



Teachers' Perceptions on the Influence of School Facilities on Implementation of Tuition Free Secondary Education in Public Secondary Schools in Wareng Sub-County, Kenya

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ABSTRACT

The launch of Free Primary Education (FPE) in Kenya in 2003 resulted to high enrolment of pupils in primary schools. However only a small proportion of those pupils who completed standard eight enrolled in form one due to lack of school fees which was a burden to many parents. In January 2008 the Government of Kenya declared Tuition Free Secondary Education (TFSE) in all public secondary schools in the country in order to cope with the high number of pupils completing standard eight. As expected, this led to a large number of students enrolling for secondary education. Despite the government input, reports from many parts of the country revealed that shortage of school facilities, instructional materials, teacher staffing and head teachers with good administrative skills among other challenges made it difficult to achieve the objectives of TFSE that is increased level of student enrolment, progression from one class to next and completion. The purpose of this study was to investigate teachers' perceptions on the influence of school facilities on implementation of TFSE in public secondary schools in Wareng Sub-County, Kenya. The study used descriptive survey research design. The target population was 34 head teachers and 452 teachers. A sample of 195 respondents was drawn consisting of 14 head teachers and 181 teachers. Stratified proportionate random sampling technique was used to select head teachers while random sampling was used to select teachers from the schools whose head teachers were selected. The study established that more students were able to attend school as a result of tuition free secondary education though this stressed the available resources in schools. The study therefore recommends sourcing for more funds to cater for more school facilities. It is hoped that the findings of this study will help the Ministry of Education, the County Government and communities around the schools to deploy appropriate resources and policy programs to be used to ensure successful implementation of TFSE.

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Introduction

Investment in human resource development enables individuals to contribute more positively and effectively to the development of the country. According to UNESCO (2000), illiteracy has been identified as a factor that imposes both relative and absolute burden on the economic well being of the nation. This is the reason why many countries including Britain, USA, Sweden, Egypt and Canada, among others, started long ago in the 1950s to finance secondary education. This could partly be responsible for the advancement in these nations. African countries such as Nigeria, Uganda and Kenya are trying to wake up to this reality

In the year 2000, all the 191 United Nations (U.N) states adopted the Millennium Declaration (A/54/2000), which aimed at creating a global corporative approach to meeting challenges facing future world development (UNESCO, 2002). The millennium meeting created a framework of goals, targets and indicators, famously known as the Millennium Development Goals (MDGs). One of the key MDG is

universal education or Education for All (EFA). Following the EFA goal, the Dakar Framework for Action World Education forum was held in Dakar (Senegal) in April 2000. EFA was seen as a basic right, national and international priority requiring a strong and sustained political commitment, enhanced financial allocations and the participation of all EFA partners in the process of policy design, planning and implementation (UNESCO, 2005). All participating countries, Kenya included, committed themselves to the achievement of this goal and meeting set targets.

According to Ngware (1997), in most developing countries such as Kenya, the number of schools is growing more slowly than that of pupils. As a result implementation of UPE is faced with shortage of class rooms, space and many facilities as books (Eshiwani, 1993). Classrooms are instrumental to quality of education and pupil's performance, in Kenya however only a small percentage of the education budget is allocated to this important input (Abagi, 1992). The EFA report (1992) also revealed that most schools have

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inadequate laboratory equipment. The absence of these facilities has had adverse effect on learning.

Lewin (2008) says that expansion of secondary education requires the purchase of furniture, equipment, and learning materials; and the provision of supporting infrastructure. Glewwe and Kremer (2005) found that the construction and development or expansion of schools have been a big problem or rather challenge to the government, as it requires a lot of funds.

Mbaabu (1983) revealed that lack of physical facilities, materials, equipment and tools were among the major problems that school head teachers are faced with in Kenya. The study found out that in most schools' classes had over 50 children. This study revealed that free education at the primary level brought about problems related to over-enrolment, lack of physical facilities, and inadequate teachers. Olembo & Cameron (1986) indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books and equipment; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs.

In relation to the structure of physical facilities, Olembo and Ross (1992) indicate that the development efforts of school head teachers have sometimes been frustrated because of lack of space for extension of the school, lack of housing for teachers and worse still lack of essential facilities like desks, chalk, books and so on. Some schools do not have adequate classrooms and where they exist they are sometimes in very poor condition, which are hazardous to students and staff. Such a situation is likely to be observed in public secondary schools at present.

MOEST (2005) with the influx, it is expected that schools beef up the available stock of computers in order to make the whole learning process a success. Crowding is the norm and with crowding, young students are likely to encounter plenty of accidents in the laboratories, ranging from chemical burns to suffocating fumes and breakage of glassware such as burettes. According to MOEST (2005), it is characteristic of learners once aware that they are many, against the limited space in the laboratory, to scamper and hustle into the laboratory with abandon. The results are catastrophic. The school administration is also at crossroads on how to determine the cost of laboratory equipment.

Ministry of Education (2007) says that school libraries are poorly stocked and the existing books are rather obsolete. This problem is compounded by the fact that libraries are makeshift rooms recently converted from a derelict building to convince all that there exists one. With the influx of learners therefore these problems have trebled. Libraries are not only congested but are also rendered stuffy and noisy thus distorting the whole mood that was meant to exist for research in the first place.

Glewwe *et al* (2005) correctly conclude that owing to introduction of TFSE, there is congestion on school facilities and buildings as space per learner is not enough. The resulting discomfort is obviously not a welcome scene to many students and teachers. Yet, as a nation we have to increase the Net Enrolment Ratio (NER), improve transition rates from primary to secondary level and above all achieve the key educational MDGs and EFA goals. Secondly, there is the adverse effect on the air quality, illumination and aesthetics of the school facilities and buildings. Thirdly, it has been concluded that the likelihood of many school buildings and facilities undergoing

unplanned renovations and extensions to accommodate the influx is very high. Unplanned renovations may end up being expensive, unsightly or a health and safety hazard altogether.

In January 2003, the Government of Kenya declared Free Primary Education (FPE) which resulted to high enrolment of pupils in primary schools. However only a small proportion of those pupils who completed standard eight enrolled in form one due to lack of school fees which was a burden to many parents. In January 2008 the Government of Kenya declared Tuition Free Secondary Education (TFSE) in all public secondary schools in the country in order to cope with the high number of pupils completing standard eight. As expected, this led to a large number of students enrolling for secondary education. Despite the government input through the Kenya Education Sector Support Program (KESSP), reports from many parts of the country revealed that shortage of school facilities among other challenges made it difficult to achieve the objectives of TFSE that is increased level of student enrolment, progression from one class to next and completion. In Kenya, TFSE was introduced in 2008 to reduce the cost burden on parents and enable more children enroll in form one, progress from one class to another and complete secondary education. Enrolment trends in secondary schools show a steady growth from 30,000 in 1963 to 860,000 students in 2003, and to over 1 million in 2006 (Munavu *et al*, 2008). Similarly the number of public secondary schools increased from 151 in 1963 to 3660 in 2005 (Republic of Kenya, 2005). One of the factors limiting growth in Gross Enrolment Ratios (GERs) at the secondary level is the limited number of secondary schools compared to the number of primary schools (Republic of Kenya, 2005). This mismatch may pose a major challenge in implementing the declared government policy of TFSE with effect from 2008. In Kenya, virtually all physical facilities for government secondary schools have been funded by parents (Republic of Kenya, 2005).

Theoretical Framework

The study was anchored on the theory of Force Fields Analysis of Change that was developed by Kurt, (1947). This theory deals with the process and strategies for planning and implementing change. It looks at the variables such as management, organization and controlling a given situation in an organization. It is also useful in analyzing the various change strategies that can be used in a particular situation involved in determining effectiveness, (Thomas,1985). Force field analysis can be used at any level such as personal, project, organizational and network to visualize the forces that may be in favour and against change initiative. The force field analysis is a method to; investigate the balance of power involved in an issue, identify the most important player (stakeholder) and forge the groups for a campaign on the issue, identify the opponents and to identify how to influence each target group. In order to conduct a force field analysis theory, one has to describe the current situation, identify the described situation and identify where the current situation can go if no action is taken and list all the forces resisting change towards desired direction (Thomas,1985).

Objective of the Study

The study was guided by the following objective;

i.To determine teachers' perceptions on the influence of school facilities on implementation of TFSE in public secondary schools.

Research Methodology

Research Design

The study adopted a descriptive survey research design. Descriptive survey research designs are used to allow researchers to gather information, summarize, present and interpret for the purpose of clarification Orodho (2002). Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The target population for this study was 486, comprising of 34 head teachers and 452 teachers from the 34 Sub-County secondary schools in the two divisions of Wareng Sub-County.

Sampling Procedure and Sample Size

Gay (2003) recommends that when the target population is small (less than 1000 members), a minimum sample of 30% is adequate for educational research and 10% for a population of over 1000. Using proportionate sampling, the study involved a sample of 14(41%) head teachers and 181(40%) of teachers. In selecting head teachers, proportionate random sampling was used in the two divisions of Wareng Sub-County. Simple random sampling was used to select teachers from any of the schools whose head teachers participated in the study.

Instrumentation

Data was collected by use of two five point Likert type of questionnaires. The questionnaires were used for data collection because they are anonymous Gay (2003). A questionnaire also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. The first questionnaire, Appendix B contained questions to be answered by the head teacher. Section I collected the background information of head teachers, section II contained questions related to school facilities. The second questionnaire, Appendix B was used to collect data from teachers where section I collected the background information of teachers while section II collected information related to school facilities.

Discussion of Findings

Table 1. Head Teachers' ratings on adequacy of school facilities.

Facility	Adequate		Inadequate	
	Frequency	%	Frequency	%
Class rooms	4	35.5	10	71.4
Laboratories	5	35.7	9	64.3
Laboratory Equipment	9	64.3	5	35.7
Staffroom	4	28.6	10	71.4
Sanitary units (Toilets/Urinals)	3	21.4	11	78.6
Computer laboratory	5	35.7	9	64.3
Computers	3	21.4	11	78.6
Library	4	28.6	10	71.4
Workshop	3	21.4	10	71.4
School furniture	4	28.5	8	57.1

Head teachers and teachers were asked to rate the adequacy or inadequacy of school facilities, to which both head teachers and teachers responded as shown in Tables 1

and 2 respectively. The responses were measured in a five point likert scale, the questions were rated as Very adequate, adequate, not sure, inadequate and very inadequate.

The study sought to establish teachers' perceptions on the influence of school facilities on implementation of TFSE. Table 1 shows that 35.5% of head teachers indicated that class rooms were adequate, while 71.4% indicated that they were inadequate. Laboratories were rated adequate by 35.7% head teachers and inadequate by 64.3% head teachers while laboratory equipment was rated adequate by 64.3% head teachers and inadequate by 35.7% head teachers. The staffroom was rated adequate by 50% head teachers and inadequate 50% head teachers. Toilets were rated adequate by 21.4% head teachers and inadequate by 78.6% head teachers. Computer laboratory was rated by 35.7% head teachers and inadequate by 64.3% head teachers while computers were rated adequate 21.4% head teachers and inadequate by 78.6% head teachers. The library was rated adequate by 28.6% and inadequate by 71.4% head teachers while library books were rated adequate by 28.5% head teachers and inadequate by 64.3% of the head teachers. Workshops were rated adequate by 21.4% head teachers and inadequate by 61.4% head teachers while 28.5% of them rated school furniture as adequate and 51.1% rated furniture inadequate.

Table 2. Teachers' ratings on adequacy of school facilities.

Facility	Adequate		Inadequate	
	Frequency	%	Frequency	%
Class rooms	51	28.3	128	71.1
Laboratories	83	46.2	91	50.5
Laboratory Equipment	60	33.3	108	60.1
Staffroom	72	40	106	58.9
Sanitary units (Toilets/Urinals)	85	47.2	91	51.6
Computer laboratory	80	44.5	96	54.5
Computers	73	40.5	100	55.7
Library	65	36.1	109	60.6
Workshop	19	10.6	138	77.1
School furniture	111	61.3	64	35.4

Table 2 shows that 28.3% of the teachers indicated that the classrooms were adequate, while 71.1% indicated that they were inadequate. 46.2% of the teachers indicated that laboratories were adequate and 50.5% indicated that laboratories were inadequate while 57.8% of the teachers indicated that laboratory equipment was adequate and 35.6% of the teachers indicated that laboratory equipment was inadequate. The staffroom was rated adequate by 40% of the teachers and 58.9% as inadequate. Sanitary units such as toilets and urinals were rated adequate by 47.2% teachers and inadequate by 58.9% teachers. Computer laboratory was rated adequate by 44.4% teachers and inadequate by 54.5% teachers while computers were rated adequate by 40.5% and inadequate by 55.7 teachers. The library was rated adequate by 28.6% teachers by 60.6% teachers while library books were rated adequate by 33.3% teachers and inadequate by 60.1% of teachers. Workshops were rated adequate by 10.6% teachers and inadequate by 77.1% teachers while 61.3% of them rated school furniture as adequate and 35.4% rated furniture inadequate.

These findings were interpreted to mean that school facilities play a vital role in the implementation of TFSE in secondary schools, classrooms were rated uniformly by both the head teachers and teachers, this means that inadequacy of classrooms encourages the problem of overcrowding and therefore may be a factor that hinders implementation of TFSE

in the schools under the study. Other factors highlighted by teachers may not be a major hindrance to the implementation for example school furniture, computer laboratory, computers, sanitary units and laboratories.

On the other hand head-teachers' rates differed with that of the teachers as most of the facilities highlighted were lowly rated as adequate, their difference in opinions may be attributed by their positions in the school and thus have more knowledge on the adequacy of school facilities.

The findings from this study are in line with Olembo & Cameroon (1986), who agreed that school facilities are a great challenge to the implementation of school programs. This study also agrees with Osei (2006) findings who noted that overcrowding due to inadequate school facilities negatively affect the quality of education including the implementation of TFSE. Other studies disagree with these findings for example in a study done in Nigeria, Udoh (1998) stated that the selection and implementation of educational curriculum does not depend on the availability and adequacy of school facilities, otherwise a school policy can be implemented and work well regardless of limited resources. The seats should be comfortable for students, should permit free mobility and allow for adequate and comfortable body postures. Few but comfortable school facilities are important in any school implementation program.

Conclusion

Based on the findings of the study as summarized above, it can be concluded that TFSE is a worthy initiative as it led to increased enrolment, progression from one class to another and completion of secondary education despite the many challenges. The study established that more students were able to attend school as a result of free secondary education and this contributed to equity in secondary education. The study found that the school facilities are not adequate. From the head teachers responses majority agreed that laboratory equipment were adequate while the other facilities; library, staffrooms were inadequate. Teachers' responses on school facilities indicated that computer laboratory, furniture and lab equipment were adequate while toilets, workshops, school administration blocks, library and computer laboratories were inadequate.

Recommendation

The study recommends sourcing for more funds to cater for more school facilities.

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