Financing of Public Primary Schools and the Provision of Educational Facilities to enhance quality in Primary Schools in Rigoma Division, Nyamira County, Kenya

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Abstract: The thrust of this paper was to examine the financing mechanisms for the development of physical facilities that enhance pupils’ academic excellence in primary schools in Rigoma Division, Nyamira County, Kenya. The study was premised on a modified cost-effective model proposed by Aiken 1970 which consists of basic elements of external systems, student inputs, financial inputs, other relevant characteristics and their outcomes. The study adopted an ex-post facto research design predicated on the premise that the variables of the study had already occurred before the study was undertaken. The study used a sample size of 97 subjects comprising head teachers, teachers, pupils and members of parents’ teachers association (PTA). The main research instruments used were questionnaires, focus group discussion (fgds) guidelines and observation schedules. Mixed methods of data analysis involving qualitative and quantitative approaches were utilized to triangulate the data. The major findings of this study were that Government funding of schools was grossly inadequate. Parents through PTA highly subsidized the finding of schools in the study locale by conducting occasional fundraisings and soliciting funds from philanthropic organizations, albeit inadequate. It is recommended that individual schools should also encourage teachers to improvise the instructional materials that are in short supply to enhance quality of teaching and learning [206 words].

Key words: Financing, public primary schools, physical facilities, Effective teaching, Rigoma Division, Nyamira County, Kenya.

I. Introduction

Background information

The realization that education is the bedrock of development of any nation made the Government of Kenya commit itself to the provision of Universal Free Primary Education as at the time the country attained her political independence in 1963 (UPE) (Otiende et. al., 1992; Republic of Kenya, 1964,1980; Orodho, 2014). The government of Kenya decided to give priority to the attainment of Universal Primary Education (UPE) in its third Development Plan of 1974-1978 (ibid). To facilitate the attainment of UPE, in 1974, the government had to completely abolish tuition fees for standards 1-14 inclusive in all public primary schools in the country (Otiende et. al, 1992). This trend led to an increase in demand for education from the growing population. The total enrolment in primary schools shot up from the growing population. The total enrolment in primary schools shot up from 1,816,617 pupils in 1973 to 2,734,398 pupils in 1974 which represented an increase of 51 percent [Republic of Kenya, 1977]. The immediate problem that cropped up included demand for extra teachers, classrooms and additional equipment [Republic of Kenya 1975:14]. The trend of inadequacy of physical facilities, especially the critical instructional facilities has become perennial (Orodho, 2014).

Following the Jomtien Declaration of 1990 and the Dakar Framework for Action of 2000, the Government of Kenya launched FPE in 2003 and free day secondary education in 2008. The objective of these programmes was to increase access and to cushion poor households by abolishing school fees. As a result, enrolment in public primary schools rose from 5.9million in January 2003 to 9.4 million in 2010, an increase of 59.32% in GER. In terms of financial resources, a total of Ksh 63.4 billion has been spent on the program through purchasing instructional materials, as well as general-purpose expenses/recurrent expenditures through a capitation grant of Ksh 1,020 per child in 19,833 public primary schools (Republic of Kenya, 2012b).

Based on the lessons learnt during the implementation of FPE, it would be expected that implementation of free secondary education was to be faced with a myriad problems. Research on FPE indicated that there were many challenges facing its implementation (Republic of Kenya, 2005; UNESCO, 2005a, 2005b). For example, UNESCO (2005a) carried out an assessment of the Free Primary Education programme in Kenya in 2005. The assessment found out that some of the major challenges facing free primary education initiative were increased.
student numbers; shortage of teachers; lack of clear guidelines on admission; lack of consultation with teachers and parents; delay in disbursement of funds by the government; and expanded roles for head teachers. The recent assessment of basic education in Kenya by Republic of Kenya/UNESCO (2012) similarly documented that despite milestones achieved towards attaining UBE by 2015, Kenya still faces a number of challenges, some of them significant in improving access, equity, quality and relevance of education, especially in the urban slums and ASAL regions. It is against this background that this study undertook this study with the aim of establishing the funding challenges faced by primary schools and its effect on the development of physical facilities in primary schools in Rigoma Division, Nyamira County, and County, Kenya.

II. State of the Art Review

In 1978 president Moi directed that all public primary schools to form Parents Association (Republic of Kenya, 1980) to raise funds for educational facilities collectively. The decree transferred the burden of paying for school construction costs from families of school-going children to the entire local communities either in kind or through fund drives for local public primary schools (Republic of Kenya, 2012a).

The elimination of tuition fees in public primary school was extended to class five in 1978, class six in 1979 and class seven in 1980 making primary education in public schools free (Republic of Kenya, 1983). With the introduction of Kenya School Equipment Scheme (KSES) found it difficult to purchase and distribute School Equipment. There was delay in supply of textbooks to public primary schools (Republic of Kenya, 1974). The 8-4-4 primary education cycle came to replace the then 7-4-2-3 in 1985 (Republic of Kenya, 1985). The 8-4-4 system of education requires many books and other educational facilities that were non-existent in primary school at its inception in 1985. These were expensive and difficult to provide at once. One of the ways which was used by Kenyans to finance the facilities was self-help or harambee drives (Sifuna, 1990).

Moehlman (1927:189) in his studies of the system of school finance in America stated: In respect to public school as well as other forms of public revenue, there are no new sources. All the money must come from the single source – the people – by the method of levying and assessment-taxation.

This is a true assertion as it is the people that the public schools serve. The people need to employ all means to raise revenue for public schools.

According to Woodhall (2007:28), it was widely believed by leading scholars and researcher on financing education, and especially higher education globally noted that:

...it is eminently desirable that every young man and woman, regardless of his parents income, social position, residence or race, have the opportunity to get higher education...provided that he or she is willing to pay for it either currently or out of the higher income the schooling will enable him or her to earn. There is a strong case for providing loan funds sufficient to assure opportunity for all...there is no case for subsidizing persons who get higher education at the expense of those who do not...

Moehlman (1927:189), writing specifically on financing physical facilities notes that total expenses of a programme, financial ability of the community to pay and method of raising fund to meet the expenses are three factors to be considered when constructing school buildings. He, however, states that the ability to pay for such projects was dependent in part, at least on the extent to which the community desired to make further sacrifice to satisfy the practiced need.

It could generally be noted that from an economic perspective, educational materials are highly cost-effective in that an investment on educational materials helps reduce primary school drop outs. It is in relation to this that the World Bank (1990) report holds that:

For every dollar invested in textbooks and other educational materials, the primary education saved on average four dollars from reduced drop out and increased student flow efficiency (World Bank, 1990: 97).

This provides a clear message to policy makers, in Kenya and elsewhere, the number one priority at primary school level should be a reliable supply of quality educational materials.

The situation for educational facilities grew worse in Kenyan Public Primary School with the introduction of 8-4-4 in 1985 (Republic of Kenya 1985; East African Standard Jan 24th 1998). These were expensive and therefore difficult to provide at once. So both the government of Kenya and the public began looking for ways and means of providing facilities. One of the ways was self-help (harambee) drives.

Frantic efforts to raise funds, through self-help (harambee) began all over the country. The mobilization of funds to build classrooms to accommodate standard eight in all primary schools became more and more aggressive (Sifuna, 1990:178)

Fundraising committees were formed in all parts of the country, ranging from those operating in aid of individuals to those at locational and district levels (Ibid). Parents at the primary school level were required to donate specific amounts of money (Ibid). Leaders arranged for systemic collections of donations from farmers,
The Daily Nation (July 22nd 1988 p13), showed that out of 9553 workshops required only 1444 had been completed in the Kenyan Primary schools. In the Daily Nation (June 5th, 1999 p.40), Professor Waithaka the then director of education acknowledges the lack of enough laboratories, workshops and Home Science rooms in the schools. He asserted that:

Only 2100 of the 5144 laboratories needed in the schools were complete and out of 3131 workshops needed1328 were complete. Around 2342 Home Science rooms needed, only 533 were ready.

The Koech Commission Report of the year 2000 reduced examinable subjects from seven to five in an effort to reduce the burdensome curriculum of primary schools in Kenya. The five included English, Kiswahili, Science, Mathematics and Social Studies. Despite this move, teaching of the 8-4-4 subjects was to continue as before despite the shortages of critical physical and instructional materials needed for effective teaching (Republic of Kenya, 2000; Republic of Kenya/UNESCO, 2012).

The Basic Education Act 2013 gives the Boards of Management responsibilities to run schools under their area. According to section 59(a-f) of the New Education Act, the functions of the Board of Management (BoM) include:

Promotion of the best interests of the institution and ensure development; promote quality education for all pupils in accordance with the standards set by the Act or any other law; ensure and assure the provision of proper and adequate physical facilities for the school; determine causes of pupils indiscipline and make a report to the County Education Board; facilitate and ensure the provision of guidance and counseling to all learners; encourage the learners, teachers and no-teaching staff and others, parents and community , and other stakeholders to render voluntary services to the institution, amongst others( Republic of Kenya,2013:255).

From the foregoing citation, it is clear that the Government of Kenya recognizes the critical role of the Board of Management by prescribing very critical functions that are central to facilitating the academic development of the school and quality academic output. Thus, it is arguable that management and leadership styles are very important for the running of the various organizations. This sentiment is in agreement with those of Orodho (2014) study in Mandera County, Kenya, Birimana and Orodho (2013) study in Huye District in Rwanda and that of Getange, Onkeo and Orodho (2014) in Kisii Central, Kisii County, Kenya. All these studies separately came to a conclusion that the physical and instructional materials seem not to be adequate and appropriate in most institutions of learning, yet the capacity of the parents to supplement government funding was limited due to their poor socio-economic backgrounds.

Statement of the Problem

Despite the fact that this study was undertaken many years after the inception of the 8-4-4 system of education in Kenya, it is arguable that the financial problems that beleaguered the education then seem to have persisted. This is against the great expectations by the Government of Kenya that the parents, through the various school PTAs should be involved in the provision of physical facilities (Republic of Kenya, 2013). It is also clear that although establishing physical facilities is an expensive endeavour, the contribution of parents needs to be stepped up despite the existing financial problems facing communities in Rigoma Division, Nyamira County. Therefore, the problem that was investigated by this study was whether the financing of education in public primary schools in Rigoma Division had provided adequate educational facilities.

The Theoretical Framework

The study was guided by a theoretical framework. The theoretical framework was centered specifically on the application of the “Cost-Effectiveness Model” also called the “Evaluation Model” discussed by Alkin (1970). Alkin had used the model to discuss how to evaluate instructional programmes in schools. The Cost-Effectiveness model had been modified slightly to suit this study as follows. The model comprises of these elements: External systems, student inputs, financial inputs, other characteristics that could be manipulated and their outcomes. The external systems in this case referred to numerous social systems within which the school was placed. Student inputs referred to the nature of students entering the programme, from the social system, to be evaluated. Financial inputs referred to financial resources that had been made available for carrying out the programme. The characteristics that can be manipulated were the descriptive characteristics of the way in which financial inputs had been utilized within the programme in combination with the student inputs. Lastly, the outcome meant changes that had taken place in the schools after the schools had been provided with the necessary instructional facilities and the impact brought to systems external to the school. The external system
within which a public primary school had been place consisted of parents, community, sponsor or government that financed the provision of educational facilities in cash or in kind.

The school on the other hand was expected to have generated its own income by involving itself in income generating activities. The income that had been received from within and without the school formed the financial inputs of the school. The school’s financial inputs at the manipulation characteristics stage got utilized to provide the required educational facilities. It was the mode of manipulation characteristic (utilization) of the financial inputs which determined the amount of educational facilities that had been provided per school.

The outcome of the manipulation characteristics of the financial inputs were determined by quantifying the educational facilities that the school required and made available through the cost-sharing mechanism. It was the outcome of the manipulation characteristics of financial inputs that determined the quantity of educational facilities that were provided in the public primary schools. These quantities of educational facilities so provided in return got utilized by both children from the external system and members of the external system generally.

III. Research Methodology

The study used a descriptive design. Descriptive design attempts to describe what was or what is in a social system such as a school (Brooks, 2013; Orodro, 2012). The site involved Rigoma Division in Nyamira County. The area covered an area of 141 square kilometers (Republic of Kenya, 1997). Rigoma Division was chosen for a study because no similar research of this kind had been carried out in this region. Rigoma Division in being a rural set up it could most likely reflect the state of educational facilities in other rural public primary schools in Nyamira County.

Rigoma administrative division consisted of six educational zones with an average of about ten primary schools per zone totaling to sixty five schools. The zones included Rigoma, Nyatikeo, Girango, Bocharia, Mochenwa and Gesima. Whereas the division was headed by an Area Education Officer (AEO), each zone was headed by a Quality Assurance Standards Officer (QASOs). From each of the education zones, three primary schools were randomly selected for the study.

The AEOs and QASOs were included in the study because they were closest Ministry of Education officials who were in charge of supervision of the schools’ funds and educational facilities. The head teachers were the financial controllers of the schools. Assistant teachers used educational facilities to implement the school curriculum hence in the best position to explain the quantity of educational facilities in the primary schools. The school committee chairpersons were responsible of collecting school funds meant for the provision of educational facilities from parents. Pupils were included in the study because they were the ones who were taught using the educational facilities. At standard eight levels, the pupils through experience were in the best position to explain fully about their schools’ educational facilities than any of the classes in the school.

From each of the study schools, five individuals were respondents in the study i.e. head teacher, assistant teacher, chairperson, parent and a pupil. These together with the AEO and QASOs were 97 in total. Both random and purposive sampling was used in selecting one parent from each of the eighteen sampled schools of study. Purposive sampling was the handpicking of the cases to be included in the sample on basis of the typicality (Orodro, 2009, 2012). Purpose sampling helped the research to sample parents who were either good in English or Ekegusii – given that Ekegusii was the predominant language in the division.

The researcher obtained a research clearance permit from the National Council of Science Technology and Innovation before conducting focus group discussions and making observations in the sampled schools. Data collection instruments including focus group discussions and observation schedules were the major instruments. Focus group discussion guidelines, written in both English and Ekegusii languages, were used to collect data from literate and semi-literate respondents (Orodro, 2012). A great deal of research information was obtained through observation schedules. Much is learned from observing what people actually do and how they do it and that observation is almost always combined with casual or informal interviewing (Brooks, 2013). Observation was done by the researcher in the selected primary schools whereby the researcher focused on the type of educational facilities – buildings, tools and equipment around the school. The qualitative data collected through focus group discussion and observation guidelines were analyzed using interview transcription and thematic analysis. The analyzed data was presented in narrative and direct quotes.

IV. Findings And Discussions

The State of Physical Facilities in Primary Schools in Rigoma Division

The first objective was to analyze the State of Physical Facilities in Primary Schools in Rigoma Division. Respondents were requested to indicate the level of adequacy/inadequacy of physical facilities in their respective schools and the result using frequency counts and percentages presented in Table 1. Results exhibited in Table 1 shows that most highly ranked physical facility in most primary schools in Rigoma Division in Nyamira County, which was cited by over 70 percent of the respondents were workshop and laboratories for home science as well as libraries. Only 8 out of the 18 schools had completed workshops with inadequate
teaching/learning tools, equipment and materials therein. The completed workshops measured 20.2m by 6.3m forming area of about 126.63 square meters in average.

A focus group discussion (fgd) further revealed that of the 70 percent who specified the inadequacy of the workshops and libraries to be the main constraint over two thirds of this group stressed the inadequacy of workshops despite the fact that the 8: 4:4 education systems were meant to be a practically oriented learning mode. The implication here is that learners continue to learn using largely teacher centered learning approach since the practical techniques area grossly constrained by lack of the critical faculty that promotes practical approaches to learning.

The second highly ranked constraint was the inadequacy of basic instructional materials such as books and reference materials such as teachers’ text books. Mathematical geometrical sets, paper and rulers were inadequate. HB pencils and Bic biro pens were adequate. This factor was cited by 68.4 percent of the respondents sampled in the study. It was evident that despite the Government commitment to supplying text books as a policy, most schools were not keeping and maintaining these vital learning facilities. These facilities were found to be more inadequate in Nyatieko, Mochenwa and Bonchari compared to those in Gesima educational zones.

Table 1: Level of Adequacy/Inadequacy of Physical Facilities in Schools in Rigoma (N=97)

<table>
<thead>
<tr>
<th>Physical facility</th>
<th>Adequate N (%)</th>
<th>Inadequate N (%)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms and desks for pupils</td>
<td>35</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Desks and lockers for pupils</td>
<td>48</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Workshops/Home-science laboratories/library</td>
<td>52</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Instructional materials/text and exercise books</td>
<td>27</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Toilets and other health facilities</td>
<td>30</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Playgrounds for soccer/netball/hockey/athletics</td>
<td>39</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Playgrounds for soccer/netball/hockey/athletics</td>
<td>64</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

The third and fourth category of physical facilities that were in inadequate supply were classrooms and desks for pupils and toilet facilities cited by , respectively 63.3 percent and 59.2 percent, respectively. The Division had 764 classrooms whose area measured 70 square meters in average. There were 33 pupils per classroom on the average totaling to 24,994 pupils in public primary schools in the Division. However, the average number of pupils per class in the 18 schools that were studied was 39 as the schools had 6981 pupils per class in the 18 schools that were studied was 39 as the schools had 6981 pupils that occupied 179 classrooms. Pit latrines were conspicuously inadequate. Of the 233 pit latrines needed for the 18 schools, only 108 pit latrines were available, hence there was a shortage of 125 pit latrines in those schools. The Ministry of Education requires that a primary school classroom should measure in average an area of 67.5 square meters and accommodate a maximum of 40 pupils (Republic of Kenya, 1996, 2012). The educational zones mostly affected by the lack of these two sets of physical facilities were Mochenwa and Nyatieko. In these educational zones, the two thirds of the respondents were in agreement that the effect of these facilities highly affected learning in these areas.

In contrast, the physical facilities that were cited to be fairly adequate were desks and playgrounds, cited by 53.1 percent and 65.3 percent, respectively. All the schools in the study had soccer, netball and athletics fields. Through focus group discussion, it was established that 7 out of the 18 schools had handball pitches, 13 out of the 18 schools had volleyball pitches and all of them had school agricultural gardens that measured more than the minimum Ministry of Education required 20m by 30m school garden. The implication of this finding is that the opportunities for further expansion of primary schools in the study locale exist. Unfortunately, these two sets of physical facilities do not directly affect the cognitive aspect of learning in terms of the pupils’ academic performance highly stressed in the Kenyan education system. However, these facilities are equally important in the affective and psychomotor development of the learners. The development of the affective and psychomotor development was stressed in a study by Birimana and Orodho (2014).

These findings are consistent with separate studies done by Orodho (2014) in Kenyan basic education institutions and Birimana and Orodho (2014) who arrived at similar results while examining the status of teaching and learning resources and teachers’ effective classroom management and content delivery in secondary schools in Huye District in the Republic of Rwanda.

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Sources of Funds for development of Physical Facilities

The second objective was to assess the sources of funds that are used to put up physical facilities in primary schools in the study locale. The respondents were requested to indicate the main sources of funds in their schools used for physical infrastructure and the result displayed in Figure 1. The results carried in the table indicate that a majority of respondents, comprising 64.9 percent of the total regarded the Government sources through the constituency development fund as the main source of funding for the development of physical infrastructure in the study locale.

The second source of funding was the Parents through the Parents Teachers Association (PTA). It was established that the PTAs occasionally organized fundraising (harambee drives) to generate funds from the community and some invited persons. Of these sources, parents were the main contributors to their children’s educational facilities. However, because of the parents’ low income, most schools in the study had financial constraints that made completion of the required educational buildings and the provision of facilities required therein difficult. Frequent changes of the primary school syllabi and price hike of the educational facilities were further hindrances to the provision of adequate educational facilities under the 8-4-4 system of education in public primary schools in Rigoma Division. School accounts were not regularly audited by the Ministry of Education, Science and Technology officials.

The 8-4-4 system of education was introduced in Kenya in 1985 to replace the 7-4-2-3 system of education which had been accused of being academic and examination oriented and lacked employable skills. It was hoped that the 8-4-4 system of education could bridge the foregoing gap with its broad-based, practical oriented curriculum. The 8-4-4 primary school curriculum required many facilities that required financing that was non-existent then. Harambee drives and cost-sharing mechanisms among other ways were used to raise funds for the facilities.

Figure 1: Sources of Funds for development of Physical Facilities

The overall message conveyed by the foregoing discussion findings and discussion is that facilities were inadequate in the study locale because the schools lacked enough finance to purchase/provide them. Several researchers in the area of funding school projects such as Abong’o (1987), Kiugu (1990), Getange, Onkeo and Orodho(2014) and Birimana and Orodho (2014) among others had pointed out supplementary/alternative sources of financing public schools’ facilities are grossly inadequate. The Getange, Onkeo and Orodho (2014) study in Kisii similarly established that funds used to put up physical; infrastructure mainly come from Government and parents’ contributions in cash and in kind, and self-help (harambee drives); schools’ own income generating activities. In their contribution in financing the schools in kind, the parents without being paid, molded and fired school bricks on schools’ grounds, weeded the school gardens, lumbered school trees and donated firewood for firing school bricks (Getange, Onkeo & Orodho, 2014). Besides their cash contributions to the schools the parents, bought for their school children school uniform, and some stationery. So the parents were the main financiers of the schools’ educational facilities.

V. Conclusions And Recommendations

The major thrust of this paper was to examine the state of physical facilities and the sources of funds for these projects in Rigoma Division, Nyamira County, Kenya. Based on the findings of this study, it was evident that the physical infrastructure and instructional materials in the study locale are grossly inadequate. At
the same time, apart from the Government who are the main financiers of the physical plant, parents have come in to supplement Government efforts despite their poor socio-economic backgrounds. Parents formed the largest source of financing educational facilities in public primary schools in Rigoma Division. Other sources included self-help (harambee drives), school income generating activities, small donations and Constituency Development Fund. Many other alternative sources of financing the facilities such as charitable organizations, religious organizations and sponsored walks had not any significant financial contribution towards the provision of the schools’ educational facilities.

The rapid change of 8-4-4 primary schools syllabi was another problem. The parents/schools had repeatedly bought several revised editions of particular 8-4-4 Mathematics, English, Geography, History and Civics (GHC) Combined Course or Social Studies textbooks among others to keep abreast with several changes the primary school syllabi had undergone within short periods of time. This made it difficult for both the parents and the schools to buy all the required 8-4-4 primary school textbooks. The trend had created doubt as to whether whatever syllabi and textbooks were in use at any given time could last long enough – hence discouraged those from further purchase of textbooks with their limited funds meant for the same. If the parents, the majority of who were low-income earners, continued taking the main part of financing their children’s educational/educational facilities in the schools, then there is fear that the Kenya’s Universal Primary Education (UPE) is likely to be far from being achieved effectively and efficiently in Rigoma Division. The 8-4-4 primary school Curriculum will also be ineffectively and inefficiently implemented. The overall conclusion is that the primary schools are not living up to expectations.

The following recommendations are made with regard to the financing of educational facilities in public primary schools in Rigoma Division, Nyamira County:

First, since it was established that the physical infrastructure and basic learning materials in the study locale were in a sorry state, it is recommended that the Government of Kenya, through the Ministry of Education, should inject more funds through the Constituency Development Fund (CDF) for the procumbent of teaching and learning facilities. It is argued strongly that this responsibility should lie strictly to the education planners and administrators in the Ministry of Education as specified in the Basic Education Act, 2013.

Secondly, since it was evident that despite the poor socio-economic backgrounds were the main alternative financiers of educational projects, the Government of Kenya through education officials in collaboration with local leaders should organize inter-visits at all levels among the schools’ parents and schools’ communities to learn from each other as to how far each has gone in availing the required educational facilities and the various ways each school has used to avail whatever educational facilities they have. This can educate those lagging behind to emulate the ways of those that have moved a head in providing the missing educational facilities.

Third, since the combined efforts of the Government of Kenya and parents through PTA contributions have not been adequate to finance education for the development of physical infrastructure in the study locale have been inadequate, corporate organizations, Non-Governmental Organizations, Community Based Organizations and other philanthropic organizations, well wishers and key stakeholders should be encouraged by the Government to donate generously in cash and kind for the provision of facilities especially the needed ones for the core subjects in primary schools. Further major divisional fund-drives for funding the missing educational facilities in public primary schools need to be organized and coordinated by leaders at divisional level involving all school community members and other well-wishers from within and out of the county.

Fourth, besides other essential facilities like classrooms, there is need to establish a science laboratory in every primary school. Given that Science is taught in primary schools, it should be the Ministry of Education Science and Technology’s policy that all primary schools give priority number one to the construction of science laboratories and avail science tools, equipment and materials therein.

Fifth, apart from school and public libraries which were inadequate in the study locale, there is an urgent need to establish and/or strengthen education resource centers in each county. These teachers’ resource centers in each county could act as places for excellence where teachers would synergize their talents and incubate ideas that could facilitate competency and innovativeness in teaching.

Sixth, the curriculum technocrats and professional teachers specialized in handling primary education need to sit together, take their time and design the most suitable, durable and relevant 8-4-4 primary school curriculum/syllabi that are relevant to the Kenyan societal and learners’ needs, hence avoid the rapid change of the same.

Finally, teachers should be encouraged to use the physical and instructional facilities and instructional materials available, and where they are not available the teachers should develop the culture of improvisation. It has been established by studies by Orodho (2014) that effective teachers are those who go out of their way and improvise instructional materials in cases of inadequacy.
References


