

**RESOURCE MOBILIZATION IN THE IMPLEMENTATION OF FREE DAY
SECONDARY SCHOOL EDUCATION IN EMGWEN SUB-COUNTY, NANDI
COUNTY- KENYA**

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DECLARATION

Declaration by the student

I declare, that this thesis is my personal work under the supervision of university supervisors in that, no part of it has ever been submitted to any institution for academic purposes.

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This thesis has been submitted with our knowledge and approval as University Supervisors.

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DEDICATION

I dedicate this thesis to my lovely husband Mr. Chriss Saina and my sons Iven John and Ian Joseph whose love and patience I adore.

ABSTRACT

The Kenyan government introduced Free Day Secondary Education in 2008 to fulfill Education for All, but increased enrollment has strained teaching resources and human resources, leaving key aspects of resource mobilization unknown. This study was to investigate Resource Mobilization in the Implementation of Free Day Secondary School Education in Emgwen sub-county, Nandi County, Kenya. The study answered the following questions; Establish the influence of stakeholder's involvement in resource mobilization and implementation of FDSSE, alternative strategies employed in resource mobilization and implementation of FDSSE, community participation in resource mobilization and implementation of FDSSE and the level of government commitment towards resource mobilization and implementation of Free Day Secondary School Education in Emgwen Sub-County. The study, based on Mollenkopf & Melville, Goodman and Coleman Resource Mobilization Theory, used a descriptive survey design to survey 17 Day Secondary Schools, including principals, sub-directors, quality assurance officers, BOM chairpersons, parent representatives, and teachers. The study used random sampling to select principals, BOM chairpersons, parent class representatives, and teachers, while purposive sampling was used for the Sub County Director of Education and Quality Assurance and Standards officer. Data was collected through questionnaires, interviews, and observation schedules. Pearson product moment correlation coefficient was used to determine reliability of the instruments and a coefficient of 0.55 was obtained which was above the recommended value of 0.5. while validity was determined by consulting with the supervisors, experts in research and colleagues from the school of Education Management and Policy Studies, University of Eldoret. Data collected were presented on tables. Findings from the study showed that: Stakeholders involvement play a big role in resource mobilization and the implementation of free day secondary school education, they are involved in resource mobilization hence always participating in decision making, they ensure availability of the right instructional resources and therefore cooperation of all stakeholders ensured proper implementation of FDSSE. The study highlights the importance of alternative strategies in implementing FDSSE, including government support, community participation, and resource networking. It emphasizes the significance of government commitment and regular access to resources. The study suggests implementing effective policies for school resource mobilization, revisiting the FDSSE program to increase enrollment, and exploring alternative methods like income-generating activities for development.

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LIST OF ABBREVIATIONS AND ACRONYMS

| | |
|-----------------|---|
| BOM | Board of Management |
| CDF | Constituency Development Fund |
| DoE | Director of Education |
| EFA | Education for All |
| FSE | Free Secondary Education |
| FDSE | Free Day Secondary Education |
| FDSSE | Free Day Secondary School Education |
| ICT | Information Communication Technology |
| MDGs | Millennium Development Goals |
| MOE | Ministry of Education |
| NACOSTI | National Council for Science, Technology and Innovations |
| NEMIS | National Education Management Information System |
| POSDCORB | Planning Organizing Staffing Directing Coordinating Reporting |
| QASO | Quality Assurance and Standards Officer |
| TSC | Teachers Service Commission |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UNICEF | United Nations International Children's Emergency Fund |

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, research hypotheses, justification of the study, significance of the study, assumptions, scope of the study, limitations, theoretical framework, conceptual frame work and operational definition of terms.

1.2 Background of the Study

Education is a basic right like all other human rights, everyone is entitled to it regardless of ethnicity, religion, gender or economic status (Grant & Gibson, 2013).

Worldwide, education is a prominent subject that helps in shaping the future of an individual. An important attachment to education can be established based on the investment that goes towards education as compared to other programmes in most countries (Rasche, Gilbert & Schedel, 2013).

Provision of good quality secondary education is a critical tool in generating the opportunities and benefits of social and economic development (Allen, 2016).

Educating people means providing opportunities in their hands and is recognized as one of the best anti-poverty strategies. It is also the best way of ensuring a country's economic prosperity and competitiveness. secondary education provides a link between basic education and the world of work on one hand and further training of education in the preparation of human capital for development and opportunities for life time (Lavinias, 2015).

The cost of provision and expansion of secondary education has been increasing while resources needed have been decreasing (Allen, 2016). Many countries mainly in Sub-

Sahara Africa are considering abolishing school fees for secondary education (Elijah & Yambo, 2019). This is because fees charges at secondary school are indeed one of the major obstacles for children to access secondary education, this results in low transition rates from secondary to tertiary institutions. Thus, some countries in Sub-Saharan Africa have extended free education from primary to secondary for example Rwanda and Uganda abolished lower secondary education in 2006 and 2007 respectively while Kenya abolished secondary education fee in 2008. The reason for the fee abolishing is to increase access and enrolment rates in secondary schools regardless of socio-economic background (Chemweno, 2018).

With the need to invest more in education, the government of Kenya introduced Free Secondary Education in 2008 as a response to more students need for transition to secondary school from primary school (James, Simiyu & Riechi, 2016). This was not really free secondary education but a subsidy of the tuition fee from parents. Tuition fee payment was waived as it constituted a major portion of the finances required, this acted as a relief to parents and other stakeholders (Kaguri, Ibuathu & Kubaison, 2014).

Research shows that FDSSE is being faced with many challenges of logistical nature, some of the challenges include participation rates, inadequate number of instructors, low transition rate from secondary to tertiary institution, high cost of teaching-learning resources, development fee and implementation of FDSSE (Chemweno, 2018).

Furthermore, several government documents show the commitment of the government in meeting EFA and MDGs target MOEST, (2005). The launch of Free Day Secondary Education in 2008 was made in an effort to address issues such as low

rates of secondary completion, illiteracy, high costs of education and inadequate community participation (Kaguri, Ibuathu & Kubaison, 2014).

Records in the Sub-County Director of Education office in Emgwen Sub-County show that enrolment rates in secondary schools have increase. Therefore, this study seeks to investigate Resource Mobilization in the implementation of FDSSE in Emgwen Sub-County, Nandi County, Kenya.

1.3 Statement of the Problem

The introduction of Free Day Secondary Education which encompasses tuition waiver and Free Secondary Education was received with mixed reactions across the country. The proposal to have Free Secondary Education was welcomed by many educational stakeholders and principals.

Despite the introduction of FDSSE, students are still going back for non-payment of other levies and this was because the policy was anchored on political manifesto. Principals have an important role of mobilizing teaching- learning resources and human resource to meet the existing enrollment which came as a result of reduction of user fee (Wanjala and Hussein, 2017).

This descriptive study therefore seek to investigate how resources can be mobilized to meet the student enrollment and public day secondary schools using the case of Emgwen Sub-county, Nandi County Kenya.

There are challenges which threaten the sustainability of FDSSE policy which include inefficiency in managing of resource allocated to education sector. School principal play a major role in administration of all school financial activities which include disbursement of money (Jorry, 2019). The financial management determines the way

the school is managed the principal is responsible for budgeting, accounting and auditing functions of financial management.

Otieno and Ochieng (2020) emphasized that human resources are the most important resources in school organization. He adds that teachers comprise the most important staff in school.

Gamala and Marpa (2022), observe that the main purpose of a school is to provide students with equal education and learning opportunities, In order to achieve this purpose the most important resource is the knowledge, skills and dedication of its teachers. The principal responsibility in human resource management involves; leading, motivation, delegation of responsibilities and conflict management.

The increased number of students' ratio led to increased work load for teachers. This leads to challenges to be addressed by principals (managers) for quality of education this calls for proper mobilization of human resource.

1.4 Purpose of the Research

To establish the relationship between resource mobilization and the implementation of free day secondary school education in Emgwen Sub-County, Nandi County-Kenya

1.4.1 Specific Objectives

- i. To establish the influence of stakeholders' involvement in resource mobilization and implementation of Free Day Secondary School Education in Emgwen Sub-County.

- ii. To determine alternative strategies employed in resource mobilization and their effect on the implementation of Free Day Secondary School Education in Emgwen Sub-County.
- iii. To assess the effect of community outreach projects on resource mobilization in implementation of Free Day Secondary School Education in Emgwen Sub-County.
- iv. To establish the level of government commitment towards resource mobilization and its effect on implementation of free day secondary school education in Emgwen Sub-County.

1.5 Research Hypotheses

- H₀₁** Stakeholder's involvement has no significant influence on resource mobilization in implementation of Free Day Secondary School Education in Emgwen Sub-County.
- H₀₂** Alternative strategies employed have no significant influence on resource mobilization in implementation of Free Day Secondary School Education in Emgwen Sub-County.
- H₀₃** Community participation have no significant influence on resource mobilization in implementation of Free Day Secondary School Education in Emgwen Sub-County.
- H₀₄** Level of government commitment has no significant influence on resource mobilization in implementation of Free Day Secondary School Education in Emgwen Sub-County.

1.6 Justification of the Study

In Kenya, Government's policy on 100 per cent transition is achievable though with several challenges for example few instructional facilitators, Otunga *et al* (2023). Free primary education has directly resulted in great pressure on secondary education. The Government has embarked on a move that requires strengthened facilities and resources at the secondary level.

This study was based on the facts that Kenya's population is not homogenous in terms of socio-economic groups and in order to achieve Education for All (EFA) there is need to ensure that public spending is properly targeted so as to ensure maximum social benefit to all.

Teachers Service Commission has to respond to this critical issue by increasing the number of teachers to counter the surging numbers of student in Day Schools. The employment of intern teachers is crucial.

The allocation of infrastructural cash to needy institutions with sole purpose of improving existing structures and putting up additional ones aim at ensuring that more learners are accommodated. The overall intent is to actualize the Vision 2030 blueprint that seeks provision of quality learning.

Registration of students under National Education Management Information System (NEMIS) is essentially a fully developed system that would ensure monitoring of the process at the ministry's headquarters. It would not be feasible without such an elaborate data capture.

1.7 Significance of the study

The findings of the study will be beneficial to: Sub County Director of Education Officer, principals, teachers, QASO, Board of Management, Government, parents and the general public.

To educators in allocation of the resources to day secondary schools so as to achieve the objective of improving access and retention of students in school.

The study will be useful to policy makers who come up with policies to address issues in schools and in the entire education systems on resource mobilization.

The study will also sensitize ministry of education and the Kenyan government in the provision of the teaching and non-teaching facilitation for success of Day Secondary School.

Further the study will be useful to all public Day Secondary School managers in activities involving securing new resources and maximizing existing once for implementation of Free Day Secondary Education.

The study is a leeway for other researchers who are interested in doing research on resource mobilization on other areas or levels of education.

1.8 Assumptions

The following assumptions were made in the study;

There are challenges in financing education in day secondary school due to the large enrolment as a result of Free Day Secondary Education Policy introduced in 2008.

That public day secondary schools had implemented Free Day Secondary Education policy in Emgwen Sub-County.

The respondents gave sufficient information that was adequate and reliable in the study.

That at the end of the research the finding was to help improve on resource mobilization for effective implementation of Free Day Secondary Schools Education.

1.9 Scope of the Study.

The study covered a sample of Day Secondary Schools in Emgwen Sub-County, Nandi County, Kenya.

The study sought to investigate resource mobilization in the implementation of free day secondary school education. The study was carried out between February 2023 to April 2023 and it concentrated on principals, Sub County Director of Education, Quality Assurance and Standards Officer, Board of Management chairpersons, Parents Class representatives and class teachers of Day Secondary Schools in Emgwen Sub-County. The schools were selected at random.

1.10 Limitation of the Study

1. The study was based on Day Secondary Schools in Emgwen Sub-County instead of the whole nation therefore the results obtained may be generalized.
2. Questionnaire and interviews schedules have self-report data that was difficult to establish the truthfulness of the respondent this was addressed through triangulation.

1.11 Theoretical Framework

The study was based on resource mobilization theory which was first developed by Mollenkopf and Melville (1956), Goodman (1959), and Coleman (1966) in Lutempo, (2022). The aforementioned researchers contend that resource mobilization broadly refers to the dynamics and strategies of social movement development, decay and evolution. It looks at a range of resources, including the need to organize financial resources, the connections between social movements and other organizations, the need for outside assistance for movements to succeed, and the strategies employed by authorities to restrain or include movements. The theory explains how firms obtain the necessary financial resources in a timely, cost effective manner, have the correct kind of resources, at the right time and make proper use of obtained resources thereby ensuring optimum utilization of the same.

In many places of the world, especially when it comes to growth of education, financial resources mobilization appears to be a growing activity. According to the growing resource mobilization theory, the objective is to accomplish some sort of social good because the benefit is shared by all. In addition to their interest in networks and mobilization. Resource mobilization theorists have a keen interest in how organizations adapt over time and survive (Golhasani & Hosseinirad, 2016).

Inadequate funding and lack of facilities for teaching and learning, poor infrastructure are just a few issues that the education sector in most nations is dealing with (Okoye & Arimonu, 2016). To reduce these difficulties, it necessitates efficient financial resources mobilization solutions. Although administrative and other financial mobilization costs may be involved in resource mobilization, it is important to keep in

mind that the cost should be kept as low as possible because the goal of resource mobilization is to meet educational needs (Golhasani & Hosseinirad, 2016).

In Kenya recent government policy document have focused on the importance of education in eliminating poverty, diseases and ignorance, these include Economic Recovery Strategy for Wealth and Employment 2003-2007, (Session paper no.1 of 2005) on education training and research and Kenya's vision 2030. This study therefore notes that the government should be prime investor in FDSSE in order to facilitate effective resource mobilization for effective implementation of FDSSE .In this study therefore resource mobilization theory was adopted because free day secondary education requires a substantial investment to produce the required human resources (Golhasani & Hosseinirad, 2016; Okoye & Arimonu, 2016).

All stakeholder's, sponsors and the government have a role in resource mobilization thus the need to utilize the theory as the study sought to investigate how resources could be mobilized for effective implementation of FDSSE in Emgwen Sub-County.

1.12 Conceptual Framework

Based on the summary of literature reviewed, there are gaps conceptual, methodological and contextual gaps to be filled. Hence, this study proposes Figure 1 as its conceptual framework to fill the identified gaps.

Independent variable

Dependent variable

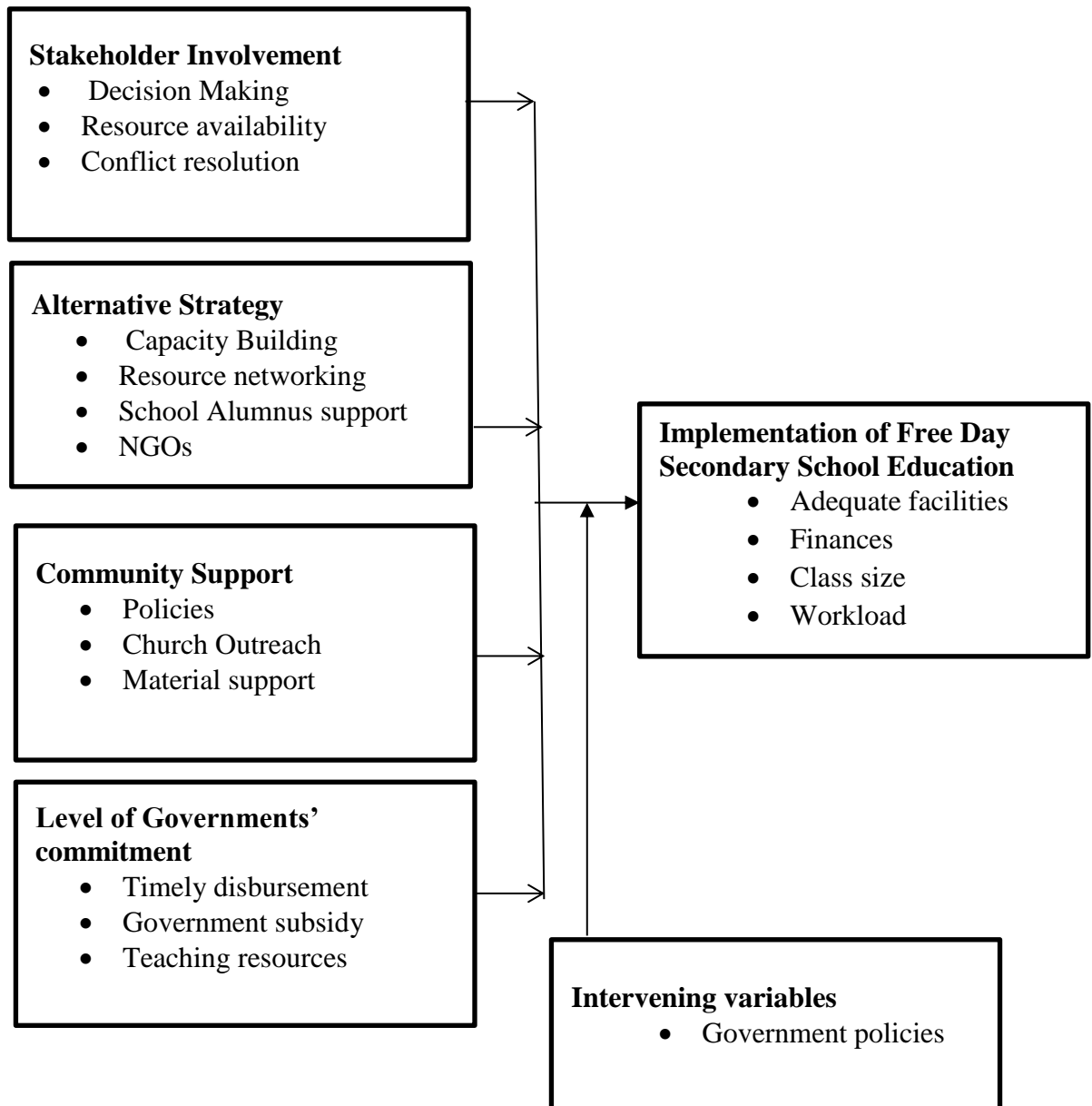


Figure 1: An illustration of the correlation between the variables investigated for the study.

Source: Author, 2023

The self-regulating variables were stakeholder involvement, alternative strategy community Support and level of governments' commitment. Stakeholder's involvement in resource mobilization through decision making, conflict resolution and full involvement in availing of instructional resources is vital and cooperation of all stakeholders ensured proper implementation of FDSSE. Alternative strategies employed are key in implementation of FDSSE, through initiatives to produce revenue; schools have been able to mobilize the necessary resources. Alumnus support, sponsors and Non-Governmental organizations. Community outreach project is crucial in implementation of FDSSE, with proper policies in place and stable political state there will be success in resource outreach and hence success in implementation of FDSSE. Government commitment through timely disbursement, adequate subsidies besides availing of enough instructional materials lead to success in implementation of FDSSE.

1.13 Operational Definition of Terms

Free Day Secondary Education is subsidized tuition fee by the government in public day schools.

Implementation Is a stage of making curriculum materials which include teaching and learning materials to learners.

Public Schools refer to schools that are maintained and supported out of public financial resources.

Resource Mobilization refers to securing of new resources to an organization, better use of resources and maximizing existing resources.

Secondary Education refers to education that is offered to all those who graduate from primary level of education.

Stakeholders Involvement is the procedure by which a company involves others who might be impacted by who might have an impact on how those decisions are implemented.

Stakeholders refer to individuals, firms, organizations, groups that have either direct or indirect interest in the free day secondary education program.

School community support Are human factors within and outside the school which influence implementation of free day secondary education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of the literature that has been written about the topic by other researchers, philosophers, academics, theorists, authors, policy makers, government representatives that have done research in a related field of study.

2.2 Concept of Free Day Secondary School Education

At the beginning of 2008 government of Kenya formally declared Free Day Secondary Education (FDSE) by allocating kshs.10, 265 per student to improve access of learners from economically disadvantaged households who after completing a free primary education were unable to join in secondary school primarily due to the cost of tuition (Kiambati, Njiri, Mwenja, & Mbugua, 2020).

The government provides Kshs. 10,625 (Kenyan shillings) per pupil every year in government secondary schools through the FSE guidelines. The FSE program had resulted in a significant fee reduction in public day schools (Olang'o, *et al.*, 2021). according to a study on the effect of FSE on access to secondary education. In contrast to the previous amount of a maximum of Kshs. 11,000 per year as per the national guidelines for school fees, under FSE parents are only responsible for payment of caution money (for new entrants), development fees, which are suggested to be a maximum of Kshs. 2,500, and lunch fees (Kaguri, Ibuathu & Kubaison, 2014).

In Kenyan context, research that applies the household production, function method, rural and urban households are typically distinguished. In comparison to urban areas, rural households are frequently depicted as being at a disadvantage because of their

lower income and education levels, which are linked to poorer educational choices and outcomes (McMahon, 2018).

In Kenya, as in other developing nations, public secondary education subsidies and expansion are occurring against a backdrop of insufficient material and financial resources (Olang'o, *et al.*, 2021). According to a survey carried out in Kenya by the United Nations Educational Scientific and Cultural Organization, the average students to teachers ratio in the 162 schools that were sampled was 58:1, which was higher than the required ratio of 40:1 (Musyoka, 2018). Compared to their counterparts in private schools who manage a lower number of students, secondary school instructors in public schools find it challenging to provide learning in an effective manner (McMahon, 2018; Musyoka, 2018).

There were 1.2 million students enrolled in Kenya's high schools in 2007. In order to accommodate the 1.4 million students anticipated in public secondary schools during 2008, at least 4,000 new classrooms were required (Yungungu & Rodgers, 2019). Around 400,000 students started secondary school in 2008. According to Kenya Sector Support Programme Report of 2005 many secondary schools are in disrepair and lack basic amenities and inadequate infrastructure. The taskforce on affordable secondary education (2007) asserted that the performance level of schools is mostly determined by the availability of teaching-learning resources. The quality of instruction in Kenyan secondary schools will almost probably be compromised by a lack of resources at the schools and busier teachers (Ndambuki, 2016).

As the government of Kenya meet the tuition fee under the FDSSE programme, guardians and parents are still required to meet the cost of lunch programme, uniforms, transport and building and construction projects (Odongo, (2018).

The provision of tuition fee by the government of Kenya is intended to increase access rate to secondary education, improve on completion rate and reduce drop- out rate (Freeman & Simonsen, 2015; James, Simiyu & Riechi, 2016; Odongo, 2018). It is now fifteen years since the introduction of FDSSE but students are still back at home because of levies needed by school management to facilitate the implementation of FDSSE. This study therefore focuses how resources are mobilized for proper implementation of FDSSE programme in Emgwen Sub County, Kenya.

2.3 Concept of Resource Mobilization

When an organization acquires additional or more resources to meet set objectives, this is regarded as resource mobilization. This technique can also involve strategies that improve the effectiveness of already available resources. Occasionally, businesses will make a census of their current resources and create a strategy to utilize them as effectively as possible. The company can add new or improved resources as needed to supplement any available choices (Manky & Dolores, 2021). It might be crucial to know what a company has and needs in order to successfully pay costs and maintain a standard level of quality, particularly during periods of significant commercial demand or necessity.

The process of mobilizing resources entails a number of steps, including developing an action plan, identifying possible resource partners, prioritizing them, reviewing the resource requirements, and analyzing the external resource environment. It is impossible to switch up all of your tactics quickly. To alter the pattern of resource mobilization, a comprehensive strategy is needed (Hansen & Coenen, 2017).

By raising and spending their own money on public goods and services like schools, hospitals, clean water, power, and roads—all essential for assisting people in escaping

poverty—countries may boost economic progress (Manky & Dolores, 2021). To draw in private capital and build the groundwork for sustained economic growth, nations must invest in their own infrastructure, public utilities besides services (Mmaitisi, 2020).

In order to offer financial investments and social programs, which are of great significance for enhancing economic progression and minimizing poverty, it is vital to mobilize capitals. One of the obstacles facing projects and programs is securing funding for economic growth and poverty reduction; nevertheless, resource mobilization can be managed more creatively for greater efficacy (Anis & Kassim, 2016). The key components for resource mobilization in this setting are a strong fiscal policy, prudent social spending, and a functional and competitive financial system (Ahmed, 2013; Ali & Naeem, 2017).

The basis for self-sustaining expansion is widely acknowledged to be the mobilization of resources. In order to finance investments and social programs, which are crucial for promoting economic growth and eliminating poverty, it is needed to mobilize resources (Sanusi, 2013; Anis & Kassim, 2016; Manky & Dolores, 2021). One of the obstacles facing projects and programs is securing funding for economic growth and poverty reduction; nevertheless, resource mobilization can be managed more creatively for greater efficacy (Anis & Kassim, 2016).

All the steps an organization takes to make sure it has the resources necessary to effectively implement its strategy are categorized as resource mobilization. In addition to financial resources, the term "resource" also refers to the organization's access to human resources, as well as to commodities and services. To diversify the

sources of assistance and funding, a resource-mobilization plan necessitates extensive contact to potential partners and funders (Heylighen, 2017).

2.4 Empirical Literature Review

2.4.1 Stakeholders Involvement in Resource Mobilization and Implementation of Free Day Secondary School Education

Researchers agree that investing in education builds human capital, which supports a nation's ability to prosper economically. This is the reason that many governments, businesses, well-wishers, and non-governmental organizations (NGOs) are fully committed to ensuring that everyone has access to education. One of the main obstacles to raising secondary education performance in Kenya is lack of secondary school infrastructure (Kuzminov, Sorokin, & Froumin, 2019).

Physical facilities are a significant impact in both school attendance and achievement, as research by Bryant & Javalgi (2016) demonstrates. Infrastructure in secondary schools is crucial for this reason. Infrastructure for secondary schools has been mostly funded by parents and communities over time, with their consent. Non-governmental Organizations (NGOs), churches, and private citizens have all contributed as well, frequently in support of community development (Macdonald, 2016; Heylighen, 2017).

Ni, Yan and Pounder (2018) noted that other educational stakeholders influence the board of management's involvement in school management. The majority of school projects, including building classrooms, laboratories, and libraries, acquiring school vehicles, and installing electrical and ICT infrastructure, are funded by parents. One of the main responsibilities of a principal is the administration of school finances.

Conflict between the principal and other stakeholders may arise if the principal mismanages school funding (Hoppey & McLeskey, 2013; Mansaray, 2019; Shaturaev, 2021). To accomplish the educational goals, the community participates through fundraising efforts and development projects (Bryant & Javalgi, 2016). To ensure the successful completion of school projects and to foster an environment that is conducive to learning, the parents, board of governors, sponsor, government, community, teachers, students, and suppliers must collaborate (Ni, Yan, & Pounder, 2018).

Collaborating with others to accomplish organizational goals in a self-motivated situation is the practice of management. Management, according to Mansaray (2019), is a specific process made up of tasks including planning, organizing, staffing, leading, coordinating, reporting, and budgeting. Various researchers have examined teacher empowerment, a notion that is related to teacher participation in the supply of management in schools (Mansaray, 2019; Bryant & Javalgi, 2016; Shaturaev, 2021).

Management is regarded as an aspect of shared leadership, and the idea of involving teachers in school-level management is known by various names (Ni, Yan, & Pounder, 2018). Another idea that is closely related to this idea is teacher leadership, which entails management involvement on the part of teachers as part of a larger leadership role both inside and outside the classroom.

According to Bryson (2018), school administration depicts the coordination of educational activities that encompasses human and substantial materials to develop plans, put structures in place to carry them out, and keep an eye on the instructional technique. Every day, administrators carry out the seven managerial tasks of planning, organizing, staffing, directing, coordinating, or controlling reporting, and budgeting

(POSDCORB). In educational institutions, the head teacher, teachers, and administrative staff members are given the authority to carry out the managerial tasks of organizing, directing, and coordinating the academic activities (Carroll & Gillen, 2019; Tanjung, B. N. (2020).

Financial management in schools lie in the hands of the school principal, this include raising the needed funds, prioritizing needs and budget the available funds, reporting expending in details, very few principals have management skills to deal with this. Jiang, Xu & Liang (2017), point out that secondary school principals report to their Board of Management which tend to focus on financial management, the researcher noted that some members of BOM have conflict of interest and a times include political appointees whose loyalty may not be primarily to school. The principal therefore have to work hard to ensure that the BOM has the interest of school at heart Carroll & Gillen, 2019; Jiang, Xu, & Liang, 2017).

Wambugu *et al.* (2017), noted that the principals play a role in coordinating parents to raise funds for school developments and estimate the cost of putting up structures, the Sessional paper no.14 of 2012 emphasize the need to train principals on resource mobilization and planning.

In Kenya, BOM have additional teachers paid from fee income to fill teaching position for which no government teachers have been assigned (Wanjala & Hussein, 2017). This is because equitable distribution optimal utilization and the provision of adequate number of teachers has been a challenge. Teacher shortage in secondary schools has been increasing over the years has not been addressed .In Kenya, the introduction of FDSSE was expected to increase enrolment in secondary schools and this requires additional teachers to handle the large number (Ongatoh, 2017).

Alumni Associations demonstrate loyalty and responsibility by supporting the school in order to widen access to education, they provide a sense of history and act as mentors and role models to students. Alumni also offer scholarship and bursaries to needy students (Hsieh & Nguyen, 2020; Iskhakova, Hilbert, & Hoffmann, 2016).

2.4.2 Alternative Strategies Employed in Resource Mobilization and Implementation of Free Day Secondary School Education

The Government of Kenya introduced free primary education (FPE) in 2003 and free day secondary education (FDSE) in 2008 in accordance with international treaties and protocols that encourage states to provide universal education to their population (Odundo *et al.*, 2018). By eliminating school fees, these legislative initiatives hope to promote access and provide support for low-income families.

Because of this, there were 9.4 million students enrolled in public secondary schools in 2010 as opposed to 5.9 million in January 2003, a 59.32% rise in GER. A total of Ksh 63.4 billion has been spent on the program in regard to financial resources, including the purchase of instructional materials and general operating costs/recurring expenses through a capitation grant of Ksh 1,020 per student in 19,833 public primary schools. The introduction of Free Secondary Education (FSE) in 2008 was intended to solve issues with illiteracy, inadequate secondary education, low completion rates, high educational costs, and inadequate community involvement (Munguti & Kanyanjua, 2017).

The process of executing a strategy involves small adjustments, internal fine-tuning, the cumulative impact of several administrative choices, and gradual modifications to the behaviors and demeanor of management and subordinates (Waddell *et al.*, 2019). Managers must consider implementation during planning in order to prevent problems

from arising during implementation. To increase the success of a strategy with gradual modifications, it is essential to assess both the plan's development and implementation simultaneously (Cândido & Santos, 2018).

In order to improve performance, an organization needs the interaction and interdependence of its strategy, structure, systems, staff, skills, and shared values, all of which must be in alignment with one another and mutually reinforcing (Herterich *et al.*, 2016).

According to Lengnick-Hall and Beck (2016), organizational transformation and implementation go hand in hand, and the ensuing organizational reconfiguration creates a recipe for some difficulties. Therefore, the mismatch between the newly developed strategy and its execution results can be attributed to the inability to achieve a good fit and alignment of these numerous entities in the organization's environment to the new strategy. Since these internal reorganizations, additional resource requirements, and unanticipated external circumstances hold a vital key to determining implementation success or failure, extra caution and rigorous previous planning are essential (Ansoff *et al.*, 2018).

To ensure that they are effective and efficient in carrying out their responsibilities and the success of the implementation of free secondary education, teachers and support staff's knowledge and skills must be regularly updated (Mingaine, 2013). There are numerous new concerns in education that necessitate ongoing training for school workers. When providing services, a school's staff that does not participate in in-service training wastes a lot of time (Macheng, 2016).

Staff who lack the proper training or have insufficient skills cannot perform as well as those who are constantly receiving fresh task-handling skills training. Schools with

continually developing staff skills outperform those with sparsely developed staff abilities. The staff, especially the principals, was required to have accounting knowledge in order to implement the program. According to Suaka and Kuranchie (2018), the staff in charge of carrying out the program's implementation at day schools was ill-equipped and lacked the necessary competencies.

2.4.3 Community participation in Resource mobilization and Implementation of Free Day Secondary School Education

The Education and Training Policy accurately captures the significance of the community's participation in Kenyan education. However, the government has affirmed that the country's educational delivery will not improve unless powers and decision-making processes in the management and administration of education and training, which were formally heavily concentrated at the ministerial level, were decentralized (Mtawa, Fongwa, & Wangenge-Ouma, 2016).

Following a sharp rise in primary school enrollment rates brought on by the Primary School Education Development Programme (PEDP) and its subsequent increase in the pass rate to 40% by the year 2003 as indicated in the Secondary School Education Development Programme, people's contribution in the running of communal secondary schools in their areas is crucial right now (Tety, 2016).

In their study, Heyneman & Stern (2014) found that while day schools received funding from the community and nongovernmental organizations, boarding schools had been successful in involving community projects like farming activities to generate funds. They also discovered that CDF was providing assistance to the boarding schools. By utilizing the land resource to their advantage, schools with extensive tracts of land have been able to create additional revenue for the schools.

The academic progress of the schools, as opposed to the growth of the schools and operations within the schools, is the aspect of the rising cost of education that has the most impact (Hanushek, 2020). In order to generate substantive resources for the schools so as to deal with the rising costs in schools, schools should make sure they fully utilize the resources at their disposal (Darling-Hammond, 2015).

Any educational institution must recognize the critical worth of community participation in ensuring a high standard of instruction. One of the responsibilities of the community is to ensure that individuals ought to access to food, shelter, transportation, clothing, social care, extra time to do their assignments, and creative teaching and learning resources. The provision of high-quality educational services to students depends on community involvement (Okitsu & Edwards Jr., 2017).

Academic attainment is more affected by communal participation in school activities than by more all-encompassing forms of involvement. Additionally, academically focused home-based involvement and non-academic based activities were classified as two categories of community participation (Lawson *et al.*, 2019). In particular, academically oriented tasks include paying tuition, purchasing books, and helping students with their assignments.

2.4.4 Level of Government Commitment in Resource Mobilization and Implementation of Free Day Secondary School Education

Education is commonly regarded as one of the most promising avenues for people to attain better, more fruitful lives and as one of the main forces behind the development of the national economy (Lent, 2018). The foundational element upon which each nation's economic, social, and political development is built is education. Investments in education can promote economic growth, increase productivity, aid in the

development of the nation and society, and lessen social inequality. One of the primary markers of a nation's level of progress, in the eyes of UNESCO, is the magnitude of instruction in that nation. Education is acknowledged as a fundamental human right all around the world (Manduku, Mauti, & Kisii, 2017).

The government can pay for school expenses for low-income parents among other sorts of education support. To make tuition more inexpensive all learners, school levies might be reduced to accommodate needy guardians cum parents and learners (Dupas, Duflo, & Kremer, 2016). As the country provides training to its needy residents, the government will be making a big investment in its future economy and status. Education combats poverty in the nation and society. Notably, any country with a higher proportion of elites with advanced degrees is categorized to be wealthy. As a result, in order to end poverty, the government must also reduce illiteracy among the populace (Mutegi, Njeru & Ongesa, 2015).

Government-sponsored lunch programs at schools might encourage pupils to attend. Due to a scarcity of food in their homes, many students miss class because they are too hungry to go (Mutegi, Njeru & Ongesa, 2015; Dupas, Duflo, & Kremer, 2016). They would rather look for food than attend class. Students in classrooms could not pay enough attention throughout the instructional processes, which prevents them from understanding what is being taught in the classroom. Most students could be drawn to schools with food aid. There may not be food in one's house; as a result, many students may be attracted by the government's provision of food in schools. Parents may believe it is a good idea to send their kids to school because they can ensure their pupils' wellbeing and facilitate learning since hunger-related issues can be addressed (Tarozzi & Inguaggiato, 2018). By ensuring educational equity, the

government makes sure that students are receiving high-quality instruction in public schools. Private schools have consistently competed with public schools by earning excellent exam scores and luring more investors to their businesses than the general public (Horn and Paslov, 2014).

Therefore, private education has remained out of the grasp of the masses since the private sector is motivated by profit, taking advantage of parents. Thus, the government must ensure that the private segment understands that it is responsible for and an integral part of the government's business in the area of education (Hanna, (2018). Additionally, the government makes sure that the teachers it hires to work in public schools are qualified and experienced in order to reduce competition for the caliber of outcomes attained. Parents who are unable to pay fees may therefore breathe a sigh of relief since the public sector may be able to compete well with the private sector (Ranson and Tomlinson 2018). Parents who could be making investments in the private sector should stop and instead make investments in the public sector of the government's economy.

2.5 Research gap

The utilization of free day secondary education funds is underutilized, with areas where resources may be misallocated. Factors such as teacher-student ratios, teaching materials, and infrastructure quality need to be studied to understand their impact. Resource mobilization strategies, such as fundraising and partnerships, need to be evaluated. Special needs support is also underutilized. Community perceptions and attitudes towards contributing could provide insights for improvement. External factors like economic conditions and government policies could influence resource mobilization efforts. Existing monitoring and accountability mechanisms need to be

assessed for efficiency. Comparative studies with neighboring regions could offer best practices.

2.6 Summary of Literature Review

A research by Ranson & Tomlinson, (2018) on financing of secondary education show that despite high spending by the government on FDSSE households spend substantial resources on education. This take the form of cost of transport, lunch programme and development fee. Students from poor families cannot meet these costs and therefore unable to attend secondary education (Ranson & Tomlinson, 2018; Onyango, 2021). This call for the involvement of all stakeholders in mobilization of fund for effective implementation of FDSSE.

Research show that lack of physical facilities like classrooms, laboratories, libraries and proper sanitation hold back learners from attending secondary school. Research by Alqahtani (2015) shows that school textbooks and other instructional materials play an important role in learners' education therefore the need to mobilize such resources for the success of FDSSE program. Free primary education led to more students being enrolled in public day secondary schools putting a lot of pressure on available resources, this call for the government to employ more teachers and increase funding in public day secondary schools in the country.

From the literature review there are many challenges in resources as a result of introduction of FDSSE in day secondary schools (Fan, Zhu & Miao, 2013; Alqahtani, 2015; Onyango, 2021). This calls for government commitment in resource mobilization by increasing funding and timely disbursement of funds to enable schools run their program effectively. Research also show that all stakeholders, alumni, sponsors be involved in resource mobilization and be included in decision

making (Briscoe & Gupta, 2016). Schools should also look for alternative revenue generating strategies.

Free day secondary school education program should be reviewed by the government in order to provide extra human capital needed to keep up with the resulting enrollment growth. This study was therefore intended to find out how resources can be mobilized for effective implementation of FDSSE in Emgwen Sub County.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology utilized in this study. Mugenda & Mugenda (2013) describes methodology as a set of steps that directs the selection and use of certain procedures and connects them to intended results. In order to get at the desired results, the research design, variables, research methodology, study location, target population, sample size, research tools, ethical issues, and data analysis and collection methodologies are discussed in this chapter.

3.2 Research Design

According to Kothari (2017), a research design is a strategy for conducting an investigation that covers everything from general hypotheses to specific techniques for gathering and analyzing data. The study used a descriptive survey design to get data from Sub County Director of Education, Quality Assurance and Standards Officer, principals, Board of Management chairpersons, parent class representatives and class teachers. A descriptive survey design provided access to available source of information for gaining knowledge and insight into a given phenomenon under investigation (Mugenda & Mugenda, 2013). By identifying the "how" or "why" the phenomenon came into being and the factors at play in the circumstance, descriptive survey design provides a full and accurate picture of the issue. This was accomplished by accurately depicting the events and circumstances, which Figueiredo *et al.* (2018) deemed to be an extension of or precursor to explanatory research. Resource mobilization and FDSSE implementation in Emgwen Sub County, Nandi County, was examined in this study. Descriptive survey research design was found suitable for this study because it enabled the researcher to capture descriptive data from selected

samples and generalize the results to the population from which the sample was selected.

3.3 Location of the Study

The study was conducted in public day secondary schools in Emgwen Sub-County, Nandi County, Kenya. The region was chosen because of the high enrollment rate following the establishment of FDSE and lack of physical facilities in addition to other challenges like teacher shortages and less funding from the government for effective implemented of FDSSE program. (Emgwen sub-county Director of Education Office). Emgwen is one of the six sub-counties in Nandi County, Kenya; it is located in the North Rift. Emgwen sub-county has a total area of 2,884.4 square kilometers. It is an electoral constituency that was created by 1997 Presidential Decree. Ecologically, Emgwen sub-county is cool and generally moist, with annual rainfall ranging from 1200 mm to 2000 mm. The altitude of the sub-county is between 1300 and 2500 meters above sea level. In the majority of the county, the average temperature ranges from 18°C to 22°C. Emgwen has a tremendous potential for agriculture, with dairy and crop farming being the primary agricultural activities embraced by most farmers (Kirarei, Kipsumbai & Kiprop, 2019).

3.4 Target Population

The entire number of persons or situations that the researcher is interested in makes up the population (Etikan, Musa & Alkassim, 2016). There were 17 registered public day schools in Emgwen Sub County, Nandi County, according to the MoE Data Bank (Sub County DoE). The target population was 468 subjects comprising of 17 principals, 1 sub county DoE, 1 QASO, 17 BOM chairpersons, 216 parent class representatives and 216 class instructors as presented in Table 3.1.

Table 3.1 Target Population

| Respondents | Target Population |
|------------------------------|--------------------------|
| Sub county DoE | 1 |
| Sub county QASO | 1 |
| Principals | 17 |
| BOM chairpersons | 17 |
| Parent class representatives | 216 |
| Class teachers | 216 |
| Total | 468 |

Source: Emgwen DoE office

3.5 Sample Size

The study used the Yamane formula to determine the sample size.

$$n = \frac{N}{1 + (N)e^2} \dots\dots\dots \text{Equation 3.1}$$

Whereby:

n =sample size

N= Population size468

e = error term of 0.05%

$$n = \frac{468}{1 + (468)0.05^2}$$

$$n = \frac{468}{2.17}$$

n= 217 respondents.

The study sampled 8 principals, 1 sub county DoE, 1 QASO, 8 BOM chairpersons, 100 parent class representatives and 100 class instructors presented in Table 3.2.

Table 3.2 Sample Size

| Respondents | Target Population | Sample Size | Sampling Techniques |
|------------------------------|--------------------------|--------------------|----------------------------|
| Sub county DoE | 1 | 1 | Purposive |
| Sub county QASO | 1 | 1 | Purposive |
| Principals | 17 | 8 | StratifiedSimple random |
| BOM chairpersons | 17 | 8 | Simple random |
| parent class representatives | 216 | 100 | Simple random |
| Class teachers | 216 | 100 | Simple random |
| Total | 468 | 218 | |

3.6 Sampling Techniques and Procedures

This is the procedure of obtaining a specific number of subjects for research so that they can serve as representations of the large group from which they were chosen. The subjects chosen make up the sample, whereas the big group they were chosen from is the population (Kothari, 2017). Therefore, in this investigation, the following sample approaches were employed: - methods for simple, stratified, and purposeful random sampling.

Emgwen sub-county public secondary schools were categorized into zones that is Kapsabet, Chepkumia, Emgwen and Kilibwoni zone, the schools were also categorized into streams that is four streams, three streams and double streams. The study randomly sampled 3 schools with four streams, 3 schools with three streams and 2 schools that were double streamed making a total of 8 schools randomly selected from the four zones, therefore represented by the 8 principals and 8 BOM

Chairpersons. There were a total of 216 parent class representative and class teachers in Emgwen sub- county in all the four zones, the researcher used simple random sampling to sample 100 parent class representatives and class teachers to be a representation of the total group. .

The primary aim of the stratified random sampling technique, according to Mugenda & Mugenda (2013), is to get desirable representation from diverse sub-groups in the population. Principals, BoM chairpersons, class parents representatives, and teachers were sampled using stratified and straight forward random sampling approaches. The sub-county DoE and QASO were sampled using purposeful sampling because they had the provided the data for the study.

3.7 Research Instruments

The researcher used questionnaire, observation schedules, and interviews in data collecting. According to Mugenda and Mugenda (2013), questionnaires, interview schedules, observational forms, and standardized tests are frequently used as research instruments in social science. To ensure adequate gathering of data, questionnaires were also administered to class teachers and parent class representatives. Principals, QASO, the sub-county DoE and BoM chairpersons were subjected to interview schedule.

3.7.1 Questionnaire

A list of ordered questions is referred to as a questionnaire (Mugenda & Mugenda, 2013). Kothari (2017) asserts that as respondents' responses are provided in their own words, surveys are devoid of the interviewer's prejudice. Additionally, respondents have enough time to think through their responses. Additionally, questionnaires reduce time and enable the collection of data from a sizable sample. Data was

gathered using questions of the "likert" variety, which were created in accordance with the study's goals. Utilization of questionnaires was adopted because they are often used instruments to gather crucial data about a population and because a large number of respondents could be easily accessed. Parent class representatives and classroom teachers each received a Likert-type questionnaire from the researcher. There were two sections on the questionnaire; the demographic information was covered in Section A, and the objectives were the emphasis of the Likert-type questions in Section B (Appendix I).

3.7.2 Observation schedule

Allwright (2014), affirm that observation is a method for learning about actual behavior. It involves everyday habits that most individuals are barely aware of. The researcher was able to contextualize behavior and better comprehend it through direct observation. It served as a qualitative primary research tool for valid and reliable data collection through natural means. The information gathered was used to formulate recommendations and make modifications during the implementation phase, observation was crucial. In this study, analysis was completed after direct observation and coding were used.

Since it was objectively grounded and made it easier to gather more precise information, direct observation was appropriate for descriptive studies as affirmed by Kothari, (2017). In order to improve the legitimacy of the principals', BOM chairpersons', sub county DoE, and QASO's narratives during the implementation of the FDSSE, facts from observation were crucial (Appendix III).

3.7.3 Interview Schedules

According to Kothari (2017), conducting interviews is an approach of gathering data that entails presenting oral-verbal stimuli and receiving oral-verbal responses in return. In order to gather comprehensive data, structured interview schedules were created. According to Oakley (2013), many people are more inclined to speak verbally than in writing, and they would submit information on a questionnaire more willingly and completely.

The investigator was able to motivate participants and go deeply into an item with them. As a result, 18 key informants were interviewed for the study, including 8 principals, 1 QASO, 1 Sub County DoE, and 8 BOM Chairperson. Open-ended inquiries produced qualitative information that was used to verify quantitative information. To gain experience and knowledge on resource mobilization and its effects on the implementation of FDSSE in Emgwen Sub-county, the researcher set up face-to-face interviews with the Sub County DoE, QASO, Principals, and BOM chairpersons. Kothari (2017) noted that a comprehensive study was best served by an interview schedule.

The researcher got additional information as well as supplementary information about the respondents through interviews, which is one of its benefits. Interviews allow the researcher to obtain in-depth knowledge and necessary data owing to the use of probing questions. Personal qualities and environment were frequently of considerable help in interpreting results. Interviews get rid of a lot of the bias-inducing factors present in other tools (Appendix II).

3.8 Pilot Study

The researcher used questionnaire to pilot the study. Before actual data collection, the study questionnaire was pretested in a pilot study. It allows for the content-based amendment of the questions prior to the actual data collection. Since Emgwen Sub County and Aldai Sub County share some parallels in social activities and are both in the same county, a pilot test was conducted in two public day schools in Aldai Sub County, Nandi County. The items were piloted to the greatest extent feasible to ensure that they would elicit and offer the kinds of responses the researcher was looking for.

3.9 Validity and Reliability of Research Instruments

This section focuses on validity and reliability.

3.9.1 Validity of Research Instruments

The researcher sought advice from lectures from the Department of Educational Management and Policy Studies to make sure the instruments were valid. The proper question that is phrased in the clearest possible terms is how best one can define the validity of an instrument (Mohamad *et al.*, 2015). The tools were enhanced using the lecturers' and supervisors' recommendations. A pilot investigation was undertaken to increase the face validity, and responses to each item were then carefully examined to spot any misunderstanding or ambiguity. The term "content validity" describes whether an instrument adequately covered the subject. As a result, content validity was strengthened with the help of university supervisors and the findings of the pilot study.

3.9.2 Reliability of Research Instruments

According to Mohamad *et al.* (2015), instrument reliability is the magnitude with which it consistently produces the same results across trials. The questionnaires were

carefully created to avoid any ambiguity and to guarantee that every respondent understood and answered every question in the manner that the investigator had anticipated. A pilot test was carried out at two schools outside the sample area in the adjoining sub-county of Aldai. During the pilot testing, the instrument items were evaluated for clarity; those judged to be insufficient were removed or modified, as well as added to, to increase the quality and validity of the instruments. The reliability of the study instrument was evaluated using Cronbach's Coefficient Alpha for the Likert type questions. This is because Cronbach's Coefficient Alpha, which aggregates all the items and recommends which item to eliminate if it does not capture what is meant to capture, was the most effective method for testing the reliability of Likert type questions (Subedi, 2016). The internal consistency of the research questions was evaluated using Cronbach's Alpha (Table 3.3).

Table 3.3 Reliability Test Results

| Variables | No of Items | Cronbach's Alpha | Comments |
|--------------------------|--------------------|-------------------------|-----------------|
| Stakeholders involvement | 11 | .943 | Accepted |
| Alternative strategies | 10 | .835 | Accepted |
| Community participation | 10 | .843 | Accepted |
| Government commitment | 10 | .753 | Accepted |

The results showed that the participation of stakeholders had a Cronbach Alpha coefficient of 0.943. The Cronbach Alpha coefficient for alternative techniques was 0.835. The Cronbach Alpha coefficient for the community outreach project was 0.843, while the Cronbach Alpha coefficient for government commitment was 0.753. All variables showed that Cronbach's Alpha values were above 0.7, indicating the

dependability of the study tools (Ghazali, 2016). This suggests that the scales employed in the study are trustworthy enough to record the variables.

3.10 Data Collection Procedures

After requesting an introduction letter from the University of Eldoret, the researcher obtained permission from the National Commission for Science, Technology, and Innovation (NACOSTI) to conduct the study in a sample of public day secondary schools. Once authorization was granted, the researcher requested a meeting with the commissioners' office to get permission to conduct the study in Nandi County. The researcher then used a second letter of authorization from the Nandi County Ministry of Education to be permitted to conduct research from the schools. The researcher also reached out to the sub county DoE, the quality assurance officer, the BOM chairpersons, and the principals to request appointments and discuss with them. The investigator then went to the sampled schools and conducted the interviews, distributed the questionnaires, and engaged in participatory observation.

3.11 Data Analysis

Once the data had been gathered, the researcher cleaned the data by identifying any incorrect or incomplete responses and fixing them to raise the standard of the responses. The Statistical Package for Social Sciences (SPSS version 25) was then used to analyze the data after it had been entered into the computer. Both qualitative and quantitative data were produced by the study. Qualitatively examining the interview data was done by grouping it into themes and patterns that matched the study questions. This made it easier for the researcher to identify and create several categories in the data that are unique from one another. Using codes that were manually assigned by the researcher, themes and groups were created. The

information was then assessed and examined in order to help with report writing and addressing research issues.

Both descriptive and inferential statistical techniques were used to examine the information from the questionnaires and the observation schedule. Frequency distributions, percentages, means, and standard deviations were the descriptive statistics employed. The Pearson Product Correlation coefficient was employed as an inferential statistic. To ascertain the relationship that existed between the independent factors and dependent variables, the Pearson Correlation Coefficient was used.

3.12 Ethical considerations

The following ethical considerations were made by the researcher: The respondents' privacy was maintained by the researcher since participants weren't required to write their names on the questionnaire and the participants were then given the assurance that the information provided would be kept private and used only for educational reasons and each questionnaire had a code number for reference. The investigator first requested an introduction letter from the University of Eldoret School Of Education, a study permission from NACOSTI, a letter of authorization from the Ministry of Education Nandi County, and a letter from the county commissioners.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTEPRETATION

4.1 Introduction

This chapter consists of data analysis, interpretation and presentation of the findings. The data analysis was based on the objectives of the study. Quantitative data collected was coded for the analysis and findings presented and discussed in relation to the objectives of the study.

4.2 Response Rate

The response rate was as shown in table 4.1 below, the table shows that 200 respondents received questionnaires, and 173 of them completed them suitably and satisfactorily, representing a response rate of 86.5%. According to Field (2013), 75% of a response rate is satisfactory. This response rate is regarded as excellent and is in line with studies on related subjects.

Table 4.1 Response Rate

| Responses | No. | Percentages |
|---|------------|--------------------|
| Administered questionnaire to parent class representatives and Class teachers | 200 | 100 |
| Usable questionnaires | 173 | 86.5 |
| Unreturned questionnaires | 27 | 13.5 |

4.3 Background Information of the Respondents

The researcher aimed at obtaining an insight about the respondents' backgrounds, which included their gender, age, education level, and work history.

4.3.1 Gender of the respondents

The findings on gender of the respondents are as shown in Table 4.2. It was established that 45 (26.1%) of the respondents were male parent class representatives while 30 (17.3%) were female parent class representatives. On the other hand, 36 (20.8%) of the respondents were male Class teachers while 62 (35.8%) were female class teachers. This finding reveals that male were the majority of parent class representatives while female were the majority of class teachers.

Table 4.2 Gender of the respondents

| | Gender | Frequency | Percentage |
|-------------------------------------|---------------|------------------|-------------------|
| Parent class representatives | Male | 45 | 26.1 |
| | Female | 30 | 17.3 |
| Class teachers | Male | 36 | 20.8 |
| | Female | 62 | 35.8 |
| Total | | 173 | 100.0 |

4.3.2 Respondents' Age

The study findings showed that 13(7.5%) of the Parent class representatives were between the ages of 31-40 years, 32(18.5%) fell under ages of 41-50 years, 30(17.3%) were over 50 years old. The results further indicate that 50(28.9%) of the class instructors were 20-30 years old, 29(16.8%) were 31-40 years, 8(4.6%) were 41-50 years old, and 11(6.4%) were more than 50 years old (Table 4.3). These findings imply that most of the Parent class representatives were of adult age category (41-50 years while majority of the class teachers who took part in the research were primarily the youthful age category (20 – 30 years).

Table 4.3: Age of the respondents

| | | Age (yrs.) | Frequency | Percentage |
|------------------------------------|-------|-------------------|------------------|-------------------|
| Parent class representatives | 20-30 | 0 | 0.0 | |
| | 31-40 | 13 | 7.5 | |
| | 41-50 | 32 | 18.5 | |
| | > 50 | 30 | 17.3 | |
| Class teachers | 20-30 | 50 | 28.9 | |
| | 31-40 | 29 | 16.8 | |
| | 41-50 | 8 | 4.6 | |
| | > 50 | 11 | 6.4 | |
| Total | | 173 | 100.0 | |

4.3.3 Respondents' level of Education

From the study results, 8(4.6%) of the Parent class representatives had diploma level of education, 66(38.1%) had degree level and 1(0.6%) had a master's level of education. The study results further shows that 13(7.5%) of the class teachers had diploma level of education, 83(48.0%) degree level and 2(1.2%) master's level of education (Table 4.4). This infers that majority of both Parent class representatives and class teachers had degree level of education thus they were knowledgeable on the topic of study.

Table 4.4 Level of Education of the Respondents

| | Level of education | Frequency | Percentage |
|-------------------------------------|--------------------|------------|--------------|
| Parent class representatives | Diploma | 8 | 4.6 |
| | Degree | 66 | 38.1 |
| | Masters | 1 | 0.6 |
| Class teachers | Diploma | 13 | 7.5 |
| | Degree | 83 | 48.0 |
| | Masters | 2 | 1.2 |
| Total | | 173 | 100.0 |

4.3.4 Teachers years of Experience

It was revealed that 44(44.9%) of the respondents had been teaching between 5-10 years, 33(33.7%) of the respondents had taught for 5 years and below, 17(19.1%) had taught for more than 15 years and 4(2.3%) of the respondents had taught between 10-15 years (Table 4.5). This suggests that majority had taught for a duration of 5-10 years thus the respondents were well experienced in teaching hence gave reliable information on the study.

Table 4.5 Teachers years of Experience

| Years of Experience | Frequency | Percentage |
|---------------------|-----------|--------------|
| 0-5 Years | 33 | 33.7 |
| 5-10 Years | 44 | 44.9 |
| 10-15 Years | 4 | 2.3 |
| 15 and above | 17 | 19.1 |
| Total | 98 | 100.0 |

4.4 Descriptive Analysis

4.4.1 Stakeholder's Involvement in Resource Mobilization and implementation of Free Day Secondary Education

The researcher sought to look into the influence of stakeholders' involvement on resource mobilization and implementation of Free Day Secondary School Education in Emgwen Sub-County and the findings are represented in the Table 4.6.

Table 4.6 Stakeholder's Involvement

| | | S | D | D | N | A | S A | Mean | Std. |
|--|---|-----|------|------|------|------|------|-------|------|
| 1. All stakeholders involved in resource mobilization of the school are always participating in decision making | F | 16 | 14 | 6 | 96 | 41 | 3.76 | 1.175 | |
| | % | 9.2 | 8.1 | 3.5 | 55.5 | 23.7 | | | |
| 2. All the resource mobilization process in school involves all the stakeholders | F | 8 | 11 | 8 | 117 | 29 | 3.86 | .932 | |
| | % | 4.6 | 6.4 | 4.6 | 67.6 | 16.8 | | | |
| 3. In formulation of free day secondary education objectives and project all the stakeholders are involved | F | 8 | 20 | 10 | 97 | 38 | 3.79 | 1.058 | |
| | % | 4.6 | 11.6 | 5.8 | 56.1 | 22.0 | | | |
| 4. There is frequent collaboration of stakeholders in material mobilization for implementation of Free Day Secondary Education | F | 6 | 7 | 17 | 104 | 39 | 3.94 | .894 | |
| | % | 3.5 | 4.0 | 9.8 | 60.1 | 22.5 | | | |
| 5. Stakeholder involvement ensures readiness of right instructional aids for implementation of Free Day Secondary Education | F | 8 | 14 | 28 | 102 | 21 | 3.66 | .955 | |
| | % | 4.6 | 8.1 | 16.2 | 59.0 | 12.1 | | | |
| 6. Stakeholder involvement improves accessibility of learning and teaching resources | F | 6 | 2 | 14 | 109 | 42 | 4.03 | .828 | |
| | % | 3.5 | 1.2 | 8.1 | 63.0 | 24.3 | | | |
| 7. Stakeholder involvement enhances utilization of learning and teaching resources | F | 8 | 14 | 24 | 113 | 14 | 3.64 | .914 | |
| | % | 4.6 | 8.1 | 13.9 | 65.3 | 8.1 | | | |

| | | | | | | | | | |
|----|--|---|-----|-----|------|------|------|------|-------|
| 8. | Stakeholder involvement has ensured inclusivity of the different groups in implementation of Free Day Secondary Education | F | 8 | 14 | 15 | 83 | 53 | 3.92 | 1.064 |
| | | % | 4.6 | 8.1 | 8.7 | 48.0 | 30.6 | | |
| 9. | Stakeholder involvement brings to light school opportunities and problems that will facilitate proactive strategies | F | 8 | 8 | 14 | 112 | 31 | 3.87 | .921 |
| | | % | 4.6 | 4.6 | 8.1 | 64.7 | 17.9 | | |
| 10 | Stakeholder involvement has ensured school can easily resolve conflict during implementation of Free Day Secondary Education | F | 8 | 11 | 9 | 112 | 33 | 3.87 | .950 |
| | | % | 4.6 | 6.4 | 5.2 | 64.7 | 19.1 | | |
| 11 | Stakeholder involvement broaden the support for resource mobilization | F | 8 | 14 | 29 | 108 | 14 | 3.61 | .918 |
| | | | 4.6 | 8.1 | 16.8 | 62.4 | 8.1 | | |

The table shows that 137(79.2%) of the respondents concurred that stakeholders engaged in resource mobilization of the school are always participating in decision making. However, only 30(17.3%) disagreed that stakeholders engaged in resource mobilization of the school are always participating in decision making. As per the survey results, the participants agreed that based on averages and the findings from the study showed that all the stakeholders involved in resource mobilization of the school are always participating in decision making (the Mean, =3.76, Std. Deviation =1.175). Further, 146(84.4%) of the respondents agreed all the resource mobilization process in school involves all the stakeholders. However, 19(11.0%) of the respondents disagreed all the resource mobilization process in school involves all the stakeholders. From mean and standard deviation, the respondents agreed that all the resource mobilization process in school involves all the stakeholders (Mean, =3.86, Std. dev=0.932). Also, 135(78.1%) of the respondents agreed in formulation of free day secondary education objectives and project all the stakeholders are involved.

However, 28(16.2%) of the respondents disagreed in formulation of free day secondary education objectives and project all the stakeholders are involved. Analysis on mean and standard deviation revealed the respondents agreed that in formulation of free day secondary education objectives and project all the stakeholders are involved (Mean, =3.79, Std. Dev=1.058). Another, 143(82.6%) participants concurred that teamwork among all stakeholders in resources mobilization for implementation of Free Day Secondary Education. On contrary, 13(7.5%) of the participants disagreed that there existed teamwork among stakeholders in resources mobilization for implementation of Free Day Secondary Education. Consequently, the findings revealed that in reference to the mean and standard deviation, respondents nodded that there was frequent collaboration among stakeholders in resources mobilization for implementation of Free Day Secondary Education (Mean=3.94, standard deviation=0.894).

Furthermore, it was noted that 123(71.1%) of the participants agreed stakeholder involvement ensures access to appropriate instructional materials for implementation of Free Day Secondary Education. The study finding showed that 22(12.7%) of the respondents disagreed that stakeholder involvement ensures access to appropriate instructional materials for implementation of Free Day Secondary Education. Further, in terms of mean and standard deviation the respondents' agreed stakeholder involvement ensures availability of right learning and teaching resources for implementation of Free Day Secondary Education (Mean=3.66, std dev=0.955). Additionally, 151(87.3%) of the respondents concurred that stakeholder involvement improves accessibility of instructional materials. However, 8(4.7%) of the respondents disagreed stakeholder involvement improves availability of instructional materials. As per the survey results, the participants agreed that in regard to the mean

besides standard deviation that stakeholder involvement improves accessibility of learning and teaching resources (Means, =4.03, Standard. deviation=0. 828). Further, 127(73.4%) of the respondents agreed Stakeholder involvement enhances utilization of instructional aids. However, 22(12.7%) of the respondents disagreed Stakeholder involvement enhances utilization of learning and teaching resources. In consideration of the averages and standard deviation, the respondents were in agreement that stakeholder involvement enhances utilization of learning and teaching resources (Means, =3.64, Std. deviations=0.914). Also, 136(78.6%) of them were in agreement that stakeholder mobilization has ensured inclusivity of the different groups in implementation of Free Day Secondary Education. However, 23(13.3%) of the respondents disagreed Stakeholder mobilization has ensured inclusivity of the different groups in implementation of Free Day Secondary Education. Analysis on averages and standard deviations revealed the respondents were in agreement that stakeholder mobilization has ensured inclusivity of the different groups in implementation of Free Day Secondary Education (Mean, =3.92, Std. dev=0.921).

Another, 143 (82.6%) of the participants agreed that Stakeholder involvement exposes school opportunities and problems that would facilitates proactive strategies. On contrary, 16(9.2%) of the participants disagreed Stakeholder involvement brings exposes school opportunities and problems that will facilitate proactive strategies. Additionally, based on the averages and standard deviations, respondents agreed that Stakeholder involvement brings to light school opportunities and problems that will facilitate proactive strategies (Mean=3.87, standard deviation=0.921).

Equally, 145(83.8%) of the respondents concurred that stakeholder involvement has ensure school can easily resolve conflict during the implementation of Free Day

Secondary Education. However, 19(11.0%) of the respondents disagreed stakeholder involvement has ensured school can easily resolve conflict during implementation of Free Day Secondary Education. Analysis on averages and standard deviations of respondents revealed that stakeholder involvement has ensure school can easily resolve conflict during implementation of Free Day Secondary Education (Mean, = 3.87, Std. dev. = 0.950). Finally, 122(70.5%) of the participants agreed Stakeholder involvement broaden the support for resource mobilization. On contrary, 22(12.7%) of the participants disagreed Stakeholder involvement broaden the support for resource mobilization. Similarly, in consideration of averages and standard deviations, respondents were in agreement that Stakeholder involvement broaden the support for resource mobilization (Mean = 3.61, standard deviations = 0.918).

Sub county DoE officer said that:

Stakeholder participation in development of school requirements includes ensuring that participating stakeholders are fully representative of the school, involved in meaningful and significant work related to improvement planning, and that the final plan accounts for the perspectives of the stakeholders involved in the process.

QASO urged that:

In order to mobilize resources effectively, donors need to support education stakeholders to benefit students. They provide the infrastructure, guidance, and space needed to support the goals of the education system.

Principals 3 revealed that:

Stakeholder analysis is a key step in project identification, formulation, and design. It involves identifying and analyzing required resources, the key stakeholders are those who are directly involved in the project's day-to-day work, while secondary stakeholders are those who may still be affected by its outcome.

4.4.2 Alternative strategies employed in Resource Mobilization and implementation of free day secondary school education

The researcher sought to determine how alternative strategies employed in resource mobilization and implementation of free day secondary school education in Emgwen Sub-County and the results are represented in the Table 4.7.

Table 4.7 Alternative strategies employed

| Alternative strategies employed | | S | D | D | N | A | S A | Mean | Std. |
|---|---|----------|----------|----------|----------|----------|------------|-------------|-------------|
| 1. Through resource mobilization, the school has expanded its capacity via engaging the community | F | 7 | 23 | 21 | 100 | 22 | 3.62 | 1.002 | |
| | % | 4.0 | 13.3 | 12.1 | 57.8 | 12.7 | | | |
| 2. Resource networking has offered frequent, easy and convenient access to resources | F | 7 | 8 | 43 | 85 | 30 | 3.71 | 0.945 | |
| | % | 4.0 | 4.6 | 24.9 | 49.1 | 17.3 | | | |
| 3. The school have the mobilize resources through school alumnus | F | 27 | 78 | 42 | 12 | 14 | 2.47 | 1.092 | |
| | % | 15.6 | 45.1 | 24.3 | 6.9 | 8.1 | | | |
| 4. The school have been able to mobilize the resources through government support | F | 2 | 8 | 49 | 108 | 6 | 3.62 | 0.684 | |
| | % | 1.2 | 4.6 | 28.3 | 62.4 | 3.5 | | | |

| | | | | | | | | |
|--|---|------|------|------|------|------|------|-------|
| 5. The school has devised on projects to generate returns | F | 37 | 85 | 29 | 15 | 7 | 2.25 | 1.018 |
| | % | 21.4 | 49.1 | 16.8 | 8.7 | 4.0 | | |
| 6. The schools to generate funds from class representatives/Parents to implement free day secondary school educations | F | 49 | 47 | 43 | 31 | 3 | 2.38 | 1.127 |
| | % | 28.3 | 27.2 | 24.9 | 17.9 | 1.7 | | |
| 7. The school receive Constituency Development Fund (CDF) funds used for the implementation of free day secondary school education | F | 29 | 14 | 35 | 27 | 68 | 3.53 | 1.489 |
| | % | 16.8 | 8.1 | 20.2 | 15.6 | 39.3 | | |
| 8. The school hold special events such has alumni come together to raise funds. | F | 93 | 42 | 23 | 7 | 8 | 1.82 | 1.105 |
| | % | 53.8 | 24.3 | 13.3 | 4.0 | 4.6 | | |
| 9. NGOs frequently fund development in the school | F | 79 | 57 | 28 | 2 | 7 | 1.85 | 1.006 |
| | % | 45.7 | 32.9 | 16.2 | 1.2 | 4.0 | | |
| 10. Church sponsors avail aids to the school | F | 66 | 36 | 36 | 21 | 14 | 2.31 | 1.310 |
| | % | 38.2 | 20.8 | 20.8 | 12.1 | 8.1 | | |

The table shows that: 122(70.5%) of the respondents agreed that resource mobilization the school ought to widen their ability by engaging the community. Nevertheless, 30(17.3%) of them disagreed to the same statement showing that there is lack of awareness on the need to involve the community in resource mobilization. As per the survey results, participants based on averages and standard deviations, they agreed that resource mobilization the school ought to widen their ability by engaging

the community (Mean, =3.62, Std. dev=1.002). Further, 115(66.4%) of the respondents agreed school resource networking offer frequent, easy and convenient access to resources. However, 15(8.6%) of the respondents disagreed School resource networking offer frequent, easy and convenient access to resources. In consideration of the averages and standard deviations, the respondents concurred that school resource networking offer frequent, easy and convenient access to resources (Mean=3.71, Standard. Deviations =0.945). Also, 26(15.0%) of the respondents the school have the mobilize resources through school alumnus.

However, 105(60.7%) of the respondents disagreed the school have the mobilize resources through school alumnus. Analysis on mean and standard deviation revealed the respondents disagreed that the school have the mobilize resources through school alumnus (Mean, =2.47, Std. dev=1.092). Another, 114 (65.9%) of the participants agreed that the school exhibited the ability in mobilization of resources through government support. On contrary, 10(5.8%) of the participants disagreed the school have been able to mobilize the resources through government support. Further, based on averages and standard deviations, respondents were in agreement that the school exhibited the ability in mobilization of resources through government support (Mean=3.62, std. dev=0.684).

Furthermore, the study showed that 22 (12.7%) of the participants agreed school had come up with projects to mobilize resources .In addition, it was noted that 122 (70.5%) of them were in disagreement that the school had devised projects to generate results. Further, in terms of mean and standard deviation the respondents' disagreed the school had come up with projects to generate income (Mean=2.25, standard deviation=1.018). In addition, 34 (19.6%) of the respondents agreed the school

generate funds from Parent class representatives/Parents to implement free day secondary school education. However, 96 (37.0%) of the respondents disagreed the school generate funds from parent class representatives/Parents to implement free day secondary school education. As per the survey results, based on averages and standard deviations that the school generate funds from Parent class representatives/Parents to implement free day secondary school education (Means, =2.38, Std. dev.=1.127).

Further, 95(54.9%) of the respondents agreed the school receive Constituency Development Fund (CDF) funds used for implementation of free day secondary school education. However, 43(24.9%) of the respondents disagreed the school receive Constituency Development Fund (CDF) funds used for implementation of free day secondary school education. From mean and standard deviation, the respondents agree that the school receive Constituency Development Fund (CDF) funds used for implementation of free day secondary school education (Mean, =3.53, Std. dev=1.489).

Moreover, 15 (8.6%) of the respondents supported the statement that the school hold special events to mobilize resources, 135(78.1%) of the respondents disagreed the school hold special events to mobilize resources. Analysis on averages and standard deviations revealed the respondents strongly disagreed that the school hold special events to raise funds (Mean, =1.82, Std. dev=1.105). Another, 9(5.2%) of the participants agreed that NGOs frequently fund development in the school. On contrary, 136 (78.6%) of the participants disagreed NGOs frequently fund development in the school. Based on the averages and standard deviations, the respondents were in strong disagreement that NGOs frequently fund development in the school (Mean=1.85, standard deviation=1.006). Finally, 35 (20.2%) of the

participants agreed that sponsors provide expansion aid to the school. On contrary, 102 (59.0%) of the participants disagreed that sponsors provide expansion aid to the school. In consideration of the averages and standard deviations, the respondents were in disagreement that sponsors provide expansion aid to the school (Mean =2.31, standard deviation=1.310).

BOM chairpersons noted that;

Involving the community in resource mobilization can also help to build relationships and partnerships that can benefit the school in the long term, an institution can partner and local business to give internships or job shadowing opportunities for students, or to enhance the school's educational offerings and provide additional resources for students and teachers.

Sub county DoE indicated as follows:

Community involvement, effective communication, and proper planning and management are some of strategies which can boost the implementation of FDSE. These strategies can help overcome challenges such as inadequate funding, lack of resources, and poor infrastructure.

4.4.3 Community participation on Resource Mobilization and Implementation of Free Day Secondary School Education

The researcher sought to assess the effect of community participation on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County and study findings are illustrated in Table 4.8.

Table 4.8 Community Outreach Project

| Alternative strategies employed | | S | D | D | N | A | S A | Mean | Std. |
|---|---|----------|----------|----------|----------|----------|------------|-------------|-------------|
| 1. Presence of policies in place which guide on resource mobilization in the school | F | 83 | 43 | 32 | 7 | 8 | | 1.92 | 1.115 |
| | % | 48.0 | 24.9 | 18.5 | 4.0 | 4.6 | | | |
| 2. Stable political state in the school has enable the success of resource mobilization | F | 44 | 80 | 13 | 28 | 8 | | 2.28 | 1.149 |
| | % | 25.4 | 46.2 | 7.5 | 16.2 | 4.6 | | | |
| 3. Churches support has enhanced the resource mobilization | F | 7 | 11 | 12 | 121 | 22 | | 3.81 | 0.885 |
| | % | 4.0 | 6.4 | 6.9 | 69.9 | 12.7 | | | |
| 4. The donor's encouragement have encouraged a wider resource mobilization | F | 29 | 85 | 28 | 23 | 8 | | 2.40 | 1.061 |
| | % | 16.8 | 49.1 | 16.2 | 13.3 | 4.6 | | | |
| 5. The school generally meets agreed donor conditional requirements | F | 43 | 64 | 35 | 23 | 8 | | 2.36 | 1.130 |
| | % | 24.9 | 37.0 | 20.2 | 13.3 | 4.6 | | | |
| 6. The school management team encourages community to participate in school development programme | F | 7 | 15 | 20 | 112 | 19 | | 3.70 | 0.922 |
| | % | 4.0 | 8.7 | 11.6 | 64.7 | 11.0 | | | |
| 7. School informs the community to support them on resource mobilization during implementation of free day secondary school education | F | 7 | 15 | 14 | 102 | 35 | | 3.83 | 0.985 |
| | % | 4.0 | 8.7 | 8.1 | 59.0 | 20.2 | | | |
| 8. The community support curriculum changes in school and provide required resources. | F | 9 | 7 | 28 | 95 | 34 | | 3.80 | 0.976 |
| | % | 5.2 | 4.0 | 16.2 | 54.9 | 19.7 | | | |
| 9. School policy allows community to supply required resources to support the programme | F | 7 | 15 | 15 | 121 | 15 | | 3.71 | 0.896 |
| | % | 4.0 | 8.7 | 8.7 | 69.9 | 8.7 | | | |
| 10. The community hires some of school physical resources as a way of supporting the school | F | 69 | 49 | 31 | 16 | 8 | | 2.10 | 1.167 |
| | % | 39.9 | 28.3 | 17.9 | 9.2 | 4.6 | | | |

Table 4.8 demonstrates that 15 (8.6%) of the respondents agreed that there are policies in place which guide on resource outreach in the school. However, 126 (72.9%) of them were in disagreement that there are policies in place which guide on resource outreach in the school. Similarly, in consideration of averages and standard deviations, the respondents disagreed that there existed policies which guide on resource outreach in the school (Mean=1.92, standard deviation=1.115). Also, 36 (20.8%) of the respondents agreed, 124 (71.6%) were in disagreement that stable political state in the school has enable the success of resource mobilization. Consequently, based on averages and standard deviations, the respondents were in disagreement that stable political state in the school has enable the success of resource outreach (Mean;=2.28, standard deviations=1.149). Moreover, 143 (82.6%) of the respondents were in agreement that churches support has enhanced the resource mobilization. On contrary 18 (10.4%) of the respondents disagreed that churches support has enhanced the resource mobilization. Additionally, based on averages and standard deviations, the respondents were in support of the idea that churches support has enhanced the resource mobilization (Mean=3.81, standard deviation=0.885).

The study nonetheless demonstrated that, 31 (17.9%) of the participants agreed that the donor's conditions have encouraged a wider resource mobilization. However, 114 (61.9%) of the respondents disagreed the donor's conditions have encouraged a wider resource mobilization. Similarly, in consideration of the averages and standard deviations, the respondents were in disagreement that the donor's support have encouraged a wider resource mobilization (Mean = 2.40, standard deviation = 1.061). It was also noted that 31 (17.9%) of the participants agreed that the school generally meets agreed donor financial requirements. However, it was noted that 107 (61.9%)

of the respondents disagreed that the school generally meets agreed donor financial requirements. Similarly, based on averages and standard deviations, the respondents were in disagreement that the school generally meets agreed donor financial requirements (Mean = 2.36, standard deviation, = 1.130).

Furthermore, 131 (75.7%) agreed that the school administration team inspires the community to get engaged in school growth programme. However, 22 (12.7%) of the respondents disagreed that the school administration team inspires community to get engaged in school growth programme. Additionally, in consideration of the averages and standard deviations, the respondents were in support that the school administration team inspires the community to get engaged in school growth programme (Mean, =3.70, standard deviation = 0.922). Similarly, 137 (79.2%) of the respondents agreed that the school informs the community to support them on school resource mobilization during the implementation of free day secondary school education. On contrary to that, 22 (12.7%) of the respondents disagreed that school informs the community to support them on school expenditure during implementation of free day secondary school education. Furthermore, based on the averages and standard deviations, the respondents were in agreement that school informs the community to support them on school expenditure during implementation of free day secondary school education (Mean, = 3.83, standard deviations = 0.985).

Another, 129 (74.6%) of the participants were in agreement that the community support curriculum changes in school and provide required resources. On contrary, 16 (9.2%) of the participants disagreed adequacy of securing funds from the government. Based on the averages and standard deviations, the respondents concurred that the community support curriculum changes in school and provide

required resources. (Mean=3.80, standard deviation=0.976). Furthermore, 126 (73.9%) agreed that school guidelines permits the community to deliver necessary cereals to back up the programme. However, 22 (12.7%) of the respondents disagreed that school guidelines allows community to supply required resources to support the programme. Similarly, based on averages and standard deviations, the respondents were in agreement that the school guidelines permits the community to deliver necessary cereals to back up the programme (Mean, =3.71, standard deviation=0.896). Finally, 24(17.3%) of the participants agreed the community hires a few of school physical resources as a way of supporting the school. On contrary, 118 (68.2%) of the participants disagreed the community hires some of school physical resources as a way of supporting the school. Further, based on the averages and standard deviations, the respondents were in disagreement that the community hires some of school physical resources as a way of supporting the school (Mean=2.10, standard deviation=1.167).

Principals 8 noted that:

Education funding generally is inadequate and inequitable therefore there is need for community outreach project to support implementation.

QASO interviewed revealed that:

To implement a community outreach project on the implementation of FDSE, in the planning and implementation process. The first step is to identify the target communities that are key in the program. Surveys should be done on the success of the program; resource should then be specified to ensure they are locally generated, locally viable, and provide long-term solutions.

4.4.4 Level of Government support on Resource Mobilization and Implementation of Free Day Secondary School Education

The researcher targeted to establish the level of government commitment towards resource mobilization and implementation of free day secondary school education in Emgwen Sub-County and results are presented in Table 4.9.

Table 4.9. Level of Government Commitment

| Alternative strategies employed | | S | D | D | N | A | S A | Mean | Std. |
|--|---|------|------|------|------|------|------|-------|------|
| 1. There is no delayed distribution of funds for implementation of free day secondary school education | F | 30 | 105 | 14 | 10 | 14 | 2.27 | 1.072 | |
| | % | 17.3 | 60.7 | 8.1 | 5.8 | 8.1 | | | |
| 2. There are adequate government subsidies for implementation of free day secondary school education | F | 34 | 92 | 13 | 12 | 22 | 2.40 | 1.242 | |
| | % | 19.7 | 53.2 | 7.5 | 6.9 | 12.7 | | | |
| 3. Government supply adequate physical facilities for learning | F | 8 | 12 | 14 | 118 | 21 | 3.76 | 0.919 | |
| | % | 4.6 | 6.9 | 8.1 | 68.2 | 12.1 | | | |
| 4. The government provide adequate teaching learning resources | F | 7 | 8 | 21 | 113 | 24 | 3.80 | 0.880 | |
| | % | 4.0 | 4.6 | 12.1 | 65.3 | 13.9 | | | |
| 5. Free tuition apportionments for learners by the government on time | F | 25 | 99 | 11 | 23 | 15 | 2.45 | 1.153 | |
| | % | 14.5 | 57.2 | 6.4 | 13.3 | 8.7 | | | |
| 6. The government gives bursaries to needy learners adequately enhancing school income | F | 12 | 14 | 15 | 114 | 18 | 3.65 | 1.010 | |
| | % | 6.9 | 8.1 | 8.7 | 65.9 | 10.4 | | | |
| 7. Cost sharing principal has helped the school grow its physical resource | F | 7 | 15 | 15 | 113 | 23 | 3.75 | 0.935 | |
| | % | 4.0 | 8.7 | 8.7 | 65.3 | 13.3 | | | |
| 8. Government allocations account form the largest share of the schools budget | F | 8 | 7 | 21 | 64 | 73 | 4.08 | 1.059 | |
| | % | 4.6 | 4.0 | 12.1 | 37.0 | 42.2 | | | |

| | | | | | | | | |
|---|---|------|------|-----|------|-----|------|-------|
| 9. Government financial interventions are the only revenues by the school | F | 3 | 17 | 14 | 132 | 7 | 3.71 | 0.768 |
| | % | 1.7 | 9.8 | 8.1 | 76.3 | 4.0 | | |
| 10. Adequacy of securing of funds by the government | F | 56 | 77 | 11 | 22 | 7 | 2.12 | 1.120 |
| | % | 32.4 | 44.5 | 6.4 | 12.7 | 4.0 | | |

Notably from the table, 24 (13.9%) of the respondents were in agreement that there is no delayed distribution of funds for implementation of free day secondary school education. On contrary, 135 (77.3%) of the respondents disagreed there is no delayed distribution of funds for implementation of free day secondary school education. Based on averages and standard deviations, the respondents were in disagreement that there is no delayed distribution of funds for implementation of free day secondary school education (Mean=2.27, standard deviation=1.072). It was also noted that 34 (19.6%) of the respondents were in agreement while 126 (72.9%) disagreed that there are adequate government subsidies for implementation of free day secondary school education. Based on averages and standard deviations, the respondents were in disagreement that there are sufficient government subsidies for implementation of free day secondary school education (Mean=2.40, standard deviation=1.242).

The study further demonstrated that, 139 (80.3%) of the participants were in agreement that Government supply adequate physical facilities for learning. On contrary to that the 20 (11.5%) of the respondents disagreed that Government supply adequate physical facilities for learning. In consideration of the averages and standard deviations, the respondents agreed that Government supply adequate physical facilities for acquisition of knowledge (Mean=3.76, standard deviation=0.919). The study nonetheless showed that 137 (79.2%) of the participants agreed that the government provide adequate instructional materials. On contrary to those findings 15

(8.6%) of the respondents disagreed that the government provide adequate instructional materials. In consideration of the averages and standard deviations, the respondents were in agreement that the government provide adequate teaching learning resources (Mean =3.80, standard deviations=0.880).

On top of the above findings another, 38 (22.0%) agreed that open tuition apportionments for learners by the government were adequate and done on time. However, 124 (71.7%) of the respondents were in disagreement with the same statement. Based on averages and standard deviations, the respondents disagreed with the same statement (Mean=2.45, standard deviation=1.153). Furthermore, it was noted from the study that 162 (76.3%) of the participants agreed, however, 26 (15.0%) disagreed that the government provides bursaries to needy learners adequately enhancing school revenues. Further, based on averages and standard deviations, the respondents were in agreement with the same statement (Mean=3.65, standard deviation=1.010).

Also 136(78.6%) of the participants agreed, however, 22(12.7%) disagreed that cost distribution principal has enabled the school expand its physical materials. Based on averages and standard deviations, the respondents were in agreement with the same statement (Mean=3.75, standard deviation=0.935). Furthermore, it was noted from the study that 137(79.2%) of the participants agreed, however, 15(8.6%) disagreed that government allocations account form the bigger portion of the school's projected budget. In consideration of the averages and standard deviations, the respondents agreed with the same statement (Mean=4.08, standard deviation=1.059). Similarly, 139 (80.3%) agreed that government financial involvements are the only revenues by the school. However, 20(11.5%) of the respondents disagreed that government

financial interventions are the only revenues by the school. Based on averages and standard deviations, the respondents agreed with the same statement (Mean=3.71, standard deviation=.0.768). Another, 29(16.7%) of the participants agreed that appropriateness of obtaining aid from the government. On contrary, 133(76.9%) of the participants disagreed appropriateness of obtaining aid from the government. Further, the study demonstrated that based on averages and standard deviations, the respondents were in disagreement that appropriateness of obtaining aid from the government (Mean =2.12, standard deviations =1.120).

Sub county DoE revealed that:

Kenyan government has made commitment towards resource mobilization and implementation of free day secondary school education. By allocating a significant budget to education to implement reforms like 100% transition from primary to secondary school. The Basic Education Act 2013 states that guardians have the responsibility of enrolling their children in primary and secondary institutions A step to attainment of 100% transition from primary to secondary education.

4.4.5 Implementation of Free Day Secondary Education and resources mobilization in Day Secondary Schools

The researcher sought to establish the implementation of Free Day Secondary Education and adequacy of resources in Emgwen Sub-County and results are presented in Table 4.10.

Table 4.10 Implementation of Free Day Secondary Education

| Alternative strategies employed | F | S D | D | N | A | S A | Mean | Std. |
|---|----------|------------|----------|----------|----------|------------|-------------|-------------|
| 1. The schools have adequate physical facilities to support the enrolment | F 7 | 7 | 26 | 7 | 104 | 29 | 3.71 | 1.045 |
| | % 4.0 | 4.0 | 15.0 | 4.0 | 60.1 | 16.8 | | |
| 2. Insufficient aid which makes it difficult to support FSE | F 7 | 7 | 7 | 12 | 136 | 11 | 3.79 | 0.787 |
| | % 4.0 | 4.0 | 4.0 | 6.9 | 78.6 | 6.4 | | |
| 3. Lateness in disbursement of funds for free secondary education because of the operations of the education system and this affects its implementation | F 4 | 4 | 5 | 14 | 123 | 27 | 3.95 | 0.749 |
| | % 2.3 | 2.3 | 2.9 | 8.1 | 71.1 | 15.6 | | |
| 4. Insufficient teaching and learning resources like books, chalk | F 42 | 42 | 85 | 17 | 14 | 15 | 2.28 | 1.173 |
| | % 24.3 | 24.3 | 49.1 | 9.8 | 8.1 | 8.7 | | |
| 5. There is a lot of overcrowding in the classes due to the increase in the number of students | F 45 | 45 | 89 | 8 | 7 | 24 | 2.28 | 1.283 |
| | % 26.0 | 26.0 | 51.4 | 4.6 | 4.0 | 13.9 | | |
| 6. Inadequate training of teachers on FDSE Implementation | F 7 | 7 | 5 | 27 | 126 | 8 | 3.71 | 0.776 |
| | % 4.0 | 4.0 | 2.9 | 15.6 | 72.8 | 4.6 | | |
| 7. Heavy workload for teachers | F 8 | 8 | 14 | 16 | 56 | 79 | 4.06 | 1.137 |
| | % 4.6 | 4.6 | 8.1 | 9.2 | 32.4 | 45.7 | | |
| 8. Inadequate number of teachers and support staff | F 7 | 7 | 7 | 21 | 107 | 31 | 3.86 | 0.900 |
| | % 4.0 | 4.0 | 4.0 | 12.1 | 61.8 | 17.9 | | |
| 9. Inadequate physical facilities | F 54 | 54 | 74 | 8 | 24 | 13 | 2.24 | 1.242 |
| | % 31.2 | 31.2 | 42.8 | 4.6 | 13.9 | 7.5 | | |
| 10. Reluctance of Parents to pay the Fees Levied by the School | F 14 | 14 | 15 | 22 | 14 | 108 | 4.08 | 1.353 |
| | % 8.1 | 8.1 | 8.7 | 12.7 | 8.1 | 62.4 | | |

The study results in Table 4.10 showed that 133 (76.9%) of the respondents were in agreement that the schools have sufficient physical facilities to support the upsurge in students' enrolment. On contrary, 33 (19.0%) of the respondents disagreed the schools have sufficient physical facilities to support the upsurge in learners' enrolment. Further, the study results also showed, in terms of mean and standard deviation that the respondents agreed with the statement that the schools have adequate physical facilities to support the increase in students' enrolment (Mean =3.71, standard deviations =1.045). Similarly, 147 (85.0%) of the respondents were in agreement and 14 (8.0%) disagreed that the schools don't get adequate finances which makes it difficult to support the many needs of the free secondary. By use of averages and standard deviations, the respondents were in agreement the same statement (Mean =3.79, standard deviations=0.787).

Moreover, it was revealed that, 150 (86.7%) of the participants were in agreement that there is always a lateness in distribution of resources for FSE because of the operations of the education system and this affects its implementation. On contrary to that the 9 (5.2%) of the respondents disagreed with the same statement. Based on averages and standard deviations, the respondents were in agreement that there is frequent lateness in distribution of funds for FSE because of the operations of the education system and this affects its implementation (Mean=3.95, standard deviation=0.749). The study nonetheless showed that 2916.8%) of the participants agreed that deficient instructional materials like books, chalk. On contrary to those findings 127(73.4%) of the respondents were in disagreement with the same statement. Further, based on averages and standard deviations, the respondents were also in disagreement with the same statement (Mean=2.28, standard deviation=1.173).

Also 31(17.9%) of the participants agreed, however, 134(77.4%) disagreed that there is a lot of overloading in classrooms as a result of surge in learner population. Further, based on averages and standard deviations, the respondents disagreed with the same statement (Mean=2.28, standard deviation=1.283). Furthermore, it was noted from the study that 134(77.4%) of the participants agreed, however, 12(6.9%) disagreed Inadequate training of teachers on FDSE Implementation. Further, considering the averages and standard deviations, the respondents were in agreement with the same statement =0.776).

On top of the above findings another, 137(78.1%) agreed that Heavy workload for teachers. However, 22(12.9%) of the respondents disagreed that Heavy workload for teachers. Moreover, considering averages and standard deviations, the respondents were in agreement that Heavy workload for teachers (Mean=4.06, standard deviation=1.137). Furthermore, it was noted from the study that 138(79.7%) of the participants agreed that there are inadequate number of teachers and support staff. However, 14(8.0%) disagreed that there are inadequate number of teachers and support staff. Additionally, based on averages and standard deviations, the respondents were in agreement with the same statement (Mean=3.86, standard deviation=0.900).

Another, 37(21.4%) of the participants agreed that there are inadequate physical facilities. On contrary, 128(74.0%) of the participants disagreed there are inadequate physical facilities. Furthermore, by use of averages and standard deviations, the respondents were in disagreement with same statement (Mean=2.24, standard deviation=1.242). On contrary, 29 (16.8%) of the participants were in disagreement that reluctance of parents to pay the fees levied by the school. Based on averages and

standard deviations the respondents agreed with the same statement (Mean=4.08, standard deviation=1.353).

4.5 Multiple Regression Assumptions Test

4.5.1 Test of Linearity

The linearity of the data was scrutinized by means of a correlation analysis. A linear relationship amongst the variables is inferred if there is a crucial correlation between the independent variables and the dependent variable. There is no linear relationship amongst the independent variables and the dependent variable if the correlation coefficient is not significantly different from zero. Table 4.11 displays the results of the linearity analysis.

Table 4.11 Test of Linearity

| Variables | Pearson Correlation | Sig. |
|---------------------------------|----------------------------|-------------|
| Stakeholder's involvement | .558** | .000 |
| Alternative strategies employed | .491** | .000 |
| Community outreach project | .566** | .000 |
| Level of government commitment | .590** | .000. |

Correlation significant at the 0.01 level (2-tailed).

It was noted (as shown in table 4.11) that influence of stakeholder's involvement had a correlation coefficient of 0.558. Alternative strategies employed had a correlation coefficient of 0.491. Effect of community outreach project had a correlation coefficient of 0.566 and Level of government commitment, the correlation coefficient was 0.590 (Table 4.11). These points out that the linearity postulation was made due to the non-zero values of the correlation coefficients for the four research variables. Inferring linearity in the data used.

4.5.2 Homoscedasticity Assumption

The homoscedasticity postulation was tested by use of Levenes test of equality of error variances. Table 4.12 displays the results of the assumed-true-positive tests.

Table 4.12 Homoscedasticity Assumption

| Variable | Levene Statistic | df1 | df2 | Sig. |
|---------------------------------|-------------------------|------------|------------|-------------|
| Stakeholder's involvement | 3.525 | 22 | 148 | 0.632 |
| Alternative strategies employed | 8.622 | 22 | 148 | 0.705 |
| Community outreach project | 5.051 | 22 | 148 | 0.640 |
| Level of government commitment | 3.392 | 22 | 148 | 0.745 |

The p-value in Levenes test for collection Influence of stakeholder's involvement was 3.525. P-value in Levenes test for Alternative strategies employed was 8.622. P-value in Levenes test for Effect of community outreach project was 5.051. P-value in Levenes test for Level of government commitment was 3.392. All the P-values were above 0.05 (Table 4.12). Thus, the homoscedasticity assumption was made showing that data used had no heteroscedasticity.

4.5.3 Normality Assumption Test

The study employed Shapiro-Wilk test to compute whether or not the information significantly deviated from the assumed normal distribution. If the significance value was less than 0.05, the data were considered to be normally distributed (Tabachnic, 2001).

Table 4.13 Normality Assumption Test

| Statements | Shapiro-Wilk | | |
|---------------------------------|--------------|-----|------|
| | Statistic | df | Sig. |
| Stakeholder's involvement | .854 | 173 | .052 |
| Alternative strategies employed | .948 | 173 | .073 |
| Community outreach project | .954 | 173 | .078 |
| Level of government commitment | .923 | 173 | .068 |

Research results showed that all Shapiro-Wilk values in Table 4.13 were found to be statistically significant at the 0.05 level or lower. Since the significance values were smaller than 0.05, the data were assumed to have come from a normal distribution. The assumption of normality in linear regression (Schmidt & Finan, 2018). If the Kolmogorov-Smirnov value is less than 0.05, then the data is normally distributed, while if it is larger than 0.05, then the data considerably diverges from a normal scattering, as stated by Zubir, *et al.* (2017).

4.5.4 Multicollinearity Assumption Test

Using VIFs (variance inflation factors) and tolerance, the research examined the validity of the multicollinearity assumption. Table 4.14 details the study's findings.

Table 4.14 Multicollinearity Assumption Test

| Variables | Tolerance | VIF |
|---------------------------------|-----------|-------|
| Stakeholder's involvement | .532 | 1.881 |
| Alternative strategies employed | .222 | 4.509 |
| Community outreach project | .425 | 2.356 |
| Level of government commitment | .387 | 2.583 |

To test for multicollinearity, we inflated the variances (VIF). Multicollinearity is present if the VIF value is larger than 10, as stated by Field (2009). Table 4.14 displays that the Influence of stakeholder's involvement was 1.881%, Alternative strategies employed 4.509 %, Effect of community outreach project was 2.356%, and Level of government commitment was 2.583%. We observed that the results were fewer than 10; hence there is no multicollinearity as defined by Field (2009). The data showed that the multicollinearity assumption was correct due to the high tolerance values for all variables (above 0.10).

4.5.5 Autocorrelation Assumption Test

Table 4.15 Autocorrelation Assumption Test

| Model | R | R Square | Adjusted Square | R Std. Error of Estimate | of the Durbin-Watson |
|--------------|----------|-----------------|------------------------|---------------------------------|-----------------------------|
| 1 | .703 | .494 | .482 | .43446 | .270 |

4.6 Inferential Analysis

Correlation and multiple regression models were utilized for inferential analysis. The interplay between the explanatory variables and the criterion variable was shown by means of correlation and multiple regression analysis.

4.6.1 Correlation Analysis

The degree and course of the association amongst the dependent besides independent variables was analyzed using Pearson's correlation. The outcomes are shown in Table 4.16.

Table 4.16 Multiple Correlation Analysis Results

| | | Implement ation of free day secondary | Stakehold er's involveme nt | Alternat ive strategi es employe d | Communi ty outreach project | Level of governm ent commit ment |
|--|--|--|--|---|--|---|
| Implement ation of free day secondary | Pearson Correlat ion Sig. (2- tailed) | 1 | | | | |
| Stakeholde r's involvemen t | Pearson Correlat ion Sig. (2- tailed.) | .558** | 1 | | | |
| Alternative strategies employed | Pearson Correlat ion Sig. (2- tailed) | .491** | .670** | 1 | | |
| Communit y outreach project | Pearson Correlat ion Sig. (2- tailed) | .566** | .444** | .752** | 1 | |
| Level of governmen t commitme nt | Pearson Correlat ion Sig. (2- tailed) | .590** | .539** | .759** | .593** | 1 |
| | N | 173 | 173 | 173 | 173 | 173 |

** . Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.16, the research found that Influence of stakeholder's involvement was positively associated with implementation of free day secondary (r=0.558; p=0.000). The results show a favorable, statistically significant relationship amongst alternative strategies employed and implementation of free day secondary

($r=0.491$; $p=0.000$). Effect of community outreach project was found to have a statistically significant ($r. = 0.566$; $p. =0.000$) favorable association with implementation of free day secondary. Level of government commitment were positively related to implementation of free day secondary ($r=0.590$; $p= 0.000$ statistically).

According to Schwartz (2013) the presence of two or more variables with a high correlation shows that these variables are associated to one another in a significant manner, whereas the presence of two or extra variables with a minimal correlation denotes that these variables are not linked at all. When interpreting the results of an experiment, a value of 0.00 denotes that there is no relationship amongst the variables.

4.6.2 Results for Multiple Regression Analysis

The power of a link amongst the dependent variable and a variety of predictor variables was appraised with multiple regression analysis, and the relative relevance of each predictor was determined, typically with the effect of other predictors eliminated statistically.

4.6.3 Model Summary

The coefficient of determination (R^2) and correlation coefficient (R) showed the degree of association between dependent and independent variables. The results are presented in Table 4.17.

Table 4.17 Interpretation of Multiple Regression Models

| R | R Square | Adjusted R Square | Std. Error of the |
|----------|-----------------|--------------------------|--------------------------|
| .703a | .494 | .482 | .43446 |

Table 4.17 displays the regression findings, which showed an R-Square of 0.494 and an R-value of 0.703. The high linear correlation between the dependent and self-regulating variables was indicated by the R-value of 0.703. According to the coefficient of willpower (R²), the independent variables provided 0.494 of the total explanation. The regression model accounted for roughly 49.4% of the observed variation in the independent variable.

4.6.4 Regression Model Fitness Test

The model's fitness was checked to see if it provided the best possible fit for gathered data. Table 4.18 shows the outcomes of the investigation.

Table 4.18 the Fitness of Regression Model

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|-----------------------|------------|--------------------|----------|-------------|
| 1 Regression | 30.908 | 4 | 7.727 | 40.937 | .000b |
| Residual | 31.711 | 168 | .189 | | |
| Total | 62.619 | 172 | | | |

Table 4.18 displayed an F-statistic of (F =40.937), which was statistically significant at the p=0.000 level, demonstrating that the model was accurate. This means that the data were well-fit by the multiple regression model. That is why it was important considering the independent variables while designing the system.

4.6.5 Regression Model Coefficients

Running a regression model yielded coefficients for use in the regression equation.

Table 4.19 details the study's findings.

Table 4.19 Regression Model Coefficients

| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------------------------|-----------------------------|------------|---------------------------|-------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 0.472 | 0.235 | | 2.008 | 0.046 |
| Stakeholder's involvement | 0.225 | 0.065 | 0.246 | 3.446 | 0.001 |
| Alternative strategies employed | 0.143 | 0.056 | 0.17 | 2.537 | 0.012 |
| Community outreach project | 0.18 | 0.081 | 0.175 | 2.23 | 0.027 |
| Level of government commitment | 0.335 | 0.086 | 0.295 | 3.872 | 0.000 |

The table shows that: influence of stakeholder's had a positive linear effect on implementation of free day secondary ($\beta_1=0.225$, $p=.046$). This shows that a 0.225-unit enhancement in influence of stakeholder's can be attained by instituting a more stringent collection approach. Implementation of free day secondary was also found to be positively correlated with alternative strategies employed ($\beta_2=0.143$, $p=0.001$). Therefore, a rise in alternative strategies employed results in a 0.143-unit rise in implementation of free day secondary. There is a positive and statistically significant association amongst community outreach project and implementation of free day secondary ($\beta_3=.180$, $p=0.027$). The influence of magnitude of government commitment on implementation of free day secondary is favorable and statistically significant ($\beta_4=.335$, $p=0.000$). The resulting regression comparison is as follows:

$$Y. = 0.472+0.225X_1 +0.143X_2 +0.180X_3+0.335X_4..... \text{Equation 4.1}$$

Y; Implementation of free day secondary

X₁ stakeholder's involvement

X₂ Alternative strategies employed

X₃ community outreach project

X₄ Level of government commitment

4.7 Hypotheses Testing

The study hypothesized stakeholder's involvement has no significant influence on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. The null hypothesis (**H₀₁**) was thus rejected and resolved that there was a significant influence of stakeholder's engagement on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County ($\beta_1=0.225$, $p=0.001$).

The study hypothesized that alternative strategies engaged has no significant influence on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. The null hypothesis (**H₀₂**) was thus rejected and resolved that there was a significant influence of alternative strategies engaged on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County ($\beta_2=0.143$, $p=0.012$).

The study hypothesized that community outreach project had no significant influence on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. The null hypothesis (**H₀₃**) was thus rejected and resolved that there was a significant influence of community outreach project on resource

mobilization and implementation of free day secondary school education in Emgwen Sub-County ($\beta_3=0.180$, $p=0.027$).

The study hypothesized that Level of government commitment has no significant influence on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. The null hypothesis (**Ho₄**) was thus rejected and resolved that there was a significant influence of level of government commitment on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County ($\beta_4=0.335$, $p=0.000$).

Table 4.20 Summary of Hypotheses Test Results

| Hypotheses | β and P values | Decision rule(accept/reject) |
|---|--|-------------------------------------|
| H01 Stakeholder's participation has no significant influence on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. | $\beta_1=0.225$, $p=0.046<0.05$ | Rejected the null hypothesis |
| H02 Alternative strategies employed had no significant influence on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. | $\beta_2=0.143$, $p=0.001<0.05$ | Rejected the null hypothesis |
| H03 Community outreach project has no significant influence on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. | $\beta_3=0.180$, $p=0.027<0.05$ | Rejected the null hypothesis |
| H04 Level of government commitment has no significant influence on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. | $\beta_4=0.335$, $p=0.000<0.05$ | Rejected the null hypothesis |

4.8 Qualitative Analysis

According to the findings, most principals agreed that the Free Day Secondary Funds have helped a lot of underprivileged students. Parents' representatives and BOM also saw that sufficient CDF-built physical structures were there. Additionally, contributors and sponsors help learners by paying for programs like lunch and providing sanitary pads for female learners.

Principals further verified that they receive government funding, despite slow delivery. Additionally, the government set aside money for development initiatives, with building laboratories receiving first priority. The BOM representative, the QAO, and the Sub-County Director of Education all agreed that sponsors and other stakeholders play a significant role in resource mobilization. Collaboration amongst stakeholders, parents, and the general public was also encouraged.

The government subsidies are still insufficient, it was also underlined. It was further stated that other stakeholders are still hesitant to participate in their roles as a result of the idea that education is free.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This part contains a summary of the research, findings, conclusions, as well as some suggestions.

5.2 Summary of the Findings

This part presented the summary of the findings from the research.

5.2.1 Stakeholder's Involvement on resource mobilization and implementation of Free Day Secondary Education

The first objective of the research was to establish the influence of stakeholder's involvement in resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. The findings revealed that all the stakeholders involved in resource mobilization of the school are always engaged in decision making. Also, it was clear all the resource mobilization procedure in schools encompasses all the stakeholders. In addition, formulation of free day secondary education objectives and project involved all the stakeholders. Furthermore, there was clarity that there is frequent teamwork from all stakeholders in resources mobilization for implementation of Free Day Secondary Education

The study's findings, on the other hand, showed that stakeholder engagement guarantees that the proper instructional resources are available for the implementation of free day secondary education. Additionally, including stakeholders makes learning and teaching resources more accessible. Besides, it was acknowledged that stakeholder involvement improves the use of educational and instructional resources. Additionally, it was acknowledged that the involvement of stakeholders had made

sure that all groups were included in the implementation of free day secondary education.

Additionally, it was acknowledged that involving stakeholders exposes school opportunities and issues, which will support proactive solutions. However, it was made clear that stakeholder participation would help schools resolve disputes amicably in the implementation of free secondary education. Finally, it was decided that including stakeholders would increase the level of support for resource mobilization.

From the study findings, parents are the main stakeholders in resource mobilization, the study noted a major challenge mainly in parent support in the provision of transport of student to and from school, support on lunch programme and development funds, in many cases students from poor households whose parents were unable to afford the cost of day secondary education stay back at home and stay in the cycle of poverty.

5.2.2 Alternative strategies employed in resource mobilization and implementation of free day secondary school education

The second objective of the research was to determine alternative strategies utilized in resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. The results show that the school used all of its resources during resource mobilization by enlisting the community. Additionally, school resource networking provides regular, simple, and practical access to resources. On the other side, they have developed projects to produce cash. The school has also been able to mobilize resources thanks to government support. More specifically, the schools have

been given money from the Constituency Development Fund (CDF), which is designed to conduct free day secondary schooling.

Furthermore, the research shows that schools have never been able to collect funds through alumni; nevertheless, they have been successful in doing so through government funding. Furthermore, the majority of schools do not have initiatives in place to produce cash. Additionally, it has been challenging for the schools to raise money from parent class representatives and parents to offer free daytime secondary education. Last but not least, schools do not regularly access NGOs' finances for development, do not arrange special activities to raise money, and receive no donations from well-wishers.

Enrolment trends in day secondary schools showed a steady growth (Muralidharan & Prakash, 2017). In addition, the basic resources are in low supply resulting in increased class sizes, shortage of textbooks, congested libraries and laboratories in order for day schools to accommodate learners and provide quality education, schools should come up with alternative strategies such involving alumni, sponsors and all well-wishers in resource mobilization.

5.2.3 Community participation on resource mobilization and Implementation of Free Day Secondary School Education

The third objective was community participation on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. According to the findings, there are no explicit policies in place to direct resource outreach in the school. Additionally, the political climate in the schools is not stable enough to make resource outreach successful. However, it was evident that the resource mobilization had been improved through church outreach help. The data also

show that there were no donor requirements that would have encouraged a greater resource outreach and that it is difficult for schools to achieve the agreed-upon donor financial requirements.

The results also show that the administrative teams of the school encourage community involvement in school development programs. Additionally, as free day secondary school education is implemented, the schools continue to tell the community about their expenses. Additionally, it was evident that not only did the community support curriculum changes in schools and give necessary resources, but school policy also permitted the community to contribute the necessary goods to support the program. The analysis also reveals that some of the school's physical resources were not being hired by the community to assist the school.

From the study findings it was clear that physical facilities are a major challenge in the implementation of FDSSE there were a great shortage of resources and finances to renovate or maintain available resources. The findings agreed with Lucy, Nyangia, & Orodho (2015), who said that education sector was faced with many challenges including shortage of teaching staff, lack of funds and insufficient teaching-learning resources which is an hindrance for the government from succeeding in its goals, therefore the need to in co-operate community participation in resource mobilization.

5.2.4 Level of Government Commitment towards resource mobilization and Implementation of Free Day Secondary School Education

The fourth objective was to establish the level of government commitment towards resource mobilization and implementation of free day secondary school education in Emgwen Sub-County. According to the study's findings, funding for the introduction of free day secondary school education was delayed in being disbursed. Additionally,

there are not enough government subsidies in place to establish free day secondary education. However, the results demonstrate that the government provided sufficient physical facilities for education and teaching resources. According to the findings, the government's funding for free tuition for students was not timely or adequate.

However, the government provides substantial amounts of subsidies to needy students, improving school income. The results also show that the majority of the school's budget is made up of government grants. Additionally, the school's only sources of income came from government financial initiatives, it wasn't quite obvious how effective this strategy was at raising money. Last but not least, the results show that the cost-sharing principle has assisted the school in expanding its physical resource even though government financial interventions are the only sources of income for the institution.

The study found that there were many needy students and were not benefiting from the Constituency Development Funds since the distribution of such funds did not focus on needy students instead the funds were given to any parent with a student in day secondary school whose parent present himself to the field during the sharing of the funds. Majority of the respondents agreed that the CDF funds were available and the government bursaries were also available. The findings agreed with Heyneman & Stern (2014) and Musee (2013) who said that bursary scheme targeted students from poor household, those in slums, the girl child and the orphans. The main problem with the CDF and bursary funds was that day secondary students were not assured of continuous funding and also the disbursement of such funds was not in line with school calendar (Mwangi & Cheloti, 2017).

With major commitment by the government of Kenya on resource mobilization and implementation of FDSSE through distribution of infrastructural facilities, support of students from low income earning families through bursaries, working in partnership with other stakeholders like parents and sponsors in provision of resources to day secondary school, day schools still face challenges mainly the low participation rates (Heyneman & Stern 2014; Lucy, Nyangia, & Orodho, 2015; Muralidharan & Prakash, 2017).

5.3 Conclusion

A key factor in resource mobilization and implementation of free day secondary school education is the involvement of stakeholders. The stakeholders are active in the schools' resource mobilization; therefore, they are always taking part in decision-making. For the implementation of free day secondary education, they are the ones who guarantee the accessibility of the appropriate instructional resources.

Thus, for successful resource mobilization and implementation of Free Day Secondary Education would therefore depend on the collaboration of all stakeholders in resource mobilization.

The study also came to the conclusion that using alternative strategies was crucial to resource mobilization and the implementation of free daytime secondary education. As a result of government assistance schools have mobilize resources but they have also developed projects to produce cash. More specifically, the schools have been given money from the Constituency Development Fund (CDF), which is designed to conduct free day secondary schooling.

The study also came to the conclusion that community participation was important in resource mobilization and implementation of free daytime secondary education.

However, there are no definite regulations in place that direct the distribution of resources in schools. Additionally, the political climate in the schools is not stable enough to make resource outreach successful. The study's final finding was that the degree of government commitment is important for resource mobilization and implementation of free day secondary school education. The distribution of funding for the introduction of free day secondary school education has been experiencing delays. Additionally, there are not enough government subsidies in place to establish free day secondary education.

Due to increased enrollment brought on by Free Day Secondary Education, available resources have been stretched too thin. The government funding is insufficient, and there were delays in the money's distribution, which had an impact on the FSE's effectiveness and the purchasing power of the schools.

5.4 Recommendations

- i. Stakeholders must be allowed to take part in resource mobilization and it should be assured that they are always included in decision-making in order to ensure effective implementation of free day secondary school education.
- ii. The schools must look into alternative revenue-generating strategies. They should be sure to engage in activities that would generate returns. They should also stay in touch with sponsors, alumni, and NGOs so they may obtain or generate funds for development.
- iii. Initiatives to engage the community should be supported. It is significant to establish appropriate mechanisms that direct resource outreach in schools. The schools should also make sure to maintain a stable political climate that will support the effectiveness of resource outreach.

- iv. The government should make sure that funds are distributed in a timely manner and that there are enough government subsidies to support the implementation of free day secondary school education.
- v. The Free Day Secondary Education program should be reviewed by the government, through the Ministry of Education, in order to provide the financial resources necessary to provide for the extra human capital needed to keep up with the resulting enrollment growth.
- vi. Tighten the distribution of grants and bursaries for elementary education: This strategy would discourage students from low-income parents from leaving school. This great initiative was started by the government, but it is widely believed to be being abused. The fund occasionally benefits undeserving friends and family members at the expense of the underprivileged and destitute. There has to be some system optimization.
- vii. Appropriate staffing of the QASOs and the sub-county DoE will guarantee effective oversight and assistance in the execution of the FSE.

5.5 Suggestions for further study

- a) A study on the influence of stakeholder involvement in resource mobilization and implementation of Free Day Secondary Education should be conducted.
- b) A study should be carried out on the effects of Resources in the implementation of Free Secondary Education in Boarding schools.
- c) A study should be done on strategies employed by school principals to cope with constrain faced in implementation of Free Secondary Education.

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APPENDICES

Appendix I: Research Questionnaire

Please responses in the spaces provided and tick (√) in the box that matches your responses to the questions where applicable.

Section A: Bio-data.

1. Gender
 - a. Male
 - b. Female
2. Age bracket
 - a) 20- 30 years
 - b) 31-40 years
 - c) 41-50 years
 - d) Over 50 years
3. What is your highest level of education?
 - a) Certificate
 - b) Diploma
 - c) Degree
 - d) Masters
4. For how long have you taught?
 - a) 0-5 years
 - b) 5-10 years
 - c) 10-15 years
 - d) 15 and above

Section B: Stakeholder's Involvement on resource mobilization and implementation of Free Day Secondary Education

Provide your response on the magnitude to which you support the following statements by use of a tick (√). Use the following Key: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly agreed.

| No. | Statements | 5 | 4 | 3 | 2 | 1 |
|-----|--|---|---|---|---|---|
| 1. | All of the stakeholders involved in resource mobilization of school are always participating in decision making | | | | | |
| 2. | All the resource mobilization process in school involves all the stakeholders | | | | | |
| 3. | In formulation of free day secondary education objectives and project all the stakeholders are involved | | | | | |
| 4. | There is teamwork among stakeholders in funds mobilization for implementation of Free Day Secondary Education | | | | | |
| 5. | Stakeholder involvement ensures availability of Appropriate instructional aids for implementation of FSE | | | | | |
| 6. | Stakeholder involvement improves accessibility of learning and teaching resources | | | | | |
| 7. | Stakeholder involvement enhances utilization of learning and teaching resources | | | | | |
| 8. | Stakeholder mobilization has ensured inclusivity of the different groups in implementation of Free Day Secondary Education | | | | | |
| 9. | Stakeholder involvement brings to light school opportunities and problems that will facilitate proactive strategies. | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 10. | Stakeholder involvement has ensure school can easily resolve conflict during implementation of Free Day Secondary Education | | | | | |
| 11. | Stakeholder involvement broaden the support for resource mobilization | | | | | |

Section C: Alternative strategies employed in resource mobilization and implementation of free day secondary school education

Provide your response on the magnitude to which you support the following statements by placing a tick (√) where appropriate. Use the following Key: 1 = Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5 = Strongly Agreed

| Items | Statements | 5 | 4 | 3 | 2 | 1 |
|-------|---|---|---|---|---|---|
| 1. | In resource mobilization, the school ought to expand its ability by engagement of the community | | | | | |
| 2. | School reserve networking offer frequent, easy and convenient access to resources | | | | | |
| 3. | The school have the mobilize resources through school alumnus | | | | | |
| 4. | The school have been able to mobilize the resources through government support | | | | | |
| 5. | The school devices projects of creating returns | | | | | |
| 6. | The school generate funds from parent class representatives/Parents to enact FSE | | | | | |
| 7. | The school receive Constituency Development Fund (CDF) funds used for implementation of free day secondary school education | | | | | |
| 8. | The school holds special events to raise funds. | | | | | |
| 9. | NGOs frequently fund development in the school | | | | | |
| 10. | Sponsors offer funds for expansion to the school | | | | | |

Section D: Community Outreach Project on resource mobilization and Implementation of Free Day Secondary School Education

Provide your response on the level to which you support the following statements by placing a tick (✓) where appropriate. Use the following Key: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agreed

| Items | Statements | 5 | 4 | 3 | 2 | 1 |
|-------|---|---|---|---|---|---|
| 1. | There are policies in place which guide on resource outreach in the school | | | | | |
| 2. | Stable political state in the school has enable the success of resource outreach | | | | | |
| 3. | Churches outreach support has enhanced the resource mobilization | | | | | |
| 4. | The donor's conditions have encouraged a wider resource outreach | | | | | |
| 5. | The school generally meets agreed donor financial requirements. | | | | | |
| 6. | The school administration team inspires community to engagement in school expansion programme | | | | | |
| 7. | School inform the community to support them on school expenditure during implementation of FSDE | | | | | |
| 8. | The community support curriculum changes in school and provide required resources | | | | | |
| 9. | School guidelines permits community to deliver cereals to aid the programme | | | | | |
| 10. | The community hires some of school physical resources as a way of supporting the school | | | | | |

Section E: Level of Government Commitment towards Resource Mobilization and Implementation of Free Day Secondary School Education

Provide your responses on the magnitude you support the following statements by placing a tick (√) where appropriate. Use the following Key: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agreed

| No. | Statements | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 1. | There is no delayed distribution of funds for implementation of FDSE | | | | | |
| 2. | There are adequate government subsidies for implementation of FDSE | | | | | |
| 3. | Government supply sufficient physical facilities for learning | | | | | |
| 4. | The government provide adequate teaching learning resources | | | | | |
| 5. | Free instruction apportionments for learners by the government are adequate and on time | | | | | |
| 6. | The government awards bursaries to deserving learners in appropriate amounts enhancing school returns | | | | | |
| 7. | Cost-sharing has enabled the school expand in its physical assets | | | | | |
| 8. | Government apportionments account is one of the huge portion of the schools' financial plan | | | | | |
| 9. | Government economic involvements form the sole revenues for the school | | | | | |
| 10. | Adequacy of securing funds from the government | | | | | |

PART F: Implementation of Free Day Secondary Education and availability of resources

Provide your responses on the magnitude to which you support the following statements by placing a tick (√) where appropriate. Use the following Key: 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly agreed.

| NO. | Statements | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 1. | There is sufficient physical facilities to aid the growth in learner population | | | | | |
| 2. | No enough funds in schools and thus, difficult to address needs of the FDSSE | | | | | |
| 3. | Frequent delay in distribution of funds for FSE | | | | | |
| 4. | Inadequate instructional materials (books, chalk) | | | | | |
| 5. | Overpopulation in classrooms; more enrolled learners | | | | | |
| 6. | Poor preparedness of instructors on FDSSE implementation | | | | | |
| 7. | Overworking of instructors | | | | | |
| 8. | Poor staffing | | | | | |
| 9. | Inadequate physical facilities | | | | | |
| 10. | Unwillingness from parents to accommodate more school levies | | | | | |

**Appendix II: Interview Schedule for Principals, Sub County Director of
Education and BOM Chairpersons**

- i. What is the influence of stakeholder’s involvement on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County?
.....
.....
- ii. What are the alternative strategies employed in resource mobilization and implementation of free day secondary school education in Emgwen Sub-County?
.....
.....
- iii. What is the role of community outreach project on resource mobilization and implementation of free day secondary school education in Emgwen Sub-County?
.....
.....
- iv. What is the level of government commitment towards resource mobilization and implementation of free day secondary school education in Emgwen Sub-County?
.....
.....
- v. In your opinion what should be done to improve on resource mobilization for implementation of free day secondary school education in Emgwen Sub-County, Nandi County- Kenya?

Appendix III: Observation Schedule of the School Environment

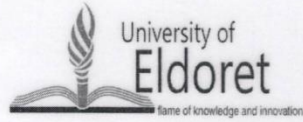
| | Facility | Community Built/Parents | Sponsors/ Alumnae | Government Support | CDF/County Funds |
|----|----------|----------------------------|----------------------|-----------------------|---------------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

Appendix IV Sample Pictures from Schools Visited



Source: Author 2023

Appendix V: Permit Application Letter from University



P.O. Box 1125-30100,
ELDORET, Kenya
Tel: 053-2063111 Ext. 242

Our Ref: UoE/EMP/POG/33

24th January, 2023

The Executive Secretary,

National Council for Science and Technology & Innovation

P.O. BOX 30623-00100,

NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT REQUEST FOR IRINE CHERONO SEDU/EMP/M/002/21

This is to confirm that the above named Post Graduate Student has completed Course work and has successfully defended her research proposal.

She is currently preparing for a field research work on her proposal entitled: *"Resource mobilization in the Implementation of Free Day Secondary Education in Emgwen Sub-County, Nandi County, Kenya"*. The proposal has been approved by this Institution.

Any assistance accorded her to facilitate successful conduct of the research and the publication will be highly appreciated.

Yours faithfully,





Dr. Lydia Kipkoech
HOD, EDUCATIONAL MANAGEMENT

Copy to: Permanent Secretary,

Ministry of Higher Education, Science & Technology,
P.O. Box 9583-00200 **NAIROBI.**



Appendix VI: NACOSTI Research License

| | |
|---|---|
|  REPUBLIC OF KENYA |  NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION |
| Ref No: 565471 | Date of Issue: 05/February/2023 |
| RESEARCH LICENSE | |
|  | |
| <p>This is to Certify that Miss.. IRINE CHERONO of University of Eldoret, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nandi on the topic: CHALLENGES OF RESOURCE MOBILIZATION IN THE ENHANCEMENT OF IMPLEMENTATION OF FREE DAY SECONDARY SCHOOL EDUCATION for the period ending : 05/February/2024.</p> | |
| License No: NACOSTI/P/23/23460 | |
| 565471 |  |
| Applicant Identification Number | Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION |
| | Verification QR Code |
| |  |
| <p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p> | |
| See overleaf for conditions | |

Appendix VII: Ministry of Education Authorization Letter



REPUBLIC OF KENYA
MINISTRY OF EDUCATION STATE DEPARTMENT FOR EARLY
LEARNING AND BASIC EDUCATION

Email: cdenandicounty@yahoo.com
 Telephone: 0773044624
 When replying please quote

County Director of Education
 NANDI COUNTY,
 P. O. Box 36-30300,
KAPSABET.

Ref: NDI/CDE/RESEARCH/1/VOL.111/54

Date 13/2/2023

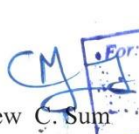
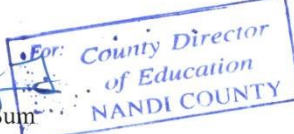
Irine Cheronu
 University of Eldoret
 P.O Box 1125-30100
ELDORET

RE: RESEARCH AUTHORISATION.

Reference is made to the letter Ref: No. NACOSTI/P/23/23460 dated 5th February, 2023 on the above subject.

The above named person has been granted permission by the County Director of Education to carry out research on *“Challenges of Resource Mobilization in the Enhancement of implementation of free Day Secondary School Education in Nandi County* for the period ending 5th February, 2024.

Kindly provide her all necessary support she requires.

 Mathew C. Sum
 For: County Director of Education,
NANDI COUNTY.

Appendix VII: County Commissioner Authorization Letter

OFFICE OF THE PRESIDENT MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Tel: 053 5252621, 5252003, Kapsabet
Fax No. 053 – 5252503
E-mail:
nandicountycommissioner@gmail.com
When replying, please quote



County Commissioner's Office,
Nandi County
P.O. Box 30,
KAPSABET.

Ref: No. NC.ADU.4/3 VOL. 1/(183)

13th February, 2023

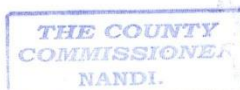
Ms. Irine Cherono
University of Eldoret,
P.O. Box 1125 - 30100,
ELDORET.

RE: RESEARCH AUTHORIZATION

This is in reference to Research License No. NACOSTI/P/23/23460 dated 5th February, 2023 from the Director General/CEO, National Commission for Science, Technology and Innovation on the above subject matter.

You are hereby authorized to conduct a research on **“Challenges of resource mobilization in the enhancement of implementation of free Day Secondary School Education** in Nandi County for the period ending **5th February, 2024.**

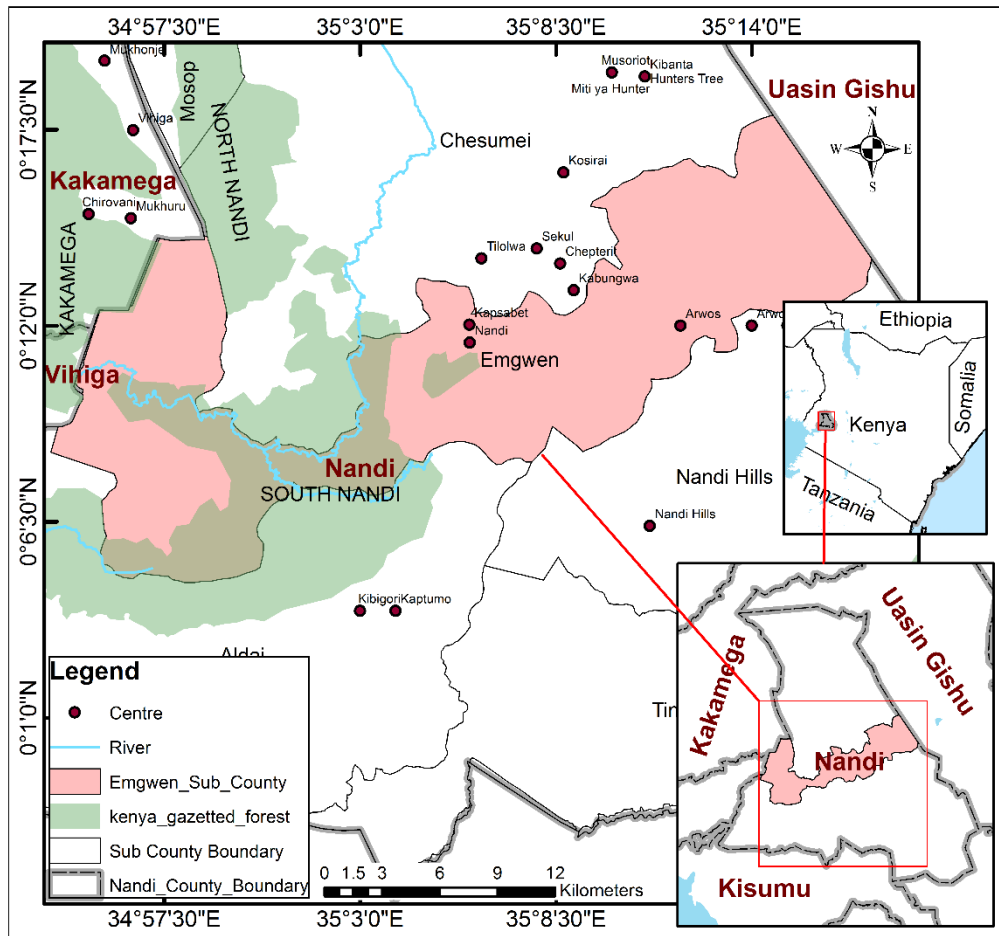
Wishing you all the best.



DANIEL K. MUTUKU,
For: COUNTY COMMISSIONER,
NANDI.

ASANTE KWA KUDUMISHA AMANI: ENDELEA HIVYO NA MUNGU AKUBARIKI

Appendix VIII: Map of Emgwen Sub-County, Nandi County



Source (Google Maps)

Appendix IX: Similarity Report

| University of Eldoret | |
|--|--|
| Certificate of Plagiarism Check for Synopsis | |
| Author Name | Irine Cherono SEDU/EMP/M/002/21 |
| Course of Study | Type here... |
| Name of Guide | Type here... |
| Department | Type here... |
| Acceptable Maximum Limit | Type here... |
| Submitted By | titustoo@uoeld.ac.ke |
| Paper Title | RESOURCE MOBILIZATION IN THE IMPLEMENTATION OF FREE DAY SECONDARY SCHOOL EDUCATION IN EMGWEN SUB-COUNTY, NANDI COUNTY- KENYA |
| Similarity | 13% |
| Paper ID | 1004863 |
| Submission Date | 2023-10-06 08:01:22 |
|  Signature of Student |  Signature of Guide |
|  Head of the Department | |
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