AN INVESTIGATION OF HEADTEACHERS' RELATED FACTORS AFFECTING THE IMPLEMENTATION OF THE FREE PRIMARY EDUCATION IN YATHUI DIVISION IN MACHAKOS DISTRICT

BY

KILONZO PETER MAKAU

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of Degree of Master of Education in Educational Administration and Planning, University of Nairobi.

University of NAIROBI Library
0501185 3

2007

AC.
LB
1564
.K4L5

DECLARATION

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

Kilonzo Peter Makau
Student

This research project has been submitted for examination with my approval as a University Supervisor.

G. N. Kimani

Associate Professor and Chairman,
Department of Educational Administration and Planning,
University of Nairobi

Acknowledgements

I would like to thank my supervisor Prof. G.N. Kimani for his guidance and constructive advice in the course of writing this project. Special thanks go to my wife Damaris and children Victor and Joy for their patience and support during my studies. I would also like to thank my colleagues Mbuva Evans, Ann Muya, Victoria Muoka and Boruett Hellen for their moral support. I also acknowledge the support provided by all the lecturers in the Department of Educational Administration and Planning in the University of Nairobi especially Mr. Kanori, Dr. Nelson, Dr. Reche, Dr. Nyaga and Dr. Wanjala who taught me during my course work. Special thanks go to the staff and students of Mbaikini High School for their support and patience while I was doing this work. In particular I would like to recognize Mr. Francis Mathuku for assisting me in distribution and collection of the questionnaires. To Esther and Joyce who typed this work patiently. Thank you all and may God bless you.

Dedication

To my wife Damaris and children Victor and Joy.

TABLE OF CONTENTS

Content		Page
Title Page	.....	i
Declaration	.....	ii
Acknowledgement	.....	iii
Dedication	.....	iv
Table of Contents	.....	v
List of Figures	.....	vii
List of Tables	.....	ix
List of Abbreviations and Acronyms	.....	xii
Abstract	.....	xii

CHAPTER ONE
INTRODUCTION

1.0 Background of the Study	.....	1
1.1 Statement of the Problem	.....	6
1.2 Purpose of the Study	.....	7
1.3 Objectives of the Study	.....	7
1.4 Research Questions	.....	8
1.5 Significance of the Study	.....	9
1.6 Limitations of the Study	.....	9
1.7 Delimitations of the Study	.....	10
1.8 Basic Assumptions of the Study	.....	10
1.9 Definition of Significant Terms	.....	10
1.11 Organisation of the Study	.....	11

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction	.....	12
2.1 The Nature of Management	.....	12
2.2 The Meaning of Management	.....	12
2.3 Concept of School Management	.....	13

2.4 Financial Management 15
2.5 Co-ordination of Community to Support FPE..... 17
2.6 Accommodating Pupils with Special Needs 21
2.7 Directive to Staff Schools with Enough Teachers 22
2.8 Summary of Literature Review 25
2.9 Theoretical Framework 26
2.10 The Conceptual Framework 28

CHAPTER THREE
METHODOLOGY OF THE STUDY

3.0 Introduction 29
3.1 Research Design 29
3.2 Location of the Study 30
3.3 Target Population 31
3.4 Sampling Procedure and Sample Size..... 31
3.5 Research Instrument 32
3.5.1 Validity of the Instrument 33
3.5.2 Reliability of the Instrument 34
3.6 Data Collection Procedure 35
3.7 Data Analysis Techniques 35

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction 36
4.1 Instrument Return Rate 36
4.2 Demographic Information of the Respondents..... 36
4.2.1 Gender of the Headteacher 36
4.2.2 Academic Quaiifications of the Respondents 37
4.2.3 Professional Qualifications of Respondents..... 38
4.2.4 Teaching Experience of the Headteacher..... 38
4.3.0 Data Analysis 39

4.3.1 School – Community Relationship 39
4.3.2 Organization of the Physical Facilities to Cater for the Implementation of FPE 46
4.3.3 Accommodation of Children with Special Needs..... 52
4.3.4 Training Needs of the Headteachers in Relation to Implementation of FPE 59
4.3.5 Mechanism the Headteacher has Put in Place to Increase the Number of Teachers After FPE 63
4.3.6 Suggestions on the Ease of Implementation of FPE 65

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 summary, conclusion and recommendations..... 70
5.1 Summary of the Study 70
5.2 Findings of the Study 71
5.3 Conclusion of the Study 72
5.4 Recommendations 73

References **75**

Appendices **84**

LIST OF FIGURES

		Page
Figure 1:	The Conceptual Framework	28

LIST OF TABLES

		Page
Table 1:	Academic Qualifications of the Respondents	37
Table 2:	Professional Qualifications of Respondents	38
Table 3:	Teaching Experience of the Headteacher	39
Table 4:	Presence of PTA and School Committees	40
Table 5:	Community Assistance to the Schools	41
Table 6:	Enrolment After FPE	42
Table 7:	Parents Attitudes Towards FPE	43
Table 8:	Planning and Implementation of School Projects	44
Table 9:	Unwillingness of Parents to Support FPE	45
Table 10:	Dispute on School Boundaries	46
Table 11:	Availability of Enough Classrooms	47
Table 12:	Construction of New Premises to Cater for Increased Enrolment	48
Table 13:	Classroom Sizes	49
Table 14:	Enough Desks for the Pupils	50
Table 15:	Measures in Place to Ensure Enough Desks are Available	51
Table 16:	Number of Children with Special Needs After FPE 53	
Table 17:	Steps Taken by the Headteacher in Relation to Teachers Due to Increase of Children with Special Needs.....	54
Table 18:	Steps Taken Due to the Increase of Children with Special Needs in Relation to Classrooms	55
Table 19:	Response to Increased Special Children in Relation to Toilets.	56
Table 20:	Integration of Children with Special Needs in Public Schools	57

Table 21: Organized Ways of Rehabilitation of Children with Special Needs 58
Table 22: Ability of the School to Cope with Children with Special Needs 59
Table 23: Need to Train Primary School Headteachers on Management 60
Table 24: Training of Headteachers on Public Relations 61
Table 25: Training of Headteachers on Financial Management ... 61
Table 26: Need for Training on Guidance and Counselling 62
Table 27: Need to Train Headteachers on Special Education..... 63
Table 28: Number of Teachers After Inception of FPE 64
Table 29: Adequacy of Teachers 64
Table 30: Steps Taken to Rectify the Situation 65
Table 31: Training on Financial Management 66
Table 32: Suggestions on How to Enhance School-Community Relationships 67
Table 33: Provision of Facilities for FPE 68
Table 34: Suggestions on Accommodating Special Needs Children..... 69

LIST OF ACRONYMS AND ABBREVIATIONS

ATS	-	Approved Teacher Status
DEO	-	District Education Officer
EDSC	-	Education Sector Adjustment Credit Report
FPE	-	Free Primary Education
KACE	-	Kenya Advanced Certificate of Education
KCE	-	Kenya Certificate of Education
KCSE	-	Kenya Certificate of Secondary Education
KISE	-	Kenya Institute of Special Education
PDE	-	Provincial Director of Education
PRSM	-	Primary Schools Management Project
PTA	-	Parents Teachers Association
SPRED	-	Strengthening Primary Education
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Educational Scientific and Cultural Organisation
UPE	-	Universal Primary Education

ABSTRACT

The main purpose of this study was to investigate the headteachers related factors affecting the implementation of FPE in Yathui Division in Machakos District. The objectives of the study were to:-

- Find out if the headteachers were trained in financial management skills to enable them implement the FPE successfully.
- Find out the headteachers co-ordination strategies to mobilize the local communities towards the support of the implementation of FPE.
- Asses the methods used by headteachers to organize the physical facilities inorder to cater for increased pupil enrolment due to implementation of FPE.
- Establish how the headteachers have organized for the accommodation of children with special learning needs who joined the schools after inception of FPE.
- Find out how headteachers have organized to source for more teachers inorder to facilitate for the successful implementation of FPE.
- Identify the headteachers training needs in relation to the implementation of FPE.

Random sampling was used to select 67 respondents from the seventy eight (78) schools in the division. A questionnaire was used to collect data from the respondents. All the questionnaires were dully completed and returned. Data was then analyzed using descriptive statistics such as frequencies and percentages

From the analyzed data the study found that due to the poor school community relations, headteachers were not able to effectively mobilize the communities to support the implementation of FPE. The study also found that some schools had disputes with the communities around them in regard to boundaries and that

generally the headteachers had limited knowledge on how tc create a good relationship with the community.

The study found that most schools did not have enough classrooms to cater for FPE. The existing classrooms were found to be small in comparison with the increased number of pupils. The study revealed that the number of children with special needs had increased but the schools had not made arrangements to cater for them in regard to training of teachers, provision of extra classrooms and toilets. It was also established that the headteachers needed training in areas such as management, public relations, guidance and counseling and special education.

Based on the findings, the study concluded that the implementation of FPE needed to have been made with prior preparation of the headteachers on the challenges they were likely to face. This was found to be due to their direct appointment from classrooms into management positions. The study also concluded that the size of the classrooms were too small to cater for the number of pupils.

Based on the conclusion, the study recommended that the headteachers should be trained through in-service courses. The study recommended that the appointment of headteachers be based on training on management after which in-service courses should be provided to keep them abreast with new developments. Areas for further study were recommended.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Developed countries laid emphasis on primary education in their early stage of development. Denmark for example achieved free primary education by 1814, Sweden 1842 while Japan made successful attempts in 1875 (Alexander, 1992). Most developed countries which have achieved faster annual growth rate and higher level of per capita income have achieved almost a hundred percent literacy levels. The united Nation Charter states that every one has a right to education and that education is a human right. UNESCO, (2002) has attached particular importance to this section of declaration of human rights.

Coombs (1968) noted that in early sixties most developing countries consisted of sea of mass illiteracy and that priority was to be given to Universal Primary Education (UPE). Education ministries of African States, Asia and Latin America have however adopted a uniform goal of working towards the attainment of Universal Primary Education (U.P.E). Similarly ministers of Education of African member states held their first conference in Addis Ababa Ethiopia under the auspices of UNESCO to chart out a plan for development of education in their countries just emerging from the colonial rule in the late 1950's and early 60's. The international community made great stride and commitment to education especially basic education through various conferences particularly in the 1990's such as the World Summit for Children (1990), World Conference of Human rights,(1993) the World Conference on special needs education access and

quality (1994), the International Conference on population and development (1995), midterm meeting of International Consultative Forum on Education for all (1996), International Conference on Child Labour (1997) and the World Education Forum in Dakar Senegal (2000). The Government of Kenya is a signatory to the recommendations passed in the above conferences by being a member of United Nations. The introduction and implementation of Universal Primary Education (U.P.E) in most African countries including Kenya has not been without constraints, particularly in the initial stages as well as administrative stages of implementation. In Tanzania, Free Primary Education was introduced in 1964 in the island of Zanzibar. School enrollment rose dramatically doubling in primary level and increased by 400% in secondary level. According to (United Republic of Tanzania, 1993), only 59.9% of the 7- 13 years old were enrolled to primary school by 1990. Although a large number of untrained and unskilled teachers were recruited, there were no education policies. Due to the increasing cost and budgetary constraints, most schools were not provided with supplies and learning materials.

In Nigeria, universal primary education was attained in 1970. There was inadequate preparation done in terms of teaching staff required for the implementation. According to Obanya (1999), courses were therefore devised for persons who had failed in secondary school or even those who did not complete secondary education to cater for the shortage due to increased enrollment. According to Republic of Uganda (1999), the drive to achieve U.P.E in Uganda was seriously threatened by lack of finance, poor pay and lack of housing for

teachers. There were classes with as many as 100 pupils. The failure to recruit teachers resulted on a pupil - teacher ratio of 300:1. Some disadvantaged districts were hard hit since they were unable to attract and retain quality teachers.

Free Primary Education in Kenya has not been free from constraints. Although headteachers are appointees of the Teachers Service Commission (TSC), they represent the highest authority in the hierarchy of educational management. Olembo (1992) says that government policies and those of the Ministry of Education are implemented at school level under the guidance and the supervision of the headteachers. Most primary school headteachers have an uphill task in carrying out their management duties. Most of them were appointed from the classroom and they have no other management training besides what they were taught in college under educational administration. They are expected to utilize effectively the available financial, human and material resources for efficient implementation of the programme (Iravo 2002). Furthermore, after the political declaration of the policy on FPE, school heads were expected to implement it without preparations [UNESCO, 2005]. The document continues to say that on the ground, school heads were caught unawares. The study by UNESCO admits that the government was also caught unprepared because the policy was started without notice.

Some headteachers impose unnecessary conditions before admitting new pupils, a trend that is threatening the smooth implementation of the new programme.

Although the ban on levies is very clear, many school heads have capitalized on the programmes' inability to immediately channel funds to schools and therefore charge money for learning and teaching materials. Iravo (2002) further notes that headteachers who previously used a system whereby they fixed levies arbitrarily, seem determined to stifle the implementation of the new programme (Daily Nation 6th February 20001 p.1). The teaching force has been in the frontline prior to FPE pressing for better terms of employment.

Apart from the bad motives, there are other factors affecting the implementation of FPE which emanate from headteachers lack of management skills. According to the (Daily Nation, 12th June, 2004) many headteachers confessed that they did not know how to account for funds. Other areas of weakness have been noted by Maranga (1992), as inability to coordinate, control, budget and plan and generally run the institutions efficiently.

Headteachers as the heads of these institutions have been appointed by the TSC as the overall managers of the schools and are expected to provide guidance over the implementation of programmes. However, some of the headteachers are directly appointed from the classrooms. They have very limited experience on how to manage institutions. Mangoka (1977), notes that exposure of newly appointed headteachers to in-service training would equip them with the necessary management skills to run institutions.

The headteacher is also the link between the institution and the society. This is emphasized by Ukenje, Akabogy and Adu (1992) when they noted that the main

tasks of a headteacher are the interpretation of policy, executing curriculum programmes, maintaining equipment and physical facilities, financial management, school development and maintaining good school community relations.

According to the Daily Nation, June 24 1995, changes such as introduction of cost-sharing and devolution of some of the management decisions to the school level calls for a competent school head. This is brought about as noted in Republic of Kenya (1988) by the fact that institutional heads are appointed from among serving teachers, most of whom had no prior training in institutional management. The sessional paper continues to say that such lack of training adversely affects effective management of educational institutions and maintenance of quality and high standards of education and training.

Mangoka (1977), notes that there is need for headteachers to be constantly exposed to in-service courses and seminars in order to improve their leadership behavior rather than depend on experience alone. According to Eshiwani (1987), poor performance of educational systems in Africa is attributed to poor management capabilities of the institutional heads.

The increase in teacher – pupil ratio has dealt a blow on the already demoralized headteachers. Furthermore, their training in college did not equip them with skills to deal with large classes. It is for this reason that the Permanent Secretary in the Ministry of Education, Karega Mutahi advised all the Teachers Training

Colleges to start equipping trainees with skills of emerging issues in education including increased enrolment. (Sunday Nation 19th Oct. 2003).

1.1. Statement of the Problem

The implementation of FPE in its initial stages was marked by administrative problems (Daily Nation Sept. 4th). The influx of children into schools not only affected the physical facilities but also had a lot of impact on the human resource (East African Standard, June 14th 2005). Children joined classrooms beyond capacity yet the number of teachers remained the same. A case was reported (Daily Nation February 2003) that many primary schools in Nairobi experienced unperceived influx of children from not only within Nairobi but also from rural areas.

In Yathui Division of Machakos District, the implementation of FPE has had its share of problems. According to the Machakos District Education Office (Annual Report 2003), four primary school headteachers were found to have been charging parents money for textbooks. This happened within the period before funds were released by the government for free primary education. The report, availed to the researcher by the District Office indicated that the headteachers claimed that the schools lacked textbooks both for teachers and learners. The report also indicated that parents were coerced to pay arrears for monies which were being previously charged before the inception of FPE. The report further indicated that most headteachers were unable to account for the money remitted by the government for implementation of Free Primary Education. In one School

a headteacher opted to step down citing harassment from government auditors while another one complained that bookshop owners had increased the prices of books while the funds were not enough. In this context therefore the researcher intended to find out the headteacher related factors affecting the implementation of FPE in Yathui Division of Machakos District.

1.2. Purpose of the Study

The purpose of the study was to investigate the headteachers related factors affecting the implementation of the Free Primary Education in Yathui Division in Machakos District. The study focused on the roles of the headteacher and abilities to manage funds, the availability and adequacy of facilities to implement Free Primary Education programme.

1.3 Objectives of the Study

The objectives of this study were to:-

1. Find out if the headteachers are trained in financial management skills to manage the implementation of FPE.
2. Find out the headteachers co-ordination strategies to mobilize local communities towards the support of implementation of FPE.
3. Establish the methods used by headteachers to organize the physical facilities in schools to cater for the increased pupil enrolment due to implementation of FPE.
4. Establish how the headteachers have organized for the accommodation of children with special learning needs who have joined school after the implementation of FPE.

5. Establish the mechanism put in place by the headteachers in the schools to increase the number of teachers for successful implementation of FPE.
6. Identify the headteachers training needs in relation to the implementation of FPE.

1.4 Research Questions

This study tried to answer the following questions:-

1. Are the headteachers trained in financial management to facilitate for the implementation of FPE?
2. What co-ordination strategies have the head teachers put in place to mobilize the local community towards the success of the implementation of FPE?
3. Have the headteachers organized the physical facilities inorder to cater for the increased enrollment after the implementation of FPE?
4. How are children with special needs being accommodated in schools after the implementation of FPE?
5. What mechanism have the headteachers put in place to increase the number of teachers for the success of the implementation of FPE?
6. What are the training needs of headteachers in relation to the implementation of FPE?

1.5 Significance of the Study

The great need and demand for education today means that parents would want to see their children acquire an education that would sharpen their skills for life. The findings of this study would provide a basis for training and retraining of headteachers in schools so that they can be able to implement government programmes for the benefit of the target groups. The study will provide an insight into the need for feasibility studies before the implementation of programmes involving the public. The Ministry of Education may use the information generated to provide for the employment of teachers for special need areas since many children previously not enrolled in schools have been brought to school after the implementation of UPE.

1.6 Limitations of the study

The main limitation of this study arose from the ex-post facto-design used. According to Kerliger (1973), the limitations of the ex-post facto design are that the researcher does not have direct control of the independent variables because their manifestations have already occurred or they are inherently not manipulatable.

1.7. Delimitation of the Study

The study was conducted only in Yathui Division of Machakos District; it was not conducted countrywide. Therefore the data collected is limited geographically to get valid results for the whole country. The study only concentrated on headteachers in their schools even though it recognized that the external environment could generate significant issues which could affect FPE implementation negatively.

1.8 Basic Assumptions of the Study

The study was based on the following assumptions:

(i) That the responses from the respondents will be truthful, honest and objective.

(ii) That all the schools had been provided with proper policy guidelines on the implementation of FPE.

1.9. Definition of Significant Terms

Enrolment: Refers to the number of pupils who register as members at different grades at the beginning of the year.

Free Primary Education: Refers to an education that involves no financial burden to the parents. This means no levies or hidden charges which are imposed on the parents.

Headteacher: Refers to primary school manager or executive male or female with overall administrative responsibility of a school as stipulated in CAP 212 of the laws of Kenya.

Primary education: Refers to the first eight classes of school education cycle.

Special needs: These are the children with different characteristics compared to those in the cohort. Examples include mentally handicapped children, slow learners and exceptional children.

1.11. Organization of the Study

The study was organized into five chapters. Chapter one provides details on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions and definition of significant terms. Chapter two reviews the literature related to the study. It is divided into concept of school management, financial management skills, and coordination of community to support FPE, planning to manage pupils with special needs, directives to equip schools with enough teachers, conceptual frame-work and a theoretical framework. Chapter three describes the research methodology. It entails research design, target population, sample and sampling procedure, research instruments, data collection methods and data analysis techniques. Chapter four consists of presentation of the collected data, data analysis and interpretation of the findings. Finally chapter five provides conclusion, recommendation and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter is organized in the following sub-headings: the nature of management, the meaning of management, concept of school management, financial management, co-ordination of the community to support FPE., planning to manage pupils with special needs, directives to equip schools with enough teachers, conceptual framework, theoretical framework and summary of the literature review.

2.1 The Nature of Management

Mullins (2002) says that organizations can only achieve their goals and objectives by the coordinated efforts of their members and it is the task of the management to get work done through other people. Management is fundamental to the effective operation of any work organization. It is by the process of management and execution of work that the activities of organizations are carried out.

2.2 The Meaning of Management

Crainer (1998) says that management is active not theoretical. It is about changing behavior and making things happen. It is about developing people, working with them, reaching objectives and achieving results. Knigh and Willmott (1999) assert that management involves interaction between people that are not unrelated or dissimilar to other spheres of life. In the school setting, management means that the headteacher will work effectively to manage the

best interests of the children not only through pastoral care and support but also through the effective management of school resources. The headteacher delegates some duties to the deputy headteacher and other members of staff who are responsible for specific areas of the curriculum.

The school improvement is one of the major duties of the headteacher. The headteacher has to manage the improvement of the institution by regular review and evaluation (Mulllins 2002). In the process of school improvement the central and local government also takes part. Funds are channeled through the Ministry of Education to the school. The funds must however be managed properly.

Mullins continues to say that the headteacher is also the finance manager. Apart from staff salaries, a large potion of the school budget is used for school supplies and resources. Both the local and central government provides funds for school programmes. It is the duty of the headteacher to use and account for this money.

2.3. Concept of School Management

Management is a very broad aspect. It includes activities such as planning and controlling, organizing, appraising and handling the procurement and utilization of other human and material resources at the disposal of an organization so as to achieve pre-determined goals. According to (Okumbe 1998), management has been defined as a process of designing, developing and effecting educational objectives and resources so as to achieve predetermined goals. Maranga (1992) observed that an educational manager in an institution has many functions which

he/she must perform to keep the system coordinated. The various sections of the institution require the manager to possess relevant skills attained through formal training and which can further be beefed by experience.

An effective classroom teacher was considered to fit and to transform automatically into a manager without requiring any training (Maranga 1992). The author further notes that in many African countries particularly in Kenya, investment in education has overlooked investment in educational management. The World Bank report (1990) on education status in Africa showed that management capacity remained strained and inefficiently developed. The school headteachers carries the prime responsibility of creating an educational environment (UNESCO 2002). Republic of Kenya (1999) on primary management project (PRSM) was initiated to provide primary school headteachers with school management skills to help improve the quality of primary education.

It has been noted earlier that Strengthening of Primary Education (SPRED) increased the need for all stakeholders to be trained in management skills to support them perform their work. Muchelle (1996) noted that in-serviced teachers had more positive attitudes towards their work as compared to those who had not been serviced. The Education Sector Adjustment on Credit Report (EDSC) (1990) highlighted the duties and needs of headteachers together with their committees or boards who are responsible for the income and expenditure of funds, the appointment of the non-teaching staffs, provision and maintenance of school buildings, equipment and general school welfare (Republic of Kenya

1999). Iravo (2002) pointed out that lack of analyzed concepts among headteachers in developing countries was a factor leading to declining educational standard in the African continent. African schools have been too complex organizations mainly because of diversified curriculum reforms. Kent (1989) looked at training of educational managers as indispensable for effective and efficient running of schools. He asserted that third world countries needed to consider the basis of continuing to appoint school administrators on the basis of the expertise in teaching and not in administration.

2.4. Financial Management

During the 2001/ 2002 financial year, the Government of Kenya allocated Kshs. 56 billion to education which was 13.3% increase from the previous year budget of Kshs. 49 billion (Daily Nation, July 10th 2005 P.5). Out of this, personal emolument consumed 83% leaving only 17% for programmes. The donor community received Free Primary Education with a lot of enthusiasm. Funds trickled down to school level where the actual implementation of FPE is taking place through the headteachers and stakeholders of the schools. Glatter (1989) puts it that emphasis should be placed on the need for schools to be more accountable to the tax payers.

The management of finance in education is concerned with the cost of educational sources of income to meet the costs and spending of income in an objective manner (Okumbe 1998). The responsibility of collecting and accounting for the money in the school is upon the school committee. The headteacher

however is the accounting manager of the school besides being the secretary to the school committee. Olembo (1992) says that the school committee should be conversant with the principals governing sound financial management.

The Education Act (1980) further spells out in part that a good record keeping and inventory should show how all physical resources in the possession of the school are acquired, utilized, registered, maintained and expended. Without these records the headteacher will not provide any documentary proof of any transactions relating to management of school resources. The headteacher is a financial manager. He is concerned with three main financial management processes: budgeting, accounting and auditing. He is the lead person in planning, directing and coordinating of school activities. Everest (1998) says that the responsibilities of headteachers extend beyond control of expenditure.

Financial accounting system should provide a complete history of all transactions to the school committee and should provide information necessary for management and operation of the school. The headteacher is to provide and keep safely various books of accounts such as receipt books, log books, financial ledgers, monthly statements and cash analysis (Republic of Kenya 1999). Omer (1996) in his research findings on the administrative training needs of secondary school headteachers reported that accounting procedures, auditing, budget preparations, resource acquisition, purchasing and allocation of resources, investment and emoluments, banking receipts, acquisition of public funds has more to do with training. Financial implications that accompany the implementation of FPE. programme pauses a new challenge to headteachers.

The government implemented the plan without carrying out costs analysis to determine how much each child needs. The decision to award the Kshs. 1,020 per child was therefore arbitrary. It disregarded previous estimation by Mathai (1995) and Abagi (1992) on the actual unit cost of primary education.

The parents are supposed to be involved in monitoring the use of Kshs. 1,020 set aside for every pupil by the Kenyan Government (Republic of Kenya 2003). In some cases however the government took long to disburse funds to some primary schools. It was also noted that headteachers previously used a system of fixing charges arbitrarily, which adversely affected the implementation of the new programme.

Although the ban on levies was very clear, many school headteachers had capitalized on the government's inability to channel enough funds to schools to charge money for learning materials. Financial management in schools is a management skill just like in any other organization. It needs to be enhanced constantly through training.

2.5. Co-ordination of the Community to Support FPE

Members of the community in general and parents in particular have an interest in the school because it provides education for their children. The headteacher has a role to play in ensuring that good relations are established between the community and educational authorities. Glatter (1989) noted that the facilities of the school should be more available to all members of the community in which they are situated. A large body of research in the 1950's and 1960's drew

attention to the ways in which the child's educational performance was influenced by factors outside the school. The task area of school community relations has the dual purpose of obtaining and maintaining community support for the school programmes.

Okumbe (1998) also noted that the school community relations should take the form of planned public relations. The Kenya Education Commission Report (1964) reported that during their visit to schools, they found in most cases unsatisfactory state of relationships between teachers and parents. Parents criticized teachers because they did not know what they were doing and the teachers criticized the parents for neglecting the best interest of their children. Therefore some teachers and parents were at cross purpose when in fact they should be working together (Republic of Kenya 1964).

Owen (1992) notes that the school has the task of making sure that parents receive information about the school and form a positive impression of the school which is consistent regardless of who spoke last to them. He further reiterates that governors and parents bring a considerable range of experience to the school. A good manager needs to allow space for their influence to work.

The community should understand the significant role the school plays in the process of education. In the light of FPE. programme, the school has a duty of explaining to parents the concept of FPE. The school should work with and through various representation of the community in order to gain support and understanding. The official representatives of the community include the

members of the school committee, particular sponsors and members of the church and local authorities. According to UNESCO's FPE assessment report (2005), many teachers said that the school committees had become inactive in most schools.

Okumbe (2001) says that these members play a key role in ensuring effective communication and public relations between the school and the community. Republic of Kenya (2003), noted that during the implementation of FPE. the local communities are expected to create friendly environment. This could be done by supporting and promoting the programme by abolishing child labor and encouraging all children to go to school. They should also participate in the management through local committees and parents associations, mobilize educational resources for the use in schools, participation in making decisions and implementing policies (UNESCO, 2005). The document noted that school committees should act as the link between the school and the community.

Mwaniki (2003) also noted that stringent measures be taken on parents to ensure that children are enrolled in school. In addition, drop out of students from school is also threatening the programme. The Free Primary Education policy needs to be harmonized with related statutes on education and rights of the children. The enactment of the Children's Act 2001 was good enough but it does not clearly state the role of education department or officers in ensuring compliance with the Act. Efforts should be made to harmonize the Act with the revised Education Act (UNESCO 2003). The UNESCO report (2005), notes that

the local communities have a duty to ensure that parents bring their children to school.

A study by Luseno (1994) on attitudes of Kenyan teachers towards integration of handicapped children into regular schools showed that teachers have positive attitude towards integration. However the teacher's knowledge about handicapped children and their willingness to accept them into their classroom was found to be significantly related to the number of special education courses. The above courses should focus on diagnosis of learning problems and handicapped children.

The goal of FPE is all inclusive. Its goal is to keep children with special needs, orphans and street children in school. Most school children have been exposed to drugs and require rehabilitation before joining the main stream. A survey by Standard team revealed that the rush with which the programme was implemented left no room for rehabilitation of children with special needs.

Teachers in regular educator's category may have inadequate knowledge about the handicapped children. This could make them decide whether children with special disabilities should be integrated. Integration brings concern to most teachers because of lack of training in the required techniques, irritation over having to assume additional responsibilities without adequate preparations and support and the concern over the academic progress.

2.6 Accommodating Pupils with Special Needs

Studies conducted by Canadian Educational Association (1985) on integration of handicapped children recommended several adjustments. This includes decreased class size, individualized attention and additional planning time, assistance from professionally defined method of assessing and placing exceptional children and availability of support services. Hayes and Gun (1988) adds that in-service training must be held for teachers, parents, students and facilities must be appropriate to handle handicapped children. Where as the ministry recognized the need to train teachers for children with special needs and went ahead to put up the Kenya Institute of Special Education (KISE), little else has helped by way of direct government support.

The few initiatives have been invariably donor funded, (Elimu Yetu Coalition Report 2003). The last donors' special education in CESA report 1999 rightly places the government last. In Uganda however, the government supports all institutions providing special education to enable them operate more effectively and efficiently (Republic of Uganda 1999).

In a UNESCO report (2003), it was noted that without special attention to the handicapped, pockets of poverty, cultural and disadvantaged children especially girls, UPE would be incomplete. A research by Elimu Yetu Coalition found out that for those who are lucky to access special education, the quality of what they receive is in doubt given the shortage of trained teachers, physical facilities and support services.

individual teachers have to change sometimes radically and for this to happen, the teachers concerned need to become more knowledgeable about societal and cultural matters. The report of the Task force on the Implementation of FPE (2003), noted that the 1989 census found that there were 251,000 people with disabilities. Out of these, 46% were children. The report observed that even in a situation where primary education was free, issues like facilities determine accessibility.

2.7. Directive to Staff Schools with Enough Teachers

Olembo (1992) observed that the headteachers should motivate, stimulate and influence teachers as well as assisting them to evaluate their performance. The selection and placement of prospective teachers is very important in determining the quality of the teaching force. Nigeria embraced UPE in 1970. To curb the problem of shortage of teachers, they recruited and revised courses for those who had failed in secondary schools. Obanya (1999), saw that bringing into programmes persons who are unlikely to become teachers due to their temperate, aptitude ability to learn, the teaching profession has been at cross-roads between a profession like any other and a Pseudo – profession, requiring calling.

Everard (1988) notes that there is strong discontentment in the teaching profession symptoms of which are withdrawal of good will, industrial action and feeling of being victimized by the society and its elected representatives. Now that the teachers are of the heart of any tragedy to improve primary education, they should realize support from all levels of education sector and society as a whole. Their commitment, creativity and competence continue to be central to the successes of children. The National Committee on Educational Objectives and Policies (1976) highlighted that the quantitative attributes of a teacher are important in determining the quality of education on which the intellectual development of the child is based.

UNESCO (2003) observed that pre-service teacher training often fails to prepare teachers for the reality of the classroom in terms of large classes, insufficient teaching and learning materials, vast difference in the capability of learning and in some cases the complicity of having to cater for different languages spoken by the learners. The inadequacy in teacher training together with changing learning environment puts pressure on education system to provide in-service training. The UNESCO report (2005) notes that the introduction of FPE resulted in high enrolment but the number of teachers has remained unchanged. This has led to the teachers being unable to attend to the pupils effectively.

Onguti (1987), notes that a teacher is an asset to the institution in which he or she is. Here he has learnt tricks of handling individual's differences in classroom situations. It is not only the professional qualification of teachers that counts but also their academic qualification. Nguru (1997) notes that credentials of teachers, both in pre-service educational attainment and the type of professional training given to them, may be a major determinant of the quality of Kenyan schools. The training of educational personnel should be a continuous process. Such training should encompass pre-service training, in service training and short term seminars and workshops. This helps in updating workers' skills and thereby improving their performance (UNESCO 1992). It is for this reason that Karega Mutahi the Permanent Secretary for the Ministry of Education advised all the 21 Primary Teachers Training Colleges to equip trainees with skills on emerging issues in education including increased enrolment. (Sunday Nation 9th Oct. 2005).

The UNESCO report on challenges of implementing FPE in Kenya (2005) reported that all the stakeholders in education were in agreement that due to the FPE, enrolment increased tremendously especially in the beginning of 2003. The group of children who enrolled in school according to the report include girls, former drop-outs and children with special needs who had been kept at home by parents. The report also noted that there was congestion in classrooms due to the new enrolment with some over-age pupils enrolling in the lower classes.

Dean (1995) noted that education systems are more reluctant to innovation than other business enterprises. Teachers are more difficult to change than farmers or physicians. He notes that permanent systems, whether persons or groups find it difficult to change. They tend to carry out routine operations and maintain existing relationships with the system. Any change will automatically reduce production at least until new patterns are formed. Many studies have been carried out on training needs of teachers.

Iravo (2002) studied the preparation of school principals and its implication on school performance. Nguru (1986) studied the factors that influence the achievement of primary educational objectives, while a study by Obudho (1978) focused on the headteachers administrative problems in managing primary schools. The present study was aimed at filling the gap left by these studies by focusing on the headteachers related factors which affect the implementation of UPE.

2.8. Summary of the Literature Review

The literature review has been focusing on the headteacher's related factors affecting the implementation of Free Primary Education in Yathui Division Machakos District. It has focused on related topics such as: the concept of school management, financial management skills, coordination of community to support FPE, planning to manage pupils with special needs, directives to equip schools with enough teachers. Free primary education according to the Kenya Education

Commission Report (1964) is that education which shifts the burden of fees from parents to the community as a whole is intended to allow the children to have access to education without discrimination. The study aims at examining the headteachers related factors which affect the implementation of FPE. Such a research will help in policy making especially on the training needs of headteachers thus paving way for smooth implementation of FPE.

2.9. Theoretical Framework

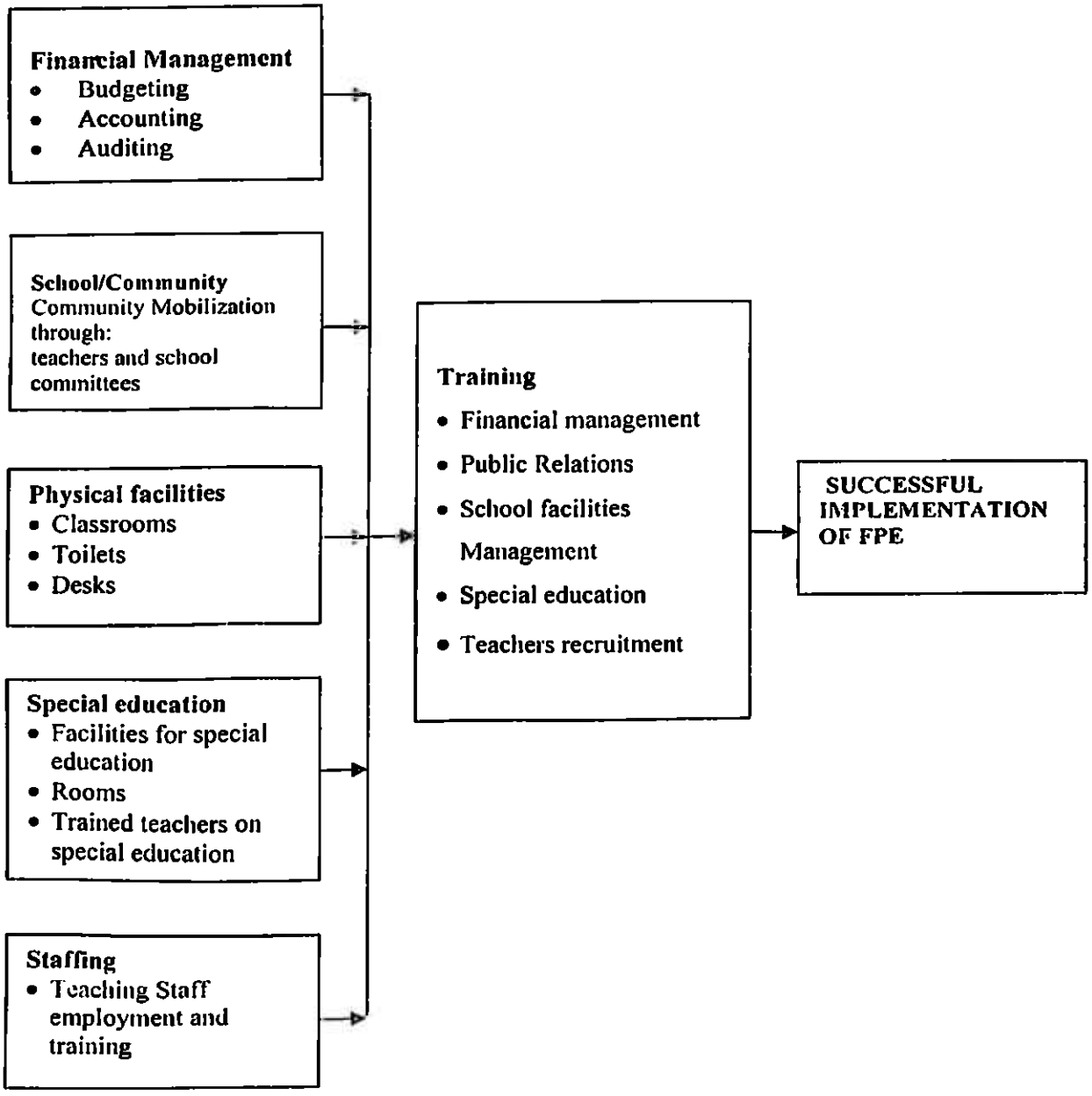
The study is based on the goal setting theory developed by Edwin A. Locke and Garry P. Latham. The goal setting theory shows how the field of organizational behaviour should progress from sound theoretical foundation to sophisticated research and the actual application of more effective management practice. This theory is based on management by objectives.

The theory postulates that if an organization is to succeed in its mission, it has to have goals and objectives which are set and have to be adhered to. In the school setting, the headteacher as the appointed representative of the government has the duty to set goals and to supervise their implementation. The present study sought to find out whether there were some factors related to the headteachers management skills which were acting as impediments to the implementation of FPE. The study sought to find out the goals and objectives the headteachers have put in place in relation to the community mobilization to participate in the implementation of FPE, provision of physical facilities,

accommodation of children with special needs in primary schools, sourcing of more teachers due to increased enrolment and training of headteachers in management of schools.

In view of the above, the headteacher should have set goals in place and a system of getting feedback so that it may be certainly established whether the goals were achieved or not. This theory ensures that policies are implemented thus its appropriateness to this study which investigates headteachers related factors that affect the implementation of Free Primary Education. In order for FPE programme to succeed as planned by the government, the headteachers have to set the goals and objectives of implementing the programme by organizing the communities, facilities and ensuring the teachers are adequate to cater for the increased enrolment. The areas in which the headteachers need skills should be identified so that the resources are utilized maximumly to the benefit of the whole community. Such areas include financial management, public relations and resources mobilization.

2.10. The Conceptual Framework



CHAPTER THREE

METHODOLOGY OF STUDY

3.0 Introduction

This section deals with methodology used in carrying out the research. It highlights the research design, target population, sample and sampling procedure, research instruments, reliability and validity of the instruments, data collection and data analysis techniques.

3.1 Research Design

This study used an ex-post facto research design Kerlinger (1992) has defined an ex-post factor design as a systematic empirical inquiry in which the scientist doesn't have direct control of independent variables because their manifestation has already occurred or they are inherently not manipulatable. Inferences about relationships among variables are made without concomitant variation of independent and dependent variables. Cohen and Manion (1986) says that an ex-post factor research is a method of eliciting possible antecedents of events which have happened and cannot because of this fact be engineered or manipulated by the investigator.

This study therefore was an ex-post facto in design because it sought to establish whether there was any relationship between the implementation of FPE (dependent variables) and headteacher's related factors such as training in

financial management skill, community mobilization abilities, age, gender, academic qualification and professional qualifications (independent variables). The researcher relied on records of events which had already taken place hence the researcher could not manipulate the causal factors that FPE posed to the headteachers.

3.2 Location of the Study

The study was carried out in Yathui Division of Machakos District. Yathui Division is located 40 kilometers East of Machakos Town and covers an area approximately 44 square kilometers and has a population of approximately 5,500 people. To the East of the division, Yathui borders Katangi Division while Mwala lies to the North. On the Western side, Yathui Division borders Machakos while to the Southern side lies Makueni District.

The population of Yathui is dense with high levels of poverty. The people rely on subsistence farming and keeping of dairy cattle which are usually affected by the frequent drought which is experienced in the area. Water is scarce and the people depend on boreholes and water pans.

Besides subsistence farming, the young and the old in this division engage themselves in wood curving and sand harvesting. The curvings are sold in cities through middlemen while the sand is collected by agents and transported to Nairobi and Machakos. There are also small businesses in form of shops and kiosks which are operated by the people of Yathui. These businesses are facing

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

stiff competition from other upcoming groups from neighboring divisions and therefore poverty in Yathui has been escalating over the years.

The general poverty of the populace in this division has over the years rendered most of the parents unable to sustain their children in school hence the high drop out rates. This has been occasioned by the parents' inability to pay school fees which used to be charged together with other levies. The inception of FPE has however changed the general situation in schools with high enrolment being reported in all the schools. Children who never used to go to school have now been enrolled in the primary schools in Yathui Division.

3.3 Target Population

According to Brinker, (1988), target population is a large population from which a sample is to be selected for the purpose of research. There are 78 primary schools in Yathui Division of Machakos district. (Teachers Service Commission staffing report, 2005). For the purpose of this study all the 78 headteachers in the primary schools were taken as the population of this study. This population comprised of both male and female headteachers with various educational and professional backgrounds, duration of teaching experience as well as age.

3.4 Sampling Procedure and Sample Size

A sample is a subject of a target population to which the researcher intends to generalize the findings (Wiesma, 1986). According to Best and Khan (1998) an ideal sample should be large enough to serve as an adequate representation of

the population about which the research wishes to generalize and small enough to be selected economically in terms of subject availability and experience in both time and money.

Krenjcie and Morgan's table in Mulusa (1990) was used to sample the headteachers. According to this table, when the population is 78 the sample should be 67. Therefore this study dealt with 67 headteachers from sixty seven primary schools. Simple random sampling was used to select the sample. Inorder to obtain the sample, all the 78 schools were assigned a number on a small piece of paper and randomly selected. The process involved picking one piece of paper at a time and replacing it until all the required number of headteachers (67) was achieved. The purpose of picking the paper and replacing it before drawing again was to give all the selected members an equal opportunity of being picked.

3.5 Research Instrument

This study used a questionnaire to collect data from headteachers of primary schools. A questionnaire was preferred in this study because all the headteachers who participated in the study were literate and therefore capable of answering the items adequately.

The headteacher's questionnaire

The headteachers questionnaire contained 40 questions. The questionnaire was divided into four sections. Section A contained questions soliciting demographic information of the respondents such as gender, age, academic qualifications, professional qualifications and experience.

Section B of the questionnaire contained twenty one items developed by the researcher to solicit information concerning headteachers related factors that affected the implementation of FPE. The questions were both structured and open ended to gunner suggestions from the respondents. Other questions required simple answers from the headteacher. Section C of the questionnaire, which was also developed by the researcher contained six questions soliciting information related to adequacy of teachers in primary schools while section D solicited for suggestions on the implementation of FPE.

3.5.1 Validity of the Instrument

Validity according to Mugenda and Mugenda (1999) is the accuracy and meaningfulness of inferences based on research results. It is the ability of the instruments to measure what it purports to measure. The items in the questionnaire were tested for content validity and reliability. To test for content validity, the items were ordered from general to specific and were related to the research questions. A pilot study was also carried out prior to the actual study. A sample size of 30 headteachers was selected for piloting. The results of the pilot

study were discussed with the respondents and the supervisor for correction of wrongly structured questions and to check for ambiguity. Items which were found to contain ambiguous language were restructured while others were discarded altogether.

3.5.2 Reliability of the Instrument

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research results yield consistent results after repeated trials. To test reliability of the instruments, the researcher employed, split half reliability method. Koul (1994) states that the split half method can be used to establish internal consistency during pre-testing .The test was divided into two halves of even and odd numbered items. These were administered to 1% of the sample population. Results from one half were compared to the results from the other half. From the reliability of half the test self-correlation of the whole test was then moderated using Brown correlation formula to obtain a correlation co-efficient.

$$\text{Reliability of entire test } (R_2) = \frac{2 \text{ (reliability of half test)}}{1 + \text{(reliability of half test)}}$$

Mugenda and Mugenda assert that a high co-efficient implies that the item in the instrument correlate highly among themselves and there is a consistency among the items measuring the concept of interest. The co-efficient of the instrument was found to be 0.91. This was considered to be high co-efficiency.

3.6 Data Collection Procedure

A research permit was obtained from the Ministry of Education, a copy of which was presented to the Provincial Director of Education (PDE), another copy to the Provincial Commissioner (PC), and another to the District Education Officer, (DEO) Machakos District. The headteachers of the schools were visited by the researcher to administer the research instruments to them. The researcher went personally to collect the questionnaire on agreed date.

3.7 Data Analysis Techniques

After data collection, the questionnaires were checked for incompleteness. The completed questionnaires were then coded for analysis. Conclusive data analysis was done using descriptive statistics such as percentages and frequencies. Detailed description and use of appropriate tables and figures was employed where necessary. The first section of the questionnaire which solicited for demographic information of the respondents was analyzed manually while the second part, which answered the research questions was analyzed using a computer. The Statistical Package for Social Sciences (SPSS) was used in the data analysis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents the research findings and their discussions. The chapter begins with a comment on the instrument return rate, demographic information of the respondents and then discusses the main findings of the study in relation to the research questions.

4.1 Instrument return rate

One questionnaire was used as the sole instrument of data collection. This questionnaire was for the primary school headteachers of Yathui Division of Machakos District. The questionnaires were duly completed and returned to the researcher in time. This was 100% return rate. This was considered an excellent return rate for the study.

4.2 Demographic information of the respondents

4.2.1. Gender of the headteacher.

The study sought to find out the gender of the respondents. The response showed that there were 58(86.6%) male headteachers and 9 (13.4%) female headteachers who participated in this study. This is an indication of gender

disparity in allocation of leadership positions in the educational sector in the area.

4.2.2 Academic qualifications of the respondents.

The study sought to find out the academic qualifications of the respondents. The results are presented in table 1.

Table 1: Academic qualifications of the respondents.

Academic qualifications	Frequency	Percent
Kenya Certificate of Education	8	11.9
Kenya Certificate of Secondary Education	35	52.2
Kenya Advanced Certificate of Education	21	31.3
Others	3	4.5
Total	**67**	**100**

The table shows that 35 (52.2%) of the respondent had Kenya Certificate of Secondary Education as their highest academic qualification while 21 (31.3%) had Kenya Advanced Certificate of Education only 8 (11.9%) had Kenya Certificate of Education while 3 (4.3%) had other qualifications. This is an indication that most of the headteachers had attained the basic academic qualifications to train as teachers.

4.2.3 Professional qualifications of Respondents

The study sought to find out the highest professional qualifications of the respondents. The results are presented in table 2.

Table 2: Professional qualifications of respondents

Professional qualifications	Frequency	Percent
P1	29	43.3
ATS	34	50.7
Bed	4	6.0
Total	**67**	**100**

The table shows that 34 (50.7%) of the respondents had attained Approved Teachers Status (ATS) while 29(43.3%) had attained P1 level in their professional qualifications. However 4(6.0%) had attained Bachelor of Education degree in their professional qualifications. This shows that the schools in the area are headed by highly qualified personnel who can implement government programme with a lot of professionalism.

4.2.4 Teaching experience of the headteacher

The study sought to find out the teaching experience of the headteachers. The aim of seeking this information was to find out if the headteachers had been exposed to government policies long enough to enable them to implement FPE programme. The results are presented in table 3.

Table 3: Teaching experience of the headteacher

Teaching experience	Frequency	Percent
11-15 years	12	17.9
16-20 years	33	49.3
Over 20 years	22	32.8
Total	**67**	**100**

According to the table 12 (17.9%) of the respondents said that they had worked for between eleven and fifteen years while 33 (49.3%) said that they had worked for between sixteen to twenty years. The rest or 22 (32.8%) had worked for over twenty years.

4.3.0 Data Analysis

This section deals with data analysis. It is divided into six sections each of which answers a research question.

4.3.1 School – Community relationship

The study sought to find out the school community relationship in relation to the implementation of FPE. This was important since the researcher wanted to establish the extent to which the headteacher is able to mobilize the community to support the implementation of FPE. A series of questions were administered to the respondents in order to obtain this information.

Presence of PTA and School committees

The study sought to find out whether the schools had operational PTA and school committees. The aim of these questions was to find out if there was an organization linking the school and the community. School committees and PTAs are selected from the community around the institution to help run the schools by helping in the implementation of projects which have been planned by the management. The information obtained is presented in table 4.

Table 4: Presence of PTA and School committees

PTA/committees	Frequency	Percent
Committees Yes	67	100 %
PTA Yes	49	73.1
No	18	26.9

The table shows that all the schools 67(100%) had school committees but only 49(73.1%) had PTA while 18(26.9%) had no PTA. The presence of committees in all the schools is an indication that the school management recognizes the importance of having the link with the community to represent the interests of the stakeholders in the school. Parents Teachers Associations [PTA] also assist in running of the school by employing part time tutors in the schools where there is a shortfall. The absence of PTA's in some of the schools indicates a discrepancy which requires rectification.

Community assistance to the schools

The respondents were asked whether the communities around the schools were willing to assist the schools in the implementation of FPE. In particular, the headteachers were asked to indicate the ways through which the community was willing to assist the schools. The responses are presented in table 5.

Table 5: Community assistance to the schools

Community assistance	Frequency	Percent
Provision of labour	17	25.4
Provision of materials	29	43.3
Provisions of funds	16	23.9
Giving advice	2	3.0
No support	3	4.5
Total	**67**	**100**

The table shows that the communities around the schools were willing to support the implementation of FPE through difficult methods. Seventeen (25.4%) of the respondents said that the communities were willing to assist by providing their labour while 29(43.3%) said that the communities were willing to provide materials. Sixteen (23.9%) said that the communities were willing to contribute funds towards the implementation of FPE advice. However 3 (4.5%) said that the communities were not ready to support the schools. The headteacher is expected to be the link between the school and the community. This concurs with Glatter's (1989) sentiments on the role of headteacher in creating a good relationship with the community around the schools. Okumbe (1998) also concurs with the results

when he asserts that the school – community relationship should take the form of a planned public relations.

Enrolment after FPE

The study asked the respondents if enrolment of children increased after the implementation of FPE. Increase of enrolment is an indication of positive attitude by parents towards the school and their enthusiasm to take advantage of the new programme. The responses are presented in table 6.

Table 6: Enrolment after FPE

Enrollment after FPE	Frequency	Percent
Yes	63	94.0
No	3	4.5
Missing	1	1.5
Total	**67**	**100**

The table shows that 63 (94.0%) of the respondents said that there was an increase in enrolment after the inception of FPE while 3 (4.5%) said that there was no increase. Lack of increase in enrolment has its own implications. It could imply lack of trust in the school or poor school community relationship.

Parents Attitudes towards FPE

The respondents were asked to state the attitude of the parents towards FPE. The results are presented in table 7.

Table 7: Parents Attitudes towards FPE

Parents attitudes	Frequency	Percent
Positive	50	74.6
Negative	16	23.9
Missing	1	1.5
Total	**67**	**100**

The table shows that 50 (74.6%) of the respondents said that the parents had a positive attitude towards the inception of FPE while 16 (23.9%) said that the parents had negative attitude. Negativity towards the FPE programme has serious implications to the school in that such parents will not support the programmes which need to be implemented. This may be brought about by failure on the part of the headteacher to make sure that parents receives information about the school which will help them to form a positive impression. Owen (1992) asserts that this is the duty of the headteacher.

Planning and implementation of school projects

The headteacher is the manager of the school plant and therefore he/she has the mandate to run the institution with the help of the community. The

headteacher is expected to mobilize the community to implement the school plans. In this aspect therefore the respondents were asked how they mobilized the community to help in the implementation of projects related to FPE. The responses are presented in table 8.

Table 8: Planning and implementation of school projects

Planning and implementation of school projects	Frequency	Percent
Development committees plan For the year project	3	4.5
Discuss possibility of projects and steps in implementation.	52	77.6
Committees plan and involve community in implementation	9	13.4
Missing	3	4.5
Total	**67**	**100**

The table shows that 3(4.5%) of the respondents said that development committees plan for the year development while 52 (77.6%) said that the development committees discuss the possibilities of the projects and the steps to be followed in implementation. Nine (13.4%) of the respondents however said that the development committees plan and then involve the committees in implementing the plans. This concurs with Republic of Kenya (2003) on the phase of implementation of FPE. The report says that the local communities are expected to create friendly environment. The report further says that the schools should create committees to promote the implementation of the programme.

Unwillingness of parents to support FPE

The support of the community for the implementation of school projects is quite crucial. However in most cases it depends on the relationship between the school and the community through the headteacher who acts as the link between the two. To find out if the communities supported the implementation of FPE , the respondents were asked whether the parents were willing to help in the process. The responses are presented in table 9.

Table 9: Unwillingness of parents to support FPE

Unwillingness of parents	Frequency	Percent
Parents willing to Finance projects	5	7.5
Parents not willing to finance projects	62	92.5
Total	**67**	**100**

The table shows that 62(92.5%) of the parents showed no willingness to support the implementation of FPE by financing the programme while 5(7.5%) were willing. The results point to lack of good relationship between the school and the community. Owen (1992) asserts that the school has a task of making sure that parents receive information about the school and form positive impression of the school. This can only be achieved through the managers allowing space for their influence to work.

Dispute on school boundaries

In order to further clarify the issue of headteacher related factors on the implementation of FPE, the researcher sought to know whether the headteacher normally toured the people in the surrounding homes. By touring the villages, the headteacher would create a good image of openness to the villagers and the community in general. On this issue, the results are presented in table 10.

Table 10: Dispute on school boundaries

Dispute on school boundaries	Frequency	Percent
Yes	51	76.1
No	16	23.9
Total	**67**	**100**

The table shows that 51(76.1%) of the respondents said that they toured the villages to meet the people while 16(23.9%) said that they did not tour the villages. By not creating a rapport between the school and the community, the headteacher fails to enhance the willingness of the community to support the school programmes. This is depicted by some community members creating disputes with the school.

4.3.2. Organization of the physical facilities to cater for the implementation of FPE

The study sought to find out the headteacher related factors emanating from the organization of the physical facilities which were affecting the implementation of

FPE. In order to gather information to answer this question, a series of items were developed and the results of the responses are presented in this section.

Availability of enough classrooms

The duty of the headteacher is to ensure the smooth running of the school programme. This assurance is depicted through the organization of the available facilities to cater for the programme. This is outlined in EDSC (1990) which highlighted one of the duties of a headteacher and their committees as being that of provision and maintenance of school buildings. The results of the responses of the headteachers are presented in table 11.

Table 11. Availability of enough classrooms

Availability of classrooms	Frequency	Percent
No enough classes	42	62.7
Enough classes available	25	37.3
Total	**67**	**100**

The table shows that 42 (62.7%) of the respondents said that after the implementation of FPE, there was a problem of availability of classrooms while 25(37.3%) said that the classrooms available were enough. The fact that most schools did not have enough classrooms to cater for the implementation of FPE was a call to the headteacher to mobilize the committee through the PTA to map out ways of providing the classrooms. The headteachers inability to do this is a show of weakness.

Construction of new premises to cater for increased enrolment.

The headteacher as the head of the institution is expected to co-ordinate the construction of classrooms and other buildings to cater for the increased number of children after the inception of FPE. Failure to do so is a sign of poor management and lack of management skills. In this regard, the headteachers were asked whether they had initiated plans to construct both classes and toilets to cater for the increased number of pupils after the inception of FPE. The results are presented in table 12.

Table 12: Construction of new premises to cater for increased enrolment

New premises	Frequency	Percent	Frequency	Percent
	New Buildings		Toilets	
Yes	27	40.3	52	77.6
No	36	53.7	14	20.9
Missing	4	6	1	1.5
Total	**67**	**100**	**67**	**100**

The table shows that 26(40.3%) of the respondents said that they had initiated buildings in their schools to cater for the implementation of FPE. In particular 52(77.6%) indicated that they had initiated the construction of toilets to cater for the increased number of pupils in the school. However, 36 (53.7%) of the respondents said that they had not initiated construction of any new buildings. Fourteen (20.9%) said that they had not even started the construction of toilets for the increased number of pupils. The inability to organize for the construction

of new buildings by the headteacher shows their lack of management skills. This concurs with Mangoka (1971) who asserts that these headteachers are appointed directly from classroom and they require in-service training to equip them with the necessary skills of management.

Classroom sizes

The headteacher as the head of the institution is expected to make sure that the buildings and other facilities are accommodative enough to the pupils and teachers. The study sought to find out if the headteachers had organized for enough space to accommodate the children after their number increased due to FPE. The results are presented in table 13.

Table 13: Classroom sizes

Classroom sizes	Frequency	Percent
Small	51	76.1
Enough	16	23.9
Total	**67**	**100**

The table shows that 51(76.1%) of the respondents said that the classrooms were small while 16(23.9%) said that the classrooms were enough.

Enough desks for the pupils

The provision of desks for children to sit on is a duty of the headteacher in a school. For learning to take place comfortably, it is necessary to have enough and comfortable desks and seats. To find out if the headteacher had ensured the adequacy of sitting facilities, the researcher asked the respondents to indicate whether the schools had enough desks. The results are presented in table 14.

Table 14: Enough desks for the pupils

Availability of desks	Frequency	Percent
Availability of enough desks	27	40.3
Lack of enough desks	39	58.2
Missing	1	1.5
Total	**67**	**100**

The table shows that 27(40.3%) of the respondents said that there were enough desks while 39(58.2%) said that there were no enough desks.

Measures in place to ensure enough desks are available

The headteachers were asked to explain the measures they had put in place to ensure that there were enough desks for the children. The results are presented in table 15.

Table 15: Measures in place to ensure enough desks are available

Measures taken	Frequency	Percent
New parents provide desks	11	16.4
Voluntary contribution	12	17.9
Use of FPE funds to buy desks	2	3.0
CDF assistance	4	6.0
Sharing what is available	3	4.5
Adding more desks	4	6.0
Missing	31	46.3
Total	**67**	**100**

According to the table 11(16.4%) of the respondents said that they asked new parents to provide desks for their children while 12(17.9%) said that desks were acquired through voluntary contributions. Two (3.2%) said that they used FPE money to buy desks while 4 (6.0%) indicated that they acquired desks through the CDF funds. Children were forced to share desks 3 (4.5%) while 4(6.0%) said that they worked out modalities of adding more desks. Thirty one (46.3%) did not answer this question.

Parents supplementing FPE by paying money

In some cases, during the inception of FPE, some headteachers were reported to have been asking parents to pay money to supplement FPE. These monies had in many cases gone into personal use by the headteachers. The respondents

were asked whether they asked parents to pay money to supplement FPE. The results of the study showed that 55 (82.1%) of the respondents indicated that they asked parents to pay money to supplement FPE while 12 (17.9%) said that they did not ask parents to pay money. These results support the Machakos District annual report 2003 where headteachers had continued to charge parents money for primary education.

Adequacy of the FPE funds provided by the government

The respondents were asked to indicate whether the money provided for FPE by the government was enough to run the institution. The study showed that 63 (94%) of the respondents said that the money provided by the government is not enough to run the institutions while 4(6%) said that the money allocated was enough. This concurs with Mathai (1995) and Abagi (1992 on the adequacy of funds to run FPE.

4.3.3. Accommodation of children with special needs

The inception of free primary education after the NARC government saw the influx of all sorts of children both normal and special need children. The special children in most cases had been kept at home by parents who tended to avoid all extra costs hence using this excuse to keep such children at home. To find out the headteacher related factors affecting the implementation of FPE in relation to special needs education, a series of questions were asked to get this information.

Number of children with special needs after FPE

The respondents were asked whether there was an increase on the number of children with special needs after the inception of FPE. The results are presented in table 16.

Table 16: Number of children with special needs after FPE

Number of children	Frequency	Percent
Increase	32	47.8
No increase	35	52.2
Total	**67**	**100**

The table shows that 32 (47.8%) of the respondents said that there was an increase in children with special needs after the inception of FPE while 35(52.2%) said that there was no increase in the number of children with special needs.

Steps taken by the headteachers in relation to teachers due to increase of children with special needs

The respondents were asked to explain the steps they have taken in relation to teachers after the increase of children with special needs. The results are presented in table 17.

Table 17 : Steps taken by the headteachers in relation to teachers due to increase of children with special needs

Steps taken	Frequency	Percentage
Teachers have been encouraged to enroll for special education courses	11	16.4
Train teachers on Special education.	14	20.9
Employment of PTA teachers.	4	6.0
Missing	38	56.7
Total	**67**	**100**

The table shows that 11(16.4%) of the respondents said that they encouraged their teachers to take up courses on special education while 14(20.9%) said that they took their teachers for training on special education. Four (6.0%) said that they employed PTA teachers to solve the problem of increased number of children with special needs. However 38(56.7%) did not answer this question. Training of teachers for special children has been recommended by Hayes & Gun (1988) through in-service training. The sentiments that the teachers are taken for special education courses concurs with UNESCO'S 2003 report and Elimu Yetu Coalition report (2003). The employment of PTA teachers to handle special children is not one of the best methods of enhancing accommodation of children with special needs in school. This is because such children require specialized methods of teaching which are acquired through specialized training as presented by the Canadian Educational Association (1985).

Steps taken due to the increase of children with special needs in relation to classrooms.

The respondents were asked to state the steps they have taken in regard to classrooms due to the increase of children with special needs. The results are presented in table 18.

Table 18: Steps taken due to the increase of children with special needs in relation to classrooms.

Steps taken	Frequency	Percent
Construction of more Classes.	17	25.4
Repair classrooms to accommodate children with special needs.	13	19.3
No action taken	33	49.3
Missing	3	4.5
Total	**67**	**100**

The table shows that 17(25.4%) of the respondents said that they had organized for construction of more classrooms while 13 (19.3%) said that the existing classrooms were being renovated to accommodate children with special needs. However 33 (49.3%) said that they did nothing about it. The Canadian Educational Association (1985) in their studies on special needs children accommodation asserts several adjustments including reduction of classroom size to cater for individualized attention.

Response to increased special children in relation to toilets.

The respondents were asked if they had made any arrangements to construct toilets to cater for children with special needs. This is considered important because some physically impaired children may not be able to use of the same toilet facilities with the normal children. The responses of the headteacher on this issue are presented in table 19.

Table 19 : Response to increased special children in relation to toilets.

response	Frequency	Percent
Construction of more toilets.	25	37.3
Improvement of toilets to cater for special needs children.	14	20.9
Done nothing.	26	38.8
Missing	2	3.0
Total	**67**	**100**

The table shows that 25(37.3%) of the respondents said that they had constructed more toilets to cater for the children with special needs while 14(20.9%) said that they had improved the existing toilets for the purpose of accommodating the children with special needs. However 26(38.8%) said that they had done nothing on toilets.

Training of teachers on special education

The headteachers were asked whether they have made arrangements on having their teachers trained on special needs education. The results showed that 38

(56.7%) of the respondents said that they had made arrangements on training of their teachers on special education while 29(43.3%) said that they had not made such arrangements. Hayes and Green (1988) underscores the need for training of teachers on special education because such children require different methods of teaching unlike normal children. The Ministry of Education also recognizes this need and has set up KISE to train teachers to handle special education in schools.

Integration of children with special needs in public schools

The respondents were asked to comment on the contention that special education should be carried out in specialized institutions. The headteachers comments are presented in table 20.

Table 20: Integration of children with special needs in public schools

Integration of children	Frequency	Percent
Need for special institutions	42	62.7
Integration in public schools	21	31.3
Missing	4	6
Total	**67**	**100**

The table shows that 42(62.7%) of the respondents were of the opinion that children with special needs should be taught in specialized institutions with

adequate facilities to cater for the children with disabilities while at 21 (31.3 %) said that such children should be integrated with the normal children.

Organized ways of rehabilitation of children with special needs

The respondents were asked how they had organized ways of rehabilitating children with special needs within the institutions. The results are presented in table 21.

Table 21: Organized ways of rehabilitation of children with special needs

ways of rehabilitation	Frequency	Percent
Improvise to accommodate them	19	28.4
Sensitization of parents	14	20.9
Guidance and counseling	6	9.0
Consultation with other organisations offering special education	4	6.0
Missing	24	35.8
Total	**67**	**100**

According to table 25 (28.4%) of the respondents said that they had improvised methods to accommodate the children with special needs within their institutions while 14(20.9%) said that they used methods of sensitizing the parents on their children's needs. Six (9.0%) said that they used guidance and counselling as a way of rehabilitation. Only four (6.0%) of the respondents liaised with other organizations offering special education. Twenty four (35.8%) of the respondents did not respond to this question.

Ability of the school to cope with children with special needs

The respondents were asked if their schools could cope with the influx of children with special needs. The results are presented in table 22.

Table 22: Ability of the school to cope with children with special needs

Ability to cope	Frequency	Percent
Cannot cope	36	53.7%
Can cope	31	46.3%
Total	**67**	**100**

The table shows that 36 (53.7%) of the respondents said that their schools cannot cope with children with special needs while 31 (46.3%) said that their schools can cope with children who have special needs.

4.3.4 Training needs of the headteachers in relation to implementation of FPE.

The study sought to find out the headteachers training needs in relation to the implementation of FPE. This was aimed at capturing the areas in which the headteachers need training in order to try to address the issue. Answers to these questions also highlighted the headteachers related factors which have affected the implementation of FPE.

Need to train primary school headteachers on management

The study asked the respondents if there was any need to train the headteachers in management. The results are presented in table 23.

Table 23: Need to train primary school headteachers on management

Need for training	Frequency	Percent
There is need	65	97.0
There is no need	2	3.0
Total	**67**	**100**

The table shows that 65(97.0%) of the respondents said that there was need for the headteacher to be trained on management. Okumbe (1998) says that management is a process of designing, developing and effecting educational objectives and resources to achieve pre-determined goals. Two of the respondents or 3% said that there is no need to train the headteacher on management. The need for training on management is underscored by Olanko (1992) who notes that most headteachers in Kenya are appointed from the classroom and hence they have an uphill task in carrying out their management duties.

Training of headteachers on public relations.

The respondents were asked to indicate whether there was need to train the headteachers on public relations. The results are presented in table 24.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Table 24: Training of headteachers on public relations

Training on public relations	Frequency	Percent
Yes	67	100
No	0	0
Total	**67**	**100**

The table shows that 67(100%) of the respondents said that there was need to train the headteachers on public relations. Training in public relations would enhance the school community relationship. This concurs with Glatter (1989) and Republic of Kenya (1964).

Training of headteachers on financial management

The respondents were asked if there was need to train the headteachers on financial management. The results are presented in table 25.

Table 25: Training of headteachers on financial management

Training on financial management	Frequency	Percent
Yes	67	100
No	0	0
Total	**67**	**100**

The table shows that 67(100%) of the respondents indicated that there was need for training on financial management. Okumbe (1989) concurs with the

above and notes that the headteacher has the responsibility of collecting and accounting for all the money in the school, therefore as Olembo (1992) puts it, the headteacher should be conversant with sound financial management practices. The need for training on financial management is also in line with the Education Act (1980) which spells out the importance of good record keeping on financial matters since the headteacher is the financial manager of the school.

Need for training on guidance and counselling

The respondents were asked to say whether there was need for the headteacher to be trained in guidance and counseling. The results are presented in table 26.

Table 26 : Need for training on guidance and counselling

Need for training on guidance and counselling	Frequency	Percent
Yes	67	100
No	0	0
Total	**67**	**100**

The table shows that 67(100%) of the respondents were of the opinion that there was need to be trained on guidance and counselling. By training in guidance and counselling, the headteacher would be enabled to deal with issues related both to human resource management and special education.

Need to train headteachers on special education

The respondents were asked to indicate whether there was need to be trained on special education. The results are presented in table 27.

Table 27. Need to train headteachers on special education

Training on special education	Frequency	Percent
There is need	63	94.0
There is no need	4	6.0
Total	**67**	**100**

The table shows that 63(94%) of the headteachers said that there was need to train in guidance and counselling while 4(6%) said there was no need.

4.3.5 Mechanisms the headteacher has put in place to increase the number of teachers after FPE.

The study tried to establish the mechanisms put in place by the headteachers to ensure that there were enough teachers in the schools after the inception of FPE. To gather this information a number of questions were developed. The results are presented in this section.

Number of teachers after inception of FPE

The study sought to find out whether the number of teachers has increased or decreased after the inception of FPE. The results are presented in table 28.

Table 28 : Number of teachers after inception of FPE

Numbers of teachers	Frequency	Percent
Increased	34	50.7
Decreased	29	43.3
No change	4	6.0
Total	**67**	**100**

The table shows that 34(50.7%) of the respondents said that the number of teachers increased after the implementation of FPE while 29 (43.3%) said that there was a decrease in the number of teachers in their schools. Four of the respondents said there was no change in the number of teachers in their school.

Adequacy of teachers

The respondents were asked whether the number of teachers were enough to cater for the increased number of pupils after the implementation of FPE. The results are presented in table 29.

Table 29: Adequacy of teachers

Adequacy of teachers	Frequency	Percent
Not enough	67	100
Enough	0	0
Total	**67**	**100**

The table shows that 67(100%) of the respondents were in agreement that the teachers were not enough for the schools after the increase in the number of pupils.

Steps taken to rectify the situation

The respondents were asked to explain the steps they have taken to rectify the situation with regard to inadequacy of teachers in their schools. The results are presented in table 30.

Table 30: Steps taken to rectify the situation

Steps taken	Frequency	Percent
Requested for teachers from TSC	64	95.5
No request made from TSC	3	4.5
Total	**67**	**100**

The table shows hat 64(95.5%) of the respondents have requested for teachers from TSC while 3(4.5%) have not requested for teachers. This shows that many headteachers were enthusiastic in sourcing for teachers from TSC.

4.3.6 Suggestions on the ease of implementation of FPE

The study solicited for suggestions from the headteachers on methods which can be used to make the implementation of FPE successful. The study specifically suggested some areas of the respondents to comment on and provide suggestions. The results are presented in this section.

Training on financial management

The respondents were asked to suggest the areas in financial management in which they felt there was need for improvement on their skills in order for them to implement the FPE with ease. The results are presented in table 31.

Table 31: Training on financial management

Training on financial management	Frequency	Percent
Skills needed on Financial management	15	22.4
Procurement	10	14.9
Bookkeeping	21	31.3
Accounting	15	22.4
Missing	6	9.0
Total	**67**	**100**

The table show that 15(22.4%) of the respondents said that headteachers should be trained on financial management while 10(14.9%) said that headteachers should be trained in procurement procedures. Another (31.3%) of the headteachers said that book keeping was a crucial area to be trained in and 15(22.4%) said that training in accounting was necessary. The respondents' sentiments concurs with Omer (1996) findings on the training needs of headteachers.

Suggestions on how to enhance school-community relationships

The respondents were asked to suggest ways of enhancing school community relationships. This is an important area in administration of a school because the school cannot survive without the community. The school as an open system allows influence from the community and vice versa. Therefore it is necessary to enhance the school-community relationship. The respondents, on the issue of school-community relationship had the following to say. The results are presented in table 32.

Table 32: Suggestions on how to enhance school-community relationships

School community relationships	Frequency	Percent
Awareness meetings	40	70.2
Encourage the people to support school projects	17	29.8
Missing	10	14.9
Total	**67**	**100**

The table shows that 40(70.2%) of the respondents suggested that the headteachers should hold more awareness meetings with the community while 17(29.8%) said that the community should be encouraged to help is the development of school projects. Ten of the respondents (14.9%) did not respond to this question.

Provision of facilities for FPE

The respondents were asked to suggest methods of ensuring adequate facilities for FPE. The results are presented in table 33.

Table 33: Provision of facilities for FPE

Provision of facilities	Frequency	Percent
Increased government funding	37	55.2
Construction by parents	17	25.3
Start income generating projects	2	3.1
Base funding on school needs not evident	8	11.9
Missing	3	4.5
Total	**67**	**100**

The table shows that 37(55.2%) of the respondents said that the government should increase funding of FPE while 17(25.3%) said that parents should be more involved in construction of facilities. Two (3.0%) said that the schools should start income generating projects while 8(11.9%) said that government funding of the schools should be based on school needs not enrolment.

Suggestions on accommodating special needs children

The respondents were asked to suggest methods which can be used in the schools to accommodate more children with special needs. The results are presented in table 34.

Table 34: Suggestions on accommodating special needs children

Accommodating special needs children	Frequency	Percent
Train more teachers on special education	32	47.8
Provide ideal facilities	14	20.9
Provide more funds	15	22.4
Create a special wing for special children	3	4.5
Take special children to specialized schools	3	4.5
Total	**67**	**100**

The table shows that 32(47.8%) of the respondents suggested that on the issue of accommodating more children with special needs, more teachers should be trained. Fourteen (20.9%) of the respondents suggested that ideal facilities should be provided to deal with special children while 15(22.4%) of the respondents said that the government should provide more funds. Three (4.5%) said that a special wing should be created in the school to handle special children while 3(4.5%) said that children with special needs should be taken to specialized institutions.

Summary of the Analysis

The chapter analyzed the data from the respondents. The chapter provided the questionnaire return rate and demographic information of the respondents. The chapter then analysed the data under six research questions and finally provided a summary.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary, conclusion and recommendations of the study. The main purpose of the study was to identify headteacher related factors affecting the implementation of free primary education. The researcher used the ex-post factor design to carry out the research.

5.1 Summary of the Study

The main aim of the study was to identify the headteacher related factors affecting the implementation of Free Primary Education in Yathui Division, Machakos District. The researcher developed research objectives from which research questions were drawn to be answered by the study findings. The researcher reviewed related literature based on the concept of management, financial management, school community relationship with regard to FPE, children with special needs, staffing of the schools and also provided both a theoretical and conceptual framework.

The study used ex-post factor design. Using appropriate random method a sample of 67 headteachers was selected to participate in the study. The researcher used a questionnaire to collect information. The number of questionnaires administered was 67 and the return rate of 100% was attained.

Data was analysed using descriptive statistics, particularly frequencies and percentages.

5.2 Findings of the study

The following are the findings of the study.

- The study established that the school-community relationship was not good because the headteachers were not involved in campaigning for the school. The study found that parents were not willing to support school projects due to the notion of free primary education. The study also found that in some schools there were disputes on the boundary of the school. On school-community relations, the study generally found that the headteachers had very limited knowledge on how to create a conducive climate for the school to be supported by the community.
- The study found that the schools in the area did not have enough classrooms to cater for FPE. The study also found that the headteachers had not organized for construction of extra classrooms to cater for the increased number of pupils. Due to the increased number of children, the classrooms were found to be small as well as lack of enough desks. The study also found out that some of the headteachers were still demanding that parents should pay some levies.
- The study also revealed that the number of children with special needs had increased with the implementation of FPE. However the research established that the headteachers were not well prepared to

accommodate these children. This was established by the fact that most of the headteachers had not organized for teachers to be trained on special education, the classrooms were not yet renovated to accommodate children with special needs and toilets were not redesigned to cater for such children. It was therefore generally found that it was the headteachers lack of skills in school plant management which had caused the problem of ability to accommodate children with special needs

- The study established some areas where headteachers needed training. Such areas in which the headteachers needed training were management in general, training in public relations, financial management, guidance and counseling and in special education.

5.3 Conclusion of the Study

From the findings of the study, several conclusions were arrived at:

- First it was concluded that the implementation of free primary education was done without preparing the main players for the impact of the programme. It was concluded that the headteachers did not take the free primary education positively and therefore they did not work to encourage the communities around the schools to assist them in the implementation of the programme. Therefore it was concluded that the headteachers did not have public relations knowledge to help them liaise with the communities around the schools to help in implementation of FPE.

- The study also concluded that the headteachers are not conversant with one of the major roles of the heads of these institutions, that of plant management. It was concluded that there is need for primary school headteachers to be trained on management through in-service courses
- The study concludes that the headteachers were appointed without having been properly trained on management. The study also concludes that the lack of training on the part of the headteachers has contributed to poor implementation of FPE in the area.

The study concludes that the number and size of classrooms are too small to cope with the influx of children into schools. The headteachers are also not aware that they are mandated by the TSC to run the schools in all aspects including ensuring that there is enough space to accommodate the children.

5.4 Recommendations

The study makes the following recommendations based on the conclusions

- The study recommends that the headteachers be trained through in-service courses on methods of implementing programmes
- The study also recommends that the headteachers be trained in public relations and communication so that they can liaise with the local communities on the implementation of free primary education and other future programmes which may need to be implemented from time to time. Training of the headteachers

should also be extended to other areas such as financial management, accounting, book keeping and purchasing.

- The study recommends that proper guidelines should be provided by the government on the construction of facilities such as classrooms and toilets not only to accommodate the increased number of children due to FPE but also to cater for the children with special needs.
- Finally the study recommends that the appointment of headteachers be revised so that only those with management skills can be appointed to headships positions. This should then be followed by in-service training to update their management skills from time to time.

Recommendations for further research

The study recommends further study in the following areas:

- The same study should be replicated elsewhere in the country to find out if the same results will be realized.
- A study should be done on the entire district to find out if there are other factors which have affected the implementation of FPE in other divisions.

REFERENCES

Abagi, O. (1992).The Impact of Politicized Education Reforms on the quality of Primary Education: Experience from Kenya on quality education Vol.4, London: Watson Ketel Case 1.

Alexander, R. (1992). Policy and practice of Primary Education. London: Rutledge.

Aungo, O.J. (2001). Influence of Domestic Labor and Role Expectation on the Performance of Girls in Gucha District. Unpublished M.Ed. Thesis. University of Nairobi.

Bell, L. (1989). Management Skills in Secondary Schools. London: Rutledge.

Best, J. and Kahn. (1989). Research in Education, 6th Ed. Eaglewood Cliffs New Jersey: Prentice Hall.

Borg, W. R and Gall, M.D. (1989). Education Research: An introduction. London: Longman.

Bray, M. (1981). Policies and progress toward Universal Primary Education (UPE). *Journal of modern Africa studies. Vol. 19 No 4 (pp 457- 563).*

Brinkers, H. D. (1988). Sociology. New York: West publishing company.

Campbell, R.E. (1989). Introduction to Educational Administration. Boston: Alyn & Bacon, Inc.

Canadian Education Association. (1985). Mainstreaming: Some Issues for School Boards. Toronto: CEA.

Chaffer, B.B. (1974). Administrative Training and Development: A Comparative study of East Africa, Zambia, Pakistan and India. New York: Proeger Publishers.

Cohen, L and Manion. (1979). Research Methods in Education: An Introduction 6th Ed. Boston: Allyn and Bacon.

Coombs, P. H. (1968). The World Crisis in Education. Oxford: Oxford University Press.

Creiner, S. (1998). Key Management Ideas: Thinkers that Changed the World. New York: Financial Times Prentice Hall.

Daily Nation: 6th Feb. 2003: Teachers Obstacle to Free Schooling.

Daily Nation: 11th Jan. 2003: Saitoti Draws limit on Free Primary Education.

Daily Nation 2nd Oct. 2003: Free Schooling Funding a Hitch.

Daily Nation September 4th 2003 p. 6

Sunday Nation 9th October 2003 p. 18

Daily Nation 12th June 2004 p. 16

Daily Nation July 10th 2005 p. 5

Dean, J. (1995). Managing the Primary School. London : Rutledge.

Dennison, B. et al: (1987). Challenges in Education Management: Principles into Practice. London: Nicholas Publishing Company.

East African Standard, 6th Jan. 2003. Issues that Government Should Address Urgently.

East African Standard, 8th Jan. 2003. Challenges to Free Education.

East African Standard, 9th Jan. 2003. Heads Await Guidelines on Free Primary Education.

East African Standard, 11th Jan 2003. Initiatives to Make Education Truly Free.

East African Standard, 8th Feb. 2004. Education Systems Locks Out Disabled.

East African Standard, 18th Mar. 2004. Why District Education Boards Should Not Manage School Funds.

East African Standard, June 14th 2005. p. 20

Eshiwani G. (1993) Education in Kenya Since Independence. Nairobi: EAEP.

Elimu yetu coalition 2003: Reform Agenda for Education Sector in Kenya. Setting Beacons for Policy and Legislative Framework. Nairobi: Elimu Yetu Coalition pp 10-15.

Everand, K.B. (1986). Developing Management in Schools. London: Basil Blackwelll Ltd.

Gakuru, O.N. (1982). Who Goes to Secondary Schools in Kenya? A study of School Education and Social - Economic Background of the Child. Nairobi: Institute Development Studies.

Glatter, R.(1989). Education Institutions and Their Environment: Managing the Boundaries. Milton Keynes, Philadelphia: Open University Press.

Hayes, K. and Gunn. P. (1988). Attitude of Parents and Teachers Towards Mainstreaming Exceptional Child. New York : Allyn and Bacon.

Iravo, A.M. (2002). A Study on Preparation of School Principals and its Implication on their Administrative Performance in Vihiga District. Unpublished M. Ed. Project: University of Nairobi.

Kent, G. (1989). The Modern Primary School Headteachers. London: Kegan Page Ltd.

Kenya,(2003). MOEST: Free Primary Education in Kenyan schools. Nairobi: Jomo Kenyatta Foundation.

Kerlinger F. N. (1973). Foundation of Behavioural Research. New York: Holt Rinehart and Winston.

Knights D. and Willmott, H. (1999). Management lives: Power and Identity in Work Organisation. New York: Sage Publications.

Koul L.(1984). Methodology of Educational Research. New Delhi: Vani Educational books.

Lokesh, K. (1984). Methodology of Educational Research. New Delhi: Van Educational Books Publishers.

Luseno, F. K. (1994). Attitudes of Kenyan Teachers Towards Integration of Handicapped Children Into Regular Schools. Unpublished M. Ed Project: University of Nairobi.

Machakos District EducationOoffice (2003). Annual Report.

Maengwe, T. O. (1985). Investigation of Factors Influencing KCPE Performance in Rural Areas; A case Study of Kisii District. Unpublished M. Ed. Thesis University of Nairobi.

Mangoka J. (1977). A Study of Leadership Behaviour of Nairobi and Machakos Secondary School Headteachers. Unpublished MA Thesis, University of Nairobi.

Maranga, J.S. (1977). Guidelines for Developing Educational Supervisors in Kenya. Unpublished PhD Thesis: University of Columbia.

Mchele, T. P. (1996) Attitudes of Secondary School Headteachers Towards the Involvement of Students in School Administration in Vihiga District. Unpublished M. Ed Thesis, University of Nairobi.

Mugenda, O.M. and Mugenda, A.G. (1999). Research Methods: Quantitative and Qualitative Approaches. Nairobi: Acts Press.

Mulusa, T. (1990). Evaluation Research for Beginners. A practical Study Guide. College of Education and External Studies, Nairobi: University of Nairobi.

Mullins L. J. (2002), Management and Organizational Behaviour. Financial Times, New York: Prentice Hall.

Nguru, G.M. (1986). An Analysis of Factors that influence the achievements of Primary Education Objectives. Nairobi: Kenyatta University Bureau of Education Research.

Obunga, P. (1999). The Dilemma of Education in Africa. Dakar: UNESCO.

Obudho, S.O. (1978). The Headteachers Administrative Problems: A Case Study of Primary Schools in Central and East Yimbo Location of Siaya District. Unpublished PGDE Project: Kenyatta University.

Okumbe, J.A.(1998). Education Management Theory and Practice. Nairobi: Nairobi University Press.

Okumbe J.A. (2001). Human Resource Management. Educational Perspective, Nairobi Educational Development and Research Bureau.

Olembo, J.O. et al. (1992). Management in Education, Nairobi: Education Research and Publications. ERAP.

Onguti, J. (1987). An Examination of Poor Performing Harambee Secondary Schools in Luanda Sub-location Kakamega District. Unpublished M.Ed Project. University of Nairobi.

Omer, S.W.O.(1996). Administrative Training Needs of Secondary School Headteachers in Kisumu District. Unpublished M.Ed. Thesis: University of Nairobi.

Owens R.G. (1992). Organizational Behaviour in Education. Eagle Wood Cliffs. N. J. Prentice Hall.

Report of the Task Force on Implementation of Free Primary Education (Draft Report 2003)

Republic of Kenya, (1964). Kenya Education Commission Report (Ominde Report). Nairobi: Government Printer.

Republic of Kenya, (1976). Report of the National Committee on Educational Objectives and Policies (Gachathi Report). Nairobi: Government Printer.

Republic of Kenya; (1980). The Education Act. Nairobi: Government Printer.

Republic of Kenya, (1988). Report of the Presidential Working Party on Education and Training for the Next Decade and Beyond. Nairobi: Government Printer.

Republic of Kenya, (1999). The Commission of Inquiry into the Education Systems in Kenya (Koech Report). Nairobi: Government Printer.

Republic of Kenya, (1999). MOEST: School Management Guide; Nairobi: Jomo Kenyatta Foundation.

Republic of Kenya, (2003). MOEST Report of the Task Force on the Implementation of Free Primary Education. Nairobi: Government Printer.

Republic of Kenya, (2003). MOEST Education Sector Plan 2003-2007. Nairobi: Government Printer.

Republic of Kenya (2003). MOEST Instructional Materials Management Manual for Trainers. Nairobi: Government Printer.

Republic of Kenya (1998). Master Plan on Education and Training. 1997-2010. Nairobi: Government Printer.

Republic of Kenya, (1993). Three Years After Jomtien. The Ugandan Case. Kampala: Ministry of Education and Sports.

Ukeye B.O., G.C. Akabogu and Alice Adu (1992) Educational Administration - Enugu Nigeria: Fourth Dimension Publishing Co.

UNESCO, (2003) Kenya and UNESCO Magazine (2002/2003). Nairobi: Annual Report.

UNESCO, (1992). Book of Readings in Educational Management. Dakar: UNESCO.

United Republics of Tanzania, (1993). Three Years After Jomtien: The Case Study to Tanzania Ministry: Zanzibar.

UNESCO (2002). Kenya and UNESCO, Information Magazine No.3 Editions Afrique Oceanie (eds), Nairobi: UNESCO.

UNESCO (2003). Improving Performance in Primary Education. A Challenge to the Goals of Education For All. Paper Presented during World Education Forum in Dakar, Senegal from 9th -13th July 2001

UNESCO (2005). Challenges of Implementing Free Primary Education in Kenya: Assessment Report. Nairobi: UNESCO

Wiersma, M. (1995). Research Methods in Education 3rd Ed. London: Routledge.

World Bank, (1990). Policy Paper on Primary Education. Washington D.C.: World Bank.

World Bank, MOEST (1990). Financial Implications of Programmatic Changes in Kenyan Education System; 1990 -2000. Nairobi: Government Printer.

APPENDICES

APPENDIX A

LETTER TO THE RESPONDENTS

Peter Makau Kilonzo
University of Nairobi
Dept. of Educational Administration and Planning
P. O. Box 92
Kikuyu

Dear Sir/Madam,

RE: QUESTIONNAIRE ON HEADTEACHERS RELATED FACTORS AFFECTING THE IMPLEMENTATION OF FREE PRIMARY EDUCATION.

I am carrying out a research on the above topic to gather information which might improve the implementation of the Free Primary Education [FPE] in Public Primary Schools. The research will be carried out in Yathui Division of Machakos District.

I am kindly requesting you to assist me in this endevour by filling in all the sections of the attached questionnaire.

I would like to assure you that these questionnaires are purely for academic purposes only and they will not be used anywhere else beyond this study. Please take your time and answer the questions as honestly as possible. Thank you.

Yours faithfully,

P.M. Kilonzo

APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

Section A

You are kindly requested to complete this questionnaire by indicating your honest response by placing a tick [√] against your opinion and fill in the blanks by giving the details required.

1. What is your gender ?

   a) Male ☐

   b) Female ☐

2. What is your highest academic qualification?

   a) C.P.E ☐

   b) K.J.S.E ☐

   c) K.C.E ☐

   d) K.C.P.E ☐

   e) K.C.S.E ☐

   f) K.A.C.E ☐

   g) Graduate ☐

   h) Any other.....

3. Please indicate below your professional qualification

a) P3 ☐

b) P2 ☐

c) P1 ☐

d) S1 ☐

e) ATS ☐

f) DIP ☐

g) B Ed ☐

h) Any other (specify).....

4. For how long have you been a teacher?

a) Below 5yrs ☐

b) 6 to 10 yrs ☐

c) 11-15 yrs ☐

d) 16-20yrs ☐

e) Over 20yrs ☐

Section B

School - Community

1. Is there a school committee in your school? Yes ☐ No ☐

2. Do you have PTA in your school? Yes ☐ No ☐

3. How does the community assist the school on projects?. Please Explain

.....

.....

.....

4. Has the community around the school enrolled many children after FPE implementation? Yes ☐ No ☐

5. What is the attitude of parents towards the school after the Implementation FPE? Please explain .....

.....

.....

.....

6. Please explain how the teachers and school committee plan for projects and implement them .....

.....

.....

.....

7. Are there instances when parents are not willing to support the school? Please explain .....

.....

.....

8. Are there disputes about the school boundary? Yes ☐ No ☐

9. Do you ever visit the neighboring villages to meet the people?

Yes ☐ No ☐

Physical Facilities

10. Are the classrooms in the school enough after FPE implementation?

    Yes ☐ No ☐

11. Do you have construction taking place in the school to cater for increased enrolment after FPE? Yes ☐ No ☐

12. Have you increased the number of school toilets after FPE?

    Yes ☐ No ☐

13. How is the size of the classrooms in relation to the number of pupils after FPE? Please explain .....

    .....

    .....

    .....

14. Are there enough desks for the children after FPE?

    Yes ☐ No ☐

15. If no to No 14, what steps have you taken to rectify the situation? Please explain.....

    .....

    .....

    .....

    .....

    .....

16. Have you ever asked parents to supplement FPE by paying some money?

Yes ☐ No ☐

17. Do you find the amount of money given by the government for FPE enough? Yes ☐ No ☐

Children with Special Needs

18. Has the number of children with special needs increased after FPE?

Yes ☐ No ☐

19. If yes to No 19 what have you done about it in relation to:

(a) Teachers .....

(b) Classrooms.....

(c) Toilets .....

20. Have you organized for the teachers to be trained on special needs education? Yes ☐ No ☐

21. Comment on the contention that children with special needs should be taught in specialized institutions.....

.....

.....

22. How does the school organize for rehabilitation of the children with special needs? Please explain .....

.....

.....

23. Are there facilities for special children in the school?

Yes ☐ No ☐

24. Special children should be taken to specialized institutions.

Yes ☐ No ☐

25. The school cannot cope with children with disabilities.

Yes ☐ No ☐

Training Needs for Headteachers

26. Is there need for headteacher's training on management?

Yes ☐ No ☐

27. As a headteacher, do you think there is need to be trained on public relations? Yes ☐ No ☐

28. Is there need for training on financial management?

Yes ☐ No ☐

29. Is there need for training on guidance and counseling?

Yes ☐ No ☐

30. Is there need for training on special education?

Yes ☐ No ☐

Section C

These questions require answers in relation to adequacy of your teaching staff.

31. How many teachers did you have in your school before the implementation of FPE? .....

32. How many teachers do you have to date? .....

33. Is the number of teachers enough for proper running of the school programme after the implementation of FPE? Yes ☐ No ☐

34. If your answer to question 34 is no, have you requested for more teachers from the TSC ? Yes ☐ No ☐

35. Are any of your teachers trained on special education?

    Yes ☐ No ☐

36. If your answers to questions 35 is no, what steps have you taken to rectify the Problem .....

    .....

    .....

Section D

This section requires your suggestions on the ease of implementation of FPE.

37. With regard to your training needs as the head of your school, in what areas do you feel you need more skills in relation to financial management.

    (1).....

    (2).....

    (3).....

38. What do you think should be done to enhance your school community relationship in relation to FPE?

(1).....

(2).....

(3).....

39. Please suggest methods of ensuring adequate facilities to cater for FPE.

.....

.....

.....

40. According to you, what can be done to enhance the accommodation of children with special needs in your school?

(1).....

(2).....

(3).....

THANK YOU FOR YOUR CO-OPERATION

Research Permit No. MOST13/001/37C 245/2

Date of issue 15th May, 2007

Fee received KSH 500

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss KILONZO PETER MAKAU

of (Address) UNIVERSITY OF NAIROBI

has been permitted to conduct research in

Location, MACHAKOS District, EASTERN Province,

on the topic HEADTEACHERS RELATED FACTORS AFFECTING THE IMPLEMENTATION OF FREE PRIMARY EDUCATION (FPE) IN YATHUI DIVISION MACHAKOS DISTRICT

for a period ending 31st SEPTEMBER, 20 07

B. O. LADEWA

Applicant's Signature

Permanent Secretary, Ministry of Science and Technology

MINISTRY OF SCIENCE & TECHNOLOGY

Telegrams: SCIENCE TEC", Nairobi

Fax No.
Telephone: 318581
When replying please quote

REPUBLIC OF KENYA

JOGOO HOUSE
HARAMBEE AVENUE
P. O. Box 9583-00200
NAIROBI
KENYA

MOST 13/001/37C 245/2 **15th May 2007**

Kilonzo Peter Makau
University of Nairobi
P.O. BOX 30197
NAIROBI

Dear Sir,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, ***'Headteachers releated Factors affecting the implementation of Free Primary Implementation(FPE) in Yathui Division in Machakos District.***

This is to inform you that you have been authorized to carry out research in Machakos District for a period ending 30th September, 2007.

You are advised to report to the District Commissioner and the Director of Education Machakos before embarking on your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.

Yours faithfully

B. O. ADEWA
FOR: PERMANENT SECRETARY

Copy to:
District Commissioner
Nairobi

The District Education Officer
Nairobi