

## **Factors Influencing the Implementation of Universal Primary Education in Mvita and Changamwe Sub Counties, Mombasa**

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**Abstract:** *The purpose of this research was to determine the factors influencing the implementation of universal primary education in Mvita and Changamwe sub counties, Mombasa. The study adopted a descriptive research design, the study targeted 36 schools as respondents for the study and 34 questionnaires were returned which indicates a 73.22% response rate. A pilot study was conducted to test the relevance of the research instrument and some questions were edited so as to gather relevant data. Questionnaires were administered with the help of a data collector. Data was collected; questionnaires were coded and checked for completeness before data collected was entered in SPSS 21.0 for analysis.*

*The study found out that there was 92.4% of corresponding change in implementation of universal primary education in every change in all the three predictor variables jointly. Test of overall significance of all the three variables jointly using ANOVA at 0.05 level of significance found the model to be significant. Recommendations were made among them; the study recommends that the government should focus on provision of quality education rather than quantity by providing adequate materials as well as hiring more teachers to meet the UNESCO recommendation of a pupil-teacher ratio of 1:40 in all schools. In addition, all stakeholders should be involved and seminars, workshops and training facilitated to all to create awareness and educate them on their roles in the implementation of UPE.*

**Keywords:** *Implementation, Universal primary education (UPE), Free primary education (FPE)*

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### **I. Introduction**

Achieving Universal Primary Education was one of the 8 Millennium Development Goals put in place by world leaders in UN Declaration of 2000 to reduce extreme poverty and create an environment conducive to development. It was MDG number two and the target of this goal was to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Kenya is among the UN member states and since the UN Declaration in 2000, it has been implementing the MDG 2 and a number of interventions have been put into place.

### **II. Statement Of The Problem**

Though remarkable improvements have been observed as far as net and gross enrolment rates are concerned, retention and completion remains a major challenge as well as regional and gender disparities (MDG, 2013). UN (2013) underscores that, increased access to schooling is a necessary first step towards universal primary education, but children must also complete primary school to master, at a minimum, basic literacy and numeracy skills. Among the 137 million children who entered first grade in 2011, 34 million are likely to leave before reaching the last grade of primary school which translates into an early school leaving rate of 25 per cent—the same level as in 2000 (UN, 2013). The report underscores that, persistence of early school leaving is a key obstacle to achieving universal primary education. According to MDG (2013), Sub-Saharan Africa has the highest rate of children leaving school early in the world: Slightly more than two out of five students who started primary school in 2010 will not make it to the last grade and the significant strides in enrolment rates have not been matched by commensurate improvements in completion rates as global completion rate stands at 90 per cent. MDG (2013) further notes that, low completion rates reduce the number of qualified students who successfully transit from primary to secondary education and raise questions about the quality of primary education in Africa. UNESCO (2005) report on EFA provides a detailed analysis of factors influencing the quality of education in several regions of the world which it says could prevent many countries from achieving the Education for All (EFA) goals by 2015. They include financial and material resources for schools, the number of teachers and their training, the amount of actual learning time, facilities and leadership. This study therefore sought to establish the factors influencing implementation of UPE with a closer look on school leadership and management, stakeholder involvement and resources availability.

### **III. The Purpose Of The Paper**

The purpose of the paper is to determine the factors influencing the implementation of universal primary education in Mvita and Changamwe sub counties, Mombasa.

#### **3.1. Specific Objectives**

This study was guided by the following specific objectives:-

- i. To investigate the role of school leadership and management in the implementation of Universal Primary Education
- ii. To determine the effects of stakeholder involvement in the implementation of Universal Primary Education.
- iii. To establish the extent to which learning resources affect the implementation of Universal Primary Education

### **IV. Literature Review**

#### **4.1. School Leadership And Management**

Bush and Glover (2003) define leadership as a process of influence leading to the achievement of desired purposes. Franklin (2002) defines management as a distinct process consisting of activities of planning, organizing, activating and controlling performance to determine and accomplish stated objectives with the use of human beings and other resources. Both leadership and management skills are required by school head teachers in order to successfully implement UPE. Leadership should provide the drive and direction for raising achievement while management should make best use of the resources and processes to make this happen (Bush & Glove, 2003).

As school leaders, head teachers should articulate the UPE goal by influencing staff and all UPE stakeholders to share the goal. They must also be managers by making good use of all UPE resources and funds at their disposal so as to implement the UPE goal effectively and efficiently. A head teacher should therefore plan, take decisions, motivate, lead, organize, communicate, co-ordinate and control. Republic of Kenya (2003) outlines the responsibilities of school head teachers as planning, directing, controlling and implementing all education policies and enterprises in education sector at the primary school level. Implementing the millennium goal of UPE to achieve the desired results will require school heads to undergo training. UNESCO (2006) provides for training and professional development of school leaders to help them survive in and adapt to constantly changing educational, cultural, political and economic environments and deal with the challenges posed by these changing environments. Training and professional development are noted as the means by which one can acquire the requisite skills and attitudes. Clemens *et al.* (2007) argue that it is the limitations of aid and other policies that hinder the achievement of MDGs. The available funds and resources are very limited and need careful planning and use and therefore school heads need training on financial management.

In Kenya, it is provided that, the school heads do not manage the schools in isolation. According to Education Act (1968), primary schools are managed by School Committees constituted at the school level. The SMC consists of eight parents, while the school principal acts as an ex-officio member and secretary to the committee, two members of the District Education Board (which is the local education authority), three members of the school sponsor (which commonly is the Church that started the school). Okumbe (1998), states that the core function of the school committee in public schools is to promote the educational interests of the school and consequently of the learners. Studies on the implementation of UPE in Kenya have established that some school heads lack management skills including financial management (Cheruto 2010) while others simply mismanage school funds and resources and are corrupt (Sifuna & Sawamura 2009). Other studies have found the school heads to be playing a good role in the implementation of UPE given the challenges of inadequate funds and resources such as learning materials, physical facilities and teachers.

#### **4.2. Stakeholder Involvement**

Stakeholders in education have been described as individuals or groups who have a vested interest (financial, social or otherwise) in education (MoESS, 2008; Tyala, 2004). A stakeholder is anyone who is involved in the welfare and success of a school and its students, including administrators, teachers, staff, students, parents, community members, school committee members, city councillors and state representatives (Saomya, 2013).

Stakeholder contribution is important for the success of any planned or other activity and in the process of implementing UPE; the head teacher needs the help of all education stakeholders (Cheruto, 2010). The critical role of stakeholders in the management of schools is recognised in the literature (MoE, 2010; Epstein, 2001). The maintenance of the interaction that enables stakeholders to participate in school management is equally observed to be key to effective school accountability and subsequent school quality (MOESS, 2008; Akyeamong, Djangmah, Seidu & Hunt, 2007). According to Sifuna & Sawamura (2009) the implementation of UPE in Kenya is also faced with irregularities in terms of policy implementation where the majority of the

stakeholders are confused over the meaning of the FPE Policy and their roles and responsibilities in the implementation of the Policy.

SID (2006) observes that, parents play an important role in ensuring that children attend school. There is a need therefore to sensitise parents and communities to discard socio-cultural practices that prohibit effective participation of girls and boys in education (SID 2006). Most parents are under the impression that it's the government's exclusive responsibility to provide all the necessary resources to support primary education as observed by Cheruto (2010). Lack of understanding from parents regarding their responsibilities towards the education of their children is noted by scholars as one of the challenges affecting the implementation of UPE. Morojele, 2012 in his study conducted in Lesotho observes that, "Most parents understood free primary education to mean a relinquishment of their responsibilities in the education of their children." A teacher in the Morojele's (2012) study commented: Parents received contradicting messages about the role they should play concerning their children who are attending FPE. Yieke (2006) and UNESCO (2005) note that the policy was rushed without consultation with various key stakeholders such as teachers and parents, among others. According to Sifuna (2005) the government did not carry out a situation analysis before implementing FPE which resulted to serious confusion amongst teachers, parents, school committees, sponsors and local donors. Kenya (2008) argues that, there has also been lack of sustained and comprehensive communication strategy for FPE and so many education stakeholders are left in limbo.

#### 4.3 Resources Availability

A major intervention in the implementation of Universal Primary Education (UPE) in Kenya was the introduction of Free Primary Education (FPE) in 2003. Studies have shown that it led to high gross and net enrolment rates of pupils in primary schools. However, it posed a big challenge of resources availability. Free Primary Education in Kenya has brought about high enrolment in schools resulting to large class sizes, congested classrooms, (Majanga *et al.*, 2011 & Anderson, 2004), limited electricity, insufficient textbooks and desks for students plus learning materials like chalkboards and visual aids. Cheruto (2010) has also identified lack of adequate physical facilities, school furniture, equipment and teachers as some of the challenges affecting UPE implementation in Kenya.

Ogola (2010) notes that the mass influx of pupils into school due to FPE has overstretched facilities to the limit. The classrooms are congested, desks are inadequate and so are textbooks. In his study, pupils identified a number of difficulties they faced with the implementation of FPE. The first was the large enrolment that overstretched the facilities like classrooms and toilets. The second was shortage of teachers, which was made worse when the number of pupils increased. Third, they also talked of delays in disbursement of the funds and consequently delay in procurement of the teaching and learning materials. They also said that the provisions were not adequate and that when they ran out of them, there were no replacements.

UNESCO (2005) report notes that, limited resources have led to inadequate infrastructure and qualified teachers, overcrowded classrooms and dilapidated buildings, forcing pupils especially in rural areas to take their lessons under trees in some cases. One teacher who was interviewed in a study conducted by Morojele (2010) lamented: One teacher is teaching 112 children, who are congested in a tent. There is no space to move from one child to another, thus it is difficult to give them enough attention. In summer, some children collapse and faint because of heat and poor ventilation in the tent. UN (2010) underscores that, providing enough teachers and classrooms is vital in order to meet demand, most notably in sub-Saharan Africa

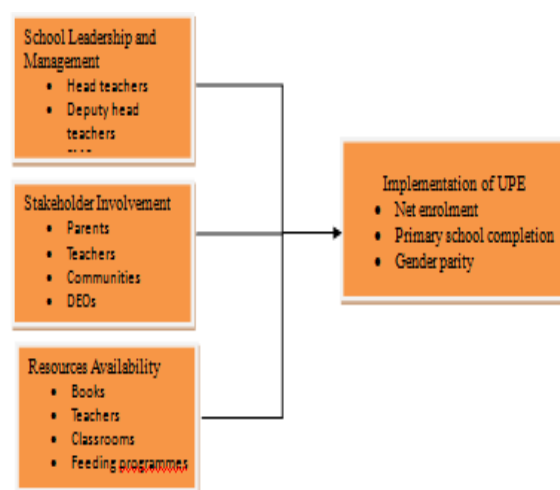


Fig.1.1. conceptual framework

## V. Methodology

This study adopted a descriptive research design. There are 45 public primary schools in Mvita and Changamwe sub counties with the exception of special schools. The target population of this study was all the 45 public primary schools as per the list availed by the District Education Office. Responses were given by head teachers who are the leaders and managers of schools and the ones in charge of UPE implementation, for example they receive funds for UPE from the government, manage UPE resources and influence all UPE stakeholders to play their roles in the implementation. A proportionate sample size of 37 respondents which is a 80% of the population was selected using stratified random sampling technique. The table below shows the target population and the sample size for the two sub counties namely, Mvita and Changamwe.

Table 1.1 Sampling frame

Sub County	Target population	Sample size	Percentage
Mvita	26	21	80%
Changamwe	19	16	80%
Total	45	37	80%

Data was collected, coded and analyzed using SPSS version 23.0. The findings were presented in form of tables and pie charts and discussions and interpretation of the same given.

## VI. Results And Discussions

### 6.1. Response Rate

From the data collected, out of the 37 questionnaires administered, 36 were filled and returned, which represent 97% response rate. This response rate is considered satisfactory to make conclusions for the study. Mugenda and Mugenda (2003) observed that a 50% response rate is adequate, 60% is good, while 70% rated very good. This implies that based on this assertion, the response rate in this case of 97% is therefore very good.

### 6.2. Reliability Analysis

To ensure the reliability of the instrument, Cronbach's alpha is adopted in this study as the reliability test of choice. The findings indicated that the Implementation of Universal Primary Education had a coefficient of 0.946; School Leadership and Management had coefficient of 0.895, Stakeholder Involvement 0.958 and Learning Resource 0.923. All constructs depicted that the coefficient of Cronbach's Alpha is above the suggested value of 0.7 (Note that a reliability coefficient of 0.70 or higher is considered "acceptable" in most social science research situations.) On the basis of reliability test it was supposed that the scales used in this study are reliable to capture the constructs. Therefore, Table 4.1 shows the output of Cronbach's Alpha Reliability Test as generated from SPSS Version 21 of all the constructs.

Table 4.1: Reliability Test of Constructs

Determinates for corporate growth	Reliability Cronbach's Alpha	Comments
Implementation of Universal Primary Education	.946	Accepted
School Leadership and Management	.895	Accepted
Stakeholder Involvement	.958	Accepted
Learning Resources	.923	Accepted

### 6.3. Descriptive Statistics

The descriptive statistics of the study indicated that (58.3%) of the respondents were Male, and 15 (41.7%) were Female as shown in the bar graph below.

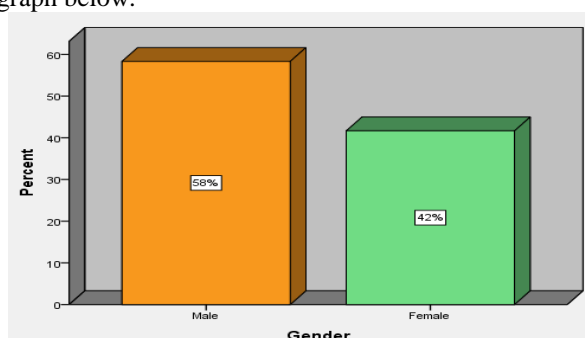


Figure 4.3: Respondent's Gender

### VII. Multiple Regression Analysis

The regression model summary gives the measures of how well one’s overall model fits, and how well predictors; (School leadership and management, Stakeholder involvement, and Learning resources) predicts the (Universal Primary Education Implementation). The first measure in the Table 4.6 below is called R. This is a measure of how well predictors predict the outcome, but the study needed to take the square of R ( $R^2$ ) to get a more accurate measure. This gives the study the amount of variance in implementation of universal primary education explained by the independent variables or predictors. The  $R^2$  varies between 0 and 1. In the study  $R = .924$ , representing a 92.4% of the variance in implementation of universal primary education can be explained by the predictor variables above, although this does not imply causality. The final column gives us the standard error of the estimate. This is a measure of how much R is predicted to vary from one sample to the next.

The  $R^2$  is a statistic used in the context of statistical models whose main purpose is either the prediction of future outcomes or the testing of hypotheses, on the basis of other related information. An  $R^2 = 1$  indicates that the regression line perfectly fits the data. In the Table 4.13 below, an  $R^2 = .854$  indicates that the regression line nearly fits the data. Using the enter method it was found that the policy determinates explain a significant amount of the variance in the value of implementation of universal primary education ( $F(3, 34) = 62.392, p < .05, R^2 = .854, R^2$  Adjusted = .840).

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.924 <sup>a</sup>	.854	.840	.342	2.718
Predictors: (Constant), Resource availability, School Leadership and Management, Stakeholder Involvement <sub>a</sub>					
Predictors: (Constant), Resource availability, School Leadership and Management, Stakeholder Involvement <sub>b</sub>					

In the Table 4.14 below the numerator df (3) tells how many predictors the study had (School leadership and management, Stakeholder involvement, and resources availability) and the denominator degrees of freedom ( $35 - 3 = 32$ ) for Bivariate regression use. The value of the F test in Table 4.13 below is  $F(3, 34) = 62.392, p < .05$ . This means the value of F is statistically significant at a level of 0.01, which suggests a linear relationship among the variables. The statistical significance at a 0.01 level means there is a 99 percent chance that the relationship among the variables is not due to chance.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.896	3	7.299	62.392	.000 <sup>b</sup>
	Residual	3.743	32	.117		
	Total	25.639	35			
a. Dependent Variable: Implementation of Universal Primary Education <sub>a</sub>						
b. Predictors: (Constant),Resource availability, School Leadership and Management, Stakeholder Involvement <sub>b</sub>						

### VIII. Conclusions

Based on the findings, the study concluded that the UPE has succeeded in increasing access to primary education which is one of the millennium development goals. The UPE policy has enabled many poor pupils who would otherwise have been locked out of accessing basic education. To some extent, lack of basic provisions such as uniform contributes to pupils’ failure to attend school. On the other hand, net enrolment rate is high with UPE implementation and pupils are able to master at a minimum basic reading and numeracy skills in primary school education. Moreover, primary school completion rates in Mvita and Changamwe sub counties are impressive and cases of school drop outs are very rare. This is found to have been necessitated by the effect of UPE policy on local community involvement where the community members have played a role in ensuring all school going children enrol and remain in school.

However, the study has established some setbacks that have greatly influenced the implementation of UPE. For one thing, most school heads interviewed confirmed that the funds allocated to them were not sufficient to meet the school needs. Since inception in the year 2003, the FPE programme had allocated Kshs 1020 per child per year and that amount has never been reviewed upwards whereas parents as education stakeholders are not ready to pay any fees in support of the UPE policy since primary education was declared free. For another, resources for UPE implementation are hardly enough although the government is seen to be trying to provide the required learning resources. Another setback affecting UPE has been found to be the lack of active participation of all stakeholders leaving all the work to the head teachers who are already overwhelmed by UPE leadership and management functions as well as their side duties as education providers.

For effective and efficient implementation of UPE, proper planning for the limited resources and funds provided by the government for UPE implementation is very necessary. Successful implementation of any policy, project or programme highly depends on the participation of all stakeholders while sensitization workshops and training programmes for all key stakeholders play a back-up role by ensuring all stakeholders are aware of their roles and have the knowledge and skills to play their part. Head teachers have the leadership and management function in UPE implementation and therefore require sound management skills for successful implementation. Project management cannot be complete if it lacks the monitoring and evaluation component. The UPE policy implementation needs to be monitored and controlled for accountability purposes and to ensure its being implemented according to policy guidelines.

### **IX. Recommendations**

Based on the findings and the conclusions drawn, this study recommends the following:

1. The government should focus on provision of quality education rather than quantity as is evident from the high net enrolment rates of pupils in primary school which has led to a major constraint on learning resources which may in turn affect the quality of education provided.
2. There are constraints in the implementation of UPE especially due to inadequacy of learning resources. Instructional materials such as books are inadequate as well as the number of qualified teachers. UNESCO recommends pupil-teacher ratio of 1:40 in all schools. The government should therefore hire more qualified teachers to meet the high rate of enrolment of pupils in school.
3. The Government should also allocate sufficient financial resources to purchase adequate and recommended instructional materials such as text books and other teaching aids. The funds should be released on timely basis to facilitate appropriate planning by school managements.
4. UPE funds provided by the government may not be adequate to implement UPE. Head teachers therefore need to be trained on financial management skills and work closely with school management committees especially on planning on the use of the limited resources provided to implement UPE. The SMC would play an advisory role as well as supervisory to ensure UPE funds are utilised as per policy regulations.
5. All stakeholders should be encouraged to take a more participatory role in UPE implementation and any policy regarding education whereas the government should sensitize all key stakeholders including parents and the local community through seminars and workshops.
6. The local government including the area MP and County government should revamp their support to schools for UPE implementation through the constituency development funds to supplement the funds provided by the national government through the Ministry of Education. Bursaries should be given to needy pupils to help them acquire basic provisions such as school uniform to ensure that they attend school on regular basis.
7. Many public primary schools are affiliated to a particular religious group. These groups should lend a helping hand to schools to ensure successful implementation of UPE.
8. Primary schools alumnus, Non Governmental Organisations, private companies and individuals of good will should give financial aid to pupils and schools to ensure increased enrolment and retention as a way of giving back to the society.
9. Inspection of schools by the District Education Officers need to be intensified i.e. ones every term in order to improve monitoring and evaluation process and efficiency in the use of resources and thereby contributing to the quality of education and facilitate correct reporting of the extent of implementation of UPE policy and the challenges on the ground.

### **10. Areas For Further Study**

Based on the findings and recommendations, of the study, the researcher suggests that further studies on UPE to be carried out in other counties of the wider Coastal region especially those outside Mombasa city and its environs. The study should also be done using a larger sample size and other education stakeholders included as respondents.

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