers to management function of establishing benchmarks or standards, comparing actual performance against them, and taking corrective action, if required. Corporate education and personnel management is gaining in strategic significance. New forms of education controlling that are more closely oriented towards developing employees' skills are growing more and more important. Education controlling activities are concerned with individualizing educational programmes as well as with the institutions' interest in efficiency (Bush and Bell, 2001).

While FPE is often associated with Jomtien and Dakar conferences of 1990 and 2000 which set the current EFA targets, the idea of UPE in the three East African countries is traceable to the 1961 Conference of African States on the Development of Education in Africa, held in Addis Ababa. The main purpose of the Conference was to provide a forum for African states gaining independence 'to decide on their priority educational needs for the promotion of economic and social development in Africa, and in the light of these, to establish a first tentative short and long- term plan for educational development in the continent, embodying the priorities they had decided upon for the economic growth of the region' (UNESCO, 1961: v). Nonetheless, UPE was only set as a long-term goal by the Conferences, when resources would permit it to be realized.

The East African countries education priority was placed on the expansion of secondary and higher education to meet the required manpower needs, in order to take over the running of the state from the departing colonial governments. Kenya, Uganda and Tanzania were represented at this conference and the educational expansion policies they each ultimately pursued upon attaining full independence had a semblance of or at least were influenced by the short-term and long-term goals commonly agreed in Addis Ababa (Oketch and Rolleston, 2007).

Although prioritization of education policy driven by manpower needs immediately followed independence, the three governments also identified 'ignorance' and illiteracy as two of the problems they needed to tackle through education (Sifuna, 2008). This essentially implied an expansion of primary education. As a consequence access to primary education became linked to the notion of development and its provision began to preoccupy the three governments. Access had been problematic during colonial administration as there were many Africans who were simply denied entry to education both for practical and political reasons (Oketch and Rolleston, 2007). In practical terms, the rural subsistence economy may have not required people to be well educated. In political terms, an educated population may not have served the interests of the colonial system. Many who managed to gain entry to primary education could not continue beyond four years of education because of the Standard IV examination process.

Access to secondary education was as well extremely limited and those who managed to reach it often regarded themselves to be elite Africans. Often they were rewarded with immediate employment in the civil service, an opportunity which immediately set them apart from the rest of the population. Given the benefits the people of these countries could see from those who had accessed secondary education, the demand for it became very high (Oketch and Rolleston, 2007). However, access to secondary education required prior access to primary education. Thus, the demand for primary education was driven by the benefits attached to secondary education. Education immediately became an issue of disagreement between the Africans and the colonial governments and was used as a theme to fight for political independence. Once independence was attained,

expanding access to those who had been excluded by the colonial administration became an important means of gaining full legitimacy and of reassuring people that political independence was not a sham (Bogonko, 1992). A number of policies were pursued to facilitate rapid access for those who had been excluded.

An immediate policy initiative to expand access in the three countries was the abolition of racial schooling systems which had existed during the colonial period and the development of one national education system. However, this action did not expand access for the majority who had been excluded because fees remained a barrier. What it did was to open access to the emerging African political elites who could afford to pay the fees charged in what had been well equipped formerly European-only schools.

The next step which improved access to education in Kenya and Tanzania was the abolition of the Standard IV examination, although fees remained a barrier to many poor households (Stasavage, 2004). In Uganda the situation was already better as they had put in place a policy for six years of uninterrupted primary education and for two-year junior secondary education, which was open to all who could pay for it. This had placed Uganda ahead of both Kenya and Tanzania in terms of transition to some form of secondary education although in reality very few managed to go past the six years of primary education (Bogonko, 1992).

Low levels of literacy and the need to fight illiteracy, ignorance and disease was another factor that triggered the adoption of the objective of universal free primary education. It was believed that fighting ignorance among the African population would improve their lot and make life better. Given that the majority of the population was rural dwellers with limited monetary income the government had to take charge of the provision of free primary education in line with applicable management policies.

2.6 Directing in Free Primary Education

This is the management function that includes building an effective work climate and creating opportunity for motivation, supervising, scheduling, and disciplining. Teaching

conditions have remained poor, particularly in rural areas, and teacher salaries are low and payment unreliable. Under-funded and poorly managed UPE programs have resulted in low teacher morale and some teachers are choosing to leave the profession. Moreover, teacher/parent relationships appear strained by various misunderstandings (UNESCO, 2005).

In Kenya, teachers viewed the ban of extra tuition payment under FPE as detrimental to their motivation. It had previously served as an incentive for them, and allowed teacher to have additional time to finish teaching the syllabus and to help special needy children. This extra tuition for additional classes supplemented their income (UNESCO, 2005). Ugandan teachers are not provided with housing at most rural postings, increasing their need for supplemental income. Teachers are leaving the profession due to lack of accountability, late payment of salaries after UPE, and problems with donor-led UPE which often do not fund recurrent expenditures or engage in local processes (Dauda, 2004). (This article was based on interviews with government officials, a case study of seven schools in Jinja, Uganda, and secondary sources. Despite a drastic increase in the number of students teachers must teach the congested classes, thus changing work environment which results into poor management in terms of the right quality education to be offered to children.

In Tanzanian teachers have not received an increase in remuneration. A primary school teacher interviewed feels this has led to decreased motivation (Bjorkdahl & Lundqvist, 2006). (This thesis was based on research that took place in Tanzania in 2006. The authors interviewed a SIDA employee, a primary school teacher, and an employee of the Tanzania Teachers Union. Additionally, government documents and secondary sources were reviewed.

In Nigeria, where UPE is under-funded, the government and teacher unions dispute the use of constrained funds. Teacher morale is low due to the basic condition of service and low salaries. Strikes by teacher unions have caused the country serious losses, averaging more than 100million man-days lost since 1996 (Ajetomobi & Ayanwale, 2005). This

study is based on data derived from annual reports from the Central Bank of Nigeria and account statements from the Federal Ministry of Education and National University Commission.

Similarly, following UPE in Nigeria, the government had difficulties paying teachers on time. As a result, many abandoned the teaching profession. Often, the most qualified teachers leave to find better opportunities (Asagwara, 1997). (This article relied primarily on secondary source data, with some use of government reports and indicators from the Ministry of Education. Another biggest challenge facing the FPE in Kenya is formative and summative directing/ Monitoring/ supervising and evaluation of the teaching-learning transactions, and the improvement of quality and standards of primary education. Lessons from Kenya's introduction of free primary education indicates that in 2003 Kenya abolished all fees in state primary schools to encourage poor parents to send their children to school. Research carried out in 2008 by the Centre for the Study of African Economies (CSAE) at Oxford University and the Kenyan government shows that since 2003:

Kenya's Free Primary Education (FPE) policy has succeeded in opening school doors to children from poor households. Before 2003 all parents had to contribute to certain types of school costs, and this meant that many poor children could not go to school. Since the introduction of FPE many more poor children go to school. At the same time, the number of children sent to private primary schools has clearly increased (Sifuna, 2008).

The statistical analysis undertaken by the Oxford University researchers is based on data from the Kenyan Ministry of Education and Kenyan National Bureau of Statistics on private and public school enrolment rates and exam results over time. Linking the data in this way shows parallels between the fall in results in the public school system and the increase in private schooling. The explanations for these parallels could be (i) a change in the social background of students, and (ii) a loss of local control over the school as the Ministry of Education took over school financing that was previously the responsibility

of local School Management Committees and parent associations. The statistics do not suggest that the reduction in school performance is due to increased class sizes.

2.7 Organization in Free Primary Education

This is a social unit of people, systematically structured and managed to meet a need or to pursue collective goals on a continuing basis. All organizations have a management structure that determines relationships between functions and positions, and subdivides and delegates roles, responsibilities, and authority to carry out defined tasks.

The desire to improving quality of education in public schools should be a top priority for members of any organization or community or countries. Increasingly, grassroots organizations around many countries are organizing around public school issues and winning substantive change: in Sacramento, organized parents proposed and won a program to train and compensate teachers to visit the homes of each of their students, developing relationships with parents and respecting their input (Bush and Bell, 2001). The program was so successful in increasing parent involvement and student performance in the schools that the state legislature funded its expansion statewide.

In Albuquerque, New York, Philadelphia and elsewhere, community organizing has stopped or cut back on efforts to turn low-income schools over to unaccountable for-profit corporations; In Chicago, the Bronx and other cities, parents, working with teachers have won new programs to recruit, retain and support high quality teachers in struggling schools. Even though some have succeeded in organizing their institutions successfully, others still struggle with the daunting task of achieving their objectives (Bush and Bell, 2001).

The World Education Report 2000's focus on education as a basic human right is a fitting choice for the International Year for the Culture of Peace. Education is one of the principal means to build the 'defences of peace' in the minds of men and women everywhere the mission assumed by UNESCO when the Organization was created more than half a century ago (Naidoo, 2006). The twentieth century saw human rights accepted

worldwide as a guiding principle. Our ambition for the new century must be to see human rights fully implemented in practice. This is therefore a good moment for the international community to reflect on its understanding of, and commitment to, the right to education (Bush and Bell, 2001).

Education is both a human right and a vital means of promoting peace and respect for human rights and fundamental freedoms generally. If it's potential to contribute towards building a more peaceful world is to be realized, education must be made universally available and equally accessible to all. The challenge is daunting. Despite the progress made in the decades that have passed since the Universal Declaration of Human Rights was proclaimed, there are more than 800 million illiterate adults in the world today, and nearly 100 million primary-school-age children (and an even larger number of secondary-school-age children) are not in school. Moreover, millions of those who are in school do not benefit from an education of sufficient quality to meet their basic learning needs. These needs are daily becoming more pressing as the vast changes in the world wrought by globalization and the revolution in information and communication technologies threaten to marginalize entire populations still living in dire poverty.

This report, the fifth in UNESCO's biennial series of World Education Reports, is aimed at promoting reflection on the many different facets of the right to education, extending from initial or basic education to lifelong learning. The report is also designed to complement the Education for All 2000 Assessment undertaken by the international community as a follow up to the World Conference on Education for All (Jomtien, Thailand, 1990). This assessment process, culminating at the World Education Forum in Dakar, Senegal, in April 2000, is leading to a global renewal of and re-commitment to Education for All as a bedrock of peace and all forms of development, to pledges to intensify efforts and accelerate progress towards EFA, and to the resolve to find new and better ways to achieve EFA goals (Oketch and Rolleston, 2007). The perspectives in this report should serve both as a backdrop to, and motivation for, this commitment and the new intensive courses of action that it is generating. It is the world's hope that this report, through its wide ranging and yet concise overview and analysis, will contribute to

a better international understanding of the nature and scope of the right to education, of its fundamental importance for humanity and of the challenges that still lie ahead to ensure its full implementation.

2.8 Staffing in Free Primary Education

Staffing is the term used to describe how organizations ensure that the staff is the right staff to do the jobs (Godiwalla et al., 2003). Therefore organizations develop strategies for matching the size and skills of the workforce to organizational needs through its human resource planning. Human resource planning assists organizations to recruit, retain, and optimize the deployment of the personnel needed to meet business objectives and to respond to changes in the external environment.

A regional complement of special education resource teachers is assigned and distributed to the superintendent of schools in consultation with the Associate Directors on the basis of the enrolment (FTE) of regular education students and as well as student needs. The Board is committed to maintaining the same level of service provided by the regional complement of special education resource teachers for 2000/2001. The Community Education Centre complement is assigned by the superintendent of schools in consultation with the student services coordinator and distributed to schools on the basis of individual school needs. Staffing is adjusted annually, in response to enrollment and the needs of exceptional students.

During the school year, staffs are assigned to special education on a needs basis in consultation with the superintendent and student services coordinator of each community and education centre. Any teacher assigned to teach a special education program must hold Special Education Qualifications as outlined in Ontario Regulation 298. The expectation is that at least one SERT at each school holds, or is working toward his/her Specialist Certificate in special education. Special education staff assigned to each school meets with the principal to determine the needs of each student and the program to be

developed and delivered as set out in their IEP. Each student is assigned to one of these staff.

Normally both teachers and the public believe that a low pupil teacher ratio and teacher's high qualifications results in better performance in school. Available studies suggest that high pupil teacher ratio is one of the main reasons for poor quality and low efficiency which characterize primary education in Kenya. Many policy oriented interventions and research structures consider a 40:1 ratio reasonable in developing countries. World Bank financed primary education projects are usually designed with an average pupil- teacher ratio of 40:1. Class factors are very important in the teaching-learning activities, particularly when pupils' academic performance is being considered. Class size is an important factor in relation to academic performance of pupils. There is a consensus among various researchers and educationists that, the lower the class size or teacher-pupil ratio, since students' achievement decreases as class size increases. Many studies have pointed out the significance of teacher pupil ratio to cognitive learning in the school (Idienumah, 1987; Ojoawo, 1989; Fabunmi 2000).

In Nigeria, The national policy on education (1981) recommended that the teacher-pupil ratio should be 1:35. In emphasizing the importance of class size to the learning/teaching process, the All Nigeria Conference of Principals of Secondary Schools (ANCOPSS) recommended a maximum of forty students per class for effective management and better control. Oguntoye (1983) in his own study found that class size had negative coefficient with examination performances of students. The relationship between class size and academic performance is a major controversy. The lower teacher-pupil ratio allows for more effective communication between the learner and the teacher. The effect of class size on cognitive achievement has been debated and researched for many years and has been inconclusive.

Robison (1990) opined that even with these methodological problems, research has generally demonstrated the influence of class or teacher – students' ratio on student's performance in a variety of educational setting. In the view of this fact, it could be said

that teacher-pupil ratio is one of the important factors determining good academic performance of students. A study by Idienumah (1987), reported that there is positive relationship between certain variables such as class size, teacher – pupil ratio, students factors and performance in examination. They were discovered to be factors that have strong and direct influence on academic performance of schools. Schools with larger class size and high teacher-pupil ratio recorded poor performance while better academic performance is associated with schools with small size and lower teacher-pupil ratio. Other studies like Bozzomo (1978), Bourice (1986) and Bolton (1988) confirm that there was no relationship between the size of the class and the results. Ojoawo (1989) in one of his major findings revealed that the class sizes were found to be negatively related to school academic performance.

According to the Ministry of Education contemporary issues and constraints in service delivery in education is due to staffing problem (KESI, 2003). Staffing is in any school the greatest asset and as such it must be carefully managed. Many head teachers may look back nostalgically to those days when number of pupils in school started to rise and they picked up the phone to the TSC staffing division to argue their case for extra member of staff. The same head teacher will probably smile about how slow they were to inform the staffing divisions about any rise in pupil's numbers hoping that "surplus" member of staff may be forgotten about sadly those days are long gone. Staffing decisions, many of them difficult are now decided at TSC headquarter. Because employing teaching staff entails the long term commitment of large amount of money, the ministry of education has embarked on just replacing those who have died or retired as from 1998. This has largely affected the effectiveness of FPE.

According to a special report on rural school staffing (East Africa Standard May 27th, 2004 school and cover p 6) many rural schools have experienced shortage of teachers. They are slumped by fresh graduates who opt to teach in the urban centers where there are better facilities including tapped water and electricity. KNUT (Daily Nation 2003, February 9th p. 2) through its then secretary general argued that public schools needed 60,000 additional teachers for the FPE but the government ruled out fresh recruitment.

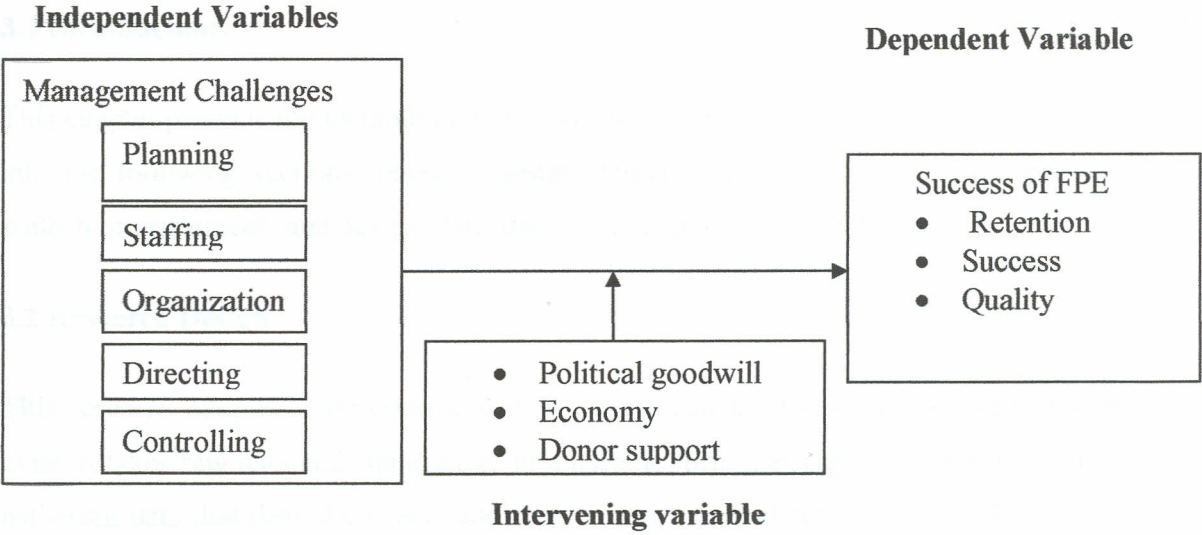
This in effect means the quality and standard of education will be severely compromised under the new programme. Most teachers interviewed in Kisumu said they were handling up to 115 pupils in a single classroom. Although the conventional teacher pupil ratio is 1:40, the permanent secretary Prof. K. Mutahi said the teacher pupil ration could be as high as 1:100 pupils.

Teacher shortages for effective management of primary education are one of the biggest challenges facing FPE programme in Kenya. It has been estimated that about 45, 000 additional teachers are required to manage the programme (Muthwii, 2004). However, the MoEST have employed only additional 12,000 teachers. The argument has been that the salary bill for the ministry is too high and has to come down. However, the dilemma is how to balance the cost of teachers, and the recurrent budget in general, and the requirement of teachers in primary schools. The situation is made worse by the negative effect of HIV/AIDS pandemic on the teaching profession.

2.9 Conceptual Framework

This study seek to look at a school as an open system that interacts with its environment which in this case is the introduction of free primary education. It must continuously change and adapt to the environmental changes. The need for input from the environment and the need to export its output into the environment denotes an interdependent relationship between organizations i.e. school and its environment. It must deal continuously with its environment at the same time it must also deal with internal efficiency as well as interest and act on the environmental changes. In this study, the management challenges facing FPE in Masinga District is analyzed from a process perspective. Indicators and management practices influencing sustainability to effective management of FPE in Masinga District are viewed as planning, staffing, organization, directing and controlling. The output finally would be better academic performance, high transition rates in secondary schools and high retention of pupils in schools. The advantages of this theory are; it enables the researcher see the dependence of the school on the environment. It enables the researcher understand the relationship between the school as an organization and the environment.

Figure 2.1: Conceptual Framework



Source: Researcher (2011)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introductions

This chapter presents the methodology that was used to conduct the study. It is organized into the following sections: research design, target population, sampling design, data collection instruments and design, data analysis and ethical consideration.

3.2 Research Design

This research adopted a descriptive survey design which describe phenomena as they exist. It takes raw data and summarizes in a useable form. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Mugenda and Mugenda, 2003). The choice for descriptive research was due to its ability to determine and report things the way they are. The purpose of descriptive survey was basically to observe, describe and document aspects of a situation as it naturally occurs. The fact that it is not concerned with characteristics of individual but provides information about population variables makes it my preferred design.

3.3 The Target Population

The target population of the study was all the 131 public primary schools in Masinga District. Also included were the District Education Officer and the Quality Assurance Officer. Target population was the teachers and the headteachers together with the school management committees.

Table 3.1 Target Population

	Population	Percentage (%)
Kivaa Zone	22	17
Kithoko Zone	16	12
Kangonde Zone	17	13
Masinga Zone	23	18
Ikalakala Zone	13	10
Ndithini Zone	19	14
Kitangani Zone	21	16
Total	131	100

Source: Researcher (2011)

3.4 Sampling Design

The researcher used both census survey and simple random sampling to select respondents. In a simple random sample, each observation in the data set has an equal chance of being selected, once selected it can not be chosen again. The researcher used Simple Random Sampling to select 23 public primary schools in the region. Simple random sampling was then used to select two teachers from each of the sampled schools. The study selected all the head teachers from the selected schools. The use of simple random sampling method was due to the fact that it gives equal chances for selection of every element of the population hence reducing the degree of biasness. Census study was used to select all the education administrators in the District. A census is a survey covering all members of a given population. It is designed to gather information from each and every member of population (Mugenda and Mugenda, 2003). It has the advantage of providing complete population coverage. It suffers from the problem of difficulties in collection of accurate data since time constraints makes no room to ask many questions

Table 3.2: Sample Size

	Population	Sample Size	Percentage
Kivaa Zone	22	4	18%
Kithyoko Zone	16	3	18%
Kangonde Zone	17	3	18%
Masinga Zone	23	4	18%
Ikalakala Zone	13	2	18%
Ndithini Zone	19	3	18%
Kitangani Zone	21	4	18%
Total	131	23	18%

Source: Researcher (2011)

The sample size of the study was 23 primary schools. From the 23 schools, two teachers were sampled randomly resulting to 46 sampling units. The study selected all the headteachers of the sampled schools, hence 23 units. The study selected 2 education administrators in the district i.e DEO and the Director of Quality Assurance. One member of the school management committee will be selected for the study. This resulted into a sample size of 94 respondents. According to Mugenda and Mugenda (2003), a sample size of between 10% and 20% of the population is representative enough and therefore 18% sample chosen by the study gave true representation of the population.

3.5 Data collection instruments

The research instruments used in the study were questionnaires and interview schedules. Orodho (2004) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. The questionnaire was divided into three sections. The questionnaires uses likert

scales, on the scale 1-5. The researcher then dropped the questionnaires after getting go ahead from the management and picked after being filled up by the respective respondents.

3.5.1 Validity and Reliability

Prior to actual data collection, the researcher piloted the questionnaires to test the validity. According to Verma and Beard (1981, p. 59), validity is the degree of success with a technique or an instrument is measuring what it claims to measure. The researcher carried out pre-test of the instruments by piloting in 5 respondents in the areas not to be covered by study. After piloting, the ambiguous questions were corrected and the questionnaires given to the respondents.

3.6 Data Analysis and Presentation

Data was first edited. The researcher did follow-ups with the questionnaires that required clarification. Coding was then done to translate question responses into specific categories. The coded items were then analysed with the aid of Statistical Package for the Social Sciences (SPSS)-software. Descriptive statistics such as percentages and frequencies were used to show the distribution of responses. Presentations of data take the form of tables, graphs and pie charts.

3.7 Ethical Consideration

Ethical issues need to be anticipated in data collection because respondents' privacy is considered important. According to the Bill of Rights in the constitution of Kenya, every citizen has a right to privacy, which includes privacy of communication. The researcher therefore sought direct consent from the participants to fill in questionnaires. In addition, the confidentiality of the respondents was assured.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter data pertaining to challenges facing educational directing on the management of FPE, challenges in staffing of teachers on the management of FPE, challenges of educational planning in the management of FPE, challenges facing educational organization on the management of FPE and challenges facing educational coordination on the management of FPE is analyzed and interpreted.

4.2 Response Rate

A total of 94 respondents comprising of 23 head teachers, 46 teachers and 23 members of the school management committee were sampled. Every head teacher, the school management committee and the teachers was given a questionnaire out of which 81 respondents responded by completing and returning the questionnaire. The two education administrators also participated in the interview. This gave a response rate of 86%. The collected data were edited and coded. Data analysis of the responses from the questionnaires was done using descriptive statistics while the data from the interview was done using content analysis where the responses were qualitatively analysed. Where applicable, presentation of the analysed data were made in form of pie charts, graphs and tables.

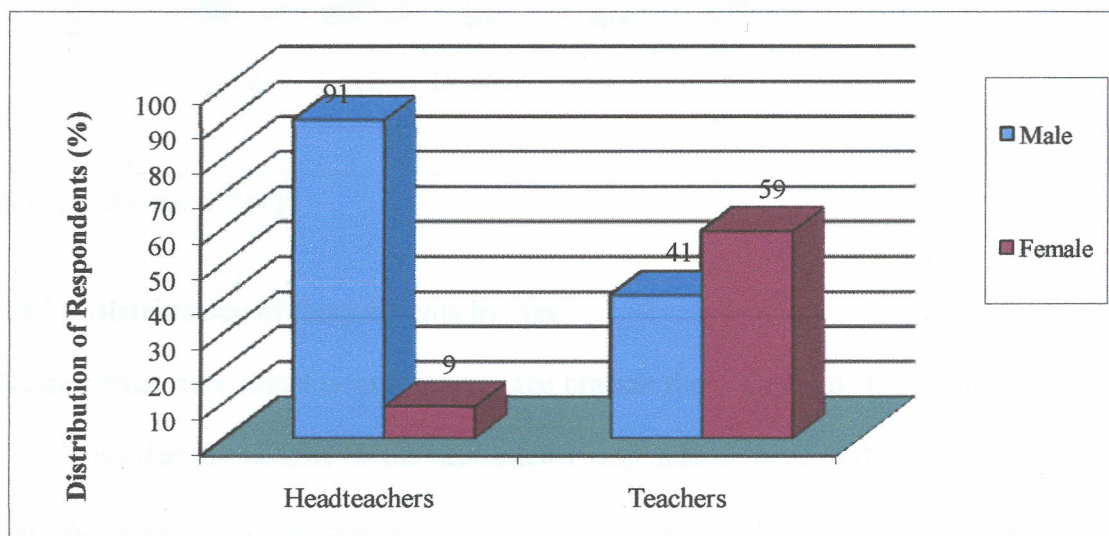
4.3 General information

In this section the study sought to determine the respondents' background information. The general information for all the categories of the respondents focused on gender, marital status, age, level of education and duration in the teaching profession/school management. The findings of the study are presented in the subsequent sections.

4.3.1 Distribution by gender

Respondents were asked to state their gender. According to the findings presented in Figure 4.1, majority of headteachers were male (91%) while only 9% were female headteachers. The results again showed that 59% of the respondents were female teachers and 41% of the teacher respondents were male. The results meant that most schools in Masinga District are headed by male teachers while female teachers (59%) outnumbered male (41%) colleagues in the schools.

Figure 4.1: Distribution by gender

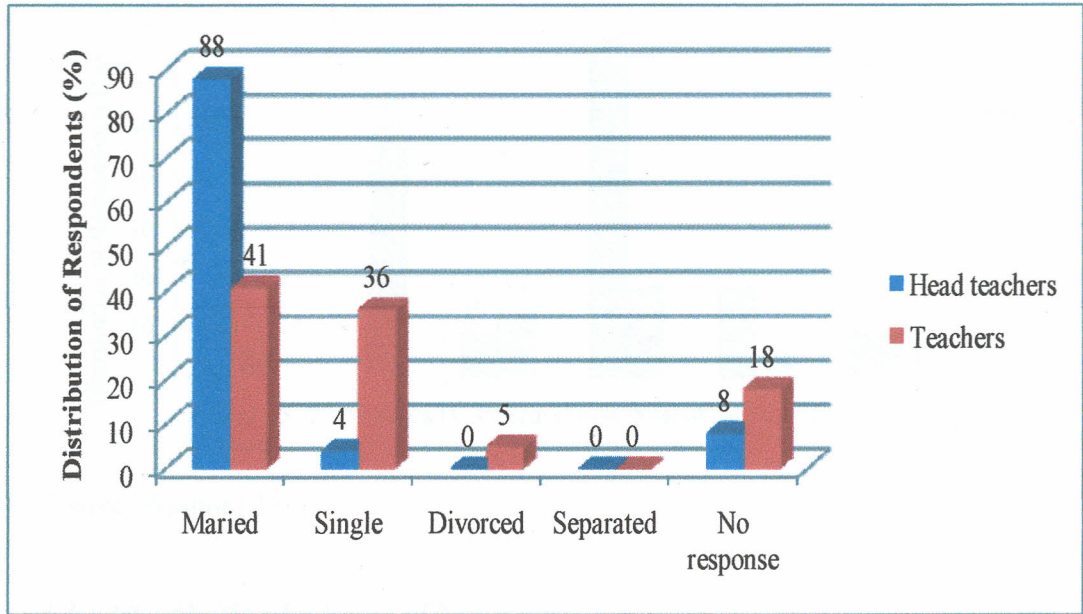


Source: Author (2011)

4.3.2 Distribution by marital status

The research study sought to establish the marital status of both headteachers and teachers in schools. As shown in Figure 4.2, 88% of the headteacher respondents were married while only 4% were single. The results show that 41% of the teacher respondents were married while 36% were single teachers. The results therefore showed that most schools are headed by married headteachers while the teacher respondents comprised of both the married and singles who may be young people who have just started life.

Figure 4.2: Distribution by marital status

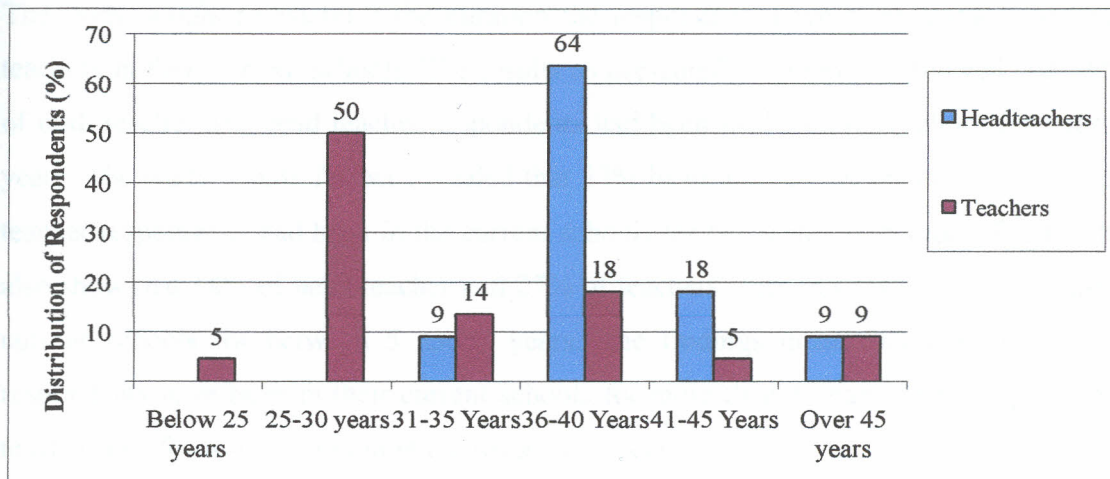


Source: Author (2011)

4.3.3 Distribution of Respondents by Age

Respondents were asked to indicate the age bracket they belonged. The results in Figure 4.3 shows that, 64 percent of the headteacher respondents were in the age bracket of 36 and 40 years and 18 percent were in the age bracket of 41 and 45 years. The results showed that 50 percent of teacher respondents were in the age bracket of 25-30 years. This is an indication that most headteachers were above their youthful stage of life as compared to teacher respondents who mainly comprise of the youthful people in their 20s.

Figure 4.3: Distribution of Respondents by Age



Source: Author (2011)

4.3.4 Distribution by Level of Education

Respondents were asked to indicate their level of education. The results are presented in Table 4.1. The study established that 68% of headteachers and 65% of teachers had tertiary level education. The study further showed that 18% and 22% headteachers and teachers respectively had university degree. This means that most headteachers and teachers had attained tertiary level of education.

Table 4.1: Distribution by Level of Education

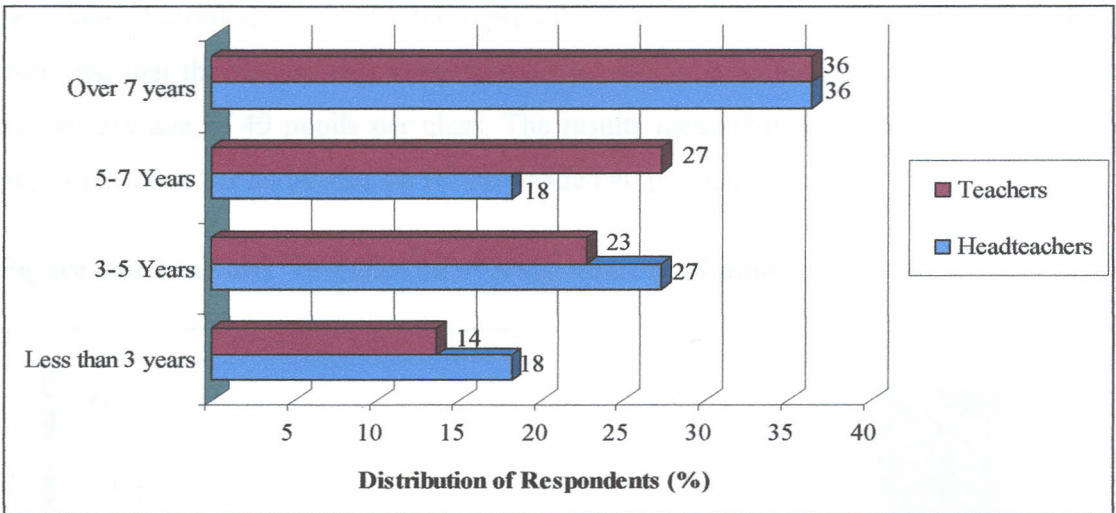
	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Secondary	0	0	2	4
Tertiary	15	68	30	65
University degree	4	18	10	22
Post graduate	2	9	1	2
Others	1	5	3	7
Total	22	100	46	100

Source: Author (2011)

4.3.5 Teaching Duration in the current school

The study sought to establish the duration the respondents have been teachers of head teachers in their current schools. The results as presented in Figure 4.4 showed that 36% of both teacher and head teacher respondents had been in the current school for over 7 years. The study results further revealed that 27% head teacher respondents and 23% of teacher respondents had been in the current schools for between 3 to 5 years. The results also show that 18% of head teacher and 27% of teachers' respondents have been in their current schools for between 5 and 7 years. The findings mean that majority of the respondents have been in their current schools for more than 5 years which implies that teacher transfer is not common in the respondent schools.

Figure 4.4: Teaching Duration in the current school

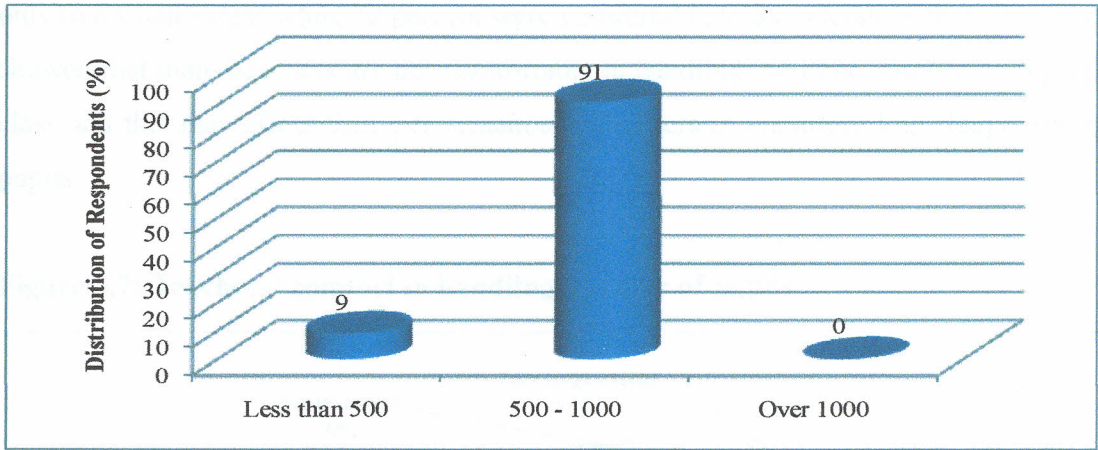


Source: Author (2011)

4.3.6 Pupils Population in the School

The head teacher respondents were asked to indicate the population of pupils in the school. As presented in Figure 4.5, the results show that majority (91%) of the respondents indicated that the schools they head had less than 500 pupils while nine percent indicated that their schools had between 500 and 1000 pupils. The study can be interpreted to mean that most schools had a population of less than 500 pupils.

Figure 4.5: Pupils Population in the School

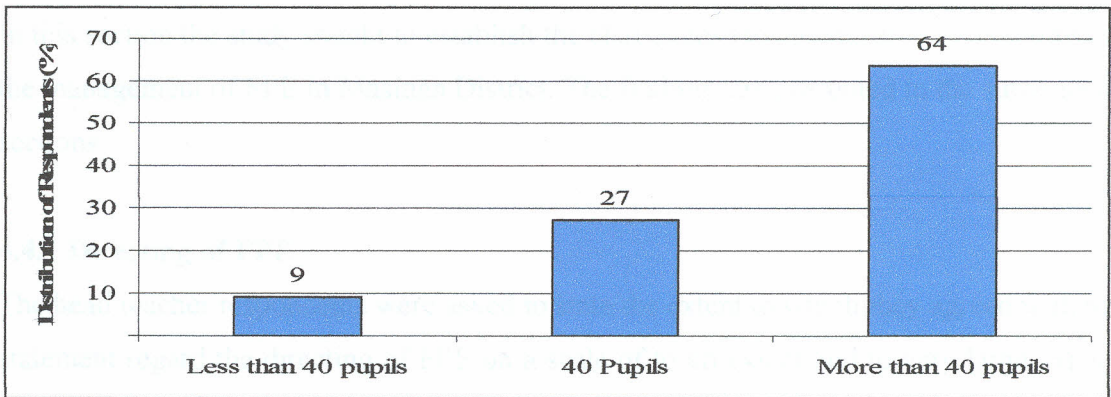


Source: Author (2011)

4.3.7 Average Number of Pupils per Class

The study sought to establish from the teacher respondents the average number of pupils per class. According to the findings presented in Figure 4.6, 64% of the respondents indicated that the classes had more than 40 pupils per class and 27% showed that they had an average of 40 pupils per class. The results mean that on average the number of pupils per class has surpassed the recommended 40 pupils per class.

Figure 4.6: Teachers' response on average number of pupils per class



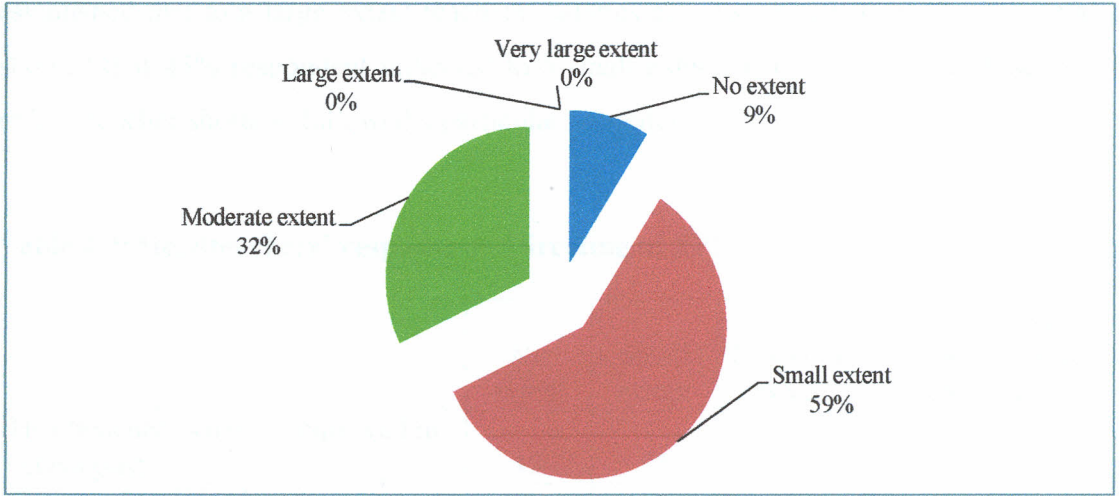
Source: Author (2011)

4.3.8: Teachers' comfort in handling number of pupils

The teacher respondents were asked to indicate whether they are comfortable in handling the number of pupils. According to the findings presented in Figure 4.7, 59% of the respondents indicated that they were comfortable handling the number of pupils per class

only to a small extent while 32 percent were comfortable to a moderate extent. The result showed that many teachers are not comfortable in handling the large number of pupil per class and this may affect their performance as teachers in imparting knowledge into the pupils.

Figure 4.7: Teachers' comfort in handling number of pupils



Source: Author (2011)

4.4 Challenges Facing Educational Directing on the Management of FPE

In this section the study sought to establish the challenges facing educational directing on the management of FPE in Masinga District. The findings are presented in the subsequent sections.

4.4.1 Directing of FPE

The head teacher respondents were asked to state the extent to which they agreed with the statement regard the directing of FPE on a scale of to no extent and to very large extent. The findings as presented in Table 4.2 showed that 53% of the head teacher respondents indicated that the improvement in the teachers' salaries have been improved minimally in the recent past while according to 25%, the improvement in the salaries have been moderate in the recent past. According to the study, majority of the respondents (55%) indicated it is not easy to predict the promotion of the head teachers by the ministry while

36% indicated that predictability of the promotions was only possible to a small extent. The study revealed that 54% of the respondents indicated that the school supervision is not done haphazardly and that there is a clear programme on the supervision. According to the results, 45% respondents indicated to a large extent, the motivation of teachers is low due to lack of incentives. The findings further revealed that according to 45% of the respondents indicated the accountability in schools was not in any way lacking. The study established that to a large extent teachers' salaries are always sent late. The results also showed that 45% respondent indicated to a small extent that recruitment of teachers to reduce teacher shortage followed a particular procedure.

Table 4.2: Headteachers' response on Directing of FPE

	No extent	Small extent	Moderate extent	Large extent	Very large extent	Total
Headteachers salaries improved in recent past	15	53	25	5	2	100
Promotion of Headteachers by Ministry more predictable	55	36	9	0	0	100
Schools supervision done haphazardly/no clear programme	27	27	9	27	9	100
Low motivation due to lack of incentives	8	9	20	45	18	100
Accountability in schools is lacking	45	35	10	9	1	100
Teachers salaries always sent late	1	27	25	45	1	100
Recruitment of teachers lack procedures	18	45	9	18	9	100

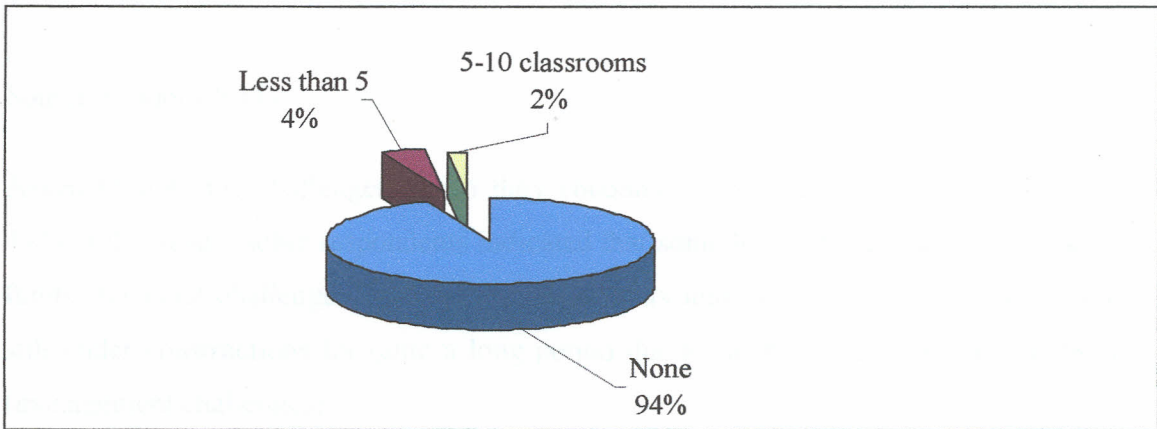
Source: Author (2011)

4.4.2 Construction of classrooms for the last two years

The study sought to establish whether there have been any constructions of classrooms in the school for the last two years. According to the findings presented in Figure 4.9, there was overwhelming response by the head teacher respondents (94%) that indeed there had

not been any construction for the last two years. However 4% of the respondents indicated that there have been less than 5 classrooms constructed for the same period. The findings implied that in most of the respondents' schools, there have not been constructions of new classrooms despite the rising number of pupils in terms of enrolment.

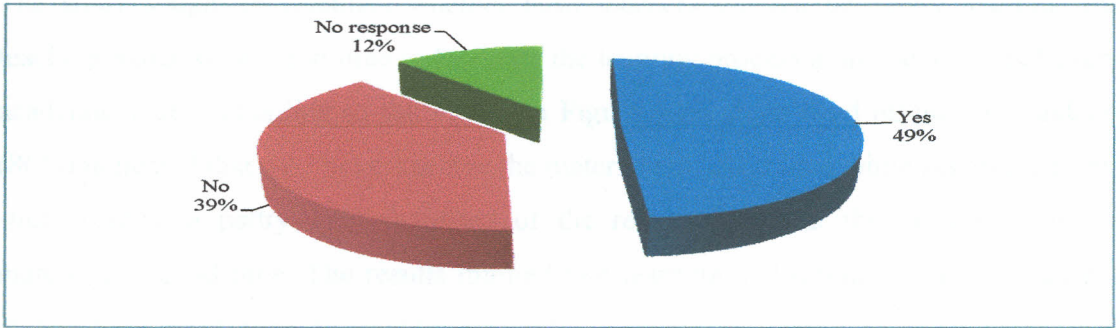
Figure 4.9: Headteachers' response on construction of classrooms for last two years



Source: Author (2011)

Asked to state whether the constructions were completed or not, the study results revealed that according to 42% of the head teacher respondents, the construction were complete. While 39% indicated that the constructions were incomplete.

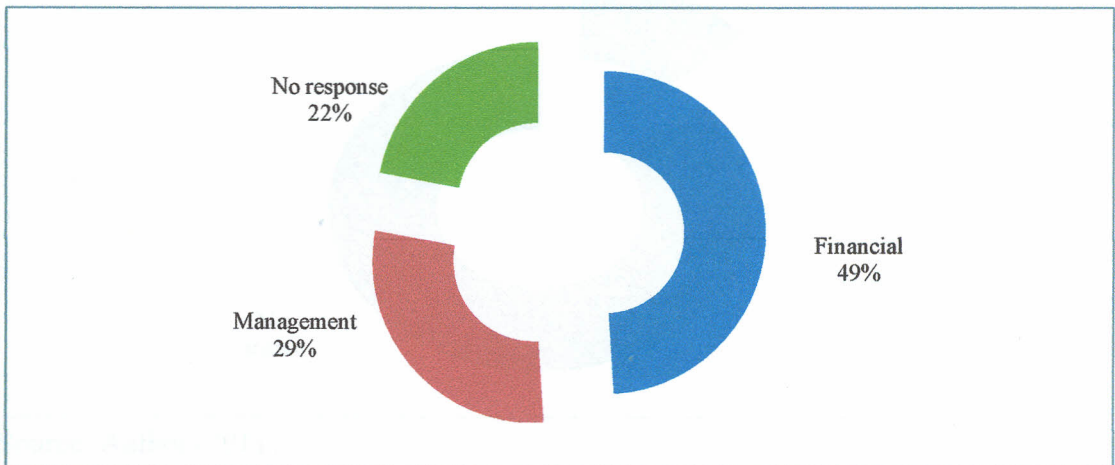
Figure 4.10: Type of Challenges Encountered in Construction of Classrooms



Source Author (2011)

Asked to state the challenges which they encountered in completing the construction, 49% of the head teacher respondents indicated that some had installed due to insufficient funds (financial challenges) while 29% respondents indicated that the classrooms were still under constructions for quite a long period due to poor management of FPE funds (management challenges).

Figure 4.11: Challenges Facing Completion of Construction of Classrooms



Source: Author (2011)

4.5 Challenges of Educational Planning in Management of FPE

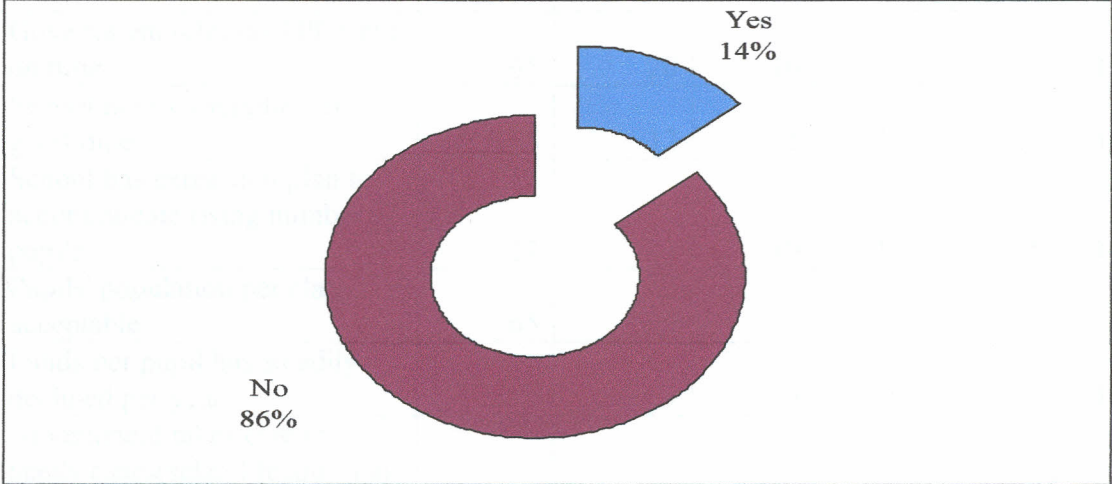
In this section the study sought to establish the challenges facing planning in management of FPE in Masinga District. The findings of the study are presented in the subsequent sections.

4.5.1 Learning and Teaching Materials Received in Good Time

The study sought to establish whether head teachers got the necessary learning and teaching materials in good time to facilitate the learning process at the beginning of every academic year. According to the results in Figure 4.10, most head teacher respondents (86%) indicated that they never receive the materials in good time while according to the study results, a paltry 14% indicated of the respondents that they receive learning materials in good time. The results implied that learning and teaching materials are not received in good time to enable successful learning processes by most respondent schools.

When asked to explain their answer, respondents stated that the fund is sent very late after the learning process has been affected and the stakeholders lodge complaints to the Ministry of Education and the Treasury. Others respondents indicated that the funds' released are unpredictable hence suppliers cannot deliver in good time to enable free learning process leading to poor performance.

Figure 4.10: Learning and Teaching Materials Received in Good Time



Source: Author (2011)

4.5.2 Head Teachers' Responses on FPE Planning

The head teacher respondents were asked to state their agreement or disagreement with the statements in regard to FPE planning. According to the results presented in Table 4.4, the results show that indicated that 65% of the respondents strongly disagreed with the statement that government releases FPE funds in good time. The results show that 91% of

the respondents indicated that they agreed with statement that the schools notified their suppliers in good time for the delivery of learning materials. There was disagreement among 72% of the respondents with the statement that the school has elaborate expansion plan to accommodate rising number of pupils. Most respondents (83%) disagreed with the statement that pupils' population per class was acceptable. The study further established that majority of the respondents (78%) strongly disagreed with the statement that funds per pupil has steadily declined per year. The results also show that 70% of the respondents agreed with the statement that government took care of needy cases among the pupils like school feeding programme to ensure high retention of pupils in classes. The results may be interpreted to mean that delivery of teaching and learning materials was delayed by the government in not releasing the FPE funds on time. The declining fund per pupil has affected the school expansion plan which has in tern affected the teacher pupil ratio.

Table 4.4: Headteachers' responses on FPE Planning

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Government releases FPE fund on time	65	20	10	3	2	100
School notifies suppliers in good time	8	12	8	45	26	100
School has expansion plan to accommodate rising number of pupils	27	45	10	16	1	100
Pupils' population per class acceptable	65	18	8	7	2	100
Funds per pupil has steadily declined per year	9	9	9	9	69	100
Government takes care of needy cases(school feeding) to retain pupils	10	12	9	55	15	100

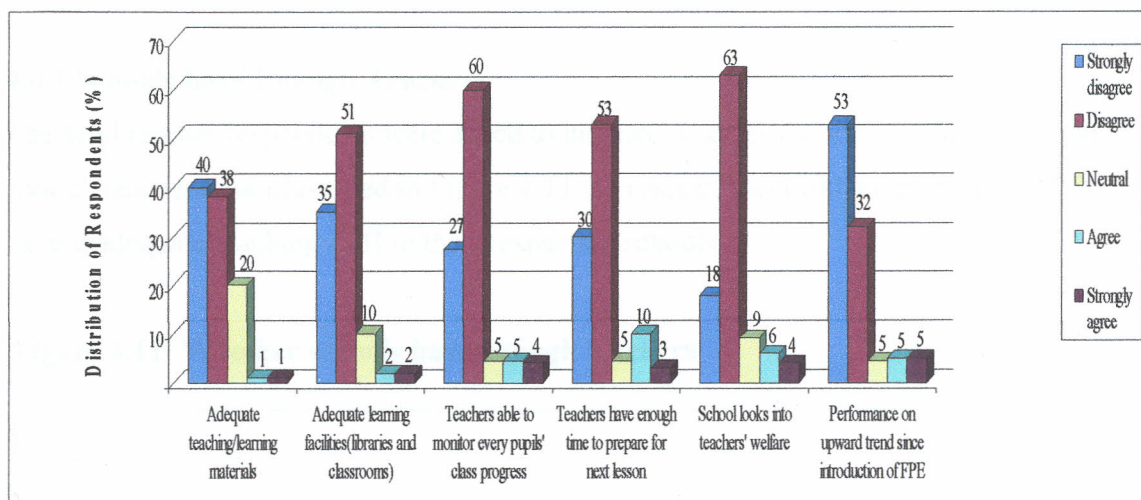
Source: Author (2011)

4.5.3 Teachers' Response with Regard to FPE Planning

The teacher respondents were asked to state the extent to which they agreed with statements in regard to FPE planning. The findings presented in Figure 4.8 revealed that 78% of the respondents disagree with the statement that there were enough learning and

teaching materials in the schools. The study further revealed that most respondents (86%) disagreed with the statement that there were adequate learning facilities such as classrooms and libraries in the schools. The study indicated that majority of the respondents representing 87% disagreed that teachers are able to monitor every pupils' class progress. On whether teachers have enough time to prepare for the next lesson, 83% of the respondents disagreed with the statement. As illustrated in the findings, majority of the respondents (81%) disagreed with the statement that schools looks into the welfare of the teachers. Lastly, there was a strong disagreement by 85% the respondents for most of the respondents with the statement that the performance of the school has been on an upward trend since the introduction of FPE.

4.8: Teachers' response with regard to FPE implementation



Source: Author (2011)

Asked to state what should be done to improve the planning for FPE effective in the management of FPE; the head teacher respondents indicated that more funds and infrastructure must be provided. They indicated that money should be sent early to the schools for effective planning of the programmes. Respondents also indicated that more teachers should be employed to cater for the rising pupil population, the feeding programme should be enhanced and governing policies should be in place to enable for effective FPE planning in schools.

When asked to describe the learning environment in the school since the introduction of FPE, the teacher respondents indicated that it has been extremely hard because high number of enrolment was the order of the day with no additional teachers resulting in poor performance. Lack of infrastructure or learning facilities was mentioned as another impediment to implementation of FPE in schools in Masinga District. Respondents further sighted inadequate funding of FPE as an obstacle in its implementation, this they said could not meet the overwhelming increment on pupils' population.

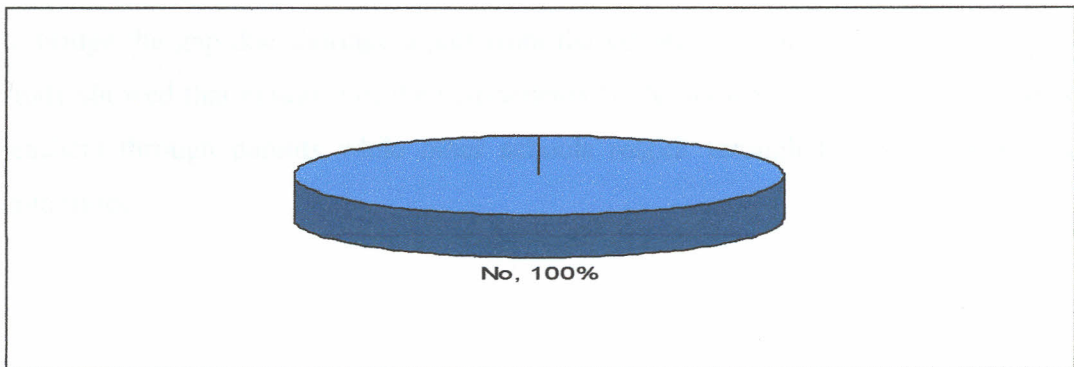
4.6 Challenges in Staffing of Teachers on the Management of FPE

The study sought to establish the challenges the schools were facing in staffing of teachers on the management of FPE. The findings are presented in the following sections.

4.6.1 Schools have Enough Teachers

The head teacher respondents were asked to indicate whether the schools they head had enough teachers. As illustrated in Figure 4.11, all respondents (100%) showed that they have inadequate teaching staff in their respective schools.

Figure 4.11: Whether schools have enough teachers



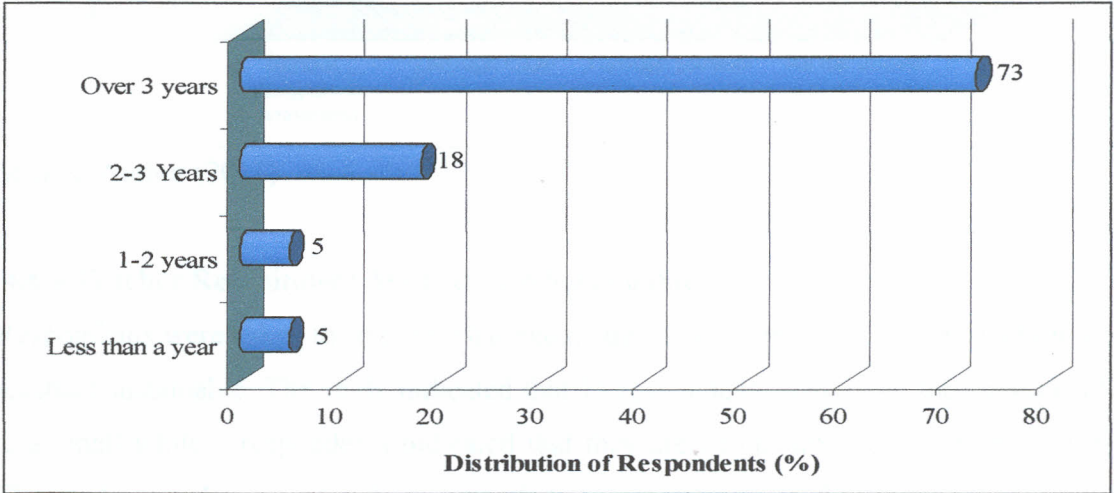
Source: Author (2011)

4.6.2 Duration School has been with Teacher Shortage

The head teacher respondents were asked to state how long they have been experiencing teacher shortages. The findings in Figure 4.12 show that majority of the respondents

(73%) indicated that they have been having teacher shortages for over three years. The results revealed that 18% indicated that they have indeed experienced the problem for the last 2 to 3 years. The findings mean that most schools have been understaffed for along period of time.

Figure 4.12: Duration the school has been having teacher shortage

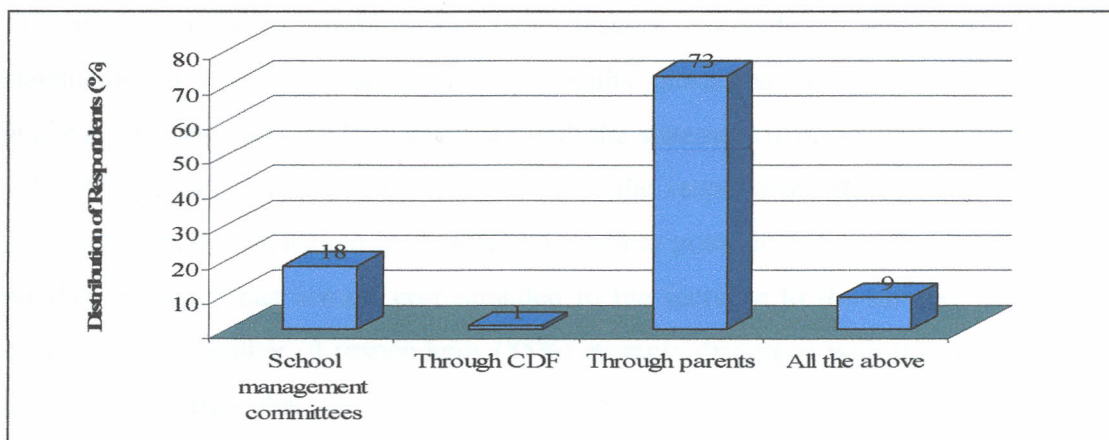


Source: Author (2011)

4.6.3 Methods used by School to recruit additional teachers

The study sought to find out from the respondents how else the school recruited teachers to bridge the gap due shortage a part from the government employing commission. The study showed that majority of the respondents (73%) indicated that the schools recruited teachers through parents while other schools recruit through the school management committee.

Figure 4.14 Other methods used by school to recruit additional teachers



Source: Author (2011)

4.6.4 Teacher Recruitment Methods are Sustainable

Respondents were asked to state to what extent are the methods used to recruit additional teachers sustainable. The study indicated that 15 respondents stated that they sustainable to a small while 3 respondents indicated that they are sustainable to a moderate extent. The study may be interpreted to mean that the schools are unable to fully sustain the additional teachers they recruit.

When asked to explain their answers, the respondents indicted that parents who assist are quite overburdened to provide for the funds because most of them are poor and their contributions not quite reliable.

Table 4.5: Extent to which the methods are sustainable

	Frequency	Percent
No extent	2	9
Small extent	15	67
Moderate extent	3	13
Large extent	1	6
Very large extent	1	6
Total	22	100

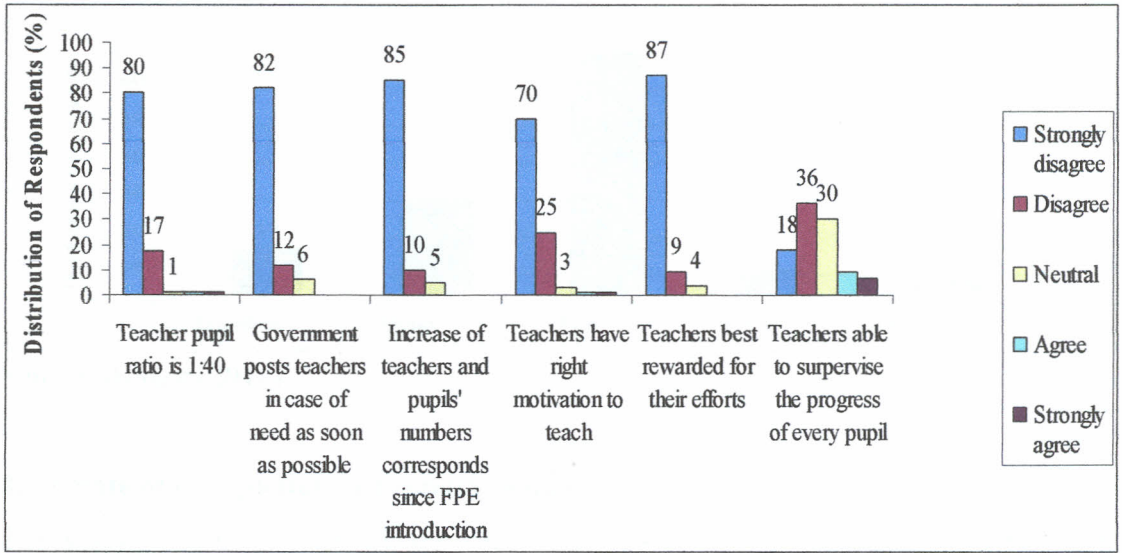
Source: Author (2011)

4.6.5 Head Teachers' Response on the Statements on FPE

The study sought to establish the head teacher respondents' agreement with the statements on FPE implementation. The results illustrated in Figure 4.15 show that majority of respondents (97%) disagreed with the statement that the teacher pupil ratio is 1:40. The results indicated that 82 percent of the respondents strongly disagreed that government posts teachers in case of need as soon as possible. On whether the increase of number of pupils has always corresponded to the increase to the number of teachers, overwhelming number of respondents (85%) strongly disagreed with the statement. The findings indicated that 70 percent of the respondents strongly disagreed with the statement that teachers have right motivation to teach and 25 percent disagreed with the statement. As indicated majority of the respondents (87%) strongly disagreed that teachers are best rewarded for their efforts. Finally, the findings showed that 36 percent respondents disagreed with the statement that teachers are able to supervise the progress of every pupil in the class and do a follow up where necessary while 18 percent strongly disagreed with the statement. The study results can be interpreted to mean that the government should keenly address the issues that hinder efficient delivery of quality education more particular on teacher related issues, since as indicated most teachers feel that their interests are not addressed by the government. Addressing these statements will ensure correct implementation of FPE.

Asked to state their opinion in what should be done to ensure that staffing in schools is correct for the implementation of FPE. The respondents indicated that TSC should post more teachers, money should be disbursed to schools early enough, the funds to be increased because it was inadequate, the schools should be monitored on how they handle the funds and replacement of those who retire and die be done on time.

Figure 4.15: Headteachers' response on the statements on FPE



Source: Author (2011)

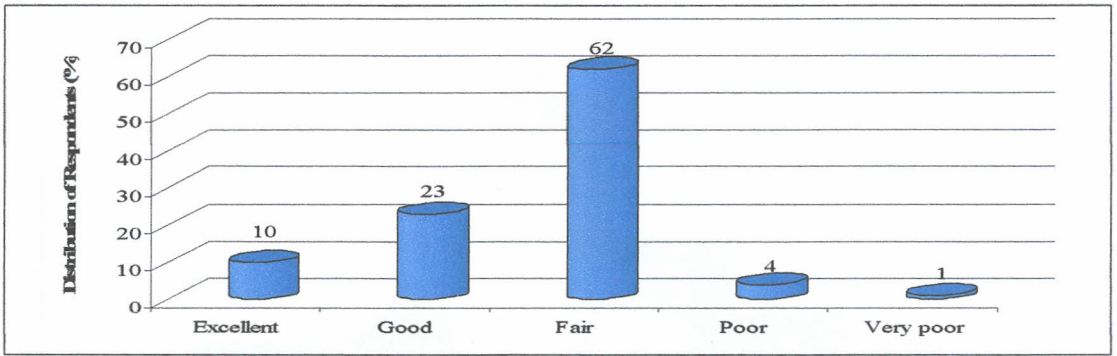
4.7 Academic Performance of School

In this section the study sought to determine the academic performance of the respondent schools. The findings are presented in the subsequent sections.

4.7.1 Performance of schools in KCPE.

The respondents were asked to describe the performance of schools in KCPE. Figure 4.16 show that most head teacher respondents (62%) indicated that the performance was fair while 23% described the performance of their schools as good. The findings can be interpreted to mean that there is need to put more efforts to ensure that the management of the FPE was improved for effective implementation of FPE in order to improve the standards of performance in KCPE.

Figure 4.16: Performance of schools in KCPE



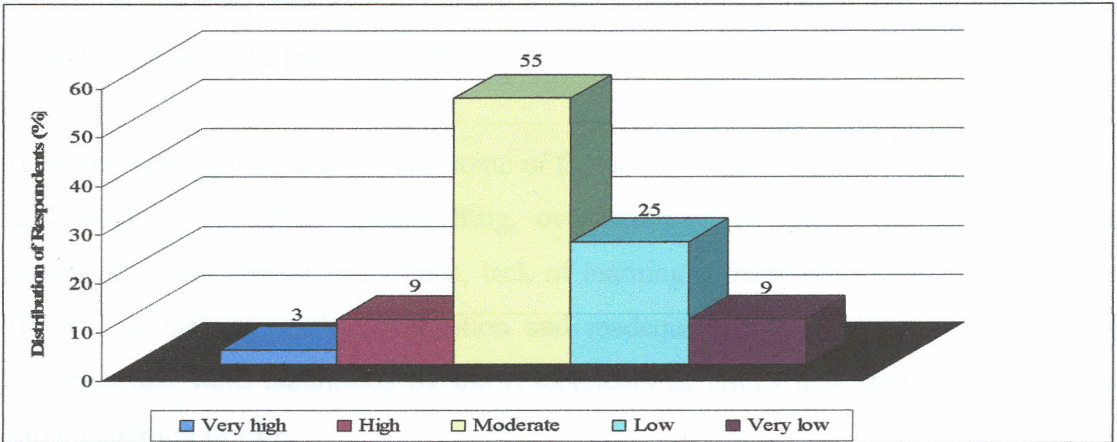
Source: Author (2011)

4.7.2 Rate of Completion of Primary School

The study sought to establish the rate of completion of primary schools by pupils. According to results in Figure 4.17, majority of head teacher respondents (55%) rated the completion as moderate while 25% of the respondents rated it as low. This implies that although the rate of completion of primary school is not very poor it is not good enough and therefore more need to be done to improve the rate of completion.

The respondents were asked to explain their answers in relation to the rate of completion of primary school. The respondents indicated that most pupils drop out mostly in upper classes before sitting for KCPE (girls in particular) due to traditional influence from parents. The presence of famine and drought was also cited as the reason affecting the rate of completion of primary school.

4.17: Rate of completion of primary school by pupils



Source: Author (2011)

4.7.3 Rating of success of FPE in Schools

The teacher respondents were asked to rate the success of FPE in schools. In the findings presented in Table 4.3, majority of the respondents (24) rated success of FPE as poor while 15 respondents rated it as fair. The results may be interpreted to mean that according to teacher respondents the FPE programme has not been successful since its inception.

Table 4.3: Rating of success of FPE in schools by teachers

	Frequency	Percent
Excellent	0	0
Good	2	2
Fair	15	33
Poor	24	52
Very poor	5	13
Total	46	100

Source: Author (2011)

Asked to explain their responses, the teacher respondents indicated that FPE have lowered the level of academic performance of public primary schools in the country due to mismanagement. Respondents also indicated that the implementation of FPE has not kept pace with the increasing number of enrolments which has resulted into many pupils

going without classrooms and are forced to learn under trees under poor learning conditions. The respondents also cited the rise in number of pupils with no increment in teacher number hence poor performance.

Teachers were again asked to state some of the problems they think hinder the successful implementation of FPE. Understaffing, overenrolment of pupils especially in lower classes, improper use of FPE funds, lack of learning infrastructure, delay in release of FPE funds, lack of teacher motivation and inadequate FPE funds were some of the problems that were mentioned by the respondents as issues that hinder the successful implementation of FPE.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The overall purpose of the study was to analyse the management challenges facing sustainability of free primary education in Masinga District in Kenya. The objectives of the study were; to analyse the effect of educational planning, educational staffing, educational organization, educational directing, and educational controlling on FPE management in schools. The results of the study are presented and discussed in the previous chapter. In this chapter, summary of the main findings will be done and conclusion drawn. Recommendation for action were made and areas for further or future research identified.

5.2 Summary of the Findings

5.2.1 The Educational Planning of FPE in schools

The respondents were asked to state their agreement or disagreement with the statements in regard to FPE planning. According to the results, the study indicated that 65% of the respondents strongly disagreed that government releases FPE funds in good time while 20% disagreed. The results indicated that 45% respondents indicated that they notify suppliers in good time for the delivery of learning materials. There was disagreement (45%) from the respondents with the statement that the school has elaborate expansion plan to accommodate rising number of pupils. Most respondents (65%) strongly disagreed with the statement that pupils' population per class was acceptable and 18% of the respondents strongly disagreed. The study further indicated that majority of the respondents (64%) strongly disagreed with the statement that funds per pupil has steadily declined per year. The results finally indicated that 55% of the respondents agreed with the statement that government takes care of needy cases among the pupils like school

feeding programme to ensure high retention of pupils in classes by providing learning, teaching materials and offering of feeding programmes.

5.2.2 The Educational Staffing of FPE

The respondents were asked to indicate whether the schools they head had enough teachers. All respondents (100%) showed that they have inadequate teaching staff in their respective schools. The findings showed that majority of the respondents at 73% indicated that they have been having the teacher shortage for over three years. Only 18% indicated that they have indeed experienced the problem for the last 2-3years. The results showed that majority of respondents (80%) strongly disagreed with the statement that the teacher pupil ratio is 1:40. The results indicated that 82 percent of the respondents strongly disagreed that government posts teachers in case of need as soon as possible. On whether the increase of number of pupils has always corresponded to the increase to the number of teachers, overwhelming number of respondents (85%) strongly disagreed with the statement. The findings indicated that 70 percent respondents strongly disagreed with the statement that teachers have right motivation to teach and 25 percent disagreed with the statement. As indicated majority of the respondents (87%) strongly disagreed that teachers are best rewarded for their efforts. Finally, the findings show that 36 percent respondents disagreed with the statement that teachers are able to supervise the progress of every pupil in the class and do a follow up where necessary.

5.2.3 Educational Organization of FPE

The respondents were asked to state the extent to which they agreed or disagreed with statements in regard to FPE implementation. The findings of the study revealed that 40% of the respondents strongly disagree with the statement that there are enough learning and teaching materials in the schools. The study further revealed that most respondents disagreed (51%) with the statement that there were adequate learning facilities such as classrooms and libraries in the schools. The study again indicated that majority of the respondents representing 60% disagreed that teachers are able to monitor every pupils' class progress while 27% strongly disagreed. On whether teachers have enough time to prepare for the next lesson, 53% of the respondents disagreed with the statement. As

illustrated in the findings, majority (63%) of the respondents disagreed with the statement that schools look into the welfare of the teachers. Lastly, there was a strong disagreement (53%) for most of the respondents with the statement that the performance of the school has been on an upward trend since the introduction of FPE.

5.2.4 The Educational Directing of FPE in schools

The respondents were asked to state the extent to which they regard the directing of FPE. The findings showed that to a small extent (53%) headteachers' salaries have been improved in the recent past. According to the study, majority of the respondents (55%) indicated to a small extent that promotion of headteachers by the Ministry was more predictable while 36% had small extent response towards the same. The study realized that 27% of the respondents stated to no extent and small extent at similar percentage that supervision of schools was done haphazardly without any proper/clear programme. According to the results, 45% respondents indicated to a large extent that motivation of teachers is low due to lack of incentives. The findings further revealed that 45% respondents indicated to no extent that accountability in schools is lacking. The study established that teachers' salaries are always sent late to a large extent (45%) while 45% respondent indicated to a small extent that recruitment of teachers to reduce teacher shortage had no particular procedure while 18% of the respondents had a large extent response on the same.

5.3 Conclusions

From the study, it is evident that the implementation of FPE has encountered numerous challenges that definitely need to be addressed by relevant stakeholders for effective and quality learning processes. The study established that the school had adverse teacher shortages, poor payment and lack of teacher motivation, rising pupil populations, inadequate and unfinished infrastructures and insufficient learning materials. The government according to the study was the major source of funds for the implementation of FPE in the schools. The reduction, delay or lack of funding resulted into poor delivery

of quality learning standards hence performances were moderately realized at the final examinations in schools.

5.4 Recommendations

Even though a good number of the respondents indicated that the funding per pupil was not declining on yearly basis, there was a strong agreement that the funding need to be well managed, timely disbursed, the budget for buying learning materials and building infrastructure should be doubled or rather increased and motivation of teachers should be properly addressed for effective implementation of FPE. The study recommends that FPE policy that addresses planning, directing, staffing and implementation should be initiated by the relevant stakeholders for the benefit of pupils who are the prime beneficiaries of FPE programmes. Even though the schools are public institutions and largely relies on the public funding from the government, the study recommends that the institution adopt other methods of sourcing for funds especially from NGOs and funding agencies with the assistance of government so as to fill the deficit.

5.5 Areas for further research

This study was done in schools in Masinga District only. The study therefore recommends that a similar study should be done in other parts of the country.

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A PPENDICES

A PPENDIX 1: LETTER TO RESPONDENTS

April, 2011

Dear Respondent,

REQUEST FOR RESEARCH DATA

I am a Master of Business Administration (MBA) student at Kenyatta University. I am required to submit as part of my course work assessment, a research project report on “**analysis of management challenges facing free primary education in Masinga District**”. I am kindly requesting you to assist me in this study by filling the attached questionnaire to the best of your ability as it applies to you.

Please be assured that the information you provide will be used solely for academic purposes and all responses will remain confidential.

Thank you very much for your time.

Kilonzo Mathew Muthangya,

Student researcher.

		1	2	3	4	5
a	Teacher salaries have been improved in the recent past					
b	Promotion of teachers by the ministry is now more predictable					
c	Supervision of schools is done haphazardly without any proper clear programme					
d	The motivation of teachers is low due to lack of incentives					
e	Accountability in the schools is lacking					
f	The salaries of teachers is always sent late					
g	Recruitment of teachers to reduce teacher shortage has no particular procedure					

8. (a) Have there been any construction of classrooms in the school say for the last two years? None Less than 5 5 – 10

11 – 15 16 – 20 Over 20

(b) i) Are the construction complete? Yes No

ii) If No, what challenges did you encounter?

Managerial Financial Logistics

(c) Explain your answer _____

9. (a) Do you necessary learning and teaching materials in good time to facilitate the learning process at the beginning of every academic year?

Yes No

(b) Explain your answer _____

10. State the extent to which you agree with the following sentences with regard to FPE planning on a scale of 1 – 5 where 1 Strongly disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly agree

		1	2	3	4	5
a	The government releases funds for FPE on time					
b	The school notifies its suppliers on time					
c	The school has elaborate plans for expansion to accommodate rising number of pupils					
d	The population of pupils per class is acceptable (i.e. average of 40 per class)					
e	The funds per pupil has steadily declined per year					
f	The government takes care of the needy cases among the pupils such as the school feeding programme to ensure high retention of the pupils in class					

11. In your opinion, what should be done to make the planning for FPE effective in the management of FPE? _____

12. Does your school have enough teachers? Yes No

13. If no, how long have you had the problem of teacher shortage?

Less than a year 1 – 2 years 2 – 3 years

Over 3 years

14. Apart from the government employed through the teachers' service commission, how else does the school recruit additional teachers in case of shortage?

Through school management committees

Through CDF

Through parents

All the above

15. a) To what extent is the method sustainable?

No extent Small extent Moderate extent

Large extent Very large extent

b) Explain your answer _____

16. States the extent to which you agree with the following statements on a scale of strongly disagree (1) and strongly agree (5)

		1	2	3	4	5
a	The teacher pupil ration in the school is 1:40					
b	The government posts teachers to the school in case of need as soon as possible					
c	The increase in the number of teachers in the school has always corresponded to the increase in the number of pupils since the introduction of FPE					
d	The teachers have the right motivation to teach the children					
e	Teachers are best rewarded for their efforts					
f	The teachers are able to supervise the progress of every pupil in the class and do a follow-up where necessary					

17. In your opinion, what should be done to ensure that staffing in schools is correct for the implementation of FPE?

18. How would you describe the performance of your school in the Kenya Certificate of Secondary Education?

Excellent [] Good [] Fair [] Poor []
 Very poor []

19. a) On average what is the rate of completion of primary school in your school by pupils (e.g. number joining class one and those sitting for KCSE)

Very high [] High [] Moderate [] Low []
 Very low []

b) Explain your answer _____

Thank you very much for your cooperation

		1	2	3	4	5
a	There are enough teaching and learning materials in the school					
b	The learning facilities such as the classrooms and libraries are adequate					
c	The teachers are able to monitor every pupils' class progress					
d	Teachers have enough time to prepare for the next lesson					
e	The school looks into the welfare of the teachers					
f	The performance of the school has been on the upward trend since the introduction of FPE					

9. In your own words since the introduction of FPE, how would you describe the learning environment in the school? _____

10. Describe how you would rate the success of FPE in your school?

Excellent [] Good [] Fair [] Poor []
 Very poor []

11. Explain your answer in 10 above _____

12. What are some of the problems you think hinder the successful implementation of FPE? _____

Thank you very much for your cooperation

APPENDIX IV

INTERVIEW SCHEDULE FOR THE EDUCATION OFFICERS

1. For how long have you been in this post?
2. How many schools are under your jurisdiction?
3. What is the staffing situation in these schools?
4. Are these teachers trained?
5. Have the headteachers in these schools reported to you the problems they encountered in the process of implementing FPE?
6. What are some of these problems?
7. Are the problems with the management committee of the school under your area of jurisdiction?
8. What problems do you encounter in the process of reinforcing the implementation of FPE?
9. What financial and/or material assistance do the primary schools in your area receive from the government?
10. Is the assistance provided adequate for implementation of FPE?
11. What do you recommend that should be done to enable FPE to succeed?

Thank you very much for your cooperation

APPENDIX V

LIST OF PUBLIC PRIMARY SCHOOLS IN MASINGA DISTRICT

1. Col. Kiluta Primary School
2. Ekalakala Primary School
3. Endei Primary School
4. Ielanthi Primary School
5. Iiani Primary School
6. Iiani-Ndithini Primary School
7. Ikatini Primary School
8. Inyanzaa Primary School
9. Isyukoni Primary School
10. Ithukini Primary School
11. Iulamba Primary School
12. Iuuma Primary School
13. Kakuku Primary School
14. Kaliluni Primary School
15. Kaluluini Primary School
16. Kamangulu Primary School
17. Kamunyu Primary School
18. Kamuthumba Primary School
19. Kang'ang'ini Primary School
20. Kangonde Primary School
21. Kanguu Primary School
22. Kanyonga Primary School
23. Kaonyweni Primary School
24. Kaseve Primary School
25. Kasuvilo Primary School
26. Kathiani Primary School
27. Kathilila Primary School
28. Kathithu Primary School
29. Kathui Primary School
30. Kathukini Primary School
31. Katisaa Primary School
32. Katisu Primary School
33. Katothya Primary School
34. Katulye Primary School
35. Kavolea Primary School
36. Kawethei Primary School
37. Kiaani Primary School
38. Kiambani Primary School
39. Kiangeni Primary School
40. Kieteni Primary School
41. Kikomba Primary School
42. Kikukuni Primary School
43. Kikule Primary School
44. Kikundi Primary School
45. Kikuuni Primary School
46. Kimuuni Primary School
47. Kingutheni Primary School
48. Kisaani Primary School
49. Kitangani Primary School
50. Kithambini Primary School
51. Kitheuni Primary School
52. Kithoni Primary School
53. Kithuia Primary School
54. Kithyoko Primary School
55. Kituneni Primary School
56. Kivaa Primary School
57. Kivaani Primary School
58. Kivuthi Primary School
59. Kivutini Primary School
60. Kwa wanzilu Primary School
61. Kwakaindi Primary School
62. Kwakalunde Primary School
63. Kwakatuta Primary School
64. Kwakyumbo Primary School
65. Kwalui Primary School
66. Kwamaithya Primary School
67. Kwambengei Primary School
68. Kwamboo Primary School
69. Kwamulinya Primary School
70. Kwasuvu Primary School
71. Kyaani Primary School
72. Kyanyunzi Primary School

73. Kyauanini Primary School
74. Kyondoni Primary School
75. Lungulweni Primary School
76. Makila Primary School
77. Makongeni Primary School
78. Makutano ya endei Primary School
79. Mananja Primary School
80. Manguli Primary School
81. Masaku Primary School
82. Masinga Primary School
83. Matema Primary School
84. Matetani Primary School
85. Mathauta Primary School
86. Mathenge Primary School
87. Mathengeta Primary School
88. Matithini Primary School
89. Mavyamaiu Primary School
90. Mbaini Primary School
91. Mbingoni Primary School
92. Mbusyani Primary School
93. Miangeni Primary School
94. Mikuyu Primary School
95. Mikuyuni Primary School
96. Milaani Primary School
97. Misewani Primary School
98. Misuuni Primary School
99. Muangeni Primary School
100. Mukameni Primary School
101. Mukayauni Primary School
102. Mukusu Primary School
103. Munandani Primary School
104. Musingini Primary School
105. Musumaa Primary School
106. Mutembuku Primary School
107. Muthembwa Primary School
108. Muthesya Primary School
109. Muthithu Primary School
110. Mutwamwaki Primary School
111. Mwambani Primary School
112. Mwatungo Primary School
113. Ndeela Primary School
114. Ndelekeni Primary School
115. Ndithini Primary School
116. Ndovoini Primary School
117. Ngomola Primary School
118. Ngukemwe Primary School
119. Nzii Primary School
120. Tanaridge Primary School
121. Thatha Primary School
122. Tulimyumbu Primary School
123. Tumutumumu Primary School
124. Twamakaa Primary School
125. Ulutya Primary School
126. Utithini Primary School
127. Uvaini Primary School
128. Vondeni Primary School
129. Wamboo Primary School
130. Wendano Primary School
131. Wimbie Primary School