

**CONTRIBUTION OF FREE DAY SECONDARY EDUCATION TO
PROMOTE STUDENTS' COMPLETION RATES IN PUBLIC
SECONDARY SCHOOLS IN MVITA SUB-COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my wife Irene Kathambi, my daughter Nadia Gekene and my parents James Kinaro and Euniah Kemunto.

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ABBREVIATIONS AND ACRONYMS

EFA	Education for All
EMIS	Education Management Information System
FPE	Free Primary Education
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GOK	Government of Kenya
KESSP	Kenya Education Sector Support Programme
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Staff Institute
KES	Kenyan Shillings
ILO	International Labour Organisation
MDGs	Millennium Development Goals
MOE	Ministry Of Education
MOEST	Ministry of Education Science and Technology
NER	Net Enrolment Rate
SSA	Sub-Saharan Africa
UNESCO	United Nations Educational, Scientific and Cultural Organizations
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education

ABSTRACT

Since independence in 1963, secondary education in Kenya has expanded rapidly despite the unending setbacks to its access. The government of Kenya has always endeavored to improve access to and retention of students in secondary schools but the problem of wastage through school dropouts has continued to persist. Education is a vital tool in the development of any nation. This study sought to establish the influence of free day secondary education in enhancing internal efficiency particularly the completion rates in public secondary schools in Mvita Subcounty, Mombasa. The factors investigated included cost of education (direct and indirect), parents economic activities, school characteristics including physical facilities, teacher resource, discipline, school type and category, family background which included parents' standard of living, and finally the parents' level of education in enhancing students' completion rates in public secondary in Mvita Subcounty. This study adopted a descriptive research design. The theoretical framework was based on systems theory of management. The sample sizes of this study were 12 head teachers, 64 teachers and 189 students. The study utilized questionnaires for the respondents to collect data. Reliability of the instrument was done by performing spearman's rank order correlation. The validity was done by conducting a pilot study on two schools that were not included in the study. Both qualitative and quantitative techniques were used to analyse data. The Statistical Packages for Social Scientists (SPSS) software package were utilized in analyzing data. The analyzed data was presented in frequency tables. The study was intended to benefit the policy makers in the ministry of education, other ministries, academic scholars, researchers and students. The findings showed that there is a high enrolment rate into secondary schools which is not consistency to reflect in completion rates due to a number of factors. The physical facilities in the schools are not adequate to allow easy learning. The schools are not further developed to meet the increasing demand by the learners of the secondary education. The schools do not have adequate instructional materials that affect the educational outcomes. The school funds are a major challenge as the research found out because parents are still expected to meet educational costs in spite of the subsidized education by free day secondary education by the government. The Kenyan government should increase funds to support the program to allow improved completion rates. The study suggested that similar study be carried out in other sub-counties for comparison purposes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The provision of education and training opportunities has been a long-standing objective, goal and aim of all governments in the world. In Kenya, since independence, the government has sought to address the challenges facing the education sector through a range of initiatives, among which is the provision of free day secondary education. The aim of secondary education in Kenya is to meet the needs of the students who terminate their education after secondary education and also those who proceed onto tertiary education (Education info center 2006).

Education has been described as the process through which knowledge; skills, attitudes and values are imparted for the purpose of integrating the individual in a given society and changing the values and norms of the society (KESSP, 2005). The UNESCO International standard classification of education defines education as comprising organized and sustained communication designed to bring about learning. In Kenya, this sustained communication has been organized and is managed through a coherent system put in place by the Government. The Government considers education a fundamental human right for every person. Education occupies a central place in Human Rights and is essential and indispensable for the exercise of all other human rights. The Kenya Constitution

2010 section 43, 1f indicates that “Everyone has a right to Education”. Section 53 1b of the same constitution also states that “Every child has a right to free and compulsory Basic Education”. All along education has been the key element to development. In all nations, education has been recognized as the major agent to economic, social and political development therefore it has taken an increased share of national budgets across the world.

The Government of Kenya recognizes secondary education as part of basic education with aim of enhancing the citizens’ access to quality and equitable education so as to achieve the Vision 2030 goals. To achieve this, the Government of Kenya through the Ministry of Education is implementing the secondary education strategy, which ensures expansion of secondary education by construction of new schools of at least three streams and increasing class size from 40 to 45 students. This strategy was further enforced through introduction of Free Day Secondary Education with grants sent to schools at Kshs. 10,265 per student since January 2008 (Oyaro, 2008). The outcome has been a considerable increase in enrolment and also increased availability of teaching and learning materials in secondary schools across the country. During the 2011/12 financial year the Ministry disbursed a total of Kshs. 17.7 Billion to over 1.7 million students.

Table 1.1 Progress in selected indicators

INDICATOR	2011/12	2012/13	2013/12
No. of Primary Schools	28,576	29,161	30,122
No. of Secondary Schools	7,297	8,197	8,848
Total Enrolment in Primary	9.86m	10m	10.2m
Total Enrolment in Secondary	1.77m	1.91m	2.10m
No. of Public Primary school teachers	198,646	201,207	206,329
No. of Public Sec. schools teachers	65,136	67,529	72,316
No. of primary teacher training colleges	22	22	24
No. of Public universities and constituent colleges	22	31	31
No. of Private universities		8	22
No. of TIVET institutions		701	748
University enrolment		240,551	324,560

Education Sector Report MFEF 2014/15-2017/18

A steady increase in the no. of secondary schools with a coherent increase in the enrolment into secondary education has been reflected in table 1.1 of Kenya's educational progress. Transition rate from primary to secondary increased marginally from 59.6% (56.5% for male and 63.2% for female) in 2007 to 64.1 % (61.3% for male and 67.3% for female) in 2008, further increasing to 66.9% (64.1 % for male and 69.1% for female) in 2009 and to 72% in 2010 as summarized in the table 1.2.

Table 1.2 Transition Rate from Primary to Secondary level of Education

Year	2004	2005	2006	2007	2008	2009	2010
Transition Rate (%)	56.0	57.3	59.6	59.9	64.1	66.9	72.5

Education Task Force Report, 2012

Table 1.2 is indicative of the upward trend of the transition rates from primary to secondary of education across the years from 2004 to 2010. This means that more students joined into secondary education.

The GER and NER have been illustrated in table 1.3

Table 1.3 GER (%) and NER (%) to Secondary Education from 2004 to 2010

Item	2004	2005	2006	2007	2008	2009	2010
GER	28.0	28.8	32.4	38.0	42.5	43.3	47.8
NER	19.4	20.5	22.5	24.2	28.9	35.8	32.9

Education Task Force Report, 2012

Republic of Kenya Education Sector Report 2012 indicates that the student completion rate remained above 75% during the period with transition from primary to secondary increasing from 66.9 per cent in 2009 to 73.3 per cent in 2011. The number of public secondary schools increased from 7,268 in 2009 to 7,297 in 2011 while enrolment grew from 1.7 million in 2007 to 1.9 million in 2011.

According to the Ministry of Education EMIS, expanding access to secondary education has been increasing but remains low and challenging, especially at regional levels. Net enrolment rates remains low-32 per cent albeit increasing

from 20.5 per cent in 2005. The EMIS further indicates an increase in the percent of children transiting from primary to secondary from 57.3% to 76.6 percent during the same period. In Kenya there is much regional variation in attending secondary school than at primary. County enrolment rates range from 5-10 percent in the northern region and some parts of coast, the researcher's area of study, to 50% in Kiambu and Nairobi.

1.2 Statement of the problem

Secondary education sub-sector in Kenya has faced many challenges over the years. Among these challenges is the internal efficiency of secondary education particularly the completion rates in secondary schools. The transition rate to secondary level of education has since increased from 59.6% in 2007 to 70% in 2010 (Kaberia & Ndiku, 2011). This should be reflected in completion rates in secondary education in the Kenyan system of education. The cost of education in Kenya has been observed to be on steady increase over the years. The Government has tried to intervene by the provision of free day secondary education, however, enrolment rates, retention rates and completion rates continue to decrease as dropout rate increase. Whereas several studies have focused on ways of financing secondary education in Kenya, little attention has been focused on proper use of these resources to improve internal efficiency of secondary education and enhance completion rates of students joining secondary education system. The researcher therefore intended to critically analyze the internal efficiency of free day secondary education by utilization of available resources. In

particular, this paper investigated the contribution of free day secondary education to promote completion rates in secondary schools in Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate on the contribution of free day secondary education to promote internal efficiency of secondary education particularly the completion rates in public secondary schools in Mvita Sub-county.

1.4 Objectives of the study

The study was based on the following specific objectives

- i. To assess the level of achievement on completion rates of students in public secondary schools in Mvita Subcounty.
- ii. To determine if financial resources towards free day secondary education are sufficient to enhance completion rates.
- iii. To examine the influence of other levies charged other than tuition fees on completion rates.

1.5 Research questions

The study was based on the following specific research questions

- i. How successful are the students who enroll into secondary schools in various educational institutions complete their secondary education?
- ii. How efficient are the resources allocated into secondary schools systems utilized to realize improvement in completion rates?

- iii. What influence do other levies charged have on completion rates of students?

1.6 Significance of the study

Provision of secondary education had become a costly and unaffordable investment to most parents in the republic of Kenya, therefore there was need to establish how the program of free day secondary education has influenced the internal efficiency of secondary schools. This information would help policy makers, educational economists and planners to justify the impact and continued support of the program. The school administration would also use the findings to make the necessary changes in the way they utilize schools resources in improving their internal efficiency to promote completion rates. The findings are important reference when the Ministry of Education decides to develop and implement policies, guidelines and to establish appropriate checks and balances to ensure objectivity of free day secondary education, strengthen monitoring and evaluation mechanisms to ensure transparency and accountability in utilizing the financial resources that have been provided by the government.

The findings would help the stakeholders in education to understand other factors besides financing of secondary education that affect the internal efficiency of these institutions. The Ministry of Education would also use the findings to formulate the appropriate financing policies that would improve the participation and completion rates of the students in secondary schools in line with the

Education for All goals. (Education Report, 2012) Besides the contributions to policy and administrative initiatives, the study shall also supplement literature on secondary financing not only in Kenya but also in other parts of the developing world.

1.7 Limitations

The study was limited to public secondary schools in Mvita Sub-county which may not reflect the situations in other parts of the country. The data that was collected from all the schools visited was not sufficient due to sensitivity of the schools.

1.8 Delimitations

The study was concerned in some selected public secondary schools and the findings reflected the situation in public secondary schools Mvita Sub-county as private secondary schools were not be part of the study. The research targeted the school management, teachers and students in day secondary schools in this sub-county.

1.9 Basic Assumptions

- ✓ There was a clear understanding of the term internal efficiency to all stakeholders of education.
- ✓ The principles of equity and efficiency were the base of the free day secondary education program.

1.10 Definition of significant terms

Cost sharing refers to partnership and shared responsibilities among the government, parents and communities in the provision of secondary education in Kenya.

Financial Resources refers to all the money, either liquid or solid that is needed to meet all the expenses that are directed into provision of secondary education.

Gross Enrolment Ratio refers to the total enrolment in a specific level of education regardless of age as a percentage of the eligible official school-age population to the same level of education in a given school year.

Internal Efficiency refers to the maximum use of resources allocated to schools to achieve the internally laid down objectives like reducing dropout and repetition rates, improving participation and completion rates.

Net Enrolment Ratio refers to the enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

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

Recurrent expenditure refers to the costs that recur regularly and cover expenditure on goods and services that bring immediate and short-lived benefits.

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

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

1.11 Organization of the study

The study is organized into five chapters. Chapter one contains introduction to the study which comprises the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations, delimitations, assumptions of the study and definition of the significant terms. Chapter two is literature review of the related studies done within a framework of Africa and outside Africa.

Chapter three consists of the research methodology which includes research design, study locale, target population, sample and sampling procedure, research instrument, data collection procedures and methods of data analysis. Chapter four deals with data analysis, interpretations, and discussion of the findings. Chapter five comprises the summary of the findings, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter reviewed literature related to internal efficiency of free day secondary education particularly the completion rates in developed and developing countries of the world. The literature was drawn from books, journals, discussion papers, government publications, documents, reports, newspaper articles and works of other researchers.

2.2 Global overview of secondary education

Education is the cornerstone of economic growth and social development for it creates greater social cohesion and strengthened foundation for democracy. At the aggregate level, a better-educated workforce enhances a nation's stock of human capital which is crucial for increased productivity and economic development (Hanusheck & Kim, 1996). Economic planners often place a great emphasis on investment in education because it has a direct relationship in the increase of productivity capacity of a nation through inculcation of salable skills which are required for economic transformation. Quality education acts as a springboard for youth to get a start in productive and satisfactory life so as to make tangible contribution to the country's economic growth and development (Rakotomatala, 2003).

Secondary education has been found to yield second highest social returns after primary education especially in developing countries (Psacharopoulos & Patrinos,

2004). Basic education can help in alleviating poverty by increasing income, improving health and nutrition and reducing fertility (UNESCO, 2001). This explains why there is a high demand of secondary education as the second largest sub-sector of any education system.

2.3 Literature from countries outside Africa

A study in Bangladesh reveals that households without any formal education have about six times higher poverty incidence than those who have access to education. Bangladesh has received international recognition for its strong national commitment to education and the impressive gains it has made towards achieving education for all over the past two decades. The country sustains one of the largest and most complex primary education systems in the world which is feeder to secondary education. Nonetheless, substantial numbers of secondary school-age children remain out of school (World Bank, 2003). The Government of Bangladesh estimate the net enrollment rate (86.6%) indicates that approximately 0.5 million children aged 14-17 were not enrolled in secondary education in 2001, other estimates suggest that at any one time the number of out-of-school children in secondary education is closer to 1 million. Repetition and drop-out (33%) rates remain high resulting in an efficient cycle time of 3.6 years. Over 30% of the students who enrolled into secondary school did not complete their grades. Further, attendance rates for secondary school are uniformly low averaging 58 % the drop-out rate increased piercingly to 17.15% (World Bank, 2008). The secondary education budget has been meager over the years with respect to it

requirement particularly in improving quality education. Therefore the target of achieving 100% completion rate by 2015 is very much questionable (World Bank, 2008).

In 1970s, most Latin American countries began to focus on the goals of universal access to basic education and literacy. By 1997, the gross enrollment rate had increased to over 90 per cent of secondary school-aged children (Schiefelbein, 1994). Though the statistics showed improvement, 15 % still repeated in the 9th grade and 23 per cent dropped out before the 11th grade. Schiefelbein (1994) charged that Latin American countries do significantly worse in terms of achievement than the developed world in public secondary schools. Repetition rate rank among the highest in the world, with an average student spending nearly 5 years in secondary school but completing 3 grades. Nearly one out of two students repeats the first year in secondary school. The cost of teaching these repeaters has been estimated at US \$ 2.5 billion, nearly one third of total public expenditure of secondary education in the region (OECD, 1999).

China formerly committed itself to universalizing access to basic education with the announcement of the compulsory education law in 1986. Since then, there has been a rapid expansion in the development of secondary schools both in terms of students' enrollment and government funding. The number of students studying in secondary education has doubled from about 13 million to 25 million which puts pressure on the existing resources (OECD, 1999).

In Benin, Gross Enrolment Ratio is 89 per cent but only 6 out of 10 children complete their secondary education. National EFA assessment report (2000) of Nepal has pointed out that internal efficiency is a critical issue of secondary education in Nepal. There are high dropouts, low completion and transition rates in the country despite the public investment efforts. Croatia's total spending on education as a share of GDP is high but its educational output and outcome levels are lower due to low school enrolment and completion rates (World Bank, 2005).

Lebanon has made major progress in achieving the millennium goals, but still fails short from fully achieving them. There is a general consensus by Lebanese officials that enrolment in secondary education is 100%. According to the 2007 educational report, 8.4 % drop-out at the secondary school. Only 40% of students are enrolled in public secondary schools. The problem lies mostly in the quality of education and the high drop-out rate. In addition, there is a shortage of infrastructural facilities and the existing structures are in need of rehabilitation and upgrading (World Bank, 2003).

The Government of Thailand recognizes the importance of secondary schooling. This is reflected in the second large public expenditure (28%) allocated for this level after primary education of education budget which amounts to approximately 5% of the national budget. On the controversy, very few pupils complete the system (UNESCO, 2008). In Italy, despite a considerable increase in secondary enrolment in the last years, the number of children out of school rose to

1.7 million in 1998/99. So the figures continue to be high as a result of economic, social and cultural factors such as population growth, rural urban poverty, and traditional pastoral systems of production.

In Yemen, the Government is devoting sizeable resources to the education sector while GDP and total public expenditure on education have increased simultaneously, the share of education expenditure a percentage of GDP has increased from 5 per cent in 2002 to nearly 7 per cent in 2006. The share of GDP and public expenditure allocated to education in Yemen is high compared to most developing countries. Efficiently, however, is low as enrolment and completion rates are lower than incomparable countries (UNESCO, 2006). In Iraq, dropout rates are very high despite the Government's high spending on education. Between 40-50% of children drop out between grades 1 and 6 and 30-40% drop out between grades 7 and 9 (UNESCO, 2006).

2.4 Literature from African Countries

The Universal Primary Education policy in the form of fee abolition has become popular in many countries in Sub-Saharan Africa (SSA) for achieving Education (EFA) since the mid-1990s. The existing literature indicates that previous attempts to achieve UPE in SSA face problems in its supply-driven policies, unclear mechanisms and reduced quality of education (Kombo, 2006). The past experiences in countries such as Nigeria and Kenya also show that UPE policy implementation was prone to be affected by economic crises. In Malawi, fee

abolition policy resulted in low levels of material provision and overall achievement (Kombo, 2006). Even with a number of existing lessons from the past, the current UPE policy is devoid of analytical studies on its impact and challenges beyond school enrollment (Kombo, 2006).

The FPE policy in African countries has led to a surge in enrolment in primary schools which in turn has increased the demand for secondary education. In Ghana, public school enrolment nationwide soared from 4.2 to 5.4 million between 2004 and 2005. Enrolment ratios for secondary schools in African Countries are about 25 per cent. The access rate varies between 20 per cent to 100 per cent in countries like Algeria, Botswana, Cape Verde, Gabon, Mauritius, South Africa, Namibia and Tunisia. On the other hand, countries like Burkina Faso, Central African Republic, Djibouti, Eritrea, Ethiopia, Guinea-Bissau, Mali and Niger less than 40 per cent of the children in school age have access to secondary education (UNESCO, 2001).

In Sub-Saharan Africa, only a quarter of children of secondary school age are in secondary school. Although aid directed to basic education for low-income countries increased from \$1.6 billion in 1999 to \$5 billion in 2006, it is still well below the estimated \$ 11 billion in aid required annually to reach education for all by 2015 (World Bank, 2005).

In many education systems throughout Africa, repeaters constitute more than 20% of enrolment (UNESCO, 2001) while in some countries the official figures

are higher for example Togo was reported to have a repetition rate of over 46% in 2005 (UNESCO, 2001). In Malawi, access to secondary education is almost universal but the drop-out is very high. The retention rate within the secondary cycle improved from 23 per cent in 2004 to 32 per cent in 2007 but largely insufficient. Generally, internal efficiency coefficient (IEC) at the secondary level is particularly low (35%) which implies that 65% of the public resources are wasted in paying for repeated grades or schooling for students who drop out before cycle completion (Lewin & Caillods, 1999).

Uganda has done an admirable work of increasing access to secondary education over the past decade but the country need very serious effort to improve quality at all levels (World Bank, 2003). In most instances, the allocated money does not always reach its destination due to corruption and mismanagement. As an example, findings in a case study, tracking public expenditures in secondary education indicates that less than 30 percent of the allocated money actually reached the schools (Oyaro, 2008). Ghana has made a considerable progress in enrolling more boys and girls in school. The progress is sufficient to achieve education for all by 2015. However reaching this goal will not be easy because nearly one of five pupils completing primary schooling is illiterate for example Oyaro (2008) found that of the approximately 42,000 students who sat the senior secondary school examination, about 1,000 passed.

2.5 Literature from Kenya

The main purpose of basic education is to prepare students to participate in the social, political and economic wellbeing of the country and prepare them to be global citizens. The Government of Kenya recognizes that education enhances human resource development, while is necessary for facilitating high and sustained economic growth and development (Abagi & Odipo, 2007). Since the introduction of FPE, there has been expansion in terms of enrolments without revitalization. At the moment, the Government seems to be more concerned with numbers than with the type of education being offered in schools. In Kenya, enrolment of primary school children increased dramatically, with 1.2 million additional pupils in 2003 alone, by 2004, the number had climbed to 7.2 million, of which 84 per cent were of primary school age. This has led to a great increase in the demand of secondary education.

2.6 Current funding sources for education

The Koech Report highlights that there are a number of sources for funding education. Studies have shown that parents' actual contribution varies from district to district and from public to private schools (Republic of Kenya, 1999). Although these figures differ slightly in different studies, its generally agreed that households meet about 95% of school recurrent expenditure in form of textbooks, stationery, furniture, school uniforms, examination fees and many more.

The GoK has continued to give priority to education according to the Koech Report. Public spending on the education sector has increased tremendously. For instance the share at the secondary level was about 21% in 1995 and about 27% in 1998. In 1989, however, all these schools were declared public schools with a great effort to provide resources to former Harambee schools in order to uplift their standards to the same level as that of the maintained schools. Up to 1985 the government controlled fees in all public secondary schools (Republic of Kenya, 1999).

According to the Education Sector Report MFET 2014/15-2017/18, free day secondary education funding was Kshs. 20,854,920,000 billion to cater for 2,057,936 million students in public secondary schools in 2013/14 financial year. The report further indicates the capitation of Free Day Secondary Education has been increased to Kshs 12,687 from 10,265. The introduction of free primary education by the government of Kenya in 2003 has seen an increased enrollment of the number of students seeking secondary education. There are over 3000 secondary schools with the enrollment of about 620000 students (UNESCO, 2008). In 2008, the government introduced a free day secondary schooling education program that targeted raising student enrollment to 1.4 million by the end of the year.

Table 2.4: “Percentage Financial Allocations to different Educational Levels”

Level of Education	Percentage Allocation
Pre-Primary	0%
Primary	55%
Secondary	27%
Tertiary	16%
Other	2%

(UNESCO 2008b)

According to table 2.4 secondary education takes almost half the percentage of that which is allocated to primary education. This means therefore that secondary education is the second priority to the Government’s expenditure on education.

The breakdown of the allocated funds to tuition free secondary education per child is displayed in table 2.5:

Table 2.5: “Allocation of the free day secondary education per vote head per child”

S/No.	Vote Head	Amount (Ksh)
1.	Tuition	3600
2.	Repairs, Maintenance and Improvement	400
3.	Local Travel and Transport	400
4.	Administrative Costs	500
5.	Electricity, Water and Conservancy	500
6.	Activity	600
7.	Personal Emolument	3965
8.	Medical	300
TOTAL		10265

Ministry of Education, 2008 Circular

In 2008, a taskforce appointed to look into financing of secondary education concluded that boarding schools charge a maximum of Ksh 18,627 per student per year for boarding expenses (G.O.K, 2008). This has not been a standard because many schools do not adhere to the recommended fees guidelines. For instance some schools charge development project funds, teacher motivation fees, remedial teaching, school tours and trips among other levies decided by the parents through the parents' annual general meetings. Moreover, boarding schools charge boarding fees depending on the cost of living of their respective areas. This has added to the cost of financing secondary education and in reality it is not affordable by the poor. Apart from these costs, parents are supposed to meet other expenses including uniform, development levy, personal effects, and lunch for day schools students among other expenses (Kaberia and Ndiku, 2011).

2.7 Determinants of school completion rates

A study done by Lewin (1999) to investigate the factors affecting completion rates among 200 high school students in California in United States found out that Socio-Economic Status comprising of family income, level of education, type of employment, ownership of means of production and family size were the most important determinants of school completion even when other variables were added to the analysis model. However, the study was faulted for not assessing the role of federal government, especially the learners in public facilities, which other scholars such as Hirsch (1993) explored in detail.

Psacharopoulos and Loxely (1989) assessed the effect of family incomes on school completion and found a positive relationship. In an earlier study covering both primary and secondary schools in Kenya, Thias and Carnoy (1973) examined the magnitude of per capita income and how it affected completion of secondary education. The findings revealed that per capita income had a significant effect on secondary education completion rates. In Uganda, Hanusheck (1996) revealed that the number of children in a family, male-child preference and type of marital unions had a significant effect on acquisition of completed secondary education.

2.8 Theoretical framework

This study was based on the Systems Theory of Management in an attempt to justify efficiency in operations of an organization as a system. The theory views an organization as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people, finance from their environment and putting back into that environment. The systems theory maintains that an organization (school) does not only depend on its environment but it is also part of a larger system such as the society or the economic system to which it belongs. The implementation of the free day secondary education is an example of a change from the outer environment.

The theory also puts forward the concept that a system is a collection of parts unified to accomplish an overall goal. A school system can be looked at as having inputs, processes, outputs and outcomes, which in the long run produce feedback.

Inputs include resources such as textbooks, teachers, pupils, finances and physical resources. These inputs go through a process where they are planned, organized, motivated and controlled, ultimately to meet the organization's goals. Outputs are results obtained after inputs are processed. Outcomes are enhanced quality of life or productivity. Feedback would be information from human resources carrying out the process or from the larger environment of the organization, e.g., influences from government, society, economies, and technologies. If there is a mismatch between inputs, processes and outputs in an educational system, then it is said to be inefficient. In studying a system consisting of inputs, educational processes, and outputs, one of the most desirable outputs is students' completion rates. Thus, students' completion rates are one of the major indices reflecting the degree of efficiency of the secondary education system.

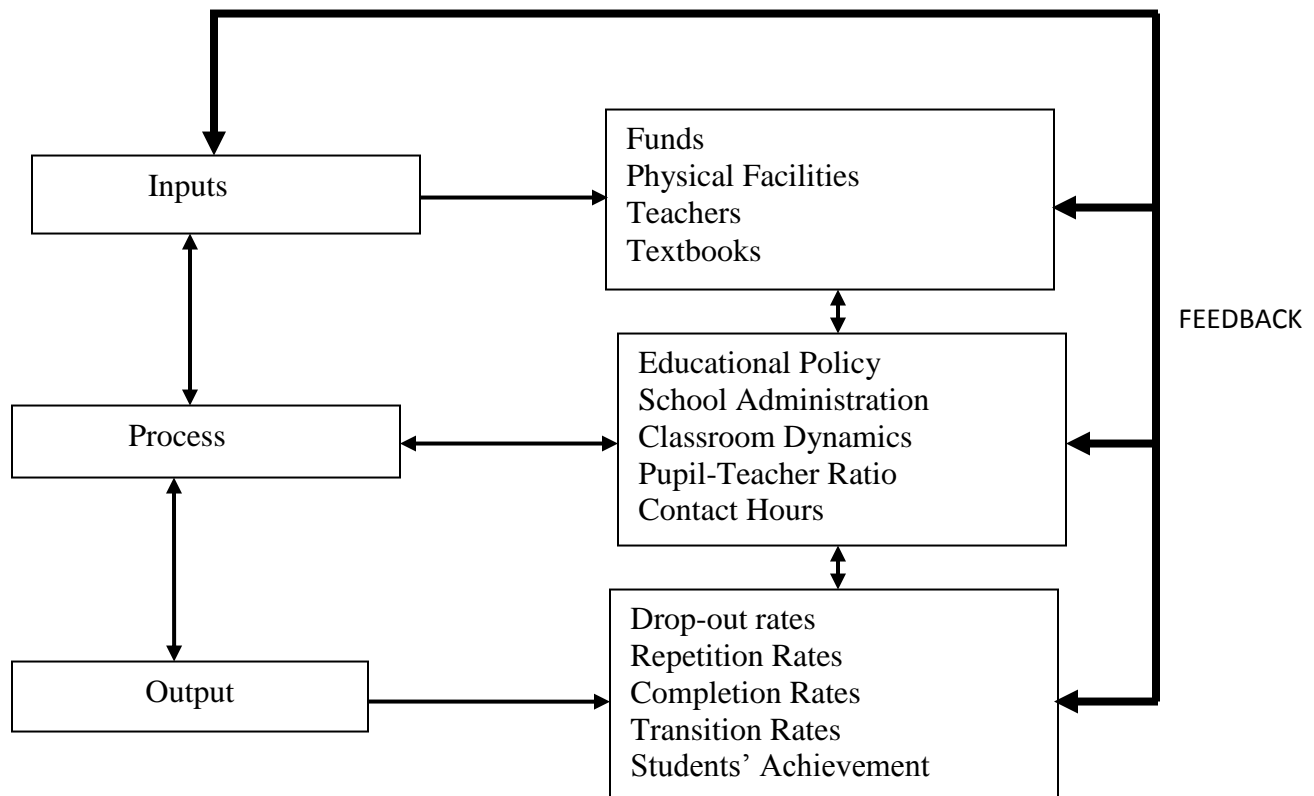
A major problem in secondary schools in developing countries is educational wastage, resulting from failure to manage the educational system in a manner that enables students to complete their education within the time frame prescribed by the syllabus. Education is the driving force of any nation and like any other organization or enterprise, efficiency; effectiveness and quality ought to be the cornerstones.

2.9 Conceptual frame work

The study shall be based on the conceptualization that education should take an input, process and output perspective and gives feedback. School efficiency has to

be pegged on how education as a system operates to meet its goals and objectives; that is a ‘holistic operation’ (Figure 1.1.) Since efficiency implies maximizing inputs in an endeavor to produce optimum outputs, the processes for which the available inputs are allocated and used are crucial (Abagi & Odipo, 1997). Inputs are the resources used in the production of the education experience, process is the means by which education inputs are transformed into education outputs; outputs are the direct and immediate effects of the education process and feedback are the long-term impact of the education process which emerge from the interaction of education outputs with the larger social environment e.g., success in employment, lifetime earnings and good citizenship.

Figure 1.1: Conceptual framework



2.10 Summary of Literature Review

It is clear that whereas the Free Day Secondary Education program has expanded public school choice in developing countries since 1960, less attention has been paid to the quality assurance and efficiency of the education system (Hanushek and Kim, 2006). In theory, one would expect educational expenditures to be associated with better educational outcomes such as higher enrollment rates and increased school completion and spending more on teachers, buildings, textbooks, and other such materials might provide students with better quality facilities and learning opportunities. However, empirical research has vigorously debated the question of whether education expenditures do in fact improve educational outcomes. Although there are many procedures towards improving the efficiency of education, secondary education still faces serious difficulties; that cause the low efficiency of educational outputs (Abagi, 1999). It is for this reason that the study is intended to find out the efficiency implications of free day secondary education on completion rates in public schools in Mvita Subcounty, Mombasa

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodology that shall be used to conduct the study, focusing on research design, study location, target population, sampling procedures and sample size, research instruments, questionnaires, pilot study, reliability, validity, data collection procedure and methods of data analysis.

3.1 Research Design

Research design refers to the procedures selected by a researcher for studying a particular set of questions or hypothesis; this includes the researcher's choice of quantitative or qualitative methodology, and how, if at all, causal relationship between variables or phenomena are explored (Orodho, 2009). Non-experimental descriptive survey design was used to establish free day secondary education and students' completion rates in public secondary schools in Mvita Sub-County. A survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Mugenda, 2003). The study aimed at collecting opinions from all the stakeholders of education in the Sub County on the effect free day secondary education on completion rates. The secondary data in the literature review was collected from relevant books, journals and the

internet while questionnaires and interview schedules enabled the researcher to collect primary data.

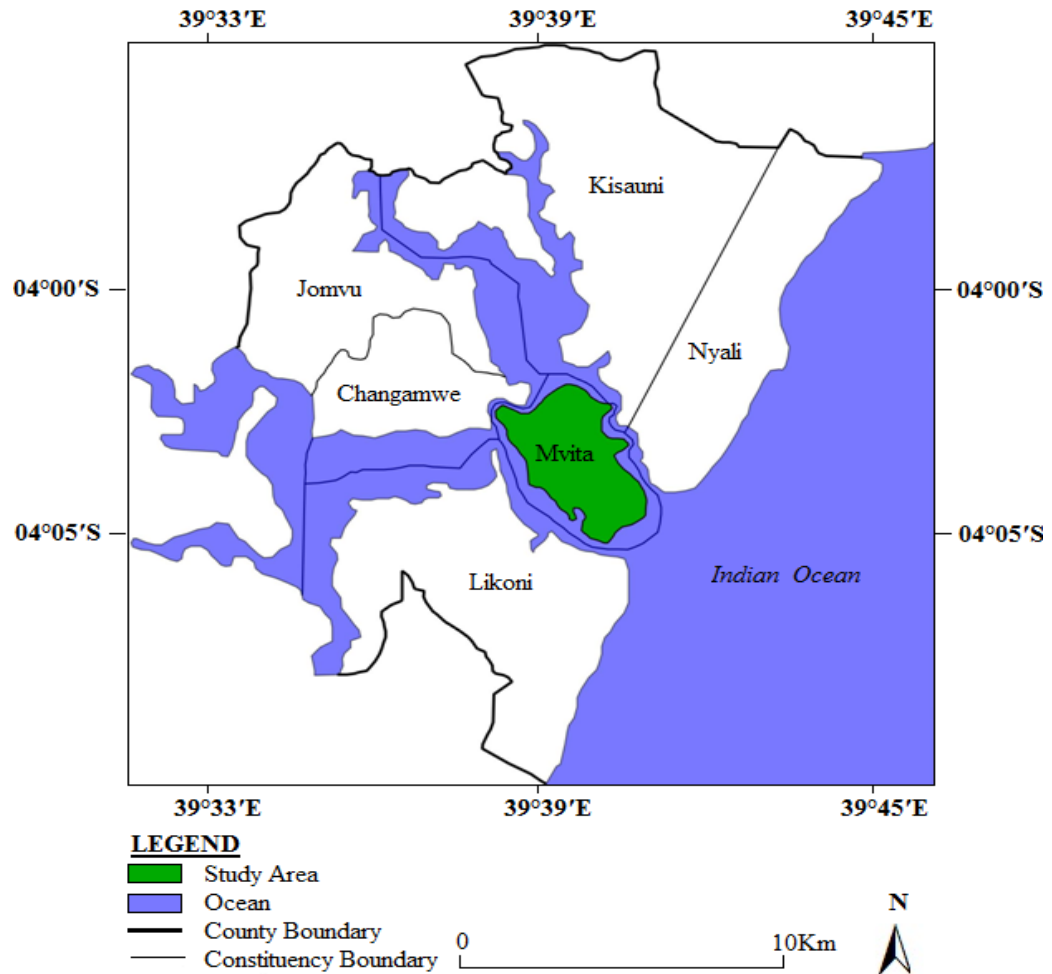
3.2 Study Locale

The study was carried out in Mvita Sub County. It is found in Mombasa county and its population is 143,128 (National, 2009). Its area is 14.8 sq KM. according to the independent electoral and boundaries commission, 2009. Mvita Sub County is divided into six subdivisions i.e. Ganjoni, Railway, Tononoka, Tudor, Old town and Majengo. It is an economically productive area with mainly businesses taking the key centre stage. The investment in education includes both the private and public primary schools that feed the fairly well distributed public secondary schools. There is a fair infrastructure development such as good roads, communication which include local television stations and radios, electrification etc. This is an ideal setting for this study as it is directly related to the researcher because the researcher resides in Mvita and he is concerned about the development of education in the Sub County.

Site of the study

The study was carried out in Mvita County–Mombasa which has Railways, Tudor, Tononoka, Majengo and Shimanzi/Ganjoni locations as shown in Figure 3.1 (Map) below.

Figure 3.2: Study site area, Map



3.3 Target Population

Target population is a set of people or objects the researcher wants to generalize the results of the research (Mugenda, 2003). In Mvita Sub County, there are 14 public secondary schools with over 7200 students. One is a National girls boarding school, 7 county day schools and 6 district day schools. There are 650 teachers in Mvita Sub county. All these made the population for study.

3.4 Sample design and sampling procedure

Sample design is a definite plan determined before any data are actually collected for obtaining a sample from a given population, the statement about the sample should be true in relation to the population (Orodho, 2009). According to Mugenda and Mugenda (2003), for descriptive study 10% of accessible population is enough. Given that the target population is heterogenous due to the nature of the schools in the region, stratified random sampling was used to allow full participation of the schools. Two schools made up the sample size representing 14.29% of the total population. There is one national girls school which was considered. The rest were sampled in the sample grid. Four teachers were randomly picked to represent the schools and two head teachers were interviewed to represent each category of schools. This made a total of 88 respondents that were considered for the study.

3.5 Research instruments

These are tools used that are used by the researcher to collect data from the sampled respondents in a study (Kombo & Tromp, 2006). The questionnaires were used to collect data from the teachers and students while head teachers were interviewed. Observation helped to gather crucial information that was not obtained through interviews and questionnaires. The questionnaires were used to collect the bio-data of the respondents, background information of the schools and

gathered the statistics of the schools in terms of their efficiency particularly the completion rates.

3.6 Piloting

This is exposing the instruments to a small number of respondents to test the validity and reliability. The instruments were piloted in two schools and the procedure was repeated in two weeks. Piloting helped the researcher to eliminate any ambiguity in the research instruments to ensure they generate valid results of the research. The schools where piloting took place were not included to the study sample to avoid bias results of the study.

3.6.1 Validity of the instrument

Validity is a measure of how well a test measures what it is supposed to measure (Kombo 2006, Orodho 2009, Mugenda 2003). Validity is the degree to which results obtained actually represent the phenomenon under investigation.

3.6.2 Reliability of the instrument

Reliability is the measure of the degree to which research instrument yields consistent results after a repeated trial (Mugenda & Mugenda, 2003). An instrument that yields consistent results over time is said to be reliable (Wiersma, 1985). Test-retest method was used to test the reliability and validity of the instruments. Test-retest technique involved administering the same instrument

twice to the same group within two weeks. Reliability correlation coefficient (Rho) calculated using spearman rank order.

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}.$$

Where:

r= spearman's coefficient of correlation

d=difference between ranks of pairs of two variables

n=the number of pairs of observation where a correlation (r) of 0.75 is the recommended by researchers to make a judgment (Orodho, 2009)

3.7 Data collection procedure

The researcher got permission from the graduate school and national commission for science technology and innovation to undertake research. The researcher visited the sampled schools and administered the questionnaires as well conducted the interviews. Appointments to the sampled schools were arranged prior to the visits which helped to avoid inconveniences to the respondents. The researcher emphasized that the information given was to be specifically for study and it was to be private and confidential. The names shall not be necessary.

3.8 Data analysis and presentation

Quantitative data collected was entered into the computer, and analyzed using descriptive analysis mainly; Statistical Package for Social Scientists –SSPS (Orodho, 2009). Qualitative data was analyzed using content analysis method and opinion of majority was summarized. The data that was collected was summarized and the results recorded in form of cumulative tables. The data that was collected was consequently analyzed; using appropriate techniques revealed

the required patterns as well as depicting the extent to which free day secondary education has influenced completion rates. The report that was produced was both descriptive and analytic, reflecting the linkages among the factors, and identifying the gaps in the existing policy framework.

3.9 Ethical considerations

In response and cognizant to the Social Research Association (2003) ethical guidelines enable researchers to make individual ethical judgment and decisions that comply with principles of research. The basic principles of autonomy, beneficence, justice, informed consent, privacy, confidentiality and respect for persons. While research may well be intentioned, there is always a possibility that an interaction with the respondents may inadvertently cause psychological, financial or social harm. Ghauri (2005) notes that, in survey research, the breach of confidentiality and loss of privacy and the effect of such breaches are the most risk of harm to the respondents. Such a breach may cause loss of employment, reputation, or civil criminal suits. In this study, all participants were granted their consent during the sampling stage whereupon limited personal information was requested by the researcher to guide the administration of questionnaires. The researcher ensured that the information provided was safeguarded and not revealed to any third party unless with the informed consent of the member and the participating in the research.

The researcher observed ethics in data collection. Permission was sought from the local administration as well as the respondents with explanations on how the research contributed towards enhancing proper project management methods. Privacy, confidentiality and dignity of the respondents were considered during the research. The names of the respondents were not exposed, instead codes were used. The respondents were assured that a feedback session was to be organized in order to disseminate the research findings to the schools and educational stakeholders.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The study sought to examine public secondary schools' efficiency particularly the influence of free day secondary education and students completion rates in Mvita, subcounty. This chapter interprets and explains the findings of the study with regard to stated research questions which are: how successful are the students who enroll into secondary schools in various educational institutions complete their secondary education? How efficient are the resources allocated into secondary school systems utilized to realise improvement in completion rates? What influence do other levies charged have on completion rates of students? The responses were compiled into frequencies, percentages and presented in cross tabulations.

4.2 Questionnaire return rate

The study targeted 250 students, 80 teachers and 14 head teachers out which 189 students 64 teachers and 12 head teachers responded to the study contributing to the response rates of 76% for the students 80% for the teachers and 86% for the head teachers as presented in table 4.1 whereby the overall response of 81% was obtained.

Table 4.1: Questionnaire Return Rate

Category	Issued	Responded	Not Responded	Response Rate (%)
Headteachers	14	12	2	86
Teachers	80	64	16	80
Students	250	189	61	76
Total	344	265	79	81

These rates were sufficient and representative and conform to Mugenda and Mugenda (2003) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was due to extra efforts that were made via personal visits to request the respondents to participate in the study.

4.3 Demographic information

The demographic information of the respondents who included the head teachers, teachers and students was based on; gender, age bracket, level of parents' income and economic background teachers' teaching experience and level of education. This information aimed at testing the appropriateness of the respondents in answering the questions regarding the efficiency of free day secondary education in relation to the students' completion rates.

4.3.1 Age distribution of the head teachers

The study sought to establish the age distribution of the head teachers.

Table 4.2: The age distribution of the head teachers

Age distribution of the head teachers	Frequency	Percentage (%)
Less than 40 years	1	8.3
40-45 years	3	25
46-50 years	3	2
51-55 years	4	33.4
56-60 years	1	8.3
Total	12	100

4.3.2 Head teachers' gender

The following were the findings about the head teachers' gender.

Table 4.3: Head teachers' gender

Gender	Frequency	Percentage
Male	7	58
Female	5	42
Total	64	100

As shown in table 4.3, it is evident that there is male dominance in Mvita subcounty. This indicates that males are more valued in public space and leadership positions and gender is still a mirage in the subcounty. This concurs with Koech report (1999) which revealed that gender disparity continued to persist in Kenya.

4.3.3 Head teachers' experience in leadership

The researcher took a keen interest to know the leadership experience of the school head teachers. The findings are as indicated in table 4.4

Table 4.4 Head teachers' experience in leadership

Experience (years)	Frequency	Percentage
0-4	1	8.3
5-9	3	25
10-14	6	50
15 and above	2	16.7
Total	12	100

From table 4.4, it is valid to conclude that majority of the respondents are experienced and this has contributed to the effectiveness of the schools' internal efficiency. The head teachers are more instrumental in highlighting causes of

internal inefficiency in public secondary schools because of the long years of service in leadership and also are in position to give insights about the schools' efficiency.

4.3.4 Age distribution of the teachers

Table 4.5 presents the age distribution of the teachers.

Table 4.5: Teachers' age distribution

Age distribution of the teachers	Frequency	Percentage (%)
Less than 30 years	10	16
30-40 years	28	43
41-50 years	17	27
51-60 years	9	14
Total	64	100

From table 4.5, a bigger percentage of the teachers are aged between 30 and 40 years, which shows that most teachers are youthful and thus maximum output is expected of them.

4.3.5 Teachers' gender

The following are the findings about the teachers' gender.

Table 4.6: Class teachers' gender

Gender	Frequency	Percentage
Male	36	56
Female	28	44
Total	64	100

As shown in table 4.6, it is evident that there is male dominance in Mvita subcounty.

4.3.6 Teachers' teaching experience

The research further was concerned with teachers teaching experience. A total of 64 teachers were sampled and the responses are as shown in table 4.7

Table 4.7 Teachers' teaching experience

Experience (years)	Frequency	Percentage
0-4	17	26.6
5-9	23	35.9
10-14	15	23.4
15 and above	9	14.1
Total	64	100

It is worthwhile to conclude, from table 4.7, that most teachers are experienced in their work. This greatly contributes to the effectiveness and efficiency in public secondary schools in to enable increased students' completion rates. The views of the teachers are crucial to this study because they have immense information regarding internal efficiency in public secondary schools.

4.3.6 Level of education of the head teachers and teachers

Lukas (2002) notes that it is the school teachers who are considered to be mentors of any society therefore it is ostensibly normal to design, develop, prepare and produce knowledgeable school teachers. Lukas asserts that teachers' education has to be the main pillar of any established system of education. High quality teachers have significant impact on their learners. In this case teachers' education is regarded as a driving force behind development in any field and that is why the researcher wanted to establish the level of education of the majority of the teachers in relation to the study. The results are established in table 4.8

Table 4.8: Level of education of the head teachers

Level of education	Frequency	Percentage
Diploma	0	0
BED	6	50
Masters	4	33.3
PhD	2	16.7
Total	12	100

The level of education of the head teachers was undertaken. Majority of the head teachers, 50% had bachelors’ degree and 16.7% have PhD as their highest level of education. This implies that they are qualified to undertake their duties.

Table 4.9: Level of education of the teachers

Level of education	Frequency	Percentage
Diploma	7	10.9
BED	44	68.8
Masters	11	17.2
PhD	2	3.1
Total	64	100

In table 4.9, 68.8% of the teachers being a majority are qualified with bachelors’ degree meaning that they are capable to undertake their duties as class teachers.

The findings concurred with Brown and Duguid (2003) who found that highly skilled personnel enhance production of high quality outcomes and effective improvement in an enterprise.

4.3.7 Age of the students

The study sought to establish the age of the student respondents and also to find out whether their ages were the right ones for them to be in secondary school.

Table 4.10: Age bracket which best describes the students

Age of students (Years)	Frequency	Percentage
11-13	35	19
14-16	109	58
17-20	28	14
21-23	14	7
Above 24	3	2
Total	189	100

The above data reveals that greatest percentage, 58%, of the students are aged between 14-16 years which is the right age of the students to be in secondary school. However, 9% of the students are above 21 years of age which is an indication of late enrolment and repetition.

4.4.0 Influence of family income on completion of students

The study sought to find out if the level of family income has an influence on students' completion rates

Table 4.11: Family's monthly average income in Ksh

Monthly Ksh	Frequency	Percentage
Less than 6,000/-	67	35
6,000-15,000	93	49
Above 15,000	29	16
Total	189	100

Results from the field reveal that majority (49%) indicated that their parents' level of income ranged between Ksh 6000-15000 as indicated in table 4.11 whereas 35% indicated that their parents' level of income is less than Ksh 6000. Therefore, this means that the parents' whose levels of income are low would reduce students' completion because their children will be mostly out of school or even drop out because of insufficient resources required for them to be in school. This is because parents are expected to provide meals, teaching-learning materials, medical care and clothing. However, due to low level of income some families would opt to forego educational needs of the child and provide the other basics.

This seems to create a bloated family budget hence; some learners will not complete their secondary education.

4.4.1 The Occupation of the parents

The respondents were asked to indicate the occupation of the parents. According to the study findings, the majority of the respondents indicated that their parents were self employed as presented by 67% while rest as shown by 33% indicated that their parents were employed. The fact majority of the parents were not employed would mean that they were involved in small business activities which would not manage to raise enough money to feed and support learning of the child.

Table 4.12: Occupation of the parents

Category	Frequency	Percentage
Self-employed	126	67
Employed	63	33
Total	189	100

The parents' occupation which according to this research study was found out to be the sole determinant of family sources of income. However, family labour which involves children made an opportunity costs of sending a child to school therefore the demand for education to the household was lower. This is because

parents are expected to provide clothing, transport to and from school, daily meals, pay for water and many other costs. This increases the costs of education and costs of family upkeep, but their occupation yields low income. This may cause learners to either repeat or withdraw thus affecting the completion rates.

This study further established whether family income would influence the students' completion rates. Majority of the student respondents (70%) indicated that there were students who dropped from school since enrolment while 30% were of the view that there were no drop outs from school since enrolment. The 30% category indicated that there were no dropouts since some of them may have joined their current school from other schools. However, the 70% that indicated otherwise was a large number by any standards. These findings of the study concurred with earlier findings by the MOEST (2008) who established that the national dropout was 3.5%.

The study also found out from the respondents as indicated in table 4.13, some of the reasons that inhibited students' completion in their schools.

Table 4.13 Perception of students' views on completion

Indicator	Frequency	Percentage
Poverty	87	46
Lack of school supplies	109	58
Poor parental involvement	52	28
Repetition	46	24
Pregnancy	51	27

It can be noted that lack of school supplies and poverty are contributors inhibiting students' completion rates. This agrees with Abagi (2007) that availability of scholastic materials retain students in school. This research further is in accord with the findings of Elsemon Echwille (1991) who concluded in his study that any form of repetition may hinder students' completion. Parents have insufficient resource to provide basic needs for their families. Hence, it would not be possible to provide money for school supplies. Further, repetition leads to low concentration in class. This will lead to low retention hence withdrawal of students from schools.

4.5.0 Influence of cost of education on completion rates

The respondents were asked to explain the types of levies charged in the school and the results are presented in table 4.14.

Table 4.14 Influence of cost of education on completion rates

Type of Levy	Frequency	Percentage
Development	27	14
Lunch program	143	76
Tuition	56	30
Examination	79	42
Other	12	6

The table 4.14 reveals that, majority of the respondents as shown by 76% identified that lunch-program fee takes a greater percentage on the type of levy charged by schools. Most of the head teachers also indicated that educational costs are a contributing factor that inhibits successful students' completion.

From the above research findings of this study, it can be noted that low budgetary allocation to the education sector lowered the quantity of inputs namely teachers, physical infrastructure such as classrooms and teaching-learning materials. Parents therefore have to meet lunch-feeding fee, development expenditure and

tuition fee. This situation increases the unnecessary cost of education hence making some learners drop out of school or repeat.

The respondents were asked to explain whether the students had ever been sent home for the failure to pay any of the listed levies. Shown in table 4.15 are the findings.

Table 4.15 Students sent home for failure to pay levies

Levy	Frequency	Percentage
Development	17	8
Lunch-feeding	157	87
Tuition	41	22
Examination	19	10
Other	25	13

According to the study findings of table 4.15, majority of the respondents (87%) indicated that they had ever been sent home to collect lunch-program fees. The study findings indicated that students are sent home to collect school levies. The parents were expected to pay these costs besides providing the basic necessities for their children. This is not possible to many parents hence their children would be sent home. This increases drop out and repetition as some students may not get

money immediately to enable them pay levies while others withdraw hence affecting their secondary school completion.

This study therefore concluded that levies imposed on parents were too many for them to meet. The government hence should enforce the free day secondary education policy successfully to enable parents educate their children with ease and if it has to subsidize education, it has to come up with policies that would be lined towards lowering poverty levels of the household by improving the household income so that they can as well contribute to secondary school education and development.

4.5.1 Failure to pay school levies

The study required the respondents to indicate what happened when students did not pay school levies as shown in table 4.16.

Table 4.16 What happens when pupils do not pay levies?

	Frequency	Percentage
Sent home	162	86
Remain in school	19	10
Don't know	8	4
Total	189	100

Majority of the respondents (86%) indicated that they were usually sent home, 10% said that they remain in school while 4% indicated that they do not know what happened when some students did not pay their levies. When asked about reasons why some students did not pay schools levies, majority of the respondents indicated that poverty levels made it impossible to pay school levies. The issue of poverty was found to be common between the findings of this research and the one that was carried out by EFA (2011) which found out that students in Burkina Faso, Uganda, Zambia and Kenya dropped out of school due to high educational costs.

This study established that pupils who failed to pay school levies were sent home. This would lead to students' withdrawal or repeating before they completed or enrolled for their national examination because some are orphaned or are under the care of a guardian who would provide meal and accommodation only. This may lead to students who already enrolled not to complete their course. Therefore educational costs being too high might influence low completion rates in public secondary schools.

The respondents were asked to indicate what happened to those who couldn't raise levies. According to the results obtained from the field, those who could not raise levies ended up withdrawing from school 89% while 11% were exempted. The students' opinion on the status of those who could not pay the school levies concurred with the teachers' and the head teachers' opinion. The findings of the

research further is in agreement with the research finding carried out by Hunt (2008) who found out parental inability to afford education costs made students withdraw from schools hence affecting their secondary education completion.

The respondents were asked to indicate the main factors that contributed to poor levy payment in their schools. The results are shown in table 4.17.

Table 4.17 Main factors that contributed to poor levy payment

Main Factor	Frequency	Percentage
Poverty	34	18
Levies too high	125	66
Parents' refusal	23	12
Don't know	7	4
Total	189	100

Majority of the respondents 66% indicated that the levies charged by schools are too high for the parents to afford. The problem of not paying school fees is prevalent in Mvita subcounty as indicated in table 4.17. School levies decided by the school administrations contributed to extra burden on the part of the parents. The cumulative figure required and seen at the end of every year in public secondary schools reflected large amounts of money that students from poor

families we unable to afford. Thus poor levy payment among the parents may be attributed to low completion rates of the students.

It has been noted that the causes of internal inefficiency had been established as dropout, repetition but profoundly low students' completion rates. The causes were mainly influenced by parental inability to meet educational cost. This is because other expenditure like meals, extra tuition, learning materials needed besides misuse and underutilization of the inputs and other factors for example inadequate educational resources. These increases educational costs and this situation indicates low retention and completion rates.

Further the study inquired whether free day secondary education funds were enough to support students' secondary education in the sampled schools, majority of the respondents (77%) indicated that the funds were not enough while the rest (23%) said that the funds were enough. The head teachers' view on inadequacy of free day secondary education capitation is in concurrence with Kiumi and Chiuri (2005) view that Free Primary Education allocation by the government was not enough.

4.5.2 Sources of school funds to top up school budget

Majority of the respondents (81%) indicated that the school management committee usually arranged meetings to discuss the sources of funds. The head teachers indicated that most of the funds were raised by the parents while others indicated grants by MOEST and school bursaries from well wishers.

The head teachers indicated that schools obtained finances to run their schools from the government and parents' contribution. This has made the head teachers unable to plan for various school expenses or yearly budget as a result of the challenges associated with the schools funds. These challenges include; inadequacy, delayed disbursement and non-collection due to high poverty levels among the parents. The resultant cash flow problem becomes a major school handicap to school capacity to source quality services at the right time. These forces the head teachers to pay above premium or obtain resources on credit thus increasing cost of education and the result therefore will be low completion rates.

4.6.1 The influence of the family level of education on students' completion rates

Table 4.18 Mothers' academic level of education

Level of education	Frequency	Percentage
KCPE	38	20
KSCE	109	58
Diploma	27	14
First Degree	11	6
Second Degree	4	2
Total	189	100

The study established the academic level of the students' mothers. According to the results displayed in table 4.18, majority of the respondents (58%) of the students said that their mothers' academic level was KCSE followed by those with primary level of education (20%). This was an indication that majority of the parents were at least educated having secondary level of education. This study therefore concluded that most mothers had basic education; therefore they were expected to assist their children progress in school. However, despite this basic level of education, much wastage continued to be witnessed in this area as the schools are recording poor students' completion rates. This was possibly because basic level of education of the mothers was not utilized to maximum to ensure their knowledge increased that of their children. This was because the students' mothers were pre-occupied with house chores at the expense of monitoring their children's secondary education progress resulting to students dropping out of schools thus affecting their completion.

Students were also asked to indicate their fathers' level of education. Table 4.19 displays these results

Table 4.19 Fathers' academic level

Level of education	Frequency	Percentage
KCPE	27	14
KSCE	75	40
Diploma	59	31
First Degree	21	11
Second Degree	7	4
Total	189	100

Majority (40%) of the students' fathers, as the results indicate, had reached secondary level of education having acquired KCPE certificates followed by those with diploma (31%) certificates. It's then concluded that the social rate of return of secondary education is expected to be higher than any other level of education, that is fewer cases of repetition and drop out of students with increased students' completion rates as almost every parent had acquired basic education. These findings disagree with the one in the literature review where it was found that the quantity of education attained by the child was closely associated with parents' educational attainment. This disagreement arose from the fact that students' fathers spend most of their much time transacting business that may improve his

family income, therefore spare less time to check and monitor their children secondary education. This lowers class attendance and may result into increased dropout rates and reduced completion rates.

On the way parents could be involved in the children’s secondary education, most of the respondents indicated that their parents were unable to purchase appropriate textbooks that can support their level of education, and that some parents assist monitoring the progress of their children. Results from the field indicate that (89%) of the respondents in table 4.20 below that parental involvement in education would improve output while 11% indicated otherwise. Parental involvement in education not only inspires the students work hard in class but also improves the students’ retention, participation and completion in school as it further lowers repetition and drop outs.

Table 4.20 Opinion on whether parental involvement in education will improve output

Parental Involvement	Frequency	Percentage
Yes	168	89
No	21	11
Total	189	100

The study findings of this research were in agreement with Appleton (1999) who in his research found out that parental education enhanced parental contribution towards a child's progress in school, but the level of parental involvement would mainly be determined by the level of education because educated parents understand many issues in education. For instance, parental involvement would encompass provision of some or all basic needs that one would require in order to be complete his/her secondary education successfully. The parent would also provide literacy environment and materials that would encourage students to remain in school.

Moreover, the study findings of this research is in agreement with earlier research that was carried out by Nannyonjo (2007) and Okumu (2008) who both were for the view that parental involvement in education significantly improved the level of students; completion rates. Therefore, from the above findings, it can be concluded that parental level of education and involvement in children's education greatly influenced their secondary level completion. The parental input in education greatly improves the output of children's education. However, this would depend on families' level of income that determines the parents' capacity to provide schools supplies and other needs related to education. Further the families' level of education mainly determines the parents' level of assistance in terms of ensuring that students are motivated to be in school, this will increase the completion rates in secondary schools.

4.7.0 Major changes as a result of introduction of free day secondary education

Table 4.21 Changes as a result of free day secondary education

Changes	Frequency	Percentage
Increased enrolment	166	95
Readmission of drop out	34	19
Drop in teaching quality	171	98
Improved book availability	5	3
Increased retention rate	32	18
Low teacher morale	72	41

In table 4.21, majority 95% of the teachers indicated that increased enrolment had been realized after the introduction of free day secondary education. A majority, 98% of the teacher respondents indicate that there has been a drop in teaching quality while a most 41% indicated that there has low teacher morale after the introduction of free day secondary education. A few teachers indicated that there has been readmission of drop outs, improved book availability and increased

retention rate. These findings indicate that the government has a lot to do in terms of providing the learning resources required for realization of quality education. The inadequate books and teachers might be affecting the quality of free day secondary education.

4.7.1 Influence of physical facilities on students' completion rates in public secondary schools

The study explored the influence of physical facilities on the students' completion rates in public secondary schools. The researcher studied the development programs that the schools had undertaken in the last five years and the availability of physical facilities in the schools. The study assessed if the schools had undertaken any projects in the last five years and the results are presented in table 4.7.

Table 4.22 Adequacy of physical facilities by head teacher

Projects	Frequency	Percentage
Head teachers office	5	41.6
Staff room	6	50
Water tank	5	41.6
Deputy head teacher office	3	25
Classroom	7	58.3

From the above, less input less than 50% of physical facilities has been employed by schools to accommodate the swelling numbers of students who enroll into secondary education. These findings confirms (Oketch and Rolleston, 2007) study that indicated to maintain quality of education, there should be reasserting of the role of the teacher in the teaching-learning process, modernizing curricula and textbooks, improving physical facilities, and introducing activity-oriented new sciences at all levels of education.

4.7.2 Availability of physical facilities influence the students’ completion rates

The study assessed if the teachers find that availability of physical facilities influences the students’ completion rates, the results are presented in table 4.23

Table 4.23 Availability of physical facilities influence the students’ completion rates

Response	Percentage
Yes	80
No	20

Table 4.23 indicates that a majority, 80% of the teacher respondents indicated that availability of physical facilities influence the students’ completion rates in their secondary education. Only 20% did not find the availability of physical facilities

to be influencing the students' completion rates. This shows that the students' completion rates are influenced by the availability of the physical facilities, therefore, the government should strive to provide adequate physical facilities to improve these rates.

Table 4.24 Adequacy of physical facilities

Response	Library		Chairs/desks		Staffroom	
	Frequency	%	Frequency	%	Frequency	%
Unavailable	12	19	7	11	3	5
Very inadequate	27	42	36	56	36	55
Inadequate	8	13	5	8	7	11
Adequate	13	20	13	20	17	27
Very adequate	4	6	3	5	1	2
Total	64	100	64	100	64	100

Table 4.24 shows that a majority of the teacher respondents, 42% indicated that their schools have inadequate library facility to promote students' completion rates. Majority of the teacher respondents, 64.%, indicated that their schools have inadequate chairs and desks to promote students' completion rates. Majority of

the teacher respondents, 56%, indicated that their schools have inadequate staffroom to promote students' completion rates. Therefore to promote students' completion rates, secondary schools should be provided with well-furnished library facilities, desks, chairs and staffroom. Education facilities are linked to improvement of students' participation and completion rates. Availability of resources such as textbooks, desks and blackboards have been found to influence students' completion rates and have a serious impact on teaching and learning processes (Brock & Cammish, 1997; Milteno et al., 2000).

The researcher sought to know if the number of students exceeded the available human and physical resources. The results are presented in table 4.25.

Table 4.25 Number of students exceeded the available human and physical resources

Response	Frequency	Percentage
Yes	54	84
No	7	11
Not sure	3	5
Total	64	100

Table 4.25 shows that a majority 84% of the teacher respondents indicated that the number of students exceeded the available human and physical resources. This might be affecting the students' completion rates in public secondary schools in the sub-county. This is reflected in a study done in Kenya where the number of students was found to exceed the available human and physical facilities in the 18,000 public schools (MOEST, 2010).

4.8.0 Influence of discipline of students on completion rates

The study sought to know if discipline among the students influenced their completion rates and the results are presented in table 4.26

Table 4.26 Influence of discipline of students on completion rates

Response	Frequency	Percentage
Yes	10	83
No	2	17
Not sure	0	0
Total	64	100

Table 4.26, majority 83% of the head teachers indicated that discipline among the students is a key influence towards their completion of secondary education. Some of the common challenges that they indicated associated with indiscipline

include; irregularity of students in the school, truancy, lateness and noisemaking. Some of the possible reasons for indiscipline in the public secondary schools in the sub-county included; the schools located in urban location, cultural related reasons, and poverty among other reasons. These challenges affected the students' completion rates in that dropout cases were on the rise due to exclusion of the students from the schools because of persistent indiscipline and early engagements to marriage or early marriage.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of major findings, conclusions and recommendations of the study. The implications from the findings and areas for further research are also presented.

5.2 Summary of study

The purpose of this study was to investigate on the contribution of free day secondary education to internal efficiency of secondary education particularly the completion rates in public secondary schools in Mvita sub-county, Kenya. The specific objectives of the study were: to assess the level of achievement on completion rates of students in public secondary schools in Mvita Subcounty; to determine if financial resources towards free day secondary education are sufficient to enhance completion rates; to examine the influence of other levies charged other than tuition fees on completion rates. The researcher singled out five factors influencing the students' completions rates a result of free day secondary education.

The study established that majority 88% of the head teacher respondents indicated the costs of education have a great impact on the students' completion. The students who failed to pay school fees were sent home and this adversely affected

their education. Majority 64% of the student respondents indicated that they had ever been sent home to collect school fees. Majority 78% of the head teachers said that the students who were sent home for school fees and would not raise the fees ended up withdrawing from school. Majority of the respondents indicated that school levies were too high due to high levels of poverty whereby some parents refused to pay. Finally, the school head teachers indicated whereas the government had subsidized secondary education the funds provided by the government are not sufficient to carry out day-to day activities of the schools to improve completion rates.

According to the results 64% of the respondents who constituted students reported that their parents had acquired basic education. The study also established that parents are able to purchase appropriate learning materials that can support their children in school. The study found out that 78% of the respondents indicated that their parental level of education influenced students' completion while 67% agreed that parental involvement in boys' and girls' education would improve the education outcomes greatly.

The study revealed that a majority 54 (58%) of the teachers indicated that the number of students exceeded the available human and physical facilities. The teachers indicated that availability of physical facilities influence the students' completion rates in their schools. Some 5 (42%) of the head teacher respondents

indicated that their schools had undertaken various developments. A majority 8 (67%) indicated that they had build classrooms in their schools.

The study further revealed that a majority of the head teachers 10 (83%) indicated that school enrolment influenced the students' completion rates. Only 17% did not find the school enrolment to be influencing these completion rates. Majority (75%) of the head teachers indicated that the completion rates ranged between 70% and 80%, which is not satisfactory with the program of free day secondary education in place which should enhance these rates.

The study established that a majority (80%) of the secondary schools in the subcounty had unsatisfactory state of instructional materials. 86% of the head teachers and 69% of the teachers indicated that instructional materials have a great influence on students' completion rates. Majority (78%) of the head teacher respondents agreed that their schools replace the teachers who are transferred or those who retire on time. However, majority (74%) of the teacher respondents disagreed that their schools replace these teachers on time.

5.3 Conclusions

This study concludes that most of the parents are self employed, a few are employed meaning that they are involved in small-scale business activities which would not manage to raise enough to feed and support learning of the child leading to high wastage and low completion in the school.

On the influence of costs of education on students' completion rate, the study established that they were various types of school levies namely development fund, PTA subscription, activity fee, BOM teacher fee, lunch program fee and caution money whereby the students were sent home to collect. This adversely affected retention and completion. The study established that the levies are too high and that those students who cannot raise levies end up withdrawing from the schools leading to low completion rates.

The study concludes that most parents had basic education and therefore parental involvement in their children's education would improve education outcomes greatly if they would utilize their knowledge in education.

The physical facilities in the public secondary schools in the sub-county are not adequate for the students.

There is a high students' enrolment in the public secondary in the sub-county. This should be reflected in the completion after their fourth form. The schools are not further developed with the increasing number of students enrolled at all levels.

The schools do not have adequate instructional materials that affect their studies hence causing internal inefficiency especially reducing the completion rates.

5.4 Recommendations

The study recommends that the government to increase its free day secondary funding for the main purposes of running the school activities which will see

parents raising little funds so that the students are retained in school thus enhancing completion rates. The study recommends that parents be inspired on the need to find ways to raise school fees and pay on time to avoid students being sent home to collect school fees.

The study recommends that the school management come up strategies that would see education costs reduced by initiating income generating projects to subsidize education for the students from poor socio-economic background. The government hence should enforce the free day secondary education policy successfully to enable parents educate their children with ease and if it has to subsidize education.

The study recommends that parents to continue guiding their children on the need of education by getting involved in their studies and continuously checking their school progress. Parental reporting to ensure that the students are in school would help reduce absenteeism enhancing completion rates.

5.5 Recommendations for further research

This study recommends that further study be done in other sub-counties so as to find out whether the same findings as the current ones would be obtained. Other indicators of internal efficiency which were not discussed in this study also need to be looked into to establish the contribution of free day secondary education in realizing them.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

Kinano, Asa Omandi,
University of Nairobi,
P.O Box 82001-80100,
Mombasa, Kenya.

Dear Sir/Madam,

**RE: CONTRIBUTION OF FREE DAY SECONDARY EDUCATION TO
PROMOTE STUDENTS' COMPLETION RATES IN PUBLIC
SECONDARY SCHOOLS IN MVITA SUB-COUNTY, KENYA**

I am a postgraduate student at the University of Nairobi pursuing a course on master of education in economics of education. In order to meet the requirements for an award of a Master's Degree in Educational Administration, it is mandatory that one undertakes a research study. My research in line with this requirement is entitled '**Contribution of free day secondary education to promote students' completion rates in public secondary schools in Mvita sub-county, Kenya**'.

Your school has been selected to take part in this study and I kindly request you to assist me in this endeavor. The information given is purely going to be used for the purpose of this research only and respondents will be treated in confidence.

A copy of the final report will be made available to you upon request. Your assistance and co-operation will be highly appreciated.

Yours faithfully,

Kinano Asa Omandi
E55/81532/2012

APPENDIX B

QUESTIONNAIRE FOR THE HEAD TEACHERS

The purpose of this questionnaire is to collect information on the extent of the contribution of free day secondary education to promote completion rates in public secondary schools, Mvita Sub-county Mombasa, Kenya, for academic purposes only. Please feel free to provide your answers truthfully in the space provided.

SECTION A

This section of the questionnaire is designed to gather information about yourself and your school. Kindly indicate your answer by ticking or by filling the spaces.

1. Gender male () Female ()
2. Your age _____
3. Academic qualifications _____
4. Your experience as head teacher i.e. number of years ()
5. Was there a qualification criteria for appointment? Yes () No ()
6. Were you inducted in this new job through training? Yes () No ()
7. Type of school (i) Boys day () (ii) Girls day () (iii) Girls boarding () (iv) Boys boarding () (v) Mixed day () (vi) Mixed Boarding () (vii) Any other _____ specify
8. What has been the enrolment trend in your school since 2010?

GENDER	2010	2011	2012	2013	2014	2015
Boys						
Girls						
Total						

9. What has been the completion trend since 2010?

GENDER	2010	2011	2012	2013	2014	2015
Boys						
Girls						
Total						

SECTION B

Are there challenges that have come up due to Free Day Secondary Education in your school that affect the internal efficiency especially the completion rates?

Yes () No () If yes, which are these challenges? State under the following headings.

1. Physical facilities

(a) Tick appropriate answer if there is a challenge or not. Yes () No ()

(b) List the common challenges in terms of physical facilities

(i) _____

(ii) _____

(iii) _____

(c) How do these challenges affect the completion rates in your school?

(i) _____

(ii) _____

(iii) _____

(d) Suggest possible solutions / recommendations to these problems

(i) _____

(ii) _____

(iii) _____

(e) If your answer to 1 (a) above is No, please list ways and means that may have enabled you to acquire competence in this task area.

(i) _____

(ii) _____

(iii) _____

2. Shortage of teachers

(a) Are teachers in your school adequate? Yes () No ()

(b) If the Answer is yes, what is the number the school requires as per the CBD?

(c) List the common challenges caused by teacher shortage

(i) _____

(ii) _____

(iii) _____

(d) How do teacher shortages affect the completion rates in your school?

(i) _____

(ii) _____

(iii) _____

(e) Suggest possible solutions / recommendations to this challenge

(i) _____

(ii) _____

(iii) _____

(f) If your answer to 2(a) above is No, please list ways and means that may have enabled you to acquire competence in this area.

(i) _____

(ii) _____

(iii) _____

3. School Finance

(a) Tick appropriate answer if there is a challenge or not Yes() No()

(b) List the sources of school funds.

(i) _____

(ii) _____

(iii) _____

(c) List the common challenges associated with school funds

(i) _____

(ii) _____

(iii) _____

(d) How do these challenges affect the completion rates in your school?

(i) _____

(ii) _____

(iii) _____

(e) If the answer is No, to the above task area 3 (a), please list ways and means that may have enabled you to acquire success in this area.

(i) _____

(ii) _____

(iii) _____

4. Instructional materials

a) List the common challenges in terms of instructional materials

(i) _____

(ii) _____

(iii) _____

b) How do these challenges affect the effective curriculum delivery to enable completion rates?

(i) _____

(ii) _____

(iii) _____

c) Suggest possible solutions to these challenges?

(i) _____

(ii) _____

(iii) _____

5. Discipline among students

a) Tick appropriate answer if there is a challenge or not? Yes () No ()

b) If the answer is yes list the common challenges in terms of discipline among students?

(i) _____

(ii) _____

(iii) _____

c) List the reasons for indiscipline in the school?

(i) _____

(ii) _____

(iii) _____

d) How do these challenges affect completion rates in your school?

(i) _____

(ii) _____

(iii) _____

e) Suggest possible solutions / recommendations to these challenges?

(i) _____

(ii) _____

(iii) _____

f) If the answer in (a) above is NO, please list ways and means that may have enabled the school to acquire competence in this area?

(i) _____

(ii) _____

(iii) _____

THANK YOU

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to collect information on the analysis of the contribution of free day secondary education to promote completion rates in public secondary schools, Mvita Sub-county Mombasa, Kenya, for academic purposes only. Please feel free to provide your answers truthfully in the space provided.

1. Your gender Male () Female ()
 2. Your age _____
 3. Academic qualifications _____
 4. Your experience in the following capacities i.e number of years
(i) Classroom teacher () (ii) Head of department () (iii) Deputy Head teacher ()
 5. Was there a pre-qualification criteria for appointment Yes () NO ()
 6. Type of school (i) Day () (ii) Boarding () (iii) Day/Boarding ()
(iv) Mixed/day () (v) Any other _____ specify.
 7. Were you inducted in the new job through training? Yes () No ()
 8. Has the program of Free Day Secondary Education enhanced completion rates in your school? Yes () No ()
 9. Are there any challenges that have come up as a result of free day secondary education in your school? Yes () No ()
If yes, which are these challenges? State under the following headings
- 1. Instructional materials**
 - (a) Tick appropriate answer if there is a challenge or not Yes () No ()
 - (b) List the common challenges in-terms of instructional materials i.e books.
 - (i) _____
 - (ii) _____
 - (c) How do these challenges affect your effective curriculum delivery to enhance completion rates?
 - (i) _____
 - (ii) _____
 - (d) Suggest possible solutions to these challenges
 - (i) _____
 - (ii) _____
 - (e) If your answer to the above task (a) is No, please list ways and means that may have enabled you/school to acquire competence in this task .

- (i) _____
- (ii) _____

2. Shortage of teachers

- (a) Is this a challenge in your school? Yes () No ()
- (b) In which department do you belong?
- (c) If the answer in (a) above is Yes how many more teachers are required in your department? _____
- (d) List the common challenges caused by the teacher shortages.

- (i) _____
- (ii) _____
- (iii) _____

(e) How do teacher shortages affect quality of teaching and learning in your school to enhance completion rates?

- (i) _____
- (ii) _____
- (iii) _____

(f) Suggest possible solutions/ recommendations to these challenges

- (i) _____
- (ii) _____
- (iii) _____

(g) How has the school attempted to solve the challenge of teacher shortages?

- (i) _____
- (ii) _____

3. Discipline among students

- (a) Tick appropriate answer if there is a challenge or not. Yes () No ()
- (b) List the common challenges in terms of discipline among students

- (i) _____
- (ii) _____

(c) List the reasons for indiscipline in the school.

- (i) _____
- (ii) _____

(d) How do these challenges influence the internal efficiency in your school?

- (i) _____
- (ii) _____

(e) Suggest possible solutions / recommendations to these problems

- (i) _____
- (ii) _____

(f) If the answer to (a) above is No, please list ways and means that may have enabled the school to acquire competence in this task.

- (i) _____
- (ii) _____

4. Physical facilities

a) What challenges do we face in the utilization of physical facilities since the introduction of Free Day Secondary Education? Specify the facility and the challenge

(i) _____

(ii) _____

b) How do these challenges affect students' completion rates?

(i) _____

(ii) _____

(THANKS FOR YOUR COOPERATION)

APPENDIX D:

QUESTIONNAIRE FOR THE STUDENTS

This questionnaire will investigate free day secondary education and students' completion rates in public secondary schools. Kindly fill this questionnaire by ticking (✓) appropriately or writing your opinion where necessary.

1. Please indicate your gender Male [] Female []
2. What is your age? 11- 13yrs [] 14-16 [] 17-20 [] Above 21 yrs []

Section A. Family income on education

3. What is the occupation of your parents? Self-employed [] employed []
4. What is your family's monthly average income in Ksh? Less than 6,000 [] 6,000 -15,000 [] Above 15000 []
5. Are there students who may have dropped since you enrolled? Yes [] No []
6. Indicate why they dropped out of school (Tick at most two). Poverty [] Lack of school supplies [] Poor parental motivation [] Repetition []
7. Will educational output improve if household's income is enough for the provision of home and school requirement? Yes [] No []

Section B. Cost of education

8. Indicate if you have been sent home for the failure to pay any of the following levies? Development fund [] Uniform [] Examination fees [] Tuition fee [] Lunch-feeding fees []
9. For those who do not pay any of the above cost in question 8 promptly what do head teacher do? Sending the students home [] summon their parent [] don't know [].
10. For those who fail to pay these costs what reason do they give?
.....

Section C. Education of the parent

11. What is your parents' academic level of education? Education K.C.P.E []
K.C.S.E [] DIPLOMA [] DEGREE [] Mother [] Father []

12. In what ways are the parents involved in your education ways.

a) _____

b) _____

13. Will parental involvement in education improve its output? Yes [] No []

Section D. Reasons for school dropout

14. What influences both boys and girls to withdraw from school? Poverty []
Pregnancy [] Economic reasons [] Social status [] Other []

Specify _____

15. Do teachers and other educational stakeholders influence the completion rates
of the students? Yes [] No []

16. In what ways has the free day secondary education influenced the students'
secondary education? (Tick at most three) Improved enrolments [] Increased
participation rate [] Do not know [] Increased the dropout rate [] Improved
performance []. Any other []

Specify _____

17. In your opinion what else should be done to improve the students' completion
rates?

Thank you!!


APPENDIX E: OBSERVATION SCHEDULE

Dimensions	Key Indicators	Very Good	Good	Satisfactory	Unsatisfactory
Availability of physical facilities in schools	Condition of buildings Classroom space Storage areas Sporting facilities Recreational area Water and sanitation Toilet facilities Safety and security				
School enrollment	Unsteady enrollment Number of pupils per class Keeping records				
Availability of instructional material	Teaching aids Lesson structure Teacher-student ratio Instructional material Classroom display				
Teacher-pupil ratio	Number of teacher Number of pupils				


APPENDIX F: RESEARCH PERMIT

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT


Serial No. A 5921

CONDITIONS: see back page

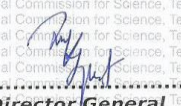
THIS IS TO CERTIFY THAT:

MR. ASA OMANDI KINARO
of UNIVERSITY OF NAIROBI, 0-80100
MOMBASA, has been permitted to
conduct research in Mombasa County
on the topic: FREE DAY SECONDARY
EDUCATION AND STUDENTS'
COMPLETION RATES IN PUBLIC
SECONDARY SCHOOLS IN MVITA
SUB-COUNTY, KENYA

for the period ending:
30th November, 2015



Applicant's Signature



Director General
National Commission for Science, Technology & Innovation

APPENDIX G: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No.

Date:

23rd July, 2015

NACOSTI/P/15/6381/7170

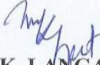
Asa Omandi Kinaro
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Free Day Secondary Education and students’ completion rates in public secondary schools in Mvita Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Mombasa County** for a period ending **30th November, 2015.**

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

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Mombasa County.

The County Director of Education
Mombasa County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified