

**PROBLEMS FACED BY PRIMARY SCHOOL
HEADTEACHERS IN IMPLEMENTING FREE
PRIMARY EDUCATION (FPE) IN KISUMU
MUNICIPALITY, KENYA**

BY

AKOTH SUSAN ANNE

**A RESEARCH PROJECT REPORT SUBMITTED IN
PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION**

KENYATTA UNIVERSITY

AUGUST 2004

Akoth, Susan Anne
*Problems faced by
Primary school*



2007/299763

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DECLARATION

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

 Date 30.8.04

AKOTH SUSAN ANNE

**This project has been submitted with my approval as the University
Supervisor**

 Date 30.8.04

DR GEORGE ONYANGO ADINO

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION, PLANNING AND
CURRICULUM DEVELOPMENT**

DEDICATION

This work is dedicated to my dear husband, Dr. Peter James Owino and my loving daughter Myra Akinyi Owino for their patience, support and encouragement during my study.

ACKNOWLEDGEMENTS

I would like to acknowledge those who positively contributed towards the success of this study. My sincere appreciation goes to my supervisor, Dr. George Onyango Adino who guided me in this study.

I would like to register my thanks to Professor Romanus Okelo who inspired and encouraged me to try further studies with courage.

Many thanks to Mr. Ombija of Municipal Education Office- Kisumu, who facilitated my data collection from the primary schools. I am equally grateful to the primary school head teachers of Kisumu - Municipality who volunteered to provide the information required.

I extend my sincere thanks to my parents Mr. & Mrs. James Akoth Ndonga and family for their support and encouragement. Special gratitude goes to Mr. Kenedy Asembo who was always ready to give moral support and provided peer review of the work. This improved the entire study.

Thanks may the Almighty God Bless you All!

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ABBREVIATIONS

- ATS** Approved Teachers, primary or Secondary School teachers with S1 qualifications who have been promoted to graduate status.
- KANU** Kenya African National Union (former ruling party).
- LAC** Latin America and Caribbean Countries.
- NARC** National Alliance Rainbow Coalition (current ruling party in Kenya).
- P1** A primary school Teacher who has completed at least four years of secondary school education, completed a minimum of two years in professional training in a primary Teacher Training College/promoted to this level by employer.
- PTA** Parents Teachers Association.

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ABSTRACT

Since Independence, the Kenya government has made various efforts to provide Free Primary Education (FPE) in all public primary schools in Kenya. The most recent effort was its revival by the NARC government in January 2003. This move is aimed at providing all school age going children with an opportunity of FPE for literacy, disease and poverty eradication. It is important to note that Headteachers as the Managers of their schools were not prepared for FPE since this was a presidential directive made at a time when the primary schools Head teachers had budgeted for the year. Not even guidelines were given to them by the government. Headteachers had therefore to brace for more tasks and be ready to face more challenges in implementing FPE. If Kenya is to achieve any meaningful gain in its FPE programme, then the challenges need to be identified and addressed. This study set out to investigate the problems which head teachers face in their efforts to implement FPE.

The study was conducted in Kisumu Municipality, Kenya. The research design adopted was descriptive survey. The sample comprised of 15 head teachers, one Municipal Education Officer, one Inspector of Schools and three parents. Data were collected by use of questionnaires, interview schedules and observation schedules.

The study found that there is high enrollment in primary schools as a result of the FPE. Government funding as well as facilities and teaching learning materials for implementation of FPE are inadequate. The study also found that the headteachers experience a number of problems in relation to the implementation

of FPE which include, understaffing poor teaching, overcrowded classes, inadequate books, poorly constructed classrooms, heavy workload due to understaffing, inadequate non-teaching personnel, difficult parents, student Indiscipline, poor financial management skills, over enrolment and Inadequate finance. The study recommends that the Ministry of Education Science and Technology should employ more teachers, sensitize parents on their role in FPE, and allocate more funds and train head teachers on Financial Management. Lastly, the study suggests that the study should be replicated in other districts in the country in order to give a general picture of headteachers experiences in the whole country. This will facilitate better decision-making regarding the implementation of FPE in the entire nation.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

In all countries, primary education is the foundation on which further learning is based and opens up to the children a wide range of opportunities for further studies and for work. It is during the primary school years that the characters and abilities of the children take shape and many of the attitudes and habits of lifetime are formed. It is also through the primary school that the individual child learns about his or her place in society, and come to understand and appreciate the true meaning of the national ideology, values and principles (Mbamba 1982).

Expansions in enrolment at both primary and secondary levels have been considerable in Kenya. According to Kamunge report (1988), there has been a tremendous growth in primary education since independence. Between 1963 and 1986, the number of primary schools rose from 6,058 to 13,392; pupils' enrolment increased from 891,553 to 4,885,925 while teachers employed also grew from 22,772 to 142,807. This led to additional educational facilities being created and years of schooling extended from 7-8 years at primary level in order to meet social demands for education and to raise productivity. Attempts have also been made in Kenya to develop non-formal education in order to improve production, skills and to eliminate illiteracy. This came in with the recommendation of the Mackay Commission (1981) where 8-4-4 curriculum was introduced.

The course lasts eight (8) years and ensures the provision of a more functional and practical education that should meet the needs of children who terminate their formal education at standard 8. It also caters for those wishing to go on to secondary school and post primary vocational training institutes, such as youth polytechnics.

With the introduction of 8-4-4 system of education, the primary school curriculum has become pre-vocational and practical oriented, and it is the policy of the government to provide adequate number of teachers and to ensure provision of adequate facilities and equipment as a means of maintaining quality, relevance and high standards.

Admission to standard one (1) is mainly for children who have reached the minimum age of six (6) years.

The objectives of primary education in Kenya are as follows: -

- a) To impart literacy, numeracy and manipulative skills;
- b) To develop self – expression, self – discipline, self – reliance and full realization of the senses;
- c) To develop ability for clear logical thought and critical judgment.
- d) To acquire a suitable basic foundation for further education, training and the world of work.
- e) To develop awareness and understanding of immediate environment and foster positive attitude towards other countries and towards the international community.
- f) To develop a strong whole person, including the physical, mental and spiritual capacities.
- g) To develop desirable social standards and attitudes.

The primary school curriculum is uniform throughout the country. It is nationally developed at the Kenya Institute of Education (K.I.E) by subject experts. It sufficiently covers the needs of all children at this level of education in all areas of the country. This curriculum is then arranged in various syllabuses at different levels. The approved subjects are: -

1. Kiswahili
2. English
3. Mathematics
4. Science and Agriculture
5. Home Science
6. Art and Craft
7. Music
8. Geography, History and Civics (G.H.C)
9. Religious Education
10. Physical Education
11. Business Education

At the end of eight years of education, a pupil sits for a national terminal examination i.e. Kenya Certificate of Primary Education (K.C.P.E). Candidates for (K.C.P.E.) are tested in the following five papers:-

1. Kiswahili
2. Mathematics
3. Science
4. English
5. Geography/ History/ Civic/ Religious Education (G.H.C.R.)

All public primary schools maintained by a local authority are managed by the respective authority in accordance with section 7 of the Education Act cap 211. The schools are managed by the local authority through school committees

appointed by the local authority as provided by section 9 of the same act. Such school committees are comprised of persons to represent the local authority, the community served by the school and parents. The school committees undertake the following function.

- Financial Management
- Physical expansion and maintenance programs
- Maintenance of school traditions and high standards of education and discipline

Other bodies who play roles in the management of public primary schools are the District Education Boards, Parent's Associations and school inspectorate personnel. The District Education Boards established in accordance with section 28 of the Education Act cap 211, superintend the management of public primary schools in their areas of jurisdiction. Parent's Association strengthens and assists the functions of school committees, particularly in institutional physical facilities. Their role is also to improve the standards and quality of education in schools. The school inspectorate personnel provide guidance in school supervision and management at provincial, district, division and zonal levels. Primary schools are inspected frequently with a view to improving and maintaining standards of quality education.

Government Efforts in Implementing Free Primary Education

Since the early 1960s and following the recommendations of Regional conferences of Ministers of Education of African member states in Addis Ababa (1960), Abidjan (1964), Nairobi (1968) and Lagos (1976), many African countries have embarked upon significant programs of developing and reforming their educational systems. In Kenya, Kenya African National Union in its 1963 Manifesto at independence made a declaration that the government would provide UPE. In its efforts to fulfill this commitment, the government abolished direct payment of primary school fee from standard 1-4. However, some children

still did not attend school and others dropped out completely. Gachathi commission of 1976 recommended that free primary education should be extended to class seven.

One of these objectives was that education was needed to equip the youth with skills, knowledge and expertise necessary for national and individual development.

Despite of the above, there were still some non-fee costs charged on the parents. This again led to continuous dropouts of children from schools because some parents could not afford them due to poverty. This led to FPE in 1980 through a presidential directive. This directive emphasized on physical facilities being built through *Harambee* funds to ensure that FPE from standard 1-7 would truly be free (Olembo 1982).

Despite of all the attempts, Kenya has failed to provide FPE. Daily Nation Saturday January 4th reported that by December 2002 about 3 million children have had no access to school and many others have dropped out prematurely partly due to shortcomings and inadequacies in the educational systems. For example, even though fee was removed from primary schools, there are still a number of non-fee costs, which parents cannot always anticipate and which some find difficult to pay. These costs include uniform, building funds, equipment levy and activity fee (Republic of Kenya 1964, Daily Nation, Friday January 3, 2003). Some children also dropped out due to long distance travel from school due to regional discrepancies, insecurity in some areas, which the government had not looked into and some areas have very few and ill-equipped schools leading to inadequate quality of education (Kenya Times, Tuesday January 7, 2003).

At the beginning of the year 2003, with the political transition, the NARC government declared FPE for all school age going children in Kenya. This was in accordance to NARC educational objectives (NARC Manifesto 2002). This saw a huge enrolment in public primary schools on the first day of opening schools this

year, which some schools could not cope up with. At Kibira Primary School, the Headteacher said that he had an excess of 300 children to admit in standard one. In a Mombasa school, 300 pupils turned up for enrolment in a single standard one class, (Daily Nation, Tuesday, January 7, 2003, Kenya Times, Tuesday, January 7, 2003). This also saw a situation where even adults, those over 17 years old gained entry into standard one.

From the above, the primary school Head teachers are faced with difficult tasks and more problems created by FPE in the management of their schools. This is because they are the ones responsible for its implementation.

The basis of this study is therefore to investigate the problems faced by primary school Head teachers in implementing FPE.

1.2 Statement of the Problem

Free primary education is not a new phenomenon in Kenya. In the background the researcher has shown the various efforts made by the government since 1963 to provide FPE. The most recent effort was its revival by the NARC government in January 2003, in all public primary schools in Kenya. This move is aimed at providing all school age going children with an opportunity of FPE for literacy, disease and poverty eradication (KANU Manifesto; 1963).

It is important to note that headteachers were not prepared for FPE since this was a presidential directive made at a time when the primary schools Head teachers had budgeted for the year. Not even guidelines were given to them by the government. It's therefore evident that headteachers are put into more tasks and face several problems in implementing FPE, which need to be addressed, otherwise there will be provision of poor quality of education and more and more children will still drop out of school, reducing the literacy level of the country. This will make Kenya lag behind in attaining development strategy for it is well understood that a literate population is the key to the overall development of any nation (MOEST 2003).

1.3 Purpose of the Study.

This study aimed at identifying the problems faced by primary schools headteachers in implementing FPE in Kisumu Municipality.

1.4 Specific Objectives

This study focused on the following specific objectives

- a) To determine the level of enrolment of pupils in the Municipal Schools.
- b) To throw light upon the problems which may be facing the Primary School Headteachers in implementing FPE and their causes.
- c) To determine the extent to which the primary education is free.
- d) To determine future educational needs and requirements at the primary School levels in Kisumu Municipality.

1.5 Research Questions

The study attempted to address the following research questions:

- (i) What is the enrolment situation in Primary schools before and after the introduction of FPE?
- (ii) What is the staffing position in the public Municipal Schools?
- (iii) What is the position of the existing basic facilities in the schools?
- (iv) What are the problems faced by Primary School Headteachers in implementing FPE?
- (v) Is the government funding adequate for effective implementation of FPE?

- (vi) What recommendations do stakeholders give for effective implementation for FPE?

1.6 Significance of the Study

The findings of this investigation are anticipated to be of importance to policy makers and educational planners e.g. the Ministry of Education Science and Technology. This is because it will provide a source of information that could be useful to them in their efforts to improve FPE.

The study is also of importance to parents because it may enable them to know which areas to come in / assist as stakeholders to ensure that their children are provided with quality education.

1.7 Basic Assumptions

The researcher assumed the following:

- The primary schools in Kisumu Municipality have implemented FPE
- That the Government is funding all the primary schools within Kisumu Municipality in the implementation of FPE.

1.8 Limitations of the Study

The following factors are bound to be a major limitation in this study:

- The findings of the study may only be applicable to the area in which the research will be carried out, Kisumu Municipality.
- Sample too small because it will only cover the schools within the Municipal Council of Kisumu due to time factor/limited time.

1.9 Definition of Terms

Education for All: - All school age children are given basic Education.

Free Primary Education: - Situation where all school age going children are given access to Primary Education without discrimination by abolishing fees and levies for tuition

Resources: - The money- material and people necessary for pursuit of goals.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter is divided into six parts as follows: -

- Studies on the importance of primary education
- Studies of FPE in other countries LAC
- Studies on African countries
 - Swaziland
 - Kenya
- Role of headteachers
- Problems faced by headteachers in the management of their schools
- Summary and conclusion

2.2 Importance of Primary Education

There is now much literature that documents the importance of primary education in economic development (Schultz, 1961; Krueger, 1968). Research has shown high correlation between National investment in education and economic growth. Education has also been found to strongly influence farmer production (Lockheed, et. al; 1980), to encourage reduced fertility and result in improved health and nutrition (Cochrane, et. al; 1980).

Primary Education in LAC Countries

According to research over the past ten years LAC countries appear to have recognized the importance of investment in primary education. One measure of

such interest is that of the growth of international lending for primary education development. World Bank lending in LAC has increased from an average of US \$ 20 million per year in 1985 to 1990 to an expected US \$ 500 million per year in 1991 to 1995 (Wolff 1984).

In spite of the above, it appears that public expenditure on primary education per pupil in America and the Caribbean LAC increased in real terms between 1970 and 1990 but decreased significantly between 1980 and 1990. Research shows that this is due to the fact that some countries seem to be neglecting key elements of primary education such as the provision of text books and teaching learning materials e.g. Venezuela, Costa Rica, Mexico etc. According to Wolff (1984) the availability of text books and other educational materials is one of the fundamental factors for educational quality and academic achievement at all levels yet text books and the unavailability of teaching learning materials appear to be very important physical inputs affecting learning in LAC (Lockheed and Verspoor; 1991).

Primary Education in Sub-Saharan Africa (SSA)

According to Heneveld (1996), there has been tremendous growth in the provision of primary education in Sub-Saharan Africa (SSA) in the last twenty five years. Enrolment in the primary schools in the region has increased by 350% from about sixteen million pupils in 1965 to almost 56 million in 1989 (B.E.S.D./Andrex, World Bank DataBase 1992). However, this expansion has put pressure on the quality of primary education as the growing number of students, general economic stagnation, in the region and allocation of public resources to other sectors and higher levels have reduced governments' ability to support teachers and schools (World Bank 1998, Colclough 1995).

International donors have contributed significantly to help African primary schools absorb more students and maintain quality education. Despite of these, current conditions in most primary schools throughout the region, according to research, are said to dishearten visiting donors. According to Heneveld (1996), a typical rural/sub-urban primary school in most countries consists of six to ten

classrooms in two to three blocks. If the school is fortunate the oldest block will have been built sturdily, though newer blocks built by community seem to be temporary built of mud and wattle from inadequate maintenance, upto eighty small children will squeeze into poorly lit rooms designed for no more than forty and many children may have no chairs or desks.

This has led to poor student achievement in primary schools and also led to a decline in schools' enrolment in some countries in the region. According to Purves (1973), Schiefelbein and Clavel (1977), the provision of basic infrastructure e.g. furniture, water are positively associated with achievement.

Primary Education in Swaziland Since 1968

Like most developing countries, immediately after obtaining independence, Swaziland looked upon education as the main factor in nation building and fulfillment of individual aspirations and needs. Because of this, the government of Swaziland in the first post-independence development plan (1969-1973) proclaimed to make primary education universal and free. One of the objectives in the Imbokodro Manifesto (1972) also aimed to achieve UPE for every child of Swaziland. These saw tremendous expansion of primary education with very huge enrolments.

Despite of these there were still a considerable number of children still receiving very little or no schooling at all. Quality education at primary level was still below acceptable level. According to education statistics of 1972 there were many dropouts with majority of children repeating.

Realizing these shortfalls, the government established the first post independence national commission in 1975. This came up with some of the following recommendations:

- (i) Expansion of primary education resources and facilities by mobilizing communities through District Education Offices to contribute financially and in kind to build classrooms and teachers' houses.

- (ii) That both the government and communities/agencies should contribute 50/50 in constructing classrooms and teachers' houses/expansion of facilities (cost sharing).
- (iii) UPE to be introduced fully by 1980 but was not to be free.
- (iv) That tuition fee should be free in order to give all children fair chance if the government's main goal was to prevent illiteracy among adults.

Enrolment increased by 23% from 1973 to 1978 due to the above Commission's recommendations. The number of teachers increased by the expansion of primary facilities within the period was inadequate. This was revealed by a survey conducted by the Ministry of Education in 1975 to 1976. It found out that more than half of the classrooms in primary schools were inadequate and majority were without proper equipment and basic facilities. This again led to more dropouts and repeaters at various grade levels. Despite the increased number of teachers they failed to cope with the increasing primary schools' enrolment.

Other development plans were made upto the fourth year period 1984 to 1988 with similar objectives on education majority of which had failures (World Bank Paper No. 88).

Primary Education in Kenya since Independence (1964)

In Kenya in 1964, the government formed the Ominde Commission, which emphasized on the need to educate pupils to equip them with skills, knowledge and expertise necessary for national and individual development.

In 1974, the government made primary education free from standard one to four. This was hindered by extra levies that were put on the parents e.g. building funds, and therefore enrolments started declining. This was followed by a

Presidential Directive in 1978, which emphasized on Harambees to raise funds in primary schools to provide physical facilities.

In 1988, the government through Kamunge Report adopted a cost sharing policy in education. This required that the parents and communities provide learning and teaching facilities while the government only provided teachers. Schools took advantage of that and introduced several levies such as tuition, activity fee, assessment and inspection fees. According to a writer in the Daily Nation, Saturday January 4, 2003 page 1 column 3 and 4 and page 2 column 5, the end result was high learning costs, far above the reach of many parents and hence leading to many dropouts. Olembo (1982) also asserts that pupils could be sent away from school for failure of paying certain levies.

The majority of the schools especially in the rural areas got impoverished due to poverty in these areas. These therefore caused hazards to the pupils yet school plants should be constructed so as to protect the health and safety of the occupants (Ralph 1970).

When NARC took over the government on December, 31st 2002, it had to implement one of its key campaign promises, which was to abolish fee at primary level and make schooling compulsory for all children. The aim of FPE is to increase enrolment in schools and curb dropouts. Daily Nation Saturday January 4 2003 reported that currently an estimated 3 million children are out of primary schools because of the numerous levies charged. FPE is also government's commitment to realize UPE by 2005 and education for all (EFA) by 2015. The Children's Act, which came into force on the first of March 2002, puts this responsibility on the Kenyan government and parents. The Act spells out the rights of all children and recognizes that education is a human right that every child must enjoy and has to be protected by law.

Launched by the Minister of Education on 6th January 2003, FPE is a response to the World Conference on EFA, held in Jomtiein Thailand in 1990 and the World Education Forum held in Dakar Senegal in 2000, which considered the

attainment of UPE as a development strategy. The NARC government therefore formed a task force on FPE headed by Dr. Gachukia M.E. The following recommendations were made:

- (i) That the government required Kshs. 22.4 billion between 2003 and 2004 to fully implement this policy.
- (ii) More teachers were required.
- (iii) Implementation of double shift where some pupils went to school in the morning and others in the afternoon to accommodate the over-enrolment.
- (iv) Provision of lunch programs in arid and semi arid areas.
- (v) Equitable distribution of learning materials to all public primary schools among others. (Kenya Times, Monday, March 31, 2003)

2.3 Problems Faced by the Headteachers in Primary Schools

According to reports from various Newspapers since the beginning of the year; the implementation of FPE in Kenyan primary schools has caused certain problems:

- (i) Over-enrolment in schools both in the urban and rural schools. This was reported by Mr. Sylvester Wakoli (M.P. Bumula NARC) who said he recently visited a primary school and mistook a class for a Baraza. Mr. Wakoli noted that there are as many as 200 pupils in a classroom. (Daily Nation Thursday June 19 2003).
- (ii) Acute shortage of teachers. According to a Daily Nation Thursday June 26 2003's report conservative figure showed a shortage of about 30,000 teachers for both primary and secondary level although KNUT believes that there are 60,000 vacancies taking into account increased enrolment following the FPE introduced in January. The FPE Task

Force also noted that there is a shortage of 60,000 teachers, which poses a risk of compromising on the quality of education since teachers' task is now enormous.

- (iii) Lack of facilities and enough teaching learning materials. According to Kenya Times January 7 2003, teachers interviewed said that the policy required additional classrooms, desks and other facilities, e.g. the Headteacher of Arya Primary School in Kisumu said that they do not have additional facilities to cater for new pupils. (East African Standard Wednesday January 8 2003).
- (iv) Conflict between headteachers and committee members who feel they should know the exact amount sent to schools, know the budget and the expenditure.

2.4 Roles of headteachers

The head teachers have the noble responsibility to ensure that the educational standards improve and are maintained. To do this, they have to play the following roles:

- (i) To ensure government/educational policies are implemented to the letter.
- (ii) To ensure effective curriculum implementation. He has to supervise teachers and provide them with the necessary teaching learning materials. This is now not possible with FPE especially in schools with excessive and overwhelming admissions where teachers have to use timetable sessions that allow double shifts with morning and afternoon sessions for lower classes. This leaves teachers with very little time to plan for lessons and draw schemes therefore the quality and standards of education are expected to go down.
- (iii) Ensures there is discipline in the school.

- (iv) Motivates both the staff and the pupils to ensure good performance. In primary schools this was done by parents who paid some levies to cater for teachers' extra hours of teaching especially in examination classes (Standard 8) and to buy presents/prizes for the best performing students. This is no longer there because parents are not to pay any money to schools. Das (1992) says that the most important prerequisite in learning is motivation for both teachers and learners.
- (v) He is the Chief Accounting Officer in the school. He has to check all the books of accounts and audit them. However, currently, school committees insist on knowing what amount of money is in the school account and even insist on going to purchase school items with the head. This shows that they lack trust in these headteachers and this can easily cause conflict.
- (vi) He is the link between the school and the community.

The primary school headteachers in Kenya are thus facing great problems in exercising their roles as managers of schools.

2.5 Summary and Conclusion

From the above findings/literature review, it can be noted that despite the attempts made by various countries to make FPE a reality most governments have not been able to meet their pledges and FPE implementation still face a number of problems which make headteachers not able to play their roles effectively. The studies above recommended the following for FPE to be a reality in any country: -

- (i) Clear guidelines should be given by the government to clarify what its pledges on FPE entail.
- (ii) Recruitment of more teachers.

- (iii) Additional physical facilities and resources should be provided by the governments of various countries.
- (iv) Training and sensitization of primary school Headteachers in the management of their schools.

This study therefore sought to investigate if Headteachers could still be facing similar problems identified by the above studies in implementing FPE in public primary schools in Kisumu Municipality given that the government has also come in full swing to support the program. The researcher is also motivated to conduct research in the area mentioned because no study of the same nature has been done there.

2.2 Objectives of the Study

The study was motivated by the fact that the government has been making a lot of effort to support the FPE program in public primary schools in Kisumu Municipality. The researcher was motivated to conduct research in the area mentioned because no study of the same nature has been done there. The study was motivated by the fact that the government has been making a lot of effort to support the FPE program in public primary schools in Kisumu Municipality. The researcher was motivated to conduct research in the area mentioned because no study of the same nature has been done there.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

The purpose of the study was to find out the problems faced by primary school headteachers in the implementation of free primary education in Kisumu Municipality. This chapter focuses on the research design, locale of the study, the target population, sample and sampling procedure, research instruments, data collection procedure and data analysis.

3.2 Research Design

The research method that was used in this study was descriptive survey. According to Mugenda and Mugenda (1999) and Nkapa (1997), descriptive research tries to describe and interpret existing phenomena. It was found to be suitable because this study sought to find out and explain in detail the existing conditions that cause problems in implementing FPE in Kenyan schools today.

3.3 Locale of the Study

This study was conducted in the schools within Kisumu Municipality. This was because there were some schools falling within the Town Center and some outside the town i.e. Urban and rural schools but both fall within the Municipality. The study therefore tried to investigate whether these problems were faced in all the schools. Some stakeholders had also raised concern about some of these school headteachers because they were still collecting funds from parents despite primary education being free. There were also some school age going children still seen loitering in the streets and others lazing about at home especially in the slums. Therefore the researcher wanted to investigate why these are still happening.

3.4 The Target Population

The population in this study consisted of all the primary school headteachers within the Municipality. There were 75 schools therefore 75 head teachers were taken as target population plus one MEO, one inspector of schools and three parents.

3.5 Sample and Sampling Procedure

Stratified proportional sampling technique was used where school were divided into six zones. There are 75 schools within the Municipality spread over six zones. Twenty percent of these schools were taken for sample study. So, a total of 15 schools were selected for study. Purposive sampling was used to pick parents for the interview. Simple Random Sampling using Lottery Method was used where the researcher had a list of names of all the schools within the Municipality.

3.6 Research Instruments

Three research instruments were used:

- Headteachers' Questionnaires.
- MEO and inspector of schools' Interview Schedule.
- Parents interview schedule.
- School facilities observation Schedule.

Headteachers' Questionnaire

In the head teachers' questionnaire there were structured and multiple responses which were to be ticked or filled by the sampled headteachers. The head teacher's Questionnaire was used because the headteachers are the Managers of these schools where FPE is being implemented and therefore know the problems at hand. The questionnaires seeked to investigate the enrolment of the

students in the schools in the last four years, 2001 to 2004, the position of the existing physical facilities, staffing position in the school, problems faced by primary school head teachers in implementing FPE and the headteachers' recommendations on the financing of FPE.

MEO and Inspector of Schools interview schedule

MEO was interviewed because these schools are under his jurisdiction and therefore get more reports from the headteachers, Parents and other Stakeholders on problems faced in the attempt of implementing FPE.

Inspector of schools was also interviewed because they are field officers who assess curriculum implementation in schools and often try to find what problems are faced by various schools in their attempt to implement the curriculum and therefore know the situation at hand.

Parents interview schedule

Parents are stakeholders in education. Hence they needed to be interviewed to find their judgment on FPE.

School facilities observation Schedule

The observation schedule/checklist was used by the researcher to evaluate the conditions of the physical facilities and teaching learning materials in the schools. It is at this time of presentation of the questionnaires to the headteachers that the researcher administered the checklist.

The Questionnaires was left with the headteachers for two weeks then collected by the researcher.

3.7 Validation of Instruments

Validation of the above was done by carrying out a pilot testing. The researcher first gave the Questionnaires, Observation Schedule and Interview Schedule to colleagues to read over and give critical opinion about them after which a pilot

study was done using sample of respondents who were to be part of the Target Population. All the subjects of pilot were not included in the data.

3.8 Data Collection Procedure

The researcher sought permission from the MOEST. The researcher then visited each of the selected schools in the sample, presented letters of introduction to all these headteachers plus the questionnaires and request for permission to administer the questionnaires and the checklist. The same was done to the MEO and Inspector of Schools i.e. they were given a letter requesting them to be interviewed.

Parents were picked at random and then interviewed.

The researcher informed the respondents that the information given would be confidential and only between him and the respondent.

3.9 Data Analysis

Descriptive Statistics e.g. percentages were used by the researcher to represent the results and describe problems faced by primary schools headteachers in implementing FPE. This involved analysis and interpretation of data from the questionnaires and observation schedule by use of graphs and pie charts.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents, analyses, interprets and discusses the findings. The purpose of the study was to identifying the problems faced by primary Schools headteachers in implementing FPE in Kisumu Municipality. The study attempted to address the following research questions:

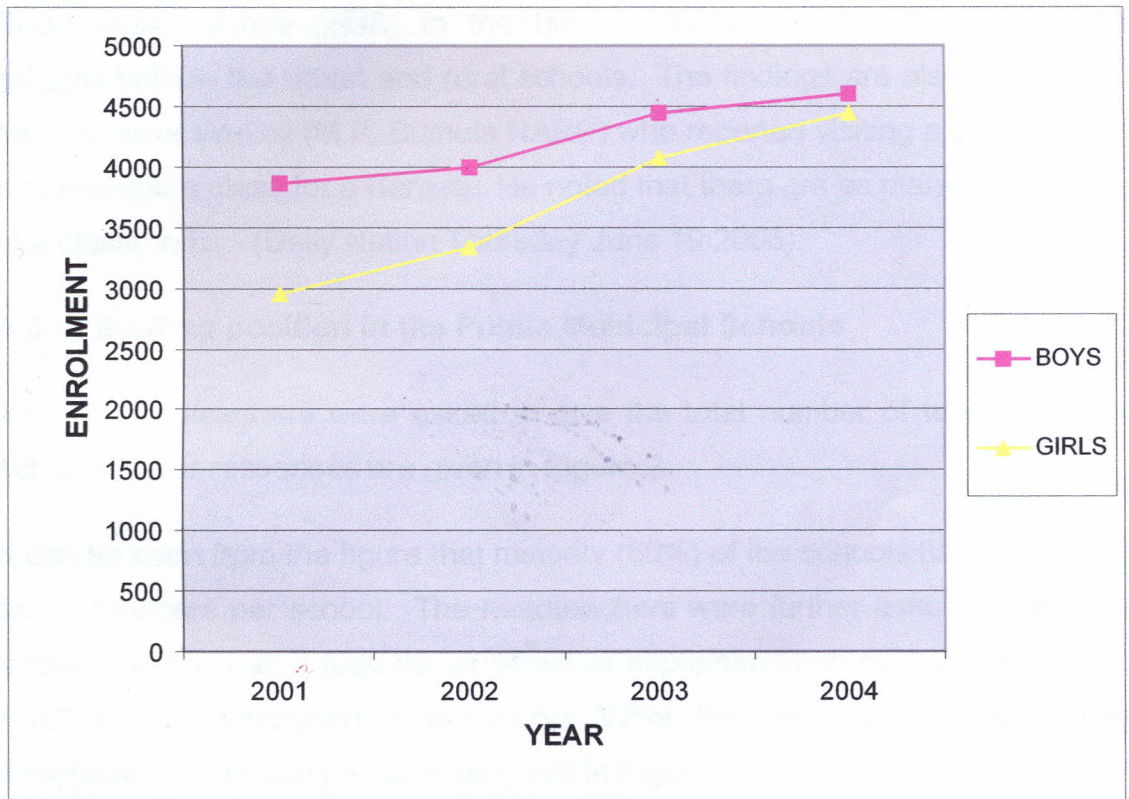
- What is the enrolment situation in primary schools before and after the introduction of FPE?
- What is the staffing position in the public Municipal Schools?
- What is the position of the existing basic facilities in the schools?
- What are the problems faced by primary school headteachers in implementing FPE?
- Is the government funding adequate for effective implementation of FPE?
- What recommendations do stakeholders give for effective implementation for FPE?

The presentation of the findings in the chapter is based on the above research questions of the study.

4.2 Enrolment Situation in Schools Before and after the Implementation of FPE

- The headteachers were asked to give the enrolment situation in their schools before and after the implementation of FPE. The findings are given in Figure 1. The data covered a period of four years (from 2001 to 2004).

Figure 1: Enrolment of pupils from 2001 to 2004



It can be seen from the figure that over the years, the enrolment has been increasing, even though the enrolment of boys has been higher than that of girls.

In 2001 it was 2,800 for girls and 3,700 for boys. In 2002 it was 3300 for girls and 4000 for boys. This shows an increase in enrolment of 500 for girls and 300 for boys.

In 2002 there were 3,300 girls and 4,000 boys while in 2003, there were 4,100 girls and 4,496 boys, this shows an increase of 800 for girls and 496 for boys.

In 2003, it was 4,100 for girls and 4,496 for boys. In 2004, it was 4,400 for girls and 5,154 for boys. This indicates an increase in enrolment of 400 for girls and 658 for boys. This indicates that since 2003 when FPE was implemented, there has been an increase in enrolment by over 800 pupils for boys and over 700 for girls.

These findings appear to be in concordance with Heneveld (1996), who notes that there has been tremendous growth in the provision of primary education in Sub-Saharan Africa (SSA) in the last twenty-five years. Over-enrolment in schools both in the urban and rural schools. The findings are also supported by Mr. Sylvester Wakoli (M.P. Bumula NARC) who reported visiting a primary school and mistook a class for a Baraza. He noted that there are as many as 200 pupils in a classroom. (Daily Nation Thursday June 19 2003).

4.3 Staffing position in the Public Municipal Schools

The 15 headteachers were asked to give the total number of teachers in their schools. Their responses are given in Figure 2.

It can be seen from the figure that majority (80%) of the schools had between five to ten teachers per school. The headteachers were further asked to state if the above number was adequate for effective implementation of the curriculum. All (100%) the headteachers answered no. When they were asked to explain why, they gave the following responses given in Figure 3:

Figure 2: Staffing position in the Public Municipal Schools

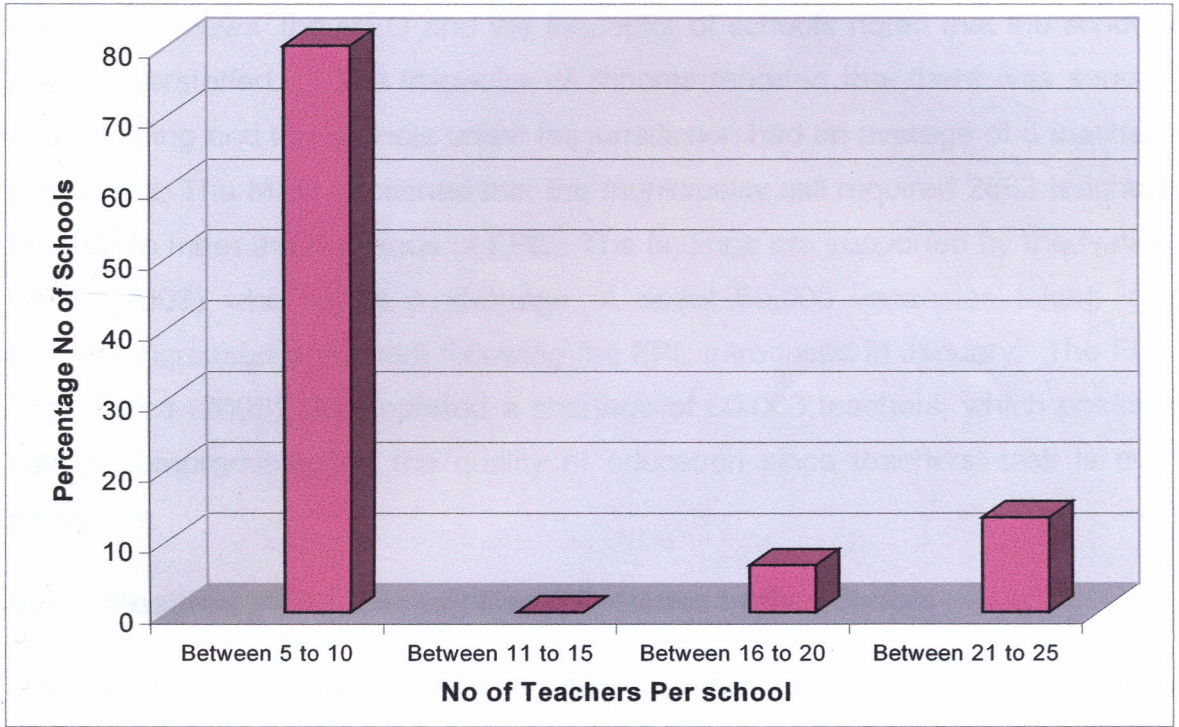
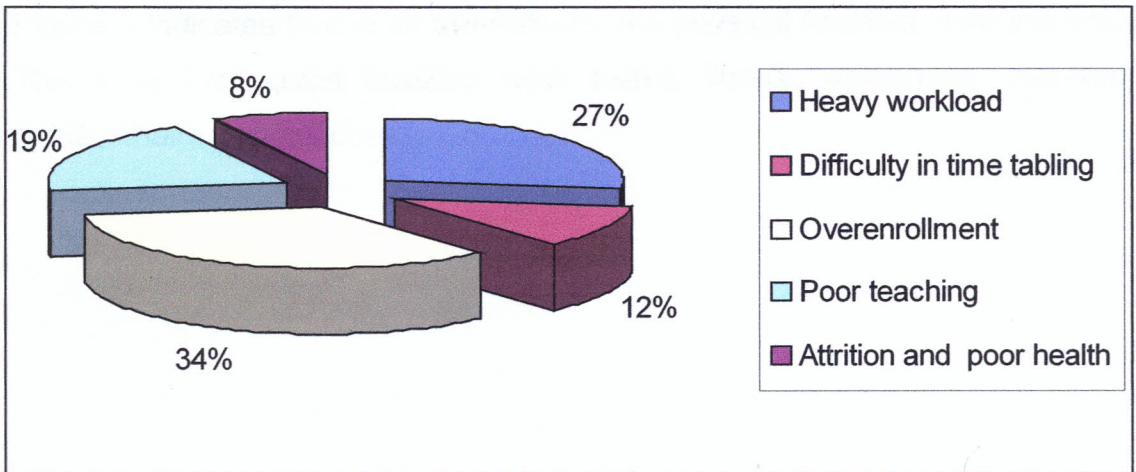


Figure 3: Reasons why the staffing position in the public schools is inadequate



The figure shows that majority of the headteachers (34%) cited over enrolment as the major reason for the inadequate staffing in their school. This is followed by 27% who cited heavy workload.

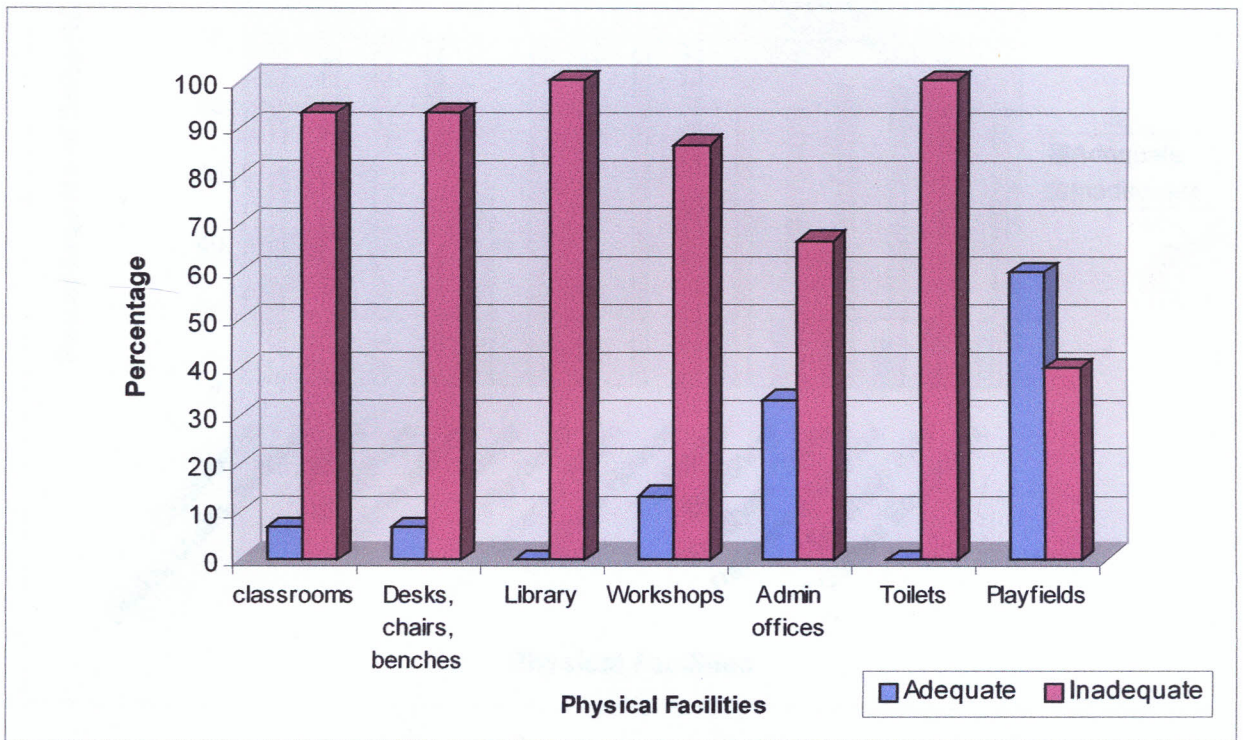
During interviews, the MEO and the Inspector of schools noted that the schools were understaffed. The inspector of schools reported that there was serious understaffing and the schools under his jurisdiction had an average of 5 teachers per school. The MEO explained that the municipality still required 2863 teachers in order to meet the demands of FPE. The findings are supported by the Nation Team (2003) who report a shortage of about 60,000 vacancies taking into account increased enrolment following the FPE introduced in January. The FPE Task Force (2003) also reported a shortage of 60,000 teachers, which poses a risk of compromising on the quality of education since teachers' task is now enormous.

4.4 Position of the Existing Basic Facilities in the schools

The headteachers were asked to state whether or not they had adequate physical facilities to implement FPE. Whereas one (7%) headteacher said yes the other 14 (93%) said no. The headteachers were then asked to state which physical facilities they considered lacking or inadequate. Their response is given in Figure 4.

Figure 4 indicates that in all the schools, the physical facilities were inadequate. The most inadequate facilities were toilets, library, workshops, classrooms, desks, chairs and benches.

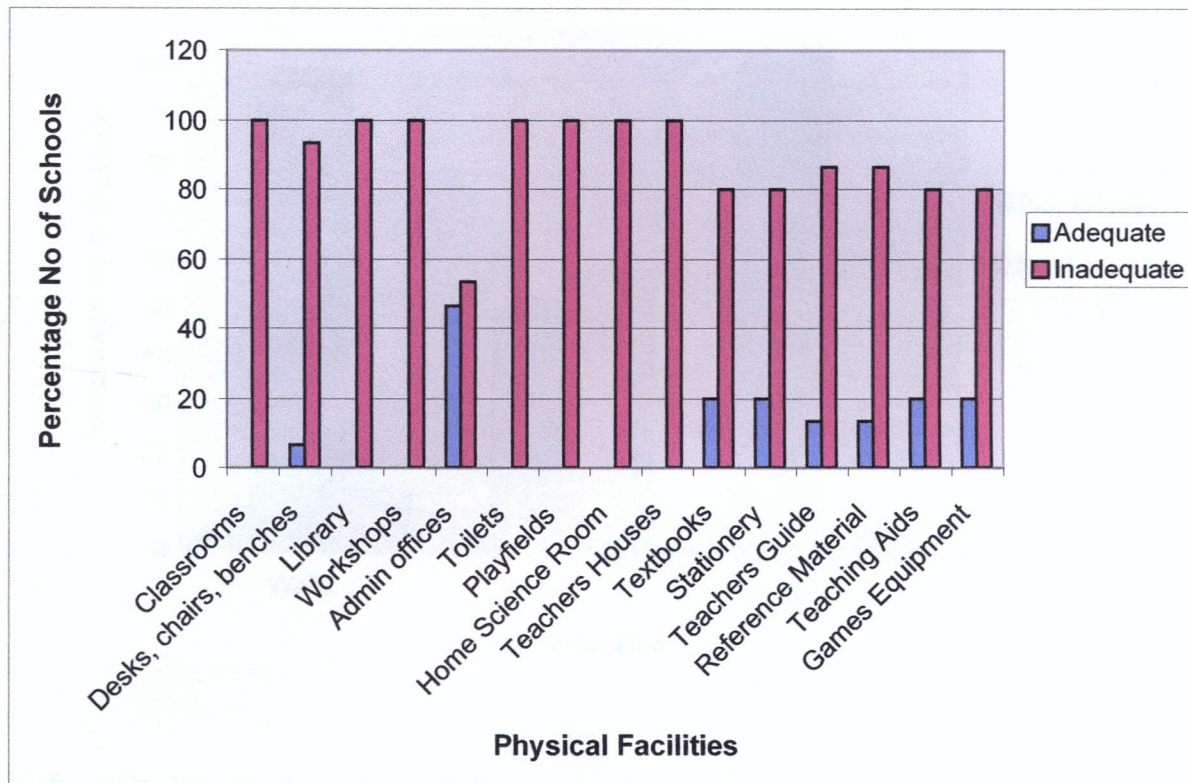
Figure 4: Headteachers Response on the Adequacy of Physical facilities



The researcher also conducted observation in the schools. The findings are presented in Figure 5.

It can be seen from Figure 5 that only the administration offices were near adequate. All the other physical facilities were inadequate according to the observation made by the researcher.

Figure 5: Observation on the Adequacy of Physical facilities

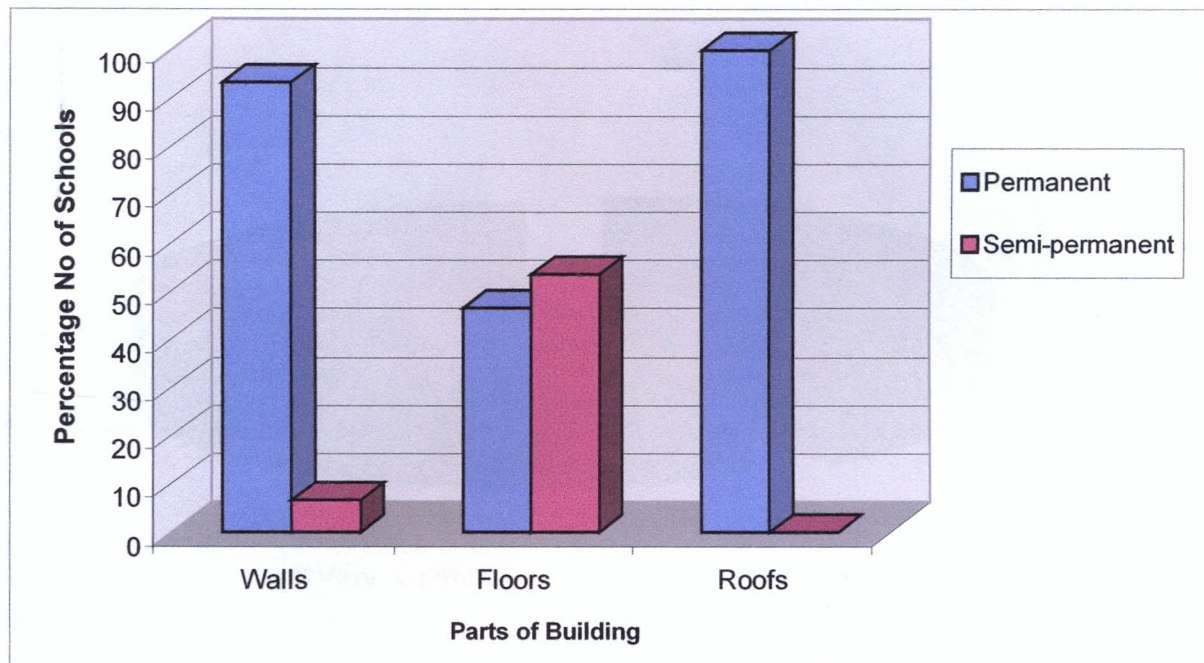


The researcher also made observations on the kind of buildings available in the primary schools. The observation focused on the structures on the walls, roofs and floors. The results are given in Figure 6.

The figure indicates that most schools had permanent structures. Thus, the buildings are likely to survive harsh weather hence stay for long before repair.

Lack of facilities and enough teaching learning materials is highlighted by the Kenya Times January 7 2003 in a research carried out by the team, the teachers interviewed said that the policy required additional classrooms, desks and other facilities, e.g. the headteacher of Arya Primary School in Kisumu said that they do not have additional facilities to cater for new pupils (East African Standard Wednesday January 8 2003).

Figure 6: Observation on School Buildings

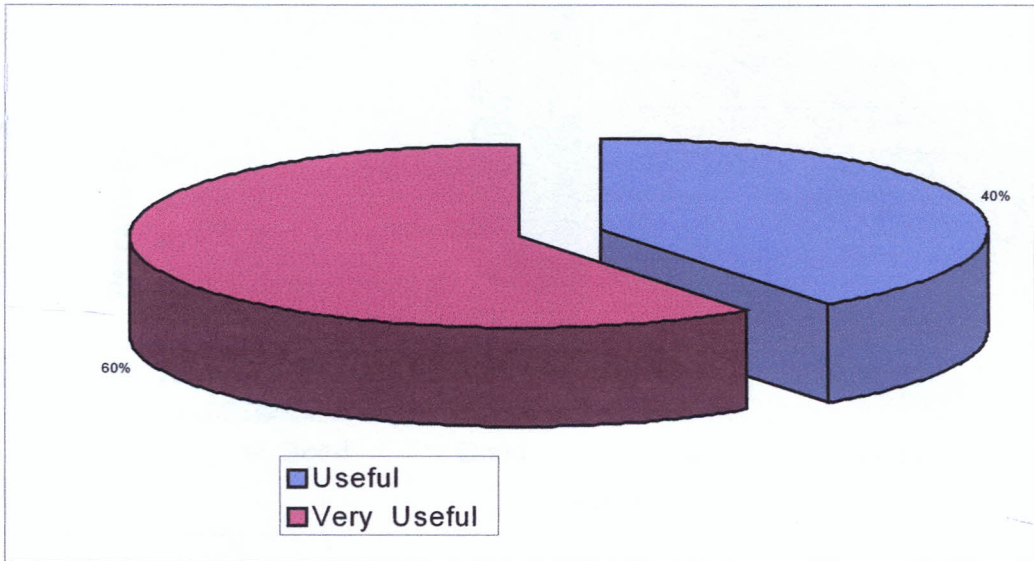


4.5 Problems Faced by Primary School headteachers in Implementing FPE

The headteachers were asked to state whether or not they had attended any in-service course on school management. All of them (100%) responded that they had undergone the same. They were then asked to rate the utility of the training they underwent. Their responses are given in the Figure 7.

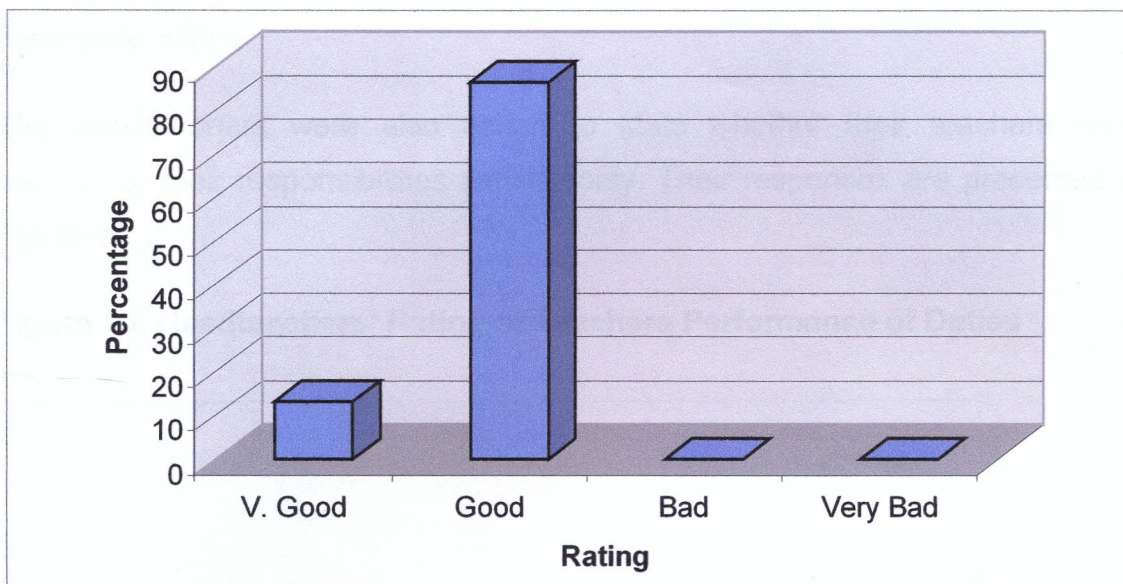
The figure indicates that majority (60%) of the headteachers found the in-service training very useful. Hence they are not likely to have serious problems with managing their schools as far as the implementation of FPE is concerned.

Figure 7: Headteachers' Rating of the Management of In-service Training Received



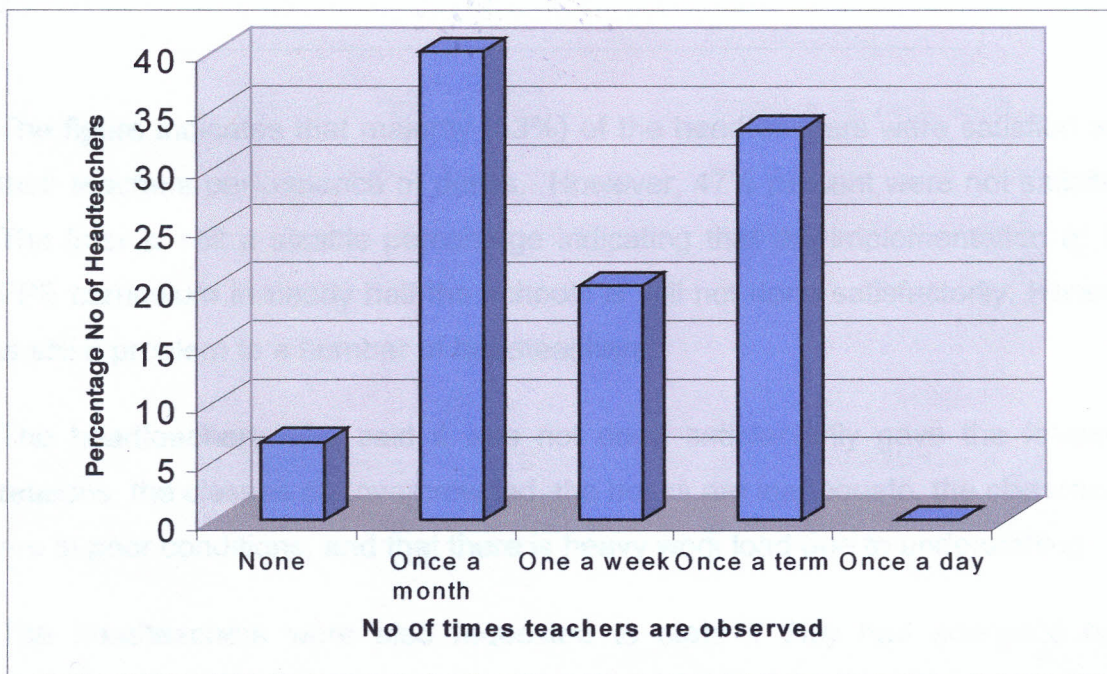
The headteachers were asked to state their rating of the pupils' attendance in school. Their responses are given in Figure 8. It can be seen from the figure that majority (87%) of the headteachers rated the pupils' attendance of school as good. None of them said it was bad or very bad. When these headteachers were asked to state the reason for this state of affairs, they said that there was regular attendance, the pupils are motivated to learn, and that parents do encourage their pupils to come to school. This shows that pupils' attendance is not a problem to the headteachers as far as the implementation of FPE is concerned.

Figure 8: Headteachers' Rating of the Pupils' Attendance



The headteachers were also asked to state how often they examined the teachers' actual classroom teaching. Their responses are given in Figure 9.

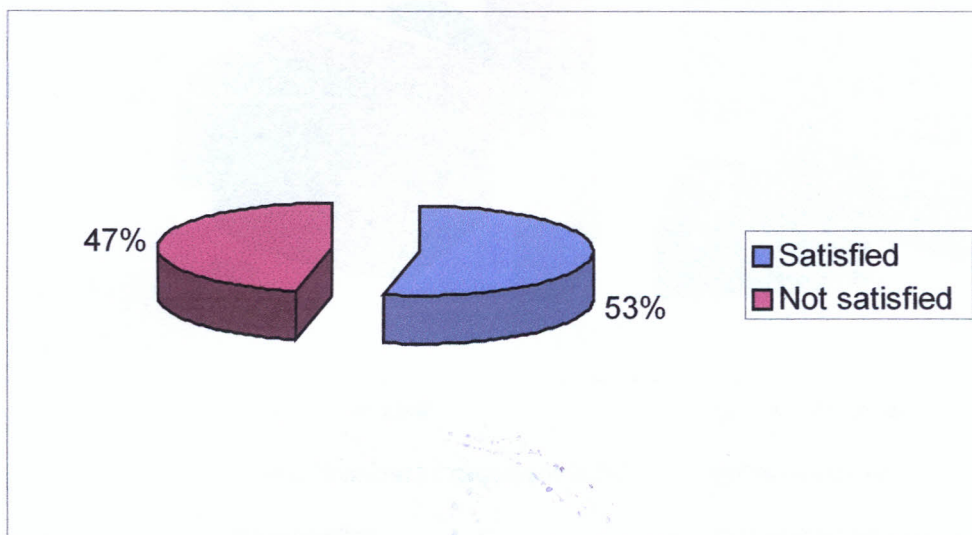
Figure 9: Headteachers' Observation of classroom teaching



It can be seen from the figure that majority of the headteachers (40%) percent observed their teachers once a month. This is followed by 33% who observed them once a term.

The headteachers were also asked to state whether their teachers were performing their responsibilities satisfactorily. Their responses are presented in Figure 10.

Figure 10: Headteachers' Rating of Teachers Performance of Duties



The figure indicates that majority (53%) of the headteachers were satisfied with their teachers performance of duties. However, 47% percent were not satisfied. The later is still a sizable percentage indicating that the implementation of the FPE curriculum in nearly half the schools is still not done satisfactorily. Hence it is still a problem to a number of headteachers.

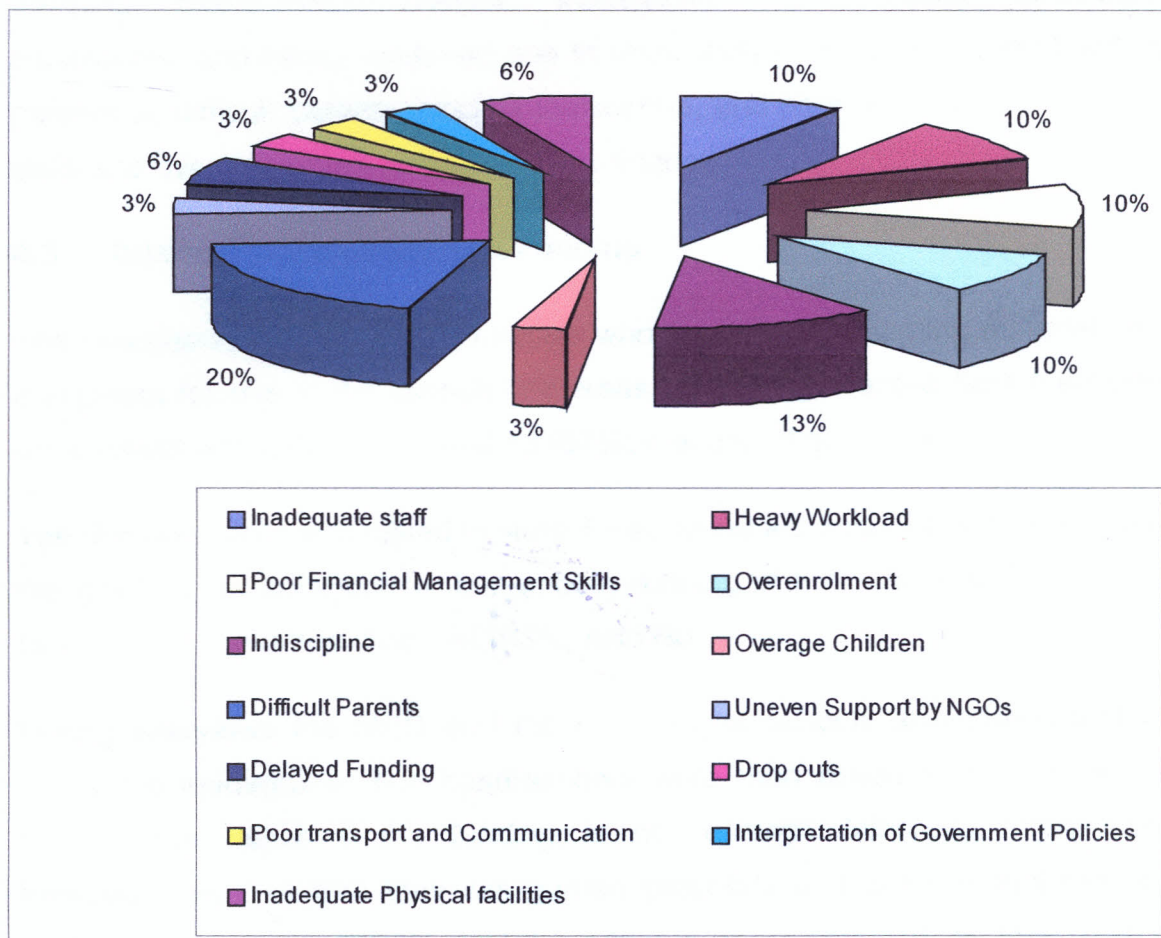
The headteachers who said it was not done satisfactorily gave the following reasons: the classes are overcrowded, the books are inadequate, the classrooms are in poor conditions, and that there is heavy work load due to understaffing.

The headteachers were also requested to state if they had adequate non-teaching personnel in the school. Whereas one (7%) headteacher said yes, the other 14 (93%) said no. The main reason given by the 14 headteachers was lack

of finance. This suggests that inadequacy of non-teaching personnel is a problem facing the headteachers in their efforts to implement FPE.

The headteachers were also asked to mention the other problems they encountered in implementing FPE. Their responses are given in Figure 11.

Figure 11: Other problems headteachers experience in Implementing FPE



It can be seen from Figure 11 that the headteachers experience a variety of problems. The main ones include difficult parents, Indiscipline, Inadequate staff, heavy workload, poor financial management skills and over enrolment.

During interviews the MEO and the inspector of schools stated that the headteachers had reported to them the problems they experienced in

implementing FPE. Such problems included over-enrolment, understaffing, conflict with parents over expenditure, poor teaching, Late disbursement of resources, inadequate teaching learning resources, and lack of training on financial management.

It can be inferred from the findings that the headteachers experience a number of problems in relation to the implementation of FPE. Such problems include poor teaching, overcrowded classes, inadequate books, poorly constructed classrooms, and heavy workload due to understaffing, inadequate non-teaching personnel, difficult parents, student Indiscipline, and poor financial management skills and over enrolment and inadequate finance.

4.6 Adequacy of Government Funding

The headteachers were asked to state who supplies the learning materials and equipment for use in the schools. Whereas two (13%) headteachers mentioned government and parents, the rest 13 (87%) mentioned government only.

The teachers were also asked to state if they found the financial support given by the government sufficient for the smooth running of the school. Only one (7%) head teacher said Yes. The rest (93%) said No.

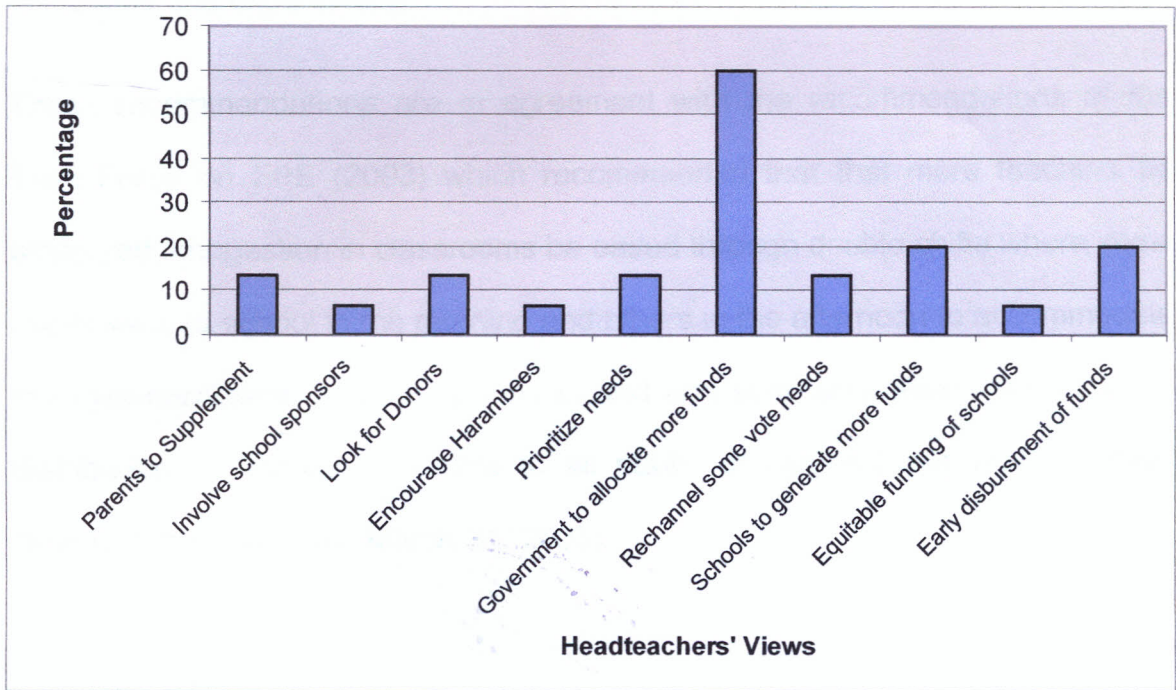
During interviews the MEO and the inspector of schools also stated that the funds are inadequate. The headteachers were then asked to state how they finance the deficit if the funding is not enough. Whereas three (20%) headteachers said that they sell garden proceeds and other school resource such as trees, the rest 80% said the deficit is never financed, as they have no other means.

From the data presented it can be seen that the government funding is not adequate for effective implementation of FPE.

4.7 Recommendations for effective implementation of FPE

The headteachers were further asked to state how they thought primary schools could be ideally financed to meet the requirements necessary for effective implementation of FPE. Their response is given in Figure 12.

Figure 12: Teachers views on how FPE can be ideally financed



It can be seen from the figure that majority of the headteachers were of the opinion that the government should increase allocation of funds, disburse funds early and allow schools to generate own funds.

During interviews, the MEO and the Inspector of schools stated that there is need to mobilize parents to put up adequate teaching learning facilities employ more teachers, train headteachers on Financial Management, train headteachers and parents on accountability and transparency, Government funds should be sent to districts for disbursement, early disbursement of funds.

During interview with the parents, they noted that for effective implementation of FPE, there was need to eliminate corruption, employ good teachers, provide enough textbooks and other learning equipment, release money for FPE early enough, government to employ more teachers, government to help put up facilities, parents to be given specific responsibility, and close supervision of instruction and expenditure.

These recommendations are in agreement with the recommendations of the Task Force on FPE (2003) which recommended that that more teachers be employed, congestion in classrooms be eased through double shifts where some pupils went to school in the morning and others in the afternoon to accommodate the over-enrolment, lunch programs in arid and semi arid areas and equitable distribution of learning materials to all public primary schools among others (Kenya Times, Monday, March 31, 2003).

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the problems which headteachers face in their efforts to implement FPE.

The study was conducted in Kisumu Municipality, Kenya. The research design adopted was descriptive survey. The sample comprised of 15 head teachers, one Municipal Education Officer, one Inspector of Schools and three parents. Data were collected by use of questionnaires, interview schedules and observation schedules.

5.2 Summary of Research Findings

- There is high enrollment on primary schools as a result of the FPE.
- The facilities and teaching learning materials for implementation of FPE are inadequate.
- The headteachers experience a number of problems in relation to the implementation of FPE. Such problems include:
 - Poor teaching
 - overcrowded classes
 - inadequate books
 - poorly constructed classrooms
 - heavy workload due to understaffing

- inadequate non-teaching personnel
 - difficult parents
 - student Indiscipline
 - poor financial management skills
 - over enrolment
 - Inadequate finance.
- The government funding is not adequate for effective implementation of FPE.
 - The stakeholders felt that for effective implementation of FPE there is need to :
 - Mobilize parents to put up adequate teaching learning facilities,
 - Employ more teachers,
 - Train headteachers on Financial Management,
 - Train headteachers and parents on accountability and transparency
 - Government funds should be sent to districts for disbursement
 - Early disbursement of funds.
 - Employ more teachers,
 - provide enough textbooks and other learning equipment,
 - Disburse money for FPE early enough,

- Government to help put up facilities,
- Parents to be given specific responsibility,
- Close supervision of instruction and expenditure.

5.3 Conclusion

From the aforementioned findings it can be concluded that the implementation of FPE in Kenya suffers some serious drawbacks that need to be urgently addressed by the government if the education programme has to succeed. Such problems include over enrolment, inadequate staffing, inadequate funds, inadequate teaching and learning facilities and poor school community relations.

5.4 Recommendations

The study therefore recommends that:

- The Ministry of Education Science and Technology should organize sensitization seminars to sensitize parents on their role in FPE.
- The Ministry of Education science and technology should employ more teachers.
- The Ministry of Education Science and Technology should train headteachers on Financial Management.
- The Ministry of Education Science and Technology should ensure that the FPE funds are disbursed early to schools funds.
- The Ministry of Education Science and Technology should allocate more funds for to cater for textbooks and other learning equipment.

- There is need for the Ministry of Education Science and Technology to be involved in putting up facilities such as buildings.
- The Ministry of Education Science and Technology through the inspectorate should ensure close supervision of instruction and expenditure.
- There is need for more in-servicing of headteachers on such management tasks as school community relations.

5.5 Suggestions for Further Research

- This study needs to be replicated in other districts in the country in order to give a general picture of Headteachers experiences in the whole country. This will facilitate better decision-making regarding the implementation of FPE in the entire nation.
- There is need for studies on the role of school committees or the PTA in management of the FPE Fund.

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PART B KINDS OF BUILDINGS

- 1. Walls and Floors
 - (i) Permanent (cement, concrete, sand, stones)
 - (ii) Semi permanent (mud / tree polls, cement, sand)
 - (iii) Temporary (mud / tree polls)

- 2. Roofs
 - (i) Permanent (iron sheets / tiles)
 - (ii) Semi permanent (iron sheets / tiles / grass)

- 3. Conditions of chairs/desks/benches-----

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