

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF
FREE DAY SECONDARY EDUCATION IN MWINGI WEST DISTRICT,
KITUI COUNTY, KENYA**

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DECLARATION

This research project is my original work and it has not been presented for a degree award in any other university.

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DEDICATION

This research project is dedicated to my family, my husband Erastus Kassimu, my children Sheila Kavinya and Allan Muthangya Mumo, who have been my support and source of inspiration .May God mightly bless you.

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TABLE OF CONTENTS

Content	Page
Title Page.....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement	iv
Table of contents.....	v
List of tables.....	ix
List of figures.....	xiii
Abbreviations and acronyms.....	xiv
Abstract.....	xv

CHAPTER ONE

INTRODUCTION

1.1	Background of the study.....	1
1.2	Statement of the problem.....	7
1.3	Purpose of the study.....	8
1.4	Objectives of the study.....	8
1.5	Research questions.....	9
1.6	Significance of the study.....	9
1.7	Limitations of the study.....	10
1.8	Delimitations of the study.....	10
1.9	Basic Assumptions of the study.....	10

1.10	Definition of significant terms.....	11
1.11	Organization of the study.....	11

CHAPTER TWO

LITERATURE REVIEW

2.1	Introduction.....	13
2.2	Free secondary education in the developed Countries.....	13
2.3	Implementation of Free Secondary Education in Sub-Saharan Countries.....	14
2.4	Free day secondary education in Kenya.....	15
2.5	Implementation of Free day secondary education.....	17
2.5.1	Factors related to enrollments.....	17
2.5.2	Resource availability and free education.....	18
2.5.3	Principals management training and implementation of free education.....	19
2.6	Summary of the literature review.....	20
2.7	Theoretical framework.....	21
2.8	Conceptual framework.....	22

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction.....	24
3.2	Research design.....	24
3.3	Target population.....	25
3.4	Sample size and sampling procedure.....	25
3.5	Research instruments for data collection.....	26

3.6	Instrument reliability.....	26
3.7	Instrument validity.....	27
3.8	Data collection procedure.....	27
3.9	Data analysis techniques.....	28

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1	Introduction.....	29
4.2	Instrument return rate.....	29
4.3	Demographic information.....	30
4.4	School size and implementation of free day secondary schools.....	41
4.5	School type and the implementation of free day secondary school.....	48
4.6	Adequacy of teaching and learning resources.....	56
4.7:	Comparison of institutional factors and implementation of free day secondary school education.....	67

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	71
5.2 Summary	71
5.3 Conclusions.....	76
5.4 Recommendations.....	77
5.5 Suggestions for further research.....	73
REFERENCE	80

APPENDICES

Appendix I Introduction letter.....	87
Appendix II Head teachers' questionnaire.....	88
Appendix III Teachers' questionnaire.....	93
Appendix IV Students' questionnaire.....	97
Appendix V Authorization letter.....	99
Appendix VI Research permit	100

LIST OF TABLES

Table	Page
Table 2.1: Vote heads for secondary schools.....	16
Table 4.1 Respondents' age bracket.....	30
Table 4.2 Respondents' gender.....	32
Table 4.3 Respondents' academic/professional qualifications.....	33
Table 4.4 Head teachers' and teachers' working experience.....	35
Table 4.5 Head teachers' experience in management position.....	36
Table 4.6 Teachers' managerial positions in school.....	37
Table 4.7 Teachers' attendance of in-service course on financial management.....	38
Table 4.8 Head teachers' attendance of in-service course and financial management.....	39
Table 4.9 Head teachers' training agency on financial management.....	40
Table 4.10 Students' responses on parents/guardians ability to pay school fees on time.....	41
Table 4.11 Students' responses on whether they are sent home to collect fees.....	42
Table 4.12 Students' understanding of Free Day Secondary education.....	43
Table 4.13 Head teachers' responses on students' enrolment.....	44

Table 4.14 Head teachers’ responses on over enrolment in schools	46
Table 4.15 Head Teachers’ responses on whether schools are in capacity to handle enrolled students.....	47
Table 4.16 School type as perceived by head teachers’	48
Table 4.17 Student enrolment based on the school type	49
Table 4.18 Head teachers’ responses on income generating activities in Schools	50
Table 4.19 Head Teachers’ responses on procurement procedures in schools....	51
Table 4.20 Head teachers’ responses on competency in making school budget..	52
Table 4.21 Head Teachers’ responses on proper book keeping in institutions....	53
Table 4.22 Head teachers’ responses on payments of fees by students.....	54
Table 4.23 Head teachers’ ways to cope with inadequacies’	55
Table 4.24 Head teachers and teachers’ responses on sufficient of class books..	57
Table 4.25 Head teachers’ and teachers’ responses on adequate of audio aids....	58
Table 4.26 Head teachers’ and teachers’ responses on students’ reference books.....	59
Table 4.27 Head teachers’ and teachers’ responses on teachers’ reference books	60

Table 4.28 Head teachers' and teachers' responses on adequacy of computer.....	61
Table 4.29 Head Teachers and teachers responses on availability of charts and maps	62
Table 4.30 Head Teachers and teachers responses on suitability of laboratory apparatus.....	63
Table 4.31 Head Teachers and teachers responses on adequacy of classroom.....	64
Table 4.32 Head Teachers and teachers responses on level of adequacy of resources.....	65
Table 4.33 Head teachers and teachers' responses on how to cope with inadequacies'	66
Table 4.34: School enrolment level and implementation of free day secondary education	68
Table 4.35 School type and implementation of free day secondary education.....	68
Table 4.36 Availability of resources and implementation of free day secondary education.....	69
Table 4.37: Principals' exposure to management training on financial management on the implementation of free day secondary education.....	70

LIST OF FIGURES

Figure	Page
Figure 1: Institutional factors influencing implementation of free day secondary education.....	22
Figure 4.1 student's age.....	31
Figure 4.2 Student average enrolment	45

ABBREVIATIONS AND ACRONYMS

EFA	-	Education For All.
KCSE	-	Kenya Certificate of Secondary Education
KEMI	-	Kenya Education and Management Institute.
KESSP	-	Kenya Sector Support Programme.
MDGs	-	Mellenium Development goals.
OECD		Organization for Economic Co-operation and Development.
SASA	-	South African School Act.
UNESCO	-	United Nations Educational, Scientific and Cultural Organization.
UNICEF	-	United Nations International Children’s Emergency Fund.
USE	-	Universal Secondary Education.
TSC	-	Teachers Service Commission.

ABSTRACT

The study was to investigate institutional factors influencing implementation of free day secondary education in public secondary schools in Mwingi West district, Kitui County. It was to answer the following research questions; school enrolment, school type, availability resources and head teachers' exposure to management training on financial management and their influence on the implementation of free day secondary education. The study adopted the system theory by Ludwing Von Bentaranffy of 1967. The study adopted the descriptive survey design and targeted 31 public day secondary schools. The students were selected by using simple random sampling while stratified random sampling was used to sample the teachers and census sampling was used to sample the whole population of day secondary schools therefore all the head teachers were included. The sample comprised of 31 head teachers, 39 teachers and 310 form three and four students. Data was collected using questionnaires for head teachers, teachers and students. Collected data was analyzed and tabulated in frequencies and percentages. Data was presented on tables, pie charts and bar graphs. The demography of the respondents including gender, age, professional qualification, teaching experience, managerial position and attendance of financial management in-service courses was collected.

The school enrolment / school size influence implementation of Free day secondary education. Students' enrolment in Mwingi West district highly ranges between 150 to 200 students per school. The enrolment rate per class in schools is at an average 61 students per class in day and boarding schools while 25 in pure day school. The implementation of Free Secondary Education programme is seen to realize its objectives in day/ boarding schools where facilities and resources are available by the increased enrolment that lead to retention, completion and equity. Most of the head teachers had three years experience in management positions, these findings showed a concern of the management position of school funds thus seminars and workshops need to be organized to create awareness on financial management. The head teachers had attended in-service courses on management that are trained by Kenya Educational Management Institute on institutional financial management, the other percentage was trained by District Quality Standards Assurance Officers through the Ministry of Education auditors. The government's provision of funds to buy resources have been inadequate to cater for effective teaching/learning resources. Schools have been faced with challenges in providing free secondary education due to scarcity of resources and

inadequate facilities. Head teachers are schools' financial managers thus they need high exposure to educational institution financial management. They should attend more in-service courses, seminars and workshop on financial management.

The study findings came up with recommendations that the government should allocate enough funds in time and resources to schools to ensure that free secondary school education runs smoothly without compromising quality of education. The study established that lack of adequate funds and resources was the biggest challenge affecting effective implementation of free secondary education in public secondary schools. Therefore, suggested for further research on the strategies being employed by school administrators to cope with the challenges faced in implementation of free secondary education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help foster economic growth, enhance productivity, contribute to national and social development and reduce social inequality (World Bank, 1998). A publication from Ministry of Education (2003) stated that education is a human right that every child must enjoy and has to be protected by the law. This is in accordance with the United Nations Declaration of Human Rights (1948), that every one has a right to education. Education shall be free at least in elementary and fundamental stages, that elementary education shall be compulsory.

After the introduction of Free Primary Education (FPE), huge increases in enrollment were officially reported. This followed massive expansion of primary education and since then the number of students seeking secondary school has increased tremendously, those who completed primary school were far too young to impact on the economy and the primary education could not help much in personal advancement neither in the economic development. In recognition of this governments all over the world have resulted into expansion of secondary education.

Universal secondary school enrollment has been achieved nearly in all industrialized countries of western Europe and North America which have Gross Enrollment Rates (GERs) exceeding 100 percent. This has followed fee free policies initiated by governments to enhance primary education since 1830, when near universal primary education was limited to a few states in the United States (Kenny, 2001). Even though free education initiatives enhance enrollment, a number of challenges are realized in the process of implementation. In the United States, challenges in quality of education were registered in stagnant test scores and achievements gaps between the rich and the poor. This led the congress to pass the 'No child left behind act' that sought to commit the nation to provide quality education to every child regardless of background. This open door admission policy led to high enrollments with problems related to discipline (Spelling, 2005). However Cooper (1998) 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 in America.

In German high enrollments characterize all levels of school system. Like any subjects and vocational discipline such as engineering in the eastern lander, where as a surplus of teachers is realized in western lander(Hamburg Background report, 2003). According to OECD (2005) school characteristics such as school resources including physical resources (infrastructure and school size) and human resources, school policies and school climate influence the success of school programmes and performance of students.

The quality of school facilities directly affect learning and performance (Fuller & Dellagnelo, 1999). A study in India which sampled 59 schools found out that of these only 49 had buildings and of these, 25 had toilets, 20 had electricity 10 had a school library and 4 had a television (Carron & Chau, 1996). In this case, the quality of learning environment was strongly correlated with pupils achievement.

In South Africa, user fees are identified as a barrier to education (Veriava, 2002). While school budgets are funded by allocations from state revenue, school fees are required to supplement these budgets so that schools are able to run smoothly. The South Africa Act (SASA) provides that a majority of parents at a public school may determine whether or not school fees are charged and the amount to be paid. There was however exemptions from paying school fees for parents whose income is less than 30 times, but not more than 10 times the amount of fees (Veriava, 2002). In Kenya, the government has a uniform allocation criterion for

secondary tuition, meaning that education is accessible to every qualifying student graduating from primary school. Principals in South Africa and in particular Lesotho, are appointed on the basis of their teaching experience as well as their academic performance and qualifications. Training in or even having a working knowledge of financial management is not considered a prerequisite for appointment to the position of principal (Kotele, 2001). Consequently principals in Lesotho often lack the necessary management skills and specifically financial management. He further adds that several attempts have been made by the Ministry of Education to redress the incompetence of principals with regard to management but despite the efforts that have been taken to enhance the principals performance, schools still experience problems of poor management.

The mismanagement of funds by principals often lead to a shortage of critical resources in schools as money is not available for purchasing of the necessary books and equipment. This often results to unsatisfactory performance of teachers and students (UNESCO, 2000), the study seeks to establish whether principals exposure to training financial management has any effect on the implementation of free day secondary education in Mwingi West District, Kenya.

Rwanda and Uganda abolished lower secondary education fees in 2006 and 2007 respectively and Kenya reduced secondary school fees in 2008. The implementation of such education did not go without problems (RMoE, 2008).

Nannyonjo (2007) in her study on analysis of factors influencing learning achievement in grade six in Uganda, found out that pupils age, language spoken at home, class size, time spent on a subject, textbooks and pupil to desk ratio as significant factors influencing learning achievement. The study also revealed that teacher characteristics, teaching strategies and school administration were other significant factor influencing learning achievements in grade six in Uganda. The study seeks to establish whether the class size and in effect the total enrollment of the school influence the implementation of free secondary education in Mwingi West District, Kenya.

In 2008, the Government of Kenya introduced free secondary education programme that targeted raising student enrollment. In secondary schools and increasing the transition rate from primary school to secondary schools. The programme was formally launched by the president in 2008 as stipulated in Kenya sector support programme (KSSSP) launched in July 2005, where the government committed herself to ensure that free education went beyond primary school (Republic of Kenya, 2008). The Government of Kenya allocates Kshs 10,265 per student in public secondary schools which have been approved and registered. The allocation was aimed at increasing access rate, improve completion rate and subsequently decrease dropout rates in the entire country including the district under study. Disbursements of free day secondary education programme funds are based on enrollments. This means that schools with low enrollments would

receive little funds under each vote head despite requiring similar personnel and services like the bigger schools the employment of crucial staff like the laboratory assistants watchmen, secretaries and accounts clerk. The principals thus feel disadvantaged and do not benefit from the programme as fully as would be expected, hence the study sought to establish the influence of school enrollment in the implementation of free secondary education in Mwingi West District, Kenya.

The implementation of Free secondary education has been coupled with many challenges including inadequacy of funds, overstretched classrooms in public schools have also been noted, textbook ratio is still high as compared to the Ministry intention of 1:1 by 2010. This leads to inadequacy of physical facilities and instructional materials (UNICEF, 2010). There is also a challenge of teacher availability. At secondary school level, teacher distribution in Kenya and particularly Mwingi, West District has not been equitable and the most hit are the newly established District schools. This has affected enrollment by reducing or maintaining at lower numbers (Republic of Kenya, 2008).

The above challenges have been evidence in Mwingi West District. Taking an example of unevenly distribution of teachers, there are secondary schools like Winzyeei and Kasanga that have one (1) and two (2) TSC teachers respectively despite having total enrollment of 69 and 120 respectively. Enrollment rate in schools has a lot of disparities following suitability of available resources, in the

earlier established schools enrollment is higher. This is because such schools are characterized by adequate and suitable physical facilities and substantial number of teachers who are experienced. Due to higher enrollment there are lower frequencies of traveling home for fees due to economies of scale. In the newly established schools there are low enrollments such that a class may have less than ten (10) students. A school may also have a total enrollment of less than hundred (100) students (DEO's office Mwingi district, 2013). This was because the schools have inadequate facilities, teachers in these schools are insufficient to man all the subjects leading to poor performance. Students are also on the way most of the time for fees since what the government is paying for it does not support the schools fully. In such schools there are no experienced teachers and a tradition of good performance that attract parents to such schools.

1.2 Statement of the problem

Mwingi West District is found in the recently formed Kitui County. It has a total of 39 secondary schools; 13 county schools and 26 district schools. Among them are 26 day schools, five mixed day and boarding and eight full boarding schools. While every stakeholder admits that Free day secondary education is facing many universal challenges in Kenya which include; increased enrollment, limited physical facilities and as well as shortage of teachers, some schools are succeeding in the implementation of the Free Day Secondary Education with high enrollment rate while others seem to be struggling despite the fact that equal

amount of money per student is given and the money is disbursed at the same time. Secondary school enrollment in Mwingi West District range between 10-250 (DEO's office Mwingi West District, 2013).

The study seeks to determine the institutional factors influencing implementation of free day secondary education in Mwingi West District, Kitui county Kenya.

1.3 Purpose of the study

The study sought to investigate institutional factors influencing implementation of Free day secondary education in Mwingi West District, Kitui, County, Kenya.

1.4 Objectives of the study

The study aimed at achieving the following objectives.

- (i) To establish the extent to which school enrollment (school size) influence implementation of Free day secondary education in Mwingi West District.
- (ii) To assess the extent to which school type influences the implementation of Free day secondary education in Mwingi West District.
- (iii) To establish the extent to which the availability of resources (physical, teaching / learning resources) influences implementation of Free Day Secondary Education.

- (iv) To determine the extent to which the head teachers' exposure to management training on financial management influences the implementation of free day secondary education.

1.5 Research questions

- i. To what extent does the school enrollment (school size) influence the implementation of Free Day Secondary Education?
- ii. How does the school type influence implementation of free day secondary education?
- iii. To what extent do the available resources influence the implementation of Free Day Secondary education?
- iv. To what extent does the principals exposure to financial management training influence the financial management of the institution?

1.6 Significance of the study

It is hoped that this study would provide insights to the government, head teacher of secondary schools, development partners and the communities on the institutional factors influencing the implementation of Free day secondary education. To the head teachers and teachers, the study could act as a self assessment tool. Head teachers and teachers could benefit from the study in that they are likely to acquire information to guide them on the need to sharpen their skills in dealing with institutional factors that affect the implementation of Free

day secondary education. The research could also form a basis of information upon which future studies on the same topic could be built on.

1.7 Limitation of the study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The study was not able to control the attitudes of the respondents hence affecting the validity.

1.8 Delimitations of the study

According to Mugenda and Mugenda (2003), delimitations are the boundaries of the study. Study only focused on the institutional factors influencing in the implementation of the Free Day Secondary Education in Mwingi West District. The private schools were excluded since they are not funded by the government. The full boarding schools were also excluded because only day schools were under study. The study was delimited to headteachers, teachers and students.

1.9 Basic assumption of the study

It was assumed that:

- (i) All respondents had relevant information on the factors influencing the implementation of Free day secondary education.
- (ii) That all the respondents gave genuine, truthful and honest responses to questionnaires.

1.10 Definition of significant terms

Implementation refers to the process of ensuring that Free day secondary education is delivered to the learners as expected.

Subsidized day secondary education refers to the policy of the Government of Kenya since 2008 where Kshs. 10,265 per student in public day secondary school is paid by the government.

Enrollment refers to the number of pupils who registered as members of different grades at the beginning of each year.

Institution refers to any structure or mechanism of social order and cooperation governing the behaviour of a set of individuals such as public secondary schools.

Available resources refers to physical, teaching/learning materials.

1.11 Organization of the study

This study is organized in five chapters. Chapter one consists of background of the problem, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation and delimitations of the study, basic assumption of the study, definition of operational terms and organization of the study. Chapter two comprises of literature review. It is divided into the following parts: Introduction, Free secondary education in developed countries, Free secondary education in Sub-Saharan Africa and the status of free

secondary education in Kenya, summary of literature review, theoretical framework and conceptual framework. The third chapter contains the research methodology comprising of research design, target population, sample size and sampling procedures, data analysis procedure, validity of the instruments, reliability of the instruments and collection procedures. Chapter four presents analysis and discussion of research findings. Chapter five contains the summary of the study findings, conclusion and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study sought to investigate institutional factors influencing the implementation of free day secondary education in Mwingi West District Kenya.

In this chapter the researcher presents review of literature related to the study. The section first covers the status of the implementation of Free Secondary Education in developed countries, status of secondary education in Sub-Saharan African countries and institutional factors influencing implementation of Free day secondary education.

2.2 Status of secondary education in developed countries

In Britain, education upto secondary school is fully financed by the government (Moon & Mayes, 1994). Parents are only required to ensure that children attend school. While the government make the education facilities available. In Japan, the government fiscal policies provide for free education upto secondary school level. Those of school going age have no option other than attend school to acquire education that is fully funded by the government (Nyaga, 2005). In the United States of America (USA), the Federal Government supports public education the government is empowered by the constitution welfare clause, Article 1 Section 8, to levy taxes and collect revenues for the support of

education. However, the congress decides the extent of such support (Nyaga, 2005). The situation in Kenya is not different from that of Japan and America as the government and community participate in the provision of education.

2.3 Implementation of free secondary education in Sub-Saharan African countries

Governments in Sub-Saharan African countries are concerned that if the secondary education continue to charge fees, the majority of those who complete Free Primary Education will be unable to continue to secondary education. 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. Because of the social, political and economic benefits associated with secondary education (World Bank, 2005), Governments in Sub-Saharan Africa (SSA) are looking for ways that enable the poor to gain access to secondary education. For these and other reason, free secondary education is seen as a potential strategy to expanding access to education for the poor.

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 education. The Rwanda Government was concerned that high fees and few places in secondary

education locked 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 (Museveni, 2008).

2.4 Status of free secondary education in Kenya

Kenya declared free day secondary education in 2008 by allocating Kshs 10,265 per student. This incentive has drastically increased retention, equality and quality. Free tuition was provided to support funding so that tuition costs would no longer prevent poor families from achievement of affordable access to secondary education (UNICEF, 2009). The funding target key teaching and learning materials (TLM) support for secondary school and Free secondary education operational (General purpose) (Republic of Kenya, 2008).

Free secondary education promotes joint responsibilities between parents, the government and sponsors of schools. Its implication is central to the national goal of poverty reduction, therefore calling for the spirit of partnership between the government, parents and stake holders. As the state meets the cost of items designated under this programme, parents or guardians are still required to meet

the cost of the following: Examination fee for form four examination (KCSE), School meals for day scholars, School uniforms, Boarding fee for boarding schools, Transport to and from school, and Infrastructural development including building and construction (Ministry of Education, 2008).

The money that is 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

Vote head	Average allocation in Kshs.
Tuition fees.	3,500.00
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 emoluments (PE).	3,965.00
Medical fees	300.00
Total school fees	10,265.00

Ministry of Education, (2008)

The funding of secondary school intended to increase access rates, improve completion rates and subsequently reduce drop out. Since the introduction there has been noted increase in enrollment in many schools and several day schools have mushroomed to either benefit from the secondary school funds or to achieve the government target of transition rate of 70 percent from primary school to secondary education by 2008.

2.5 Implementation of free day secondary education

The goal of the study was to examine institutional factors influencing implementation of free day secondary education in Mwingi West District. The factors could be due to the enrollments, availability of resources school type and the head teachers exposure to training and financial management skills. Some of the factors are presented below.

2.5.1 School enrolment and factors related to enrollments

Aloini (2009) describes an economy of size as a decrease of size in the average cost of producing an item related to an increase in production of that item. He gives an example of that, if the total cost increases by less than a factor of two while the number of the item produced doubles, an economy of size is realized. Economy of size often results from individualities, that is a certain necessary item may come of a minimum size. For example one cannot have a half a cinema projector. However as the enrollment increase, one does not necessarily need to

increase the number of cinema projectors in order to provide the new students with films. Therefore the average cost per pupils providing films decreases as the number of students increase.

According to World Bank (2004), economies of scale occur when a schools total cost rises less rapidly than the increase in student enrollments. Certain fixed costs such as remuneration of specialized teachers and of administrative and support staff at the school level are spread over the rising enrollments, as a result, the cost per student of service delivery can be expected to fall as enrollments increase.

2.5.2 Resource availability and free education

The head teacher is responsible for school facilities. Bell and 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. A school should adequately utilize the available facilities to advance learning opportunities offered to pupils. The responsibility of the head teacher to ensure that there is adequate classroom space to enable teaching learning process to take place without any problem and should ensure that the facilities are efficiently and effectively utilized. Poor learning environment in developing countries has been identified as one of the factors that lead to poor learning in public secondary schools (UNICEF, 2010). Heymeman

and Loxley (1993) in their study on effect of availability of physical facilities on academic performance found out that the presence of school library related significantly to achieve in Brazil, China, Botswana and Uganda.

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 facilitates child centred learning and learning through discovery. They motivate and encourage participation by learner in the learning process and help clarify concepts and add meaning to texts.

2.5.3 Principals' management training and implementation of free education

According to Odali (1984), 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 their financial management skills and expertise. The author notes that the principal has a role to play in coordinating parents associations to raise funds for schools developments and he is to assist them in estimating the cost of putting up schools facilities. He adds that if principals lack proper training in financial management, they may experience problems when making school budget and accounting for expenditure in financing the school programmes by parents.

Okumbe (2001) observed that education management has no choice as to whether to train employees or not. He observed that all employees 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 adequate capacity to manage financial affairs of institutions. Only a small percentage of the school managers and other personnel have attended courses in financial management.

2.6 Summary of the literature review

Alioni (2009) and World Bank (2004), state that low enrollments increases the average cost per student while high enrolment decreases the average cost, none of the studies have been done on the influence of school enrolment in the implementation of free day secondary education /particularly in Mwingi West district. Heymeman and Lexley (1993) concurs with Obonyo (1987) that availability of materials influence academic implementation of funds, but studies have not been conducted on the influence of resources in the implementation of free day secondary education hence necessitating the need for this study. Wambugu(2010) in his study on factors influencing implementation of free day secondary education in Kieni west district, asserted that school managers lack

adequate capacity to manage financial affairs of institutions but such study has not been in Mwingi West district, hence the study seeks to determine the institutional factors influencing implementation of free day secondary education in Mwingi West district.

2.7 Theoretical framework

Betalanfy (1967), In Wayne and Miskel (2008) defines systems theory as complex of elements standing in interaction. There is exchange of matter with their environment; that is; they import from and export from their surrounding. In the case of Free secondary schools, they import raw materials, learners human resources, capital, technology, information etc from the environment while they export learners who are well educated and qualified to fit in the society and also help built the same society.

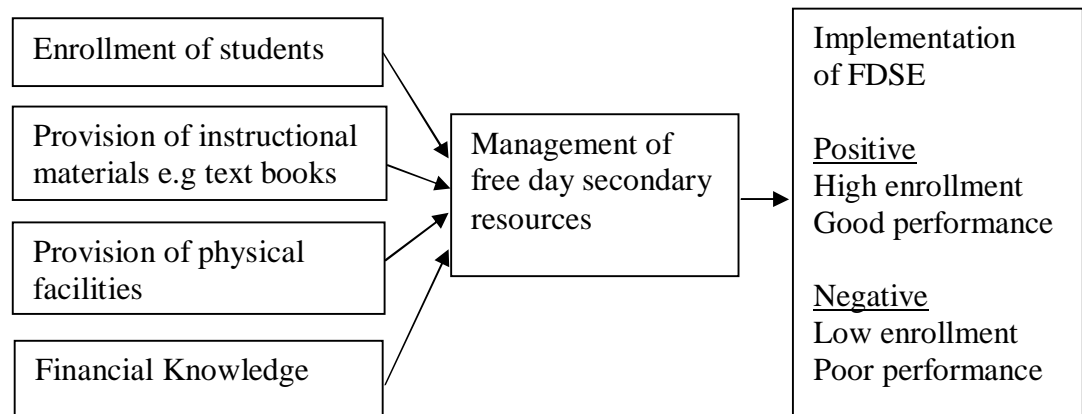
Systems theory presumes that organization operates as system within a supra system. In the case of free day secondary schools, they operate within a broad framework of the Ministry of Education which is governed by the existing political, economic and social regulatory framework. The institutional factors that influence principals implementation of free day secondary education is product of the political decisions made in regard to the free day secondary education. Although the government made a decision to implement free day secondary education, there are institutional factors such as the school enrollment, category of

the school, the managerial skills of the head teacher who is the chief administrative officer and availability of resources that can greatly influence the implementation of Free day secondary education.

The school community comprises of the teachers, principals, students and parents as the system component while the government intervention in the facilitation of the free day secondary education is the input, effective implementation of the education is the process while increased enrolment, retention and completion makes the output of the system.

2.8 Conceptual framework

Figure2.1 Institutional factors influencing implementation of free day secondary education.



Source (Author 2013)

The above institutional factors in conceptual model on secondary school management indicates that an institution operate in a systematic way. In the

system, there is input, processing unit and output. Input in schools include provision of instructional materials like textbooks, laboratories apparatus and physical facilities. Student enrollment in an institution is the main input of a system thus the more the enrollment the more the economies of scale for a school and financial knowledge is important for utilization of few resources and also for transparency and accountability. The process involves the activities undertaken in the system to obtain good output. This may include procurement procedure for acquisition of materials, sensitization of the public to market the institution for adequate enrolment while the outcome of the system shows both positive and negative output. The positive output will arise from provision of adequate instructional materials, and physical facilities, increased enrollment of student and good financial management by the principal. The negative output will arise from inadequacy of both instructional and physical resources, low enrollment and poor financial management by the principal.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate institutional factors influencing the implementation of free day secondary education in Mwingi West District, Kenya.

This chapter describes the research design adopted for the study. It provides information regarding the target population, sample and sampling procedure, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research design

According to Millar (1991), in Punch (2008) a research design is all the issues involved in planning and executing a research project, from identifying the problem through to reporting and publishing results. A descriptive survey research design was adopted for the study. According to Koul (1984) descriptive studies are concerned with gathering facts rather than manipulating variables. Thus the study focused on gathering information on institutional factors influencing principals' disparities in the implementation of free day secondary education.

3.3 Target population

The study involved all principals, teachers and students in all schools implementing Free secondary education. In Mwingi West District there are 31 schools implementing Free day secondary education in the district, 128 teachers and 31 head teachers and 2925 students (DEO's office Mwingi West District, 2013). A total target population was 3084.

3.4 Sample size and sampling procedure

Mugenda and Mugenda (1999) suggested that for descriptive studies, 10 percent or above of the accessible population is enough for the study. However, where time and resource allow, a researcher should take a bigger sample. In the study there were 31 day secondary schools, 128 teachers 31 principals and 2925 students. The students were selected from form three and four because they had stayed in school the longest time and a simple random sampling was used to select students. Ten students from each school participated making a total 310 who represented 10 percent of the total 2925 students population. Stratified random sampling was used to sample the teachers. There are 50 female teachers and 78 male teachers. A sample of 15 female teachers were sampled which represent 30 percent of the population while 24 male teachers were sampled which represent 30 percent of the total population of the male teachers. All the 31 principals were involved making a total 370 respondents.

3.5 Research instruments

Questionnaires were the major tools of collecting data from the head teachers (Appendix II), teachers (Appendix III) and students (Appendix IV). Questionnaires were used because all those who took part in the study are literate and capable of answering the items. The questionnaires were used because of their ease and cost effectiveness in construction and administration (Mugenda & Mugenda, 2003). The questionnaires were self administered. They consisted of both closed and open questions. Section A had background information while Section B had information on institutional factors influencing principals' disparities in the implementation of free day secondary education.

3.6 Validity of instrument

Validity can be referred to as accuracy and meaningfulness of inferences which are based on research results. The instrument is said to be valid when it measures what is purported to measure. The researcher conducted a pilot study which involved three principals, six teachers and 15 students, this is 11 percent of target population. According to Mugenda and Mugenda (2003), a pilot study assisted the researcher to identify items in the instrument which were ambiguous and difficult. Amendments were then made on the instrument to improve quality and validity. The researcher sought advice and guidelines from the supervisor concerning the instruments and they were ascertained to be valid and the researcher administered them in the actual research.

3.7 Reliability of instrument

Reliability can be referred to as the degree to which a research instrument can be depended upon to yield consistent results after repeated trial. It enhances accuracy, clarity and adequacy of instrument. To test reliability the researcher used test-retest method (Cohen & Manion, 2004). This involved administering the sample instrument twice to the principals, teachers and students in a lapse of one week, and the results were correlated, the higher the correlation co-efficient the higher the test-retest reliability. A correlation of 0.8 was determined to be satisfactory.

3.8 Data collection procedures

A research permit was obtained from the National Council for Science Technology and Innovation (NACOSTI). The researcher then obtained authorization from the District Education Office in Mwingi West District to conduct research. Permission to conduct research in the school was sought from principals of sampled schools. The researcher then administered the questionnaires to the respondents concerned and then organized with them when the questionnaire could be collected back. The researcher, on the agreed date, collected the questionnaires directly from the respondents.

3.9 Data analysis techniques

Analysis of data started with editing to identify errors made by the respondents such as spelling and any un-responded to items. Quantitative data derived from the demographic section and the closed questions were analyzed using descriptive statistics using percentages and frequencies to enable meaningful description of the distribution. Qualitative data generated from the open ended questions in the research instruments were organized into themes and patterns categorized through content analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate the institutional factors influencing implementation of Free Day Secondary Education in Mwingi West district, Kitui County, Kenya. Data was collected using questionnaire for head teachers, teachers and students that comprised of 370 sample population. Collected data was compiled into frequencies, percentages and presented in tables and pie charts. The data was then interpreted to answer the following objectives; the extent to which school enrolment (school size) influence implementation of Free day secondary education, the extent to which school type influence the implementation of Free day secondary education, the availability of resources (physical teaching/learning resources) and their influence in implementation of Free day Secondary education and to determine the extent to which the head teachers' exposure to management training on financial management influence the implementation of Free day secondary education.

4.2 Instrument return rate

The study sample comprised of 31 head teachers, 39 teachers and 310 form three and four students. Therefore, a total of 370 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 the researcher had assured the respondents on confidentiality.

4.3 Demographic information

The personal information of the respondents was sought to determine whether it contributed to the management skills used for the implementation of Free day secondary, which included gender, age, professional qualification, teaching experience, managerial position and attendance of financial management in-service courses.

To determine professional maturity of the respondents the researcher sought to examine their age bracket and presented the findings in Table 4.1.

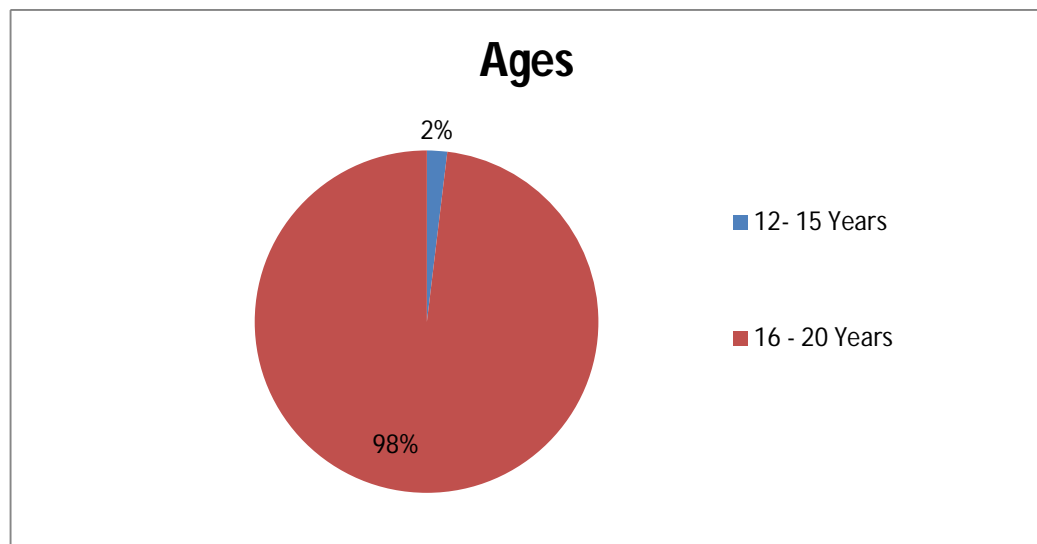
Table 4.1: Respondents age bracket

Age	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Below 25 years	-	-	25	64.1
26 – 35 years	-	-	6	15.4
35 – 45 years	20	64.5	5	12.8
46 – 60 years	11	35.5	3	7.7
Total	31	100.0	39	100.0

Table 4.1 shows that the head teachers were over 35 years of age while majority of the teachers were aged below 25 years. This was clear indication that leadership was appointed to senior teachers due to their experience to handle management. Age affects the efficiency and performance of an individual. This shows that school administrative role need professional maturity as a key to success (Hughees, 1994).

Form four and three students were included in the study since they had been in the schools for a long period. They were requested to indicate their age so that the researcher could identify whether there were over-aged students who enrolled after the introduction of Free Secondary Education. Their responses were presented in Figure 4.1.

Figure 4.1 student's age



From the study findings majority of the students (75.8%) were aged between 19 to 22 years. This was clear indication that there was enrolment of over-aged students after the introduction of Free Secondary Education programme. This might have led to over enrolment in school.

The researcher sought to find out gender distribution among the staff and requested them to indicate their gender. This was to establish whether there was gender parity in leadership positions in schools. The results were tabulated in Table 4.2.

Table 4.2 :Respondents' gender

Gender	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Female	5	16.1	25	64.1
Male	26	83.9	14	35.9
Total	31	100.0	39	100.0

The study findings show that there are more male head teachers than female head teachers, 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 district. These findings agree with Davies (1990), who

says gender disparity in educational leadership has been long standing in many parts of the world.

Implementation of Free secondary education requires adequate skills especially for the management. School administrators and teachers need various skills in order to cope with the demands of their management and teaching tasks. The researcher sought to find out the respondents academic qualification and presented the findings in Table 4.3.

Table 4.3: Respondents’ academic/professional qualifications

Qualification	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Masters Degree	0	0.0	0	0.0
B. Ed	31	100	7	17.9
Diploma	0	0.0	24	61.5
PGDE	0	0.0	8	20.5
Total	8	100.0	22	100.0

From the study findings the head teachers indicated that they were Bachelor of Education holders, while majority of the teachers were diploma in education holders. These findings showed that their qualifications were below average, thus,

posing a challenge on their ability in financial management. Robbins (2003) notes that the skills needed for effective management can be grouped into three broad categories, namely technical skills, human skills and conceptual skills. Technical skills refer to the category 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 ability to work well with other people and achieve results through them. Conceptual skills refer to the cognitive capacity to perceive the organization in its totality and the relationship between parts thereof. 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). Training of school administrators and teachers is essential in enabling them acquire these skills and thereby implement educational programmes competently.

To determine whether teachers and head teachers had been in the teaching profession to gain expertise in handling of issues, the researcher sought their teaching experience and presented the findings in Table 4.4.

Table 4.4: Head teachers and teachers working experience

Experience	Head teachers		Teachers	
	Frequency	percentage	Frequency	Percentage
0 – 5 year	6	19.4	21	53.8
6 – 10 years	-	-	11	28.2
11 – 15 years	8	25.8	2	5.1
Over 16 years	17	54.8	5	12.8
Total	31	100.0	39	100

Table 4.4 shows that majority of the head teachers educational qualification had taught for over 16 years. The teachers' revealed that majority of them had not taught for more than five years. Based on these results, it can be concluded that majority of the head teachers had worked for a long time, so they had enough experience to do their jobs accordingly, and were in a position to give useful insights into the challenges experienced in the implementation of free secondary education.

The researcher sought to find out the respondents experience in management position in years, to determine their ability to handle financial management. Their responses were presented in Table 4.5.

Table 4.5: Head teachers' experience in management position

Experience	Frequency	Percentage
3 years	12	38.7
4 years	8	25.8
5 years	6	19.4
8 years	5	16.1
Total	31	100.0

Most of the head teachers' indicated that they had only three years experience in management positions, these findings showed a concern of the management position of the school with the limited experience.

To confirm the findings on managerial position in schools, the teacher respondents were requested to indicate their rank in school, so as to clearly show they were in a position to handle management position in institutions. Their responses were tabulated in Table 4.6.

Table 4.6: Teachers' managerial position in school

Experience	Frequency	Percentage
Subject head	14	35.9
H.O.D	13	33.3
Senior H.O.D	3	7.7
None	9	23.1
Total	39	100.0

The school managerial positions in school include subject head, head of department, senior teachers that were distributed based on the school subjects. These findings show that teachers had been assigned managerial positions in school. This could help them uplift their management skill for future performance.

The respondents were requested to indicate whether they had attended in- service courses on financial management. This was to show that they had acquired the right management skills so as to handle responsibilities in schools. The responses were tabulated in Table 4.7.

Table 4.7: Teachers' attendance of in-service course on financial management

Response	Frequency	Percentage
Yes	9	23.1
No	30	76.9
Total	39	100.0

Table 4.7 shows that 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. These seminars would uplift teacher knowledge on institutional financial management.

Further the researcher sought to establish whether the head teachers had attended in-service courses on financial management, since they are schools financial managers. Their responses were tabulated on Table 4.8.

Table 4.8: Head teachers' attendance of in-service course on financial management

Response	Frequency	Percentage
Yes	31	100
No	0	0.0
Total	31	100.0

The head teachers 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.

Further, the researcher sought to determine from the head teachers who trained them on financial management. To identify the available financial management trainers in the education sector. The findings were presented in Table 4.9.

Table 4.9: Head teachers' training agency on financial management

Agency	Frequency	Percentage
KEMI	26	83.9
DQASO auditors from M.OE.	5	16.1
Total	31	100.0

From the study findings majority of the head teachers had been trained by Kenya Educational Management Institute (KEMI) on institutional financial management, the other percentage was trained by District Quality Assurance Standard Officers (DQASO) through the Ministry of Education auditors. According to Odali (1984), the principals should constantly update through training on their financial management skills and expertise. The principal has a role to play in coordinating parents associations to raise funds for school developments and he is to assist them in estimating the cost of putting up schools facilities. He adds that if principals lack proper training in financial management, they may experience problems when making school budget and accounting for expenditure in financing the school programmes by parents.

The study sought to determine whether school fees payment in schools was a problem, thus, student respondents were requested to indicate on their school fee payment and their responses were tabulated in Tables 4.10.

Table 4.10: Students' responses on parents/guardians able to pay school fees on time

Responses	Frequency	Percent
Yes	261	84.2
No	49	15.8
Total	310	100.0

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 earn up is also a challenge.

Then the researcher sought to know whether the students are sent home to collect fees due to delayed payments. Their responses were tabulated as in Table 4.11.

Table 4.11: Students' responses on whether they are sent home to collect fees

Response	Frequency	Percent
Yes	261	84.2
No	49	15.8
Total	310	100.0

To confirm that parents/guardians strain to raise school fees, the students indicated that they are sent home to collect fees due to delayed payments. This shows that raising school funds was a great challenge to the parents.

Then the researcher requested to know whether students understood the concept of Free day secondary education programme. This was to show whether school community had been sensitized on the introduction of the programme. Their responses were tabulate in Table 4.12.

Table 4.12: Students’ understanding of Free Day Secondary education

Response	Frequency	Percent
Parents are assisted to pay fees	77	24.8
Daily learning needs catered by government	80	25.8
Learning with less cash	153	49.4
Total	310	100.0

From the study findings, most of the students understand that free day school is attending school with less money or parents are assisted to pay part of their fees by the government and catering for their learning needs. These findings show that student had a clear know how on free day secondary education. Thus sensitization of the introduction of the programme in the school community had been done.

4.4 School size and implementation of free day secondary schools

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 (Republic of Kenya, 2005), 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 at establishing the enrolment rates in the schools for the period before and after introduction of free secondary education

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 could attributed to the school financial management effectiveness and tabulated the findings from Table 4.13 to Figure 4.2.

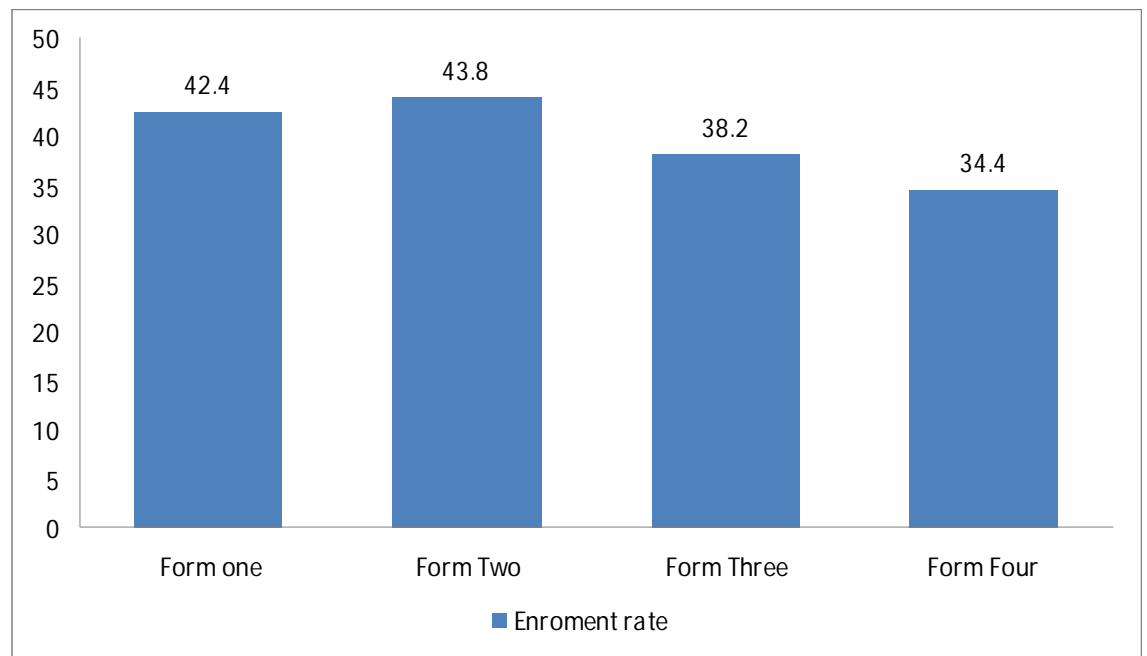
Table 4.13: Head teachers’ responses on students’ enrolment

Enrolment	Frequency	Percentage
Below 100	4	12.9
101 – 150	11	35.5.
151 – 200	13	41.9
201 – 250	3	9.7
Total	31	100.0

The findings on table 4.10 reveal that students' enrolment in Mwingi West district highly range between 150 to 200 students per school. 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).

The researcher sought to know the student enrolment per form and presented the findings in Figure 4.2.

Figure 4.2: Student average enrolment



The study findings reveal that enrolment rate per class in schools is at an average of 39.7% overall though there was a higher enrolment in form one and two respectively. These findings revealed that the schools recorded increase in number of streams showing that there was growth in enrolment.

Therefore the study sought to find out whether there is increased enrolment after introduction of Free secondary education and whether the enrolment influence the implementation of the Free day secondary programme. Thus, the researcher sought to know whether the classes were either over crowded or under-crowded to show enrolment rates in schools as a result of Free day secondary education. The results are tabulated in Tables 4.14.

Table 4.14: Head teachers’ responses on students’ enrolment rate

Response	Frequency	Percentage
High	18	58.1
Low	13	41.9
Total	31	100.0

Schools were reported to have high enrolment of students. These trend shows that the schools have large classroom capacity thus over crowding in classes since there were no added funds for class expansion to accommodate the raised student population. These findings were inline with Osei (2006) who noted that

overcrowding, together with other challenges such as lack of school facilities; basic teaching materials, and an absence of sufficient equipment and inadequate infrastructure negatively affect the quality of education.

Due to the increased enrolment rates in schools the researcher sought to determine whether the school's available resources were in the capacity to hold the increased enrolment. Their responses were tabulated in Table 4.15.

Table 4.15: Head teachers' responses on whether their schools are in capacity to handle students' enrolment

School capacity	Frequency	Percentage
Yes	6	19.4
No	25	80.6
Total	31	100.0

Many secondary schools find it hard to accommodate the high student population due to the increased enrolment after the introduction of Free secondary education, thus, there has been an overly large class sizes and high average number of students per teacher in day schools. Moreover, the teachers are usually unqualified with few teaching aids and poor textbook provision.

4.5 School type and the implementation of Free day secondary school

Kenya academic performance, is determined by the schools' KCSE results which is seen to be categorized on the type and category of school.

Table 4.16: Head teachers' responses on their school type

Response	Frequency	Percentage
Mixed day and boarding	5	16.1
Day	26	83.9
Total	31	100.0

A majority of the schools (83.9%) in Mwingi West district are day schools. These findings reveal that the schools do not attract students from far. Therefore, the students in the school are typically from the region, due to residential issues.

The researcher sought to determine whether student enrolment in the schools is determined by school type. This was to establish whether school enrolled equal numbers of students. Their responses were tabulated in Table 4.17.

Table 4.17: Student enrolment based on the school type

School type	No of schools	Total enrolment	Mean per school	Mean Per form
Day and boarding schools	5	1215	243	61
Day schools	26	2601	100	25

From the study findings, day schools in Mwingi West district are under enrolled due to the average number of students is below the ministry recommendation of forty students per class, while the day and boarding schools are over-enrolled, since the class sizes average are over-stretched. This could be due to the availability of resources in the boarding facilities that attract learners from outside the community.

The researcher sought to establish challenges facing income generation activities in schools. Their responses were tabulated in Table 4.18.

Table 4.18: Head teachers' responses on income generating activities in the school

Response	Frequency	Percentage
Most serious challenge	26	83.9
Moderately serious challenge	5	16.1
Total	31	100.0

Table 4.18 shows that majority of the head teachers indicated that their schools face serious challenges in running income generating activities. This was deemed to be due to the inadequacy of the available alternatives of income generating activities because of the geographical location of the district in ASALs.

The researcher sought 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 4.19.

Table 4.19: Head teachers' responses on procurement procedures in the school

Response	Frequency	Percentage
Most serious challenge	11	35.5
Least serious challenge	12	38.7
Not serious challenge	8	25.8
Total	31	100.0

The procurement procedures in schools are faced with serious challenges. This is greatly due to the head teachers 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. According to Wambugu (2010) 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.

Table 4.20: Head teachers' responses on competency in making school budget

Response	Frequency	Percentage
Moderately serious challenge	13	41.9
Least serious challenge	18	58.1
Total	31	100.0

If principals lack proper training in financial management, they may experience problems when making school budget and accounting for expenditure in financing the school programmes by parents. These findings are in line 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 4.21: Head teachers' responses on proper book keeping in the institution

Response	Frequency	Percentage
Moderately serious challenge	26	83.9
Least serious challenge	5	16.1
Total	31	100.0

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)

Students are also on the way most of the time for fees since what the government is paying for it does not support the schools fully. In such schools there are no experienced teachers and a tradition of good performance that attract parents to such schools. Therefore the head teachers responses on students ability to pay school fees was presented in Table 4.22.

Table 4.22: Head teachers' responses on payments of fees by parents

Response	Frequency	Percentage
Most serious challenge	18	58.1
Moderately serious challenge	8	25.8
Least serious challenge	5	16.1
Total	31	100.0

From the study findings the head teachers felt that parents face very serious challenges paying fees for students. This is 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. The head teachers are faced with so many financial constraints in running the schools due to limited and inadequacy of resources, therefore the researcher sought to know how they cope with these challenges. Their responses were presented in Table 4.23.

Table 4.23: Head teachers' responses on how to cope with inadequacies'

Response	Frequency	Percentage
Advising parents to pay fee	12	38.7
Enlisting services from outside school	9	29.0
Mobilizing of funds	10	32.3
Total	31	100.0

From the study finding most of the head teachers indicated that they either advise parents to pay school fees, enlist services from outside school and mobilize funds. These shows that the school heads try to reduce operation costs by limiting needs within the available funds and also trying to raise more money through parents who are an important source of funds to schools. As the state meets the cost of items designated under this programme, parents or guardians are still required to meet the cost of the following: Examination fee for form four examination (KCSE), School meals for day scholars, School uniforms, Boarding fee for boarding schools, Transport to and from school, and Infrastructural development including building and construction (Ministry of Education, 2008).

4.6 Adequacy of teaching and learning resources and implementation of free day secondary education

The inadequacy of these resources could make it difficult for head teachers and teachers to perform their functions adequately. Olembo & Cameroon (1986) 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. For instance, inadequate classrooms would mean overcrowding and hence making the classroom environment unfavourable for learning. The researcher sought to find out the institutional factors influencing effective implementation of free secondary education in relation to adequacy of physical facilities and teaching/learning resources in Mwingi West district. To determine this, the teachers were asked to rate the adequacy or inadequacy of teaching and learning resources in their schools, to which they responded as shown in Table 4.24.

Table 4.24: Head teachers and teachers' responses on sufficient of class books

Response	Head teachers'		Teachers'	
	Frequency	Percentage	Frequency	Percentage
Serious challenge	8	25.8	8	20.5
Moderately serious	13	41.9	16	41.0
Least serious challenge	10	32.3	15	38.5
Total	31	100.0	39	100.0

Most of the respondents indicated that class books shortages were moderately serious. This implies that the books were available though not adequate 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 as in table 4.25.

Table 4.25: Head teachers' and teachers' responses on adequate of audio aids

Responses	Head teachers'		Teachers'	
	Frequency	Percentage	Frequency	Percentage
Most serious challenge	26	83.9	26	66.7
Serious challenge	5	16.1	13	33.3
Total	31	100.0	39	100.0

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 concur with 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.

The study sought to determine whether other teaching/ learning resources like students reference books to establish smooth learning process. The findings were presented in Table 4.26.

Table 4.26: Head teachers' and teachers' responses on adequacy of students' reference books

Response	Head teachers'		Teachers'	
	Frequency	Percentage	Frequency	Percentage
Most serious challenge	8	25.8	2	5.1
Serious challenge	5	16.1	16	41.0
Moderately serious	12	38.7	14	35.9
Least serious challenge	6	19.4	7	17.9
Total	31	100.0	39	100.0

Table 4.26 shows that the head teachers indicated that provision of students' reference book was a serious challenge despite government funding for effective implementation of free Secondary Education. Funds allocated to schools were not enough to meet the school needs, thus, it was only used to buy course books and parents are left with the burden to provide reference books. Further the researcher sought to know whether teachers' reference books were available. The respondents' responses were tabulated as follows in Table 4.27.

Table 4.27: Head teachers' and teachers' responses on teachers' reference books

Response	Head teachers'		Teachers'	
	Frequency	Percentage	Frequency	Percentage
Most serious challenge	14	45.2	16	41.0
Serious challenge	12	38.7	9	23.1
Moderately serious	0	0.0	6	15.4
Least serious challenge	5	16.1	8	20.5
Total	31	100.0	39	100.0

Most schools are faced with serious challenges to provide teachers with reference book. This is 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.

With the innovation technology school are expected to teach computer skills to students and as a source of reference materials. Therefore the researcher requested the head teacher to indicate whether there are challenges facing provision of computer facilities.

Table 4.28: Head teachers' and teachers' responses on adequacy of computers

Response	Head teachers'		Teachers'	
	Frequency	Percentage	Frequency	Percentage
Most serious challenge	25	80.6	10	25.6
Serious challenge	0	38.7	8	20.5
Moderately serious	0	0.0	14	35.9
Least serious challenge	6	19.4	0	0.0
Not serious challenge	0	0.0	7	17.9
Total	31	100.0	39	100.0

In adequacy of computers in secondary schools does not pose a great challenge to the teaching/learning process according to the teachers. This could be because computer learning is not compulsory in the Kenyan syllabus. Though the head teachers posed the adequacy of computers as the most serious challenge. Their view was in relation to the management of school records through manual record keeping and modernized record keeping through computers.

Teaching aids are very important to facilitate effective teaching. The researcher sought to establish whether provision of charts and maps as teaching aids is faced by challenges. The results were presented in Table 4.29.

Table 4.29: Head teachers and teachers responses on availability of charts and maps

Response	Head teachers'		Teachers'	
	Frequency	Percentage	Frequency	Percentage
Most serious challenge	6	19.4	10	25.6
Serious challenge	5	16.1	16	41.0
Moderately serious	15	48.4	0	0
Least serious challenge	5	16.1	13	33.3
Not serious challenge	0	0.0	0	0.0
Total	31	100.0	39	100.0

Table 4.28 shows, that provision of adequate teaching aids like charts and maps posed a serious challenge in day secondary schools. These findings concur 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.

Science experiments are conducted in science based lessons to give students an insight understanding of the subjects. For the experiments to be conducted during a lesson the right laboratory apparatus must be used therefore the researcher sought to know whether the suitable laboratory apparatus were available. The findings were presented in Table 4.30.

Table 4.30: Head teachers and teachers' responses on suitability of laboratory apparatus

Response	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Most serious challenge	0	0.0	10	25.6
Serious challenge	7	22.6	16	41.0
Moderately serious	9	29.0	0	0
Least serious challenge	15	48.4	13	33.3
Not serious challenge	0	0.0	0	0.0
Total	31	100.0	39	100.0

The study findings revealed that the head teachers who are the providers of teaching and learning resources indicated that availability of suitable laboratory apparatus was a least serious challenge, while the teachers who are the implementers of the teaching/learning process indicated that this was a serious challenge. Classes should be enough to hold the whole school population. To determine whether the available classrooms are adequate head teachers were requested to indicate whether they had challenges in the provision of classroom. The results are presented in Table 4.31.

Table 4.31: Head teachers and teachers responses on adequacy of classroom

Response	Head teachers'		Teachers'	
	Frequency	Percentage	Frequency	Percentage
Not available	0	0.0	8	20.5
Inadequate	0	0.0	9	23.1
Fairly inadequate	15	48.4	8	20.5
Adequate	16	51.6	14	35.9
Total	31	100.0	39	100.0

The head teachers were asked if the funds allocated to their schools were adequate to the school needs, to which all of them replied in the negative, that the funds allocated to them were not adequate to their school needs. Osei (2006) found that

broadly, 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

Provision of facilities in schools need to be adequate. Therefore the researcher sought to determine whether school facilities are adequate for effective teaching/learning resources. Table 4.32 shows responses on the adequacy of the facilities from the respondents.

Table 4.32: Head teachers and teachers responses on level of adequacy of facilities

Response	Head teachers		Teachers'	
	Frequency	Percentage	Frequency	Percentage
Not available	12	38.7	8	20.5
Inadequate	10	32.3	8	20.5
Fairly inadequate	9	29.0	23	59.0
Total	31	100.0	39	100.0

From the study findings school facilities are greatly a serious problem in the implementation of Free day secondary education. This is due to the acute shortage of fund to maintain and renovate available facilities.

The respondents were requested to suggest ways to cope with the challenges faced by schools due to inadequacy of resources and facilities. The results were presented in Table 4.33.

Table 4.33: Head teachers and teachers’ responses on how to cope with inadequacies

Response	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
CDF funds	3	9.7	6	15.4
Planning for funds through PTA/MOE	7	22.6	2	5.1
Raising more funds	1	3.2	3	7.7
Improvising ways of doing activities	9	29.0	4	10.3
Sharing rooms with nearby institutions	6	19.4	8	20.5
Using shelter from trees	5	16.1	16	41.0
Total	31	100.0	39	100.0

The study findings show that the strategies employed by head teachers to cope with inadequacy of FSE funds included working on tight budgets 100%, seeking CDF partnership in development projects 88.9%, seeking donor funding 77.8% and subsidizing with PTA funds 55.6%. Other strategies included fundraising, acquisition of goods on credit from suppliers, making budget readjustments, borrowing money from other school head teachers, and leaving some tasks undone until funds are released by the government.

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

(Verspoor, 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.

4.7: Comparison of institutional factors and implementation of free day secondary school education

The researcher sought to establish the comparison of institutional factors and the implementation of free day secondary education. Table 4.34 presents the responses on the influence of enrolment level in relation to implementation of free day secondary education.

Table 4.34: School enrolment level and implementation of free day secondary education

Enrolment effect	Frequency	Percentage
Effectively implemented	18	58.1
Not effectively implemented	13	41.9
Total	31	100.0

From the study findings the schools with high enrolment rate had effectively implemented the free day secondary programme. This implies that for effective implementation of the programme there has to be increased enrolment, retention and completion rates.

Then the researcher sought to establish the influence of school type on the implementation of free day secondary programme.. Table 4.35 presents the responses.

Table 4.35 School type and implementation of free day secondary education

School type	Frequency	Percentage
Effectively implemented	5	16.1
Not effectively implemented	26	83.9
Total	31	100.0

From the study findings the day and boarding schools have high enrolment rate thus, they have effectively implemented the free secondary programme. This implies that for effective implementation of the programmes to be realized through increased enrolment, retention and completion rates the day and boarding schools have to be increased.

Further the researcher sought to establish the influence of availability of resources on the implementation of free day secondary programme.. Table 4.36 presents the responses.

Table 4.36 Availability of resources and implementation of free day secondary education

School type	Frequency	Percentage
Fairly adequate	5	16.1
Inadequate	26	83.9
Total	31	100.0

The study findings reveal that available resources are only fairly adequate in day and boarding schools while day schools have inadequate resources. These findings implies that the fair adequacy of resources have boosted the implementation of free secondary education through increased enrolment.

Finally the researcher sought to establish the influence of principals' exposure to management training on financial management on the implementation of free day secondary programme. Table 4.37 presents the responses.

Table 4.37: Principals' exposure to management training on financial management on the implementation of free day secondary education

School type	Frequency	Percentage
Trained	31	100.0
Untrained	0	0
Total	31	100.0

From the study findings the head teachers had all been trained on management training on financial management. This implies that they were all in the capacity to implement the free day secondary programme, but only 16.1% (those in day/boarding) have been able to implement due to limitation of resources.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the main study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

5.2 Summary of the study

The study was to investigate the institutional factors influencing implementation of Free Day Secondary Education in Public Secondary Schools in Mwingi West district, Kitui County. It was to answer the following research questions; the extent school enrolment /school size influence implementation of Free day secondary school education, assess whether the school type influence implementation of free day secondary school education, the extent to which availability of resources influence implementation of Free day secondary education and the extent to which head teachers' exposure to management training on financial management influence the implementation of Free day secondary education. The study adopted the system theory by Ludwing Von Bentalanffy of 1967.

The study adopted the descriptive survey design and targeted 31 public day secondary schools. The students were selected by using simple random sampling

while stratified random sampling was used to sample the teachers and census sampling was used to sample the whole population of day secondary schools therefore all the head teachers participated. Data was collected using questionnaires for head teachers, teachers and students. Instrument validity was determined through expert judgment by the university supervisors. Reliability was determined through piloting. Collected data was analyzed and tabulated in frequencies and percentages and then presented on tables, pie charts and bar graphs.

Data was collected from a sample of 31 head teachers, 39 teachers and 310 form three and four students. Therefore, a total of 370 questionnaires were administered. All the questionnaires were returned, thus a 100% return rate. The demography of the respondents including gender, age, professional qualification, teaching experience, managerial position and attendance of financial management in-service courses was collected. The head teachers were over 35 years of age while majority of the teachers were aged below 25 years, while majority of the students were aged between 15 to 22 years. Despite the high female teachers' population in the teaching profession, male head teachers are more than female head teachers.

The study findings show that the head teachers were Bachelor of Education holders, while majority of the teachers were diploma in education holders. These findings showed that their qualification was below average. The head teachers had taught for over 16 years. The teachers' revealed that majority of them had not

taught for more than five years. Most of the head teachers' had three years experience in management positions.

The school managerial positions in school include subject head, head of department, senior Head of department that were distributed based on the school subjects. Most 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. The head teachers had attended in-service courses on management. The head teachers had been trained by Kenya Educational Management Institution (83.9%) on institutional financial management, the other percentage was trained by District Quality Standards Assurance Officer (16.1%) through the Ministry of Education auditors.

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 day secondary schools. This was clear indication that even the little money they are supposed to earn up is also a challenge and they were sent home to collect fees due to delayed payments.

The first study objective sought to establish whether school size influence implementation of Free day secondary education. The study findings show that students' enrolment in Mwingi West district highly (77.4%) ranges between 150 to 200 students per school. The study findings reveal that enrolment rate per class in schools is at an average 61 students per class in day and boarding schools

which is higher in form one and two respectively. Schools enrolment was reported to be over-enrolled. Day schools were under-enrolled due to the inadequate facilities.

The second study objective sought to assess the extent to which school type influence the implementation of Free day school education. The study findings showed that majority of school type (80.6%) in Mwingi West district are day schools. These findings reveal that the schools do not attract students from far. Therefore, the students in the school are typically from the region, due to residential issues. Though there are high per class average population in day and boarding schools.

The third objective sought to find out the influence of available resources on implementation of free day secondary education. The study findings show that most of the respondents indicated that class books shortage were moderately serious. This implies that the books were available though not adequate for effective teaching. The provision of the teaching aid was most serious as majority of schools (83.9%) did not have enough for teaching/learning process. The main problem was indicated by the head teachers (66.7%) that the funds allocated to their schools by the government were not enough to meet the school needs, and that Free Secondary Education funds were released late, implying that they were not able to perform daily school management functions because of this delay. The government did not consider funding ongoing- projects before

implementing Free day secondary education. Most schools (64.1%) are faced with serious challenges to provide teachers with reference book. This is due to the shortage of funds to buy enough resources thus, some of the schools necessities are not regarded as a priority like teachers references as teachers are forced to use the course book with the students. The study findings show that the head teachers (83.9%) who are the providers of teaching and learning resources indicated that availability of suitable laboratory apparatus was a least serious challenge, while the teachers who are the implementers of the teaching/learning process indicated (70%) that this is a serious challenge. The head teachers were asked if the funds allocated to their schools were adequate to the school needs, to which all of them replied in the negative, that the funds allocated to them were not adequate to their school needs. From the study findings the teaching/learning facilities are (74.2%) greatly a serious problem in the implementation of Free day secondary education . This is due to the acute shortage and the available resources are inadequate for effective learning.

The forth objective determined the extent to which the head teachers' exposure to financial management influence the implementation of free day secondary education. The study findings revealed that the procurement procedures in schools are faced with serious challenges, This is greatly due to the head teachers inexperience in financial management and procurement procedures which 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. When

principals lack proper training in financial management, they may experience problems when making school budget and accounting for expenditure in financing the school programmes by parents. The mismanagement of funds by principals often lead to a shortage of critical resources in schools as money is not available for purchasing of the necessary books and equipment. From the study findings the head teachers (77.7%) felt that parents face very serious challenges paying fees for students. This is 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. From the study findings most of the head teachers (83.9%) indicated that they either advise parents to pay school fees, enlist services from outside school and mobilize funds. These shows that the school heads try to reduce operation costs by limiting needs within the available funds and also trying to raise more money through parents who are an important source of funds to schools

5.3 Conclusions

The implementation of Free day secondary education was aimed at increasing transition rate from primary to secondary after introduction of free primary. The government subsidized parents burden on paying tuition fee though the parents were expected to pay for boarding, feeding and uniform expenses. School enrolment was found to influence implementation of free day secondary education

programme since the day boarding schools were over-enrolled thus over stretching the school facilities that were not expanded with the increased enrolment. Enrolment age was also not considered thus schools ended up with over-aged students therefore the performance was also interfered with due to the increased teachers workload.

The over-enrolment of the students in day/boarding schools due to the availability of facilities shows that implementation of free day secondary education has been achieved hence the goals of the introduction to enhance enrolment, access, retention and equity are met. The under-enrolment in day schools shows that the objectives of the introduction of free day secondary have not been attained.

The provision of enough resources and facilities there is high enrolment and retention rates thus improving completion rates. Therefore the head teachers exposure to management training on financial management enables them to manage the provided funds effectively, hence improving implementation.

5.4 Recommendations

Based on the findings, the study makes the following recommendations;

- i. The Government should review the Free secondary education budget to take into account the varying enrolment in the course of the year and also the inflation factor.

- ii. The Government should also take the responsibility of taking up the infrastructure and development of schools, and this could be achieved by reintroducing schools equipment schemes to make provision for textbooks and other learning materials. It was also suggested that the governing body should employ more teachers to cater for the increased enrolment and ensure that the Kenya Education Staff Institute train head teachers in financial management in order to manage the Free secondary education funds very well. Coupled with this should be hiring of more accounts clerks who could assist in proper book keeping.
- iii. An inequitable distribution of teachers, teaching and learning resources exists between national, provincial and district categories of secondary schools with national schools receiving the highest priority followed by provincial schools. The Government should continuously address the issue of inequitable utilization of teachers across all education institutions.
- iv. Head teachers should enroll students according to the resources and teachers available to avoid overcrowding schools and overworking teachers. The study revealed that most schools had shortage of classrooms and as a result of overcrowded classes teachers were experiencing big workload which may make them not to be effective in their work.

- v. Head teachers should involve the community around them to aid in school development programmes and projects. The schools should also initiate income generating projects to subsidize government funding.
- vi. The Government through KEMI should organize more capacity building programmes for both head teachers and teachers to equip them with adequate skills and abilities to handle the emerging issues with the implementation of Free Secondary education.

5.5 Suggestions for further research

The researcher suggests that;

- i. A study should be conducted on the strategies being employed by school administrators to cope with the challenges faced in implementation of free secondary education.
- ii. A study on the effects of Free secondary education on students' academic performance in secondary schools in the country.
- iii. The study should be replicated in other areas in the country to compare the findings.
- iv. A study should be carried out on the effects of the introduction of Free secondary education on boarding schools.

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APPENDIX I

**RHODA K. KIMANZI
UNIVERSITY OF NAIROBI
FACULTY OF EDUCATION
P.O BOX 30197
NAIROBI**

The Principal

.....

RE: REQUEST FOR PARTICIPATION IN RESEARCH

I am a post graduate student at the University of Nairobi carrying out a research on institutional factors influencing implementation of Free day secondary education in Mwingi West District. I kindly inform you that your school has been selected to participate in the above mentioned study. The researcher wishes to administer questionnaires. The research findings will be used for the study. Individual respondent to this questionnaire will not be identified in any manner.

Yours Faithfully,

Rhoda.

APPENDIX II

HEAD TEACHER QUESTIONNAIRE

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

Section A - Background Information

1. What is your age (years)?_____
2. What is your gender? Male () Female ()
3. What is your highest professional qualification?
P 1 () Diploma () B. Ed ()
M. Ed () Others.....
4. How many years have you worked as a teacher? (years).....
5. What is your experience in management position (years).....

Section B – Information about institutional factors.

The questions herein indicated are designed to seek information on institutional factors influencing principals implementation of free day secondary education. Please indicate the correct answer by putting a tick (\checkmark) or writing in the spaces provided.

6. How many students does your school have?_____

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

	Stream	Student enrolled
a)	F 1	
	F 2	
	F 3	
	F 4	
	Grand Total	

b) Is your school over enrolled? Yes () No ()

c) Is your school under enrolled? Yes () No ()

7. The type of the school (Day or mixed day and boarding)

(a) What is the type of your school?

Mixed day and boarding () Day ()

8. Head teachers exposure to training on financial management.

(a) Have you attended any in-service course on financial management?

Yes () No ()

(b) Who were the trainers?_____

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

(i) Most serious challenge (ii). Serious challenge (iii). Moderately serious challenge (iv). Least serious challenge (v). Not serious challenge.

	Facility/Facilities	1	2	3	4	5
i	Income generating activities in the school.					
ii	Procurement procedures in the school.					
iii	Competency in making school budget.					
iv	Proper bookkeeping in the institution.					
v	Payment of fees by students.					

Please indicate the extent to which 1 and 2 Most seriously and seriously challenges are coped with

9. Adequacy of resources.

a) Instructional materials.

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

(i). Most serious challenge. (ii). Serious challenge. (iii). Moderately serious Challenge. (iv). Least serious challenge. (v). Not serious challenge.

		1	2	3	4	5
i	Sufficient class books.					
ii	Adequate audio aids.					
iii	Sufficient students' reference books.					

iv	Adequate teachers' reference books.					
v	Adequacy of computers.					
vi	Availability of charts and maps.					
vii	Availability of laboratory chemicals.					
viii	Suitability of laboratory apparatus.					

b) Physical facilities

Please indicate the level of adequacy of the following facilities by a ticking (\checkmark)

where appropriate.

		Not Available	Inadequate	Fairly Inadequate	Adequate	Very adequate
		1	2	3	4	5
i	Classrooms					
ii	Laboratories					
iii	Dining hall					
iv	Library					
v	Administration block					

vi	Teachers desk					
vii	Teachers tables and chairs					
viii	Sanitary facilities					
ix	Water supply					
x	Playing ground.					

Please indicate how you cope up with the inadequacies in the above.

APPENDIX III

TEACHERS' QUESTIONNAIRE

Section A – Background information.

Instructions

The questions herein 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 put your name.

- 1) How old are you? (years).....
- 2) What is your gender? Male () Female ()
- 3) What is your professional qualifications?
(a) Diploma () B. ed () M. Ed ()
Others.....
- 4) What is your teaching experience (years).....
- 5) What is your managerial position in the school ?
(a) Subject head () (b) HOD ()
(c) Senior HOD () (d) None ()
- 6) Have you attended any in-service course on financial management?
Yes () No ()

Section B – Information about institutional factors.

Please read carefully each of the following statements on institutional challenges influencing principals’ implementation of free day secondary education. Please tick (√) on the column box on the five point scale as follows:

7) Financial Management.

Please rate by ticking (√) on the column box on the five point scale as follows:

- i. Most serious challenge. ii. Serious challenge iii. Moderately serious challenge. iv. Least serious challenge v. Not a serious challenge.

	Disbursement of FSE funds from Government to school during financial year.	1	2	3	4	5
i	Adequacy of disbursed funds to school.					
ii	Procurement procedures in the school.					
iii	Competency in making school budget.					
iv	Proper book keeping in the institution.					
v	Other sources of finance to the school					

	Specify					
--	---------	--	--	--	--	--

Please indicate how you cope up with most serious and serious challenges in column 1 and 2 above.

8). Physical facilities

Please indicate the level of adequacy of the following facility/facilities.

		Not Available	Inadequate	Fairly Inadequate	Adequate	Very adequate
		1	2	3	4	5
i	Classrooms					
ii	Laboratories					
iii	Dining hall					
iv	Library					
v	Administration block					
vi	Teachers tables and chairs					
vii	Sanitary facilities					
viii	Water supply					

Please indicate how you cope up with not available and inadequate challenges in the column 1 and 2 above.

- 9). i. Most serious challenge. ii. Serious challenge iii. Moderately serious challenge. iv. Least serious challenge v. Not a serious challenge.

	Instructional materials	1	2	3	4	5
i	Sufficient class text books.					
ii	Sufficient learning references books.					
iii	Preparation of timetable schedule.					
iv	Availability of Audio aids.					
v	Adequate teachers reference books.					
vi	Availability of laboratories chemicals.					
vii	Suitability of laboratory apparatus.					

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 confidentiality.

Please tick () against the responses (5) most applicable to you or fill in the blank spaces.

Section A – Background information.

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

2. What is your age bracket?
12-15 years () 16-20 years ()
Above 20 years ()

3. Are your parents/guardians able to pay your school fees on time?
Yes () No ()

4. Are there times you are sent home to collect school fees?
Yes () No ()

Section B – Information about institutional factors.

6. What do you understand by Free day secondary education?

7. Tick the adequacy of the following school resources using the rank (s) provided.

		Adequate	Inadequate	None
i	Textbooks			
ii	Desks			
iii	Classrooms			
iv	Laboratory			
v	Library			
vi	Toilets			

8. Does the school have a playing ground?

Yes () No ()

a) If yes, does the school have enough playing facilities.

Yes () No ()

b) If no, where do you go for games?.

APPENDIX V

AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/859**

Date: **30th May 2013**

Rhoda Kikwio Kimanzi
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **21st May 2013** for authority to carry out research on *“Institutional factors influencing implementation of free day secondary education in Mwingi West District, Kitui County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Mwingi West District** for a period ending **30th June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Mwingi West District** 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. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Mwingi West District

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

APPENDIX VI

RESEARCH PERMIT

PAGE 2 PAGE 3


THIS IS TO CERTIFY THAT: **Research Permit No. NCST/RCD/14/013/859**
Date of issue **30th May, 2013**
Fee received **KSH. 1000**

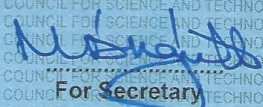
Prof./Dr./Mr./Mrs./Miss/Institution
Rhoda Kikwio Kimanzi
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu,
has been permitted to conduct research in

Location
Mwingi West District
Eastern Province

on the topic: Institutional factors influencing
implementation of free day secondary
education in Mwingi West District, Kitui
County, Kenya.

for a period ending: 30th June, 2013.


Applicant's Signature
Rhoda Kikwio Kimanzi

For Secretary

National Council for Science & Technology