

**FACTORS INFLUENCING IMPLEMENTATION OF
FREE SECONDARY EDUCATION. A CASE OF
LUGARI DISTRICT**

**BY
EVERLYNE NANGILA WEKUKU**

University of NAIROBI Library



0478861 8

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

**A Research Project Report Submitted In Partial Fulfillment of the Requirement of
the Award of Master of Arts Degree in Project Planning and Management of the
University of Nairobi
2010**

AFR

LB

1565

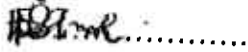
• K4W4

C.2

DECLARATION

This research Project report is my original work and has not been presented for a degree in any other university or institution.

Signature

.....

Date

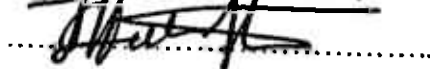
20/08/2010
.....

Everlyne Nangila Wekuke

L50/71186/2007

This research report has been submitted with our approval as university supervisors.

Signature

.....

Date

03-09-2010
.....

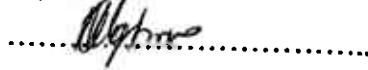
Dr. Stephen W. Luketero

Lecturer

School of Mathematics

University of Nairobi.

Signature

.....

Date

20/08/2010
.....

Mr. John Mbugua

Lecturer

Department of extra – mural centre

University of Nairobi.

DEDICATION

I dedicate this work to all my family who supported me throughout the study; my beloved husband Patrick, sons Sydney, daughter Sybil and my dear relatives for their encouragement and prayer.

ACKNOWLEDGEMENT

My sincere acknowledgement goes to first and foremost Dr. Luketero and Mr. mbugua who were my supervisors for their constant support and guidance throughout the research. My appreciation goes to the entire teaching and non-teaching staff and classmates in 2009 Masters in project planning and management class university of Nairobi, Kakamega Centre. My sincere appreciation also goes to all my friends. Above all I give glory to God for his favour in my life.

TABLE OF CONTENTS

	PAGE
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENT.....	v
ABBREVIATIONS AND ACRONYMS.....	ix
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
ABSTRACT.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background of study.....	1
1.2 Statement of problem.....	5
1.3 Purpose of the study.....	6
1.4 Objectives.....	6
1.5 Research questions.....	6
1.6 Significance of study.....	7
1.7 Limitations of study.....	7
1.8 Assumption of study.....	8
1.9 Delimitations of study.....	8
1.10 Definition of significant terms.....	8
1.11 Organization of the study.....	9

CHAPTER TWO

LITERATURE REVIEW	10
2.1 Introduction.....	11
2.2 Preparedness of the school administration.....	10
2.3 Role of parents in implementing FSE.....	12
2.4 Role of education officers.....	14
2.5 Availability of facilities.....	14
2.6 Conceptual framework.....	16
2.7 Operationalization of conceptual framework.....	16

CHAPTER THREE

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

RESEARCH METHODOLOGY	17
3.1 Introduction.....	17
3.2 Research design.....	17
3.3 Target population.....	17
3.4 Sample size.....	18
3.5 Sampling procedure.....	19
3.6 Methods of data collection.....	19
3.7 Validity and reliability.....	20
3.8 Validity of instruments.....	20
3.9 Reliability of instruments.....	20
3.10 Data collection procedure.....	21
3.11 Data analysis techniques.....	21

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION.....	23
4.1 Introduction.....	23
4.2 Questionnaire return rate.....	23
4.2.0 Demographic Information.....	23
4.2.1 Respondents level of education.....	24
4.3 School preparedness.....	24
4.3.1 Public awareness challenge.....	25
4.3.2 Management challenge.....	28
4.3.3 Government policies challenge.....	31
4.4.4 Government support challenge.....	32

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	35
5.2 Summary of study.....	35
5.2.1 Management challenge.....	36
5.2.2 Public awareness challenge.....	36
5.2.3 Government policies challenge.....	36
5.3 Conclusion.....	37
5.4 Recommendations.....	37
5.5 Suggestions for further research.....	38
REFERENCES.....	37

APPENDICES

APPENDIX 1: Letter of introduction.....	42
APPENDIX 2: Questionnaires for principals.....	43
APPENDIX 3: Questionnaires for parents.....	49
INTERVIEW SCHEDULE	53

ABBREVIATIONS AND ACRONYMS

USE	- Universal Secondary Education.
PSE	- Free Secondary Education
STR	- Student Teacher Ratio
MOE	- Ministry of Education
UNICEF	- United Nations International Child Education Fund
BOG	- Board of Governors
KCPE	- Kenya Certificate of Primary Education
EFA	- Education for All
FUE	- Free Universal Education
MDG	- Millennium Development Goals
KIPPRA	- Kenya Institute for Public Policy Research Analysis
FPE	- Free Primary Education
TSC	- Teachers Service Commission
KESSEP	- Kenya Education Support programme
GER	- Gross Enrolment Ratio
TLM	- Teaching Learning Material
DEO	- District Education Officer
DC	- District Commissioner
TIQET	- Total Integrated Quality Schools on Kenya
TQM	- Total Quality Management.
ASAL	- Arid and Semi-arid Land

LIST OF TABLES

- Table 1** Role of parents in implementation of FSE and respondents agreement rate
- Table 2** Suggested solutions to challenges facing the implementation of FSE.

LIST OF FIGURES

FIGURE 1 Conceptual Framework: factors that influence the implementation of FSE.

ABSTRACT

This study set out to investigate the challenges facing the implementation of Free Secondary Education in Lugari District and to examine the preparedness of the school administration, roles of parents, and suggested solutions to challenges facing the implementation of free secondary education in Lugari district. Different studies have been done in different parts. Since the inception of Free secondary education, there was increase in enrolment of students and parents enrolled their children thinking education was totally free. The objectives of the study were to determine the preparedness of the secondary school administration in preparation of free secondary education; the role of parents in implementation of free secondary education. Survey design was used for this study as it gathered information the way they were in the field. The study established that there were various challenges that faced of FSE. The government did not do enough public awareness, the management of the schools challenges and government policies challenge and government support challenge. The study concluded that there is need for the government to carry-out public awareness before implementation of any education programme and it should involve all the stakeholders. Based on the findings, that there was no piloting before implementation of free secondary education hence to minimize the challenges there is need to involve all stakeholders of any programme. There is need for further research to be done on the sustainability of the programme.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In 1990, the world conference on Education for All was held in Jomtein Thailand. It helped to spur a renewed interest in basic education. The rush for mass schooling became the primary focus for governments, educationists and donors around the world. The EFA declaration that grew out of trees conference served as a culmination of a century along movement to transform existing national educational systems into the most comprehensive mass systems of schooling ever, bankers and Wisman (2007).

The Amman mid – Decade review of Education for all in 1996 refrained commitment of the Jonteim resolutions but pinpointed that the provision of basic education, especially for girls was logging behind in many developing countries, particularly in Africa.

In 2000, the international community met again in Dakar, Senegal and refined their commitment to renewed achievement with regard to universal primary education in Africa. The elimination of gender disparities was given special attention. Six key educational goals were agreed upon. Among the goals is to improve the quality of the education, thus making it relevant to the needs of the individual, the community and the nation, UNESCO (2007).

In 2003 Kenya followed its neighbours Ethiopia, Tanzania, Uganda and Malawi in introducing free and compulsory primary education for all: UNICEF figures show that by 2006, the number and children and enrolled in Kenya's primary schools had doubled, and that almost 50% of girls and boys had been enrolled. Due to the success of the free

primary education the government thought of introducing free secondary education without looking into proper policy frameworks. This was largely due to high number of successful primary pupils who lacked fees.

At the world education forum in Dakar Senegal in April 2000, Kenya was among 180 countries that committed themselves in providing quality education for all by 2015. In 2005 the Ugandan government announced that it was to embark on provision of free universal secondary education (USE) for its citizens .It promised a one year feasibility study with a view of introducing the scheme .However, in 2007 with hope and excitement for the most recent primary school leavers Uganda took the huge leap of starting the (USE) for schools in February.

In Kenya, free secondary education was implemented in January 2008. It cashed out Kshs. 4.3 billion subsidy for public secondary schools to cater for tuition fees. According to the report by Kenya institute for Public Policy Research and Analysis (KIPPRA) Free secondary education in Kenya, cost financing sources and implications – provision of Free Secondary Education would increase the country's stock of human capital, while at the same time increase the social benefit of education.

Free Secondary Education programme was funded through the Kenya Education Support Programme (KESSP) which was the single largest investment programme ever undertaken by the government in the education sector. This reflected the Government commitment to the attainment of Education for all, in millennium Development Goals (MDGs).The programme (Kenya Education Support Programme) was being implemented through the management unit designed around specific outputs (ministry of education strategic plan 2006-2011). Under KESSP, the government had outlined strategies to

enhance environment and quality in Secondary school education. However, educational investment in that sub-sector was required to address key challenges relating to the high cost of schooling, which accounted for 30% of those unable to access education at this level.

The major objective of FSE was to expand access, equality and quality of education according to the MOE strategic plan 2006-2011. This objective could be attained through different strategies among them reducing chief burden of the cost of secondary school education on parents, increase funding for secondary sub-sector and mobilize addition non-budgetary resource in support of secondary education. Hence the decision to have tuition fees waived for all secondary schools was a bold step in offering free secondary education from January 2008.

The strategic plan was developed within the context of a globally competitive quality education system which was responsive to the educational needs of Kenyans and the labour requirements of the economy. The values include, participation and relevance in line with the session paper NO.1 of 2005, the governments first priority was to increase access to educational opportunities at all levels. The plan was also a response to pressure for provision of education that was relevant to the needs of domestic economy, and equip Kenyans with skills necessary for competing in the global market.

The first plan was to expand access to educational opportunities at all levels particularly basic education. The second was to improve the quality of education and third was to improve the institutional framework and capabilities for effective delivery and management of educational services.

Accessibility to quality, relevancy and affordability had remained elusive to many Kenyans .Among the hindrances were high levels of poverty, cultural beliefs where by

some communities still believe that education is not very important or a girl child is not supposed to go to school for example in North Eastern part of Kenya few girls are enrolled in schools.

In Kenya, since the implementation of FSE in 2008, there had been growth in number of schools and enrolment of students .The increase in the supply of secondary places had been insufficient to improve participation rate. A regional disparity was also evident for instance, North Eastern Province recorded a lower GER (Gross Enrolment Rate) 46%while central province recorded 44.9% in 2008.That was only about 50% out of 100% in central province. This represented a real challenge in trying to allocate regional disparity and making quality secondary school affordable in all parts of Kenya.

Since 2008 after the introduction of Free Secondary Education, by now the coalition Government, had made it compulsory for all school going children to be enrolled in secondary public schools .The programme won the heart of leading institution, the private sector, UNICEF and bilateral donors.

Although the country experienced problems due to massive enrollment, the disbursement of funds to individual schools based on the numbers of students had helped to correct the situation .The schools were not prepared for the implementation of FSE programme as there were inadequate teachers, shortage of classrooms, and inadequate of learning materials.

Completion totals in secondary schools were relatively high indications of high internal efficiency and low drop out and repetition rates within the cycle. Therefore completion was assured if students, managed to enter form one consequently the major challenge in making the secondary education accessible and affordable was to address the

factors hindering students entry into secondary education and ensured that they took up their places in form one.

Since the inception of Free Secondary Education, for purpose of accountability and efficient running of the programme it was mandatory for all schools to operate tuition account, operation and boarding accounts.

In addition to the above mentioned accounts, there are procedures that are required to operate the accounts. For instance, each account has a separate cash book. All schools acknowledge the receipt of funds by a letter to the ministry of education; Schools have freedom to operate a fourth account that caters for development fund; and finally no virement from the function vote head was allowed.

Since the inception of Free Secondary programme, there has not been an evaluation by the government to find out the efficiency and effectiveness of the programme. Evaluation was consumed with the seal for the values which help education personnel national decisions on the programme effectiveness. This study will make it easier for those who make decisions understand the relative worth of FSE programme and course of action.

1.2 Statement of the problem.

At the inception of free secondary education, there was rush by parents both rich and poor to acquire admission for their sons and daughters. Little or no public sensitization had been done by the government to inform parents that not all was free. Soon parents will be informed of payment of fees to gather for support of tuition. This caused uproar and resistance by parents and therefore made impossible to successful implementation. This study therefore seeks to investigate challenges that facing implementation of free secondary education in Lugari district.

1.3 The purpose of the study.

The purpose of this study was to investigate the challenges facing the implementation of free secondary education in Lugari district.

1.4 Objectives of the study.

The present study was guided by the following objectives:-

1. To examine public awareness, challenge and implementation of free secondary education in Lugari District.
2. To examine management challenge and implementation of free secondary education in Lugari District.
3. To examine government support challenge and implementation of free secondary education in Lugari Education.

1.5 Research questions

- 1) How was the public sensitized of the implementation of free secondary education in Lugari District?
- 2) What preparation did the management of the school put in place of implementation of free education in Lugari District?
- 3) What was government support of implementation of free secondary education in Lugari District?

1.6 Significance of the study

This study was meant to create awareness to the stakeholders especially the policy makers on the picture on the ground of challenges facing the implementation of Free Secondary Education. This awareness is hoped to enable them to put safety measures for successful provision of Free Secondary Education. For the government which is the

1.9 Delimitations of the study

This study was confined in public secondary schools in Lugari district, western Kenya. Hence the study was at the district level. The study was concerned with investigation of challenges facing implementation of the FSE programme. Lugari District has 40 public secondary schools and 473 teachers; 304 male and 169 female. The categories of schools included; boarding girls', boarding boys', mixed boys' and girls' day and boarding and mixed boys' and girls' day schools. The study included head teachers, D.E.O and parents

Field survey was to be conducted 40 public schools .Lugari District was made up of three zones namely; the upper ,the centrals and the lower zone. It was bordered by the following districts; Bungoma north, Nandi, Kakamega north, Uasin Gishu, Trans Nzoia and Bungoma East. The researcher chose on Lugari District because it was more accessible as it was the researcher's place of work and stay. Singleton (1993) argues that the ideal setting for the study should be accessible to the researcher.

1.9Definitions of significant terms used in the study

Investigation: Examinations of the implementation of free secondary education in Lugari

Implementation: The process of trying to ensure that what has been put in place for the FSE takes root

Free secondary education (FSE): Refers to a situation where education learning environment is offered freely to people in Lugari District

Challenges: The difficulties that face implementation of FSE programme in Lugari District

Head teacher: This includes the heads of the schools and their deputies.

Parents: These are the people who pay fees in public schools for the students.

1.10 Organization of the Study

Chapter one dealt with the background information of the study, statement of the problem, purpose of the study, objectives if the study, limitations of the study, assumption and definition of significant of significant terms. Chapter two will deal with empirical review of literature under the following subheadings: Introduction, Financing of Free Secondary Education, Accessibility to education, Challenges of Providing Education, Past studies done in the area, Educational Reports and Conceptual Framework.

Chapter three will focus on the research design, sampling procedures, data collection methods, the research instrument used and data analysis methods. Chapter four will deal with data analysis, presentation and interpretation while chapter five gives the summary conclusions and the recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed literature review associated with challenges of implementation of free secondary education. It is all to bring out the challenges for instance the public awareness challenges, the school management challenges, the government policies challenges

2.2. Preparedness of school administration and implementation of Free Secondary Education.

The preparedness of heads in the management of the schools who are majorly the school principals/head teachers who serve as the executive officers to the school.

The education Act, 1968 defines a manager as any person or body of persons responsible for the management and conduct of a school, and includes a board. Secondary schools are managed by the Board of Governors and the Parents, Teachers Association. The teachers service commission delegates its powers relating to living, control and discipline of learners to Boards of Governors Inter alia. It is presumed that members of the Boards of Governors and teachers are knowledgeable in law, Human Resource Management, supply chain management, accounting and project management hence a problem lies here in management in public schools.

Poor management and internal inefficiency in schools has been cited as impacting negatively on free secondary education in schools, poor prioritization of funds and projects in terms of budget allocations and misappropriation of funds have been reported

can provide to their children. They provide their children with the basic needs like food, uniforms and facilitating their transport to and from the school.

Parents enroll their children in school to benefit from free secondary education, since the government could not go to individual homes to identify those children who were supposed to have gone to school.

Parents have a responsibility of paying school fees as they enroll them in schools, as stipulated by the government, as they are the major stakeholders in implementation of free secondary education.

A survey carried out by NGO council (2008) and MOE (2008) noted that despite the provision of free secondary education, there was high level of direct household contribution to secondary education averaging between 72% - 100% by 1978. thus is a very high level of contribution and thus it is an indicator for successful FSE, parents in particular must be involved. According to Itans (1996) he sees parents as the main educators of their children. There is need for a two way communication between the school and parents which was to be encouraged in order to derive maximum support and understanding in the implementation of Free Secondary Education.

According to the experiences of Hemlyn Foundation (1996), he observes that in situation where parents do not take an initiative as first hand teachers and disciplinarians, children become rebellious to school rules and give hard time to teachers in dealing with them, hence there is need for parents to be involved in Free Secondary Education as enrollment went up.

2.4 Role of education officers in implementation of Free Secondary Education

There is need to build capacity of education managers and inspectorate staff to continuously manage and supervise the programme for timely intervention, Gihura (2009).

They ensure the government policies and programmes are implemented. They monitor and evaluate specific measurable outcomes or competence based on set objectives UNESCO (2007). The need of assessment is due to the quantitative growth of FSE that could easily compromise quality.

2.5 Availability of facilities and implementation of Free Secondary Education.

Availability of physical facilities is a challenge at implementation of free secondary education:

According to the MOEST (1994), physical facilities are listed as; classrooms, teachers' houses in boarding schools, desks, pit latrines among others. The republic of Kenya master plan on education and training (dept. 1998) brings out the importance of having physical facilities as a prerequisite of quality education. It is there imperative that physical facilities, ought to be available to enable provision of quality education.

The influx of the students which includes those who had dropped out of secondary school due to lack of school fees and those of private schools. The sharp increase of students overstretched facilities such as classrooms, laboratories and sanitation facilities.

According to Musinguzi (2003) the quality of education depends on the student to teacher ratio. As a result of Free Secondary Education, teacher, complain of increased pupil teacher ratio. Many secondary schools are understaffed. This has been contributed

to government's inability to hire more teachers due to world banks – IMF's ceiling to hiring of more teachers. The impact of this to the student teacher ratio (STR) in public secondary schools has been teachers unable to handle the large number of students under them. Tordley (2009) cites cases of student teacher ratio 60 to 1 with some schools having shortage of 5 teachers. It further quotes KNUT secretary (2008) reporting a shortage of 60,000 teachers with the government only replacing 7,500 who went out of service through natural attrition.

There are overcrowded classrooms as a major challenge of Free Secondary Education due to massive enrollment. The standard classroom is meant to accommodate 40 students and the same number of desks has had to be done away with. Action aid (2009) also cites the problem of overcrowded classrooms and calls for need to build more classrooms to match enrollment. The republic of Kenya master plan on education and training (Sept. 1998) brings out the importance of having facilities as pre-requisite of quality education.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

It is therefore imperative that physical facilities ought to be available to enable provision of quality education. To ascertain the foregoing argument CCSE (1998) observes that "improper seating may result in improper skeletal development in children between the ages 11 and 16, thus must schools need a variety of chair sizes to serve their student population.

Obuma G (2008) noted that the government should have prepared for the programme by building extra classrooms and hiring teachers. KIPPRA (2008), that there was need for the government to employ extra 4,000 teachers to gather for additional high school students – essential in light of the education ministry's limits on class size.

Schools had to have a maximum of 40 and a minimum of 45 students per class to receive money under the area initiative.

2.6 Conceptual Framework

Figure 1 shows the perceived conceptual model which includes the independent and dependent variables that affect the implementation of the free secondary education. The independent variables public awareness, managerial support and government support challenges that influence implementation of free secondary education. The intervening variable is the government policies.

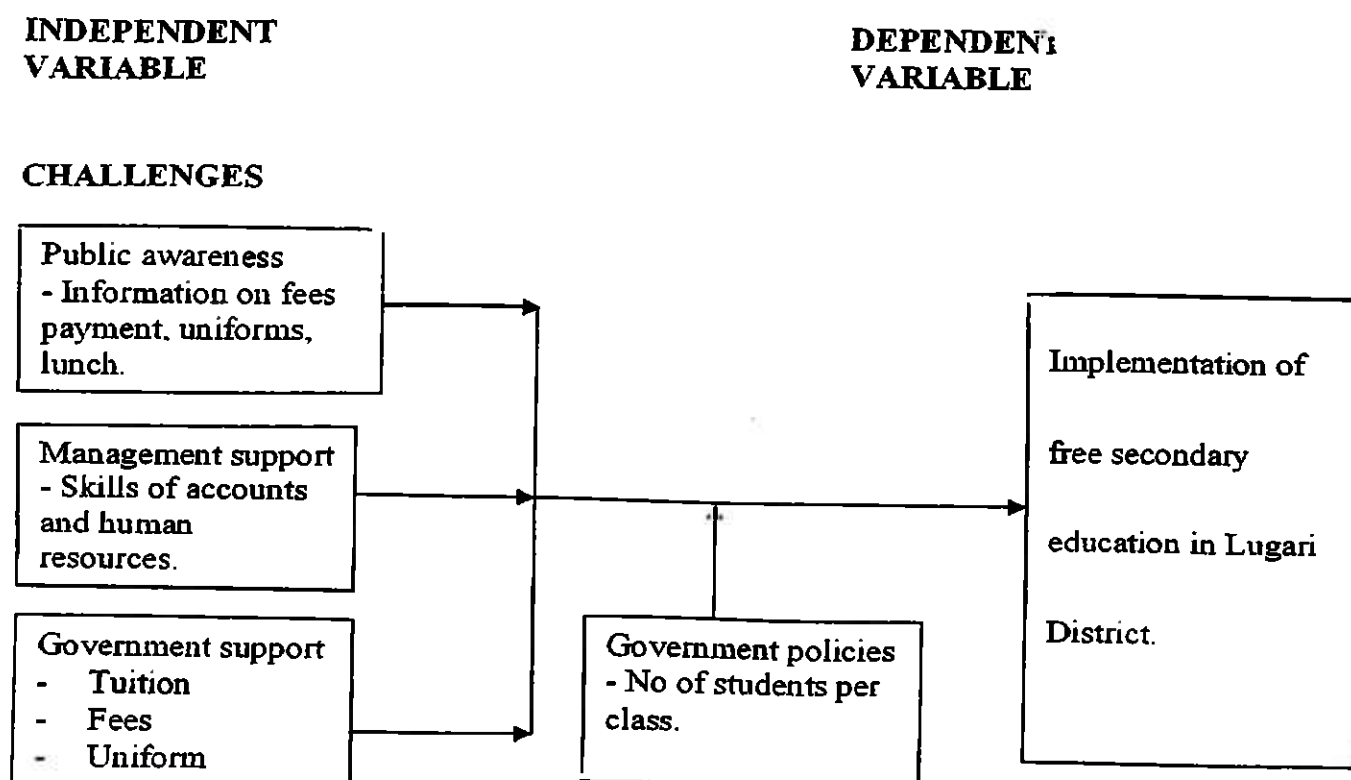


Figure 2.1 Conceptual framework on challenges facing the implementation of free secondary education

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the systematic research methods that were used to obtain, analyze and present data. It includes sampling procedures, data collection methods the research instrument used and data analysis. The methodology selected for this study is expected to yield reliable results for effective recommendations at the end of the study.

3.2 Research Design

This study used descriptive survey. Descriptive survey is appropriate since it allows the investigation of educational problems by obtaining facts and opinion about the current conditions of variables. It is used in preliminary and exploratory studies to allow researchers to gather, summarize, present and interpret the data for the purposes of clarification, Orodho (2004). It can be used when collecting information by interviewing or administering a questionnaire to a sample of individuals, Orodho (2003). As the study intended to investigate challenges facing implementation of free secondary education, this research design was suitable for interpreting and establishing relationship between the variables and their significance.

3.3 Target Population

The target population consists of parents and school principals and the district education officer in Lugari district. The secondary school principals were suitable for the study as they were the chief executive officers of the school. There are 40 public secondary schools in Lugari district, hence 40 head teachers were pieced. Parents were expected to

provide information regarding their roles and their awareness of free secondary education. The District Education Officer was useful in providing data on number of schools and government policies on implementation of free secondary education.

3.4 Sample Size

The total number of head teachers in Lugari District is 40 and 1,200 parents. According to Best and Khan (1998) the ideal sample should be large enough to serve as adequate representation of the population which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability, expense in time and money and completely of data analysis.

Since 40 were small enough all the head teachers were used and of 1,200 parents 120 were picked for the study. The district education officer was also used in the study.

3.5 Sampling procedure

Purposive sampling was well used to identify the District Education Officer and the school heads in 40 public secondary schools. Simple random sampling was used to pick parents from each school. Hence three parents were picked from each school.

3.6 The Methods of Data Collection

To address specific objectives and research questions, Questionnaires and interview schedule were used to obtain important information about population (Mugenda and Mugenda 1999) and also give respondents adequate time to provide well thought responses in the questionnaire items. The questionnaire also enables large sample to be covered within a short time. The questionnaire comprised of both closed and open ended items. Open ended items gave the respondents freedom to respond. Two types of questionnaires were used to

collect the required data namely; the head teachers' and the deputy head teachers' questionnaire and parents' questionnaires.

The questionnaires were related to the objectives of the study and research questions. They contained both open and closed ended questions so as to encourage complete response from the respondents. The researcher then constructed the questionnaires, which were pilot tested on an independent group of schools head teachers and their deputies and PTA and BOG members who did not take part in the study to check the reliability and validity. The researcher applied direct contact to explain the purpose and significance of the study, clarify points and answers questions from the respondents.

In the questionnaires, section A solicited background information (demographic) which included sex, age, professional; qualification and experience, while the other section (B) solicited information on the role of parents, challenges and suggested solutions to the challenges of FSE. The respondents were left to respond to items in the questionnaire independently.

3.7 Validity and Reliability of instruments

Reliability and validity are important aspects that a researcher should address if the results and conclusions of a particular study are to be of any significance. Reliability relates to the extent to which an instrument provides similar results every time it is administered to the same sample at different times. Validity is the strength of conclusions, inferences or propositions.

3.7.1 Validity of the Instruments

Before the research instruments, were administered to the sample population, there was need to validate them. According to Frankel and Wallen (1993), validity has in recent years

been defined as the appropriateness, meaningfulness of the specific inferences researchers make based on the data to collect .To validate the effectiveness of the research instruments (questionnaire), consultations and discussions were done with my university supervisors, experts and colleagues from the department of the department of Extra Mural studies who scrutinizes the instruments and gave objective comments. This served to ensure that the instruments measured accurately the research characteristics that the instrument measured accurately the research that they intend to measure. The corrections noted were incorporated as much as possible and the instruments fine tuned.

3.7.2 Reliability of the instrument

Reliability was the degree of consistency between two measures of the same thing Mehreens and Lehman (1984)to ascertain reliability of the research instruments, a pilot study was conducted in a few sampled out school in Lugari District. The pilot study was motivated by the desire to identify problems the respondents encountered in filling the questionnaire .The instrument were piloted to estimate any ambiguity in them and establish the level of language used .According to Mulusa (1990) the results of the pilot test were used to review the instrument by adjusting the ambiguous items and general phraseology .The piloting was carried on 10 respondents .

3.8 Data collection procedure

Before proceeding to conduct the study, the reseacher obtained research permit from the Ministry of Education with the assistance of Distance and continuing education in University of Nairobi. At the time of study, the research made a courtesy call on both the D.C and D.E.O Lugari, to get clearance and letters of notification to carry out research.

In the field the researcher visited the sampled schools and talked to the head teachers about the research. The head teachers introduced the research to the PTA and PTA members and told them to offer any necessary assistance. The head teachers facilitated the delivery of questionnaires to respondents' administration and the collection of the same on the same day by the researcher.

3.9 Data analysis techniques

Descriptive statistics were used to analyze the data collected. The impact of independent variable (public awareness, the school management, government policies and government support) on the dependent to variable (implementation of free secondary education) was scrutinized.

This was done by looking at the respondents answers to the questionnaire before making final judgment in view of the objectives.

The data was analyzed and presented by use of descriptive statistics such as percentages and tables according to Gay (1981), the most commonly such as method of reporting survey research was by developing frequency distributions calculating percentages and tabulating then appropriately.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis, presentation, interpretation and discussions of the collected data. The study investigated the challenges facing the implementation of Free Secondary Education. The analysis and presentations of data was on the basis of the objectives that guided the study.

4.2 Questionnaire return rate

All the 40 questionnaires sent to head teachers were returned duly filled and of the 120 distributed to parents 110 or 92% were returned

4.3 Demographic information of the respondents

In this part, general information of the respondents was analyzed by the use of tables and percentages. The respondents included the DEO, the school principals and parents. Majority of the head teachers were male 25 (62.5%) and 15 (37.5%) were female. This shows that women should be encouraged to take leadership positions as they can compete men on the same footing as demonstrated in their headship where there was no effect on the schools headed by women though the same number can be explained that there are fewer girls' schools in Lugari District compared to boys' schools.

The gender of the parents likewise the male were more than the female. There were 70 (63.6%) male and 40 (36.4%) were female

4.3.1 The respondents level of education of the principals and parents

This includes the level of education which the respondents reached. The respondents' education level was analyzed and presented in the table 4.1 below:

Table 4.1 Respondents' Level of Education

Qualification	Frequency	Percent
ADegree	70	47
Diploma	20	15.6
A level	30	15.6
O level	20	12.5
Primary and below	21	6.3
TOTAL	151	100

(47%) had attained degrees, while 20 (14.3%) attained diploma, 30 (21%) attained A level and 20 (14.3%) had attained O level, while 21 (15%) were primary below This means majority of the respondents were qualified to ensure the programme succeed as they have knowledge and skills on programme management.

4.3.2 School Preparedness for the Implementation of Free Secondary Education

The preparedness deals with the school principals, their deputies and the Board of Governors who are charged with the responsibility of implementing the decision of the board and coordinating all activities of the school including curriculum implementation. It was observed that the management school were not prepared for the free secondary education programme 50(78%) were not prepared. For instance, the school principals were to put in place physical facilities to accommodate the increase enrolment of students.

The physical facilities according to the MOEST (1994) are listed as classrooms, desks and pit latrines among others. The republic of Kenya masters plan on education and training (Sept. 1998) brings out the importance of having physical facilities as a prerequisite of quality education. The PTA provides funds to the BOG for the development of physical learning and teaching facilities. Hence they needed to plan in advance through the AGM to collect funds for the development of physical facilities through strategic planning.

The number of students increased from the maximum of 40 students per class which is the standard number of students per class.

4.3.3 Challenges facing implementation of free secondary education

There were numerous challenges that faced the implementation of free secondary education. These were in terms of public awareness, school management, government support and government policies.

4.3.4 Public awareness challenge

At the start of the programme, the public was not aware of how far the government substance would stretch. Most of the parents thought that they were to take their children to school to benefit from FSE which was totally free. The money was allocated to cover tuition and administration costs, school maintenance and improvements and class activities. But parents were still responsible for uniforms and lunches – and subsidy did not cover residence costs for children at boarding school. Children from poorest families could not afford even the top-up fees. Tuition was just a small fraction of the financial requirement for secondary school students.

Majority of the parents indicated that they were not fully aware of their roles or the extend of the subsidy the government was giving. It was a challenge as it took some time

through school meeting like AGMs for the parents to be informed on the government's subsidy.

The parents and school principals were asked to indicate the level of agreement on the role of parents in implementation free secondary education. A five likert scale was provided with level of agreement from strongly agree, agree, strongly disagree and undecided for the respondents to select one. Results were shown in table 4.2

Table 4.2 Role of parents in implementation of FSE and respondents rate/Level of agreement

Parents role	Level of Agreement (%)				
	SA	A	D	SD	U
Provide basic needs such as uniform, food, clothing, shelter, transport	100	0	0	0	0
Pay fees as determined by government	95.3	4.7	0	0	0
Monitor academic performance and discipline of their children	95.3	4.7	0	0	0
Enroll their children in school to benefit from FSE	95.3	4.7	0	0	0

The results from the table indicate that most respondents strongly agreed with the parents' roles in implementing free secondary education thus parents' attitudes towards the implementation of Free Secondary Education is possible. This is because parents provide basic needs, uniforms, food, clothing and shelter for their children as they enroll them in school to benefit them from free secondary education.

The parents form PTA which provides funds to the BOG for the development of physical learning and teaching facilities. The BOG deals with the preparation of school budgets, receiving revenue and expending all the monies.

A survey carried out by NGO council (2008) and MOE (2008) noted that despite the provision of Free Secondary Education, there was a high level of direct household contribution to secondary education averaging between 72%- 100% by 1978. This is a very high level of contribution and thus it is an indicator that for successful FSE ,parents in particular must be involved .Parents in first place have to take their children to school to benefit from FSE since the government does not go to individual homes to identify children who should be in schools. According to Hans (1980) he sees parents as the main educators and their children. There was need for a two –way communication between the school and parents which was to be encouraged in order to derive maximum support and understanding in implementation of FSE programme. Thus the school head needed social skill like technical knowledge to involve parents in programme implementation .

Going by these arguments, parents have to take a lead in educating their children. According to the experiences of Hemlyn Foundation (1996), he observes that in situation where parents do not take an initiative as first hand teachers and disciplinarians, children become rebellious to school rules and give hard time to teachers in dealing with them .Hence the need for involving parents in Free Secondary Education as the enrollment of students increased.

4.3.5 Management challenge

The study examined whether the respondents went through induction courses in order to prepare them for the implementation of free secondary education. Results indicated that

respondents did not go through any professional training as a way of preparing them for implementation of free secondary education.

At the start of the programme, there were no induction courses but after the programme had kicked off, the induction courses began as indicated by 51(80%) of the respondents. Training was provided to the administrators which equipped with knowledge and skills in order to enable them assist in smooth implementation of Free Secondary Education. It involved a short-term educational process which utilizes systematic and organized procedures by which they performed learned technical and conceptual skills.

Training is planned to improve performance at the individual, groups and organization levels. Hence there was need for training in order for the programme to achieve its objectives. For a programme to be successful there is need for monitoring to measure the outcomes of the competence based on the set objectives.

UNESCO (2007) the education officers were to mandate the programmes hence were to be prepared through seminars.

While management function is planning, organizing, staffing, directing and controlling human and physical resources in order to achieve set objectives Koontz et al (2002). The chief executive officer who is the principal in school coordinates individual effort into a team making it an integrative process. They coordinate activities depending upon knowledge derived from various disciplines. This involves the use of know-how knowledge and skills. Through management the principals seek to achieve concrete practical results by molding attitudes and behaviors of different stakeholders.

Planning is goal oriented that emanates from the objectives of free secondary education, as all functions of management are designed to attain goals that are set under

planning. It also involves forecasting which an essence of learning as it is an intercept to see through the future.

Skills are various talents that principals as the chief executive officer at the school level in implementation of Free Secondary Education need for effectiveness. They possess a certain mix of skills for instance technical skills to perform specialized tasks within the institution. Conceptual skills are equally important as they need them to think abstract. Hence the principal need to identify and exploit new opportunities for academic excellence.

They also need diagnostic skills which they use to define and understand situations. Conclusively the various skills that the school principals have use them to put in various strategic to achieve the intended objectives of education. This is because quality management systems is defined as a set of coordinated activities to direct and control an organization in order to continually improve the effectiveness and efficiency of its performance.

Respondents were asked to indicate their levels of agreement (agreement rate) to some solutions to challenges facing free secondary education. The results are summarized in table.

Table 4.4 Level of Agreement on Solutions to Challenges of FSE

Suggestions of solutions	Level of Agreement (%)				
	SA	A	D	SD	U
Increase employment of teachers	97.7	2.3	0	0	0
Timely disbursement of funds	97.7	2.3	0	0	0
Limit the age of enrolment of students	97.7	2.3	0	0	0
Put up more physical facilities	97.7	2.3	0	0	0

From the results above, most respondents (97.7) strongly agreed with the solutions to challenges facing the implementation of FSE. Some of the solutions that the government need to put in place include:

Employment of more teachers.

Timely disbursement of funds.

Improve infrastructure in all school to enhance quality education.

Government to develop new guidelines for re- entry.

Put up more physical facilities.

Due to increase of enrollment of students the school principals employed more teachers through the Board of Governors to counter the employment this is so because the government frenzied the employment of teachers since 1998. It only replaces those who have retired on left the service through natural attrition.

More so in delay of disbursement of funds by the government, the principals borrowed money from other vote heads to keep the schools running. Through the BOG and PTA, the school had to put up more physical facilities to cope up with the influx of students for instance more classrooms and toilets were put up.

4.3.6 Government policies challenge

Funding plays a central role in achieving quality free secondary education. The challenge of access to funding had seen several attempts to make education sustainable MOEST (2008) hails the government for better efforts in trying to implement FSE. It pointed out that the current government was implementing FSE in a much realistic manner with schools being given specific amounts based on enrolment ratio as its student was being given Kshs.10,625/= per year.

In addition the standard classroom is meant to accommodate the recommended number of 40 students and the same number of desks. There was increase in enrolment of students hence some classrooms in some schools are holding as many as 60 students per class. The government policy of teacher student ratio 1:29 had been a challenge. The number of learners since 1998 has remained the same. This has been attributed to governments inability to hire more teachers due to world bank's – IMF's ceiling to hiring of more teachers. The impact of this to the student teacher ratio (STR) in public secondary schools has seen teachers unable to handle a large number of students under the. Acleon (2007) cites lack of adequate number of learners to handle the large number of students. The provision of enough teachers is therefore necessary for quality education.

It was noted that in spite of these problems, the new secondary education policy was welcomed by some bright children from poor homes had a chance not a perfect chance but an opportunity witnesses.

4.3.7 Government support challenge

According to the report o the task force on implementation of FSE by MOEST (2008), it cited the government's support to providing free secondary education. It was noted that it was the duty of the government to provide education.

Under the free secondary education schooling programme the authority is paid 130 dollars per student annually, an amount that was to be allocated in lamp sum at the begin of three terms which was expected to cover tuition and administration costs, school maintenance, improvement and class activities.

4.3.8 Challenges of implementing free secondary education

The introduction of FSE in public schools by the government in 2008 has since been faced with a myriad of challenges.

For instance; at the launch of free secondary education programme, Articulate that free secondary education comes with enormous challenges .The research sought to the challenges facing the programme. Results of the respondents' rates of agreement are indicated in table 4.5.

Table 4.5 Challenges of implementing FSE programme and Respondents Agreement Rates

Challenges	Rates of agreement (%)				
	SA	A	D	SD	U
Influx of slow learners	95.3	4.7	0	0	0
Delays in disbursement of funds	95.3	4.7	0	0	0
Increase in enrollment ratio and unplanned expansion of schools	81.4	18.6	0	0	0
Overcrowded classrooms	62.8	11.6	23.3	0	2.3
Overstrained physical facilities	88.4	11.6	0	0	0
Re-entry of average learners	63.0	7.0	0	0	0

Results in the table clearly indicate that free secondary education programme is being faced with challenges some of which are stated .Most respondents rate of agreement for the challenges were very high (strongly agree) the highest number of respondents, agreed that there is an influx of learners in classes and delays in disbursement of funds by the government which was 95.3% .Funds play a central role in achieving free secondary education ,as desire and recognition parents have a major hindrance in achieving FPE as

education is one of the most expensive government .It was observed that when the funds delays ,the learning activities cannot on smoothly as students need to be sent home for school fees in order for the programme to continue.

In addition, there is an indication of increase in enrollment and unplanned and unplanned expansion schools which is likely to lead to demands for addition of teachers. Increase in enrolment ratio also leads to overcrowding in classrooms hence pressure on learning materials .Without learning materials ,most schools in FSE programme cannot comprehend and implement the curriculum .Todley (2005) then clearly points to compromised guiding. Sifuna (2004) reiterates that as a result of the high influx of new students in classrooms are congested .Action aid (2008)also sites this problem of overcrowded classrooms to match enrolment

There is also re -entry of average learners who had missed out on secondary education which creates new challenges and implications on the teaching / learning materials. The above mentioned challenges are a threat to FSE programme, since /they lead to watering down the quality of education. Though there is increase in enrolment, the retention of the very students is low as some appear in school then after some time they disappear. Although there is increase in enrolment, there was inadequate retention of students, as some students were enrolled in schools but disappear after sometimes.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings of the study, conclusions drawn and recommendations made based on conclusions.

5.2 Summary of findings

The study had five objectives:

1. To examine public awareness, challenge and implementation of free secondary education in Lugari District.
2. To examine management challenge and implementation of free secondary education in Lugari District.
3. To examine government support challenge and implementation of free secondary education in Lugari Education.

In this chapter the findings of study are presented with the aim of briefly addressing each of the objectives and research questions. This study premise was that FSE has had enormous challenges after its implementation in Kenya.

This study revealed that majority of the administrators were not prepared 100% of the respondents showed that the school administration was not prepared before FSE was launched.

This was because there was no change in terms of facilities, as there was increase in enrolment, making it a challenge to the school administration. Most school has added more physical facilities like classroom and dormitories to accommodate the swollen population, and also principals are employing more teachers on board to cut on the teachers' shortage.

Parents are the major stakeholders in the implementation of free secondary education. 100% enroll students in schools meet boarding expenses, pay fee of physical facilities, buy school uniforms and pay for lunch most responded agreed that parents play a major role in implementation of free secondary education

The highest percentage over 80% strongly agreed that there are challenges that facing the implementation of free secondary education among the biggest challenges were the in flux of slow lanners in class ad delay in disbursement of funds which is still inadequate as very child is allocated ksh 10,265. The government needs to assess the need for different school and give the funds according to the needs of the school but not per student. It should also be releasing all funds at the start of the year to enable smooth running of the school.

5.2 Conclusion

Based on the findings of the study, a number of conclusions were drawn. Free Secondary Education concept has had appositve effect on Enrolment in school; improve accessibility of funds for various learning activities.

However because little planning went into this project, there are various challenges facing the implementation of the program. This includes the increase in enrolment ratio and the delay in the disbursement of funds, and lack of public awareness.

5.3 Recommendations

From the findings of the study, the following recommendations are suggested

There is need for the government to disburse funds in time for smooth running of the Programme and avoid delays in running of the school.

The government should legalize FSE and apprehend those who go against it to increase accessibility.

There is also need for the government to start employing more teachers as those who are employed by the BOG their retention is inadequate.

The government should assess and give funds according to the need of various schools.

The government should monitor whether the allocated funds reach school in their Constituencies and ensure they are used for intended.

5.5 Suggestions for further research

More research is worth undertaking to establish the contribution of free secondary education (FSE) in the country. Research is also need to be done on how other countries have been able to finance secondary education sustainability and how best to overcome challenges of Free Secondary Education. Further research is necessary to establish whether Free Secondary Education has improved chances for access to Secondary Education by those who would otherwise be excluded.

REFERENCES

- Abaji, J. O (1996) *Addressing the issue of quality and efficiency in education*. Debate and Diversity cased, London
- Anthony Ngare 2009 *Higher Fees weaken secondary education initiative*.
The Standard, May, 20th, page 27
- Borg, WR & GALL, MD (1989) *Education research* New York Longman
Bray M. (2002), *the costs and financing of education: Trends and implications*.
- Bray, M. 1986. *Multiple-shift schooling: Design and Operation for cost Effectiveness*
London: The common wealth secretariat.
- Cave P. 2001 *Education reform in Japan in the 1990s: Individuality and other uncertainties*. Comparative education 37(2): 173-91
UNICEF (2004). *Strategies for girls' education in the state of world's children*.
- Colclough, C (1980), *Primary schooling and economic development: A Review of evidence*: World Bank staff working Paper No 399, Washington DC
- Creswell, J.W. (1974). *Research design, Qualitative and Quantitative Approaches*
Thousands Oaks, CA: Sage.
- Enos H.N Njeru and John Aluko Orodho (2003), "*Access and participation in secondary Education in Kenya*" IPAR, discussion paper No. 037/2003, 'IPAR. Nairobi.
- Eshiwani G. S (1993) *Education in Kenya since Independence*. Nairobi: East African Education Publishers.
- Kamunge, JM (1988) *Presidential working party on education and manpower planning for the next decade and beyond*. Nairobi, Government Printers
- Koontz and O'Donnell (2002). *Principles of management*

- Little, A.W. Hoppers and R. Gardner (eds). *Beyond Jomtien: Implementing Primary Education for all*. London: The Macmillan Press Limited.
- Ministry of Education (2003). *Report of the Task Force on Implementation of Free Primary Education*. Nairobi MOE.
- Mugenda, M.O and Mugenda A.G (1999) *Research Methods*. Nairobi, ACTS Press
- Onsomu, E. Muthaka D. Ngware .M. and Manda, K.D. (2006), *Determinants and strategies for expanding access to secondary education in Kenya*,
- Onsomu, E, Mathaka .D. Ngware. M. Kosimbei .G. (2006) *financing secondary Education in Kenya: costs and options*” KPPE.
- Olembo, J.O *Financing School Buildings in Kenya*. Nairobi. Trans-Africa, (1985).
- Oyaro,K. (2007) *Free Secondary Schooling Policy Faces Testing Times*. Kenya. Nairobi.
- Raju, B .M (1973) *Education in Kenya: Problems and prospective in education, planning and administration-* city Heinemann Educational Books.
- Republic of Kenya (2005) *Kenya Education Sector support programme*
- Republic of Kenya (2007), *Ministry Of Education strategic plan*
- Republic of Kenya (2006), *Draft Secondary Education strategy unpublished Directorate of Higher Education, Report on costs of Secondary Education*. A presentation at key stakeholders meeting on 9th may 2007 Kenya institute education.
- Republic of Kenya, (2007) *KESSF procurement procedures for secondary schools and colleges*
- Republic of Kenya, 1989. *Master Plan on Education and Training*. 1997-2010. Nairobi. Jomo Kenyatta Foundation.
- Republic of Kenya (1999). *Education Statistics and indicators*. Nairobi Ministry of education and Human Resource Development.

Republic of Kenya (1999), *totally integrated quality Education and training*

Republic of Kenya (2007) Report of Task force "*An affordable secondary Education*

Singleton, R.A (1993) *Approaches to social research*. New York. Oxford University Press.

APPENDICES

Appendix 1: Letter of introduction.

EVERLYNE N. WEKUKU

P.O BOX 60

LUGARI.

Dear Sir/Madam,

**Re: Research on challenges facing the implementation of free secondary education in
Lugari**

A study is being carried out on challenges facing the implementation of free secondary education. A case of Lugari district. Your school has been selected for this study and you as one of the participants in this study. Kindly assist me fill the questionnaire as all information given is purely for research and will be treated with confidentiality.

Thank you in advance.

Yours faithfully,

Eyerlyne Wekuke.

APPENDIX II: Questionnaire for principals

An investigation of challenges facing the implementation of free secondary education in Kenya. A case of Lugari district.

Introduction: This questionnaire is about the investigation of challenges facing the implementation of free secondary education in Kenya. Please kindly respond to all questions.

Tick within brackets provided to indicate your choice, when brackets are not provided use blank space provided.

SECTION A

1. a) Name of the school

ii Location of the school

Rural ()

Urban ()

b) Student composition of your school.

Mixed day school ()

Mixed boarding ()

Boys boarding ()

Boys day ()

Girls boarding ()

Girls day ()

2. a) Your gender male ()

Female ()

b) Age below 30 ()

30-40 ()

41-50 ()

over 50 ()

3. What are your qualifications?

a) Masters ()

b) Degree ()

c) Diploma ()

d) Certificate ()

4. What position do you hold?

a) Deputy Principal ()

b) Principal ().

5. For how long have you in that position?

a) More than five years ()

b) More than three years ()

c) More than one year ()

d) Less than one year ()

PART B: GENERAL INFORMATION

1. What does Free Secondary Education Entail?

2. Were you prepared for the implementation of Free Secondary Education?

a) Yes ()

b) No ()

3. If No or Yes in question (2) above are you facing any challenges in the implementation of Free Secondary Education

Yes ()

No ()

4. If yes in the above question use the provided suggestions for challenges.

Challenges	Rates of agreement (%)				
	SA	A	D	SD	U
Delays in disbursement of funds					
Increase in enrolment and unplanned expansion of schools					
Overcrowded classrooms.					
Overstrained physical facilities					
Re- entry of average learners					
Influx of slow learners					

5. How are you coping with the challenges listed in the question above?

- a) extremely well ()
- b) fairly well ()
- c) not at all ()

6. Are there any possible solutions to the challenge listed in question 4 above.

- a) Yes ()
- b) No ()

7. If yes in (6) above tick in the appropriate box

The following are suggestions of solutions to challenges faced by FSE. To what extent are they applicable to you.

Suggestions of solutions	Level of agreement (%)				
	SA	A	D	SD	U
Employ more teachers					
Put up more physical facilities					
Government to develop new guideline on re -entry					
Give funds per school not per student.					

8. Do you agree that FSE program has succeeded?

- a) Strongly agree ()
- b) Partly agree ()
- c) Disagree ()
- d) Undecided ()

9. What is the effect of FSE on classroom space?

Adequate () Inadequate ()

10. How do you rate the funding the school the school has been receiving since the introduction of FSE? Tick where appropriate.

Adequate () Inadequate ()

11. What are your views on access of education?

	Before FSE	After FSE
Adequate		
Inadequate		

12. (i) Please give suggestions regarding management that you think can be addressed in order to ensure the success of FSE.

(ii) In your opinion, what should be done to improve access of FSE programme?

13. (i) How has FSE policy affected the enrolment in your school?

Lowered () Increased ()

Remained the same ()

(ii) Give reasons for your answers above

Do you agree with the role of parents in the implementation of FSE programme given below.

parents role	Level of agreement (%)				
	SA	A	D	SD	U
provide basic needs, uniforms, food ,clothing, shelter, transport					
Pay fees as determined by the government.					
Monitor academic performance and discipline of their children.					
Enroll children in school to benefit from FSE.					

10.a Did you attend any management course before the implementation of FSE program

Yes ()

No ()

b. If yes in (10 a above) what type of management course did you attend.

Course

Finance ()

Human resource ()

Public relation ()

11. Dear respondent, you have come to the end of the questionnaire. Please give any general comment regarding the FSE program.

APPENDIX III: QUESTIONNAIRE TO PARENTS

Investigation of challenges facing the implementation of FSE in Kenya.

Introduction: This is about an investigation of challenges affecting the implementation of FSE in Kenya please kindly respond to all questions. Tick [] within brackets provide to indicate your choice, when brackets are not provided use the black space provided.

SECTION: A BACKGROUND INFORMATION

1. (a) Name of school _____

ii Location of the school

Rural []

urban []

(b) Student composition of your school

Mixed day [] mixed boarding []

Boys boarding [] single day []

Boys day [] single boarding []

2 (a) your gender male [] female []

(b) Age below 30 [] 30-40 []

41-50 [] over 50 []

3. What are your qualifications?

Degree [] certificate []

Diploma [] P2 []

Primary level (specify) _____

SECTION B. GENERAL INFORMATION

a) What position do you hold (a) BOG member []

b) PTA member []

2. What does FSE entail?

3 Were you aware of FSE before it were implemented?

Yes []

No []

4. How do you rate the finding of school after the introduction of FSE

a) Adequate []

b) I inadequate []

5. If the answer in (4) above is inadequate what are your suggestions to improve on the

Same

5. What is the role of parents in the implementation of FSE program? Tick in the appropriate box

Parents' role**level of agreement (%)**

	SA	A	D	SD	U
Provide basic needs, uniform, food, clothing, shelter, transport					
Pay fees as determined by government					
Monitor academic performance And discipline there children					
Enroll children on school to benefit from FSE					

6. Do you agree with the challenges that are facing the implementation of FSE program?

Please tick in the appropriate box.

Challenges**Rate of agreement (%)**

	SA	A	D	SD	U
Influx of slow learners					
Delay in disbursement of funds.					
Increase in enrolment ratio					
Overloaded classroom					
Over strain physical facilities					
Reentry of average learners					

Please suggest solution to the challenges in question (7) above

**9. Dear responded, you have come to the end of the questionnaire please give any general
Comment regarding the Free Secondary Education program in Kenya.**

INTERVIEW SCHEDULE FOR THE D.E.O.

1. What does Free Secondary Education policy entail?
2. Are there any measures that you put in place before or at the start of Free Secondary Education? Yes () No ()
3. If yes, what did you put in place?
4. What factors have contributed to increase in enrolment of students?
5. Do you think the teachers are adequately staffed?
6. Has the Free Secondary Education increased accessibility in education?
Yes () No ()
7. If yes how?
UNIVERSITY OF
SOUTH AFRICA
SCHOOL OF EDUCATION
8. (i) What is the student teacher ratio in your district?

(ii) Is it adequate? Yes () No ()
9. If no in the above question, what are the schools doing to ensure the students get access to education.