

**SCHOOL -COMMUNITY SUPPORT IN IMPLEMENTATION OF FREE DAY  
SECONDARY EDUCATION IN TRANS-NZOIA EAST SUB-COUNTY, KENYA.**

**BY**

**PERIS CHEMWENO**

**THESIS SUBMITTED TO SCHOOL OF EDUCATION IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A  
MASTERS OF PHILOSOPHY DEGREE IN DEPARTMENT OF EDUCATIONAL  
POLICY AND MANAGEMENT, UNIVERSITY OF ELDORET, KENYA.**

**OCTOBER, 2018**

## DECLARATION

### Declaration by the Candidate

I hereby declare that this research thesis is my original work and it has not been previously presented for examination in this or any other university.

**PERIS CHEMWENO**

---

**EDU/PGA/1001/13**

---

**Date**

### Declaration by Supervisors

This research thesis has been submitted for examination with our approval as university supervisors.

---

**Dr. Alice Limo**

Department of Educational Management  
University of Eldoret

---

**Date**

---

**Dr. Sammy Chumba**

Department of Educational Policy and Management  
Moi University

---

**Date**

## **DEDICATION**

This work is dedicated to my husband Benjamin Kibor and children Sheila, Kevin Mercy, Martha and Scholastica who supported and encouraged me throughout the study.

## ABSTRACT

In January 2008, the Kenya government declared Free Day Secondary Education (FDSE) in all public schools in the country as a fulfillment of Education for All (EFA) which is a global commitment and strategy to give children universal education. This programme was adopted following Party of National Unity (PNU) campaign pledge without prior research findings. As a result key aspects of the Free Secondary Education on academic performance remain unknown. This study was to investigate school-community support in implementation of Free Day Secondary Education in Trans-Nzoia East sub-county, Kenya. The study answers the following questions ; How financial management skills of school principals affect implementation of FDSE, the extent to which County Government has supported needy students, how does school feeding programme influence implementation of FDSE and what challenges face implementation Free Day Secondary Education. The study adopted Human Capital Theory based upon the work Of Schultz , Sakamota and Powers. The study adopted the descriptive survey design and the population of the study comprised of 14 Day Secondary Schools that present candidates for Kenya Certificate of Secondary Education (KCSE) in Trans-Nzoia East Sub-County. The sample size consisted of Principals, Teachers and students.. Purposive sampling was used to select the principals and class Teachers, while stratified random sampling was used to select student respondents. The instruments for data collection were questionnaires, an interview schedule for Sub-County Director of Education and document analysis. Pearson product moment correlation co-efficient was used to determine reliability of instruments and a co-efficient of 0.755 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 ,University of Eldoret.. Data collected were presented on tables, pie charts and bar graphs. . Financial management skills of principals influenced the implementation of Free Day Secondary Education policy in terms of management of funds allocated by the Government The study shows many principals had attended an in-service course organized by Kenya Educational Management Institute, while most teachers had not attended any thus more Seminars and workshops was organized for Teachers. The study also shows that allocation of county bursary to needy students was not fair since the Ward Committee do not have a track record of beneficiaries, hence class teachers need to identify needy student .The study reveals that School Feeding Programme retains students in school hence participation in learning process. The implementation of Free Day Secondary Education was a challenge in many schools since, teacher-student ratio was high, physical facilities; Teaching/Learning materials were not adequate to accommodate students who qualify from primary schools. The output of the study was to provide necessary and relevant information to all stakeholders in the management of secondary schools including Ministry of Education, Education Officers and secondary school principals to help in formulation of relevant policies that are useful in improving the effectiveness of principals in management of Free Day Secondary Education Programme in secondary schools in Kenya .The study recommends that the government should increase funds allocated for Free Day Secondary Education and to timely disburse the funds to ensure smooth running of schools .Parents as key stakeholders should support fully School Feeding Programme to enable learner participate fully in learning activities .

## TABLE OF CONTENTS

DECLARATION .....	ii
DEDICATION .....	iii
ABSTRACT .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	viii
LIST OF FIGURES .....	x
ABBREVIATION AND ACRONYMS .....	xi
ACKNOWLEDGEMENT .....	xii
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION TO THE STUDY .....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Background of the Study .....	1
1.3 Statement of the Problem .....	5
1.4 Purpose of the Study .....	7
1.5 Objectives of the Study .....	7
1.6 Research Questions .....	8
1.7 Assumption of the Study .....	8
1.8 Scope and Limitation of the Study .....	8
1.8.1 Scope .....	8
1.8.2 Limitations .....	9
1.9 Justification of the Study .....	9
1.10 Significance of the Study .....	10
1.11 Theoretical Framework .....	10
1.12 Conceptual Framework .....	12
1.12.1 Conceptual Framework .....	13
1.12.2 Operational Definitions .....	14
<b>CHAPTER TWO .....</b>	<b>16</b>
<b>LITERATURE REVIEW .....</b>	<b>16</b>
2.1 Introduction .....	16
2.2 Importance of Secondary Education in the World .....	16
2.3.1 Implementation of Free Secondary Education in Sub-Saharan African Countries ..	17
2.3.2 Implementation of Free Day Secondary Education in Kenya .....	19
2.4 The Role of School Principals in Financial Management .....	22
2.5 Financial Support from County Government .....	25
2.6 Parental Support to School Feeding Programme .....	26
2.7 Resource Availability in School .....	28
2.7.1 Physical Facilities .....	28
2.7.2 Teaching Learning Materials .....	29
2.8 Adequacy of Teachers to Implement FDSE .....	30
2.9 Student Attitudes towards Implementation of FDSE .....	32
2.10 Summary of Literature Review .....	34

<b>CHAPTER THREE .....</b>	<b>36</b>
<b>RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>36</b>
3.1 Introduction.....	36
3.2 Research Design.....	36
3.3 Study Area .....	36
3.4 Target Population.....	37
3.5 Sample and Sampling Procedures.....	37
3.6 Research Instruments .....	38
3.6.1 Questionnaires.....	38
3.6.2 Interview Schedule.....	38
3.6.3 Document Analysis.....	39
3.7 Validity of Research Instrument .....	39
3.8 Reliability of Research Instruments.....	40
3.9 Data Collection Procedures.....	40
3.10 Data Analysis Techniques.....	41
3.11 Ethical Considerations .....	41
<b>CHAPTER FOUR.....</b>	<b>42</b>
<b>DATA ANALYSIS, PRESENTATION AND INTERPRETATION .....</b>	<b>42</b>
4.1 Introduction.....	42
4.2 Background Information.....	42
4.2.1 Age of the Respondents .....	42
4.2.2 Gender of Respondents .....	44
4.2.3 Professional Qualification.....	45
4.2.4 Teaching / Management Experience of principal and Teachers .....	46
4.2.5 Managerial Position of Teachers .....	48
4.3 Financial Management Skills of school principals and Its Effects on Implementation of FDSE .....	49
4.3.1 Student Responses on Financial Management in the Day Secondary Schools .....	49
4.3.2 Role of Principals and Teachers in Financial Management in Schools.....	51
4.3.3 Teachers Rating of Supervisory Role of the School Principals in management of Finances. ....	53
4.3.4 Principals Rating of their Supervisory Roles in management of school Finances. ...	55
4.3.5 Principals Response on Management of Financial Challenges in Schools.....	58
4.4 County Government's Financial Support to Needy Students for Implementation of FDSE.....	59
4.4.1 Student Responses on County Government Support to Needy Students.....	59
4.4.1 Principals and Teachers Responses on the Number of Needy Students in their Schools.....	62
4.4.2 Principals and Teachers Responses on the Number of Students per class That Require Financial Assistance.....	63
4.4.3 Source of Finances in Schools .....	65
4.4.4 Availability of Bursary from County Government to Needy Students in Schools...66	
4.4.5 Financial Management Strategy of Principals in Helping Needy Students Acquire Financial Assistance.....	67
4.5 Parental Support to the School Feeding Programme .....	68

4.5.1 Students Response on Parental Support in School Feeding Programme .....	68
4.5.2 Parental support to school feeding programme in Implementation of FDSE. ....	72
4.6 Challenges Facing Implementation of Free Day Secondary Education .....	75
4.6.1 Total number of students in schools .....	75
4.6.2 Total Number of Students per Class .....	76
4.6.3 Influence of Enrolment of Students in Relation to Implementation FDSE .....	77
4.20 Principals Response on Influence of Enrolment of Students in Relation to Implementation FDSE .....	77
4.6.4 Shortage of Teachers in Day Schools .....	77
4.4.5 Principals' Response on Shortage of Teacher in Day Schools .....	78
4.6.7 Principals' Response on Allocation of Government Grants on FDSE .....	81
4.6.8 Students Responses on the Challenges Facing Implementation of FDSE.....	83
4.6.9 Students Responses on Adequacy of Resources (Instructional Materials).....	85
4.6.10 Students Response on Physical Facilities in Schools Since 2008.....	89
4.7 Summary of the Chapter .....	92
<b>CHAPTER FIVE .....</b>	<b>95</b>
<b>SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS</b>	<b>95</b>
5.1 Introduction.....	95
5.2 Summary of the Findings.....	95
5.2.1 Financial Management Skills of School Principals and Its Effects on Implementation of FDSE. ....	95
5.2.2 County Government's Financial Support for Needy Students in Implementation of FDSE in Trans-nzoia East Sub County.....	97
5.2.3 Parental Support to School Feeding Programme in Implementation of FDSE .....	98
5.2.4 Challenges Facing Implementation of Free Day Secondary Education .....	100
5.3 Conclusions.....	103
5.4 Recommendations.....	104
5.5 Suggestion for further studies .....	105
<b>REFERENCES.....</b>	<b>106</b>
<b>APPENDICES.....</b>	<b>112</b>
APPENDIX I: LETTER OF INTRODUCTION .....	112
APPENDIX II: PRINCIPALS QUESTIONNAIRE .....	113
APPENDIX III: TEACHERS QUESTIONNAIRE.....	119
APPENDIX IV: STUDENT QUESTIONNAIRE .....	124
APPENDIX V: SUB-COUNTY DIRECTOR OF EDUCATION INTERVIEW SCHEDULE.....	128
APPENDIX VI: RESEARCH PERMIT .....	129
APPENDIX VII: RESEARCH PERMIT .....	130
APPENDIX VIII: LETTER OF AUTHORIZATION .....	131
APPENDIX IX: RESEARCH AUTHORIZATION.....	132

## LIST OF TABLES

Table 2.1 Vote heads for secondary schools.....	20
Table 2.2: Fees structure for public Day Secondary Schools.....	21
Table 3.1 Number of schools sampled for the study.....	38
Table 4.1 Gender of Respondents.....	44
Table 4.2: Response of Principals and Teachers on Teaching and Management experience.....	48
Table 4.3 Managerial Position of Teachers.....	49
Table 4.4 Financial Management in Schools.....	51
Table 4.5: Role of Principals and Teachers in Financial management in schools.....	53
Table 4.6: Teachers Rating of Supervisory Role of the School Principals.....	55
Table 4.7 Principals Rating of their Supervisory Role in School.....	57
Table 4.8 Principals Response on Management of the Most Serious Challenges.....	58
Table 4.9 Student Responses on County Government Support to Needy Students.....	61
Table 4.10 Principals and Teachers Responses on the Number of Needy Students in School.....	63
Table 4.11 Principals and Teachers Responses on the Number Students per class That Require Financial Assistance.....	65
Table 4.12 Source of Finances in Schools.....	66
Table 4.13 Availability of Bursary to Needy Students in School.....	67
Table 4.14 Ways of Helping Needy Students Acquire Financial Assistance.....	67
Table 4.15 Students Response on Parental Support in School Feeding Programme.....	70
Table 4.16 Teachers' responses on Parental Support to School Feeding Programme.....	72
Table 4.17 Teachers' Responses on Parents support school feeding programme.....	74
Table 4.18 Total number of students in schools.....	75



Table 4.19 Total Number of Students per Class.....	76
Table 4.20 Influence of Enrolment of Students in Relation to Implementation FDSE.....	77
Table 4.21 Shortage of Teachers in Schools .....	78
Table 4.22 Teachers Response on Government allocation of FDSE funds.....	81
Table 4.23 Principals' Response of Allocation of Government Grants on FDSE .....	83
Table 4.24 Challenges Facing Implementation of FDSE in the Sub-County.....	85
Table 4.25 Students Responses on Adequacy of Resources.....	89
Table 4.26 Physical Facilities in Schools Since 2008.....	91

**LIST OF FIGURES**

Figure 1.1 School-community support and implementation of FDSE.....	13
Figure 4.1 Age bracket of respondents.....	43
Figure 4.2 Professional Qualification.....	46
Figure 4.3 Principals' Response on Shortage of teacher in school.....	79

## **ABBREVIATION AND ACRONYMS**

**BOM** – Board of Management

**DEO** – District Education Officer

**EFA** – Education for All

**FDSE** – Free Day Secondary Education

**FSE** – Free Secondary Education

**G.O.K** – Government of Kenya

**KCSE** – Kenya Certificate of Secondary Education

**KEMI** – Kenya Education and Management Institute

**KESSP** – Kenya Sector Support Programme

**MDGs** – Millennium Development Goals

**MOE** – Ministry of Education

**MOEST** – Ministry of Education and Technology

**NASA** – National Super Alliance Coalition

**SFP** – School Feeding Programme

**SSA** – Sub-Saharan Africa

**TSC** – Teachers Service Commission

**UNESCO** – United Nations Educational, Scientific and Cultural Organization

**UNICEF** – United Nations International Children’s Emergency Fund

**USE** – Universal Secondary Education

## **ACKNOWLEDGEMENT**

I wish to thank Almighty God for giving me the health, strength and ability to undertake the study. I sincerely acknowledge the contribution of my supervisors Dr. Alice Limo and Dr. Sammy Chumba for their kindness, understanding and professional guidance during the research period. I cannot forget my family for their support, sacrifice and understanding during the undertaking of this course. May God bless you all.

## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Introduction**

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

#### **1.2 Background of the Study**

Education is a basic human right like all other human rights, everyone is entitled to it regardless of gender, religion, ethnicity or economic status (UNICEF, 2012). Worldwide, education is a prominent subject that helps in shaping of 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 Cohn & Miller, (2004).

Global trends demands that more skills, values and attitudes are necessary to exploit any global opportunity. Therefore provision of good quality secondary education is a critical tool in generating the opportunities and benefits of social and economic development, World Bank, (2005). 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 Onsomu,(2006). Secondary education is a transitional stage for future professionals such as doctors, lawyers and policy makers among others. Secondary education provides a vital 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,( World Bank, 2005).

However, despite its importance in the process of development, the cost of provision and expansion of quality secondary education have been increasing while resources needed for secondary education have been decreasing,(Onsomu 2006). Many countries especially in Sub-Saharan Africa (SSA) are considering abolishing school fees for secondary education Ohba, (2009). This is because fees charged at secondary schools are indeed one of the major obstacles for some children to access secondary education, this results in low transition rates from secondary to tertiary institutions. Therefore, some countries in Sub-Saharan Africa have extended free education from primary to secondary schools, for example Rwanda and Uganda abolished lower secondary education fees in 2006 and 2007 respectively while Kenya abolished secondary education fees in 2008, Government of Kenya, (2008). These countries have shown that one purpose of providing free secondary education is to ensure access and increase enrolment rates in secondary schools in their respective counties, regardless of socio-economic background Lewin, (2009).

Following the need to invest more in education, the Kenyan government introduced Free Secondary Education (FSE) in 2008 as a response to more students need for transition to secondary schools from primary schools due to the implementation of Free Primary Education in January 2003 Malenya, (2008), Orando, (2009). In reality, this was not a free secondary education but a subsidy of the tuition fees form parents. Tuition fee payment was waived as it constituted a significant proportion of the finance in meeting

the cost of secondary school education, and this was to be a relief to parents, guardians and sponsors Malenya, (2008).

However, the manner in which the programme was implemented and lack of any policy paper in the enactment of the Free Day Secondary Education Programme clearly suggest that there was little research done before the implementation of the policy. Given the political circumstances out of which the FSE policy was introduced, it was received with mixed feelings and reactions. For instance, critics have seen the policy as a populist move that will burden parents and there has been an argument such as:

*Free Secondary Education will occasion an influx that will certainly strain the existing physical facilities and human resources triggering schools to slap buildings and expansion of levies on parents as the government taxes citizens heavily to raise tuition for the bulging number of students and pay more teachers (Otieno,2007.13)*

However, research shows that FSE is being faced with teething problems of a logistical nature. According to UNESCO (2010), some of the challenges faced by FDSE include participation rates, low transition from secondary to tertiary levels, inadequate number of teachers as well as poor utilization of those in schools. In addition inadequate number of secondary schools to admit eligible students coupled with high costs of learning and teaching materials, school uniform, transport, development levies and extra expenses for private tuition are problematic in implementation of FDSE. UNESCO, (2010) observed that loaded curriculum with emphasis on didactic teaching, rising repetition rates and poor performance in national examinations among others interferes with effective implementation of free day secondary education.

Furthermore, several government documents show the commitment of the government in meeting EFA and MDGs target MOEST, (2005). In particular, the sessional paper no. 1 of 2005 by the Ministry of Education Science and Technology, underscores that costs of secondary education are the main reasons for the low transition rate to secondary education. In response the government developed the Kenya Education sector support programme; 2005-2010, which clearly states their intention to integrate secondary education as part of basic education MOEST, (2005).

This policy framework becomes the backbone for implementing free secondary education. Under this programme of FDSE, the government allocates Kshs.10,265 per year student in public secondary schools, while parents pay for accommodation, uniform, examinations, travel among others GOK( 2005). About 1,700,000 students benefited from the programme in the year 2011 and the transition rate from primary to secondary rose to 72% in 2011 up from 47% in 2001 according to 2011 economic survey GOK, (2011). In the year 2016 the government requested Heads of primary schools and principals of secondary schools to register pupils and students for national examination without any fee payment. A motion was introduced in parliament by Ikolomani MP Ben Shinali that seeks to amend the National Examination Council Bill in order to compel government to pay the National Examinations Registration Fees for all candidates.

*Poverty still remains a big challenge to many citizens of this country,  
Yet the examination fees as risen to an extent that they cannot afford.  
Many form four and class eight candidates are now being deterred  
from registering for the examinations. I am going to introduce this bill  
so that the government can pay examination fees for the candidates  
to enhance education accessibility,(Shinali,2014)*



Records in the Sub-county office in Trans-nzoia East Sub-County show that enrolment rates in secondary schools have increased. Therefore, this study seeks to investigate school-community support and implementation of FDSE in Trans-nzoia East Sub-County, Kenya.

### **1.3 Statement of the Problem**

The introduction of Free Secondary Education which encompasses tuition waiver and Free Day Secondary Education was received with mixed reactions across the country. The proposal to have FSE was welcomed by many education planners and managers at the top management at government who said that it would increase access to enable students get the opportunities they need to move away from vicious cycle of poverty to virtuous cycle of wealthy. Despite the introduction of FDSE, students are still going back for non-payment of other levies and this was because the policy was anchored on political manifesto. The principals who are in charge of school management are expected to play an important role in ensuring the smooth functioning of schools and proper and efficient use of available resources especially after introduction of free secondary education. The school management has to undertake tasks that are aimed at ensuring that education is equitable, efficient and accessible to all students. They are also charged with the responsibility of ensuring proper utilization of the school finances, curriculum implementation and maintenance of discipline but they have not been prepared to work effectively. In an attempt to implement the FSE policy, the principals have found themselves in conflict with the parents, education officials and the sponsors because of poor funding from the government. Following campaign pledges of political parties 2017 like NASA and JUBILEE coalition promised Kenyans Free primary and secondary

education immediately after elections on 8<sup>TH</sup> August 2017 which is yet to be implemented. The introduction of full free secondary education comes at a time the Jubilee Administration has also enacted reforms in administration of exams, rooting out corruption and cheating Matiangi (2017).

However, the blanket waiver and support given by the government will benefit all, even those whose parents and guardians could afford to pay fees. This method of allocating public subsidy that is, Free Secondary Tuition in secondary schools opposes the principle of vertical equity since unequal based on socio-economic background are treated equally. It was observed that the tuition waivers for FDSE cover a proportion of secondary expenditure but it is possible that students were to be sent home for non-payment of other levies in boarding schools and even Day schools. Trans-Nzoia East sub-county is found in the larger Trans-Nzoia County, it has a total of 69 secondary schools among them are 22 full boarding schools and 47 mixed day schools. Therefore, in Trans-nzoia East Sub-county there are many upcoming schools since most of the established schools are found in Trans-Nzoia West Sub-county, these schools have few physical facilities and teaching and learning materials are also inadequate even after six years of introduction of FDSE. Various churches in the Sub-county also compete to be the sponsors of the new schools, but they are not involved in funding any project in the school. Therefore, parents and guardians are left with burden of funding development projects in the schools and provision of learning materials. However, most of the residents in Trans-Nzoia East Sub-county are poor hence unable to pay fees for their children and this makes some children not to access secondary education and therefore they remain back at home. While every stakeholder admits that Free Day Secondary Education is facing many universal

challenges in Kenya which include: increased enrolment, limited physical facilities and as well as shortage of teachers, some schools are succeeding in the implementation of FDSE with high enrolment rates while others seem to be struggling despite the fact that equal amount of money per student is given and the money disbursed at the same time( Kimanzi, 2013). Therefore, this study focused on reasons why students remain back at home while the Government is funding FDSE by investigating how school-community support affect implementation of FDSE policy by examining role of principals in financial management, county government support of needy students, parental support to school feeding programme and challenges facing implementation of FDSE policy in Trans\_Nzoia East Sub County

#### **1.4 Purpose of the Study**

The purpose of the study was to investigate school-community support in implementation of Free Day Secondary Education in Trans-Nzoia East sub-county, Kenya.

#### **1.5 Objectives of the Study**

The study aimed at achieving the following objectives.

1. Assess how financial management skills of school principals influence implementation of FDSE in Trans\_nzoia East Sub County.
2. Assess the County Government's financial support for needy students in implementation of FDSE in Trans\_nzoia East Sub county .
3. Determine how parental support to school feeding programme influences the implementation of Free Day Secondary Education in Trans\_nzoia East Sub county.
4. Explore the challenges facing implementation of FDSE in Trans-Nzoia East Sub-county.

## **1.6 Research Questions**

The following research questions were used in the study.

- (i) How does financial management skills of school principals influence implementation of FDSE in Trans\_nzoia East Sub County?
- (ii) What extent has the County Government supported needy students financially in implementation of FDSE in Trans\_nzoia East Sub county?
- (iii) What are the role of school feeding programme in implementation of FDSE in Trans\_nzoia East Sub county?
- (iv) What were some of the challenges faced in implementation process of FDSE policy in Trans-nzoia East Sub County?

## **1.7 Assumption of the Study**

The study was based on the following assumptions.

- (i) That public day secondary schools had implemented FDSE policy in the sub-county.
- (ii) That all respondents were co-operative and provided reliable information.
- (iii) That at the end of the research, the findings was to help improve implementation of FDSE policy in order to improve utilization of resources for better performance.

## **1.8 Scope and Limitation of the Study**

### **1.8.1 Scope**

The study covered a sample of Day Secondary Schools in Trans-Nzoia East sub-county, Rift Valley, Kenya. The study sought to investigate school-community support and implementation of FDSE policy in public secondary schools. The study was carried out between May 2016 to June 2016 and it concentrated on principals, teachers, Sub-County

and students of Day Secondary schools in Trans-Nzoia East sub-county. The schools were selected at random.

### **1.8.2 Limitations**

- (i) The study was based on Day Secondary Schools in Trans-Nzoia East sub-county instead of the whole nation. Therefore, the result obtained may be generalized.
- (ii) Questionnaires and interviews schedules have self-report data that was difficult to establish the truthfulness of the respondent, this was addressed through triangulation.
- (iii) A few studies on free secondary tuition have been done since its implementation in 2008, and therefore the scope of literature review was limited. The researcher has utilized studies from other counties and applies to Trans-Nzoia County.

### **1.9 Justification of the Study**

Free primary education has directly resulted in great pressure on secondary education. Consequently the government has introduced free secondary tuition and a lot of resources is being allocated as a means of increasing access to quality education. This study was based on the fact 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. The JUBILEE and NASA political coalition have pledged to introduce Free Secondary Education in all public schools from 2018 onwards as one of their Manifestos.

### **1.10 Significance of the Study**

The findings of the study provide useful information to the principals or school administrators who are implementing the Free Day Secondary Education on the ground. The sponsors who are supporting the schools by funding and management and also the policy makers at the Ministry of Education who co-ordinate the FDSE policy. The study contributes new knowledge which the community can use to improve access and retention of students in Free Day Secondary Schools.

### **1.11 Theoretical Framework**

The study was based on human capital theory by Schultz (1971), Sakamoto & Powers (1995). The human capital theory is based on the belief that individuals and the society at large derive economic gains by investing in people. The theory rests on the assumptions that formal education is highly instrumental and even necessary to improve the production capacity of a population. The theory emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive stock. According to Fagerhind and Saha (1997) human capital provides a basic justification for large public expenditure on education both in developing and developed countries.

Education is also seen as defining and guiding cultural, economic and generational development imperatives of societies Pschapolous(1988). Many of the developing nations have thus realized that the principal mechanism developing human knowledge is the education system. Hence they invest a lot of sums of money on education not only as an attempt to impart knowledge and skills to individuals, but also to impart values, ideas, attitudes and aspirations which may be in the nations that best development interest Pschapolous(1988). Parents also feel that in an era of scarce resources their children

could better get education and the better chance they will have get well-paid jobs. The poor often look at their children's education as a means of escaping poverty.

In Kenya recent government policy document and programs have focused on the importance of education in eliminating poverty, diseases and ignorance. These include economic recovery strategy for wealth and employment creation (ERSWC) 2003-2007, the Sessional Paper No. 1 of 2005 on education training and research, Policies on HIV/AIDS and Gender in education (2007) and Kenya's vision 2030. This study therefore notes that the government should be the prime investor in FDSE in order to facilitate effective implementation of the policy. Kenya must invest in human capital for her to achieve vision 2030 plan, which aims at making Kenya a newly industrializing middle income country, providing high quality life for its citizens. This is achieved through reducing illiteracy by increasing access to education, improving transition rates from secondary to tertiary colleges and raising the quality and relevance of education. The study aims at investigating financial management skills of school principals, School Feeding Programme and county bursaries allocation to needy children from poor households hence improve participation in FDSE.

According to Manda, Mwabu & Kimenyi (2002), private returns to education generally increase with the level of education. This analysis gives strong justification for sustainable financing mechanism for free day secondary education which is a profitable investment because individual graduates earn more than they would otherwise have earned and also pay tax to the government. However, if education is offered without sustainable government subsidies only those who can afford to pay school fees and other levies would enroll schools. In this particular study, human capital theory will be adopted

because free day secondary education requires a substantial investment to produce the required human resources. The school and the community like role of principals in financial management, county government support and parental support in SFP. Thus, the need to utilize the theory as the study soughs to investigate school-community support and implementation of FDSE in Trans-nzoia East sub-county.

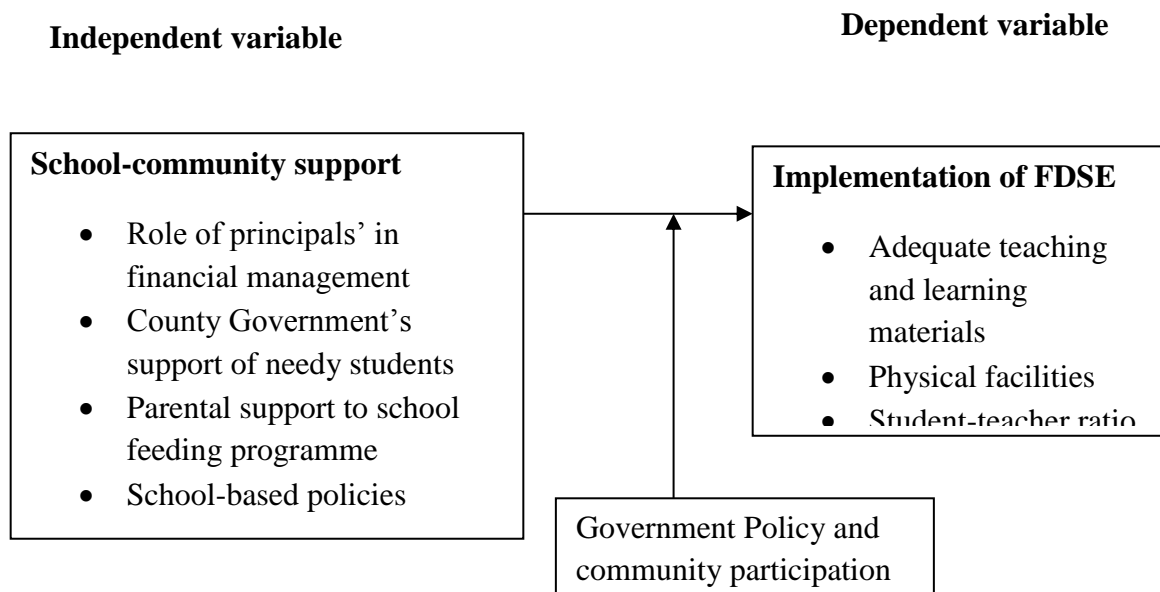
### **1.12 Conceptual Framework**

A conceptual framework helps to organize the researcher thinking and complete investigation successfully. It explains the possible connection between the variables Smyth, (2004).

In this study roles of principals, role of County Government in support of needy students, parental support to SFP and school-based policies are independent variables while implementation of Free Day Secondary Education is a Dependent variable, while Government Policy on FDSE is the intervening variable.



### 1.12.1 Conceptual Framework



**Figure 1.1; School-community support and implementation of FDSE.**

**Source: (Author, 2015)**

For FDSE policy to be implemented schools should have adequate physical facilities and human resources and these will increase the willingness of parents to enroll their children in school. Teaching and learning materials ensures that learners receive a balanced and relevant curriculum to which they are entitled. Adequate learning materials also increase parents' willingness to enroll their children in a given school. While poor maintained materials or lack of them lead to high student turnover. Community participation plays a role in addressing access and retention of students in schools by providing physical facilities such as playground, land for extension and donation of teaching and learning materials. Therefore community participation is important in implementation of FDSE policy in the country, education stakeholders also should come together to look for ways and means of making all students acquire knowledge that is useful in development of the country. The government influences the availability of FDSE physical infrastructure such

as classrooms, desks, laboratories, libraries and water supply by providing adequate funds to schools. FDSE in Kenya is an example of a partnership between the government and community in provision of education. Physical facilities, instructional materials, inadequate funding from the government and Teacher shortages has led to low enrolment, hence the policy has been affected negatively.

### **1.12.2 Operational Definitions**

**County Government Support** – Refers to the assistance given by local government to needy and bright students from poor families in form of bursaries.

**Free Day Secondary Education** – Subsidized tuition fee by the government in public day schools.

**Free Secondary Tuition** – This is financial assistance given to all secondary students by the government. It carries tuition fees and every student is allocated 10,265 shillings annually.

**Implementation** – It is a stage of making curriculum materials that include teaching and learning aids available to all learners. It focuses on putting into practice a curriculum through the interaction of teachers and students.

**Indirect Costs of education** – These are extra finances that households have to meet in FDSE from the user fees paid by the government for example costs of uniform PTA Contribution transportation and others.

**Parental support** – Is the assistance given by parents to the school in terms of finances to facilitate the school feeding programme and school projects.

**Physical facilities** – These are infrastructure in schools and they include administrative offices, classrooms, laboratories, libraries, stores and workshops.

**School management** – comprises of principal, Deputy Head teacher and Heads of Departments (H.O.Ds)

**School-Community support** – Are the human factors and physical factors within and outside the school which influence implementation of free day secondary education

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the researcher presents a review of literature related to the study. The chapter covers literature on importance of secondary education; implementation of free day secondary education in Kenya, Role of school principals in financial management, Resource availability in schools and community participation in implementation of free day secondary education. The source of information includes; Books, journals, periodicals, magazines and internet. Also education abstracts or education full texts. References list from books from leading education publishers. This study sought to investigate School Community support and implementation of Free Day Secondary Education in Trans-Nzoia East sub-county, Kenya.

#### **2.2 Importance of Secondary Education in the World**

Secondary education has a vital role in ensuring a country's development. A World Bank paper (2008) cited secondary education as a prerequisite to economic growth and social development. In order for counties to compete in a globalized economy, it is important for labour markets to have high quality school graduates with relevant skills and knowledge. Competitive global economy, changing production and technology requirement means that individuals have to constantly upgrade their skills in order to compete effectively in the labour market, which emphasize on the ability of individuals to acquire several qualifications for national and regional advancement Lewin, (2009).

Furthermore, secondary education is increasingly understood as a way out of poverty for many individuals having marked improvement on their standards of living. In Britain,

education up to secondary school is fully financed by the government Moon & Mayes, (1994). Parents are only required to ensure that children attend schools, while government makes the education facilities available. In the United States of America (USA), the Federal Government is empowered by the constitution welfare clause, Article 1 section 8, to levy taxes and collect revenues for the support of education.

Secondary education is also not just about knowledge and skills, it also improves physical quality of life, and this is achieved through creating healthier families, lower child mortality, and fertility and improves the environmental health of communities Lewin, (2009). It is also widely understood that secondary education promotes active citizenship as well as enhances social cohesion by increasing trust and tolerance amongst individuals World Bank, (2005). According to Koech report (1999) secondary education is the level of basic education at which learners are expected to acquire proficiency in both academic and some applied subjects. At this level the students are expected to take the first recognized national examinations that will usher them into higher education, various fields of training in their chosen career fields or direct into the wall of work. The ultimate purpose of this segment of the basic education is to fulfill the objective of providing equal opportunities to every individual up to a minimum of twelve years in school so that at the terminal level of basic education every individual is an adult and shall have been exposed to essential education for the future life choices.

### **2.3.1 Implementation of Free Secondary Education in Sub-Saharan African Countries**

Governments in Sub-Saharan African countries are concern in the implementation of FSE in the region to enable children from poor households' access secondary education.

Rwanda and Uganda abolished lower secondary education fees in 2006 and 2007 respectively. Rwanda introduced a nine year basic education programme by extending free education from primary to lower secondary one of the main reason for this was because of high fees charged at secondary level. The Rwanda Government was concerned that high fees and few places in secondary education looked out those who completed primary education and qualified for secondary education Rwanda, Ministry of Education, (2008). Uganda too had a similar concern that only one in five children who completed primary school had access to secondary education, and the majority of those were from wealthy households UNESCO, (2007). The introduction of universal secondary education (USE) in Uganda aims to shift access patterns from limited elites to majority of children in the country UNESCO, (2007).

In education system in Kenya, the government is the key stakeholder, since independence in 1963 the government recognizes education as a basic human right and a powerful tool for human and national development. In enhancing access and quality of education in Kenya the recent government policy documents which includes Millennium Development Goals(MDGs), the Kenya vision 2030 the constitution of Kenya, policy of Free Primary Education (FPE and FDSE) ,introduction of Performance Contracting & Appraisal tools for teachers among others emphasize education as a vital tool for development. The constitution of Kenya provides free and compulsory basic education as a human right which is in line with the Millennium Development Goals which emphasizes on the need of achieving universal primary education and promoting gender equality and women empowerment which eliminates gender disparity. This shows commitment of the government to international conventions which enhance access and

quality of education. The Ministry of Education as a stakeholder in education has enhanced access and quality of education as indicated in its vision which is ^ to have a globally competitive education training and research for Kenya's sustainable development", while its mission is to "provide, promote, coordinate the provision of quality education training and research for the empowerment of individuals to become responsible and competent citizens who value education as a lifelong process". This is guided by the understanding that quality education and training contributes significantly to economic growth GOK, (2008)

### **2.3.2 Implementation of Free Day Secondary Education in Kenya**

Kenya declared FDSE in 2008 by allocating Kshs.10,265 per student this incentive was to improve access to secondary education by children from poor household. Free tuition was provided to support funding so that tuition costs would no longer prevent poor families from achievement of secondary education UNICEF, (2009). The funding targets key teaching and learning materials (TLM) support for secondary school and free secondary education operations GOK, (2008). Free secondary education promotes joint responsibilities between parents, the government and sponsors of schools. The implication is central to the national goal of poverty reduction, therefore calling for the spirit of partnership between the government, parents and stakeholders.

As the state meets the cost of items designated under this programme, parents or guardians are still required to meet the cost of; meals for day scholars, school uniforms, transport from and to school, development projects including building and construction Ministry of Education, (2008). The money remitted by the Ministry of Education must have a separate bank account from those holding monies from other sources.

**Table 2.1 Vote heads for secondary schools**

<b>Vote head</b>	<b>Average allocation in Kshs</b>
Tuition	3,5000.00
Repairs, maintenance and improvements (RMI)	400.00
Local travel and transport (LT&T)	400.00
Electricity, water and conservancy	500.00
Activity fees	600.00
Personal emolument (P.E)	3,965.00
Medical fees	300.00
<b>Total school fees</b>	<b>10,265.00</b>

**Source: (Ministry of Education, 2008)**

The funding of secondary school intended to increase access rates, improve completion rates and subsequently reduce dropout rates. It is now six years since the introduction of FDSE, but school going age children still remain back at home mainly because of other levies demanded by school management to facilitate the implementation process. This study is geared towards investigating school- community support influencing the implementation of FDSE in Trans-Nzoia East, Sub-county, Kenya.



**Table 2.2. Fees Structure for Public Secondary School**

<b>Votehead</b>	<b>Term one</b>	<b>Term two</b>	<b>Term three</b>	<b>Total</b>
Repairs, maintenance and improvement	544.00	325.00	217.00	1,086.00
Local travel and transport	517.00	310.00	206.00	1,033.00
Administration	387.00	231.00	154.00	772.00
Electricity water and conservancy	826.00	495.00	33.00	1,651.00
Medical	206.00	123.00	82.00	411.00
Activity fees	329.00	196.00	131.00	656.00
Personal emolument	1,528.00	916.00	611.00	3,055.00
Insurance (medical and property)	355.00	213.00	142.00	710.00
<b>Total fees</b>	<b>4692.00</b>	<b>2,809.00</b>	<b>1,873.00</b>	<b>9,374.00</b>

**(Source: MOEST, 4<sup>th</sup> March, 2015)**

Following the release of 2014 Task Force report on secondary school fees, wide consultations within the executive has been done and it has been found appropriate to adopt the recommendations with some adjustment to facilitate the progressive implementation of the report led by Dr. Kilemi Mwiria .In recommending the figures reflected in the report, it was envisaged that key services like adequate teachers' Service Commission (TSC) teachers, rationalized non-teaching staff, subsidies on electricity and water, development of school's infrastructure through the Constituency Development Fund (CDF) and National Government Financing Mechanisms were to be in place. According to this report schools are supposed to spread these fees over three school terms at the ratio of 50:30:20. The government appreciates schools that have been charging fees below these ceilings and urges them to continue with that trend. Therefore principals, Parents Associations or Boards of Management (BOM) will not be allowed whatsoever to vary the above fees and any deviations from this guidelines will draw disciplinary action as provided for under section 29(2) (b) of Basic Education Act 2013.

The report also shows that the government will meet the full cost of examination for KCSE and it has already paid to Kenya National Examination Council for 2015 candidates in all public secondary schools. This shows how the government is committed to provide education for its citizens for economic growth through increased productivity.

#### **2.4 The Role of School Principals in Financial Management**

Management is the process of working with and through others to achieve organizational objectives in changing environment. Franklin, (2002) defines management as a distinct process consisting of activities such as planning, organizing, staffing, directing, coordinating, reporting and budgeting. Management is conceived as an aspect of shared leadership, and the idea of involving teachers in school-level management is known by many names; several scholars have studied teacher empowerment Kahrs, (1946), Marks & Louis, (1997), Reitzug, (2007), a concept that is related to teacher participation in provision of management in schools. Another concept closely related to concept is teacher leadership which includes teacher participation in management as a part of a broader leadership role both within and outside classroom. A more narrowly defined concept is shared governance a term used by Blasé and Blasé (2000) shared governance their governing roles with teachers.

It is similar to participative management in various ways and to varying extents, in making decisions in schools that were traditionally made by the Head teacher. Head teachers play a role in the management of all school financial activities, which involves the disbursement of money. The money is obtained through various sources as fees, thus financial management determines the way the school is managed and will meet its objectives. The principal is responsible for budgeting, accounting and auditing functions

of financial management. With the introduction of FSE, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees Government of Kenya, (2008).

Secondary school heads receive some leadership training but rarely before starting their jobs, nor does the training cover all aspects of secondary school management that a head teacher will have to face; rather it focuses on the rules for reporting to the government. Most principals participate in in-service or distance education workshops to develop skills in needed areas. These workshops tend to focus on administration and management, for example accountability, resource and financial management and record keeping. School heads themselves recognize that they need more and different kinds of training, such as information technology for financial management and evaluation, strategic planning and human resource management McNeil, (2002). The school heads must manage their budgets which come from different sources such as, the central government which is based on enrolment, student fees, which forms the bulk of operating budgets, PTA contributions which are used for school development projects and extracurricular activities can produce some small benefits.

Financial management includes raising the needed funds, prioritizing needs and budget the available funds, spending only the limited amount available, reporting expending in details. Very few school head teachers have management skills in the above areas. Liang (2001), points out that secondary heads also report to their Board of Management which tends to focus on financial management. The author noted that some members of BOM have conflict of interest and often include political appointees and representatives from local administration whose loyalty may or may not be primarily to the schools. Hence

Heads must respond to queries and may have to work hard to ensure that the B.O.M has the interest of the school at the heart. Kimanzi, (2013) notes that the principal has a role to play in coordinating parents associations to raise funds for schools development and he is to assist them in estimating the cost of putting up school facilities. Okumbe, (2001) observed that educational management has no choice as to whether to train employees or not regardless of their previous training education and experience must be given further training and development. The sessional paper No. 14 of 2012 stresses the need for training of principals as school managers and recommended the in-servicing of school heads in management. According to Wambugu, (2010) in his study on factors influencing implementation of free secondary education in Kieni West District, school managers lack financial affairs of institutions. Only a small percentage of school managers and other personnel have attended courses in financial management.

The leadership at the school level plays a pivotal role in ensuring that policies formulated at all levels are implemented in the school. It is the head of the school who interprets clearly and systematically school policies and what they entail. When policies are revealed in the right way then they are likely to be effective. However, policies could go unimplemented at the school level if the head teacher believes that they are wrong. Studies suggest that bureaucrats find it in their self-interest to maintain a moderate expansion of educational system. They tend to also value whatever configuration of education is current and to resist policies that could alter it.

## **2.5 Financial Support from County Government**

The objectives of the fund is to provide bursaries to financially disadvantaged or needy students in the County, including persons with disabilities who deserve support to pursue their education at recognized schools and educational institutions.

The Kisii County Government for example, has disbursed Kshs.135 Million in education bursaries to needy students and the beneficiaries were advised to collect cheques from the respective ward administrators who are secretaries of ward bursary committees. Each ward in Kisii County received Kshs.3 Million up from Kshs.1 Million in previous financial year. In UasinGishu County Government has set aside Kshs.90 Million to benefit needy students in the County especially to support the needy but bright students per ward especially those in secondary schools and institutions of higher learning 2015/2016 financial year. In Vihiga County a total of Kshs.125 Million has been used as bursaries to support education of bright and needy students in secondary and higher learning institutions. The Governor of Vihiga County said that his administration has increased the allocation to the bursary kitty from Kshs. 80 Million in the last financial year to Kshs.125Million due to increased number of needy cases. He noted that there was need to review the constitution to give counties mandate to handle infrastructural development in learning institutions since they are close to them and understand their needs better.

*Let the National Government remain with the responsibility of employing teachers but give counties power to take care of infrastructure development. (Akaranga,2015)*

In Trans-Nzoia County, the bursary fund has been launched by the County Governor Patrick Khaemba and it is aimed to aid bright students from needy families. The fund

dubbed the Elimu Bursary Fund was allocated Kshs.68Million with each ward getting Kshs.2.5Million. The governor also said that the applicants must be residents of Trans-Nzoia County and the forms are obtained from ward administrator's offices, County Education Offices, Member of County Assembly Office (MCA) and Sub-county Offices to be filled and returned to the ward bursary committee. During the launching of Elimu Bursary Fund at Kitale Town Hall headed by the County Governor where he insisted to the bursaries committees to stick by the rules and avoid corruption at all costs. He issued every ward with a bursary fund cheque amounting to Kshs.2.5Million. Apart from the Bursary Fund, he also talked about County's proposed budget and said most of the County residents are living below poverty line quoting that poverty in the county is as high as 50%. This study sought to investigate how the county government of Trans-Nzoia aids in financing education in Public Day schools in the County.

## **2.6 Parental Support to School Feeding Programme**

A feeding programme is a scheduled activity of providing enough nutrition and balanced diet to a selected group of people. It is a laid down schedule to enhance learners and other activities. In order to encourage good performance a good feeding programme should be there to encourage enrolment and attendance and discourage drop-outs, food for health and strength, sustains learning process in learners through encouraging participation and concentration and prevent learners from feeling hungry while at school. Hungry children cannot pay attention in class Mitchell et al., (1999). In Kenya, the National School Feeding Programme was founded in 1967 guided by the philosophy, " A hungry child cannot learn". It was mainly using locally produced foods from the National Cereals and Produce Board. However, this programme alone could not meet the demand for feeding

programmes in the country, thus the government encouraged development partners to join in and assist in this venture. The World Food Programme (WFP) is among the various development partners who have been very supportive in this area, Republic of Kenya and UNICEF, (2010).

In 1981, WFP and the government of Kenya started a School Feeding Programme which was a joint venture, and the immediate objectives of this programme were to maintain regular attendance rates in schools increase attention span of learners through provision of school meals and increased enrolment in schools. Among the poor, there is often not enough food at home and most schools in developing countries lack canteens and cafeterias to provide food for learners. Therefore school meals are a good way to channel vital nourishment to poor children, having a full stomach also to concentrate better in their lessons. Food Programmes work towards achieving several Millenium Development Goals (MDGs). The programmes directly address the goals of reducing hunger by half and achieving universal primary education by 2015.

School Feeding Programme helps promote community and parent participation in learning programmes. Schools that depend on the community to organize and implement SFPs offer certain advantages which include; increased contact with community members, increased communication between parents and teachers hence curb indiscipline cases. It also gives parents an opportunity to become more aware of what goes on or at school, and serving to raise the value of education for parents and the whole community. Therefore, principals, parents Associations and Board of Management in all schools in the country should make arrangements so that Feeding Programmes succeed in their various institutions for better performance. Parents should provide the funds for the

feeding programme while school administration does the budgeting and implementation of the programme. SFP is important because it encourages enrolment, enhances performance in schools, curb malnutrition and save time for those who have to walk long distance to and from school. This study therefore sought to investigate how parental support to school feeding programmes influences the implementation of FDSE.

## **2.7 Resource Availability in School**

### **2.7.1 Physical Facilities**

According to MOEST (2007), school physical facilities include buildings such as the administrative office, staffrooms, offices, classrooms, laboratories, workshops, stores, libraries, staff house and school grounds. A school should adequately utilize the available facilities to improve learning process. Kimanzi (2013) noted that buildings and classrooms in relation to achievement shows a higher percentage of positive impact if they are of good quality and libraries and laboratories are well equipped. Basic standard of school facilities would include enough classrooms to accommodate about 40-45 students per classroom, sufficient desks, chalkboards, storage cupboards for books and materials. In addition adequate sanitation in terms of water and latrines is an important aspect of school facilities for increasing the willingness of parents to enroll their children in school. Lack of water and proper sanitation has a negative effect on teaching and learning in that a lot of time is sometimes spent by students looking for water instead of learning. Appropriate measures need to be introduced to review the total equipment requirements if all students are to have equal opportunities to learn. This study sought to determine the influence of availability of physical facilities in implementation of FDSE in Trans-Nzoia East Sub-County.



### **2.7.2 Teaching Learning Materials**

MOEST (2007) asserts that material resources in a school include: teaching equipment such as a science equipment, physical education, reference materials, periodicals, stationary of all kinds, textbooks, electronic equipment such as slide, projectors, computers, and their accompanying equipment furniture and fittings. Learning materials/resources for any curriculum implementation become one of the most important variables, educational resources play an important role in enhancing teaching because they provide necessary environment in which educational systems can function, MOE, (2007). Bishop (1985) stressed the importance of resource materials when he notes that teacher's ability to implement curriculum change is a function of the availability of tools for the job.

According to Bishop (1985) school textbooks and other instructional materials play a crucial role in a learner's education. They help to ensure that learners receive a balanced and relevant curriculum to which they are entitled. He argues that well maintained learning equipment lead to high student retention rate, while poorly maintained equipment or lack of them lead to high student turnover. The sessional paper No. 1 of 2005 observes that textbooks in secondary schools are not adequate. The situation is worse in rural schools where less than five percent of students have core subject textbooks and that some students go through secondary education without textbooks. The KESSP Report 2005 identified inadequate infrastructure as some of the constraints facing education at various levels. The taskforce on affordable secondary education (2007) asserted that the performance level of a school is mostly determined by the availability of the teaching learning resources. Inequality in the distribution of teaching and learning

resources are inherent in the three categories of schools. National schools have better facilities compared to extra county and day schools.

The taskforce noted that many of the day schools have inadequate learning and teaching resources with some of the schools unable to put up libraries and laboratories. Obonyo (1987) notes that instructional materials such as textbooks, visual and audio materials not only enhance communication between the teacher and the learner but also facilities child centered learning through discovery. They motivate and encourage participation by learner in learning process and help clarify concepts and add meaning to texts. Therefore, if a school has poor physical facilities and insufficient staff in terms of numbers and skills then policy implementation may seem to be difficult. This study was aimed at establishing how teaching learning materials influence implementation of FDSE in Trans-Nzoia East Sub-County.

## **2.8 Adequacy of Teachers to Implement FDSE**

According to World Bank (2008), the teacher is a fundamental pillar in the attainment of EFA and MDGs goals. Teachers are the driving force in the classroom and thus affect student's values and behaviors. Good teachers produce good learners with the right values, attitudes and behavior for responsible citizenship. Teachers equip learners with life skills that promote personal and societal development. Teachers are directly responsible for carrying out primary goal of quality education for all; as education is often correlated directly or indirectly with economic development Word Bank, (2008). However, teacher shortages are issues in many less developed countries as they try to meet MDG and EFA goals by 2015. In an attempt to increase access to schooling, the

growth in the number of school aged children has outpaced the growth in the number of teachers in most counties UN, (2011).

In Kenya, Board of management have additional teachers paid from fee income to fill teaching positions for which no government teachers have been assigned, MOEST, (2005). This is because equitable distribution optimal utilization and the provision of adequate number of teachers has been a challenge. When recruitment in the public sector including teaching service was frozen in 1998; hiring of teachers has only been done to replace those who leave service through natural attrition. Thus the actual teacher shortage in secondary schools which has been increasing over the years has not been addressed. Sessional paper No. 1 of 2005 observed that teachers are an important resource in teaching and learning process. It stated that the teacher resource is one of the most important inputs into the education system and therefore efficient management and utilization of teachers is critical to the learning outcomes. In the past, there existed an unbalanced distribution of teachers as most teachers prefer to work in urban and high potential areas where amenities are available.

The current policy of recruiting teachers where vacancies exist is aimed at redressing the uneven distribution of teachers. In addition, since 2002, the government has been carrying out a balancing exercise to move teachers from overstaffed areas to understaffed areas but this exercise faces major resistance. As a result marginalized and remote areas continue to suffer shortages. In Kenya, the introduction of FDSE was expected to increase enrolment in secondary schools and this requires additional teachers to handle the large numbers. The introduction of FDSE saw secondary schools in high potential

areas being required to have a minimum of 40 and maximum of 45 students per class to qualify for TSC teachers and government funding MOE, (2008).

The taskforce on affordable secondary education (2007) observed that the government policy of providing FDSE is likely to cause unprecedented influx into existing Day Secondary School. This is likely to cause congestion and undermine quality of education. UNICEF (2012) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning and the most important resource a school has for achieving that purpose is the knowledge, skill and dedication of its teachers. Adequate teachers need to be available in implementation of FDSE for meaningful learning to take place, UNICEF (2012). The forces for or against change in the event that policy changes need to be made determines the success of policy implementation. Individuals and organizations with bargaining power as a result of institutional framework have a crucial stake in perpetuating the system. One key socio-political factor that influences policy implementation is the presence and relative strength of interest groups. These interest groups would include the providers of education, most notably teachers and the consumers most notably parents, students and employers. If the former are well organized they often are or can be powerful force in supporting or opposing any educational change. This study therefore seeks to investigate how teacher adequacy influences the implementation of FDSE in Trans-Nzoia East Sub-County.

## **2.9 Student Attitudes towards Implementation of FDSE**

Hawes (2009) noted that “attitudes are likes and dislikes” Joyce and Weil (2002), defines attitudes as mental predisposition act that is expressed by evaluating a particular entity

with some degree of favour or disfavours. Research shows that availability of resources for teaching not only creates positive attitude in teachers but also the learner, hence this has a bearing in successful implementation of the curriculum. Therefore, positive attitudes towards an innovations not only influences the willingness of people involved to implement but also the students willingness to learn.

Learners or students are very important in curriculum implementation because it is through them that the educational objectives are achieved. According to Koech report (1999), secondary Education Is the level of Basic Education at which learners are expected to acquire proficiency in both academic and some applied subjects. At this level the first recognized national examination that will usher them into higher education, various fields of training in their chosen career fields, or direct entry into the world of work. The ultimate purpose of this segment of the Basic Education is to fulfill the objective of providing equal opportunities to every individual up to a minimum of twelve (12) years in school so that at the terminal level of Basic Education every individual is an adult and shall have been exposed to the essential education for their future life choices.

Students as educational stakeholders have played a role in widening access and quality to education by respecting the authority, valuing education by wanting to learn, always standing by what is right and working dependently with guidance, most of the students demonstrate care and sharing and that is why all students have identity and pride. Also Alumni Associations demonstrate loyalty and responsibility for future generations and supports the school in order to widen access to education. They provide the school with a sense of history and act as mentors and role models to students. Nevertheless they offer scholarships and bursaries to students.

## **2.10 Summary of Literature Review**

Studies conducted by Ohba (2009) and UNESCO (2010) on financing of secondary education shows that despite high spending by government on free secondary education households spend substantial resources on education. This takes the form of PTA charges, examination fees, sports fees and the cost of uniforms. Children from poor families whose parents cannot meet these costs are less likely to participate in secondary education.

Research also shows that lack of physical facilities for example classrooms, libraries, and proper sanitation holds back learning and parents are not willing to enroll their children in such schools. On the other hand, studies on importance of teaching/learning resources on access and retention by Bishop (1985) shows that school textbooks and other instructional materials play a crucial role in learner's education. He argues that well maintained learning materials lead to high student access and retention rate, while poor maintained learning materials lead to high student turnover. Free Primary Education led to more students being enrolled in public secondary schools putting a lot of pressure on available resources, this calls for the government to employ more teachers and increase funding in public secondary schools in the country.

From the literature review, it shows that there are many challenges experienced in Day Public Secondary Schools in implementing FDSE policy in the country. This calls for government intervention in terms of increasing funding and disbursing the money in time to enable schools run their programs effectively. The author identified record keeping by the Ward Committee as a challenge since needy students cannot be tracked in order to get financial assistance from the County Government This study therefore was intended to

find out how school-community support influence the implementation of FDSE in public schools in Trans-Nzoia East Sub-county.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter describes the research design and methodology of the study that is; research design and sample size, research instrument, data collection procedures, validity and reliability of the research instruments and data analysis technique.

#### 3.2 Research Design

This study adopted a descriptive survey design. According to Kothari (2004), descriptive survey research design is an efficient method of collecting data regarding the characteristics of populations, current practices and conditions or needs. Descriptive research design also helps gather information from large cases by employing use of samples hence cutting down on costs.

Therefore, 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 populations from which the sample was selected.

#### 3.3 Study Area

This study was conducted in Trans-Nzoia East sub-county, which is about 12km – 24km from Kitale Town and also about 64km – 84km North of Eldoret Town. Trans-Nzoia East sub-county is known for its maize farming and cattle rearing among other economy activities like tea farming. The District has two Divisions namely Kaplamai, and Cheranganyi, and eleven administrative locations. Trans-Nzoia East Sub-county was chosen because most of the schools in the District are newly established schools lacking physical facilities in addition to other challenges like teacher shortages and less funding



from the government. Most of the schools which are well established schools are found in Trans-Nzoia West Sub-county.

### **3.4 Target Population**

Population refers to an entire group of individuals, events or objects having common observable characteristics. In other words, population is the aggregate of all that conforms to a given specification Mugenda, (2003). The target population refers to the total number of subjects or the total environment of interest to the researcher Oso and Owen, (2001).

The target population in this study comprised of Sub-county Director of Education Trans-Nzoia East, principals of Day Secondary schools, teachers and students. The target population was drawn, from the two main Divisions of the Sub-County namely; Cheraganyi and Kaplamai, and about 7 Schools were chosen from each Division for this study making a total of 14 Day Schools

### **3.5 Sample and Sampling Procedures**

Purposive sampling, simple random sampling and stratified random sampling were used to determine the population and to select the respondents in this study. According to Mugenda (2003), purposive sampling allows the researcher to use the cases that have the required information with respect to the objectives of the study. The researcher purposively selected Principals and Class teachers from form three and four to respond to the questionnaires. This is because teachers are constantly in touch with students hence they have the required information. Stratified random sampling was used to determine the respondents among the students. The researcher used class performance list to select the first 3 students in every class making a total of 12 students from every school. Sample

size was obtained based on the work of Kothari, (2004) who recommends 10-30% of the total population to be sampled; in this study 10% of the target population was appropriate. Sampling was done as shown in the Ttable below:

**Table 3.1 Target population and sample size**

<b>Description</b>	<b>Population</b>	<b>Sample size</b>
Principal	47	5
Teachers	188	19
Students	1500	150
Sub county Director of Education	1	1
<b>TOTAL</b>	<b>1,736</b>	<b>175</b>

**Source: (DEOs Office, Tran -Nzoia East, 2015)**

### **3.6 Research Instruments**

The data was collected using questionnaires, interview schedule and document analysis.

#### **3.6.1 Questionnaires**

Questionnaires were the major tools of collecting data from the principals, teachers and students. Questionnaires were used because all the respondents are literate and capable of answering the questions. The questionnaires were used because of their ease and cost effectiveness in construction and administration Mugenda and Mugenda, (2003), and they were self-administered. They consisted of both closed and open questions.

#### **3.6.2 Interview Schedule**

An interview is an oral administration of questionnaire or an interview schedules involves face to face encounters between the researcher and the respondent Mugenda, (2003).

Interviews are advantageous in that the interviewer and the respondent are able to clarify issues that may be ambiguous. The interviewer is also able to gather other data about the environment which may be useful in the research. Data collected using this method is more accurate than in questionnaires Mugenda and Mugenda, (2003). Interview schedules were used to collect data from the Sub-county Director of Education on the challenges affecting the implementation of FDSE in the Sub-county the researcher liaised with the Sub-county Director of Education to set a convenient day for the interview.

### **3.6.3 Document Analysis**

Documents are original or official printed or written material containing specific information or used as proof of certain issues Kerlinger, (1983) information from documents like number of schools, teachers and guideline from Ministry of Education on FDSE enabled the researcher to organize the study in advance. The documents analyzed included: invoices, stock receipts, teaching and learning material documents, inventory and procurement procedures. The sub-county director of education was requested to avail these documents for analysis. The principals also were requested to avail class registers and class lists in their schools.

### **3.7 Validity of Research Instrument**

Validity can be referred to as accuracy and meaningfulness of results obtained from the analysis of data actually representing the phenomena. The researcher discussed the prepared questionnaires with the supervisors to ensure that the items are well set to have content validity.

Assessment of items of an instrument to ascertain that it measures full range of issues or attitudes being measured is called content validity. Therefore each question or item on the

scale must have a logical link with an objective; this is referred to as face validity. Content and face validity in this study was determined by consulting and discussing with the supervisors, experts in research and colleagues from the school of education, university of Eldoret.

### **3.8 Reliability of Research Instruments**

Mugenda and Mugenda (2003) assert that reliability of a measuring instrument refers to the instrument's ability to yield consistent results each time it is applied. To check on reliability of the research instruments, a pilot study was conducted in two schools in the neighbouring Uasin Gishu County and the two schools were selected randomly. This enabled the researcher determine errors in the questionnaires and detect any difficulty that the respondent were likely to face when responding to the items, Test-retest technique was used and the population for study comprised 9 students per school and 4 teachers 2 per school and 2 principals selected purposively. Data was collected from the respondents using questionnaires and interviews and the process was repeated two weeks later. Pearson's product moment correlation coefficient was used to determine reliability of instruments. A co-efficient of 0.755 was obtained which was above the recommended value of 0.5 Mugenda & Mugenda, (2003). The instruments were therefore considered reliable to be used in the study.

### **3.9 Data Collection Procedures**

Research permit was obtained from National Council for Science Technology and Innovation. The study was approved by the Department of Educational Management University of Eldoret .The researcher also obtained permission from Sub-county Director of Education to conduct research in the Sub-county. Permission was sought from principals of sampled schools to conduct research in their schools. The questionnaires

were given to the respondents concerned and collected from them directly.

### **3.10 Data Analysis Techniques**

According to Oso and Owen (2001) data analysis entails separation of data into constituent parts or elements in relation to the whole. Data analysis is the process of reducing research data into a manageable summary.

The researcher conducted data cleansing after collection of data .which involves identification of incomplete or inaccurate responses. These were corrected to improve the quality of the responses. The data was then coded and entered in the computer for analysis using the statistical package for social science.

The research yielded both qualitative and quantitative data. Qualitative data was analyzed based on analysis of meanings and implications emanating from respondents information and documented data. Quantitative data was analyzed using simple descriptive statistics.

### **3.11 Ethical Considerations**

The study was approved by the department of Educational Management, University of Eldoret. The study was then conducted with approval of the Ministry of Education and Sub-county Director of Education Trans-Nzoia East. The respondent was given freedom to decide whether to participate in the study or not. The researcher ensured that information being collected does not encroach on private life of the respondents.

The respondents who felt uncomfortable to give information were allowed to freely withdraw from the study. The researcher explained to the respondents the objectives of the study, it's potential benefits to the wider society, how data collected would be used and what they would be expected to do in the study.

The respondents were informed not to write their names in the questionnaires for anonymity. The researcher ensured complete confidentiality of information collected.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents analysis of the data collected during the study ; presentation of the summaries and interpretation of the findings. The purpose of the study was to investigate school-community support in implementation of Free Day Secondary Education in Trans-Nzoia East sub-county, Rift Valley Kenya. The objectives of the study were to assess financial management skills of school principals and its effects on implementation of FDSE, to assess the County Government's financial support for needy students in implementation of FDSE, to determine how school feeding programme influences the implementation of free secondary education and ,to explore the challenges facing implementation of FDSE in Trans-nzoia East sub-county. The study sample comprised of 5 principals, 19 teachers and 150 students. Therefore, a total of 174 questionnaires were administered. All the questionnaires were returned from the respondents, thus the response rate was termed as excellent (representing 100%). This was due to the assurance that the researcher had assured the respondents confidentiality.

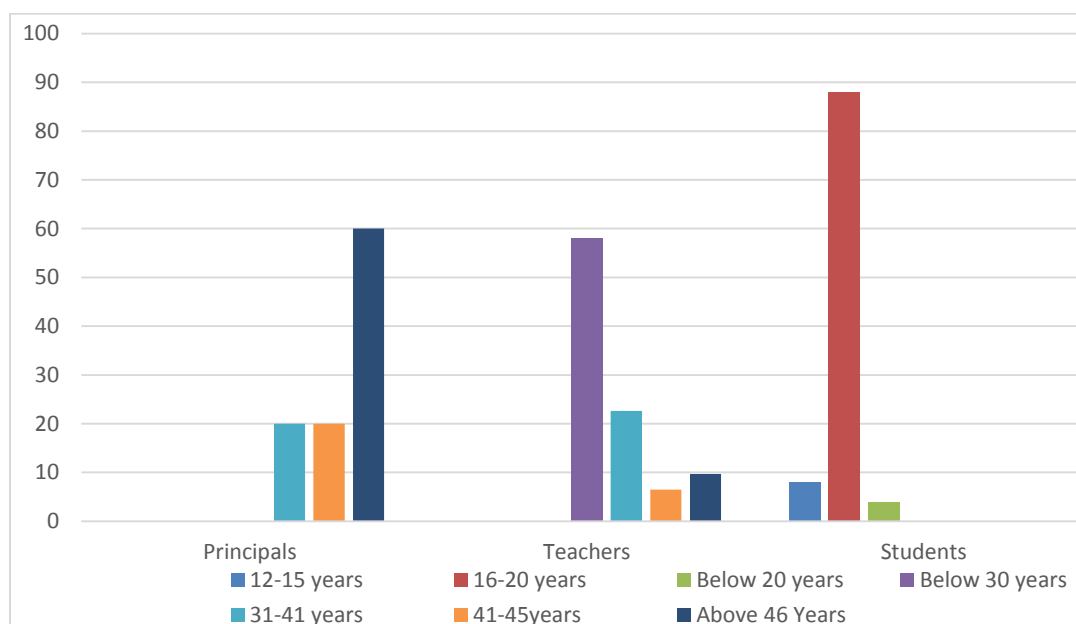
#### **4.2 Background Information**

The background information includes, Age of the respondents, Gender, Professional qualification, Teaching experiences and managerial positions

##### **4.2.1 Age of the Respondents**

The study sought to determine the ages of the respondents to find out whether school-community support had any influence on implementation of Free Day Secondary Education in Trans-Nzoia East sub-county. To determine professional maturity of the

respondents the researcher sought to examine their age bracket and presented the findings in Figure 4.1. The results show that 60.0% (3) were above 46 years 20.0% (1) of the principal were between 31-41years, 20.0%(1) between 41-45years. The study findings further show that 63.2% (12) of the teachers were below 30 years 15.8% (3) between 31-41years, 5.3% (1) between 36-40 years and 15.8% (3) between 41-45 years . For the students, the results show that majority 88.0% (132) were between 16 -20 years, 8.0% (12) of the students were aged between 12-15 years while 4.0% (6) were above 20 years. This implies that the students were not over-aged who enrolled after the introduction of Free Secondary Education. Their responses were presented in Figure 4.1. The study findings mean that while the age of the principals was distributed in all the age categories with concentration at 46 years and above, while the age of the teachers was also distributed in all the age categories with concentration below 30 years while the age of the students showed that the highest concentration was 16 -20 years.



**Figure 4.1: Age Bracket of Respondents**

**Source: (Author, 2016)**

### 4.2.2 Gender of Respondents

The researcher sought to find out gender distribution among the staff and students. They were requested to indicate their gender. This was to establish whether there was gender parity in schools. The results were tabulated in Table 4.2. show that the majority 60.0% (3) of the principals were male while 40.0% (2) were female. The results reveal that majority of the principals were male. The result in Table 4.1 also shows that majority 52.6% (10) of the teachers were female while 47.4 % (9) were male. The results also show that most of the students 54.0% (81) were male while 46.0% (69) were female. The study findings show that there are more male principals than females, though in the teacher population, the female teachers were more than the male teachers. These findings show that gender disparity existed in awarding leadership positions in the Sub-county. These findings conquer with Davies (1990), who says gender disparity in educational leadership has been long standing in many parts of the world.

**Table 4.1 Gender of Respondents**

	<b>Principals frequency</b>	<b>Percentage</b>	<b>Teachers frequency</b>	<b>Percentage</b>	<b>Students frequency</b>	<b>Percentage</b>
Male	3	60.0	9	47.4	81	54.0
Female	2	40.0	10	52.6	69	46.0
Total	5	100.0	19	100.0	150	100.0

Source, (Author, 2016)

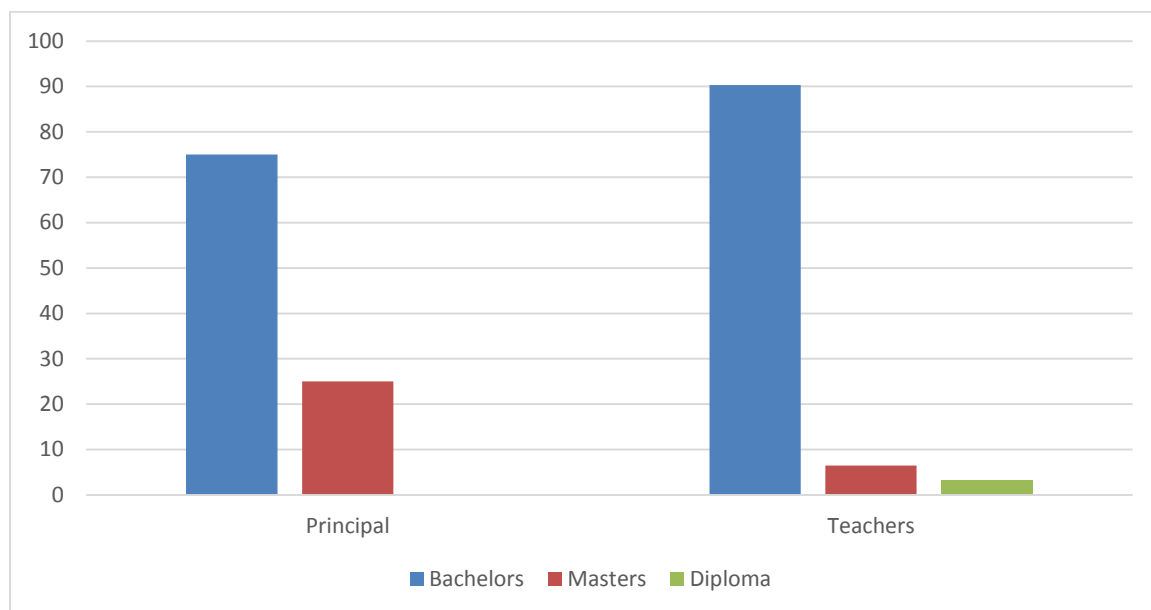


### 4.2.3 Professional Qualification

For effective implementation of Free Day Secondary Education (FDSE), an adequate skill especially for the management is a requirement. School administrators and teachers should have skills in order to cope with the demands of their management and teaching tasks. The researcher sought to find out the respondents academic qualification as shown below. Figure 4.2 results indicates that majority 60.0%(3) of the principal had attained Bachelors in Education as their highest qualification, 40.0% (2) Masters in education while none had neither diploma nor PhD. The findings also presented in Figure 4.2 below reveals that the majority of teacher respondents 84.2% (16) had attained Bachelor's Degree in Education, 10.5% (2) Master's Degree in Education while 5.3% (1) Diploma as their professional qualification. The study findings also revealed that majority of the principals and teachers (60% & 84.2% respectively) had graduate qualifications. It implied that most of the respondents were qualified to understand the nature of the problem of the study. Adequate managerial skills can be attained through formal training, and it is encouraging to note that principals had at least Bachelor's Degree. Robbins (2003) laments that the skills needed for management can be grouped into three broad categories namely: technical skills, human skills and conceptual skills. Technical skills refer to categories of skills which enable the manager to use resources and scientific knowledge and to apply techniques in order to accomplish the objectives of the organization. Human skills refer to the cognitive capacity to perceive the organization in its totality and relationship between parts.

These skills manifest themselves in educational administrators being able to analyze and diagnose relatively complicated situations whilst at the same time being able to visualize

the interrelationships of various units of an organization (Robbins, 2003). Therefore, training of school administrators and teachers is essential in enabling them acquire these skills and thereby implement educational programmes completely.



**Figure 4.2: Professional Qualification**

**Source: (Author, 2016)**

#### **4.2.4 Teaching / Management Experience of principal and Teachers**

The study sought to determine how long the respondents had worked in their respective schools and worked in various schools to ascertain the extent to which their responses could be relied upon to make conclusions on the study problems using the experience in the institutions. To determine whether teachers and principals had been in the teaching profession to gain expertise in handling of issues, the researcher sought their teaching and management experience and presented the findings in Table 4.2. The Table depicts that majority 80.0% (4) had taught for 10 years and above 20.0 % (1) had teaching experience of 5-9 years. Majority of the teachers 52.6% (10) had teaching experience of 0-4 years, 36.8% (7) for 5-9 years and 10.5% (2) had taught for 10 years and above. The findings

on experience in management position of the principals shows that, 60.0% (3) 10 years and above while none had between 0- 4 years. 40.0% (2) of principal respondents had management experience of 5-9 years. Most of the teachers 52.6% (10) had management experience of 0-4 years, 36.8% (7) had experience of 5-9 years, while 10.5% (2) had management experience of between 10 years and above. The findings revealed that 80% of the principals had been in teaching fraternity for ten years while 60% had management experience on finance for between 5 and 9 years. The findings implies that 52.6% of the teachers had been in teaching fraternity for ten years while 36.8% had management experience on finance for between 5 and 9 years. These findings conquer with assertion by Braxton (2008) that respondents with a higher working experience assist in providing reliable data on the study problem since they had technical experience on the problem being investigated.

**Table 4.2: Response of Principals and Teachers on Teaching and Management experience**

	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
<b>Overall teaching experience</b>				
0-4 years	0	0.0	10	52.6
5 - 9 years	1	20.0	7	36.8
10 years and above	4	80.0	2	10.5
Total	5			100.0
<b>Experience in management position</b>				
0 - 4 years	0	0.0	3	18.8
5 - 9 years	2	40.0	7	43.8
10 and above	3	60.0	6	37.5
Total	5	100	19	100

**Source (Author, 2016)**

#### **4.2.5 Managerial Position of Teachers**

The managerial positions in schools include Principal, Deputy Principal, Director Of Studies, Head of Department, Subject Head, and, Senior teachers that were distributed based on the school subjects. The researcher sought to find out from the teachers their managerial position that they hold in their respective schools. The responses on managerial position shows that most of the teachers 42.1%(8) were Head of Department, 36.8% (7) of the teacher respondents were subject heads, 10.5% (2) were Senior Head of Department and 10.5%(2) had no managerial position as shown in the Table below These findings show that teachers had been assigned managerial positions in school and this could help them uplift their management skill for future performance.

**Table 4.3 Managerial Position of Teachers**

<b>Positions</b>	<b>Frequency</b>	<b>Percent</b>
Subject head	7	36.8
HOD	8	42.1
Senior HOD	2	10.5
No managerial position	2	10.5
<b>Total</b>	<b>19</b>	<b>100.0</b>

**Source (Author, 2016)**

### **4.3 Financial Management Skills of school principals and Its Effects on Implementation of FDSE**

The researcher's first objective was to find out financial management skills of school principals and its effects on implementation of FDSE. In order to establish their role in school, therefore it was essential for the respondents to respond to issues related to financial management in their schools, role of principals and teachers in financial management in those schools, supervisory role of the school principals and management of challenges faced in those school in relation to financial management.

#### **4.3.1 Student Responses on Financial Management in the Day Secondary Schools**

To achieve this, the students were asked to indicate the person responsible for paying their school fees, if they were sent home to collect school fees, cause of absenteeism in schools and whether receipts are issued after fee payments. The findings were as tabulated in Table 4.4 which indicate that most 83.3%(125) of respondents said that school fees was paid by their parents while 16.7% (25) said was paid by their guardians. To confirm that parents/guardians strain to raise school fees, the researcher wanted to find out from the student if they are sent home to collect fees due to delayed payments.

Responses show that majority of them 96.7% (125) agreed that they are sent home to collect school fees while 3.3% (5) were contrary to the statement. This shows that raising school funds was a great challenge to the parents. Looking at the cause of absenteeism in schools, majority 98.7% (148) attributed the cause to lack of school fees while only 1.3% (2) said sickness. The study findings reveal that students indicated that their parents/guardians are not able to pay school fees on time despite the government efforts to subsidize the school fee burden for needy students in day secondary schools. This was a clear indication that even the little money they are supposed to add up is also a challenge. According to the Sub-county Director of Education Trans-Nzoia East, said that financial management of principals in the Sub-county was fair and therefore more In-service courses, workshops, seminars and induction courses was to be organised for acquisition of knowledge and skills

**Table 4.4 Financial Management Skills of Schools Principals in Day**

Persons paying students' school fees	Frequency	Percent
Parent	125	83.3
Guardian	25	16.7
Total	150	100.0
Sending of students home to collect school fees		
Yes	145	96.7
No	5	3.3
Total	150	100.0
Cause of absenteeism by students in schools		
Sickness	2	1.3
Lack of school fees	148	98.7
Sports	0	0
Total	150	100.0

**Source (Author, 2016)**

#### **4.3.2 Role of Principals and Teachers in Financial Management in Schools**

The researcher also wanted to find out from the teachers if they have attended any in-service course of financial management and if they have what was the sources of finance and also their financial role, It is seen from the findings in Table 4.3 that all 100.0%(5) the principals agreed that they have attended an in in-service course in financial management while none disagreed. Findings also indicate that majority 84.2% (16) of the teachers disagreed while 15.8% (3) of the teacher's respondents agreed that they have attended in-service course on financial management. The principals indicated that they

had all attended in-service courses on management. These findings show that they were in a better position to organize the schools' finances. This was due to the Ministry of education recommendations on school heads to be trained on financial management. This shows majority of the teachers had not attended in-service courses on financial management. These findings show that more seminars and workshops need to be organized to create awareness on financial management on the teachers. These seminars would improve teacher knowledge on institutional financial management.

Looking at source of finances in school, 60.0% (3) of the principals respondents pointed out that CDF was their main source of finance to their school, 20.0% (1) of the from MOEST, 20.0% (1) from parents. Results from the teachers indicated that more than half 52.6% (10) said the main source of finance to their school is from MOEST, 26.3% (5) from parents while 21.1% (4) CDF. Basing on teachers' financial role in schools, most of them 52.6% (10) said their role was collecting money for field trips and tours. 36.8% (7) said their role was collecting exam fees while 10.5% (2) said their role was receiving school fees. He adds that if teachers lack proper training in financial management, they may experience problems when making school budget and accounting for expenditure in financing the school programs.



**Table 4.5: Role of Principals and Teachers in Financial management in schools**

	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
<b>In-service course on financial management</b>				
Yes	5	100	3	15.8
No	0	0	16	84.2
Total	5	100.0	19	100.0
<b>Source of finances in the school</b>				
MOEST	1	20.0	10	52.6
CDF	3	60.0	4	21.1
Parents	1	20.0	5	26.3
Total	5	100.0	19	100.0
<b>Teachers' financial role in schools</b>				
Collection of exam fees			7	36.8
Receive school fees			2	10.5
Collect money for field trips and tours			10	52.6
Total			19	100.0

**Source (Author, 2016)**

#### **4.3.3 Teachers Rating of Supervisory Role of the School Principals in management of Finances**

The researcher also sought to find out from the teachers how they rate the supervisory role of the schools principals. The findings in Table 4.6 reveals that, 52.6% (10) of the

teacher rated preparation and planning of budgets as supervisory role of the school principals as good, 31.6% (6) excellent and 15.8% (3) said the preparation and planning of budget was fair. Looking at implementation of budgets, more than half of the total respondents 52.6% (10) rated as good, 42.1% (8) excellent while 5.7% (1) said fair. Responses on monitoring of budgets, show that majority 68.4% (13) rated as good, 42.1% (8) rated is as excellent while 5.7% (1) said it was fair. Rating the findings on the evaluation of budgets, most of the teachers 47.3% (9) rated as good, 36.8% (4) said excellent while 15.8% (3) said it was fair. Basing on proper bookkeeping, 63.1% (12) rated as good, 26.3% (5) said excellent, 10.5% (2) said it was fair as indicated. Lastly on the results on supervisory role of the principals that is fee payment, 47.3% (9) said fair, 31.6% (6) rated as good while 21.1% (4) said their role was excellent. If principals lack proper training in financial management, they may experience problems when making school budget and accounting for expenditure in financing the school programs by parents. These findings are in accordance with Odali (1984), who states that unless a principal knows his or her budget and how to collect money for the improvement of physical facilities and proper keeping of school records, he or she will find himself in problems. Hence the principals should constantly update through training on their financial management skills and expertise.

**Table 4.6: Teachers Rating of Supervisory Role of the School Principals in management of Finances**

Statements	Good		Fair		Excellent		Total	
	F	%	F	%	F	%	F	%
Preparation and planning of budgets	10	52.6	3	15.8	6	31.6	19	100
Implementation of budgets	10	52.6	1	5.7	8	42.1	19	100
Monitoring of budgets	13	68.4	4	21.1	2	10.5	19	100
Evaluation of budgets	9	47.3	3	15.8	7	36.8	19	100
Proper bookkeeping	12	63.1	2	10.5	5	26.3	19	100
Fees payment	6	31.6	9	47.3	4	21.1	19	100

**Source (Author, 2016)**

#### **4.2.4 Principals Rating of their Supervisory Roles in management of school Finances**

It can be viewed from the findings in Table 4.7 below that most 40.0% (2) of principal respondents argued that adequacy of securing funds from the government is the most serious challenge, other 20.0% (2) said serious challenge, none neither said moderately serious challenge nor least serious challenge and 20.0%(1) not serious challenge. To determine whether the schools face challenges in procurement procedures. This was to show whether their tendering process was smoothly run. The results were tabulated in Table 4.7 show that 40.0% (2) said it was a serious challenge, other 40.0% (2) said it was a moderately serious challenge while 20.0% (1) said it was not a serious challenge. The results show that procurement procedures in schools are faced with serious challenges. This is greatly due to lack of enough money thus tenders are awarded to the cheapest bidder where quality is not a consideration factor. This is in accordance to Wambugu (2010) who posed that school managers lack adequate capacity to manage financial affairs of institutions. Only a small percentage of the school managers and other

personnel are competent in financial management.

Looking at competency in making school budget, those who said it is serious challenge and moderately serious challenge had the same percentage of 20.0% (1), while those who argued that it is least serious challenge and not serious challenge had percentage of 40.0% (2) and 20.0% (1) respectively. Principals may experience problems when they lack proper training in financial management in making school budget and accounting for expenditure in financing the school programmes. These findings conquer with Odali (1984), who states that unless a principal knows his or her budget and how to collect money for the improvement of physical facilities and proper keeping of school records, he or she will find himself in problems. Hence the principals should constantly update through training on their financial management skills and expertise.

The researcher also sought to find out if proper book keeping was a challenge faced in the implementation of FDSE. Results indicate that on proper book keeping in the institution most of the principals 40.0% (2) said it was a least serious challenge, 20.0% (1) said it was a serious challenge, 20.0% (2) said it was a moderately serious challenge. This indicates that lack of expertise in financial management by principals often lead to shortage of critical resources in schools as the available funds are redirected to less important needs. This often results to unsatisfactory performance of teachers and students (UNESCO, 2000).

Principals responses on students ability to pay school fees was presented in Table 4.7 indicate that 60.0% (3) said payment of school fees was a most serious challenge while 20.0% (2) serious challenge. From the study findings the head teachers felt that parents face paying fees for students as the most serious challenge. This may be due to poverty

because in many cases these are children from poor households whose parents are unable to afford the cost of secondary education, making the children dwell in the vicious cycle of poverty.

On effective management of income generating activities in the school, 40.0% (2) said it was a least serious challenge, 20.0 % (1) serious challenge, 20.0 % (1) said moderately serious challenge, and 20.0 % (1) said it was not serious challenge respectively. Table 4.7 shows that majority of the principals indicated that their schools face was a least serious challenges in running income generating activities.

**Table 4.7 Principals Rating of their Supervisory Role in management of school**

**Finances**

STATEMENTS	MSC		SC		MOSC		LSC		NSC	
	F	%	F	%	F	%	F	%	F	%
Adequacy of securing funds from the government	2	40.0	2	40.0	0	0.0	0	0.0	1	20.0
Procurement procedures in the school	0	0.0	2	40.0	2	40.0	0	0.0	1	20.0
Competency in making school budget	0	0.0	1	20.0	1	20.0	2	40.0	1	20.0
Proper book keeping in the institution	0	0.0	1	20.0	2	40.0	2	40.0	0	0.0
Payment of fees by students	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0
Effective management of income generating activities in the school	0	0	1	20.0	1	20.0	2	40.0	1	20.0

**Source (Author, 2016)**

**Key:** MSC= Most Serious Challenge SC=Serious Challenge MOSC= Moderately Serious Challenge LSC= Least Serious Challenge NSC= Not Serious Challenge  
F=Frequency

#### 4.3.5 Principals Response on Management of Financial Challenges in Schools

The principals may face so many financial constraints in running the schools due to limited and inadequate of resources, therefore the researcher sought to know how they manage such challenges. Their responses were presented in Table 4.8. Results showed that 60.0 % (3) of principal respondents said they manage the challenges through communicating to parents and delegating of duties which is enhanced through appropriate supervision of finances while 20.0% (2) said they manage the challenge through sensitizing parents during AGMs on the importance to pay school fees promptly. From the study it is clearly seen that most of the challenges faced are curbed through communicating to parents and delegating of duties which is enhanced through appropriate supervision of finances.

**Table 4.8 Principals Response on Management of the Most Serious Financial Challenges**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Through communication to parents and delegation.	3	60.0
Sensitizing parents during AGMs on the importance to pay school fees promptly	2	40.0
Total	5	100.

**Source (Author, 2016)**

#### **4.4 County Government's Financial Support to Needy Students for Implementation of FDSE**

The second objective sought to assess the County Government's financial support to needy students for implementation of FDSE. The respondents were expected to respond to the following items; number of needy students in school, number students per class that require financial assistance, source of finances in schools, availability of bursary to needy students in school and ways of helping needy students to acquire financial assistance.

##### **4.4.1 Student Responses on County Government Support to Needy Students**

The researcher wanted to find out from student if they received any support from the county government. The findings in Table 4.9 indicate that, the majority of respondents 94.7% (142) agreed that there are needy students in their class while 5.3% (8) disagreed. Findings also show that majority 60.0% (90) of the students said they have not received any financial assistance from the County government while 40.0% (60) said that they have received financial support from the county government. Responses on the amount paid as school fees by county government, most of them 55.3% (83) did not respond indicating that they have not received any financial assistance hence they could not respond to the item, 29.3% (44) and 6.0% (9) said Kshs. 5000 and more than 5000 respectively, 8.0% (12) said they usually receive Kshs 2,000, 1.3% (2) Kshs 3,000 as the financial assistance by the county government. Lockheed (1991) states that educational systems in developing countries are inherently inefficient due to among other reason a low budgetary allocation which lowers the quality and quantity of inputs. Looking at the availability of bursary forms, 70.7% (106) accepted that bursary forms are available

while 29.3% (44) disagreed. Arguments on release of money by county government were that, 53.3% (80) said that county government releases money after 3 months, 21.3% (32) said after 5 months while 25.3% (38) said after 6 months. Very long delays in giving schools money for the term (as late as the third month of the term) are common. This was found to have a negative effect on learning as the schools reach levels where crucial learning materials lack in the schools. Ministry of Education, circular No. MOE/G1 / 1 / 44, posts that the money is supposed to be in the schools in December, April and August every year , this means that the preceding months before opening of the school terms respectively.



**Table 4.9 Student Responses on County Government Financial Support for Needy Students.**

	Frequency	Percent
Needy students in class		
Yes	142	94.7
No	8	5.3
Total	150	100.0
Students' financial support from the county government		
Yes	60	40.0
No	90	60.0
Total	150	100.0
Amount paid as school fees by county government		
No response	83	55.3
2000	12	8.0
3000	2	1.3
5000	44	29.3
more than 5000	9	6.0
Total	150	100.0
Availability of bursary forms		
Yes	106	70.7
No	44	29.3
Total	150	100.0
Length of Time to receive the money		
3 months	80	53.3
5 months	32	21.3
6 months	38	25.3
Total	150	100.0

**Source (Author, 2016)**

#### **4.4.1 Principals and Teachers Responses on the Number of Needy Students in their Schools.**

According to Republic of Kenya, (2005) assert that the introduction of free secondary education was aimed at improving enrolment and retention rates in secondary schools, and absorbing those graduating from primary schools. According to the Sessional Paper No. 14 of 2012 on a Policy Framework for Education, Training and Research among the many challenges which threaten the sustenance of a robust educational regime in Kenya is low enrolment and retention rates, constricted access and equity at higher levels, establishment and maintenance of quality and relevance, and myriad inefficiencies in managing the limited resources allocated to the education sector. The government introduced Free Secondary Education with an aim of improving access and retention at the secondary level of education. The study aimed to investigate school-community support and implementation of Free Day Secondary Education in Trans-Nzoia East sub-county. To put insight on to the objective the researcher wanted to find out from the teacher if there are needy students in the schools results showed that, 94.7% (18) of the teacher respondents agreed that there are needy students in their schools while 5.3% (1) disagreed that there are needy student that the County government need to support.

**Table 4.10 Principals and Teachers Responses on the Number of Needy Students in School**

	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Yes	5	100.0	18	94.7
No	0	0	1	5.3
Total	5	100	19	100.0

**Source (Author, 2016)**

#### **4.4.2 Principals and Teachers Responses on the Number of Students per class That Require Financial Assistance**

The findings from the principals on the number of students per class that require financial assistance were that; 60.0% (3) of the total principal respondents argued they have 4-8 students that require financial assistance in form one, 60.0% (3) had 4-8 students, 20.0% (1) have 13-20 students, other 20.0% (1) have 21-35 students while none had 36-50 students. The findings from the teachers on students per class that require financial assistance show that 52.6% (10) of the teachers said that they had 4-8 students that require financial assistance in form one, 36.8% (7) said they were 9-12 students, 5.3% (1) had 13-20 students while 5.3% (1) had 21-35 students while none had 36-50 students. Finding out the response of the teachers on the number of students in form two, that the teachers felt that they required financial assistance from the county government majority 36.8% (7) said they have 9-12 students, 31.6% (6) have 13-20 students 21.1% (4) had 4-8 students while 10.5% (2) had 21-35 students. Results from the principals shows that in form two, 20.0% (1) had 13-20students; other 20.0% (1) have 21-35 students while none

had 36-50 students.

Results on the number of students in form three that needed financial assistance from the county governments were, 63.2% (12) had 13-20 students, 26.3% (5) had 4-8 students, 5.3% (1) said they 9-12 students, 5.3% (1) had 21-35 students. Results of the number of student in form three that require finance assistance from the principals indicates that most, 40.0% (2) had 4-8 students, 20.0% (1) said they had 9-12 students, 20.0% (1) have 13-20 students, none had 21-35 students while 20.0% (1) had 36-50 students. Lastly, results also show that from the sampled principals indicate that most of them, 40.0% (2) had 4-8 students needy students in form four that required assistance from the county government, 40.0% (2) said they had 9-12 students, 20.0%(1) have 13-20 students, none had between 21-35 students and 36-50 students. Responses from teachers show that most of teachers 52.6% (10) had 13-20 students needy students, 26.3% (5) had 4-8 students, 31.6% (6) said they had 9-12 students,, those who had between 21-35 students was 5.3% (1).

**Table 4.11 Principals and Teachers Responses on the Number of Students per class That Require Financial Assistance**

	4-8 students				9-12 students				13-20 students				21-35 students			
	Principals		Teachers		Principals		Teachers		Principals		Teachers		Principals		Teachers	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Form one	3	60.0	10	52.6	0	0.0	7	36.8	1	20.0	1	5.3	1	20.0	1	5.3
Form two	3	60.0	4	21.1	0	0.0	7	36.8	1	20.0	6	31.6	1	20.0	2	10.5
Form three	2	40.0	5	26.3	1	20.0	1	5.3	1	20.0	12	63.2	0	0.0	1	5.3
Form four	2	40.0	2	26.3	2	40.0	6	31.6	1	20.0	10	52.6	0	0.0	1	5.3

**Source (Author, 2016)**

#### **4.4.3 Source of Finances in Schools**

Findings on the source of finance in the schools as shown in Table 4.12, it indicates that most of the teachers 57.9% (11) pointed out that the main source of finance to their school is from MOEST, 31.6% (6) said parents, 10.5% (2) CDF, while others said County government, 10.5% (2).

**Table 4.12 Source of Finances in Schools**

	<b>Frequency</b>	<b>Percent</b>
MOEST	11	57.9
Parents	4	21.1
County Government	2	10.5
CDF	2	10.5
Total	19	100.0

**Source (Author, 2016)**

#### **4.4.4 Availability of Bursary from County Government to Needy Students in Schools**

The researcher sought response to find out the availability of bursary to needy students in school that is in term of County bursary, Ministry of Education or CDF bursary. The results depicts that, 31.6% (6) of the teacher respondents argued that County bursary to needy students was not available, 10.5% (2) said available, 57.9% (11) inadequate while none said very adequate. Responses on bursaries from Ministry of Education, 31.6% (6) said is not available, 5.3% (1) said available, 63.2% (12) inadequate while none said very adequate. Arguments on of availability of CDF bursary in schools, 5.3% (1) said is not available, 10.5% (2) said available, 78.9(15) inadequate 5.3% (1) said CDF bursary was very adequate.

**Table 4.13 Availability of Bursary from County Government to Needy Students in Schools**

	NA		A		IA		VA	
	F	%	F	%	F	%	F	%
County bursary	6	31.6	2	10.5	11	57.9	19	100
Ministry of Education	6	31.6	1	5.3	12	63.2	19	100
CDF bursary	1	5.3	2	10.5	15	78.9	19	100

**Source (Author, 2016)**

**Key: NA=Not Available A = Adequate I=Inadequate VA=Very Adequate F=Frequency**  
**4.4.5 Financial Management Strategy of Principals in Helping Needy Students**

#### **Acquire Financial Assistance.**

The researcher wanted to find out from the principals the way they can assist or help the needy students acquire financial assistance. The findings in Table 4.14 .reveals that majority 80.0% (4) said through applying bursaries, 20.0% (1) said allowing parents to work in the school while 20.0% (1) of principal were on the opinion that schools should help needy students to acquire financial assistance through recommending them for bursaries by writing letters in their favor.

**Table 4.14 Ways of Helping Needy Students Acquire Financial Assistance**

	Frequency	Percent
Recommending for bursaries by writing letters in their favor	1	20
Allowing parents work in the school	4	80
	5	100

**Source (Author, 2016)**

The Sub-county Director commented that the county bursaries in form of Elimu Fund was meant for needy students, but he lamented that the allocation was not fair. However, the County Government has employed at least two Early Childhood Development Teachers in every Public Primary School and building of classrooms in some schools in the Sub-county to ease congestion.

#### **4.5 Parental Support to the School Feeding Programme**

In relation to the third objective which was set to determine how Parental Support to school feeding programme influence the implementation of free day secondary education. Respondents were asked the items relating to parental support in school feeding programme. Despite the subsidization of school fees, parents and guardians were responsible for providing other mandatory costs and the responses of Students and Teachers were as follows.

##### **4.5.1 Students Response on Parental Support in School Feeding Programme**

Students were asked to respond to issues relating to parental support in school feeding programme. The researcher asked the students to first indicate if they had their meals in school. It is evident from the findings in Table 4.15 below that, majority students agreed that they get meals in schools, 92.0% (138) said they get meals 2 times a day while 8.0% (12) said 3 times a day. Findings on the person responsible for paying for the feeding programme, responses indicate that most of them 97.3% (146) their parent / guardian was responsible for paying for the feeding programs while 2.7% (4) said CDF bursary. Finding on if the entire student eat common meal in school, 74.0% (111) disagreed while 26.0% (39) were on the contrary that they eat common meals in their schools. Basing on



school rules and regulations in relation to promotion of the school feeding programme, 81.3% (122) of them argued that school rules and regulations promote school feeding programme while 18.7% (28) were against the statement. Lastly from the results of the students on the importance of feeding programme to the students, 89.3% (134) of them agreed that feeding programme is very important to students while 10.7% (16) disagreed.

**Table 4.15 Students Response on Parental Support in School Feeding Programme**

Times in a day	Frequency	Percent
2 times	138	92.0
3 times	12	8.0
Total	150	100.0
Person paying for the feeding programme		
parent / guardian	146	97.3
CDF bursary	4	2.7
Total	150	100.0
Common meals in schools		
Yes	39	26.0
No	111	74.0
Total	150	100.0
School rules and regulations in relation to promotion of the school feeding programme		
Yes	122	81.3
No	28	18.7
Total	150	100.0
Importance of feeding programme to the students		
Yes	134	89.3
No	16	10.7
Total	150	100.0

**Source (Author, 2016)**

It is observed from the findings in Table—4.16- that, 94.7% (18) of the teacher respondents said that their schools provide meals to students while 5.3% (1) said their school don't provide meals to students. 100% (19) pointed out that the feeding programme in schools is funded by parents and none said by CDF. However, 94.7% (18) agreed that there are policies in place in schools that govern school feeding programme while 5.3% (1) disagreed. All teachers 100.0% (19) agreed that there is agreement between the school and the parents concerning the feeding programme requirements and school policies support the implementation of school feeding programme.

**Table 4.16 Teachers' responses on Parental Support to School Feeding Programme**

	Frequency	Percent
Meals in schools		
Yes	18	94.7
No	1	5.3
Total	19	100.0
Funding of the school feeding programme		
Parents	19	100.0
CDF	0	0.0
Total	19	100.0
Policies in place in schools that govern school feeding programme		
Yes	18	94.7
No	1	5.3
Total	19	100.0
school policies support the implementation of school feeding programme		
Yes	19	100.0
agreement with the parents on the feeding programme requirements		
Yes	19	100.0

**Source (Author, 2016)**

#### **4.5.2 Parental support to school feeding programme in Implementation of FDSE.**

The researcher wanted to inquire from the teachers in Trans-nzoia East Sub-county if the parents support schools feeding programme. Findings in Table 4.17. indicate that majority 36.8% (7) of the teacher strongly agreed, 36.8% (7) agreed that parents fully support SFP through prompt financial funding, 5.3% (1) undecided while 21.1% (5) of the teachers

disagreed that parents fully support SFP through prompt financial funding. On the item that SFP policy allows parents to supply required cereals to support the programme, more than half 52.6% (10) of the teacher strongly agreed, 42.1% (8) agreed, 5.3% was undecided while none disagreed that SFP policy allows parents to supply required cereals to support the programme. Further finding out is the policy is fully implemented in the school most 63.2% (12) of the teachers strongly agreed, 31.6 (6) agreed to that while 10.5% (2) were undecided that is they were not sure if the policy was fully implemented in the schools. Looking at all students take meals provided by the school, 68.4% (13) strongly agreed, 15.85 (3) agreed while also 15.8% (3) disagreed. Results on if SFP has improved student participation in learning, 89.5% (17) agreed, while 10.6% (5) disagreed. Looking at are there challenges in implementing SFP, 79.1% (15) agreed, 5.3% (1) were undecided and 15.8% (3) disagreed.

**Table 4.17 Teachers' Responses on Parents support to school feeding programme in Implementation of FDSE**

	SA		A		UN		D		SD	
	F	%	F	%	F	%	F	%	F	%
Parents fully support SFP through prompt financial funding	7	36.8	7	36.8	1	5.3	4	21.1	0	0
SFP policy allows parents to supply required cereals to support the programme	10	52.6	8	42.1	1	5.3	0	0	0	0
The policy is fully implemented in the school	12	63.2	6	31.6	2	10.5	0	0	0	0
All students take meals provided by the school	13	68.4	3	15.8	0	0	3	15.8	0	0
Are there challenges in implementing SFP	6	31.6	9	47.4	1	5.3	1	5.3	2	10.5
SFP has improved student participation in learning	14	73.7	3	15.8	0	0.0	1	5.3	1	5.3

**Source (Author, 2016)**

**Key:** SA= Strongly Agree A= Agree UN= Undecided D= Disagree SD= Strongly Disagree

When the Sub-county Director was asked about the importance of SFP, he responded as follows;

*Reduces time wasted by learners while going home for lunch, improves contact hours with the Teachers hence increased participation in learning process, and the Government should fully finances feeding programme in all schools to avoid absenteeism,(Manyara, 2016).*

#### 4.6 Challenges Facing Implementation of Free Day Secondary Education

The last objective was to explore the challenges facing implementation of FDSE in Trans-Nzoia East sub-county, Kenya.

##### 4.6.1 Total number of students in schools

The researcher sought to find out the total number of students in schools from the principals. Findings in Table 4.18 reveals that most of the principals 40.0% (2) said they had a total of between had 201 - 300 students, 20.0% (1) of the total principals respondents had a total number students ranging between 100-200 students, 20.0% (1) had between 401-500 students and 20.0% (1) and 301 - 400 students. The findings on table 4.18 reveal that students' enrolment in Trans-Nzoia East Sub-county range between 201 to 300 students per school. This could be attributed to the introduction of FPE by the government in the year 2003.

**Table 4.18 Total number of students in Day Schools**

	Frequency	Percent
100 - 200 students	1	20.0
201 - 300 students	2	40.0
301 - 400 students	1	20.0
401 - 500 students	1	20.0
Total	5	100.0

**Source (Author, 2016)**

#### 4.6.2 Total Number of Students per Class

Findings on the number of students per class in Trans-Nzoia East Sub-count are shown in Table-4.19, and it reveals that most 60.0% (3) of the principals had 51 – 80 students per class, 20.0% (1) of the total principal respondents had form one students ranging between 20-50 students, while the percentage of those who had 101 - 150 students was 20.0% (1). In form two results indicate that 80.0% (4) of the principals said they had 20 – 50 students per class and 20.0% (1) said 51 - 80 students. Looking at form three, those who had students between 51 - 80 students in class ,40.0% ( 2), 20.0% (1) 20 – 50 students 20.0% (1) and between 81 – 100 students and above 20.0% (1) . For form four 40.0% (2) had 20 – 50 students , other 40.0% (2) had 51 - 80 students while only 20.0% (1) had 81 – 100 students per class in form four. The findings on Table 4.19 reveal that students' enrolment in Trans-Nzoia East Sub-county highly range between 51-80 students per class.

**Table 4.19 Total Number of Students per Class**

No. of students	20 – 50		51 – 80		81 – 100		101 – 150	
	F	%	F	%	F	%	F	%
FORM 1	1	20.0	3	60.0	0	0.0	1	20.0
FORM 2	1	20.0	4	80.0	0	0.0	0	0.0
FORM 3	1	20.0	2	40.0	1	20.0	1	20.0
FORM4	2	40.0	2	40.0	1	20.0	0	0.0

**Source (Author, 2016)**



### 4.6.3 Influence of Enrolment of Students in Relation to Implementation FDSE

Table 4.34 presents the responses from the sampled principals on the influence of enrolment of students in relation to implementation of free day secondary education. Results in Table 4.20, depicts that majority 60.0% (3) of the principal said that their schools are overenrolled while 40.0 % (2) said schools are under rolled. This implies that for effective implementation of the programme there has to be increased enrolment, retention and completion rates.

### 4.20 Principals Response on Influence of Enrolment of Students in Relation to Implementation FDSE

	Frequency	Percent
Over enrolled	3	60.0
Under enrolled	2	40.0
Total	5	100.0

**Source (Author, 2016)**

### 4.6.4 Shortage of Teachers in Day Schools

The researcher wanted to find out if shortage of teachers in schools was a challenge facing implementation of FDSE in Trans-Nzoia East sub-county. It is seen from the results in Table 4.21 that, 63.2% (12) of the total teacher respondents rated the shortage of teachers in schools as the most serious challenge, 31.6% (6) said it is a serious challenge while 5.3% (1) said not a serious challenge. Further the researcher wanted to find out from the teachers how they can cope up with the challenge of teacher's shortages

and the results showed most of them 84.2% (16) of them reported that schools should cope with teacher shortages by employing board of management teachers to assist and 15.8 % (3) said using volunteer teachers to assist in taking more lessons. This might be the contributing factor to the ineffectiveness of free secondary education combined with overcrowded classes inhibit teacher-student interactions to promote good learning in schools. Use of volunteer teachers is also ineffective because they may not be fully committed as would those who are permanently employed, and will not fill the gap of shortage of teachers effectively.

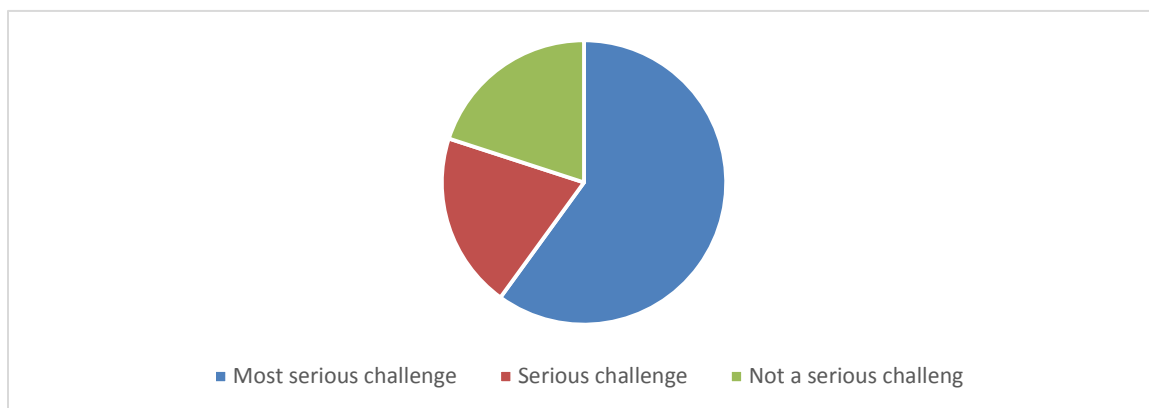
**Table 4.21 Shortage of Teachers in Day Schools**

	Frequency	Percent
<b>Rating shortage of teachers in day schools</b>		
Most serious challenge	12	63.2
Serious challenge	6	31.6
Not a challenge	1	5.3
	19	100
<b>Coping with the challenge of teacher's shortages</b>		
Employing board of management teachers to assist	16	84.2
Taking volunteer teachers to assist	3	15.8
	19	100

**Source (Author, 2016)**

#### **4.4.5 Principals' Response on Shortage of Teacher in Day Schools**

The inadequacy of the teachers in the public secondary schools was due to the large enrolment of children in secondary school. Looking at shortage of teachers in school as a challenge in the implementation of FDSE in Trans Nzoia East Sub-county, Table 4.11 show that, most 60.0% (3) of the principals rated the shortage of teachers in schools as the most serious challenge, 20.0% (1) said it is a serious challenge while 20.0% (1) said not a serious challenge.



**Figure 4.3 Principals' Response of Shortage of Teacher in Day Schools**

**Source: (Author, 2016)**

#### **4.6.6 Government allocation of FDSE funds**

Looking at government allocation of FDSE funds as a challenge facing implementation of FDSE in Trans-Nzoia East Sub-county. It is observed from the findings in Table 4..22 that, 73.7% (14) of the total teacher respondents agreed that government allocation of FDSE funds is proportional to the total number of students in schools .while 26.3% (5) disagreed to the item. The argument conquer with Osei (2006) who found that teachers in most countries in sub-Saharan Africa work in multi-grade, overcrowded classrooms (40-80 pupils in a class), mainly due to a considerable increase in student enrolment to primary and secondary education. Osei (2006) noted that overcrowding, together with other challenges such as lack of school facilities (lack of basic teaching materials, and an absence of sufficient equipment for laboratories) and inadequate infrastructure (such as little lighting, drab walls) negatively affect the quality of education.

The teacher's respondents were requested to suggest ways to cope with the challenges faced by schools due to inadequate funding from the government. The results were presented depicts that majority 47.4% (9) of the teachers argued that school cope with

inadequate funding from the government by encouraging parents pay extra levies, 31.6% (6) said by encouraging student to pay schools fees in kind for example cereals, dairy products among others while 21.1% (4) said by asking support from the local community. Provision of facilities in schools need to be adequate. Therefore the researcher sought to determine whether instructional materials and physical infrastructure are adequate for effective teaching/learning .Responses show that most 57.9% (11) of the teacher's instructional materials and physical infrastructure in schools were inadequate, 21.1% (4) said adequate while 21.1% (4) said moderate. From the study findings instructional materials and physical infrastructure greatly pose a serious problem in the implementation of Free Day Secondary Education. This is due to the acute shortage of funds to maintain and renovate available facilities.

**Table 4.22 Teachers Response on Government allocation of FDSE funds**

	Frequency	Percent
Government allocation of FDSE funds proportional to the total number of students in your school		
Yes	14	73.7
No	5	26.3
Total	19	100.0
Coping with inadequate funding from the government		
Parents pay extra levies	9	47.4
Encouraging student to pay in kind e.g cereals, dairy products	6	31.6
Asking support from the local community	4	21.1
Total	19	100.0
Comments on adequacy of instructional materials and physical infrastructure in schools.		
Inadequate	11	57.9
Adequate	4	21.1
Moderate	4	21.0
Total	19	100.0

**Source (Author, 2016)**

#### **4.6.7 Principals' Response on Allocation of Government Grants on FDSE**

The study sought to establish the adequacy of disbursed government subsidies to schools and the adequacy of teaching and learning materials. Findings presented in Table 4.23 show that, most of the sampled principals 60.0% (3) were of the contrary that they receive government grants on FDSE in time while 40.0% (2) of the total principal respondents agreed. Responses on adequacy of teaching and learning materials in schools, 40.0% (2) said not adequate, 20.0% (1) said the teaching and learning materials are moderate, 20.0% (1) said adequate while other 20.0% (1) said teaching and learning

materials is fairly adequate. Basing on the availability of physical infrastructure in schools after the introduction of FDSE, 60.0% (3) said fairly adequate, 20.0% (1) said they are moderate while 20.0% (1) of the principals said the materials is not adequate. From the study findings show that the fund received from the government does not reach the school at the appropriate time. The disbursements should have been such that the school should not experience lack of purchasing power throughout the year and hence reduce the increase of prices by suppliers due to the delayed payments. It is also clearly seen that the teaching and learning materials in schools are greatly pose a serious problem in the implementation of Free Day Secondary Education. These results may be attributed to fact that the Ksh. 10,265/= per student capitation had not been reviewed since FDSE was established in 2008 despite inflation, sky rocketing market prices and high cost of teaching-learning materials.

However, in the recent years the Government has increased funds for FSE which has seen transition rates jump from 60% in 2008 to 86.7% in 2015. In 2016 there were about 2.2 million students in secondary schools and the Government allocated sh 32.7 billion to cater for FSE up from 28 billion it paid out for the same purpose the previous year (2015). On 8<sup>TH</sup> April 2017 the Minister of Education made the following remarks;

*The funds being channeled towards the programme were sufficient to provide an ecosystem fit quality education at affordable cost .but regretted the lack of integrity in management of ministry will set up a team to investigate the usage of Free Primary Education and Day Secondary Education funds school finances which has seen part of that funds looted by officers involved. The education received by school since inception (Dr.Matiangi Fred, 8/4/2017)*

**Table 4.23 Principals' Response of Allocation of Government Grants on FDSE**

	Frequency	Percent
Receive the government grants on FDSE in time		
Yes	2	40.0
No	3	60.0
Total	5	100.0
Adequacy of teaching and learning materials in schools		
Moderate	1	20.0
Not adequate	2	40.0
Adequate	1	20.0
Fairly adequate	1	20.0
Total	5	100.0
Availability of physical infrastructure in schools after the introduction of FDSE		
Fair	3	60.0
Not adequate	1	20.0
Moderate	1	20.0
Adequate	0	0.0
Total	5	100.0

**Source: (Author, 2016)**

#### **4.6.8 Students Responses on the Challenges Facing Implementation of FDSE**

To establish the financial management of free day secondary schools, the institutional capacity was very important to identify the student enrolment rate and the school type.

Therefore the researcher sought to establish the various factors that are attributed to the

challenges facing implementation of FDSE. Results on students enrolment tabulated depicts that, most of the students 33.3% (50) had a class of between 31-40 students per class, 24.0% (36) above 50 students, 20.7% (31) between 41-50 students, 15.3% (23) between 21-30 students while 6.7% (10) said there are 15-20 students in class. The findings on Table 4.24 reveal that students' enrolment in Trans-Nzoia East sub-county highly range between 31-40 students per class. Implementation of the free primary education (FPE) had been responsible for the recent upsurge in the secondary school enrolments since 2003. Enrolment trends in secondary schools showed a steady growth (Republic of Kenya, 2005).

Adequacy of teachers in schools was also looked at indicating that majority 74.7% (112) disagreed they were adequate while 25.3% (38) of the respondents agreed that there are enough teachers in their school. This implies that the number of teachers in schools is inadequate. Constrained by limited public resources and in the absence of significant policy reforms, SSA countries have responded to the increased demand for secondary places by spreading the same resources over larger number of students ( Veer poor, 2008). Consequently, essential inputs often are in short supply resulting in increasing class sizes, shortages of textbooks, instructional materials and supplies, poorly stocked libraries and double or triple shift use of facilities which adversely affect the curriculum supervision and implementation.



**Table 4.24 Challenges Facing Implementation of FDSE in the Sub-County**

Total students in class	Frequency	Percent
15-20	10	6.7
21-30	23	15.3
31-40	50	33.3
41-50	31	20.7
above 50	36	24.0
	150	100
Adequacy of teachers in schools		
Yes	38	25.3
No	112	74.7
Total	150	100.0

**Source (Author, 2016)**

#### **4.6.9 Students Responses on Adequacy of Resources (Instructional Materials)**

The inadequacy of these resources could make it difficult for Principals and teachers to perform their functions adequately. According to Olembo & Cameroon (1986) they indicate that school principals face increasing administrative difficulties. These include inadequate and badly constructed buildings; shortage of books ,equipment, lack of proper school furniture particularly desks, poor or sometimes non-existent maintenance and repairs, over-crowded classrooms, poor infrastructure and few supporting services especially health services. Shortage of these resources could compromise the quality of secondary education in the country. The researcher sought to find out the adequacy of instructional resources as a factor affecting effective implementation of free day secondary education in Trans-Nzoia East Sub-county. To determine this, the students were asked to rate the adequacy or inadequacy of instructional materials resources in their schools, to which they responded as shown in Table 4.25.

.Finding out the sufficiency of class books it can be viewed from the results that, majority

31.3% (47) said sufficient class books was a serious challenge they faced in schools, 22.7% (34) said it was a moderate challenge, 20.0% (3) said it was not serious challenge 18.7% (28) of the students respondents described the sufficient class books as the most serious challenge in schools, 7.3% (11) least serious challenge. This implies that most of the respondents indicated that class books shortages were serious. This implies that the books were not available for effective teaching. Bell & Rhodes (1996) noted that school facilities include the administration office, staff rooms and offices, classrooms, laboratories, workshops, equipment, stores, libraries, hostels, staff house, and school ground. In order for a school to advance learning opportunities offered to students, it has to adequately utilize the available facilities.

The researcher then sought to know whether audio aids were adequate for effective teaching demonstrations. The responses were tabulated in Table 4.25 show that most of the students, 46.7% (70) said the most serious challenge they faced in school, 18.7% (28) not serious challenge 15.3% (23) said it was serious challenge, 11.3% (17) least serious challenge while 8.0% (12) said it was moderate challenge. Study findings reveal that the provision of the teaching aid was most serious as majority of schools did not have enough for teaching/learning process. This was due to the fact that visual aids were expensive to buy and maintain. For instance projectors would be very expensive for schools to either buy or hire. Lack of these teaching/learning resources poses a very serious challenge in schools. These findings agree with that of Obonyo (1987), who notes that instructional materials such as textbooks, visual and audio materials not only enhance communication between the teacher and the learner but also facilitates child-centred learning and learning through discovery.

Further the researcher sought to know whether students' reference books were available. The respondents' responses were tabulated as follows in Table 4.25 show that 33.3% (50) said that it was the most serious challenge, 26.0% (39) it was the moderate challenge, 20.7% (31) it was the serious challenge, 4.7% (7) it was the least serious challenge and 15.3% (23) it was not a serious challenge. Most schools are faced with serious challenges to provide teachers with reference book. This was due to the shortage of funds to buy enough resources thus, some of the schools necessities are not regarded priority like teachers reference books as teachers are demanded to use the course book with the students.

The researcher requested the students to indicate whether there are challenges facing provision of computer facilities. Basing on adequacy of computers, 63.3% (95) said it was the most serious challenge, 22.7% (34) said it was a serious challenge, 7.3% (11) said it was the least serious challenge while 3.3% (5) said it was a moderate challenge and not serious challenge each. Teaching aids are very important to facilitate effective teaching. The researcher sought to establish whether availability of charts and maps as teaching aids is faced by challenges. The results were presented in Table 4. 25. show that of charts and maps, 24.7% (37) of the students said it was not a serious challenge, 22.7% (34) said it was a most serious challenge, 19.3% (29) said it was a moderate challenge, 16.7% (25) said it was the least serious challenge and 16.7% (25) said it was the serious challenge. Results depicts that provision of adequate teaching aids like charts and maps shows that it is not a serious challenge in day secondary schools. Findings are in agreement with Cooper (1998) who points out that supportive culture for institutional change, the overcoming of programme resistance on the part of minority teachers, a commitment

implementation of structures of the programme, a strong site facilitator, less concern among teachers for handling an increased workload, and availability of programme materials as some of the institutional factors that influence implementation of any programme in school system.

Lastly, for the experiments to be conducted during a lesson the right laboratory apparatus must be used, therefore the researcher sought to know whether the availability of laboratory chemicals were available. The findings were presented in Table 4.25 indicate that 20,0% (30) of the students said that availability of laboratory chemicals not a serious challenge,13.3% (20) said it was a moderate challenge, 15.3% (23) said it was a serious challenge,21.3% (32) said it was a least serious challenge while 30% (45) said most serious challenge. The study findings revealed that the students indicated that availability of laboratory chemicals was a most serious challenge.

**Table 4.25 Students Responses on Adequacy of Resources**

STATEMENTS	MSC		SC		MOSC		LSC		NSC	
	F	%	F	%	F	%	F	%	F	%
Sufficient class books	28	18.7	47	31.3	34	22.7	11	7.3	30	20.0
Adequate audio aids	70	46.7	23	15.3	12	8.0	17	11.3	28	18.7
Sufficient student reference books	50	33.3	31	20.7	39	26.0	7	4.7	23	15.3
Adequate computers	95	63.3	34	22.7	5	3.3	11	7.3	5	3.3
Availability of charts and maps	34	22.7	25	16.7	29	19.3	25	16.7	37	24.7
Availability of laboratory chemicals	45	30.0	23	15.3	20	13.3	32	21.3	30	20.0

**Source (Author, 2016)**

**Key:** MSC= Most Serious Challenge SC= Serious Challenge MOSC= Moderately Serious Challenge LSC= Least Serious Challenge NSC= Not Serious Challenge.

#### **4.6.10 Students Response on Physical Facilities in Schools Since 2008**

School resources including classrooms, desks, chairs, administration block, gate, borehole and other instructional equipment/materials were critical in making teaching learning more effective. Provision of physical facilities should be enough to hold the whole school population. To determine whether the physical facilities are adequate students were requested to indicate whether there were any physical facilities that have been built since 2008. The results are presented in Table 4.26 .The findings depicts that, 34.0% (51) said laboratory was built in the school since 2008, 31.3% (47) of the total respondents said classrooms were the physical facilities put in place since 2008 in their

schools, 21.3% (32) administration block, 10.7% (16) gate and 2.7% (4) borehole. From the study findings it was clear that physical facilities are serious problems in the implementation of Free Day Secondary Education. This was due to the acute shortage of fund to maintain and renovate available facilities. These results agree Lockheed (1991) who states that educational systems in developing countries are inherently inefficient due to among other reasons a low budgetary allocation which lowers the quality and quantity of inputs, especially physical infrastructure such as classrooms, workshops, laboratories and learning materials. Kwamboka (2008) states that shortage of teachers, scarcity of textbooks and inadequate facilities were amongst the problems that face secondary schools in Kenya. Responses on source of funds for the construction, 60.0% (90) of them said CDF and government provided funds for construction, 13.3% (20) said PTA, 16.7% (25) fundraising and 9.3% (14) from student's fees. This indicates that most of the physical facilities in schools were constructed by the CDF.

**Table 4.26 Physical Facilities in Schools Since 2008**

	Frequency	Percentage
Physical facilities put in place since 2008		
Classrooms	47	31.3
Laboratory	51	34.0
Administration block	32	21.3
Gate	16	10.7
Borehole	4	2.7
<b>Total</b>	<b>150</b>	<b>100.0</b>
Source of funds for the construction		
CDF and government	90	60.0
PTA	20	13.3
Fundraising	25	16.7
Students' fees	14	9.3
<b>Total</b>	<b>150</b>	<b>100.0</b>

**Source (Author 2016)**

The researcher sought to know some of the challenges faced in implementation of FDSE in the Sub-county, the director stated some of the challenges as follows in order of priority; Teacher shortages, inadequate teaching/learning materials and less funding from the Government. He concluded by making the following remarks;

*The Government should increase funding in public schools, Employ more teachers*

*to cope with increased enrolment and parents should contribute towards development*

*Projects of schools since physical facilities are fairly adequate because CDF Is funding most projects in Schools. Also schools should start income generating activities to supplement Government subsidy and parents to provide basic needs to*

*their Children,(Manyara,2016)*

#### **4.7 Summary of the Chapter**

Regarding the first objective, Okumbe (1999) recommended that for the purpose of effectiveness of school principals, school managers and curriculum implementers, an effective in-service training should be provided to them. This recommendation was made with the understanding that the appointment of principals has generally been done on the basis of teacher experience in the workplace at the expense of considering whether they have undergone training to prepare them for their new roles and on how to implement new school policies, Sang (2008). The assertions of the above authors are in agreement with the findings of this study. A total of 174 questionnaires were administered and all questionnaires were returned, thus a 100% return rate. The background information of the respondents including: gender, age, professional qualification, teaching experience, managerial position and attendance of financial management in-service course was collected. Most principals are above 46 years of age, the study reveals that male principals are more than females but female teachers are more than male teachers in the teaching profession.

The study findings show that the principals were Bachelors of Education holders, while majority of teachers were Bachelors of Education holders, most principals had taught for more than 10 years while Teachers have taught for 4 years and below.

The managerial positions in school include; subject head of department. Senior head of department that were distributed based on financial management. The principal had attended an in-service course on management organized by Kenya Educational Management Institution on institutional financial management. Student respondents indicated that their parents/guardians are not able to pay school fees on time despite the



government efforts to subsidize the school fee burden for needy students in secondary schools. This was a clear indication that even the little money they are supposed to add up was a challenge and they were sent home to collect fees due to delayed payments.

The second study objective sought to assess the extent to which the county government supports needy students in the schools. Therefore, the findings show that there are many needy students who require financial support, in most schools, there about 9-12 students in forms one and form two while form three and form four are about 13-20 students who require financial supports. The findings reveal that County Government Bursaries, Ministry of Education and CDF Bursaries are inadequate. Also most principals responded that their schools help needy students participate in learning by allowing their parents work in the school (80%).

The third objective sought to find out information about parental support to school feeding program, the study findings show that most respondents indicated that parents are the ones funding the programme. Also they indicated that there are policies in place that govern implementation of SFP. Parents in most schools are allowed to pay fees in kind and this has allowed many students to participate in learning process.

The fourth objective sought to explore the challenges facing implementation of FDSE in Trans-Nzoia East sub-county. The study findings revealed that the main challenges include; teacher shortage, inadequate teaching/learning materials and physical infrastructure and over enrolment in the schools. Most schools cope with teacher shortage by employing Board Of Management Teachers. Most students responded that class textbooks is serious challenge (31.3%), Audio aids most serious challenge (46.7%) and also student reference books was rated as most serious challenge (33.3%) while adequacy

of computers was rated most serious challenge (63.3%), availability of laboratory chemicals was rated as most serious challenge (30%) while charts and maps was rated not serious challenge (24.7%). The researcher wanted to know some of the physical facilities which were put in place since the introduction of FDSE 2008 and the respondents stated the laboratory and the source of funds for construction was CDF as the main source (60%), classrooms (31.3%) and administration block (21.3%).

In the current budget President Kenyatta's Administration has allocated Ksh 5 billion for among other things, the expansion of school infrastructure to ensure secondary schools have the capacity to accommodate more students. The provision of free secondary education is one of the priority targets President Kenyatta wants to accomplish in his second term, speaking in Meru County recently he said no parent was to pay fees since January 2018.

*One of the reasons we are seeking re-election is to implement our plan to secondary education completely free from next year, to reduce the burden on parents to educate their children, (President Kenyatta, 24/6/2017)*

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings of the study, conclusions from the analysis of the data obtained, recommendations of the study and suggestions for further research. The purpose of the study was to investigate school-community support in implementation of Free Day Secondary Education in Trans-Nzoia East sub-county, Kenya.

#### **5.2 Summary of the Findings**

##### **5.2.1 Financial Management Skills of School Principals and Its Effects on Implementation of FDSE.**

The researcher's first objective was to find out the role of the school principals in financial management and its effects on implementation of FDSE. Results indicated that the principals had all attended in-service courses on management. This may be attributed to the Ministry of Education recommendations on school heads to be trained in financial management. These seminars would uplift teacher knowledge in institutional financial management. Regarding the roles of the principals in implementing the FDSE it was established that though the principals were not prepared prior to implementation of FDSE they later underwent training facilitated by various bodies. Teachers formed various committees that spearheaded the implementation process, particularly tendering and

procurement committees. They organized training of personnel both internally and externally.

Results indicated that adequacy of funds from the government was rated most serious challenge. The results show that procurement procedures in schools are faced with serious challenges. This was greatly due to the principals inexperience in financial management and procurement procedures are faced with serious challenges due to lack of enough money thus tenders are awarded to the cheapest bidder where quality is not a consideration factor. This was in accordance to Wambugu (2010) who posed that school managers lack adequate capacity to manage financial affairs of institutions. Only a small percentage of the school managers and other personnel are competent in financial management.

Results indicate that on proper book keeping in the institution most of the principals 40.0% said it was a least serious challenge. These findings conquer with Odali (1984), who states that unless a principal knows his or her budget and how to collect money for the improvement of physical facilities and proper keeping of school records, he or she will find himself in problems. Hence the principals should constantly update through training on their financial management skills and expertise. This indicates that lack of expertise in financial management by principals led to shortage of critical resources in schools as the available funds are redirected to less important needs. This often results to unsatisfactory performance of teachers and students (UNESCO, 2000). For instances Funds may be redirected in construction of less important facility like agate instead of a laboratory or an administration block .Hence, this leads to lack of the facility( laboratory) and the performance in science subjects will be unsatisfactory to both teachers and

students. From the study findings fee payment by parents was rated as the most serious challenge, and this may be due to poverty. In many cases these are children from poor households whose parents are unable to afford the cost of secondary education, making the children dwell in the vicious cycle of poverty.

### **5.2.2 County Government's Financial Support for Needy Students in Implementation of FDSE in Trans-nzoia East Sub County.**

The second objective sought to assess the County Government's financial support for needy students in implementation of FDSE. The study found that there were needy students in class and that they have not received any financial assistance hence they could not respond to the item. The study found that CDF bursary fund does not focus on needy students; instead it was allocated to any parent with a student in secondary school who presents him/herself to the committee and has affiliation to the constituency.

Seventy percent of the respondents agreed bursary forms were available, and that county government releases the money after 3 months, this may give very long delays in giving schools money for the term (as late as the third month of the term) are common. Provision of bursary is one of several strategies used by government to ensure that disadvantaged children have equal opportunity in accessing education at all levels. This has led to high completion rates among the disadvantaged children (ROK, 2008). There is also County Bursary Fund provided by the County Government through County Ministry of Education and Youth Affairs. These bursaries are meant for those students from low socio-economic background to improve on their completion rates, the main source of finance to school was from MOEST and some from County government to support the needy students in schools. Findings reveals that majority of the principals said that

through applying bursaries they were of the opinion that schools should help needy students to acquire financial assistance through recommending them for bursaries by writing letters in their favor. The findings are concurrent with Onuko, (2012) who asserted that the bursary scheme targeted students from poor families, those in slum areas, those from pockets of poverty in high potential areas, districts in Arid and semi-arid lands (ASALs), orphans and the girl child. Majority of beneficiaries of secondary schools bursary scheme were funded by CDF at 78 per cent. One major challenge facing provision of bursary was that students were not assured of continuous funding and that the disbursements were not in line with the school calendar year (Onuko, 2012).

Despite various initiatives by the government, that is, providing support to poor and disadvantaged students through secondary school bursaries; providing targeted support for the development of infrastructure in areas where parents are not able to provide such support, working in partnership with parents, communities, private sector and other stakeholders in providing secondary education, the secondary sub-sector continues to face challenges particularly the low participation rates (Republic of Kenya, 2005).

### **5.2.3 Parental Support to School Feeding Programme in Implementation of FDSE**

In relation to the third objective which was to determine how school feeding programme influences the implementation of free secondary education. Respondents were asked items relating to parental support in school feeding programme. Despite the subsidization of school fees, parents and guardians were responsible for providing other mandatory costs. All students 100.0% agreed that they get meals in schools. The findings are in line with Mungai (2004) who states that school feeding programs (SFP) provide meals or snacks to school children on the site.

Finding out the person responsible for paying for the feeding programme, responses indicate that 97.3% were of the opinion that their parent / guardian were responsible for paying for the feeding programmes. The findings are in line with Munyiri (2010) who state that they are charged once per term and that the amount is enough compared to the burden relieved from them; they only cater for dinner after school.

Lastly, the results from the students on the influence of feeding programme , 89.3% of them agreed that feeding programme was very important to students. These findings indicate that the students eat a common meal in school and there was no special for any students, also there were school rules and regulation that promote school feeding programme in the school and the students are aware of the importance of school feeding programme in the schools. The advantages of the school feeding programmes mentioned include: the children are retained in school, their performance improves, health improvement and children learn second language better by interaction with other children.

All teachers 100.0% agreed that there was an agreement between the school and the parents concerning the feeding programme requirements and school policies support the implementation of school feeding programme. This implies that the parents are actively involved in the school feeding programme, which is an indicator for their ownership to the underlying approaches. Findings also established that 73,6% of the teachers agreed that parents fully support SFP through prompt financial funding. The study established that the parents still have challenges in sustaining school feeding programmes in the schools such as parents being unable to provide the required money, getting firewood is a problem and paying the cook sometimes is a problem.

Therefore, SFP influences implementation of FDSE in Trans-nzoia East Sub County by making learners remain in school hence improve on contacts hours with their Teachers. When students participate fully in the learning process they gain more hence better performance in academics.

#### **5.2.4 Challenges Facing Implementation of Free Day Secondary Education**

The last objective was to explore the challenges facing implementation of FDSE in Trans-Nzoia East sub-county. The inadequacy of the teachers in the public secondary schools were due to the large enrolment of children in secondary school. Shortage of teachers in school as a challenge in the implementation of FDSE in Trans-nzoia East Sub-County. Use of volunteer teachers is also ineffective because they may not be fully committed as would those who are permanently employed, and will not fill the gap of shortage of teachers effectively. On government allocation of FDSE funds as a challenge facing implementation of FDSE. The findings agree with a study done by Kwamboka (2008) who states that a shortage of teachers, scarcity of textbooks and inadequate facilities were amongst the problems that face secondary schools in Kenya.

Findings revealed that government allocation of FDSE funds was proportional to the total number of students in schools. The argument concur with Osei (2006) who found that 80% of teachers in most countries in sub-Saharan Africa work in multi-grade, overcrowded classrooms (40-80 pupils in a class), mainly due to a considerable increase in student enrolment to primary and secondary education. Osei (2006) noted that overcrowding, together with other challenges such as lack of school facilities (lack of basic teaching materials, and absence of sufficient equipment for laboratories) and



inadequate infrastructure (such as little lighting, drab walls) negatively affect the quality of education.

The study concurs with Chabari (2010) who carried out a study on the challenges of implementation of Free Secondary Education in public secondary schools in Kangundo District in Kenya. The findings of the study indicated that following the introduction of Free Secondary Education policy, the average number of students in schools increased steadily, thus leading to overcrowded classrooms. Further, the study reported that the funds released by the government were inadequate and were never released on time.

From the study findings instructional materials and physical infrastructure greatly pose a serious problem in the implementation of Free Day Secondary Education. This is due to the acute shortage of funds to maintain and renovate available facilities. The study findings show that the funds received from the government does not reach the school at the appropriate time. The disbursements should have been such that the school should not experience lack of purchasing power throughout the year and hence reduce the increase of prices by suppliers due to the delayed payments. It was also clearly seen that the teaching and learning materials in schools greatly pose serious problems in the implementation of Free day secondary education. These results may be attributed to fact that the Ksh.10,265/= per student capitation had not been reviewed since FDSE was established in 2008 despite inflation, sky rocketing market prices and high cost of teaching-learning materials.

The study also established that students' enrolment in Trans-Nzoia East sub-county highly range between 31-40 students per class. Implementation of the free primary

education (FPE) had been responsible for the recent upsurge in the secondary school enrolments since 2003. Enrolment trends in secondary schools showed a steady growth (Republic of Kenya, 2005). It also concurs with (Veer poor, 2008) who posed that limited public resources and absence of significant policy reforms, SSA countries have responded to the increased demand for secondary places by spreading the same resources over larger number of students (Vees poor, 2008). Consequently, essential inputs often are in short supply resulting in increasing class sizes, shortages of textbooks, instructional materials and supplies, poorly stocked libraries and double or triple shift use of facilities which adversely affect the curriculum supervision and implementation.

Bell & Rhodes (1996) noted that school facilities include the administration office, staff rooms and offices, classrooms, laboratories, workshops, equipment, stores, libraries, hostels, staff house, and school ground. In order for a school to advance learning opportunities offered to students, it has to adequately utilize the available facilities. The inadequacy of these resources could make it difficult for principals and teachers to perform their functions adequately. According to Olembo & Cameroon (1986) they indicate that school principals face increasing administrative difficulties, these include inadequate and badly constructed buildings; shortage of books, equipment, lack of proper school furniture particularly desks, poor or sometimes non-existent maintenance and repairs, over-crowded classrooms, poor infrastructure and few supporting services especially health services. Shortage of these resources could compromise the quality of secondary education in the country.

Forty six point seven percent (46.7%) of the students said lack of adequate audio aids for effective teaching demonstrations was the most serious challenge they faced in school.

Study findings reveal that the provision of the teaching aid was most serious as majority of schools did not have enough for teaching/learning process. This was due to the fact that visual aids were expensive to buy and maintain. For instance projectors would be very expensive for schools to either buy or hire. Lack of these teaching/learning resources poses a very serious challenge in schools. These findings agree with of Obonyo (1987), who notes that instructional materials such as textbooks, visual and audio materials not only enhance communication between the teacher and the learner but also facilitates child-centred learning and learning through discovery.

From the study findings it was clear that physical facilities are greatly a serious problem in the implementation of Free Secondary Education. This is due to the acute shortage of fund to maintain and renovate available facilities. These results agree with Nyaegah (2011) who reported that the education sector was faced with many challenges including finance, and lack of adequate teachers, insufficient learning facilities which hinder the government from achieving this goal, hence the need to evaluate the impact of Free Day Secondary Education on access, equity and quality of education in Kenya.

### **5.3 Conclusions**

The aim of this study was to investigate school-community support and implementation of Free Day Secondary Education in Trans-Nzoia East sub-county, Kenya. On the basis of the research findings as drawn from the research questions, it was concluded that the school principals have a role in financial management and its effects on implementation of FDSE. It was further noted that school principals faced financial management challenges. Principals experience problems when they lack proper training in financial management in making school budget and accounting for expenditure in financing the

FDSE. County government financial support has not been effective in supporting needy students in implementation of FDSE. The study also concludes that it was not possible to track the beneficiaries of the fund because CDF treasurers do not keep records of the students who benefit from the funding. The study established that the parents still have challenges in sustaining school feeding programmes in the schools, such as parents being unable to provide the required money, getting firewood is a problem and paying the cook sometimes is a problem. The study further concluded that resources such as teachers, laboratory chemicals and laboratory apparatus were a major challenge in the school hence hindering the implementation of FDSE. It was also concluded that schools lacked physical facilities, delayed disbursement and inadequate government subsidies, posed challenges in the implementation of FDSE in the Sub County.

#### **5.4 Recommendations**

- i. School principals should be trained on financial management to support them in managing financial resources in the schools.
- ii. The government should increase funds allocated for FDSE and also the county government should improve on record keeping and tracking to ensure that needy students get bursaries.
- iii. Parents as key stakeholders should strive to ensure that the students avoid unnecessary absenteeism by attending school regularly and carrying out all the designed tasks such as assignments. This helps students to develop a liking for their work when they perform better and so be motivated to do well and appreciate the availability FDSE funds being offered to them by the Government.

- iv. The Researcher recommends that there should be timely disbursement of free tuition funds by the government to ensure smooth running of schools.

### **5.5 Suggestion for further studies**

- i. A study on effect of community involvement in the implementation of FDSE should be conducted
- ii. Study on stakeholder's attitude towards the FDSE should be conducted.
- iii. A study should be carried out on the effects of Free Secondary Education in Boarding Schools.
- iv. A study should be conducted on the strategies being employed by school administrators to cope with constraints faced in implementation of FDSE.

## REFERENCES

- Bishop, G.(1985). *Curriculum Development: A textbook for pupils*, London: Macmillan Publishers ltd.
- Blasé, A. & Blasé, P. (2000).*Participatory Involvement of PTA, BOM, Sponsors and Community in Management and Administration in Schools*. Unpublished Conference notes Presented to Rift Valley Heads During Management Induction Course.
- Cooper R. (1998). *Socio-Cultural and within School Factors that affect the Quality of Implementation of School wide Programmes*. Report No. 28. CRESPAR Accessed on 2/5/2013
- Chabari, E.B. (2010). *Challenges Facing Effective Implementation of Free Secondary Education in Public Secondary Schools in Kangundo District, Kenya*. Unpublished Master's Thesis. Chuka University College.
- Cohn, K.P. & Miller, J.A. (2004).*Educational Challenges and Policies in the New Millenium*.Amsterdam, Netherlands: Kluwer Press.
- Eshiwani C.R.S.(1993). *Education in Kenya since independence*. Nairobi: E.A.E.P Ltd.
- Fagerlind, A. & Saha, L. (1997). *Education and National Development*: New Delhi Reed Educational and Professional Publishing Ltd.
- Franklin, A.P.(2002). *Corporations, Culture and Commitment*. California Management Review.31(4): 9-23.
- GOK (1996) *Educational Management in Kenyan Situation*. Nairobi; Government Printers: Kenya.
- Government of Kenya (2008).*President Kibaki launches Free Day Secondary Education*. Nairobi: Office of the Public Communications
- Government of Kenya (2011) *Economic survey*; Nairobi: Government Printer.
- Hawes, H.(2009). *Curriculum and reality in African Primary Schools*. Birmingham, England Longman Group Ltd.
- ICEF Report (2009). *Education service delivery in Kenya – Roles and Responsibilities of duty Bearers and stakeholders Nairobi*: Government Printers.
- Joyce, B. & Weil, M.(2002). *Models of Teaching*, Prentice Hall, Inc. Englewood Cliffs. New Jersey.

- Kerlinger, F.N.(1983). *Foundation of Behavioural Research*: Delhi: Holt, River Holts and Winston Press.
- Kimanzi, R. (2013). Institutional Factors Influencing Implementation of FDSE in Mwingi West District, Kenya-unpublished project. University of Nairobi.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. Daryagani, New Delhi: New Age International (P) Ltd.
- Kwamboka (2008). *Demographic Analysis in Educational Management*. Abinjan: County House Publishers.
- Lewin K.M. (2009) *Expanded Access to Secondary Schooling in Sub-Saharan Africa: Key Planning and Finance Issue*; CREATE Pathways to access research monograph, No. 8 Brington: University of Sussex.
- Lewin, K.M.(2004). *Mapping the missing link: Planning and Financing Secondary Education Development in Sub-Saharan Africa*. Paper Presented at the School Regional Conference on Secondary Education in Africa; Dakar June 6-9, 2004.
- Lewin, K.M.(2009). *Access to Education in Sub-Saharan Africa; Patterns Problems and Possibilities*. Comparative Education 45(2) 151-174.
- Liang, X. (2001). *China: Challenges of Secondary Education*. Washington, D.C.; The World Bank.
- Lockheed M.E. et al (1991). *Improving Primary Education in Developing Countries* Washington, the World Bank. London: Longman
- Malenya L.F.(2008). *The Free Secondary Education Agenda, Development of Educational Foundations* Kenyatta University, KIE, Kenya.
- Marks, P. & Louis T.O (1997). *Managing the Library's Corporate Culture for Organizational Efficiency, Productivity, and Enhanced Service*. Library Philosophy and Practice. 8(2): 12-19.
- Manda. D.K. Mwabu, G. Kimenyi M.S. (2002). *Human Capital Externalities and Returns to Education in Kenya*; KIPPRA discussion paper No. 13 Kenya Institute for Public Policy Research and Analysis.
- McNeil, J.(2002). *Curriculum. A Comprehensive Introduction Boston*. Little Brown and Company.
- Ministry of Education (2003). *Free Primary Education. Every child in school*. Nairobi: Jomo Kenyatta Foundation, Kenya.

- Ministry of Education (2007). *Ministry of Education Strategic Plan 2001-2011* Nairobi: Government printers.
- Ministry of Education (2007). *Secondary Education Strategies* Nairobi: Government printers.
- Ministry of Education (2008), *Report of the Task Force on Affordable Secondary Education*, Shrand Publishers, Nairobi.
- Ministry of education (2008). *Guidelines for Implementation of Free Secondary Education*. Nairobi: Government Printer.
- Ministry of Education (2008). *National report of Kenya Presented at the International Conference on Education*; Geneva.
- Ministry of Education, Science and Technology MOEST (2005). *Kenya Education Sector Support Programme 2005-2010*. Nairobi: Government printers.
- Mitchell, A., Mendez Lindas S. Adair (1999). *Early Growth Stunting Impacts Children Cognitive Development Later in Life*. Toronto.
- Moon, B. & Mayes, A.S.(1994). *Teaching and Learning in Secondary Schools*, London: Routledge.
- Mugenda O.M. & Mugenda, A.G.(1999) *Research Methods, Qualitative and Quantitative Approaches*. Nairobi. Acts press.(there is a 2003 edition).
- Mugenda, O. & Mugenda, A.(2003). *Research Methods. Qualitative and Quantitative Approaches*; Nairobi: Acts press.
- Nyaga, B.(2005). *Effects of delayed payments on teaching and learning process in public secondary schools in Mbeere District, Kenya*: Unpublished M.Ed Thesis, Nairobi: Kenyatta University.
- Nyaegah, O.J. (2011). *Education and Millennium Development Goal Challenges Facing Management of FPE in Nyamira County-Kenya*. Proceedings of International Conference for EMSK. Held at University of Nairobi: EMSK.
- Obonyo, K. (1987). *The Impact of Teaching Aids in Secondary Schools and Performance in KCSE Examination*. A Case study of selected governments and private schools in Kisumu Municipality. Unpublished M.Ed Thesis, Kenyatta University.
- Odali, E.N. (1984). *A Survey of Current Administrative Problems of Primary School Principals in Hamisi Division of Kakamega District, Western Province, Nairobi*. Kenya: M.Ed. (PTE) Thesis, Kenyatta University.



- Ohba A. (2009) *Does Free Secondary Education Enables The Poor to Gain Access? A study from Rural Kenya*; CREATE Pathways to access: Research Monograph No. 21 Brighton: University of Sussex.
- Oketch, M.O & Rolleston, C.M. (2007), *Policies on Free Primary and Secondary Education in East Africa: A Review of Literature*. CREATE Pathways to Access Research Monograph No. 10. London: Institute of Education.
- Okumbe, A.J. (2001). *Human Resource Management*. Nairobi. Educational Development and Research Bureau.
- Olembo, J.O and Cameron, J. (1986). *Practical Primary School Administration for Students, Teachers and Heads*. USA-Edward Arnold.
- Otieno S.(2007). *Secondary Education wont be Free*, says Ps. East Africa Standard 16<sup>th</sup> October.
- Onsomu, E.N. Muthaka, D, Ngware, M. &Kosimbei, G. (2006). Financing of Secondary Education in Kenya: Costs and Options. KIPPAR Discussion paper 55. Nairobi: Kenya Institute for Public Policy Research and Analysis.
- Onuko, A.J., (2012). *Impact of bursary schemes on retention of students in Public Secondary Schools in Gem District, Kenya*. Unpublished Med Thesis, University of Nairobi, Nairobi.
- Orando, G.P.(2009). *Financing Secondary Education Programme in Kenya*, Retrieved <http://www.clickafrique.com>.24<sup>th</sup> July2009.
- Osei, G.M. (2006). Teachers in Shama: *Issues of Training, Remuneration and Effectiveness*: International Journal of Educational Development. Vol 26.
- Oso& Owen, D. (2001). *A General Guide to Writing Research Proposal and Reports; A Handbook for Beginning Research*. Kisumu: Options Press and Publishers.
- Psacharopoulous G. (1994), “Returns to Investment in Education: A global update” world development 22(9) 1325-1344.
- Psacharopoulous, G. (1988). *Education and Development: A Review*; Washington D.C. World Bank
- Reitzurg, T.T. (2007). *Uganda Free Secondary Education*, times people, Feb 20<sup>th</sup> <http://www.nytimes.com>.2007/02/20
- Republic of Kenya (1999).*Totally Integrated Quality Education and Training (TISSET)*. Report of the Commission of Inquiry into Education System of Kenya: Government printers.

- Republic of Kenya (2005). *Kenya Education Sector Support Programme 2005-2010*. Nairobi. MOEST.
- Republic of Kenya (2007). *Report of the Task Force on Affordable Secondary Education*. Nairobi: Government printers.
- Republic of Kenya (2008). *First medium plan (2008-2012)*. Kenya Vision 2030: Nairobi: Government printers.
- Republic of Kenya (2012). *A Policy Framework for Education; Report of the Task Force on the Realignment of the Education Sector to the Constitution of Kenya 2010 and Vision 2030*: Nairobi; Government printers.
- Republic of Kenya (2012). *Sessional Paper No. 14 of 2012 on a Policy Framework for Education, Training and Research*. Nairobi: Government Printer.
- Republic of Kenya, (2005) *Sessional Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research*. Nairobi: Government printers.
- Rwanda; *Ministry of Education* (2008). Fee-Free Education (<http://www.mineduc.gov-rw/spip.php?article21>). Accessed on 20<sup>th</sup> December, 2013.
- Sakamoto, A. and Powers P.A. (1995). *Education and the Dual Labour Market for Japanese Men*. American Sociological Review, 60, 2P. 222-246
- Schultz T.W.(1971). *Investment in Human Capital*; New York: the free press.
- Smyth, R. (2004). *Exploring the Usefulness of a Conceptual Framework as a Research Tool*. A Researcher's Reflection on Issues of Educational Research.
- UN (2011) *Millennium Development Goals Report*: United Nations, New York, and U.S.A
- UNESCO, (2008). *The Dakar Framework for Action*”, UNESCO Report, Available at <http://unesdoc.unesco.org/images/0012147e>( Retrieved on 10<sup>th</sup> November, 2010).
- UNESCO (2005). *Monitoring report. Education for all. Will we make it?* New York. Oxford University Press.
- UNESCO (2007). *Global monitoring report. The role of organization and social context of school*. <http://portal.org.education>.
- UNESCO(2008). *Global EFA Monitoring Report: Education for all by 2015 will we make it?* Paris: UNESCO.

UNESCO(2010) *National Education Support Strategy (UNESS)* for the Republic of Kenya 2010- 2011. Publishing Service Sector UNON, Nairobi, Kenya.

UNICEF Report (2010). *The State of the worlds Children: Excluded and invisible*, New York UNICEF.

UNICEF (2012). Basic Education and Gender Equality:  
<http://www.unicef.org/index.plip>.Retrieved2ndAugust2012

Veespoor, A.(2008). *At the Crossroads; Choices for Secondary Education in Sub-Saharan Africa*; Washington, D.C. World Bank.

Wambugu, P,(2010). *Factors influencing implementation of Free Secondary Education in Day Secondary Schools in Kieni West District, Kenya Unpublished Project*. University of Nairobi.

World Bank (2005).*Achieving UPE by 2015.A chance for every child*. Washington D.C. International Bank for Reconstruction and World Bank Publication.

World Bank (2007).*Recruiting, Retaining, and Retraining Secondary School Teacher and Principal in Sub-Saharan Africa* Working Paper No. 99. Washington, D.C: World Bank.

World Bank, (2008) *Governance, Management and Accountability in Secondary Education in Sub-Saharan Africa*. Washington, D.C. World Bank.

**APPENDICES****APPENDIX I: LETTER OF INTRODUCTION**

**PERIS CHEMWENO  
UNIVERSITY OF ELDORET  
SCHOOL OF EDUCATION  
P.O BOX 1125  
ELDORET**

**THE PRINCIPAL**

**RE: REQUEST FOR PARTICIPATION IN RESEARCH**

I am a post graduate student of the University of Eldoret, school of education carrying out a research on school community support and implementation of Free Day Secondary Education in Trans-Nzoia East Sub-County.

I kindly inform you that your school has been selected to participate in the study. The researcher wishes to administer questionnaires, and the research findings will be used for the study. Individual respondent to these questionnaires will not be identified in any way.

Thank you for your cooperation.

Yours faithfully

Peris Chemweno

## **APPENDIX II: PRINCIPALS QUESTIONNAIRE**

You are kindly asked to respond to the questions underneath honestly. Please fill in the blank space or tick (√) the appropriate response from among the ones given. The questionnaire is meant for educational purpose only. Any information given will be treated with a lot of confidentiality. Please do not write your name.

### **SECTION A**

#### **Background Information**

1. Indicate your age bracket:

Below 30 years ( )    31-41 year ( )    36-40 years ( )    41-45 years ( )  
Above 46 years ( )

2. What is your gender? Male ( ) Female ( )

3. What is your professional qualifications?

Diploma ( ) B.ed ( ) M.ed ( ) PhD ( )

Others (

specify)\_\_\_\_\_

4. What is your overall teaching experience?

0-4 years ( )    5-9 years ( )    10 and above ( )

5. What is your experience in management position?

0-4 years ( )    5-9 years ( )    10 and above ( )

### **SECTION B**

#### **Information about financial management skills**

6. Please indicate the source of finance to your school

i. MOEST ( )

ii. NGOs ( )

iii. CDF ( )

iv. Parents ( )

v. County Government ( )

7. Have you attended any in-service course in financial management?

Yes ( )

No ( )

8. If your response is Yes in 8 above please give more information on nature of training and the trainers \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In question 9-14 please rate by ticking (√) on the column box the supervisory role of school principals in the following areas:

- 1) Most serious challenge                      2) Serious challenge  
 3) Moderately serious challenge            4) Least serious challenge  
 5) Not serious challenge

No	Statement	1	2	3	4	5
9	Adequacy of securing funds from the government					
10	Procurement procedures in the school					
11	Competency in making school budget					
12	Proper book keeping in the institution					
13	Payment of fees by students					
14	Effective management of income generating activities in the school					

15. Please indicate the extent to which the most serious and serious challenges as mentioned above are managed

\_\_\_\_\_

\_\_\_\_\_

**SECTION C****Information about County Government support of needy students**

16. Are there needy students in your school? Yes ( ) No ( )

17. If your answer is yes, how many students per class do you think require financial assistance?

Form I ( )

Form II ( )

Form III ( )

Form IV ( )

Please rate the availability of County bursaries to needy students as follows

**Key**

Strongly Agree (SA) Agree (A) Undecided (UN) Disagree (DA) Strongly Disagree (SD)

Statement	SA	A	UN	DA	SD
18. Majority of students in this school have no fee problem					
19. County bursaries are readily available to needy students					
20. County government support to needy students has improved					
21. Student absenteeism from school has reduced due to availability of bursaries					
22. County bursaries availability has improved teaching and learning in the school					
23. Availability of county bursaries has improved student participation in sports					

24. Please indicate how the school helps needy students to acquire financial assistance

---



---

**SECTION D****Information about parental support to school feeding programme**

25. Who is funding the school feeding programme?\_\_\_\_\_

26. Do the school policies support the implementation of school feeding programme?

Yes ( )

No ( )

27. Is there any agreement between the school and the parents concerning the feeding programme requirements?

Yes ( )

No ( )

If yes, what agreements are in place?\_\_\_\_\_

28. Are there policies in place governing school feeding programme in your school

Yes ( )

No ( )

Please rate by ticking ( ✓ ) on the column on the five point scale as follows

**Key**

Strongly Agree (SA) Agree (A) Undecided (UN) Disagree (DA) Strongly Disagree (SD)

Statement	SA	A	UN	DA	SD
29 Parents fully support SFP through prompt financial funding					
30 SFP policy allows parents to supply required cereals to support the programme					
31 Are there special cases that require your attention as far as school policies SFP is concerned?					
32 The policy is fully implemented in the school					
33 SFP has improved student participation in learning					



34. What challenges are experienced in implementing School Feeding Programme?

---



---



---

### **SECTION E**

#### **Challenges facing implementation of FDSE in the Sub-county**

35. What is the total number of students in your school? \_\_\_\_\_

36. Please indicate the total number of students per form and the grand total

Form	Student enrolment
Form I	
Form II	
Form III	
Form IV	

37. In your own opinion is your school over enrolled or under enrolled? \_\_\_\_\_

---

38. How would you rate the teacher shortage in your school?

Most serious challenge ( ) Serious challenge ( ) Not a serious challenge ( )

39. Do you receive the government grants on FDSE in time?

Yes ( )

No ( )

40. If your response is no how do you address financial related challenges

---



---

41. Please comment on the adequacy of teaching and learning materials in your school

---

---

42. Give your views on the availability of physical infrastructure in your school after the introduction of FDSE \_\_\_\_\_

---

### **APPENDIX III: TEACHERS QUESTIONNAIRE**

The questions indicated are designed to seek general information about yourself and the school. Please indicate the correct answer by putting a tick (  ) or writing in the spaces provided. Do not write your name.

#### **SECTION A**

##### **Background information**

1. Indicate your age bracket:  
 Below 30 years (  )    31-41 year (  )    36-40 years (  )    41-45 years (  )  
 Above 46 years (  )
2. What is your gender? Male (  ) Female (  )
3. What is your professional qualifications?  
 Diploma (  ) B.ed (  ) M.ed (  ) PhD (  )  
 Others ( specify)\_\_\_\_\_
4. What is your overall teaching experience?  
 0-4 years (  )    5-9 years (  ) 10 and above (  )
5. What is your managerial position in your school (years)\_\_\_\_\_
   
 Subject head (  )    HOD (  ) Senior HOD (  )    None (  )

#### **SECTION B**

##### **The questionnaire seeks information about financial management in schools**

6. Have you attended any in-service course on financial management?  
 Yes (  )  
 No (  )  
 If Yes, who were the trainers?\_\_\_\_\_
7. Please indicate the source of finances in your school
  - i)      MOEST                      (  )
  - ii)     NGOS                        (  )

iii) CDF ( )

iv) Parents ( )

v) County Government ( )

8. Please rate the following by ticking ( ) to indicate your financial role in your school

i) Collection of exam fee ( )

ii) Receive school fees ( )

iii) Collect money for field trips and tours ( )

iv) Others (specify) ( )

In question 9-14 please rate by ticking (√) in the column box the supervisory role of the school principals in the following areas

Key

Good (1) Fair (2) Excellent (3) No idea (4)

Statement	1	2	3	4
9. Preparation and planning of budgets				
10. Implementation of budgets				
11. Monitoring of budgets				
12. Evaluation of budgets				
13. Proper bookkeeping				
14. Fees payment				

15. In your own opinion give more information about financial management skills

---



---



---

**SECTION C**

**The questions seeks information about how the County Government supports needy students**

16. Are there needy students in your school?

Yes ( )

No ( )

17. How many students per class do you think they require financial assistance

Form I ( )

Form II ( )

Form III ( )

Form IV ( )

18. Which is the most common source of finances in your school?

i) Parents ( )

ii) MOEST ( )

iii) C.D.F ( )

iv) County Government ( )

19. County bursaries to needy students

Please rate by ticking on the column box any of the following:

1. Bursaries not available
2. Bursaries adequate
3. Bursaries inadequate
4. Bursary very adequate

Bursaries	1	2	3	4
County bursary				
Ministry of Education				
C.D.F bursary				

In your own opinion is the allocation of county bursaries to needy students free and fair?

Please give more information

---



---

**SECTION D****Information about parental support to school feeding programme**

20. Do your school provide meals to students?  
 Yes ( )  
 No ( )  
 How many times in a day? \_\_\_\_\_
21. Who is funding the school feeding programme? \_\_\_\_\_
22. Are there policies in place in your school that govern school feeding programme?  
 Yes ( )  
 No ( )
23. Do the school policies support the implementation of school feeding programme?  
 Yes ( )  
 No ( )
24. Is there any agreement with the parents on the feeding programme requirements?  
 Yes ( )  
 No ( )

Please rate by ticking on the five point scale as follows:

**Key**

Strongly Agree (SA) Agree (A) Undecided (UN) Disagree (DA) Strongly Disagree (SD)

Statement	SA	A	UN	DA	SD
25. Parents fully support SFP through prompt financial funding					
26. SFP policy allows parents to supply required cereals to support the programme					
27. The policy is fully implemented in the school					
28. All students take meals provided by the school					
29. Are there challenges in implementing SFP					
30. SFP has improved student participation in learning					

31. In your own opinion give more information about school feeding programme in your school

---



---

**SECTION E****Challenges facing implementation of Free Secondary Education**

32. What is the total number of students in your school?\_\_\_\_\_

33. Please indicate the total numbers of students per form and grand total

Form	Student enrolled
I	
II	
III	
IV	
Grand total	

34. Indicate the category of your school in terms of student population

Below 150 ( )

151-200 ( )

201-300 ( )

Above 300 ( )

35. How would you rate teacher-shortage in your school?

i) Most serious challenge ( )

ii) Serious challenge ( )

iii) Not a challenge ( )

36. How do your school cope with teacher shortages

\_\_\_\_\_

37. Is the government allocation of FDSE funds proportional to the total number of students in your school?

Yes ( )

No ( )

38. How do the school cope with inadequate funding from the government?

\_\_\_\_\_

39. Please comment on adequacy of instructional materials and physical infrastructure in your school\_\_\_\_\_

**APPENDIX IV: STUDENT QUESTIONNAIRE**

Please respond to the items in this questionnaire honestly and accurately as much as possible. The information you give will be treated with a lot of confidentiality. Please tick (  ) the most appropriate to you or fill in the blank spaces.

**SECTION A****Background Information**

1. What is your age bracket?  
12-15 years      (    )  
16-20 years      (    )  
Above 20 years    (    )
2. What is your gender  
Male (    )      Female (    )
3. How many students are there in your class?  
Less than 30 (    )  
30-40            (    )  
Over 40          (    )
4. a) Do you pay any fees or money  
Yes (    )  
No (    )
5. If Yes specify what money  
for \_\_\_\_\_

**SECTION B**

**The questions are designed to seek information about financial management in schools.**

6. Who pays for your school fees? Parent (    ) Guardian (    )
7. Are there times you are sent home to collect school fees  
Yes (    )  
No (    )



8. Which one is the leading cause of absenteeism in your school?

Sickness ( ) Lack of school fees ( ) Sports ( )

Others

(specify)\_\_\_\_\_

9. Are you given receipts after payments?

Yes ( )

No ( )

10. How do you cope with school fees problems?\_\_\_\_\_

### **SECTION C**

**The questions are designed to seek information about County Government support of needy students. Please indicate the correct answer by putting a tick (  $\sqrt{\quad}$  ) in the appropriate answer.**

11. Are there needy students in your class?

Yes ( )

No ( )

12. How many students in your class that require financial support?\_\_\_\_\_

13. Have you received any financial support from the County Government?

Yes ( )

No ( )

If yes, how much did you receive?

2000 ( )

3000 ( )

5000 ( )

More than 5000 ( )

14. Are the bursary forms available?

Yes ( )

No ( )

15. After filling and returning the forms, how long thus the forms take for the money to be released?

3 months ( )

5 months ( )

6 months ( )

16. Please indicate whether the county bursary allocation is free and fair \_\_\_\_\_  
\_\_\_\_\_

### **SECTION D**

**The questions seek information about parental support in school feeding programme**

17. a) Do you get meals in your school?

Yes ( )

No ( )

b) How many times in a day?

2 times ( )

3 times ( )

18. Who pays for the feeding programme? \_\_\_\_\_

19. Do all the students eat common meals in your school?

Yes ( )

No ( )

If your response is no, please give more information  
\_\_\_\_\_

20. Do the school rules and regulations promote the school feeding programme?

Yes ( )

No ( )

If yes, please state the rule that promotes school feeding programme \_\_\_\_\_

21. In your own opinion, is the feeding programme of any importance to the students?

Yes ( )

No ( )

If yes, please indicate some of the importance of the programme\_\_\_\_\_

### **SECTION E**

**The questions seek information on challenges facing implementation of FDSE in the Sub-county**

22. How many students are there in your class?\_\_\_\_\_

23. Please indicate the total number of students by gender in your school

Boys ( )

Girls ( )

24. Are there enough teachers in your school?

Yes ( )

No ( )

If the answer is no, how do the school administration cope with teachers shortages ?\_\_\_\_\_

25. Adequacy of resources

a) Instructional materials

Please rate by ticking on the column box any of the following

1. Most serious challenge
2. Serious challenge
3. Moderately serious challenge
4. Least serious challenge
5. Not serious challenge

Resources	1	2	3	4	5
i. Sufficient class books					
ii. Adequate audio aids					
iii. Sufficient student reference books					
iv. Adequate computers					
v. Availability of charts and maps					
vi. Availability of laboratory chemicals					

26. Which physical facilities have been put in place since 2008?\_\_\_\_\_

Please indicate the source of funds for the construction\_\_\_\_\_

**APPENDIX V: SUB-COUNTY DIRECTOR OF EDUCATION INTERVIEW  
SCHEDULE**

1. How long have you served as a Sub-county director of Education in Trans-Nzoia East Sub-county? \_\_\_\_\_
2. How would you explain the level of financial management of principals in the sub-county? \_\_\_\_\_
3. Please explain how the County Government finances education in the Sub-country?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What are the importance of school feeding program? \_\_\_\_\_
5. What is your opinion/views on school feeding programme? \_\_\_\_\_
6. What are some of the challenges faced in the implementation of Free Day Secondary Education in the Sub-county \_\_\_\_\_
7. What are your views on adequacy of teaching/learning resources in day schools in the Sub-county? \_\_\_\_\_
8. How would you explain the availability of physical facilities in the Sub-county after introduction of Free Day Secondary Education? Are they adequate? \_\_\_\_\_
9. What proposal would you make to improve the implementation of Free Day Secondary Education in the Sub-County? \_\_\_\_\_

## APPENDIX VI: RESEARCH PERMIT



P.O. Box 1125-30100,  
ELDORET, Kenya  
Tel: 053-2063111 Ext. 242  
Fax No. 20-2141257

**Our Ref: UOE/SOE/EF&M/16**

**12<sup>TH</sup> January, 2016**

The Executive Secretary,  
National Council for Science and Technology,  
P.O. BOX 30623-00100,  
**NAIROBI.**

Dear Sir/Madam,

**RE: RESEARCH PERMIT FOR: PERIS CHEMWENO REG NO:  
EDU/PGA/1001/13**

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 her data collection for her Proposal entitled: ***“School – Community Support and the Implementation of Free Day Secondary Education in Trans-nzoia East Sub-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. ALICE LIMO**  
**HEAD, FOUNDATIONS OF EDUCATION AND EDUCATIONAL MANAGEMENT**

**Copy to:** Permanent Secretary,  
Ministry of Higher Education, Science & Technology,  
P.O. Box 9583-00200,  
**NAIROBI.**



## APPENDIX VIII: LETTER OF AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/37760/9434**

Date  
**30<sup>th</sup> March, 2016**

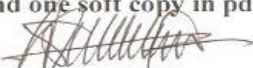
Chemweno Peris  
University of Eldoret  
P.O. Box 1125-30100  
**ELDORET.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*School-community support and the implementation of free day secondary education in Trans-Nzoia East Sub-County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for a period ending **24<sup>th</sup> March, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Trans Nzoia County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Trans Nzoia County.

The County Director of Education  
Trans Nzoia County.

**APPENDIX IX: RESEARCH AUTHORIZATION**

**MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY  
State Department of Education**

Telegrams: .....  
Telephone: Kitale 054-31653 – 30200  
Fax: 054-31109  
Email: [transnzoiacde@gmail.com](mailto:transnzoiacde@gmail.com)  
When replying please quote:



County Director of Education,  
Trans Nzoia,  
P.O. Box 2024 – 30200  
**KITALE.**

Ref. No. TNZ/CNT/CDE/R.GEN/1/VOL.I/162

Date: 18<sup>TH</sup> April, 2016

**TO WHOM IT MAY CONCERN**

**RE: RESEARCH AUTHORIZATION – CHEMWENO PERIS**

The above named has authority to carry out research on “School community support and the implementation of free day secondary education in Trans –Nzoia East Sub – County, Kenya.” for a period ending 24<sup>th</sup> March, 2017 in Trans-Nzoia County.

This is therefore to authorize the person to collect data and/or carry out activities related to this particular exercise in Trans-Nzoia County. Whoever may be concerned is requested to co-operate and assist accordingly.

Thank you.

For:  
COUNTY DIRECTOR OF EDUCATION  
TRANS-NZOIA  
P. O. Box 2024-30200, KITALE  
Tel: 020-2040448

*J. K. WAMOCHO*

**J. K. WAMOCHO  
COUNTY DIRECTOR OF EDUCATION  
TRANS-NZOIA**