

Extent to Which the Implementation of the FSE Has Contributed to Availability of Teaching and Learning Resources

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Abstract: This study investigated the extent to which the implementation of the FSE has contributed to availability of teaching and learning resources in Keiyo District, Kenya. This study was an Ex-post-facto descriptive research that examined the situation as it was on the ground without any manipulation of variables. The target population of the study comprised a total of 37 secondary schools that present candidates for KCSE in Keiyo district. Keiyo District was chosen in this study because it is one of the districts that has high poverty index and therefore likely to benefit more from the FSE policy. The sample consisted of 25 secondary schools drawn through stratified random sampling technique. The instruments for data collection were: self-administered questionnaires, interview schedule and document analysis e.g. inventories, circulars. The data collected was summarized by; the use pie charts, graphs and frequency tables. Analysis was done using Statistical Package for Social Sciences (SPSS). The study established that the FSE policy has contributed to availability of teaching and learning resources, that with the implementation of FSE policy most learning and teaching materials are adequate and used, most materials and resources were effectively used and the head teachers had put appropriate measures to ensure that the use of the resources are maximized. The study recommends that the Ministry of Education should consider increasing the funding immensely as it encourages other stakeholders to complement government efforts in resource mobilization.

Keywords: Availability, Education, Implementation, Learning, Resources, Secondary.

INTRODUCTION

The Kenyan government spearheaded the implementation of Free Secondary Education (FSE) in 2008 as a response to upsurge of students from primary schools due to the implementation of Free Primary Education (FPE) in January 2003 [1]. In reality, this was not a Free Secondary education per se but a subsidy of the tuition fees from the students. Tuition fees were waived as it constituted a significant proportion of the finances required in meeting the cost of secondary school education and this would be a reprieve to parents, guardian sponsors [1].

Consequently, most schools including the principals and management committees were caught unprepared for these major changes in education system. The Parents Teachers Association (PTA) was formed in order to mobilize funds for institutional development, facilities and equipment and to improve the standards and quality of schools. Success in implementing FSE is possible when it is done with excellent skills to achieve expected school performance.

This encompasses tuition waiver, and Free Day Secondary Education was received with mixed reactions across the country.

However, the haphazard manner in which the programme was implemented and the problems still being faced shows that there is a deep rooted problem, which traces its roots to poor implementation strategies of the FSE program at its informative stages. This in essence has meant that the programme was not properly addressed before the implementation. As such key issues such as implementation, effectiveness of the programme, teaching and learning resources among schools remains largely unknown. The school management has to undertake tasks that are aimed at ensuring that education is equitable; efficient and accessible to all students. They are charged with the responsibility of ensuring proper utilization of physical resources, school finances, curriculum implementation and maintenance of discipline. In an attempt to implement the FSE policy the head teachers have had challenges in provision and utilization of physical

resources after implementation of FSE. For effective implementation of a curriculum, availability of materials and other resources are necessary. Such resources include physical facilities found in the schools as well as teaching and learning materials, which contribute to the process of implementation. Visking [2] emphasized that the teacher is seen as the agent responsible for developing the training environments. Appropriate learning resources have several advantages in classroom for one despite time taken in preparing them. On availability of materials school with superior facilities, equipment, supplies and innovated instructional materials should be more successful than schools that are physically antiquated and dilapidated. A teacher who has adequate and relevant teaching materials and facilities were more confident, effective and productive [3]. Teachers might also have the competence and positive attitudes but if there are not enough resources, their efforts will come to naught. Nyokabi [4] noted that it would be self-defeating to develop a new curriculum programme or introducing a new programme without producing appropriate supporting teaching and learning materials. Curriculum ventures cannot be launched without funds to support them. According to Mbiti [5], education budget must be prepared in such a way that the quality and quantity of curriculum requirement are accommodated.

Materials are essential component of curriculum because they are designed to help the teachers to understand and implement the ideas contained in the new curriculum. They can also help students to achieve the learning objectives intended in the new curriculum. Most curriculum studies carried out reveal that for a new programme to be implemented successfully, material resources should be available [6-11]. Teaching learning materials are very essential for effective teaching. They help learners to achieve the specific objectives constructed for the content [12, 13]. Curriculum developers point out that no curriculum can be adequate, and effectively implemented without adequate teaching and learning materials. The availability of both human and material resources is preconditioned for effective implementation.

According to Bishop [10], there must be continuous supply of teaching and learning materials with adequate support services. He notes that the greatest single drawback to the implementation of the new ideas and techniques is often not lack of funds but delays and problems in connection with ordering and delivering of equipment. In line with this Oluoch [9] recommended that while the development or production of material resources should be centralized, the distribution should be decentralized for efficient delivery to schools.

According to [6], the management is in the best position to clarify the situation if there is ambiguity

or confusion in the minds of the staff. It has authority to establish training programme, provides materials and resources required by the innovation and make changes in the organisation management. More so, it has the power to effectively handle difficulties that arise and in built the maintenance of these conditions. Taba [11] held the same views. Research has revealed that the support of the central administration is very vital for change in practice.

However, following the introduction of the FSE, the teachers were expected by many parents to use the available funds in the schools to purchase learning and teaching materials. Some of the parents and sponsors, who were providing learning materials before the process, may have changed their minds once they ascertained that money was being disbursed into the schools for FSE. However, very little research outputs have been done in this field, hence the need for this study which was geared towards determining the head teachers' effectiveness in utilization of physical resources after the introduction of FSE.

Purpose of the study

The broad objective of the study was to establish the effect of implementing Free Secondary Education Policy on utilization of physical, material and financial resources in Keiyo District with an aim of enhancing the overall managerial efficiencies of the schools.

METHODOLOGY

Research Design

This study used a descriptive survey research design. The researcher used both quantitative and qualitative research methodologies. By using qualitative research, the researcher was able to collect data and explain phenomena more deeply using words/statements and events and phenomena through open-ended questions and interviews schedule. Quantitative approach is a scientific method where data is empirical (numerical in nature). It assumes that social life can be measured using numbers. In this research the researcher used questionnaires. This instrument was pre-tested through piloting to enhance validity and reliability of the data. This study was conducted in Keiyo District, which is one of the sixteen Districts in Rift Valley Province of Kenya.

Target Populations

The population from which the study sample was drawn varied. The participants comprised of secondary school head teachers who were involved in management of the schools. The district had a total of 37 secondary school head teachers at the point when the study was carried out.

Sampling Procedure

Stratified sampling technique was used to select samples from the population. It was deemed

appropriate since the research was based on heterogeneous population, which can ensure that the desired representation from various sub-groups from the population is achieved. It involved choosing schools to be included in the sample by stratification using divisions as the unit of study.

DISCUSSION OF FINDINGS

Level of Head teachers’ Effectiveness in Implementing FSE

This section focuses on analyzing awareness and preparedness of head teachers to implement FSE, in-service courses attended, training prior to implementation, circular from MoEST, Bodies that organized training and Focus of Training. The declaration of FSE in January 2008 was contained in the election manifesto of Party of National Unity (PNU). The PNU politicians had pledged that if elected to power they would ensure that all children get subsidized secondary education. After forming government after the December 2007 elections, the new government declared free tuition in all public secondary school in the country 2008. The purpose of the study was to establish the extent to which head teachers were prepared before the implementation of FSE policy.

Circular from MOEST

The head teachers were asked to indicate whether they received circulars from the ministry of education regarding how FSE should be implemented. Use of circulars in schools enhances communication and gives directions, which can be easily understood. They are an official means of communication of an institution in an organization. Writing a circular has advantages in providing a record of the communication and enabling communication with a large number of people. The circulars provided to the schools by MoEST are used to provide awareness and information that could enhance head teachers’ levels of competence in management of schools. According to the above findings, majority of the head teachers received the circulars on how to implement FSE policy thus were equipped with adequate information to use.

Source of Finance in Schools

In response on the sources of finances in the secondary schools 23(92%) of the respondents cited the Ministry of Education as the source of finances, all respondents 25(100) identified parents as the main source of finances in their schools. In addition, 20 (80%) respondents cited Constituency Development Fund (CDF) while NGO was rated the least source of finance in the schools, 8(32%), as shown in the Table 1.0 below.

Table-1: Source of Finance

Source Of Finance	Source		Not A	
	Frequency	Percentage	Frequency	Percentage
MOEST	23	92%	2	8%
NGOs	8	32%	17	68%
CDF	20	80%	5	20%
Parents	25	100		

The study found it out that the Ministry of Education provided funds to the schools through the FSE policy; on the other hand parents contributed finances through the payment of fees, to cater for vote heads that were not taken care of by the FSE policy e.g. development funds, boarding fees. While CDF supported school projects like building and also paying fees for the needy students; in some parts of the districts NGOs paid fees particularly for the needy students who are from Arid and Semi-arid (ASAL) region of the district.

Regarding steps that the head teachers took to ensure successful implementation of FSE policy, most respondents indicated that they adhered strictly to the circular from the ministry of education particularly concerning the funds allocation to each vote heads, formation of various committees’ e.g. tendering, procurement as well opening accounts in the banks.

Resources in the School

When commenting on the FSE teaching and learning resources existing in schools majority of respondents agreed that the Teaching and learning resources are fairly sufficient in the schools. Before the declaration of free education in 2008, there was much strain on the facilities that existed. The parents provided all the physical and instructional materials required in the schools. They contributed money for the purchase of teacher’s textbooks, chalk and provided desks for the pupils among others.

After declaration of free tuition in secondary schools parents were not willing to provide the same because of the misconception that the government took upon the responsibility of providing free education as a way of thanking them for voting them in. The head teachers cannot force the parents to provide the physicals facilities for fear of being rejected by the parents and being disciplined by the education office. Table 2 below shows their response to sufficiency of physical facilities and support staff.

Table-2: Instructional Materials and Support Staff

Resources	Year	Sufficient		Fairly Sufficient		Insufficient	
		F	P (%)	F	P (%)	F	P (%)
Offices and classroom	2007/	8	32%	8	32%	9	36%
	2008	7	28%	11	44%	7	28%
School finances	2007	9	36%	13	52%	3	12%
	2008	8	32%	16	64%	1	4%
Student text books	2007	15	60%	6	24%	4	16%
	2008	20	80%	3	12%	2	8%
Teachers	2007	8	32%	4	16%	13	52%
	2008	7	28%	7	28%	11	44%
Support staff	2007	12	48%	9	36%	4	16%
	2008	12	48%	8	32%	5	20%

Teaching and learning Resources after FSE

The respondents were asked to indicate the use of learning and teaching materials provided in the questionnaire list. The teaching and learning resources used comprised of; textbooks, charts and visual aid, photographs, films, maps, illustrations and diagrams.

All the respondents used textbooks and charts; maps illustration and diagrams were found to be used similarly by the respondents 8(32 %) while photographs usage was 5(20%), audio visual 3(12%) and film were least used by the respondents 2(8%). Most secondary schools prioritize the use of textbooks and visual aids because there is in-depth information in books, and "seeing believes" respectively. Films and audio- visual

aids (TV and radio) on the other hand were least used. This could be attributed to lack of electricity and the cost of the equipment.

Adequacy of Facilities

On adequacy of teaching learning resources after FSE implementation, the head teachers were provided with a list of facilities. The findings indicated that the teachers guide, books relevant textbooks, reference books manila papers, television and school radio were adequate. The materials that were not adequate were the relevant pictures and Manila paper. However those that were unavailable 15(60%) were debate/ conference room and to some extend school radio as shown in Table 3 below.

Table-3: Adequacy of Facilities

Facilities	Adequate		Not adequate		Unavailable	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Teacher's Guide Books	18	72%	7	28%	0	0
Relevant Student guide book	20	80%	5	20%	0	0
Reference Books	15	60%	10	40%	0	0
Manila Paper	24	96%	1	4%	0	0
Relevant Pictures	11	44%	11	44%	3	12%
School Radio	14	56%	5	20%	6	24%
Television	19	76%	4	16%	2	8%
Debate/Conference Room	3	12%	7	28%	15	60%

The main purpose of FSE funds was to improve the secondary schools physical facilities for teaching and learning. Its implementation led to the adequacy of these facilities in majority of the secondary schools as shown in the above findings.

DISCUSSIONS OF FINDINGS

Regarding the first objective on effectiveness of secondary schools principals in management of physical resources, most of the head teachers 23(92%) was not prepared for implementation of FSE in January 2008. However they all indicated that the source of information was initially not the MOEST but the media

during the political campaigns in 2007. They later received circulars from MOEST on FSE guidelines. Some of the head teachers also indicated that they were aware of the trends in the world especially after the enactment of the children's Act in 2002 that declared that basic education was every child's right. They had also experienced the introduction and implementation of FPE in 2003 at the primary school level.

CONCLUSIONS

Based on the first objective which was to determine the school principals effectiveness in management of physical resources after the introduction

of FSE, the study established that the FSE was introduced in haste hence the head teachers were not prepared before FSE implementation. Initially the head teachers were not equipped with skills to handle FSE policy effectively. However, various strategies were employed by the MOEST to make the head teachers more effective and efficient in implementation of FSE, circulars were provided and in-services courses were organized by various bodies e.g. QASO, PDE, KESI, KESSHA, PDE to counter various challenges that emerged.

RECOMMENDATIONS

From the discussion of findings and conclusions the following general recommendation is offered: The Ministry of Education should avail the free education funds to the schools at the beginning of the year to enable the schools management to forecast and plan ahead. In addition, the government should consider increasing the funding immensely. It should revise the current provision of ksh.10, 265/= which it started providing three years ago and upgrade the figure considering the current inflationary trends. This calls for the government treasury or parliament to increase allocation to FSE policy to fully cater for availability of teaching and learning resources including constructing new schools to accommodate surplus numbers of students to ensure that standards of schools are not compromised.

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