



Effects of Free Education on Management of Public Schools in the Selected Public Day Secondary Schools in Mbala District of Northern Province of Zambia

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Abstract – The project aims at establishing the impact of the provision of free public secondary education on management of schools. A case study of three selected public day secondary schools in Mbala district. The objectives of the project will be used in order to establish the condition of the teaching and learning under the sphere of the free-education policy in Mbala district; to find out the impact of the extent of conditions of the teaching and learning in the existing educational systems in Mbala district; to establish the specific duties of school managers in improving teaching and learning outcomes; to recommend potential measures to improve the school management and administration; Descriptive survey design namely cross-sectional will be applied for even data flow and distribution. Moreover, the qualitative and quantitative techniques will engaged so as to attain the desirable findings; the data will be collected by recipient interviews, questionnaires and reliable tools; The target population will be 120 drawn from the selected public day secondary schools of Mbala district. The sample recipient population will be 50 consisting of 15 pupils from the selected public secondary schools, 5 education standards officers, 1 district education board secretary, 12 class teachers, 3 school managers 3 guidance teachers, a senior officer from civil society and 10 parents picked by sampling techniques. Data collected from questionnaires will be analyzed using the statistical package for Social Sciences, while data collected from interviews will be analyzed using qualitative thematic analysis. The significance of the study will help the stakeholders in understanding the limitations of insufficient management services that requires their input. Policy makers would single out plans and re-create the policy guidelines on the provision to solve the congestion, supplement the existing knowledge in the field and pinpoint the loopholes that requires further research by embracing measures that underscore quality standards in the selected public day secondary schools in Mbala district namely: Kawama, Kaka and Zombe respectively.

Keywords – Impact, education policy, learning, management services, learning materials, primary schools.

I. INTRODUCTION

Education is mainly a public responsibility and the government provides all the facilities to run the education system, ensuring free education policy. Education policymakers are concerned about providing equitable opportunities to have access and participation in education. Sri Lanka education is free for children from grade 1 to undergraduate level. Sri Lanka implements a number of subsidy programs ensuring horizontal and vertical equity in line with the free education policy. When compared with other countries' similar socioeconomic conditions, educational attainments in Sri Lanka are high. Sri Lanka invests comparatively lesser percentage of public expenditure on education, but achievements and outcomes are significant. As a result of the implementation of education reforms and a number of policy initiatives, the present education development programs are mainly concerned about improving learning outcomes of students in order to accelerate quality development of education. This has improved planning, budgeting, and resourcing mechanisms.

Reducing poverty and vulnerability is a major outcome in the development process and aspirations for Zambia. Thus, attaining Vision 2030, largely depends on economic growth, which, in turn, depends heavily on the knowledge and skills available within the economy. The investment in education serves not merely as an input for high growth, but also as a means of ensuring inclusive participation of every Zambian in the growth process to ensure that no one is left

behind. In 2022, Zambia joined countries like Ghana in the Sub-Saharan Africa region in abolishing school fees in a move towards free universal education. Zambia's implementation of the Free Education Policy has been accompanied by the mass recruitment of teachers. This follows years of underinvestment in the sector which gradually widened the education gap and teacher- pupil ratio and subsequently hampered the provision of quality of education. The provision of free education was implemented through the abolishment of various fees, including Parent Teacher Association (PTA), examination and tuition fees in all Government Schools. The introduction of free education has been accompanied by the following key interventions; ● Mass recruitment of over 34,000 teachers in 2022 and 2023. ● Construction and rehabilitation school infrastructure. ● Provision of bursaries through the Constituency Development Fund to cover boarding fees at secondary level of schooling.

The Constitution of Zambia guarantees access to education as it is incorporated in the Bill of Rights¹. This includes the right of persons to education (article 52), the right of children to free basic education (article 61 (5) (b)), and the right of persons with disabilities to education (article 64)². Education Act No.23 of 2011

Access to education is further affirmed in Zambia's main legislation on education, the Education Act 2011. Section 15 of the Act emphasizes that a child has the right to free basic education while Section 22 (1) guarantees this by



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ensuring the equal access to quality education to all learners including poor and vulnerable children³ .

Children's Code Act 2022

Access to education is also enshrined in the Children's Code Act and emphasizes that education must be transformational. Article 10 (1) (a) of the Act emphasizes that, child's right to education provided under the Education Act 2011 should be directed at ensuring education of a child and developing their talents, skills, mental and physical abilities to the child's fullest potential⁴ .

Policy Framework

National Policy on Education

The 'Education Our Future' National Policy on Education which was launched in 1996, provides guidelines and recognizes that the basic right of every Zambian is to have good quality education. Thus, the policy sets out the parameters for 'Educating our Future' and recognizes that quality education is key in the reduction of inequalities and ultimately poverty alleviation. ⁵ The policy further highlights that, 'as a first step leading to the attainment of the goal of universal education, the government and ministry will ensure that every child will have

Overview

This chapter provides the background of the study, statement of the problem, purpose of the study, objectives and questions that govern the project. This is preceded by the significance of the study, delimitations and limitations, theoretical and conceptual frameworks of the project and the definition of terms. The chapter winds up with a summary.

II. LITERATURE REVIEW

Overview

This chapter provides reviews of the related literature to the theme under study. Creswell (2003) contends that the assessment of literature entails putting together, integrating and summarizing what is known in an area being investigated while Cohen et al (2009) point out that, the major motive of the literature overview is to decide what has been completed already related to the research trouble being studied.

Thus, the chapter reviews publications and other associated secondary sources on the impact of the free education policy on management services such as infrastructure, human resource and sourcing of materials, in selected government day secondary schools in Mbala District. Themes will be used in the overview of the literature. Finally the summary of the chapter will be highlighted.

Education Infrastructure Management

Education infrastructure is one of the most basic elements crucial to education management services and includes suitable areas to learn from, the faculty buildings, school room accommodation, playgrounds, libraries, toilets, furniture, and measurement of classroom, sitting function

and arrangement, availability of tables, chairs, chalkboards, cabinets on which units for realistic demonstrations can be organized (Farrant, 1991 and Farombi, 1998).

School classrooms are the most common area in which structured gaining of knowledge takes place with agencies of children, such as teachers. Tsavga (2011) continues that getting to know the school surroundings performs a vital position in the educating and learning process. While mastering additionally takes place in a variety of areas but human beings expect formal schooling to take place in school rooms that have been designed with security and comfort. The availability, relevance and adequacy of infrastructure contribute to educational achievement of pupils.

As UNESCO (2005) puts it that, school infrastructure is the key to the delivery of best services to the students. Nevertheless, the mere existence of infrastructure does not make sure terrific or wonderful education happens; that depends on how properly the infrastructure is designed and used. The design of infrastructure also influences use, each through the extent to which the contraptions are made intelligible and available to pupils and processes that display and enhance use of the infrastructures (Cohen and Bhatt, 2012). However unattractive school structures and overcrowded classrooms among others contribute to poor educational success of the pupils in fundamental and different ranges of education (Hallak, 1990).

Learning Materials Management

The importance to teaching and gaining knowledge of the provision of ample academic services for training cannot be over-emphasized. The announcement that "teaching is inseparable from learning but mastering is now not separable from teaching" is that teachers do the instructing to make the students learn. According to Akande (1995), learning can take place via one's interplay with one's environment. Environment here refers to facilities that are reachable to facilitate pupils getting to know the outcome. Learning substances consists of books, recreational equipment, apparatus, audio-visual, software program and hardware of academic science and different academic materials. Learning substances include the availability of textbooks, supplementary readers, story books, chalk, visible aids and different gaining knowledge of materials.

Literature Review

Review of associated literature points to the inception of free education beneath the global dedication of human rights. Where human rights rules dealt with education, its ambition mirrored a faith that all young people could strengthen fundamental cognitive skills, given the proper mastering environment with splendid infrastructure and the adequate provision of gaining knowledge of substances and materials. (UNESCO, 2003). The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus toward free primary schooling especially with its so-called imaginative and prescient and renewed commitment.



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The Dakar Conference of 2000 reviewed developments in reaching Universal Primary Education (UPE) in the African continent. It referred to that as aimed to serve the fundamental desires for all, required more than a recommitment to major education and was in addition endorsed by using the so-called Millennium Development Goals (MDG). Therefore in accomplishing the UPE, the free education policy was once considered within trends in the wider global context as Alexander (2007) supports that, universalizing predominant schooling benefitted the nation and the man or woman as well.

This brought in the mild of the Universal Declaration of Human Rights adopted in 1948 that, “everyone has a right to education.”(Siaciwen and Lubinda, 2008). Under the Declaration was the General Comment number 13 which provided some guidelines on the right to schooling with a specification on the availability that:

“functional educational institutions and programmes have to be reachable in sufficient quantity. These include buildings, sufficiently protected from the elements of disturbances, sanitation facilities for the specific sexes, secure and proper drinking water, teaching and getting to know substances and safety amongst other things”. The idea was used to suggest the potential within a community of main schools to grant spaces for all school-age children. Primary schooling used to be any training and was once rightfully prioritized in international and local laws. Most vital of the set targets was “to make sure that, adolescents everywhere, boys and girls alike, would be in a position to acquire a full route of important education and what was wished was, a multiplied vision that emphasized improvement in management services in institutional constructions and studying materials whilst improving the education practices. Since the introduction of the Free Primary Education (FPE) in 2003, education coverage had centered on increasing enrolment prices in essential schools and enhancing the best of education.

More specifically, policy makers encouraged the expansion and the streamlining of the infrastructure in primary education. Studies revealed that, whilst FPE was a commendable initiative, however, the attaining and satisfactory of schooling was intricate by using the availability of bodily facilities, school furniture, equipment, inadequate mastering substances and overcrowding in classrooms. The pointers of FPE stimulated communities to improve, refurbish and use present facilities and use domestically on hand materials (Olungha, 2011).

Review Of Related Research On The State Of Management Services On Infrastructure And Materials In The Context Of Free Education In Sub-Saharan Africa.

Governments in sub-Saharan Africa added free primary education (FPE) with the goal of attaining the Millennium Development Goals (MDGs). Free education refers to schooling that is funded through taxation, or charitable companies as an alternative to tuition fees. Studies executed

in many nations in Sub-Saharan Africa (SSA), showed an accelerated effort towards an expanded right of entry in free education as verified in Malawi (1994), Uganda (1997), Tanzania and Lesotho (2000), and Burundi, Rwanda, Ghana, Cameroon, and Kenya (2003) (Grogan, 2008; Kadzamira; Watkins et al., 2008).

A related UNICEF/UNESCO survey conducted in 1995 in 14 least developed countries observed that classification sizes ranged from fewer than 30 students in rural and urban Bhutan, Madagascar, and the Maldives, to 73 in rural Nepal and 118 in Equatorial Guinea (Postlewaithe, 1998).

Although predominant schools have been free in many nations drastically expanding access at some stage in the 1990s, the constructing of new schools had regularly not kept pace with the expanding populace of pupils. In these cases, schools had to amplify the types and sizes, to accommodate large numbers of new pupils and additionally excluded improvement or increases on the provision of materials like textbooks.

It was once noted in Ghana that the demand for extra and better school amenities were obvious due to the expansion in school populace as a result of UPE policy. Studies published from the World Bank were used for school infrastructure improvement and rehabilitation, instructional substances inclusive of the production of teacher materials and textbooks in major schools. There were investments in bodily infrastructure: (i) construction of classrooms, (ii) development of head teachers’ housing, (iii) provision of roofing sheets. However, it realised that the principal trouble facing UPE in their schools was building and rehabilitation of their education facilities (MOE, 1999: 4).

Studies carried out with the aid of Sifuna and Karungu, (1998) on schooling show that: most academic planning was performed at the country wide level and only the implementation was devolved to the district level. Issues such as development and rehabilitation of schools and the provision of textbooks and different scholastic materials had been below the mandate of the District Directors of Education (DDEs). Head teachers may want to solely make the request for more and increased facilities from the DDE who however, were gradual and had no manage over funds for development and rehabilitation of schools.

Sifuna and Karungu, (1998) published that schools would lose days of teaching due to leaking roofs, a scenario which indicated absolutely the state of infrastructures and a need to be put into a good deal of consideration. They also referred to facilities that are deteriorated or sub-standard constructions and school rooms that hold lower back studying achievements. These challenges had no instantaneous options from the DDEs as a result leading to overcrowded classrooms.

With the introduction of FPE, the provision of teaching and learning materials in the districts came from the government. Studies revealed that money allocated for



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teaching and learning substances was once adversely affected by delays in releasing funds to buy sufficient educating and learning materials which adversely affected the performance of pupils.

In Sierra Leone, research through MikakoNishimuko (2007) on the introduction of the free primary education coverage revealed that, it did not come with sufficient school constructions, education and studying materials. Plan Sierra Leone had considerably contributed to schooling renewal in Sierra Leone. Their work included; building and rehabilitation of main schools inclusive of boreholes and wells. Constructing and rehabilitating of many schools helped limit the scarcity of faculty buildings and decreased the double-shift system. However many teachers published that overcrowded classrooms have been one of their difficulties.

Plan Sierra Leone's work no longer solely blanketed their dynamic faculty building and rehabilitation however extended to areas such as provision of school materials and providing school furniture. Moreover, supplying enough basic fixtures enabled the surroundings to facilitate educating and learning, and furnished educating and mastering materials a 'minimum situation for bettering the pleasant of the teaching and mastering method (The MLA Project, 2000).

They allotted school materials such as pens, pencils, teaching and studying materials, record books, registers and chalk, to help schools function properly; supplied leisure kits to the war-traumatised children, such as footballs, volleyballs, handballs, skipping ropes, and video games among many other things. However some schools had been exceptions as many teens in these areas no longer had a set of textbooks, teachers did not have their own educating materials, and school textbooks were typically kept in a locked drawer to prevent them from being misplaced or stolen (MikakoNishimuko, 2007).

Free Primary Education enrolments in Malawi increased through 1999/2000. Such speedy enrolment increased challenges that an already weak system had, that of even before expansion had a common trend were about one hundred pupils were crowding classrooms.

Studies done Riddell, (2003) on overcrowding showed that the most challenges were, strains on study room facilities and an inadequate furniture. Some of the measures delivered to cater for such shortfalls covered the building of related teachers' resource centres, enticing communities in school and teachers' housing construction, and presenting instructional materials. The quantity of pupils per classroom went up however again to a degree comparable to 1992/3 by 1996: pupils per textbook had been 2.9 prior to FPE, declining to 7.1 in 1994/5 however, bouncing again to three through 1997 (Riddell, 2003).

The Government of the United Republic of Tanzania identified the central role of schooling in attaining the

ordinary development goal of enhancing the great of life for its citizens. Primary education was once made frequent and faculties have been constructed in each and every village to impart literacy to the many unlucky citizens. To help the Education Sector Development Programme (ESDP) the Government launched the Primary Education Development Programme (PEDP) in 2002, strategically designed to obtain the MDGs and EFA operational targets, as nicely as to address the essential challenges going through essential education.

One of which used to be to introduce capitation offers to help the purchase of textbooks and different instructing and materials, as nicely as fund facility repairs, administration substances and school-based examinations. In addition, the Government added development deliveries for the development of school constructions and the purchase of furniture. Teaching and studying environments had multiplied through the development of classrooms and exact first-rate homes for teachers. The implementation of PEDP led to a range of successes which were a correct indicator that normal predominant education was likely to be achieved. Increased provision of textbooks and different educating and mastering materials led to an enhancement of the book to student ratio, from 1:20 in 2000 to 1:3 in 2007.

The Government of Kenya, like many in sub-Saharan Africa, added free primary education (FPE) in 2003 with the intention of imparting general right of entry to schooling for all children. Studies done by means of Alubisia, (2005) on the FPE showed multiplied enrolment costs and furnished possibilities to many teens who beforehand had been excluded from school. However there had been deficiencies and lack of primary inputs. The implementation of FPE had gotten it all wrong on the infrastructure. Although many schools had an overwhelming bigger enrolment, they did not have the infrastructure to guide it. The services remained identical and little or nothing had been done to make sure that the influx of pupils was once handled at a bigger ability (Deininger, 2003) and (Oketch and Somerset, 2010). The number of school rooms has not accelerated correspondingly to the enlarge in pupils.

Classrooms that have been constructed for 30 students to take a seat without difficulty had been then packed with three times the wide variety of pupils. In support Chuck (2009) observed that, over enrolment of the pupils in faculties where the structures intended to offer the comfort of a specific sitting had been the nature of the school rooms after introduction of the free education. In some cases, the numbers of classrooms had been no longer enough, so instructions have been held outdoor on the area while teachers carried them out with megaphones.

Offices and different schoolrooms had been converted to lecture rooms for the children. A quantity of research had proven that many school systems, specially these in urban and high-poverty areas, had been plagued by means of



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decaying structures that threaten the health, safety, and learning possibilities of students.

Good management services show up to be a vital precondition for pupil learning, furnished with different prerequisites support a sturdy academic program in the school. Studies furnished by Ohba, (2009) published that lack of management services in public faculties remained a predominant impeding element to the success of common effectiveness in public schools. The studying surroundings had emerge as uncomfortable with the scarcity of desks forcing five to three pupils to squeeze onto a small bench' and encouraging pupils to be distracted.

Sanitary amenities in faculties equally played a necessary function in getting to know the environment. The Ministry of Education had set the minimal standards for the provision of toilets as part of the school sanitation facilities: the minimum wide variety of toilets in a school is four for the first 30 pupils, thereafter a ratio of 25:1 and 30:1 applied for female and boys, respectively (Zambia Review, 2010).

Studies received from ministry of education (MOE, 2011) on National Pupil Toilet Ratio (PToR) for boys in public and private schools in 2007 pointed to 38 students per 1 lavatory and 22 pupils per 1 toilet respectively whilst that for women used to be 32 pupils per 1 toilet and 19 students per one lavatory. The PToR for boys ranged from a most of 68 per single toilet in Lusaka Province to a minimum of 23 pupils per single bathroom in Central Province. Lusaka province recorded the worst PToR for female at 57 pupils per single lavatory whilst Central Province recorded lowest of 19 students per single toilet.

Going via the Ministry of Education standards, the average pupil-toilet ratios in government schools, used to be above the benchmark. As it was, adequate and clean sanitary units contributed to physiological well-being of the learners.

Studies carried out by means of Sifuna (2003) on the provision of instructional materials pointed that it was once not commensurate with the speedy expansion in student enrolment. It was once mentioned that, free education in public schools had stretched teaching and studying amenities as an end result of high inflow of new pupils.

Studies by means of Boy (2006) on mastering materials stated that whilst the government had waived training charges and furnished textbooks, other lecture room materials such as workout books, writing materials and different stationery had been nevertheless the parent's responsibility. That was once because the government was faced with budgetary constraints as it tried to strike a stability between funding the education zone besides compromising on different sectors which also wished investment.

Though every child was once entitled to free writing resources e.g. pencils, pens and exercising books under the FPE programme, that had not been realized. (Okwach and George, 1997) studies on textbooks pointed that study materials had been shared in the ratio of one textbook to

five pupils. Sharing of textbooks affected their accessibility to the books while at home and many have to do their homework early in the morning the subsequent day when in school. Textbooks were a necessary resource in instructing and learning.

With the introduction of FPE in 2003, the Ministry of Education furnished a list of accredited textbooks in all subjects. Government coverage on pupil-textbook ratio stipulated that lower most important (grades 1-4) have a ratio of at most 3:1 while upper main ought to have a ratio of at most 2:1 in all major subjects. The pupil-textbook ratios in Science, Mathematics and English in each grade decrease and top essential grades had been examined in all schools (Ngware, Oketch and Ezech, 2008).

It was expected that if FPE would be high quality and sustainable in many countries, it ought to be available to all beneficiaries and provide sufficient and fantastic infrastructure and with ease on hand gaining knowledge of materials to all school-age adolescents to acquire admission to first-rate education for a full cycle of primary education.

Lesotho's most fundamental schools operated in dilapidated, poorly constructed structures or in the open area due to lack of funds. However, from the mid-1980s, with the assistance of improvement partners, the authorities embarked on school recapitalisation programme through constructing first rate classrooms and other fundamental facilities and offering fixtures to some important schools. From 2000, when FPE was once launched with the assistance of development partners such as the World Bank, the African Development Bank (ADB), Irish Aid and the Government of Japan, the government intensified the improvement of bodily infrastructure, that time focusing greater on the institution of new government/community schools.

Studies carried out by Chiombe (2006) on constructed constructions pointed that schools were then decongested and that reduced down on the long distances that young students had to stroll to and from school daily. Despite the gains stated above, many schools in the far flung mountains nevertheless lacked fundamental amenities and instructional resources, and that used to be positively linked to poor training (UNESCO 2000²).

After Zambia realised the significance of the free education, it worked hard to obtain general primary education. The force to enlarge participation preoccupied education delivery and the pursuit of increasing access had, however, a lot of illogicality. Of those: the failure to increase school infrastructure to fit the wants of the swiftly growing infant populace and the availability of materials (MoE, 1996:15). The need for infrastructural investments used to be certainly rational at the predominant school levels.

To ensure that all beginners of school age level obtain simple education with ease, in a conducive learning surroundings as a normal human being in spite of large



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enrolments, there was once need to look at the range of physical infrastructures available in and thereafter, given the new coverage of Free Primary Education. Therefore, in an effort to meet the demand generated, the government planned to construct and rehabilitate school rooms beneath the BESSIP and MoESP to create greater school places.

Studies performed by Education for all 2015 on infrastructure, published that; nationally, all noticeably populated schools practiced multiple shifts in heavily enrolled schools due to lack of space and decreased teacher pupil contact time whilst at the identical time growing a school surrounding that used to be buzzing with rough exercise but very little learning. That terrible ride appreciably contributed to lack of study room time and remained a challenge because the restricted classroom space also impacted on educating and learning strategies and constrained core getting actualization of things to do. (Zambia: Education for all 2015 National Review). As an end result authority were in a position to put up additional classrooms and services like sanitary units, accordingly aligning with the amplified enrolment rates not going to be catered for with present bodily infrastructure. However, the construction and rehabilitation was gradual because of negative funding from authorities and the supply of materials was once no longer enough to cater for all inexperienced persons in schools (Zambia, Education Review, 2015).

Studies achieved via Zambia's National Assessment Survey Report (2012) on fixtures showed that, the hassle of availability and quality of classroom fixtures had been worsening, no longer only turning into less viable but additionally below severe stress leading to its rapid deterioration. The research done by way of MoE (1996), on learning materials indicated that, free primary education required the provision of books, writing materials and educational items in enough quantities to meet the desires of all pupils. It however pointed that, the materials had been usually insufficient to the needs implying that the shortfalls remained.

The Zambia's National Assessment Survey Report (2012) confirmed that notwithstanding the supply of instructing and learning materials, they have been not enough so as to decrease on pupil-text book ratio. Implementation of the FPE accelerated enrolments after 2002 and with that, efforts were being made to overcome the imperative scarcity of educational materials particularly that of textbooks as most of the government funding used to be contributing to educational materials.

Generally, the ordinary objective and central function of Free Primary Education (FPE) in the world was once accessibility of well-known schooling with ample physical infrastructures and studying materials however the identical used to be not replicated in most African countries. Most schools did not have adequate school rooms to accommodate the giant numbers of students enrolled beneath FPE. The school rooms had been normally

congested and there used to be hardly any in-house movement.

The class rooms were in negative condition. Furniture for group of workers and students was now not sufficient forcing 4 to 5 pupils to squeeze on one desk. Learning materials have been important in education. Important objects like textbooks books, supplementary readers, story books, games and activity equipment, chalk, pens, pencils and visible aids like charts had been inadequate in variety and those handy were now not able to cater for all the newbies in schools. It was once obvious that schools barring textbooks or gaining knowledge of materials would no longer be capable to do a wonderful job.

Summary

The chapter reviewed literature associated to the subject under study. The evaluation of literature helped the researcher to understand a problem which furnished similarly understanding in the area of study. Thus, the chapter reviewed literature and different related secondary sources on the impact of the free education policy on management of the school. Themes have been used when reviewing literature. Finally, the summary of the chapter was highlighted. The next chapter offers the methodology of the study. It highlights how the study was carried out by describing the total process which covered the series and analysis of records for the study.

III. CONCLUSION AND RECOMMENDATIONS

Overview

This last chapter presents a conclusion and provides recommendations of the study based on the findings and discussions in the previous chapters for future research.

Conclusion of the study

The aim of the study was to examine the impact of the free education policy on the management of the selected public day secondary schools in Mbala

district with a focus on the state of the infrastructure and learning materials.

The objectives were:

To establish the state the infrastructure and learning materials in the context of the free-education policy in selected public day secondary schools in Mbala district.

To investigate the impact of the current state of the infrastructure and learning materials on the teaching and learning process in selected public day secondary schools in Mbala district

To establish the role of school managers in enhancing proper infrastructure and learning materials in selected public day secondary schools in Mbala district

To recommend possible measures to improve the infrastructure and leaning materials in selected public day secondary schools in Mbala district.



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In view of the findings of the study and what has been discussed so far, it is clear that, free education policy had an impact on infrastructure and learning materials at selected public day secondary schools in Mbala district. While the importance of the implementation of free education policy at secondary school level cannot be overemphasized, it is clear from the literature review and the findings that the programme may not be implemented well for the benefit of pupils if the provision of adequate infrastructure and learning materials is left unchecked.

In regard to objective one: the study had shown the state of the state the infrastructure and learning materials in the context of the free-education policy in selected public day secondary schools in Mbala district. The introduction of free secondary education came with the high increases in enrolment at secondary school level. The high influx of pupils in schools brought about overcrowding which impeded on infrastructure. This meant that, infrastructure in terms of; classrooms, toilets, libraries and playgrounds were not adequate to handle sudden expansion in pupil numbers. Lack of classrooms implies lack of furniture such as chairs and desks.

Free Secondary Education (FSE) also excluded improvement or increasing on the provision of learning materials like textbooks. There were inadequate learning material in secondary schools resulting in pupils not have free access to books and other materials necessary for learning. Ironically, the introduction of FSE came with some changes of inadequacies in infrastructures and learning materials and could not fully cater for the high influx of pupils.

In regard to objective two: the study had shown the impact of the current state of the infrastructure and learning materials on the teaching and learning process in selected public day secondary schools in Mbala district

The FSE would have been effective and sustainable if it was accessible to all beneficiaries and provided adequate and appropriate infrastructure and readily available learning materials to all pupils. However the influx of pupils overstretched facilities to the limit, affected planning and remained a major impeding factor to the achievement of overall effectiveness of secondary schools. Overcrowding and congestion in classrooms led to triple or four shift and reduced on learning time. Additionally the poor conditions of the classrooms, space, toilets impacted negatively on the pupils' school attendance.

The shortage and strain of the available teaching and learning materials impeded on free accessibility of knowledge and skills. This affected pupils' performance, concentration, the amount of learning achieved and self-concept and led to low achievements and poor quality of education.

In regard to objective three: the study established the role of school managers in enhancing proper infrastructure and

learning materials in selected public day secondary schools in Mbala district. Head teachers' roles included; school improvement, management and supervision were important aspect in enhancing infrastructure and learning materials to ensure its quality. The head teachers' roles included: a vision for school and use a variety of strategies, having management skills and to supervise infrastructure and the teaching and learning materials in the school.

In regard to objective four: suggested possible measures to improve the infrastructure and learning materials in selected public day secondary schools in Mbala district.

- It was expected that if FPE would be effective and sustainable, it should be accessible to all beneficiaries and provides adequate and appropriate infrastructure instead of spending most of the time dealing with congestion issues.
- Learning materials should be readily available to all school-age children to gain access to quality education for a full cycle of primary education (Ngware, Oketch and Ezech, 2008).
- If education system is to promote effective learning and prevent learning breakdown, it was imperative that mechanisms or infrastructures were structured into the system to break down existing barriers.
- Develop the capacity of the system to overcome barriers which may arise, prevent barriers from occurring, and promote the development of an effective learning and teaching environment.
- Devise appropriate measures to maintain infrastructure and learning materials to avoid deterioration.
- Come up with strategies to help increase the number of sanitary units that would tally with the enrolment levels in schools.

The physical infrastructure and facilities and learning materials were important as they underpinned and were intrinsically interrelated to context, teaching and learning, human resources, school governance, class size, educational knowledge, supportive infrastructure, public resources available for education.

Recommendations of the study

Based on the findings, the following are the recommendations:

- The distribution of instructional materials must be made based on student enrolment and the current school population.
- The government should ensure that there are clear accountability mechanisms for the providers of Free Secondary School education services and the consumers of these services.
- The Government should ensure timely release of funds meant for the provision of FSE services as delay forced parents to cushion the school as it waits for money from government.
- Funds meant for the construction of infrastructure should be calculated and implemented based on the growing populations of pupils that are admitted every year.



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- More funding was required to support the current facilities that are available in public schools to achieve better results from the FSE system.
 - Supply of textbooks to schools to be done by the government instead of sending money to schools since the amount received was not enough to enable schools acquire good quality books.
 - • Increasing budgetary allocations to the schools to improve the quality and quantity of inputs such as instructional materials and physical infrastructure as a long way of creating an attractive school environments thus ensuring retention.
 - Schools to initiate income-generating projects to supplement government funding on FSE to reduce congestion and pupil/book ratio hence improve performance.
 - Government to re-examine its position on FSE on the distribution instructional material and other physical facilities to attain its set targets within the required mileage.
 - The government should put up additional modern physical infrastructures such as classrooms, toilet facilities, and libraries to meet the set standards and benchmarks.
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