

DETERMINANTS OF EFFECTIVE IMPLEMENTATION OF UNIVERSAL PRIMARY EDUCATION IN MAKADARA SUB-COUNTY, NAIROBI COUNTY

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©2020

International Academic Journal of Law and Society (IAJLS) | ISSN 2519-772X

Received: 16th November 2020

Published: 23th November 2020

Full Length Research

Available Online at: http://iajournals.org/articles/iajls_v1_i3_96_110.pdf

Citation: Njueh, M. N., Minja, D. (2020). Determinants of effective implementation of universal primary education in Makadara sub-county, Nairobi county. *International Academic Journal of Law and Society*, 1(3), 96-110

ABSTRACT

The attainment of Universal Primary Education (UPE) has been one of the major developmental goals of the Kenya government. To achieve this goal, the government, has adopted several strategies and measures since independence, the latest one being the declaration of Free Primary Education (FPE) in January 2003. However, despite all these efforts, the attainment of the goal of UPE seems to be elusive. The purpose of this study was to find out the determinants of effective implementation of Universal Primary Education in Makadara Sub County, Nairobi County. The study objectives involve; to find out effects of stakeholders' involvement, availability of resources and school management on the implementation of Universal Primary Education. The study adopted a descriptive research design. The study targeted a total of 114,457 males, 104, 104,184 females and 72,924 households in Makadara. This is according

to Kenya Bureau of statistics. The study use stratified random sampling technique to select the sample. The study will group the population into strata. From each stratum the study will use a simple random sampling to select respondents. Therefore, the study sampled 300 respondents. The study used questionnaires to collect data. Data collected was analyzed with aid of SPSS. The study found out that there was 84.8% 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. The study recommends that the government should focus on provision of adequate resources to facilitate implementation of Universal Primary Education. 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.

INTRODUCTION

World Bank (2013) noted that 1.3 billion people are in absolute poverty globally and majority are women. This has been linked to their unequal situation in the labor market, their poor treatment under social welfare systems and their inferior status and power in the family (UNDP,1995). Mahendravada, (2018), estimated female labor force participation function on education and fertility in the former West Germany. The study found that participation of married women was at a higher rate in 1980s than the presidency years while participation of young single women decreased substantially. These findings are more realistic especially in developed and advanced societies where services of house helps or nannies could be hired to release married women to increase their participation in the labor market.

According to Jae-eun Seok, (2013), female labor market participation has been increasing in the last decades in Sudan and specifically in the formal sector. These findings were attributed to rising levels of education attainment in the region. The study focused majorly on determinants of women decisions to enter the labor market and specifically on education and changing household behavior regarding resource allocation e.g. time. The key findings of this study was

that female participation responded positively and strongly to own wage and negatively and significantly to the spouse wage.

Schultz's (1961) emphasized the role of education as an important determinant of labor market participation, earnings and household welfare. This is because improvement in the levels of educational attainment among household members can be viewed as an important means of reducing poverty and inequality in the society as a whole in that it equips people with skills necessary to earn an income (Colclough et al., 2009).

In Kenya, since independence, the country has therefore formulated and implemented various educational reforms, policies and programmes aimed at realizing educational goals and objectives. In collaboration with other stakeholders, the government has committed substantial amounts of resources to the education sector. Some of the key policy reforms undertaken by the government include the partial abolishment of primary school fees in 1974 and the introduction of free primary education in 1979 and 2003 (GoK, 2004). The result of these substantial investments and reforms has been a tremendous growth of the sector both in qualitative and quantitative terms. School enrolment and the number of schools have increased over the years. In primary schools, enrolments increased from 891,553 in 1963 to over 7.6 million in 2003.

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).

Universal Primary Education (UPE) in Kenya should be seen within the premise of the international context developments. The initial call for primary education everywhere to be compulsory and free was made in 1948 during the adoption of Universal Declaration of Human rights. The 1990 World Conference of Education For All (EFA), further catalyzed the spur towards basic education with new recommitment. One of the EFA goals was to enhance universal access to learning. Consequently, the EFA goals were further endorsed by the Millennium Development Goals (MGDs) which among other things set targets to ensure that free and compulsory primary education for all will be attained by 2015.

Introduction of Free Primary Education (UPE) was a financial perspective undertaken by the Kenyan government in efforts to meet UPE. FPE is presumed to be the first step to attainment of UPE. In the Kenyan context, FPE provision is not only for all children of school going age (6-15 years), but also to adults who never had an opportunity. This however, has been the intent of the government of Kenya since independence.

Statement of the problem

Government has remained committed to developing in its citizenry, sensitivity for education. Unfortunately, it seems all is not well with the implementation of this programme as complaints are rife amongst educationists and members of the public in the country about the state of primary education. Over the years, the implementation of basic education programme in Kenya has been facing lots of constraints, and it seems like the problem of the Kenya educational programme does not always lie with adequate knowledge and policies, but the effective implementation of the programme. A study by Kinyanjui, Ishmail and Mbutu (2014) revealed that Universal Primary Education (UPE) programme is hindered by several factors such as non-availability of fund, lack of trained teachers, lack of infrastructural facilities, poor supervision of the programme, inadequate instructional materials, among others.

Salah and Zani (2014) in their study show that there also seem to be lots of obstacles affecting the implementation of the current Universal Primary Education (UPE) programme primary schools in Garissa County. Most of the UPE primary schools are bedeviled with overcrowded classrooms, poor funding of the school activities, inadequate infrastructural facilities, non-availability of functional library, inadequate instructional materials, poor supervision and monitoring of the school programme among others. However, it is against this background that the current study seeks to find out the determinants of effective implementation of Universal Primary Education in Makadara Sub County, Nairobi County

Specific Objectives

The study was guided by the following objectives;

- i. To find out effects of stakeholders' involvement in the implementation of Universal Primary Education.
- ii. To analyze the extent to which availability of resources affect the implementation of Universal Primary Education.
- iii. To determine the effects of school management in the implementation of Universal Primary Education.

LITERATURE REVIEW

Education System in Kenya

Since Kenya got its independence in 1963, the Kenyan education sector has been an area of major focus by the government and the people of Kenya with an aim of reducing illiteracy among both adults and children. This has been in response to a number of concerns, among them poverty and the desire to combat ignorance and the fundamental right to basic welfare provisions, including education (Wango, 2013). Further, it has been argued that the government has the obligation to equally provide its citizens with the necessary opportunities in order to participate in the labor market and thus improving their standards of living. Education has over the years been considered by most researchers as a fundamental factor for human development and necessary in poverty reduction (Gaddis & Klasen, 2014).

The education system in Kenya prior to independence was under the colonial government and missionaries. Education with emphasis on reading proficiency was introduced with an aim of spreading Christianity and practical subjects meant to prepare the indigenous African communities for technical jobs were emphasized (Heisig, 2015).

After independence in 1963, the African post-independent government sought to rectify the anomalies created by the colonial education structure through increasing opportunities for the Kenyan African population (Keriga, 2009). This led to the growth and spread of education as the government aimed at filling the empty economic and administrative positions left behind by the colonials with the belief that education is key to economic progress (Gaddis & Klasen, 2014)

To further improve the education sector in the country, several commissions were founded to address the challenges that faced the education sector and to seek out a more responsive education system; these included the commissioning of the Kenya Education Commission known as the Ominde Report in 1964, the report proposed an education system that would foster national unity and African Socialism; the report of the National Committee on Education Objectives and Policies (Gachathi Report: 1976); the Mackay report (1981) with recommendation that saw the removal of advanced (A) level secondary education and the Commission of Higher Education Report that saw the adoption of 8.4.4 system in 1985; the Kamunge report of 1988, the Koech Report of 2000 and the sessional Paper No 1 of 2005 on Policy Framework for Education, Training and Research.

Education policies in Kenya

For the last one decade, the Kenyan Government has embraced the idea of equal education for all as a matter of priority. It has implemented policies such as the adoption of adolescence mothers who have dropped out of school. It has also implemented the policy of equitable distribution of science equipment to girls and mixed secondary schools at a ratio of one to two, that is, for every item given to a boys school two are given to a girls and mixed school. The government also lowered the university intake points by one point in favor of the females since 1996 (BenDavid-Hadar, 2014). The Government also made a step by the introduction of free primary education in 2007; free secondary tuition education in 2008, higher education loans to all needy students who qualify to join university and it has also improved literacy using the adult literacy program. All these policies are geared towards ensuring that education is available to all irrespective of their financial status or gender (GOK, 2012).

These policies have been introduced with the objective of ensuring that everybody in the country is in a position of acquiring education irrespective of their financial status. The basis of education in this case is based on the classical theory of human capital. The theory states that, skills and education are an important asset in production of goods and services and therefore income generation. In the recent past, one can argue that, the policies have been effective as the number of people joining all levels of education has been increasing. However, there is need to evaluate whether the policies have been effective in achieving the final goal of

income generation and welfare improvement by the members of public (Semyonov, & Lewin-Epstein, 2013).

Effects of stakeholders' involvement on implementation of UPE

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 councilors 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 recognized 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; Akyeampong, Djangmah, Seidu & Hunt, 2007). According to Sifuna and 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 sensitize 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.

Effects of availability of resources on implementation of UPE

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.

Effects of School management on Implementation of UPE

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. Management skills are required by school head teachers in order to successfully implement UPE. Management should make best use of the resources and processes to make this happen (Bush & Glove, 2003).

As school manager, head teachers should articulate the UPE goal by influencing staff and all UPE stakeholders to share the goal. The head teachers should facilitate 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.

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). 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.

Theoretical Review

Elite Theory

Elite theory is deep-rooted in classical sociology, especially that of Weber (2005 [1922]), Pareto (1935), Mosca (1939) and Michels (2009). These authors are usually labeled as ‘classical elitists’. Beyond its strong roots in classical sociology, elite theory developed into a vibrant theoretical field, intersecting other theories, such as rational choice theory and political culture theory. According to the theory society is stratified with the masses at the bottom and ruling-class elite at the top. These elites are the rich and well-educated, who share common beliefs and use their influence to dictate public policies. The most serious flaw in this theory is that no such ruling-class can be identified. Yet, if this class could be found, then any policy which went against this class could be predicted to fail. This theory also focuses attention on the role of leadership in policymaking

The core of the elitist doctrine is that there may exist in many societies minority of the population which takes the major decisions in the society. Because these decisions are of such wide scope, affecting the most general aspect of the society; they are usually regarded as “political decisions” even where the minorities taking them are not politicians in the usual sense of members of a government of legislature. In relation to current study, education brings out the aspect of elite. Those educated in the societies are deemed to be successful and enlisted as compared to the illiterates.

RESEARCH METHODOLOGY

This research problem was studied through the use of a descriptive research design. Descriptive research is the investigation in which quantitative data is collected and analyzed in order to describe the specific phenomenon in its current trends, current events and linkages between different factors at the current time.

The study was carried out in Makadara Sub County. Makadara Constituency is an electoral constituency in Nairobi County, Kenya. It is one of seventeen constituencies in the county. It has a total of 114,457 males, 104, 104,184 females and 72,924 households. Makadara comprises of Harambee, Lumumba and Hamza sub-locations; Ofafa and Mbotela sub-locations

of Maringo location; Makongeni and Kaloleni wards of Makongeni location; and Industrial Area and Nairobi South ward of Viwandani location of Nairobi Area.

The population of interest for this study was households in Makadara. There a total of 114,457 males, 104, 104,184 females and 72,924 households in Makadara. A representative sample of 300 respondents was selected for the study using the formula proposed by Nassiuma (2000). Primary data was collected using a questionnaire. Validity and reliability tests were carried out to ensure that the instrument met the minimum required threshold.

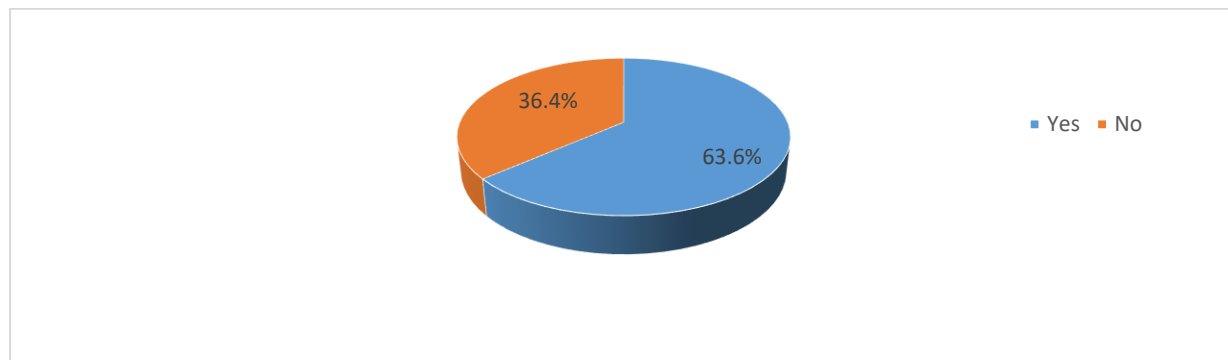
Data collected from the field was coded and entered in the computer for analysis using the S.P.S.S. Descriptive and inferential statistics were used in analyzing the data, associations between selected variables was tested using ANOVA. The questionnaires used to generate both qualitative and quantitative data. While qualitative data was analyzed through the use of content analysis techniques such as narratives, explanations and discussions. Quantitative data from all the research questions was analyzed according to the study objectives. The descriptive statistics data was presented inform of frequency distribution tables, percentage and charts.

RESEARCH FINDINGS AND DISCUSSIONS

The researcher dispatched 300 questionnaires to household members. However, only 270 were returned. This presents a return rate of 90%. Out of the 270 respondents, 124 (45.9%) were males while 146(54.1%) were females. On age distribution among the respondents, 34.1% of the respondents were aged between 25-29 years, 25.9% between age of 31-35 years, 14.8% between age of 36-40 years, 11.9% were aged between 41-45 years, 8.1% were aged over 45 years and only 5.2% were aged below 25 years. On distribution of respondents by level of education, it was found that 5.1% of the respondents had primary level education, 32.6% secondary, 40.9% diploma and 21.4% university level of education.

Stakeholders involvement and implementation of Universal Primary Education

The results revealed that majority of respondents 63.6% indicates that they have local community assisted projects in their schools while 36.4% said no. This shows that local community assisted projects were important in advancing and facilitating teaching and learning resources. Teaching learning facilities contributes an important component of the learning.



On the projects which stakeholders were involved in, the results were as shown in the table below

Local community assisted projects	f	%
Classroom construction	49	18.1
Building of office block	44	16.3
Building of toilets	34	12.6
Library	28	10.4
Water tank	13	4.8
Building the perimeter fence	16	5.9
Kitchen	25	9.3
Science laboratory	31	11.5
School dining hall	30	11.1
Total	270	100

The findings show that 18.1% of the respondents said that classroom construction is the main local community assisted projects, 16.3% building of office block, 12.6% building of toilets, 11.5% science laboratory, 11.1% school dining hall and 10.4% library.

On the ways stakeholders would assist the school in the implementation of the Universal Primary Education; *'The findings revealed that there is need for a combined effort of the different UPE stakeholders especially the government, parents, teachers and the school administration to ensure quality educational provision for all the children. There is need for continuous sensitisation of the parents about the UPE programme, its objectives and values in relation to societal development. On the part of the government, the respondent noted the need to ensure timely disbursement of UPE funds and payment of the teachers' salaries. The findings also revealed the need for in-service training of teachers especially in areas of time management and different teaching methods suitable for big class sizes.*

Availability of Resources and Implementation of Universal Primary Education

The teachers were then asked if the learning resources for universal primary education area available. The results shows that majority of the respondents 129(47.7%) indicated that learning resources were inadequate while 52(19.3%) indicated that learning resources were enough. The inadequacy of learning resources could make it difficult for head teachers and teachers to perform their administrative and teaching functions effectively. The school head teachers face increasing administrative difficulties which influenced the learning and teaching process negatively. 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, over-crowded classrooms, and poor communication infrastructure. Shortage of these resources could compromise the quality of primary education.

Additionally, the respondents were to rate the parameters of with regard to availability of resources on a scale of 1 to 5 where 1 (strongly disagree), 2 (disagree), 3 (moderate), 4 (agree), 5 (strongly agree). The means and standard deviations were developed.

Statement	Mean	SDEV
Teaching and learning materials readily available	1.15	0.523
Government provides all learning resources	1.32	0.652
The school has enough teaching and learning materials	1.17	0.413
The parents are forced to provide teaching and learning materials due to insufficiency.	1.59	0.515

From finding, the respondents disagreed that; teaching and learning materials readily available, the school has enough teaching and learning materials, government provides all learning resources and the parents are forced to provide teaching and learning materials due to insufficiency with mean of 1.15, 1.32, 1.17 and 1.59 respectively.

School Management and Implementation of Universal Primary Education

Respondents were asked to indicate the extent to which school management is effective in implementing UPE.

Extent to which school management implement UPE	f	%
No extent	16	5.9
Small extent	36	13.3
Moderate extent	65	24.1
Large extent	104	38.5
Very large extent	49	18.2
Total	270	100

The results show that 104 (38.5%) of the respondents rated school management large extent in implementing universal primary education, 65(24.1%) moderate extent, 49(18.2%) very large extent, 36(13.3%) small extent and 16 (5.9%) no extent. School management committees give overall direction to the operation of the school, ensure that schools have development plans, approve and manage school budgets, monitor school finances, and ensure transparency in use of UPE funds with Head-teachers reporting to the District Education Officers (DEOs) who work closely with the school management committees in running UPE schools.

Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.921	0.848	0.832	0.122

From the findings, R was 0.921, adjusted R square was 0.848 and R squared was 0.832. An R square of 0.848 implies that 84.8% of changes on implementation of Universal Primary Education are explained by the independent variables of the study. However, there are other factors that affect implementation of Universal Primary Education are not included in the model which account for 15.2%. An R of 0.921 on the other hand signifies strong positive correlation between the variables of the study.

Regression Coefficients

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	5.241	0.231		6.456	.003
Stakeholders involvement	0.532	0.0175	0.1056	1.792	.005
Availability of resources	0.632	0.0248	0.0212	1.458	.002
School management	0.453	0.0356	0.0301	1.346	.003

As per the SPSS generated table, the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon$) becomes:

$$Y = 5.241 + 0.532X_1 + 0.632X_2 + 0.453X_3$$

Where Y = Implementation of Universal Primary Education

X₁ = Stakeholders involvement

X₂ = Availability of resources

X₃ = School management

From the results that stakeholders’ involvement had a positive significant coefficient ($\beta=0.532$, P-value = 0.005) which mean that stakeholders’ involvement contributes positive to implementation of Universal Primary Education. Availability of resources had a positive significant coefficient ($\beta=0.632$, P-value = 0.002) which mean that availability of resources contributes positive to the implementation of Universal Primary Education. School management had a positive significant coefficient ($\beta=0.453$, P-value = 0.003) which mean that school management contribute positive to the implementation of Universal Primary Education.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of Study Findings

On the effects of stakeholders’ involvement in the implementation of Universal Primary Education. The findings show that majority 63.6% of respondents have local community assisted projects in their schools while 36.4% said no. The findings also reveal that stakeholders were involved in the following projects classroom construction, building of office block, building of toilets, building of laboratory, dining hall among others. Moreover, lack of sustained and comprehensive communication strategy for UPE and so many education stakeholders are left in limbo.

On the effect of availability of resources on the implementation of Universal Primary Education. The results show that majority of the respondents 129(47.7%) indicate that learning resources were inadequate while 52(19.3%) indicated that learning resources were enough.

Shortage of these resources could compromise the quality of primary education. Lack of adequate physical facilities, school furniture, equipment and teachers as some of the challenges affecting UPE implementation in Kenya. The availability of teaching and learning materials is very crucial in the advancement of education.

On the effect of school management on the implementation of Universal Primary Education. School management committees give overall direction to the operation of the school, ensure that schools have development plans, approve and manage school budgets, monitor school finances, and ensure transparency in use of UPE funds. The available funds and resources are very limited and need careful planning and use and therefore school heads need training on financial management.

Conclusion

Based on the findings, the study concluded that the implementation of UPE is affected by stakeholders' involvement, availability of resources and school management. The study has established these setbacks that have greatly influenced the implementation of UPE. For one thing, the funds allocated to them were not sufficient to meet the school needs. 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 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 management function in UPE implementation and therefore require sound management skills for successful implementation.

Recommendation

- i. Stakeholders be encouraged to take a more participatory role in UPE implementation and any policy regarding education
- ii. The government need to sensitize all key stakeholders including parents and the local community through seminars and workshops.
- iii. The government through ministry of education should also allocate sufficient financial resources to purchase adequate and recommended instructional materials such as text books and other teaching aids.
- iv. The funds need to be released on timely basis to facilitate appropriate planning by school managements.

- v. 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.
- vi. The school management committees would play an advisory role as well as supervisory to ensure UPE funds are utilized as per policy regulations.
- vii. 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.
- viii. Bursaries need to be given to needy pupils to help them acquire basic provisions such as school uniform to ensure that they attend school on regular basis.

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