

**INFLUENCE OF HEADTEACHERS ON THE QUALITY
OF FREE PRIMARY EDUCATION IN KAKAMEGA
COUNTY: A CASE OF KAKAMEGA EAST SUB-
COUNTY.**

BY

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DECLARATION

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

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Declaration by supervisor

This research project has been submitted for examination with our approval as the university supervisors

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DEDICATION

This work is dedicated to my family members, who supported me to see to it that I succeed in this undertaking. Special dedication too is to my beloved wife Millcent Lorna Auma for her prayers and encouragement. Also the same to my dear children Sharon Injehu, Wisley Bulimo and Ephraim Kamuneko for their patience and support.

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ABSTRACT

The Government of Kenya initiated Free Primary Education (FPE) in all public schools in 2003. This was in line with the provision of universal primary education. The purpose of this study was to investigate the influence of head teachers in improving quality of free primary education in Kakamega East District. With the implementation of free and compulsory primary education, the quality of education has not kept pace with the expansion in quantity hence the need to document the influence of head teachers in improving the quality of free primary education. The study employed descriptive survey design and a sample of eighty two (82) respondents were involved. The sample comprised forty (40) head teachers and forty (40) deputy head teachers from public primary schools in the district. Two education officers at the district were also to make the sample. To select the sample simple random sampling technique was employed to select forty public primary schools whose head teachers and deputies were to participate in the study. Purposive sampling was used to select the two education officers at the district level. Data was collected by use of questionnaire and interview schedules administered by the researcher. Data collected was analyzed by use of descriptive statistics in which percentages, frequencies and tables were used to present the data. Qualitative descriptions of the tables were also done. The study found out that head teachers were providing professional support to teachers while in school which influenced the performance of teachers. The level of performance was also attributed to the supervision practices employed by head teachers. Teaching learning resources were provided but were not adequate given the high enrollment in schools. School linkages was an avenue for improving quality education but was not fully exploited by the head teachers. The study concluded that head teachers had done a lot to improve the quality of free primary education despite the enrollment and scarce financial resources allocated to schools. The study recommended that in-service programmes provided to head teachers on the area of supervision provision of professional support and school linkages. This would equip them with relevant skills and knowledge to enable them exploit opportunities in and outside schools that would enhance quality of education. Further research is recommended on the impact of head teachers supervision practices on teachers professional growth. A similar study should be undertaken on a wider scale to establish the influence of head teachers on the quality of free primary education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.

Education is the process that involves acquiring and imparting of knowledge, skills and values which society need and utilize. It is also on the same note that education globally is considered a key tool for development and a human right. According to the *Global Campaign for Education report (2007)*, those committed to universal education assert that education is a major part of the solution for many of world's development problems. Education and literacy, they note, are prerequisites for economic growth and poverty alleviation. Education strengthens people's abilities to meet their needs and those of their family members by increasing their productivity and potential to achieve higher standards of living and thereby improve their quality of life, *Republic of Kenya (2000)*, Todaro (1992),

Countries over the world nations have therefore invested heavily in the provision of education for their citizens. In many developing countries formal education is the largest industry and greatest consumer of public revenues (Todaro, 1992). In Britain, for example, a great deal of human and financial resources is expended to support the public school system. As part of its expenditure, the government of Britain invests significantly in designing and implementing policies, including the training of personnel and supervision of instruction in the schools. In developing countries there has been massive expansion of education at all levels in line with the view of providing the citizens with requisite skills and knowledge to enable them participate in the development process of the nation. However this implies the need to ensure quality education in line with increased enrollment in schools. To achieve this the government must ensure the supply of adequate trained teachers and an effective monitoring and supervision system of the curriculum in schools to ensure student achievement (De Grauwe (2001) . Researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Musaazi, 1985; Sergiovanni & Starratt, 2002). This Supervision ought to be undertaken by head teachers with a view of involving teachers in discussing ways and means of improving instruction in schools consequently raising students performance and achievement. Various

governments have put in place structures of supervision but there is little attention paid to the role head teachers play in schools.

In third world countries there has been rapid expansion of education at all levels. This has been in response of international conferences such as The world conference on Education for all 1990 and Dakar conference 2000. These conferences emphasized the need to provide education and further more to improve its quality by making it relevant to the needs of the individual, the community and the nation, UNESCO (2007).

According to Bourn & Bain 2012 the quality of education in Uganda has remained a challenge despite the increased enrollment. They cite challenges like poor methods of teaching, failure to use books effectively, high dropout rates, teacher and learners absenteeism, high pupil to teacher ratio and lack of quality buildings and poor sanitation as factors contributing to poor mastering of basic literacy and numeracy. To address this challenges efforts have been made to establish partnership with other international schools. In addition there is renewed emphasis in the role of school leaders to provide professional development opportunities for teachers.

The introduction of Free Compulsory Universal Basic Education (FCUBE) in Ghana emphasized the promotion of quality teaching and learning for all children especially the girl child. To realize this there is need for effective leadership at all levels of education that could enhance community participation in school programmes. (Oduro, Dachi, Fortig 2008). Raising quality of education therefore rests on the active role and participation of the school administration in any education system. The teachers had to provide inservice and support to teachers in their respective schools.

Research by EdQual, a consortium of six higher education institutions in the UK and Africa funded by the UK Department for International Development (DFID) on quality of education in Tanzania established that decentralization of leadership and management roles of head teachers, had increased workload. The study found out that head teachers had task of managing the school finances and mobilizing resources for school programmes. With universal primary education in Tanzania, there was increased enrollment of children in standard one and those seeking to join schools at different levels. In addition they were to undertake the supervision of teaching and

learning in their respective schools and provide opportunities for teacher's professional development and promoting inclusion and gender equity. Free primary education in Kenya was first introduced in 1974 and 1979 without success. However in 2003 it was introduced again by the then NARC government. This has led to the realization of high enrollment in primary schools consequently affecting the quality of education. According to Achieng, Akech & Simatwa 2010 the free primary education has led to increased strain on teaching learning resources, overcrowded classrooms, high pupil teacher ratio and even affected the level of learners assessment. Nalianya 2010 also share the same sentiments on the effects of free primary education. However the researchers acknowledge that the performance of learners in national examination has gone down in spite of the government effort to provide for teaching learning resources, employment of teachers and review of curriculum (TSC 2012).

A study conducted by Serem and Cheruto (2010) in their study of role of community in the management of free primary education in Kenya revealed that the quality of education will be compromised by conflicts between head teachers and parents. Parents were reluctant to provide physical facilities and contribute financially to other school projects that would have an impact on the quality of teaching and learning. The author's content that parents had the misconception that primary education was free and their role was to monitor the utilization of the resources so far provided. It is against this kind of background that a study such as this one has to be undertaken to establish whether head teachers in Kakamega east district encountered similar problems in dealing with parents under the strategies they use in bringing on board. In another study by Cheruto and Kyalo (2010) in Keiyo District primary school management face challenges in the implementation of free primary education which include shortage of staff, limited financial management skills, resistance from parents, inadequate physical facilities and delay in disbursement of funds by the government. The study recommended further training in financial management and other managerial skills for head teachers.

Another study by UNESCO (2005) on the Challenges of Implementing Free primary education in Kenya reveal that enrollment had gone up thus posing a challenge on the quality of education the report cited congested classrooms shortage of teachers, inadequate basic facilities such as toilets and desks and increased work load as factors

affecting the quality of free primary education. This study that was carried out in selected districts across the republic will as well have the findings applied to Kakamega east district hence the need to establish the influence of head teachers on the quality of education. Kakamega East District has 80 public primary schools which accommodate up to 49,171 pupils spread in classes one to eight excluding children in Early Childhood Development Education (ECDE) and 6 privately managed primary schools. The official Curriculum Based Establishment (CBE) staffing level is 959 teachers while the actual staffing level is 1159 giving a teacher shortfall of 200 teachers for public primary schools only as compared to recommendation of the Koech report (1999) which suggests a Pupil-Teacher Ratio of 1:40 .

Apart from high pupil teacher ratio, in some of the public schools, pupils still learn under trees. In other schools the teachers cannot master all the pupils' names due to their great numbers. May be the situation will improve when the government expands the facilities and employs more teachers, though as to when this will happen is highly debatable (Aduda, 2005). Analysis of the examination results for the Kenya Certificate of Primary Education, showed that academic achievement at the primary school level in kakamega east District is low, compared to the other Districts (MOE Kakamega east District Statistics, 2011). Despite the government efforts to provide for teachers and other resources the head teachers should be held accountable for the performance of schools. This is because it is through the head teachers that the learning environment, resources, teachers and other stakeholders can be made to contribute towards effective teaching hence raising learner's performance. Therefore, the study investigated head teachers influence in improving quality of free primary education in public primary schools of Kakamega east District.

1.2 Statement of the Problem

The problem under investigation in this study was the influence of head teachers on the quality of Free Primary Education in Kakamega East district. However with the rapid expansion of educational opportunities to all children the quality of education has remained low as revealed by the low academic achievement and completion rates by pupils at the primary schools and high level of unemployment among school leavers in Kakamega East sub-county.

Since the introduction of Free and compulsory education the teacher pupil ratio has gone up and available resources constraints making teaching and learning less effective .Another consequence of the expanding school system has been the increasing enrollment which has increased the complexity of primary school management .This demands that head teachers have to assume new roles in order to improve the quality of education and access by the learners .New knowledge and skills by the head teacher is becoming necessary if they have to cope with the diversity of the student population and teachers coming in to help manage the problem. It is therefore critical for the head teachers to ensure that teaching and learning is ongoing. The recent World Bank report (2013) reveals that teachers in Kenya spent most of the time out of school thus worsening the quality of education. This is causing concern among the general public, parents and leaders who are now questioning the influence of head teachers in creating a friendly school environment suitable for nurturing children's potential abilities. The available literature indicate that the quality of education can only improve when the many factors that interact in the class room are harnessed in order to enhance the process of teaching and learning .However there is no known study that has been undertaken to investigate the influence of head teachers in harnessing the various factors that promote teaching and learning. It is on this basis that a study has to be undertaken to document the influence of head teachers in promoting quality of free primary education in Kakamega East District.

1.3 Purpose of Study

The purpose of the study was to investigate the influence of the primary school head teachers in improving the quality of primary Education in Kakamega East District

1.4 Objectives of the Study

The study was guided by the following specific objectives

1. To establish the influence of head teachers professional support for teachers on the quality of free primary education.
2. To examine the influence of resource provision on the quality of free primary education
3. To investigate the influence of school linkages on the quality of free primary education.

4. To investigate the influence of supervision practices on the quality of free primary education.

1.5 Research Questions

The study was guided by the following questions;

1. What was the influence of Head teacher's professional support on the quality of free primary education?
2. What was the influence of resource provision on the quality of free primary education?
3. How do school linkages affect the quality of teaching and learning?
4. How do head teachers supervision practices affect teaching and learning in schools?

1.6 Significance of the Study

The findings of this study would be useful to head teachers, teachers, parents and the government through the Ministry of Education and other Ministries and organization dealing with personnel that render services to various clientele. The ministry of education through the Kenya education management institute may make use of the findings to develop programmes for head teachers on the aspect of professional support for teachers. This may help change the teacher's attitude towards programmes in schools and consequently contribute to good academic performance of the learners. Given that the opportunities for professional development for teachers are not readily available, the finding of the study would form the basis for preparing head teachers as mentors for their teachers at school. This may go a long way in improving the image and morale of the teaching force. In addition such programmes will be cost effective and directed towards the teachers felt needs and inadequacies in the field.

The learners could also benefit from the findings of the study because of the improved learning environment created by head teachers in the schools. This was because the support teachers receive which could enable them is provided with the much needed academic support and guidance. The study also served as a spring board for further research in regard to other school factors that are likely to affect the quality of free primary education. Findings are likely to influence policy formulation regarding the

role head teachers in providing professional support for teachers this so because head teachers and teachers spend more time together and understand how their needs for professional growth and development can be made at the school level.

1.7 Basic Assumptions of the Study

The study is based on the assumptions that the participants would be honest willing and objective in the responses, given the fact that there is need to improve the quality of primary education

The other assumption was that the curriculum offered in schools was well understood by the head teachers, who are aware of the implementation process and the procedures of monitoring the activities involved in the teachers and other stakeholders such as parents and community groups.

1.8 Limitations of the Study

The researcher had financial and time constraints therefore he restricted himself to a smaller area and sample that would give him humble time to collect data to answer the research objectives this would also allow him to attend to his official duties at work station. Study was limited to head teachers in Kakamega East District due to scarcity of financial resources and limited time.

1.9 Delimitations of Study

This study was limited to head teachers in public primary schools in Kakamega East District .It specifically focused on the professional support provided by head teachers, teaching and learning resources and supervision of the curriculum. Also involved in the study was the District Education Officer (DEO) and the District Quality Assurance Officer.

1.10 Definition of Significant terms used in the Study

Free Primary education - A kind of education program whereby parents do not pay directly for education. The government caters for the learners needs using taxpayers' money and grants from other institutions

Professional support- Refers to assistance or help teachers receive from head teachers in the course of executing their duties in schools

Quality education- It is the degree of worthy of knowledge, skills and attitude acquired by pupils. It expresses the achievement of education objectives within

stipulated time. The learning process that equips learners to be fully participating members of their own community and also citizens of the world constantly adapting to a world whose needs are undergoing profound social and economic transformation and with future oriented thinking.

Basic Education – Refers to primary and secondary education or their equivalent.

Public primary schools- These are Primary schools financed mostly by the state and managed by government officials.

Retention- Refers to keeping pupils in the school system after enrolment.

Completion- Is ensuring pupils go through the 8 years of primary school without dropping out due to various reasons

Influence –The capacity of head teachers to effect change in the education in school practices

Head teacher- Someone in charge of a school

Improvement- A state of showing positive change

1.11 Organization of the Study

This project had three chapters. Chapter one presents the background of the study and the problem statement. It also highlighted the purpose, the objective guiding the study and research questions. The significance of the study, scope, limitation and assumptions were also outlined. Operation definition of study used in the study was given. Chapter two dealt with the review of related literature on the influence of head teacher's professional support, supervision, teaching learning resources, the teaching staff and parents involvement in the management of school. The theoretical frame work guiding the study was also described in this study. The third chapter presented the methodology which involves the research design, population sample size, sampling procedures, instrumentation, data collection procedures and the plan for data analysis. The fourth chapter presented the analysis and presentation of data whereas chapter five dealt with summary of findings conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature on the following areas on: Head teacher's professional support for teachers, Provision of Teaching and Learning Resources in Schools, Head teachers and school linkages and Head teachers and supervision of teaching and learning.

2.2 Head teacher's professional support for teachers

The Teachers Service Commission (2012) head teachers and deputy head teacher have duties and responsibilities at a school level. These duties include; planning the learning process; administrative matters and maintain standard procedures in the school; The head teacher is to be punctual in executing the Ministry's safety policy in the school by giving the pupils information and guidance activities on topics as safety on the roads, security and health; The head teacher will maintain the standard procedures of teaching, including guiding teachers in building a syllabus; executing new programs; and follow-up of pupil's achievements; The head teacher will maintain the standard procedures of the educational work, including a civilian-social education; decorating the school for feasts and festivals; and handling connections with other institutions; The head teacher will visit in classes, study teachers' reports and follow-up on pupils' progress; The head teacher will consult the school's staff in the implementation of educational programs in the school, and shares them with construction, execution and responsibility matters; The head teacher and the vice head teacher will divide among themselves the roles with the approval of the inspection.

In the absence of a head teacher, the deputy head teacher has to fulfill all these roles. For the school that lacks a deputy head teacher, the head teacher has to appoint a teacher to substitute him. The head teacher with the consultation of the District Quality Assurance and Standards Officer have to appoint teachers from their staff. divide the positions among the staff; The head teacher was responsible for the

registration of pupils, checking their school attendance and taking care of pupils with special needs. The head teacher will hold connections with the parents, parents committee and other public institutions; The head teacher will guide the teachers individually and collectively; The head teacher will not disrupt the study procedures of the school when there are visitors or officials from the Ministry; The head teacher will report to the Ministry of Education office on the school's progress; The head teacher will participate in the local council construction committee on topic related to school construction and building.

A literature search in the field of educational management reveals that there is no consensus on one comprehensive model to explain the philosophy and rationale behind the work of the head teacher. Different studies introduce various aspects of the head teachers' role, but none was sufficient enough to give a clear picture of what does the roles of the head teacher. A number of theories were presented to explain the educational management models, but without a direct treatment to the actual roles of the head teacher. The Kenyan model of head teacher's role comprising of 14 duties is also not complete. The duties of the elementary head teacher emphasize the role of teaching, assessment and reporting, but lack the most important not mentioned role of the head teacher to promote in the school the teaching towards humanism, with the sufficient preparation of the pupil to their personal life and according to the laws of the society they live in. The Kenyan model puts focus on learning material but not the teaching of pupils to maintain a good, secure and constructive life. The role of the head teacher should include the promotion of not only the giving to the pupils practice on security matters but also on other educational intervention skills such as preventing violence, drugs and juveniles.

Apart from supervision head teachers provide professional support for teachers'. According to Fullan (1984), Memon & Bana (2005) some of the ways of providing professional support include: Provision of teaching learning resources, Creation of a conducive learning environment, Provision of information and opportunities for professional development(up gradating, discussion groups, seminars and induction

programmes). This study sought to establish whether head teachers in Kakamega East District carried out these roles in their endeavor to improve the quality of Free Primary Education.

Currently the Ministry of education and the teacher education and professional development (TEPD) programme supported by USAID has established professional centers in teacher training colleges where tutors share experiences about teaching and learning however their experiences is expected to trickle down to schools through their graduates on employment. This study therefore is out to establish where whether primary school head teachers provide professional support to teachers and its influence on teaching and learning. It also seeks to investigate whether schools have established linkages with teacher colleges and other learning institutions with a view of raising the standards of education in their schools.

2.3 Provision of Teaching and Learning Resources in Schools

The quality of education offered in a school is determined by the level of material inputs allocated to the school and the efficiency with which these materials are organized and managed to raise student achievement. Private schools provide good facilities to their students and teachers for instance; libraries and computer facilities. On the other hand in public primary schools teacher ratios do not keep pace with the rapid increase in pupils. Sifuna (2003) notes that free primary education in public schools has stretched teaching and learning facilities as a result of high number of influx of new pupils. In Tanzania the experience is quite instructive because the government had to construct additional 14,000 new classrooms countrywide so as to cater for the new enrolments. Lack of physical facilities in public schools remains the major impeding factor to the achievement of overall effectiveness in public schools.

Private schools continue to administer periodic continuous assessment tests and regular examinations to achieve good academic results. Since the introduction of free primary education in public schools pupil assessment especially in continuous assessment tests have been minimized. This can clearly explain why these schools continue to perform poorly. Large classes make it impossible for teachers to administer and grade their work and provide feedback on performance. Teachers working morale has remained low in public schools in Kenya due to low compensation. To ensure efficiency and effectiveness of the public and private schools, the quality of school inputs should be assessed and improvements made.

Whereas teacher qualification is the most significant quality determinant in the private and public schools, other school inputs should also be considered (Eshiwani, 1993).

2.3.1 Teacher Shortage

The introduction of free primary education has raised primary school enrolment in many developing countries. For a number of reasons including budget constraints, increased enrolment has often not been matched by increased numbers of government-salaried teachers. The resulting overcrowding of schools, as well as the influx of new students with little or no preparation, poses new challenges to policy makers. One method of lowering the pupil-teacher ratio, versions of which have been used by many governments, is to hire low paid local contract teachers in addition to government-salaried ones. Empowering the local community to monitor teachers' performance may also increase teachers' effort and students' learning, but there are concerns that these teachers may be less experienced and therefore less effective (Sifuna, 2004).

In the period 2001-2010, Kenya has made rapid progress towards the goal of universal primary education. Due in part to the elimination of school fees in 2003, primary school enrolment rose nearly 30 percent between 2002 and 2005, and currently an estimated 76 percent of eligible children are enrolled in primary school. This creates new challenges, as increased enrolment has not been met with increased numbers of teachers. Two years after the introduction of free primary education, first grade classes in sample schools had an average of 83 students. Classes were also largely heterogeneous: students differ vastly in age and school preparedness.

Recent data show an overall teacher and educational personnel shortage in Kenya (MOE, 2003). In the developing countries, this quantitative as well as qualitative shortage is almost a permanent feature of the educational system for several decades. Despite continual recruitment efforts, factors such as huge demographic increases and economic austerity caused by structural adjustment policies (SAPs) have impacted negatively on the situation. According to ILO (1996), the chief determinants of the ability to meet new teacher demand (in the face of the steady increase in the school-

age population) are financial ability and the willingness to fund additional teaching positions and to restore salaries to levels which attract enough qualified candidates.

2.3.2 Nature of Effective Learning

Classroom activities encourage effective learning. Stipek (1996) lists six practices that support the idea that an effective classroom is a classroom of opportunity and experience, where learners can explore and experiment in a climate that recognises the process of learning as the measure of success rather than the right answer approach. It acknowledges the vital role of intrinsic motivation in creating an environment where students can feel that they are the masters of their own learning. In a different environment, but following the same basic philosophy, Alton-Lee (2003) suggests, 'quality teaching provides sufficient and effective opportunity to learn'.

Both of these writers highlight the need for the classroom environment to be a place that allows students to learn. The teacher must be able to identify the class and work with the students to create the learning environment. Teachers need to be prepared to test what is going on in the class, for example, through feedback questionnaires on what they are doing. In reflecting on this feedback and on the classroom activity of a year, a teacher could identify specific exercises and techniques that engaged the students. It takes patience and persistence to have the classes work cooperatively, to carry out independent research, and to report back to small groups and to the whole class should be the teacher's endeavors. The learning will become the student's own learning (Gurney, 2007).

The activities need to be part of their learning process and not something that is imposed. This is an area that requires planning, reflection and preparation. This is a central issue in the learning environment: it is a very self-conscious action on the part of the teacher. The activities that are used in the class to engage the students must be reviewed, revisited and refocused so that they are constantly drawing the students into an effective interaction with the subject. Effective Teaching is not a passive action (Gurney, 2007). Assessment activities encourage learning through experience. It is a

central aspect of the National Certificates of Educational Achievement (NCEA). Teachers, students, parents and administrators complain that NCEA over-assesses. Assessment can be part of the creation of an effective learning process. However, the nature of a learning environment that is dominated by assessment procedures can detract from the learning environment. If the students are able to see the value of the learning process, and the assessment is a part of the learning and not an end in itself, then they can accept the process and actually use it to gain better results while benefiting from the learning environment which they help to generate through their self-monitoring and peer-assessment activities (Gurney, 2007).

This is an idea that has been demonstrated by Cameron (2002) in identifying the processes of peer tutoring, co-operative learning, reciprocal teaching through predicting answers, questioning, clarifying and summarising and collaborative reasoning. All of these processes when used in a classroom will empower the learners as they are the people doing the learning. If assessment activities are part of the 'doing' then they become a central part of the learning process. In the terms of Brown and Campione (1996, as cited in Cameron, 2002), they become a 'community of learners'. Delandshere (2002) argues that there is a gap in the research on assessment practices. She focuses on: the inclusion of the value judgements of the assessments in the learning process, of the 'discourse, actions and transactions of individuals in participation' and questioning the nature of assessment and inquiry. Her questioning emphasises the nature of the debate surrounding assessment and its multi-level of inquiry. The effective teacher has to be aware of the debate surrounding assessment and has to be able to cope with the interplay of summative and formative tasks in the NCEA regime. Regardless of the educational structure, the effective teacher will use assessment as part of the learning environment rather than as a separate entity (Gurney, 2007).

Effective feedback establishes the learning processes in the classroom. Hattie (1999) provides teaching with a core underpinning value. Feedback-focused, appropriate, timely and learning related should be one the cornerstones of the effective teacher. Hattie's extensive research highlighted the value of feedback in raising achievement. He identifies feedback as 'the most powerful single moderator that enhances

achievement'. Feedback to the learners should aim at encouraging them to become more engaged.

Explanations, questioning methods, instructions should be linked with the learning environment and should be part of the interplay of feedback and student input. The effective classroom is one where the students actively seek feedback as they will know that their own learning will become part of the feedback process. The nature of interplay of learning and teaching in the activities of the effective classroom adds to the value of the feedback in such an environment. Alton-Lee (2003) highlights the value of feedback but warns that too much can be as detrimental as too little. This then provides another key aspect of the effective teacher. Feedback that is appropriate and meaningful to the learner will be a central part of the effective learning environment. In a further step the feedback that a teacher gets from the students is essential to the creation of a learning environment. The more feedback that a teacher can obtain from students, and the more the teacher can act on that feedback, the better the learning environment will be that is created.

Effective interaction between the teacher and the students creates an environment that respects, encourages and stimulates learning through experience. Eisner (2002), in putting forward a number of concepts that should be essential components of schools, argues: Good teaching depends on sensibility and imagination. In short, good teaching is an artistic affair. The effective teacher will be one who engages with the students in the class in a way that highlights mutual respect and an acknowledgement of the learning process that is in place. Eisner's suggestion that teaching is a caring exercise is very much part of the effective learning process. Learning is an emotional exercise. Students will engage in something that appeals to them emotionally. The teacher who brings a sense of personal involvement to the classroom, who wants to share the knowledge with the members of the class, who is prepared to show that he/she is also a part of the learning cycle, will be setting up a relationship which will encourage a good learning environment (Gurney, 2007). Wolk (2001) highlights this by emphasising that teachers 'who are passionate about learning ... create an infectious classroom environment'. The effective environment will allow students the time to learn. This is something that is mentioned frequently in the literature. Crooks (2000)

emphasises that ‘good learning needs time and patience’. Wolk (2001) argues that students need time ‘to own their learning’.

In the rushed world of Year 13, Level 3 NCEA students have about 125 in-class teaching periods to cover the entire course; it is a difficult decision on the part of the teacher to ‘give time’ for students to explore at their own pace the work that they are doing. This last factor is essential in creating an ethos of learning that will allow students to feel comfortable in the classroom. The working environment that is generated by the interaction and the enthusiasm of the teacher will remove the stigma of ‘working’ and turn the learning process into something that is rewarding and therefore to strive towards. In effect, the creation of an effective learning environment would generate a positive learning atmosphere throughout a school (Gurney, 2003).

2.4 Head teachers and school linkages

According to Bridgemohan (2002:1) and Jeynes (2010:749), ‘parental involvement’ means different things to different individuals while the degree of parental involvement in different phases of education also varies. The study of parental involvement is complex, given the range of activities undertaken, the differing perspectives held by the parties involved and the disparate nature of much of the work. Parental involvement is the awareness of and participation in schoolwork, understanding of the interaction between parenting skills and student success in schooling and a commitment to consistent communication with teachers about students’ progress (National Middle School Association Research Summary (NMSA), 2006:1). Research undertaken recently has led to a paradigm shift from exclusive professionalism and opened up discussion on the importance of parental involvement (Bridgemohan, 2002:2) and that parents have the right to play an active role in their children’s education (Wolfendale, 1999:164). According to Symeou (2003:473) parents, at nearly all levels, are concerned about their children’s education and success and want advice and help from schools on ways of helping their children. Quiocho and Daoud (2006:256), and Brannon (2008:57) note that parental involvement leads to higher academic achievement and improved perceptions of children’s competence. They add that the increasing evidence and improved perceptions of children’s competence. They add that the increasing evidence of the sustained benefits of

parental involvement in the higher primary grades and in high school, calls for continued research in this area and the necessity of implementing parental involvement programs at all levels of school education.

Research suggests that parents, pupils and teachers benefit from increased parental involvement (Zelman & Waterman, 1998:371; Lemmer, 2007:218) MacNeil and Patin (2000:1) have identified several purposes of parental involvement in schools, including motivating schools to function at a higher level by constantly improving teaching and learning practices, creating higher student achievement and success in school and also in the general development of the child as well as preventing and remedying educational and developmental problems of pupils, there is also decreased truancy, improved attitudes of pupils to their studies, improved behavior and a decrease in the dropout rate in pupils. Moreover, these benefits occur irrespective of the socio-economic group to which the family belongs (Van Wyk, 2008:5). Further, better parental involvement could be of assistance in lessening various problems faced by communities in which there is material, emotional and/or educational deprivation in the children, thus promoting equal opportunity among such disadvantaged communities (Mc Kenna & Williams, 1998:28; Desimone, 1999:12, Mohaney, Schweer & Staffin, 2002:72; Greer, 2004:6)

Parents benefit from an improved parent-child relationship. A sound parent-child relationship leads to increased contact with the school and to a better understanding of the child's development and the educational processes involved in schools, which could help parents to become better 'teachers' at home, for example, by using more positive forms of reinforcement (Henderson & Mapp, 2002). Furthermore, create parental involvement leads to teachers having better relationships with parents and pupils, fewer behavioral problems, a reduced workload and a more positive attitude towards teaching (Fan & Williams, 2010:53; Monadjem, 2003:7). Kgaffe (2001:3) and Tan and Goldberg (2009:442) state that in this case, teachers get support and appreciation from parents, broaden their perspectives and increase their sensitivity to varied parent circumstances, gain knowledge and understanding of children's homes, families and out-of-school activities. Teachers also receive higher rating from parents, in other words, teachers who work at improving parental involvement are considered

better teachers than those who remain cut off from the families of the pupils that they teach.

Schools are faced with the task of implementing various strategies to involve parents in the education of pupils. Eldridge (2001:65) and Niemeyer, Wong and Westerhaus (2009:632) observe that programs involving parents who volunteer to work in the classroom have definite benefits; they indicate the need to have a welcoming classroom environment as well as being sensitive to parent diversity and availability. According to Calhoun, Light and Keller (1998:329), most parents want their children educated and would like to be involved. However, low levels of education in some parents thus feeling incapable; perceiving that they belong to a lower social rank compared to the teachers, unavailability because of schedule conflicts and school resistance to complete parental inclusion are barriers to the involvement of parents in the classroom.

At present, the Kenyan education system is experiencing the challenge of providing access to quality education to all children of school-going age on an equitable basis (Republic of Kenya, 2001:25). Because of the free primary education (FPE) initiative, a rapid rise in enrolments at primary school level has been realized. However, this sector of education is facing serious problems in both qualitative growth in terms of access and the gender disparities are becoming even more marked. It is important to note that the sector has not responded adequately to population growth and continues to record low enrolments. Resources are inadequate; classrooms are overcrowded, and are insufficient or are lacking in some cases, while the number of teachers is not adequate. Heavy workloads demoralize teachers (Mwangi & Kimu, 2003:36). Parents still have to provide funds for desks, uniforms, books, and building funds. This places a heavy burden on them, resulting in most pupils being taken out of school (Oketch & Rollerston, 2007:10). Efforts to improve the quality of education in Kenya have been made by phasing out untrained teachers and providing teacher training, providing funds for instructional materials, paying teachers' salaries and employing quality assurance staff. Sadly, none of these efforts have focused on parental involvement beyond the role of providing funds for schools. The Education Act, Cap.211 part III, 9(2), Legal Notice 190/1978 provides for parents to be represented on the School

Management Committee (SMC). Nevertheless, only a few parents are legally involved in school management activities. The effective role of parents in school has not been recognized.

According to Desimone (1999:12) and Van Der Warf, Creamers and Guldemont (2001:447), parental involvement is not only necessary but it is also one of the most cost-effective means of improving quality in education. Van Der Warf et al., (2001:461) found that although parental involvement requires a modest budget, it is more useful and cheaper as compared to other interventions, such as teacher development, improvement in education management, books and learning materials. Thus, parental involvement is a particularly suitable means for improving education in a developing country like Kenya. The schools have an obligation to improve the education of all pupils, yet they cannot accomplish this task without parental involvement. The move towards higher standards and greater accountability in schools require a commitment from school personnel, families and communities (Machen et al., 2005:14). The development of a comprehensive program that focuses on the provision of many opportunities for parental involvement, providing parenting training that will increase awareness of their child's potential and removing obstacles to effective parental involvement, is a key strategy in education transformation in a country with inadequate resources like Kenya.

Epstein and Jansorn (2004:19-23) observe that there is no common model for parental involvement and a school's needs will differ from one another and will therefore be determined by each school's strengths and backgrounds. Bridgemohan (2002:3) observes that parental involvement is practiced in many different ways. Moreover, a variety of models exist, such as: Gordon's 1977 Family Impact, the School Impact and the Community Impact models (Gordon, 1977:74-77), Swap's School-to-Home Transmission, the Curriculum Enrichment and the Partnership Models (Swap, 1992:57); Comer's School Development Programs (1988:24) and Epstein's Model (1995:704) involving parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

While each of these models has its merits, the theoretical stance adopted by the stakeholders towards home-school relations influences the level and extent of these

relations. Thus, the specific theoretical stance held by the school will determine the extent to which collaboration between the home and the school will exist (Bridgemohan, 2002:3). Clearly, in this education system, Kenya has provided for various roles that parents can play in education. Institutional governance structures such as school committees, parent-teachers-associations and school board-of-governors reflect the interests of all stakeholders and the broader community served by the school. The education system also assigns a role to parents in establishing the infrastructure, particularly in the construction of schools and ensuring that sound educational programs take place in schools. Kandel (quoted in Philips and Schweisfurth, 2006:18) sums this aspect up as follows: In order to understand, appreciate and evaluate the real meaning of the education system of a nation, it is essential to know something of its history and traditions, of the forces and attitudes governing its social organization, of the political and economic conditions that determine its development. The same can be said regarding the way in which a country involves parents in the education of their children. With this in mind, it is essential to highlight the historical and cultural contexts in which parental involvement has developed in Kenya. The evolution of education with specific reference to public primary schools in Kenya will be investigated in the following section.

2.5 Head teachers and supervision of teaching and learning

According to UNESCO (2006) a report on planning education in emergencies and reconstruction head teachers have a role of providing teacher supervision and guidance in a view of improving their performance. Given the situation in Kenya where teachers are employed on demand to meet the shortage occasioned by free primary education and instability in parts of the republic head teachers need to provide guidance to both teachers and learners so as to improve on performance. Any addition teachers are joining the profession long after leaving profession implying that a majority have lost touch with prerequisite skills and knowledge required for effective teaching. Head teachers therefore have to ensure that teachers are regularly supervised, act in line with the laid down procedures and policies and also conduct themselves in an ethical manner. The report further observes that teachers in various circumstances are faced with challenges such as student absenteeism large classes' hungry children and scarcity of teaching and learning materials. This study therefore is out to find out the

support head teachers provide to teachers in order to overcome the above challenges that affect quality of education in the long run.

Carron & De Grauwe (1997) supervision has been changing over time. The trends observed include:

1. Clear job descriptions for supervisors where administrative function are separated from Pedagogic duties.
2. Openness and transparency in regard to reports and assessment from supervisors.
3. Openness with those being appraised
4. Strengthening of follow up actions on supervision to ensure recommendations are being implemented
5. A shift from individual teacher supervision to whole school evaluation.

6. Increased involvement of supervision and support services in the evaluation system. These trends seem to point clearly on what head teachers should emphasise at the school level when undertaking supervision of teachers. The execution of these trends is likely to change the impression teachers have about supervision and consequently their on performance. The current study will therefore be an attempt to investigate how supervision is undertaken in primary school and its influence on the quality of education.

2.5.1 Forms of Supervision

Forms of supervision are varied and have been classified according to time periods by Sullivan and Glanz (2000). These forms include Inspection as a method that was used to deal with teachers who are viewed as deficient and their practices full of errors. Supervisors were therefore out to direct control and over see their duties and ensure that they were performed to a satisfactory level. The supervisors were thus seen to be out of their way to find faults in teachers as they went about their classroom activities. Efficiency, the other form of supervision is social efficiency which aims at using impersonal methods in the process of overseeing teachers. Like Taylor, Max Weber and Fayol there is need to make use of scientific methods in insuring that workers delivered on the assignments allocated to them. According to Bays (2001) there was need for managers to impress democracy as another form of supervision by paying attention to the needs of teachers and learners. Supervision was to be seen as all involving exercise aimed at over improvement of instructions in schools.

The relationship between head teachers and teachers should be harmonious and collaborative in nature. This relationship must reflect mutual respect, shared work values, cooperation, and opportunities for exchanging ideas about the teaching learning process. This study therefore will endeavor to find out the supervision approaches in Kakamega east district and their influence on teaching and learning in schools.

2.6 Theoretical Framework

This study will adapt the managerial model advanced by Gross et al (1971) and the systems theory advanced by Wiles and Bondi (1993). According to the managerial model, administrators have to accomplish certain tasks so as to achieve the stated curriculum objectives. These tasks included provision of support materials, motivation, in servicing of users (teachers), decision making and provision of feedback mechanisms and involvement of other stakeholders. These tasks are interactive and therefore mutually reinforcing.

At school, head teachers have to make decisions concerning the goals to be achieved, provide the means of attaining the goals, arouse members' interest in the innovation, organize for in service of teachers and finally appraise (evaluate) what is going on in schools. Basing on this model, the head teachers as the people on the ground have a responsibility of creating an environment within which the quality of education can be achieved through teachers and other stakeholders outside the school such as parents. It is on the basis of this model that research objectives and questions will be formulated. It will also guide the researcher in reviewing the literature on the activities head teachers engage in so as to raise the quality of service provided.

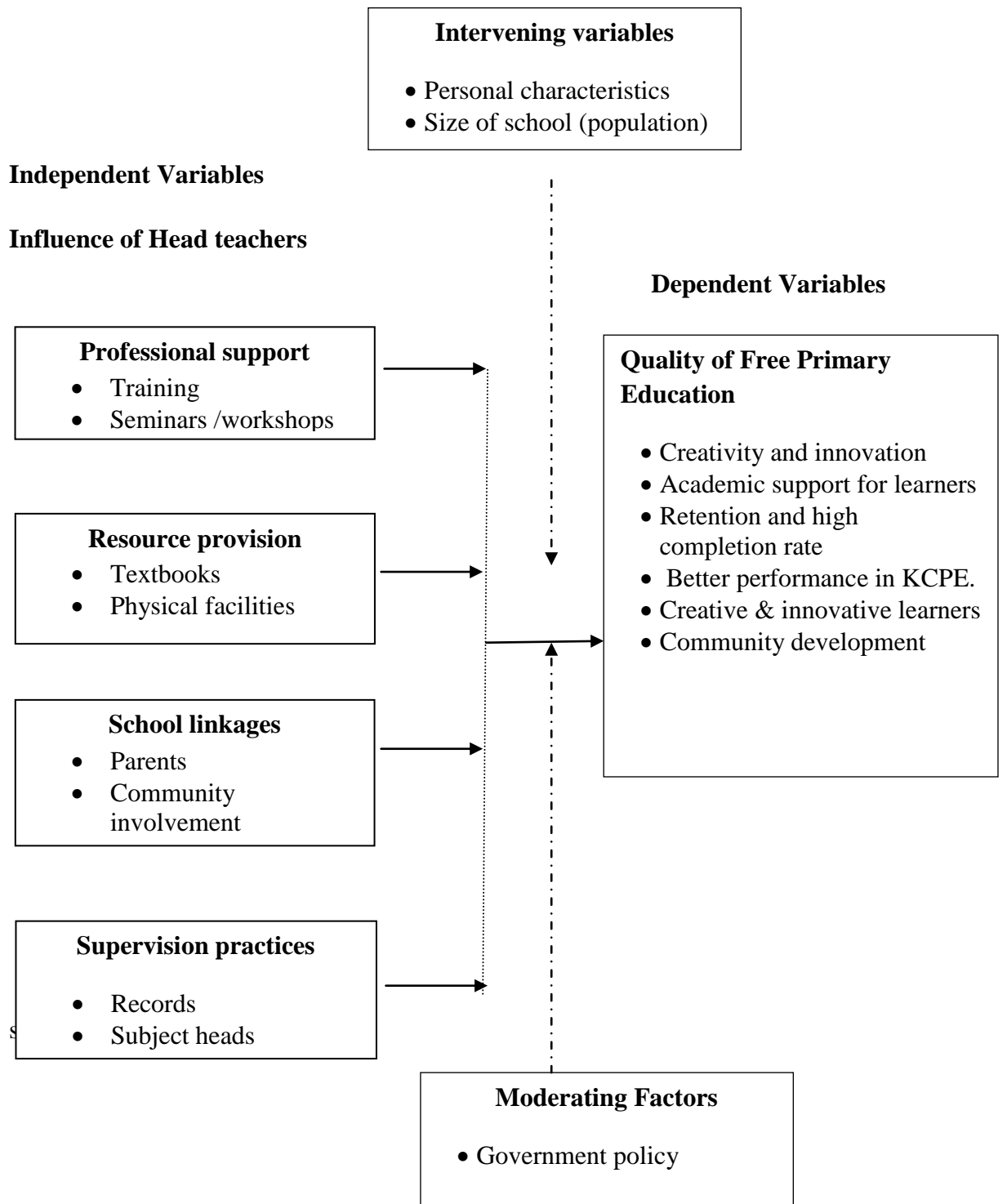


Figure 1: Conceptual Framework Showing Head Teachers Influence in improving the quality of education.

According to the model, head teachers are aware that to attain quality education you are supposed to provide the necessary support (input) to teachers in the course of implementing the curriculum. According Wiles and Bondi, (1993)a system is any set of components organized in a manner that direct actions toward the accomplishment of goals .To realize quality education head teachers have to secure the support of various components of the school system (Teachers, Pupils and Parents),and ensure that they perform their roles as expected. Head teachers have to lay down operational procedures, provide the means of attaining the goals and above all identify non-contributing conditions and aim at taking corrective action. Head teachers are also to reorganize the internal organization of schools, which in turn determine the level of attainment. The theory guided the researcher in investigating the problems head teachers encountered, solutions to the problems and interpersonal relationships among members of the school community who are supposed to contribute towards the realization of quality education. The model and theory therefore provide a possible framework for investigating the kind of action head teachers take in order to achieve quality education.

2.7 Knowledge Gap

The literature reviewed has covered head teachers support for teacher’s supervision of teaching learning resources and school linkages with the community. From the literature it emerged that the quality of education in schools was low given the high enrolment due to Free Primary Education. Therefore there was need to investigate the influence of head teachers on the quality of education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of the research methods that were used in carrying out the study. It includes research design, location of study, target population, sample size and sample procedures, research instruments, validity and reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research Design

This study used a descriptive survey. Gay (1981) defines descriptive research as a process of collecting data in order to test hypotheses or to answer questions concerning the current status of the subjects in the study. Descriptive research determines and reports the way things are. This type of research attempts to describe such things as possible behaviours, attitudes, values and characteristics. According to Sekaran (2004), a descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation. Quite frequently, descriptive studies are undertaken in organizations to learn about and describe the characteristics of a group of employees, for example, the age, educational level, job status, and length of service of respondents. This study finds this design suitable for describing and exploring the influence of head teachers in improving the quality of education. It also allows for the use of questionnaires and interviews in collecting data about what is currently happening.

3.3 Target Population of the Study

The study population consisted of all public primary school head teachers and their deputies, the District Education Officer and District Quality Assurance Standards Officer in Kakamega East District. The District has 98 public primary schools which gave a population of 196 head teachers and their deputy head teachers. There is one district education officer and one District Quality Assurance and Standards Officer. This will give a total population of 198 respondent's. The District Education Officer and the District Quality Assurance Standards Officer provided information on the influence of head teachers in improving the quality of education in the district. Head teachers will provide information about what they are doing in school to improve the

quality of education .Deputy head teachers will be involved in the study to cross check the information provided by head teachers.

3.4 Sample Size

The sample size consisted of 82 (eighty two) (100%) (hundred) respondents. This sample comprised of 40 (forty) head teachers, 40(forty) deputy head teachers and two education officers at the district level. This sample was deemed big enough to serve as a representation of the study population to which generalization of the findings would be applied (Best and Kahn 1998). According to Gay (1981) 10% of the accessible population was good enough for descriptive studies .Therefore a sample size of 82 respondents was deemed to be representative.

3.5. Sampling Procedures

The researcher employed simple random sampling to obtain a sample of 40 public primary schools whose head teachers and deputies will take part in the study. To obtain the schools the researcher will write the name of each school on a small piece of paper and fold. The pieces was put in a container shaken thoroughly and one picked at a time .The head teacher and the deputy of the school that were picked automatically to be part of the sample. Every time a folded paper was picked the school was recorded and folded again and returned in the container to give an equal chance of being selected to all the schools .The process continued until a total of 40 schools is obtained. The two education officers were purposively be selected to join the sample since they are the only ones who can provide data on the activities of head teachers in the district.

3.6 Data Collection Instruments

The study used questionnaires and interview schedules for data collection. A questionnaire is a set of questions that is developed to address a specific objective, research questions or hypothesis of the study. The questionnaires were preferred because it establishes the rapport with subject or sample population and it was to give first hand information from respondents.The questionnaire had both closed and open ended items.

The interview was also used and its oral administration of the questionnaires. It was a structured conversation with someone that is able to provide useful information. The

advantage of this data collection method was it gave in depth data, high response rate compared to questionnaires and guard against confusion since interviewer clarifies vague questions.

3.6.1 Questionnaires for Head teachers and Deputy Head teachers

The structured (closed-ended) and unstructured (open-ended) questions focused on Head teachers influence on improving the quality of teaching and learning in schools. It specifically sought for information about their personal details, (work experience, qualifications), professional support provided to teachers, supervision of the curriculum and school linkages with the community.

3.6.2 Interview Schedules for District Education Officer and District Quality Assurance Standards Officer

Interview schedules basically consisted of question asking, listening to individuals and recording their responses. At times, it was more profitable to ask questions to a few individuals instead of carrying out a large-scale questionnaire based survey. The interviews targeted District Education Officer and District Quality Assurance Standards Officer and was administered personally by the researcher. The researcher focused on the perception of District Education Officer and District Quality Assurance Standards Officer on the role of Head teachers in the implementation of head teacher's management and teaching resources, challenges head teachers encounter in supervising staff and the support they provide teachers for effective teaching.

3.7. Validity of Research Instruments

Best and Khan (2005) suggest that the validity of the instrument is asking the right question framed from the least ambiguous way. To ensure the content validity of the instruments the researcher examined each item to ensure that it measured the intended objectives. The instruments were then be presented to the project supervisors to check whether they relate to the content and their adequacy .The instruments were then be piloted in three schools to ascertain whether the respondents gave clear answers to each item in the instruments .Further corrections and modifications will be made to the instruments before actual data collection.

3.7.1 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The reliability of this research instruments was established through test retest method using a sample of ten (10) schools that was not part of the actual sample. The questionnaires were administered to head teachers and deputies and their responses recorded. The questionnaires were given back to them after two weeks and comparison of the scores made using the Pearson's moment correlation coefficient (r) to compute the correlation coefficient (Best & Kahn ,1989).After computation a correlation of 0.5 was obtained and was considered as a good measure of instrument reliability (Koul 1990).

3.8 Data Collection Procedures

Before embarking on data collection a research permit was obtained from the Ministry of Education on introduction by the University of Nairobi. Letters were written to head teachers explaining the purpose of the study and request a specific date when the school was visited for data collection. The education officers was visited and an appointment made regarding the date that is suitable for interview. The instrument was administered personally by the researcher so as to explain some of the areas the respondents may be finding difficult.

3.9 Data Analysis Techniques

Data collected was then coded manually and then organized under different themes. Descriptive statistics was used in analyzing and presenting the data. Measures of central tendency such as mean, percentages and frequencies was used to show the relative importance attached to the results. Qualitative description (words) was used to explain the numerical data obtained and make conclusion.

Table 3.1: Summary of Data Analysis

Research Objectives	Sources of data	Method of data collection	Measuring scale	Data analysis
Influence of head teachers professional support on the quality of free primary education	Head teachers D/ Head teachers	Questionnaires	Nominal	Descriptive
Influence of resource provision on the quality of free primary education	Head teachers D/ Head teachers	Questionnaires	Nominal	Descriptive
Influence of school linkages on the quality of free primary education	Head Teachers District Education Officer and District Quality Assurance Standards Officer	Questionnaires Interviews	Nominal	Descriptive
Influence of supervision practices on the quality of free primary education	Head teachers District Education Officer and District Quality Assurance Standards Officer	Questionnaire interview	Nominal	Descriptive

3.9.1 Ethical Considerations

The researcher observed confidentiality especially of the information obtained from respondents given on questionnaires. The respondent's information was not being passed to a third party. The respondent's names were not being written on the questionnaires. The respondents consent was sought before administering or conducting interviews. The researcher did personal identification before the respondents and explain objective of the study.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

The problem under investigation in this study was the influence of head teachers in improving the quality of Free Primary Education in Kakamega County: A case of Kakamega East district. Since the introduction of Free and compulsory education the teacher pupil ratio has gone up and available resources constraint making teaching and learning less effective. The sample size consisted of 82 (100%) respondents. This comprised of 40 (48.8%) head teachers and 40(48.8%) deputy head teachers and 2(2.44%) Education officers at the district.

This chapter presented the data obtained from the field as per the objectives of the study. These objectives were:

- (i) To establish the influence of head teacher's professional support for teachers on the quality of free primary education,
- (ii) To examine the influence of resource provision on the quality of free primary education
- (iii) To investigate the influence of school linkages on the quality of free primary education
- (iv) To investigate the influence of supervision practices on the quality of Free Primary Education.

The data to answer these objectives was presented using descriptive statistical tools such as frequency tables, mean and percentages. The frequency with which the responses appeared was taken as a measure of influence .The researcher also employed the use of words to describe the tables and to give meaning to the data contained in the tables.

4.2 Return rate of the Questionnaires

A total number of Eighty two (82) questionnaires were issued to respondents which included Forty (40) questionnaires for head teachers Forty (40)questionnaires for Deputy Head teachers, one (1) DEO and one (1) DQAS. Out of these, a total of 57 (70%) questionnaires were returned .Table 2 below presents the details.

Table 4.1 Questionnaires Return rate

Respondents	Questionnaires issued	Questionnaires Returned	Percentage %
Head teachers	40	27	68
Deputy head teachers	40	28	70
DEO	1	1	100
DQAS	1	1	100
Total	82	57	70

From the table 4.1 it was evident that over 60% of the questionnaires were returned .This percentage implied that the sample were representative .Hence the findings could be applicable to the population used in the study (Mugenda & Mugenda 2003)

4.3 Background Information of respondents.

The study sought to find out the personal information of the respondents. This included age, academic and professional qualifications and training of the Head teachers and Deputy Head teachers in Kakamega East Public primary schools. Table 4.2 revealed that all the head teachers and their deputies were above the age of 35 years .This implied that they are all mature and were capable of making decisions that could affect the quality of teaching and learning in their respective schools. These in turn could affect the performance of students in schools. Even though this information was not part of the objectives of the study , it could in one way or the other influence the quality of teaching and learning in schools.

Table 4.2: Age Distribution of Head teachers and Deputy Head teachers

Age distribution in years	Head teachers	F	%	Deputy Head teachers	F	%
18-24 years	0	0	0	0	0	0
25-34 years	0	0	0	1	1	3.6
35-47years	14	14	52	13	13	46
Above 48 years	13	13	48	14	14	50
Total	27			28	57	

4.3.1 Academic and professional qualifications of Head teachers and Deputy

Head teachers

Data collected revealed that all the head teachers 27 (100%) and deputy head teachers 28 (100%) had attained the minimum academic qualification of form four which was a requirement for professional training as teacher at the primary level. Table 4.3 presents the professional qualifications of the head teachers and deputies respectively.

Table 4.3: Professional qualification of Head teachers and Deputy Head teachers

Professional qualification level	F	%
M.ED	4	7
BED Degree	9	16
Diploma	24	42
P1	20	35
Total	57	100.

The findings on the professional qualifications of the respondents as shown in the Table 4.3 reveal that 24(42 %) of head teachers and deputies were holders of Diploma qualification, 20 (35%) were holders of P1 certificate, 9(16%) had B.ED Degree, whereas 4(7%) had a Master of Education Degree. This shows that the respondents had attained professional educational qualifications relevant to the management of schools. They were qualified enough to ensure the provision of quality education in primary schools. The Findings were in support with those of Irumbi (1990) who found a significant relationship between student’s achievements and the quality of teachers in Kiambu district. Probably the qualification of the head teachers and their deputies put them in a position of providing the much needed professional support to teachers in the course of teaching and learning. The respondents observed that the qualification was relevant to the performance of their duties due to the knowledge, skills and abilities acquired which were important in school management.

4.3.2 Training received in line with FPE implementation

The study sought to find out whether head teachers and their deputies had received training in relation to Free Primary Education. The findings showed that 43(75%) of the head teachers and deputies received training in relation to Free Primary Education whereas 12(21 %) head teachers and deputies had not received any training. Those who had received training observed that it was relevant in regard to aspects of school management such as procurement, record keeping and financial management. This was supported by the District Education Officer and District Quality Assurance Officer who acknowledged that training had been provided to head teachers and deputies to enable them understand the responsibility they were to undertake in implementing the Free Primary Education Programme. UNESCO 2006 observed that the overall improvement of the quality of Education was ingredient on teachers with proper qualifications in methodology, subject content and techniques of utilizing teachers and learning resources. Such teachers were in a position to provide induction to members of staff joining the profession.

4.4 Head teacher's professional support for teachers

In this study the researcher was out to establish the influence of head teacher's professional support for teachers on the quality of Free Primary Education. Head teachers have to evaluate teachers performance in schools and provide the necessary support required so as to cope with the challenges they encounter in the course of executing their mandate.(MOE 2000). The study established that head teachers provided varied forms of support to teachers such as induction, supervision, guidance and counseling. Table 4.4 has the details.

Table 4.4 Types of professional support provided to teachers

Professional support	F	%
In-service /workshops/induction	57	100
Work groups	-	-
Financial support	-	-
Supervision	55	96
Good working environment	-	-
Awareness programmes/ Guest speaker	-	-
Staff evaluation	-	-
Mentorship programmes	-	-
Guiding and counseling	-	-

From table above, it was evident that Head teachers 57(100%) provided induction and in service opportunities for members of staff. According to Carnoy ,(2007) , the quality and relevance of pre-service teachers education had declined hence the need for other means of addressing the several declines in the quality of Primary education as reflected in the learners performance that did not measure up to the expected standards. Len (2005) ,Schwille and Dembele ,(2007) also do observe that to improve on the quality of education the programmes have to be put in place to develop the varied competencies of teachers required for teaching. The head teachers as such indicated that induction services were conducted for new teachers in school to enable understand the work involved and how it should be undertaken. The induction services organized by key resource teachers and heads of subject panels in schools covered

areas like teaching-learning resources, methodologies of teaching, preparation of records, assessment and general conduct of teachers as stipulated by TSC code of regulations. Exposure to other legal documents in education were also provided for during the induction courses. This instilled confidence in the teachers and made them to be in a position to create friendly learning environment for learners.

Opportunities for in-service outside the school were also provided .The District Education Offices noted that schools had sponsored teachers for the SMASSE in-service programme .This is a programme that prepares teachers in terms of the methodologies of teaching science and mathematics and that teachers are supposed to cascade the teaching techniques to the other subject areas in school. (TSC training manual 2013) Head teachers noted that through the in-service programme, the teachers attitude towards the subject had changed and this positively affected the performance of learners in their respective subjects.

Through supervision and checking of teacher's records ,the head teachers and deputy head teachers 55 (96%) noted that it had influenced teaching and learning in schools. Shortcomings noted if mutually discussed with the teachers influenced their approach to duty and consequently the performance of the school.

4.5 Provision of Teaching and Learning Resources in Schools

The study sought to establish the teaching and learning resources provided by head teachers in order to influence the quality of teaching. This included classrooms, instruction materials, playground materials, furniture, staff opportunities, electricity and resource rooms. The table 4.5 shows the results.

Table 4.5 Teaching and learning resources provided by head teachers

Type of resources provided	F	%
classrooms	57	100
Instructional resources e.g textbooks	53	93
Play ground and play materials	40	70
Furniture	42	74
Staff appointments	30	53
Electricity	7	12
Resource persons	5	9

From table 4.5 it was evident that 57(100%) of the respondents agreed that they received teaching and learning resources in terms of exercise books; textbooks; reference material; instructional material; charts; chalk; manila papers; stationery; supplementary readers, dictionaries ; science kit; bibles ;wall maps; pencils ;co curriculum equipments balls and nets. Despite receiving all this resources the respondents 57(100% further agreed that they were not enough since they did not match the enrollment which poses as a challenge to them in terms of quality. The textbooks are given in the ratio of 3:1 that's three children for one textbook which results to high tear and wear. According to Daniel (2010) in availability of teaching and learning resources hindered participation and performance of learners. He further observe that Motivated and qualified teachers of science would deploy methods that are learner- centered that would encourage experimentation, problem solving, discussion and involvement in hands on activities when provided with adequate teaching learning resources.

4.5.1 Influence of Teaching and Learning Resources on the quality of Free Primary Education

The study sought to investigate the influence of teaching and learning resources on the quality of Free Primary Education. The respondents were asked to indicate the types of resources provided by head teachers in support of curriculum implementation. The respondents indicated that head teachers provided instructional resources such as textbooks, chalk and play materials .Table 4.6 has the details.

Table 4.6 Influence of Teaching and learning resources provided by head teachers

Type of resources provided	F	%
classrooms	57	100
Instructional resources e.g textbooks	53	93
Play ground and play materials	40	70
Furniture	42	74
Staff appointments	30	53
Electricity	7	12
Resource persons	5	9

It would stimulate curiosity, imagination and critical thinking in learners. The inadequacies therefore could imply that teachers were being rendered ineffective due to lack of adequate visual aids, textbooks and other needed materials for teaching and learning (Daniel 2010).Despite the provision of funds to purchase instructional materials by the government under FPE programme, enrolment in schools had gone up thus stretching the available resources hence constraining the realization of quality education. Even where textbooks were available, they were not being distributed to learners hence homework and assignments were rarely given to learners.

The respondents 57(100%) noted that under the FPE programme head teachers had provided physical facilities such as classrooms, toilets, staffrooms and play materials. However these facilities, especially the classrooms, toilets and furniture were inadequate (Nalinya 2009) and probably had an effect on the overall quality of education. Both head teachers and their deputies 57 (100%) noted large classes were a hindrance to teachers movements in class, minimized the exposure of the learners to practical lessons and made teachers not to provide individual attendance to learners. In regard to the staffing levels in schools 30(53%) head teachers and deputy head teachers noted that head teachers were employing additional teachers to assist in the implementation of the curriculum. According to (Daniel 2010) teachers were indispensable resources in the teaching learning process and as such there was need to provide them with in-service courses so that they could provide quality service to the learners. The study found out that head teachers with the help of parents employed teachers to assist but their qualifications were varied .There were those who were trained whereas others were form four leavers. Even though this assisted in reducing the workload on the teachers, for effective teaching it did affect the quality of teaching and learning because the new teachers lacked experience on the various methodologies and use of available equipment and resources.

4.6 Influence of school linkages on the quality of free primary education

Schools operate within communities from which they draw their pupils and other resources needed to support implementation of school programmes. The study therefore was out to establish whether the schools had formed strong linkages with their communities and their influence on the quality of education in primary schools .The head teachers and deputy head teachers 57(100%) indicated they had such linkages .Table 8 below present various entities with which the schools had linkages with.

Table 4.7 Forms of school linkages

School linkages	F	%
Interschool linkages e.g exams and co curriculum activities	57	100
parents	57	100
Local leadership	20	35
Religious institutions	23	40
The ministry of education	57	100
Other areas of cooperation	48	84

From the table 8 above, schools had linkages with various groups in the community such as parents, other schools, the local leaders and religious institutions. From their responses, 57(100%) noted that schools had links with parents which assisted in the running of schools. Parents were close to Schools and were obliged to contribute both morally and materially to programmes for the benefit of their children. They supported school feeding programmes, putting up of physical facilities such as classrooms and toilets including instilling discipline in their children. These sentiments are also in line with those of Amukowa (2009) who found that support provided to schools by parents in terms of enhancing students discipline contributed significantly to academic performance. Other areas of cooperation noted by head teachers and their deputy heads 48(84%) with the community was the use of guest speakers and national examiners in providing inspirational talks to candidates and teachers in their respective clusters on various issues. Such talks they noted focused on topical subjects like setting and marking of examinations, pedagogical skills, ways of handling

indiscipline, teaching learning resources and changes in the curriculum. The head teachers observed that the talks were helpful in changing the attitude of teachers towards their work which consequently affected the quality of instruction. Interschool linkages were noted to be another area of cooperation among schools. All the head teachers and deputy head teachers 57(100%) indicated that they had formed clusters in which they undertook joint examinations and participated in co- curricular activities. This to them served as an indicator of their level of school performance and made teachers to work hard in order to improve results in both academic and co curricular areas. This initiative was supported by the local leadership and Constituency Development Fund.

Even though the head teachers were aware of parent’s involvement in school activities, such as guidance and counseling, class management through elected representatives, purchase of learning materials and enforcement of school rules and policies, such linkages were not strong .Table 4.8 present the details.

Table 4.8 Factors inhibiting school linkages

Inhibiting Factor	F	%
Weak school leadership	30	52
Political interference	20	35
Church /religious squabbles	20	35
Misinterpretation of government policy.	57	100
Varied performance in exams	40	70
Lack of perceived benefits	48	84

From table 4.8, head teachers and deputy head teachers noted that parents were not in a position to contribute to school programmes because of policy misinterpretation

.Majority 57(100%) felt parents assumed that the government was financing education and there was no need to contribute to school programmes. Therefore their contribution was minimal. The respondents 30(52%) also noted that school administration were aware of the enormous community contribution to school programmes but had not exploited the opportunity. Such contribution included the use of local craftsmen for demonstrations, resource persons from community and donations of land for expansion of schools leading to hostile conditions which did not favor learning.

The varied performance in national examinations was also noted as a hindrance to school linkages respondents 40(70%) noted that decline performance by schools did not attract the support and cooperation of parents, local leaders and even other schools .Such schools experienced low enrollment and were not well staffed. Those schools had already been classified none performing hence there was no meaningful contribution they could make in terms of improving the quality of education.

4.7 Influence of supervision practices on teaching and learning

Head teachers were responsible to provide effective advice on all the programmes taking place in school in order to improve on the quality of teaching and learning .This was an activity that entailed taking charge of people and activities in institutions and ensuring that their focus is all about attaining overall organizational objectives(Kisirikoi,Wachira and Malusu 2008).The study established the areas of supervision head teachers were engaged in such as the curriculum 57(100%) stores 30 (47%) facilities 55(96%) .Table 4.9 has the details

Table 4.9 Areas of supervision in school

Supervision area	F	%
Teaching	57	100
Facilities	55	96
Stores	27	47
Finances	57	100
Work performance	57	100

From the table above majority 57(100%) of the head teachers and deputy head teachers were keen on the supervision of the curriculum (teaching) .They carried out this exercise with the help of teachers and parents. This involved ensuring that the right syllabus was being used by teachers, appropriate records such as schemes being made, monitoring of teaching and learning, giving relevant guidance to the teachers and ensuring that resources provided were put to good use.

Apart from the curriculum, head teachers were also involved in the supervision of school facilities like classrooms, playfields and toilets to ensure that they were adequate and met the stipulated standards, well maintained and put to the intended purposes (MOE,2000) .The supervisory practices head teachers engaged in are presented in table 4.10.

Table 4.10 Head teacher’s supervision practices

Supervision practices	F	%
Going round the school	50	88
Use of class prefects	39	68
Classroom inspection	40	70
Checking and Approval of teachers records	45	80
Teachers inspection	35	61
Suggestion box	10	18
Staff register	40	70
Timetable	57	100

From table 4.10 it was evident that head teachers engaged in a variety of supervisory practices aimed at ensuring quality education in school. The respondents 50(88%) noted that going around the school by head teachers was the most applied supervision practice by head teachers. This, they noted, helped them to be in touch with what was going on in school faster. To improve on curriculum delivery head teachers and their deputies 45(80%) and 35(61%) noted checking teachers records and teachers inspection were being undertaken. Through these techniques, they ensured that teachers attended classes regularly, acted in time in line laid down procedures and conducted themselves in a professional manner. In addition the techniques ensured systematic and orderly delivery of the stipulated curriculum and proper use of teaching and learning resources. According to UNESCO (2006) teachers training was

insufficient for effective curriculum delivery, but the support provided by head teachers (supervisors) on regular basis made teachers to embrace their work. The supervision kept teachers on track, cultivated an interest in teacher's performance and above all, assisted the teachers to translate the knowledge and skills taught during training to the classroom. It is through such daily pedagogical supervision that enables the teacher to revise/reflect on his/her practice in school. This was in line with responses obtained which indicated that teachers were keen on teaching when provided with supervision support hence improvement in the quality of teaching and learning.

4.8 Challenges Affecting the Quality of Free Primary Education

In their effort to influence the quality of primary education, head teachers were encountering challenges, this study therefore sought to establish what the challenges were and which mechanisms were employed in dealing with them. The study established that head teachers had inadequate funds, inadequate staff and unsupportive parents among others. Table 4.11 provide the details.

Table 4.11 Challenges Affecting the Quality of Free Primary Education

Challenges Affecting Quality of Education	F	%
Inadequate funding	57	100
Inadequate teachers	57	100
Teacher attitude	34	60
Unsupportive ministry	10	18
Unsupportive parents	32	56
Unprepared head teachers	13	23
High enrollment	57	100

From the table 4.11, all head teachers cited lack of adequate funding as a major constraint in the implementation of school programmes. The provision of teaching-learning resources provision and maintenance of physical facilities and the remuneration of support teachers was pegged on funds. Schools depended on funds given by the government under the programme to provide for what was stipulated in the guidelines stating how the funds ought to be used. Muchira (2008) also pointed that lack of funds was a hindrance to the provision of professional support for teachers. This could probably be due to the fact that professional support activities involved money. This constraint was compounded by the fact that parents were unsupportive to school programmes especially where finances were involved. Similarly teachers could not better themselves through distance learning and in-service training programmes because of the financial implications involved.

The unsupportive nature of parents was also cited by head teachers and deputy head teachers 32(56%) as another impediment to the provision of conditions in school that would influence the quality of primary education. Although head teachers noted that the poverty levels were high in the area, some parents were not even willing to render labour or any form of contribution to the school that would likely influence the quality of education in their respective areas.

Negative attitude of teachers was also noted by head teachers 34(60%) influence the way they performed their duties. A majority of teachers did not see the need taking up courses leading to their upgrading since their counterparts who had undertaken such courses were still in the same schools. In addition they were not ready to take advice from anybody due to the long stay in the service or the same school. They so this as a major hindrance to change in schools.

Lack of adequate staffing was also cited as a hindrance to the provision of quality education. Due to this, they were not giving homework and other assignments as they thought this was an additional workload. This made it impossible therefore to gauge the performance of the learners so as to provide the needed guidance. The large classes had made teachers to be more mechanical in their teaching and adopting methodologies that were teacher friendly.

Measures adopted by the head teachers such as coming up with large classes worsened the situation further. Employment of additional staff by the help of parents was still not working because of the high turnover occasioned by search for better terms and conditions of service.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations of the study

5.2 Summary of findings

This study was based on the following specific objectives;

- 1) To establish the influence of head teacher's professional support for teachers on the quality of free primary education,
- 2) To examine the influence of resource provision on the quality of free primary education
- 3) To investigate the influence of school linkages on the quality of free primary education
- 4) To investigate the influence of supervision practices on the quality of free primary education.

5.3 Influence of professional support.

The study established that head teachers provided professional support to teachers in their respective schools .This was done through supervision of the teachers by checking their professional records, induction/in-service courses for teachers. Classroom observations, mentoring and creation of awareness about various educational issues.

According to Singh and Billingsley (2001) it was established that the head teachers leadership and support for teachers influenced their level of commitment in their work. This in turn influenced the quality of teaching and learning in schools. As already alluded to some section of this study, teachers professional development entirely depended on the leadership provided by head teachers given that pre-service programs were not in line with the challenges and changes in the field.The type of work and

nature of the learners made it mandatory to provide teachers with the necessary support to enable them cope with their teaching responsibilities. It is only through internal professional support activities that teachers could step up their effort and commitment to school activities

5.4 Provision of teaching –learning resources

The respondents noted that head teachers provided teaching –learning resources although this was inadequate. This included textbooks, classroom, play equipments and teachers to support in the implementation of the curriculum. The large classes therefore called for more resources if quality was to be achieved. Various reports and studies have cited overcrowded classes a major hindrance to the attainment of quality education (Otieno 2003, Nalinya 2009).

The study also noted the high enrollment called for more teachers in schools for effective teaching and learning to take place. Gichura (2009) observed that teachers were not in a position to pay individual attention to learners, a situation that was likely to compromise quality. Efforts by head teachers to employ the teachers was indeed a good move but their qualification and experience could compromise quality because they did not have the requisite content and pedagogical skills to handle the primary school curriculum. Such teachers were unequipped to improvise teaching and learning resources and handling varied needs of learners (Daniel 2010)

5.5 Influence of school linkages.

Schools as a small community operated within larger communities. Community was made up of parents, guardians to learners, neighbors, leaders, other learning institutions and everyone within the school administrative locality. Head teachers 57(100%) were aware of the contribution of the larger community to the school programmes hence the need to foster linkages. This took on the form of guest speakers, guiding and counseling, provision of resources for example land and provision of information and practical knowledge that could be useful in improving teaching and promotion of children's learning. Mobilization of resources from the local community could probably improve quality and enable schools sustained and lasting change.

According to Harris (2006) and Rhodes and Beneickle (2003) school linkages was an avenue through which teachers gained professional support from their colleagues from other schools that shared the same social context ,opportunities and challenges.School visits control served as an avenue of exchanging ideas and experiences which would probably influence the quality of teaching and learning Web (2005), Fullan (2005).

5.6 Supervision Practices of Head teachers

Head teachers undertook supervision of the school activities in order to achieve the set goals. According to Kisirikoi, Wachira and Malusu (2008) head teachers were to keep watch on the people in the school and activities being undertaken to ensure that they focused on attaining desirable goals. Areas of curriculum supervision included the curriculum 57(100%), work performance and utilization of facilities. It was noted that the supervisory activities of the head teachers made teachers to attend to their duties and presented themselves as professionals .The support and guidance provided during supervision made teachers to understand their obligations and were in a position to improve quality of teaching and learning in schools.

5.7 Conclusions.

Based on the findings of the study, the following conclusions were drawn .The provision of professional support influenced the quality of education in primary school. Teachers were able to cope with large classes and inadequate resources because of the support and supervision provided by their respective head teachers.

Even though the provision of teaching and learning resources was indispensable in the provision of quality teaching and learning, head teachers effort were frustrated by lack of funds. This was further constraint by lack of adequate teachers to handle large classes due to high enrollment. School community linkages have to be strengthened so that the members can contribute towards school programmes.

5.8 Recommendations.

The following recommendations have been made based on the findings of the study in order to improve on the quality of Free Primary Education.

1. The government should employ more teachers to handle the large number of pupils in primary schools.

2. The government, parents and the local community to mobilize resources to put more classrooms and furniture to be used by pupils in schools.
3. Head teachers should be sensitized on the various approaches of reaching different community groups and individuals who can assist the schools. This would keep some of the challenges faced by schools in terms of acquiring resources and also serve as an opportunity for the professional development of teachers from other professionals in the community.
4. Supervision of schools by head teachers should be encouraged as this provides an opportunity for internal criticism and improvement and improvement by teachers.

5.9 Suggestions for further research

The study suggests further research in the following areas

1. A study should be undertaken to explore ways and means of enhancing school community linkages.
2. Research should be undertaken to ascertain the impact of head teacher's supervision practices on teacher's professional growth.
3. Research to be undertaken in a wide area to establish the influence of head teachers on the quality of Free Primary Education

5.1.0 Contribution to Knowledge

The study adds knowledge to the society and also to help improve the learning in schools for learners in Kakamega sub-county to become good citizens for the county and the whole world to.

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APPENDIX 1:

LETTER OF INTRODUCTION

Patrick .k. Chungani,
P.o. Box 925 ,
Kakamega.

Dear respondent:

I am a postgraduate student undertaking a Masters degree in Project Planning and Management at the University of Nairobi, Kakamega Extra Mural centre .I am carrying out a study on Head teachers influence on Improving Quality Of Teaching and Learning in Public Primary Schools in Kakamega East District. I am using the attached questionnaire to collect information for the study. It is my kind request that you fill the questionnaire, providing the relevant information to facilitate the study. Please use the space provided in the information required. The information provided will be treated with strict confidentiality and not for other purposes.

Thank you.

Yours faithfully,

Mr.Patrick Kamuneko Chungani

APPENDIX 2:

INTERVIEW SCHEDULE FOR DEO/ DQASO

.Section A: Background Information

1. Job designation (Optional).....

2. Please indicate your age bracket?

18-24 yrs []

25-34 yrs []

35-47 yrs []

Above 48 yrs []

3.a) Indicate the highest academic qualification

KCE/KCSE []

KACE []

Degrees []

b) Professional qualifications

Diploma []

BED []

PGDE []

MED []

PhD []

4. State the number of years you have worked as a DEO/DEQASO.

Less than one year []

One year []

Two years []

Three years []

Four or more years []

5.a) What is the total number of primary teachers employed by TSC in your District?

.....
.....

b) Is the number of teachers employed by TSC in your district adequate (Yes /No)

.....
..... c) If No how do head teachers deal with this shortage

.....
.....

d) What support do head teachers provide teachers who are employed by school committees to alleviate the above shortages

.....
.....
.....
.....
.....
.....

6 .Have head teachers been prepared for the management of FPE? Yes /No

Explain your response

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.....
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.....
.....

c) How has the preparation assisted to improve quality of teaching and learning.

.....
.....
.....
.....

7a) What teaching and learning resources are channeled to schools under the FPE

.....
.....
.....
.....

b) In your own view, are the resources well managed? Yes /No explain your answer

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.....
.....

c) What mechanisms have been put in place by head teachers to ensure effective management of the resources?

.....
.....
.....

e) What challenges do your office face when it comes to management and utilization of resources in schools.

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.....
.....
.....

8. a) In your opinion have head teachers established links with other stakeholders willing to support education in the respective areas (Yes /No) if yes what linkages exist between schools in the district

i) Joint cluster examinations

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.....
.....
.....

ii) Links with resource centers

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.....
.....

iii) Parents

.....
.....

.....
.....

iv) Health providers

.....
.....
.....
.....

v) Any other

.....
.....
.....
.....

b) How are schools benefitting from this linkages

.....
.....
.....
.....

c) In your opinion what factors hinder the development of partnership between schools and other stakeholders

.....
.....

.....
.....

9 .a) How often do your officers visit schools for inspection

.....
.....

b) What areas are focused on during the inspection exercise

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.....
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.....
.....

c) Are head teachers undertaking internal supervision of the curriculum in their respective schools (Yes/No) .If yes how is the exercise undertaken.

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.....
.....

APPENDIX 3:

**QUESTIONNAIRE FOR HEADTEACHERS AND DEPUTY HEAD
TEACHERS.**

I am carrying out research on **influence of head teachers on improving quality of free primary education in Kakamega East District**. You have been identified as a respondent and am requesting you to be objective and honest in giving your answers. The information given will be treated with utmost confidentiality.

Section A: Background information

1. Job designation (Optional).....

2.a) Please indicate your age bracket?

18-24 yrs []

25-34 yrs []

35-47 yrs []

Above 48 yrs []

b) Any relevance to your Job performance Yes /No

Explain your answer above

3 a) Indicate your highest academic qualification

CPE []

KCE/KCSE []

KACE []

DEGREE []

Is your academic qualification relevant to your duty performance ?Yes /No

Explain your response

.....
.....
.....
.....

b) Highest professional qualification

P1 []

Diploma []

BED Degree []

M .ED []

PhD []

c) Is your professional qualification relevant to your duty performance ?Yes

/No

Explain your response

.....
.....
.....
.....

4. Have you received any training in line with the implementation of Free Primary Education (Yes/No) If yes how relevant is the training

.....

5. State the number of years you have worked as a head teacher/ deputy head teacher.

Less than one year []

One year []

Two years []

Three years []

Four or more years []

How relevant is your experience in enhancing the quality of free primary education

.....
.....
.....
.....

6. a) How has been your enrollment since the inception of FPE

2003-2008.....

2009-2013.....

b) What challenges has the enrollment had on the following areas

i) Physical facilities

ii) Teachers

iii) Teaching and learning resources

iv) Performance in FPE

7.a What professional support do head teachers provide to teachers to cope with the demands of high enrollment

i).....
.....

ii).....
.....

iii).....
.....

7 b). What is the view of teachers about the type of support provided by head teachers? Give reasons for your response

.....
.....
.....
.....

c) Do you think the support provided is sufficient to enhance the quality of teaching and learning (Yes /No) explain your answer

.....
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.....
.....

8.a What type of teaching learning resources have been provided for implementation of free primary education

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.....
.....

b) Comment on the adequacy of the teaching and learning resources provided

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.....
.....
.....

c) What efforts do head teachers undertake to insure adequacy of teaching & learning resources .

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.....

9. a)Have head teachers involved other stakeholders in the management of the school? (Yes No) Name the stakeholders involved

.....
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.....
.....

b) What support does the school get from the stakeholders in promoting teaching & learning?

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.....
c) What efforts are head teachers making to enhance close relationship with stakeholders?

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.....
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d) What challenges are the head teachers facing when dealing with stakeholders?

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.....

10 a) What are the managerial functions of a head in schools

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.....

b) What methods are used by the head teacher to monitor teaching and learning in school

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.....
.....

c) How effective are the above methods in enhancing teaching and learning.

.....
.....

.....
.....
d) Are there any opportunities for staff development in your school (Yes /No) explain

.....
.....
.....
.....

e) What Challenges do you encounter in supervising teaching and learning in school

.....
.....
.....
.....

11. (a). What are the challenges/shortcomings you have noticed which head teachers face in improving quality in public primary schools?

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.....
.....
.....

(b) Suggest solutions and recommendations to the above challenges in 14 (a) and how to improve

.....
.....

APPENDIX 4: WORK PLAN

ACTIVIY	TIME TABLE
Identification of research problem	Jan
Review related literature	Jan
Proposal writing	Feb
Approval of proposal draft Corrections on approved proposal draft	March
Submission of proposal to graduate school	April
Designing research instruments after proposal approval	April
Data collection	May
Organization of data	May
Analyzing of data	June
Writing of thesis	July
Corrections on the thesis	August
Submission of thesis to the graduate school	August
Oral defense of the research project and final corrections	September
Submission of the corrected thesis to library for binding	September

APPENDIX 5: RESEARCH BUDGET

NO	ACTIVITY	ITEM	TOTAL COST
1.	Proposal writing	Typing, photocopying, printing, binding, travel and web site visits.	10,000.00
2.	Resource materials	Computer/ printers and references	25,000.00
3.	Stationery	Photocopy papers	10,000.00
4.	Travel expenses	Travelling and accommodation during data collection/ analysis	10,000.00
5.	Subsistence	Allowances / lunches	5,000.00
6.	Miscellaneous Expenses(10%of total)	Incidental expenses	8,000.00
Total			68,000.00

APPENDIX 6 Summary of Teacher Staffing and Pupil Enrolment from 2005 to 2010

Year	No of schools	Pupil population	Estimated teachers	Teacher/pupil ratio
2010	80	49,000	1260	1:58
2009	70	42,000	1208	1:34
2008	60	40,176	1198	1:33
2007	40	30,893	1180	1:25
2006	35	15,845	1160	1:12
2005	20	10,698	1140	1:8

Source: MOE KAKAMEGA EAST District statistics file (2011)

APPENDIX 7 A MAP OF KAKAMEGA DISTRICT OF KAKAMEGA COUNTY

