Head Teachers' Role in Facilitating School Facilities that Influence Pupils' Performance in Kcpe

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Abstract

This paper discusses the head teachers' role in facilitating school facilities that influence pupils' performance in Kenya Certificate of Primary School (KCPE). The objective was to establish the head teachers' role in facilitating school facilities that influence pupils' performance in Kenya Certificate of Primary School. The research was based on the Max Weber's Theory of Bureaucracy. The target population was 612 head teachers, senior teachers and accounts' clerks in Nairobi County. The sample size was 123. The research employed descriptive survey design. The schools selected were 14 from Westland and Dagoretti districts and 13 from Lang'ata district through simple random sampling. The head teachers and accounts' clerks were selected by purposive sampling methods. The research instruments used were the interview and document analysis guides. Validation of both instruments was done by the expert judgment review by supervisors from the Department of Educational Administration and Planning of the University of Nairobi. Descriptive statistics was used to analyze the data which was presented in a table. The study established that all the 41 sampled schools had fairly adequate exercise books, buildings and furniture; inadequate textbooks, radios, equipment, computers, displays, charts and playgrounds. The study concluded that the head teachers had not facilitated adequate school facilities that influence pupils' performance in Kenya Certificate of Primary School (KCPE). It was recommended that the Ministry of Education, Science and Technology should increase funding of schools to enable the head teachers to procure more school facilities to enhance pupils' performance in Kenya Certificate of Primary School.

Keywords: Facility, Performance, Role

Introduction
Background to the study

The school facilities can be categorized into three: buildings and furniture, teaching and learning materials and play grounds. Quality and quantity of school facilities affect the implantation of a curriculum. School facilities help pupils to learn and master principles which could otherwise be complex or not readily understood. The provision depends on the provision by the head teacher of a school (Okumbe, 1998).

Teachers and pupils need school facilities to research, read, write, confer, interact, listen, think, experiment and record. Teachers need buildings and classrooms, science laboratories and libraries for teaching and learning process. Also, pupils need p[ay grounds to transact their affairs or gather for social purposes. School facilities play pivotal role in the actualization of the school goals and objectives by satisfying the physical and emotional needs of teachers and pupils of a school. The physical needs are met through the provision of school facilities. The emotional needs are met by creating pleasant surroundings a child-friendly atmosphere and an inspiring environment (Asiabaka, 2008).

Learning materials are key ingredients for the teaching and learning process (Fordam, 2002). Textbooks are a basic requirement of the Ministry of Education, Science and Technology are one of the most common facilities in school (Otiende, Ezaza &Boisvert, 1997). A study on the importance of textbooks in learning economics found that nothing has so far replaced written materials as the key element in education as a consequence of which textbooks are necessary to learning at all levels of schooling. Textbooks are critical in maintaining the standards of quality and direction in the curriculum (Barbra, 1989).

Radios could be used for school broadcast programmes. Radio is an audio technology which can reach many pupils. Mass media such as radio reach a wide audience and could be quite effective ((Otiende, Ezaza &Boisvert, 1997). Radio may be used to reach youth in the rural areas (UNESCO, 1980). Delivery of Distance Education depends on communication technology, namely: print correspondence, telephone, audio-conferencing and radio, audio-tapes, video and computer based technology (Willis, 2003).

Computers are increasingly becoming important equipment in schools. They are audio-visual aids which could be used as reference and also provide pictures that may give pupils lasting experience. In addition, they allow collaboration with other institutions and researchers. The Ministry of Education, Science and Technology is striving to make schools Information Communication Technology (ICT) compliant. However, apart

from the capital needed for installation, some schools lack electricity (Republic of Kenya, 2005).

Computers help in constructing knowledge, developing thinking skills, building learners' ability to reflect and generating strategies for defining a problem and working out solutions rather than working on answers that a teacher wants (Sultan & Wood, 2009; Muyindi, Lubega & Lyndi, 2009). A teacher in using a computer as a technology tool acts more as a facilitator instead of dissemination of knowledge thus, giving the purpose to learning experiences (O'Kennedy, 1995). People irrespective of their age are willing to be trained in e-learning. Also, teachers have a positive attitude towards adoption of ICT in teaching (Gakuu, 2007).

In a case study of computer integration in Mathematics in the United Kingdom, noted that, it was as a result of individualized textbook learning scheme conducted to be the cause rather than the cure of pupils' misconceptions in mathematics (Sunderland, Oliver &Weeden, 2004). Therefore, the acquisition of computers in schools may enhance teaching and learning process in schools.

Information Communication Technology has helped in building effective human capital in many nations by strengthening human capital in economic, social, political and other sectors (Mason, 2003). Online learning allows pupils to make choices and become more flexible as they gain opportunities to learn new and important communication (Mathews & Curry, 2004).

Charts could give long lasting experience among pupils. Displays and exhibits enable pupils to see details of the environmental problem (Otiende, Ezaza &Boisvert, 1997). The quality of education that pupils receive bears a direct relevance to the availability or lack thereof of school facilities and the overall atmosphere where learning takes place (Stoner, Freeman & Gilbert).

The use of school materials from the immediate environment enables naturally to develop cognitive on account of their familiarity and concomitant interaction with their environment. Ideas and concepts that emerge that emerge from the new experiences flow from the teachers' improvisation effort (Tsuma, 1998). Improvisation of school facilities enhances pupils' performance (Nyagah, 1997). The environment provides materials for industries that determine the economic development of a country (Otiende, Ezaza & Boisvert, 1997). Majority of the teachers improvise from the available materials from the environment for teaching and learning process and they belief that things from around can be used (Ezendu, 1997).

School facilities enhance teaching and learning process (Wango, 2009). In the study on management of school facilities, the United Kingdom, when games facilities are used they enable the less able children to stay on

task and remain motivated for a longer period (Denyer, 1998). The grounds and sports create a happy atmosphere which will lower stress and buttress pupils' morale in the face of severe academic pressure (Griffin, 1994).

Sanitary facilities like toilets and water taps are used as washrooms and maintenance of good health (Ministry of Education, 2009). Availability of water and sufficient toilets is an important support mechanism in sustaining school attendance. Girls in particular, face significant problems where toilets are not available particularly in their adolescence years. The availability of good clean water is essential for ensuring the health of the pupils. Privacy is also very important in the toilet facilities (Llyod, Mete & Sathat, 2002).

Provision of separate lavatory and toilet facilities for both boys and girls has been observed have inadequate sanitary facilities (Inter-Agency Commission, 1990). A recent report by Rockefeller Foundation stresses that lack of toilets and water for washing and drinking is a major factor in low attendance rate (Republic of Kenya, 2002).

School environment and classroom climate are major valuables influencing the effectiveness of education (Kabiru, 2009). The appearance of the school plant as well as the school compound is very important as a source of inspiration to the members of the community and stakeholders (Okumbe, 1998). Educators believe that schools play an important role to pupils' effective cognitive development. They have shown that pupils' perception about the classroom conditions has consistent between the classroom conditions and pupils' achievement. Further evidence indicates that pupils achieve better if they have the classroom conditions (Goh & Fraser, 2002; McRobbie, Roth & Locus, 1997).

A supposer is a software that provides visual representation which was used to investigate visual obstacles in the learning of the three dimensional geometry. The study reported that students who used the supposer understood the diagrams and their limitations than students from traditional classrooms. The suposer seems flexible and allows the students exploration of diagrams (Yerushalmy & Chazan, 1990). Activities rich in models and other manipulative materials provide learners with opportunities to construct their own knowledge and understanding at the same time making sense of the problems they pose or are given to solve (Grant & Searl, 1997).

The significance of KCPE is to: serve as a feedback to the education planners, Kenya National Examinations Council, teachers, pupils, parents and other stakeholders; planners can use it to modify, introduce or drop a topic or subject; screening/selection, for further studies, training; research

work and certification (Ministry of Education, 2009). The pupils'
performance in KCPE (Years 2008 to 2012) in Nairobi County and
nationally is shown in Table 1.

Table 1: Pupils' performance in KCPE (Years 2008 to 2012) in Nairobi County and Nationally

Year	2008	2009	2010	2011	2012
Nairobi County's KCPE mean (%)	45.94	46.00	46.78	46.66	47.72
National's KCPE mean (%)	51.23	53.84	54.17	41.31	53.02

Source: The year 2012 KCPE examination report (Kenya National Examinations Council, 2013; Mbunde, 2014)

The data in Table 1 indicates the pupils' performances in KCPE mean
scores for the County was below average (less than 50.0 percent) compared
with the National performance in the same period.

The national goals of education in Kenya and the primary education
level objectives reflect the importance of primary education. In particular,
the objectives of primary education are carried out in producing Kenyans
who have knowledge and skills that enables them to fit in the society. This is
reflected in many key Government documents. Key among them is the
National Development Plan of 2002-2008 in which the Government has
identified education as key to the attainment of the Millennium Development
Goals and Education For All (Republic of Kenya, 2002).. They acknowledge
that a weak educational foundation will seriously impair a nation's
development progress. Effective primary education is a rock-bottom
necessity for development. The effects of primary education in development
are largely a result of the cognitive skills: literacy, numeracy and problem
solving.

Poor primary schools compromise the entire system for human
capital development. They provide graduates who are poorly prepared for
secondary and tertiary education and ill-equipped for life-long learning. The
consequence is an insufficient number of truly educated managers, workers
and parents who can effectively contribute to development. The most
effective sign of ineffective primary education systems are inadequate
enrolments, low primary completion and low pupil achievement (World
Bank, 1995).

Statement of the problem

The mass media analyze, and publish KCPE results and have to rank and highlight the schools which have performed well (Abagi & Odipo, 1997). The quality of education in Kenya is examination oriented. The quality of education is seen in terms of pupils passing national examinations (Eshiwani, 1993). Therefore, there was the need for the study on the head teachers' role in facilitating school facilities that influence pupils' performance in Kenya Certificate of Primary School.

Research objective

The research addressed the following objective:

To establish the head teachers' role in facilitating school facilities that influence pupils' performance in Kenya Certificate of Primary School.

Research methodology

The research was based on the max weber's theory of bureaucracy. The target population was 612 head teachers, senior teachers and accounts' clerks in nairobi county. The sample size was 123. The research employed descriptive survey design. The schools selected were 14 from westland and dagoretti districts and 13 from lang'ata district through simple random sampling. The head teachers and accounts' clerks were selected by purposive sampling methods. The research instruments used were the interview and document analysis guides. Validation of both instruments was done by the expert judgment review by supervisors from the department of educational administration and planning of the university of nairobi. Descriptive statistics was used to analyze the data which was presented in table.

Research finding and discussion

Research Question: To what extent did the head teacher facilitate school facilities that influenced pupils' performance in Kenya Certificate of Primary School?

The accounts' clerks were asked to rate the extent to which the head teacher facilitates the acquisition of school facilities using the scale as: very adequate, adequate, fairly adequate or adequate and the results are shown in Table 2.

Table 2: Accounts' clerks' response on head teachers facilitating school facilities

School facilities	Fairly adequate		Inadequate			Total
	f	%	f	%	f	%
Exercise books	41	100			41	100
Buildings	41	100			41	100

Furniture	41	100			41	100
Textbooks			41	100	41	100
Radios			41	100	41	100
Equipment			41	100	41	100
Computers			41	100	41	100
Displays			41	100	41	100
Charts			41	100	41	100
Playgrounds			41	100	41	100

The findings in Table 2 indicate that the 41 sampled schools had fairy adequate exercise books, buildings and furniture; inadequate textbooks radios equipment computers displays charts and playgrounds. The inadequate textbooks radios equipment computers displays charts and playgrounds concurs with the empirical study in Nigeria which established that the essential facilities such as equipment such as radio, television, computer, chemicals specimens, tape-recorders, stove, Busen burners, models and charts were not available in schools (Nwoji, 1999).

Most school facilities are inadequate is in agreement with early findings (Ministry of Education, 2007; Mbwesa, 1996, Omondi, 1998; Kinyua, 2001). Head teachers need to make provision for funds to purchase, new, repair, maintain and improve school facilities to enhance pupils; academic performance (Silins, Mulford & Zarins, 2002). The inadequate school facilities put the pupils' academic performance in jeopardy.

Recommendation

It was recommended that the Ministry of Education, Science and Technology should increase funding of schools to enable the head teachers to procure more school facilities to enhance pupils' performance in KCPE.

Conclusion

The study concluded that the head teachers had not facilitated adequate school facilities that influence pupils' performance in KCPE.

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