

**AN ASSESSMENT OF THE FACTORS AFFECTING THE MANAGEMENT OF THE
FREE PRIMARY EDUCATION FUNDS: A CASE OF SELECTED PUBLIC PRIMARY
SCHOOLS IN MOMBASA DISTRICT.**

BY

ROPHUS KINUSA MWAKIDEU

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULLFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS IN PROJECT
PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

2011

DECLARATION

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

Signature..... Date.....

ROPHUS KINUSA MWAKIDEU

Registration number: L50/73912/2009

This research is being submitted for examination with our approval as university supervisors.

Signature..... Date.....

MR. JOHNBOSCO KISIMBII

LECTURER DEPARTMENT OF EXTRAMURAL STUDIES

UNIVERSITY OF NAIROBI

Signature..... Date.....

DR. MOSES M. OTIENO

LECTURER, DEPARTMENT OF EXTRAMURAL STUDIES.

UNIVERSITY OF NAIROBI

DEDICATION

This project report is dedicated to the most high and Almighty God for his provision in mental and physical strength to undertake and accomplish it in the stipulated period of time. Secondly the work is dedicated to my lovely wife Hannah Njoki for her moral support and encouragement when writing this project and our children Hammerton Mwakideu, Eunice Wambui and Racheal Wavua for inspiring me.

Worthy of mention is my mother Rachael and late father Hammerton Mwakideu for their guidance and good upbringing, my mother in –law Eunice Kiarie for her special prayers and encouragement and all other family members and colleagues at college, without whose support, this project report would not be a success.

ACKNOWLEDGEMENT

I would like to thank Dr. Moses Otieno and Mr. Johnbosco Kisimbii who took time off their busy schedule to share their thoughts and helped me into shaping and completing my research.

I would like to thank my wife Hannah Njoki who encouraged me during and after the research period.

I would also like to acknowledge Laurence Mwadime, Assistant Municipal Education Officer and also the In-charge of FPE program at Mombasa Municipality as well as Mrs. Anne Kinoti FPE program officer for their guidance and provision of the data on FPE.

Special appreciation goes to the head teachers of the following schools from whom the data was collected: Kengeleni, Mbeeni, Fahari, Makupa, Ganjoni, Shika Adabu, Mtongwe, Changamwe, Mwijabu and Fadhil Adhim.

Special Thanks to Chris Kioko and Marbotech services for their assistance in printing and binding of the document.

TABLE OF CONTENTS

	<i>PAGE</i>
DECLARATION.....	(ii)
DEDICATION.....	(iii)
ACKNOWLEDGEMENT.....	(iv)
LIST OF FIGURES	(xi)
LIST OF TABLES.....	(xii)
ABBREVIATIONS AND ACRONYMS.....	(xiii)
ABSTRACT.....	(xiv)
CHAPTER ONE: INTRODUCTION	
1.1 Background of study.....	1
1.2 Statement of the problem.....	2
1.3 Purpose of the study.....	3
1.4 Objectives of the study.....	3
1.5 Research Questions.....	4
1.6 Basic assumptions of the study.....	4
1.7 Significance of the study.....	4
1.8 Delimitations of the study.....	5
1.9 Limitations of the study.....	5
1.10 Definition of significance terms used in the study.....	6
1.11 Organization of the study.....	6
CHAPTER TWO: LITERATURE REVIEW	
2.1 Introduction.....	7
2.2 Universal Primary Education in Nigeria.....	7
2.3 Skills in The management of FPE funds.. ..	8
2.4 Monitoring of Free primary Education Funds.....	9

2.5 Planning and efficiency in the Management of FPE Funds.....	11.
2.6 Accountability.....	12
2.7 Evaluation and Efficiency in the management of Free Primary Education fund.....	13
2.8 Accounting for school funds.....	14
2.9 Supplier selection and procurement in FPE funds.....	15
2.10 Conceptual frame work.....	17
2.11 Summary of the literature.....	18

CHAPTER THREE: RESEARCH METHODOLOGY.

3.1 Introduction.....	19
3.2 Research design.....	19
3.3 Target Population.....	19
3.4 Sample size and sample procedure.....	20
3.5 Data Collection Procedure.....	21
3.5.1 Validity of the data collection instruments.....	22
3.5.2 Reliability of Research Instruments.....	22
3.6 Data Analysis Techniques.....	23
3.7 Ethical Consideration.....	23

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND ITERPRETATION.

4.1 Introduction.....	25
4.2 Response Return Rate.....	25
4.3 Demographic Characteristics of Respondents	25
4.4 Kind of Training given to Headteachers	26
4.4.1 Adequacy of Financial Management Training	26
4.4.2 Further Training Recommended for Headteachers	27
4.4.3 Monitoring and Evaluation of FPE Funds	27

4.4.4 How FPE Funds are Monitored and Evaluated by Parents	28
4.4.5 Evaluation of FPE Funds Records by Teachers	29
4.4.6 Training and Selection of SMC	29
4.4.6.1 Training of the School Management Committee	30
4.4.7 Involvement of the School Instructional Material Selecting Committee	30
4.4.8 Challenges Encountered by Headteachers in Managing FPE Funds	31
4.4.9 Solution to the challenges	31
4.4.10 Methods of Training	32
4.4.11 Keeping Records	33
4.4.12 Reasons for Maintaining Financial Records	33
4.4.13 Kinds of Training on Management	34
4.4.14 System of Managing FPE Funds	35
4.4.15 Views on Monitoring and Evaluation	35
4.4.16 Working with the School Management Committee	36
4.4.17 Involvement of Chairpersons of SMC on Managing FPE Funds	39
4.4.18 Training of SMC Chairpersons and their Qualifications	41

**CHAPTER FIVE: SUMMARY OF THE FINDINGS DISCUSSIONS, CONCLUTIONSAND
RECOMMENDATIONS**

5.1 Introduction.....	49
5.2 Summary of findings.....	49
5.3 Discussion of the finding	50
5.4 Conclusions.....	52
5.5 Recommendations.....	52

5.6 Suggestions for further studies..... 53

REFERENCES..... 55

Appendix A Consent letter 59

Appendix B Questionnaire for headteachers..... 60

Appendix C Questionnaire for deputy headteachers 62

Appendix D Questionnaire for the SMC chairperson 64

Appendix E Questionnaire for the MEO..... 66

LIST OF TABLES

<i>Tables</i>	<i>Title</i>	<i>Page</i>
Table 3.1	Summary of the population study.....	20
Table 3.2	Population of the study.....	21
Table 3.3	Sampled Schools	21
Table 3.4	Operational definition of variables	24
Table 4.1	Education level of Respondents	26
Table 4.2	Adequacy of financial management Training.....	27
Table 4.3	Further training for Head teachers	27
Table 4.4	How FPE funds are monitored by education officers	28
Table 4.5	How free primary education funds are monitored and evaluated by parents	28
Table 4.6	How free primary education funds are monitored by teachers	29
Table 4.7	Whether members of SME are trained	30
Table 4.8	Involvement of SIMSC in FPE funds management.....	30
Table 4.9	Challenges encountered by H.T. in managing FPE funds	31
Table 4.10	Possible solutions to the challenges of managing FPE funds.....	32
Table 4.11	Methods of training teachers	32
Table 4.12	Keeping complete records of School Finances.....	33
Table 4.13	Reasons for keeping complete records	34
Table 4.14	Further training useful in managing funds	34
Table 4.15	How system of managing FPE funds was rated	35
Table 4.16	Monitoring and evaluation of FPE fund	36
Table 4.17	Whether the head teacher worked with SME	36
Table 4.18	How head teachers and deputy head teachers are equipped	37
Table 4.19	Whether FPE fund records are maintained.....	37
Table 4.20	Problems encountered in managing FPE funds	38
Table 4.21	Possible solutions to the challenges in managing FPE funds.....	39
Table 4.22	Educational Background of the SMC.....	39
Table 4.23	Whether system of managing PFE funds is appropriate	40
Table 4.24	Reason for appropriateness of the system of managing FPE funds.....	41
Table 4.25	Whether SMC chairpersons are trained	41

Table 4.26	Required qualification of chairpersons of SME	42
Table 4.27	Whether qualification of HT has an effect on School Progress.....	42
Table 4.28	Challenges encountered by SMC chairpersons	43
Table 4.29	Solutions to the challenges encountered by SMC chairpersons.....	43
Table 4.30	Suggestions for improving the SMC.....	44
Table 4.31	Enrollment of pupils in Mombasa.....	45
Table 4.32	Summary of funds disbursed 2003 -2010	46
Table 4.33	Disbursement of funds between 2008-2009	47

LIST OF FIGURES

<i>Figure</i>	<i>Title</i>	<i>Page</i>
Figure 2.1	Conceptual Frame Work.....	17

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired immune deficiency Syndrome.
BOG	Board of Governors
DEB	District Education Board.
DEO	District Education Officer.
BFAA	British Foreign Aid Agency
DFID	Department for international development
ECD	Early Childhood Development.
EFA	Education for All
FPE	Free Primary Education.
FSE	Free Secondary Education
GDP	Gross Domestic Product.
GER	Gross Environment rate.
GOK	Government of Kenya.
HIV	Human Immune - Deficiency Virus.
KCPE	Kenya certificate of primary Education.
KEPSHA	Kenya Primary school Headteachers Association
KNUT	Kenya National union of Teachers
KNEC	Kenya National Examination Council
MDGs	Millennium Development Goals.
MOEST	Ministry of Education Science and Technology.
NARC	National Alliance Rainbow Coalition.
NGO	Non- governmental Organization.
PTA	Parent Teachers Association.

SIMBA	School Instructional Material Bank Account
SMC	School Management Committee.
TAC	Teachers Advisory Committee
UNICEF	United Nations International Children Education funds.
UPE	Universal Primary Education.

ABSTRACT

It was until January 2003 when the NARC government introduced the Free Primary Education (FPE). FPE was intended to benefit millions of poor children through the abolition of fees and levies, with this came many challenges that the government continues to face. The issue of proper management of the FPE funds has been of great concern. After its implementations the donors injected huge amount of funds. The research sought to find out the management of FPE funds. The research had five guiding objectives which included: To assess the influence of the headteachers skills on the efficiency of the management of free primary education funds, analyze the influence of planning in the management of free education funds, then to assess the influence of monitoring in the free primary education funds management and to determine the influence of evaluation in the management of free education funds. A descriptive survey research design was used to collect primary data. A pre- tested questionnaire was administered to target population through key information interviewees. A series of formal interviews, self administered questionnaire and stratified sampling was used to select one school from each zone. Purpose sampling was used to select government officials. The author gathered information through interviews conducted with head teachers, Deputy headteachers, chairpersons of SMC'S and municipal Education officer. The qualitative and quantitative data gathered through interviews , observation and focus group discussion during the research was analyzed through discussions, charts and tables and after comparison and categorizing common themes, it was used to help in final discussion and conclusions. Research findings showed that the Head Teachers, Deputy Head teachers, school management committee were all lacking the necessary skills to manage FPE funds efficiently. The head Teacher received inadequate training in financial management and also found that the process of managing FPE funds was too cumbersome and was being done at the expense of managing the school curriculum and other administrative duties. The results also indicated that planning monitoring and evaluation of FPE funds by the stake holders was very inefficient due to shortage of trained personnel. It was also evident that the parents were not involving themselves in the management of FPE funds because they had not been empowered. The results revealed that skills on managing funds by the head teachers and chairpersons of the SMCs had an effect on the progress of the school. The study revealed that at the ministry of education office in Mombasa there was great shortage of auditors and inspectors and this affected the planning monitoring and evaluation of FPE funds. The study recommended that the ministry of Education should enhance cost effective accounting procedures and strengthen financial management in the primary schools. The ministry of Education should also hire accountants who could efficiently manage FPE funds. Parents should also be sensitized on their role in their financial management of FPE and more auditors and inspectors should be hired to allow for frequent regular inspection. The study also recommended that funds allocation should be equitable and should be disbursed over the holidays to allow for planning and budgeting of the FPE funds. The research recommended that further research should be conducted to investigate the adequacy of FPE funds, Effects of Mismanagement of FPE funds and Challenges of Financing FPE.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Many developing countries face common set of challenges in meeting the increasing economic and social demands of globalization. As a process of economic integration and market openness to external trade, globalization offers the possibility of accelerated economic growth. Yet to take advantage of the opportunities that globalization presents, countries must be able to increase their competitiveness by developing a competent and flexible workforce.(Stiglitz 2002)

In the early years of the twenty first century success in achieving greater levels of competitiveness is based on significant and sustained efforts in educational reform .However education reform is not purely an economic issue, national educational policies must also respond to a country's interest and social needs.(Kozman 2005)

Many Latin American countries including Colombia share the global goal of building a democratic participatory and responsible society (AstizEtal 2002)

Around the globe ministries of education are working to enhance quality, expand school enrolment, improve access to education and increase administrative and financial efficiency.

Free primary education was recommended by the Kenya Education Commission- (Ominde report of 1964)the subsequent National development plans continued to link education and economic development. The Ominde education commission report of 1964 – 1965 further indicated that primary Education was first a minimum basic requirement to take full charge in the formulation of Education policies. It further recommended for FPE (UNESCO, 2005).

However, primary education was not made free until 1974 when an attempt was made. It was introduced in primary school classes 1-4 and then it would be extended to the rest.

Though noble, the recommendation was not implemented fully. The implementation faced challenges such as inadequate planning, over enrolment inadequate funding amongst many other problems. Due to its high cost the government could not sustain it. In 1979 there was another attempt to offer free primary education but the attempt faced similar problems, therefore it was not sustained. In 2003 the National Rainbow Coalition (NARC) government declared primary

education free and set out with determination to implement it. The program experienced similar problems faced by free primary education which included inefficiency in the management of FPE funds .The government intervened and introduced budgetary plan for the project .Kenya Education Sector Support Program (KESSP) is a program through which the ministry of education and ministry of science and technology, development partners, civic society, communities and private sector came together to financially support the wide education sector development for 2005-2010.

It is general toward operationalization of a policy framework on education, training and research as contained in the sessional paper no.1, 2005 through a Sector Wide Approach to Planning (SWAP) education. It gives a road map for education sector. It aims at facilitating the attainment of the millennium development goals (MDGS) and Education for All (EFA).It also works towards harmonizing financial and procurement system in the sector. This program also aims at enhancing modernization of resources to support education and training. (Sessional paper No1 of 2005)

However the donors have been dissatisfied with the management of FPE funds. In September 2009, World Bank (WB) announced that it was suspending funding to Kenya education sector support program (KESSP) of which it was providing US 80million dollars. The British Foreign Aid Agency (BFAA) also withheld ksh.1.2 billion equivalent to British pounds 10 million as a result of fraud within the education sector. 34 education officials were suspended over the fraud. (DFI, 2010)

1.2 Statement of the Problem

The government's policy on primary education was to achieve universal primary education by 2005, which was a key strength towards attaining the overall Education For All (EFA) goal by 2015. Attaining universal primary education would ensure that all Kenyan children eligible for primary schooling have opportunity to enroll and remain in school to learn and acquire quality basic education and skills training. In pursuit of this policy the government introduced free primary education in January 2003, which resulted in increased enrolment of children from 5-9 million in 2002 to 8 million in formal public schools in 2010. (GOK) .In 2003 / 2004 financial year the government increased its education budget by 17.4% to ksh.79.4 billion, with over 7.6 billion specifically allocated to the FPE program. The donor community which received the FPE policy with high enthusiasm was quick to assist the government.

In their Annual General Meeting, teachers asked the government to employ accountants for all schools. Several head teachers through their union claimed they had been accused and charged with misappropriation of funds when they were not knowledgeable in financial matters.

The Kenya National Union of Teachers (KNUT) Secretary General, Lawrence Majali, addressing journalists after officially closing three day annual delegate's conference for Kenya Primary Schools Head teachers Association (KEPSHA) said that at that moment four head teachers were facing court charges over misappropriation of funds (Daily Nation Tuesday July 2010 page 35)

This brings the question of whether the education sector policy on the management of free primary education funds is being implemented well and why it is not achieving the desired goals. There is no documented evidence of research done to establish this.

This study therefore was aimed at finding out whether the Ministry of Education officials, Head teachers, parents and other stakeholders are well prepared to handle Free Primary Education Funds efficiently. The researcher focused on the operators of primary education in an attempt to map out policies and analyze institutional and structural factors which influence efficient utilization of free primary education (FPE) funds.

1.3 Purpose of the Study

The purpose of this research was to carry out an assessment of the factors influencing successive management of Free Primary Education funds by the head teachers with a case of selected public primary schools in Mombasa district.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To assess the influence of the head teachers skills on the efficiency of the management of free primary education funds.
2. To analyze the influence of planning in the management of free primary education funds.
3. To assess the influence of monitoring in the free primary education funds management.
4. To determine the influence of evaluation in the management of free primary education funds.

1.5 Research Questions

The study was guided by the following research questions

1. How do skills influence management of free primary education funds?
2. How does planning influence management of free primary education funds?
3. To what extent does monitoring influence management of free primary education funds?
4. How does evaluation influence the management of free primary education funds?

1.6 Basic Assumptions of the Study

This study was based on the following assumptions

1. The researcher assumed that he would access the free primary education funds data.
2. The researcher also assumed that the selected schools for the study receive free primary education funds and that there was going to be cooperation with the respondents in providing the vital information.
3. Also the researcher assumed that the head teacher and the school management committee had received some training in the management of free primary education funds

1.7 Significance of the Study

The study will highlight the constraints in managing free primary education funds; hence show the factors influencing the management of Free Primary Education Funds.

To the government the study will yield information for use by policy makers and educationists in developing financial management policy and establishment of appropriate personnel in the management of primary schools.

The study will help parent's teachers and the society at large to know the challenges faced in the financial management of free primary education and how these challenges can be solved.

The information will also be utilized by the Mombasa municipal education office to perform an assessment of the head teachers so that free primary education can be a successful program.

Through the results, donors will also be assured that their resources are being utilized for the intended objectives and this will improve their relationship as education partners.

This study will also add information to the body of knowledge in the management of free primary education funds.

1.8 Delimitations of the Study

The study was carried out in the ten divisions of Mombasa district. The study focused on the head teachers, chairpersons of school management committees, deputy head teachers and the Municipal Education Officer (MEO) who are in the management.

The schools in the study represented all the zones. Schools selected comprised of those headed by both male and female head teachers, mixed schools, and single sex schools, the data from different schools (through interviews, observations, focus group discussions and secondary sources) helped in the comparative study, of the factors influencing management of free primary education funds and was later critically analyzed.

1.9 Limitations of the Study

This study had the following limitations

1. The major challenge at the beginning of the research was the availability of current literature on the Kenya education system in the libraries. Most of the articles and books on free primary education are with the ministry of education and provincial administration and these are in limited copies. This limitation was dealt with when the assistant Municipal Education Officer agreed to avail the available literature at the MEOs office with the consent from the Town Clerk.
2. Another limitation was the issue on authorization to gain access to government data or conduct interviews with any of the respondents which took time. The researcher had to obtain written consent from the Town Clerk.
3. Another problem was the availability of some of the school heads, teaching staff parents and chairpersons of school management committees. This limitation was dealt with by booking appointments with the respondents and making follow ups using the mobile phone.
4. The research was viewed as intrusive especially when questions on funds management were raised. The consent letter from the town clerk helped to overcome this limitation

1.10 Definition of Significant Terms

The following are definitions of key terms that have been used in this study

Efficiency: Is the ability to produce the desired results with maximum effort of producing the finest product at the lowest cost.

Effectiveness: Is the ability to bring about intended results.

Financial Management: To manage is to forecast, plan, to organize to command, to Co- ordinate and control.

Financial management therefore involves the fore-casting planning, Organizing, coordinating, and controlling funds.

Planning: Defining objectives or goals, establishing an overall strategy for achieving the goals and developing a comprehensive hierarchy of plan to integrate and coordinate activities.

Monitoring: Continuous functions that aims primarily to provide the management and main stakeholders of an on-going project or program with early indicators of progress or lack thereof in the achievement of results.

Evaluation: Selective exercise that attempt to systematically and objectively assess progress towards the achievement of an out-come. It looks at efficiency, effectiveness, relevancy and impact of the project.

1.11 Organization of the Study.

Chapter one has presented the background information of the study, problem statement, research questions, significance of the study, limitations, of the study, delimitations of the study, definition of significance terms and operational definitions of variables. Chapter two contains a review of the literature related to the objectives. Chapter three highlights the methodology and procedure used in data collection and methods used in data analysis. The results of analysis and findings from the study are presented in chapter four while chapter five gives the summary of findings, discussion, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In reviewing literature relevant to successful management of Free Primary Education funds it is important to note that many countries of the world have struggled to reform their education sector and More so the education workforce. There is growing awareness of the need for improved education and professional development after initial education, especially in the context of discourses on lifelong learning and changing demands on workforces, continuing education and professional development are seen as necessary to keep up with new skills and understanding to meet changing job requirements and support career mobility (UNESCO ,2004)

In this chapter the researcher discussed the Universal primary education in Nigeria, skills necessary in the management of free primary education and the monitoring, planning, evaluation,accounting, supplier, selections and procurement procedures.

2.2Primary Education in Nigeria

Universal primary education has been a stated priority of every Nigerian government since its introduction in the seventies. The actual commitment of the different governments to the scheme, however, has varied substantially. The economic problems encountered have also contributed to the difficulties experienced in its implementation.

Successful implementation will depend on the availability of adequate resources, the sharing of responsibilities amongst different levels of government, greater community and student's participation. In recognition of the need for greater participation of the stakeholders in the implementation of the scheme, the previous government passed legislation that spells out the responsibilities of different levels of government and those of various stakeholders.

Other initiatives included the re- instatement of the National primary Education Commission and other management structure from 1993. The objectives at that time were to improve the management of the education system. A number of initiatives have also been taken as basic steps to promote increased access to education since 1990.

The new government re-launched the Universal Basic Education scheme in 1999 as one of its top priorities. The government has also committed itself to implementing international agreements such as the implementation of Education For All by year 2000, adopted at the World Declaration on Education for All at the Jomtien (Thailand) World conference in 1990. The funding and

management of the free primary education have also been changed. The functions of the National Primary Education Commission have been restructured to exclude the management of the primary education budget. The new role is more professional in nature and includes planning for the implementation of universal primary education and the need to address issues of quality, equity and access in the system, with emphasis on gender issues. (Teboho Moja, 2000)

2.3 Skills in the Management of Free Primary Education Funds.

Professional development including both pre-service and in-service training is critical component of the nation's effort to improve schools and student achievement. Key to ensuring that teachers principals and other educators have the knowledge and skills they need to meet the challenges of today's education is by ensuring that they have access to sustained intensive professional development; (cohen 2001)

Despite the government's performance, primary education continues to experience many challenges relating to access and equity. These include overstretched facilities, overcrowding in schools especially those in urban slums, high Pupil Teacher ratios (PTR's) in densely populated areas, high cost of special equipment for children with special needs, diminished community support following the implementation of the FPE initiative, gender and regional disparities, increased number of orphans in and out of schools as a result of HIV/AIDS and other reasons as well as internal inefficiencies.

The attainment of EFA by 2015 is a major goal and commitment of the government of Kenya in line with the right to education for all Kenyans for the children of primary school age, this right is provided for in law, Children act 2001, and in other official document on education policies. This is also in line with the government's commitment to international declarations, protocols and conventions as resolved in world conferences on EFA (Jomtien: - Thailand, 1990 and Dakar Senegal, 2000) and by the MDG's.

To achieve EFA the government accordingly promised to undertake various measures and institute reforms to address challenges related to access, equity, relevance and management. (Sessional Paper No.1 of 2005)

According to the report on the fourth Tokyo international conference on African development (TICAD IV) in Yokohama Japan, 28-30th May 2005 the conference emphasized the need for African countries to expand access to basic education, while simultaneously improving educational quality in order to achieve education for all (EFA) and the related MDG s and

develop the human resources necessary for growth and sustainable socio-economic development, the importance of achieving gender equality in this regard was also highlighted . Participants emphasized school construction or rehabilitation, human resources and access to sufficient and suitable teaching or learning materials as major challenges for improving basic education in Africa, and welcomed the initiatives to address these areas announced by the Japanese government.

Free Primary Education (FPE) introduced in Kenya in 2003 has enabled 1.3 million poor children to benefit from primary education for the first time through the abolishment of fees and levies for tuition. The gross enrolment rate in primary education jumped from 86.8% in 2002 to 101.5% in 2004 (MOEST 2003).

Though intended to boost primary education FPE has had consequences in areas of management and other educational areas. The development of human resource competence for the delivery of an effective education is critical. There are human resource needs for administration, management, research and training as well as for support and technical staff. Lessons from the expansion of the FPE in Kenya indicate that lack of well trained human resources is a major problem in almost every area of education. There is an urgent need for capacity building in the various sectors charged with responsibility for governing and managing different aspects of education. (Taboo Moja 2000)

2.4 Monitoring of Free Primary Education Funds

The report on the Shanghai's conference of 2004 on primary education for poverty reduction indicated that FPE was introduced hurriedly as a political gimmick to propel new governments to power. There were no laid down policies on its implementation and monitoring. The head teachers were not prepared to handle the new development especially in the areas of handling money meant for FPE. Planning, supervision and monitoring mechanism for the entire education system have been very weak. Management problems within the system have been cited often as a factor that impacts negatively on the success of projects that have been supported by international development agencies. Recently British and American governments announced that they were withdrawing their direct support in the FPE and instead were going to use other NGO's in channeling their contributions towards this project. The Kenya government convened a stake-holder's forum which later formed a task force that reviewed the F.P.E policy and reported to the government (Tomaserksi, 2006)

FPE in Kenya was a political expediency rather than a planned education reform .As such, problems related to adequate funding, allocations and management are being accommodated in an ad hoc manner .The Kenya FPE is jeopardized by poor financial management by the head teachers and other officers. (Maundy, 2004)

Data on the education system has not been collected in a timely manner or processed in a way that is adequate for planning. The system has thus suffered from lack of adequate planning for the implementation of the policies that are vital to improved management. The government's effort to encourage higher education entrance levels for teachers in the profession has been somewhat successful. Previously teachers training colleges used to admit trainees with a mean grade of D+ in K.C.S.E but these days it is a C. These and others provide education and training although they constitute a comparatively small proportion of the overall education and training service providers. (MOE, 2004)

At the primary school level school management committees (SMCs) and Parents Teachers Association (PTAs) are responsible for their respective school. These bodies are responsible for the management of both human and other resources so as to facilitate smooth operations, infrastructure development and other services. (Sessional paper No1 of 2005)

The growing involvement of NGO's and other private sector in the provision of education and other educational services has introduced new challenges relating to the management and coordination of the provision of education services especially with regard to reporting and consultative mechanisms between providers and the MOEST. (Sessional paper no. 1 of 2005)

Education management would be more effective where an efficient Education Management Information System (EMIS) provides a smooth flow of information to policy makers, planners, managers and other stakeholders at all levels of education training.

The government agrees that currently it lacks an effective EMIS while electronic networking is weak and most offices require training in the use of computers. As a result information and communication to and from headquarters to the provincial, district and school levels is normally through letters and circulars sent by post or by faxes, thus causing delays in decision making and follow-up actions. The government's promises to develop an e-government strategic plan to deal with this challenge in the entire government are yet to be realized. This could result in loss of efficiency, production, staff morale and in poor human relation (Torachand 2008)

Administration is rapidly becoming a science with a body of specialized knowledge which would administer in a wise and effective manner. Plato in his book, Laws, summed it up in a few words

which still hold true today. That God governs all things and that chance and opportunity cooperate with him in the government of human affairs. There is however, a third and less extreme view that art should be there also; for I should say that in a storm there must surely be a great advantage in having the aid of the pilot's art. You would agree? In Plato's words it's required that in the management of FPE funds there has to be a pilot, someone who is knowledgeable. The government has been unable to achieve its objectives of EFA and the related MDG's. Most primary head teachers lack knowledge of administration. They do not have any human relations with the teachers and selected committee. Good administration implies co-operating with one another, being able to overlook personal shortcomings, getting along with people in order to obtain utmost work output and efficiency and possessing the ability to instill the feeling of "one big happy family (Pandeu, 2003)

The government agrees that there has been a lot of challenges when it comes to the management of FPE funds but many Kenyans are wondering what's being done to improve the situation.

2.5 Planning and Efficiency in the Management of Free Primary Education Funds

Henry Fayol, defined management as to forecast and plan, to organize to command, to coordinate and control. In this study, the operating definition of management is that it is the process of designing, developing and affecting organizational objectives and resources so as to achieve the pre-determined organizational goals. This definition intimates that the education manager is both a policy maker and policy executor. Educational administration is the process of acquiring and allocating resources for the achievement of predetermined educational goals. Educational administrators are therefore policy executors, from the foregoing definitions; it is evident that educational administration is part of educational management. (Okumbe, 1998)

Primary school head teachers are managers; a manager is a person who plans, leads and controls the allocation of human, material, financial and information resources in pursuit of the organizations goals. Over the years, industry has developed management models and techniques designed to ensure effective management. Attempts by education to borrow these models and techniques have however, only met with partial success and the reasons are not far to seek. Both Umans (1972) and Coombs (1976) agree that for effective management there must be clearly stated objectives but while this is possible in industry, success has so far eluded, those who set the educational objectives.

Shelley Uhmans, from a more pragmatic angle, sees the difference between management in

education and industry as arising from the differences in their inputs .He argues that while industry is tailored to producing a specific product, in education one cannot be quite sure of what the product at the end of the process is going to be because of the many intervening factors. Such factors as the pupil himself, the teachers the society, the environment and others influence the end product of education .While industry can strive to achieve an absolute in the product; education can only hope for a relative in a better society. The whole rationale behind educational planning and good management is that no nation has unlimited resources. Consequently the resources that are available should be used efficiently as possible for maximum effectiveness. Efficiency is the ability to produce the desired results with a minimum effort of producing the finest products at the lowest cost. Good management in education must aim at the improvement of the performance of the education system to make it more efficient in its utilization of financial resources. Effectiveness is the ability to bring about intended results.(Mutual 1992)

2.6 Accountability

The question of accountability in management has been discussed over the 2500 years since the Greek physician Hippocrates swore his disciples to an oath; “primum non nocere” translated as “above all not knowingly to do harm” (Pandeu 2003)

In education as in other professionals, the educational manager,(the head teacher) is placed in a privileged position entrusting to him the shaping of the attitudes , behavior and imparting of skills to the future generations and in that sense shaping the destiny of a nation. With this privilege goes an awesome responsibility and in education even more than industry people carrying this responsibility must exercise the ethics of responsibility. The society looks up to him for guidance or he will offer it unsolicited; he is an example of what a responsible grown-up ought to be and do; finally he is responsible for opening up new horizons and is a fountain of knowledge to the majority in the society. (MOEST 1999)

If the Kenya primary school head teachers were accountable then there would be no complaints from the donors about the management of the FPE funds.

The primary school head teacher is the facilitator of education activities at the school. His responsibility is to ensure that education activities take place by ensuring that the necessary resources are where they are required at the time they are required (Kombi (1998). The nation provides these resources be they human, physical or financial. It is the duty of the head teacher to see their efficient deployment and utilization. The education administrator has been entrusted

with public resources to be used in the production of human capitals. For the efficient management of these resources, the administrator, whether at the national local or school level is accountable to the public. The head of a primary school is accountable both to the government and the board of governors (BOG) even more important than this official accountability is his innate accountability to the public, society or community whose resources he is spending.(MOEST,2004)

2.7 Evaluation and Efficiency in the Management of Free Primary Education Funds

Financial management in the FPE is concerned with the cost of education, sources of income to meet the educational costs and the spending of the income in an objective manner in order to achieve the educational objectives (MOEST 1999)

Proper financial management is important to the general development of the school.

The responsibility of collecting and accounting for school funds in the primary school lies with the school committee.[Revised education act 1980 chapter 211 article 8(1) (b)] however the school committee through the head must seek the approval of the District Education Board (DEB) or the Municipal Education Committee (MEC) in order to collect and use the funds.

The head teacher as the secretary to this committee is the principle accounting officer for the school. The committee should therefore be conversant with the process of financial management and the legal implications.

In most schools the head teacher does not follow the laid down procedures in the management of FPE funds. He also lacks the necessary financial management skills. The head teacher also only involves a few individuals, as committee members and in most cases they are used as a rubber stamp for his/her corrupt deals, some of the education committee members do not have any financial management skills and end up doing nothing in averting any misappropriation.

A school budget is a plan for attaining the goals of an institution (Burke 1957)

The budget guides and controls the schools income and expenditure while fulfilling the educational objectives of the school. It also provides a means for those providing the funds such as government and donors to measure whether the custodian is worthy of their trust and confidence it provides an instrument for controlling expenditure and evaluating performance. It can also serve as an instrument for delegating authority. (Ministry of Education Human Resource Development, Kenya 1999)

Do the primary school head teachers draw up budgets for their schools?

Who ensures that all expenditures are made according to the budget?

If the ministry of education has been thorough in its supervision of FPE funds why have the donors pulled out from directly sponsoring this project?

In comprehensive study several principles for appraising school budgetary and getting practice have been outlined. These principles state that the head teacher and the board of governors should be responsible for the budget. The budget document should be the result of the cooperation efforts of all who are concerned with the educational needs of the students. The budget preparation should be a continuous process with the annual budget being a part of a long-run program. The first step in the preparation of the school budget should be the formulation of a definite educational plan. Then second step is the budget formulation and construction of the expenditure or expenditure plan which translates the educational plan into estimated costs. The final step in the construction of the budget document is the preparation of the financing or revenue plan. (MOEST 2005)

It is the responsibility of the head teacher to present and interpret the budget to those affected by it. The budget should be adopted before the beginning of the fiscal year for which it is to serve but only after the legal body such as school instructional materials selection committee (SIMSC) or board of governors having power to adopt it has had ample time to analyze and review it. After its adoption, the budget should be accurately and carefully recorded in the official minutes of the body adopting it. The administration of the budget is the responsibility of the head teacher on behalf of the legal body. There should be provision for continuous appraisal of the budget document and the budgetary procedure. MOEST, (1999)

2.8 Accounting for School Funds

Accounting provides a means for a head teacher to monitor, supervise and control school funds in close liaison with the school treasurer. Each accounting record serves as a useful purpose that must be adhered to. The financial accounting system should provide a complete history of all the transactions to the school committee and should provide the information necessary for the management operation of the school. (MOEST 2005)

All schools must manage the instructional materials funds provided by MOEST appropriately. Funds must be used to buy textbooks, teachers guides and other materials and not for anything else by following instructions materials specified in the “Orange books”.

The head teacher must ensure that the school instructional material selection committee (SIMSC)

is appointed and is fully operational. The SIMSC must be a permanent committee in order for it to develop experience and capacity in ordering. (MOEST, 2004)

2.9 Supplier Selection and Procurement in FPE

The membership of the SIMSC should be 15 according to the MOEST (Primary school instructional management handbook 2004)

The members should include:-

- i) The head teacher (chairperson)
- ii) The deputy head teacher /secretary
- iii) The senior teacher
- iv) A teacher representative for each class from class one to class eight (8 members)
- v) Two elected representatives from parents (1 lady and 1 man)
- vi) The chairperson of the SMC
- vii) A teacher for special needs education (where applicable)

For good management, school and parents need to be reminded about their responsibilities and duties and meetings should be held on demand and must be participatory. The discussions must be recorded in the SIMSC minutes book. The required quorum is the attendance of at least two thirds of the members.

Are parents and other stakeholders involved in the management of FPE funds by the head teachers? Do head teachers have selected committees to help them manage the FPE funds? Does the primary school treasury have knowledge and skills of financial management?

An overriding theme in all EFA 2000 assessment report is the inadequate of resources available to meet the basic needs of education. This includes both human and financial resources. If the FPE funds were well managed then there will be no mismanagement problems which are reported every now and then.

Financial accounting is concerned with the maintenance of records in which financial transactions of an education institution are summarized .An adequate financial system ensures effective operation in an educational organization. Financial accounting is thus the process of recording, classifying and summarizing financial transactions of an educational institution and interpreting the results of these transactions (MOEST 1999)

Financial accounting in an educational organization serves the following objectives

- i) It ensures that the financial resources are used for the intended purposes only. It determines the degree of honesty and integrity of the accounting officers.
- ii) It ensures a proper business management for promoting economy.
- iii) It enables educational authorities to have quick but effective check on both the rate of expenditure and proper financial control.

Book-keeping is the art of recording business transactions capable of being measured in financial terms (Perris 1972). Being the principal accounting officer for the school the head teacher should be conversant with the use of receipt book, journal, monthly statement, and cash analysis as well as auditing. Auditing is an important final stage of managing school finances. Books of accounts should be presented to auditors at the end of every financial year. The audited report must be presented to the management that is the MOEST.

The purpose of auditing is to determine.

- i) The financial standing of the school.
- ii) Credibility of the accounting records
- iii) A way of detecting or preventing errors for future.

Auditing must be done by a qualified person who should give a true and fair view of the financial position of the school. Kenya primary school most teachers are promoted to the post of a head teacher after many years in the service in fact most are elevated to the headship 5 to 10 years before their retirement .They lack skills knowledge and experience in financial management, some might have undergone old system of training in which no business studies was included in their training they therefore have little or no knowledge of financial management.

2.10 The Conceptual Framework

Figure 2.1

Intervening Variables

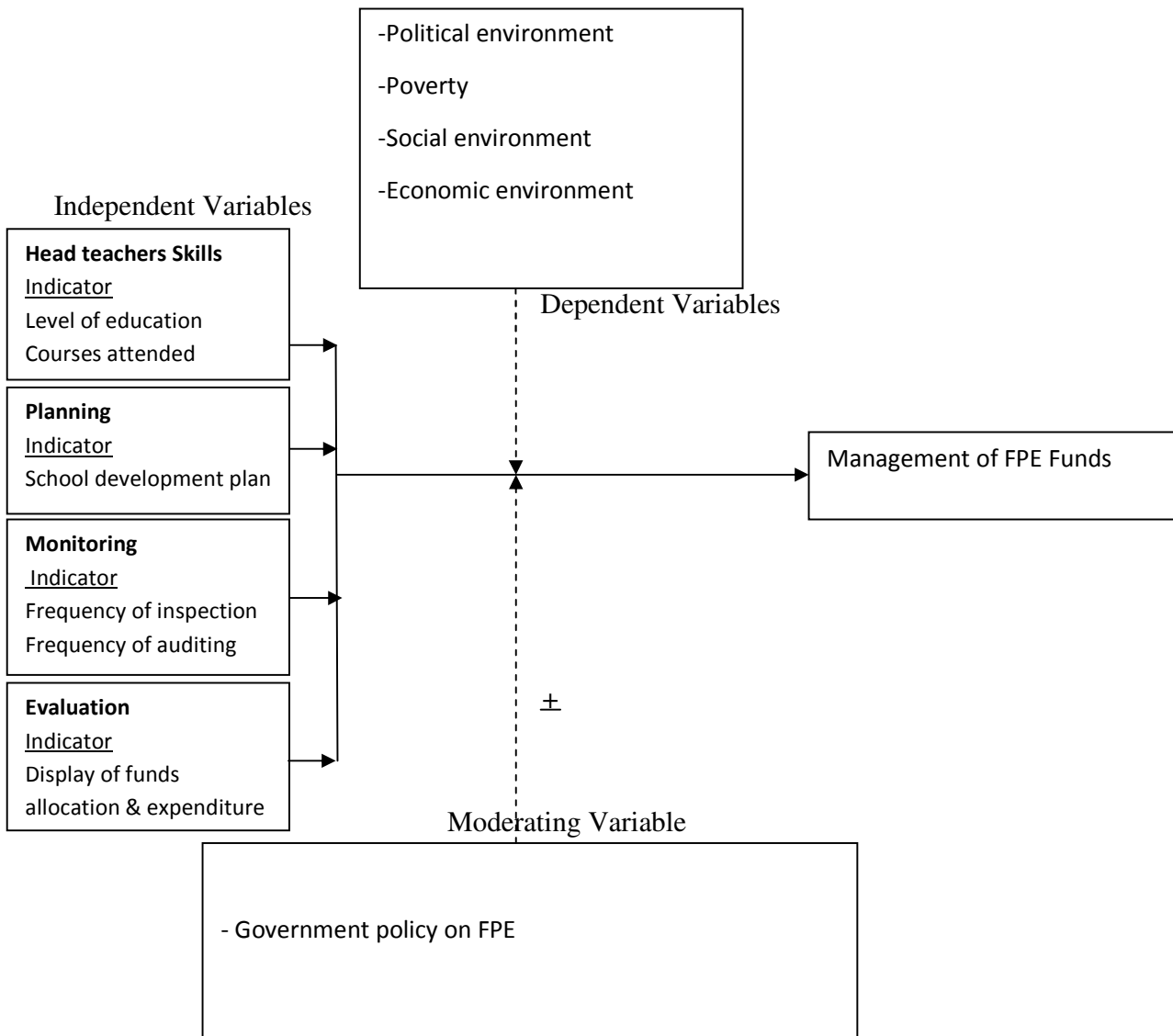


Figure 2.1 above, displays how the FPE policy affects the head teachers skills in managing FPE funds. It also displays how planning monitoring and evaluation is affected leading to management of FPE funds. Other factors may also affect the management of FPE funds. These include Government policy on FPE, political environment and economic environment.

The conceptual frame work above shows the relationship between variables in the study of the factors influencing efficient management of FPE funds. The independent variables are the skills of primary school head teachers, planning, monitoring and evaluation. The dependent variable is the management of free primary education funds. The moderating variable is the government policy on management of free primary education funds. The intervening variables are political environment, social environment, economic environment and poverty.

2.11 Summary of the Literature Review

The literature review discussed Universal primary education in Nigeria, primary education in Kenya and its reform in Kenya and other parts of the world. It also looks at the procedure laid down by the ministry of education in managing Free Primary education funds.

The literature review in addition explores the procedures according to the ministry of education in the utilization of the free primary education funds.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with methods and procedures that were used to collect data pertaining to the study. The population was identified, the sample was described and subjects were identified.

The sampling procedures, research instruments, data gathering procedures and data analysis techniques have been described.

3.2 Research Design

This study adopted descriptive survey design to investigate the factors influencing management of FPE funds descriptive research studies are concerned with describing the characteristics of a particular individual or of group and is used to find out whether variables are associated (Kothari; 2004) survey research seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behavior or values (Mugenda and Mugenda 1999)

The descriptive survey method was chosen by the researcher as the appropriate method for the research at hand because it is the most appropriate tool in collecting data about the characteristics of a large population in the questionnaire is employed as the main tool for data collection (Harrison and Cook, 2004 and Kelly et al 2002) data collected is based on real world observation which makes the data empirical.

Descriptive data are typically collected through questionnaire survey, interview or by observation (Mugenda and Mugenda 1999)

3.3 Target population

The targeted population consisted of all 94 public primary schools in Mombasa district and one municipal education officer giving a total of 95.

A population can be defined as the complete set of subjects that can be studied, people, objects, animals, plants, organizations from which a sample may be obtained (Shao 1999)

This population was picked on the basis of their roles in managing free primary education funds.

Table 3.1: Summary of the Population Study.

Zone	No. of head teachers and their deputies	Deputy headteacher	Chairperson SMC	
Kengeleni	1	1	1	3
Bamburi	1	1	1	3
Majengo	1	1	1	3
Mtongwe	1	1	1	3
Mbaraki	1	1	1	3
Chaani	1	1	1	3
Mikindani	1	1	1	3
Likoni	1	1	1	3
Tononoka	1	1	1	3
Ziwani	1	1	1	3
MEO	-	-	-	1
Total	10	10	10	31

3.4 Sample Size and Sampling Procedure

A sample of 10 schools was selected from 94 public primary schools in Mombasa municipality stratified random sampling technique were used to pick the 10 schools.

Mombasa municipality has 10 zones and these formed the strata from which one public primary school was selected.

Purposive sampling technique was used to select the head teacher, the deputy headteacher, the chairman of the school management committee and the municipal education officer.

The population studied is shown in table 3.2.

Table 3.2 population of Study

Category	Number
Public, Primary schools Headteachers	10
Public Primary schools Deputy headteachers	10
Chairperson of the school Management Committee chairpersons	10
Municipal education officer	1
Total	31

Table 3.3 - Sampled Schools.

ZONE	SCHOOL SELECTED
Bamburi	FadhilAdhim
Kengeleni	Kengeleni Primary
Tononoka	MbeniPrimary
Ziwani	FahariPrimary
Majengo	Makupa Primary
Mbaraki	Ganjoni Primary
Likoni	Shika–Adabu Primary
Mtongwe	Mtongwe Primary
Mikindani	Changamwe Primary
Chaani	Mwijabu Primary

Table 3.3 shows the 10 sampled schools for the study from every zone of the municipality.

3.5 Data Collection Procedures

The data for this study was collected using questionnaires .Questionnaires are widely recommended in education studies to obtain information about current conditions and practices and to make enquiries concerning. Attitude and opinions quickly and in precise form Laroson(1971), walker (1985) states that questionnaires offer considerable advantages in administration as they present an even stimulus potentially to a large number of people simultaneously and provide the researcher with an easy accumulation of data. The researcher

prepared four questionnaires which were used to collect information from the respondents (refer to appendix BCD) One questionnaire was administered to the head teachers of schools, the other to the deputy head teacher, another to the chairman of SMC and The Municipal Education Officer. The questionnaire helped obtain information about the adequacy of the head teacher in handling FPE funds and the challenges they faced and looked for possible solutions. They also helped give information on the success of FPE.

3.5.1 Validity of Research Instruments

Piloting of the instrument was to find out whether the items were clear to the respondents and if they would attract information the way it was desired. This enabled the researcher to estimate the time the respondents would require to respond to the questionnaire. One school was used for piloting. This school was not researched on the final study. The researcher gave the research instruments to the respondents personally and collected the data and analyzed.

After two weeks the researcher again gave that same instruments to the same respondents personally and then collected the data and analyzed it. Corrections were effected where necessary in the questionnaire before being administered to the respondents.

3.5.2 Reliability of Research Instruments

Reliability of measurement has to do with the degree to which a measuring procedure gives similar result over a number of repeated trials (Frankel and Wallen 1993). It is used to focus on the degree to which empirical indicators or measures of a theoretical concept is unstable or consistent across two or more attempts to measure the theoretical concept (Orodho 2004)

The researcher used a test- retest technique in order to test the reliability of the instrument in the study by following the following procedures. The developed questionnaire was given to identical subjects for the study but not those that were to be used in the final study.

The answered questions were scored manually. The same questionnaire was administered to the same group of subjects after a period of two weeks the responses were scored manually.

A comparison between the answers obtained in the two tests was made with the help of the supervisors.

As a way of validating the questionnaire the researcher intended to administer the instruments to the head teacher deputy head teacher, chairperson of SMC, who are not included in the sample

under the study and asked them to identify the ambiguities in the items. The researcher also sought assistance from the supervisor in identifying any irrelevant and ambiguous items. An appropriate research should be able to control all the likely factors that threaten the validity.

3.6 Data Analysis Techniques

Raw data obtained from the field was analyzed using descriptive statistics and percentages on the close ended items in the questionnaire (Ary 1992). Tabulation method was also employed. The use of descriptive statistics is important in organizing research data as it serves to summarize the information collected Ary (1992) Mugenda (1999) asserts that descriptive statistics enable the researchers to meaningfully describe a distribution of scores using a few indices. The open ended items in the questionnaires constituted qualitative data .They were categorized through coding and tabulation in order to come up with statistic inferences.

3.7 Ethical Consideration

The research study followed the ethical principal of research. The purpose and objectives of the research study was explained to each respondent before actual interview started. Participants were also assured that the information gathered was going to remain confidential and would be used only for the purpose of study.

Operational Definition of Variables

Table 3.4 Shows the Type of Variables, their Indicators and how they were Measured.

Variable	Type of variable	Indicator	Measurement	Scale
Management of FPE funds	Dependent variable	Display of funds allocated and expenditures	Financial audit Reports	Percentage
Skills in managing FPE funds	Independent variable	Level of education kind of courses attended	Kinds of financial management Training	Percentage
Planning in FPE funds management	Independent variable	Evidence of school development plan	Number of meetings attended on planning	Percentage
Monitoring of FPE funds	Independent variable	Frequency of inspection and auditing of books of accounts.	Number of Monitoring Meetings Held	Percentage
Evaluation of FPE funds management	Independent variable	Display of allocations and expenditures.	Number of Evaluation meetings Conducted	Percentage
Government policy on FPE funds management	Moderating variable	Presence of auditors and inspectors	Number of Policies and How they are Implemented	Percentage

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter Primary presents the findings of the study and the analysis from the data collection from the 10 public schools and the Municipal Education Officer and his staff. The operational definition of variables assisted in the formulation of questionnaire items which eventually catered for the study objectives. Mombasa Municipality is made of Kisauni, Changamwe, Mombasa and Likoni districts. Four major themes influencing management of Free Primary Education funds were addressed in the study. The themes included skills in management of Free Primary Education funds, planning in the management of Free Primary Education funds, monitoring and evaluation in the management of free primary education funds. The data was collected through questionnaires face to face interview, document analysis and focus groups discussion .Simple percentages were used for the data management.

4.2 Response Return Rate

A total of thirty one questionnaires were administered to the ten Head teachers, Deputy Head teachers, Chairpersons of the school management committee and Municipal Education Officers. A total of thirty one respondents representing 100% of questionnaire administered.

4:3 Demographic Characteristic of Respondents

The researcher conducted a survey of ten head teachers, ten Deputy Head Teachers, ten Chairpersons of the School Management Committee and the Municipal Education Officer.

The respondents had the following levels of education:-

Table 4.1: Education Level of Respondents

Qualification	No. of Respondents	Percentages
Primary and others	5	16.1
O/A Level	3	9.6
P1	10	32.3
Diploma	8	25.8
Degree	4	12.9
Masters	1	3.2
Total	31	100

The majority of the respondents had P1 level of education and below Diploma, Degree and Masters holders combined were 41.9%. The degree holders were headteachers and the Masters holder was the Municipal Education Officer.

The O - level and A- levels, primary and others constituted 25.7%. This percentage is likely to have represented the chair persons of school management committees, who participated in the study. This meant that out of a total of 10 school management chairpersons only 2 had the qualification of beyond O and A- levels, this indicated that the head teachers were working with chairpersons who needed more training.

4.4: Kind of Training Given to Head Teachers at the Teachers Training Colleges on Financial Management.

The Kenya Education Support Program (KESSP) role is to ensure that head teachers and other education service providers have the knowledge and skills necessary to meet the challenges of today's education and especially in financial management. The Ministry of Education objectives is to develop human resource competence especially in the area of financial management in primary schools for the delivery of effective education services.

4.4.1 Adequacy of Financial Management Training

The respondents were asked to state whether the kind of training on financial management they received was adequate.

Table 4.2 Adequacy of Financial Management Training.

Response	Number (N)	Percentage
Yes	2	20
No	8	80
TOTAL	10	100

When the respondents were asked whether they received adequate financial management training they responded as above in table 4:2

Their responses indicated that the training they were given was inadequate.

4.4.2 Further Training Recommended for Headteachers

The respondents were asked to comment on the kind of further training they could recommend for headteachers

Table 4.3 Further Training Recommended for Head teachers.

Type of training	Number (N)	Percentage
Business management	7	70
General Management	3	30
TOTAL	10	100

Table 4:3 represents an analysis on the kind of training the head teachers recommended. 7 (70%) of the head teachers indicated that they preferred business management as the kind of further training to be provided to head teachers.

4.4.3 Monitoring and Evaluation of Free Primary Education Funds

The data was then analyzed to look at the monitoring and evaluation of the free primary education funds.

Table 4.4: How the Free Primary Education Funds are Monitored by Education Officers

Response	Number (N)	Percentage
Monthly	1	10
Termly	1	10
Yearly	2	20
Irregularly	6	60
TOTAL	10	100

Table 4:4 above indicates responses on monitoring and evaluation of financial records by educational officers or inspectors. This shows that although 40% of the schools were evaluated, 60% of the schools were irregularly evaluated.

In reference to the literature review, the ministry of education's policy on monitoring and evaluation ensures that there is progress, quality and impact of the school investment program. Monitoring and evaluation of free primary education funds ensures that there is feedback to the program planning process.

It is carried out to ensure appropriate utilization and flow of free Primary Education Funds. It is the responsibility of the district monitoring team to monitor every primary school in the respective district. In addition there will be local and international consultation representing development partners who will make occasional visits to sample schools to monitor progress

4.4.4 How FPE Funds are Monitored and Evaluated by Parents.

It was necessary to ask the headteachers how the free primary education funds were monitored by the Parents.

Table 4.5 How FPE Funds are Monitored and Evaluated by Parents

Responses	Number(N)	Percentage
Monthly	2	20
Termly	1	10
Yearly	3	30
irregularly	4	40
TOTAL	10	100

Table 4:5 shows the opinion of the headteachers on how financial records of the school are monitored and evaluated by the parents. No 4 (40%) irregularly, 3 (30%) yearly 2 (20%) monthly and 1 (10%) termly. It can be concluded that in many schools parents have irregular monitoring and evaluating the instructional material procurement process and usage. This means that the schools with inadequate monitoring and evaluation may pose a loop hole for corrupt activities to prosper.

4.4.5 Evaluation of FPE Funds Records by Teachers

It was important to find out the opinion of the headteachers on how the free primary education funds records were evaluated by the headteachers

Table 4.6How the FPE funds Records are Evaluated by the Teachers.

Responses	Number(N)	Percentage
Monthly	3	30
Termly	1	10
Yearly	1	10
Irregularly	5	50
TOTAL	10	100

Table 4.6 above shows how the FPE funds records are evaluated by the teachers.3(30%)showed that it is done monthly,1(10%)indicated yearly and 5(50%) irregularly. This could imply that irregular evaluation affected the management of FPE Funds negatively.

4.4.6 Training and Selection of SMC

At the primary schools level School Management Committees (SMCS) and Parents Teachers Association (PTAS) are responsible for their respective schools according to sessional paper number 4 of 2005.

These bodies are responsible for the managements of both human and other resources so as to facilitate some operations, infrastructure development and other services.

4.4.6.1 Training of the School Management Committee.

The headteachers were then asked whether the members of the school management committee had any form of training on financial management on Free Primary Education Funds.

Table 4.7 Whether the Members of the School Management Committee had any Training on Management of FPE Funds.

Response	Number	Percentage
Yes	2	20
No	8	80
TOTAL	10	100

Table 4:7 above shows the responses as 2(20%) and 8(80%) as to whether the SMC had any training on how to manage FPE funds. There is clear indication that most of the SMCS had not been trained and this confirmed that the SMCS could not do any monitoring and evaluation on the instructional materials, procurement process and usage hence they were not conversant with the ministry's FPE funds instructions.

4.4.7 Involvement of the School Instructional Material Selecting Committee.

Table 4.8 shows the responses of the headteachers on whether the school instructional material selection committee was being involved in the management of the free primary education funds

Table 4.8 Involvement of the SIMSC in the FPE funds Management.

Response	Number	Percentage
Yes	9	90
No	1	10
TOTAL	10	100

The Ministry of Education in its policy on the management of FPC funds stipulates that the school instructional material selection committee (SIMSC) must be appointed and must be fully operational. The SMSC must be a permanent committee in order for it to develop experience

and capacity in ordering, supplier selection and procurements. Table 4:7 shows that most head teachers 9(90%) involve the SMSC in the management of the FPE funds. Only one school or 1(10%) of the schools failed to utilize the SIMSC due to its dissolution or inefficiency.

4.4.8 Challenges Encountered by Head Teachers in Managing Free Primary Education Funds

The headteachers were asked on the challenges they encountered in managing FPE funds.

Table 4.9 Challenges Encountered by Head teachers in the Management of FPE Funds.

Responses	Number(N)	Percentage
Poor book Keeping	5	50
Delayed funding	1	10
Inadequate Funds	4	40
Total	10	100

Though the Kenya education sector support program aims at equipping its human resource with skills and knowledge necessary to meet the challenges of today’s education, the headteacher confirmed through their responses NO 5 (50%) felt that the greatest challenge they faced was poor book keeping due to lack of skills and knowledge. One teacher revealed that she hires an accountant to do the book keeping at her own cost. 1(10%) of the respondents indicated that they faced challenges in delayed remittance of FPE funds. The delay interfered with their planning since they could not implement any plans without the availability of funds. 4(40%) of the respondents indicated that the challenge they encountered was the inadequacy of funds. They revealed that the government had continued to release the same amount pegged on a student for many years since the inception of FPE without considering the fact that the cost of living has not remained the same but has continued to escalate.

4.4.9 Solutions to the Challenges.

Table 4.10 indicates the headteachers responses and possible solutions to the challenges encountered in managing free primary education funds.

Table 4.10 Possible Solutions to the Challenges Encountered in Managing Free Primary Education Funds.

Responses	Number	Percentage
Further training	2	20
Recruitment of professional accounts	6	60
Available funds on time	2	20
TOTAL	10	100

Table 4:10 shows the responses on the possible solutions to the challenges encountered in managing free primary education funds. The results shows that 2(20%) of the head teachers suggested that further training should be done on head teachers. 6(60%) suggested that the ministry should recruit professional accountants who should be involved in the management of free primary education funds. Only 2(20%), of the respondents felt that the situation could be improved by availing the free primary education funds on time.

4.4.10 Methods of Training.

The head teachers were then asked to suggest the efficient methods to be used to train a teachers who could adequately fit as a head teacher with capacity to improve accountability in free primary education funds management

Table 4:11 Efficient Methods to be used to Train a Teacher who can Adequately Fit as a Head teacher with Capacity to Improve Accountability in FPE Funds Management

Responses	Number	Percentage
Full time training for some months	7	70
Workshops	3	30
TOTAL	10	100

The table 4:11 above shows the suggestions made on the efficient method to be used to train head teachers who could adequately fit as head teachers with capacity to improve accountability in FPE funds. The results showed that 7(70%) of the respondents felt that the teachers should be

accorded full training for a couple of months on financial Management as a way of improving the situation.

4.4.11 Records Keeping.

The head teachers were asked to respond on whether they maintained complete basic records of school finances.

Table 4:12 Keeping of Complete Basic Records of the School Finances

Responses	Number(N)	Percentage
Yes	9	90
No	1	10
Total	10	100

Table 4:12 above shows responses for keeping complete basic records of the school finances. Yes 9(90%) and No (10%). It can be concluded that majority of the primary school head teachers' maintained basic records of the school finances as it was a requirement by the Ministry of Education. The Kenya Education sector support program, KESSP (2005) stipulates that there should be the vertical and horizontal accountability mechanism. The vertical accountability mechanism is where by front line service providers such as head teachers of primary schools accounts to their District Education officers. By keeping complete basic records of the school finances the head teachers show their accountability. Horizontal accountability mechanisms enable local accountability relationships to operate between services such as parents. The school management committee and parents Association of primary schools are involved here.

4.4.12 Reasons for Maintaining Financial Records

Head teachers as respondents were asked to explain reasons for keeping complete basic financial records.

Table 4:13 Reasons for Keeping Complete Basic Records of the School Finances.

Responses	Number	Percentage
Accountability	3	30
Auditing purposes	7	70
Total	10	100

Although most financial records are maintained for accountability purposes, most head teachers agreed that the records were important for the purposes of auditing so that they could be found without any fault. 7(70%) of the head teachers agreed that they maintained complete basic financial records for the purposes of auditing. 3(30%) of the respondents showed that they maintained the records for the purposes of accountability

4.4.13 Kinds of Training on Management.

The headteachers were asked on the kind of training that could be useful on the management of FPE funds.

Table 4:14 Further Training that can be Useful in the Management of Free Primary Education Funds.

Responses	Number(N)	percentage
Business management	8	80
Financial management	2	20
Total	10	100

Table 4:14 above shows the responses on the kind of further training that can be given to head teachers that is useful in the management of free primary education funds. 80% of the respondents suggested that business management course was most important to be provided to improve management of free primary education funds. This explains that even the deputy head teachers knew that the head teachers were not adequately equipped in managing FPE funds.

4.4.14 System of Managing FPE Funds

The deputy headteachers were asked to respond on how they rated the system of managing FPE funds.

Table 4:15 How the System of Managing Free Primary Education Funds was Rated by Deputy Head teachers.

Responses	Number(N)	Percentage
Good	3	30
Fair	5	50
Poor	1	10
Very Poor	1	10
TOTAL	10	100

Table 4:15 shows the responses by the deputy head teachers on how they rated the system of managing free Primary Education Funds. Planning, supervision, monitoring and evaluation mechanism for the entire free primary education system has been very weak. Management problems within the system have been cited often as a factor that impacts negatively on the success of projects that have been supported by international development agencies. The above responses shows why some donors recently announced that they were withdrawing their direct support in the Free Primary Education and instead were going to use other Nongovernmental organization to channel their contributions towards this project. The responses indicated that 3(30%) of the Deputy Head Teachers felt that the system was good, 5(5%) said that it was fare, 10(10%) responded that it was poor and 10(10%) said that it was very poor. From the results above it is clear that. The system is wanting.

4.4.15 Views on Monitoring and Evaluation.

In the study, the deputy Headteachers were asked their views on the monitoring and evaluation of FPE funds.

Table 4:16 Monitoring and Evaluation of Free Primary Education Funds.

Responses	Number (N)	Percentage
Very good	0	0
Good	1	10
Fair	1	10
Poor	3	30
Very poor	5	50
TOTAL	10	100

TABLE 4:16 Shows the deputy Head teachers responses on monitoring and evaluation of free Primary education funds. The responses showed that 5(50%) of the teachers felt that the monitoring and evaluation of FPE funds was very poorly being done,3(30%) of the responses indicated that they rated the monitoring and evaluation as being poor.1 (10%) responded that it was fair and only 1(10%)indicated that it was good . These findings point out that as per the ministry of Education policy on administration there was some problem when it came to monitoring and evaluation of Free Primary Education funds utilization. This means that lack of monitoring and evaluation could lead to loss of funds.

4.4.16 Working with the School Management Committee.

The deputy headteachers were asked to respond on whether the headteachers worked with the school management committee in planning, budgeting, and managing of FPE funds.

Table 4:17 Whether the Headteacher Worked with the School Management Committee in Planning, Budgeting and Managing Free Primary Education Funds.

Responses	Number(N)	Percentage
YES	7	70
NO	3	30
TOTAL	10	100

Table 4:17 shows an analysis of head teachers involving the school management committee in planning, budgeting and managing FPE funds. The responses were YES 7(70%) and NO 3(30%). The Ministry of Education directs that parents must be included in the school instructional

Materials selection committee through representation of 2 elected parents. Although the responses indicated that 7(70%) of the school involved parents, 3(30%) which is also a reasonable number for those who felt that parents were not properly being involved and this should not be neglected because it becomes a loop hole for corruption.

Table 4:18 The Headteacher, Deputy Headteacher and Members of School Management Committee are Equipped in the Management of Free Primary Education Funds.

Responses	Number(N)	Percentage
Strongly Agree	1	10
Agree	1	10
Uncertain	1	10
Disagree	5	40
Strongly disagree	2	20
TOTAL	10	100

Table 4:18 above shows the responses on whether the head teacher, deputy head teacher and members of the school management committee are adequately equipped in the management of Free Primary funds. The responses were 1(10%) strongly agreed, 1(10%) agreed, 1(10%) uncertain, 5(50%) disagreed, 2(20%) strongly disagreed, the results are clearly indicating that those who disagreed were the majority meaning that the equipping of Head teacher, Deputy Head teacher and members of the school Management committee is related to management of Free primary Education funds

Table 4:19 Whether Free Primary Education Funds Records are Properly Maintained and Monitored.

Responses	Number(N)	Percentage
YES	7	70
NO	3	30
TOTAL	10	100

Table 4:19 above shows the respondents response on whether the Free Primary Education Funds records are properly Maintained and monitored. 7(70%) indicated YES while 3(30%) indicated NO. The results indicated that majority of the schools maintained proper records on the Free Primary Education Funds. Only a small percentage (30%) did not keep proper records in management of FPE funds. Although the head teachers indicated that they lacked the accounting knowledge, the keeping of FPE funds record was mandatory requirement by the Ministry of Education. The records were maintained for the purpose of fulfilling the demands of the ministry's requirements.

Table 4:20 Problems Encountered in the Management of Free Primary Education Funds.

Responses	Number(N)	Percentage
Delayed disbursement	5	50
Low allocation of funds	3	30
In ability to budget	1	10
Book keeping challenges	1	10
TOTAL	10	100

Table 4:20 above shows the challenges encountered in the management of Free Primary Education Funds as responded by the deputy head teachers. 5(50%) delayed disbursement, 3(30%) low allocation of funds, 1(10%) inability to budget 1(10%) challenges in book keeping. The results indicated that the major challenge was delay of funds. Funds were being released late at times when the term was almost ending.

The funds were also not adequate and these major challenges affected the other two issues that is budgeting and Book keeping. The schools could not budget properly since they could not determine how much was going to be allocated, also the budget could not be followed since the money always arrived late and this also affected the maintenance of records which was done in a hurry to catch up with the deadline set by the ministry.

Table 4.21 Possible Solution to the Challenges Encountered in Managing Free Primary Education Funds

Responses	Number(N)	Percentage
funding on time	3	30
Employment of accountants	4	40
Improve monitoring and evaluation	1	10
Increase allocation	2	20
TOTAL	10	100

Table 4:21 above shows the responses for the solutions to the challenges encountered in managing Free Primary Education Funds. 3(30%) indicated that funds should be availed on time, 4(40%) indicated that Accountants should be employed so as to manage Free Primary Education funds efficiently, 1(10) indicated that the government should improve its monitoring and evaluation of FPE funds immediately they are released. 2(20%) indicated that the challenges could be minimized by increasing the allocations.

4.4.17 The Chairperson of the School Management Committee and his Involvement in Managing FPE Funds.

The school Management committee chairperson is one of the signatories of all cheques drawn in payment for supplies. The other signatories are the Head teacher and the elected parent representative. Only the authorized signatories are permitted to operate the School Instructional Material Bank Account (SIMBA).

Table 4:22 Educational Background of the School Management Committee Chairpersons.

Responses	Number(N)	Percentages
Class 8	2	20
Form 2	2	20
Form 4	2	20
Diploma	3	30
Degree	1	10
TOTAL	10	100

Results from table 4:22 above show that majority of the school management committee chair persons have a level of education up to form four that is 60% of the respondents. Only 2(20%) had reached form two and 2(20%) had attained a diploma and 1(10%) had a degree. This indicates that the chairpersons of the school management committee had not been well empowered in terms of education. This could also mean that the head teachers preferred the less educated chairpersons so that they could cover up their mismanagement of Free Primary Education funds. The focus group discussions suggested that the school management committee chairpersons should be well educated people because they were handling large funds for the free primary education program.

Table 4:23 Whether the System of Managing Free Primary Education Funds is Appropriate.

Responses	Number(N)	Percentage
NO	8	80
YES	2	20
TOTAL	10	100

As shown In Table 4:23 above, 80% of the school management committee chairpersons did not find the system of managing Free Primary Education funds to be appropriate. This may be an indication that the system was failing to meet its objectives and something needed to be done to review the system.

Table 4:24 Reasons for the Inappropriateness of the System of Managing Free Primary Education Funds.

Responses'	Number(N)	Percentage
System too involving	6	60
System needs to be reviewed	3	30
System is ok	1	10
TOTAL	10	100

From the data shown in table 4:24 only 1(10%) of the school management committee chairperson felt that the system was ok. 6(60%) of the respondents indicated that the system was too involving in terms of the process involved. 3(30%) of the respondent suggested that the system needed to be reviewed since it was not delivering well.

4.4.18 Training of school management committee chair persons and their qualifications.

Training of the school management committee chairpersons on how to manage Free Primary Education funds is mandatory by the Ministry of Education. It enables them to have knowledge of what is required of them to contribute to the efficiency of utilization of Free Primary Education funds

Table 4.25 Whether the school Management committee Chairpersons are trained.

Responses	Number(N)	Percentage
YES	3	30
NO	7	70
TOTAL	10	100

Table 4:25 shows that most school management committee chairpersons have not received any training by the Ministry of Education on how to be involved in the Management of Free Primary Education funds. This was a clear indication that there was danger for corrupt practices to prevail. In most cases the Ministry was blamed for failing to provide the necessary training. Some Head Teachers trained their own chair persons of SMC.

Table 4.26 Required qualification for the chairperson of the school Management committee

Responses	Number (N)	Percentages
High Standards of Education	6	60
Knowledge in Financial Management	4	40
Total	10	100

Table 4:26 above shows that most school management committee chairpersons cited High standards of education as the most critical qualification to work as the chairman of the SMC. Of the results 4(40%) of the respondents felt that knowledge in financial Management was necessary as a qualification to work as chair person of SMC. This clearly shows that SMC chairpersons viewed high educational qualification as the key player in the management of Free Primary Education funds.

Table 4.27 Whether Qualification of the Headteacher in terms of Financial Management has an effect on the Development and Progress of the School.

Respondents	Number(N)	Percentage
Strongly agree	8	80
Agree	1	10
Uncertain	0	0
Disagree	1	10
Strongly disagree	0	0
TOTAL	10	100

From the table 4.27 above it is evident that the head teacher's qualification in financial Management has a positive effect on the development of the school. A head teacher who has good financial management qualifications does proper assessment of the instructional material

needs, involves the local community in selecting the relevant titles/items and book sellers, and also practices good financial management and banking issues. Proper acquisition and management of instructional material improves quality of education in Kenya primary schools.

Table 4.28 challenges encountered by chairpersons of the School Management Committee.

Responses	Number(N)	Percentage
Insufficient funds	1	10
Un co-operative parents and officials	9	90
	10	100

The table 4:28 above shows the responses on the kind of challenges encountered by the chairpersons of the school management committee 9(90%) of the chairpersons cited that uncooperative parents and officials of the ministry was the greatest challenge they faced as chairpersons of SMC. 1(10%) of the respondents indicated that insufficient funds was a challenge in managing SMC. The basis for all good school level management of text books and other things should be the appropriate and effective operation of the school instruction material selection committee. A minimum of at least two parents who are not members of the SMC must be included on each SMC. The parent's representatives should accept responsibility for keeping all parents and the community informed on the key issues and decisions in some schools it was revealed that the parents were not so much involved because they were not receiving anything in compensation for sacrificing their time and resources. This was against the Ministry of Education rules on participation of parents in managing free primary education. Some chairpersons revealed that parents expected to be paid and given lunch whenever they were involved in signing forms. The chairperson of the SMC found this challenging since the ministry of education had not allocated any money for such uses.

Table 4.29 Solutions to the challenges encountered by chairperson of SMC.

Responses	Number(N)	Percentage
Sensitize & train stake Holders	8	80
Enabled participation	2	20
TOTAL	10	100

Table 4:29 above shows the responses on the solutions to the challenges encountered by the chairpersons of the school management committee 8(80%) of the respondents indicated that sensitization and training of all stake holders was very essential in improving the management of FPE Funds. Stake holders here include the school staff, school management committee (SMC) and parents Association. Only 2(20%) of the respondents indicated that there was need to enable and encourage participation. With the training and sensitization itself, the rate of participation by other stake holders could be improved.

Table 4.30 suggestions for improving the SMC

Responses	Number(N)	Percentage
Hiring of qualified accountants	5	50
Have more women in SMC	1	10
Have more men in SMC	1	10
More cooperation from parents & officials	3	30
TOTAL	10	100

The results on table 4.30 shows that 5(50%) of the respondents indicated that hiring of accountant was the best way to improve the school management committee work. 1(10%) of the respondents showed that having more women in the SMC could improve the SMC and 1(10%) felt that hiring more men could improve the management by SMC.

3(30%) of the respondents indicated that there was need to include more cooperation from parents and officials in order to improve FPE program.

Table 4.31 Enrolment of pupils in Mombasa Municipality primary school

(2002 – 2009)

Year	Number of public schools	Total enrolment
2002	89	47225
2003	89	69287
2004	191	73998
2005	93	75593
2006	94	74693
2007	94	73693
2008	94	75477
2009	94	74713

Table 4.31 above illustrates the way the enrolment has behaved from the year 2002 to the year 2009 in Mombasa District. The enrolment has continued to increase from 47,225 to 75,477 in 2008 and accompanied with a slight decline in 2009. This is a clear indication that just like in other parts of the country, enrolment has been increasing. This has not been equated with the increase in disbursements and increase in inflation.

Table 4.32 Summary of funds disbursed to Mombasa public primary schools A/c 1(IM) &AC 2(GPD) from. 2003 – 2010.

YEAR	SCHOOLS	ENROLMENT	ACCOUNT.1	ACCOUNT.2	ACCOUNT.3
2003	89	69287	54,888,913	22,871,065	77,759,978
2004	101	73998	47,101,700	32,560,435	76,662,135
2005	91	75593	11,792,800	27,610,340	39,403,140
2006	93	74693	48,495,950	27,683,770	76,179,720
2007	94	73693	52,866,600	40,180,905	93,047,505
2008	94	75477	18,869,250	13,963,245	32,832,495
2009	93	74676	23,896,320	27,926,500	51,822,820
2010	94	74713	17,218,120	27,643,810	44,861,930
			275,129,653	220,440,070	450,707,793

Table 4.32 above indicates that since 2003 the government has been allocating free primary education funds to schools in Mombasa but it has not been consistent in its allocations.

From 2008 the government cut down the allocations drastically and this confirms that the allocations have not been sufficient in meeting the FPE demands. This could be explained by the fact that after 2007 some of the donors withdrew their funding through the government after citing some mismanagement in the free primary education funds.

Table 4.33 Schedule of disbursement of funds of public primary schools in Mombasa between 2008 and 2009

2008 District	No. of schools	By 14th May 2008	By 14th Oct 2008	Total
Mombasa	57	11,020,000.00	8,154,800.00	19,174,800.00
Kilindini	37	7,829,250.00	5,808,445.8	13,637,695.00
MCM	94	18,869,250.00	13,962,245.00	32,832,495.00
2009		By 25 th March 2009	By 16 th October 2009	
Mombasa	56	13,859,280.00	8,154,800.00	22,014,080.00
Kilindini	37	10,047,040.00	5,808,455.00	15,855,495.00
MCM	93	23,896,320.00	13,963,255.00	37,859,575.00

Table 4.33 also shows that the government disbursement of FPE funds has always been delayed and this justifies the complaints raised by the head teachers who stated that the delay in disbursement was interfering with their planning. They could not plan or even budget for funds which had not been received. A close scrutiny indicates that the funds have always been received at a time when the school term has been spent and if any school resources were to be acquired at that time of term then it could not be useful to the school and learners since the procedures to spend the funds were very cumbersome. Most schools end up utilizing the money in the following term.

The documents also revealed that there was a shortage of personnel such as auditors and school inspectors. The municipal education department was relying on one auditor and four inspectors to deal with the 94 schools. This translates to the ratio of 1:94 for auditors and ratio 2:47 for inspectors. It was also revealed that the municipality lacked other professionals who could improve the monitoring and evaluation of free primary education funds. The MEO also revealed that training of school management committee as directed by the ministry of education was conducted irregularly because of lack of funds. The MEO office faced a lot of challenges such as delayed funds which hampered planning and shortage of professional personnel as well as lack of funds to enable inspectors to conduct their duties.

The MEO suggested that the ministry should employ more qualified personnel who will work in areas of inspection, auditing and overall management of FPE funds. He also felt that the allocation needed to be increased to be in line with the rise in cost of living.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter the researcher presents and discusses briefly the summary of findings of the study and further gives recommendations and makes suggestions of future necessary research. A brief conclusion is also provided in this chapter.

5.2 Summary of findings

The objective of this study was to investigate the factors influencing the management of Free Primary Education (FPE) funds. Four major areas addressing management of Free Primary Education funds were addressed by the study namely: skills in the management of Free Primary Schools fund, effective planning in the management of (FPE) funds, monitoring in the free primary education funds, and evaluation in the management (FPE) funds. Other important factors such as government policy were also considered. The study found that management of Free Primary Education funds was not only influenced by skills, but also by other factors such as planning monitoring and evaluation. 99% of Head teachers lacked the required skills in book keeping. Most of them admitted that the one week course in book keeping provided by the Ministry of Education was inadequate.

The study also revealed that the Ministry of Education was lacking the necessary human resource to carry out proper auditing and inspection of the Free Primary Education funds management in Mombasa there was only one auditor for all the 95 schools. The auditors also gave bad report for those school heads who failed to collude with them in identifying book sellers. This meant that the process of monitoring and evaluation was not properly being done. This was an indication that there was an element of corruption. About 2% of the teachers admitted that they had been issued with bad report on their book records for failing to give in to the demands of the auditors.

Other findings included the part played by the school management committee in the management of FPE funds which indicated that in most cases they were not involved in the planning, monitoring and evaluation. They also lacked any formal training in the management of funds.

Only 10% of the chairpersons of the School Management Committee had knowledge on financial management. Majority of them lacked knowledge on financial management hence could not do any monitoring and evaluation on the same.

Most schools 80% did not utilize the School Management Committees in the financial management of the primary school funds. The study also revealed that the school management committees were not conversant with ministry's financial instructions.

5.3 Discussion of findings

The purpose of this study was to assess the factors influencing the management of free primary education funds in Mombasa District.

The study indicated that even though headteachers and other educators such as: deputy headteachers, SMC Chair persons and parents were trained to acquire knowledge and skills in managing FPE funds, the training were inadequate and in some instances it was lacking. To achieve EFA the government had promised to undertake various measures and institute reforms to address challenges related to access, equity relevance and management (sessional paper No. 5 of 2005) The research study found out that the level of training was largely inadequate in all the stakeholders involved in the management of FPE funds.

Key to ensuring that teachers, principals, and other educators have the knowledge and skills needed to meet the challenges of today's education is by ensuring that they have access to sustained intensive development. (Cohen 2001) The study therefore found that the government's aim to provide universal primary education would not be achieved in most schools due to lack of skills by the stake holders in managing FPE funds. The findings agreed with (Taboo Moja 2000) who found that though intended to boost primary education FPE has had consequences in areas of management and other educational area. The development of human resource competence for the delivering of an effective education is critical. There are human resource needs for administration management research and training as well as for support and technical staff. A lesson from the expansion of FPE in Kenya indicates that lack of well-trained human resource is a major problem in almost every area of education. There is an agent need for capacity building in various sectors charged with the responsibility for governing and managing different aspects of education.

The research found out that the Municipal council of Mombasa education department was lacking the human resources such as auditors and school inspectors. There was only one auditor and four inspectors for all the 94 public primary schools in Mombasa. This shows lack of well-trained human resource.

This is in agreement with the (Tormaserki, 2006) that planning supervision and monitoring mechanism for the entire education system have been very weak. Management problems within the system have been cited often as a factor that impacts negatively on the success of projects that have been supported by international development agencies.

The study found that lack of well-trained human resource was also impacting on data on the education system which could not be collected in a timely manner or processed in a way that was adequate for planning. The system had thus suffered from the lack of adequate planning for the implementation of the policies that were vital to improved management.

There was no clear laid down procedures for evaluation of FPE funds. A school budget as a plan for attaining the purposes of institution (Burke 1957) was lacking in most schools. The budget was to guide and control schools income and expenditure while fulfilling the educational objectives of the school. It was also supposed to provide a means for those providing the funds such as government and donors to measure whether the custodian was worth of their trust and confidence. It also provided an instrument for controlling expenditure and evaluating performance (ministry of education human resource development Kenya 1999) The head teachers revealed that they could not budget or even plan for funds which were always inadequate and also delayed.

Accounting for FPE funds involved keeping of accounting records which was aimed at providing a complete history of all the transactions to the school management committee. The study revealed that head teachers lacked the necessary accounting skills and because of this some even hired accountants to do the accounting work.

An effective and efficient manager must possess the technical, human and conceptual skills in order to be a good organizer, (Ngaroga, 2001). Technical knowledge and skill include understanding and being proficient in using specific activity such as a process, technique, or procedure. The school mangers should be equipped with relevant knowlwdge and skill to

perform administrative duties which include planning daily routine among other duties. This implies that school managers need to be trained to equip them with the relevant skills and techniques to prepare them to be effective in implementation of educational policies. A school manager, who accepts that people are the key to successful implementation of policies and changes, is cognizant of the barriers that people place between themselves and the changes required (Ngaroga, 2001).

These changes required changes in the managerial skills of school managers. Orora (1997) points out that a change agent is a person who attempt to influence proposed change and its adoption as well as decisions in a direction which beneficiaries have indicated desirable. An advisory committee on supply and education of teachers observe that education service has been operating in climate of rapid change and that this climate is likely to continue to the foreseeable future (Glatter 1998). Such a rapid change requires a continuous process of adjustment on the part of all those involved in the education system.

5.4 Conclusion

The result of this study indicates that there are several factors that influence the management of FPE funds. The Heads of school as accounting and supervising officers fully responsible for all financial transactions and the preparation of financial statements at the school depends on their training and skills they acquire. All other stake holders' efficiency in the management of FPE funds also depends on their training.

The study also identified lack of sufficient manpower in many areas. For instance, there was evidence of lack of professionalism in the monitoring, evaluation and inspection of primary school funds. The number of school inspectors in the Mombasa District was noted to be below the requirement which obviously not only slowed the inspection process but also affected the quality of monitoring and evaluation process.

It was also noted that the Head teachers were over loaded with the FPE funds responsibilities and therefore had little time to supervise or support teaching and learning process in their school, hence affecting the quality of education. The delay in funds disbursement also hampered planning in the utilization of FPE funds.

5.5 Recommendations

In an endeavor to cut down on the cost of education to the parents and to ensure that public funds are well accounted for, the Ministry of Education Science & Technology put in place a policy in April 2001 to have all Primary Schools audited. This study revealed that the auditing of primary schools is wanting.

To instill good governance, accountability and transparency in handling public funds, emphasis has been placed on the role of school management of primary schools.

This study found out that the Ministry of Education was unable to deal with the supervision of the management of Free Primary Education funds. The ministry needs to enhance cost effective accounting procedures and strengthening financial management in our primary schools.

The ministry should hire accountants as recommended by KNUT so that accusations and charges against head teachers, misappropriation of funds when they were not knowledgeable in financial matters could be lessened. Alternatively, head teachers could be taken for full course training in financial management and build up their accounting knowledge.

The Ministry of Education should sensitize parents on their role in financial management of Free Primary Education funds and increase more auditors and inspectors. It should also carry out frequent regular inspection. For example after disbursement of funds to the accounts, there should be immediate follow up to see the procured goods, materials or services.

Allocation of FPE funds should also be equitable .Procurement procedures should be reviewed to avoid head teachers colluding with book sellers to defraud the government. Funds should also be disbursed over the holidays to allow for planning to take place before funds are used.

5.6 Suggestions for further research

This research has only highlighted a few factors that influence management of Free Primary Education funds in Mombasa District. It is therefore not exhaustive. There is need for further research. The following areas should be investigated:

- i. Adequacy of the amount of funds allocated to primary schools

- ii. Effects of mismanagement of Free Primary Education funds on the standards of education
- iii. Challenges of financing Free Primary Education.

REFERENCES

Ary Dr. (1992) *Introduction To Research Education* Rinehard and Winsten, New York.

Ann Brow and Brae Haylock (2004), *A sage publication company london professional issues for primary teachers.*

Brownie AmamdDevelle H. (2004) *professional issues for primary teachers* Nairobi University.

Devendra and DN Taker (1996) *Educational planning and administration* 2nd edition Deep and Deep publication, New Delhi

Enos H.et(2003). *Education financing in Kenya: Secondary school bursary scheme implementation and challenges.* Nairobi: Institute of policy Analysis & Research, 2003.

Eldah N. et al (2005). *Primary education in Kenya: Access and Policy implications.* Nairobi: Institute of Policy Analysis and Research, 2005.

George Ward Roselind W.M(1992) *Educational Planning* (Educational Research and Publication Nairobi.)

Henriegel J.S (2005) *Management: A competing based approach.* Samat- Kundi Hanyama.

Kathleen M and Jonathan W. (2007) *How to write dissertations and project reports.* Pearson Education Limited England.

Kenya P. 2008 . *The Kenya Free primary Education Policy FPE Assessment report on impact and sustainability of FPE in Migwani Division* Oxford of Brooks University.

Ministry of Education science and Technology (2000) *Handbrook for inspection of Educational Institutions,* Nairobi government printers.

Ministry of education science and technology (2005) *Kenya Education support programme (2005-2010) Delivery quality education and training to all Kenyans, Nairobi MOEST.*

Ministry of Education science and Technology (1999) *School Management Guide* Jomo Kenyatta Foundation Nairobi.

Mugenda O. (1999) *Research methods*. Acts press Nairobi.

Okumbe J.A *Educational Management (Theory and practice)* Nairobi university press.

Okwach, A. and George, O. (1997). *Efficiency of primary education in Kenya: situational analysis and implications for educational reform*. Nairobi: Institute of policy Analysis and Research.

Orodho J.A (2004) *Techniques of writing research. Proposal and Reports* .Mosola Nairobi

Orodho J.A (2004) *Elements of Education and Social Science Research Methods* Reata Nairobi.

Promula Shorma (2008) *Education administration* APH Publishing Corporation New Delhi.

Pandeu V.C (2003) *Education Planning and human development* Isha Books, Adarsh Nagar

Republic of Kenya (2004) *National Action plan on education for all (2003-2015)* Nairobi. Government printers.

Republic of Kenya (1998) *Master plan on education and training 1997-2015)* Nairobi Government printers

Ridded A(2003) *The introduction of free primary education in sub Saharan Africa:*

Retrieved from <http://unesdoc.unesco.org/images/0014/001469/46914e.pdf>

New Delhi. *Report of the task force on implementation of free primary education* (2003) Jomo Kenyatta Foundation – Nairobi Kenya.

Sessional Paper No 1 of 2005A *Policy Framework For Education Training and Research* Republic of Kenya.

Sifina D (2005) *The illusion of universal free primary education in Kenya* *Wajibu: A journal of social and regional concern* issue No. 20

Sorobea Nyachio Bogoko (1992) *A history of Modern Education in Kenya* Evans Brothers Kenya Ltd.

Shashi Prabha Sharma (2008) *Basic principles of education* Kanishka Publishers – New Delhi

Srivastara DS and Sarita K (2009) *Education assessment evaluation and remedial*. Isha book Adarsh Nagar, New Delhi

Sharma R.S and Anuradhas, *Encyclopedia of education* (2009) Commonwealth Publishers – New Delhi

Tomy B and Mariane C. *Leadership and strategic management in education* (2000) Sage Publication Ltd. London.

UNESCO (2005,2006) *Challenges of implementing free primary Education in Kenya Assessment Report UNESCO, Nairobi.*

UNICEF and World Bank (2009). *Africa Human Development Series, Development practice in education*. World Bank Publications.

UNESCO (2005). *Challenges of implementing free primary education in Kenya: assessment report*. Kenya. Nairobi: Ministry of Education, Science & Technology.

APPENDIX A
LETTER OF TRANSMITTAL

University of Nairobi
College of education and external studies
Department of extra – mural studies
P.O Box 83732 – 801100
Mombasa – Kenya

The town clerk
Municipal council of Mombasa
P.O.Box 90440
Mombasa

Dear Sir/ Madam

REF: PERMISSION TO COLLECT DATA

I am a student at the University of Nairobi doing a masters degree in Project Planning and Management.

I would like to apply for permission to carry out a research on the challenges of handling free primary education funds by the head teacher and other stakeholders within the school.

The research findings will be used for the study purposes and will be treated confidentially.

Your assistance and cooperation would be appreciated

Yours Faithfully,

RophusKinusaMwakideu.

Reg No: L50/73912/2009

Appendix B

Questionnaire for head teachers

The objective is to study the adequacy of the head teachers in managing free primary education funds.

Kindly use a tick to mark your response.

Information about the head teacher

1. Name of institution _____

2. What is your age group?

21-30

31-40

41-50

51-60

Over 60 yrs

2. Gender

Male Female

3. Gender

Male Female

4. Professional training

P3

P2

S1

Diploma

BED

Others specify _____

5. Do you consider the kind of training given at the teachers training colleges on financial management to be adequate?

Yes No

6. If no what further training will you recommend for a teacher who would be head teacher?

7. How often are the financial records evaluated by the following persons?

	Monthly	Termly	Yearly	Irregularly
Education officers				
Education inspectors				
Parents				
Teachers				

8. Do the members of the school management committee (SMC) have any training on financial management?

Yes No

Give reasons _____

9. Do you involve the school Instructional material selection committee in managing free primary education funds for the school?

Yes No

10. a) what challenges do you encounter in managing free primary education?

b) What are the possible solutions to the problems mentioned in 12(a) above?

11. Suggest the most efficient method that should be used to train a teacher who can adequately fit as a head teacher with capacity to improve accountability in FPE funds management.

12. a) Do you keep complete basic records of the schools finances?

Yes No

b) Give reasons _____

Appendix C

A questionnaire for the deputy head teacher

aim of the study is to find the challenges facing FPE project in managing its finances.

Teachers please use a tick to mark your responses.

1. Name of institution

2. Gender

Male Female

Age

21-30

31-40

41-50

51-60

Over 60 yrs

Professional training

P3

P2

S1

Diploma

BED

Others specify _____

3. What further training could be useful in the management of the free primary education funds?

5. How do you rate the system of managing FPE funds?

V.Good	Good	Fair	Poor	V.Poor

Use V.Good (VG) Good (G) Fair (F) Poor (P) V.Poor(VP)

5. How would you rate the following?

i) Monitoring and evaluation of FPE funds.

V.GG F P V.P

ii) Head teacher adequacy in managing FPE funds?

V.G G F P V.P

6) Does the head teacher work with the SMC in planning budgeting and in managing FPE funds?

Yes No

b) Give reasons

Use strongly agree SA, agree (A) uncertain (U) disagree (D) and strongly disagree (SD) in the following questions.

7) The head teacher deputy head teacher treasurer and members of SMC are adequately equipped in the management of FPE funds

SA A U D SD

7) Are free primary education funds records properly maintained and monitored.

Yes No

8. a) What problems do you encounter in the management of free primary education funds?__

b) What are the possible solutions to the problems in 8 (a) above

Appendix D

A QUESTIONNAIRE FOR THE SCHOOL MANAGEMENT COMMITTEE CHAIRPERSON

Aim of the study is to find out the problems associated with the utilization of financial resources of the school and the possible solutions.

Chairpersons please use a tick to mark your responses.

1. Name of institution _____

2. Gender

Male Female

3. Age

21-30

31-40

41-50

51-60

Over 60yrs

4. Educational background

STD 8

Form 1 2 3 4

College Certificate

Diploma

Degree

Masters

Doctorate

Any other _____

5. Do you consider the system of managing free primary education funds to be appropriate?

Yes No

Give reasons for your answer

6. a) Are you trained in school management? Yes No

b) If No, what kind of qualification should the chairperson of the school management committee possess so as to improve school management?

7. Qualifications of head teachers in terms of financial management have a positive effect on the progress of the school.

Strongly agree Agree Uncertain Disagree strongly disagree

8.

a) What challenges do you encounter as you try to lead as a chairperson of the school management committee?

b) What are the possible solutions to the challenges mentioned in 8(a) and above?

c) What changes/improvements would you like to see in the school management committee?

APPENDIX E
QUESTIONNAIRE FOR THE MUNICIPAL EDUCATION OFFICER

Aim of the study is to find out the amount of money disbanded and its utilization, challenges in managing school funds and the possible solutions.

1. Name of MEO (Optional) _____

2. Gender

Male

Female

Age 21-30

31-40

41-50

51-60

Over 60 years

3. Professional qualification

Master degree

Bachelor's degree

Diploma

Certificate

4. What is the enrolment of Mombasa public primary schools?

5. How many teachers are there in Mombasa district?

6. How often do you conduct in services training for head teachers on the management of FPE funds?

7. How many inspectors are there in Mombasa district in charge of inspecting documents on free primary education funds?

8. How much money was disbursed to Mombasa district on free primary education funds?

9. a) Is the monitoring system of free primary education funds?

Adequate

Yes

No

b) Give reasons for your answer in a (a) above

10. a) Have the school committees been trained on how to manage school funds?

Yes No

b) If yes what kind of training have they received?

11. What are some of the challenges faced by your officers planning monitoring and evaluation of FPE funds?

12. What can be done to rectify the situation?
