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**HEAD TEACHERS' EFFECTIVENESS IN UTILIZATION OF PHYSICAL
RESOURCES AFTER INTRODUCTION OF TUITION FREE SECONDARY
EDUCATION: A CASE OF KEIYO DISTRICT, KENYA.**

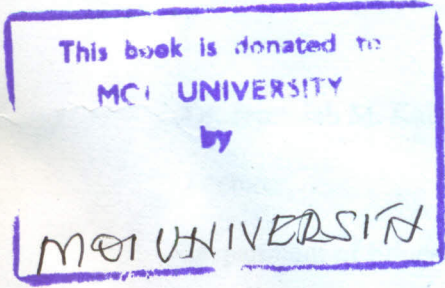
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ABSTRACT

This study investigated the head teachers' effectiveness in utilization of physical resources after introduction of Tuition Free Secondary Education in Keiyo District, Kenya. The objectives of the study were to determine: the levels of secondary school principals' effectiveness in utilization of physical resources in relation to Tuition FSE, the extent to which the implementation of the Tuition FSE has contributed to availability of teaching and learning resources, assess the overall use of teaching and learning resources and to assess the roles of the school principals in implementing Tuition FSE. The output of study is expected to provide necessary and relevant information to all stakeholders of the management of the secondary schools including, the Ministry of Education, Education Officers and Secondary School Principals to help in formulation of relevant policies that will be useful in improving the effectiveness of the head teacher and management of Tuition FSE programme in secondary schools. 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 Tuition FSE was introduced in haste hence the head teachers were not prepared before Tuition FSE implementation. The FSE policy has contributed to availability of teaching and learning resources, that with the implementation of Tuition 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. Most teachers employed instruction and facilitation techniques in the implementation of Tuition FSE policy. Overall management of the school had improved though the Tuition FSE programme still experienced some teething problems that included: late disbursement of funds by government, inadequate funds to cater for the entire vote heads, misconception by parents that Tuition FSE policy catered for all the fees, fluctuation of market prices of commodities and Shortage of teachers and support staff.

The study came up with a number of recommendations; the Ministry of Education should avail the free education funds to the schools at the beginning of the year, the government should consider increasing the funding immensely, there is need to step up efforts in capacity building of principals and stakeholders in the government subsidized secondary education, the government should carry out need based assessment in various secondary schools so as to take care of the needs of various schools types. Other stakeholders should complement government efforts in resource mobilization.