

**INFLUENCE OF FINANCING EDUCATIONAL PROJECTS
ON THE RATE OF PUBLIC SECONDARY SCHOOLS
ENROLMENT IN KURIA WEST
SUB-COUNTY MIGORI KENYA**

BY:

JACKSON M.NKININA

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
PROJECT PLANNING AND MANAGEMENT, UNIVERSITY OF NAIROBI**

2015

DECLARATION

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

Signatureí í í í í í í í í í Dateí í í í í í í í í ..

Jackson M Nkinina

L50/71809/2014

This research proposal is presented for examination with my approval as the university supervisor.

Signatureí í í í í í í í í í ..Dateí í í í í í í í í .

Prof .Christopher M. Gakuu

Associate Professor

Department of Extra -Mural Studies

University of Nairobi.

DEDICATION

This research report was dedicated to my beloved wife Mrs.Masiaga Winrose Malongo who inspired and motivated me to carry on with the development of this report ,I also thank my mother Mrs. Sofia Nkinina for her sincere prayers to me ;to my children Felix Kerario ,Gabriel Nkinina and my beloved daughter Hildah Nyangi for giving me humble time in doing this report .

ACKNOWLEDGEMENT

The successful development of this research report was made possible by the support and contribution from a number of people: Am grateful to my supervisor prof.Christopher M. Gakuu for his guidance during the writing of this research proposal. Thank you very much. Am also grateful to the resident lecturer of University of Nairobi ó Kisii Extra Mural center, Mr. Joseph O.Awino for your tireless assistance and effort together with Mr. George Onuonoga, Mr. Onsembe, Dr.Mwanda, Mr Otundo Enock all others thank you so much for your will to help me accomplish my project research.

I truly appreciate all my colleagues not forgetting Mr Gimase, Mr.Magubo Peter, Mr Moenga, Papa, Dorothy Ochieng, Jacky Maeba, Agnes Anyango ,Keter, and others for the encouragement you gave me .Thank you for the support you gave me .

.I appreciate the sincere support and help given by the secretaries Maggy, Susan and Gabriel not forgetting the very able librarian Mr. Rotich, thank you for the assistance you have been giving me, may God bless you all.

Am also highly indebted to my colleagues in my place of work not forgetting Mrs. Chacha Mary, Mrs.Magaiwa Florence, Mr. Wambura Sam, John Chacha, Chemeli, Nancy Maroa, Aseyo Masiaga, Esther Nyanshwi and all the others, thank you.

Finally, I owe my gratitude to Mr. Wantora John and Moses Mwita for prove reading and Lydia Ghati for editing this work, be blessed all.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF:	Constituency Development Funds
DBE:	Department of Basic Education
DHET:	Department of Higher Tertiary Education
EDF:	Education Development Funds
EFA:	Education For All
FCUBE:	Free, compulsory & Universal Basic Education
FDA:	French Development Agency
FP:	Food Programme
GOK:	Government of Kenya
KESSP:	Kenya Education Sector Support programme
KOSAF:	Korea Students Foundation
KWSB-C:	Kuria West Sub-County
PSS:	Public Secondary Schools
PI:	Physical Infrastructure
PFM:	Public Financial Management
PSIP:	Primary School Infrastructure Project
QRR:	Questionnaire Return Rate
SE:	School Equipment
SPI:	School physical Infrastructure
SFP:	School Feeding Program

SFAP: School Food Authority Policy

UPE: Universal Primary Education

ABSTRACT

There was a big issue for most children with the age of going to school remaining at home, these children mostly come from poor families. Poverty in most families in Kenya is very high, Kuria West in Migori County being among the poorest districts in Kenya. Therefore this study was to help examine the influence of financing educational projects on the rate of public secondary schools enrolment, in Kuria West Sub-county Migori Kenya. The study was guided by the following objectives: To establish to what extent provision of school physical infrastructure influences the rate of enrolment in schools, to assess the extent to which provision of school equipment influences the rate of enrolment in schools, to determine how payment of school fee influenced the rate of enrolment in schools, and to establish how provision of food influences the rate of enrolment in schools. The study was guided by the theory of socialist economics of education whose prominent was Louis Blanc. The theory emphasis the need to create an economy that redistributes income from rich to the poor in order to create equality of being. The study population was 24 public secondary schools whereby the data was collected by using a combination of random and purposive sampling procedures. The study adopted descriptive design which was used to analyze primary data. The data was analyzed by using frequency distributions,. Qualitative data in form off experience, opinions and suggestion was analyzed by using qualitative procedures and was used to strengthen the quantitative findings. A total of 355 questionnaires were administered to schools in Ekerege, Kehancha, Masaba, Isibania and Mabera division members .349 copies (98.3%) of the questionnaires were returned with a few gaps where one or two questions were not responded to. The rate of return was above 75% minimum advocated by Bailey (1987) and Schutt (1999) at 60% .The study investigated whether funding of educational projects influences the rate of public secondary school enrolment in Kuria west sub-county Migori Kenya. The results show that funding of physical infrastructure, equipment, fee and food program influences the rate of enrolment in public secondary school. Funding of school physical infrastructure attracted high rates of enrolment immediately after initiation of the projects .but this did not last long because after some years the rate of enrolment in schools which had high population seemed to have dropped, main problem not identified. School equipments are key factors in any learning environment.Hence funding of these equipments also attracts high rate of enrolment in schools as the study revealed.Fee payment poses a lot of challenges to students from the research findings it was realized that financing of school fee also attracts high rates of enrolment to schools in Kuria west Migori Kenya. The challenge faced here was sustainability of the rate of enrolment in the schools.The study also revealed that most of food programs in schools are due to payments made by parents, just a number of the schools have sponsors who funds food programs to some school. Suggestions for further research be carried on similar study in other parts of the country to get a balanced view of whether financing of educational projects influences the rate of enrolment in public schools, another research to be carried out to identify why rate of enrolment in schools is not sustainable in Kuria West sub-county Migori Kenya, and research also be carried out to identify whether its boys or girls who mostly drop out of school in Kuria West sub-county Migori Kenya.

CHAPTER ONE

INTRODUCTION

Background of the study

In the entire world education is a key factor to the development of a nation, each and every country has its own ways of funding and improving educational sector. Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Bellah et al... (1985). Under various articles of the enrollment, and a 19% increase in girl's enrollment. While quantitatively India is inching closer to universal education, the quality of its education has been questioned particularly in its government run school system. Some of the reasons for the poor quality include absence of around 25 percent of teachers every day. States of India have introduced tests and education assessment system to identify and improve such schools. Since 1947 the Indian government has tried to provide incentives for girls' school attendance through programmes for midday meals, free books, and uniforms. In 1986 the National Policy on Education decided to restructure education in tune with the social framework of each state, and with larger national goals. It emphasized that education was necessary for democracy, and central to the improvement of women's condition. The new policy aimed at social change through revised texts, curricula, increased funding for schools, expansion in the secondary and higher education; and rural and urban institutions. The report tried to connect problems like low school attendance with poverty, and the dependence on girls for housework and sibling day care. Vya Neena (2012).

In China the government has created a special fund to improve conditions in elementary and high schools, for new construction, expansion and the re-building of run-down structures.

Per-capita educational expenditure for elementary and high school students has grown greatly, teaching and research equipment, books and documents being updated and renewed every year. Government's aim for the development of China's basic education system is to approach or attain the level of moderately developed countries by 2010. Kubo et al (2013).

In the United States (USA), the Republic of China and Mexico (World Bank, 2005) are some of best examples of government which provides most of its resource and the funds needed for school construction in Egypt and Israel (Nishimun Yamano and Sasaoka, 2008). In New Zealand a primary school infrastructure Project (PSIP) was launched in 2005 with the global of assisting in the improvement of school infrastructure in the Solomon Island. Improvement of school infrastructure is one of the several key priority areas under the Newealand government education strategic framework (Wishimwa, etal, 2008).

In South Africa Schools receive grants from government for their operational costs, such as maintaining the grounds, administrative costs, salaries, books and educational materials, and extramural activities. Most schools supplement the government grant with other streams of income, such as school fees paid by parents, fundraising events, and receiving donations. Roseway W.(2012).

The Ghanaian State has dedicated 23% of its expenditure into education in 2010. More than 90% of this budget is spent by the Ministry of Education and its agencies: Primary education

(31% of the expenditure) and tertiary education (21,6%) are the most provided.

The expenditures are partly founded by donors. Among them can be found the World Bank, the United States (through the USAID), the United Kingdom (through the DfID) and the European Union. Their participation is usually project-focused and granted under certain condition, giving them a certain influence. This influence can provoke debates when it comes to key-reforms: For the FCUBE project, the World Bank imposed book charges in primary schools and reduced feeding and boarding costs in secondary schools. Facing criticisms, the Bank insisted on the strong domestic ownership of the reform and the necessity to ensure cost recovery. Between 2005 and 2012, the part of donors in the Ghanaian budget has fallen from 8.5 to 2.5% of the total education expenditure. Joe Adu.etal (2012).

Government of Tanzania, secondary schools charge tuition of about 20,000 Tanzanian shillings (TSH) per year (around US\$12). Several fees are charged in addition to tuition including testing fees, caution fees, watchman contribution, academic contribution, furniture contribution, identity fee, emblem fee, and fee for lunches. The government tries to keep education affordable while maintaining quality as high as possible. The number of government secondary schools, which includes community or ward based schools, has increased dramatically over the past few years, stretching scarce resources and teachers but offering an affordable education to many more students.. Henry R.T.(2011).Previous studies (Samoff, 199, Foster,2000; Klees, 2001) reveal that there are short coming in Universal Primary Education (UPE) policy leading to criticisms on the uniformity of the implementation of UPE in Africa (GOK, Kenya education Sector support programme (KESPP,2006). In Africa the UPE policy in the form of abolition of user charges has been

popular intervention for achievement of Education For All (EFA) goals since the mid 1990S Nishimwa, etal (2008). Secondary schools in Kenya fall into three categories ó government funded harambe and private. Government funded schools are divided into national, provincial and district levels. Harambee schools do not receive full funding from the government and private schools are run by private organizations or individuals. After taking the primary school leaving exam and successfully passing, government funded schools select students in order of scores. Students with the highest scores gain admission into national schools while those with average scores are selected into provincial and district schools. Harambee schools accept students with low scores. Students who fail examinations either repeat the final school year or pursue technical and vocational education. The latter is divided into technical secondary school (lasting 4 years) and apprenticeships solutions. Since 2010, technical secondary schools student can have access to university programs.-A number of students also drop out of school by choice due to poor scores. Stephen Maruge (2013).Constituency Development Funds to school is also provided to improve the country`s economy. Constituency Development Fund was introduced through CDF Act of 2003 and has become a popular way of developing funds in Kenya. The use of CDF in Kenya was from session paper No. 6 of 1988 which introduced cost sharing in education in order to reduce financial burden from government by giving parents a share of financing education, the government`s role was to pay salaries while parents beneficiaries and donors organization contribute by providing learning facilities and equipment, cost sharing, however led to children not attending schools. These were mostly from poor families who could not afford tuition fees besides buying

uniforms and other indirect cost of education which are essential for quality education (UNESCO 1986).

Financing of education projects in Kenya schools is to enable all schools going age children get their education, this is important because the economic growth of a country depends upon accumulation of physical capital and human capital. Human Capital formation has its own importance because human resources development has a positive effect on the economic as well as the political and social environment. Education enables individuals make informed choices, broaden their mental horizon and opportunities and to have a voice in public decision making. Since the government takes part of its resource to finance education projects so that it enables children go and get education. It was good to find out whether really financing educational projects influence the rate of school enrolment case of Kuria West Sub-county, Migori Kenya.

1.2 Statement of the problem.

Enrolment in public secondary schools in Kuria west sub-county has drastically gone down in some schools. From the department of education in the Kuria West sub-county report (2015) on the status of enrolment of students in public secondary schools, it has been revealed that over the last three years a downward trend has been experienced as shown in table 1.1

Table 1.1: Enrolment rates

Year	Rate of enrolment
2013	6950
2014	6842
2015	6801

Despite the fact that the government finances public secondary education in Kenya still the rate of enrolment is low , some of the children with the age of going to school are seen in farms and wandering in streets. Hence my study assessed the influence of financing public secondary schools on the rate of enrolment, the case of Kuria west sub-county Migori Kenya.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of financing educational projects on the rate of enrolment in secondary schools in Kuria West Sub-county, Migori Kenya.

1.4 Objectives of the Study

1. To establish to what extent funding of school physical infrastructure influence the rate of enrolment in Kuria west sub-county Migori Kenya.
2. To assess the extent to which funding of school equipment influences the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya.

3. To determine how funding of fee influences the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya?

4. To establish how funding of food influences the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya?

1.5 Research Questions

1. To what extent does the funding of school physical infrastructure influence the rate of enrolment in public secondary schools in Kuria west sub- county Migori Kenya?

2. To what extent does the funding of school equipment influences the rate of enrolment in public secondary schools in Kuria west sub- county Migori Kenya?

3. How does funding of school fees influence the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya?

4. How does the funding of food influence the rate of enrolment in public secondary

Schools in Kuria west sub-county Migori Kenya?

1.6 Significance of the Study: The significance of this research was to determine the influence of financing educational projects on the rate of school enrolment in Kuria West

Sub- county Migori Kenya, the study hence hoped that it will provide answers to the society, community, institutions agency concerned, curriculum planners and developers and to me as researcher. The findings will therefore enable the above named to know the quality of learning materials to produces and what to produce, the institutions will know and estimate the number of new students to be accommodated in their institution and plan appropriately, community and government will hence benefit if the rate of enrolment increases to the

financing of education projects since economic growth of a country depends upon accumulation of physical capital and human capital which are informed and have broadened mental horizons. The study will also add knowledge to the existing literature on the subject.

1.7 Basic assumptions of the study

The Study worked on the assumptions that the financing of education projects influenced the rate of enrolment in schools in Kuria West sub-county Migori Kenya, and that the respondents who took part in the study gave truthful and accurate information to the researcher without being forced. That the instruments which were used for the study appropriately measured perceived influence of financing of educational projects and lastly the sample which was chosen represented the entire targeted population.

1.8 Delimitations of the Study

The study was confined in Kuria west sub-county focusing on influence of financing educational projects on the rate of enrolment in public secondary schools, and entirely involved schools which have projects financed by government .The Sub-county is divided into four divisions which under education they are grouped into zones hence these Zones were Masaba, Maberu, Isibania, Kehancha and Ekerege zone. The study found out whether financing public schools helps improve rate of enrolment basing the facts on provision of school fees, school equipments, school physical infrastructure and provision of food .This was between years 2012 to 2015. Not all the schools were studied but just a few were considered through sampling method.

1.9 Limitations of the study

The researcher encountered with the following challenges; missing some principals in the school, some not giving truthful information on some projects financed by bursary funds due

to misappropriation of some resources, this challenge was faced by assuring the respondents that the data was only being used for research purpose , another challenge was getting the respondent but they were too busy that they did not give much attention and hence most likely not giving full information needed, here I tried to be much patient and used more polite words to persuade them give correct and needed information.

1.10 Definition of significant terms as used in the study.

School physical infrastructure: these are building in a school like classrooms, offices laboratories, libraries, hostels, latrines and computer rooms.

Food provision: giving basic food to students without paying for them.

Schools fees: this is money paid to schools to enable them manage tuition, examinations, medical and other activities.

Financing: is to give support either by providing resources or money to enable schools carries out with their projects.

Educational projects: are all activities carried on in schools.

Teaching equipments: these are teaching and learning resources used in schools like books, computers and others.

1.11 Organization of the Study

This study was organized into five chapters and appendices section.

Chapter one, comprised of introduction, background of the study, statement of the problem, purpose of the study, research objectives, research question, significance of the study, the basic assumptions of the study, delimitations of the study, limitations of the study and definition of significant terms used in the study.

Chapter two examined literature review of related studies and publication to financing educational projects in schools as well as the theoretical and perceived conceptual framework between the variables. Chapter three contains methodology which was used in conducting the study; this include: research design, area of study, target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques this chapter concluded with the operational definition of variables which associated research objectives with the methodology.

Chapter four dealt on data analysis, presentations, and interpretations according to the study objectives. Lastly chapter five have summary of findings, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the influence of financing education projects as they occur in different countries of the world. It was focused on variables such as: provision of school facilities, provision of school equipments, payment of school fees and provision of food. These chapters also related the variables through a conceptual framework and explore related theory. Lastly a summary of the literature have been given.

2.2 Rate of school enrolment

Public school enrollment changes are largely reflective of demographic changes. This indicator discusses changes in public school enrollment overall as well as changes in public school enrollment for particular age groups and for U.S. states. In school year 2011-12, some 49.5 million students were enrolled in public elementary and secondary schools. Enrollment continued to increase throughout the 1990s, 2000s, and early 2010s. In 1997-98, public school enrollment reached 46.1 million students, surpassing its early 1970s peak. Between 2000-01 and 2011-12, public school enrollment increased by 2.3 million students, reaching a total of 49.5 million students. From 2011-12 to 2023-24 total public school enrollment is projected to increase by 5 percent, to 52.1 million students. More than 10 percent in New Hampshire, Vermont, from 2011-12 to 2023-24, Nevada, Arizona, Alaska are increases in ex, and Utah are projected to see the largest percentage increases in total enrollment (22, 20, 18, and 18 percent, respectively), while West Virginia is projected to see the largest percentage decrease (11 percent). From 2011-12 to 2023-24, the changes in public school

enrollment in the states are projected to differ at the elementary and secondary school levels.

Reflecting the larger national enrollment increase expected at the elementary school level, 33 states expected to have enrollment grades preK-8, compared with 31 states in grades 9-12. In preK-8, enrollment is projected to increase by more than 20 percent in Nevada, Arizona, and Alaska, but it is projected to decrease by more than 10 percent in West Virginia. Enrollment in grades 9-12 is expected to increase by more than 20 percent in Utah, but it is projected to decrease by Connecticut, and Michigan.

According to UNESCO's Regional overview on sub-Saharan Africa, in 2000 52% of children were enrolled in primary schools, the lowest enrollment rate of any region. UNESCO also reported marked gender inequalities: In most parts of Africa there is much higher enrollment by boys; in some there are more girls, due to sons having to stay home and tend to the family farm. Africa has more than 42 million children, almost half the school-age child population, receiving no schooling. Two-thirds of these are girls. The USAID Center reports that as of 2005, 40% of school-age children in Africa do not attend primary school and there are still 46 million school-age African children who have never stepped into a classroom.

The regional report produced by the UNESCO-BREDA education sector analyst team in 2005 indicates that less than 10% of African children are now allowed in the system. So, five years after the World Education Forum and the adoption of the Millennium Goals, progress at primary level is far from decisive. The analysis highlights that principal efforts should be directed to reducing the number of dropouts per level. It appears also that geographical disparities (rural areas/urban areas) or economic disparities (low income households/wealthy households) are more significant and take longer to even out than gender disparities. From the quality point of view, studies such as SACMEQ (Southern and Eastern Africa Consortium

for Monitoring Educational Quality) and household surveys indicate very significant disparities in performance between and within countries.

This report also shows that secondary (lower and higher levels) and higher education enrollments have progressed proportionally more than primary enrollment over the period 1990-2002/2003 which questions the reality of policy priority given to primary education. The strong pressure for education continuity from the majority already benefiting from schooling explains this trend.

2.3 Provision of school physical infrastructure.

In USA there was a research tracking thousands of students moving from overcrowded to new facilities over the 2002-2008 period Welsh et al (2012). An ongoing research on learning and school building in Palestine compared drawing by children from two very different school environments. The project investigated how children and teachers in three recently build new schools in different regions of West bank evaluate and use their school building and similar data collected from children going to older schools buildings with the more traditional layout and also drawings of children in the courtyard and results compared. Results of the children from new buildings gave more possible result. (Lausanne, Switzerland, 2010)

Improvement of school infrastructure is one of the several key priority areas under the Newzealand government education strategic framework (Wishimwa, et al, 2008). St. Kevins`s College Hortel Trust Board evaluated the extent to which the school hostels provides a safe physical and emotional environment that supports learning for student accommodation in the hostels Ommam (2010)

In USA provides analysis of condition of Ammam schools fallen into and proposes and 25 billion to renovate and modernize more than 35, 0000 public school (USA Department of Education, 2011).

In Ireland there was a code of practice which was set out for the best practice approach that should be followed by planning authorities in ensuring that the planning system plays its full part in facilitating the timely and cost ó effective roll óout of school facilities by department of Education and Science and in live with the principles of proper planning and sustainable development. Its growing population indicated that the primary school going population was increased by about 100,000 pupils between now and 2013. The actual number of classrooms required the spread of the additional pupils and the capability of existing schools to meet the demand.

In Kenya there was a study done on impact of wash practices or reducing absenteeism. Illness related absenteeism children constitutes about 75% of all schools absentees and is largely attributed to respiratory and gesture intestinal infection (Asshish Josh and Chioma Amadi).

Study on the usage of urinal in Kenya schools final version December 2010 for UNICEF Kenya urinals for girls after lunch break shows 64% used the facilities in schools with urinals as opposed to 59% in schools without Asselin-etal (1996).

2.4 Provision of teaching equipments in schools

In Philippine education the proportion of national government budget going to education has varied from a high of 31.53% in 1957 to a low of 7.61% in 1981. It stood at 15.5% in 1987. The peso amount however has steadily increased and the lower percentage indicates the effects of a larger total government budget. Also some materials were still in short supply.

A study undertaken by the planning commission of India (2001) shows that Mp from state of Kerala recommended construction of additional classrooms to a rural high school research group World Bank Shri A.B.Vajpayee (2002)

Various state and territory ó based surveys of needs influenced Karmel Report, school in

Australia (Commonwealth schools Commission, 1973) and subsequent quadrennial Commonwealth schools funding allocation. The resource ópoor catholic schools (Foucault, 1990 pg 101)

After post electoral crisis in Cote d` Ivoire in 2011, the government decided to prioritize activities of the education plan (the presidential emergency recovery plan includes education as a priority). Focusing on rehabilitation and construction of schools infrastructure, provision of school equipment, purposes and distribution of learning & teaching materials. Taylor and Francis (2011)

A study done in Zimbabwe shows that, having realized the challenges facing the promotion and teaching of science in Zimbabwe and the ever increasing number of pupils failing science subjects the ministry of primary secondary education that its strategic plan 2011- 2015 in partnership with UNICEF have embarked on emissive program to funded teaching in the country. The program to be funded through Education Development Fund (EDF) a multi-donor funding mechanism and the program has already acquired 2,449 science kits which were distributed starting January 2014. David Coltert (2011)

In North West Cameroon there is a school book project for primary school 2010-2012: this supports rural schools by building up a decent book stock and effective using books as an instructional tool in education Tchombe M.S etal (2012).

In Kenya a study done by (Momanyi, Norby and Strand 2006) conducted a survey analysis to determine technology goals and needs in Kenya schools. Findings indicated that respondents considered equipping secondary schools with technology as being important.

2.5 Provision of food in schools

In USA there was a report responding to the requirement of public law 110-246 to assess the effectiveness of state and local efforts to certify children for free school meals. It was conducted by (LEAS) to certify eligible children for free meals without need for household application. Josette Sheeran (2012)

In USA special nutrition program operation study is a multiyear study designed to provide the food nutrition services with a snapshot of current state and School Food Authority Policy and Practices including information on school meals standards for school wellness in USA published 2014.

In Cote D` Ivoire there was GPE Grant of and 1.4 Million in 2011 with the World Bank as supervising entity some of the activity supported by the grant include school construction. The backup initiative provided technical assistance to develop building plans for construction of 48 rural schools funded jointly by the GPE grant and French Development Agency .Blandine Ledoux (2011)

There is AFOS found and dedicated to improving living standard in developing countries

With a focus to Burkina Faso. In collaboration with the Burkina Faso development aid agency association femmes De Sana they want to complete the facilities of a Rakisee ó Toeghin elementary school by adding six years with other panel to generate light. Markais Julien (2010) .

In Nigeria there was a study done on enrolment and availability of physical facilities for Universal Basic Education Programme in Ekiti State. (T.O. Adeyemi and E.T. Adu, (2010)

In South Africa research indicates that provision of hygiene toilet facilities contributes directly to standards of education received by children hence school toilet refurbishment project in Kwazulunatal means learners no longer have to skip lessons because of substandard sanitation Ray Gumbo (2013)

Community eligibility is the newest opportunity for schools with high percentage of low income children to provide free breakfast and lunch to all students; New York, Ohio and West Virojiwa started offering the option to school districts in the 2012-2013 school years, George, Florida, Maryland and Massachusetts have been added for 2013-2014 year, all schools nationwide that meet the 40% student identified thresholds will be eligible to participate this option.

In India it is said to have a long tradition of school feeding programme. India provides food to schools (Akanbi & Alayanda)

In capeverde there is food programme in schools provided by World Food Programme since 2010, Cape Verdean government took over funding and managing of projects in schools making it the first nationally owned school feeding program in West Africa, Laura Klairmout.(2014).

In Cot`e d Ivoire the global partnership for education in 2010 after education partner endorsed country education sector plan. In 2011 the country developed a Medium Term Plan Action Period 2012-2014, and the re-launch of schools feeding programme including

acquisition and distribution of micro-nutrients and deworming tablets were considered.

In Burkina Faso, Yatenga province has been suffering from little rain to which local population has only been able to harvest a third of total amount of food that is needed. As a result, children are going to school on an empty stomach and the numbers of malnourished Children are rapidly increasing. To prevent these children from having to stay home from

School in 2012 which would be detrimental to the overall level of education. The Turing Foundation will be helping out by providing free school meals at four schools for a period of one year.

There is a study which shows that malnutrition disorder affect more than 42% of school children in Nigeria and are responsible for 49% absenteeism f primary school. School Feeding Program (SFPs) is designed to overcome malnutrition disorders through regular school feeding program to improve the health states and education abilities of school children Akambi and Alayanda,(2011).

Kenya is also a country committed to provide quality education to all citizens as a basic human right and affairs itself to the principles contained in the universal declaration of Human Rights (1948), the Ministry of Education is committed to achieving all targets in the agreement and conventions to which Kenya is a signatory such as the Jomtien Declaration of Education For All (1990); the Dakar Declaration of Education For All (2000) that call for increased access to quality basic education and training was domesticated. There is implementation plan 2010-2015 by ministry of education; school ó health and nutrition and planning to provide food programme in education curriculum for primary and secondary schools. Jedidah Obure etal (2011).

2.6 Provision of School Fees

In 1991 the Philippine government and universities had numerous scholarship programs to provide students from low income families with access to education. The university followed a "socialized tuition" plan whereby students from higher income families paid higher fees and those from lowest income families were eligible for free tuition plus a living allowance (us/Philippines/53htm) In united states education expenses board fees, the dependant undergraduate limit effective for loans disbursed on or after July 1. In 2010, the Health care Reform Act incorporated provision on Education .In Europe higher education is highly subsidized for students and funded by government in Asia and Latin America most post secondary education is still private with little funding from the government. In USA much of college is funded by students and their families with public institution being funded through state and local taxation. (From Wikipedia, the free encyclopedia)

Korea`s students loans are managed by the Korea student and Foundation (KOSAF) which was established in Mayare managed by the Korea student and Foundation (KOSAF) which was established in May 2009. Thorough the migration of Korea`s national scholarship program, students loans program and talent development program students loans program and talent development program, KOSAF offers customized students aid services and student loan program is one of their major tasks. (Student Wikipedia).

Education in South Africa is governed by two national departments, namely department of basic education (DBE) responsible for primary and secondary schools and department of

higher tertiary education and training (DHET) responsible for theory education and vocational training.

There are also 9 provinces in South Africa which have their own departments of education which are responsible for implementing policies of national department and also dealing with their local issues. South Africa schools are given grants from government for their operational costs, such as maintaining the grounds, administration costs, salaries, books and educational materials and extra mural activities other supplements come from parents as fees, fundraising events and donations. Grants by government to schools depend on poverty label of the neighbourhood in which school is sited (Wikipedia).

In Ethiopia the government attempted to fund schooling through an arable land, but this led to resentment on part of rural communities over facts that they were supporting a service benefiting those in urban areas (Roschanki, 2007).

Ghana initially introduced free primary education in 1960s, but system did not succeed in boosting enrolment. AKyeampong et al. (2007, pg.33) in 1996 the government introduced free, compulsory and universal Basic education (FCUBE) initiative. Its aim was to implement Free Primary Education by 2005. (World Bank 2009). In the early periods of independence education system in Malawi tended to prioritize higher level of education. By the end of the 1980s, there was an increasing shift among policy makers in favour of pursuing universal primary Education, Alsamarrai (2003).

Tanzania abolished primary schools fees in 2001 and an initial jump in the pupil teacher ratio Wedgwood (2005). There was caution that if fees were completely eliminated in practice, household contributions are often still expected from parents thus the absence of sufficient

government funding, it may help explain an initial decline in primary completion rate.

Kenya like other Africa nations research shows that there are a number of recommendations on free primary education; the Kenya constitution 2010 has provided for free and compulsory basic education as a human right to every Kenyan child and learning materials and grants to schools to cover operational and maintenance expenses be under the government. The government's commitment to the provision of quality education and training to its citizens at all levels cannot be over emphasized. Vision 2030 singles out education and training as be vehicle that will drive Kenya into becoming a middle-income economy Watkins.etal (2008).

2.7 Theoretical Framework

This study was guided by the theory of socialist economic of education, a theory that was propounded by a French Writer and historian called Louis Blanc. The theory under scores the need to create an economy that redistributes income from the rich to the poor so as to create equality of well-being (Selowsky, 1979). According to the socialist economics of education theory, financing schools through constituency development fund help enhance equity in access to all schools otherwise, if education were offered without financing through constituency development fund only those who can afford to pay school fees and other related costs would attend schooling. In this particular study, if the recipients are identified impartially based on their parent and socio economic status, Lent Lorenz curve did not show a lot of sagging, an implication of retention of students. However, in the event of partiality in allocation of funds through constituency development fund, the sagging was distinct; implying the presence of drop out of students. The enhanced retention of students on the other hand helps to redistribute income and to raise the incomes of the poor. As a result of

these, an equitable society is created.

2.8 Perceived Conceptual Framework

This section covered the conceptual framework which guided this study. According to Mile and Huberman,(1994). A conceptual framework from (diagrams are much preferred) the main things to be studied ó the key factors, constructs or variables and the presumed relationship.

Fig. 2.1 Conceptual Framework showing relationship of variables

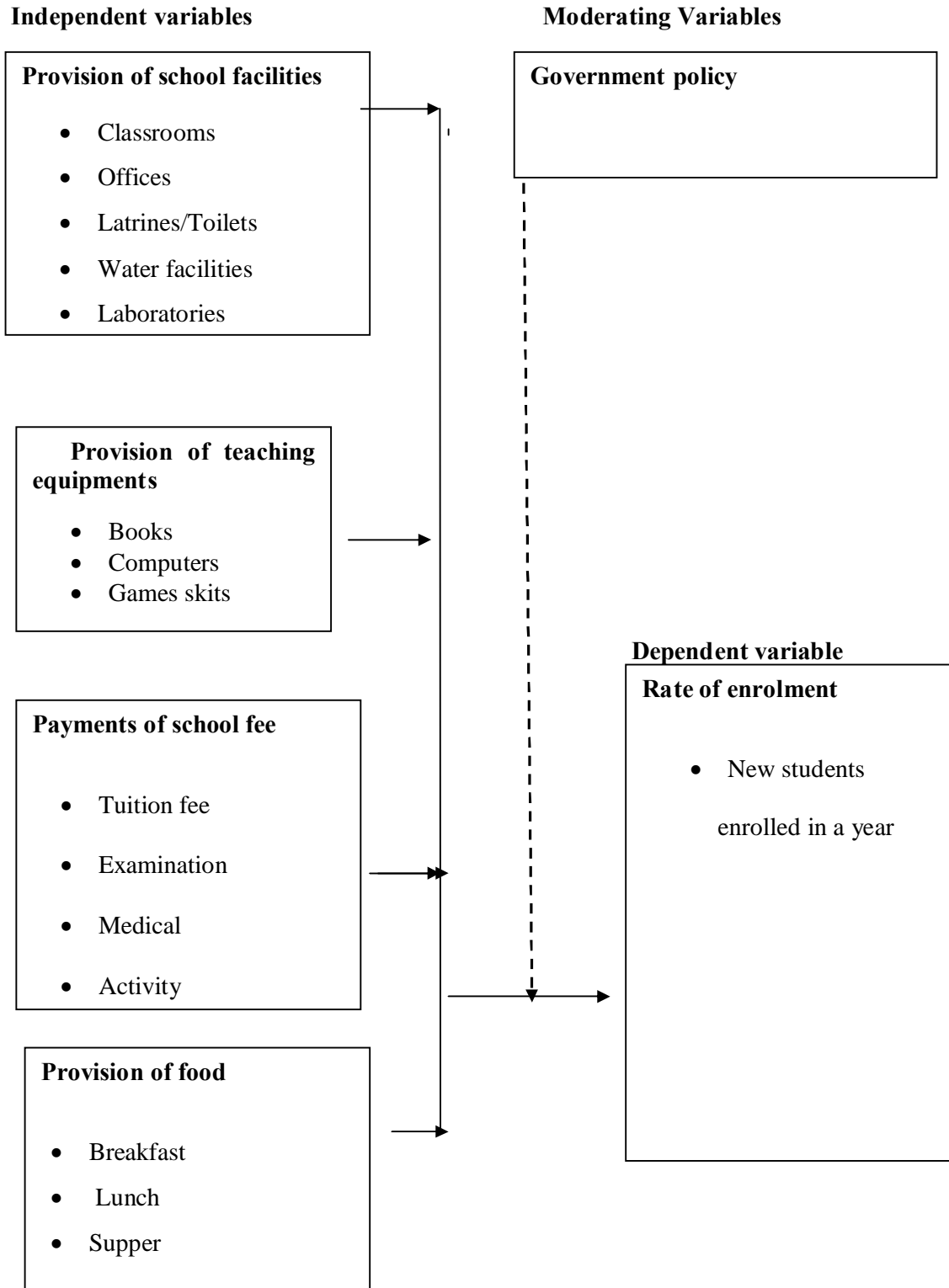


Figure 2.1 above shows four areas in schools under consideration: provision of school facilities and food provision which are all independent variables that influence school enrolment in Kuria West sub-county, Migori Kenya.

School enrolment is realized by the new rate of enrolment in schools per year. The four thematic areas above were interdependent but their results can be affected by the government policy.

2.9 Gaps in literature review

Anyango J. Unuko, 2012 did research on impact of bursary schemes on retention of students in public secondary schools but did not consider the rate of enrolment in schools, Akoyo J. Mbirika, 2013 did research on factors influencing completion of primary school infrastructures CDF projects but she did not consider also whether rate of enrolment increased or decreased after the project's completion. Therefore my study is going to assess the influence of financing secondary schools on the rate of school enrolment, the case of Kuria- West sub-county Migori Kenya.

2.10 Summary of Literature Review

The literature review was on financing of schools in the world, continent and the Kenyan context. The literature points to the fact that financing of schools entirely will gain high speed. From most findings it was established that efforts are made by various governments to finance their schools though others are still reluctant. It is evident that there were no previous studies which focused on influence of financing of education projects on the rate of enrolment. Few researches are done on fee of schools and enrolment and not considering other factors such as food programmes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter entailed on description of the methods and procedures the researcher applied in conducting the research, research design, location of the study, target population, sample and sample selection, research instruments, validity and reliability of the research instruments, data collection procedures, data analysis, techniques and the type of variables and measurement scales which will be used in the research study.

3.2 Research Design

The study used the descriptive research survey design. Mugenda and Mugenda (2003), describes a survey design as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The design was be used because it enabled the researcher to describe the state of enrolment as influenced by financing educational projects in Kuria West Sub-county Migori Kenya.

3.3 Target population.

A target population refers to that available population from where a study sample is drawn and upon which the result was analyzed Okombo and Orodho (2002).In this study , the researcher targeted teachers, students ,support staff and according to Kuria west sub-county officers report there are 7225 people in 25 public secondary schools.

Table 3.1 Data on target population for study

Study population	Number of schools	Total population
Ekerege Division	4	1112
Isibania Division	3	846
Kehancha Division	6	1734
Mabera Division	6	1825
Masaba Division	6	1708
TOTAL	25	7225

3.4 Sample size and sampling procedure

According to Cooper and Schindler (2003), the ultimate target of a sample design is a characteristic of population it represents. In its measurement term the sample must be valid. Survey sample size is defined by the minimum required number of sampling units needed to build sound statistical conclusion and references.

3.4.1 Sample size

Sample size will be based on the total population of 7225 people drawn from five divisions. A sample size 85, 90, 55,85 and 40. Respondents from Masaba, Mabera, Ekerege, Kehancha and Isebania divisions respectively and in that the sample size was 355 respondents as shown in table 3.2.

Table 3.2 Sample size and sampling procedure

Study Population.	Total Population.	Percentage	Sample size	Sample procedure
Ekerege Division	1112	5	55	Stratified
Isibania Division	846	5	40	Random
Kehancha Division	1734	5	85	Random
Mabera Division	1825	5	90	Random
Masaba Division	1708	5	85	Random
TOTAL	7225		355	

3.4.2 Sampling selection

This is the process of selecting of individuals or objects from a target population so that the group contains characteristics reflective of those found in the entire group. Mugenda and Mugenda (2003), stratified sampling will be used. This is because it includes representative survey units with specific characteristics of the predetermined size to be obtained from the strata of entire Kuria West sub-county Migori Kenya and hence gave an equal chance of being selected in the study.

3.5 Data collection instruments

These are devices for obtaining information relevant to your research project, Wilkinson and Birmingham (2003). This study used questionnaires. A set of questionnaires containing both structured and instrumented questions were being used for the study to collect primary data. The study targeted all the schools in the table 3.1 above and were administered by the use of random sampling of members from the five strata within Kuria West sub-county Migori County. The simplicity of the questionnaires makes it be preferred by the researcher due to easy administration, scoring and analyzing of data to be collected. Questionnaires were being divided into sections and were developed basing on research objectives which made it capture required information. The schools were expected to provide required information regarding the finances provided to them for projects by the government. Questionnaires had both close-ended and open-ended questions which allowed respondents to give insight of the research problem and facilitate constituency of responses. Face to face interaction was also being used to allow researcher prop for more responses.

3.5.1 Instruments for Pre-testing

Mugenda and Mugenda (2003) say that piloting becomes appropriate if considered between 1% to 10% of the sample size. A pilot study were being carried out in Kuria West sub-county prior to the collection of the data in the field to refine the questionnaire. A pre-test was done randomly by picking respondents and questionnaires were given to each of them. The findings of the pilot instruments will then be analyzed and modifications be made where necessary.

3.5.2 Instruments validity

A research is said to be valid only if it studied what is set out to study and only if the findings were verifiable, Sanders (2002). Validity is hence the degree to which a test measures what it was intended to measure. The validity of the content allows researcher measure intended domains of indicators. It has to do with accuracy of the data obtained in study prior to using the questionnaires and ensures that they were pilot tested. The testing helped establish the content validity of the instruments which were used to improve the questions, format and scales. The purpose of pilot testing was to refine the questionnaires and to give respondents easy time in responding to the questions. Content validity of instruments was improved through an expert's judgment Bory and Gall (1989). Therefore to enable this in study, the content related validity on the questionnaire was being determined by the help of experts especially research supervisor. The supervisor gave guidance on it to ensure that the instrument was well constructed and that it addressed the information sought by the objectives of the research.

3.5.3 Instruments reliability

A study is said to be reliable only if another researcher using same procedures and studying same phenomenon arrives at similar or comparable findings, Sekeran (2003). Reliability in the research is influenced by random error Mugenda and Mugenda (2003).

Therefore to establish reliability of the instruments, a test-retest method will be used to establish reliability of the data collecting instruments. During the pre-test, the questionnaires will be twice on different times administered on a random sample of the schools financed with education projects. The participants in the pilot study were not be included in the study sample and data value will be operationalized and the scores from the two periods will then

be correlated using Pearson- product ρ moment correlation coefficient.

A correlation coefficient, greater than 0.7 will be sufficient for the questionnaire to have high test-retest reliability (Kasomo, 2006).

3.6 Procedure of data collection

This started with preparation of research proposal, presented for assessment by the panel of assessors from the University of Nairobi. Upon correction the research permit was obtained from the National Council of Science and Technology authorizing commencement of the data collection process.

By displaying the research permit to the relevant authorities, data collection began using thorough and well trained research assistants.

3.7 Methods of data Analysis

After collecting the questionnaires from the respondents, the raw data which was collected was organized systematically so as to facilitate analysis, Descriptive statistics was used to analyze data. Data collected was analyzed according to the research questions. Statistical tally system was used to generate frequency count out of which percentage was calculated. Hence, the descriptive statistics which was used is frequencies percentage and mean values. Since the questionnaire items were of the five points likert rating scale rates of (1, 2, 3, 4, 5) 3- undecided, 4 disagree and 5- strongly disagree; a theoretical mean value of 3.0 was determined as a criteria to judge the average = 3.0 therefore to agree was denoted by a mean value between 2.5 but less than 3.4999 and disagree was 3.5 and 5.0. The results was

presented using frequency distribution tables and explanation of the main study findings were be given between the tables.

3.8 Ethical Issues

Ethics involves the study of right and wrong conduct (Dooley, 2007). This study ensured that the respondents were assured of the confidentiality of the information they provided a permission was sought from the relevant authorities prior to commencement of the study: a research permit from the National Council of Science and Technology, the office of the president through the Ministry of Education through the District Education Officer before the collection of data from the target population. The study informed respondents of the purpose of the study and gave them a written assurance that data collected was to be used for research purpose and that confidentiality was to be observed. No personal identification details was required for the purpose of the questionnaires as this increased the degree of confidence among respondent.

3.9 Operational definition of variables: This section presented dependent and independent variables, associated indication and how they were being measured. The data collection instruments were outlined and scales of measures represented techniques.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS, INTERPRETATIONS AND DISCUSSIONS

4.1 Introduction

This chapter includes data analysis, presentation and discussions on an investigation on influence of financing educational projects on the rate of enrolment in secondary schools in Kuria West Sub-county, Migori Kenya. The study looked at how provision of school physical infrastructure, provision of school equipments, payment of school fees and provision of food influence rate of enrolment in public secondary schools and tried to explore alternative ways of increasing the rate of enrolment in all public schools.

4.2 Questionnaire Rate of Return (QRR)

A total of 355 questionnaires were administered to schools in Ekerege division, Kehancha division, Masaba division, Isibania division and Maberera division members. The table 4.1 gives an analysis on the questionnaire return rate:

Table 4.1 Questionnaire Return Rate

Target population	Number of questionnaires given out	Number of questionnaires returned	Percentage: Rate of return
Ekerege division	55	52	94.5
Isibania division	40	40	100
Kehancha division	85	84	98.8
Mabera division	90	90	100
Masaba division	85	83	97.6
Total	355	349	98.3

The table shows that 349 copies (98.3%) of the questionnaires were returned with a few gaps where one or two questions were not responded to. The rate of return was above 75% minimum advocated by Bailey (1987) and Schutt (1999) at 60% .This rate of return was high because the questionnaires were mostly administered and collected in person. Therefore the study continued as it was within the acceptable range of adequacy.

4.3 Demographic Information about the Respondents

This section described the characteristics of the respondents used in the study. Demographic characteristics involve features like gender, age, level of education, duration of school existence, position and type of school. The demographic characteristics were looked at in order to gain understanding of the respondent's background which was considered as very critical in the analysis of the data collected.

4.3.1: Characteristics of the respondents by Gender

The findings revealed that 243 of the respondents (68.45%) were male while 112 representing 31.55% were female as distributed in the Table 4.2.

Table 4.2 Gender Distribution of the respondents

Gender	Frequency
Male	243(68.45%)
Female	112(31.55%)
Total	355(100%)

4.3.2: Characteristics of the Respondents by Ages

The study considered age as an important factor. The respondents were asked to indicate their ages in the given age brackets. This was important to the study as it was going to show clearly the participation of various age group in the public matters, help to understand why

different age groups act the way they do and assist in coming up with suitable ways of increasing the rate of enrolment in public secondary schools in Kuria west sub-county

Migori Kenya. Field data revealed the information presented in the table 4.3

Table 4.3: Age Distribution of the respondents

Respondent's Age	Frequency
15-20	50(14.08%)
21-25	110(31%)
26-30	40(11.27%)
31-35	60(16.9%)
Above 35	95(26.75%)
Total	355(100%)

Table 4.3 clearly shows that out of 355 respondents who were contacted, 50(14.08%) fell under the age of 15-20 years, 110 (31%) were between 21-25 years,40 (11.27%) were between 26-30 years ,60 (16.9%) were between 31-35 years and 95(26.75%) had above 35 years .This shows that the ages of 15-35 years comprised of 73.25% of the total respondents indicating that the majority of the respondents were youths as per Kenyan constitution. And this means that the study reflects majorly on youths who are our future leaders.

4.3.3 Distribution of respondents by education level

Education impacts skills, knowledge and attitudes to people enabling them to perform better in reasoning while doing their daily activities.

Table 4.4 Education Level of Respondents

Education Level	Frequency
Primary	140(39.44%)
Secondary	130(36.6145%)
College	40(11.2%)
University	45(12.75%)
Total	355(100%)

Table 4.4 reflects quite a number of the respondents 140(39.44%) with a big number being primary level, 130(36.61%) being secondary level, 40(11.2%) being college level and 45(12.75%) being University leavers. This shows that the number which proceed from primary to secondary is less and it also reduces more from secondary to colleges and to universities. It hence means that most students do not join secondary schools and some of those who join do not finish form four. This indicates that most youths do not attain high educational level since they do not accomplish their secondary education in Kuria west sub-county Migori Kenya.

4.3.4 Duration of school existence

The length of school existence was a significant indicator because it would point to the maturity of the school .The response to the length of school existence is given in table 4.5

Table 4.5 Duration of school's existence

Period	Frequency	percentage (%)
1 year	5	1.41% ²
1-3 years	15	4.23%
3-4 years	38	10.7%
More than 5 years	297	83.66%
Total	355	100%

The findings showed that over 83.7% of the schools had been in existence for more than 5 years. This was important because old schools had good track of enrolment rates as compared to new schools.

4.3.5 Position held in the school

The response to the respondents' position held in the school was as given in table 4.6

Table 4.6 position held in the school

Position	Frequency	Percentage (%)
Student	170	47.9 %
Support staff	76	21.4%
Teacher	84	23.4%
Head teacher	25	7.3%
Total	355	100%

The findings revealed that 47.9% of the respondents were students, this hence boosted the reliability of the information given as they were the custodians of the schools.

4.3.6 Respondents feedback on level of school

The level of the schools responses from respondents was as seen in table 4.7

Table 4.7 Respondents Representation in accordance to the level of the school

Level of school	Frequency	percentage (%)
Sub-county	300	84.5%
County	50	14.08%
National	5	1.42%
Total	355	100%

The findings from table 4.7 indicated that most schools which were presented by 84.5% were sub-county schools. The interpretation was that the most attended schools were under sub-county level, followed by 14.08% representing county schools while national schools being the least attended as shown being represented by 1.42%

.4.4. To establish to what extent provision of school physical infrastructure influences rate of enrolment in public secondary schools in kuria west sub-county Migori Kenya.

Provision of school physical infrastructure had been cited by literature as integral aspect in the enhancement of rate of enrolment in schools. To provide a baseline understanding of this, respondents were asked to respond to the questions on how they rated physical infrastructure on rate of enrolment in public secondary schools as compared to other factors. In support to objective 1 the study sought to establish the influence of provision of school physical infrastructure on rate of enrolment in public secondary schools in Kuria west sub- county Migori Kenya. The responses were summarized in table 4.5

4.4.1 Information on school physical infrastructure

The researcher sought to establish to what extent respondents know how school physical infrastructure influences the rate of enrolment in Kuria west sub-county Migori Kenya. This implied to financing of construction of classrooms, offices, latrines/toilets, water facilities and laboratories .The finding indicated that financing of classroom constructions influenced rate of enrolment by 47.9% followed by laboratories 20.3% ,water facilities by 16.9%,latrines by 11.8% and offices 3.1% .Table 4.8 highlighted on this and the results obtained were as follows:

Table 4.8 Information on school physical infrastructure

Infrastructure	Frequency	Percentage (%)
Classrooms	170	47.9%
Offices	11	3.1%
Latrines/toilets	42	11.8%
Water facilities	60	16.9%
Laboratories	72	20.3%
Total	355	100%

4.4.2: Information on sources of funds to school for construction of physical infrastructure

The information about sources of funds for construction of physical infrastructure in schools as provided by the respondents was as given below

Table 4.9 Sources of funds for construction of school physical infrastructure

Sources of funds	Frequency	percentage
Parents/guardian	158	44.5%
Government	171	48.17%
Sponsors	26	7.33%
Total	355	100%

From table 4.9 the study found out that 48.17% of the respondents agreed that funds for constructing school physical infrastructure comes from the government, while 44.5% of the respondents said funds come from parents/guardian and 7.33% of the respondents agreed that the sources for constructing school physical infrastructure comes from the sponsors. The findings affirmed that the government is taking a big share in funding the construction of school physical infrastructure, parents/guardians being second with 44.5% and sponsors by 7.33%. This indicates that still parents/guardian incur more expenses in funding construction of school physical infrastructure.

4.4.3 Information from respondents about time when schools started getting funds from government or sponsor for construction of physical infrastructure

This analysis was to assess the time when the schools started receiving funds for constructing school physical infrastructure in Kuria west sub- county Migori Kenya only if funded by government and other sponsors. Table 4.10 shows the analysis

Table 4.10: Year when school started receiving funds for construction of school physical infrastructure.

Year	Frequency	percentage (%)
Before 2012	181	51%
2013	155	43.7%
2014	19	5.3%
Total	355	100%

From table 4.10 analysis, it reflects that 51% of the respondents accepted that funding of construction of school physical infrastructure started before year 2012 while 43.7% of the respondents said that funding started in 2013 and lastly 5.3% of the respondents confirmed that funding of construction of school physical infrastructure started in 2014. This indicates that most of the schools received funds for constructing school physical infrastructure before 2012.

4.4.4: Information on rate of enrolment since 2012 as was given by the Respondents if schools were funded for construction of physical infrastructure.

This response was as displayed in table 4.11

Table 4.11 Rate of enrolment since 2012 up to 2015

Year	very high	High	Moderate	Low	Very low	Total
2012	143(40.2%)	105(29.6%)	71(20%)	36(10.2%)	0(0.0%)	355(100%)
2013	87(24.5%)	94(26.5%)	147(41.4%)	27(7.6%)	0(0.0%)	355(100%)
2014	85(23.9%)	76(21.4%)	153(43.1%)	41(11.6%)	0(0.0%)	355(100%)
2015	81(22.85%)	67(18.9%)	155(43.7%)	52(14.55%)	0(0.0%)	355(100%)

From the table above, the study found that the rate of enrolment kept on decreasing from very high to high then to moderate and lastly to low population . As it was seen in 2012, the respondents of very high was 40.2% while in 2015 it was 22.85% ,the respondents who rated low population since 2012 to 2015 were 10.2%, 7.6%, 11.6%,14.55% respectively. This clearly indicated that the rate of enrolment was not static and kept on going down slowly.

4.5 The extent to which provision of school equipment influences the rate of enrolment in public secondary schools in Kuria west sub- county Migori Kenya.

This section presents the findings in respect to objective 2 which sought to establish how the provision of food to public secondary schools in Kuria west sub-county Migori Kenya influence the rate of enrolment .The responses were summarized as given below .

Table 4.12 Sources of equipments to public secondary schools

Sources	Frequency	percentage (%)
Government	146	41.13%
Payment by students	168	47.32%
Sponsors	41	11.55%
Total	355	100%

From table 4.12 the study found out that 47.32% of the respondents said that school equipments were obtained through payments done by students ,while 41.13% of the respondents said that the equipments came from the government and 11.55% of the respondents said the school equipments were from the sponsors .Therefore these findings affirmed that both government and other sponsors offered 41.13% and 11.55% respectively totaling to 52.68% hence proposing that most of school equipments are obtained through funding.

4.5.1: Time when funding started in the public secondary schools

The response from the respondents was as given in table 4.13

Table 4.13: Time when funding of school equipments started

Year	Frequency	percentage (%)
Before 2012	257	72.4%
2013	83	23.4%
2014	15	4.2%
2015	00	0.0%
Total	355	100%

From the findings of table 4.13, it indicated that 72.4% of the respondents said that funding of school equipments began before 2012, while 23.4 of the respondents agreed that funding started in 2013 and 4.2% accepted that funding started in 2014 in Kuria west sub-county Migori Kenya.

Therefore these reveals that funding of school equipments in most schools began before 2012.

4.5.2 Rate of enrolment during time of funding for school equipments

The study sought to find out whether funding of school equipment influenced the rate of enrolment in public secondary school in Kuria west sub-county Migori Kenya. Table 4.14 shows the results.

Table 4.14 Rate of enrolment during time of funding for school equipment

Year	2012	2013	2014	2015
Very high	116(32.7%)	91(25.6%)	90(25.4%)	83(23.4%)
High	153(43.1%)	110(31%)	105(29.6%)	98(27.6%)
Moderate	80(22.5%)	126(35.5%)	144(40.6%)	174(49.0%)
Low	6(1.7%)	28(7.9%)	16(4.4%)	0(0.0%)
Total	355(100%)	355(100%)	355(100%)	355(100%)

The findings from table 4.14 reflects that the enrolment rate in public secondary schools was high immediately after provision of school equipments according to the respondents response that was in 2012 and 2013 represented by 43.1% and 31% respectively as compared to 2014 and 2015 which had 29.6% and 27.6%. Moderate enrolment was experienced in the most current years that were 2014 and 2015 which had 40.6% and 49.0% respectively. This showed that the rate of enrolment was diminishing with time.

4.6 How payment of fee influences the rate of enrolment in public secondary schools.

The analysis of this objective was based on how payment of fee influenced rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya. This included examination fee tuition fee, medical fee, activities and other levies. Table 4.15 shows the tabulation.

Table 4.15: Payment of school fee for students.

Payment	Frequency	percentage (%)
Government	202	56.9%
Parents/guardians	98	27.6%
Sponsor	55	15.5%
Total	355	100%

The analysis of the above table shows that 56.9% of the respondents accepted that school fee was mostly being paid by the government, while 27.6% of the respondent said that fee was being paid by the parents or guardians and 15.5% of the respondents said that fee was being paid by the sponsors. Therefore this means that most of the school fee was being paid up by the government for students and little part of it was done by parents.

4.6.1: A mount of fee paid for students by government or sponsor

This analysis was to assess the amount fee being paid to public secondary schools in Kuria west sub- county Migori Kenya ,so that to verify whether the funding was for full fee or part of the school fee. Table 4.16 shows the analysis.

Table 4.16 Amount of fee paid in for students by government or the sponsor

Amount	Frequency	percentage (%)
Full fee	54	15.2%
Part of fee	301	84.8%
Total	355	100%

The findings from table 4.16 reflected that 15.2% of the respondents agreed that the funding of fee was fully paid for the students while 84.8% of the respondents said that just part of the fee was being paid to the schools for the students in kuria west sub-county Migori Kenya.

4.6.2: Rate of enrolment during the time of funding for school fees

This was done to identify the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya during the period of funding students with school fees. Table 4.17 shows the respondents feedback.

4.7 How provision of food to public secondary schools in Kuria west sub-county Migori Kenya influences the rate of enrolment.

The study intended to establish whether provision of food to public secondary schools in Kuria west sub-county Migori Kenya influences the rate of enrolment. Table 4.18 shows the analysis

Table 4.17 Rate of enrolment during the time of funding for school fees

Year	2012	2013	2014
High	209(58.9%)	197(55.5%)	158(44.5%)
Moderate	139(39.15%)	123(34.6%)	111(31.3%)
Low	7(1.95%)	35(9.9%)	86(24.2%)
Very low	0(0.0%)	0(0.0%)	0(0.0%)
Total	355(100%)	355(100%)	355(100%)

From the findings of table 4.17, it is indicated by responses from the respondents that the rate of enrolment in 2012 was high as compared to other following years .58.9% in 2012, 55.5% in 2013 and 44.5% in 2014. This shows that most respondents agreed that the rate of enrolment changed yearly.

4.7 How provision of food to public secondary schools in Kuria west sub-county Migori Kenya influences the rate of enrolment.

The study intended to establish whether provision of food to public secondary schools in Kuria west sub-county Migori Kenya influences the rate of enrolment. Table 4.18 shows the analysis

Table 4.18. Information on provision of food to school through funding

Funding of food program	Frequency	Percentage (%)
Yes	54	15.2%
No	301	84.8%
Total	355	100%

The finding from table 4.18 indicated that 54(15.5%) of the respondents said that public schools in Kuria west sub-county receive funds for food programs while 84.8% of the respondents agreed that public secondary schools in Kuria west sub-county Migori Kenya do not have funding of food programs .Therefore was clear that most schools get their food through payments made by students.

4.7.1: sources of food programs in the schools

The researcher sought to find out who financed food programs in Kuria west sub-county Migori Kenya. The response to this was as given in table 4.19

Table 4.19 Sources of food to schools in Kuria west sub-county

Source	Frequency	percentage (%)
Parents	297	83.7%
Government	0	0.0%
Other sponsor	58	16.3%
Total	355	100 %

The findings from table 4.19 showed that 83.7% of the respondents agreed that sources of food in public secondary schools were parents and 16.3% of the respondents accepted that sponsors fund food programs to public secondary schools in Kuria west sub-county Migori Kenya.

4.7.2 Time when funding of food programs began

The study sought to investigate this through questionnaires responses and came up with findings as captured in table 4.20

Table 4.20: Time when funding of food programs started

Year	Frequency	percentage (%)
Before 2012	312	87.9%
2013	34	9.6%
2014	9	2.5%
2015	0	0.0%
Total	355	100%

The findings from table 4.20 revealed that 87.9% of the respondents accepted that schools with food programs in Kuria west sub-county started before 2012 while 9.6% of the respondents said that it began in 2013 and just 2.5% of the respondents accepted that it began in 2014 .Therefore this shows that for those schools with food programs funding began early enough thus providing support to this study.

4.7.3: Rate of enrolment during the time of funding food program

The study needed to establish whether funding of food programs influenced rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya. Table 4.21 shows the analysis of the findings.

Table 4.21 Rate of enrolment during time of funding food programs

Year	2012	2013	2014	2015
High	207(58.7%)	115(32.4%)	128(36.01%)	122(34.4%)
Moderate	109(30.7%)	91(25.4%)	175(49.3%)	198(55.8%)
Low	39(11%)	149(42.2%)	52(14.69%)	35(9.8%)
Total	355(100%)	355(100%)	355(100%)	355(100%)

From the findings of table 4.21, it showed that the rate of enrolment in the schools was not consistent it kept on changing for instance in 2013 respondents agreed that it was high by 32.4% while 36.01% said that it was high and 34.4% of the respondents accepted that it was high in 2015. Therefore it indicated that at some periods the rate of enrolment went high and at other times it dropped .

4.8: Information on Rate of enrolment

The study as well analyzed the relationship between dependent and independent variables: How effective financing of school projects would help influence the rate of enrolment in public secondary schools and thus help increase the number of educated youths who are our leaders of tomorrow .This could also lead to improved living standards of the people. Table 4 .21 shows the analysis.

Table 4.22: school projects which attracts more enrolment rate when funded

Project	Strongly	Agree	Neutral	Disagree	Strongly	Total
	agree				disagree	
Buildings	20	17	24	1	0	62
Fee	71	56	4	3	2	136
Equipments	23	40	19	3	4	89
Food	29	8	30	1	0	68
Total	143	121	77	8	6	355
% of total	40.3%	34.1%	21.7%	2.3%	1.6%	100%

The analysis from table 4.21 shows that 40.3% of the respondents strongly agree that financing of school projects influence rate of enrolment and 34.1% agree therefore making the number of respondents who accept that financing of school projects influence the rate of enrolment be 74.4%. Of all the projects, financing of school fee leads by getting 127(35.7%) of the respondents agreeing that financing of school fee influence more rate of enrolment in public secondary schools. It was followed by school equipments with 63(17.4%) ,food and school physical infrastructure both getting 37(10.4%).

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND

RECOMMENDATIONS

5.1 Introduction

This chapter contains discussion of findings, summary of the findings, conclusion, recommendations and suggestions for further study. The findings are summarized according to the objectives of the study which were to establish the influence of funding educational projects on rate of public secondary schools in Kuria west sub-county Migori Kenya.

5.2 Summary of the Findings

The study was guided by four main objectives; the first objective was to establish to what extent funding of school physical infrastructure influence the rate of enrolment in Kuria west sub-county Migori Kenya, second was to assess the extent to which funding of school equipment influences the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya, thirdly to determine how funding of fee influences the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya, and finally to establish how funding of food influences the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya. The summary of the findings were as follows: On funding of school physical infrastructure information, the study revealed that the rate of enrolment kept on changing with time. It was not static, at the initiation of the funding of school physical infrastructure the rate of

enrolment hiked and thereafter it went down, for instance in 2012 the percentage of the respondents who agreed that rate of enrolment were very high was 40.2% as compared to 22.5% of those who said that it was very high in 2015. In the other years 2013 and 2014 the respondents agreed that the rate of enrolment was moderate.

The second objective was to determine the extent to which funding of school equipment influenced the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya. According to the data collected there was improvement in the rate of enrolment in the schools at the beginning of funding for school equipment and later the rate kept on changing from high to moderate. In 2012 the respondents who accepted that the rate of enrolment was high were 43.1% while in 2013 the number dropped to 31.0%. In 2014 and 2015 the rate of enrolment was recorded as moderate by 40.6% and 49.0% respectively. This showed that financing of school equipments had an impact on the rate of enrolment in public secondary schools in Kuria west sub- county Migori Kenya.

The third objective was to determine how funding of fee influences the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya. The study discovered that funding of school fee to public secondary schools had some effects on the rate of enrolment. 58.9% of the respondents accepted that the rate of enrolment was very high in 2012 as was compared to 2013 and 2014 which had 34.6% and 31.3% respectively of the respondents who accepted that the rate of enrolment was high. Other respondents agreed that after the first period of funding students with school fee the rate of enrolment in public secondary schools did not keep on increasing but it remained moderate thus reflecting that there was a reason why the

rate kept on constant or even go down in other schools.

The last objective of the study was to establish how funding of food influenced the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya. The study established that funding of food programs in public secondary schools was not so much efficient because just a few schools had sponsors who helped provide meals to the schools. Most of the food programs in the schools were provided by the students' parents or guardians. For the schools which were funded with food programs they experienced high rate of enrolment. From the respondents' response the rate of enrolment in 2012 was high as compared to other following years. 58.9% in 2012, 55.5% in 2013 and 44.5% in 2014. This shows that most respondents agreed that the rate of enrolment went high immediately food programs were introduced to schools.

5.3 Discussion of research findings

5.3.1 Extent to which funding of school physical infrastructure influence the rate of enrolment in Kuria west sub-county .

The first objective of the study was to establish to what extent funding of school physical infrastructure influence the rate of enrolment in public secondary schools in Kuria west sub county Migori Kenya .The research sought to find out how funding of physical infrastructure like classrooms, offices, latrines/toilets and laboratories influence the rate of enrolment in public secondary schools.This was done by comparing the rate of attraction of enrolment by each of the

infrastructures named above. The findings indicated that financing of classroom constructions influenced rate of enrolment by 47.9% followed by laboratories 20.3%, water facilities by 16.9%, latrines by 11.8% and offices 3.1% .This shows that the physical infrastructure funded in schools have different strengths of attracting rate of enrolment to schools .classrooms were identified to be most attracting followed by laboratories, while offices seemed to take the least part of attraction to the students.

It was realized that the infrastructures attracted high rates of enrolments at the early stages when they were newly constructed as compared to the old infrastructures for instance in 2012 the respondents who rated very high enrolment were 40.2% while in 2015 they were 22.85%, the respondents who rated low population since 2012 to 2015 were 10.2%, 7.6%, 11.6%, 14.55% respectively. This clearly indicated that the rate of enrolment was not static and it kept on changing.

Previous research shows that improvement of school infrastructure is one of the several key priority areas under the New Zealand government education strategic framework (Wishimwa, etal, 2008).This could lead to high rate of enrolment in schools. Improvement of school infrastructure is one of the several key priority areas under the New Zealand government education strategic framework (Wishimwa, etal, 2008). In USA there was a research tracking thousands of students moving from overcrowded to new facilities over the 2002-2008 period Welsh etal (2012). An ongoing research on learning and school building in Palestine compare drawing by children from two very different school environments. The project investigates how children and teachers in three recently build new schools in different regions of West branch evaluate and use their school building and similar data collected from children going to older schools buildings with the

more traditional layout and also drawings of children in the courtyard and results compared. Results of the children from new buildings gave more possible result. (Lausanne, Switzerland, 2010). The rate of enrolment experienced in kuria west sub-county during the funding of school physical infrastructure relates well with the results In USA where a research tracking thousands of students moving from overcrowded to new facilities over the 2002-2008 period Welsh etal (2012), and this was the reason why specifically the rate of enrolment went high at the initiation of funding of new buildings in Kuria west sub-county.

The study also revealed that constructions of the school physical infrastructure are mostly funded by the government, the government funds 48.1% of the infrastructure while parents follow by 44.5% and 7.33% was from other sponsors. This reflects CDF acts; Stephen Maruge (2013). Constituency Development Funds to school is also provided to improve the country`s economy. Constituency Development Fund was introduced through CDF Act of 2003 and has become a popular way of developing funds in Kenya. The use of CDF in Kenya was from session paper No. 6 of 1988 which introduced cost sharing in education in order to reduce financial burden from government by giving parents a share of financing education, the government`s role was to pay salaries while parents beneficiaries and donors organization contribute by providing learning facilities and equipment, cost sharing, however led to children not attending schools.

In Ireland there was a code of practice which was set out for the best practice approach that should be followed by planning authorities in ensuring that the planning system plays its full part in facilitating the timely and cost ó effective roll óout of school facilities by department of

Education and Science and in live with the principles of proper planning and sustainable development. Its growing population indicated that the primary school going population was increased by about 100,000 pupils between now and 2013. The actual number of classrooms required the spread of the additional pupils and the capability of existing schools to meet the demand.

St. Kevins`s College Hortel Trust Board evaluated the extent to which the school hostels provides a safe physical and emotional environment that supports learning for student accommodation in the hostels Ommam (2010).

In Kenya there was a study done on impact of wash practices or reducing absenteeism. Illness related absenteeism children constitutes about 75% of all schools absentees and is largely attributed to respiratory and gesture intestinal infection (Asshish Josh and Chioma Amadi).

Study on the usage of urinal in Kenya schools final version December 2010 for UNICEF Kenya urinals for girls after lunch break shows 64% used the facilities in schools with urinals as opposed to 59% in schools without Asselin-etal (1996).

Therefore it is true that financing of school physical infrastructure in public secondary in Kuria west sub-county Migori Kenya influences the rate of enrolment but it is not retained.

5.3.2: Extent to which funding of school equipment influences the rate of enrolment

The analysis of this objective was based on the school textbooks, computers and games kits. Considerations were done relating with time when funding began and who funded the equipment to the schools. The findings were that 72.4% of the respondents said that funding of

school equipments began before 2012, while 23.4% of the respondents agreed that funding started in 2013 and 4.2% accepted that funding started in 2014 in Kuria west Migori Kenya. This fact of time was important because it enabled the researcher know the exact period when funding of school equipment began in the schools of kuria west.

In the findings of who funded school equipment, it was found that 47.32% of the respondents said that school equipments were obtained through payments done by students ,while 41.13% of the respondents said that the equipments came from the government and 11.55% of the respondents said the school equipments were from the sponsors .Therefore these findings affirmed that both government and other sponsors offered 41.13% and 11.55% respectively totaling to 52.68% hence proposing that most of the schools equipment are obtained through funding .

Study done by (Momanyi, Norby and Strand 2006) conducted a survey analysis to determine technology goals and needy in Kenya schools. Findings in their study indicated that respondent considered equipping secondary schools with technology as being important.

Findings on whether funding of school equipments influences rate of enrolment the results found that enrolment went high immediately after provision of school equipments according to the respondents response that was in 2012 and 2013 represented by 43.1% and 31% respectively as compared to 2014 and 2015 which had 29.6% and 27.6%. Moderate enrolment was experienced in the most current years that were 2014 and 2015 which had 40.6% and 49.0% respectively.

A study done in Zimbabwe shows that, having realized the challenges facing the promotion and teaching of science in Zimbabwe and the ever increasing number of pupils failing science subjects the ministry of primary secondary education that its strategic plan 2011- 2015 in partnership with UNICEF have embarked on emissive program to funded teaching in the country. The program to be funded through Education Development Fund (EDF) a multi-donor funding mechanism and the program has already acquired 2,449 science kits which were distributed starting January 2014. David Coltert (2011)

In North West Cameroon there is a school book project for primary school 2010-2012: this supports rural schools by building up a decent book stock and effective using books as an instructional tool in education .Tchombe M.S etal (2012)

These findings shows that funding of equipment in schools has a positive impact at the early stages but with time the rate of enrolment reduces. Retaining and improving the enrolment rate becomes a challenge.

5.3.3: Determining how funding of school fee influences the rate of enrolment

The analysis was done to determine how funding of school fee influences the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya. The study assessed the objective through identifying who funds the fee and at what percentage is funded then the rate of enrolment during the time of funding. This included examination fee tuition fee, medical fee, activities and other levies. The result of who funded school fee were that 56.9% of the respondents accepted that school fee was mostly being paid by the government, while 27.6% of the respondent said that fee was being paid by the parents or guardians and 15.5% of the

respondents said that fee was being paid by the sponsors. Therefore this means that most of the school fee was being paid up by the government for students and little part of it was done by parents.

The findings on what percentage was funded were that 15.2% of the respondents agreed that the funding of fee was fully paid for the students while 84.8% of the respondents said that just part of the fee was being paid to the schools for the students in kuria west sub-county. For those who fee is funded fully it was either done by the sponsors or bursary awarded to total orphans.

A study done in Tanzania showed that abolishing primary schools fees in 2001 had an initial jump in the pupil teacher ratio Wedgwood (2005). There was caution that if fee was completely eliminated in practice, household contributions are often still expected from parents thus the absence of sufficient government funding, it may help explain an initial decline in primary completion rate, Yet Vavrus (2009).

The result on whether funding of school fee influences the rate of enrolment were that by responses from the respondents the rate of enrolment in 2012 was high as compared to other following years .58.9% in 2012 ,55.5% in 2013 and 44.5% in 2014 . This shows that most respondents agreed that the rate of enrolment was found to be high at the start of funding.

In 1991 the Philippine government and universities had numerous scholarship programs to provide students from low income families with access to education. The university followed a "socialized tuition" plan whereby students from higher income families paid higher fees and those from lowest income families were eligible for free tuition plus a living allowance (us/Philippines/53htm) In united states education expenses board fees, the dependant

undergraduate limit effective for loans disbursed on or after July 1. In 2010, the Health care Reform Act incorporated provision on Education. In Europe higher education is highly subsidized for students and funded by government in Asia and Latin America most post secondary education is still private with little funding from the government. In USA much of college is funded by students and their families with public institution being funded through state and local taxation. (From Wikipedia, the free encyclopedia).

The problem why the rate of enrolment is not static and keeps on going down may be due to lack of enough funds for paying fee. Kenya can adopt a system of eliminating school fee payments from parents as this will help retain students in schools and enable those from poor families to join and complete their secondary education.

5.3.4 Establishing how funding of food program influences the rate of enrolment

The last objective of this study was to establish how funding of food influences the rate of enrolment in public secondary schools in Kuria west sub-county Migori Kenya. The study involved indicators of lunch program, breakfast and supper. Time factor was considered and who provided the meals. The findings on the information about funding of food in schools indicated that 54(15.5%) of the respondents said that public schools in Kuria west sub-county receive funds for food programs while 84.8% of the respondents agreed that public secondary schools in

Kuria west sub-county Migori Kenya does not have funding of food programs.

For the response on who provide food program in schools the findings were that 83.7% of the respondents agreed that sources of food in public secondary schools were parents and 16.3% of the respondents accepted that sponsors fund food programs to public secondary schools in Kuria west sub-county Migori Kenya. This showed that food programs in kuria west sub-county Migori Kenya was being paid for by parents except in a few schools which have sponsors.

The findings on whether funding of food programs in schools influences rate of enrolment revealed that the rate of enrolment in the schools was not consistent it kept on changing for instance in 2013 respondents agreed that it was high by 32.4% while 36.01% said that it was high in 2014 and 34.4% of the respondents accepted that it was high in 2015. Therefore it indicated that at some periods the rate of enrolment went high and at other times it dropped.

Research showed that In USA there was a report responding to the requirement of public law 110-246 to assess the effectiveness of state and local efforts to certify children for free school meals. It was conducted by LEAS to certify eligible children for free meals without need for household application. Josette Sheeran (2012). Kenya is also a country committed to provide quality education to all citizens as a basic human right and affirms itself to the principles contained in the universal declaration of Human Rights (1948), the Ministry of Education is committed to achieving all targets in the agreement and conventions to which Kenya is a signatory such as the Jomtien Declaration of Education For All (1990); the Dakar Declaration of Education For All (2000) that call for increased access to quality basic education and training was domesticated. There is implementation plan 2010-2015 by ministry of education;

school ó health and nutrition and planning to provide food programme in education curriculum for primary and secondary schools. Jedidah Obure etal (2011).

From the above findings it reflects that Kenya have the plans for providing free meals to primary and secondary schools but it have not implemented it in its education curriculum programme

The study also revealed that 40.3% of the respondents strongly agree that financing of school projects influence rate of enrolment and 34.1% agree therefore making the number of respondents who accept that financing of school projects influence the rate of enrolment be 74.4%. Of all the projects, financing of school fee leads by getting 127(35.7%) of the respondents agreeing that financing of school fee influence more rate of enrolment in public secondary schools. It was followed by school equipments with 63(17.4%), food and school physical infrastructure both getting 37(10.4%).This showed that funding of all school projects if maintained can improve and sustain rate of enrolment in schools .

5.4: Conclusion

The study investigated whether funding of educational projects influences the rate of public secondary school enrolment in Kuria west sub-county Migori Kenya. The results show that funding of physical infrastructure, equipment, and fee and food program influences the rate of enrolment in public secondary.

Funding of school physical infrastructure which included classrooms, laboratories, offices, water facilities and latrines/toilets all attracted high rates of enrolment immediately after initiation of the projects but this did not last long because after some years the rate of enrolment in schools which had high population seemed to have dropped, main problem not identified but it may be due to school performance where when a school performs well it attracts more students from other non performing schools or students drop due to other factors like fee payments.

School equipments are key factors in any learning environment; books, computers, games kits laboratory equipments and many others are very essential in schools. Hence funding of these equipments also attracts high rate of enrolment in schools as the study revealed.

Fee payment poses a lot of challenges to students from the research findings it was realized that financing of school fee also attracts high rates of enrolment to schools in Kuria west Migori Kenya. The challenge faced here is just sustainability of the rate of enrolment in the schools.

The study also revealed that most of food programs in schools are due to payments made by parents, just a number of the schools have sponsors who funds food programs to some schools.

5.5: Recommendations

Due to the result of the study findings, the researcher put forward the following recommendations:-

1. The government should come up with educational curriculum with food program for all public schools in Kenya.
2. Children from poor and marginalized families should be provided with free and compulsory education from primary to tertiary level
3. All public schools should be equipped with all school equipment without partiality. The schools should be treated equally.
4. All the required school physical infrastructure should be constructed in all public schools by the government.
5. The government officers in charge of schools should not be given many schools to manage
6. Every ten schools should have an educational professional with a team of other officers who helps to monitor, manage and control schools.
7. Every ten schools should have a learning resource centre well equipped.

5.6: Suggestions for further Research

1. A similar study to be done in other parts of the country to get a balanced view of whether financing of educational projects influences the rate of enrolment in public schools.
2. Another research to be carried out to identify why rate of enrolment in schools is not sustainable.

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APPENDIX I

QUESTIONNAIRE FOR SCHOOLS

This questionnaire is intended to collect information about the influence of financing Education projects on the rate of school enrolment in Kuria West District Migori Kenya.

Please fill the blank spaces provided or tick where necessary. All the information volunteered

Will be treated with confidentiality.

SECTION A: background information.

Tick (v) as appropriate

1 .What is your gender?

Female [] male []

3. Highest level of education reached

(a) Primary [] (b) secondary [] (c) college [] (d) university [].

4 How long has your school been in existence?

One (1) yr [] 2-3 years [] 3-4years [] More than 5years []

5. What position do you hold in school?

Student [] support staff [] teacher [] head teacher []

6. What is the level of the school?

Sub-county [] county [] county []

SECTION B. Information on provision of school facilities

Tick [ç] as appropriate.

7 Which school physical infrastructure attracts most school enrolment?

Classrooms [] Offices [] Latrines/toilets [] water facilities [] Laboratories []

8. How do schools get funds for building school facilities?

Parents/guardian [] Government [] sponsors []

9. If the source is government or sponsor when did the school start receiving funds?

Before 2012 [], 2013 [] 2014 []

9. If school was funded since 2012 how have been the rate of enrolment?

Year	very high	high	moderate	low	very low
2012					
2013					
2014					
2015					

SECTION C. Information on provision of school equipments.

11. How do you get school equipments?

By government [] through payments by students [] sponsors []

12. If by funding when did the school start getting funds to purchase equipments?

Before 2012 [], 2013 [] 2014 [] 2015 []

13. What was the rate of enrolment s in the following years?

Year	2012	2013	2014	2015
High				
Moderate				
Low				

—

SECTION D. Information on provision of food to school through funding

Does the school have food program?

Yes [] No []

14. If yes who provides the food?

Parents [] sponsor [] Government []

15. If it is by the Government or sponsor when did it start?

Before 2012 [] 2013 [] 2014 [] 2015 []

16. What was the rate of enrolment in the following years if food provision is by funding?

Year	2012	2013	2014	2015
High				
Moderate				
Low				

17. What was the rate of enrolment before the provision of food if its provided by the Government?

SECTION E. Information on payment of fee

18. Who pays the school fee for the students?

Government [] parents [] Sponsor []

19. If by funding is it full fee payment or part of fee?

Full fee [] part of fee []

20 .If fees were paid through funding what were the rates of enrolment in the following years?

Year	2013	2014	2015
High			
Moderate			
Low			

SECTION F: Information on rate of enrolment

Indicate the extent to which you agree or disagree with the following statements. use the following scale for your responses .kindly do it in all sections of this questionnaire.

1= Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree.

No.	STATEMENT	1	2	3	4	5
	Provision of food attracts more enrolment					
1	payment of school fees for students increases the rate of enrolment					
2	There is more enrolment of students when physical infrastructure are Funded in school					
3	Provision of teaching equipments through funding increases rate of enrolment					
4	Funding of educational Provision of food attracts more enrolment					
5	projects increases rate of enrolment in school					
6	New enrolment is experienced in the school without influence of funding educational projects					

APPENDIX I

LETTER OF TRANSMITAL

UNIVERSITY OF NAIROBI,
SCHOOL OF CONTINUING AND
DISTANCE LEARNING,
KISII EXTRA-MURAL,
P.O BOX 2461-40200,
KISII.
24.4.2015.

Dear sir/ madam,

LETTER OF TRANSMITTAL

I kindly wish to bring to attention that as a requirement for my Master of Art in Project planning and Management programme ,I intend to conduct a research study on the ðinfluence of financing educational projects on the rate of public secondary schools in Kuria west sub-county Migori Kenya.ö

The data for this study will be collected through questionnaires for school and all the data will be

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treated with strict confidence. Your co-operation will be highly appreciated.

Yours faithfully

Signí í í í í í í í

Jackson M.Nkinina.

