

## **Relationship between Teacher Supply, Parental Support, and Effective Implementation of Free Secondary Education in Kenya**

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**Abstract:** *Formal education is critical to successful development process in a nation. This explains why the government of Kenya introduced Free Secondary Education (FSE) in the country in 2008. This initiative was motivated by the need to enhance access and retention in this cycle of the country's education system. It has, nonetheless been severally pointed out that challenges relating to teacher supply and inadequate parental support are impacting negatively on the programme. However, empirical evidence to validate these views is not only scanty, but also not well articulated if available. This is what informed this study. Using ex-post facto research design, data were collected from 30 public secondary principals using a self-delivered questionnaire and subsequently analysed through simple regression statistic at .05 alpha level. Teacher supply ( $R = .95$ ;  $P < .05$ ) and parental support ( $R = .895$ ;  $p < .05$ ) were linearly correlated with effective implementation of the programme. The two institutional inputs generated  $R^2$  value of .92 and .80 respectively. This indicated that teacher supply and parental support accounted for 92% and 80% respectively in regard to variation in effective implementation of FSE in the study area. The study offers useful insights on how the challenge of teacher supply and parental support can be addressed with a view to actualizing the goals envisaged in the FSE programme.*

**Keywords:** *Teacher Supply, Parental Support, FSE, Kenya*

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### **1. INTRODUCTION**

Formal education plays an important role in regard to individual and national development. This observation is grounded in the fact that the process of schooling enhances peoples capacity to improve their well being and participate effectively in nation building (Psacharopoulos & Woodhall, 1985; Sifuna, 1990).

The foregoing observation has the implication that a country's pace of development process is contingent upon level of investment in formal education. This undoubtedly explains why the government of Kenya places a high premium on education and training. This is reflected in sustained public spending on education which averaged at 20% of total government expenditure between 2008 and 2011 (World Bank, 2011).

One of the critical determinants of successful human capital formation in a country is access to quality learning at the lower levels of the education system. In Kenya, the lower levels or basic education for that matter comprises three subsystems; pre-primary, primary and secondary cycles (Republic of Kenya, 2013a). The latter prepares learners for further education and training in post secondary institutions. In this regard, secondary schools in Kenya are perceived as the best placed institutions for laying the foundation for the development of human resources capable of contributing positively to the country's development process (Republic of Kenya, 2012a). This largely accounts for increased public spending in secondary education which stood at 58% of the Ministry of Education budget in 2010 (Republic of Kenya, 2012b).

Similar to other levels of education, secondary education in Kenya has experienced increased linear expansion since independence in 1963. For instance, enrolment rose from 30,120 students in 1963 to 882,000 students in 2003 representing nearly 3000% increase in four decades (Kiumi,

2012). In 2006, secondary school enrolment stood at 1,030,000 students (Republic of Kenya, 2007a).

It needs to be mentioned that expansion of secondary education had began to weigh heavily on the exchequer by the end of the first two decades after independence. Consequently, the government was compelled to introduce cost sharing policy in 1988 in which, parents were to meet the cost of text books, stationery, equipment and consumables (Gogo & Othuon, 2006). The cost-sharing strategy, however was an antithesis as far as access to secondary education is concerned. This is because, the policy turned up to be an access barrier as the sub-sector came to be characterized by high drop out rate and poor performance in the Kenya certificate of secondary education (KCSE) exit examination (Republic of Kenya, 2006). The most affected were children from low-income households.

It is an established fact that education is the greatest social equalizer in the sense that apart from increasing ones income, it has a positive additive effect on an individuals upward mobility in the society (Psacharopoulos & Woodhall, 1985; Chiuri & Kiumi, 2005). In this regard, the cost-sharing financing strategy, it can be argued denied learners from low-income families opportunities for further education and training and by implication gainful occupation in life. This was tantamount to promoting social apartheid in favour of the rich which in the long run would have generated social instability in the country.

To reverse the declining trend in access to secondary education, the government introduced free secondary education (FSE) programme in 2008. The FSE initiative was a two-pronged strategy. On the one hand, it aimed at forestalling demands on parents, a factor that the government envisaged would improve students' attendance, progression and transition to post secondary institutions. On the other hand, the strategy was predicated on the conviction that it would enable the country to produce human resources capable of pushing its growth agenda of becoming a middle level economy by 2030 (Republic of Kenya, 2007a).

Although the FSE drive was a step in the right direction, it has been pointed out that the programme's objectives may not be fully realized due to shortfall in teacher supply and low level of parental support (Ohba, 2009; Kiumi, Wanyoike & Kibe, 2013). Inadequate teacher supply has largely been linked to increased student enrolment in the system following the introduction of tuition-free learning. For instance enrolment in secondary schools rose from 1.18 million students in 2007 to 1,382,211 students in 2008 (Republic of Kenya, 2009). This represented over 17% increase rate in one year. By 2010, enrolment had shot up to 1,701,501 students which was equivalent to 44% expansion rate nearly four decades since the country attained independence in 1963 (Republic of Kenya, 2011). However, teacher supply has not matched the noted enrolment increase; a factor that has increased student-teacher ratio in the secondary education sub system. (Republic of Kenya, 2012b). This has the implication that students in the tuition free programme will continue to encounter curriculum mastery challenges whose by product will be low grade achievement in KCSE examination.

In principle, the FSE programme is financed by the exchequer. In this funding regime, the government allocates Ksh 10,265 to each student per annum for meeting the cost of tuition, operation, and general improvement of schools. Parents, on the other hand are expected to shoulder the responsibility of their childrens' uniforms, lunches in day schools and residence cost in boarding schools (Ministry of Education, 2008). However, to most parents, FSE was a welcome reliever from the burden of contributing to their children's' education. Due to this attitude, some parents have abdicated their responsibility, in regard to their children's education thereby denying some schools the much needed home/school partnership (Kweyu, 2009). Failure by parents to appreciate their role in the FSE programme may have detrimental effects on the desired learning outcomes in our secondary cycle of education. This is because, besides meeting the noted non-tuition demands, parents are expected to effectively play their role expectations in areas relating to their children's' character and academic development (Macneil & Partin, 2005; Dean, 2001). Therefore, the assumption by parents that FSE is government's responsibility in toto could be undermining the envisaged learning outcomes in Kenya's secondary schools.

## **2. REVIEW OF RELATED LITERATURE**

The most widely used measure of success in formal schooling is learners cognitive gains. This refers to knowledge and skills gained by learners as measured through formal examination at the end of the learning process or point of learners' departure to subsequent levels of learning or labour market (Early, 1998; Clarkson, 1991). It needs to be acknowledged that level of learning achievement is dependent on whether learners are properly guided through the curriculum. There are two correlates of effective mastery of competencies targeted in a school curriculum: teacher supply and parental involvement in child's education. The influence of the two factors on learning achievement forms the core of discussion herein below.

### **2.1 Teacher Supply**

As trained professionals, the society expects teachers to impart knowledge, skills and values to learners. The objective is to enhance learners' capacity to master their fate during and after school life (Kiumi, 2012). Therefore, teachers occupy a central position in student's life. Chikumbu & Makamure (2000) have indeed observed that, although other inputs (e.g., physical facilities, learning materials, etc.) are essential for successful learning gains, teachers are the active agents in regard to subject matter delivery to learners.

Proceeding from the foregoing, it can be reasoned that in a learning system where level of teacher supply is low, learners may lack personal attention from the teacher while the less academic learners are likely to lag behind. Consequently, learners progression through the curriculum may be hindered, a factor that may lead to dismal academic performance which represents a social cost to the society.

In a low student-teacher ratio learning system, learners are more likely to get more one-on-one time with the teacher which is critical to positive learning gains. Moreover, teachers may get to know the individual student's better, thereby enhancing teacher's capacity to identify areas where a student may be in need of assistance. In the final analysis, learners will get more value out of their education. The preceding observations lend support to the view that other factors held constant, teacher factor is the most powerful determinant of learners academic achievement (Glass, 1982).

### **2.2 Parental Support in a Learning System**

For all intents and purposes, schools are social organizations whose principal participants are teachers, students and parents. The latter are key allies in a child's education. This is because, they are not only principal agents of socialization but also providers of child's material needs in a school (Rose, *et al*, 1978; Pugh, 1989). Moreover, parents' attitude towards their children's education is one of the factors most closely associated with the relative school achievement of learners (Reid, 1986). Indeed, Mishra (2012) has rightly observed that parental involvement in a child's education helps to broaden the child's horizon, enhances social relationships and provides a sense of self-esteem and self-efficacy. Several studies renders support to this observation. For instance, parental involvement has been associated with higher grade point averages (Gutman and Midgley, 2000). Rumberger (1995) also established that parental involvement is negatively related to dropout rate among learners.

It is also worthwhile to mention that there are also several mutual benefits that accrue from a strong school/home partnership. First, teachers understand their learners better, generate unique rather than routine solutions to classroom problems, and reach a shared understanding with parents and learners (Dean, 2001; Reid, 1986). Second, parents who are involved in their children's education develop a greater appreciation of their role expectations in a school (Mc Bride, 1991).

While the value of home/school linkage is universally accepted, it is not always easy to provide all maintain. This is because of the tendency by educators to be dismissive of parents potential for assisting a school to attain its goals, lack of awareness by parents on their role in a school and a general feeling that since they are non-professionals, they have little to offer on educational matters (Crozer, 2000, Pugh 1989; Laboke, 2000).

The foregoing intimates that sustained efforts should be made to address hindrances to school/home linkages. This is the most effective way of nurturing productive engagement between parents and teachers. First, schools should view parents as clients or customers rather than outsiders. Second, schools have an obligation to sensitize parents on their role expectations in a child's education. Third, school/home association should be a two-way communication and as a matter of fact should reflect a co-equal partnership (Vuzi, 2012). Thus, parents' views on ways to improve school outcomes should be valued by educators (head teachers and teachers). These initiatives are more likely to match teachers and parents views and values. Such a consonance has a motivational value to educators and parents, a factor that may lead to increased student achievement (Kiumi 2008)

Drawing from what has been captured in the introduction and literature review sections of the study, it was premised that gaps relating to teacher supply and parental support could be impacting negatively on the FSE programme. Although this presumption seems plausible, there is paucity of empirical evidence to support this view. This is the gap that this study undertook to fill.

Two objectives were set out with a view to fulfilling the task. The objectives were stated as follows:

1. To find whether there is any statistically significant relationship between teacher supply and effective implementation of FSE in Kenya.
2. To determine whether there is any statistically significant relationship between parental support and effective implementation of FSE in Kenya.

Two assumptions were made at the outset regarding the expected outcome of the study. The assumptions were stated in the form of two null hypotheses which were tested at .05 alpha level. The hypotheses were stated, thus:

HO<sub>1</sub>: There is no statistically significant relationship between teacher supply and effective implementation of FSE in Kenya.

HO<sub>2</sub>: There is no statistically significant relationship between parental support and effective implementation of FSE in Kenya.

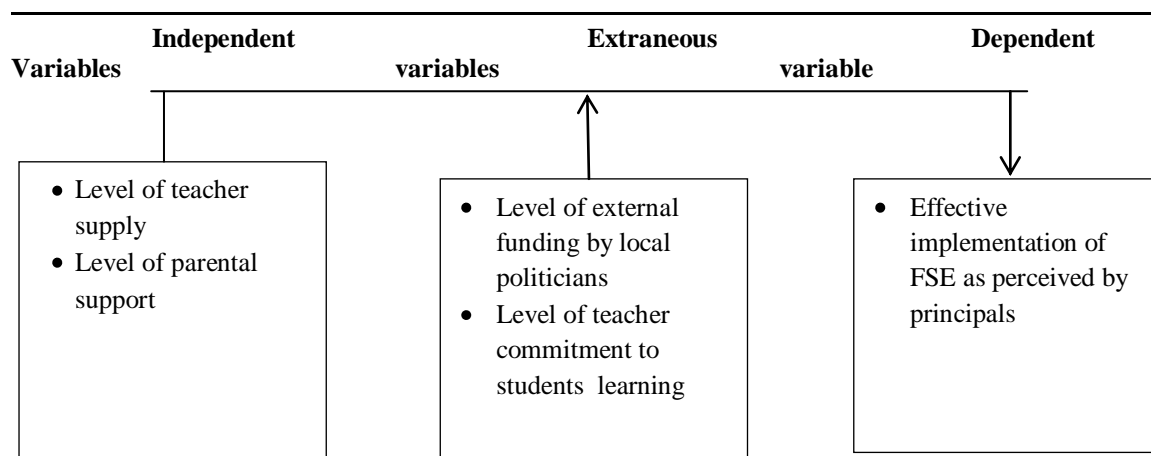
### **3. CONCEPTUAL FRAMEWORK**

Conceptual framework in the content of research refers to a set of ideas or mental map for that matter which is used by an investigator to structure the research process (Rivitch & Riggan, 2012). A conceptual framework, therefore shows the investigation pathways in regard to data collection and data analysis.

The study was grounded in the reasoning that as the core implementers of the FSE programme, principals are the best placed individuals to report on the extent to which levels of teacher supply and parental support (independent variables) could be influencing implementation of the programme in their schools (dependent variable). The study further postulated that principals' perceptions on the link between the aforesaid variables was likely to be influenced (either positively or negatively) by two extraneous variables: level of teacher commitment to students' learning and level of external support (by way of funding) from local politicians.

Based on the foregoing cognition, the study presumed that even in a situation where teacher supply and parental support are not favourable, a principal may not perceive such a scenario as a serious challenge if teacher dedication to their teaching tasks and external funding are favourable. The converse would be the case.

Marczyk, DeMatteo, and Festinger (2005) have averred that extraneous variables have the potential of generating rival/competing hypotheses that might explain the results of a study, thereby confounding its internal validity. In this regard, the study controlled the two extraneous variables by selecting all principals (n=30) in the 30 public secondary schools in Njoro sub – county where the study was executed. This ensured that all principals in the study area participated in the study irrespective of level of external funding from politicians and teacher commitment to their instructional duties in their respective schools. The conceptualized relationship between the independent, dependent, and extraneous variables subsumed in the study is summarized schematically in figure 1.



**Figure 1.** Hypothesized relationship between variables subsumed in the study

#### **4. METHODOLOGY**

The study utilized descriptive research design of the *ex-post facto* type. This design is utilized in a situation whereby the independent and dependent variables have already interacted. Therefore, the investigator cannot manipulate the independent variable(s) with a view to determining its/their effect on the dependent variable(s). In this regard, the effect of the interaction between the independent and dependent variables is determined retrospectively (Kerlinger, 1986). The design was deemed ideal in light of the fact that the study sought to establish retrospectively the extent to which teacher supply and parental support (independent variables) influenced effective implementation of FSE from principals point of view (dependent variable).

#### **5. INSTRUMENTATION**

Data were collected through a questionnaire which was self-administered by respondents. The questionnaire was personally delivered to the respondents (principals) who requested to be given a deadline of between one and two weeks to fill the requested data in the questionnaire. The questionnaires were personally collected after two weeks.

The option to self-deliver the questionnaire was preferred on the basis of the reasoning that it would enable the researchers to establish rapport with the respondents, explain the purpose of the study and clarify issues that may be unclear in the instrument (Best & Kahn, 1993). This approach to data collection generated a 100% response rate.

The questionnaire had two sections labelled A and B. Section A gathered respondents' characteristics, specifically gender, headship experience and longevity in their current schools. Section B had 30 five-point likert scale items on teacher supply, and parental support related challenges in regard to implementation of FSE programme. Responses(s)options in the items ranged from "definitely true" to "Definitely not true". Respondents were requested to select by ticking (✓) the option that best described their opinion or perception for that matter.

#### **6. RELIABILITY AND VALIDITY OF THE INSTRUMENT**

When a concept has been operationally defined, it means that a measure of it has been proposed. Therefore, the ensuing measurement device should be both reliable and valid so as to measure the concept accurately (Bryman & Cramer, 1997). It needs to be mentioned that estimation of the two measures has inherent challenges in social science research. This is primarily because, unlike physical scientists, social scientists tend to disagree about the meaning of concepts used to describe human behaviour (Peil, 1995). In spite of this challenge, Mugenda & Mugenda (1999) have observed that effort must be expended by the researcher to ensure that the instrument he/she intends to use in measuring the concept of interest is both reliable and valid.

Reliability has two aspects-external and internal reliability. The former denotes the degree of consistency over a measure over time. In other words, it is a measure of the extent to which an instrument is capable of generating similar results when used more than once to gather data from a given sample under consistent conditions (Wiersma, 1995; Brown, 1996). This aspect of

reliability was estimated through test-retest technique whereby the instrument was administered to 3 randomly selected public secondary school principals in the neighbouring Molo sub-county and subsequently administered to the same subjects after three weeks. Scores from the two instrument administration conditions generated a correlation coefficient of  $R = .81$  (or 81%). This implies that the instrument's external reliability was high since the items were "hanging together".

Internal reliability is particularly critical when using multiple – item scale. It addresses the question of the extent to which the scale is measuring a single idea (or construct for that matter) and hence whether the items in the instrument are internally consistent. The instrument's internal reliability was determined using Cronbach's alpha. The objective was to assess whether items in the instrument were really measuring principals perceptions on the extent to which teacher supply and parental support were influencing effective implementation of FSE. The alpha obtained was .81 (or 81%) which implied that the instrument was consistent in measuring the targeted principals' perceptions 81% of the time and that error may have occurred 19% of the time. This intimates that the instrument's internal reliability level was high (Marczyk, *et al*, 2005).

Validity is a measure of the degree to which an instrument measures what it claims or purports to measure (Brown, 1996). In other words, it is an estimation of the extent to which items in an instrument represent the universe or domain being investigated (Key, 2002). Validity estimation is, therefore crucial for it determines whether or not the concept under exploration will be estimated accurately. In this regard estimation of the instrument's content validity was of utmost interest.

To validate the instruments content validity, five lecturers in the Department of Curriculum and Educational Management, Laikipia University and educational practitioners (specifically five secondary school principals in Molo Sub-county) were requested to identify content areas to be captured in the instrument. Based on the lecturers and practitioners expert opinion, extensive literature search was carried out on the suggested content areas. This made it possible to identify areas to capture during the itemization phase of instrument development. Furthermore, utmost care was taken to ensure that the items were prepared in line with the objectives of the study.

## **7. DATA ANALYSIS**

Nominal scale data in regard to principals' gender, headship experience and longevity in their schools were analysed through frequency counts and percentages. Ordinal data, specifically data from the multiple-item likert scale were analysed by use of simple regression statistic with a view to confirming the two null hypotheses which were germane to the study.

## **8. RESULTS AND DISCUSSION**

The results herein are discussed in relation to respondents characteristics and hypotheses testing.

## **9. RESPONDENTS' CHARACTERISTICS**

This section profiles respondents characteristics by gender, headship experience and longevity in schools they were heading at the time of data collection in July, 2013. This information is summarised in Tables 1, 2, and 3 respectively.

**Table 1. Gender Distribution of Respondents**

<b>Gender</b>	<b>n</b>	<b>%</b>
<b>Male</b>	<b>23</b>	<b>77</b>
<b>Female</b>	<b>7</b>	<b>23</b>
<b>Total</b>	<b>30</b>	<b>100</b>

The data presented in Table 1 shows that an overwhelming majority of principals (77%) were males while 23% were females. This indicates that male principals were overrepresented in the schools covered by the study. Male domination (or androcentricity) of educational management has been noted in other studies in Kenya (e.g., Gachoki 2006, Ng'ang'a, 2012). This phenomenon has

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been associated with the “male” image of management whereby management is perceived as a field that is less appealing to women (Bush, 2013). This perception is predicated on the belief that management demands masculine traits such as aggressiveness, domination, and competition rather than feminine behavioural characteristics, e.g., shared problem solving, negotiation, consensus building, and collaboration (Alkhalifa, 1992). Hall (1999) has, however argued that the association between management and masculinity has not been established as a fact. Therefore, perpetuating this traditional stereotype serves to discriminate women in the allocation of leadership positions in the education field, a factor that may impact negatively on girl child education due to lack of role models in educational leadership (Sifuna & Chege, 2006).

**Table 2.** *Distribution of Respondents by Headship Experience*

Headship experience(in years)	n	%
1-5	10	33
6-10	15	50
11-15	1	4
16-20	0	0
Over 20 years	4	13
Total	30	100

An examination of the data captured in Table 2 reveals that half (50%) of principals had worked as school heads for a period ranging between 6 – 10 years. They were followed by their counterparts who had been in headship position for less than six years (33%). Four principals (13%) had worked in their current position for more than 20 years while only 1(4%) was in the 11-15 years of headship experience bracket.

The observed headship experience profile has the implication that at the time of data collection, two-thirds of respondents were already working as principals at the inception of FSE in 2008. In this regard, it can be reasoned that the study participants had requisite information on the link between teacher supply, parental support, and effective implementation of FSE.

**Table 3.** *Respondents’ Longevity in their Current Schools*

Longevity(in years)	n	%
1-5	11	37
6-10	16	53
11-15	3	10
Total	30	100

A look at the data presented in Table 3 clearly shows that majority of principals (53%) had headed their current schools for a period ranging between 6-10 years followed by those who had worked as head teachers in their present schools for less than six years (37%). Only 3(10%) principals had led their current schools for more than 10 years. On the whole, it can be learnt that nearly two thirds of principals had administered their schools for more than five years. This has the implication that majority of principals who took part in the study were heading their schools when the FSE initiative was effected in 2008. This seems to indicate that the study participants had reliable information on the extent to which teacher supply and parental support were influencing effective implementation of FSE in their schools.

## 10. RESULTS OF HYPOTHESES TESTING

The study tested two hypotheses using simple regression statistic. The results of testing the two hypotheses are presented below.

**HO<sub>1</sub>:** There is no statistically significant relationship between teacher supply and effective implementation of FSE in Kenya.

Table 4 summarizes the results of simple regression analysis with respect to HO<sub>1</sub>.

**Table4.** Regression Analysis Summary between Teacher Supply and Effective Implementation of FSE

Variable		R	R <sup>2</sup>	df	F	p-value
Dependent	Effective implementation of FSE	.95	.9203	6,23	67.126	.000*
Independent	teacher supply	$\beta$ .1445	regression coefficient .3132	16.087	<i>t</i>	.000*

A look at the summarized data in Table 4 shows that teacher supply was significantly correlated ( $\beta = .1445$ ;  $p < .05$ ) with effective implementation of FSE. Furthermore, it is also notable that the computed F-value was statistically significant ( $F = 67.126$ ;  $p < .05$ ). The two statistical indices indicate that teacher supply and effective implementation of FSE were linearly related and that the relationship was significant. The generated R<sup>2</sup> value of .9203 further implies that 92% of variation in effective implementation of FSE was linked to variance in teacher supply. Thus, inadequate teacher supply may have a 92% negative impact on the expected learning outcomes in the FSE programme and vice versa.

Proceeding from the foregoing, it can be reasoned that Ho<sub>1</sub> was not tenable. In this regard, the hypotheses was rejected and conclusion made that teacher supply and effective implementation of FSE were not statistically independent. This has the implication that teacher supply was a reliable predictor of effective implementation of the FSE programme in terms of enhancing access to secondary education, quality of learning, retention, and transition to post secondary institutions.

The noted strength of principals' endorsement of the impact of teacher supply on effective implementation of FSE is not a surprise. This is because, in a policy framework document released by the government in 2012, it was pointed out that shortage of teachers was a key issue facing secondary education sub-sector in the country (Republic of Kenya, 2012). As noted earlier on in this paper, shortfall in teacher supply may impact negatively on curriculum mastery by learners which may manifest itself in low grade achievement.

**HO<sub>2</sub>:** There is no statistically significant relationship between parental support and effective implementation of FSE in Kenya

Table 5 summarizes the results of simple regression analysis with respect to Ho<sub>2</sub>

**Table5.** Regression Analysis Summary between Parental Support and Effective Implementation of FSE

Variable	p-value	R	R <sup>2</sup>	df	F	p-value
Dependent	Effective implementation of FSE	.895	.801	3,26	192.4	.000*
Independent	parental support	B .1025	regression coefficient .0136	10.630	<i>t</i>	.000*

\* Significant at  $p < .05$

From the data displayed in Table 5, it is clear that parental support had a significant linear relationship with effective implementation of FSE ( $\beta = .1025$ ;  $p < .05$ ). The table in addition reveals that the generated F-value was statistically significant ( $F = 192.4$ ;  $p < .05$ ). The two



statistics suggest that there was a significant linear relationship between parental support and effective implementation of FSE. The resultant  $R^2$  value of .801 further implies that parental support accounted for 80.1% of total variation in effective implementation of FSE. This seems to imply that a reduction in level of parental support may lower the gains envisaged in the FSE by 80.1% and vice versa.

Based on the foregoing observations,  $H_02$  was rejected and conclusion made that parental support and effective implementation of FSE were not statistically independent. This implies that parental support was a reliable predictor of the degree to which implementation of FSE will be achieved.

The noted magnitude of linkage between parental support and effective implementation of FSE is consistent with a study by Nganga (2012). The study observed that principals heading high-parental support schools were relatively more satisfied with FSE implementation in their institution compared with their counterparts in low-parental support schools.

## **11. SUMMARY OF THE FINDINGS AND CONCLUSIONS**

- (i) Majority of principals (77%) were males. This implies that there was no gender parity in allocation of principalship positions in the study area at the time the study was executed in 2013.
- (ii) Two-thirds (67%) of respondents had worked as principals for more than five years. This indicates that majority of respondents had already been appointed to headship positions at the time the FSE programme was introduced. This implies that a sizeable proportion of principals who participated in the study had requisite information pertaining to the influence of teacher supply and parental support on effective implementation of the FSE programme.
- (iii) Sixty three per cent of respondents had been in charge of their schools for more than five years at the commencement of data collection. In this regard, it can be concluded that nearly two-thirds of principals had a background that could be relied upon in regard to the link between teacher supply, parental support, and effective implementation of FSE.
- (iv) Teacher supply was not only significantly related to effective implementation of FSE, but also accounted for 92% of total variation in effective implementation of FSE. This implies that teacher supply is a reliable predictor of the extent to which FSE may effectively be implemented in Kenya. In other words, a high level of teacher supply will impact positively on FSE implementation while the converse will be the case.
- (v) Parental support was similarly linearly correlated with effective implementation of FSE. Moreover, 80% variation in effective implementation of FSE, the study revealed was linked to variation in level of parental support. This indicates that there is a direct relationship between levels of parental support and effectiveness in FSE implementation.

## **12. RECOMMENDATION**

Findings generated by the study have important implications and lessons in regard to FSE implementation in Kenya. A major observation is that actualization of goals envisaged in the programme is contingent upon adequate supply of teachers and parental support.

On the basis of the foregoing observation, the paper makes a number of recommendations with a view to enhancing implementation of the FSE programme in secondary schools in the study area and by implication schools in other parts of the country.

First, the existing shortfall in teacher supply in secondary schools needs to be fixed. A major factor that has cumulatively widened teacher supply gap is the insensitive teacher recruitment policy. For instance, since 2001, hiring of government employed teachers has been done with the sole purpose of replacing teachers who leave service through natural attrition (Republic of Kenya, 2013). Therein lies the problem. This is in light of the fact that such a recruitment policy cannot meet the increasing teacher demand that is occasioned by the high expansion rate of secondary

education in the country. The way forward is to continuously base teacher recruitment on student enrolment. This will go a long way in narrowing student-teacher ratio which is a critical correlate of successful progression of learners through the curriculum.

The other challenge that needs to be addressed is inequitable distribution of teachers between National, Provincial and District schools with national schools receiving the highest priority, followed by Provincial schools (Republic of Kenya, 2012). Due to this teacher deployment disparity, performance in KCSE exit examination is always skewed in favour of National and Provincial schools. This calls for rationalization in teacher distribution with a view to ensuring that all schools, irrespective of their status are adequately staffed. This will enhance realization of equity in provision of quality education to all children in the secondary sub-sector.

In view of the critical role that parental support plays in the overall school outcomes, educators (i.e., school administrators and teachers) need to sensitize parents on their role expectations in a school. This can be realized through well structured school-parents conferences in which educators formally interact with parents. Through such engagements, parents will appreciate the fact that their children's success in education is dependent on the amount of material and non-material resources they invest in their schools. This linkage will undoubtedly generate the desired parental impact in the system whose additive value to learners' achievement cannot be overstated.

### **13. ETHICAL CONSIDERATION**

Three elements of ethical consideration were deemed critical in this study. These were, respondents' consent, anonymity and confidentiality. Respondents consent was achieved by informing them that they were under no compulsion to participate in the study. Anonymity and confidentiality were accomplished by informing respondents in writing that they should not write their names or that of their schools on any part of the questionnaire. Moreover, in the opening part of the instrument respondents were clearly explained that the information they would provide in the questionnaire would not only be treated with utmost confidentiality but would be used only for the purpose of research they were to participate in.

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